**CALIFORNIA HISTORY-SOCIAL STUDIES STANDARDS**

**History-Social Science Content Standards.**

**California Content Standards Grade 3: Continuity and Change**

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

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.

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

**California HSS Framework Grade 3: Guiding Questions**

* 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?
* How can I help my community? What issues are important to my community?

**Grade 4: California: A Changing State**

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

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

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.

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.

**California HSS Framework Grade 4: Guiding Questions**

* How do climate and geography vary throughout the state? How do these features affect how people live?
* How did European explorers change the region? How did the region’s geography impact settlement?
* Why did different groups of people decide to settle in California? Why did different groups of immigrants decide to move to California? What were their experiences like when they settled? How were they treated when they arrived in California? Why did Europeans come to California?
* How did the discovery of gold change California?
* How did California grow after it became a state? What role did immigrants play in California’s economic growth and transportation expansion?
* Why did people choose to move to California in the last half of the nineteenth century?
* How did California grow in the second half of the twentieth century compared to how it had grown for the previous one hundred years?

**Grade 5: 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.

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

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.

**California HSS Framework Grade 5: Guiding Questions**

* How did geography, climate, and proximity to water affect the lives of North American Indians?
* How were different groups of North American Indians organized into systems of governments and confederacies? How were family and community structures of North American Indians similar to and different from one another?
* How did European explorers and settlers interact with American Indians? How did American Indians change as a result of the arrival and settlement of European colonists?
* Why did American Indians fight with each other? Why did they fight with European settlers?
* What role did trade play in both cooperation and conflict between and among European settlers?
* Why did different groups of people decide to settle in the territory that would become the United States?
* Why did the nation expand? How did westward migration change the country and the experience of being an American?
* How did the different regions of the area that would become the United States affect the economy, politics, and social organization of the nation? What did the West mean for the nation’s politics, economy, social organization, and identity?
* How did westward movement transform indigenous environments and communities?

**History and Social Studies Analysis Skills**

*Relevant Standards for Grades K-5*

**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.

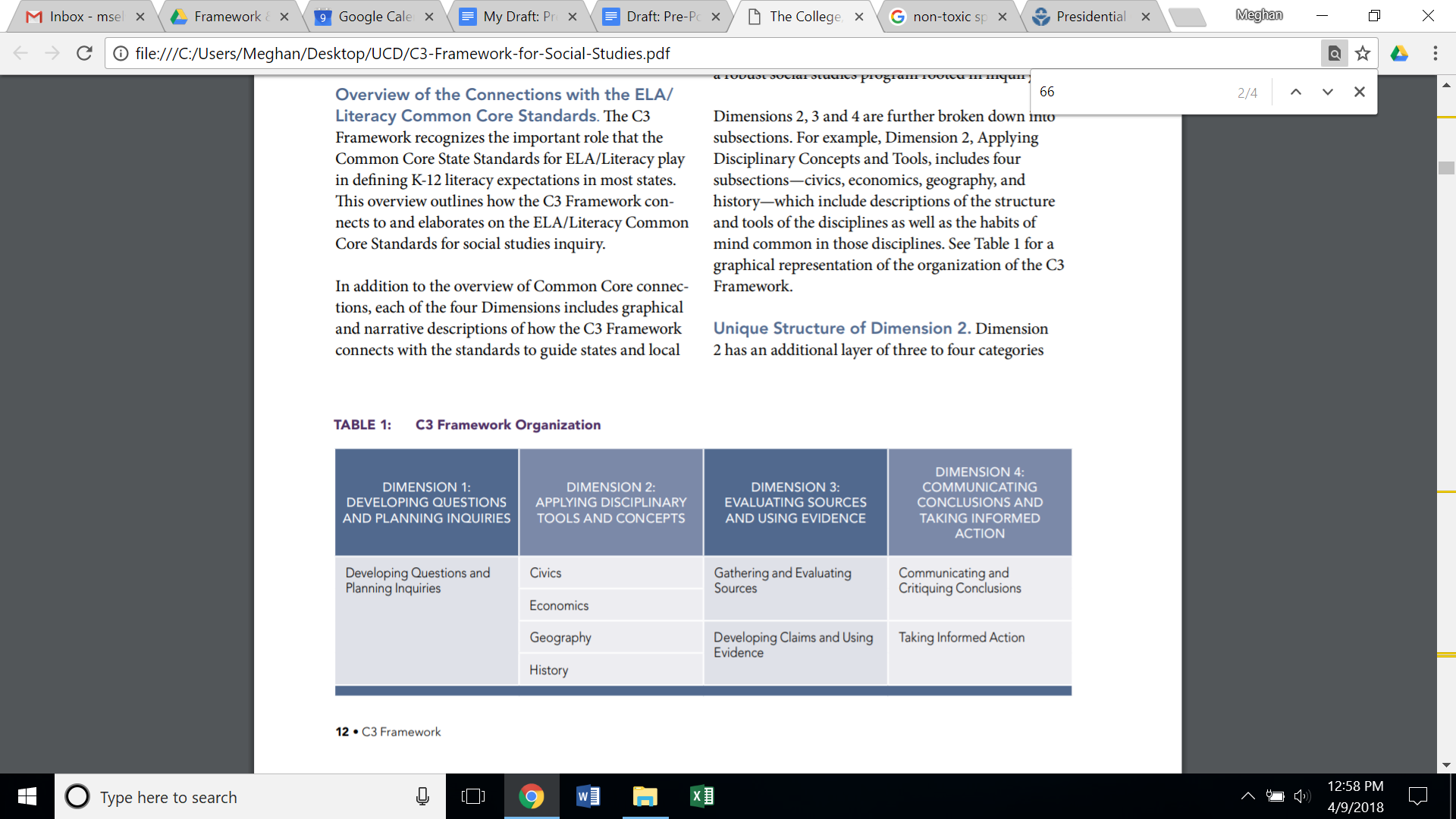
**Research, Evidence, and Point of View**

