



**iCIVICS** presents:

# Centering Inquiry in the Elementary Classroom

LIBRARY  
OF CONGRESS  
**TEACHING**  
WITH **PRIMARY**  
**SOURCES**  
Consortium Member

**iCivics**  
[www.icivics.org](http://www.icivics.org)





## **Laurie Risler**

History's Mysteries  
Co-Creator, Private i  
Curriculum Writer, and  
Instructor, Westfield  
State University



## **Kelley Brown**

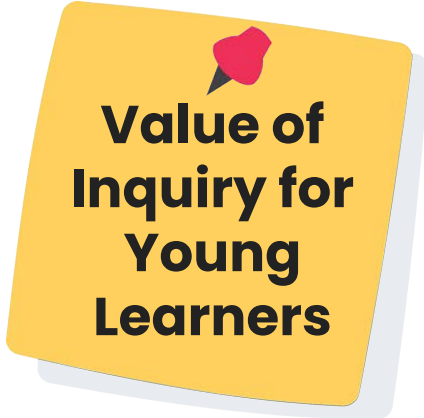
History's Mysteries  
Co-Creator, Private i  
Curriculum Writer, and  
Educator, Easthampton  
High School



## **About Us**



# Today's Agenda



**Value of  
Inquiry for  
Young  
Learners**



**Engaging in  
Primary  
Source  
Investigation**



**Finding  
Sources in  
Library of  
Congress  
Collections**



**Using  
Private i  
History  
Detectives**



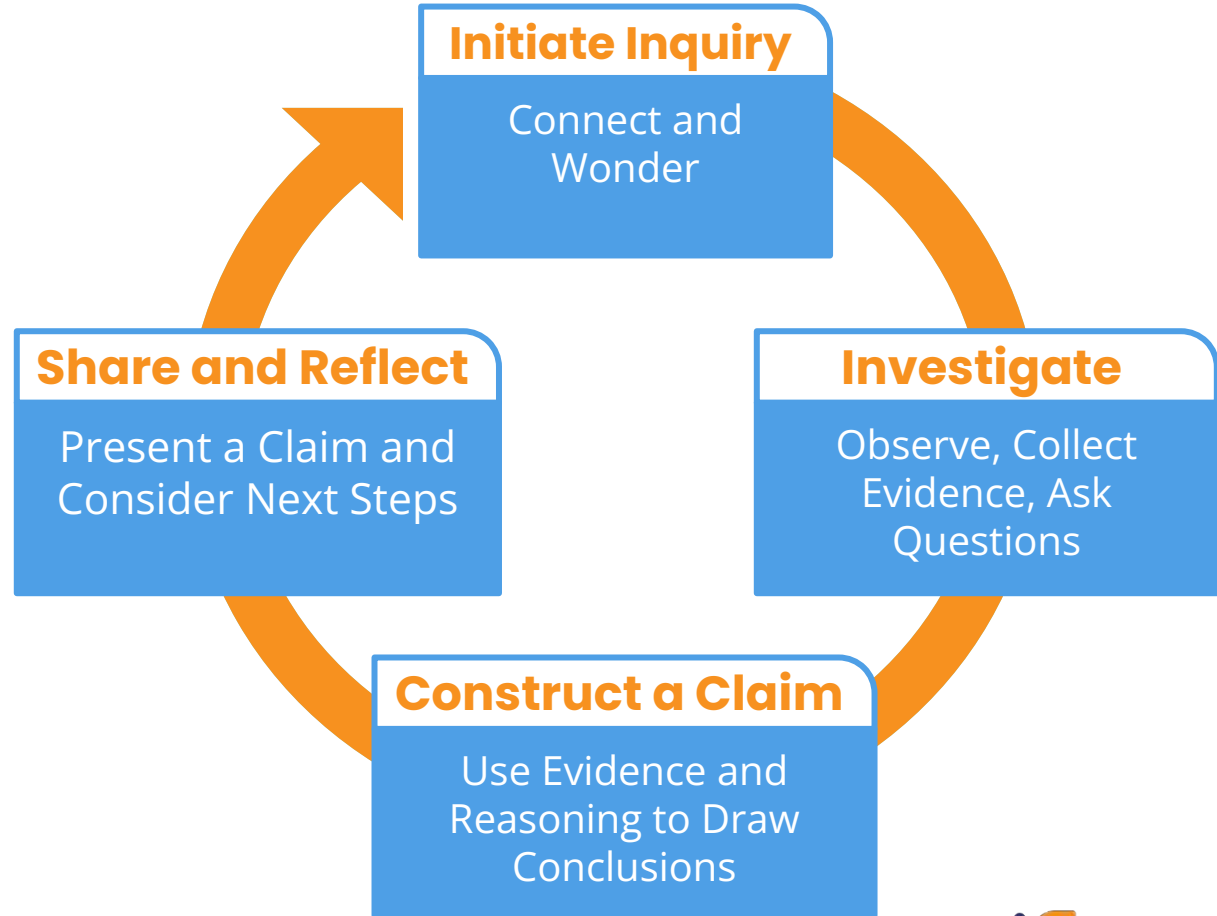


# Why do we engage students in historical inquiry?





# What is the **Inquiry Cycle** and why is it important?





Use primary  
sources to  
construct  
narratives!



**Initiate Inquiry**  
Connect and Wonder

**Share and Reflect**  
Present a Claim and  
Consider Next Steps

**What do  
historians  
do?**

**Construct a Claim**  
Use Evidence and  
Reasoning to Draw  
Conclusions

Learn from  
the work of  
historians!



