



UNIT 1:

History Starts With You

Unit 1: History Starts with You

Lessons 1 to 2, from living memory into deep history.

The course begins with your learner's own family because their life and the lives of people they know are part of history. History is not limited to rulers, wars, and important dates. It includes how people lived, what they experienced, what they knew, what they made, and how they understood their world.

Lesson 1 begins with living memory. Your learner interviews someone about an experience from the past and records that person's account, preserving part of history that might otherwise be forgotten. Lesson 1 also makes your learner a Time Traveler and gives them the Time Travel Passport. The Passport marks every crossing in the course. Your learner touches it, closes their eyes, and opens them in another time, and every arrival in every lesson is announced this way. The first destination marked in the Passport is home.

Your learner then examines the thinking used during the interview. Some parts of listening and responding happen automatically. Others require a strategy chosen on purpose, such as listening for important information, asking a follow-up question, or deciding what to write down. This begins a practice that continues through the course: noticing not only what you think, but how you arrived at it.

Living memory reaches only as far as the people who can tell us what they experienced. Lesson 2 moves past that limit by introducing artifacts and the questions historians ask of them: What does this evidence show? What might it suggest? What can it not tell us?

Your learner applies those questions to a mystery house and to a fluting iron. The fluting iron demonstrates the difference between recent history and deep history. The purpose of the fluting iron can be checked, because someone wrote down what it was for while fluting irons were still in use. Objects from deep history have no living witness and no written explanation from the people who made and used them. Your learner also colors the oldest known artifact, a stone tool shaped at Lomekwi in Kenya about 3.3 million years ago. It was found near the fossil of an extinct hominin, and scientists do not know whether that hominin made it. Your learner works through four ways of checking something: ask someone who still knows what it was for, look closely at the object, try using it, and look it up in something written down at the time.

Together these lessons establish the method your learner uses for the rest of the course. Deep history is part of the same human history as their family history. What changes is the evidence available.

Lesson 1:

History Starts with You

OBJECTIVE

In this lesson, your learner collects a piece of family history by interviewing someone about a memory, and uses Metacognition to notice the difference between thinking that happens automatically and thinking chosen on purpose.

MATERIALS

For A Story from the Past:

- ☐ Pencil
- ☐ Print out of the Time Travel Passport - [it is a separate downloadable pdf that comes with the Text](#)
- ☐ Optional: a way to record the conversation

Suggested Schedule

Advance Prep: Choose a grandparent, older relative, family friend, or neighbor to interview. Arrange a time for Session 2. Set up recording equipment if it will be used.

Session 1 Read the lesson. Set up the Time Travel Passport.

Session 2 A Story from the Past. Think Like a Historian.

Session 3 Words to Know.

Using the Time Travel Passport

Read this once. Later lessons will give you only a line or two.

The Time Travel Passport is your learner's running record of the whole course. It holds four things that build across the year:

- ☐ The World Map, where every place you visit gets marked.
- ☐ A line for each journey, naming the people and the date.
- ☐ The family tree, where you add a leaf each time you meet a new kind of human relative.
- ☐ Stamps, one for each journey.

Keep it somewhere it will survive the year. It gets handled a lot.

Lesson 1 is the setup. Your learner writes their name on the cover, decorates it, and makes the first mark on the map: a star or a house where they live, labeled "Home" with today's date. Nothing is stamped yet, because you have not traveled yet.

Almost every lesson from Lesson 3 on follows the same three steps: mark the map, write the people and the date, add the stamp. A few lessons add a leaf to the family tree.

A note on leaves and stamps: throughout the course, your learner may either draw each leaf and stamp or cut it out from the Stamps Sheet PDF and glue it in. Later lessons give the action only and do not repeat this.

A Story from the Past

Say: Today, you are learning that you can collect history by asking people about their memories. Your first adventure as a Time Traveler begins at home.

