

# *History–Social Science Framework*

for California Public Schools  
Kindergarten Through Grade Twelve

2001 Updated Edition with Content Standards

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and Criteria Committee

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### About the Cover Illustration

This painting by Childe Hassam is entitled *Allies Day, May 1917*. It was a gift of Ethelyn McKinney to the National Gallery of Art in memory of her brother, Glenn Ford McKinney. Painted in 1917, the original of this work was done in oils on canvas and measures 30 1/4 by 36 1/2 inches. Copyright 1996 by the Board of Trustees, National Gallery of Art, Washington, D.C.

Course  
Descriptions

Grade Five

**Historical  
Interpretation 1.**

Students summarize the key events of the era they are studying and explain the historical contexts of those events.

**Research, Evidence,  
and Point of View 1.**

Students differentiate between primary and secondary sources.

**Standard 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.

**Standard 5.2.**

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

**Standard 5.4.**

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



**Grade Five—  
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.

**The Land and People Before Columbus**

In this unit students examine major pre-Columbian settlements: the cliff dwellers and pueblo people of the desert Southwest; the American Indians of the Pacific Northwest; the nomadic tribes of the Great Plains; and the woodland peoples east of the Mississippi. Students should learn how these people adjusted to their natural environment; developed an economy and system of government; and expressed their culture in art, music, and dance. Students should be introduced to the rich mythology and literature of American Indian cultures.

**Age of Exploration**

In this unit students will concentrate on European explorers who sought trade routes, economic gain, adventure, national glory, and “the greater glory of God.” Tracing the routes of these explorers on the globe should encourage discussion of Europe’s innovative use of technological developments that were invented by other civilizations that made this age of exploration possible: the compass, the astrolabe, and seaworthy ships. Students might imagine how these explorers and their crews might have felt when they left chartered seas to explore the unknown. What happened when they encountered indigenous people? How were they received when they returned home not with exotic spices and silk, but with native people, animals, plants, and even gold?

**Settling the Colonies**

A brief survey should be made of French, Portuguese, and Spanish colonization in the New World. Major emphasis should then be placed on the

English colonies, where the political values and institutions of the new nation were shaped.

**The Virginia Settlement.** In light of the failure of its predecessors, the settlement of Jamestown was a risky venture. The struggle to survive was led by Captain John Smith, who refused food to laggards. He directed the digging of wells, the planting of crops, and the construction of shelter. The economy at Jamestown was perilous until John Rolfe introduced West Indian tobacco, which became the foundation of the plantation economy. Students can explore the implications of this event. Why was tobacco grown on large plantations? What type of work force was required? What was an indentured servant? What was the social life of the plantation?

Students will learn of the first Africans who were brought to the colony in 1619. During the seventeenth century some Africans were indentured, some were enslaved, and some were free. Changing economic conditions increasingly caused tobacco planters to turn to slavery as a major source of reliable though costly labor. Map study will clarify the eighteenth-century Atlantic trade that linked Africa, the West Indies, the British colonies, and Europe. Students should use their growing sense of historical empathy to imagine how these young men and women from Africa felt, having been stolen from their families, carried across the ocean in a brutal voyage to a strange land, and then sold into bondage. This is an appropriate time to reflect on the meaning of slavery both as a legal institution and as an extreme violation of human rights. Original documents such as brief excerpts from slave narratives and from southern statutes and laws concerning the treatment of slaves should be used.

In their study of Virginia, students should understand the importance of the House of Burgesses as the first representative assembly in the colonies. Who was allowed to vote? Who was excluded? They also should learn the meaning of the *established church*.

**Life in New England.** New England provided a dramatic contrast with the southern colonies. This was a region settled by two groups of Puritans who sought a life based on their religious beliefs: the separatist Pilgrims who broke with the Church of England and the Puritans who sought to reform the church from within.

The story of the Pilgrims begins with their flight from England in search of religious freedom, their temporary haven in the Netherlands, and their voyage to the New World aboard the Mayflower. The Pilgrims' religious beliefs and their persecution by the Church of England should be fully discussed. After an arduous trip, they joined in signing the Mayflower Compact, a first step toward self-government. In keeping with the times, women were not asked to sign. Why not? This is an opportunity to discuss what self-government means and to reflect on the importance of the right to vote.

