

CHAPTER FOUR

HISTORY
SOCIAL SCIENCE
FRAMEWORK

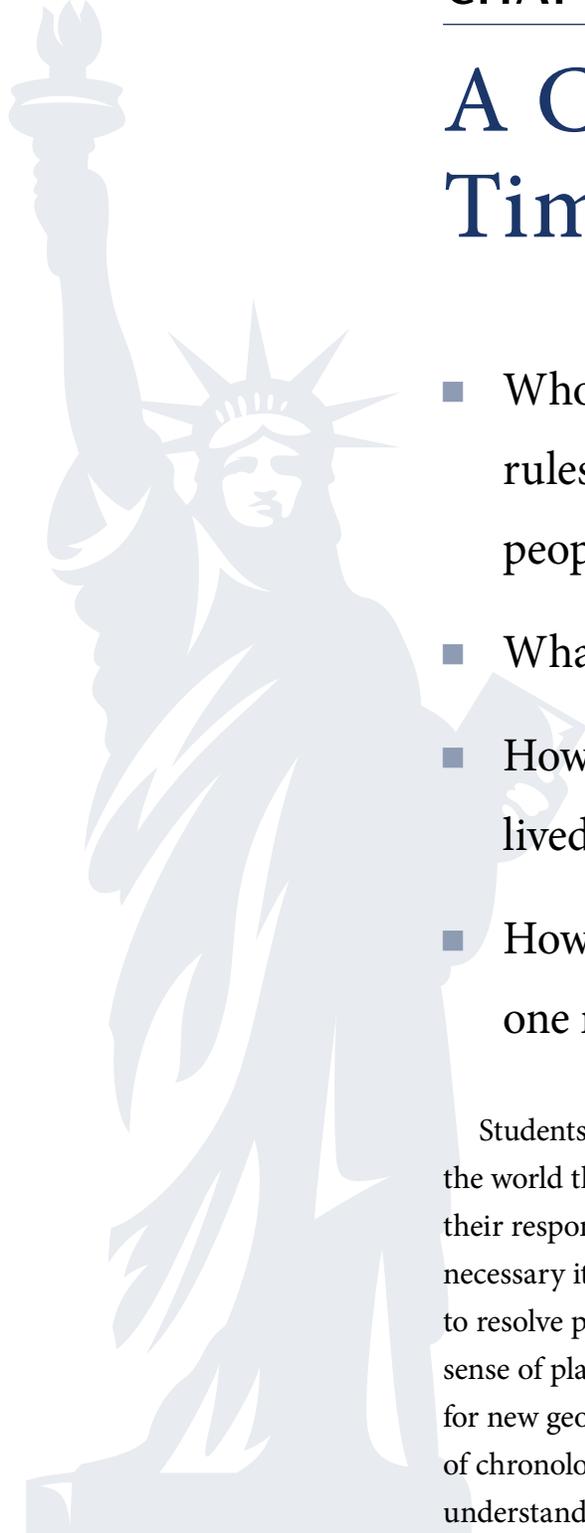
FOR CALIFORNIA PUBLIC SCHOOLS
Kindergarten Through Grade Twelve

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CHAPTER 4

A Child's Place in Time and Space

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- Who is responsible for enforcing the rules? What are the consequences if people choose to break these rules?
 - What is our community like?
 - How is our life different from those who lived in the past, and how is it the same?
 - How do many different people make one nation?

Students in the first grade are ready to learn more about the world they live in, about the choices they make, and about their responsibilities to other people. They begin to learn how necessary it is for people and groups to work together and how to resolve problems through cooperation. Students' expanding sense of place and spatial relationships provides readiness for new geographic learning and a deeper understanding of chronology. Students also are ready to develop a deeper understanding of cultural diversity and to appreciate people

from various backgrounds and ways of life that exist in the larger world that they are now beginning to explore. Students also begin to develop economic and financial literacy as they learn about work in school, in the home, and outside the home, and the exchange of goods and services for money. Students increase their knowledge of cost-benefit analysis by recognizing that choices have consequences. Teachers should also work collaboratively with their colleagues who teach kindergarten and grades two and three to avoid repetition. The content themes they begin in kindergarten—such as understanding of and appreciation for American culture and government, geographic awareness, and (starting in grade one) economic reasoning—serve as a multigrade strand that can allow an extended and relatively in-depth course of study.

The Rights and Responsibilities of Citizenship

Students learn about the values of fair play and good sportsmanship. They learn to respect the rights and opinions of others and build on their understanding of respect for rules by which all must live. Students may discuss the class rules and understand how they were developed. They may also consider the following questions: **Who is responsible for enforcing the rules? What are the consequences if these rules are broken?** Having students solve the social problems and dilemmas that naturally arise in the classroom is a sound strategy. For example, they may discuss how to share scarce supplies, how to treat those who bully students perceived as different, or how best to proceed on a group project when a dilemma arises. In using this approach, students will learn that problems are a normal and recurring feature of social life and that the capacity to examine and solve problems lies within.

