

unit 18

LENGUA EXTRANJERA INGLÉS

18. The concept of historical time in Primary Education. Areas of study for historical processes and facts. Learning about the great historical eras of humanity. Use of documents: oral, written and physical remains. Educational action.

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- 18.2. Areas of study for historical processes and facts.
- 18.3. Learning about the great historical eras of humanity.
- 18.4. Use of documents: oral, written and physical remains.
- 18.5. Educational action.



SIMBOLOGÍA UTILIZADA EN EL TEMARIO

NOTA ENLACE



Link con otros temas del temario oficial. Para que aproveches al máximo tu tiempo de estudio y para que tengas en cuenta en todo momento los bloques de contenido del temario.

CONSEJO



Indicaciones, consejos y pequeños trucos que, al margen del desarrollo expositivo del tema, pueden ayudarte en tu preparación.

PREGUNTA CLAVE



Preguntas de respuesta abierta, situadas al final de un epígrafe o fragmento del tema, cuya respuesta te da las claves para saber si has asimilado o no el fragmento que acabas de estudiar o leer.

RECORDANDO CONCEPTOS



Recordatorio de conceptos básicos o previos, que has de tener en cuenta para un óptimo estudio del tema. Nociones aclaratorias vinculadas con el tema tratado.

NOTA



Una aclaración o nota al margen de la exposición del tema. Sólo la encontrarás en casos excepcionales.

CONSULTA EN EL ANEXO



Remisión al apéndice o al anexo del temario o del tema en concreto para que amplíes la información legislativa de tu Comunidad o sobre cualquier otro aspecto relevante.

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- 1.1. CONCEPT AND CLASSIFICATION
- 1.2. SOCIAL SYMBOL AND INSTITUTION
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- 5.3. THE ROLE OF THE TEACHER FOR 10-12 YEAR OLDS

INTRODUCTION

This unit is focused on History, as one of the disciplines of the curriculum of Primary Education, within the area of environmental, social and cultural knowledge.

One of its core points is the understanding of historical time for children between 6 and 12 years of age. Without a doubt, in Primary Education, historical content related to major events and processes from past human societies is less relevant than the methodological structure that allows children to build that knowledge. Therefore, this unit devotes specific attention to it; its definition as a social symbol, the process of experience and mental construction and teaching suggestions for each cycle.

Subsequently, aspects related to the epistemology of History as a social science will be summarized: the field or object of study, problems derived from the periodization models adopted by different schools and the basis of the rigor of the historian's work: sources and documents.



The contents of this unit are related to Units 6 and 7, as they are deeply related to the psycho-evolutionary development of children between six and twelve years old and how History is understood in the area of environmental, social and cultural knowledge. It also relates to unit 19, which complete the units whose contents address this area of knowledge.

1. THE CONCEPT OF HISTORICAL TIME IN PRIMARY EDUCATION

Teaching human temporality is one of the key elements of the teacher's task for knowledge of the natural, social and cultural environment. Time is one of the pillars of thought and human and social experience and, moreover, is the essence of historical knowledge.

The treatment of different temporal aspects is necessary as time is a concept of great complexity, which requires learning that is guided by degrees of difficulty, according to the student's educational levels.

The time that we, the teachers, show in the classroom is not abstract and theoretical time, but that which comes from working with specific social and historical knowledge that the student learns throughout their schooling. Therefore, teaching time is also a crucial element when it comes to planning any historical activity in the elementary classroom because, in addition to the students' psychological development, course contents and temporal skills must also be worked on in the classroom.

1.1. CONCEPT AND CLASSIFICATION

Anyone who wants to talk about time in a precise way encounters a number of difficulties. The first is finding a reasonably accurate and satisfactory definition of a dimension of reality, temporality, which everyone experiences and seems to know with any problem. The second difficulty arises as soon as we want to talk about its nature: Does time have its own existence? Is it an external element to human beings?

We all talk about time, we experience it, live it, measure it, and it seems like a natural category given to us without any kind of effort, and which is above mankind. (Elias, 1989) How can you measure something that the senses do not appreciate? One hour is invisible, but doesn't a clock measure time? Rather, what it measures is something that happens between the passage of two hands, between two given points on a sphere. Man uses a socially standardized process to indirectly compare phenomena that are not directly comparable. Thus, it is but one facet of how man learns to orient himself in his world, with more and more insight. Before time became a subject for physicists, mathematicians and machines, it was primarily a means to get one's bearings in the social world and to regulate human coexistence.

Time is a human construction that has to be learned and, therefore, one must know how to teach it. One could argue that the notion of time is of empirical-rational origin. First we live and experience the duration of things or situations (for example, day or night), and in a second phase, we think or rationalize this experience, developing its concept, especially when we need to apply it and adapt it to our environment (eg., it's nighttime and we have to go to bed). Thus, it relates the duration of the situations we experience because they undergo changes: time and change are two closely related concepts that cannot exist without each other.

The experience of change related to duration is what seems to be at the base of one of the first definitions of time, thanks to Greek philosopher Aristotle (384-322 BC), who suggested: *time is the number or measurement of movement in respect to the before and after*. Therefore, we have then a key conceptual triangle: time, change and movement. Aristotle's attempt to define time is useful because it gives us three categories. In the field of measurement, we can find one of the teaching approaches that can help, as early as Preschool Education, with the construction of the concept of time in the Social Sciences in a particularly useful way.

In the experience of time, together with the empirical and observable measurement associated movement that we could designate as physical time, there is also the internal and rational dimension proposed by Plato (428-348 BC). For Plato, time is the *moving image of eternity*, a product within a person, a form of knowledge whose generic schema is innate in us in some of its initial strata. This idea is connected to what cognitive psychology says, which is that its learning is a projection from within that, starting from almost innate ideas, would mature after a constructivist learning process (Trepanier, 1998).

These principles would give us a first classification of time: astronomical and physical, observable, perceptible and measurable time on the one hand and human time, both personal and collective, durations and rhythms, which are more difficult to pinpoint, on the other. Physical time is the basis for civil time, private and collective time that regulates our daily activities, organized by the clock and calendar.