Life in the new land was hard, and at first the Indians aided the settlers. In time the Pilgrim colonies became well established despite bloody conflicts with

Course  
Descriptions

Grade Five

**Historical  
Interpretation 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.

**Standard 5.4.6.**

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.

**Research, Evidence,  
and Point of View 2.**

Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.

**Standard 5.4.3.**

Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).

Course  
Descriptions

Grade Five

**Standard 5.4.2.**

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).

**Standard 5.3.**

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

the indigenous people. Students should learn about the political, religious, economic, and social life of the colonies. They should be helped to envision the simple homes and the rigors of each day. They should analyze the work of men, women, and children and see how butter was churned, cloth was dyed, and soap and candles were made; they should see the hornbooks from which children learned their ABCs. By dramatizing a day in a colonial school, students will gain an understanding of the children's lives in this period, the way they learned, and disciplinary practices of that time.

The story of the Puritans is equally important in light of their enduring influence on American literature, education, and attitudes toward life and work. Inspired by their religious zeal, Puritans sought to establish a new Zion, "a city upon a hill," where they might live out their religious ideals. Led by John Winthrop, they founded the city of Boston and within ten years had opened Harvard College and the first common school in Massachusetts. They valued hard work, social obligation, simple living, and self-governing congregations. Their religious views shaped their way of life, their clothing, their laws, their forms of punishment, their education practices, and their institutions of self-government. While they came in pursuit of freedom of religion, however, the Puritans were intolerant of dissent. The stories of Anne Hutchinson and Roger Williams are milestones in the development of religious freedom in Connecticut and Rhode Island.

***The Middle Colonies.*** The colonies of New Amsterdam, New Jersey, Pennsylvania, Maryland, and Delaware provided havens for a wide variety of ethnic, linguistic, and religious groups, including English, Dutch, Swedish, German, Irish, Scottish, Catholic, and Jewish settlers. Special attention should be paid to Pennsylvania, where William Penn founded a Quaker colony that practiced religious freedom and representative government. Industrious farmers, fur traders, skilled craftspersons, merchants, bankers, shipbuilders, and overseas traders made the colony prosperous.

Geographic factors enabled the middle colonies to thrive and contributed to the development of New York and Philadelphia as busy seaports. Excerpts from Benjamin Franklin's *Autobiography*, his annual *Poor Richard's Almanac*, and his story "The Whistle" as well as Margaret Cousins's *Ben Franklin of Old Philadelphia* should give students a sense of these times.

### **Settling the Trans-Appalachian West**

Biographies of Daniel Boone will introduce children to English forays into the French territory west of the Appalachian Mountains and to the French and Indian War, in which Boone served. Students should learn about the importance of the war, in shattering French power in North America. The English attempt to reserve the land west of the Appalachians for the inland Indian nations failed. Students should follow the exploits of pathfinders such as Daniel Boone and read about the settlers who followed his trail over the

Cumberland Gap into Kentucky. They should consider the viewpoint of the American Indians who occupied these same lands and read about the conflicts between the Indians and Kentucky settlers that followed the outbreak of the Revolutionary War. This frontier period is rich in biographies, tall tales, legends, songs, and handicrafts that help to make this period vivid for students.

### The War for Independence

Events leading to the Revolutionary War should be presented as a dramatic story. Each effort by the British to impose their will on the colonies resulted in a strong counterreaction and a growing spirit of independence. Students should become familiar with the Stamp Act of 1765 and the outraged colonial reaction to it; the Townshend Acts that again stirred protest and led to the Boston Massacre; and the tax on tea that provoked the Boston Tea Party. Parliament's efforts to repress dissent led to the first Continental Congress of 1774 and the Committees of Correspondence that established communication among the colonies and developed a national consciousness.

In discussing the conflict, students should read excerpts from speeches in the Parliament by William Pitt and Edmund Burke, whose pleas for moderation were ignored. Students should realize that some colonists remained loyal to King George III. Major events in the Revolution should be vividly described, including the battles of Bunker Hill, Lexington, and Concord; the selection of George Washington to command the army; and Patrick Henry's famous appeal to his fellow legislators to support the fight. The role of free blacks in the battles of the American Revolution should be considered. Students should learn about Abigail Adams, Molly Pitcher, Nathan Hale, and Benedict Arnold; and they should understand the significance of the events at Valley Forge, the alliance with France, and the final battle at Yorktown.

