

# History/Social Science

## The Archdiocese of San Francisco



### Catholic Social Principles

Life and Dignity of the Human Person

Call to Family, Community and Participation

Rights and Responsibilities

of the Human Person

Option for the Poor and Vulnerable

Dignity of Work and the Rights of Workers

Solidarity of the Human Family

Care for God's Creation

**ARCHDIOCESE OF SAN FRANCISCO**  
**HISTORY-SOCIAL SCIENCE CURRICULUM**

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## INTRODUCTION

In response to the History-Social Science Framework adopted by the California State Board of Education in 2001, the Department of Catholic Schools formed a History-Social Science committee to update curriculum guidelines for the elementary schools in the Archdiocese of San Francisco that would align with the California State Standards for History-Social Science.

The Church urges all Catholic educators to effectively integrate the social teachings of the Church with its curriculum and to imbue it with its core Catholic social values. The history-social studies curriculum offers unique opportunities to respond to this call.

The Church document: *Sharing Catholic Social Teaching: Challenges and Directions* is a powerful reflection of the U.S. Catholic Bishops that will inspire and guide you in your teaching. The seven Catholic Social Teaching themes are:

1. Life and Dignity of the Human Person
2. Call to Family, Community, and Participation
3. Rights and Responsibilities of the Human Person
4. Option for the Poor and the Vulnerable
5. Dignity of Work and the Rights of Workers
6. Solidarity of the Human Family
7. Care for God's Creation

In the process of learning about these seven themes through the history-social studies curriculum, students will develop the desired Catholic social attitudes and behaviors that are expressed in gospel teachings.

A valuable resource for schools is the NCEA publication *From the Ground Up: Teaching Catholic Social Principles in Elementary Schools* (1999). This document offers grade level specific targeted behavioral outcomes with teaching suggestions and sample activities that will help your students develop a deeper appreciation of and commitment to the social teachings of the Catholic Church. The Catholic Social Principles have been incorporated into this document to help students develop Catholic values.

Another important resource is *Education for Democracy: California Civic Education Scope & Sequence* (2003).

Administrators and teachers are expected to use the History-Social Science Framework in curriculum planning. Educators are urged to carefully review this document, dialogue together regarding its content and, then, adapt these standards to specific needs of students.

Sample Classroom Applications and Assessments are included in this document. These provide opportunities for students to demonstrate that the learning, specified by the standards in the Archdiocesan Guidelines, has occurred.

## **History-Social Science Curriculum Sequence**

K	Learning and Working Now and Long Ago
1	A Child's Place in Time and Space
2	People Who Make a Difference
3	Continuity and Change
4	California: A Changing State
5	U.S. History and Geography: Making a New Nation
6	World History and Geography: Ancient Civilizations
7	World History and Geography: Medieval and Early Modern Times
8	U.S. History and Geography: Growth and Conflict

**\*Refers to the *From the Ground up: Teaching Catholic Social Principals in Elementary School (1999)*.**

**\*\* Refers to *Education for Democracy: California Civic Education Scope & Sequence (2003)*.**

# ACKNOWLEDGEMENTS

## HISTORY-SOCIAL SCIENCE COMMITTEE

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## **PHILOSOPHY**

As Catholic educators in the Archdiocese of San Francisco, we recognize that the mission of educating the whole child is the collaborative responsibility of family, school, community, and Church. The Catholic Social Principles permeate the curriculum with an emphasis on respect for the individual, an appreciation of diversity, and the building of community.

The History-Social Science curriculum is designed to be integrated with other subject areas. It encompasses an historical perspective that looks to a vision of the future. It provides an opportunity for students to experience the democratic process and encourages the development of a social and environmental consciousness.

Through the history-social science curriculum, students are empowered to become morally responsible citizens, lifelong learners, advocates for social justice, and active participants in the global community.

**History/Social Science Exit Outcomes  
For Elementary Students in the Catholic Schools  
of the Archdiocese of San Francisco**

- Students will evaluate historic and current events in the context of the Catholic Social Principles:
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- Students will analyze cultural development as well as similarities, differences, and connections among diverse cultures.
- Students will demonstrate an understanding of how and why governments re formed and the role of government in society.
- Students will demonstrate an understanding of their role as morally responsible citizens of the United States by participation in various democratic processes.
- Students will use critical thinking, research, communication, technology, and study skills.
- Students will demonstrate geographic literacy.
- Students will comprehend the integral relationship of geography, economics, and history.
- Students will understand the interdependence between people and their environments and demonstrate responsible use of the earth's resources.

# KINDERGARTEN THROUGH GRADE FIVE

## Historical and Social Sciences Analysis Skills

The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five.

### Chronological and Spatial Thinking

1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.
2. Students correctly apply terms related to time, including *past*, *present*, *future*, *decade*, *century*, and *generation*.
3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.
5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.

### Research, Evidence, and Point of View

1. Students differentiate between primary and secondary sources.
2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

### Historical Interpretation

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
3. Students identify and interpret the multiple causes and effects of historical events.
4. Students conduct cost-benefit analyses of historical and current events.

