

California History/Social Science and Language Arts Content Standards That Can Be Addressed Through Preparing For, Engaging In And/Or With, and Taking Action On and/Or From the Complex Issues Represented by the Henrietta Marie Exhibit

Historical and Social Sciences Analysis Skills

Grades K-5

Chronological and Spatial Thinking

3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.

Research, Evidence, and Point of View

1. Students differentiate between primary and secondary sources.
Through the resources available both off and online as well as in the exhibit itself, students can have multiple opportunities to interact with both primary and secondary sources.
2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
Students not only have opportunities to pose questions in and through their academic study, but will also be able to interact with docents at the exhibit. They will be able question the events, the artifacts, the larger issues and their implications.
3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.
Fictional resources provided enable teachers to provide opportunities for students to compare the many documentary sources they will encounter with historical fiction that addresses issues of the slave trade and slavery as an institution.

Historical Interpretation

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
3. Students identify and interpret the multiple causes and effects of historical events.
4. Students conduct cost-benefit analyses of historical and current events.

Grades 6-8

Chronological and Spatial Thinking

1. Students explain how major events are related to one another in time.

Research, Evidence, and Point of View

1. Students frame questions that can be answered by historical study and research.
2. Students distinguish fact from opinion in historical narratives and stories.
3. Students distinguish relevant from irrelevant information, essential from incidental

information, and verifiable from unverifiable information in historical narratives and stories.

4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

Historical Interpretation

1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.
3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
4. Students recognize the role of chance, oversight, and error in history.
5. Students recognize that interpretations of history are subject to change as new information is uncovered.
6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

Grades 9-12

Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

Historical Research, Evidence, and Point of View

1. Students distinguish valid arguments from fallacious arguments in historical interpretations.
2. Students identify bias and prejudice in historical interpretations.
3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

Content Standards

GRADE FOUR

History/Social Science

- 4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.
2. Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).
 3. Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).
 4. Study the lives of women who helped build early California (e.g., Biddy Mason).
See the web site under resources called Passages: An African American Odyssey (<http://www.jps.net/~gailhd>). Students will be able to explore the journey of Biddy Mason from slave to businesswoman in California.
- 4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.
1. Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.
 2. Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.
 3. Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).

Language Arts

Reading

- 2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.
- 2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).
- 2.4 Evaluate new information and hypotheses by testing them against known information and ideas.
- 2.5 Compare and contrast information on the same topic after reading several passages or articles.
- 2.6 Distinguish between cause and effect and between fact and opinion in expository text.

Writing

- 1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.
- 1.2 Create multiple-paragraph compositions.
- 2.3 Write information reports.

Listening and speaking

- 1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.
- 1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.

Speaking Applications

- 2.2 Make informational presentations:
 - a. Frame a key question.
 - b. Include facts and details that help listeners to focus.
 - c. Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports).
- 2.3 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.

GRADE FIVE

History/Social Science

- 5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.
6. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.
- 5.5 Students explain the causes of the American Revolution.
4. Describe the views, lives, and impact of key individuals during this period.
- 5.6 Students understand the course and consequences of the American Revolution.
7. Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.
- 5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

Language Arts

Reading

- 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams illustrations,, charts, maps) make information accessible and usable.
- 2.2 Analyze text that is organized in sequential or chronological order.
- 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.
- 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

Expository Critique

- 2.5 Distinguish facts, supported inferences, and opinions in text.

Writing

- 1.2 Create multiple-paragraph expository compositions

Research and Technology

- 1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.
- 1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks).

Genres

- 2.3 Write research reports about important ideas, issues, or events. . .
- 2.4 Write persuasive letters or compositions

Listening and Speaking

- 1.1 Ask questions that seek information not already discussed.
- 1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.
- 1.3 Make inferences or draw conclusions based on an oral report.

Organization and Delivery of Oral Communication

- 1.4 Select a focus, organizational structure, and point of view for an oral presentation.
- 1.5 Clarify and support spoken ideas with evidence and examples.
- 1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.

Speaking Applications

- 2.2 Deliver informative presentations about an important idea, issue, or event by the following means

GRADE 8

History/Social Science

- 8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.
 - 3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.
- 8.4 Students analyze the aspirations and ideals of the people of the new nation.
 - 1. Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.
 - 2. Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).
 - 3. Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).
- 8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.
 - 4. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.
- 8.7 Students analyze the divergent paths of the American people in the South from

1800 to the mid-1800s and the challenges they faced.

1. Describe the development of the agrarian economy in the South, identify the location of the cotton-producing states, and discuss the significance of cotton and the cotton gin.
2. Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).
3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.
4. Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

1. Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).
2. Discuss the abolition of slavery in early state constitutions.
3. Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.
4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.
5. Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act, the Dred Scott v. Sandford decision (1857), and the Lincoln-Douglas debates (1858).
6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.

8.11 Students analyze the character and lasting consequences of Reconstruction.

1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.
2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).
3. Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.
4. Trace the rise of the Ku Klux Klan and describe the Klan's effects.
5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

Language Arts

Reading

- 2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.

- 2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.

Writing

Writing Strategies

- 1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.
- 1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.
- 1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.
- 1.4 Plan and conduct multiple-step information searches by using computer networks and modems.
- 1.5 Achieve an effective balance between researched information and original ideas.

Writing Applications

- 2.3 Write research reports
- 2.4 Write persuasive compositions

Listening and Speaking

- 1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.
- 1.4 Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.
- 2.3 Deliver research presentations
- 2.4 Deliver persuasive presentations

GRADE 10

History/Social Science

- 10.8 Students analyze the causes and consequences of World War II.
5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.

Language Arts (Grades 9 & 10)

- 2.3 Generate relevant questions about readings on issues that can be researched.

- 2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.
- 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

Writing

- 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

Writing Applications

- 2.3 Write expository compositions, including analytical essays and research reports
- 2.4 Write persuasive compositions

Listening and speaking

- 1.10 Analyze historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address," Martin Luther King, Jr.'s "I Have a Dream") to find the rhetorical devices and features that make them memorable.
- 2.3 Apply appropriate interviewing techniques

GRADE 11

History/Social Science

- 11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.
- 11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.
 - 1. Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.
 - 2. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.
- 11.10 Students analyze the development of federal civil rights and voting rights.
- 11.11 Students analyze the major social problems and domestic policy issues in

contemporary American society.

Language Arts (grades 11 & 12)

- 2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.
- 2.4. Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- 2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject
- 2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

Writing

- 1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.
- 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- 1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.
- 1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- 1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).
- 2.3 Write reflective compositions
- 2.4 Write historical investigation reports

Listening and Speaking

- 2.1 Deliver reflective presentations
- 2.2 Deliver oral reports on historical investigations

GRADE 12

History/Social Science

- 12.5 Students summarize landmark U.S. Supreme Court interpretations of the

Constitution and its amendments.

- 12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government

