



# Grade 4

california:  
a changing state

### **Civic education content and skills in the California History-Social Science Standards include**

- Political life in California from the Spanish and Mexican periods through statehood (Standards 4.3.3, 4.3.4, and 4.3.5)
- Major issues in a growing state (Standards 4.4.3, 4.4.4, 4.4.5, 4.4.7, and 4.4.8)
- Structures, functions, and powers of the local, state, and federal government (Standards 4.5.1, 4.5.2, 4.5.3, 4.5.4, and 4.5.5)

### **Overview drawn from the California History-Social Science Framework**

The study of California at grade four begins with the pre-Columbian era and progresses through time to the present. Students learn of the early Spanish and Mexican periods, the Bear Flag Republic, and the development of California as a state in the Union. The course of study introduces students to the structures, functions, and powers of local and state government. By the conclusion of the study of California history, students should be able to understand the purposes of the California Constitution, identify its key principles, and compare them to the U.S. Constitution. They should recognize how the state and federal constitutions limit powers by means of the separation of powers and a system of checks and balances. Students should recognize the roles and responsibilities of elected officials, the rights and responsibilities of citizens, and means by which citizens can hold public officials accountable.

## POLITICAL LIFE IN CALIFORNIA FROM THE SPANISH AND MEXICAN PERIODS THROUGH STATEHOOD

Mexico and the United States went to war in 1846 over a number of issues including the annexation of Texas and the United States' desire to purchase California. The cession of California to the United States following the Mexican American War marked the beginning of a new political era in California history. Students should understand the difference in the governance of California after the cession of the territory to the United States and explain how the new government differed from that of the Spanish and Mexican periods. They should analyze the problems in governance resulting from the rapid increase in population during the California Gold Rush. Students should learn about the roles of women and men who helped to build early California.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
<p><b>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.</b></p> <p>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).</p> <p>4. Study the lives of women who helped build early California (e.g., Biddy Mason).</p> <p>5. Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.</p>	<p><b>I.A.1</b> Provide a basic description of government.</p> <p><b>I.B.1</b> Explain the difference between authority and power without authority, and that authority comes from custom, law, and the consent of the governed.</p> <p><b>II.D.1</b> Describe diversity in the United States and identify its benefits.</p> <p><b>II.F.1</b> Identify ways people can work together to promote the values and principles of American democracy.</p> <p><b>IV.B.1</b> Explain the major ways nations interact with one another.</p>	<p><b>READING ACTIVITIES AND APPLICATIONS</b></p> <p><b>English-Language Arts Standards</b> Reading Comprehension</p> <p><b>2.2</b> Use appropriate strategies when reading for different purposes....</p> <p><b>2.5</b> Compare and contrast information on the same topic after reading several passages or articles.</p> <p><b>2.6</b> Distinguish between cause and effect and between fact and opinion in expository text.</p> <p><b>History-Social Science Analysis Skill Standards</b> Research, Evidence, and Point of View</p> <p><b>1.</b> Differentiate between primary and secondary sources.</p> <p><b>3.</b> Distinguish fact from fiction....</p> <p><b>WRITING ACTIVITIES AND APPLICATIONS</b></p> <p><b>English-Language Arts Standards</b> Writing Applications</p> <p><b>2.3</b> Write information reports.</p> <p><b>2.4</b> Write summaries that contain the main ideas of the reading selection and the most significant details.</p> <p><b>History-Social Science Analysis Skill Standards</b> Research, Evidence, and Point of View</p> <p><b>2.</b> Pose relevant questions about events....</p>

## SAMPLE CLASSROOM APPLICATIONS

Students listen to stories from *Adventures in Law and History, Vol. I*. Then they identify and classify examples of personal property, public real estate, and private real estate during the pueblo period in California history. Describe the role that laws played in solving problems and resolving conflicts over property.

Explain the concepts of *power* and *authority* and the difference between the two. Working in small groups, students identify examples of power and authority—at home, in school, in the community, in the state, or in the nation. How were power and authority important in the events and issues that led to statehood?

Students create time lines of issues and events that led to statehood for California.

Create a T-Chart illustrating the necessity of government in California in 1849–1850 (e.g., “Life with Government” and “Life without Government”). Students use information on the chart for a multiple-paragraph essay.

