

THIRD GRADE CONTENT STANDARDS

**TOPICS FROM THE CALIFORNIA STATE HISTORY~SOCIAL SCIENCE
FRAMEWORK**

What students should know:

Continuity and Change

OUR LOCAL HISTORY

- Demonstrate an understanding of the natural landscape of the local region, in preparation for studying local history
- Describe the culture of the local native American Indians of the region and the impact that geography had on their economy government, and culture.
- Demonstrate an understanding of the people who came to the local region and how these people and major historical events contributed to the present day community

MEETING PEOPLE ORDINARY AND EXTRAORDINARY

- Understand the common memories that create a sense of community through biography, story, folktale, and legend.
- Demonstrate an understanding of ideas and symbols of the United States that create a sense of community and continuity

Third Grade Skills Based on Standardized Tests

- ~ Know land from water on a map
- ~ Read easy pictorial legends on a map
- ~ Make inferences from pictures
- ~ Use pictorial neighborhood maps to make decisions (for example, the shortest way to get from the store to the school)
- ~ Know the shapes of continents

**THIRD GRADE CONTENT STANDARDS - HISTORICAL THINKING
PRIMARY GRADES, KINDERGARTEN - 3RD GRADE**

What students should be able to do:

Chronological/Spatial Thinking

- Students understand the terms past, present, future, "a long time ago."
- Students place elements of a simple story in chronological sequence and discuss which happened first, second, third, etc.
- Students understand that some things change over time and some things remain the same.
- Students identify places on maps of classrooms, simple buildings, and neighborhoods.

Evidence

- Students become familiar with artifact~ photographs, maps, music and stories from other times and other peoples.
- Students speculate about or determine the uses of an artifact. They identify parts of the artifact and how they might contribute to its usefulness.
- Students identify the main subject of a photograph. They also identify details in a photograph and explain how they contribute information to the picture (e.g. "What do you notice here? What does that tell us about...?").
- Students understand that primary sources like artifacts tell us about the person or people who created them.

Diversity/Multiple Perspectives

- Students examine lives of a variety of different people from different times and places. Using visual clues, they identify differences between their own circumstances and those of people in other times and places.
- Given a situation or a story today, students imaginatively place themselves in the position of others.

Historical Interpretation

- Students understand that stories may be about real people, places, or fictional characters.
- Students understand that it is possible to tell different stories about the same events and places.
- Students tell a simple narrative of an event.

Historical/Geographic Significance

- Students select important events and places in their own lives They identify important events and places for their own families They explain why the events and places are important

HISTORICAL THINKING: SAMPLE ASSIGNMENTS – THIRD GRADE

Chronological and Spatial Thinking

- Create a time line showing who immigrated to Oakland. (This could be based on classroom data.)
- Build a terrain model of the local topography, noting especially the features that have contributed to the region's historical development. Label the major transportation systems of Oakland on a map.
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- Study the location of the Bay and the bridges. Discuss why the bridges were placed in their locations. Discuss where a new bridge can/should be built.
- Make a model of how land in Oakland (Lake Merritt) changed over time.

Examining Evidence

- Decide whether the biographies, stories, folktales, or legends are fact or fiction and how the students determine the difference.
- Invite a community hero to class and interview him or her.
- Read diaries, newspaper accounts, letters, etc., and chart reasons that people came to Oakland.
- Take field trips to see and learn about local landmarks.
- Visit the Oakland Museum or Coyote Hills and examine Native American objects to learn about the daily life of the Ohlone.
- Look at a map of Oakland and see where big business is located and where people live.
- Find out how urban archeologists used artifacts to research the history of West Oakland.

Diversity/Multiple Perspectives

- Create a chart showing diverse American heroes.
- Read about diverse American heroes (Black, Latino, Native Americans, women, children, physically challenged, etc.).
- Read about the reasons why people came from many different places to Oakland.
- Assume the role of a person migrating to Oakland and explain their reasons for doing so.
- Interview a relative to learn why the family moved to Oakland.
- Write the interviews as a narrative and compile them in a class book.
- Interview someone who just came to Oakland and someone who has been here for a long time. What do they think about the city?
- Invite people from different neighborhoods to class to share their views/ideas/feelings about Oakland. Make a chart to compare the results.

Interpretation

- Make a chart of the history of migration to Oakland, using all available material to maintain historical accuracy.
- Make a mural showing the history of the neighborhood for Oakland.
- Write a story about the daily life of an Ohlone child.
- Read different stories about a hero and compare how the stories are the same and different.
- Look at the paintings Frank Day made of Maidu life. Discuss how he portrayed events, and how he used art to tell his story.

