



Topic and Description	Objectives	Lesson Cues
	<p>(6.) Draw upon visual data  (7.) Assess the importance of the individual in history  (8.) <b>Grades 3-4:</b> Identify issues and problems in the past</p> <p><b>Standard 2B:</b>  (1.) Compare and contrast differing sets of ideas  (2.) Construct a historical narrative  (3.) Read historical narratives imaginatively  (4.) <b>Grades 3-4:</b> Draw upon historical maps and read historical narratives imaginatively  (5.) <b>Grades 3-4:</b> Draw upon visual data and read historical narratives imaginatively</p>	<p>(5.) <b>(Grades 3-4)</b> Interpret population data from historical and current maps, charts, graphs, and census tables in order to make generalizations about the changing size and makeup of the local community.  (6.) Examine local architecture and landscape to compare changes in function and appearance over time.  (7.) Identify historical figures in the local community and explain their contributions and significance.  (8.) <b>(Grades 3-4)</b> Identify a problem in the community's past, analyzing the different perspectives of those involved, and evaluate choices people had and the solution they chose.</p> <p><b>(2B)</b>  (1.) Compare and contrast the different ways in which early Hawaiian and Native American peoples such as the Iroquois, the Sioux, the Hopi, the Nez Pierce, the Inuit, and the Cherokee adapted to their various environments and created their patterns of community life long ago.  (2.) Draw upon written and visual sources and describe the historical development and daily life of a colonial community such as Plymouth, Williamsburg, St. Augustine, San Antonio, and Fort Vincennes, in order to create a historical narrative, mural, or dramatization of daily life in that place long ago.  (3.) Describe the challenges and difficulties encountered by people in a pioneer farming community such as those found in the Old Northwest (e.g., Ohio), the prairies, the Southwest (e.g., Santa Fe), eastern Canada (e.g., Quebec), and the Far West (e.g., Salt Lake City).  (4.) <b>(Grades 3-4)</b> Draw upon maps and stories in order to identify geographical factors that led to the establishment and growth of communities such as mining towns (Sacramento) and trading settlements (New Orleans, Vincennes, and Astoria).  (5.) <b>(Grades 3-4)</b> Describe and compare daily life in ethnically diverse urban communities long ago, such as a free African American community in Philadelphia, an Italian community in New York, or a Chinese community in San Francisco.</p>

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<p><b>(II) The History of the Students' Own State or Region</b></p> <p><b>Standard 3:</b> The People, Events, Problems, and Ideas that Created the History of Their State</p>	<p><b>TLW (The Learner Will):</b></p> <p><b>Standard 3A:</b> The student understands the history of indigenous peoples who first lived in his or her state or region. (1.) Formulate historical questions (2.) Read historical narratives imaginatively (3.) <b>Grades 3-4:</b> Compare and contrast differing sets of ideas</p> <p><b>Standard 3B:</b> The student understands the history of the first European, African, and/or Asian-Pacific explorers and settlers who came to his or her state or region. (1.) <b>Grades 3-4:</b> Obtain historical data (2.) <b>Grades 3-4:</b> Establish temporal order (3.) Draw upon visual data (4.) <b>Grades 3-4:</b> Read historical narratives imaginatively (5.) Obtain historical data</p> <p><b>Standard 3C:</b> The student understands the various other groups from regions throughout the world who came into his or her own state or region from long ago to the recent past. (1.) <b>Grades 3-4:</b> Establish temporal order (2.) Obtain historical data (3.) Formulate historical questions (4.) <b>Grades 3-4:</b> Obtain historical data (5.) <b>Grades 3-4:</b> Draw upon historical data (6.) <b>Grades 3-4:</b> Appreciate</p>	<p><b>(3A)</b> (1.) Draw upon data in paintings and artifacts to hypothesize about the culture of the early Hawaiians or Native Americans who are known to have lived in the state or region, e.g., the Anasazi of the Southwest, the Makah of the Northwest coast, the Eskimos/Inupiat of Alaska, the Creeks of the Southeast, the Mississippians (Cahokia), or the Mound Builders. (2.) Draw upon legends and myths of the Native Americans or Hawaiians who lived in students' state or region in order to describe personal accounts of their history. (3.) <b>(Grades 3-4)</b> Compare and contrast how Native American or Hawaiian life today differs from the life of these same groups over 100 years ago.