# KINDERGARTEN

## **Learning and Working Now and Long Ago**

In kindergarten, children first begin to understand that school is a place for learning and working. Most children arrive for their first school experience eager to work and learn. Many will be working in groups for the first time. They must learn to share, to take turns, to respect skills that are necessary for good civic behavior in the classroom and in the larger society. Children can also discover how other people have learned and worked together by hearing stories of times past. In kindergarten, children should learn that they make choices and that their choices have consequences for themselves and others.

### **K.1 Students understand that being a good citizen involves acting in certain ways.**

1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.
- \*4. Understand responsibility to participate in family.
- \*5. Learn that part of God's plan is to live in harmony with nature.
- \*\*6. Learn why government is necessary in the classroom, school, community, state, and nation.

### **K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.**

### **K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.**

- \*1. Demonstrate an appreciation for the role of work in their lives by using and sharing God given talents.
- \*2. Demonstrate responsibility for those that are less fortunate.

### **K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.**

1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.
2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.
3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).
4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.

5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there.
- \*6. Compare and contrast traditions in other cultures.

**K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.**

**K.6 Students understand that history relates to events, people, and places of other times.**

1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving Day, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).
2. Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.
3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).

**Kindergarten Sample Classroom Applications:**

- Discuss the meaning and purpose of the law (e.g. obeying speed limits, wearing bicycle helmets, going to school).
- Invite law enforcement workers to discuss the purpose and requirements of their jobs.
- Read fables and/or fairy tales to reinforce the importance of rules and their consequences. (Standard K-1)
- Dramatize possible issues that create conflict (e.g., on the playground, in the classroom) and brainstorm solutions that exemplify compromise and cooperation.
- Dramatize stories from fables and fairy tales that tell of individuals who have shown great courage and performed heroic actions.
- Discuss and role-play the people who are honored by national and state holidays.

# GRADE 1

## A Child's Place in Time and Space

Children in the first grade are ready to learn more about the world they live in and about their responsibilities to other people. They begin to learn how necessary it is for people and groups to work together and how to resolve problems through cooperation. Children's expanding sense of place and spatial relationships provides readiness for many new geographical learnings. Children also are ready to develop a deeper understanding of cultural diversity and to appreciate the many people from various backgrounds and ways of life that exist in the larger world that they are now beginning to explore. Children begin to develop a sense of an economy in which people work both in and outside the home and exchange goods and services for money.

### **1.1 Students describe the rights and individual responsibilities of citizenship.**

1. Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community.
2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."
- \*3. Understand that each person is an important working member of his or her family, school, parish and community.
- \*4. Reach out to children that have less than they have.
- \*5. Understand that all aspects of a good life involve work.
- \*6. Show awareness of responsibilities to others throughout the world.
- \*7. Learn that God wants us to take care of all creation.

### **1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.**

1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.
2. Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.
3. Construct a simple map, using cardinal directions and map symbols.
4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.

**1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.**

1. Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., “My Country ’Tis of Thee”).
2. Understand the significance of our national holidays and the heroism and achievements of the people associated with them.
3. Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.

**1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.**

1. Examine the structure of schools and communities in the past.
2. Study transportation methods of earlier days.
3. Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.

**1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.**

1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry, the forms of diversity in their school and community, and the benefits and challenges of a diverse population.
2. Understand the ways in which American Indians and immigrants have helped define Californian and American culture.
3. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.

**1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.**

1. Understand the concept of exchange and the use of money to purchase goods and services.
2. Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.

### **Grade One Sample Classroom Application:**

- Brainstorm classroom issues that require decisions to be made (e.g. group names, game choices). Have the class vote using different methods (secret ballots, raising hands). Discuss the process and the outcome.
- Interview grandparents, older family members, or older people of the community about how rules are made.
- Role-play rights and responsibilities students have in the classroom, at home, and in the community. Discuss the importance of these rights and responsibilities for all individuals. What would it be like if these rights were taken away?
- Draw a class mural showing how people of different ethnic, racial, and religious groups share values and principles of American democracy (e.g. respecting the rights of others, volunteering to help others). Act as a tour guide explaining the mural to guests
- Develop a class 'big book' of American symbols reinforcing the idea of the United States as one nation made up of peoples from around the world who share common values and beliefs.

## GRADE 2

### **People Who Make a Difference**

Children in the second grade are ready to learn about people who make a difference in their own lives and who made a difference in the past. People who make a difference in the child's world are, first, those who care for him or her; second, those who supply the goods and services that are necessary for daily life; and third, those extraordinary men and women who have made a difference in our national life and in the larger world community.

#### **2.1 Students differentiate between things that happened long ago and things that happened yesterday.**

1. Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.
2. Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.
3. Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).

#### **2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.**

1. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).
  2. Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.
  3. Locate on a map where their ancestors live, telling when the family moved to the local community and how and why they made the trip.
  4. Compare and contrast basic land use in urban, suburban, and rural environments in California.
- \*5. Learn that God wants us to take care of creation.

#### **2.3 Students explain governmental institutions and practices in the United States and other countries.**

1. Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.
  2. Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.
- \*3. Understand the term 'human rights' and the responsibilities that go along with these rights.

**2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.**

1. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.
2. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.
3. Understand how limits on resources affect production and consumption (what to produce and what to consume).
- 4. Understand how work affects us in a positive way and is an expression of our human self-worth.