Let your learner choose one or two questions. The goal is to hear one memory and listen closely to how the person tells it.



Think Like a Historian

This page asks your learner to identify which parts of the interview happened without a deliberate choice and which actions they chose. This is metacognition: noticing and describing how you thought about something. The interview gives your learner a familiar experience to examine.

1. Hearing their voice: automatic. Knowing who they are: automatic. Picturing the place they told you about: Answers vary, since a learner may picture it without effort or may choose to build the picture on purpose.
2. Answers vary.
3. A historian was not there, so they must work it out on purpose.



Words to Know

history: Accept any true event from the learner's past, including a move, birthday, trip, or first day at a new school.

ancestor: Accept any named parent, grandparent, great-grandparent, or earlier ancestor, together with one fact about that person.

Lesson 4:

Tool Makers

2 million years ago, East Africa

OBJECTIVE

In this lesson, your learner hunts for natural objects that could work as tools and tests what each one does, and uses Evidence to weigh four clues about whether a hominin shaped a rock. Your learner also expands sentences with when and with why using because.

MATERIALS

For The Dig Site:

- ☐ Crayons or colored pencils

For Tool Discovery:

- ☐ Access to outdoors, a yard, park, or natural area
- ☐ Thick cardboard or an old magazine to test tools on
- ☐ A small object for the grip test, such as a button, coin, or pebble
- ☐ Pencil

Suggested Schedule

Advance Prep: Before Session 2, choose a safe outdoor location and gather the cardboard and grip-test objects.

Session 1 Read the lesson. The Dig Site. Time Travel Passport.

Session 2 Tool Discovery. Think Like a Historian.

Session 3 Words to Know. Writing About History.

Using the Time Travel Passport

Page 1:

Leaf: *Homo habilis* and *Australopithecus afarensis*

Page 2:

Map: Find Gona and color it.

Write: *Homo habilis*, 2 million years ago.

Stamp: Early Tool Makers.

Teaching Note

In this course, members of the genus *Homo* are called humans.

The Dig Site

The picture shows an archaeological dig site. Archaeologists study places where people or ancient relatives left things behind. The scene includes parts of the natural environment, modern tools used by archaeologists, and possible finds from the past. Have your learner color the scene and examine the numbered finds. Then circle one object that might be an artifact.

Tool Discovery

Caution: Your learner should not pick up glass, metal, thorns, rusty objects, or extremely sharp rocks. Test objects gently on cardboard, never on skin, clothing, furniture, plants, or living things.

Follow the directions in the workbook. Give particular attention to Part 1. Before your learner goes outside, have them try the button both ways and say what the thumb is doing that the four fingers cannot.

As they test, ask why a tool worked or failed rather than which one won. A tool that did not work the way they expected is the more useful result, and the Think Like a Historian page builds on it.



Think Like a Historian

This page asks your learner to decide how strongly each clue supports the claim that the rock is a tool. One sharp edge is weak evidence because a rock can break that way naturally. Repeated flakes beside bones with cut marks are strong evidence of deliberate toolmaking. The rock's color does not help answer whether a hominin shaped it.

1. Sharp edge: helps, weak. Many flakes knocked off the same way: helps, strong. Found beside cut-marked bones: helps, strong. Pretty color: does not help.
2. B.
3. B.
4. No. A rock can break that way with no hominin involved. Look for the reason, not just the no.

A sharp edge feels like the obvious clue, but rocks break sharply on their own, so by itself it leaves too much uncertainty. Repeated flakes and cut-marked bones answer the question more directly. The pretty-color clue is true, and it is interesting, but it has nothing to do with the question. A learner who marks it "helps" is being pulled by an interesting fact instead of the question.



Words to Know

Homo: They are all humans and members of the group *Homo*.

***Homo habilis*:** Scientists kept finding stone tools beside the bones. The tools made *Homo habilis* seem "handy," so it was named "handy human."

tool: *Example:* a strong, pointed stick because the point could push into the ground.

archaeologist: Accept any object likely to survive together with a reasonable conclusion about the learner's life.