</p> <p><b>(3B)</b> (1.) <b>(Grades 3-4)</b> Gather data in order to analyze geographic, economic, and religious reasons that brought the first explorers and settlers to the state or region. (2.) <b>(Grades 3-4)</b> Reconstruct in timelines the order of early explorations and settlements including explorers, early settlements, and cities. (3.) Examine visual data in order to describe ways in which early settlers adapted to, utilized, and changed the environment. (4.) <b>(Grades 3-4)</b> Analyze some of the interactions that occurred between the Native Americans or Hawaiians and the first European, African, and Asian-Pacific explorers and settlers in the students' state or region. (5.) Use a variety of sources to construct a historical narrative about daily life in the early settlements of the student's state or region.</p> <p><b>(3C)</b> (1.) <b>(Grades 3-4)</b> Develop a timeline on their state or region and identify the first inhabitants who lived there, each successive group of arrivals, and significant changes that developed over the history of their state or region. (2.) Use a variety of visual data, fiction and nonfiction sources, and speakers to identify the groups that have come into the state or region and to generate ideas about why they came. (3.) Examine photographs and pictures of people from the various racial and ethnic groups of varying socioeconomic status who lived in the state 100-200 years ago in order to hypothesize about their lives, feelings, plans, and dreams, and to compare ways in which their experiences were similar and different. (4.) <b>(Grades 3-4)</b> Examine newspaper and magazine accounts and construct interview questions for a written, telephone, or in-person interview with a recent immigrant in order to discover why they came, what their life was like, and to describe some of the experiences that they have had in adjusting to the state or</p>

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	<p>historical perspectives (7.) <b>Grades 3-4:</b> Consider multiple perspectives</p> <p><b>Standard 3D</b> The student understands the interactions among all these groups throughout the history of his or her state. (1.) <b>Grades 3-4:</b> Establish temporal order (2.) <b>Grades 3-4:</b> Analyze cause-and-effect relationships (3.) <b>Grades 3-4:</b> Reconstruct the literal meaning of a historical passage (4.) <b>Grades 3-4:</b> Identify issues and problems in the past (5.) <b>Grades 3-4:</b> Consider multiple perspectives (6.) <b>Grades 3-4:</b> Reconstruct the literal meaning of a historical passage</p> <p><b>Standard 3E</b> The student understands the ideas that were significant in the development of the state and that helped to forge its unique identity. (1.) Draw upon visual data (2.) <b>Grades 3-4:</b> Assess the importance of the individual in history (3.) Obtain historical data (4.) <b>Grades 3-4:</b> Obtain historical data</p>	<p>region. (5.) <b>(Grades 3-4)</b> Draw upon census data and historical accounts in order to describe patterns and changes in population over a period of time in a particular city or town in the students' state or region. (6.) <b>(Grades 3-4)</b> Describe the problems, including prejudice and intolerance, as well as the opportunities that various groups who have lived in their state or region have experienced in housing, the workplace, and the community. (7.) <b>(Grades 3-4)</b> Draw upon historical narratives to examine the sources of strength and determination, such as family, church, synagogue, community, or fraternal organizations that various groups drew upon in attempts to overcome problems during this period.</p> <p><b>(3D)</b> (1.) <b>(Grades 3-4)</b> List in chronological order the major historical events that are part of the state's history. (2.) <b>(Grades 3-4)</b> Analyze the significance of major events in the state's history, their impact on people then and now, and their relationship to the history of the nation. (3.) <b>(Grades 3-4)</b> Read historical narratives to describe how the territory or region attained its statehood. (4.) <b>(Grades 3-4)</b> Identify historical problems or events in the state and analyze the way they were solved and/or the ways that they continue to be addressed. (5.) <b>(Grades 3-4)</b> Examine various written accounts in order to identify and describe regional or state examples of major historical events and developments that involved interaction among various groups (e.g., the Alamo, the Underground Railroad, the building of the Transcontinental Railroad, and the California Gold Rush). (6.) <b>(Grades 3-4)</b> Investigate the influence of geography on the history of the state or region and identify issues and approaches to problems such as land use and environmental problems.