

CHAPTER SIX

HISTORY
SOCIAL SCIENCE
FRAMEWORK

FOR CALIFORNIA PUBLIC SCHOOLS
Kindergarten Through Grade Twelve

**Adopted by the California State Board of Education
July 2016**

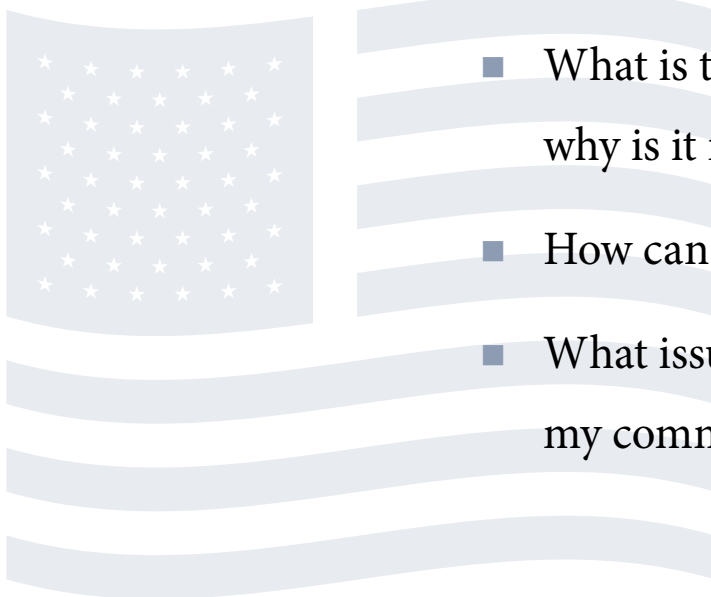
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CHAPTER 6

Continuity and Change

- Why did people settle in California?
- Who were the first people in my community?
- Why did people move to my community?
- How has my community changed over time?
- What is the U.S. Constitution, and why is it important?
- How can I help my community?
- What issues are important to my community?



Third-graders prepare for learning California history in the fourth grade and United States history in the fifth grade by thinking about continuity and change in their local community. In exploring their local community, students have an opportunity to make contact with times past and with the people whose activities have left their mark on the land. Students ask questions, read and analyze texts, including primary and secondary sources, engage in speaking and listening activities, and write a variety of texts.

In third grade, students build on their knowledge of geography, civics, historical thinking, chronology, and national identity. The emphasis is on understanding how some things change and others remain the same. To understand changes occurring today, students explore the ways in which their locality continues to evolve and how they can contribute to improvement of their community.

Finally, teachers introduce students to the great legacy of local, regional, and national traditions that provide common memories and a shared sense of cultural and national identity. Students who have constructed a family history in grade two are now ready to think about constructing a history of the place where they live today. With sensitivity toward children from transient families, teachers may ask students to recall how the decision of their parents or grandparents to move to this place made an important difference in their families' lives. Discovering who these people were, when they lived here, and how they used the land gives students a focus for grade three. Teachers should also work collaboratively with their colleagues who teach kindergarten and grades one and two to avoid repetition. The content themes they begin in kindergarten, such as understanding of and appreciation for American culture and government, geographic awareness, and (starting in grade one) economic reasoning, serve as a multigrade strand that can allow an extended and relatively in-depth course of study.

Geography of the Local Region

Throughout California, the geographic setting has had important effects on where and how localities developed. Students begin their third-grade studies with the natural landscape as a foundation for analyzing why and how people settled in particular places in response to the question **Why did people settle in California?** In pursuing the question, teachers may utilize a variety of primary and secondary sources such as photographs, Internet resources, DVDs, and field

trips to establish students' familiarity with the major natural features and landforms of their county and California, including mountains, valleys, hills, coastal areas, oceans, lakes, and desert landscapes. As students observe, describe, and compare these features, they learn to differentiate between major landforms and begin to consider the interaction between these features and human activity.

The teacher can initiate inquiries into human–environment interaction by using literature such as *A River Ran Wild* by Lynne Cherry and *River Town* by Bonnie and Arthur Geisert. In conducting research for this activity, students learn the types of major landforms in the landscape and develop an understanding of the physical setting in which their region's history has unfolded.

