

Fourth Grade Social Studies  
Curriculum Map

California: A Changing State

by

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**Content Standard One: Demonstrate an understanding of the physical setting of California that has attracted settlement for thousands of years.**

Benchmark	Essential Questions	Skills	Activities	Assessment
<p><b>Sept.—Mid-Oct.</b></p> <p>Describe the physical geography of California.</p> <p>Describe and locate major deserts, mountain ranges, coastal bays, natural harbors, river valleys and delta regions.</p> <p>Explain how the physical environment attracted settlement.</p>	<p>What is California's physical relationship to North America and the world?</p> <p>What are California's physical features?</p> <p>Why has California's physical environment attracted settlement and immigration?</p>	<p>1) Map reading</p> <p>2) Identify:</p> <p>Latitude and longitude North and south poles Prime meridian Equator Tropics Hemispheres Continents Symbols</p> <p>3) Identify major geographical areas of California</p> <p>4) Climate</p> <p>5) Topography</p>	<p><i>Oh, California</i> Lesson 1 Unit 1</p> <p>Map Skills workbook pp. 11-15 Daily Geography</p> <p>Individual relief maps of California identifying physical features</p> <p>Internet geography activities at: <a href="http://www.napanet.net/~calross/geography.htm">http://www.napanet.net/~calross/geography.htm</a></p>	<p>Worksheets w/ maps</p> <p>Multiple-choice test</p> <p>Teacher observation</p> <p>Class discussion</p> <p>Fill-in-the-blanks test/quizzes</p> <p>Relief Maps</p> <p>Internet products</p>

**Content Standard Two: Demonstrate an understanding of the pre-Columbian settlements of people in California.**

Benchmark	Essential Questions	Skills	Activities	Assessment
<p><b>Mid-Oct.—Nov.</b></p> <p>Describe California Indian settlements and learn about language, distribution, social organization and beliefs.</p> <p>Explain the influence of geography on the location of settlements.</p> <p>Explain how Indians used natural resources without modifying the environment and learn about how their choices influenced their societies.</p>	<p>Where did the California Indians live?</p> <p>What geographical features influenced the location of settlements?</p> <p>How were Native American settlements different from our own?</p> <p>What was the relationship between Native Americans and their environment?</p>	<p>1) Identify location of settlements in relation to physical features</p> <p>2) Learn the trade routes of California Indians</p> <p>3) Learn about Indian tribes: Wappo, Pomo, Yurok, Chumash, Mojave</p> <p>4) Identify language groups</p> <p>5) Explain the Indian economy--hunter/gatherer —Modification and adaptation to physical environment —Lived in harmony with nature —Peaceful existence</p>	<p>Read: “Creation of California Tribe” “The Rainbow Bridge—A Chumash Legend” <i>Oh, California</i>—Chap. 2 Graphic Organizer Readers’ Theater—”The Creation of Man: A Miwok Legend”</p> <p>Filmstrip: “Indian Crafts”</p> <p>Video: “Indians of California”</p> <p>Crossword puzzles Word search Map Activities</p> <p>Field trip to California Indian Museum</p> <p>Internet California Indian activities from: <a href="http://www.napanet.net/~calross/native.htm">http://www.napanet.net/~calross/native.htm</a></p>	<p>Oral and written reports</p> <p>Teacher observation</p> <p>Quizzes/Multiple-choice and matching test</p> <p>Group project: Make an Indian settlement based on eight types of houses and use of natural resources</p> <p>Internet activities: Make and color a map locating the California tribes. Write a “Day in the Life of...” report based on Internet research.</p>

**Content Standard Three: The student will identify the major events in the exploration and colonization of California and describe its impact on Native Americans.**