</p> <p><b>(3E)</b> (1.) Draw upon visual and other data to identify symbols, slogans, or mottoes, and research why they represent the state. (2.) <b>(Grades 3-4)</b> Analyze how the ideas of significant people affected the history of their state. (3.) Research in order to explain why important buildings, statues, monuments, and place names are associated with the state's history. (4.) <b>(Grades 3-4)</b> Draw upon a variety of sources to describe the unique historical conditions that influenced the formation of the state.</p>

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<p><b>(III) The History of the United States: Democratic Principles and Values and the Peoples from Many Cultures Who Contributed to Its Cultural, Economic and Political Heritage</b></p> <p><b>Standard 4:</b> How Democratic Values Came to Be, and How They Have Been Exemplified by People, Events, and Symbols</p>	<p><b>TLW (The Learner Will):</b></p> <p><b>Standard 4A:</b> The student understands how the United States government was formed and the nation's basic democratic principles set forth in the Declaration of Independence and the Constitution.</p> <p>(1.) Explain causes and consequences</p> <p>(2.) <b>Grades 3-4:</b> Demonstrate and explain the influence of ideas</p> <p>(3.) Demonstrate and explain the influence of ideas</p> <p>(4.) Analyze continuity and change</p> <p><b>Standard 4B:</b> The student understands ordinary people who have exemplified values and principles of American democracy.</p> <p>(1.) Assess the importance of the individual in history</p> <p><b>Standard 4C:</b> The student understands historic figures that have exemplified values and principles of American democracy.</p> <p>(1.) Assess the importance of the individual in history</p> <p>(2.) <b>Grades 3-4:</b> Compare competing historical narratives</p>	<p><b>(4A)</b></p> <p>(1.) Explain that English colonists who fought for independence from England formed the U.S. government.</p> <p>(2.) <b>(Grades 3-4)</b> Identify and explain the basic principles that Americans set forth in the documents that declared the nation's independence from England (the Declaration of Independence) and that created the new nation's government (U.S. Constitution).</p> <p>(3.) Explain the importance of the basic principles of American democracy that unify us as a nation: our individual rights to life, liberty, and the pursuit of happiness; responsibility for the common good; equality of opportunity and equal protection of the law; freedom of speech and religion; majority rule with protection for minority rights; and limitations on government, with power held by the people and delegated by them to their elected officials who are responsible to those who elected them to office.</p> <p>(4.) Analyze how over the last 200 years individuals and groups in American society have struggled to achieve the liberties and equality promised in the principles of American democracy.</p> <p><b>(4B)</b></p> <p>(1A.) Identify ordinary people who have believed in the fundamental democratic values such as justice, truth, equality, the rights of the individual, and responsibility for the common good, and explain their significance.</p> <p>(1B.) Analyze in their historical context the accomplishments of ordinary people in the local community now and long ago who have done something beyond the ordinary that displays particular courage or a sense of responsibility in helping the common good.</p> <p><b>(4C)</b></p> <p>(1A.) Identify historical figures who believed in the fundamental democratic values such as justice, truth, equality, the rights of the individual, and responsibility for the common good, and explain their significance in their historical context and today.</p> <p>(1B.) Describe how historical figures in the United States and other parts of the world have advanced the rights of individuals and promoted the common good, and identify character traits such as persistence, problem solving, moral responsibility, and respect for others that made them successful.</p> <p>(2.) <b>(Grades 3-4)</b> Compare historical biographies or fictionalized accounts of historical figures with primary documents in order to analyze inconsistencies and disagreements in these accounts, and assess their reliability.</p>