Teachers may also introduce value-laden problems for discussion through reading stories and fairy tales that pose dilemmas appropriate for young students, such as Paul Galdone's *The Monkey and the Crocodile*, Lenny Hort's *The Boy Who Held Back the Sea*, and Francisco Jiménez's *La Mariposa*. Through listening to these stories and through the discussions and writing activities that follow, students gain deeper understandings of individual rights and responsibilities as well as social behavior. Throughout these lessons the teacher's purpose is to help students develop those civic values that are important in a democratic society. Students may be given jobs in the classroom. Practicing democratic processes in the classroom helps students learn content and develop social responsibility.

Teachers may illustrate a direct democracy and a representative democracy by demonstrating them in the classroom setting. To learn about a direct democracy, all students can vote on classroom decisions such as which game will be played on a rainy day or which type of math manipulative will be used to build patterns. The class may vote by using different methods (for example, raising hands or casting secret ballots) and then discuss and reflect upon the process and the outcome. Was it important to have everyone vote? The teacher should ensure that students understand that everyone can influence the decision. Allowing students to select classroom leaders or table leaders who will then make classroom decisions is a way to explicitly model a representative democracy. The advantages and disadvantages of these two models can then be discussed with the students to help them develop a beginning understanding of citizenship and government.

Geography of the Community

Students' growing sense of place and spatial relationships makes possible important new geographic learning in grade one. To develop geographic literacy, teachers can build on students' sense of their neighborhood and the places where students regularly go in order to shop, play, and visit. In response to the question **What is our community like?**, students demonstrate their emerging spatial concepts and skills by making a map of their neighborhood, town, and county and then labeling a map with California, the United States, the continents, and oceans. Books such as *Me on the Map* by Joan Sweeney and *Maps and Globes* by Jack Knowlton may be used to teach students about cartography as well as build conceptual knowledge of community, city, state, country, continent, and world.

Students may construct a three-dimensional floor or table map of their immediate geographic region. Such an activity helps develop students' observational skills and spatial relationships and teaches the concepts of absolute and relative locations of people and places. Comparing the floor or table map to a picture map of this same region will help students make the connections between geographic features in the field, three-dimensional models of this region, and two-dimensional pictures or symbolic maps. Students should observe that the picture-symbol map "tells the same story" as the floor model but does so at a smaller scale. The picture-symbol map may also be hung upright without changing the spatial arrangement of these features and without altering their relationships to

one another. For example, when the map is hung upright, the supermarket is still north of the post office. These critical understandings are important in developing reading and interpretation skills with maps.

Finally, students learn how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation. Students may engage in collaborative conversations with classmates as they gather evidence about the way people live in different environments by inspecting primary-source photographs depicting lifestyles in different parts of the world. Informational books such as *Children Just Like Me* by Anabel Kindersley and Barnabas Kindersley; *One World, One Day* by Barbara Kerley; *Houses and Homes* by Ann Morris; and *People Everywhere* by Paul Humphrey allow students to observe people from around the world and to draw conclusions about the effects of the physical environment on ways of living. Teachers may connect the learning about the interactions between the environment and people to Standards 1.5 and 1.6.

Studying a map of California and discussing places where people live lead students to analyze how location, weather, and the physical environment affect where and why people settle in an area. As they explore places where Californians live, students focus on the fact that human communities are generally located near the natural systems that provide the goods and ecosystem services upon which humans depend (See appendix G for California Environmental Principle I). Moreover, student reflection on human populations and consumption rates and the expansion and operation of human communities builds students' understanding of the influence of these activities on the geographic extent and viability of natural systems (Environmental Principle II, California Education and the Environment [EEI] curriculum unit "People and Places: Then and Now," 1.2.4).

Symbols, Icons, and Traditions of the United States

First-grade students deepen their understanding of national identity and cultural literacy by learning about national and state symbols (Standard 1.3). Students learn to recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "You're a Grand Old Flag"). As students participate in shared inquiry, they begin to understand the significance of national holidays and the achievements of the

people associated with them. They also learn to identify and understand American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people, ideas, and events associated with them. Teachers should focus on how these symbols provide a sense of identity for Americans and a sense of community across time and space. Informational texts and literature such as Deborah Kent’s *Lincoln Memorial*, Ann McGovern’s *The Pilgrims’ First Thanksgiving*, Lucille Recht Penner’s *The Statue of Liberty*, and Patricia Ryon Quiri’s *The National Anthem* may be used to answer questions such as **What are some important symbols of the United States?** and **Why are they important?** Students may create a class “big book” of important national symbols by writing informational/explanatory or opinion pieces about these symbols. Teachers may also read to students *The Wall* by Eve Bunting, which helps them to understand the symbolic nature of monuments and how they represent civic values.

