

THE HERO ACADEMY

The Hero's Quest for Knowledge Curriculum

The Scribe's Scroll

Adult Teaching Guide

History

Veritas. Virtus. Scientia.

Truth. Virtue. Knowledge.

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Edition 0.3 | September 29, 2026

HIST-K-01 | printable section

Includes HIST-K-01. These introductory sections do not constitute a complete kindergarten course or a finished K-12 curriculum.

The four companion books

The Student Book explains concepts through reading, examples, and diagrams. The Adult Teaching Guide provides modeling and supported practice. The Student Workbook holds activities and checks. The Answer and Assessment Guide supplies keys, criteria, and retry guidance.

The K-12 learning roadmap is the plan for future content, not a lesson book. These four growing books contain only the sections listed below.

Using this edition

A beginning reader needs an adult to read the explanatory passages aloud. Independent word reading is expected only for explicitly taught patterns in Reading. An adult supplies safe materials and supports access; oral responses, pointing, or drawings can demonstrate the same skill.

Lesson and activity IDs stay together across the four books. For example, a lesson ending L01 links to the activity ending W01 in the same unit. Each unit finishes with its A01 section check. Matching edition 0.3 components should be used together.

Contents

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HIST-K-01-L01 - Before and after

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Learning at an individual pace

The learner revisits the relevant explanation after feedback, then tries a fresh example. Successful demonstration of each target is a suggested local progression rule, not a validated placement score. Personal beliefs and agreement with the author are never graded.

Before, now, and later

Before this section

The learner can communicate a sequence with objects, pictures, speech, or pointing; no dates or reading required.

Materials

Paper, pencil, and three simple drawings made during the lesson. Private family documents are not needed.

HIST-K-01-L01

Before and after

Put two observed events in order.

An event is something that happens. Before and after describe the order of events. If a person puts paper on a table and then draws a circle, placing the paper happened before drawing the circle.

The adult performs those two actions while the learner watches. Together they describe which occurred first and which occurred next. The order can be represented with two pictures. The pictures record the sequence but do not repeat the original actions.

A statement about order does not automatically explain why an event happened. The learner may observe that a door opened before a cup fell, but the sequence alone would not prove that opening the door caused the cup to fall. This section practices order without inventing a cause.

Model an example

Worked example: In the observed task, the adult places a pencil on the table, then picks it up. Placement is first; picking it up is second.

Supported practice

The adult performs two safe actions. The learner arranges two drawings to show their order and describes before and after.

Student and workbook links

The Student Book uses HIST-K-01-L01 and its accompanying visual. Then the learner completes HIST-K-01-W01, items 1-3. The answer guide uses that same activity ID.

Picture-reading support

Perform the two events while reading, then point through the existing sequence. Accept pointing or moving picture cards; independent reading is not required.

Read and point to the diagram; labels are adult-supported. Perform the two events while reading, then point through the existing sequence. Accept pointing or moving picture cards; independent reading is not required.

Try the real-object activity before the workbook. Perform the two events while reading, then point through the existing sequence. Accept pointing or moving picture cards; independent reading is not required.

A record preserves information

Distinguish a recorded observation from a detail that is missing.

A record preserves information about something. A drawing made after an activity can show what was done. A photograph, note, or recording can preserve other kinds of information. No single record necessarily includes everything about an event.

The learner makes a drawing of the circle activity. The adult writes a brief note saying that the paper was placed before the circle was drawn. The drawing and note provide different kinds of information about the same activity.

A record has a maker and a context. The adult records who made the drawing and that it was made during this lesson. When a detail is absent, the learner says it is absent rather than claiming that it never happened. A drawing that contains no record of spoken words does not establish exactly what everyone said. Added captions may preserve words, but their accuracy still needs to be checked.

Model an example

Worked example: A drawing shows a circle on paper. It does not reveal the exact time of day unless that information is added from a reliable record.

Supported practice

The adult and learner examine their drawing. They name one detail it shows and one question it leaves unanswered.

Student and workbook links

The Student Book uses HIST-K-01-L02 and its accompanying visual. Then the learner completes HIST-K-01-W02, items 1-3. The answer guide uses that same activity ID.

Picture-reading support

Make a circle drawing, add the maker's name, and deliberately omit the time. Read the name. Explain that a different record might include the time.

Read and point to the diagram; labels are adult-supported. Make a circle drawing, add the maker's name, and deliberately omit the time. Read the name. Explain that a different record might include the time.

Try the real-object activity before the workbook. Make a circle drawing, add the maker's name, and deliberately omit the time. Read the name. Explain that a different record might include the time.

HIST-K-01-L03

Change and continuity

Describe what changed and what stayed the same across a short observed sequence.

Change means that something becomes different. Continuity describes something that remains the same over a period being examined. A sheet can change from blank to marked while remaining the same sheet of paper.

The adult places a blank sheet on the table, draws a circle, and folds the sheet. Three pictures can represent these stages. The marks and shape change. The sequence still concerns the same sheet.

When studying the past, descriptions should fit the evidence and the period being compared. This short classroom sequence supplies direct observations. Older events require other records, which may be incomplete or disagree. Those challenges will be studied later. A

learner can describe what the current record supports without claiming to know every detail.

Model an example

Worked example: The paper was blank, then had a circle, then was folded. The visible state changed. The activity used one sheet throughout.

Supported practice

The learner orders three drawings and names one change and one thing that remained the same.

Student and workbook links

The Student Book uses HIST-K-01-L03 and its accompanying visual. Then the learner completes HIST-K-01-W03, items 1-3. The answer guide uses that same activity ID.

Picture-reading support

Use one sheet throughout; point to the same sheet at each stage. Match the three existing sequence labels to the performed actions.

Read and point to the diagram; labels are adult-supported. Use one sheet throughout; point to the same sheet at each stage. Match the three existing sequence labels to the performed actions.

Try the real-object activity before the workbook. Use one sheet throughout; point to the same sheet at each stage. Match the three existing sequence labels to the performed actions.

HIST-K-01-A01

Section check

After the lessons, the learner completes HIST-K-01-A01 in the workbook. The assessment guide supplies criteria. An adult reads the directions and records any access support.

Revisit and retry

Repeat a two-action sequence slowly, make a picture immediately after each action, and then return to three actions.

Sources and content notes

Instruction, practice tasks, and illustrative examples were authored for this series. Invented scenes and diagrams are not historical evidence or measured research data. Source references support the specific concepts below, not a claim of complete topic coverage.

HIST-K-01

Original event-and-record sequence informed by Library of Congress and National Archives source inquiry. Learning goals are local editorial proposals, not an adopted standards crosswalk.

LOC | Library of Congress - Teacher's Guides and Analysis Tool

Observation, reflection, and questions support the original object-and-record activities. Teacher prompting is adapted to visible objects, short oral exchanges, and known classroom records; no independent source-reading expectation is imposed.

<https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/guides/>

NARA | National Archives - History in the Raw

Supports distinguishing records from historical interpretation and considering limits of evidence. Academy examples use recent classroom events or explicitly invented labels, not unsupported claims about ancient objects.

<https://www.archives.gov/education/research/history-in-the-raw.html>

HEADSTART-EARLY | Office of Head Start - Interactive Early Learning Outcomes Framework: Ages Birth to Five

Early-childhood guidance informs adult support, concrete exploration, and communication options. The original Academy sequence does not adopt a standards framework. This birth-to-five resource does not establish full kindergarten coverage, independent reading readiness, or grade-by-grade validation for later levels.

<https://www.headstart.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five>

Use and revision

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