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<p><b>Standard 5:</b> The Causes and Nature of Various Movements of Large Groups of People into and within the United States, Now and Long Ago</p>	<p><b>Standard 4D:</b> The student understands events that celebrate and exemplify fundamental values and principles of American democracy.  (1.) Demonstrate and explain the influence of ideas  (2.) <b>Grades 3-4:</b> Demonstrate and explain the influence of ideas and beliefs</p> <p><b>Standard 4E:</b> The student understands national symbols through which American values and principles are expressed.  (1.) Demonstrate and explain the influence of ideas  (2.) Obtain historical data  (3.) <b>Grades 3-4:</b> Reconstruct the literal meaning of a historical passage  (4.) <b>Grades 3-4:</b> Consider multiple perspectives</p> <p><b>Standard 5A:</b> The student understands the movements of large groups of people into his or her own and other states in the United States now and long ago.  (1.) <b>Grades 3-4:</b> Obtain historical data  (2.) Obtain historical data  (3.) Appreciate historical perspectives  (4.) <b>Grades 3-4:</b> Consider multiple perspectives  (5.) <b>Grades 3-4:</b> Read historical narratives imaginatively</p>	<p><b>(4D)</b>  (1.) Describe the history of holidays, such as the birthday of Martin Luther King Jr., Presidents’ Day, Memorial Day, the Fourth of July, Labor Day, Veterans’ Day and Thanksgiving, that celebrate the core democratic values and principles of this nation.  (2.) <b>(Grades 3-4)</b> Describe the history of events, such as the signing of the Mayflower Compact and the Declaration of Independence, and the writing of the Constitution, the Bill of Rights, and the Emancipation Proclamation.</p> <p><b>(4E)</b>  (1.) Describe the history of American symbols such as the eagle, the Liberty Bell, George Washington as the “father of our country,” and the national flag.  (2.) Explain why important buildings, statues, and monuments are associated with state and national history, such as the White House, Lincoln Memorial, Statue of Liberty, Ellis Island, Angel Island, Mt. Rushmore, and veterans memorials.  (3.) <b>(Grades 3-4)</b> Analyze the Pledge of Allegiance and patriotic songs, poems, and sayings that were written long ago to demonstrate understanding of their significance.  (4.) <b>(Grades 3-4)</b> Analyze songs, symbols, and slogans that demonstrate freedom of expression and the role of protest in a democracy.</p> <p><b>(5A)</b>  (1.) <b>(Grades 3-4)</b> Draw upon data in historical maps, historical narratives, diaries, and other fiction or nonfiction accounts in order to chart various movements (westward, northward, and eastward) in the United States.  (2.) Gather data in order to describe the forced relocation of Native Americans and how their lives, rights, and territories were affected by European colonization and the expansion of the United States, including examples such as Spanish colonization in the Southwest, Tecumseh’s resistance to Indian removal, Cherokee Trail of Tears, Black Hawk’s War, and the movement of the Nez Perce.  (3.) Draw upon data from charts, historical maps, nonfiction and fiction accounts, and interviews in order to describe “through their eyes” the experience of immigrant groups. Include information such as where they came from and why they left, travel experiences, ports of entry and immigration screening, and the opportunities and obstacles they encountered when they arrived in America.  (4.) <b>(Grades 3-4)</b> Identify reasons why groups such as freed African Americans, Mexican and Puerto Rican migrant workers, and Dust Bowl farm families migrated to various parts of the country.  (5.) <b>(Grades 3-4)</b> Analyze the experiences of those who moved from farm to city during the periods when cities grew rapidly in the United States.</p>