**Investigate**  
Observe, Collect  
Evidence, and Ask  
Questions

Ask  
questions  
about why  
events  
happen!



# Inquiry

Provides students the  
opportunity to learn and  
practice historical  
thinking skills!



# Grade 4 Unit 1

## How does water shape our lives?



Private i

### How Does Water Shape Our Lives?

#### Grade 4

Water is all around us, but how does it shape our lives? In this inquiry-based unit, students will learn how access to water is a primary factor for early settlement. Following the story of William Skinner, students will explore the push and pull factors that resulted in Mr. Skinner building a highly successful mill in Holyoke, Massachusetts.



1

## What Push And Pull Factors Affected Where William Skinner Worked and Lived?



HOW DOES WATER SHAPE OUR LIVES?

GRADE  
4

UNIT 1, MYSTERY 1



iCivics

2

## How Does Water Affect People's Choices About Where to Work and Live?



HOW DOES WATER SHAPE OUR LIVES?

GRADE  
4

UNIT 1, MYSTERY 2



iCivics



3

## How Did the City of Holyoke, Massachusetts, Shape Water to Attract Businesses?



HOW DOES WATER SHAPE OUR LIVES?

GRADE  
4

UNIT 1, MYSTERY 3



iCivics

4

## How Did Mr. Skinner's Mill Contribute to the Population of Holyoke?



HOW DOES WATER SHAPE OUR LIVES?

GRADE  
4

UNIT 1, MYSTERY 4



iCivics





# Why did William Skinner move his silk business in 1874?



## Mystery Clue

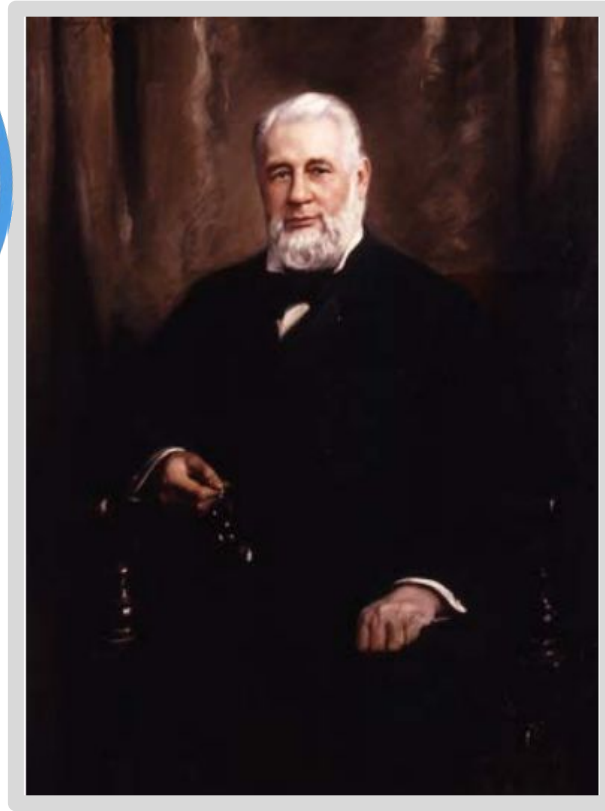


Historians study  
• **context.**

They research what  
is happening during  
the time period they  
are investigating.



**Who was  
William  
Skinner?**



## Mystery Clue



Historians study **primary sources** to help them solve their mysteries.

Primary sources can help us solve our mystery!



# Why did William Skinner move his silk business in 1874?





Investigate your  
primary source to  
answer the  
mystery question!



**Investigate  
the primary  
source and  
fill in your  
graphic  
organizer.**



## Why did William Skinner move his silk business in 1874?

Handout 2

### Part 1: Directions:

**Pair Share:** Use the Claim, Evidence, Reasoning organizer below to answer the mystery question with your partner using your own primary source.



### Claim-Evidence-Reasoning Organizer #1

Claim	
Evidence	
Reasoning	





Pair  
Share!



Square  
Share!

