AN INTEGRATED CURRICULUM GUIDE FOR TEACHING FOURTH GRADE
READING AND HISTORY-SOCIAL SCIENCE PROGRAMS AT GOLD OAK
ELEMENTARY SCHOOL

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PROJECT

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AN INTEGRATED CURRICULUM GUIDE FOR TEACHING FOURTH GRADE READING AND HISTORY-SOCIAL SCIENCE PROGRAMS AT GOLD OAK ELEMENTARY SCHOOL

A Project

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Abstract

of

AN INTEGRATED CURRICULUM GUIDE FOR TEACHING FOURTH GRADE READING AND HISTORY-SOCIAL SCIENCE PROGRAMS AT GOLD OAK ELEMENTARY SCHOOL

by

Trisha A. Leu

Statement of Problem

A balanced curriculum in elementary schools has been a topic of controversy for many decades. The standards-based reform movement evolved out of this controversy. Standards-based reform was designed to measure students’ academic achievement by mandating that states implement accountability through annual assessments. Then, in 2002, with the enactment of the No Child Left Behind Act (NCLB), accountability transferred from a state wide issue to a federal issue. With NCLB, states are now mandated to annually assess elementary students nationwide in grades second through sixth in the content areas of reading, language arts, and mathematics. There have been several negative effects on the elementary curriculum as a result of these mandated assessments; which, among others, include an
unbalanced curriculum and teachers being pressured into making decisions to allot more time for teaching the assessed content areas and less time for teaching the non-assessed content areas (history-social science, art, and physical education).

Concentrating on history-social science in particular, research has shown that history-social science is not only being taught less but is being eliminated in many elementary schools throughout the United States. The result of eliminating history-social science is an unbalanced curriculum, which is unfair to students and teachers alike. Curriculum integration is a reasonable solution. My curriculum guide addresses the need for a balanced curriculum by integrating history-social science and reading.

Project

The curriculum guide is designed for the fourth grade teachers at Gold Oak Elementary (Placerville, CA) who use the district adopted Scott Foresman History-Social Science program, Our California, in conjunction with the Open Court program, Open Court Reading: Level 4. It encourages fourth grade teachers to include history-social science standards in their curriculum while they teach the mandated reading, writing, and oral language standards. The curriculum guide provides fourth grade teachers with integrated history-social science and reading lesson ideas, content, and activities. The activities include reading, video, and poetry supplemental resource extensions. Fourth grade teachers can use these extensions as enrichment for either introducing a topic or extending content knowledge of a unit or lesson. The
supplemental resource extensions create connections between history-social science and reading that will engage students cognitively and help them to retain important history-social science content knowledge.

Sources of Data

This project used the fourth grade edition of Scott Foresman’s *Our California* and Open Court’s *Open Court Reading Level: 4* programs to create the integrated connections in the curriculum guide. Searches of the ERIC database provided additional resources for research that contributed to the project.

Conclusions Reached

The curriculum guide is designed to help fourth grade teachers deliver a balanced curriculum to their students. It offers teachers a variety of instructional materials and supplemental resource extensions to assist them in meeting all their students’ needs. Most important, the curriculum guide helps teachers save time when preparing their lessons. This will encourage teachers to include history-social science into their curriculum and, as a result, will then prepare their students for history-social science classes in middle school.

_______________________, Committee Chair
William T. Owens, Ed.D.

_______________________
Date
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Chapter 1

INTRODUCTION

Purpose of the Project

The purpose of this project is to offer fourth grade teachers an organized, integrative approach for teaching the Scott Foresman History-Social Science program, *Our California*, in conjunction with the Open Court program, *Open Court Reading: Level 4*. The product of this project is a curriculum guide that provides fourth grade teachers with a visual schematic of how each unit in *Our California* connects with each unit’s stories in *Open Court Reading: Level 4*. In addition, the curriculum guide includes a variety of enriching supplemental resource extensions.

The curriculum guide is important because it helps fourth grade teachers make natural, meaningful connections between history-social science and reading; while, at the same time, meeting the mandated state standards for history-social science and language and literacy. The supplemental resource extensions included in the curriculum guide also provide fourth grade teachers with opportunities to differentiate their instructional strategies in order to meet all their students’ needs. The curriculum guide benefits not only fourth grade teachers but also their students. Research has found that curriculum integration makes education more meaningful to students (Morris, 2003).

Research shows that integration is a time consuming and difficult process; which, in turn, can discourage many educators from attempting it (Venville, Wallace,
Rennie, & Malone, 2001). This curriculum guide is designed to reduce some of the extra preparation that is a consequence of integrating two or more content areas. The instructional integration of history-social science with reading is the curriculum guide’s main focus. Because of the mandated time for reading instruction many fourth grade teachers do not have time to teach history-social science. As a result, students do not learn the importance of the history of the United States of America, critical thinking, or citizenship skills.

The curriculum guide is useful in the following ways:

1. it correlates units and lessons to show how fourth grade teachers can integrate history-social science and reading,
2. it includes enriching supplemental resource extensions that support integrated history-social science lessons, and
3. it provides lesson ideas and suggested questions to help fourth grade teachers build content background by either introducing a history-social science topic or extending one; while, at the same time, teaching the district-mandated Open Court program.

**Statement of the Problem**

Since 2002, with the enactment of No Child Left Behind Act (NCLB), all states are mandated to annually assess their students in the subjects of reading, language arts, and mathematics. As a result, significant changes have occurred throughout the elementary curriculum in the last eight years. More time is spent
teaching the assessed content areas, and less time is spent teaching the nonassessed content areas (e.g., history-social science, physical education, and the arts). Research has shown that history-social science is not only taught less but is eliminated in many school districts throughout the United States (Hinde, 2005; Jones & Thomas, 2006; Misco, 2005). Heafner, Lipscomb, and Rock (2006) found that the decreased time for teaching history-social science was due to the fact that many states do not administer history-social science assessments at the elementary level because they were not held accountable for this subject by NCLB.

Our schools fail in their goal of providing a balanced curriculum in several ways when they eliminate history-social science at the elementary school level. First, students lack an understanding of our nation’s origin and development, what it means to be a citizen in our country, and the diversity within our country. Second, once students reach middle school, teachers will not only have to teach them basic history-social science content, concepts, and skills but also the required standards for middle school as well. Finally, middle school students may not be adequately prepared to succeed on the mandated history-social science test in eighth grade.

**Description of the Project**

The curriculum guide correlates Scott Foresman’s *Our California* with Open Court’s *Reading: Level 4*. The project is formatted as follows:

1. Table of Contents
2. An introductory letter
3. A User’s Guide with step-by-step instructions on how to use the curriculum overview and curriculum planner

4. A curriculum overview of the correlation between *Our California* and *Open Court Reading: Level 4*

5. A curriculum planner consisting of the following:
   a) Five separate tables with Scott Foresman Units 1-5 as each table’s topic
   b) Scott Foresman lessons with the correlating history-social science standards’ strands
   c) Open Court units and lessons that correlate to Scott Foresman units and lessons
   d) Reading enrichment extensions that correlate with history-social science content and Open Court lessons
   e) If applicable, internet links that correlate with Open Court lessons
   f) Video and poetry extensions that correlate with Scott Foresman lesson

6. A table of reading enrichment extensions, which includes the following:
   a) Open Court units as the topic
   b) Open Court lessons
   c) Reading extension titles and summaries
d) Lesson ideas and suggested questions for Open Court lessons

e) Scott Foresman units and lesson correlations

7. A table of video enrichment extensions, which includes the following:

   a) Scott Foresman units and lessons
   b) Videos titles and summaries
   c) Lesson ideas and suggested questions for the videos

8. A table of poetry enrichment extensions, which includes the following:

   a) Scott Foresman units and lessons
   b) Poem titles and summaries
   c) Lesson ideas and suggested questions for the poems

9. A table of contents for the reading enrichment supplemental materials

10. A table of contents for the poetry supplemental materials

11. Grade Four History-Social Science Content Standards for California

   **Significance of the Project**

   This project creates a structured curriculum guide for fourth grade teachers to use when they teach the Scott Foresman History-Social Science program in conjunction with the Open Court Reading program. It also includes enrichment resources that support history-social science. Its significance is that it encourages fourth grade teachers to teach history-social science, gives them choices in differentiating their instruction, and saves them preparation time for teaching integrated history-social science and reading lessons.
Limitations

This project is designed specifically for fourth grade teachers using the Scott Foresman History-Social Science program, *Our California*, and the Open Court program, *Open Court Reading: Level 4*. The fourth grade History-Social Science Content Standards for California align with the Scott Foresman program; but, if fourth grade teachers were to use this guide with another reading program, there would not likely be a direct correlation. Since the video streaming is specifically from Discovery Education, fourth grade teachers may not find similar video selections from other educational sources.

Definitions of Terms

*Assessment:* a method of evaluating student performance

*Curriculum:* the course of study for a subject including content, instructional strategies, and materials.

*Curriculum integration:* teaching two or more content areas holistically rather than separately.

*High-stakes tests:* mandatory tests required by states and the federal government that have a financial consequence attached to them if not passed at the required test score threshold.

*No Child Left Behind Act (NCLB):* standards-based reform that establishes measurable goals to improve outcomes in education. The Act requires states to
develop assessments and administer them to students in certain grades if those states want to receive federal funding (Wikipedia, 2010, ¶1).

Standards: what students are expected to know and accomplish at each grade level. When used in this project, the term refers to the California Content Area Standards.

State-mandated tests: mandatory content area tests required either by states or NCLB requirements.

Organization of the Remainder of the Project

Chapter One contains the following sections: Purpose of the Project, Statement of the Problem, Description of Project, Significance of the Project, Limitations, Definition of Terms, and Organization of the Project.

Chapter Two contains a review of some of the literature relevant to

1. an integrated curriculum specifically with history-social science and reading,
2. standards-based reform movement,
3. the effects of the passing of NCLB,
4. pros and cons of the standards-reform movement since NCLB,
5. state and federal mandated testing,
6. research regarding the amount of time spent on reading, math, and history-social science instruction,
7. different methods of curriculum integration,
8. pros and cons of integrate curriculum, and
9. a reflection on the importance of curriculum integration.

Chapter Three includes the methodology of the project; information about Gold Oak Elementary School (Placerville, California) for which the curriculum guide is designed; information on the history-social science and the reading programs currently used in the Gold Oak Union School District (Placerville, California); specifics related to how the curriculum guide developed as a project; and a description of how the project will be disseminated to the fourth grade teachers at Gold Oak Elementary School.

Chapter Four includes the discussion, recommendations, and conclusions relative to the project.

The Appendix contains the curriculum guide.
In the following pages, first, I review some of the literature that pertains to the standards-based reform movement, also known as the standards movement. Next, I review the effects that the mandates of No Child Left Behind Act (NCLB) have had on teachers and the curriculum (e.g., assessment, high-stakes testing). Finally, I review some of the different designs for curriculum integration and discuss the pros and cons of curriculum integration.

**Standards-Based Reform Movement as Found in NCLB**

**Origins of the Standards-Based Reform Movement**

In the 1960s, during the time of the Civil Rights Movement, educational standards were being developed and implemented to help facilitate equal opportunity for all children in education (McClure, 2005). Vogler and Virtue (2007) note that an assessment system gained “widespread acceptance in the 1970s and early 1980s” (p. 55) but only at the high school level. By the end of the 1980s a more intensive assessment system started forming (Vogler & Virtue, 2007). As McClure states, “curriculum standards, or what became known as content standards, were the basic building blocks of a systematic reform effort known as the standards movement” (p. 7). Also happening around the same time was the formation of educational groups like the Council for Basic Education and the New Standards Project of the National Center on Education and Economy. These two groups, along with several states, partnered to
establish content standards and benchmarks for what children should know and be able to do at each grade level (McClure, 2005; Vogler & Virtue, 2007). Eventually, what began as an effort to create standards and benchmarks on a small scale evolved into a national movement, which led to the first-ever National Summit on Education in 1989. As McClure notes, “out of the Summit came the National Goal Panel” (p. 7). This led to the Goals 2000: Educate America Act of 1993, which gave federal grants to states developing curriculum/content standards (McClure, 2005).

The No Child Left Behind Act of 2001

As a result of the national movement on assessment the No Child Left Behind Act (NCLB) was signed into law by President George W. Bush in 2002 (Pederson, 2007). As Vogler and Virture (2007) explain, NCLB was designed to “transform American schools “…to a culture of achievement and results” and “mandated annual testing of all students in grades three through eight in the subjects of reading and language arts, mathematics, and science” (p. 55). NCLB requires schools to be academically measured and show adequate yearly progress (AYP). To meet AYP, schools must achieve specified levels of growth. Once they meet the target goals, they receive monetary rewards and public recognition (Heafner et al., 2006; Pederson, 2007).

NCLB and Title I Schools

Since its beginning in the 1960s, Title I, now the largest federal education program, was first designed to meet the additional educational needs of districts and
schools that served students from low-income families (McClure, 2005). The main goal for Title I within the NCLB Act is closing the achievement gap and giving every child an equal opportunity to learn. In short, the federal government grants Title I funds to schools that show whole-school improvement in student achievement by way of accountability and assessment (McClure, 2005).

**Positive Aspects of the Standards-Based Reform Movement as Found in NCLB**

Since the passing of NCLB, standards-based reforms have been viewed by many writers as a positive change in K-12 education. It has required states to establish curriculum standards for each content area in grades K-12. Writers and researchers commonly agree that standards give clear purposes and goals on what is to be taught and what is to be learned at each grade level (Falk, 2002; McClure, 2005; Vogler, 2003). Another positive aspect is that both teachers and students know the academic expectations for assessments. Teachers use rubrics that provide students with the criteria for high-quality work in meeting the standards. By clearly stating the expectations, students have a better sense of what to accomplish (Falk, 2002). Some writers believe that another positive aspect is that teachers acquire new pedagogical techniques that require students to be actively engaged with their learning (McClure, 2005).

**Negative Aspects of the Standards-Based Reform Movement as Found in NCLB**

Writers have noted that there are several detrimental negative aspects of the standards-based reform movement. First, teachers are finding that they are having less
time or no time for teaching history-social science because they must include more reading, language arts, and math in the curriculum. This results in many teachers eliminating history-social science from the curriculum (Kinniburgh & Byrd, 2008; McMurrer, 2008; Vogler, 2003). Second, because teachers must strive to get their students to pass the standardized test the curriculum may be narrowed and only what gets tested gets taught (Tanner, 2008; Thompson, 2001). Finally, the federal government considers the results of a *single* test to determine whether school districts will receive funding or not (Vogler, 2003). Many writers connect these negative aspects to the mandated assessments that must be administered annually.

**Assessment**

From the literature on high-stakes testing, writers commonly agreed that at least two factors had negatively affected states, school districts, and teachers nationwide. One factor was how the assessments changed the curriculum by increasing the amount of time spent teaching the assessed content areas and decreasing the time spent on the nonassessed content areas. The other factor was the increased pressure felt by teachers to teach the assessed content areas due to the consequences attached to unfavorable assessment scores (Vogler, 2003; Vogler & Virtue, 2007).