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.

**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.

**COLLEGE, CAREER & CIVIC LIFE: C3 FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS**



**COMMON CORE STANDARDS**

**Reading Standards for Informational Text**

**Integration of Knowledge and Ideas**

**RI.7**

Grade 3: Use information gained from illustrations (e.g., maps, photographs) and the words in a

text to demonstrate understanding of the text (e.g., where, when, why, and how key events

occur).

Grade 4: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Grade 5: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

**RI.9 & RHSS.9**

Grade 3: Compare and contrast the most important points and key details presented in two texts on the same topic.

Grade 4: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Grade 5: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**Writing Standards**

**W.2: Text Types & Purposes**

Grade 3 (Basic) to Grade 5 (more complex):

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

b. Develop the topic with facts, definitions, and details.

c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

d. Provide a concluding statement or section

**W.9: Research to Build and Present Knowledge**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply grade 3, 4 & 5 Reading standards to informational texts

**Speaking & Listening**

**Comprehension and Collaboration**

**SL.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 3, 4 and 5 topics and texts, building on others’ ideas and expressing their own clearly

**SL.2:**

Grade 3: Determine the main ideas and supporting details of information presented in diverse media and formats, including visually, quantitatively, and orally.

Grade 4: Paraphrase portions of information presented in diverse media and formats, including visually, quantitatively, and orally.

Grade 5: Summarize a written text or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.3:**

Grade 3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Grade 4: Identify the reasons and evidence a speaker or media source provides to support particular points.

Grade 5: Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.

**LESSON INTRODUCTION**

**“California State Parks** is the steward of many of California’s most significant cultural treasures. Whether preserving historic structures, archival documents, shipwrecks, gold rush towns, ancient villages or museum collections, the job of managing heritage resources can be described in three steps.

The first step is to compile a comprehensive inventory and thoroughly document the resources. Curators, historians and archaeologists research our parks, often working in teams to locate and describe the physical remains of past human activity. They may find archaeological deposits, ruins, abandoned mines or standing features. The same area often produces evidence from different time periods. Park specialists record, describe and map existing heritage resources, providing a baseline for future comparisons.

Evaluating the resources and determining their condition is the second step in cultural resource management. Museum curators study objects to assess their significant and relationship to historic events, places and persons, while historians and archaeologists use criteria developed for the National Register of Historic Places to evaluate historic structures, archaeological sites and cultural landscapes.

Finally, active stewardship ensures that resources are preserved, protected and made available for public understanding and appreciation. Cultural resource specialists take proactive measures, such as removal of graffiti from an ancient rock art site or stabilization of historic features, to rescue the heritage resources of our state parks from decline and decay, and to ensure that these resources are available for future generations.”

<http://www.parks.ca.gov/?page_id=22492>

**PRE-VISIT LESSON**

Purpose: To tie Sierra State Parks history to the overall history of Lake Tahoe, California and the U.S.

***INQUIRY QUESTONS***

How does the history of the Sierra State Park reflect the history of Lake Tahoe (3rd), California (4th) and the U.S. (5th)?

* + Who came, when, why, how did they live? (similarities and differences)
  + What was the impact of geography on the people and the people’s impact on geography?
  + How did the areas change/grow over time?

**Sierra State Parks as part of Lake Tahoe (3rd), California (4th) and U.S. History (5th)** **History:**

***Historical Timeline Lake Tahoe Images Match***

**You are a Historian.**  You evaluate historic structures, archaeological sites and cultural landscapes. *You look to find evidence from different time periods. (*<http://www.parks.ca.gov/?page_id=22492>)

Your job is to look through images and match them with the time period.