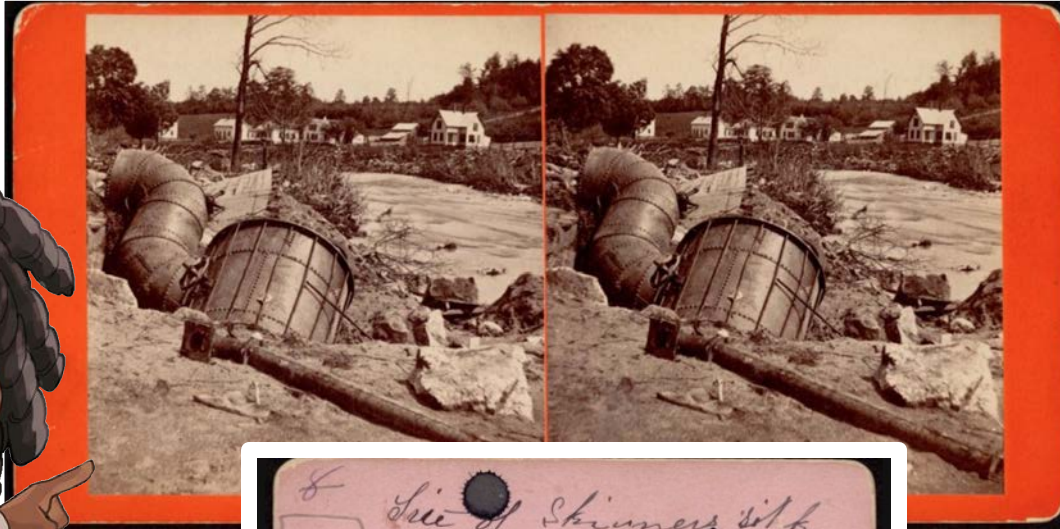




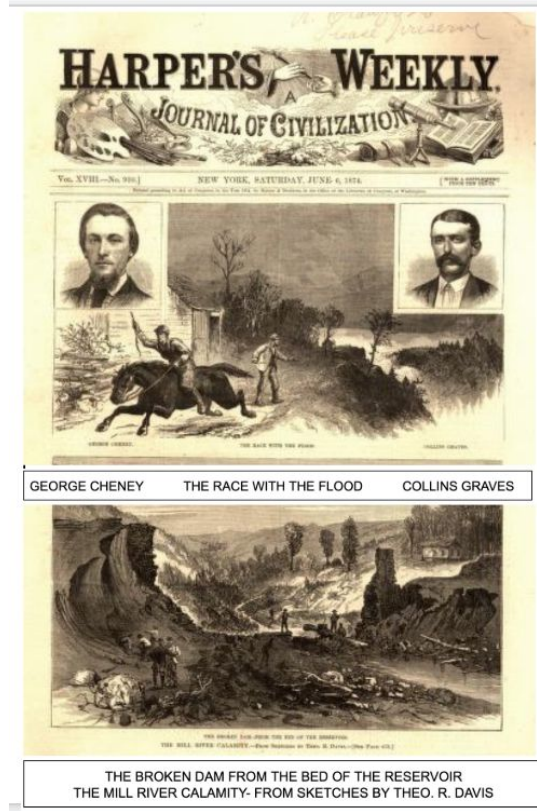
1874

May 16 Breaking away of the reserfoir  
in Williamsburg great distruction  
of life and property thousands upon  
thousands visit the scene of destruct<sup>on</sup>





8  
#5 } Site of Skinner's site  
Mill Skinner Mill.  
Williamsburgh  
Robbins





What might your  
students find fun  
or engaging  
about a locally  
based historical  
inquiry?





# Parts of a Private i Mystery!

- ✓ Anticipate
- ✓ Investigate
- ✓ Construct a claim
- ✓ Close



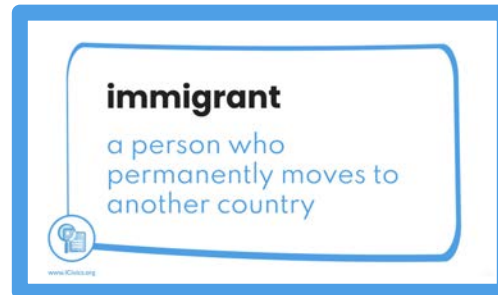
# ANTICIPATE





# Anticipate

- ✓ Tap into students' prior knowledge and experiences
- ✓ Set the purpose for learning
- ✓ Preload needed vocabulary





# INVESTIGATE






# Investigate

# Dig into text and visual primary sources through

- ✓ Observation
- ✓ Close reading
- ✓ Contextualization
- ✓ Discussion

## Handout 3

### Match the image to its role in the factory.



#### What Push and Pull Factors Affect Where William Skinner Worked and Lived?

**Directions:** Match the images to their roles in the factory. Put the letter in the box below with image.


*(Handwritten: 10 minutes)*

**Push factors:**

- 1. Poor working conditions
- 2. Poor pay
- 3. Long hours
- 4. Poor health
- 5. Lack of education


**Pull factors:**

- 6. Better working conditions
- 7. Higher pay
- 8. Shorter hours
- 9. Better health
- 10. More education




Factory

☐




Hours

☐




Money

☐




Worker

☐



Health

☐



Transport

☐

**SKINNERVILLE**  
NORTH CAROLINA

What do you notice?  
What do you see?

What things do you see that may have pulled Mr. Skinner to build his house and factory here?

**Handout 1**

Circle the push factors that would make someone want to leave factory work.

*Handout 1 is a worksheet titled "What Push and Pull Factors Affected Slaves?" with a list of 8 questions. The questions are:*

1. What time did you begin to work in the factory?
2. What kind of work did you do?
3. What kind of work did you do?
4. What kind of work did you do?
5. What kind of work did you do?
6. What kind of work did you do?
7. What kind of work did you do?
8. What kind of work did you do?

The worksheet is designed for students to circle the push factors that would make someone want to leave factory work.



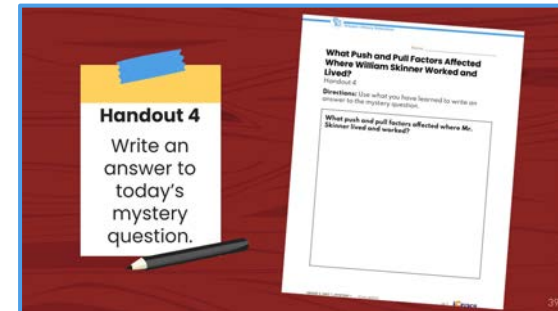
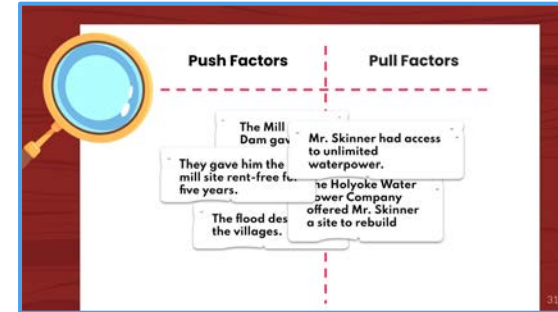
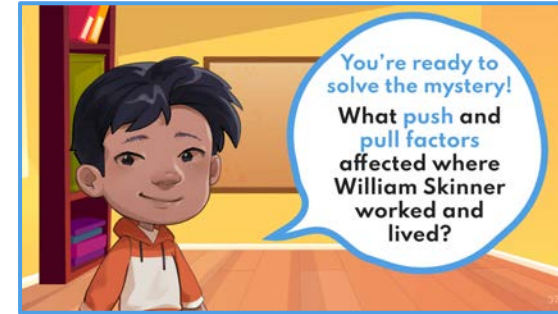
# CONSTRUCT A CLAIM