Some writers noticed, through their research, that the assessed and nonassessed content areas have been placed in a hierarchy of importance (Heafner et al., 2006; Vogler, 2003). Heafner et al.’s research discovered that a majority of teachers’ responses on surveys showed that many of them believed the priority of teaching
history-social science was less than that of teaching the assessed content areas (reading, language arts and math). This led to decreased time teaching history-social science due to the fact that many states did not administer history-social science assessments since they were not held accountable in this content area. For example, in a survey of 47 states, assessment for history-social science was administered in 27 states before the passing of NCLB. Since the passing of NCLB, history-social science assessments decreased from 27 states to only 19 states. Three states ceased to assess history-social science completely (Pederson, 2007).

In a survey of 299 school districts nationwide, researchers found that 71% of teachers reduced instructional time in history-social science (Kinniburgh & Byrd, 2008). McMurrer (2008) also found in a study of 349 school districts nationwide that 44% of the districts he investigated added time for reading, language arts, and math due to the pressure placed on teachers to increase the scores of the content areas being assessed (McMurrer, 2008). Pressure from the mandated testing, due to the passing of NCLB, results in less time or no time to teach history-social science. Pressure of assessment and accountability mandates cause administrators and teachers to make decisions that result in changes to the curriculum. As shown previously, not only does the assessment mandates cause the decisions to eliminate history-social science from the curriculum, but so does the increased pressure on administrators and teachers cause them to make decisions to eliminate history-social science all together (Hinde, 2005; Misco, 2005; Jones & Thomas, 2006). As a result, middle school teachers find
themselves being held accountable for teaching the basics of history-social science. As Hinde points out “seventh-grade teachers are finding it necessary to explain basics, like differences between a globe and a map …. as well as teach the higher level concepts the middle school history-social science standard mandates” (p. 106).

A quote from Jesus Garcia, past president of the National Council for the Social Studies, sums up what many writers and researchers have concluded as a result of their studies. He states, “Testing takes the creativity out of teaching in our effort to show kids are learning…We ought to do some testing to make sure kids know the subject, but we need to find different ways to do that. Not just paper-and-pencil national kinds of tests” (Heafner et al., 2006, p. 156).

Curriculum Integration

History of Curriculum Integration

Since I believe that a balanced curriculum is the right of every child and especially consider history-social science to be an equal priority in the elementary curriculum, a reasonable solution to the reduction of time for teaching history-social science is curriculum integration. In reviewing the literature, I found that curriculum integration is not a new idea. In fact, curriculum integration has been written about and practiced for several decades. Throughout the literature many researchers agree that curriculum integration is rooted in John Dewey’s (1938) progressive educational movement in the early 1900s (Beane, 1995; Hinde, 2005; Loepp, 1999; Matheson & Freeman, 1997; Morris, 2003). Mathison & Freeman (1997) notes that Dewey “saw
curriculum as a means to developing the critical attitudes in students that would enable them to participate as informed citizens in a democracy” (p. 5). Curriculum integration has long been proposed as a way to organize the curriculum around real-life problems and issues significant to children and to help them make sense out of their life experiences and learn how to participate in a democracy (Hinde, 2005; Vars & Beane, 2000).

In 1942 the famous Eight-Year Study of the Progressive Education Association was published. As many writers noted the study found that students involved in the various experimental schools that used an integrated curriculum do as well, and often better, on school achievement tests than students taught through traditional content-centered programs. The Eight-Year Study led to more than 80 studies on the effectiveness of integration by the late 1980s (Beane, 1995; Hinde, 2005; Morris, 2003; Vars & Beane, 2000). Hinde states that other proponents of curriculum integration, such as Hilda Taba and Jerome Bruner (1960) continued to expand on the curriculum integration method so that by the “latter part of the century, James Beane reasserted Dewey’s call for the curriculum to be more applicable to the lived experience of students” (p. 106).

**Methods of Integration**

Throughout the literature, several models of curriculum integration emerged. The first prominent model was Beane’s (1995) design of curriculum integration. As Beane states:
Curriculum integration centers the curriculum on life itself rather than on the mastery of fragmented information within the boundaries of subject areas. It is rooted in a view of learning as the continuous integration of new knowledge and experience so as to deepen and broaden our understanding of ourselves and our world. Its focus is on life as it is lived now rather than on preparation for some later life or later level of schooling. (p. 616)

This model organizes real-life themes into the curriculum. Teachers help students “explore, seek, and acquire broader and deeper meanings in the context of problems, interests, issues, and concerns at hand” (p. 616). Beane views what he calls the “separate subject” approach to the curriculum as disconnected facts and skills. When looking at a school day with Beane’s method of integration, one notices that the school day revolves around projects and activities rather than subjects (p. 619).

Other writers have described different models of curriculum integration that vary from Beane’s method. Fogarty (1991) lists several models that integrate across the disciplines; such as, The Sequenced Model, The Shared Model, The Webbed Model, The Threaded Model, and the Integrated Model (p. 61). The common factor among the sequenced and shared models is the integration of two separate content areas and finding related concepts. The other three models – webbed, threaded, and integrated – are centered around themes and topics that have overlapping concepts throughout all the content areas (Fogarty, 1991). The theme-based models have been
found to be easier to connect to the standards while keeping assessment and accountability in mind (Loepp, 1999).

The main difference between these two methods is the use of state standards. Beane’s (1995) model centers the curriculum on life itself without the use of standards. With Beane’s model, the idea is that the content areas will naturally converge when students investigate deeply into the chosen project or theme. The idea of the other models is that the teacher will integrate the content areas covering the standards and not necessarily around life’s issues. Beane’s model may cover the grade-level standards and possibly the next grade-level standards, but meeting the standards is not guaranteed because his model depend largely on the project or theme that is chosen.

Lapp & Flood (1994) describe how a teacher in San Diego combined both methods of integration. She turned her classroom into an Asian museum. This was a three month project which included different levels of lessons that integrated the grade-level standards into the curriculum as a whole. Since she had a classroom of students that ranged from not speaking any English to being bilingual, she took Beane’s method of integration to form the theme which was exploring the issue of cultural diversity. Next, she generated goals and planned how the project would meet the standards for her grade level (p. 416).
Advantages to Integration

Writers have found that there are many benefits to integrating history-social science into the curriculum. Some of the benefits include the following:

1. school is more interesting (Loepp, 1999),
2. students’ test results show that they perform as well or better on standardized assessments (Beane, 1995; Morris, 2003),
3. students are more engaged with their learning (Beane, 1995; Venville et al., 2001),
4. students have a more positive attitude toward school (Hinde, 2005; Loepp, 1999),
5. the curriculum is more meaningful to students’ lives (Morris, 2003), and
6. integrating allows teachers to save time (Morris, 2003).

Disadvantages of Integration

Many writers agreed that curriculum integration could be counterproductive if students had not first developed the skills and concepts needed for understanding the integrated lesson, when activities did not make connections, and lacked educational value (Hinde, 2005; Loepp, 1999; Morris, 2003; Schug & Cross, 1998). One cannot simply combine two or more content areas for the sake of curriculum integration; it takes much time and planning to integrate content areas meaningfully and logically. As Morris states, “knowledge is meaningfully related and connects in such a way that it is relevant to other areas of learning as well as real life” (p. 167). Another
disadvantage to curriculum integration is the expectation for teachers to do so when they are not sufficiently and adequately knowledgeable in the content areas that they choose to combine (Hinde, 2005; Loepp, 1999; Morris, 2003; Schug & Cross, 1998).

Reflection

As an educator, I question whether preparing children to read, write and do mathematics will be an adequately balanced education that will prepare them to be active and knowledgeable citizens in a democratic society. Therefore, I propose that teachers deal with assessment and accountability mandates by integrating history-social science into the curriculum. My goal is to make it easier for teachers to integrate history-social science into their curriculum and in ways that have value and meaning to both teachers and students. The purpose of my project is to help teachers teach history-social science without sacrificing their limited instructional time in a period when standardized testing has determined for many of them which content areas they should teach.
Chapter 3

METHODOLOGY

This project offers fourth grade teachers in the Gold Oak Union School District in Placerville, California, an organized way of integrating history-social science into their reading curriculum. The curriculum guide correlates district-adopted programs for both history-social science and reading. It goes beyond merely making connections between both programs and includes supplemental resource extensions that provide teachers with a variety of instructional strategies for supporting and enriching the fourth grade history-social science curriculum.

This chapter includes background information on the Gold Oak Union School District, information on the Scott Foresman and Open Court fourth grade programs, an explanation of the User’s Guide, and the manner in which the project will be disseminated to the fourth grade teachers at Gold Oak Elementary. Additionally, I describe the steps that I took to design, create, and construct the project.

Gold Oak Union School District

The one elementary school in the Gold Oak Union School District, Gold Oak Elementary, is located in a small rural valley south of Placerville, California. According to statistics from the California Department of Education (2010), there were 393 students in grades kindergarten through fifth, and 22 teachers in the 2008-2009 school year. The average size of a fourth grade class was 24; and, since there
were a total of 80 fourth grade students in the school, this number resulted in there being three fourth grade classes and one 3-4 combination class.

According to the California Department of Education (2010), demographic data for Gold Oak Elementary School reported student enrollment as 4.1% African American, 2% American Indian, 0.5% Filipino, 3.6% Hispanic, 0.5% Pacific Islander, and 86.5% White. There were 28.2% students receiving free and reduced priced meals for lunch. Gold Oak’s elementary school enrollment statistics for 2010 revealed that the district has experienced declining enrollment for the past 15 years (California Department of Education, 2010). From 1993-1994 until 2008-2009, enrollment decreased from 1,079 students to 633 students, a 59% reduction for the district as a whole.

The Accountability Progress Reporting data for 2010 reports that Gold Oak Elementary’s Academic Performance Index (API) in 2007-2008, was 824. In 2008-2009 the score declined to 810. For both school years, Gold Oak Elementary has met the statewide required test score threshold of 800.

**Scott Foresman History-Social Science for California**

The Scott Foresman History-Social Science program is published by Pearson Education, Inc. Scott Foresman organized this program by connecting the History-Social Science Content Standards for California with each unit and lesson. For example, in *Our California* Unit 1, *The Land of California*, correlates with standard 4.1. Each lesson within the unit correlates with a standard strand. For example, the
title for Unit 1, Lesson 1 is “How do you locate places on Earth?” and correlates with standard strand 4.1.1 (Pearson Education, Inc., 2006).

**Open Court Reading**

The Open Court Reading program is part of the SRA/McGraw-Hill publishing company. At the time of this writing, Gold Oak Elementary School used the 2006 edition. Open Court is a structured program for grades kindergarten through sixth that “teaches children through a systematic and explicit scaffolding of skills that build upon each other” (SRA, 2002a, ¶1). Open Court organizes units by themes and covers the reading and language arts content standards for a specific grade level in a systematic manner. For example, *Risks and Consequences* is the title and theme for Unit 1. Each story within this theme serves as a lesson. The first lesson is an excerpt from the book *Mrs. Frisby and the Rats of Nimh*. Since history-social science is not the primary focus for the Open Court Reading program, Unit 3, *Mystery to Medicine*, and Unit 5, *Communication*, do not correlate with any of the content in *Our California*.

**Curriculum Guide**

The curriculum guide begins with a table of contents. An introductory letter to fourth grade teachers follows, which describes each component and explains the guide. Then, the following six components are found:

1. an easy to use User’s Guide that will lead fourth grade teachers through the guide,
2. an overview of the units,

3. a detailed schematic that correlates units and lessons from both Scott Foresman and Open Court programs and includes supplemental resource extensions with a history-social science focus,

4. a table of reading enrichment extensions that correlate with Open Court lessons,

5. a table of video and poem extensions that correlate with the Scott Foresman units and lessons, and

6. a table of contents for the supplemental reading and poetry extensions.

These extensions are for enrichment, i.e., for either introducing a topic or extending the content knowledge of a unit or lesson.

**Curriculum Guide Methodology**

The methodology for constructing the guide included many steps. The first step was to collect the Open Court and Scott Foresman programs for fourth grade. The next step was to search the public library database in Placerville, California, for poetry, browse through the selected poetry books, and choose the poems that would best enrich the history-social science and reading curricula for fourth graders. After choosing the most appropriate poems, I made photocopies of the book covers, copyright pages, and individual poems, and then scanned them into my computer so that the copies could be incorporated into the curriculum guide.
Next, I searched for fourth grade history-social science videos from Discovery Education’s website. The Gold Oak Union School District subscribes to Discovery Education because of the instructional benefits it has for teachers and students in the district. After searching the website, I found that most videos were listed under a series called *California Close-Up* (Discovery Education, 2010). The *California Close-Up* series was divided into topics; such as, Spanish missions, the pioneers, and James Marshall’s discovery of gold. Most videos averaged four to six minutes in duration and were just long enough to be effective for introducing or extending a history-social science unit or lesson.

Included with the Open Court program was a resource booklet for teachers called *Correlation to California Science/Social Studies Standards Grades K-6*. I used the booklet to determine which reading lessons correlated with *Our California* units and lessons, and I quickly realized that this booklet was flawed. The Open Court editors tried too hard to correlate Open Court lessons with the history-social science content standards without really considering if some of the connections were genuinely applicable on an instructional level in real classrooms. Many reading lessons did not integrate in a natural way that would make sense to a teacher or her students. For example, Open Court’s *Correlation* connected Unit 5, *Communication*, Lesson 5, “Louis Braille: The Boy Who Invented Books for the Blind,” with history-social science standard 4.4.8, which addresses the development of California’s educational system. Although the story was a mini-biography of Louis Braille as a
child and told how he invented the Braille system, a direct connection was not made between the story and the history-social science standard for which it was intended. It then became necessary for me to read each lesson in the Open Court fourth grade program. After careful examination, I determined that *Our California* should be taught in sequential order to make sense to fourth graders. *Open Court Reading: Level 4*, on the other hand, need not be taught in the program’s sequential order. California history for fourth graders is most effectively taught sequentially; while language arts concepts can be presented in a variety of sequences that still meets the mandated language and literacy standards.

After correlating the Open Court lessons with the Scott Foresman lessons, I created the curriculum guide in what seemed to me to be a logical manner. An introductory letter describes the sections of the guide. A User’s Guide is the first component which provides an explanation of how the teachers will to use the curriculum overview and curriculum planner. The curriculum overview is the second component designed to give fourth grade teachers a quick insight into how Scott Foresman units and lessons correlate with Open Court units and lessons. For example, Scott Foresman Unit 1, *The Land of California*, correlates with three of Open Courts units: Unit 1, *Risks and Consequences*, Unit 2, *Dollars and Sense*, and Unit 4, *Survival*. To help understanding the overview schematic, I developed a color coded table. Scott Foresman units and lessons are color coded green; while Open Court units and lessons are color coded purple.
The third component consists of the curriculum planner schematic. The detailed schematic contains integration correlations, reading enrichment extensions, internet extensions, video extensions, and poetry extensions. Table 1 displays the color coding that is found in the curriculum planner for the schematic.