1.2. SOCIAL SYMBOL AND INSTITUTION

If time cannot be appreciated by the senses, man uses a socially standardized process to indirectly compare phenomena that are not directly comparable. Therefore, clocks serve as a means to orient individuals in the succession of social and natural process in which they are immersed. Using, at first, the natural processes (apparent in the sun's movement or moon phases) man learns to orient himself in his world and to understand himself. This is why time is a means to orient oneself in the social world and to regulate human coexistence. All the symbols on the calendar and the clocks become evident, something that no one thinks about and which is nothing more than a set of rules by which an individual's microcosm relates and interacts with the group's macrocosm, depending on and coordinating with each other, in varying degrees. (Elias, 1989)

Time is a communicable social symbol. The individual does not invent the concept of time himself, but learns the concept of time as well as the social institution of the time from his childhood. It is indissolubly united to him and allows him to grow and adapt to society. If the individual, during his development, is not able to adjust his behavior and sensitivity to the social institution of time, it will be very difficult, if not impossible, to fill the position of an adult.

For Elías, time could be treated as a tool; something created by man from the beginning of his existence and that carried out particular functions. In a world without men and living creatures, there would be no time and therefore, no clocks or calendars. Likewise, it is a diverse social institution depending on societies' degree of development as a high level symbolic synthesis, which they depend on for their subsistence. Therefore, time, along with language, is one of man's most defining manifestations.

1.3. CONSTRUCTION AND LEARNING

The construction and learning of the concept of time are essential milestones in the process of personal development during childhood and in the ability to adapt to the environment. While experiencing and being taught, children will build their temporal notions throughout the different stages of life. For this reason, comprehension mechanisms of temporal concepts make up one of the research priorities in the teaching of the social sciences. Traditionally, this process is structured in three stages: personal or perceived time, impersonal, conceived or conventional time and abstract or historical time (Piaget, 1978; Hannoun, 1977 and Pozo, 1985).

► First stage. Personal or perceived time

This stage would take children up to about seven years of age, sharing the transition between kindergarten and the first cycle of Primary Education. It is characterized by self-centeredness, as time and personal existence are confused since there are no objective points of reference. Comprehension of time always comes from the leadership exercised in everyday life and relates to

the repetition of events, the order of succession. Therefore, classroom habits and daily routines will be key to beginning to understand the concept of time in this stage. It is when the child experiences his time through his body in motion, showing that the perception of time is inseparable from space, that all time categories seem confusing and time is not conceived of as continuous and objective. He cannot distinguish notions of frequency, regularity, simultaneity, succession, duration, or speed.

Traditionally, between 4 and 7 years of age, a child's personal autonomy is encouraged through routine and repetition of cyclical activities that help children get their bearings through calendars, activity tables or organizing tasks to be done in class during the day. However, other researchers have shown that it is possible to work with the notions of order and succession and have some success in the distinction between past, present and future, albeit a very limited time frame for the memory capacity demonstrated at this age (Calvani, 1986 and 1988, Egan, 1991). Activities that are centered on stories that provide chronological sequence or inquire about historic ways of life in a distant past (i.e. pre-history) allow the child to master the notions of order, before and after, and provide an interesting approach to comparing yesterday/today, past/present.

► Second stage. Impersonal, conceived or conventional time

The stage of Primary Education when the perception of time is possible through space (e.g., time perceived by observing sand going from one place to another in an hourglass). Concepts of time will be acquired gradually by being closely related to everyday occurrences: the past (before, yesterday), the present (now, today) and the future (after, tomorrow). Biological rhythms, sleep and hunger, follow the perceived rhythms of day and night, followed later by *social rhythms*, such as schedules, weekends and holidays.

Gradually, repetitions and rhythms make the first time categories possible: *frequency* (sometimes, often) and *regularity* (regularly). Other temporal notions refer to the relative position of the points in time: the *sequence* (before, after) and *simultaneity* (during, at the same time).

From other areas of knowledge, especially mathematics, one begins work on temporal measurements (clocks and calendars), making use of the progressive mastery of basic mathematical operations, the temporal meter or chronology, is introduced. We start from the closest reality to the student (his personal life, his family, his daily routine) in order to achieve a more objective and abstract perspective of time by 10-12 years of age, one step prior to understanding historical time.

Thus, this is how you can start from 4th grade, and especially in 5th and 6th grade, a view of History that is both synchronic and diachronic, that is, capturing an event that happens at the same time in different places and learning about successive events that occur in the same place. *Duration* is another important temporal concept at this stage and corresponds to distance in the concept of space. As distance separates two objects, duration separates two moments. When the child learns about duration, it is especially interesting to know the time and how to tell time, which is a social milestone and a key step in the objectification of time process. *Speed* is also a temporal concept that the child is able to understand in an experiential way through the categories of *slow* and *fast*.

► Third stage. Abstract or historical time

- The last stage in the construction of temporal concepts, beginning in the final year of Primary School and developing until adulthood. Thus, one goes from perceived to conceived, abstract time, to the real historical time, which is an extremely abstract concept that surpasses the two previous stages and where the adolescent is able to completely move off of their personal experiences to conceive other times where others lived with values and feelings completely different from theirs. Mastering historical time refers to a more or less distant past, whose knowledge is only accessible based on abstraction, that is, memory is no longer a useful tool that can only be achieved by studying content and historical methods.

Pozo accepts that in order to master and capture it, one must master the three main groups of concepts:

- The first group refers to chronology: the ability to temporally order dates and events and estimate absolute and relative durations.
- The second group relates to causal succession in history.
- The third group is fundamentally the temporal notion of continuity between past, present and future.

The child experiences space and time in the rhythms of his body, dancing, running, walking, etc. For the teen, immediate daily reality will move towards a more sophisticated grasp of time, until he conceives the past as a whole and the present as an intermediary link to humanity's passing.



Once we understand the concept of time as a social symbol, how can we build classroom learning activities whose objective is the comparison between cultures with different values and levels of economic development?

2. AREAS OF STUDY FOR HISTORICAL PROCESSES AND FACTS

Since History has been considered a science (mid-nineteenth century) its object of study have been men (understanding this term as humanity as a whole) and all manifestations of mankind that may explain the space-time development from the past to the present.

Traditionally, the object of History was limited to important men (only men, kings, soldiers, saints, artists, etc.) and the scope of its action was limited almost exclusively to political aspects (governance, expansion and the decadence of great states and dynasties) and military (wars, conquests, treaties, empires, etc.). In addition to leaving out other social groups (women, children, poor, peasants, workers, etc.) and crucial aspects of human affairs (economic, social conflict, ideology, lifestyle, etc.) its obsession with chronology, method and memory made the historical sphere extremely small and selective, elitist and foreign to most of society. All of this responded to a theory and clear objectives: to extol the glories of the past and justify the existing social order: History made for, and by, minority leaders. An intellectual game that involved the rest of the population only as spectators and that lacked interest for society as a whole. It is the pursuit of the «know exactly how it happened, in detail». It was a science of the past, unrelated to the present.