Read stories about a California mining camp to identify the causes and effects of conflicts and discuss the need for authority. Students generate ideas to solve these problems and express their ideas in letters to the editor of a 1850s newspaper or a Reader’s Theater presentation. Use *Adventures in Law and History, Vol. I*, as a resource.

Working in groups, students analyze a variety of literature and videos (fiction and non-fiction) of and about the Gold Rush period for examples of power and authority.

Divide the class into small groups and have each group take the role of a different ethnic group that took part in the Gold Rush, or was influential in the growth of California during this period. Groups research the following questions: What were their contributions? Who were some people who “made a difference”? What were the roles of women and children? What impact did the Gold Rush have on that ethnic group? Students report findings to the class through a role-play activity.

Students read and analyze biographies or stories about men and women in nineteenth-century California who assumed civic responsibility and contributed to the “health” of American democracy. Discuss how their actions supported American democracy.

## SAMPLE RESOURCES

### Print<sup>1</sup>

*Adventures in Law and History, Vol. I: Native Americans, the Spanish Frontier, and the Gold Rush*. Constitutional Rights Foundation, 1997. Six lessons about property support the lesson ideas. Also included are six lessons about rules and laws based on the Chumash culture.

Blake, Arthur, and Pamela Daily. *The Gold Rush of 1849—Staking a Claim in California*. Millbrook, 1995. This book recounts some of the conflicts that occurred in the gold fields.

*California Gold Rush*. Cobblestone Publishing, Dec. 1997. Articles, illustrations, and activities relate to the California Gold Rush (COB9712).

Comstock, Esther J. *Vallejo and the Four Flags*. Comstock Bonanza Press, 1979. This book explores daily life on a hacienda and in the early settlements in California under the Spanish, Mexican, and U.S. flags.

Engstrand, Iris H.W. (editor). *Culture Y Cultura: Consequences of the U.S. Mexican War, 1846–1848*. Autry Museum of Western Heritage, 2001. This bilingual book examines the impact of the war on contemporary life on both sides of what has become the border.

Ferris, Jeri Chase. *With Open Hands—A Story about Biddy Mason*. Carolrhoda Books, 1999. The life of a slave freed in California in 1856 who, among other accomplishments, became a civic-minded philanthropist.

*Foundations of Democracy: Authority and Responsibility*. Upper elementary level. Center for Civic Education, 1997. These books include definitions and activities to teach the concept of responsibility, both personal and civic, and the concepts of power and authority.

Rawls, James J., and John Holder (illustrator). *Dame Shirley and the Gold Rush*. Raintree/Steck Vaughn, 1993. This book retells for children the true stories about life and issues in a gold-mining town. The articles were written by Dame Shirley and published in a San Francisco magazine in 1854 and 1855.

Richter, Glenda. *Stories of Juana Briones, Alta California Pioneer*. Bookhandler Press, 2002. This book explores the life of a remarkable woman who exemplified civic virtue and responsibility. She helped to heal others, helped sailors improve their lives, and fought through court cases to keep her land.

<sup>1</sup> Refer to *Pages of the Past: Literature Aligned to California History-Social Science Standards, Grades K–6* (County Office of Education History-Social Science Coordinators, 2001) for additional grade-appropriate books.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
		<p>DEBATE/ORAL PRESENTATIONS AND APPLICATIONS</p> <p><b>English-Language Arts Standards</b>  Listening and Speaking  <b>1.2</b> Summarize major ideas and supporting evidence presented in...formal presentations.  <b>1.5</b> Present effective introductions and conclusions...of important ideas and evidence.  Speaking Applications  <b>2.2</b> Make informational presentations.</p> <p>VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS</p> <p><b>Theatre Standards</b>  Creative Expression  <b>2.1</b> Demonstrate the emotional traits of a character through gesture and action.  <b>2.2</b> Retell or improvise stories...in a variety of tones....</p> <p><b>Visual Arts Standards</b>  Connections, Relationships, Applications  <b>5.3</b> Construct diagrams, maps, graphs, time lines, and illustrations to communicate ideas or tell a story about a historical event.</p>

## SAMPLE CLASSROOM APPLICATIONS

Students trace the history of their community and the people who contributed to its development. Students create displays or posters celebrating local history for your school, community center, or local library. (Service-Learning Activity)

## SAMPLE RESOURCES

*Statehood: California Chronicles*. Cobblestone Publishing, May 2000. This book includes articles about achievement of statehood and the Compromise of 1850, laws and issues of the Mexican government, Vallejo (a Californian for statehood), and the State Seal.