Focusing on a California natural regions map and reader, students can research the ecosystems found near them, the resources provided by these ecosystems, and the ways people use them. They investigate the goods and services provided by these ecosystems and how they are used to support human communities (see appendix G for Environmental Principle I; California Education and the Environment Initiative [EEI] curriculum unit “The Geography of Where We Live,” 3.1.1–3.1.2).

American Indians of the Local Region

In Standard 3.2, students study the American Indians who lived or continue to live in their local region, how they used the resources of this region, and in what ways they modified the natural environment. It is most appropriate that American Indians who lived in the region be authentically presented, including their tribal identity; their social organization and customs; the location of their villages and the reasons for settlement; the structures they built and the relationship of these structures to the climate; the methods they used to get their food, clothing, tools, and utensils and whether they traded with others for any of these things; and their art and folklore. Local California Indian tribes and organizations are important sources of information for describing how indigenous cultures have persisted through time. Teachers may invite local California Indian representatives to share cultural information and help students understand **Who were the first people in my community?** Museums that specialize in California Indian cultures are rich sources of publications, pictures, and artifacts that can help students appreciate the daily lives and the adaptation of these cultures to the environment of the geographic region.

Working with maps of natural regions and Indian tribes, students can describe ways in which physical geography, including climate, affected the natural resources on which California Indian nations depended. Investigating the plants and animals used by local Indians, students explain how Indians adapted to their natural environment so that they could harvest, transport, and consume resources (see appendix G for Environmental Principle I, California EEI curriculum unit “California Indian People: Exploring Tribal Regions,” 3.2.2).

Development of the Local Community: Change Over Time

Students are now ready to participate in shared-inquiry projects about people who migrated or immigrated to their region and the impact of each new group. The teacher may begin the unit by exploring why people move and settle in particular places by posing the question **Why did people move to my community?** The bilingual picture book *My Diary from Here to There* by Amada Irma Pérez, which recounts the move of one family from Mexico to Southern California for economic reasons, may be used to develop conceptual knowledge of push-and-pull factors. Students can investigate when their families moved to the local region and what brought them here, placing these events on a class timeline. Then the sequence of historical events associated with the development of the community can be explored.



Students may develop a community timeline by illustrating these events and placing these illustrations in sequence with a caption under each. Depending on the local history, this sequence may include the explorers who visited the area; the newcomers who settled there; the economy they established; their impact on the American Indians of the region; and their lasting marks on the landscape,

including the buildings, streets, political boundaries, names, and the rich legacy of cultural traditions that newcomers have brought with them.

For example, students may compare how Asian Lunar New Year is celebrated in their local communities and how it connects people today to traditions from the past. These types of classroom discussions and fun activities will help build a greater sense of community and understanding.

Students observe how their community has changed over time and why certain features have remained the same, in response to the question **How has my community changed over time?** *The House on Maple Street* by Bonnie Pryor demonstrates how a place changes over 300 years. This book may be used to introduce the study of students' local community. Primary sources, secondary sources, and other informational text specific to their local region can deepen students' appreciation for and understanding of their community.

To better understand how communities function, students compare the kinds of transportation people used, the ways in which people provided water for their growing community and farmlands, the sources of power, and the kinds of work people engaged in long ago. They discover that the changing history of their locality was, at all stages, closely related to the physical geography of this region: its topography, soil, water, mineral resources, and relative location.

Students can analyze how successive groups of settlers have made different uses of the land, depending on their skills, technology, and values. Students may observe how each period of settlement in their locality left its mark on the land and predict how decisions made today in their communities will impact their communities in the future. Through this focus on place, students also deepen their understanding of California's environment (see appendix G).

To bring earlier times alive, teachers may provide students with historical photos to observe the changes in the ways families lived, worked, played, dressed, and traveled. Primary sources, such as maps and photographs, can be utilized to observe how a given place, such as Main Street, looked long ago and how it looks today.



Students can compare changes in their community with picture displays provided by the teacher. Students can write explanatory texts about the changes over time, using evidence from multiple visual or print sources to support their ideas.