It was not until the early decades of the twentieth century, thanks to the contributions of the French school *Annales* (Bloch, 1965; Febvre, 1970), that History began to deal with men in society and to be defined as «the study scientifically developed from various activities and various creations of men of old, captured in their time, in the framework of extremely varied societies, yet comparable to each other.» History would study Man in community and become the «science of perpetual change of human societies.»

History would talk of men in the plural. E. H. Carr underpinned the concept when he stated «the word History to describe the process of research in the past of Man in society» (Carr, 1970). In the words of Antonio Gramsci: «History is about men, as many men as possible, every man in the world, as soon as they are joined in society and work and fight and improve themselves.» (Gramsci, 1974)

For Pierre Vilar, History is not meant to know each and every phenomena that occurs in human societies, is doesn't consist of «saying it all about everything», but «indicate that on which everything depends and that which depends on everything». The study of a complete History means starting from the idea that in all human society men have developed activities of various kinds: economic, social, political, etc. that are integrated into a single reality. Knowing human societies means knowing the different social manifestations in their entirety (Vilar, 1980).

When we ask who is the protagonist of History, we cannot forget the relationship that exists between individual and social group, between the great men and women and the societies that have created them, accommodated them and that are the scene of their actions. The study of human role in History cannot be made based on the idea that men are on equal playing field because society has always been hierarchical (classes, guilds, estates, castes, etc.) The great characters must be studied as a product of the social reality at that time that can act on that reality like a spark that triggers an explosion, when all the ingredients are there for an explosion to occur. A military leader, a philosopher, an emperor or a writer must be evaluated historically, not only for their individual talent, but according to the historical moment in which they lived, the social needs of their time, their role in society's structure and the balance of underlying forces in the society in which they lived (Pagés, 1990).

The diagram below shows a brief summary of the areas to be addressed in order to explain any global historical process:

(Excerpt, with some modifications, from FONTANA, 1999)	
1. History's scenario	Geographical constraints. The physical basis of life. The planetary machine (winds and currents). The climate and history. The environment as a support for mankind.
2. The number of men: life, survival and death	The number of men. Birth and fertility. Marriage and family. Ordinary and extraordinary death. Population dynamics. Population growth and resources.
3. Forms of subsistence I: Agriculture	Agriculture in human history. Technological change and economic development. Rural ways of life and rural settlements. Food resources and poverty.
4. Forms of subsistence II: traffic and markets	Commerce and exchange of goods. Navigation and colonial empires. National and global markets.
5. Forms of subsistence III: Industry and development	Economic growth in humanity's past. Technology and revolutions produced. Forms of work organization.
6. Forms of organization Collective: society	Sex, gender and family. Race and slavery. Castes, social strata and classes.
7. Forms of organization Collective: state and nation	Power structure before the state. Modern state, nation, empires and colonies.
8. The fundamentals of politics: violence and power.	Social conflict. War. Legal organization and penal systems. Marginalized, dangerous classes and social control.
9. Ideas I: Beliefs and religions	Thought and concept of the world. Myth, religion and philosophy.
10. Ideas II: Culture, civilization and science.	Elite and popular cultural events. Art. Science and discovery in the world. Popular and mass culture.



The object of study of History is humanity and all manifestations of mankind that may explain the space-time development from the past to the present. In every human society, there are various kinds of activities: economic, social, political, etc., which are integrated in the same reality that History studies.



Would you be able to establish the differences between the traditional approach of political history and the latest approach of a complete history?

3. LEARNING ABOUT THE GREAT HISTORICAL ERAS OF HUMANITY

The past is too large and diverse to study as a single unit, so historians have tried to divide it into different time periods, eras, centuries, decades, etc. Each period tries to cover, under a specific name, common and constant features, be it a certain type of government, an aesthetic trend, scientific discoveries or major transformations in the economic structure of a society. The beginning and the end of a period, their fundamental milestones, coincide with events that separate it from the previous period and influence the next. Periodization implies the attempt to master time, to get a perspective that allows the creation of a frame of reference.

Traditional historiography has divided the past into ages. There are two basic periods: Prehistory, before written records, and History. Prehistory is divided into the following periods:

- Paleolithic: before the discovery of agriculture, livestock and crafts.
- Mesolithic: period of transition.
- Neolithic: after the discovery of agriculture, livestock and crafts.

History is divided into the following periods:

- Antiquity: from the earliest civilizations from which we have written documents to the fall of the Roman Empire.
- Middle Ages: from the fall of the Roman Empire to the discovery of America and the fall of Constantinople.
- Modern Age: from the discovery of America to the Industrial Revolution and the French Revolution.
- Contemporary Age: from the French Revolution to present day.

Obviously, this periodization is arbitrary and Eurocentric, but is the most used. However, it is not the only way to divide History.

The current periodization starts from a questionable fact, the separation between the Christian era and the era before Christ. However, religions such as Judaism or Islam do not have the same calendar. Any periodization made using a non-universal criterion as a reference leads to ethnocentrism, that is, a view that leaves out other worldviews and concepts.

Another form of periodization is that of Arnold Toynbee, who believes that history has passed through twenty-nine civilizations, twenty-one of which have fully developed and nine that have been abandoned, which include; the Eskimos, the Ottomans and the Spartans. Fourteen civilizations have already disappeared: Egyptian, Andean Sinic, Babylonian, Iranian, Mycenaean, Sumerian, Mayan, Yucatan, Mexican, Hittite, Syrian, Arabic and Hellenic. Five are still alive: Western, Orthodox, Hindu, Islamic and Far East, to which we could also add Japanese and Russian Orthodox. The first eight civilizations did not have any relation to each other and are the origin of all the others. On the other hand, all civilizations go through a period of creation, development and decline (Toynbee, 1951-1966).