# Construct A Claim

- ✓ Gather evidence through investigations
- ✓ Build and support arguments
- ✓ Draw conclusions using evidence from each mystery







# CLOSE





# Close

Wrap up each mystery  
and have students

- ✓ Reflect on what was learned
- ✓ Share learning with others



**Extension Activity**  
Create a billboard.



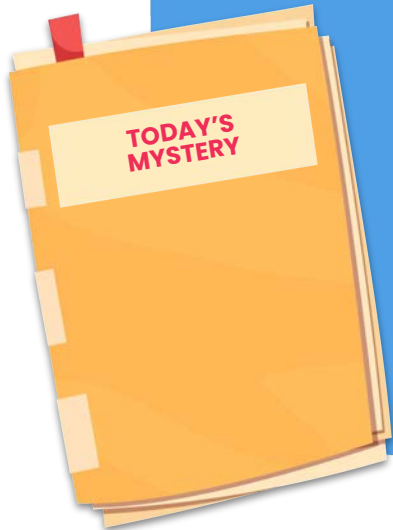
## Handout 1

Cut out the pieces to design your city.





# FINDING SOURCES



### Historical population

Year	Pop.	±%
1850	3,245	—
1860	4,997	+54.0%
1870	10,733	+114.8%
1880	21,915	+104.2%
1890	35,637	+62.6%
1900	45,712	+28.3%
1910	57,730	+26.3%
1920	60,203	+4.3%

US Census Data

What do you notice?



21

This ship's passenger list says that Mr. Skinner arrived in the United States in 1845, on a ship called the *Toronto*. He was 20 years old.

Name	Age	Sex	Occupation	Place of Birth
William Skinner	20	M		Salford, England

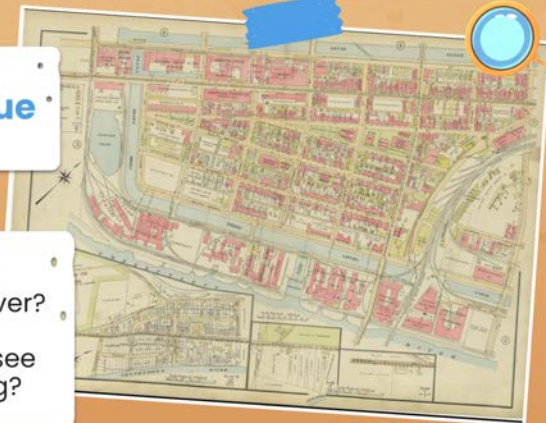
15

## Census Data, Immigration Documents and Fire Maps

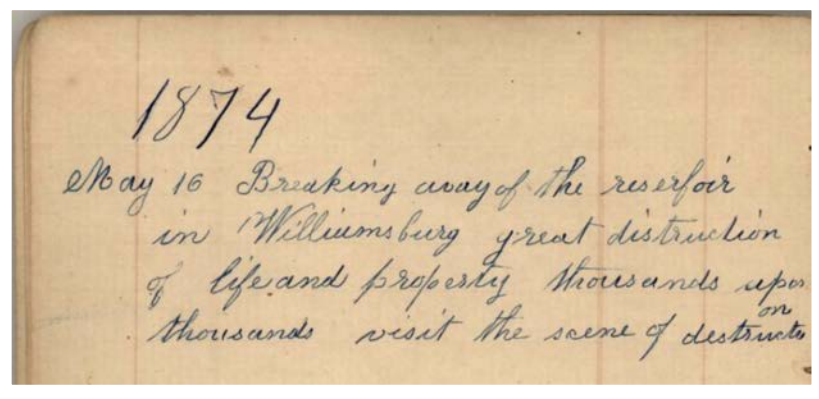
### Mystery Clue

Do you see the Connecticut River?