Life Today and Long Ago

In Standard 1.4, students learn about times past, especially continuity and change. The focus is to compare different times and different places and how certain aspects of life change over time while some things stay the same. Schools, communities, and transportation of the past provide areas of study that students are familiar with in the present. Teachers may also examine such areas as work, clothing, games, and holidays to compare with the students’ lives today, using the frame **How is our life different from those who lived in the past, and how is it the same?** Informational books and stories such as *My Great Aunt Arizona* by Gloria Houston can help students develop historical empathy and understand life in the past. Primary sources can be introduced by using photographs (and videos or artifacts) of schools, transportation, and clothing.



Grade One Classroom Example: Schools in the Past and Today (Integrated ELA/Literacy and History)

Learning Objective: Children will write an informative/explanatory text about how schools in the past were the same yet different from schools today, supplying details and evidence from multiple sources.

Miss Pham’s first-grade students are exploring the concept of continuity and change by participating in shared research around the following questions:

How are schools from long ago the same as today? How are they different?

First, the students are prompted to return to the “bird’s-eye view map” of the classroom as well as the timelines of the school day that they created as part of earlier social studies units. The students are prompted to review these documents and discuss what school is like for them today in their classroom.

Students analyze several primary-source photographs of schools from the late 1800s courtesy of the Library of Congress, read the informational book *Schools: Then and Now* by Robin Nelson, and participate in a read aloud of the picture book *My Great-Aunt Arizona* by Gloria Houston and Susan Condie Lamb.

Miss Pham asks text-dependent questions of key details to guide the children’s comprehension and critical analysis of the photographs and texts. In addition, Miss Pham does another read of *Schools: Then and Now*, drawing the students’ attention to text features such as photographs, captions, and the index.

Using a whole-class graphic organizer to take notes, Miss Pham and her students return to the photographs and texts to chart information about schools long ago. The students then write down what school is like today.

Students work in small groups, discussing examples and evidence of things that are the same and different about schools in the past. Students are provided with sentence frames while discussing the sources. Then Miss Pham charts the students’ answers on the graphic organizer before asking the students to write a brief informational/explanatory text using the sentence frames.

Example (continued)

- “I see _____ in the photograph. This is the same as today.”
- “One thing about school that is the same is _____. My evidence is _____.”
- One thing that is different is _____. I think that because _____.”

CA HSS Content Standard: 1.4.1

CA HSS Analysis Skills (K–5): Chronological and Spatial Thinking 3

CA CCSS for ELA/Literacy: RI.1.1, 5, 7, 9, W.1.2, 8, SL.1.1, 2

CA ELD Standards: ELD.PI.1.1, 6, 10

Cultural Literacy: One Nation, Many People

Standard 1.5 focuses on the people from many places, cultures, and religions who live in the United States and who have contributed to its richness. Through contemporary stories as well as folktales and legends, students discover the many ways in which people, families, and cultural groups are alike despite their varied ancestry. Teachers may employ the question **How do many different people make one nation?** and use quality literature such as *Everybody Cooks Rice* by Norah Dooley, *Whoever You Are* by Mem Fox, and Cinderella stories for multiple cultures, such as *Jouannah: A Hmong Cinderella* by Jewell Reinhart Coburn and Tzexa Cherta Lee, to teach and reinforce these concepts.

In developing this unit of study, teachers draw first from the rich fund of literature and folklore from the cultures represented among the families in the classroom and school. Then, as time allows, teachers can introduce literature from other cultures for comparison, emphasizing how American Indians and immigrants have helped to define California and America. Throughout this unit, students should be encouraged to discuss and dramatize these stories and analyze what these stories tell about the culture. Understanding similarities and differences of people from various cultural backgrounds allows students to have increased awareness of the beliefs, customs, and traditions of others.

Economics: Goods and Services

In Standard 1.6, students acquire a beginning understanding of economics. For example, they learn about the use of money to purchase goods and services and about the specialized work that people do to manufacture, transport, and market such goods and services. They learn that people exchange money for the goods and services they want, and because money is limited, people must make choices about how to spend their money. Even first-grade students can understand what *budgets* are and can study how people plan their spending. These topics provide a foundation for later instruction in financial literacy.

This standard can be taught in conjunction with, or build upon, the geographic exploration of the neighborhood and community. Students at this age level learn that the place where they live is interconnected with the wider world. This may include a focus on the trucks and railroad lines that bring products to this neighborhood for eventual sale in its stores; to an industrial region, near or far away, producing one or more needed products, such as bricks and building materials for new home construction or clothing for the stores; and to the airport or regional harbor that links this place with producers, suppliers, and families throughout the world.

Students may continue their development of analytical skills by identifying the costs of their decisions. They should recognize that a cost is what is given up in gaining something. This fits with the economic concept of exchange. When students trade, they gain something, but they also give up something. What they give up is the cost of the choice. It should be emphasized that each choice has a cost (a simple example is the story of *The Three Little Pigs*, where two of the pigs give up safety for play).

At the same time, students may enjoy informational books and literature that bring these activities alive and that build sensitivity toward the many people who work together to get their jobs done. Stories such as *The Tortilla Factory* by Gary Paulsen illustrate the values of compassion, working together, and perseverance.