The only alternative to the traditional division is the Marxist division, based on historical materialism. According to this periodization, History is divided into modes of production, which can coexist in time and in different parts of the world and allows a non-Eurocentric history. Far from establishing immutable modes of production, Marxism discusses what they are and how they happen and even if all societies must go through all of them. The basic modes of production are:

- Tribal: hunter-gatherers and the early stages of agriculture and livestock, property would be largely communal, division of labor is elemental and the beginning of slavery is developed.
- Communal-State or Antique: where the owner is the city-state of antiquity, there is still slavery, private property begins to develop, the division of labor becomes more complex, the difference between country and city appears, some people do not produce goods and class differences appear.

- Feudal: predominantly rural and communal property in which the production force is made up of free men submitted to servitude, and union property appears in cities along with Capitalism, with predominance of the private property and a strong division of labor.
- Later, Marx and Engels introduced the Asian mode of production, which would break Eurocentrism and the inevitable mechanism that made all societies pass through all of the stages.

Neither Marx nor Engels were specialists in history. Stalinism reduced these stages to only five: Primitive Community, Slavery, Feudalism, Capitalism and Communism, leaving out the Asian stage. This reduction returned to a linear and Eurocentric history. After the death of Stalin, another periodization was established, unilinear, with seven stages, or modes of production: Primitive, Asian, Antique, Slave, Germanic, Feudal, and Capitalist. Once again, all societies would have to go through all the stages, over-generalizing the modes of production in Europe and Asia to the rest of the world. Although unilinear interpretations have been the most popular, they have not been the ones that have contributed more to the History.



Traditional periodization (divided into ages: Prehistory, Antiquity, Middle Ages, etc.) is what is imposed in the Primary Education curriculum, despite the existence of alternative periodization and other forms of structures, the more appropriate passage of time for the society in which we live.



What positive and negative aspects characterize a historical periodization that is based on the customs, folklore and the major stages made up from changes in the daily life of large communities? What if we used technology as the organizing criteria?

4. USE OF DOCUMENTS: ORAL, WRITTEN AND PHYSICAL REMAINS

Reconstruction of the past must be made from the data that are sufficiently tried and tested. Data are only valuable and regain their importance once they are gathered, tested and sorted according to a theoretical paradigm, or model, which serves as the initial structure of the responses that one wants to give to the historical problems raised.

Written (manuscripts and forms)	Documents	Public	Political (meetings minutes of Parliament, Prime Minister's speeches, etc.). Economic (budgets, treasury reports, etc.). Legal (Legislative collections) Quantitative (statistics, census)
		Private	From companies, political parties, banks, associations, etc.
	Other written sources	Daily newspapers, weekly, monthly. Memoirs. Literature, official or private written or printed correspondence.	
Iconographic	Plastic	Painting, sculpture, architecture.	
	Graphic	Photography, film, engravings, diagrams, drawings and maps.	
Oral testaments	Recorded or transcribed interviews of witnesses or protagonists.		
Physical remains	Archaeological findings, tools and, objects and elements of everyday life and civilizations with and without writing (from a Paleolithic biface to an mp4 player).		

History as a social science comes from raw material from which a historian collects data and works on with his own tools: the sources. They could be defined as any document, testimony or simple object that, without having undergone any reprocessing, can be used to transmit full or partial knowledge of facts or human processes in the past. The sources, whether monuments, documents, data or vestiges, are like clay for making bricks; without these sources, reconstruction of the past is impossible. There is not a more concise definition because every historian can and must use everything that a message from another era represents. Lucien Febvre said that history is made basically with written documents, but if there are not any, then one must resort to making mute things talk, making them say what they do not say on their own about men, about the societies that produced them and make them make up for the lack of written documentation. However, it imposes a classification like that shown in the table above (Tuñón de Lara, 1993) which highlights three types of sources:

a) Written documents

These are the most traditional sources of information and those that can provide the largest amount of direct data about historical events. Human societies, since the invention of writing, have always issued documents, among which include: autobiographies, biographies, census reports, court judgments, government reports, invoices, history books, inventories, letters, personal diaries, journals, memoranda, daily newspapers, magazines, novels, pamphlets, parish registers, parliamentary records, poems, games, posters, school books, scrolls, speeches, etc.

It is important for teachers to keep in mind that the analysis and comments of written testimonial sources allow students to recognize that history is not an arbitrary one-way story, but a science that bases its work on evidence, which in many cases can be contradictory. In these cases, the teacher should encourage students to examine the factors and causes of such contradictions and thus be able to elucidate that, in order to construct a historical account, one must have as much evidence as possible.

To analyze written testimony, it is necessary to start by identifying the author of the document, the place and date it was written; specifying the nature of the text, that is, indicating whether the text is political, legal, economic, or testimonial. The text should immediately be identified as a primary or secondary source, understanding primary source of information as a source that is contemporary to the event recounted.

After specifying the items above, the student should proceed to analyzing the contents of the document, identifying main ideas and relating them to the general historical context. At this point, it is important that students question the intentions the author had to write the document and what were his objectives.

Finally, the student should explain the content of the document, taking into account the characteristics of the author, his intentions, objectives and historical context. This must be recorded in some form of analysis or a written report which presents personal conclusions.

Written sources exert a powerful attraction to be worked on the classroom from the beginning of Primary Education. From the personal and family history perspective, the study of documents such as Family registers, health cards, birth certificates, etc. cannot go from a simple job in the first years of Primary Education to handling other documentation written at a local or national level to serve as an active methodology of historical learning: an analysis of conflicting documents of a historical event, discussion and debates about the author's intentions, presentation of hypotheses and search for supplementary information from other written sources.

b) Oral sources

These sources are related to more recent history and try to rescue from oblivion the collective memory of a human group that has managed to save individual and collective experiences: legends, anecdotes, memoirs of autobiographical experiences, etc. In a way, it is a connection between the history of great events and the emotional experience that the protagonists remember and contrast with other views, always marked by emotions. Historians have developed a specific methodology for its access and treatment, taking into account that it is not the aspect of the story's precision or fidelity to the event that is the most remarkable, but the oral testimony is essential to study the emotional impact left on the people from a period of time, the process or events that shaped their lives; something like a psychological perception of the recent past's great events.

Oral sources have already demonstrated, through relatively abundant literature, that they help strike a balance between long and short lengths of time, between structures and those who give them life because emotion, feeling and memories are contrary to History understood as a linear chronological approach since they favor current memories, showing to what extent the past is present in people's consciousness, and why they confront us about the other's subjectivity.

