

FOURTH GRADE CONTENT STANDARDS

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

What students should know:

California: A Changing State

THE PHYSICAL SETTING

- Demonstrate an understanding of the physical setting of California that has attracted settlement for thousands of years.

MODERN CALIFORNIA: IMMIGRATION, TECHNOLOGIES, AND CITIES

- Describe the impact that immigration, new technologies, and historical events have had on California from World War II to the present time.

PRE-1500 SETTLEMENTS AND PEOPLE

- Demonstrate an understanding of the pre-Colombian settlements of people in California.

MISSIONS, RANCHOS, AND THE MEXICAN WAR FOR INDEPENDENCE

- Demonstrate an understanding of the major developments during the Spanish Mission and Mexican rancho periods of California history Identify the major events in the exploration and colonization of California and describe its impact on Native Americans.

GOLD RUSH, STATEHOOD, AND WESTWARD MOVEMENT

- Demonstrate an understanding of some of the major people and events in the period of California history from the establishment of the Bear Flag Republic, the Mexican-American War, the Gold Rush, and California statehood.

EXPANDING CALIFORNIA

- Compare many cultures and economic contributions of diverse populations from the Gold Rush to World War II.

Fourth Grade Skills Based on Standardized Tests

- ~ Know the major rivers, oceans, and continents in the world
- ~ Make inferences from pictures on a map
- ~ Read a simple time line
- ~ Understand basic geographic terms such as island, peninsula, bay, etc.
- ~ Understand borders on a political map ~ Understand a pictorial key on a map
- ~ Be able to identify states by name on a political map of the U.S.

**FOURTH GRADE CONTENTS STANDARD5 - HISTORICAL THINKING
UPPER ELEMENTARY, 4TH- 5TH GRADE**

What students should be able to do:

Chronological/Spatial Thinking

1. Students know the key events of the historical eras they are studying, and place them in chronological sequence.
1. Students use Common Era year designations (eg., 1995) for recent events (e.g., during their own lives and those of their parents).
1. Students identify places on regional, state, and national maps.
1. Students understand that change happens at different rates at different times; that some aspects of a thing can change while others remain the same.
1. Students understand that the present is connected to the past. They identify both similarity (continuity) and difference (change) between past and present (e.g. compare a historical photograph of a street scene with the same street today).

Evidence

1. Students become familiar with artifact~ photographs, stories, maps, music, and short written sources from other times and other cultures. They use these sources to generate questions about the past.
1. Students identify the uses of an artifact. They identify parts of the artifact and how they might contribute to its usefulness They identify the main subject of a photograph. They identify details in a photograph and explain how they contribute information about the picture The students understand the meaning of the vocabulary used in written sources and accurately read information from them. They identify the main idea or ideas stated in the source as well as supporting details.
1. Students identify places or sources where they can obtain information (letters, diaries, photos, artifacts, etc.).
1. Students begin to understand that some sources are more reliable than others. They compare reliable and unreliable sources and offer reasons why a particular source is more or less reliable than another
1. Students understand that primary sources can tell us about the person or people who created them.

Diversity/Multiple Perspectives

1. Students examine beliefs, values, and conditions of life of a variety of different people from different times and places.
2. Students imaginatively place themselves in the position of others in different circumstances-today or in the past or in fictional stories. They explain differences between two or more participants' views of a particular event. They tell a story incorporating the views of two or more characters.

Historical Interpretation

1. Students understand that stories may be about real people or fictional characters.
2. Students understand that it is possible to tell different stories about the same events.
3. Students understand that different stories may have different purposes and different messages.
4. Students construct a simple personal narrative, and a simple narrative of an event.

Historical/Geographic Significance

1. Students identify people and events in the past that are significant to them, and offer explanations about why they are significant.
2. Students explain how certain events and decisions had consequences for others. They evaluate the consequences as positive or negative (or a combination of the two).
3. Students understand the significance of place and spatial relationships in shaping historical events.

HISTORICAL THINKING: SAMPLE ASSIGNMENTS - FOURTH GRADE

Chronological and Spatial Thinking

- Construct a three-dimensional map accurately displaying the deserts, mountain ranges, coastal bays, natural harbors, rivers, valley and delta regions.
- Look at a map of the Californian Native American tribes. Find the connection between physical factors and location and the places where they settled. Think about which areas encouraged people to stay longer and why.
- Supply students a map of the Peralta ranch that existed along the eastern shore of San Francisco Bay before and after California Statehood. Have students use a current map of the San Francisco Bay Area to locate and then write in modern place names on the Peralta ranch map. Provide a list of events that chronicles how Peralta first obtained and then lost the land.
- Look at an ethnic neighborhood/community. Think about or find out why that area of the city was chosen and how people stayed or moved as more time passed. Make maps or charts to show what you find.
- Make a map showing routes of different people who migrated or immigrated to California.