As the war began, young Thomas Jefferson drafted the Declaration of Independence with its idealistic statements that all men are created equal and that governments derive their just power from the consent of the governed. Students should understand the courage required of those who signed this document because they risked their lives and property. Many Americans realized for the first time the contradiction between these ideals and slavery. After the war the northeastern and middle Atlantic states abolished slavery, and the Northwest Ordinance of 1787 banned slavery from the new territories north of the Ohio River. The antislavery movement did not, however, significantly affect the South, where nine out of ten American slaves lived.

To deepen their understanding of this period, students should read biographies of leaders such as George Washington, Thomas Jefferson, and Benjamin Franklin; they should also read Ralph Waldo Emerson's "Concord Hymn," Henry Wadsworth Longfellow's "Paul Revere's Ride," and fine historical fiction such as Esther Forbes's *Johnny Tremain*, Patricia Clapp's *I'm Deborah Sampson: A Soldier in the War of the Revolution*, and James L. Collier's *My Brother Sam Is Dead*.

#### Course Descriptions

#### Grade Five

#### Standard 5.5.

Students explain the causes of the American Revolution.

#### Historical Interpretation 3.

Students identify and interpret the multiple causes and effects of historical events.

#### Standard 5.6.

Students understand the course and consequences of the American Revolution.

#### Research, Evidence, and Point of View 3.

Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

Course  
Descriptions

Grade Five

**Standard 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.

**Standard 5.3.4.**

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).

**Standard 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.

## Life in the Young Republic

In this unit students examine the daily lives of those who built the young republic under the new Constitution. Between 1789 and 1850, new waves of immigrants arrived from Europe, especially English, Scots-Irish, Irish, and Germans. Traveling by overland wagons, canals, flatboats, and steamboats, these newcomers advanced into the fertile Ohio and Mississippi valleys and through the Cumberland Gap to the South. Students should sing the songs of the boatmen and pioneers and read the tall tales of legendary figures such as Mike Fink and Paul Bunyan. They should read Ingri and Edgar D'Aulaire's *Abraham Lincoln*, which describes his boyhood in Illinois during this period, and books such as Enid Meadowcroft's *By Wagon and Flatboat*. They should learn about the Louisiana Purchase and the expeditions of Lewis and Clark and of John C. Fremont.

Students should learn about the resistance of American Indian tribes to encroachments by settlers and about the government's policy of Indian removal to lands west of the Mississippi. Students can study these events by reading the biographies of leaders such as Chief Tecumseh of the Shawnee, Chief John Ross of the Cherokee tribe, and Chief Osceola of the Seminole tribe, as well as the tragic story of the Cherokees' "Trail of Tears."

## The New Nation's Westward Expansion

In this unit students examine the advance of pioneer settlements beyond the Mississippi. The flow of migration westward included grizzled fur traders and mountain men, settlers heading for Texas, Mormon families on their way to the new Zion in Utah, midwestern farmers moving to western Oregon's fertile valleys, and forty-niners bound for the Mother Lode region of California. Not to be forgotten are the whalers, New England sailors engaged in the hide and tallow trade with California, and sea traders in furs (sea otter and seal) who plied their clipper ships around Cape Horn and westward to the Pacific.

This is a period rich with folk songs and sea chanteys, folklore, tall tales, and the journals and diaries that bring this period to life. Students might dramatize the experience of moving west to Oregon by wagon train. Excerpts from Francis Parkman's *The Oregon Trail* and from children's literature will help the children understand how the expeditions were organized, how a trail was scouted, where the trail ran, and what physical dangers the pioneers faced: raging rivers, parched deserts, sandstorms and snowstorms, and lack of water or medicine. Students should understand the resistance of American Indians to encroachments by other people, and internecine Indian conflicts, including the competing claims for control of lands.

Students should compare this trail with the California overland trail, the trail to Santa Fe, and the trail to Texas, comparing each time the purpose of the journey; where the trail ran; the influence of geographic terrain, rivers,

vegetation, and climate; and life in the territories at the end of these trails. Students should compare these westward migrations with the continuing northward migrations of Mexican settlers into these great Mexican territories of the West and the South-west. While learning about life on the trail, students should discuss the reactions of the American Indians to the increasing migration and the reasons for their growing concern.

Pioneer women played varied roles in coping with the rigors of daily life on the frontier. Biographies, journals, and diaries disclose the strength and resourcefulness of pioneer women who helped to farm the land and worked as missionaries, teachers, and entrepreneurs. Many slave women gained their freedom in the West. In recognition of the new status that western women achieved, Wyoming in 1869 became the first state to grant suffrage to women.