**2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).**

- \*1. Learn that we are called to contribute to society.
- \*2. Share personal resources with those in need.
- \*3. Understand and accept people through an awareness of their customs and cultures.

**Grade Two Sample Classroom Applications:**

- Discuss situations in which rules are important (e.g., home, school, city, state, country). Then select one rule and develop a story about why this rule is important and how life would be different without this rule. Ask students to explain what happens if someone on the playground refuses to play a game by the rules. Why are rules necessary for a game?
- Brainstorm a list of jobs of people who make or enforce the law (e.g., legislator, mayor, school principal). Discuss the purpose of and responsibilities required in these jobs. Invite one of the officials to speak to the class. Discuss how local laws are made.
- Write a story or play that shows what happens when people are and are not respectful of others. Discuss why it is necessary to show respect to people who may appear different from you.
- Work together in groups to brainstorm problems that exist at school and in the community. Explain ways to solve these problems, For example, they can help in campaigns to clean up and beautify their classroom and school. Create a class project to address the problem.
- Simulate situations among nations requiring cooperation to resolve conflicts. Divide the class in half and instruct each group to represent one of two nations that share a border. Explain that there is a lake on the border between these two nations. The lake belongs to both nations. Have the students discuss how to care for this lake over time.
- Describe civic participation of family members over time. Use primary sources, including family diaries and interviews.
- Use folktales and oral traditions to identify traditions and values of long ago. Explain

what they can learn about individual action and character from these folktales. Compare them to values we hold today.

- Read biographies about people who through strength of character have made a difference in their communities. Then discuss these people and generate a list of shared characteristics.

# GRADE 3

## 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 peoplehood for all of us.

### **3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.**

1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).
- \*3. Know that God wants us to care for creation.

### **3.2 Students describe the American Indian nations in their local region long ago and in the recent past.**

1. Describe national identities, religious beliefs, customs, and various folklore traditions.
2. Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).
3. Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.
4. Discuss the interaction of new settlers with the already established Indians of the region.

### **3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.**

1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.
2. Describe the economies established by settlers and their influence on the present-day

economy, with emphasis on the importance of private property and entrepreneurship.

3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.

### **3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.**

1. Determine the reasons for rules, laws, and the U.S. Constitution, the role of citizenship in the promotion of rules and laws, and the consequences for people who violate rules and laws.
2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.
3. Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).
4. Understand the three branches of government, with an emphasis on local government.
5. Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.
6. Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).
- \*7. Understand the term ‘human rights’ and know what responsibilities go along with these rights.
- \*8. Commit to the common good and world peace.

### **3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.**

1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.
2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad.
3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.
- \*4. Share personal resources with those in need.

### **Grade Three Sample Classroom Applications:**

Play a “Who Am I” game in which students pretend they are a member of government. Tell the class what they do, and then have them guess what the position is.

- Create a graphic organizer to identify local and national government leaders. Then list their responsibilities.
- In preparation for a service-learning project, invite community leaders to explain to students why people volunteer and the importance of becoming involved in community programs. Identify a local problem. Then develop and implement a class project to address the identified problem.
- Study the meaning of citizenship and write essays on what it means to be a citizen. Make a presentation to younger students about what they can do to be good citizens.
- Contact the local historical society to identify landmarks that symbolize the history of the community. Have students prepare and make presentations on how these landmarks illustrate an important event in the community’s history.
- Visit local landmarks and investigate why they were set up. Discuss how they represent important values or cherished ideals in the community and/or the nation.
- Identify historical figures who believed in the fundamental democratic values of justice and equality. Discuss how they lived these ideals.
- Discuss leadership qualities. In the discussion, ask: “If you decided to run for an office in your classroom, what leadership qualities would you emphasize?”

# GRADE 4

## 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 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 people from America and around the world who settled here, established California as a state, and developed its mining, industrial, and agricultural economy; (3) the Asian and other 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 of 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.

### **4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.**

1. Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.
2. Distinguish between the North and South Poles, the equator and the prime meridian, the tropics; and the hemispheres, using coordinates to plot locations.

3. Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity.
4. Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.
5. Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.

#### **4.2 Students describe the social, political, cultural, and economic life and interaction among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.**

1. Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.
2. Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns.
3. Describe the Spanish exploration and colonization of California, including the relationships, among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola).
4. Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.
5. Describe the daily lives of the people, native and non-native who occupied the presidios, missions, ranchos, and pueblos.
6. Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.
7. Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America.
8. Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy.

#### **4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.**

1. Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort.
2. Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).
3. Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe

Vallejo, Louise Clapp).

4. Study the lives of women who helped build early California (e.g., Biddy Mason).
5. Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.

#### **4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.**

1. Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.
2. Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.
3. Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).
4. Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).
5. Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.
6. Describe the development and locations of new industries since the turn of the century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.
7. Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.
8. Describe the history and development of California's public education system, including universities and community colleges.
9. Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne).

#### **4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.**

1. Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).
2. Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution.
3. Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments.
4. Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials.