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<p><b>Standard 6:</b> Regional Folklore and Cultural Contributions That Helped to Form Our National Heritage</p>	<p><b>Standard 6A:</b> The student understands folklore and other cultural contributions from various regions of the United States and how they help to form a national heritage.</p> <p>(1.) Read historical narratives imaginatively</p> <p>(2.) Read historical narratives imaginatively</p> <p>(3.) <b>Grades 3-4:</b> Draw upon visual and other historical data</p>	<p><b>(6A)</b></p> <p>(1.) Describe regional folk heroes, stories, or songs that have contributed to the development of the cultural history of the U.S.</p> <p>(2.) Draw upon a variety of stories, legends, songs, ballads, games, and tall tales in order to describe the environment, lifestyles, beliefs, and struggles of people in various regions of the country.</p> <p>(3.) <b>(Grades 3-4)</b> Examine art, crafts, music, and language of people from a variety of regions long ago and describe their influence on the nation.</p>

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<p><b>(IV) The History of Peoples of Many Cultures around the World</b></p> <p><b>Standard 7:</b> Selected Attributes and Historical Developments of Various Societies in Africa, the Americas, Asia, and Europe</p> <p><b>Standard 8:</b> Major Discoveries in Science and Technology, Their Social and Economic Effects, and the Scientists and Inventors Responsible for Them</p>	<p><b>Standard 7A:</b> The student understands the cultures and historical developments of selected societies in such places as Africa, the Americas, Asia, and Europe.</p> <p>(1.) <b>Grades 3-4:</b> Compare records from the past</p> <p>(2.) <b>Grades 3-4:</b> Draw upon historical maps</p> <p>(3.) Compare and contrast</p> <p>(4.) Reconstruct the literal meaning of a historical passage</p> <p>(5.) <b>Grades 3-4:</b> Obtain historical data</p> <p>(6.) <b>Grades 3-4:</b> Obtain historical data</p> <p>(7.) Draw upon visual data</p> <p>(8.) Assess the importance of ideas and beliefs in history</p> <p><b>Standard 7B:</b> The student understands great world movements of people now and long ago.</p> <p>(1.) <b>Grades 3-4:</b> Obtain historical data</p> <p>(2.) Read historical narratives imaginatively</p> <p>(3.) Obtain historical data and read historical narratives imaginatively</p> <p><b>Standard 8A</b> The student understands the development of technological innovations, the major scientists and inventors associated with them and their social and economic effects.</p> <p>(1.) Compare and contrast differing sets of ideas</p> <p>(2.) Demonstrate and explain the influence of ideas</p> <p>(3.) <b>Grades 3-4:</b> Demonstrate and explain the influence of ideas</p> <p>(4.) <b>Grades 3-4:</b> Obtain historical data</p> <p>(5.) <b>Grades 3-4:</b> Demonstrate and</p>	<p><b>(7A)</b></p> <p>(1.) <b>(Grades 3-4)</b> Investigate the ways historians learn about the past if there are no written records.</p> <p>(2.) <b>(Grades 3-4)</b> Describe the effects geography has had on societies, including their development of urban centers, food, clothing, industry, agriculture, shelter, trade, and other aspects of culture.</p> <p>(3.) Compare and contrast various aspects of family life, structures, and roles in different cultures and in many eras with students' own family lives.</p> <p>(4.) Illustrate or retell the main ideas in folktales, legends, myths, and stories of heroism that disclose the history and traditions of various cultures around the world.</p> <p>(5.) <b>(Grades 3-4)</b> Describe life in urban areas and communities of various cultures of the world at various times in their history.</p> <p>(6.) <b>(Grades 3-4)</b> Describe significant historical achievements of various cultures of the world.</p> <p>(7.) Analyze the dance, music, and arts of various cultures around the world to draw conclusions about the history, daily life, and beliefs of the people in history.</p> <p>(8.) Explain the customs related to important holidays and ceremonies in various countries in the past.</p> <p><b>(7B)</b></p> <p>(1.) <b>(Grades 3-4)</b> Trace on maps and explain the migrations of large groups, such as the movement of Native American ancestors across the Bering Strait land bridge, the Bantu migrations in Africa, the movement of Europeans and Africans to the Western Hemisphere, and the exodus of Vietnamese boat people, Haitians, and Cubans in recent decades.</p> <p>(2.) Draw upon historical narratives to identify early explorers and world travelers, such as Marco Polo, Zheng He, Eric the Red, and Christopher Columbus, and to describe the knowledge gained from their journeys.