



California History-Social Science Standards NHD-CA

History Day 2014: Rights and Responsibilities in History

Topic Possibilities – Grades Four and Five

The general topic possibilities below provide a springboard for teacher, parent, and student thinking, and are not intended to be exhaustive.

Grade Four

In grade four, students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. In addition to the specific treatment of milestones in California history, students examine the state in the context of the rest of the nation, with an emphasis on the U.S. Constitution and the relationship between state and federal government.

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

- Master planned communities in California
- Not for Everyone: David Bohannon and San Lorenzo Village
- William Mulholland and the Los Angeles Aqueduct
- California Gold Rush
- John Muir
- Yosemite National Park
- Hetch Hetchy
- Controlling the “Limpid Little Stream”: Flood Control and the Encasement of the Los Angeles River, 1938-1960

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.

- Impact of the Mission Era on California Indians
- “Kill the Indian to Save the Man”: Indian Boarding Schools in California
- Native American revolts (i.e. Mission San Gabriel)
- Mexican War for Independence from Spain
- Treaty of Guadalupe Hidalgo

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.

- Mexican rule in California
- Mexican-American War and Establishment of the Bear Flag Republic
- Biddy Mason v. Smith
- Gold Rush

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.

- 1882 Chinese Exclusion Act
- Denis Kearney
- Yosemite National Park
- Impact of Great Depression on California
- Works Progress Administration
- William Mulholland and the Los Angeles Aqueduct
- California's Master Plan for Higher Education
- Bracero Program
- Cesar Chavez
- Dolores Huerta
- The Watts Riots
- The Delano Grape Strike
- The Battle for Hetch Hetchy
- John Muir
- Ansel Adams
- The Sierra Club
- Dorothea Lange
- Failure of the St. Francis Dam
- The California School for the Deaf
- Hydraulic Mining and the passage of environmental regulation
- Executive Order 9066
- Teamwork in the Face of Danger: The Point Honda Naval Disaster, 1923
- Preparing for War: The Naval Training Center, San Diego, California, 1920-1950
- Smuggling People: The Chinese Exclusion Acts and the Mexican Border, 1872-1943
- Wheeler-Howard Act
- The Hollywood Red Scare/Black List

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

- Changing the California Constitution: Amendments and Revisions
- Changing the California Constitution: Petitions
- Lemon Grove Incident
- The United States vs. Jonathan Tibbitts: Indian Rights Among the Mission Indians, 1920
- The Indian Reorganization Act: Self-Determination and the New Deal, 1933-1940
- Mendez v. Westminster

- Desegregation of Riverside Unified School District
 - Screen Actors' Guild
 - U.S. v. Paramount Pictures
 - California v. Cabazon Band of Mission Indians
 - Proposition 14 – the fight to defeat housing discrimination and the Rumford Fair Housing Act
 - Regents of the UC CA v. Bakke
 - Desegregation of San Bernardino
 - Zoot Suit Riots
 - Wheeler-Howard Act
 - The Hollywood Red Scare/Black List
 - Kawakita v. U.S.
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Grade 5

Students in grade five study the development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came. Students learn about the colonial government founded on Judeo-Christian principles, the ideals of the Enlightenment, and the English traditions of self-government. They recognize that ours is a nation that has a constitution that derives its power from the people that has gone through a revolution that once sanctioned slavery, that experienced conflict over land with the original inhabitants, and that experienced a westward movement that took its people across the continent. Studying the cause, course, and consequences of the early explorations through the War for Independence and western expansion is central to students' fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.

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 people east of the Mississippi River.

- Women Rule: Matrilineal culture of the Iroquois
- Contributions of the Six Nations to the U.S. and Representative Government
- Anasazi
- Comanche (Nomadic Indians)
- Other Native American tribes and their contributions

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

- Erasmus: Changing the Catholic Church from Within
- Michele de Montaigne
- Rene Descartes
- Christopher Columbus
- Francisco Vasquez de Coronado
- Hernan Cortez

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

- Treaty of Tordesillas: Cutting the world in half
- The Mystic Massacre: Ending the Pequot War
- Reversing the Tide of Friendship – King Philip’s War
- Powhatan Wars
- Treaty of Middle Plantation
- Bacon’s Rebellion
- Treaty of New Echota
- The Cherokee Constitution
- Trail of Tears
- Tecumseh’s Conferacy
- “Logan’s Lament”: Responding to devastation of the Shawnee and the White settlement in the Ohio Country
- 143 Years Later: Wyandot (Huron) Remuneration for Lands Lost due to the Indian Removal Act
- Treaty of Payne’s Landing
- Andrew Jackson Revokes the National Bank
- Lewis and Clark
- Jefferson and The Louisiana Purchase

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

- Town Halls in Colonial America: Every man has a voice
- America’s Pilgrims: Turning against the Church of England
- America’s Puritans
- Roger William’s Beliefs: Church and State should be separate
- Anne Hutchinson: Religious freedom fighter in the American Colonies
- John Smith
- Early slave trade
- Institutionalism of slavery in the South
- Saving John Smith: Pocahantas’ bravery, myth, legend, or truth?
- John Winthrop’s City on a Hill: Reacting to Charles I’s anti-Puritan sentiments
- The First Great Awakening
- Jonathan Edwards and His Revolutionary Sermons
- George Whitfield and the First Great Awakening
- William Penn and the Illegal Quakers
- General Assemblies Clash with Governor’s Councils in the Colonies
- New York Slave Revolt of 1712
- Benjamin Franklin: President of the Pennsylvania Abolition Society
- Eli Whitney’s Cotton Gin Revolutionizes Cotton Production and Creates Demand for Slaves
- African Methodist Episcopal (AME) Church – Richard Allen

5.5 Students explain the causes of the American Revolution.

- First Continental Congress of 1774
- Second Continental Congress

- Proclamation Act of 1763
- Navigation Acts
- Currency Act of 1764
- Sugar Act of 1764
- Stamp Act of 1765
- Tea Act
- Quartering Act
- Townshend Acts and the Boston Massacre
- Coercive Acts
- Boston Tea Party
- Declaration of Independence
- Nathan Hale
- Benedict Arnold
- Thomas Jefferson
- Patrick Henry
- John Adams
- George Washington
- Benjamin Franklin

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

- Olive Branch Petition
- Rochambeau
- The Comte de Grasse
- Treaty of Paris
- Marquis Marie Joseph de Lafayette
- Baron Friedrich Wilhelm von Steuben and the Model Company at Valley Forge
- Abigail Adams: Eyewitness to the American Revolution
- Molly Pitcher: “Rosie the Riveter” of the American Revolution
- Phillis Wheatley: Sending poems to the President
- Mercy Otis Warren: A woman writing about the American Revolution
- Establishment of state constitutions after 1776
- Laws against hoarding and profiteering
- Land policies under the Continental Congress
- Northwest Ordinance of 1787
- Impact of land policies on Indian lands
- Peoples’ views of 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.

- Virginia Plan
- New Jersey Plan
- Great Compromise
- James Madison
- Roger Sherman
- Responses to Slavery and the American Constitution
- System of Checks and Balances

- Bill of Rights

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.

- Wyoming, the First State to Grant Suffrage to Women
- Nativism
- The Know Nothing Party
- Denis Kearney and Chinese Immigrants
- John L. O'Sullivan's Term: Manifest Destiny
- Mexican –American War
- Texas War for Independence
- The Transcontinental Railroad / Chinese Immigration
- The Transcontinental Railroad / Irish Immigration