Table 1

*Curriculum Planner Color Coding Guide*

<table>
<thead>
<tr>
<th>Color</th>
<th>Part in Curriculum Planner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green</td>
<td>Scott Foresman units and lessons</td>
</tr>
<tr>
<td>Purple</td>
<td>Open Court units and lessons</td>
</tr>
<tr>
<td>Orange</td>
<td>Reading &amp; internet extension</td>
</tr>
<tr>
<td>Yellow</td>
<td>Video extension</td>
</tr>
<tr>
<td>Blue</td>
<td>Poetry extension</td>
</tr>
</tbody>
</table>

The fourth component of the curriculum guide includes three detailed tables for the reading, video, and poetry extensions. The tables provide fourth grade teachers with several choices for enriching their integrated history-social science and reading lessons.

The fifth component is a listing of the reading enrichment extensions, and the sixth component is a listing of the poetry extensions. Both of these make a major contribution of this project. They are the supplemental materials that have a special emphasis on history-social science content. Lesson ideas and suggested questions are
given for each reading and poetry extension summary tables for each reading and poetry extensions to assist fourth grade teachers in engaging their students and helping them make connections with history-social science content.

**Dissemination of the Curriculum Guide**

I will present this curriculum guide to the Gold Oak Elementary School fourth grade teachers as a part of their professional development days prior to the beginning of the 2011 school year. There will likely be two fourth grade teachers for the 2011-2012 school year. First, I plan to review the components of the Scott Foresman history-social science program and the Open Court reading program. I want to familiarize them with the programs; which will help when I go over my curriculum guide. Second, I will have them log on and locate the videos that are referenced in the curriculum guide on the Discovery Education website. Third, each teacher will receive her own guide; and I will teach them to use it by having them practice with the User’s Guide. Since this guide has not been actually used, I will ask the fourth grade teachers to use it as much as they can during the school year so that I can obtain feedback on how it is working. Based upon the feedback that I receive from them, I will improve the guide’s instructional effectiveness.
Chapter 4

DISCUSSION, RECOMMENDATIONS, AND CONCLUSIONS

Discussion

For the last two decades assessment and accountability have been major topics of controversy in the field of education within the United States. Since the enactment of the NCLB Act in 2001, accountability has become a key concern of the federal government. With NCLB, states are now mandated to annually assess elementary school students nationwide in grades second through sixth in the content areas of reading, language arts, and mathematics. As a result of the assessment mandates there have been several negative effects on teachers and the curriculum, which include the following:

1. increased pressure for teachers to show improved test scores each year,
2. increased time devoted to teaching the assessed content areas, and
3. decreased time teaching the nonassessed content areas (science, history-social science, art, and physical education).

In a school environment that does not allow for much extra teaching time, this curriculum guide is important to fourth grade teachers. It provides history-social science and reading correlations that save fourth grade teachers time when planning integrated lessons, makes history-social science content more meaningful by including supplemental resources, and helps teachers include history-social science standards in
their curriculum while also teaching the mandated reading, writing, and oral language
standards.

The curriculum guide is unique because it offers many integrated instructional
strategies for the fourth grade teachers at Gold Oak Elementary who may have
different styles of teaching. When previewed by three of my colleagues, they
unanimously endorsed the value of the curriculum guide. They agreed that the
curriculum planner would be the most helpful component for planning integrated
lessons. They stated that the supplemental materials offered instructional support to
help them differentiate their teaching strategies and agreed that these supplemental
materials could engage students. The poetry component was very popular among my
colleagues. They felt the resources and poems were a good way to include class
discussions, group activities, and oral presentations during the school day.

Most important, the curriculum guide helps teachers save time and encourages
them to teach students history-social science in a way that helps their students retain
content knowledge. If students do not learn history-social science in elementary school
then they may not be adequately prepared to succeed on the required history-social
science assessment in middle school.

**Recommendation**

Since each classroom has its own unique characteristics, the curriculum guide
offers a variety of instructional strategies to meet all students’ needs no matter how
unique the class is. I recommend that the fourth grade teachers at Gold Oak
Elementary decide how they want to integrate history-social science and reading, and then consider what the curriculum guide has to offer them.

Pacing of lessons vary according to the needs of students. The curriculum guide offers the teachers at Gold Oak Elementary a variety of strategies that can be used during one allotted time period in a day or extended into more days. The key element is to make important connections to help students retain content knowledge. I recommend that the teachers at Gold Oak Elementary follow the Scott Foresman units and lessons in sequential order. Teaching history-social science in sequential order helps students understand historical events better and enables them to understand California history in a more logical manner.

**Conclusions**

The effectiveness of the curriculum guide will be determined by whether teachers are willing to adapt or change their current instructional approach in order to integrate history-social science and reading. Teachers will have to change familiar and comfortable routines of teaching and embrace the concept of integration. History-social science must be taught sequentially and logically for students to understand and retain the content information and be prepared for the history-social science standards in middle school. Teachers are the key for making this happen. With the use of the curriculum guide, fourth grade teachers will have an advantage if they choose to teach integrated history-social science and reading lessons. They will have integrated lessons and resources available so they can differentiate their instructional strategies to
accommodate and engage all their students. Helping fourth grade teachers find a way to include history-social science into their curriculum and having students fully engaged in learning and retaining history-social science content is the ultimate goal of this project. Creating connections which foster deeper understanding of history-social science will ensure greater success on the part of students and lay a foundation for coursework in middle school.
APPENDIX

Curriculum Guide for Fourth Grade Teachers Integrating Scott Foresman’s
*Our California* with Open Court’s *Reading Level 4*
Table of Contents

Letter to Fourth Grade Teachers................................................................. Page 34
User’s Guide................................................................................................ Page 35
Curriculum Overview.................................................................................. Page 39
Curriculum Planner..................................................................................... Page 42
Video Connection Summary................................................................. Page 48
Reading Connection Summary .............................................................. Page 52
Poetry Connection Summary...................................................................... Page 55
Reading Connection Supplemental Materials........................................ Page 58
Poetry Connection Supplemental Materials............................................. Page 95
Curriculum Guide References................................................................. Page 111
Fourth Grade Teachers,

Are you having a hard time fitting history-social science into your day? I have a solution! I have created a curriculum guide that integrates the fourth grade Scott Foresman History-Social Science program, *Our California*, with the fourth grade Open Court program, *Open Court Reading: Level 4*. This guide can save you time if you want to teach integrated history-social science and reading lessons.

**Curriculum Guide Components**

- **Curriculum Overview.** This gives an overview of the correlation between Scott Foresman and Open Court. With this overview, you can get an overall idea of the integrated lessons you may want to teach.

- **Curriculum Planner.** This is the main section of the Curriculum Guide. You will see detailed integrated lessons from Scott Foresman’s and Open Court’s units and lessons.

- **User’s Guide.** This helpful step-by-step guide provides examples and explanations for easy use with the overview and planner.

- **Reading Connection Summary.** This is a summary of all the reading selection stories and their connection to Open Court’s units and stories.

- **Video and Poetry Summary.** This is designed similarly to the Reading Connection Summary. The only difference is that the focus is on Scott Foresman’s units and lessons.

- **Reading Connection and Poetry Table of Contents.** This lists the enrichment stories and poems that you may want to use for enhancing your integrated lessons.

This is the Curriculum Guide. I hope this guide will help save you time when you plan and teach your integrated history-social science and reading lessons.

Best wishes,

Trisha Leu
User’s Guide for the Curriculum Overview

The overview shows you the connections that can be. Here is how you use it:

The title of every table is the unit from Scott Foresman. Below in columns are the units from Open Court along with the stories that connect with the Scott Foresman unit. Below the stories are the Scott Foresman lessons that connect with the stories.

For example – this table shows Unit 1: Land of California. Only three reading units with one story from each unit actually make a history-social science connection.

Now, you have several choices as to how you may want to integrate history-social science into your reading curriculum!

Choice #1 – You can make a connection with Unit 1 from both Scott Foresman and Open Court with the story “Sarah, Plain and Tall”. All the Scott Foresman lessons can be used as connections to this story.
Choice #2 – You can make a connection with Unit 1 from Scott Foresman to Open Court’s Unit 2, story “Food From the ‘Hood.” Again you are able to make connections from this story to all lessons in Unit 1 from Scott Foresman.

Choice #3 – You can make a connection with Unit 1 from Scott Foresman to Open Court’s Unit 4, story “Arctic Explorer.” There are really only two lessons that fit best with this story – Lessons 1 and 2.

So, as you can see, the overview gives you a general idea of the units from Scott Foresman and Open Court, and the stories and lessons that make the best connections for teaching history-social science and reading in an integrated manner.

User’s Guide for the Curriculum Planner

Using the Curriculum Guide is a great way to integrate social-science and reading. The User’s Guide helps you in designing your lesson plans with the least amount of effort.

There are several choices that you can make on what you want to include in your lesson plans. Let me give you some examples of how you can use the Curriculum Guide.

Example #1:

Scott Foresman Unit 1 – The Land of California

<table>
<thead>
<tr>
<th>Lesson 1 – How do you locate places on Earth? Standard 4.1.1</th>
<th>Lesson 2 – How is Earth divided? Standard 4.1.2</th>
<th>Lesson 3 – How are the areas of California different? Standard 4.1.3</th>
<th>Lesson 4 – How have California’s landmarks and water affected settlement? Standard 4.1.4</th>
<th>Lesson 5 – How are California’s communities alike and different? Standard 4.1.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Court Unit 1: Risk and Consequences</td>
<td>Lesson 3: Sarah, Plain and Tall</td>
<td>Reading Connection: Geographic and Regional Information on Maine, Kansas, and California</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poetry Connection</td>
<td>“Elkhorn Slough: View from the Southbound Train,” “Passing Piedras Blancas”</td>
<td>“A Lazy Thought,” “City Garden,” “Closing Time”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Choice #1: You are teaching the first unit in the Scott Foresman program. If you are reading from Open Court Unit 1, Lesson 3 – “Sarah, Plain and Tall,” you can integrate all of Scott Foresman lessons for Unit 1.

Choice #2: If you want to introduce or extend the reading content from Open Court, then you can use the reading connections. For example, for Lesson 3 from Scott Foresman and “Sarah, Plain and Tall” from Open court, you can read “Geographical and Regional Information on Maine, Kansas, and California.”

Choice #3: If you want to introduce or extend the reading content from Open Court, then you can use the poetry connections. For example, for Lesson 3 from Scott Foresman, you can read “Elkhorn Slough: View from the Southbound Train” with your students and discuss the California terrain.

Example #2:

Scott Foresman Unit 1 – The Land of California
From Scott Foresman Unit 1 and Open Court Unit 2, Lesson 4, there are four choices.

**Choice #1:** Read Lesson 4 from Open Court, “Food from the ‘Hood” and connect Lesson 5 from Scott Foresman on how communities are alike and different.

**Choice #2:** If you want to make real life connections with the story then the reading connection discusses the LA Riots. You can have a class discussion on different communities and how they work together.

**Choice #3:** If you want to introduce or extend content, then you can use the video connection. The video is in segments – City, Suburb, and Rural – so you can show all or some of it.

**Choice #4:** Making a poetry connection with Lesson 5 is not only a great way to integrate history-social science and reading, but also to differentiate your teaching. After reading one of the poems, you can have students create one about their own community, or you can organize small groups to present their own original poems about the content in Lesson 5.
Curriculum Overview for
Scott Foresman History-Social Science, Our California
and
Open Court, Reading: Level 4

The overview is a summary of the correlation between Scott Foresman’s and Open Court’s units and lessons. Scott Foresman should be taught in sequential order so students can understand the timeline of California history. With this in mind, Scott Foresman units are titled at the top of each box starting with Unit 1. Open Court units that correlate with the Scott Foresman unit are listed below along with the names of lessons that make a meaningful connection. Scott Foresman lessons that correlate with Open Court lessons are shown with an asterisk symbol (*).

To distinguish the Scott Foresman units from the Open Court units I have color-coded them. The key below shows that Scott Foresman is labeled in green and Open Court is labeled in purple.

| Green | = Scott Foresman |
| Purple | = Open Court |

---

**Unit 1: The Land of California**

**Unit 1: Risks and Consequences**
"Sarah, Plain and Tall"
*Matches Lessons 4.1.1 - 4.1.5*

**Unit 2: Dollars and Sense**
"Food From the ‘Hood"
*Matches Lessons 4.1.1 - 4.1.5*

**Unit 4: Survival**
"Arctic Explorer"
*Matches Lessons 4.1.1, 4.1.2*
## Unit 4: Growth and Development Since 1850

<table>
<thead>
<tr>
<th>Unit 1: Risks and Consequences</th>
<th>Unit 2: Dollars and Sense</th>
<th>Unit 4: Survival</th>
<th>Unit 6: A Changing America</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Mae Jemison&quot;</td>
<td>&quot;Henry Wells and William Fargo&quot;</td>
<td>&quot;Anne Frank&quot;</td>
<td>&quot;The California Gold Rush&quot;</td>
</tr>
<tr>
<td>*Matches Lessons 4.4.6, 4.4.7</td>
<td>*Matches Lessons 4.4.1, 4.4.2</td>
<td>*Matches Lessons 4.4.4, 4.4.5</td>
<td>*Matches Lessons 4.4.1, 4.4.2</td>
</tr>
</tbody>
</table>

*Matches Lessons 4.4.1, 4.4.2
Curriculum Planner for

Scott Foresman History-Social Science, *Our California*
and

*Open Court, Reading: Level 4*

The Curriculum Planner has several components that, when combined, assist you in integrating your lesson plans for history-social science and reading. All the different components - Scott Foresman units and lessons, Open Court units and lessons, Reading Connection, Internet Connection, Video Connection, and Poetry Connection – are color coded to help you see how they integrate together.

Scott Foresman is green; Open Court is purple; Reading and Internet Connection is orange; Video Connection is yellow; and the Poetry Connection is blue.