Oral sources are supplementary and necessary, and help discover what did not happen even if it has been written over and over again. Therefore, they demystify the official version of the past. Due to their characteristics, they break the isolation of files, the closed world of written documents. In many instances, basic historical concepts, shaped by generations of historians through written sources and bibliography, are shattered when confronted with the testimonies of the protagonists. Finally, oral sources have traditionally been marginalized by academic historiography for being subjective and too submitted to the ability to forget, arbitrary selection of facts, suspicions of lying to the people, by the fragility of memory and its characteristic approach of seeing the past from the present. We must keep in mind that any kind of historical source faces the same problems of subjectivity, selection, bias and inaccuracy (Thompson, 1988).

Oral sources are an exceptional tool for a personal approach to the past with children in Primary Education. Based on the time experienced and family history, one arrives at centuries of history and major events. Interviews with parents, grandparents or elders in the community, bring us closer to the recent past in which children are participants in their research. We can say that interviews and questionnaires with the elderly about their childhood or the ways of life when they were young are the first historical research projects that can be done at school and in which oral sources and their treatment play a decisive role.

c) Physical remains

Human beings are always surrounded by objects that make their lives easier and that also serve to define the main features of a society through their material culture. Traditionally, physical remains as a historical source have been more associated with preliterate civilizations and therefore lacked written documents. They were greatly used by archaeologists to study societies that are far removed from us in time. However, all objects (from a Paleolithic biface to a steam engine) are source materials that carry large amounts of information since they are products of human activity and the result of a series of deliberate actions that they have undergone.

The usefulness of the physical remains is that they can be questioned and give us valuable information that is apparently hidden. The object is also the result of a technical process that we can discover through it and it informs us about the level of development of the society that produced it. In summary, we can say that all objects, as physical sources, tell us about human needs, human relationships, customs and beliefs of men and women from past and present societies. Thus, any objects carrying information becomes a source of data such as a written document although it has a number of features that make it different: its involuntary nature (was not originally intended to deliver news, data and facts as does writing), it's more faithful and objective than written documents (source that is usually influenced by the author's intention), its universality in space and time (where men and women have been, from the beginning of time to the present, their presence is attested by physical remains) or its universality (present data pertaining to the whole society, such as manufacturers, the social classes who used it, etc.) Thus, the material of culture (both in illiterate or literate societies) becomes historical memory.

At school, the teaching of history should use physical remains as a excellent way to introduce students in the last cycle of Primary to historical research. The application of the hypothetical-deductive method for everyday objects (a can of soda, a clock, an object of personal adornment, for example) leads us to develop a teaching strategy whereby students become able to obtain a wealth of information that was previously hidden: observation and description of the object (what is its name, elements that it is made of, materials, colors and shapes, what it is/was used for, other non-canonical uses, etc..) spatial, temporal and social context (where and who manufactured it, use related to socio-economic status, etc.), different values (economic, use and change, emotional, etc.) and location in a place (bedroom, living room, purse, drawer, etc.). This methodology of active research into everyday objects is immediately transmitted to the historical object and serves as a basic resource that gives scientific and experimental rigor to any visit to a historical or archaeological museum, characterized by exhibition of physical remains and objects related to the material culture of ancient civilizations.



History as a Social science comes from raw material from which a historian collects data and works on with his own tools: the sources. Written sources are what provides the largest amount of data. Oral sources are the connection between the history of great events and the emotional experience that their protagonists remember; they break the isolation of files, the closed world of written documents. Physical remains are also historical sources that carry large amounts of information as products of human activity.



Taking into account everyday objects you have in your room, classify them by following the above table as if they were historical sources to write your own history.

5. EDUCATIONAL ACTION

The specification of objectives, content and methodological principles in different didactic cycles means: selecting, sequencing and specifying these elements according to the psychoevolutionary aspects of the students, the internal structure of the area and the characteristics of the school, depending on the type of students and methodological options proposed.

The specification will follow these steps in relation to the assimilation of the concept of historical time:

- The progressive construction of the notion of time.
- The progressive construction of the notions of change, causality, simultaneity, succession, duration, etc.
- The gradual ability to decentralize and understand different points of view.
- The realization of methodological principles.

The methodology that is followed conditions classroom organization, the type of grouping and the use of certain materials or resources.



You may include, when developing this section, any reference to curricular elements studied in unit 17 and detail some objectives, content and evaluation criteria that deal with the construction of the concept of historical time in order to illustrate the various educational action throughout the three cycles.

5.1. THE ROLE OF THE TEACHER FOR 6-8 YEAR OLDS

The objective of this cycle is to temporally put some relevant facts of family life or environment in order. To work on it, it will be necessary to prioritize the use of basic units and notions of time (hours, calendar) and to begin to construct recent history from family sources (oral or memories such as photographs, etc.). Ultimately students will have to be given the use of scientific habits and attitudes to the questions put to them.

► Methodological guidance

The children of these ages are, from a classical point of view, in the stage of concrete operations. This implies the need to operate (objects, language, etc.) in order to acquire concepts, as elementary as they may be. These children develop temporal categories from their surroundings and family experience. They can arrange a simple series of objects and refer to a «fundamental time», mythical or real, from the fantasy of a story. Their interest may be sparked by presentations and appropriate actions about past time periods (even remote), through comparisons and inquiries into aspects of daily life, constantly comparing them with the present: before there were men and women in the world, in times the first hunters, the first factories, etc.

With regard to the educational guidelines and depending on the age of the students and course content, we must give special importance to some of the above principles. The classroom work will focus on the following objectives:

- Foster student action by promoting situations for interaction (group work, making murals, etc.).
- Encourage direct or indirect observation in students through field trips, visits, work on photographs, etc.

- Promote family-school relationships, requesting information from family through various sources: an interview with a grandparent in the classroom, observation of family photo albums.
- Planning recreational, motivating and inspiring activities that involve taking on active roles and simulating or dramatizing situations of the past.

► Activities

Basic activities should focus on family studies through which the change in grandparents, parents, siblings and self over time is seen. It is the time to start basic measures of time (hours, years, months, weeks, days) and expressions previously worked on in early Preschool Education: before, after, one after another (sequence), duration, start and end, and simultaneous (at the same time). The primary objective is to investigate and report (exhibit, writing, etc.) a boy or girl's own history.

In the first cycle, especially during the second year, introductions of historical time can be made by introducing historical highlights in periodization.