The local community newspaper, libraries, the historical society, or other community organizations often can provide photos and articles on earlier events in the region. When available, old maps can be a source of discoveries: the location of the early ranchos that once occupied California; how people constructed streets in an earlier day and how many of the street names survive today; how boundaries have changed over the years and how settlements have grown; how once-open fields have changed to dense urban development; how a river or coastline has changed in location or size because of a dam constructed upstream, a great earthquake in the past, or breakwaters that have been built to change the action of the sea.

American Citizens, Symbols, and Government

Third-grade students continue preparing to become active and responsible citizens of their communities, of California, and the United States. In this unit, students focus on developing and understanding citizenship, civic engagement, the basic structure of government, and the lives of famous national and local Americans who took risks to secure freedoms. Through stories and the celebration of local and national holidays, students learn the meaning of holidays, landmarks, and the symbols that provide continuity and a sense of community across time. The U.S. Constitution and the Declaration of Independence are reintroduced; students may investigate questions such as **What is the U.S. Constitution?** and **Why is it important?** By using informational books such as *A More Perfect Union: The Story of Our Constitution* by Betsy Maestro and Giulio Maestro or *The U.S. Constitution* by Norman Pearl, students study the origin and content of this document.

Students can discuss the responsibilities of citizens, make a list, or create an illustration of what is considered a “good citizen.” They can also study how this notion has changed over time: For example, how did children living on farms in the nineteenth century imagine citizenship? How did this change for children in the early twentieth century who worked in factories? What are the similarities and differences?

Students learn about the legislative, executive, and judicial branches of government, especially the local government. Teachers may also use informational texts such as *How the U.S. Government Works* by Syl Sobel as well as information from local, state, and federal government Web sites, such as <http://www.Kids.gov>, to help students understand the functions of government and the people who are part of each level and branch. Students can also write a classroom constitution. In a discussion of what to include, teachers may ask questions such as the following: Should the constitution protect your rights? Should your responsibilities as citizens be included? To explore the judicial branch of the government, teachers may use literature and role plays by reading *The True Story of the Three Little Pigs* by Jon Scieszka and holding a mock trial of Pig Brothers versus A. Wolf.

Grade Three Classroom Example: Classroom Constitution (Integrated ELA and History–Social Science)

Each year, Ms. Barkley begins the school year by welcoming her students and orienting them to the culture and organization of the classroom. In collaboration with the students, she creates a class list of norms everyone would like to observe in the classroom and beyond. These norms include rules for behavior and consequences for violations. This year she decides to use the rule-making process as an opportunity to develop students' civic knowledge, skills, and dispositions. She wants them to understand the democratic principles of the American way of life and to apply those principles, as informed and actively engaged citizens of their classroom, to create a class set of rules they will agree to follow. She engages students in a unit of study that begins with a lively class discussion about the importance of rules and laws by asking:

- What are rules? What are laws?
- Why are rules and laws important?
- What would happen if there were no rules or laws?
- Who makes the rules and laws in school, in our city, our state and our nation?
- Who decides what the rules and laws are?

Example *(continued)*

From there Ms. Barkley launches students into close readings of children’s versions of the U.S. Constitution and informational texts about the Founding Fathers. They will learn about and discuss the reasons for the U.S. Constitution; the democratic principles of freedom, justice, and equality; and the role and responsibility of government to represent the voice of the people and to protect the rights of individuals. They will also learn about the individual rights of citizens and the responsibility of citizens to be engaged, informed, and respectful of others. Ms. Barkley knows that these ideas and concepts lay the groundwork for students to understand the foundations of governance and democratic values in a civil society. It will also inform their thinking as young, engaged citizens to create a Classroom Constitution that is relevant to children in the third grade.

As they read and discuss the texts, Ms. Barkley asks the students questions such as the following:

- Why was it important for the Founding Fathers to write the Constitution?
- Why is it important to have rules and laws?

Ms. Barkley invites students to apply their learning to their real-world classroom setting. She explains that just as the Founding Fathers created a Constitution to establish the law of the land, the students in her class will work together to write a Classroom Constitution to create a safe and supportive environment where everyone can learn. She asks students to begin by working individually to think about the kinds of rules they would like to see observed in their classroom and to write these ideas in a list. She also asks them to think about what they read about the principles of the U.S. Constitution and consider why the rules they write are important for upholding the kind of behavior that will create a positive classroom culture and what might happen to that culture if the rules are broken. Afterwards, each table group records individual members’ ideas in a group graphic organizer such as the following example.