Writing About History

This exercise asks your learner to expand sentences by adding when and why. A why detail uses because to state a reason. This is useful in history because a claim should be followed by the evidence or reason that supports it.

when: 2 million years ago.

Expanded sentence: Two million years ago, *Homo habilis* lived.

why: because they needed to cut meat, scrape plants, or dig.

Expanded sentence: *Homo habilis* used tools because they needed to cut meat, scrape plants, or dig.

Question: Answers vary.

Watch for: a when sentence with no comma, or when placed in the middle instead of the front.

Watch for: a why answer that drops because. *Homo habilis* used tools to cut meat is a fine sentence, but it is not the skill on the page.

Lesson 13:

Island Innovators

More than 65,000 years ago, Southeast Asia

OBJECTIVE

In this lesson, your learner traces a route from Sunda to Australia across open water, builds and tests a raft, and uses the Testing Cycle to name what a tipped raft tells a builder. Your learner also writes sentences beginning with before and after.

MATERIALS

For Find Your Path:

- ☐ Pencil
- ☐ Crayons or colored pencils

For Build and Test a Raft:

- ☐ Sticks, twigs, and bark
- ☐ String, yarn, rubber bands, or twist ties for lashing
- ☐ A basin, bathtub, or large container of water
- ☐ Small objects to test as cargo, such as pebbles, small toys, or coins
- ☐ A towel for cleanup

Suggested Schedule

Advance Prep: Before Session 2, gather the raft materials. Straight sticks and dry bark work best. Fill the testing basin.

Session 1 Read the lesson. Find Your Path. Time Travel Passport.

Session 2 Build and Test a Raft. Think Like a Historian.

Session 3 Words to Know. Writing About History.

Using the Time Travel Passport

Map: Find Sunda and color it.

Write: Deep Water Crossing, 65,000 years ago, 65,000 years ago.

Stamp: Island Innovators, People of the Sea.

Find Your Path

The shape attached to Australia's northern edge, found on the "today" map, is called New Guinea. At low sea level it was joined to Australia into one landmass; today the two are separate, with water between them.

Find your path. Any route from Sunda east through Sulawesi to Australia is fine, as long as each crossing is kept short. The key idea: there was no land bridge to Australia, so every route still required crossing open water.

Today they are separate islands (such as Sumatra, Java, and Borneo), with ocean between them. At the lower sea levels of 69,000 to 65,000 years ago, that shallow sea floor was above water, joining them into one landmass called Sunda.

Build and Test a Raft

Follow the directions in the workbook. When the raft tips or sinks, do not repair it for your learner. **Ask:** What did you observe? What do you want to change? What do you predict will happen after the change?

Building and comparing a second raft completes the testing cycle.



Think Like a Historian

This page asks your learner to identify the steps of the testing cycle in the raft activity. A raft that tips or sinks provides information about the design. The builder uses that information to decide what to change and then tests the revised raft. Question 4 applies the same process across generations.

1. No.
2. Test.
3. Revise.
4. No. The rafts got better because each generation built on what the last one learned.
5. Answers vary. Any real observation and change from their own raft.



Words to Know

Answers vary. Look for:

watercraft: any drawing of a raft, a boat, or a canoe.

raft: whatever they used. String, yarn, rubber bands, twist ties.

innovation: Better watercraft could cross longer stretches of open water and help families reach new islands.



Writing About History

This exercise asks your learner to complete four sentences using *before* and *after*. These words show the order in which events happened. Two sentences describe one grandfather's work, and two describe changes made across many generations.

Before the grandfather built the bigger raft, he learned from the rafts his family had built before.

After the family reached the new island, they found stone, food, and fresh water.

Before each generation built new rafts, they watched what the last generation had built.

After each generation built new rafts, the rafts were a little better.