Example: the Paleolithic (in times of hunters), the Romans, the Middle Ages (in times of castles) and contemporary times (the time of the factories.)

Some activities that can work are:

- Create an autobiography by finding documents and objectives that facilitate its explanation and the various transformations of the environment.
- Compile a dossier on family history from oral records, written documents and physical objects.
- Use historical documents to learn about a particular historical aspect (photographs, objects, texts, etc.) by asking questions and recording answers.
- Collect, classify and archive historical documents (oral, written, visual and physical).
- Prepare a summary from questions asked to one or several sources.
- Contrast oral sources to verify two or more interviews about the same historical event.
- Build a «museum» in class from materials from the past that are available to the students which respond to basic questions about each object.
- Observe historic buildings using certain guidelines.
- Analyze artistic images (sculptures and paintings) for the purpose of obtaining information.
- Contrast visual and documentary sources about the same historical fact.
- Use a variety of contradictory sources regarding a historical fact in order to develop a hypothesis and extract conclusions.
- Link documents to obtain information.

► Assessment

Our educational system is structured in stages and within these stages, in cycles. While assessing the students' progress is done through assessments that are most decisive at the end of each cycle, it is advisable that at the end of each school year, we are able to note the progress made by pupils. The tests designed for this purpose must be consistent with the content discussed throughout the course and at the same time not forget that they should be used to quantitatively assess the degree of achievement of the objectives proposed at the beginning.

At the end of the first cycle pupils should be able to:

- Recognize cultural aspects present in the school, at local and regional level, valuing their diversity and richness.
- Temporally order some relevant facts of family life or their environment.
- Ask appropriate questions to get information from an observation, use some tools and make clear records.

5.2. THE ROLE OF THE TEACHER FOR 8-10 YEAR OLDS

The objective, in relation to the content about changes in time, is to give specific examples to explain the evolution of some aspects of everyday life by relating them to relevant facts and identifying the notions of duration, succession and simultaneity.

It will be necessary to prioritize the understanding of past societies from knowledge of daily life at that time and the contributions of historical time periods, such as art, traditions, objects, etc. all located in its corresponding context. In this sense, it will be necessary to promote the recognition of basic notions of historical time (past, present, future) and measurement (before, after, etc.) as well as the search for information from various sources.

► Methodological guidance

The students already know how to relate orders of succession and duration and coordinate work in space and time with the concept of speed. Duration: «If there have been more changes, more time has passed.» They start to learn concepts such as generation, succession in centuries, and before and after Christ. They deepen their understanding of the stages of history, usually within traditional periodization (Prehistory, Antiquity, etc.). Continuously going back to issues such as temporal measurements, timelines and linking personal history to collective history.

As the base of work, third grade in Primary Education aims to study the neighborhood, locality, and within it: professions, work, commerce and transport, holidays and traditions, the city and the autonomous region. In fourth grade in this cycle: street plans, maps, natural and human landscapes. Myths and legends. The city and towns. Municipal and regional government. Rules and forms of coexistence. The local and regional festivities. In these contents, one should always look for the relationship between past and present and one can be start to learn about other ancient peoples (people of our region or autonomous community) through stories, games, legends and material culture (artifacts and museum visits).

With regard to the educational guidelines, in addition to the general principles, we must highlight the objectives that classroom work will focus on:

- Foster situations that promote the students' direct or indirect observation. Through outings, excursions, visits to museums, etc.
- Promote activities, research and experimentation: formulation of hypotheses about topics of interest, project design to get an answer and its corresponding verification.
- Promote the use of different sources of information to look up and extract data.

► Activities

In regard to temporal affairs and historical time, students around 10 years of age can conceive of, by the end of instruction, the categories before and after Christ and likewise understand the idea of generation in a family context.

Also at this stage, students can be introduced to historical periodization, in general terms.

At the age of 10, students can understand terms such as Prehistory and Antiquity, Middle Ages or Modern Times.

The seriation of historic images in the correct order can be broader and more diverse and the graphic representation can begin to include simultaneity.

The students should start to practice making timelines for their lives, people, etc.

The construction of the family tree is an organizing element from which you can perform many activities that, in addition to constituting the idea generation, synchronously enhance the practice and construction of other techniques that correspond to historical procedures; for example, the searching and processing of documentation (photographs, oral sources, etc.) and the establishment of the continuities and changes over generations. It may also be useful to study simultaneities, since alongside the family tree they can make timelines where they can see simultaneities in time of the four generations of a family.

► Assessment

As in other courses, assessment tests must be performed individually, trying to make children perceive them as just another regular class and not feel evaluated.

The types of activities are similar to those done during the course. However, it is a model that can be modified by teachers, although it is recommended to maintain the structure.

At the end of the second cycle pupils should be able to:

- Identify some functions of government and various organizations and their contribution to society's operation.
- Assess the importance of personal participation in collective responsibilities.
- Use spatial concepts and reference to the cardinal points to situate oneself in the surroundings, to locate and describe the position of objects in defined spaces.
- Use street plans and maps with a graphic scale to move around.
- Explain, using concrete examples, the evolution of some aspects of daily life related to relevant historical facts, identifying notions of duration, succession and simultaneity.
- Obtain relevant information about pre-defined events or phenomena, make predictions about natural and social events, integrating direct or indirect observational data from the consultation of primary sources and communicate the results.

5.3. THE ROLE OF THE TEACHER FOR 10-12 YEAR OLDS

The aim of this cycle is to identify characteristics of lifestyles in societies from different historical periods in the past: Prehistoric, Classical period, Medieval, Age of Discovery, Industrial, twentieth century, etc. and situate relevant facts from these periods using timelines. It means working on the recognition of specific remains, customs, activities, tools, etc. as identifiers of lifestyles that are characteristic of certain historical periods.

In this regard, priority is given to the identification of significant elements of lifestyles in societies at different times. It is necessary to work mainly on procedures and strategies to reach the objectives.

► Methodological guidance

The third cycle of Primary Education is determined by the terminal nature of the stage, considering that most of the students will enter the stage of formal operations. This means that students can possess sufficient abstraction ability to handle all kinds of concepts without recurring to the specification and manipulation that they were subjected to until now.