<table>
<thead>
<tr>
<th>Color</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green</td>
<td>Scott Foresman</td>
</tr>
<tr>
<td>Purple</td>
<td>Open Court</td>
</tr>
<tr>
<td>Orange</td>
<td>Reading &amp; Internet Connection</td>
</tr>
<tr>
<td>Yellow</td>
<td>Video Connection</td>
</tr>
<tr>
<td>Blue</td>
<td>Poetry Connection</td>
</tr>
</tbody>
</table>
### Scott Foresman Unit 1 – The Land of California

<table>
<thead>
<tr>
<th>Open Court</th>
<th>Lesson 1 – How do you locate places on Earth? Standard 4.1.1</th>
<th>Lesson 2 – How is Earth divided? Standard 4.1.2</th>
<th>Lesson 3 – How are the areas of California alike and different? Standard 4.1.3</th>
<th>Lesson 4 – How have California’s landforms and water affected settlement? Standard 4.1.4</th>
<th>Lesson 5 – How are California’s communities alike and different? Standard 4.1.5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1:</strong> Risk and Consequences</td>
<td><strong>Reading Connection:</strong> Geographic and Regional Information on Maine, Kansas, and California</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 2:</strong> Dollars and Sense</td>
<td><strong>Lesson 4 – Food from the ‘Hood</strong></td>
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<tr>
<td><strong>Reading Connection:</strong> Lesson Learned from the 1992 Los Angeles Riots</td>
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<tr>
<td><strong>Video Connection:</strong> City, Suburb, and Rural Community</td>
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</tr>
<tr>
<td><strong>Unit 4:</strong> Survival</td>
<td><strong>Lesson 2 – Arctic Explorer</strong></td>
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<tr>
<td><strong>Reading Connection:</strong> North Pole Facts - Geography, Climate, Population, Discovery</td>
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</tr>
<tr>
<td><strong>Video Connection</strong></td>
<td>City, Suburb, and Rural Community (16:00)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Title:</strong> California Close-Up: Native Americans and European Explorers – Segment Migration to North America (4:29)</td>
<td></td>
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</tr>
<tr>
<td><strong>Poetry Connection</strong></td>
<td>“Elkhorn Slough: View from the Southbound Train,”</td>
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</tr>
<tr>
<td><strong>Passing Piedras Blancas”</strong></td>
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<td></td>
<td></td>
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<tr>
<td>“City Baseball,”</td>
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<td></td>
</tr>
<tr>
<td>“City Garden,”</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>“Closing Time”</td>
<td></td>
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</tbody>
</table>
## Scott Foresman Unit 2 – Early People in California

<table>
<thead>
<tr>
<th>Lesson 1 – How did early people live in California? Standard 4.2.1</th>
<th>Lesson 2 – How did early Europeans come to California? Standard 4.2.2</th>
<th>Lesson 3 – How did the Spanish change how California Indians lived? Standard 4.2.3</th>
<th>Lesson 4 – What was Spain’s influence in California? Standard 4.2.4</th>
<th>Lesson 5 – What was life like in Spanish and Mexican California? Standard 4.2.5</th>
<th>Lesson 6 – How did California’s early economy change? Standard 4.2.6</th>
<th>Lesson 7 – How did the Mexican War for Independence affect California? Standard 4.2.7</th>
<th>Lesson 8 – How did Mexican rule affect California? Standard 4.2.8</th>
</tr>
</thead>
</table>

### Open Court Unit 4: Survival

**Lesson 1** – Island of the Blue Dolphins

**Reading Connection:** Native Americans

**Lesson 2** – Arctic Explorer

**Video Connection:** Louis Charls, Expedition Artist

### Unit 6: A Changing America

**Lesson 1** – Early America

**Reading Connection:** The First Peoples of California

**Lesson 2** – Voyage of Mayflower

**Internet Connection:** Link to Mayflower History: [http://www.mayflowerhistory.com/index.php](http://www.mayflowerhistory.com/index.php)

**Lesson 3** – Pocahontas

**Reading Connection:** Native American Custom and Traditions

### Video Connection

**American Heritage: Native Am. People of the California Inter-Mountain Region (2:29) Title:** California Close-Up: Native Americans and European Explorers – Segment: Louis Charls, Expedition Artist (4:49) **Title:** California Close-Up: Spanish America – Segment Title: Intro. (6:20)

**Title:** California Close-Up: Native Americans and European Explorers – Segment – At the Missions (4:43) **Title:** California Close-Up: Spanish America – Segment Title: Leather Dollar and Gold Dust (3:51)

### Poetry Connection

**Pocahontas**

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44
### Scott Foresman Unit 3 – Early History to Statehood

<table>
<thead>
<tr>
<th>Lesson 1 – Where were California's settlements?</th>
<th>Lesson 2 – How and why did people travel to California?</th>
<th>Lesson 3 – How did the discovery of gold affect California?</th>
<th>Lesson 4 – How did women help California grow?</th>
<th>Lesson 5 – How did California's government change?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 4.3.1</strong></td>
<td><strong>Standard 4.3.2</strong></td>
<td><strong>Standard 4.3.3</strong></td>
<td><strong>Standard 4.3.4</strong></td>
<td><strong>Standard 4.3.5</strong></td>
</tr>
</tbody>
</table>

#### Open Court

**Unit 1: Risks and Consequences**

- **Lesson 1 – Mac...**
- **Reading Connection:** Famous Women
- **Video Connection:** Biddy Mason

#### Unit 6: A Changing America

- **Lesson 5 – Going West**
- **Reading Connection:** Journey of the Forty-niners

- **Lesson 6 – The California Gold Rush**
- **Reading Connection:** Gold Rush Fun Facts

#### Video Connection

- **Title:** California Close-Up: Native Americans and European Explorers, Segment Title: In Search of Fur (5:00)
- **Title:** Colonizing the American West, Segment Title: John Augustus Sutter (2:20)

- **Title:** Pioneer Spirit: Wagon Trails and Oregon Trail, Segment Title: Wagon Trails (2:39) and The Oregon Trail (4:50)

- **Title:** California Close-Up: Westward Expansion and Statehood, Segment Title: Blue Jeans (3:43)

- **Title:** Regions of the U.S.: The West, People and Heritage, Segment Title: Gold Rush (2:39)

- **Title:** California Close-Up: Westward Expansion and Statehood, Segment Title: Bear Flag Revolt (5:43)

#### Poetry Connection

- "Pioneers,"
- "The Trail of an Old Timer's Memory"
### Scott Foresman Unit 4 - Growth and Development Since 1850

| Lesson 1 – How did the movement of people and ideas change in California? Standard 4.4.1 |
| Lesson 2 – How did the Gold Rush change California’s economy? Standard 4.4.2 |
| Lesson 4 – How have immigration and settlement helped California grow? Standard 4.4.4 |
| Lesson 5 – What was California’s role in the twentieth century? Standard 4.4.5 |
| Lesson 6 – What new industries came to California in the twentieth century? Standard 4.4.6 |

#### Open Court

| Unit 1: Risks and Consequences |
| Lesson 2: Henry Wells and William Fargo |
| Reading Connection: Pony Express in California |
| Video Connection: Mail Delivery and the Pony Express |

| Unit 2: Dollars and Sense |
| Reading Connection: Hiding the Jews |

| Unit 4: Survival |
| Lesson 6: The California Gold Rush |
| Reading Connection: Fun Stories on the Gold Rush |

| Unit 6: A Changing America |
| Lesson 7: The Golden Spike |

### Video Connection

| Title: Connections: An Invisible Object, Segment Title: Mail Delivery and the Pony Express (5:54) |
| Title: California Close-Up: Spanish America, Segment Title: Leather Dollar and Gold Dust (3:51) |
| Title: World History: Contemporary History, Segment Title: Migration from the Dust Bowl (4:17) |

### Poetry Connection

| "A Railroad Man for Me," |
| "A Flower-Fed Buffalo" |
| "Both My Grandmothers" |
| "The Ploughman," |
| "Crop Duster Near Vacaville" |
## Scott Foresman Unit 5 – California Government

<table>
<thead>
<tr>
<th>Lesson 1 – Why was the United States Constitution created? Standard 4.5.1</th>
<th>Lesson 2 – How does the California Constitution affect you? Standard 4.5.2</th>
<th>Lesson 3 – How are federal, state, and local governments alike and different? Standard 4.5.3</th>
<th>Lesson 4 – What does our state government do for us? Standard 4.5.4</th>
<th>Lesson 5 – How are California’s communities governed? Standard 4.5.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video Connection</td>
<td>Title: California Close-Up: Westward Expansion and Statehood, Segment Title: Drafting the California Constitution (5:34)</td>
<td>Title: California Close-Up: Native Americans and European Explorers, Segment Title: Reservation Government (4:16)</td>
<td>Title: California Close-Up: California Today, Segment Title: Skating on the Edge (5:35)</td>
<td></td>
</tr>
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</table>
Video Connection Summary

Using Discovery Education United Streaming Videos

The video selections are intended to specifically support Scott Foresman units and lessons. Each video has a summary so you can read what it is about and decide if it will work with your integrated lessons.

These selections may be used to introduce or extend content from a unit or lesson. It is important to engage students in class discussions or in other interactive ways. These selections are meant to support history-social science and differentiate your instructional strategies. Lesson ideas and suggested questions are meant to generate class discussions or to be used with other interactive strategies that you may choose.

<table>
<thead>
<tr>
<th>Scott Foresman Unit/Lessons</th>
<th>Video Title/Segment Title</th>
<th>Summary of Video</th>
<th>Lesson Ideas and Suggested Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 2</strong> – How is Earth divided?</td>
<td>California Close-Up: Native Americans and European Explorers (25:14)/Migration to North America (4:29) (*also good with 4.2.1)</td>
<td>Reviews the geography including the following: hemisphere, land bridge, migration, regions</td>
<td>Using a map, locate the land bridge and the route the early Native Americans took to get to North America.</td>
</tr>
<tr>
<td><strong>Lesson 3</strong> – How are the areas of California different?</td>
<td>City, Suburb, and Rural Community (16:00)/City, Suburb, Rural</td>
<td>Shows the similarities and differences of communities and how they vary.</td>
<td>Using a plain piece of paper, illustrate the similarities and differences of two communities. Have students share their illustrations.</td>
</tr>
<tr>
<td><strong>Lesson 4</strong> – How have California’s landforms and water affected settlement?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lesson 5</strong> – How are California’s communities alike and different?</td>
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</tr>
<tr>
<td><strong>Lesson 1 – How did early people live in California?</strong></td>
<td>American Heritage: Native American People of the California Inter-Mountain Region (2:29)</td>
<td>Good overview on different tribes (Chumash, Miwok, Maidu, Yurok) that lived in different regions in California.</td>
<td>In small groups, choose two tribes to discuss and share what the similarities and differences are and why they are different?</td>
</tr>
<tr>
<td><strong>Lesson 2 – How did early Europeans come to California?</strong></td>
<td>California Close-Up: Native Americans and European Explorers (25:14)/ Migration to North America (4:29) (*also good with 4.1.2)</td>
<td>Discusses influences of some of the Native American tribes – Hoopa, Aloni, Miwok, Pomo – had in California.</td>
<td>Discuss some of the influences the Native Americans have on California? What lasting effects do they have on the students today?</td>
</tr>
<tr>
<td><strong>Lesson 3 – How did the Spanish change how California Indians lived?</strong></td>
<td>California Close-Up: Native Americans and European Explorers (25:14)/ Louis Charis, Expedition Artist (4:49)</td>
<td>Story of how Louis Charis was hired to illustrate and record his observations on an expedition.</td>
<td>Were all explorers conquerors? Why was it important for Louis Charis to record his observations? List as a whole group or small groups the many ways Spain contributed to California’s growth and its effects on students today.</td>
</tr>
<tr>
<td><strong>Lesson 4 – What was Spain’s influence in California?</strong></td>
<td>California Close-Up: Spanish America (23:45)/ Intro. (6:20)</td>
<td>Introduces many facts such as the history of the name of California, how Spain conquers Mexico, Cabrillo, explorers in 1500s, Father Serra in 1700s, the setting up missions, and converting Native Americans.</td>
<td>Discuss how the Spanish affected the Native American’s way of life.</td>
</tr>
<tr>
<td><strong>Lesson 5 – What was life like in Spanish and Mexican California?</strong></td>
<td>California Close-Up: Native Americans and European Explorers (25:14)/ At the Missions (4:43)</td>
<td>Shows and discusses how the Spanish affected Native Americans, including Father Serra, the development of Missions, Presidios, Pueblo, three types of communities, and Native American life.</td>
<td>How did California’s early economy change?</td>
</tr>
<tr>
<td><strong>Lesson 6 – How did California’s early economy change?</strong></td>
<td>California Close-Up: Spanish America (23:45)/ Leather Dollar and Gold Dust (3:51)</td>
<td>Discusses rancho economy – barter, no coins – and the change in California economy due to the Gold Rush.</td>
<td>How did California economy change?</td>
</tr>
<tr>
<td><strong>Lesson 7 – How did the Mexican War for Independence affect California?</strong></td>
<td>California Close-Up: Spanish America (23:45)/ Mexican War for Independence (5:40)</td>
<td>Good overview on the Mexican revolt, Mexican Independence Day, and Micaela Hidalgo. It also includes the close of missions and ranchos.</td>
<td>Discuss why the Mexican revolt was important and how it affected the Native Americans and California.</td>
</tr>
<tr>
<td>Scott Foresman Unit/Lessons</td>
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</tr>
<tr>
<td><strong>Lesson 1 – Where were California's settlements?</strong></td>
<td>California Close-Up: Native Americans and European Explorers (25:14)/ In Search of Fur (5:00)</td>
<td>Reviews the Russian history, Russian explorers, the establishment of Fort Ross as a trading post and shipping base. Discusses the Pomo Indian territory and farming.</td>
<td>What was the Russian explorers main reason for coming to California? Did they have an affect on the Native Americans? How?</td>
</tr>
<tr>
<td><strong>Lesson 2 – How and why did people travel to California?</strong></td>
<td>Colonizing the American West/ John Augustus Sutter (2:20)</td>
<td>Biography on John Sutter</td>
<td>Discuss and list what students learned about John Sutter. Did he contribute to the growth and success of California? How?</td>
</tr>
<tr>
<td><strong>Lesson 2 – How and why did people travel to California?</strong></td>
<td>Pioneer Spirit: Wagon Trails and Oregon Trail/ Wagon Trains (2:39) The Oregon Trail (4:50)</td>
<td>Good details on the pioneers, the Oregon Trail, when to travel, how long it took, and the hardships the pioneers lived through.</td>
<td>List some of the things the pioneers experienced during their travel west.</td>
</tr>
<tr>
<td><strong>Lesson 3 – How did the discovery of gold affect California?</strong></td>
<td>California Close-Up: Westward Expansion and Statehood (26:38)/ Population Explosion (5:35)</td>
<td>Overview on John Sutter, the land and sea routes, and the Donner Party story.</td>
<td>What were some of the downsides that led to the Donner Party tragedy? Were the sea routes safer than the land routes?</td>
</tr>
<tr>
<td><strong>Lesson 3 – How did the discovery of gold affect California?</strong></td>
<td>Biography on Levi Strauss and the invention of the blue jeans during the Gold Rush.</td>
<td>Overview on the development of small towns, big cities like San Francisco, ethnic communities like Chinatown, and boomtowns.</td>
<td>Was everyone successful mining for gold? Discuss what other inventions and businesses were created because of the Gold Rush.</td>
</tr>
<tr>
<td><strong>Lesson 4 – How did women help California grow?</strong></td>
<td>Regions of the U.S.: The West: People and Heritage/ Gold Rush (2:39)</td>
<td>Biography on Biddy Mason</td>
<td>How were the immigrants treated during the Gold Rush? Discuss women that make a difference in the students' lives.</td>
</tr>
<tr>
<td><strong>Lesson 5 – How did California's government change?</strong></td>
<td>California Close-Up: Westward Expansion and Statehood (26:38)/ Biddy Mason (4:04)</td>
<td>Good details on the history of the California flag, the Californios, and the surrender of Vallejo, Fremont.</td>
<td>What is the reason California has a Bear Flag?</td>
</tr>
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### Scott Foresman Unit 4 – Growth and Development Since 1850