1. Teacher hands out Images & Historical Time Period Categories to student groups. Students try and match the image to the historical time period category.
2. Teachers guide students through analyzing the grouped images for the historical time period using the question “What does this image tell you about \_\_\_\_\_\_\_?”
3. Teachers instruct students to document their notes on the handout “Historical Timeline of Lake Tahoe (3rd), California (4th) and U.S. History (5th) & the Sierra State Park.”

Adaptations:

Teachers can group students according to historical time period so that they only have to take notes on one time period. This can be carried throughout the visit. At the end of the lesson, students can swap/exchange time periods and do the final analysis. Or, groups can present their findings to the entire class.

**DURING VISIT LESSON**

Purpose: To engage students actively in finding artifacts at Sierra State Parks that tie into the overall historical chronology of Lake Tahoe, California or the U.S. during the docent tour.

***INQUIRY QUESTONS***

How does the history of the Sierra State Park reflect the history of Lake Tahoe (3rd), California (4th) and the U.S. (5th)?

* + Who came, when, why, how did they live? (similarities and differences)
  + What was the impact of geography on the people and the people’s impact on geography?
  + How did the areas change/grow over time?

**Sierra State Parks as part of Lake Tahoe (3rd), California (4th) and U.S. History (5th)** **History:**

***Artifact Scavenger Hunt***

**You are an Archeologist.** You evaluate historic structures, archaeological sites and cultural landscapes. *You look for archaeological deposits, ruins and physical remains of past human activity.* <http://www.parks.ca.gov/?page_id=22492>

Your job is to look for artifacts, structures and other remains of human activity from the various time periods of Lake Tahoe History.

1. Teacher hands out “Sierra State Parks Artifact Scavenger Hunt” to students.
2. students pick an artifact for each historical time period that shows how the State Park represents Lake Tahoe (3rd), California (4th) and U.S. History (5th) writing down brief notes about that artifact on their handout: “Sierra State Parks Artifact Scavenger Hunt”

Adaptations:

Teachers can group students according to historical time period so that they only have to take notes on one time period. This can be carried throughout the visit. At the end of the lesson, students can swap/exchange time periods and do the final analysis. Or, groups can present their findings to the entire class.

**POST VISIT LESSON**

Purpose: To check students understanding of how Sierra State Park sis an example of the overall historical chronology of Lake Tahoe (3rd), California (4th) and U.S. History (5th) through a wrap-up discussion or writing assignment.

***INQUIRY QUESTONS***

How does the history of the Sierra State Park reflect the history of Lake Tahoe (3rd), California (4th) and the U.S. (5th)?

* + Who came, when, why, how did they live? (similarities and differences)
  + What was the impact of geography on the people and the people’s impact on geography?
  + How did the areas change/grow over time?

**Sierra State Parks as part of Lake Tahoe, California or U.S. History:**

***Discussion or Writing Activity***

**You are a Curator.** You evaluate historic structures, archaeological sites and cultural landscapes. *You study objects to assess their significant and relationship to historic events, places and persons.* <http://www.parks.ca.gov/?page_id=22492>

Your job is to look at the relationship between the Sierra State Park and Lake Tahoe (3rd), California (4th), U.S. (5th).

Teacher instructs students to look at their handout “Historical Timeline of Sierra State Park” and summarize how the State Park is an example of the overall historical chronology of Lake Tahoe, California or the U.S.:

1. Discussion Activity
   1. Teacher leads discussion summarizing Lake Tahoe (3rd), California (4th) and U.S. History (5th) & Sierra State Parks during each Historical Time Period instructing students to use the Images and Artifacts in their discussion.
   2. Teacher divides students into groups based on Historical Time Period Categories. Students use the Images and Artifacts and analysis to discuss Lake Tahoe (3rd), California (4th) and U.S. History (5th) & Sierra State Parks during that Time Period, document their answers on the discussion sheet (or record it) and share out to class.
   3. Teacher divides students in groups and tells students to use the Images and Artifacts and analysis to discuss the question: “How is Sierra State Parks representative of overall history of \_\_\_\_\_\_\_\_\_\_?” (Lake Tahoe (3rd), California (4th) and U.S. History (5th)), document their answers on the discussion sheet (or record it) and share out to class.
2. Writing Assignment
   1. Teacher divides students into Historical Time Period Categories and has them use the Images and Artifacts and analysis to summarize Lake Tahoe (3rd), California (4th) and U.S. History (5th) & Sierra State Parks during that Time Period in a written paragraph.
   2. Teacher tells students to pick 1 to 3 Historical Time Period Categories (depending on grade level) and use the Images and Artifacts and analysis to summarize Lake Tahoe (3rd), California (4th) and U.S. History (5th) & Sierra State Parks during those Time Periods
   3. Teacher tells students to use the Images and Artifacts and analysis to answer the question: “How is Sierra State Parks representative of overall history of \_\_\_\_\_\_\_\_?” [Lake Tahoe (3rd), California (4th) and U.S. History (5th)]