</p> <p>(3.) Draw upon historical narratives in order to identify European explorers of the 15th and 16th centuries, and explain their reasons for exploring, the information gained from their journeys, and what happened as a result of their travels.</p> <p><b>(8A)</b></p> <p>(1.) Compare and contrast the behaviors of hunters and gatherers with those of people who cultivated plants and raised domesticated animals for food.</p> <p>(2.) Draw upon visual data to illustrate development of the wheel and its early uses in ancient societies.</p> <p>(3.) <b>(Grades 3-4)</b> Describe the development and the influence of basic tools on work and behavior.</p> <p>(4.) <b>(Grades 3-4)</b> Identify and describe various technological developments to control fire, water, wind, and soil, and to utilize natural resources such as trees, coal, oil, and gas in order to satisfy the basic human needs for food, water, clothing, and shelter.</p> <p>(5.) <b>(Grades 3-4)</b> Identify and describe technological inventions and developments that evolved during the 19th century and the influence of these changes on the lives</p>

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	<p>explain the influence of ideas (6.) Assess the importance of the individual in history</p> <p><b>Standard 8B:</b> The student understands changes in transportation and their effects. (1.) <b>Grades 3-4:</b> Create time lines (2.) Reconstruct patterns of historical succession and duration (3.) <b>Grades 3-4:</b> Obtain historical data (4.) <b>Grades 3-4:</b> Reconstruct patterns of historical succession and duration (5.) <b>Grades 3-4:</b> Reconstruct patterns of historical succession and duration (6.) <b>Grades 3-4:</b> Assess the importance of the individual in history</p> <p><b>Standard 8C:</b> The student understands changes in communication and their effects. (1.) Establish temporal order (2.) <b>Grades 3-4:</b> Obtain historical data (3.) <b>Grades 3-4:</b> Obtain historical data (4.) Compare and contrast (5.) <b>Grades 3-4:</b> Assess the importance of the individual</p>	<p>that evolved during the 19th century and the influence of these changes on the lives of workers. (6.) Identify and describe the significant achievements of important scientists and inventors.</p> <p><b>(8B)</b> (1.) <b>(Grades 3-4)</b> Create a timeline showing the varieties in forms of transportation and their developments over time. (2.) Draw upon photographs, illustrations, models, and non-fictional resource materials to demonstrate the developments in marine vessels constructed by people from ancient times until today. (3.) <b>(Grades 3-4)</b> Investigate the development of extensive road systems, such as the Roman roads of the early Roman Empire; the trade routes by camel caravan linking East Asia, Southwest Asia, and Africa during the ancient and early Middle Ages; the network of roads and highways of the Incas in Peru; the National Road in the U.S.; and the interstate highway system in order to explain the travel and communication difficulties encountered by people over vast expanses of territory, and the social and economic effects of these developments. (4.) <b>(Grades 3-4)</b> Trace the developments in rail transportation beginning in the 19th century and the effects of national systems of railroad transport on the lives of people. (5.) <b>(Grades 3-4)</b> Investigate the design and development of aircraft and rocketry and the people involved. (6.) <b>(Grades 3-4)</b> Identify and describe the people who have made significant contributions in the field of transportation.</p> <p><b>(8C)</b> (1.) Compare and contrast ways people communicate with each other now and long ago, and list in chronological order technological developments that facilitated communication. (2.) <b>(Grades 3-4)</b> Illustrate the origins and changes in methods of writing over time and describe how the changes made communication between people more effective. (3.) <b>(Grades 3-4)</b> Explain the significance of the printing press, the computer, and electronic developments in communication, and describe their impact on the spread of ideas. (4.) Compare and contrast various systems of long-distance communication, including runners, the “talking drums” of Africa, smoke signals of Native Americans, the pony express, the telegraph, telephones, and satellite systems of worldwide communication today, and analyze their effects. (5.) <b>(Grades 3-4)</b> Identify and describe the people who have made significant contributions in the field of communication.</p>