### Internet

Angel Island Association. *Angel Island*.

<http://angelisland.org/>

Angel Island Immigration Station Foundation. *Angel Island*.

<http://www.aiisf.org/>

Both websites provide a variety of information on Asian immigrants who came to America through Angel Island.

California Department of Education. *Exploration and Colonial History*. History-Social Science Course Model.

[http://www.history.ctaponline.org/center/hsscm/index.cfm?Page\\_Key=1283](http://www.history.ctaponline.org/center/hsscm/index.cfm?Page_Key=1283)

A complete lesson is provided online. See Appendix III-3 and Appendix III-4 for biographical sketches of John C. Frémont and Bernarda Ruíz.

Ferraro, Vincent. Mount Holyoke College. *Chinese Exclusion*.

<http://www.mtholyoke.edu/acad/intrel/chinex.htm>

This website contains the text of the Chinese Exclusion Act of 1882. This is recommended as a teacher reference.

Oakland Museum of California. *Myth and Reality: The California Gold Rush and Its Legacy*.

<http://www.museumca.org/goldrush/curriculum/curr-over.html>

Lessons developed for the Oakland Museum's highly acclaimed Gold Rush exhibition are available online. Lessons appropriate for fourth grade on aspects of the Gold Rush are included.

### Media

*Fountains of Columbia*. Cambria Publishing. This age-appropriate video is part of the California Legacy 2000 video series, supported by California State Parks. Set in the gold-mining town of Columbia, the video explores how problems with water, an important resource to miners, are resolved by society and the law.

## MAJOR ISSUES IN A GROWING STATE

California's rapid population growth in the years since statehood created a number of issues. Immigrants from Asia, Latin America, and Europe were not always well received and conflicts about race and ethnicity created serious problems in California's history. Although California had entered the Union as a free state, restrictions were placed on African Americans and segregation ordinances limited social, economic, and political participation. The state restricted the rights of Native Americans and Asian immigrants, denying the basic rights of citizens. The completion of the Transcontinental Railroad had a great impact on the economic prosperity of the state. The development of California's agriculture industry added to the state's prosperity. The years of the Great Depression brought displaced farmers from the Midwest to California seeking work as migrant laborers. Since the beginning of World War II, California has become an industrial giant with one of the largest economies in the world. Students should understand that the growth and development of California as an agricultural and industrial state and the resulting population growth has strained the state's resources. Students should explore the relationship between California's economic and population growth in the twentieth century and the impact that growth has placed on local and state governments.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
<p><b>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.</b></p> <p>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 the conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).</p> <p>4. Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).</p> <p>5. Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.</p>	<p><b>II.D.1</b> Describe diversity in the United States and identify its benefits (e.g., explain the meaning of the word diversity; identify common forms of diversity in the U.S.; how diversity helps people appreciate cultural traditions and practices other than their own; and describe some of the costs of diversity).</p> <p><b>II.E.1</b> Identify and evaluate ways conflicts about diversity can be prevented and/or managed (e.g., identify examples of conflicts caused by diversity; evaluate ways conflicts about diversity can be prevented or managed fairly).</p> <p><b>II.F.1</b> Identify ways people can work together to promote the values and principles of American democracy.</p>	<p><b>READING ACTIVITIES AND APPLICATIONS</b></p> <p><b>English-Language Arts Standards</b></p> <p>Reading Comprehension</p> <p><b>2.2</b> Use appropriate strategies when reading for different purposes....</p> <p><b>2.4</b> Evaluate new information and hypotheses by testing them against known information and ideas.</p> <p><b>2.5</b> Compare and contrast information on the same topic after reading several passages or articles.</p> <p><b>History-Social Science Analysis Skill Standards</b></p> <p>Research, Evidence, and Point of View</p> <p><b>1.</b> Differentiate between primary and secondary sources.</p> <p><b>2.</b> Pose relevant questions about events....</p> <p><b>3.</b> Distinguish fact from fiction....</p>

## SAMPLE CLASSROOM APPLICATIONS

Working in groups, students research one of California's water projects: Imperial Valley Project, Los Angeles Aqueduct, Hetch Hetchy Aqueduct, Central Valley Project and Shasta Dam, or the California Aqueduct. Students answer questions such as: What was the cause, or need, for the project? What were the effects, the issues? Who was involved in the resolution of issues or disputes? How were the issues resolved and what were the results? What was the role of state government in the resolution? What did the project achieve for the people and for the state? Students prepare a report for the class that includes facts and details.