<table>
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<tr>
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<tbody>
<tr>
<td><strong>Lesson 1</strong> – How did the movement of people and ideas change in California?</td>
<td>Connections: An Invisible Object/ Mail Delivery and the Pony Express (5:54)</td>
<td>Details on the Pony Express.</td>
<td>Using a map to locate the route the Pony Express took. Why was the Pony Express so important?</td>
</tr>
<tr>
<td><strong>Lesson 2</strong> – How did the Gold Rush change California’s economy?</td>
<td>California Close-Up: Spanish America (23:45)/ Leather Dollar and Gold Dust (3:51) (<em>also good with 4.2. 7-8</em>)</td>
<td>Overview on gold fever, the change in the economy like bartering, business, and how money has value.</td>
<td>Discuss how trading used to be through bartering. Why did that change to money and coins having value?</td>
</tr>
<tr>
<td><strong>Lesson 5</strong> – What was California’s role in the Twentieth Century? <strong>Lesson 9</strong> – How have Californians made our state unique?</td>
<td>World History: Contemporary History/ Migration from the Dust Bowl (4:17)</td>
<td>Discusses John Steinbeck’s <em>Grapes of Wrath</em> and how it brought attention to Eleanor Roosevelt, and the creation of a system to help workers.</td>
<td>Why did the <em>Grapes of Wrath</em> have such an influence in American lives?</td>
</tr>
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### Scott Foresman Unit 5 – California Government

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<tr>
<td><strong>Lesson 2</strong> – How does the California Constitution affect you?</td>
<td>California Close-Up: Westward Expansion and Statehood (28:38)/ Drafting the California Constitution (5:34)</td>
<td>Details on border decisions, women owning property, and slavery.</td>
<td>What new laws did California set up for women and their decision on slavery?</td>
</tr>
<tr>
<td><strong>Lesson 5</strong> – How are California’s communities governed?</td>
<td>California Close-Up: California Today/ Skating on the Edge (5:35)</td>
<td>Discusses local government and businesses. This video makes a connection to students and sports, and a community’s efforts to make changes.</td>
<td>In small groups discuss and share ideas of something that the students would like to do in their community that would help others.</td>
</tr>
<tr>
<td><strong>Lesson 5</strong> – How are California’s communities governed?</td>
<td>California Close-Up: Native Americans and European Explorers (25:14)/ Reservation Government (4:16)</td>
<td>Discusses Native American government, positions, councils, the federal government and the state government.</td>
<td>Discuss why the Native Americans live under a different set of laws.</td>
</tr>
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</table>
**Reading Connection Summary**

The reading connection guide’s main purpose is to give you a summary of the reading selections. There are lesson ideas and suggested questions to help you engage students after they have read the selection. Also listed are the Scott Foresman units and lessons that the reading selections correlate to so you may include history-social science content. The reading selections are enrichment for both history-social science and reading. These are intended to give you ideas and support your integrated lessons.

### Open Court Unit 1 – Risks and Consequences

<table>
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<th>Open Court Lessons</th>
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</table>
| **Lesson 3 – Sarah, Plain and Tall** | Geography and Region Information on Maine, Kansas, and California | Longitude/latitude, borders, climate and regions information on Maine, Kansas, and California. | Using a map locate the information given on the handouts. For example, longitude/latitude of Maine. Compare and contrast the different states. What makes them alike or different to California? | Unit 1 – The Land of California  
Lesson 1 – How do you locate places on Earth?  
Lesson 3 – How are the areas of California different?  
Lesson 4 – How have California’s landforms and water affected settlement?  
Lesson 5 – How are California’s communities alike and different? |
| **Lesson 4 – Mae Jemison** | Women’s History Month and 3 Important Women | Historical information on start of Women’s History Month in California. Information on Julia Morgan, Janet Guthrie, and Kathryn Bigelow | Discuss what other women the students may know – their mother, aunt, grandmother – that are important to our lives. | Unit 3 – Early History to Statehood  
Lesson 4 – How did women help California grow? |
### Open Court Unit 2 – Dollars and Sense

<table>
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<tr>
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<tbody>
<tr>
<td>Lesson 2 – Henry Wells and William Fargo</td>
<td>Following the Trail of the Pony Express in California</td>
<td>A large map of California shows the stops made by the Pony Express. A brief summary informs the reader where the stops were located.</td>
<td>Why was the Pony Express so important back in the early days of California?</td>
<td>Unit 4 – Growth and Development Since 1850</td>
</tr>
<tr>
<td>Lesson 4 – Food from the ‘Hood</td>
<td>Los Angeles Reflects on Lessons Learned from 1992 Riots</td>
<td>An article on the history of the 1992 LA Riots and how the community came together after.</td>
<td>Discuss how this situation brought hope and goodness out in people.</td>
<td>Unit 1 – The Land of California Lessons 1 - 5</td>
</tr>
</tbody>
</table>

### Open Court Unit 4 – Survival

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<tr>
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<tbody>
<tr>
<td>Lesson 1 – Island of the Blue Dolphins</td>
<td>Native Americans</td>
<td>Historical background on the Aleuts</td>
<td>How are the Aleuts alike and different from California Indians?</td>
<td>Unit 2 – Early People in California Lesson 1 – How did early people live in California?</td>
</tr>
<tr>
<td>Lesson 2 – Arctic Explorer</td>
<td>North Pole Facts</td>
<td>Information about the North Pole – location, climate, animals, and people</td>
<td>Using a map – locate the North Pole. Map out the route one would take to go to the North Pole. Would they travel by ocean, land, or both?</td>
<td>Unit 1 – The Land of California Lesson 1 – How do you locate places on Earth? Lesson 2 – How is the Earth divided?</td>
</tr>
<tr>
<td>Lesson 5 – Anne Frank</td>
<td>Hiding Jews During World War II</td>
<td>Historical information on the Jews in Europe during WWII.</td>
<td>Compare and contrast Jews in hiding vs. the Underground Railroad from “Two Tickets to Freedom”</td>
<td>Unit 4 – Growth and Development Since 1850 Lesson 4 – How have immigration and settlement helped California grow? Lesson 5 – What was California’s role in the Twentieth Century?</td>
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## Open Court Unit 6 – A Changing America

<table>
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<tr>
<th>Open Court Lessons</th>
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</table>
| **Lesson 1 – Early America** | The First People of California | Historical information on the Native Americans in California. | What ways did California's terrain affect the Native Americans way of life? | Unit 2 – Early People in California  
Lesson 1 – How did early people live in California?  
Lesson 7 – How did the Mexican War for Independence affect California?  
Lesson 8 – How did Mexican rule affect California? |
|                  | The Californios                     | Historical information on the formation of the ranchos and the people called Californios. | What did Californios do for a living?  
Discuss the effects of the Gold Rush on the Californios' future. |                                                                                           |
| **Lesson 3 – Pocahontas** | Native American Customs and Traditions | A description of Native American customs and traditions such as dance, pottery, medicine and more. | Compare and contrast the Native American customs and traditions to American customs and traditions. | Unit 2 – Early People in California  
Lessons 1-8                                                                 |
| **Lesson 5 – Going West** | Journey of the Forty-niners | Information of the three routes to California during the Gold Rush. | Discuss the different routes, the various hardships each route had, the importance of seasons and the timeline of leaving on their trip to California. | Unit 3 – Early History to Statehood  
Lesson 1 – Where were California’s settlements?  
Lesson 2 – How and why did people travel to California?                                                                 |
| **Lesson 6 – The California Gold Rush** | Fun Fact Stories on the Gold Rush | Fun fact stories on how people traveled during the Gold Rush to California. | In small groups choose one story and write and illustrate a creative story to go with it. | Unit 3 – Early History to Statehood  
Lesson 1 – Where were California’s settlements?  
Lesson 2 – How and why did people travel to California?  
Lesson 3 – How did the discovery of gold affect California?  
Unit 4 – Growth and Development Since 1850  
Lesson 1 – How did the movement of people and ideas change in California?  
Lesson 2 – How did the Gold Rush change California’s economy? |
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### Scott Foresman Unit 1 – The Land of California

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<tbody>
<tr>
<td>Addresses all units and lessons.</td>
<td>When You Think of California</td>
<td>The author describes the different regions and things that make California unique.</td>
<td>This is a good poem to introduce and/or assess students on fourth grade history-social science. This poem reviews some aspect of every unit in fourth grade.</td>
</tr>
<tr>
<td>Lesson 3 – How are the areas of California different?</td>
<td>Elkhorn Slough: View from the Southbound Train</td>
<td>Author writes of looking out a train window and describes the landscape of California.</td>
<td>Bringing in prior knowledge discuss with students what the author is describing. Has anyone been on a train ride before? Discuss some of the vivid words the author uses in her poem. What is she driving by?</td>
</tr>
<tr>
<td>Lesson 5 – How are California’s communities alike and different?</td>
<td>City Baseball</td>
<td>Playing baseball in a city in 1909.</td>
<td>Compare playing in a city to playing where the students live. By looking at the picture, how is it alike and different?</td>
</tr>
<tr>
<td></td>
<td>City Garden</td>
<td>Garden on a balcony in a city.</td>
<td>How is Mr. McGregor’s garden alike and different from what the students know?</td>
</tr>
<tr>
<td></td>
<td>Closing Time</td>
<td>Closing up a business with a metal rolling door in a city.</td>
<td>Have students seen businesses close up this way? If so, where?</td>
</tr>
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</table>
### Scott Foresman Unit 2 – Early People of California

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<tbody>
<tr>
<td>Lesson 2 – How did early Europeans come to California?</td>
<td>Pocahontas</td>
<td>Poem on Pocahontas and her influence on the white people in the New World.</td>
<td>How is she similar to local Native Americans, how is she similar to students?</td>
</tr>
</tbody>
</table>

### Scott Foresman Unit 3 – Early History of Statehood

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<tbody>
<tr>
<td>Lesson 2 – How and why did people travel to California? Lesson 3 – How did the discovery of gold affect California?</td>
<td>Pioneers</td>
<td>Westward movement and what was needed to be a pioneer.</td>
<td>Was wealth something that made the pioneers survive the travel west?</td>
</tr>
<tr>
<td></td>
<td>The Trail of an Old Timer’s Memory</td>
<td>The trail westward – its terrain and people that made the trip.</td>
<td>Use a map to locate the different terrains that the pioneers had to travel through to go west. Discuss the different people that chose to travel west. What are some of the different reasons they may have left?</td>
</tr>
<tr>
<td>Scott Foresman Unit/Lessons</td>
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</tr>
<tr>
<td><strong>Lesson 1</strong> – How did the movement of people and ideas change in California?</td>
<td>A Railroad Man for Me</td>
<td>The thought of people and their jobs, railroad life, roles of people</td>
<td>Discuss why one would think a person with a certain type of job is good to marry.</td>
</tr>
<tr>
<td></td>
<td>A Flower-Fed Buffalo</td>
<td>Westward movement, Native Americans, prairie, effects of the railroad</td>
<td>Discuss how the westward movement affected the number of buffalo. What are we doing now to change?</td>
</tr>
<tr>
<td><strong>Lesson 2</strong> – How did the Gold Rush change California’s economy?</td>
<td>The Ploughman</td>
<td>Working in fields and farming, daily life, agriculture, produce.</td>
<td>Discuss the life of a farmer. Was it an easy life? Why?</td>
</tr>
<tr>
<td><strong>Lesson 3</strong> – How did different people coming to California affect our state?</td>
<td>Both My Grandmothers</td>
<td>Mothers that uprooted their family to come to America.</td>
<td>Why would a mother move her family to a far away country?</td>
</tr>
<tr>
<td><strong>Lesson 4</strong> – How have immigration and settlement helped California grow?</td>
<td>Crop Duster Near Vacaville</td>
<td>Farming, crop dusting, agriculture industry</td>
<td>Discuss the changes from long ago farming to how people farm now.</td>
</tr>
<tr>
<td><strong>Lesson 6</strong> – What new industries came to California in the twentieth century?</td>
<td></td>
<td></td>
<td>Compare and contrast the things that have and have not changed with farming.</td>
</tr>
</tbody>
</table>
Reading Connection Supplemental Materials

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Geography and Regional Information on Maine, Kansas, and California

The Geography of Maine

| Longitude / Latitude | Longitude: 66° 57'W to 71° 7'W  
|                      | Latitude: 43° 4'N to 47° 28'N |
| Borders              | Maine is bordered on the north by Canada and on the south and west by New Hampshire. To the east of Maine lies the Atlantic Ocean. |
| Climate (All temperatures Fahrenheit) |  
| Highest Temperature  | The highest temperature recorded in Maine is 105°, Fahrenheit. This record high was recorded on July 10, 1911 at North Bridgton. |
| Lowest Temperature   | The lowest temperature in Maine, -48°, was recorded on January 19, 1925 at Van Buren. |
| Average Temperature  | Monthly average temperatures range from a high of 78.9 degrees to a low of 11.9 degrees. |

The Land

Located in the far northeast corner of the United States, Maine is the largest of the New England states. The Pine Tree State (Almost 90% of Maine is forested,) can be divided into three geographic land areas stretching from the Atlantic Ocean in the east, northwest to the White Mountains.

Coastal Lowlands: The Coastal Lowlands start at the Atlantic Ocean and extend from ten to forty miles inland. This area is characterized by flat, sandy beaches in the south and small sandy beaches in small inlets between higher cliffs in the north.
**Eastern New England Uplands:** To the northwest of the Coastal Lowlands, is a section of the Eastern New England Uplands that stretch from Canada south to Connecticut. This good farmland and is where Maine Potato crops prosper, growing strong in the deep fertile soil. South is marked by lakes and fast streams.