Maps should be used to explain how and when California, Texas, and other western lands became part of the United States. Settlement was followed by battles for independence. The war with Mexico led to cession of these territories, which then became states. These events provide important opportunities to focus on the Hispanic people of California and the Southwest, on the effects of these events on their lives, and on their distinctive contributions to American culture. Students should also learn how the Oregon boundary conflict was settled by negotiation with England and how that territory became a state.

### **Linking Past to Present: The American People, Then and Now**

In this unit students examine the contributions of the different groups that built the American nation and, in the process, became a new people. Students should understand that we are a people of many races, many religions, and many different national origins and that we live under a common governmental system. While this unit does not include a formal study of the Civil War, students should realize how and when slavery was brought to an end in the United States. They should also learn about the significant contributions that black men and women made to the economic, political, and cultural development of the nation, including its music, literature, art, science, medicine, technology, and scholarship.

Students should learn about the successive waves of new immigration over the years from 1850 until today. Each wave brought new people, new skills, and new cultural contributions to the development of the nation. Immigrants came from Ireland, Germany, Sweden, Norway, Italy, Russia, Poland, Hungary, China, Japan, the Philippines, the West Indies, Mexico, Greece, India, Cuba, and eventually from every direction around the globe. Immigrants farmed the plains, introduced new arts and crafts, built the railroads, developed the great southwestern mines, manned the construction industry and the steel industry, fueled the nation's industrial growth, wrote great literature and music, produced brilliant scientists, created the entertainment industry, and provided

#### **Course Descriptions**

#### **Grade Five**

#### **Chronological and Spatial Thinking 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.

#### **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.

#### **Chronological and Spatial Thinking 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.

#### **Standard 5.8.1.**

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).



Course  
Descriptions

Grade Five

**Historical  
Interpretation 4.**

Students conduct cost-benefit analyses of historical and current events.

**Standard 5.7.5.**

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.

human resources to transform the nation's economic, cultural, and social life. Students should identify the immigrants' countries of origin and locate the regions of the nation where they settled.

To understand the human side of the great drama of migration, students should read literature such as Russell Freedman's *Immigrant Kids*, Marietta Moskin's *Waiting for Mama*, Marilyn Sachs's *Call Me Ruth*, Karen Branson's *Streets of Gold*, Leonard Fisher's *Across the Sea from Galway*, and Charlene Talbot's *An Orphan for Nebraska*. They should see similar dramas re-created in the lives of recent immigrants, including Ann N. Clark's *To Stand Against the Wind*, the story of Vietnamese immigrants to America.

The newcomers often encountered discrimination because of their race, religion, or cultural traditions. They often faced hardships as they learned the new language and adjusted to a new way of life; but even more often they found the opportunity to make a new life in a land where ability and hard work enabled them to get ahead.

To understand the continuing attraction of immigrants to the United States, students should become familiar with the tenets of the American creed by discussing the meaning of key phrases in the Declaration of Independence, the Constitution, and the Bill of Rights. Students should read Emma Lazarus's poem, "The New Colossus," which is attached to the Statue of Liberty, and consider the meaning of symbols such as that statue and the phrase *e pluribus unum*.

After a year of studying American history, students should be able to reflect on the ethical content of the nation's principles and on America's promise to its citizens—the promise of a democratic government in which the rights of the individual are protected by the government, by a free press, and by an informed public. America's ideals are closely related to the nature of American Society. We are strong because we are united in a pluralistic society of many races, cultures, and ethnic groups; we have built a great nation because we have learned to live in peace with each other, respecting each other's right to be different and supporting each other as members of a common community.

Students should understand that the American creed calls on them to safeguard their freedoms and those of their neighbors, to value the nation's diversity, to work for change within the framework of law, and to do their part as citizens in contributing to the welfare of their community. To gain these understandings, students might interview elected public officials, invite volunteers from community organizations to talk about the work they do, and develop projects that can be helpful to others in their school and community. Such projects might include visits to senior citizens' centers and working on school and community beautification projects.

Throughout these activities, students should reflect on the importance of living up to the nation's ideals and of participating in the unfinished struggle to make these principles and ideals a reality for all.

**Grade Five****United States History and Geography:  
Making a New Nation**

- 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, Sequoyah).

**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.

**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 Townshend 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 Kósciuszko, 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.