Invite a speaker to class who is informed about local water issues. What needs are involved? What solutions are proposed to meet these needs? How is local, county, or state government involved? As a service-learning project, develop a water conservation program for your school or community. (Service-Learning Activity)

Each student writes a reflective, multiple paragraph essay: "Getting Along in a Democracy." Items to address include: contributions of immigrants to California, ways that people from different places can get along together, and ways that "I" can make the world a better place for all to live.

Define *leadership* and *public service*. As a class, discuss the question: Are leadership and public service necessary in a democracy? Explain why or why not.

Students create time lines about the origin and development of public education in California. Students should include contributions of citizens and the growth of K–12 and higher education. Information about private education can be included on the time line.

Each student writes a paragraph that explains the following quotation: "Education is essential for informed and effective citizenship."

Students analyze the causes and effects on California of the Great Depression and the Dust Bowl. Students research the government responses to the conditions of the time (e.g., Civilian Conservation Corps, the Works Projects Administration), and explain how the projects made a difference in the lives of people. Students work together to create a local history display for the school. (Service-Learning Activity)

## SAMPLE RESOURCES

### Print

Allen, Marion V. *Rio Colorado & Parker Dam*. River City Printing and Publishing, 1987. This book tells about efforts to control the Sacramento River and the Colorado River.

Atkin, S. Beth. *Voices From the Fields: Children of Migrant Farm Workers Tell Their Stories*. Little, Brown & Co., 2000. Photographs, poems, and interviews offer readers a glimpse of what life is like for today's migrant children.

Daley, William. *The Chinese Americans*. Chelsea House Publishers, 1987. This book tells of the contributions Chinese immigrants have made to the United States.

*The Great Depression*. Cobblestone Publishing, March 1984. The articles in this collection "bring to life" the challenges faced by adults and children during the Great Depression.

Hesse, Karen. *Out of the Dust*. Scholastic Signature, 1999. Images of the period come to life through beautifully written free verse.

Porter, Tracey. *Treasures in the Dust*. HarperCollins, 1997. This novel chronicles the plights of two families from Oklahoma seeking work in California during the days of the Dust Bowl. The story is told from the perspective of two eleven-year-old friends, Annie and Violet.

Rocca, Al M. *America's Shasta Dam: A History of Construction, 1936–1945*. Redding Museum of Art and History, 1995. This work explores the issues, events, and key people involved in this major government project and includes interviews with dam workers.

Stanley, Jerry. *Children of the Dust Bowl: The True Story of the School at Weedpatch Camp*. Crown Publishers, 1992. This true story tells how migrant children overcame odds to build their own school and changed prejudice and despair to hope.

Turner, Anne. *Dust for Dinner*. HarperCollins, 1995. An easy-to-read book that chronicles the difficulties faced by one Dust Bowl farm family as they abandon their home and hope for work in California.

*Water: California Chronicles*. Cobblestone Publishing, Sept. 1998. Several articles describe California's water system, particularly the Los Angeles Aqueduct and the Central Valley Project. Water needs, water issues, and the results of efforts to address them are all covered.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
<p>7. Trace the evolution of the California water system into a network of dams, aqueducts, and reservoirs.</p> <p>8. Describe the history and development of California’s public education system, including universities and community colleges.</p>		<p><b>WRITING ACTIVITIES AND APPLICATIONS</b></p> <p><b>English-Language Arts Standards</b>  Writing Applications  <b>2.1</b> Write narratives.  <b>2.3</b> Write information reports.</p> <p><b>History-Social Science Analysis Skill Standards</b>  Chronological and Spatial Thinking  <b>1.</b> Place key events and people...in a chronological sequence and within a spatial context; ...interpret time lines.  Historical Interpretation  <b>3.</b> Identify and interpret the multiple causes and effects of historical events.</p> <p><b>DEBATE/ORAL PRESENTATIONS AND APPLICATIONS</b></p> <p><b>English-Language Arts Standards</b>  Listening and Speaking Strategies  <b>1.2</b> Summarize major ideas and supporting evidence presented in...formal presentations.  <b>1.7</b> Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.  <b>1.8</b> Use details, examples, anecdotes, or experiences to explain or clarify information.  Speaking Applications  <b>2.2</b> Make informational presentations.  <b>2.4</b> Recite brief poems....</p> <p><b>History-Social Science Analysis Skill Standards</b>  Historical Interpretation  <b>1.</b> Summarize...key events...and explain the historical contexts of those events.  <b>4.</b> Conduct cost-benefit analyses of historical and current events.</p> <p><b>VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS</b></p> <p><b>Visual Arts Standards</b>  Historical and Cultural Content  <b>3.1</b> Describe how art plays a role in reflecting life....</p>