This is time to consolidate previously acquired temporal notions. With regard to the time experienced, the student should handle with ease the awareness of the school year, in which he distinguishes periods, identifies special days and remembers specific stages. Students must demonstrate greater skill in using the temporal vocabulary and understand a historical horizon with four or more references (traditional stages). It is the time to learn about great historical moments and consolidate a broad chronological sequence, in which B.C. and A.D. are not used as a mathematical operation, but as a reference point. It is the time to start on the concept of chronological time, in which not all civilizations count the passage of years in the same way, such as Islam.

To graphically represent time, students will continue to work on chronological lines, interpreting them and placing the historical facts in proper chronological order. It is hoped that one masters the time-space proportionality (chronological frieze scale). A representation of simultaneity may be introduced to illustrate different lengths (a chronological frieze that comparatively expresses political events (fast) with artistic styles and cultural movements (slow) and economic stages (very slow).

In connection with the previous didactic guidelines, work in the classroom will be designed with the objective of promoting activity in students from:

- Planning and conducting research projects, posing a problem, stating hypotheses, selecting necessary materials, drafting conclusions and communicating the results.
- Direct and indirect observation through field trips and direct work on sources: collecting information, reading the press, reading literary texts, etc.
- Construction of chronological themes or timelines to situate events.

► Activities

In regards to the temporal competencies, it seems that we can say that the majority of students around the age of 12 may know perfectly well historical periodization substages such as: «the Romans», «the Reconquista», «the period of the Hapsburgs», and «Francoist Spain». Students begin to generically become aware of some specific historical terms such as «Reformation», «Enlightenment» and «Renaissance.»

With respect to the graphical representation of simultaneity and time durations, students from the age of 12 should always represent chronological friezes to scale.

Pupils between 11 and 12 years, apparently, can begin to develop historical time, although one must not forget that even at this age, students tend to think in concrete operational terms. This does not keep them from being able to work with chronology in previous cycles as long as they are taught and learn vocabulary that is specific to History and at the same time automatically perform the relevant mathematical exercises.

- Reading and oral or written record of images or drawings in relation to oral accounts of content that is historical or situated in the past.
- Reading and written record of the information provided in History textbooks.
- Establishing relationships between historical text and drawings.
- Search, reading, and written record of the contents of history books, encyclopedias and other manuals.
- Reading and writing to record information from graphs and statistics.
- Reading and written record of information provided by historical maps.
- Reading and written records from the observation of images (video, slides, etc.).
- Note taking and subsequent summary from oral information.
- Finding information and subsequent written record from computer systems.

► Assessment

The aspects for comment with regards to assessment have already been put forth in previous courses, and it is not considered necessary to stress them again.

At the end of the third cycle, girls and boys should be able to:

- Make, interpret and use street plans and maps, taking into account conventional symbols and graphic scale.
- Identify significant features of the lifestyle in Spanish society during certain time periods in the past (Prehistory, Classical, Medieval, Age of Discovery, Industrial development and the twentieth century).
- Situate relevant events using timelines.
- Present a report, using paper and digital support, about simple problems or situations by collecting information from different sources (direct, books, Internet), following a work plan and expressing conclusions.

CONCLUSION

The historical content in Primary Education is not a subject or discipline, but represents a chunk in the area of Knowledge of the social and cultural environment. Due to its psycho-pedagogical characterization at this stage, there is no learning of in-depth historical knowledge, mainly due to the great complexity of the concepts in this discipline.

One of the aims of teaching History in Primary Education is to lay the methodological foundation that allows for learning guided by the main tools of historical knowledge. Among them, the construction of the concept of time takes a leading role.

The Primary school teacher should have a basic knowledge of epistemology and methodology for historical science. Their fields of study, the main historiographical trends, periodization criteria and other aspects that are essential for developing a scholarly and expert teaching of History.

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<http://www.ub.es/histodidactica/>

Universidad de Barcelona webpage. Information, resources, complete textbooks and links.

<http://usuarios.lycos.es/histodidac/index-2.html>

Project initiated by Professor Fernando Hernandez, aimed at teaching professionals in the Social Sciences, Geography and History at the Primary and Secondary levels.

Scholastic publisher webpages with resources for teachers:

<http://www.anayamascerca.com/>

<http://www.santillana.es/>

<http://www.profes.net/>

<http://www.edelvives.com/>

<http://www.edebedigital.com/home/contenido.shtml>

<http://www.vicensvives.es>

<http://www.oup.com/es/educacion/>

SUMMARY OUTLINE

18. The concept of historical time in Primary Education. Areas of study for historical processes and facts. Learning about the great historical eras of humanity. Use of documents: oral, written and physical remains. Educational action.

- 18.1. The concept of historical time in Primary Education.
- 18.2. Areas of study for historical processes and facts.
- 18.3. Learning about the great historical eras of humanity.
- 18.4. Use of documents: oral, written and physical remains.
- 18.5. Educational action.

1. CONSTRUCTION OF THE CONCEPT OF HISTORICAL TIME IN PRIMARY EDUCATION

Time is one of the pillars of thought and human and social experience and, moreover, is the essence of historical knowledge. Teaching time is also a crucial element when it comes to planning any historical activity in the elementary classroom, in addition to the students' psychological development.

1.1. CONCEPT AND CLASSIFICATION

Until time became a subject for physicists, mathematicians and machines, it was primarily a means to get one's bearings in the social world and to regulate human coexistence.

Time is a human construction that has to be learned and therefore, one must know how to teach it. One could argue that the notion of time is of empirical-rational origin.

Physical time is the basis for civil time, private and collective time that regulates our daily activities, organized by the clock and calendar.

1.2. SOCIAL SYMBOL AND INSTITUTION

Time is a communicable social symbol.

It is a diverse social institution depending on societies' degree of development as a high level symbolic synthesis, which they depend on for their subsistence.

Time, along with language, is one of man's most defining manifestations.

1.3. CONSTRUCTION AND LEARNING

The construction and learning of the notion of time is an essential milestone during childhood development.

Three stages in the concept construction process:

- Perceived or personal time.
- Impersonal, conceived or conventional time
- Abstract or historical time

2. AREAS OF STUDY FOR HISTORICAL PROCESSES AND FACTS

Its object of study have been men (understanding this term as humanity as a whole) and all manifestations of mankind that may explain the space-time development from the past to the present.

The study of a complete History means starting from the idea that in all human society men have developed activities of various kinds: economic, social, political, etc. that are integrated into a single reality.

Knowing human societies means knowing the different social manifestations in their entirety.

The great characters must be studied as a product of the social reality at that time.

