

LINKS TO CONTENT STANDARDS

Grade Four

History - Social Science Standards

- 4.1.1 Explain and use coordinate grid system of latitude and longitude to determine absolute locations.
- 4.1.2 Distinguish between the North and South poles; the equator and Prime Meridian; the tropics; and the hemispheres using coordinates to plot locations.

- 4.3.2 Compare how and why people traveled to California and the routes they traveled.
- 4.3.3 Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment.
- 4.3.5 Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.

- 4.4.2 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.
- 4.4.3. 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).

Analysis Skills (Grade K - Grade 5)

Chronological and Spatial Thinking:

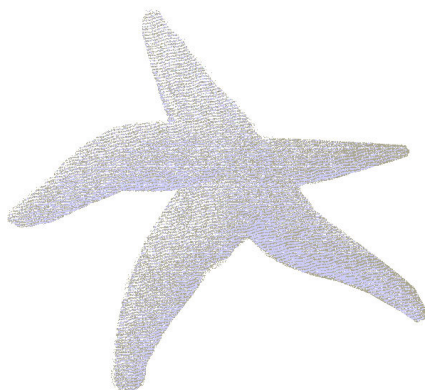
1. Students explain how the present is connected to the past, identifying similarities and differences between the two, and how some things change over time and some things stay the same.
2. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.

Research, Evidence, and Point of View:

1. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.

Historical Interpretation

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
2. Students identify and interpret the multiple causes and effects of historical events.



Grade Five**History - Social Science Standards**

- 5.8.2 Describe states and territories that existed in 1850 and identify their locations and major geographical features.
- 5.8.5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.
- 5.8.6. Relate how and when California became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.

Analysis Skills (Grade K - Grade 5)*Chronological and Spatial Thinking:*

- 1. Students explain how the present is connected to the past, identifying similarities and differences between the two, and how some things change over time and some things stay the same.
- 2. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.

Research, Evidence, and Point of View:

- 1. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
- 2. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

Historical Interpretation

- 1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
- 2. Students identify and interpret the multiple causes and effects of historical events.