Course  
Descriptions

Grade Five  
Content  
Standards

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

## Kindergarten Through Grade Five Historical and Social Sciences Analysis Skills

Course  
Descriptions

Kindergarten  
Through  
Grade Five  
Historical  
and Social Science  
Analysis Skills

The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed *only in conjunction with* the content standards in kindergarten through grade five.

*In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills:*

### 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.

## Appendix C

# Religion and the Teaching of History—Social Science

Few issues have stirred greater controversy in Americans' attitudes toward public education than the role of religion and values in public schools. In California the official response to this controversy is expressed in this framework.

On pages 5-6, this framework "supports the frequent study and discussion of the fundamental principles embodied in the United States Constitution and the Bill of Rights . . . including the right to freedom of religion." On page 7, this framework asserts the importance of religion in human history: "When studying world history, students must become familiar with the basic ideas of the major religions and the ethical traditions of each time and place. Students are expected to learn about the role of religion in the founding of this country."

This appendix is intended to assist educators as they implement the framework and as they respond to community concerns. To this end, "Religious Liberty, Public Education, and the Future of American Democracy: A Statement of Principles" and "Guidelines for Teaching About Religion" are printed below to help educators address issues of religious liberty and public education.\*

"Religious Liberty, Public Education, and the Future of American Democracy: A Statement of Principles" was released by the Freedom Forum's First Amendment Center in March 1995. Using the civic principles of rights, responsibilities, and respect (three Rs) to guide them, members of 20 other national organizations and religious bodies, representing different points of view, formulated the statement. In that statement Americans are called upon to recognize, affirm, and guarantee every citizen's right to religious freedom and to treat each other with respect and dignity as they seek to live together amid their deeply held differences.

Understanding the role of religion in public schools also requires the discernment between the teaching of religion (religious education) and teaching *about* religion. In 1988 a broad coalition of 17 religious and educational organizations published "Guidelines for Teaching About Religion," in *Religion in the Public School Curriculum: Questions and Answers*. These guidelines distinguish between instruction about religion and religious indoctrination. The guidelines' significant statements are excellent resources for all individuals and groups to use in their work to bring people together, ensure the survival of democracy in our nation, and teach about religion in an academic way that is constitutionally permissible and educationally sound. The guidelines also demonstrate

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\*"Religious Liberty, Public Education, and the Future of American Democracy: A Statement of Principles" can be found at <http://www.fac.org/publicat/principles/ambles1.htm>. Both of these documents are reprinted in *Finding Common Ground: A First Amendment Guide to Religion and Public Education* (Third edition). Edited by Charles C. Haynes and Oliver Thomas, Legal Editor. Nashville, Tenn.: The Freedom Forum First Amendment Center, 1998. Copies are available from The Freedom Forum First Amendment Center, 1207 18<sup>th</sup> Ave., South, Nashville, TN 37212, or by telephone at 800-830-3733 or at their Web site at <http://www.freedomforum.org/>.



how the three Rs can enable persons of differing persuasions to work together peaceably for the common good.

## Religious Liberty, Public Education, and the Future of American Democracy: A Statement of Principles

. . . The rights and responsibilities of the Religious Liberty clauses [of the First Amendment] provide the civic framework within which we are able to debate our differences, to understand one another, and to forge public policies that serve the common good in public education.

Today, many American communities are divided over educational philosophy, school reform, and the role of religion and values in our public schools. Conflict and debate are vital to democracy. Yet, if controversies about public education are to advance the best interests of the nation, then *how* we debate, and not only *what* we debate, is critical.

In the spirit of the First Amendment, we propose the following principles as civic ground rules for addressing conflicts in public education:

### I. Religious Liberty for All

*Religious liberty is an inalienable right of every person.*

As Americans, we all share the responsibility to guard that right for every citizen. The Constitution of the United States with its Bill of Rights provides a civic framework of rights and responsibilities that enables Americans to work together for the common good in public education.

### II. The Meaning of Citizenship

*Citizenship in a diverse society means living with our deepest differences and committing ourselves to work for public policies that are in the best interest of all individuals, families, communities, and our nation.*

The framers of our Constitution referred to this concept of moral responsibility as civic virtue.

### III. Public Schools Belong to All Citizens

*Public schools must model the democratic process and constitutional principles in the development of policies and curricula.*

Policy decisions by officials or governing bodies should be made only after appropriate involvement of those affected by the decision and with due consideration for the rights of those holding dissenting views.