3. LEARNING ABOUT THE GREAT HISTORICAL ERAS OF HUMANITY

Traditional historiography has divided the past in ages. There are two basic periods: Prehistory, before written records, and History

The great periods of History learned in school are the Prehistory, Antiquity, Middle Ages, Modern Age and Contemporary Age.

Traditional periodization is built around a conventional division, the time before and after the birth of Christ.

Other periodizations: that of A. Toynbee or the Marxist version based on the succession of Modes of Production.

In Primary Education, History appears in third cycle contents in the Area of Environmental Knowledge as: «Characterization of some societies in historical periods: Prehistoric, Classical, Medieval, Age of Discovery, Industrial development, and the world in the twentieth century, through the study of ways of life.»

4. USE OF DOCUMENTS: ORAL, WRITTEN AND PHYSICAL REMAINS

History as a Social Science comes from raw material from which a historian collects data and works on with his own tools: the sources.

- Written documents

They are the most abundant and used: autobiographies, biographies, census reports, court judgments, government reports, invoices, history books, inventories, letters, diaries, etc.

- Oral sources

They are the connection between the history of great events and the emotional experience that their protagonists remember; they break the isolation of files, the closed world of written documents.

- Physical remains

All objects are physical sources that carry large amounts of information as products of human activity.

5. EDUCATIONAL ACTION

The specification of objectives, content and methodological principles in different didactic cycles means: selecting, sequencing and specifying these elements according to the psychoevolutionary aspects of the students, the internal structure of the area and the characteristics of the school, depending on the type of students and methodological options proposed.

The specification will follow the following steps in relation to the assimilation of the concept of historical time:

- The progressive construction of the notion of time.
- The progressive construction of the notions of change, causality, simultaneity, succession, duration, etc.
- The gradual ability to decentralize and understand different points of view.
- The realization of methodological principles.
- The methodology that is followed conditions classroom organization, the type of grouping and the use of certain materials or resources.

5.1. THE ROLE OF THE TEACHER FOR 6-8 YEAR OLDS

The objective of this cycle is to temporally put some relevant facts of family life or environment into an order. To work on it, it will be necessary to prioritize the use of basic units and notions of time (hours, calendar) and to begin to construct recent history from family sources (oral or memories such as photographs, etc.). Ultimately students will have to be given the use of scientific habits and attitudes to the questions put to them.

- Boys and girls are at the stage of concrete operations.
- Temporal categories developed from the environment and family experience.
- Begin the elementary measures of time (hours, years, months, weeks, days) and expressions previously worked on in Preschool Education: before, after, one after another (sequence), duration, start and end, and simultaneity (at the same time.)
- The primary objective is to investigate and report (exhibit, writing, etc.) a boy or girl's own history.

5.2. THE ROLE OF THE TEACHER FOR 8-10 YEAR OLDS

The objective, in relation to the content about changes in time, is to give specific examples to explain the evolution of some aspects of everyday life by relating them to relevant facts and identifying the notions of duration, succession and simultaneity.

It will be necessary to prioritize the understanding of past societies from knowledge of daily life at that time and the contributions of historical time periods, such as art, traditions, objects, etc. all located in its corresponding context.

- The students already know how to relate orders of succession and duration and coordinate work in space and time with the concept of speed.
- They start to learn concepts such as generation, succession in centuries, and before and after Christ. The stages of history.
- Relate past and present.
- Start to learn about other ancient peoples through stories, games, legends and material culture.

5.3. THE ROLE OF THE TEACHER FOR 10-12 YEAR OLDS

The aim of this cycle is to identify characteristics of lifestyles in societies from different historical periods in the past: Prehistoric, Classical period, Medieval, Age of Discovery, Industrial, twentieth century, etc. and situate relevant facts from these periods using timelines.

Priority is given to the identification of significant elements of lifestyles in societies at different times.

- Start of formal operations. Students may possess sufficient abstraction ability to handle all kinds of concepts.
- Handle time and use of temporal vocabulary with ease.
- Understanding of a historical horizon with four or more references (traditional stages).
- Begin chronological time: units of measurement, themes, and chronological friezes.

SELF-ASSESSMENT QUESTIONS

1. The time that we, as teachers, should reflect in the classroom:

- a. Is abstract and theoretical time.
- b. Arises from specific social and historical knowledge.
- c. Is an unrealistic invented magnitude.
- d. Serves to organize the school routines.

2. The experience of change related to the duration:

- a. Is thanks to Aristotle's thinking.
- b. Is thanks to Plato's thinking.
- c. Appears in the work of A. Einstein.
- d. Is an invention of Jewish culture.

3. The calendar and clocks:

- a. Are medieval inventions.
- b. Relate the microcosm of the individual with the social macrocosm.
- c. Are inventions that seek the uniformity of people.
- d. Serve to force us to accomplish everyday tasks.

4. Habits and daily routines are appropriate activities:

- a. In the first stage of temporal understanding.
- b. In the second stage of temporal understanding.
- c. In the third stage of temporal understanding.
- d. It is characteristic of all stages of temporal understanding.

5. Between the ages of 10-12 years old, one obtains:

- a. A mature perspective on the geological eras.
- b. A limited control of the time metric.
- c. Complete mastery of historical time.
- d. A more objective and abstract perception of time.

6. Making a chronological timeline is an activity:
- a. Which is characteristic of the first cycle of Primary Education.
 - b. Which is characteristic of the second cycle of Primary Education.
 - c. Which can be done at any time in Primary Education.
 - d. Which is characteristic of the third cycle of Primary Education.
7. The protagonists of History are:
- a. Great men and women of the past.
 - b. Kings, politicians, military figures and artists.
 - c. Men and women as a social group.
 - d. Great leaders who govern nations.
8. The Periodization which divides the History of mankind in twenty-nine civilizations is due to:
- a. Marc Bloch.
 - b. Tuñón de Lara.
 - c. Arnold Toynbee.
 - d. Pierre Vilar.
9. Physical sources are:
- a. Fragments of pottery, scrolls, and coins.
 - b. Newspapers and files.
 - c. Epigraphic inscriptions.
 - d. Walls, an amphora and a plow.
10. Beginning the reconstruction of recent history based on family sources is content from the:
- a. First Cycle of Primary Education.
 - b. Second Cycle of Primary Education.
 - c. Third Cycle of Primary Education.
 - d. Secondary Education Curriculum.