Benchmark	Essential Questions	Skills	Activities	Assessment
<p><b><u>Mid-Nov.—Dec.</u></b></p> <p><b>Demonstrate an understanding of the history of the European exploration of California.</b></p> <p><b>Explain the incentives for Spanish colonization of California.</b></p> <p><b>Examine and compare the benefits and costs of exploration and colonization from the viewpoints of different groups.</b></p>	<p><b>Why did the Spanish come to California?</b></p> <p><b>Who were the first Europeans to come to California?</b></p> <p><b>What were the physical features of California that might present obstacles to exploration?</b></p> <p><b>How did the Spanish explorers change the lives of California Indians?</b></p>	<p><b>1) Learn who the early explorers were and how and why they came.</b></p> <p><b>2) Learn how Spanish colonization changed the Indian way of life.</b></p> <p><b>3) Learn more about using maps to understand the impact of geography and physical features on history.</b></p> <p><b>4) Gain an understanding of why the Europeans wanted to come to the new world.</b></p>	<p><b>Read <i>Oh, California</i> Chapter 3.</b></p> <p><b>Trace exploration routes on maps and locate settlements.</b></p> <p><b>Model of a Spanish galleon</b></p> <p><b>Videos: “Spanish Explorers” “Spanish in Southwest”</b></p> <p><b>Write a “What if they never came?” piece.</b></p> <p><b>Biographies: Juan Crespi Gaspar de Portola Junipero Serra</b></p> <p><b>Reading: “Father Junipero Serra, the Traveling Missionary”</b></p> <p><b>Internet explorer report from: <a href="http://www.napanet.net/~calross/explorers.htm">www.napanet.net/~calross/explorers.htm</a></b></p>	<p><b>Explorer multiple-choice test</b></p> <p><b>Maps</b></p> <p><b>“What if they never came?” piece</b></p> <p><b>Explorer report from Internet research</b></p>

**Content Standard Four: Demonstrate an understanding of the major developments during the Spanish mission period of California history.**

Benchmark	Essential Questions	Skills	Activities	Assessment
<p><b>Jan.</b></p> <p><b>Describe the Spanish attempts to spread Christianity.</b></p> <p><b>Explain the geographic and economic factors in the location of the missions.</b></p> <p><b>Describe the changes from the hunting-and-gathering economy to a settled mission agricultural one.</b></p>	<p><b>How did the missions change the lives of the native people of California?</b></p> <p><b>How did California's diverse geography influence the location of Spanish missions?</b></p>	<p><b>1) Learn about the influence of Christianity on California Indians.</b></p> <p><b>2) Learn the difference between a hunter/gather economy and an agricultural economy.</b></p> <p><b>3) Learn how disease affected the native Californians.</b></p> <p><b>4) Learn what it was like to live and work in a mission.</b></p> <p><b>5) Learn the locations of the missions.</b></p>	<p><b>Read <i>Oh, California</i> Chapters 3 &amp; 4</b></p> <p><b>Predictions</b></p> <p><b>Life at the missions</b></p> <p><b>Art activities (Robe people)</b> <b>Adobe brickmaking</b></p> <p><b>Population graphs</b></p> <p><b>Mapping of the 21 mission locations</b></p> <p><b>Trip to Sonoma Mission</b></p> <p><b>Videos: "The Missions"</b> <b>"Life in a California Mission"</b></p> <p><b>Reading: "Song of Swallows"</b></p> <p><b>Internet mission activities from:</b> <b><a href="http://www.napanet.net/~calross/missions.htm">www.napanet.net/~calross/missions.htm</a></b></p>	<p><b>Mission reports from Internet research</b></p> <p><b>Mission projects</b></p> <p><b>Teacher observation</b></p> <p><b>Discussion</b></p> <p><b>Missions multiple-choice quizzes/test</b></p> <p><b>Mission map test</b></p>

**Content Standard Five: Demonstrate an understanding of the major developments during the Mexican rancho period of California history.**

Benchmark	Essential Questions	Skills	Activities	Assessment
<p><b><u>February</u></b></p> <p>Describe daily life at presidios, missions, ranchos and pueblos.</p> <p>Identify to events leading to the end of Mexican control of California.</p>	<p>What is the difference between a mission, presidio, rancho, hacienda and pueblo?</p> <p>How did Mexico win its independence from Spain?</p> <p>What was the Bear Flag Revolt and who were the participants?</p>	<p>1) Identify the purpose and ownership of ranchos and other Mexican settlements.</p> <p>2) Explain the difference between a mission, rancho, hacienda and pueblo.</p> <p>3) Identify the causes of the Mexican War for Independence.</p> <p>4) Identify the effects of closing the missions.</p> <p>5) Learn about the Bear Flag Revolt.</p> <p>6) Learn about Ft. Ross &amp; Sutter's Fort</p>	<p>Read <i>Oh, California</i> Chapters 4 &amp; 5</p> <p>Mapping—Mexico territory before and after the war</p> <p>Drawing maps to show where and how land was obtained</p> <p>Petaluma Old Adobe &amp; Vallejo Home Sonoma field trip (candle &amp; breadmaking activities)</p> <p>Bear Flag Revolt Internet activity from: <a href="http://www.napanet.net/~calross/statehood.htm">www.napanet.net/~calross/statehood.htm</a></p>	<p>Group project: model of rancho, presidio, hacienda or pueblo</p> <p>Oral/written reports on rancho period</p> <p>Rancho period multiple-choice/matching quizzes and test</p> <p>Teacher observation</p>