**White Mountains:** An extension of New Hampshire's White Mountains, the Maine White Mountain region covers northwestern Maine. Mount Katahdin, Maine's highest point, is found in this region along with 9 other mountains over 4,000 feet high, and 97 mountains over 3,000 feet high. Source: Netstate - [http://netstate.com/states/geography/me_geography.htm](http://netstate.com/states/geography/me_geography.htm), retrieved on May 5, 2010.
The Geography of California

| **Longitude / Latitude** | Longitude: 114° 8' W to 124° 24' W  
Latitudé: 32° 30' N to 42° N |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Borders</strong></td>
<td>California is bordered by Oregon to the north. In the south, California shares an international border with Mexico. To the east, Nevada and Arizona share the California border. California meets the Pacific Ocean on the west.</td>
</tr>
<tr>
<td><strong>Highest Point</strong></td>
<td>The highest point in California is Mt. Whitney at 14,494 feet. Mt. Whitney is the highest mountain in the contiguous 48 states.</td>
</tr>
<tr>
<td><strong>Lowest Point</strong></td>
<td>The lowest point in California is in Death Valley. Death Valley lies 282 feet below sea level and is the lowest point in the United States.</td>
</tr>
<tr>
<td><strong>Major Rivers</strong></td>
<td>American River, Sacramento River, San Joaquin River, Colorado River</td>
</tr>
</tbody>
</table>
| **Climate (All temperatures Fahrenheit)** | The highest temperature recorded in California is 134°F, Fahrenheit. This record high was recorded on July 10, 1913 at Greenland Ranch in Death Valley. This makes for a real hot day!  
The lowest temperature was recorded on Jan 20, 1937 at Boca. -45° below zero does not make for good Beach weather!  
Monthly average temperatures range from a high of 92.2 degrees to a low of 14.3 degrees. |
Climate

The climate along the coast is mild; cooler along the central and northern coast. Southeastern California is hot and dry. Most of California is marked by only two distinct seasons; a rainy season and a dry season. The rainy season runs from October to April in northern California and from November to March or April in southern California.

The Land

California is the third largest state, behind Alaska and Texas, and runs almost 800 miles from north to south. Southern California has many wide, sandy beaches. California's topography can be characterized by defining eight main regions within the state.

Klamath Mountains: In the northwest corner of the state are the Klamath Mountains. They are comprised of many small forest covered ranges and are higher than the coastal mountains to the south. Many mountains range from about 6,000 to 8,000 feet above sea level.

Coastal Ranges: The Coastal Ranges in the north includes many smaller chains of mountain ranges including the Diablo and Santa Cruz Mountains. Some of the valleys separating these ranges are the Napa Valley, north of San Francisco and the Santa Clara and Salinas Valleys to the south. The Coastal Range is home to California's legendary Redwoods and, less fortunately the San Andreas Fault. The San Andreas Fault enters California from the Pacific Ocean near Port Arena and extends southeast into the state. Earthquakes are caused by movement of the earth's crust along this fault.

The Sierra Nevada: The Sierra Nevada mountain range in the east runs about 430 miles from north to south and forming a giant wall rising to over 14,000 feet. Many peaks in the range reach over 14,000 feet above sea level, with Mt. Whitney, at 14,494 feet, the highest peak in the United States south of Alaska. Yosemite Valley is one of the most spectacular of these valleys.

Central Valley: The Central Valley lies between the Coastal Range and the Sierra Nevada range and is home to the San Joaquin and Sacramento rivers. A level, broad fertile plain, the Central Valley is the most important farming area west of the Rocky Mountains and comprises about three-fifths of California's productive farmland.
Cascade Mountains: The Cascade Mountains extend north from the Sierra Nevada mountain range. They were formed by volcanoes unlike the other mountain ranges in California and support one still-active volcano; Lassen Peak. Lassen is 10,457 feet high and located in the southern Cascades. The Cascade Mountains are also home to Mt. Shasta, once and active volcano. Mt. Shasta rises 14,162 feet above sea level.

Basin and Range Region: The Basin and Range Province contain the southeastern deserts of California.

In the south, a good deal of the area is wasteland and includes the Mojave Desert and the Colorado Desert. Death Valley lies near the California-Nevada border.

The Los Angeles Ranges: The Los Angeles Ranges, between Santa Barbara and San Diego counties, are a group of small mountain ranges that extend east to west.

In southern California many wide, sandy beaches can be found.

The Geography of Kansas

Longitude / Latitude
Longitude: 94° 38'W to 102° 1' 34"W
Latitude: 37°N to 40°N

Borders
Kansas is bordered by Nebraska on the north and Oklahoma on the south. To the east is Missouri and to the west is Colorado.

Highest Point
The highest point in Kansas is Mount Sunflower at 4,039 feet above sea level.

Climate (All temperatures Fahrenheit)

<table>
<thead>
<tr>
<th>Highest Temperature</th>
<th>The highest temperature recorded in Kansas is 121°, Fahrenheit. This record high was recorded on July 24, 1936 at Alton.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowest Temperature</td>
<td>The lowest temperature in Kansas, -40°, was recorded on February 3, 1904 at Lebanon.</td>
</tr>
<tr>
<td>Average Temperature</td>
<td>Monthly average temperatures range from a high of 92.9 degrees to a low of 15.7 degrees.</td>
</tr>
</tbody>
</table>

The Land

Gazing upon Kansas, you'll see rolling plains. Mile after mile of golden waves highlight Kansas in the early summer as a reminder that this state is the leading producer of wheat in the United States. The Wheat State can be divided into three geographic regions.

**Dissected Till Plains:** The Dissected Till Plains lie in the northeastern section of Kansas. This area of rich soil, left by glaciers thousands of years ago, can be roughly defined as the area to the north of the Kansas River and to the east of the Big Blue River.
Southeastern Plains: South of the Dissected Till Plains, the Southeastern Plains cover Kansas to the Oklahoma border. The landscape is gently rolling, interrupted by a few hills.

The Great Plains: The western half of Kansas is covered by the Great Plains. Mount Sunflower, the highest point in Kansas is located in the Great Plains area near the Colorado border.

Women's History Month Starts in California

Women's History Month, now celebrated annually in the United States, grew out of a weeklong celebration of women's contributions to culture, history and society organized by the school district of Sonoma, California, in 1979. The idea quickly caught on within communities, schools and organizations across the country. In 1981, the U.S. Congress made it official, passing a resolution establishing Women's History Week. Six years later, the event was expanded into the entire month of March.

Source: [http://www.history.com/topics/womens-history-month](http://www.history.com/topics/womens-history-month), retrieved on 5/23/10

Famous Firsts in American Women's History

**Californian Julia Morgan is first woman admitted to the Ecole de Beaux-Arts in Paris, 1898**

The 26-year-old Morgan had already earned a degree in civil engineering from Berkeley, where she was one of just 100 female students in the entire university (and the only female engineer). After she received her certification in architecture from the Ecole de Beaux-Arts, the best architecture school in the world, Morgan returned to California. There, she became the first woman licensed to practice architecture in the state and an influential champion of the Arts and Crafts movement. Though she is most famous for building the "Hearst Castle," a massive compound for the publisher William Randolph Hearst in San Simeon, California, Morgan designed more than 700 buildings in her long career. She died in 1957.

Janet Guthrie is the first woman to drive in the Indy 500, 1977

Guthrie was an aerospace engineer, training to be an astronaut, when she was cut from the space program because she didn’t have her PhD. She turned to car racing instead and became the first woman to qualify for the Daytona 500 and the Indianapolis 500. Mechanical difficulties forced her out of the 1977 Indy race, but the next year she finished in ninth place (with a broken wrist!). The helmet and suit that Guthrie wore in her first Indy race are on display in the Smithsonian Institution in Washington D.C. Source: http://www.history.com/topics/famous-firsts-american-womens-history, retrieved on May 23, 2010

Kathryn Bigelow becomes the first woman to win an Oscar for Best Director, 2010

The American film director Kathryn Bigelow’s 2008 film “The Hurt Locker” garnered six Oscars on March 7, 2010, including the Academy Awards for Best Director and Best Picture. Written by Mark Boal, a former journalist who covered the war in Iraq, the movie follows an Army bomb squad unit as they conduct dangerous missions and battle personal demons in war-torn Baghdad. Bigelow, whose previous films include "Strange Days" and "Point Break," was the first woman to take home the Best Director distinction. She triumphed over her former husband, James Cameron, whose science fiction epic "Avatar" was another presumed front-runner. Source: http://www.history.com/topics/famous-firsts-american-womens-history, retrieved on May 23, 2010.
Following the Trail of the Pony Express in California

Driving distance = 118 miles - Driving time = 3 hours

The route of the Pony Express in California essentially follows U.S. 50 east to Stateline at South Lake Tahoe.

1. In 1860 Sacramento became the western terminus of the Pony Express. The first eastward journey of the Pony Express started from the B.F. Hastings Building. Located at 2nd and J Streets in Old Town Sacramento, this building housed offices of both the Pony Express and Wells Fargo operations. Across from the B.F. Hastings Building in Pony Express Plaza is a Pony Express Statue.
2. Folsom was the transfer point for mail from railroad to the Pony Express and was the western terminus of the Pony Express from June 1860 to June 1861. The Old Mint on Main Street was the site of the Pony Express relay station in Folsom.

3. Pleasant Grove House east of Folsom on Green Valley Road was a relay station for the Pony Express.

4. A reconstructed hotel in Pollock Pines now stands at the site of Sportsman's Hall, California's only Home Station. Between Camino and Pollock Pines the Pony Express route follows the Pony Express Trail frontage road.

Following the Trail of the Pony Express

Los Angeles Reflects on Lessons Learned from 1992 Riots

By Mike O'Sullivan
Los Angeles
29 December 2005

Today, Gil Mathieu earns a comfortable living in his south Los Angeles drug store. But 13 years ago, after riots left 55 people dead in the city, more than 2,300 injured and 1,100 buildings destroyed, he was devastated. His drug store was one of the buildings that burned to the ground.

"Everything was destroyed, to the ground," he said. "It was totally destroyed."

The riots began after a mostly white jury in the suburb of Simi Valley acquitted four police officers of beating a black motorist named Rodney King. The explosion of rage exposed underlying tensions that divided the city's residents - white, Hispanic, African American and Asian.

After the violence subsided, there were government programs to spur development, which has occurred in pockets of South Los Angeles. Local and federal authorities helped, says John Bryant of Operation Hope. He formed the private organization in response to the riots.

"But the good news was that we formed a rainbow out of that storm, and we had people talking to each other that wouldn't normally talk to each other," he said. "And we formed coalitions and partnerships that would not have normally been formed. And it forced people to have more of a spirit of self-reliance."

Mr. Bryant's organization teaches financial literacy to inner city children and adults. It also operates cyber-cafés, to offer computers and a work space for local residents who want to start a business. A credit branch helps residents get loans to buy homes or commercial property. After the riots, Gil Mathieu's pharmacy was rebuilt, partly with a loan from Operation Hope.
Another private group, the Community Coalition, lobbies politicians to improve the neighborhood. Executive director Marqueece Harris-Dawson started a project with local youngsters to document repairs needed at their schools. They took photographs and publicized the pictures.

"One of the things they were most concerned about was the quality of the physical conditions at their schools, and so youth documented those conditions, proposed solutions, and were successful winning $153 million for their schools," he said.

Today, there are new businesses and banks in some neighborhoods of south Los Angeles. There is construction in other places.

Native Americans

The Aleuts constituted several peoples related to the Eskimos, but they had their own language and culture. They were the original inhabitants of southwest Alaska, the Kodiak archipelago and the Aleutian Islands, stretching some 1,100 miles toward Asia. The region was characterized by nearly treeless, rocky shores teeming with a rich array of wildlife on land and in the sea.

Splendid seamen, the Aleuts used skin-covered baidarkas (kayaks) to pursue sea lion, seals and whales. They also caught fish, principally salmon, and harvested birds, eggs and plants.

Numbering an estimated 12,000 to 25,000 before Russian contact, the Aleuts lived in isolated, widely spaced villages. Their dwellings, some made of sod, were half-buried in the earth. Some groups utilized summer fish camps.

Aleut society was hierarchical, with nobles at the top and slaves at the bottom. Like so many aboriginal groups, the main agent of their spiritual life was the shaman (so-called medicine man) who was responsible for rituals, taboo enforcement and healing.

When the Russians arrived in the 1750s, their missionaries introduced the Orthodox faith, which dramatically altered the Aleuts’ religious life. Intermarriage also took place, producing Creole offspring and Russian family names. The Russian promyshlienniki (fur hunters and traders) also forcibly exploited the Aleuts’ subsistence skills to collect valuable sea otter, seal and fox furs. Another encroachment on their lives was foreigner-introduced diseases. These, and cruel treatment, debilitated and severely reduced Aleut populations to an estimated 8,000 today.

Source: [http://www.u-s-history.com/pages/h1002.html](http://www.u-s-history.com/pages/h1002.html), retrieved on May 23, 2010
North Pole Facts - geographic, climate, population, discovery

North Pole location

North Pole (Geographic North Pole) is situated in the northern hemisphere where the Earth’s axis of rotation meets the Earth’s surface. The North Pole is located in the middle of the Arctic Ocean which constantly covered with shifting sea ice. The North Pole latitude is 90° North. At the North Pole all lines of longitude converge there, so North Pole longitude can be defined as any degree value. Greenland is the closest land to the Geographic North Pole (700 km / 440 mi away).

Day and Night

Sun is constantly above the horizon during the summer months (187 days) and constantly below the horizon during the winter months (178 nights) at the North Pole. There are White nights during 15-16 days before sunrise and after sunset at North Pole. You can see the moon at North Pole during 2 weeks per month.
North Pole Climate

North Pole weather is much warmer than in South Pole. It is situated in Polar climate zone. The average North Pole temperature during winter time is -34°C (-30°F) and average North Pole summer temperature is 0°C (32°F). The temperature of North Pole changes during the last 20 years. Many scientists consider it as a result of global warming. The thickness of ice at the North Pole is 3-4 meters.

History of North Pole Exploration

The exploration of North Pole has a long history. It is a known North Pole fact that the first man who crossed the Arctic Circle was Greek geographer and explorer Pytheas of Massilia at about 320 BC. So he is considered a first Polar explorer. The first North Pole map was made by D. Gerasimov, Russian sailor, in the first half of 16th century. Explorers and enthusiasts tried to achieve North Pole using all possible ways – dog sleds and planes, dirigibles and nuclear icebreakers, skis and parachutes.

It is considered that the first person in the North Pole was Robert Peary. He claimed that he reached the North Pole on April 6, 1909 together with Matthew Henson and four Inuit men. However, it is still a controversial North Pole fact. People, who accompanied Peary during the journey, weren’t trained in navigation and couldn’t independently confirm his own navigational results. The other American explorer Frederick Albert Cook stated to have reached the North Pole on April 21, 1908, but he didn’t provide the convincing proof.

The first submarines at North Pole were American nuclear submarines "Nautilus" and "Slope" which had passed under ices of the North Pole in 1958.

Animals in the North Pole

North Pole animals are represented by species who are able to survive in difficult North Pole climate such as a polar bear, a polar fox, a polar hare, a musk ox and a reindeer in the land and a seal, a walrus, northern whale and some kinds of fish (a herring, a cod and etc.) in the sea. There are around 240 kinds of birds in North Pole, such as white partridge, a snowy owl, different kinds of seagulls, the American swan, and albatross.

Many North Pole animals can disappear because of human activity. That is why the hunting for polar bears and sea mammals is forbidden or limited in the majority of the countries which have the Arctic territories.