Watch for: a before or after answer that does not put the events in time order.

Lesson 18:

The Cave of Animals

36,000 years ago, the Ardèche Valley, Southern France

OBJECTIVE

In this lesson, your learner colors animals using colors based on pigments found at Chauvet Cave and makes a hand stencil modeled on one at El Castillo Cave. Your learner uses Know It or Believe It? to separate claims that can be checked against surviving evidence from beliefs about meaning or motive. Your learner also identifies topic sentences and supporting details.

MATERIALS

For The Animals of Chauvet Cave coloring page:

- ☐ The coloring page in the workbook
- ☐ Crayons or colored pencils: black or dark brown, and red, orange, or reddish brown

For The Hand on the Wall:

- ☐ A piece of tan, brown, gray, or cream paper
- ☐ Washable red or ochre-colored paint, or red chalk
- ☐ A small sponge, stiff brush, or cotton ball
- ☐ A shallow dish if using paint
- ☐ Tape

Suggested Schedule

Advance Prep: Before Session 2, gather the paper, paint or chalk, applicator, and tape. If using paint, pour a small amount into a shallow dish.

Session 1 Read the lesson. The Animals of Chauvet Cave coloring page. Time Travel Passport.

Session 2 The Hand on the Wall. Think Like a Historian.

Session 3 Words to Know. Writing About History.

Using the Time Travel Passport

Map: Find the Ardèche Valley in southern France and mark it.

Write: The Cave of Animals, 36,000 years ago.

Stamp: The Artists of Chauvet Cave.

The Animals of Chauvet Cave

The Chauvet artists did not use black for outlines and red for shading on the same animal. Each animal is one or the other. Pale amber or golden yellow behind the animals is an optional modern addition that suggests torchlight. It does not represent a pigment the artists used.

The Hand on the Wall

Accept any answer. The work is in the last sentence of the prompt, which says the answer is a belief. If your learner states it as a fact, ask how they would check it.

The name for this kind of print is a negative stencil. The shape appears because the pigment goes around the hand rather than on it.



Think Like a Historian

This page asks your learner to distinguish claims that can be checked against surviving evidence from beliefs about meaning or motive. Keeping this distinction clear matters because the paintings can show what the artists made and some of how they made it, but they do not explain why the artists made them. The use of charcoal and red pigment can be checked; explanations for why people painted deep inside the cave remain interpretations.

1. K. K. B. K. B. B.
2. Measuring the stencils, listing which animals are on the walls, or testing the pigments.
3. Historians must say that it is a belief, a possibility, or an interpretation, not a fact.
4. Know: the size and shape of the hand. Believe: who made it, how old the maker was, why the maker made it, or how the maker felt.

Scientists have used hand measurements to argue that children and young people helped make some cave art. That argument rests on evidence, but the age of any one stencil maker cannot be checked.



Words to Know

Answers vary. Look for:

charcoal: the black lumps. The powder is ash, wood that burned all the way.

ochre: Travel to a place where ochre is in the ground, dig it, and carry a supply back. Accept trading for it with people who lived nearer a source.

symbolic thinking: both. Something stands for something else whether or not it looks like it. If your learner says the painting is only a picture, ask whether the picture is the lion.



Writing About History

This exercise asks your learner to find the topic sentence in each group. Distinguishing a claim from its support matters in history because details alone may not make the paragraph's main point clear. Scraping the wall smooth and spreading charcoal with a pad are both evidence; the painters of Chauvet Cave were skilled artists is the claim they support.

Group 1: the second sentence.

Group 2: the last sentence.

Watch for: a learner who circles a detail that is true but narrow. Ask whether the other three sentences are about that one, or whether that one is about the other three.