**Content Standard Six: Demonstrate an understanding of the major people and events in the period of the Mexican-American War and statehood.**

Benchmark	Essential Questions	Skills	Activities	Assessment
<p><b><u>Early March</u></b></p> <p>Describe the causes of the Mexican-American War.</p> <p>Trace the routes of people coming to California.</p> <p>Describe the events leading to California statehood and the issues involved.</p>	<p>What were the causes of the Mexican-American War?</p> <p>Why did it take so long for California to become a state, and what role did slavery play in California statehood?</p> <p>What is the purpose of a constitution?</p> <p>What are the key principles in the California Constitution?</p>	<p>1) Identify the reasons for the Mexican-American War.</p> <p>2) Describe the hardships faced by the overland immigrants to California.</p> <p>3) Understand the process of becoming a state.</p> <p>4) Understand how national issues and the U.S. Constitution delayed California's admission to the Union.</p> <p>5) Understand how becoming part of the United States changed California.</p>	<p><i>Oh, California</i>, Chap. 5 &amp; 6</p> <p>Create a timeline showing the chronological events of the Bear Flag Republic, the Mexican-American War, the Gold Rush and statehood.</p> <p>Reading: "Patty Reed's Doll" "By the Great Horn Spoon"</p> <p>Donner Party map and report</p> <p>Donner Party Internet research from: <a href="http://www.napanet.net/~calross/donner.htm">www.napanet.net/~calross/donner.htm</a></p> <p>Statehood Internet activities from: <a href="http://www.napanet.net/~calross/statehood.htm">www.napanet.net/~calross/statehood.htm</a></p>	<p>Donner Party reports using the Internet</p> <p>People in History multiple-choice test</p> <p>"Events leading to statehood" discussion</p> <p>Timeline Matching test</p>

**Content Standard Seven: Demonstrate an understanding of the major people and events in the period of the California Gold Rush.**

Benchmark	Essential Questions	Skills	Activities	Assessment
<p><b><u>Mid-Mar.—Mid-Apr.</u></b></p> <p>Describe how the Gold Rush changed California.</p> <p>Describe how the Gold Rush changed the population and economy of California.</p> <p>Trace the routes of people coming to California.</p> <p>Describe how the Gold Rush affected the environment and the lives of the people already there.</p>	<p><b>Where was gold first discovered and by whom?</b></p> <p><b>Who came to California because of the discovery of gold? Who were the 49ers?</b></p> <p><b>How did the Gold Rush change the course of California history?</b></p> <p><b>How did the Gold Rush affect the environment?</b></p>	<p><b>1) Identify when, where and by whom gold was discovered.</b></p> <p><b>2) Describe how and why people came to California because of the discovery of gold.</b></p> <p><b>3) Learn about daily life in the mines.</b></p> <p><b>4) Identify the role of women.</b></p> <p><b>5) Understand the changes in population, the economy and the environment brought on by the Gold Rush.</b></p>	<p><i>Oh, California</i>, Chap. 5, Lessons 2, 3 &amp; 4</p> <p>Gold Rush Simulation “Interact”</p> <p>Video “Life in a Goldmining Camp”</p> <p>Music</p> <p>Biographies: Jedidiah Smith James Beckwourth John Fremont Bernarda Ruiz Biddy Mazon John Sutter</p> <p>Graphing changes in population</p> <p>Gold Rush Internet activities from: <a href="http://www.napanet.net/~calross/goldrush.htm">www.napanet.net/~calross/goldrush.htm</a></p>	<p><b>Gold Rush simulation and simulation journal</b></p> <p><b>Pretest to post test difference</b></p> <p><b>Game results</b></p> <p><b>“A Day in the Life of a Miner” activity from Internet research</b></p>