5. Describe the components of California's governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts).
- \*6. Understand and defend basic human rights.
- \*7. Recognize and commit to membership in family and community.
- \*8. Help others, including service and advocacy projects.
- \*9. Act responsibly to care for God's creation

#### **Grade Four Sample Classroom Applications:**

- Research Ellis Island and Angel Island. Why have these two centers been recognized as monuments? Read accounts of the struggles immigrants faced.
- Explain the concepts of power and authority and the difference between the two. Working in small groups, students identify examples of power and authority at the various levels of society.
- Divide the class into small groups and have each group take the role of a different ethnic group that took part in the Gold Rush, or was influential in the growth of California during the period. Groups research the following: contributions, individuals who made a difference, the roles of women and children, and the impact of the Gold Rush on the group. Students report findings to the class as role-playing activity.
- Trace the history of the community and the people who contributed to its development. Create displays or posters celebrating history of the school, community center, or local library.
- Research one of California's water projects: Imperial Valley Project, Los Angeles Aqueduct, Hetch Hetchy Aqueduct, Central Valley Project and Shasta Dam, or the California Aqueduct. Prepare a report for the class that includes facts and details.
- Invite an expert to speak about local water issues. As a service-learning project, develop a water conservation program for their school or community.
- Read aloud the Preamble of the U.S. Constitution. Ask: According to the Preamble what are the purposes of government?
- Assign different students to review each of the first ten amendments to the Constitution. Have students construct posters illustrating how each amendment limits the power of government.
- Create a chart listing the responsibilities of major elected officials in city, county, state, and national governments. Discuss measures citizens can take to hold these elected officials accountable to the public. Have students do a quick-write, "Government is the servant and not the master of the people."
- Explain which level of government to contact for help or to express an opinion or concern about: crime; the environment, recreational opportunities, street lights, trash in the streets or on vacant lots, stray or wild animals, abandoned cars, and missing persons.
- Identify ways that people can monitor and influence the decisions and actions of their government. Why is it important for citizens to monitor their local, state, and national governments?
- Analyze the Great Seal of the State of California. Explain each symbol.

# GRADE 5

## **United States History and Geography: Making a New Nation**

This course for grade five presents the story of the development of the nation, with emphasis on the period up to 1850. This course focuses on one of the most remarkable stories in history: the creation of a new nation, peopled by immigrants from all parts of the globe and governed by institutions founded on the Judeo-Christian heritage, the ideals of the Enlightenment, and English traditions of self-government. This experiment was inspired by the innovative dream of building a new society, a new order for the ages, in which the promises of the Declaration of Independence would be realized.

Wherever possible, events should be seen through the eyes of participants such as explorers, American Indians, colonists, free blacks and slaves, children, or pioneers. The narrative for the year must reflect the experiences of different racial, religious, and ethnic groups.

### **5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.**

1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.
2. Describe their varied customs and folklore traditions.
3. Explain their varied economies and systems of government.

### **5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.**

1. Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vázquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).
2. Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation).
3. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.
4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.

### **5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.**

1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.
2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).
3. Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).
4. Discuss the role of broken treaties and massacres and the factors that led to the Indians' defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).
5. Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).
6. Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoia).

### **5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.**

1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.
2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).
3. Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).
4. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.
5. Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.
6. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.
7. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.
- \*8. Exhibit support for each other by defending dignity and respect for all as children of God.
- \*\*9. Evaluate and defend positions on why government is necessary and the purposes government should serve.

- \*\*10. Explain the importance of the rule of law for the protection of individual rights and the common good.
- \*\*11. Identify and explain the importance of historical experience and geographic, social, and economic factors that have helped to shape American society.
- \*\*12. Evaluate and defend positions on the value and challenges of diversity in American life.

### **5.5 Students explain the causes of the American Revolution.**

1. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townsend Acts, taxes on tea, Coercive Acts).
2. Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.
3. Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.
4. Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).

### **5.6 Students understand the course and consequences of the American Revolution.**

1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.
2. Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Kosciuszko, Baron Friedrich Wilhelm von Steuben).
3. Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).
4. Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.
5. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.
6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.
7. Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.

**5.7 Students describe the people and events associated with the development of the U. S. Constitution and analyze the Constitution’s significance as the foundation of the American republic.**

1. List the shortcomings of the Articles of Confederation as set forth by their critics.
2. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.
3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.
4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.
5. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.
6. Know the songs that express American ideals (e.g., “America the Beautiful,” “The Star Spangled Banner”).
- \*7. Identify basic human rights and responsibilities.

**5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.**

1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).
2. Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).
3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).
4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).
5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.
6. Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.
- \*7. Develop a respect toward work, especially the jobs of their parents.

**5.9 Students know the location of the current 50 states and the names of their capitals.**

### **Grade Five Sample Classroom Applications and Assessments:**

- Develop a class constitution that creates a system of government for the class and that serves to protect individual rights.
- Stage a commemoration to celebrate the adoption of the Bill of Rights ratified on December 15, 1791. Have individual students or small groups design posters focusing on the rights enjoyed by American citizens today.
- Create a class book from the lyrics of patriotic songs with illustrations expressing the meaning of the lyrics.
- Create and hang mobiles to illustrate aspects of a particular state.
- Produce brochures/posters/advertising to encourage immigration to the colonies.
- Play Jeopardy to review material.
- Role-play Revolutionary War characters.
- Present state information in a creative manner, using dioramas, posters and computer generated projects.
- Write “Coming to America” journals. Students investigate family roots by interviewing family members and writing an account of the interviews.
- Draw posters of presidents to be used with oral and written reports.
- Create trioramas/dioramas, puppet shows, and original plays depicting various time periods, people, events, etc.
- Create a computer presentation on an aspect of American history.