Determining Historical/ Geographical Significance

- Create a chart showing the different groups that have migrated to Oakland and why they came.
- Choose a current event and explain its similarities to one from the past.
- Pick a favorite place in Oakland and describe it and explain why it is important to the student and to others.
- Choose a famous person and tell why it was significant that they lived in a certain area (Martin Luther King, Jr. in the South, Cesar Chavez in California, C.L. Dellums in Oakland).
- Look at the location for Oakland's main post office on 7th Street and the BART tracks. Find out why 7th Street was important. Find out how 7th Street has changed since the post office and BART were built.

MODEL UNIT FOR THIRD GRADE — LOCAL HISTORY

Sample Question: Why have people come to and stayed in the city of Oakland?

Historical Thinking Standard	Assignments/Activities
<p>Chronological/Spatial Thinking</p> <ul style="list-style-type: none"> ✓ Location ✓ Sequencing 	<p>To show evidence of standards, students might:</p> <ul style="list-style-type: none"> ■ Create a time line showing some people who migrated to Oakland (family members, famous people). ■ Build a terrain model of the local topography, noting especially the features that have contributed to the region's historical development. ■ Label the major transportation systems and industrial centers on these maps.
<p>Examining Evidence</p> <ul style="list-style-type: none"> ✓ Examining primary sources (such as photos, artifacts, and documents) ✓ Relationship between primary sources and historical/geographical context ✓ Author's intentions/perspective 	<ul style="list-style-type: none"> ■ Read diaries, newspaper accounts, letters, etc. and chart reasons that people came to Oakland. ■ Read census data from various years and make a chart showing population loss and growth. ■ Take field trips to see and learn about local landmarks. ■ Make a map of local landmarks and write an explanation of who build and use them and why.
<p>Diversity/Multiple Perspectives</p> <ul style="list-style-type: none"> ✓ Influences (such as location, race, gender, class, age, sexual orientation) ✓ Empathy 	<ul style="list-style-type: none"> ■ Read about the reasons why diverse people came to Oakland. ■ Assume the role of a person migrating to Oakland and explain their reasons for doing so. ■ Interview a relative to learn why the family moved to Oakland. ■ Write the interviews as a narrative and compile them in a class book.
<p>Interpretation</p> <ul style="list-style-type: none"> ✓ Constructing historical accounts ✓ Comparing historical accounts ✓ Moral judgment 	<ul style="list-style-type: none"> ■ In small groups, students will create a history of migration to Oakland, using available material.
<p>Determining Historical/Geographical Significance</p> <ul style="list-style-type: none"> ✓ Connect past and present ✓ Causation ✓ Evaluation ✓ Location 	<ul style="list-style-type: none"> ■ Study old photos to see how transportation systems impacted community development.

California History-Social Science Framework
GRADE THREE-CONTINUITY AND CHANGE

Although third graders are not ready for a formal study of history, they can begin to think about continuity and change in their own locality and nation. By exploring their locality and locating some of the features that were built by people who lived long ago, children can make contact with times past and with the people whose activities have left their mark on the land.

Through studies of continuity and change in their locality, children can begin to think about chronological relationships and to analyze how some things change and others remain the same. To understand changes occurring today, children should explore the ways in which their locality continues to evolve. Finally, teachers should introduce children to the great legacy of local, regional, and national traditions that provide common memories and a shared sense of people-hood for all of us.

Our Local History: Discovering Our Past and Our Traditions

Children who have constructed a family history in grade two are now ready to think about constructing a history of the place where they live today. Children might recall how the decision of their parents or grandparents to move to this place made an important difference in their lives. They might wonder whether the people who came to this place long ago made a difference, too. Discovering who these people were, when they lived here, and how they used the land gives children a focus for this first unit.

Because throughout California the geographic setting has had important effects on where and how localities developed, children should begin their third-grade studies with the natural landscape. A field trip into the immediate environment will establish familiarity with the major natural features and landforms of this region. Field trips are especially important if children have not had an opportunity before this to explore, observe, and study firsthand their local environment. Field trips may be augmented by use of videotapes, slides, and photographs of the landscape. Teachers must evaluate carefully whether the children have a clear understanding of the mountains, valleys, hills, coastal areas, oceans, lakes, desert landscapes, and other natural features of the region. One cannot assume that the children have a knowledge of these features simply because they live near them. Experience has shown that many children have never visited these places, even when these places are not far from their homes.

An important activity for children in grade three is to build a terrain model of the topography of the local region. In doing the research for this activity, children will develop an understanding of the physical setting in which their region's history has unfolded. They will learn to differentiate between major landforms in the landscape. Once the model is completed, children can consider who the first people were who lived here, how they used the resources of this region, and in what ways they modified the natural environment.