**Content Standard Eight: The student will describe the impact that internal migration, immigration and new technologies had on California to the 1930s.**

Benchmark	Essential Questions	Skills	Activities	Assessment
<p><b><u>Mid-Apr.—Mid-May</u></b></p> <p><b>Describe the building of the transcontinental railroad.</b></p> <p><b>Explain how water and electricity were originally harnessed and how this enabled agricultural areas and cities to develop.</b></p> <p><b>Explain the impact of the Great Depression and the Dust Bowl.</b></p> <p><b>Describe how technology changed over time.</b></p>	<p><b>How did people cross the country before the transcontinental railroad?</b></p> <p><b>How did the transcontinental railroad change the country?</b></p> <p><b>Why water and electricity so important to the growth of California?</b></p> <p><b>Why did so many people come to California because of the Dust Bowl? What did they find when they got here?</b></p> <p><b>How do the technologies of the 1850s compare with those of today?</b></p>	<p><b>1) Identify the ethnic groups who built the railroads: Chinese, Irish, etc.</b></p> <p><b>2) Explain the economic impact of the railroad on California.</b></p> <p><b>3) Describe the Pony Express and Western Union.</b></p> <p><b>4) Describe the causes of migration to California during the Great Depression.</b></p> <p><b>5) Describe the experiences of the Dust Bowl refugees during and after their migration to California.</b></p> <p><b>6) Understand how becoming part of the United States changed California.</b></p>	<p><i>Oh, California</i>, Chap. 7, 8 &amp; 9.</p> <p><b>Transcontinental Railroad map</b></p> <p><b>Trace family roots to country of origin</b></p> <p><b>Technology comparison mapping: Technology then and now</b></p> <p><b>Railroad Internet activities from: <a href="http://www.napanet.net/~calross/railroad.htm">www.napanet.net/~calross/railroad.htm</a></b></p> <p><b>Dust Bowl Internet activities from: <a href="http://www.napanet.net/~calross/dustbowl.htm">www.napanet.net/~calross/dustbowl.htm</a></b></p>	<p><b>“A Day in the Life” reports about Dust Bowl migrants using the Internet</b></p> <p><b>multiple-choice test</b></p> <p><b>“How the Transcontinental Railroad Was Built” report using the Internet</b></p> <p><b>Family origins project</b></p> <p><b>Timeline Matching test</b></p>

**Content Standard Nine: The student will demonstrate an understanding of the factors which contribute to the development of California from World War II to the present.**

Benchmark	Essential Questions	Skills	Activities	Assessment
<p><b><u>Mid-May—June</u></b></p> <p><b>Explain the dramatic changes in Cal. during and after World War II in industry, agriculture and entertainment.</b></p> <p><b>Examine California's place in the country and the world.</b></p>	<p><b>How has California changed since World War II?</b></p> <p><b>What role does agriculture play in modern California?</b></p> <p><b>Why is water so important to California?</b></p> <p><b>What are some of the ways in which citizens exercise their responsibilities in solving problems facing California?</b></p>	<p><b>1) Understand the diversity of California's people.</b></p> <p><b>2) Learn about Cesar Chavez and farm workers</b></p> <p><b>2) Identify California's major industries.</b></p> <p><b>3) Describe California's educational system.</b></p> <p><b>4) Understand California's place in the country and the world.</b></p> <p><b>5) Explain the impact of engineering projects on California's wild rivers and watershed areas and the long-term consequences of heavy overdraft on the state's water resources.</b></p>	<p><b><i>Oh, California</i>, Chap. 10—13</b></p> <p><b>Japanese internment Internet activities from: <a href="http://www.napanet.net/~calross/japanese.htm">www.napanet.net/~calross/japanese.htm</a></b></p> <p><b>Multicultural potluck</b></p> <p><b>Newspaper articles</b></p> <p><b>California Today investigation from: <a href="http://www.napanet.net/~calross/today.htm">www.napanet.net/~calross/today.htm</a></b></p>	<p><b>Worksheets</b></p> <p><b>Internet reports</b></p> <p><b>Class discussions</b></p> <p><b>Multiple-choice test</b></p>