**Additional Activities**

* Incorporate “Sourcing Strategies” for images and artifacts using SOAPS, APPARTS, etc.
  + SOAPS: <https://1.cdn.edl.io/6rff359O1oHwfMwDbBxyphCtuyvXXdjTLmJZQa0Ui9PipHGq.png>
  + APPARTS: <http://wse6thgrade.weebly.com/apparts-strategy-for-primary-source-interpretation.html>
  + Library of Congress: <http://www.loc.gov/teachers/usingprimarysources/guides.html>
* Incorporate using evidence from primary sources in discussion and writing using the Primary Source Sandwich or ICE presenting evidence strategies.
  + Quote Sandwich: <http://www.deanza.edu/faculty/leonardamy/The%20Quote%20Sandwich.pdf>
  + ICE: <http://abington.psu.edu/ice-introduce-cite-and-explain-your-evidence>

**Extension Activities**

**You are a Park Specialist.**  *You record, describe and map out existing heritage resources.* (<http://www.parks.ca.gov/?page_id=22492>)

Your job is to create a brochure of the park that highlights the history and geography of the park.

**You are a Culture Resource Specialist**. *You take proactive measures to rescue the heritage resources of our state parks from decline and decay, and to ensure that these resources are available for future generations*. (<http://www.parks.ca.gov/?page_id=22492>)

Your job is to create a poster or video PSA to highlight the park and promote saving and maintaining the historical and natural resources.

**3RD GRADE THEME: LOCAL TAHOE HISTORY**

**4TH GRADE THEME: CALIFORNIA HISTORY**

**5TH GRADE THEME: U.S. HISTORY**

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| --- | --- | --- | --- | --- | --- |
|  | **Pre-Lesson**  **Lake Tahoe, California or U.S. History**  **Image Timeline** | | **During Visit Activity**  **Sierra State Park**  **Artifact Scavenger Hunt** | | **Post Lesson**  **Tie in Sierra State Park to local, state, U.S. history** |
| **Time Period** | **Image**  **Description** | **Analysis**  **What does this reveal about the time period** | **Artifact**  **Description** | **Analysis**  **What does this reveal about the time period** | **Time Period Summary**  **Or How Sierra State park represents history of Lake Tahoe, CA, or U.S.** |
| **Native Americans:** |  |  |  |  |  |
| **Westward Expansion (1844-1857):**  ***Exploration & Settlement*** |  |  |  |  |  |
|  | **Pre Lesson**  **Lake Tahoe, California or U.S. History**  **Image Timeline** | | **During Visit Activity**  **Sierra State Park**  **Artifact Scavenger Hunt** | | **Post Lesson**  **Tie in Sierra State Park to local, state, U.S. history** |
| **Time Period** | **Image**  **Description** | **Analysis**  **What does this reveal about the time period** | **Artifact**  **Description** | **Analysis**  **What does this reveal about the time period** | **Time Period Summary**  **Or How Sierra State park represents history of Lake Tahoe, CA, or U.S.** |
| **Gold Rush & Comstock Lode**  **(1859-1882)**  ***Mining Boom Enterprises*** |  |  |  |  |  |
| **Gilded Age (1890’s-1920’s):**  ***Hoteliers & Hospitality*** |  |  |  |  |  |
| **Industrialization (1860-1920) *Technological Advances*** |  |  |  |  |  |
|  | **Pre-Lesson**  **Lake Tahoe, California or U.S. History**  **Image Timeline** | | **During Visit Activity**  **Sierra State Park**  **Artifact Scavenger Hunt** | | **Post Lesson**  **Tie in Sierra State Park to local, state, U.S. history** |
| **Time Period** | **Image**  **Description** | **Analysis**  **What does this reveal about the time period** | **Artifact**  **Description** | **Analysis**  **What does this reveal about the time period** | **Time Period Summary**  **Or How Sierra State park represents history of Lake Tahoe, CA, or U.S.** |
| **Intra-War Years (1920’s-1940’s):**  ***Private Homes & Leisure*** |  |  |  |  |  |
| **Post War Boom**  **(1940’s-70s):**  ***Destination Tourism, Sport Resorts, Housing Development*** |  |  |  |  |  |
| **Civil Rights - Environment Rights**  ***Sierra State Parks***  ***(1880’s-present)*** |  |  |  |  |  |