People in the North Pole

The development of aviation in the beginning of the 20th century has created new possibilities for North Pole exploration. But for scientific researches these expeditions were not so significant. The real scientific discovery has begun after successful creation of manned drifting station North Pole-1 - the first North Pole village in 1937.
Since that time the scientists and explorers spend half of year in this North Pole village. The North Pole population is not so big around 150 people.

Hiding Jews During World War II
The Difficulties of Finding Secret Safe Havens from the Nazis

May 8, 2009 Michael Streich

Throughout Nazi-occupied Europe as well as in Germany, ordinary citizens, even strangers, hid Jews from the Gestapo, often at great personal risk.

The story of Ann Frank and her family, hiding from the Nazis from 1942 until they were betrayed in 1944, is very familiar. Her Diary is required reading in many Middle and High Schools and has been turned into a drama production. Less familiar are the countless tales of Jews hidden, often by common strangers. Though few survived, Jews hidden by selfless and generous people, often at great risk to themselves, lived to tell their stories once World War II ended.

Who Helped to Hide Jews?

Historian Marion Kaplan of Queens College and City University in New York, states that between 10-12,000 Jews went "underground" as the deportations began in Germany; only 25% survived. These "submerged Jews" frequently shuttled from one safe house to another while others tried to blend into society.

Kaplan, writing about German Jews, comments that, "The Germans who hid them showed compassion and daring, revealing the possibility of resistance to genocide." Ordinary citizens knew the potential costs of hiding Jews. In most cases, this meant death for the entire family. Sharing meager food supplies, especially as the war progressed, added to the strain.

These hidden refugees had no documentation cards, living in a "no-mans-land" ripe for detection and arrest. Families were often split. Hiding places changed weekly. And the monotony of total exile from social interaction took a toll on their mental well-being.

In Holland over 40,000 Jews were concealed by everyday citizens, yet only 15,000 survived. The Ten Boom family of Haarlem saved an estimated 800 Jews with their "secret room," specially constructed for the purpose of moving Jews to permanent safe havens.

The First Peoples of California

The earliest Californians were adventurous Asians who made their way across the Bering Straits to Alaska thousands of years ago when a warmer climate and a now-vanished land bridge made such travel easier. These men and women and their descendants settled North and South America, spreading out to form the various nations and tribes whom the first European visitors to this hemisphere dubbed "Indians." The mountain ranges of the Pacific Coast isolated these early settlers from the cultures that developed in neighboring Mexico and the western United States. California’s rugged topography, marked by mountain ranges and deserts, made it difficult for her indigenous groups to travel great distances, and the region’s native peoples were even isolated from each other, tending to live in large family groups or clans. Thus divided and isolated, the original Californians were a diverse population, separated by language into as many as 135 distinct dialects. Tribes included the Karok, Maidu, Cahuileno, Mojave, Yokuts, Pomo, Paiute, and Modoc. On the other hand, the mountains that divided the groups made extensive warfare impractical, and the California tribes and clans enjoyed a comparatively peaceful life.

The region’s lack of rain during the growing season meant that agriculture was not a practical means of livelihood for early Californians, but the gentle climate and rich soil enabled these groups to live by skillfully harvesting and processing wild nuts and berries and by capturing the fish that crowded the streams. The acorn, leached of toxic acids and turned into meal, was a staple of the diet of most California native peoples. Indeed, the first English-speaking Europeans to encounter California Native Americans were so struck by their focus on gathering nuts from the ground and unearthing nutritious roots that they nicknamed them "Diggers," and "Digger Indian" became a vague nickname for many of the groups.

An ample food supply, temperate climate, and absence of wars contributed to a large, healthy population. It has been estimated that when Europeans first came to California, the native population was probably close to 300,000--13 percent of the indigenous peoples in North America.

Source: [http://lcweb2.loc.gov/ammem/cbhhtml/cbpeople.html](http://lcweb2.loc.gov/ammem/cbhhtml/cbpeople.html), retrieved on May 23, 2010
By the time the Gold Rush began, hundreds of people like Vicente Peralta had already established successful businesses in California. Peralta owned Rancho San Antonio, some 19,000 acres of land on the coast of northern California. He prospered in the cattle trade.

Vicente Peralta and his family were part of a group of people known as Californios--Spanish-speaking people who had come from Mexico or Spain to settle in California. Californios had lived on California soil since 1769. That’s when Spanish priests began building missions, or Catholic churches, along the coast, in hopes of converting Native Americans to Christianity.

The mission settlements included large land areas, on which mission settlers and Native American laborers grew crops such as wheat and corn and raised livestock. Settlers also lived outside the mission, in small towns called pueblos. In forts known as presidios, Spanish soldiers helped guarantee Spain’s hold on the land.

For decades, the Spanish priests were the most powerful group in California. But when Mexico won independence from Spain in 1821, Californios began to break free of this religious control. In 1834, the Mexican government took possession of the land owned by the missions. After applying to the government, Californios received grants for large areas of land—from 10,000 to over 100,000 acres.

Soon the Californios established sprawling ranchos, or cattle ranches, along the coast. Most of the ranchers sold cattle hides and tallow, animal fat used to make candles and soap. Some made wine and grew citrus fruits, which were exported. By 1850, some 200 Californio families like the Peraltas owned about 14 million acres of land.

Life for the Californios changed after the Mexican War (1846-1848), fought between the United States and Mexico. At the war’s end, California belonged to the United
States. The Treaty of Guadalupe Hidalgo made Californios U.S. citizens and guaranteed them the rights to their lands. But these rights would soon be weakened.

The same year the war ended, the first cry of "Gold!" rang out. By 1852, about 250,000 miners from around the world had arrived in California. Now the Californios were a minority. It didn’t matter that they had lived on their lands for generations. In the eyes many the new commers, the Californios were "foreigners."

As competition for gold increased, resentment toward Californios and miners from Mexico, Chile, and other Latin American countries grew. In 1850, the Foreign Miners Tax Law was introduced. It meant that "foreign" miners, including Californios, had to pay $20 a month if they wanted to mine.

Some of the forty-miners who failed at mining wanted something to show for their trouble. So they took land--some of which belonged to the Californios. Some miners *squatted*, or lived on the ranchos without the permission of the landowners. Many squatters seized land violently, killing cattle, burning crops, and chasing Californios out of their homes. By the 1870’s, the Californios’ empire was gone.

Still, the Californio legacy lives on in California today. The citrus and wine trades are now among California’s largest industries. The names of many California cities--San Francisco, San Jose, Monterey, Los Angeles, and San Diego--reflect the Spanish-speaking people who first settled them. And Californio influence can be seen in all aspects of California culture, from its architecture and music to its food and art.

Native Americans had many customs and traditions. They were passed from generation to generation.

Although the invasion of the white men destroyed many tribes and traditions, some old customs remained.

Here are some interesting traditions that tell about how civilized and rich Native American culture is.
<table>
<thead>
<tr>
<th>CUSTOM</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dance</strong></td>
<td>Dance played a very important role in Native American tribes. People danced for many occasions and ceremonies. Weddings, like the one on the image on the left, were usually very festive and Many tribes in many regions celebrated the harvest. One of the most important crops was corn, so the corn harvest was often celebrated through dance. Usually people danced and chanted to the beat of the drum. Dance was also used in many ceremonies such as the Sun dance and the Rain dance. Even shamans sometimes used dance to call the spirits to heal the sick and wounded. During these festivals the people painted their faces white to represent happiness. They danced, played games, and thank spirits for good harvest.</td>
</tr>
<tr>
<td><strong>Wedding Dance</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Pottery</strong></td>
<td>Indian pottery is a very old art. Some remains of ancient pottery was found to be as old as 300 B.C. This was found in Arizona. Indian pottery was glazed in fire and covered with clay strips. Indian pottery is usually made of clay that is dug out from the earth. Then the clay is put on tin sheets and left to dry. After it dries it is soaked in water and strained through the big screen. The next step is to add special sand that is sometimes called tuff to the mixture until it can be made into pottery. Indians use lap board to make their pieces. Pottery is fired.</td>
</tr>
<tr>
<td><strong>Indian Pottery</strong></td>
<td></td>
</tr>
</tbody>
</table>
The Plains Indians believed in the Great Spirit. The Indians believed the Great Spirit had power over all things including animals, trees, stones, and clouds. The earth was believed to be the mother of all spirits. The sun had great power also because it gave the earth light and warmth. The Plains Indians prayed individually and in groups. They believed visions in dreams came from the spirits. The medicine man or shaman was trained in healing the sick and interpreting signs and dreams.

Potlatch was a party where the host would cater for hundreds of people in a show of wealth, giving them with food and gifts. The potlatch was such a huge event that organizing it could often ruin the host, and he would often be left with nothing and the potlatch ceremony could last up to 10 days!
Native Americans made beautiful jewelry. Before the Europeans arrived, many tribes had alike jewelry. This was because the things used for making jewelry was also used for trading. They traded beads, shells, silver, turquoise and amber. There are two types of jewelry: beadwork and metalwork. For beadwork, they carved shells, stones, copper, and wood. They beaded pieces of leather, their clothing and decorations. Metalwork was not very developed before settlers came. They would just etch the metal. But when Europeans came they taught Native Americans how to do metals and then the metalwork jewelry really developed.

Native Americans were great storytellers. They had many legends. They told stories that taught lessons and were passed from one generation to another. These legends help save the culture and traditions of many tribes. Some legends talk about heroes. There are also stories about tricksters. Here are links to some very cool legends: http://www.thewildwest.org/native_american/legends/index.html
Native Americans knew a lot about healing and natural medicine. The medicine included herbs, but also spirits! Native Americans believed that people should live in harmony with the nature and you heal by returning people to that harmony. Most of the tribes had special "medicine" men and women who did the healing. Sometimes they are called shamans. They used lots of different herbs to heal. These herbs were often fixed as tea, but sometimes they were burned and the smoke was a healer. They also did cleansing or purification. They did this most often in the sweat lodge. This lodge is like sauna. They were small houses in which they burned cedar or willow. They were burned over the stones which would get hot. Then they would throw water on to make steam. Native Americans believed that the smoke and steam will clean them off diseases. Native Americans also had lots of ceremonies that were about healing. While they may seem strange, these traditions kept Native Americans healthy for centuries.

Source: [http://library.thinkquest.org/04oct/00019/id37.htm](http://library.thinkquest.org/04oct/00019/id37.htm), retrieved on May 23, 2010
In fall of 1848, news of the California gold strike hit the East. The following spring, thousands of gold seekers traveled by overland trails and by ship to the "gold fields." Most of these "forty-niners" had never before left the places where they had grown up. Their journeys would be unforgettable.

The forty-niners traveled by three main routes.

**The Oregon-California Trail**
- **Distance:** about 3,000 miles
- **Estimated travel time:** 3 to 7 months

**The Panama Shortcut**
- **Distance:** 7,000 miles
- **Estimated travel time:** 2 to 3 months

**Around Cape Horn**
- **Distance:** 15,000 miles
- **Estimated travel time:** 4 to 8 months
Most forty-niners from the Midwest and many from the East traveled West on the Oregon-California Trail. Travel by ship was costly. Maps and books promised a quick and easy overland voyage. But for many gold seekers who traveled overland, the journey would be the hardest they had ever experienced.

Forty-niners usually traveled in covered wagons pulled by oxen or mules. A few rode horses. Once they passed frontier towns like Independence, Missouri, they entered the wilderness. Many of the forty-niners were from cities like Boston or New York. They had never camped outdoors, hunted for food, or built a fire. And now they faced months far from civilization.

In 1849, some 32,000 gold-seekers went West on the trail through present-day Nebraska, Wyoming, Idaho, and Nevada. They endured violent thunderstorms, torrential rain, and scorching heat. They traveled mile after mile of bumpy trails that choked their throats with dust in dry weather and turned to mudholes when rain fell. They lost their belongings and even their lives trying to cross rivers such as the Platte, the Green, and the Bear.

Many gold-seekers feared attack by Native Americans. But this seldom happened. Disease was the biggest killer.
Forty-niners fell victim to cholera, mountain fever, pneumonia, and diphtheria. Hundreds of gold-seekers died and were buried along the trail.

The strain took a toll on the oxen and mules as well. As they traveled, forty-niners lightened the load by throwing out everything they didn’t need—from cookstoves and furniture to barrels of flour. Still, thousands of animals died from exhaustion or thirst and were left to rot in the sun.

Near the end of their journey, the forty-niners crossed the Forty Mile Desert, a hot, dry wasteland between the Humboldt and Carson rivers in present-day Nevada. Some people brought enough water for the crossing. Those who did not sometimes paid for this with their lives.

Beyond the Forty Mile Desert, lay California, the land of gold. Some would find their fortunes there. Most would not. But they had survived their overland journey by a combination of bravery, cooperation, skill, and luck. The experience had changed them forever.
"The only sounds in that leafy wilderness were the chattering of monkeys as they cracked the palm nuts, and the scream of parrots, flying from tree to tree."

Bayard Taylor, journalist who covered the Gold Rush from *Gold Rush: A Literary Exploration*, edited by Michael Kowalewski

For many forty-niners, the Panama shortcut was irresistible. It cut 8,000 miles and months of travel off the sea voyage around Cape Horn, at the tip of South America. And a trip through the jungles of Panama, with their brightly-colored birds and flowers, seemed like an exotic adventure.

The cross-Panama journey began on the Caribbean coast, at the mouth of the Chagres river. There, forty-niners stepped on board a bungo, a type of Panamanian canoe. At first, native Panamanians charged about $5 for the 3 to 4 day river journey. But when they realized how anxious the gold seekers were to get across Panama, the price quickly rose.
As the gold seekers traveled, they saw a jungle landscape that seemed like something from a dream: dense thickets of mangrove trees, dazzling tropical flowers, and exotic animals such as crocodiles, parrots, and jaguars. Some forty-niners even got the chance to sample roast iguana or monkey meat, cooked over a campfire.

The river journey was the easy part. Soon, the bungoes landed, and the men set out on horses or mules into the steaming jungle. Bodies of dead horses and mules marked the 50-mile trail. Death lurked everywhere, in the form of diseases such as malaria, yellow fever, and cholera.

Of the thousands of forty-niners who attempted the Panama crossing, some died of disease and never made it out of the jungle. Most did, arriving at Panama City, a small outpost on the Pacific coast. There, many miners got a surprise. There weren’t any boats to take them to California. They would have to wait.

Regular passenger service to San Francisco began in late 1849. Before that, thousands of gold seekers became stranded in Panama City—for days or even weeks. When ships arrived, miners swarmed them. Often, forty-niners paid extremely high prices for passage. But most thought it was worth it. They were headed to California, the land of gold. And they were sure they’d strike it rich.
Suddenly a heavy blow struck the starboard quarter and careened the ship over on her side...A crash was heard overhead—chains rattling and falling, sails madly flapping, yardarms snapping and masts breaking; for a few seconds, the noise was terrific..."