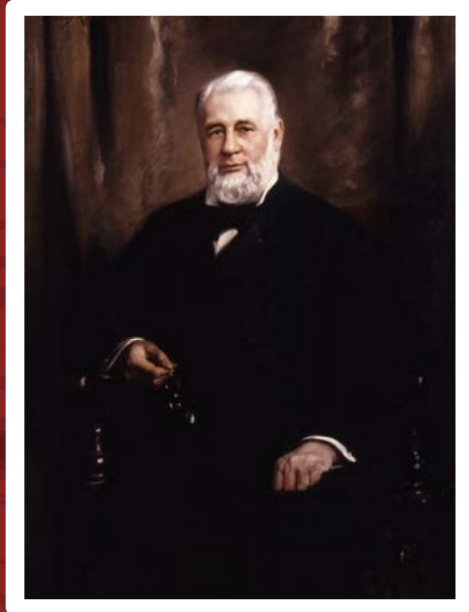
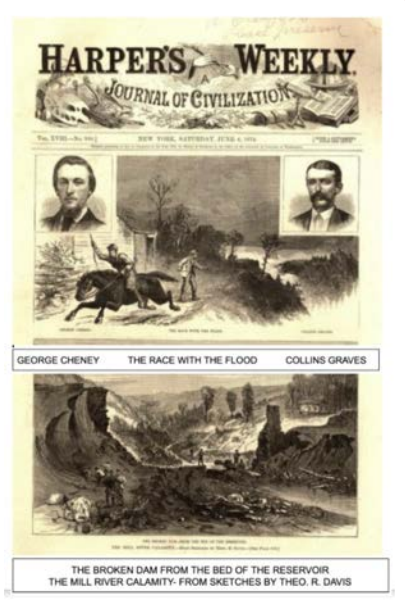
Where do you see the water going?



20



## Diaries, Periodicals, Paintings, Videos







Wondering where to start? Here are three collections at the Library of Congress that house great images to use in the classroom.





# Three Collections from the Library of Congress [loc.gov](https://www.loc.gov)

- ✓ Free to Use and Reuse
- ✓ National Child Labor Committee
- ✓ Carol M. Highsmith





First, let's check  
out the Free to  
Use and Reuse  
Collection!

<https://www.loc.gov/free-to-use/>

## LIBRARY OF CONGRESS

Everything	10
------------	----

0

==

This set offers representative images of avalanches, blizzards, droughts and dust storms, earthquakes, floods, forest fires, heat waves, hurricanes, landslides, tornadoes, volcanic eruptions, and waterspouts from the 16th to the 21st centuries. The pictures are from the Prints & Photographs Division collections unless otherwise noted.
















[illegible]LIBRARY  
OF CONGRESS

Everything	10
------------	----

9

==

This set offers pictures about making, selling, wearing, shining, repairing, and also needing shoes. Search tip: it can be hard to find pictures of shoes, because they are often a small part of a picture. To bring interesting footwear to light, try using words that describe circumstances where feet are likely to appear in pictures, including dance, fashion, military, and full-length portraits.

				
<p>James Montgomery &amp; Co.'s new color plates. Advertisement. White &amp; Neale Co., 1920. Prints &amp; Photographic Division</p>	<p>The famous class in the gymnasium at New York College. Photo. News. Photo by Jack Delano. 1942. Prints &amp; Photographic Division</p>	<p>Black men repair signs, Rapid City South Dakota. Photo by Guy Margulies. 1947. Prints &amp; Photographic Division</p>	<p>Street war-aid fund-raiser. Photo for United Nations. Photo by Guy Margulies. 1947. Prints &amp; Photographic Division</p>	<p>Lincolnville, Maine. Vacation jammer at 151 Marine Camp. Photo by Guy Margulies. 1947. Prints &amp; Photographic Division</p>
				
<p>The defiant Johnson-Eisenstein color magazine. Photo by Guy Margulies. 1947. Prints &amp; Photographic Division</p>	<p>Steve Nelson. Lums. Photo by Francis &amp; Johnson. 1940? Prints &amp; Photographic Division</p>	<p>C. Carver &amp; Co., Rubber Works, Photo of all kinds of rubber plants &amp; shrubs. New Haven, Conn. established 1842. Prints &amp; Photographic Division</p>	<p>A line of the young workers in Wood Street Union, Springfield, Ill. Photo by Louis Howe. 1911. Prints &amp; Photographic Division</p>	<p>General union meeting. Large hall. Brooklyn, New York. N.Y. Department of Labor. 1911. Prints &amp; Photographic Division</p>
				

LIBRARY  
LIBRARY OF CONGRESS

Expenditure	in
-------------	----

2

==

This selection of serious and humorous family portraits and activities concentrates on the 1800s to the 1940s—the time period when most of the Library's free to use and reuse images were created. All pictures are from the Prints & Photographs Division unless otherwise credited.

**Top Row:**

- Top Left:** A group of people, including children and adults, standing outdoors.   
Caption: **United Nations Children's Alliance, Georgia** by Thomas Kazan, 1949. (The photographer's first son and a neighbor)
- Top Middle:** A group of people, including children and adults, standing outdoors.   
Caption: **Sack Family**, photo by J.A. Kinsland, Omaha, 1980.
- Top Right:** A group of people, including children and adults, standing outdoors.   
Caption: **Blackberry, Arkansas**. Marvin "Russett" is his son, holding "Russett" is his son, children. Photo by John Vachon, 1943
- Top Far Right:** A group of people, including children and adults, standing outdoors.   
Caption: **Early homecoming for daughter** about New Bedford. Daguerretype photo, 1837 or 1838

**Second Row:**

- Second Row Left:** A group of people, including children and adults, standing outdoors.   
Caption: **Formal** tonight on the Olinthia. Photo by George J. Olinthia and Kaulakaris. Photo by George M. Kaulakaris, 1930-1931
- Second Row Middle:** A group of people, including children and adults, standing outdoors.   
Caption: **intermediate** feeding his daughter at the Fair. New Mexico. Post by Barbara. Photo by Russell Lee, 1940
- Second Row Middle-Right:** A group of people, including children and adults, standing outdoors.   
Caption: **intermediate** Katina Delabaki and her daughter. Photo by Delabaki (left) and the family. Delabaki in Washington, DC. Photo by National Photo Co., 1929
- Second Row Right:** A group of people, including children and adults, standing outdoors.   
Caption: **Alleged agricultural workers' family**, seen through the "baggage" screen. Photo by Dorothy Lange, 1939 (the "baggage screen")
- Second Row Far Right:** A group of people, including children and adults, standing outdoors.   
Caption: **Alleged agricultural workers' family**, seen through the "baggage" screen. Photo by Dorothy Lange, 1939 (the "baggage screen")

