

## Annotation #5

The article, *Equality, Inclusion and Diversity as Part of the History Curriculum* by Pat Hoodless looks into the improvement of the history curriculum in elementary schools, and targets mainly children with certain disabilities or those who come from minority backgrounds. Hoodless' article has various objectives, including overcoming barriers for learning, increasing the need for diversity of learning methods for a broadened student demographic, the use of history from other parts of the world to create a more fulfilling curriculum, and so on. While various parts of this article tackles issues on education unrelated to history, the section on the education of gifted children and minority children in history allows the viewers to catch a glimpse of how historical education can be adjusted to the needs of the young students. For example, the author uses the issue of class difference as an opportunity to reach to students coming from poorer social backgrounds to learn about the same economic hardships faced by individuals from the past. Or the issue of gender equality, where students will learn about the significance of women within leadership positions in Christianity and Judaism as well as women disguising themselves as men to reach a certain level of society in the past.

I completely agree with Hoodless' approach to historical education since it mirrors closely to what I have imagined for the change in curriculum. Most people that find history boring have this mindset due to the indifference they feel towards a subject that seems distant and unrelated to their daily lives, but the specific topics taught in history matter. The way we perceive certain subjects, issues, and people today comes from a complex interwoven historical legacy, and if students as young as their elementary school years understand this, their interest in the field of history can increase as well as the fact that the black-and-white view of the past can be reduced.

Hoodless, P. (n.d.). Equality, inclusion and diversity as part of the history curriculum. *Teaching History in Primary Schools*, 133–144. <https://doi.org/10.4135/9781446278574.n12>