## **GRADES SIX THROUGH EIGHT**

### **Historical and Social Sciences Analysis Skills**

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight.

#### **Chronological and Spatial Thinking**

1. Students explain how major events are related to one another in time.
2. Students construct various time lines of key events, people, and periods of the historical era they are studying.
3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

#### **Research, Evidence, and Point of View**

1. Students frame questions that can be answered by historical study and research.
2. Students distinguish fact from opinion in historical narratives and stories.
3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (e.g., the questions asked, sources used, author's perspectives).

#### **Historical Interpretation**

1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long and short-term causal relations.
3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
4. Students recognize the role of chance, oversight, and error in history.
5. Students recognize that interpretations of history are subject to change as new information is uncovered.
6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

## GRADE 6

### **World History and Geography: Ancient Civilizations**

In the sixth grade curriculum, students learn about those people and events that ushered in the dawn of major Western and non-Western civilizations. Included are the early societies of the Near East and Africa, the ancient Hebrew civilization, Greece, Rome, and the classical civilizations of India and of China.

In studying the ancient world, students should come to appreciate the special significance of geographic place in the development of the human story. They should acquire a sense of the everyday life of the people; their problems and accomplishments; their relationships to the developing social, economic, and political structures of their society; the tools and technology they developed; the role of trade, both domestic and international, in their lives; the art they created; the architecture they lived with; the literature produced by their finest poets, narrators, and writers; their explanations for natural phenomena; and the ideas they developed that helped transform their world. In studying each ancient society, students should examine the role of women and the presence or absence of slavery.

Among the major figures whom students should come to know are those who helped to establish these early societies and their codes of ethics and justice and their rule of law, such as Hammurabi, Abraham, Moses, David, Pericles, and Asoka; those who extended these early empires and carried their influence into much of the ancient world, including Alexander the Great, Julius Caesar, and Augustus Caesar; and those whose ideas and teachings became enduring influences in Western and non-Western thought, especially Socrates, Jesus, the Buddha, and Confucius. For all these societies, emphasis should be placed on those major contributions, achievements, and belief systems that have endured across the centuries to the present day.

#### **6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.**

1. Describe the hunter-gatherer societies, including the development of tools and the use of fire.
2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.
3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.

- \*4. Promote positive values learned within families.
- \*5. Realize that the family contributes to society through its participation in community.

**6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.**

1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.
2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.
3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.
4. Know the significance of Hammurabi's Code.
5. Discuss the main features of Egyptian art and architecture.
6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.
7. Understand the significance of Queen Hatshepsut and Ramses the Great.
8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.
9. Trace the evolution of language and its written forms.
- \*10. Review our basic rights and responsibilities as citizens.

**6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.**

1. Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.
2. Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.
3. Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan Ben Zaccai in the development of the Jewish religion.
4. Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.
5. Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.
- \*6. Identify God's teachings on human dignity in the Bible.
- \*7. Develop an awareness of the experience and wisdom of elders in the community.

#### **6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.**

1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.
2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from Pericles' Funeral Oration).
3. State the key differences between Athenian, or direct, democracy and representative democracy.
4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's Iliad and Odyssey, and from Aesop's Fables.
5. Outline the founding, expansion, and political organization of the Persian Empire.
6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.
7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.
8. Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).

#### **6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.**

1. Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.
2. Discuss the significance of the Aryan invasions.
3. Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.
4. Outline the social structure of the caste system.
5. Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.
6. Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka.
7. Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the Bhagavad-Gita; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).
- \*8. Recognize that we are all hurt when injustice exists among our human family.

#### **6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.**

1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.
2. Explain the geographic features of China that made governance and the spread of ideas

- and goods difficult and served to isolate the country from the rest of the world.
3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.
  4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.
  5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.
  6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.
  7. Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations.
  8. Describe the diffusion of Buddhism northward to China during the Han Dynasty.

**6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.**

1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.
2. Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).
3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.
4. Discuss the influence of Julius Caesar and Augustus in Rome’s transition from republic to empire.
5. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans’ restrictions on their right to live in Jerusalem.
6. Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).
7. Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.
8. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.
- \*\*9. Evaluate and defend positions on the necessity of governments and the purposes they serve.
- \*\*10. Evaluate and defend positions on the importance of civic responsibilities of the individual and society.

**Grade Six Sample Classroom Applications and Assessments:**

- Convene a tribunal to settle a school dispute or address a contemporary local issue or problem.
- Create a clay Cro-Magnon Neanderthal model in a shoebox diorama.
- Investigate a bag of “garbage” to analyze modern family life.
- Build a pyramid.
- Role-play Greek/Roman life.
- Make paper fortune cookies with the sayings of Confucius.
- Create a multicultural recipe book and have a potluck celebration.
- Make posters to compare and contrast cultures.
- Make Japanese lanterns or Chinese fans.
- Write diary entries depicting life in ancient times.
- Make a game that illustrates life in ancient cultures.
- Create salt and flour maps.
- Create a video or computer generated presentation.