**Third Row:**

- Third Row Left:** A group of people, including children and adults, standing outdoors.   
Caption: **intermediate** feeding his daughter at the Fair. New Mexico. Post by Barbara. Photo by Russell Lee, 1940
- Third Row Middle:** A group of people, including children and adults, standing outdoors.   
Caption: **Family** living on the island at the Lake Security Administration Camp for delinquent workers, San Diego, California. Photo by Russell Lee, 1940
- Third Row Middle-Right:** A group of people, including children and adults, standing outdoors.   
Caption: **The Washington family**-George Washington, his wife, and her two grandchildren by the name of Cuts. Normal and elegant, after a family. George, 1768
- Third Row Right:** A group of people, including children and adults, standing outdoors.   
Caption: **Three generations on Smith's** (Portland, Oregon). George Smith, 1910-1912


**Bottom Row:**

- Bottom Left:** A group of people, including children and adults, standing outdoors.   
Caption: **For Home and Country** (The Fair). New Mexico. Post by Barbara. Photo by Russell Lee, 1940
- Bottom Middle:** A group of people, including children and adults, standing outdoors.   
Caption: **For Home and Country**. Victory Liberty Loan. War poster by John G. 1918
- Bottom Middle-Right:** A group of people, including children and adults, standing outdoors.   
Caption: **For Home and Country**. Victory Liberty Loan. War poster by John G. 1918
- Bottom Right:** A group of people, including children and adults, standing outdoors.   
Caption: **For Home and Country**. Victory Liberty Loan. War poster by John G. 1918

# Natural Disasters

## Shoes

# Families



## What can we learn from hats?

1. Hats can help us figure out **what jobs people do**.
2. Hats can help us figure out **where people work**.
3. Hats can help us figure out **where people are going**.
4. Hats can help us understand the risks of some activities and keep people **safe**.
5. Hats can help us figure out **what the environment is like**.

42

iCivics  
www.icivics.org

## What Can You Learn from a Hat?



INTRODUCTION TO INQUIRY  
INQUIRY UNIT, MYSTERY 2  
0-1  
iCivics



Why do you think the batter has this special helmet on?

I'll give you a clue.

34




1

2

23



What does this hat tell us about the environment this person is in?



40

Handout 1


Cut and match the hat to the right person and place.



What Can You Learn from a Hat?

Directions: Cut out along the dotted lines. Match the hat to the correct person and place.

23



## What can we learn from hats?

1. Hats can help us figure out **what jobs people do**.
2. Hats can help us figure out **where people work**.
3. Hats can help us figure out **where people are going**.
4. Hats can help us understand the risks of some activities and keep people **safe**.
5. Hats can help us figure out **what the environment is like**.

42

iCivics  
www.icivics.org

## What Can You Learn from a Hat?



INTRODUCTION TO INQUIRY  
INQUIRY UNIT, MYSTERY 2  
0-1  
iCivics




What kind of hat is this person wearing?

What do you think their job is?



14





23



What does this hat tell us about the environment this person is in?



43

Handout 1

Cut and match the hat to the right person and place.




23





Which  
topic will  
you  
explore?





Lewis Hine's  
photographs in  
the National Child  
Labor Committee  
Collection are a  
great resource to  
explore!

<https://www.loc.gov/pictures/collection/nclc/>



# Lewis Hine's Photographs

## National Child Labor Committee Collection at the Library of Congress



6 & 10 Year Old  
Siblings in  
Jacksonville, FL



Young Spinners leaving  
the mill in  
Easthampton, MA



Three young cigar makers  
in Tampa, FL.

## Teaching Strategy: Talking Tableaux



## Individual Practice

What do you think is happening in this scene?

What do you think this person would be feeling, thinking and saying?



## The reveal!

Salvin Nocito, 5 years old, carries 2 pecks of cranberries for long distance to the "bushel-man." Whites Bog, Browns Mills, N.J. Sept. 28, 1910. Witness E.F. Brown. Location: Browns Mills, New Jersey / Photo by Lewis W. Hine.



## Discuss

What questions do you have now?



**LIBRARY**  
UPSTART BUSINESS

ASK A LIBRARIAN

DIGITAL COLLECTIONS

LIBRARY CATALOGS

Search Search Loc.gov

GO

Library of Congress > Prints & Photographs Reading Room > Prints & Photographs Online Catalog > All Collections > Collection Overview

PRINTS & PHOTOGRAPHS  
ONLINE CATALOG (PPOC)



- PPOC Home
- About PPOC
- PPOC collections
- Search Tips
- Download Tips

### National Child Labor Committee Collection

Print Subscribe Share/Save



Fourteen year old spinner, Lewis Hine, 1913.

Search All

Search This Collection

GO

Advanced | Help

All images are digitized | All jpegs/tiffs display outside Library of Congress | [View All](#)

#### About this Collection

Working as an investigative photographer for the National Child Labor Committee (NCLC), Lewis Hine (1874-1940) documented working and living conditions of children in the United States between 1908 and 1924. The NCLC photos are useful for the study of labor, reform movements, children, working class families, education, public health, urban and rural housing conditions, industrial and agricultural sites, and other aspects of urban and rural life in America in the early twentieth century.