### IV. Religious Liberty and Public Schools

*Public schools may not inculcate nor inhibit religion. They must be places where religion and religious conviction are treated with fairness and respect.*

Public schools uphold the First Amendment when they protect the religious liberty rights of students of all faiths or none. Schools demonstrate fairness when they ensure that the curriculum includes study about religion, where appropriate, as an important part of a complete education.



## V. The Relationship Between Parents and Schools

*Parents are recognized as having the primary responsibility for the upbringing of their children, including education.*

Parents who send their children to public schools delegate to public school educators some of the responsibility for their children's education. In so doing, parents acknowledge the crucial role of educators without abdicating their parental duty. Parents may also choose not to send their children to public schools and have their children educated at home or in private schools.

However, private citizens, including business leaders and others, also have the right to expect public education to give students tools for living in a productive democratic society. All citizens must have a shared commitment to offer students the best possible education. Parents have a special responsibility to participate in the activity of their children's schools. Children and schools benefit greatly when parents and educators work closely together to shape school policies and practices and to ensure that public education supports the societal values of their community without undermining family values and convictions.

## VI. Conduct of Public Disputes

*Civil debate, the cornerstone of a true democracy, is vital to the success of any effort to improve and reform America's public schools.*

Personal attacks, name-calling, ridicule, and similar tactics destroy the fabric of our society and undermine the educational mission of our schools. Even when our differences are deep, all engaged in public disputes should treat one another with civility and respect, and should strive to be accurate and fair. Through constructive dialogue we have much to learn from one another.

The Statement of Principles is not an attempt to ignore or minimize differences that are important and abiding, but rather a reaffirmation of what we share as American citizens across our differences. Democratic citizenship does not require a compromise of our deepest convictions. We invite all men and women of good will to join us in affirming these principles and putting them into action. The time has come for us to work together for academic excellence, fairness, and shared civic values in our nation's schools.

"A Statement of Principles" is sponsored jointly by the following entities:

- American Association of School Administrators
- American Center for Law and Justice
- American Federation of Teachers
- Anti-Defamation League
- Association for Supervision and Curriculum Development
- Carnegie Foundation for the Advancement of Teaching
- Catholic League for Religious and Civil Rights
- Central Conference of American Rabbis
- Christian Coalition
- Christian Educators Association International
- Christian Legal Society
- Citizens for Excellence in Education

Appendix

Appendix C

## Appendixes

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Council on Islamic Education  
 The Freedom Forum First Amendment Center  
 National Association of Elementary School Principals  
 National Association of Evangelicals  
 National Association of Secondary School Principals  
 National Congress of Parents and Teachers  
 National Council of Churches of Christ in the U.S.A.  
 National Education Association  
 National School Boards Association  
 People for the American Way  
 Phi Delta Kappa  
 Union of American Hebrew Congregations

### Guidelines for Teaching About Religion

In 1988 a broad coalition of 17 religious and education organizations endorsed *Religion in the Public School Curriculum: Questions and Answers*, which contains "Guidelines for Teaching About Religion." These guidelines distinguish between teaching about religion and indoctrinating or advocating religion.

1. The school's approach to religion is academic, not devotional.
2. The school may strive for student awareness of religions, but should not press for student acceptance of any one religion.
3. The school may sponsor study about religion, but may not sponsor the practice of religion.
4. The school may expose students to a diversity of religious views, but may not impose any particular view.
5. The school may educate about all religions, but may not promote or denigrate any religion.
6. The school may inform students about various beliefs, but should not seek to conform students to any particular belief.

The "Guidelines for Teaching About Religion" are sponsored jointly by the following entities:

American Academy of Religion  
 American Association of School Administrators  
 American Federation of Teachers  
 American Jewish Congress  
 Americans United (formerly Americans United Research Foundation)  
 Association for Supervision and Curriculum Development  
 Baptist Joint Committee on Public Affairs  
 Christian Legal Society  
 The Church of Jesus Christ of Latter-day Saints  
 The Islamic Society of North America  
 National Association of Evangelicals  
 National Conference for Community and Justice (formerly National Conference of Christians and Jews)  
 National Council for the Social Studies  
 National Council of Churches of Christ in the U.S.A.