**SAMPLE CLASSROOM APPLICATIONS****SAMPLE RESOURCES****Internet**

California Department of Education. *César E. Chávez Model Curriculum Project*.

<http://www.cde.ca.gov/cesarchavez/>

The model curriculum developed for this K–12 statewide project is online at

<http://chavez.scientech.com/>

California Wildlife Refuge. *The Largest Reclamation in History: The Central Valley Project*.

[http://www.gorp.com/gorp/resource/us\\_nwr/ca\\_cvp.htm](http://www.gorp.com/gorp/resource/us_nwr/ca_cvp.htm)

This site provides a valuable teacher reference on the Central Valley reclamation project.

PBS. *The American Experience: Surviving the Dust Bowl*.

<http://www.pbs.org/wgbh/amex/dustbowl/>

This site includes information about the PBS documentary film *Surviving the Dust Bowl*, along with a teacher's guide, time line, maps, and people and events of the era.

TED Case Studies. *The Los Angeles Aqueduct and the Owens and Mono Lakes*.

<http://gurukul.ucc.american.edu/ted/mono.htm>

This site provides teacher information on water resources and the Los Angeles Aqueduct.

Water Resources Center Archives. *Liquid Gold, California's Water*.

<http://www.lib.berkeley.edu/WRC/Exhibit.html>

This site is an online exhibit presented by the California Water Resources Center Archives.

U.S. Department of Agriculture, Wind Erosion Research Unit (WERU). *The Dust Bowl*.

<http://www.usd.edu/anth/epa/dust.html>

This site offers an informative article with photographs of the Dust Bowl of the 1930s and connects to a slide show on contemporary wind erosion issues.

## STRUCTURES, FUNCTIONS, AND POWERS OF THE LOCAL, STATE, AND FEDERAL GOVERNMENT

State governments have purposes and functions similar to those of the national government. State governments are established by state constitutions. California’s first constitution was adopted in 1849. The constitution, patterned on the U.S. Constitution, establishes three distinct branches of government—the legislative, executive, and judicial. The government of California creates and carries out laws providing for such things as public education, public health, parks, roads, and highways. Students should be able to explain the structure and functions of local and state governments. Students should also be able to describe the key similarities and differences between the California and U.S. Constitutions. They should be able to describe ways in which citizens can participate in their local and state governments and explain the importance of civic participation.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
<p><b>4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.</b></p> <ol style="list-style-type: none"> <li>1. Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).</li> <li>2. Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution.</li> <li>3. Describe the similarities and differences among federal, state, and local governments.</li> <li>4. Explain the structures and functions of state governments, including the roles and responsibilities of elected officials.</li> <li>5. Describe the components of California’s governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts).</li> </ol>	<p><b>I.A.1</b> Provide a basic description of government.</p> <p><b>III.A.1</b> Describe what the United States Constitution is and why it is important.</p> <p><b>III.B.1</b> Give examples of ways the national government protects individual rights and promotes the common good.</p> <p><b>III.C.1</b> Explain the most important responsibilities of their state government.</p> <p><b>III.D.1</b> Explain the most important responsibilities of their local government.</p> <p><b>III.E.1</b> Identify the members of their legislative branches and the heads of the executive branches of their local, state, and national governments.</p>	<p><b>READING ACTIVITIES AND APPLICATIONS</b></p> <p><b>English-Language Arts Standards</b> Reading Comprehension</p> <p><b>2.1</b> Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect...) to strengthen comprehension.</p> <p><b>2.2</b> Use appropriate strategies when reading for different purposes....</p> <p><b>2.3</b> Evaluate new information and hypotheses by testing them against known information and ideas.</p> <p><b>2.5</b> Compare and contrast information on the same topic after reading several passages or articles.</p> <p><b>History-Social Science Analysis Skill Standards</b> Research, Evidence, and Point of View</p> <p><b>1.</b> Differentiate between primary and secondary sources.</p> <p><b>3.</b> Distinguish fact from fiction....</p> <p><b>Historical Interpretation</b></p> <p><b>1.</b> Summarize...key events...and explain the historical contexts of those events.</p>