The collection consists of more than 5,100 photographic prints and 355 glass negatives, given to the Library of Congress, along with the NCLC records, in 1954 by Mrs. Gertrude Folks Zimand, acting for the NCLC in her capacity as chief executive.

#### This Collection:

- [View All](#)
- [About this Collection](#)
- [Arrangement and Access](#)
- [Background and Scope](#)
- [Selected Bibliography](#)
- [Cataloging the Collection](#)
- [Digitizing the Collection](#)
- [Bringing an NCLC Photo into Focus](#)
- [Related Resources](#)
- [Reporting on Labor Conditions](#)
- [Rights And Restrictions](#)



Looking for more contemporary photos? Images of landscapes, buildings, and people across the country? Try the Carol M. Highsmith Collection!

<https://www.loc.gov/pictures/collection/highsmith/>





28

Why do you think the catcher is wearing this special mask?

Here's a clue.



35

That's right! They're playing baseball!



32

## PRINTS & PHOTOGRAPHS ONLINE CATALOG (PPOC)



- [PPOC Home](#)
- [About PPOC](#)
- [PPOC collections](#)
- [Search Tips](#)
- [Download Tips](#)

### This Collection:

- [View All](#)
- [About this Collection](#)
- [Access and Arrangement](#)
- [Background and Scope](#)
- [Selected Bibliography](#)
- [Digitizing the Collection](#)
- [Rights And Restrictions](#)
- [View an Image Sampler \(slide show\)](#)

### Browse By:

- [Creator/Related Names](#) (47)
- [Subjects](#) (39356)
- [Formats](#) (58)
- [Geographic](#) (4407)

### More Resources

- [Prints & Photographs Reading Room](#)
- [Ask a Prints & Photographs Librarian](#)



BLOG:  
PICTURE THIS

## Highsmith (Carol M.) Archive

[Print](#) [Subscribe](#) [Share/Save](#)



Idaho farm and field, Carol M. Highsmith, June 19, 2005.

Search All

Search This Collection



[Advanced](#) | [Help](#)

Some images are digitized | All jpegs/tiffs display outside Library of Congress | [View All](#)

### Background and Scope

The online presentation of the Carol M. Highsmith Archive features photographs of landmark buildings and architectural renovation projects in Washington, D.C., and throughout the United States. The first 23 groups of photographs contain more than 2,500 images and date from 1980 to 2005, with many views in color as well as black-and-white. The archive is expected to grow to more than 100,000 photographs covering all of the United States.

Highsmith, a distinguished and richly published American photographer, has donated her work to the Library of Congress since 1992. Starting in 2002, Highsmith provided scans or photographs she shot digitally with new donations to allow rapid online access throughout the world. Her generosity in dedicating the rights to the American people for copyright free access also makes this Archive a very special visual resource.

### Biography

Born in 1946, Highsmith has photographed the American scene for more than twenty-five years. In most of her early work, Highsmith used Swiss-made 4x5" camera equipment. The large-format view camera captured the clarity, depth, and detail of her subjects in a way that other photographic media, until recently, could not. She relies on the latest technology to scan, store, and print her images and now uses the finest professional digital equipment for most projects.

Highsmith's first major books, both published in 1988, present extensive visual documentation of the rebuilding of Pennsylvania Avenue and the epic restoration of the Union Station train terminal in Washington, D.C. Her interest in revealing the splendors of historic architecture inspired two more books in 1994: one on the Library of Congress and one called *America Restored*, which documented two dramatic restoration projects in each U.S. state. In 1997, with her husband Ted Landphair, Highsmith launched two book series that would eventually total more than fifty titles. The large coffee-table books, such as *New Orleans: A Photographic Tour*, in the "Photographic Tour" series were followed by brief companion volumes in a "Pictorial Souvenir" series.

In 2000-2002, a grant from the Annie E. Casey Foundation allowed Highsmith to photographically study disadvantaged families in twenty-two cities where the foundation is active. Highsmith responded to the September 11, 2001, terrorist attacks by issuing a book of her World Trade Center photos. She also captured reactions to the crash site in Shanksville, Pennsylvania, which are in the Library's September 11th Archive [ [view examples](#) ].

Examples of recent commissions include assignments from the National Trust for Historic Preservation, National Park Service, Urban Land Institute, American Institute of Architects, National Geographic Society, and General Services Administration. Highsmith has mounted several Web sites that feature her work, including [CarolHighsmithAmerica.com](#), which includes a portfolio of her work. The [Selected Bibliography](#) conveys the full scope of Highsmith's photographic career.




# What is Private i History Detectives?






# What is a Private i History Detectives mystery?



Students answer historical questions by looking at primary source evidence.



After collecting evidence, they develop claims and express them in creative ways. It's like solving a mystery!





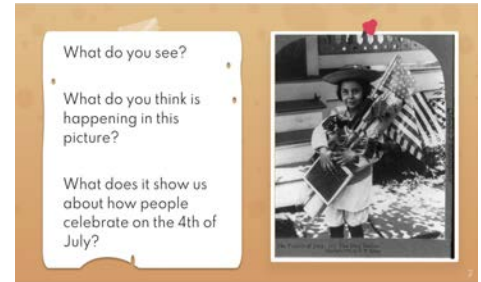
## Ingredient List

1. Historical topic from state standards
2. Relevant primary source evidence
3. A good historical question



# Private i History Detectives

- Three to four “mystery” themed lessons aligned to state standards and illuminating important and often untold stories.
- Comprehensive slideshows focused on scaffolded primary and secondary source analysis.
- Learning objectives, step-by-step teacher instructions, and embedded vocabulary practice.
- Printable PDFs or digitized student handouts available online through our FREE Kami integration.



