Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

History of Early Childhood Education

Scavenger Hunt

1. Intro:
   1. Many of our current ideas about early education were shaped by \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ about children and education. We focus on how these views have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and continue to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the field of early childhood education in the US today.
   2. History is ­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the voice and view of those who wrote it. What is important to keep in mind when you read about history, why?
2. The Origins of early Childhood Education
   1. Greece and Rome (\_\_\_\_\_\_\_\_\_\_\_\_\_ B.C.- \_\_\_\_\_\_\_\_\_\_\_ A.D.)
      1. Who first expressed the idea of a well rounded education?
      2. Plato believed that children came into this world with all \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ dormant within them.
      3. \_\_\_\_\_\_\_\_\_\_ was considered a worthwhile activity in Greece.
      4. \_\_\_\_\_\_\_\_\_\_ valued the education of young children because he believed that good habits must be established early in life.
   2. Middle ages (\_\_\_\_\_\_\_\_- \_\_\_\_\_\_\_\_)
      1. Most education was centered on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and was taught by monks and \_\_\_\_\_\_\_\_\_\_\_.
      2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Friars often provided care and education to abandoned or orphaned children.
      3. Most people during that period [Middle Ages] were peasants. Peasants and poor people in towns needed the help of their young children. Children in towns were taught the basic of their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ trade early and were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ apprenticed to a craft [job] at age \_\_\_\_\_\_\_\_.
   3. Renaissance and Reformation (\_\_\_\_\_\_\_\_- \_\_\_\_\_\_\_\_)
      1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ men and women placed high value on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The invention of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in \_\_\_\_\_\_\_ helped make many books available so that knowledge was no longer the monopoly of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
      2. Luther was a strong advocate for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ education.
      3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, like Luther, believed in universal education. Comenius believed that up to the age of \_\_\_\_\_\_\_\_\_, children should not leave their family and should be taught in their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ languages, not in Latin.
      4. In Comenius’ work \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ suggested that young children should develop simple practical knowledge consistent with what we still view as a good early childhood curriculum today, names of \_\_\_\_\_\_\_\_\_\_\_\_ parts, geography (\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_) simple arithmetic, and simple short \_\_\_\_\_\_\_\_\_\_\_\_.
   4. The Age of Enlightenment (\_\_\_\_\_\_\_\_\_\_\_\_)
      1. John Locke- the Child comes into the world with a mind like a \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_. Suggesting that knowledge is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ through the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and is converted to understanding by the application of reason.
      2. His belief in the importance of \_\_\_\_\_\_\_\_\_\_\_\_\_\_ over “nature” in determining the direction of human development let him to emphasize the influence of early training and education and to a\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for changes in parental care and education of children.
   5. The Industrial Revolution (\_\_\_\_\_\_\_\_\_\_\_\_\_\_)
      1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ believed that all children have the right to \_\_\_\_\_\_\_\_\_\_\_\_\_ and the capacity to profit from it.
      2. Education can help awaken the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of each child.
      3. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ year of life is the most important in a child’s development
      4. Instruction should be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to each child’s interests, abilities, and stage of development.
3. Educational Movements That Shaped the Field of Early Childhood Education
   1. Froebel and the Kindergarten
      1. The first Kindergarten program was established in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in \_\_\_\_\_\_\_\_\_\_\_.
      2. Over the years, he developed a philosophy if education and a program for \_\_\_\_ \_\_\_ \_\_\_\_\_ year-olds that he envisioned as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ between home and school.
      3. Why did Kindergarten get its name?
   2. Froebelian Kindergarten
      1. Children’s play was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by the teacher, who carefully presented special materials and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ designed by Froebel to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sensory and spiritual development.
      2. List examples of the *gifts* that Froebel used in his kindergarten.
      3. Kindergarten children were not made to \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_, memorize, and recite as older children.
      4. The teachers Role was not that of taskmaster but of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ leader.
   3. Issues Related to the Kindergarten Movement
      1. It is often regarded as the beginning of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ early childhood practice in much of the world and it was profoundly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
   4. The Impact of Kindergarten
      1. In many countries, the work *Kindergarten* is synonymous with \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. Three European Approaches
   1. Montessori
      1. Montessori’s educational approach is characterized by the provision of \_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_ furniture, carefully designed and sequenced learning \_\_\_\_\_\_\_\_\_\_\_\_, and learning experiences that actively \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the child.
      2. Significant ideas
         1. Education began at \_\_\_\_\_\_\_\_\_\_\_- and the first \_\_\_\_\_\_\_ years are critical.
         2. \_\_\_\_\_\_\_\_\_\_\_\_\_ is stimulated by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         3. Children learn best through \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ exploration
         4. Children are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Motivated from within) motivated and seek out appropriate learning experiences.
      3. Distinctive features
         1. Children work \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, choosing activities based in level of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
   2. Waldorf
      1. These schools stressed the development of the child’s \_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_, and spirit. The focus was on educating the “\_\_\_\_\_\_\_\_\_” child because Steiner believed that engaging with a variety of academic, artistic, and handcraft subject areas would overtime, help a child develop balance between \_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_.
      2. Significant Ideas
         1. There was an emphasis on development of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ strength.
         2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and example are important strategies for learning.
      3. Distinctive features
         1. \_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_environment
         2. natural \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         3. Storytelling, puppetry, artistic activities, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ play
         4. Mixed age grouping (3 years with \_\_\_\_\_\_\_\_\_\_\_ teacher in preschool and kindergarten
   3. Reggio Emilia
      1. The curriculum is not established in advance but \_\_\_\_\_\_\_\_\_\_\_\_\_\_ from children’s intellectual \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and social interactions.
      2. The focus is an in depth \_\_\_\_\_\_\_\_\_\_\_\_ work emerging from children’s interests as determined by teachers’ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (SUPER IMPORTANT!)
      3. The children are encouraged to represent their environment and their experiences through many “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”, these modes of expression may include \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, working with clay, sculpting, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, conversing and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_.
5. Child Care in The United States
   1. Head Start
      1. The Head Start Program weaves together the themes that have characterized the history of early childhood education: attention to children’s \_\_\_\_\_\_\_\_\_\_, involvement of \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in their children’s education, a curriculum that addresses all areas of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and early education as a way to \_\_\_\_\_\_\_\_\_\_\_\_\_\_ society by limiting the effects of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in young children.