Lesson 21:

How Wolves Became Dogs

23,000 years ago, the Ice Age north (Siberia and Beringia)

OBJECTIVE

In this lesson, your learner reads a dog's whole body rather than one signal at a time and learns what to do when a dog asks for space, colors one of the first dogs into her place at a human camp and uses Cause and Effect to trace a scientific model of how wolves became dogs, and, much later, how people shaped the many kinds of dogs alive today. Your learner also combines pairs of sentences with and.

MATERIALS

For Reading Dog Language:

- ☐ Three or four pictures of dogs showing clearly different body language (printed or on a screen), ideally one relaxed, one alert, one scared, and one giving a warning; or a real dog to watch

For How Wolves Became Dogs coloring page:

- ☐ Crayons or colored pencils

Suggested Schedule

Advance Prep: Before Session 2, choose three or four photographs from a veterinary or animal welfare body language guide, one relaxed, one alert, one worried, and one asking for space. Pick photographs that show the whole dog, not a close-up of a face or tail. You may also watch a familiar dog going about its ordinary day. Do not provoke or test a real dog to produce any of these behaviors.

Session 1 Read the lesson. How Wolves Became Dogs coloring page. Time Travel Passport.

Session 2 Reading Dog Language. Think Like a Historian.

Session 3 Words to Know. Writing About History.

Using the Time Travel Passport

Map: Find the Ice Age north, Siberia and Beringia, and color it.

Write: How Wolves Became Dogs, 23,000 years ago.

Stamp: The First Domestication.

Reading Dog Language

Humans had to learn what a wolf's movements, sounds, and face meant, and wolves had to learn to read humans. After thousands of years, dogs became very good at reading human faces and gestures, and people became very good at reading dogs.

Show the pictures (or watch the dog) one at a time. For each, ask what the dog is feeling and how your learner can tell, using the chart on the workbook page (tail, ears, body, mouth, eyes). Then use the two reflection questions on the page: why reading a wolf mattered to a hunter-gatherer, and why reading a human mattered to a wolf.

Make the connection lightly. People and dogs have paid close attention to each other for a very long time. We cannot know which signals passed between them at the beginning, only that the attention itself is old.



Think Like a Historian

This page asks your learner to put the causes and effects of dog domestication in order. The sequence shows that domestication occurred through changes across many generations. Much later, people selected dogs for different kinds of work.

1. In the order printed: 3, 1, 4, 2.
2. Both sides changed, the wolves and the people.
3. Dogs suited to different work.
4. Answers vary.



Words to Know

Answers vary. Look for:

domestication: not domestication, only taming; the change has to appear across generations in a whole group.

atlatl: greater distance, so the hunter stays farther from a large animal.

Last Glacial Maximum: south, into Spain and Italy, where the winters were milder.



Writing About History

This exercise asks your learner to combine four sentence pairs with and. Joining related ideas can show that two actions or changes belong to the same historical relationship. In the final pair, combining the sentences keeps the changes in wolves and humans together and emphasizes that the partnership affected both.

1. Wolves watched the camp and waited for scraps.
2. The girl and the elder watched Shadow.
3. The dog helped the hunters and trotted back to camp.
4. Wolves and humans changed because of their partnership.

Lesson 32:

Farming at Altitude

6,500 years ago, the Andes Mountains, in Peru

OBJECTIVE

In this lesson, your learner researches where potatoes and quinoa came from and how many kinds of potato the Andes still hold, and uses Evidence to work out what a slow change leaves behind and how to go looking for it. Your learner also writes a paragraph about how the people of the Andes used each height of the mountains, choosing the details that support the point.