## GRADE 7

### **World History and Geography: Medieval and Early Modern Times**

The study of world history and geography continues this year with an examination of social, cultural, and technological change during the period A.D. 500–1789. A review unit on the ancient world begins with a study of the ways archaeologists and historians uncover the past. Then, with the fall of Rome, this study moves to Islam, a rising force in the medieval world; follows the spread of Islam through Africa; crosses the Atlantic to observe the rise of the Mayan, Incan, and Aztec civilizations; moves westward to compare the civilizations of China and Japan during the Middle Ages; returns to a comparative study of Europe during the High Middle Ages; and concludes with the turbulent age of the Renaissance, Reformation, and Scientific Revolution that ushered in the Enlightenment and the modern world.

The sequence of these units is both *historical*, advancing across the years A.D. 500–1789, and *geographic*, advancing across the major continents of the earth. The units are focused on the great civilizations that were developing concurrently over these years. By developing world maps and time lines, students can locate these cultures in time and in place, compare events that were developing concurrently in the world, and observe the transmission of ideas, beliefs, scientific developments, and economic trade throughout this important period of history.

#### **7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.**

1. Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).
2. Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.
3. Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.
- \*\*4. Explain the meaning of the terms: civic life, politics, and government.
- \*\*5. Explain the importance of the rule of law for the protection of individual rights and the common good.

**7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.**

1. Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.
2. Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.
3. Explain the significance of the Qur'an and the Sunna as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life.
4. Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.
5. Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.
6. Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.

**7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.**

1. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.
2. Describe agricultural, technological, and commercial developments during the Tang and Sung periods.
3. Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods.
4. Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.
5. Trace the historic influence of such discoveries as tea, the manufacture of paper, woodblock printing, the compass, and gunpowder.
6. Describe the development of the imperial state and the scholar-official class.

**7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.**

1. Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.
2. Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.
3. Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.
4. Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.

5. Describe the importance of written and oral traditions in the transmission of African history and culture.

**7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.**

1. Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.
2. Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.
3. Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of shogun, daimyo, and samurai and the lasting influence of the warrior code in the twentieth century.
4. Trace the development of distinctive forms of Japanese Buddhism.
5. Study the ninth and tenth centuries' golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu's Tale of Genji.
6. Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.

**7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.**

1. Study the geography of the Europe and the Eurasian landmass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.
2. Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.
3. Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.
4. Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).
5. Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).
6. Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.
7. Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.

8. Understand the importance of the Catholic Church as a political, intellectual, and

aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law").

9. Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.

### **7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.**

1. Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.
2. Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.
3. Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.
4. Describe the artistic and oral traditions and architecture in the three civilizations.
5. Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.

### **7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.**

1. Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).
2. Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas.
3. Understand the effects of the reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes.
4. Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).
5. Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).

### **7.9 Students analyze the historical developments of the Reformation.**

1. List the causes for the internal turmoil in and weakening of the Catholic Church (e.g., tax policies, selling of indulgences).
2. Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).

3. Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.
4. Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World.
5. Analyze how the Counter-Reformation revitalized the Catholic Church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).
6. Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods; locate missions on a world map.
7. Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).
- \*8. Study the impact of people who have worked to sensitize people to prejudice.

**7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.**

1. Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).
2. Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).
3. Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.

**7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).**

1. Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.
2. Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.
3. Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and mapmakers.
4. Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.
5. Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).

6. Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.
- \*7. Recognize all people are members of a global community.

**Grade Seven Sample Classroom Applications and Assessments:**

- Create a world map to illustrate the disparity of resources.
- Research and create an African mask or village.
- Make and illustrate a timeline of a period of African history.
- Build a castle.
- Create a video or PowerPoint presentation to depict life in medieval culture.
- Role-play aspects of Roman culture.
- Simulate an Islamic bazaar to demonstrate the barter system.
- Develop a game to show understanding of a culture.
- Invent a tool, machine, etc. to better understand the Scientific Revolution.
- Write a class *Magna Carta* or *Bill of Rights*.
- Connect current events to history.
- Present newscasts depicting events, people, cultures, etc.

## GRADE 8

### United States History and Geography: Growth and Conflict

The eighth-grade course of study begins with an intensive review of the major ideas, issues, and events preceding the founding of the nation. Students will concentrate on the critical events of the period—from the framing of the Constitution to World War I.

#### **8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.**

1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.
2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”).
3. Analyze how the American Revolution affected other nations, especially France.
4. Describe the nation’s blend of civic republicanism, classical liberal principles, and English parliamentary traditions.
- \*5. Develop an appreciation for those who are different.

#### **8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.**

1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.
2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.
3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.
4. Describe the political philosophy underpinning the Constitution as specified in the Federalist Papers (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Governor Morris, and James Wilson in the writing and ratification of the Constitution.
5. Understand the significance of Jefferson’s Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.
6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.
7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.

### **8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.**

1. Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.
2. Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.
3. Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit.
4. Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).
5. Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion).
6. Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).
7. Understand the functions and responsibilities of a free press.
- \*8. Understand the importance of participating in society and contributing to the common good.
- \*9. Follow the teaching of Jesus by sharing time, talent and treasure.
- \*\*10. Explain the importance of shared political values and principles to American society.
- \*\*11. Explain how political parties, campaigns, and elections provide opportunities for citizens to participate in the political process.
- \*\*12. Evaluate and defend positions on issues involving personal and economic rights.
- \*\*13. Identify and explain the importance of historical experience and geographic, social, and economic factors that have helped to shape American society.
- \*\*14. Explain how and why powers are distributed and shared between national and state governments.