Examining Evidence

- Read accounts of Mexican people and families who immigrated to California after WWII. Discuss why people chose to come to California and what they experienced after they arrived.
- Use a variety of California maps which show climate, geography, Native American settlements, topography to build a basic understanding of how these things influence where human beings decide to settle.
- Look at photographs of Hetch Hetchy before and after the dam was built; explain changes that occurred.
- Make bar graphs from population charts during the time of the Gold Rush.
- Read oral accounts of African Americans who settled in California communities (or neighborhoods) such as Allensworth, and the West Oakland neighborhood settled by Pullman porters.

- Display the artifacts and look for similarities and differences. Talk about how the artifacts are used by the family. Also talk about why they are important.

Diversity/Multiple Perspectives

- Write a chart comparing different views of mission life looking at California Indians and parish priests.
- Read accounts of girls coming to California to compare with the accounts of boys.
- Develop a storyboard that depicts the Chinese experience in California history.
- Study about C.L. Dellums and the Sleeping Car Porters and the growth of shipbuilding plants in the Bay Area. Find out how these two events brought large numbers of African Americans to northern California. See if other events had similar effects in other parts of the state.
- Interview family members or friends about the Civil Rights movement in California in the 1960s. Compare and contrast accounts.
- Read oral histories of people who immigrated to California from different Central American countries. Discuss the similarities and differences in their reasons for coming and their experiences once they arrived.

Interpretation

- Interview a person who immigrated or migrated to California and write an account of that person's trip.
- In groups, draw a fivepanel mural that depicts the history of water in California. Assess each panel to determine if the event depicted was beneficial or harmful for the state and individuals.
- Read poems from Angel Island and explain how the authors felt they were being treated.
- Look at names of cities in California. Try to find out where the names came from (Native American, Spanish, French, Russian, etc.). Discuss what these names tell about California's development.
- Read a textbook account of the Japanese-American internment and compare it to Journey to Topaz, a fictional account.
- Create a pictograph of the growth of industry and technology in California over time.

Determining Historical/ Geographical Significance

- Write newspaper articles about the prospective meeting of the eastern and western branches of the transcontinental railroad at Promontory Point, Utah, projecting what changes this will bring to California and why these changes are important.
- Draw a picture explaining why the Pullman porters were important to Oakland, California and the nation.
- After studying the Japanese-American internment, write a letter to next year's 4th graders explaining why it might be important to study this topic.
- Have students use primary and secondary source documents to write a oneact play on Cesar Chavez and his importance to California history.
- Pick the three most important people in California history and justify your choice.

MODEL UNIT FOR FOURTH GRADE — CALIFORNIA DEVELOPMENT
Sample Question: Should water be moved around California?

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"> ■ Using information in the fourth grade water kit, draw a time line on the development of dams and aqueducts in California. ■ Make a relief map of the state of California that shows mountain ranges and rivers; draw aqueducts on the relief map.
<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"> ■ Look at photographs of Hetch Hetchy before and after the dam was built; explain the changes that occurred. ■ Look at photographs of hydraulic mining and speculate on the effects of this type of mining on the environment.
<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 differing perspectives on the damming of Hetch Hetchy in the fourth grade water unit. ■ Fill in the "open minds," highlighting information about three different perspectives on using water from the perspective of an urban dweller, a central valley farmer, and a conservationist. ■ Participate in a class debate on whether Hetch Hetchy should be dammed.
<p>Interpretation</p> <ul style="list-style-type: none"> ✓ Constructing historical accounts ✓ Comparing historical accounts ✓ Moral judgment 	<ul style="list-style-type: none"> ■ In groups, draw a five-panel mural that depicts the history of water movement in California. Assess each panel to determine if the event depicted was beneficial or harmful for the state and individuals.
<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"> ■ Collect newspaper articles about water in California today. ■ Study a contemporary controversy about water use in California, tell why it is important, and, using what was learned in this unit, develop a resolution to the controversy.