National Council on Religion and Public Education  
 National Education Association  
 National School Boards Association

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Appendix C

## Legal Basis for Religious Liberty and Teaching About Religion

### U.S. Constitution

First Amendment: Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof. . . .

### California Constitution

#### Article 1 Declaration of Rights

Section 4. Free exercise and enjoyment of religion without discrimination or preference are guaranteed. This liberty of conscience does not excuse acts that are licentious or inconsistent with the peace or safety of the State. The Legislature shall make no law respecting an establishment of religion. . . .

#### Article 9 Education

Section 8. No public money shall ever be appropriated for the support of any sectarian or denominational school, or any school not under the exclusive control of the officers of the public schools; nor shall any sectarian or denominational doctrine be taught, or instruction thereon be permitted, directly or indirectly, in any of the common schools of this State.

### *Education Code*

51500. No teacher shall give instruction nor shall a school district sponsor any activity which reflects adversely upon persons because of their race, sex, color, creed, handicap, national origin, or ancestry.

51501. No textbook, or other instructional materials shall be adopted by the state board or by any governing board for use in the public schools which contains any matter reflecting adversely upon persons because of their race, sex, color, creed, handicap, national origin, or ancestry.

51511. Nothing in this code shall be construed to prevent, or exclude from the public schools, references to religion or references to or the use of religious literature, art, or music or other things having a religious significance when such references or uses do not constitute instruction in religious principles or aid to any religious sect, church, creed, or sectarian purpose and when such references or uses are incidental to or illustrative of matters properly included in the course of study.

51513. No test, questionnaire, survey, or examination containing any questions about the pupil's personal beliefs or practices in sex, family life, morality, and religion, or any questions about the pupil's parents' or guardians' beliefs and practices in sex, family life, morality, and religion, shall be administered to any pupil in kindergarten or grades 1 to 12, inclusive, unless the parent or guardian of the pupil is notified in writing that this test, questionnaire, survey, or examination is to be administered and the parent or guardian of the pupil gives written permission for the pupil to take this test, questionnaire, survey, or examination.

## Appendix F

# Using Primary Sources in the Study of History

### Introduction

Teachers of history at all grade levels have recently begun to encourage their students not just to study history but to investigate it, in much the same way that professional historians engage in research into the past. Teachers attest that this is one of the best ways to make history exciting for their students, and also to increase students' retention and understanding of the material.

Fundamental to this process are primary sources, which lie as much at the heart of history as experiments lie at the heart of science. Students of history should be given opportunities to read and analyze primary sources, to wrestle with their meanings, and to attempt to interpret them and place them in context. They need to see that observers of events in the past often disagreed with one another, and that a single primary source from a period provides only part of a picture. They need to become critical, to wonder if an account was written by an eyewitness or as hearsay, to look for clues to the author's particular intent in writing a certain way.

To begin to deal with primary sources, students need to develop an understanding of what they are, and how to read them. Primary sources include written documents, images, and artifacts from the period being studied; secondary sources, on the other hand, are interpretations and syntheses of primary sources, such as textbooks.

The distinction between a primary source and a secondary source is not always clear-cut, and sometimes a single document might be both. Not all documents written long ago are primary sources; they may be syntheses based on yet earlier material. For example, Edward Gibbons's *Decline and Fall of the Roman Empire*, written around the time of the American Revolution, is a secondary source for understanding ancient history, but a primary source for understanding intellectual movements of the eighteenth century.

Historians tend to begin their research by finding and reading up-to-date secondary sources, both books and articles, on their chosen topic. In this way they learn what has already been discovered, what the main schools of thought are about their topic, and what has yet to be investigated. They decide which arguments are compelling and which seem grounded on weak evidence, and in so doing, they refine their research topics and begin to identify the primary sources they will need to consult.

Most primary sources are unpublished. They are found in archives, or in special collections at libraries or historical societies. A historian working from a specific group of sources such as these works like a detective, piecing together strands of evidence to understand what happened and why it happened. The historian's conclusions are written up as a book or article that is very specific in terms of the time period, region,

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This appendix was written by Amanda Podany, former executive director of the California History-Social Science Project and an associate professor of history at California State Polytechnic University, Pomona.

and subject matter covered. This type of work is called a monograph. The author of a textbook synthesizes the findings from many monographs to create a narrative covering a longer period of time.