### **8.4 Students analyze the aspirations and ideals of the people of the new nation.**

1. Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.
2. Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).
3. Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).

4. Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).

### **8.5 Students analyze U.S. foreign policy in the early Republic.**

1. Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.
2. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.
3. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.

### **8.6 Students analyze the divergent paths of the American people from 1800 to themid-1800s and the challenges they faced, with emphasis on the Northeast.**

1. Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).
2. Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).
3. List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).
4. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.
5. Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture.
6. Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).
7. Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).

### **8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.**

1. Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.
2. Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).
3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.

4. Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

**8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.**

1. Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).
2. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.
3. Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).
4. Examine the importance of the great rivers and the struggle over water rights.
5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.
6. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

**8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.**

1. Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).
2. Discuss the abolition of slavery in early state constitutions.
3. Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.
4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.
5. Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the Dred Scott v. Sandford decision (1857), and the Lincoln-Douglas debates (1858).
6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

**8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.**

1. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.
2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.
3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.
4. Discuss Abraham Lincoln’s presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his “House Divided” speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).
5. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.
6. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee’s surrender at Appomattox.
7. Explain how the war affected combatants, civilians, the physical environment, and future warfare.

**8.11 Students analyze the character and lasting consequences of Reconstruction.**

1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.
2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).
3. Understand the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and “Jim Crow” laws.
4. Trace the rise of the Ku Klux Klan and describe the Klan’s effects.
5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

**8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.**

1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.
2. Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.
3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.
4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry

- (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).
5. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).
  6. Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.
  7. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.
  8. Identify the characteristics and impact of Grangerism and Populism.
  9. Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).
  - \*10. Develop an awareness of the underlying issues of labor disputes and the legislation in place to protect workers.
  - \*11. Discuss how our consumer culture impacts other people.

**Grade Eight Sample Classroom Applications and Assessments:**

- Conduct a mock trial of the Zeneger case. Report on recent Supreme Court decisions on cases based on the First Amendment's guarantee of a free press.
- Create "You Are There" newscasts on Shay's Rebellion.
- Create an original society including the formulation of laws.
- Create a commercial, brochure, or computer-generated presentation to encourage immigration a colony.
- Compile a scrapbook to show life during an American time period.
- Create an "ABC" book on the colonial/Revolutionary period.
- Assemble time capsules.
- Research and orally present a decade of the 20<sup>th</sup> Century.
- Role-play an interview of important women during the Revolution or Civil Wars.
- Debate issues surrounding the Revolutionary War.
- Review information by playing bingo or charades.
- Review material through student-generated tests.
- Create a "Living Museum."

## COMMUNITY RESOURCES

The following is a list of some community resources that may be utilized to enhance the social studies curriculum.

### K – 2

- Fire station/ Police station (local)
- Bakery (local)
- Library (local)
- Teddy Bear Factory (San Francisco)
- Dryer’s Ice Cream Factory (Oakland)
- Safeway Tour
- Pumpkin Patch/Farm
- Ardenwood Farms (Fremont)
- The Discovery Museum (San Jose/Sausalito)
- Phipps Ranch (Pescadero)
- Randall Museum (San Francisco)
- Guide Dogs for the Blind Tour (San Rafael)
- Lion Dancers \*
- Chevy’s Restaurant Tour
- Hidden Villa Farm (Los Altos)
- Green Meadows Farm (various)
- “People Like Me” Dance Programs (Oakland)
- The Oakland Museum (Oakland)
- The Palace of the Legion of Honor – Children’s Theatre (San Francisco)
- Catholic Telemedia Network

### 3 – 5

- The Oakland Museum (Oakland)
- The California Missions
- Asian Art Museum (San Francisco)
- The California Historical Society (San Francisco)
- Fort Point (San Francisco)
- Alcatraz (San Francisco)
- De Young Museum (San Francisco)
- Angel Island (San Francisco)
- The Presidio (San Francisco)
- The Randall Museum (San Francisco)
- Coyote Hills Museum (Newark)
- Sanchez Adobe (Pacifica)
- The “Walk Through” Programs (California Weekly Explorer, Inc) \*
- Roaring Camp (Ben Lomond)
- The Mission District Mural Project (San Francisco)
- Coloma “Gold Rush” Overnight Program (Coloma)

- San Mateo County Museum – “Providing Plenty”
- City Hall
- Library
- The Herbst Theatre (San Francisco)
- Sutter’s Fort/ Indian Museum (Sacramento)
- State Capitol
- Water District Tours
- Railroad Museum (Sacramento)
- Wells Fargo Museum (San Francisco)
- Maritime Museum (San Francisco)
- Hyde Street Pier (San Francisco)
- IMAX Theatre
- Zeum (San Francisco)
- San Jose Tech Museum (San Jose)
- Ferry Building (San Francisco)
- Cable Car Museum (San Francisco)
- The Performing Arts Library and Museum (San Francisco)
- Miwok Village (Point Reyes)
- Native American Museum (Novato)
- Catholic Telemedia Network