California History-Social Science Framework

GRADE FOUR-CALIFORNIA: A CHANGING STATE

The story of California is an important one for fourth-grade students to learn. Not only is California their home; it is a fascinating study in its own right. The ethnic diversity, the richness of its culture and multiethnic heritage, the economic energy of its people, and the variety of its geographical settings make this state a creative focus of education for students in the fourth grade.

The story of California begins in pre-Columbian times, in the culture of the American Indians who lived here before the first Europeans arrived.

The history of California then becomes the story of successive waves of immigrants from the sixteenth century through modern times and the enduring marks each left on the character of the state. These immigrants include (1) the Spanish explorers and the Spanish-Mexican settlers of the Mission and Rancho period who introduced European plants, agriculture, and a herding economy to the region; (2) the Americans who settled here, established California as a state, and developed its mining, industrial, and agricultural economy; (3) the Asian immigrants of the second half of the nineteenth century, who provided a new supply of labor for California's railroads, agriculture, and industry and contributed as entrepreneurs and innovators, especially in agriculture; (4) the immigrants of the first half of the twentieth century, including new arrivals from Latin America and Europe; and (5) the many immigrants arriving today from Latin America, the nations of the Pacific Basin and Europe, and the continued migration of people from other parts of the United States. Because of their early arrival in the New World, blacks have been present throughout much of California's history, contributing to the Spanish exploration of California, the Spanish Mexican settlement of the region, and California's subsequent development throughout the nineteenth and twentieth centuries.

To bring California history and geography to life for students, teachers should emphasize its people in all their ethnic, racial, and cultural diversity. Fourth-grade students should learn about the daily lives, adventures, and accomplishments of these people and the cultural traditions and dynamic energy that have formed the state and shaped its varied landscape.

In grade four emphasis should also be placed on the regional geography of California. Students should analyze how the different regions in the state have developed through the interaction of physical characteristics and cultural forces and how the landscape of California has provided different resources to different people at different times, from the earliest era to the present.

The Physical Setting:

California and Beyond Students should locate California on the map and examine its setting on the western edge of North America, separated from the more densely settled parts of the American heartland by wide desert regions. They should learn to identify the mountain ranges, major coastal bays and natural harbors, and expansive river valleys and delta regions that are a part of the setting that has attracted settlement for tens of thousands of years.

Pre-Columbian Settlements and People California has long been home to a significant percentage of the American Indian population. Even in pre-Columbian times, approximately 7 to 10 percent of the American Indian population lived along the coast, in the river valleys, and in the desert areas of California. Students should learn about the major language groups of the American Indians and their distribution, social organization, economic activities, legends, and beliefs. Students should become aware of the extent to which early people of California used natural settings without significantly modifying the environment.

Contemporary cities and densely settled areas frequently are located in the same areas as these early American Indian settlements, especially on the coasts where rivers meet the sea. In analyzing how geographical factors have influenced the location of settlements, then and now, students should have an opportunity to observe how the past and the present may be linked by similar dynamics.

Exploration and Colonial History

In this unit students will learn about the Spanish exploration of the New World and the colonization of New Spain. Attention should be paid to motives for colonization, especially those that brought Spanish soldiers and missionaries northward from Mexico City to Alta California. The stories of Junipero Serra, Juan Crespi, and Gaspar de Portola should be told. The presence of black explorers and soldiers in the earliest Spanish expeditions by sea and land and the participation of Spaniards, Mexicans, and blacks in the founding of the Alta California settlements should be noted. In mapping these routes and settlements, students should observe that access to California was difficult because of the physical barriers of mountains, deserts, and ocean currents. ranches and agricultural villages were developed around the missions and presidios. European plants, agriculture, and a herding economy were introduced to the region.

To bring the history of this period to life, teachers should emphasize the daily lives of the people who occupied the ranchos, missions, presidios, haciendas, and pueblos. Reading literature; making field trips to a mission or Early California home; singing songs; and dramatizing a rodeo, fiesta, or trading day when Yankee clipper ships arrived to trade for California hides and tallow will bring this period alive. The Mexican War for Independence should be studied and discussed. What changes did Mexico's independence from Spain bring to Alta California? By analyzing California's geography, students will

see how the natural barriers and remoteness of the region influenced settlement patterns during this period. ,

Missions, Ranchos, and the Mexican War for Independence

One reason for settling California was to bring Christianity to the native peoples. Students should understand the geographical factors involved in locating the missions so that they were a day's walk apart and situated along native pathways near sources of water. Presidios were erected by the colonial governors on sites that could be defended. Cattle