MATERIALS

For Potatoes and Quinoa in the Andes:

- ☐ Pencil
- ☐ Books about potatoes, quinoa, or the Andes, or internet access

For Lemon-Lime Quinoa Vegetable Bowl:

- ☐ 1 cup quinoa
- ☐ 2 cups water or vegetable broth
- ☐ 1/2 teaspoon salt
- ☐ 1 tablespoon olive oil
- ☐ 1 cup corn, peas, diced cucumber, diced tomato, or chopped bell pepper
- ☐ 1/2 cup cooked black beans or lentils, optional
- ☐ 2 tablespoons lemon or lime juice
- ☐ 1 tablespoon chopped parsley or cilantro, optional
- ☐ 1/4 teaspoon cumin, optional

For Pastel de Papa:

- ☐ 6 medium yellow potatoes (Yukon Gold-type), peeled and cut into chunks
- ☐ 2 tablespoons butter
- ☐ 1/2 cup milk (more as needed)
- ☐ 1 1/2 cups shredded mild cheese (mozzarella, Monterey Jack, or similar)
- ☐ 2 hard-boiled eggs, sliced (optional but traditional)
- ☐ Salt and pepper to taste
- ☐ 1 egg yolk, beaten with 1 teaspoon water (for brushing the top, optional)

Suggested Schedule

Advance Prep: Before Session 1, have books about potatoes, quinoa, or the Andes on hand, or internet access, for the research questions. Before Session 3, buy the quinoa and the potatoes, and hard-boil the eggs for the Pastel de Papa if you are using them. The quinoa bowl needs a pot and a stove; the potato bake needs an adult at the oven.

- Session 1** Read the lesson. Time Travel Passport. Potatoes and Quinoa in the Andes.
Session 2 Think Like a Historian. Words to Know.
Session 3 Writing About History. Lemon-Lime Quinoa Vegetable Bowl. Pastel de Papa.

Using the Time Travel Passport

Map: Find the Andes and color them.

Write: Farming at Altitude, 6,500 years ago.

Stamp: Vertical Farming.

Potatoes and Quinoa in the Andes

Dates are approximate. Accept reasonable answers in the right range rather than one exact number.

1. The high Andes of South America, in the region around Lake Titicaca.
2. Both are hardy and stand up to cold, thin air, and frost that would kill most crops.
3. Around 7,000 years ago, well established by the time of this lesson.
4. Potatoes all over the world. Quinoa still mostly in the Andes, though now planted in many other countries.
5. More than 4,000 native varieties. Accept thousands.



Think Like a Historian

This page asks your learner to decide what evidence would support llama domestication before reading what archaeologists found. Domestication happened across many generations, so archaeologists look for evidence of repeated animal penning rather than one event. Thick beds of dung in a dry cave are strong evidence because the dung shows that animals were kept together and the dry cave preserved it.

1. The change happened over many lifetimes, so there was never a single moment to find.
2. Thick beds of dung packed in one place where animals were penned close together.
3. Dry ground keeps the dung from rotting away, so it can last thousands of years.
4. Not much by itself. A wall could hold animals, but it could have other uses. It becomes strong evidence when the dung is found with it.
5. Answers vary. Look for the dung named as the clue, the dry cave named as the reason it survived, and the wall named as evidence that becomes useful when found with the dung.



Words to Know

Answers vary. Look for:

altitude: The mountain field is colder, because higher land is colder. Look for altitude rather than season doing the work, since both fields sit the same distance from the equator.

puna: Carry wood up from lower down, or burn something else, such as dung or dry grass. There are no trees on the puna.

quinoa: The seeds keep through the cold months, so there is food when nothing is growing.

vicuña: They have to find and catch an animal that runs from them, and they have to do it again from scratch the next time they need wool. An animal living alongside people can be sheared whenever the wool grows back. Either half is a full answer. Same idea as the herd in Lesson 31.



Writing About History

This exercise asks your learner to choose three relevant details from five true statements. Relevant details must support the topic sentence. The softness of vicuña wool is true, but it does not show how people used different elevations.

Details that belong: they grazed animals on the high grass; they grew hardy potatoes high on the cold slopes; they brought wood and wild passionfruit from the warm valleys below.

Details that do not: the softness of vicuña wool is about wool, not about using different heights. The cold air high in the mountains describes the mountain, not something people did with it.