-forty-niner Linville Hall describes a storm at sea from *Gold Dust*, by Donald Dale Jackson

The *Edward Everett* sailed from Boston in 1849, bound for California around Cape Horn, at the tip of South America. The gold seekers on board enjoyed a variety of foods, including cheese and butter, potpies, plum pudding, and applesauce. Scheduled activities included lectures and Sunday church services.

Most forty-niners traveling the 15,000-mile journey around Cape Horn did not enjoy such luxuries. They paid anywhere from $100 to $1000 and spent up to 8 months on board ship, packed together into tiny rooms or in the ship’s hold.
In good weather, the travelers could enjoy the beauty of the sea. And stops in exotic ports such as Rio de Janeiro in Brazil made life interesting. But as the voyage went on, the boredom could become maddening. To pass the time, gold seekers gambled and played checkers, told stories, and daydreamed of gold.

Usually, there were two varieties of food—boring and awful. Meats and vegetables spoiled quickly in the hot climate near the equator. Worms burrowed through the bread. The water tasted foul. Some men got scurvy, a disease caused by lack of foods containing vitamin C. Their gums bled and their teeth fell out. A few even died. Diseases such as cholera killed men as well. Dead bodies were wrapped in canvas cloth and buried at sea.

The most dangerous leg of the journey was the sail around the very tip of Cape Horn. Monstrous waves, terrifying winds, and frigid temperatures challenged even the most experienced captains. Some took a short cut through the Strait of Magellan. But that passage was narrow and sometimes deadly.

Still, the Cape Horn route was probably the safest of all the routes to the gold fields. Thousands of men made the trip successfully. But even after their 15,000 mile journey, forty-niners arrived in California with no guarantee of success. Year later, many would return home, no richer than when they’d left for California.

Weird Ways West

A California-bound airline in 1849!? Don’t laugh; it almost happened. Rufus Porter, founder of Scientific American, planned to fly 49ers west on propeller-driven balloons powered by steam engines. He went far as to advertise the expedition, and 200 brave souls signed up for the trip. But the "airline" never got off the ground.

Then there was the "wind wagon," sort of a cross between a sailboat and a wagon. It seemed like a good idea on paper; after all, it can be very windy in the West. A prototype was built and for a brief moment it barreled across the plains at the advertised 15 miles-per-hour. Then it went out of control and crashed. The inventor--Wind-wagon Thomas--kept trying for years, but never succeeded.

Others took a more low-tech approach, making the trip with only a simple wheelbarrow. It’s hard to imagine pushing a fully-loaded wheelbarrow for 2,000 miles, but several dozen attempted the trip. For a time, they could outpace everything on the Trail, but human endurance has its limits. No one is quite sure if any of them made it all the way with their wheelbarrows.

The $100 drink of water

Would you spend $100 for a glass of water? Some 49ers on the California Trail did.

Because of poor planning, many western-bound 49ers were unprepared for the hot, dry deserts of Nevada. A few sharp businessmen in California knew this and took advantage of the situation. They traveled eastward with barrels of water. Extremely thirsty, many 49ers paid $1, $5, even $100 for a glass of precious water.

But water was not the only expensive item on the Oregon-California Trail. For example, at the start of the journey, flour could be purchased for $4.00 a barrel, but further along the price rose to a sky-high $1.00 per pint. Other staples could also be quite expensive:

- Sugar $1.50 per pint
- Coffee $1.00 per pint
- Liquor $4.00 per pint
Traffic on the Trail

Bumper-to-bumper highway congestion isn’t just a modern phenomena. Rush hour traffic on the Oregon-California trail was just as bad--probably worse.

The image of a lone wagon on the endless prairie is largely myth; it’s more accurate to imagine a moving city. Many reported seeing wagons all the way to the horizon day after day.

And just like today’s highways, there was quite a bit of jockeying for position. The goal was to get in front of the pack because anyone who was behind had to eat the billowing dust kicked up by the wagons ahead. Competition was fierce; those in the back often had to put on goggles just to see.

The crowded conditions got even worse in the evening when the wagons came together to camp. Many 49ers discovered that previous wagon trains had overgrazed the prairie, and so there was no remaining grass for the oxen and mules to graze. So it was not uncommon for 49ers to venture miles off the trail in the evening in search of grass for their animals.

The Stinky Trail west

Imagine the sunburn you’d get from being outside from sunup to sundown every day for six months. No sunblock. No lotion. That was reality for the California-bound 49ers--most wound up with leathery, sunbaked skin. But that was just the beginning. Imagine sweating profusely in 90 degree heat day after day--but never taking a bath or shower. That too was typical of life on the trail.

And remember, this was before the days of t-shirts and shorts. Women wore long dresses for the most part, and men wore long pants. And there wasn’t even much changing of clothes. They wore the same clothes day after day.

Could it get any worse? Yes. They often had no choice but to drink rancid water, which had the inevitable result: diarrhea. For many, it was a chronic condition.

All these factors combined to create some rather deplorable hygienic conditions. Even the native tribes were repulsed by the smell. The Native Americans, who bathed regularly, thought the emigrants were uncivilized because of their poor hygiene.

Source: http://www.isu.edu/~trinnich/funfacts.html#anchor246090, retrieved on May 23, 2010
# Poetry Connection Supplemental Materials

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WHEN YOU THINK OF CALIFORNIA

When you think of California think of people filled with zest.
For a special kind of living in the freedom of the West.
Think of swimmers, fishers, golfers, campers—backyard loafers too.
Using beaches, parks, and mountains, doing things folks love to do.

When you think of California, think of industry and trade,
Think of busy people working at the tasks where wealth is made,
Think of teeming ports and cities, with their experts by the legion,
And goods of muscle, brain, and beauty sent to every region.

When you think of California think of copious valleys green,
With a promise of fulfillment that makes agriculture queen.
Where the vineyards, groves and orchards are oases of delight,
With a myriad of blossoms making perfume of the night.

When you think of California think of history rich in lore:
Indian, priest, and forty-niner and the bold conquistador;
Of wagon trains a rolling to the tune of Clementine,
And the roots of many cultures in the raisin and the wine.

When you think of California think of education’s power,
Think of well-trained people ready for a task or leisure’s hour;
Think of schools for every purpose, with a challenge that’s supreme
For a youth with opportunity to realize its dream.

When you think of California think of mighty works of man,
Think of reservoirs and rivers in a classic water plan;
Think of webs of towering bridges, gracefully spanning stream and bay,
And the high lines wheeling power, making life an easier way.

When you think of California think of dusks as soft as down,
With a neon fluorescence like a halo round each town;
Think of gleaming streams of freeways, head and tail lights flowing by,
And the green-red blinking air fleets purring smoothly through the sky.

When you think of California see the Capitol Dome aglow,
Brightly rising over deodars so stately in a row;
See the luminous leaves above the lights throughout the park,
Smell the jasmine and azaleas breathing fragrance to the dark.

California, California, are we always living true
To the variant rich reality of life we draw from you?
May we know that all our blessings are a trust from heaven’s grace
And may the way we use them show us worthy of this place!
Elkhorn Slough:
View from the Southbound Train

for W. B.

Out from tight railway seams along Highway 101, we emerge through fields and cattle land into another landscape of tracks. Beyond my rattling west-facing window, marsh and waterways reach indefinitely. No sign of the nearby Monterey coast, though it feeds its brine through this sieve.

Shallow channels meander through wetlands, watery surface glazed cerulean blue and white from the passing day and its clouds. The dark cut banks shine with slick black earth. Above the banks, upon marshy mud flats—ochre, chartreuse, drab gold, moss green—low-growing plants flourish in tidal mire.

Sudden appearance: tall stick-legged birds. Blue heron poised beside lithe white egret. My startled eye becomes a wing, lifting them gracefully, unfolding my own longing, this wild duet. High and spiraling seaward, I send them, beyond this labyrinth, this inverted winter sky.
Passing Piedras Blancas

The highway is narrow, the curves dangerous.  
Even more dangerous is the scenery,  
which tears my eyes from the road.

A lone black bull guards his pasture by the sea.  
He looks ironclad, mighty and mythic in his stance  
as he stares the horizon down.  
Piedras Blancas Lighthouse stands beside him, blinking  
through thick afternoon strands of fog.  
The oceanward pasture looks so remote  
I think the bull must swim away.

I drive on through low meadows, ragged cliffs:  
fog streamers rise into low, light haze,  
sea and sky dance and whirl in each other’s blue.  
Gold pampas grass banners hail me from every ridge.

My mind brings new music up from the shore—  
lonely oboe answers a low-pitched bassoon—  
the lowing lighthouse and the roaring voice of the bull,  
as they help one another watch over their kingdom,  
this coast of broken white stones.
CITY BASEBALL

Crazy as white shines in summer—
shoes slapping at dusk
like fast-moving lamps—
that’s how the pitcher looks
in his white shirt, almost a grown man,
winding up the ball.
And for one
minute the children
swing at it—
under the laundry-flapping sky.

_Liz Rosenberg_
1994

_Playground in a Mill Village. 1909_
Lewis Hine
City Garden

See
Mr. McGregor’s
Balcony?

He’s got
Lettuce,
Tomatoes,
Beans—

Everything
But Peter
Rabbit!
Closing Time

At night,
Steel gratings
Clang in place.
Every store
Wears metal lace.

Cold lace
To mark
The end of day—

_Burglar, burglar, stay away!_
Pocahontas

Young daughter of a native chief, 
the thoughtful Pocahontas hid behind a tree, 
and watched the pale-skinned men, 
heeding everything they did— 
pounding fence posts, building forts. 
Then she raced home to tell of all that she had seen. 
Her kinsmen, frightened by her news, 
quickly called a powwow 
and pondered what to do. 
She overheard their plan to kill and force the colonists away, 
but kept her silence well until 
her people captured Captain Smith. 
They brought him to the chief—bedecked in fur, 
a long and regal robe, 
with ropes of pearls about his neck.

Another powwow was begun. 
Each sage, each shaman argued loud. 
Somberly, the chief decreed, “The prisoner must die!” 
A crowd surrounded Captain Smith. 
They dragged him down, and raised their deadly clubs. 
Pocahontas flung herself upon his head. 
One blow: her blood would flow, not his. 
Her father ordered, “Halt!” 
He let the captain go back home again.

Soon afterward a fire blazed, a dreadful glow, 
destroying all the settlers’ food. 
Pocahontas felt their grief. 
She gave them deer meat, turkey, corn. 
She alone brought them relief. 
Many owed their lives to her— 
young daughter of a native chief.
PIONEERS

Clothed in buckskin, clothed in homespun,
Clothed in strength and courage, too,
They pressed westward ever westward,
Where the land was wild and new.
Pioneers!

Wearing coonskin, wearing gingham,
Wearing patience mile on mile,
They crossed rivers, prairies, mountains,
Pressing westward all the while.
Pioneers!

Toting rifles, toting kettles,
Toting faith and hardihood,
They left comfort far behind them
For a future they thought good.
Pioneers!

They took little of the riches
That a wealthy man can boast,
But their courage, patience, vision,
Were the coins that matter most.
Pioneers!

_Aileen Fisher and Olive Rabe_

_1956_
The Trail of an Old Timer’s Memory

There’s a trail that leads out to the mountains
Through the prairie dust velvety gray,
Through the canyons, the gulches, and coulees,
A trail that grows dimmer each day.
You can’t make it without an old timer
To guide you and make you his guest,
For that trail is the long trail of memory—
And it leads to the heart of the West.

Now it winds through the shadows of sorrow,
Now it’s warmed by the sunlight of smiles,
Now it lingers along pleasant waters,
Now it stretches o’er long, weary miles.
But it never is lonesome, deserted,
As you journey its distances vast
For it always is crowded and peopled
With dim phantom shapes of the past.

Freight wagons creaking and lurching
Leaving the old trading posts,
And Indian war parties scouting
As silent and furtive as ghosts;
Cowpunchers driving the trail herd,
The stage coach that swayed as she rolled
With her passengers, sourdough and pilgrim,
In quest of adventure and gold.
Cavalry trots through the dust clouds,
Hunter and trapper and scout,
Miner and trader and outlaw
All meet on this marvelous route
Where laughter and tears are found mingled,
Where a prince may be found in a shack,
On this trail to the days ‘most forgotten,
The days that will never come back.

Robert Fletcher
A RAILROAD MAN FOR ME

I wouldn't marry a farmer,
He's always in the dirt.
I'd rather marry a railroad man
Who wears a striped shirt!

Oh, a railroad man, a railroad man,
A railroad man for me!
I'm going to marry a railroad man,
A railroader's bride I'll be.

I wouldn't marry a blacksmith,
He's always in the black,
I'd rather marry an engineer
That throws the throttle back.

Oh, a railroad man, a railroad man,
A railroad man for me!
I'm going to marry a railroad man,
A railroader's bride I'll be.

*Traditional American Folksong
nineteenth century*
THE FLOWER-FED BUFFALOS

The flower-fed buffalos of the spring
In the days of long ago,
Ranged where the locomotives sing
And the prairie flowers lie low;
The tossing, blooming, perfumed grass
Is swept away by wheat.
Wheels and wheels and wheels spin by
In the spring that still is sweet.
But the flower-fed buffalos of the spring
Left us long ago.
They gore no more, they bellow no more.
They trundle around the hills no more;
With the Blackfeet lying low,
With the Pawnees lying low.

Vachel Lindsay
1926

Panel depicting Indians and Buffalo, mid-1850s
United States
THE PLOUGHMAN

Clear the brown path, to meet his coulter’s gleam!
Lo! on he comes, behind his smoking team,
With toil’s bright dew-drops on his sun-burnt brow,
The lord of earth, the hero of the plough!

First in the fields before the reddening sun,
Last in the shadows when the day is done,
Line after line, along the bursting sod,
Marks the broad acres where his feet have trod: . . .

*Oliver Wendell Holmes*

1849
BOTH MY GRANDMOTHERS

Both my grandmas came from far away
on the difficult journey alone with their children.
They had the courage to do that
but only enough strength
to get here, raise their kids, and die.
I myself have stood on the shore of the Caspian Sea
crying my eyes out
and knowing how far away far can be
and how far this America—strange and difficult even for me—
was from their homes,
from the life they yearned back to.
But they lived here uprooted the rest of their lives.

Edward Field
1977
CROP DUSTER
NEAR VACAVILLE

An airplane swoops low
Over I-80, its wheels
Almost touching the white,
Pink and red oleander
Planted along the median
All the way to the Coast Range,
Past corporate farms largely
Indistinguishable from one another
And unrelieved by any farmhouse.
In sputtering, erratic flight,
The plane recrosses I-80.
Startled out of their lassitude,
People traveling on the freeway,
Sealed tightly behind closed windows
Against the intense valley heat,
Observe the pilot sitting
In his shirt sleeves in the open
Cockpit like some brash barnstormer
Resurrected from the thirties.
Wayward wizard that he is,
He lays down an elixir
Of white powder on the cultivated
Crops of our cankerous age
Stretching to the dung-colored hills,
And then circles for still another pass,
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