Gold Rush, Statehood, and the Westward Movement

By developing a time line, students will be able to put into chronological order four events that changed the course of California history: the establishment of the Bear Flag Republic, the Mexican-American War, the Gold Rush, and California's admission to statehood in 1850. These events should be studied, discussed, and analyzed. Students should learn how gold was discovered and how news of the discovery spread throughout the world. Reading about the travels of Jedediah Smith, James Beckwourth, John C. Fremont, and the Bidwell and Donner parties should help students appreciate the hardships of the overland journey to California. Comparisons should be made with those who took the Panama route and those who came around Cape Horn by ship. The arrivals of Asians, Latin Americans, and Europeans should be noted. To bring this period to life, students should sing the songs and read the literature of the day, including newspapers. They might dramatize a day in the goldfields and compare the life and fortunes of a gold miner with those of traders in the gold towns and merchants in San Francisco.

Students should consider how the Gold Rush changed California by bringing sudden wealth to the state; affecting its population, culture, and politics; and instantly transforming San Francisco from a small village in 1847 to a bustling city in 1849. On the negative side, the Gold Rush robbed many of California's earlier settlers of their land grants and property rights and caused irreparable environmental destruction through the system of hydraulic mining that was introduced in the 1850s. Students should learn about women who helped to build California during these years, such as Bernarda Ruiz and Biddy Mason. Comparisons can be made between governments during the Spanish and Mexican periods and after California became a state. California's state constitution and the government it created should be introduced.

The Period of Rapid Population Growth, Large-Scale Agriculture, and Linkage to the Rest of the United States

The years following 1850 brought important changes to California. The Pony Express, the Overland Mail Service, and the telegraph service linked California with the East. The completion of the transcontinental railroad in 1869 linked California with the rest of the nation. With the help of topographic maps, students can follow the "sledge and shovel Army" of Irish Paddies who laid the tracks westward across the Great Plains and the

legions of Chinese workers who forged eastward from Sacramento through the towering Sierra Nevada mountains, digging tunnels and building bridges with daring skill. Completion of the railroad opened a flourishing trade between the Orient and eastern cities and brought thousands of new settlers to California. Students should analyze the growing hostilities toward the large Chinese labor force in California during the 1870s that led to the Chinese Exclusion Act of 1882.

The invention of the refrigerated railroad car opened eastern markets to California fruit and produce. Students should examine the special significance of water in a state in which agricultural wealth depends on cultivating dry regions with their longer growing seasons and warmer weather. Students should examine the reclamation of California's marshlands west of the Sierra Nevada and the great engineering projects that bring water to the Central Valley and the semiarid south. Students should also examine the continuing conflicts over water rights.

As California became home to diverse groups of people, its culture reflected a mixture of influences from Mexico, the Far East and Pacific regions, and various European nations. With cultural diversity, however, came elements of tension. Students can compare the many cultural and economic contributions these diverse populations have brought to California and can make the same comparisons for California today

Modern California: Immigration, Technology, and Cities

Students in grade four should learn about the development of present-day California with its commerce, large-scale commercial agriculture, communications industry, aerospace technology, and important trade links to nations of the Pacific Basin and the world. Since the beginning of World War II, California has changed from an underdeveloped, resource-producing area to an industrial giant. Students might analyze how California's industrial development was strengthened after the war by the building of an extensive freeway system and water projects, including canals, dams, reservoirs, and power plants, to support the growing population and its need for electrical power. Students should examine the impact of these engineering projects on California's wild rivers and watersheds and the long-term consequences of California's heavy overdraft on its ground water resources.

During this time California also developed a public education system, including universities and community colleges, which became a model for the nation. Students should be helped to see how good public education opens new opportunities for immigrant youth as well as native-born residents. They should analyze how California's leadership in science, the aerospace industry, agricultural research, economic development, business, and industry depends on strong public education for all. Students should explore the relationship between California's economic and population growth in the twentieth century and its geographical location and environmental factors. They should look for the linkages between California's location in the Pacific Basin and the sources of recent immigration to the state. They should examine California's growing

trade with nations of the Pacific Basin and analyze how California's port cities, economic development, and cultural life benefit from this trade.

This unit will conclude with an examination of some of the unresolved problems facing California today and the efforts of concerned citizens who are seeking to address these issues.