Example (continued)

What is the rule?	Why is it important to have this rule?	Is this rule constitutional? Does this rule uphold our classroom principles of freedom, justice, and equality?	What should be the consequence of breaking the rule?
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A lively discussion takes place in small groups, and students revise and add to their individual work as they wish during group time. Then Ms. Barkley engages the entire class in a discussion to compile and synthesize the rules and create student-friendly statements. She records them on chart paper so that the list can be posted in the classroom for future reference. The children are invited to discuss the benefits and challenges of each rule by recounting an experience and/or providing details and evidence to support their position. Ms. Barkley encourages them to ask and answer questions of one another for clarification or elaboration. After sufficient time for deliberation, the list of rules and consequences is finalized through an election process. Ms. Barkley posts the Classroom Constitution in a prominent place in the classroom, as well as on the school Web site.

Later Ms. Barkley engages her students in writing an opinion essay in response to this prompt: **Why is it important for the students in our class to follow our Classroom Constitution?** She will provide ongoing guidance and opportunities for students to share, revise, and finalize their work. A rubric for opinion essays developed collaboratively in advance helps guide students as they engage in the writing process. The essays are compiled and published as a book for the classroom library: *Why Rules in Our Classroom Democracy Are Important*.

Example *(continued)***Resources**

The College, Career, and Civic Life (C3) Framework for Social Studies State Standards, National Council for the Social Studies, 2013.

The Constitution for Kids: <http://www.usconstitution.net/constkidsK.html>.

Education for Democracy, California Civic Education Scope & Sequence, Los Angeles County Office of Education, 2003.

Preparing Students for College, Career and CITIZENSHIP: A California Guide to Align Civic Education and the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects, Los Angeles County Office of Education 2011.

CA CCSS for ELA/Literacy: RI.3.1; W.3.1, 4, 5, 7, 8, 10; SL.3.1–6; L.3.1–6

CA HSS Content Standards: 3.4.1, 3.4.2, 3,4,6

CA HSS Analysis Skills (K–5): Historical Interpretation 1, 3

Students also learn about American heroes on the national level, such as Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Clara Barton, Eleanor Roosevelt, and Martin Luther King, Jr., as well as leaders from all walks of life who have helped to solve community problems, worked for better schools, or improved living conditions and lifelong opportunities for workers, families, women, and students. By considering the question **How can I help my community?**, students can research accounts of local students, as well as adults, who have been honored locally for the special courage, responsibility, and concern they have displayed in contributing to the safety, welfare, and happiness of others.

Students may read biographies or engage in an inquiry project focused on these national and local citizens by reading primary sources, informational books, and historical fiction such as *Separate Is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation* by Duncan Tonatiuh. The book recounts one family's involvement in the fight to desegregate schools in California.

Teachers may invite a local leader to visit the classroom through the Chamber of Commerce, local government, or a local nonprofit organization. Students

interview the leader about a local problem (for example, homelessness or hunger) and how he or she is helping the community (for example, a food bank, a soup kitchen, or a new law). The speaker may be asked to describe how students might help and what it means to be a citizen. Students work together to plan a class project, such as a food drive, a recycling program, a clothing drive, or writing letters to propose or oppose a law, in order to address the problem.

Economics of the Local Region: Choices, Costs, and Human Capital

Students should continue developing their cost-benefit skills and recognize the importance of education in developing their human capital. Students learn to identify some important issues in their immediate community and may engage in an inquiry project or service-learning project related to one of these issues, in response to the question **What issues are important to my community?** Informed volunteers in community service or elected officials may be invited to describe some of the arguments on different sides of an important issue facing the community. Children's literature such as *Almost Zero* by Nikki Grimes, *A Chair for My Mother* by Vera Williams, *When Bees Fly Home* by Andrea Cheng, and *A Day's Work* by Eve Bunting, as well as informational books, are valuable resources for introducing and developing economic concepts.



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