6 – 8

- The Oakland Museum (Oakland)
- Rosicrucian Museum (San Jose)
- IMAX Theatre
- State Capitol
- Railroad Museum (Sacramento)
- Superior Courts
- Dance for Power (various)
- Asian Art Museum (San Francisco)
- California Academy of Sciences (San Francisco)
- DeYoung Museum (San Francisco)
- The Palace of the Legion of Honor (San Francisco)
- Cable Car Museum (San Francisco)
- Maritime Museum (San Francisco)
- Chinese Culture Center - Chinatown Walking Tour (San Francisco)
- Alcatraz (San Francisco)
- Angel Island (San Francisco)
- St. Mary’s Cathedral (San Francisco)
- Islamic Speaker’s Bureau \*
- Mosques
- Temples
- Synagogues
- City Hall

- Audubon Canyon Ranch (Marin)
- Fort Mason Museum (San Francisco)
- The ferry to Larkspur/Tiburon/Sausalito
- The Discovery Museum (The Bay Model) – (Sausalito)
- Japanese Tea Garden (San Francisco)
- The Arboretum (Golden Gate Park – San Francisco)
- Zeum (San Francisco)
- San Jose Tech Museum (San Jose)
- TV/Radio Station Tour
- Jewish Museum (San Francisco)
- African Museum (Opening Summer 2005 – San Francisco)
- Catholic Telemedia Network (Menlo Park)
- The “Walk Through” Program – California Weekly Explorer, Inc \*
- San Francisco State’s Egyptian Exhibit (Spring – every other year)
- Course Models for the History-Social Science Framework 6 – 8

\* Indicates on site programs.

## RESOURCES

California State Department of Education. *Pages of the Past - Literature Aligned to California History-Social Science Standards*, Sacramento, 2001

*Junior Achievement* - Junior Achievement is a non-profit organization whose goal is to educate young people about the United States economy. Volunteers come to schools from the business community to help students discover the principal characteristics of the U.S. economic system and the roles of business and government. The activities reinforce economic concepts taught in grades K-12. (650) 737-0370

Course Models for the History-Social Science Framework, Grade Five –United States History and Geography: Making a New Nation, California Department of Education, 1991

Course Models for the History-Social Science Framework, Grade Six -World History and Geography: Ancient Civilizations, California Department of Education, 1993

Course Models for World History and Geography: Medieval and Modern Times, California Department of Education

*From the Ground Up Teaching Catholic Social Principles in Elementary Schools*, Washington, D.C.: National Catholic Educational Conference in collaboration with the United States Catholic Conference, 1999

National Council for the Social Studies (NCSS) *Today's Social Studies Creating Effective Citizens*

***Teaching Tolerance* – published twice a year. This magazine is free to teachers and offers many free resources. For an online preview, log on to [www.teachingtolerance.org](http://www.teachingtolerance.org)**

## WEBSITES

American History Archive Project	<a href="http://www.ilt.columbia.edu/k12/history/aha.html">http://www.ilt.columbia.edu/k12/history/aha.html</a>
History/Social Studies Website for K-12 Teachers	<a href="http://execp.com/~dboals/boals.html">http://execp.com/~dboals/boals.html</a>
Holocaust	<a href="http://www.humboldt.edu/~rescuers/">http://www.humboldt.edu/~rescuers/</a>
Lesson Plans and Resources for Social Studies Teachers	<a href="http://www.csun.edu/~hcedu013/index.html">http://www.csun.edu/~hcedu013/index.html</a>
Library of Congress	<a href="http://lcweb.loc.gov">http://lcweb.loc.gov</a>
National Civil Rights Museum	<a href="http://www.mecca.org/-crights/ncrm.html">http://www.mecca.org/-crights/ncrm.html</a>
National Geographic Society	<a href="http://www.nationalgeographic.com">http://www.nationalgeographic.com</a>
Online Resources	<a href="http://socialstudies.com/online.html">http://socialstudies.com/online.html</a>
Sixth Grade World History and Geography: Ancient Civilization	<a href="http://www.rims.k12.ca.us/SCORE/grade6/">http://www.rims.k12.ca.us/SCORE/grade6/</a>
The Smithsonian	<a href="http://www.si.edu">http://www.si.edu</a>
Smithsonian Natural History Web Home Page	<a href="http://nmnhww.si.edu/nmhweb.html">http://nmnhww.si.edu/nmhweb.html</a>
Social Studies Activities	<a href="http://socialstudies.com/activities/">http://socialstudies.com/activities/</a>
Tribal Voice	<a href="http://www.tribal.com/">http://www.tribal.com/</a>
United Nations Home Page	<a href="http://WWW.UN&gt;ORG/">http://WWW.UN&gt;ORG/</a>
US Civil War Center	<a href="http://www.cwc.Isu.edu">http://www.cwc.Isu.edu</a>
U.S. Holocaust Memorial Museum	<a href="http://www.ushmm.org">http://www.ushmm.org</a>
U.S. Senate	<a href="http://www.senate.gov">http://www.senate.gov</a>
A Virtual Tour of the Capitol	<a href="http://www.senate.gov/capitol/virtour.html">http://www.senate.gov/capitol/virtour.html</a>
National Conference of Catholic Bishops Social Development and World Peace	<a href="http://www.nccbuscc.org/sdwp/projects/everyday.htm">http://www.nccbuscc.org/sdwp/projects/everyday.htm</a>

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