### Types of Primary Sources

Documents make up most, but not all, of the primary source materials used by historians. These fall into a number of categories. Public documents include such items as congressional records, royal inscriptions, peace treaties, censuses, codes of law, and diplomatic correspondence. These documents can be found in state archives and help to shed light on, for example, politics, the government, and international relations. Private documents include personal letters, diaries, and other personal records. Personal documents from "average citizens" can tell us a great deal about society, giving us insights into matters such as family structure, relations between men and women, possibilities for social mobility, and daily life.

Works of literature can also be seen in some cases as primary sources for the period in which they were written, if they are set in the author's own time and place. The characters in a novel may be the author's own creations, but he or she is likely to have cast them in a social, economic, political, religious, and physical environment that was true to life.

One needs to be cautious, however, in using works of literature to illuminate historical periods. If the work is modern and purports to describe life long ago, there is a good chance that the author has recreated a past that suits the story, rather than portraying the past as a historian would see it. Works such as these are clearly not primary sources. They may be wonderful stories, but they cannot be analyzed for insights into history.

Religious writings also enrich our understanding about the past. Parts of the Bible can be considered to be a primary source for the history of the ancient Israelites, and they give us particular insights into the religious views of men and women of that civilization. In the same way the Analects of Confucius and the Koran are primary sources for understanding Confucianism and Islam. Hymns, myths, and legends tell us about the beliefs of the people for whom they were sacred literature.

Nonwritten sources are also vital for the reconstruction of history. These include buildings, objects, and works of art that have remained in use or continued to be appreciated since they were made, along with those that have fallen into disuse and been rediscovered (sometimes through archaeological excavation). For the history of the last century, photographs, films, and videos can all be analyzed as primary sources. All aspects of the material environment tell us something about the history of the time that produced them.

### Historical Critique of Sources

Each primary source consulted must be subjected to criticism to assess its value for the reconstruction of the history of its period. One needs to ask a number of probing questions: Is the document or image authentic? For whom was it written or produced and why? Did the author create it as propaganda for a particular cause? Was it written by an eyewitness? Has the document been translated, and has the format been changed

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in translation (from poetry into prose, for example)? Most primary sources reflect their author's particular point of view; this does not make them less valuable. The reader simply needs to be aware of the author's perspective and to avoid taking the source at face value.

### Problems of Translation

Historical documents that were written in English tend to be published in their original form. This practice can create problems of interpretation for early documents because the language has changed significantly over the centuries. Any type of paraphrase or attempt to render the document in modern English is an interpretation and compromises the authenticity of the document. However, students can often learn to develop their own paraphrasing so that they may understand the meaning of text.

Some primary sources from other cultures have been translated into English so that students and other general readers can understand them. The translated document is not a carbon copy of the original; it is an interpretation by the translator so that it makes sense to an English-speaking audience.

Poetry is singularly difficult to translate, because the effectiveness of the original depends so much on the sounds and rhythms of the language in which it was written. Sometimes a translation will also be in a poetic form, but it often contains subtle changes in meaning that are required to adapt the forms of English to the original poetic structure. On the other hand, it may be translated into prose, with less change in meaning but with a complete loss of the poetic structure.

Finally, translation can be misleading in its style. A classic example is the King James Version of the New Testament. This work includes some of the most eloquent literature available in English. The Greek original, however, was written in *koine*, the dialect of the streets. A translation that reflected the style of the original would have to include colloquialisms that one would never suspect from reading the King James Version.

### Conclusion

Interpreting primary sources can be an excellent way to increase historical understanding in the classroom. After gaining a general sense of the historical background of a particular period or event, students can look at several primary sources, both written and visual, from the same time period, to understand the era in greater depth.

Understanding a primary source depends on asking the right questions of the text and analyzing it more deeply than simply summarizing the contents. Interpretation first involves criticism of the document. Following this initial step, students can ask what the document tells us about the time in which it was written. Similar questions can be asked about an object or image. In such a process, details that may not initially seem informative may yield interesting insights when analyzed. After consulting one source, students should look at others to see if the original analyses are confirmed, and, if not, what areas may need to be investigated further.

The type of analysis described above can be done on any primary source, ancient or modern. Such an exercise allows students to work as historians; it prevents them

from simply relying on the narrative history presented in the textbook. Students begin to question their assumptions about the past. They also observe that many possible interpretations can be made of a group of documents, and hence of a historical event or era; and that no single, final, and true interpretation preempts all others. In working with primary sources, students can formulate their own interpretations of the past, supported by sound historical evidence.

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