American Indians who lived in the region should be authentically presented, including their tribal identity; their social organization and customs; the location of their villages and why they were located here; the structures they built and the relationship of these structures to the climate in this place; the methods they used to get their food, clothing, tools, and utensils and whether they traded with others for any of these things; and their art and folklore. Museums that specialize in California Indian cultures are a rich source of publications, pictures, and artifacts that can help children appreciate the daily lives and the adaptation of these cultures to the environment of the geographic region.

Children are now ready to consider those who came into this region and the impact each new group had on those who came before. To organize this sequence of events, children should develop a classroom time line by illustrating events and placing those illustrations in sequence with a caption under each. Depending on the local history, this sequence will include the explorers who visited here; the newcomers who settled here; the economy they established; their impact on the American Indians of this region; and their lasting marks on the landscape, including the buildings, streets, political boundaries, names, customs, and traditions that continue today; the people who have continued to come to this region; and the rich legacy of cultural traditions that newcomers brought with them.

Children should observe how their community has changed over time and also why certain features have remained the same. They should compare the kinds of transportation people used long ago, the ways in which people provided water for their growing community and farmlands, the sources of power long ago, and the kinds of work people engaged in years ago. They should discover that the changing history of their locality was, at all stages, closely related to the physical geography of this region: its topography, soil, water, mineral resources, and relative location. Children should analyze how successive groups of settlers made different uses of the land, depending on their skills, technology, and values. Children should observe how each period of settlement in their locality left its mark on the land, and they should analyze how decisions being made today also will leave their effects, good or bad, for those who will come after

To bring earlier times alive for children, teachers should provide opportunities for them to study historical photos and to observe the changes in the ways families lived, worked, played, dressed, and traveled. Children should have opportunities to role-play being an immigrant today and long ago; discover how newcomers, including children, have earned their living, now and long ago; and analyze why such occupations have changed over time. They should observe how a given place, such as Main Street, looked long ago and how it looks today. Children can compare changes in their community with slides or picture displays provided by the teacher.

The local community newspaper, the historical society, or other community organizations often can provide photos and articles on earlier events in the region—stories and pictures that capture for children a sense of what it was really like the day the town celebrated its new school, turned out for the grand opening of its new railroad station, expanded its harbor, or celebrated a town hero. Children should have opportunities to interview "old-timers" in their community or to invite them to speak to the class to build appreciation of

events seen through the eyes of those who were there. When available, old maps can be a source of wonderful discoveries: where the early rancho that once occupied this land was located; how streets were laid out in an earlier day and how many of them and their names survive today; how boundaries have changed over the years and how settlements have grown; how once open fields have changed to dense urban development; how a river or coastline has changed in location or size because of a dam constructed upstream, a great earthquake in the past, or breakwaters that have been built to change the action of the sea.

Throughout these studies children should have continuing opportunities to enjoy the literature that brings to life the people of an earlier time. The literary selections, though not specifically written about their community, should illustrate how people lived in the past and convey the way of life of those earlier times.

Finally, in each of these studies, children should be helped to compare the past to changes under way today. Are new developments changing their community? How do people today earn their living or seek recreation? How are people working to protect their region's natural resources? How do people in this community work to influence public policy, elect their city government, and participate in resolving local issues that are important to children and their families, such as the fate of a local park earmarked for commercial use? Although children are too young to act on issues such as these, they can identify some issues that are important in their immediate community. Informed volunteers in community service or elected officials can be invited to explain why people volunteer and to describe some of the arguments on different sides of an important issue facing the community

Our Nation's History: Meeting People, Ordinary and Extraordinary, Through Biography, Story, Folktale, and Legend

To understand the common memories that create a sense of community and continuity among people, children should learn about the classic legends, folktales, tall tales, and hero stories of their community and nation. Stories such as Ingri and Edgar D'Aulaire's *Christopher Columbus*, Joan Sandin's *The Long Road to a New Land*, Thomas P. Lewis's *Clipper Ship*, Barbara Brenner's *Wagon Wheels*, Elizabeth Shub's *The White Stallion*, E. N. Monjo's *The Dared to Move into Unknown Regions*. Children should listen to biographies of the nation's heroes and of those who took the risk of new and controversial ideas and opened new opportunities for many. Such stories convey to the children valuable insights into the history of their nation and its people; they also help children to understand today's great movement of immigrants into California as a part of the continuing history of their nation.

Through stories and the celebration of national holidays, children should learn the meaning of the nation's holidays and the symbols that provide continuity and a sense of community across time; for example, the flag, the eagle, Uncle Sam, and the Statue of Liberty. They should learn the Pledge of Allegiance to the flag and the national songs that

express American ideals, such as "America the Beautiful," the "Star Spangled Banner," and "America.