Let's hear them used in a sentence.



The principal made a **declaration** to the school that all students could go to recess.



My teacher has a strong **belief** that all students can learn.



## Kindergarten

Introduction to Inquiry (K-1)

What is the difference between then and now?

How do we celebrate our shared traditions?



## Grade 1

Introduction to Inquiry (K-1)

How do communities make good decisions?

What makes someone a good leader?



## Grade 2

Introduction to Inquiry (2-3)

Why do we need maps?

Why do people move?

How does culture impact the way we live?



## Grade 3

Introduction to Inquiry (2-3)

What strategies did Native nations use to protect their sovereignty during the American Revolution?

Why do many people celebrate the Fourth of July?

How did women influence the American Revolutionary War?



## Grade 4

Introduction to Inquiry (4-5)

How do maps help us understand the world?

How does water shape our lives?

Why would people live in the Northeast?

Why do we have so many governments?



## Grade 5

Introduction to Inquiry (4-5)

How did Kossula Cudjo Lewis experience the Atlantic World?

How did the Constitution create compromise?

What is free speech and why does it matter?

What is due process and why is it so important to American justice?



How did opposition to laws fuel the American Revolutionary War?



How did laws, courts, and people impact civil rights in the late 1800s?

**Almost all can be connected to local history**

# K-5 Scope & Sequence





# K-5 Scope & Sequence



**A Guide for Teachers**

## Elementary Scope & Sequence

iCivics presents *Private i History Detectives*, a supplemental K-5 curriculum. Help your students put on their historian hats as they develop life-long inquiry skills lesson by lesson. Like all iCivics resources, *Private i History Detectives* is designed to be flexible and easy to use. Each unit emphasizes vocabulary development, historical content, and inquiry skills across three to four mystery-based lessons. Pick and choose the units that work best for your students and the timing of your curriculum. This Scope & Sequence document is organized by grade-level and topic.

### Kindergarten

**Unit: Introduction to Inquiry, Grades K-1**  
Introduction to Inquiry units introduce your students to the Private i History Detectives team and the skills historians use. Teach either or both lessons in this unit before diving into a kindergarten or first grade unit.

Resources	Product Type
1 What is this and what was it used for?	Mystery
2 What can you learn from a hat?	Mystery

**Unit: What is the Difference Between Then and Now?**  
Students explore the difference between past and present in this three-part unit.

Resources	Product Type
1 What is the difference between then and now?	Mystery
2 Where do people work?	Mystery
3 How is work different now than in the past?	Mystery

**Unit: How Do We Celebrate Our Shared Traditions?**  
Students explore the difference between past and present in this three-part unit.

Resources	Product Type
1 Where is the history in a name?	Mystery
2 What shared traditions are special to your family?	Mystery
3 Why do we have a day off from school?	Mystery
4 How does a tradition become a holiday?	Mystery

Resources are hyperlinked!

**iCivics** © 2022 iCivics, Inc. All rights reserved. This work is licensed under a Creative Commons Attribution 4.0 International License. For more information, see <https://creativecommons.org/licenses/by/4.0/>. All other rights reserved. Find this lesson and other materials at [www.icivics.org](https://www.icivics.org).

## Scope & Sequence PDF

**iCivics** play teach about

## Private i History Detectives

Guide elementary students through exciting historical investigations to build content knowledge and critical thinking skills.

About Private i History Detectives

Explore by Grade

kindergarten **grade 1** grade 2 grade 3 grade 4 grade 5

**Private i**

**Introduction to Inquiry Mysteries, Grades K-1**

Grade K-1

Students have lots of questions! Engage their curiosity through inquiry-based learning. In this unit, students will learn to examine images of primary source artifacts. They will have the opportunity to provide evidence and explain their thinking as they look closely at primary source images.

VIEW

**Private i**

**How Do Communities Make Good Decisions?**

Grade 1

It's never too early to be a good citizen. In this unit, students will be introduced to citizenship and leadership. Students will work together to create a classroom book on the rights and responsibilities of citizenship. Students will have the opportunity to practice citizenship by voting, recording, and coming together for the common good.

VIEW

**Private i**

**What Makes a Good Leader?**

Grade 1

What makes a good leader? Every community needs leaders, but how do we choose them? In this unit, students will explore how communities are made up of different groups with shared values. They will examine the historic leader General George Washington and identify the qualities that made him a good leader. They will have the opportunity to discover what makes a good leader.

VIEW

SEARCH ALL ELEMENTARY RESOURCES

## Grade Level Landing Page



# Next up for Private i!

## **K-2 Civic Dispositions Series**

Students learn to practice civic behaviors like perseverance, civic responsibility, and generosity through local and historical inquiries!







Register  
for an  
account!

**See you  
next  
time!**



# Thank you.



# Credits



## Private i History Detectives is a product of iCivics.

- Originally called “History’s Mysteries,” Private i History Detectives was created by Laurie Risler and Kelley Brown, who continue to work with iCivics on the design of new resources.
- This curriculum is sponsored in part by the Library of Congress Teaching with Primary Sources Eastern Region Program, coordinated by Waynesburg University.
- Private i History Detectives began under Emerging America at the Collaborative for Educational Services with seed-funding to Risler and Brown for writing and pilot testing.