## SAMPLE CLASSROOM APPLICATIONS

Students work in five groups; each investigates one of the major things that government does (e.g., make laws, carry out laws, enforce laws, manage conflicts, and provide for the defense of the nation). As a class discuss how government makes it possible for people to work together to accomplish goals they could not achieve alone.

Each student writes an interpretive narrative essay: “Laws can protect rights, provide benefits, and assign responsibilities” or “Laws can be used to provide order, predictability, and security.”

Read aloud the Preamble of the U.S. Constitution. Ask: According to the Preamble what are the purposes of government?

Divide the class into three groups and have each group review one of the first three articles of the Constitution (Article I, the legislative branch; Article II, the executive branch; and Article III, the judicial branch). Discuss why the Framers of the Constitution wanted to have separate branches of government. Would it have been better to give one branch of government the power to control the other two? Explain.

Assign different students to review each of the first ten amendments to the Constitution. Have students construct posters illustrating how each amendment limits the power of government.

Create a classroom constitution. Analyze the provisions of the class constitution and explain why they were included. Ask: How effective do you think this class constitution will be?

Student groups analyze a portion of the Articles of California’s first Constitution: (1) Article I, Sections 1–10; (2) Article I, Sections 11–21; (3) Article II and the Preamble; (4) Articles III–VI; (5) Articles VII–XII. On the left side of a large sheet of paper, each group lists the key ideas/provisions. Students scan the U.S. Constitution and list similar ideas or provisions on the right side of the paper, opposite those of the state constitution. Groups report to the class explaining the provisions unique to each level of government. Why are there similarities? Why are there differences?

## SAMPLE RESOURCES

### Print

Barnes, Peter W., and Cheryl Shaw. *Woodrow, the White House Mouse*. VSP, 1998. This book contains a humorous account of the daily activities of the president and duties of the executive branch. The same authors have books on the other branches of government, *House Mouse and Senate Mouse* and *Marshall, the Courthouse Mouse: A Tail of the Supreme Court*.

*Foundations of Democracy: Authority*. Upper elementary level. Center for Civic Education, 1997. This book defines and explains through examples the concept of authority.

Jacobstein, Bennett. *A Constitution for California*. Toucan Valley Publications, 1999. This book answers questions such as What is a constitution? Why was a constitution needed? What happened at the 1849 Constitutional Convention? It also includes the articles of California’s first constitution, the Constitutional Convention of 1878–79, and the articles of the current constitution.

Johnson, Linda Carlson. *Our Constitution*. Millbrook Press, 1994. This book describes the creation of, and surveys the ideas in, the U.S. Constitution.

Kent, Zachary. *Ronald Reagan: Fortieth President of the United States*. Children’s Press, 1989. This biography tells the life story of Ronald Reagan, a Californian.

Levy, Elizabeth. *If You Were There When They Signed the Constitution*. Scholastic, 1992. This introduction to the U.S. Constitution includes how it can be changed.

McElroy, Lisa Tucker, and Courtney O’Connor. *Meet My Grandmother: She’s a Supreme Court Justice*. Millbrook, 1999. This photo-essay explores the life of Justice Sandra Day O’Connor.

*Our Bill of Rights*. Cobblestone Publishing, Sept. 1991. This book includes several articles about the purposes of the Bill of Rights, the issues involved in their development, and the results of their adoption.

Pellegrino, Marjorie White. *My Grandma’s the Mayor*. American Psychological, 2000. A town emergency brings appreciation of the role of mayor.

Quiri, Patricia Ryon. *The Constitution*. Children’s Press, 1999. This book discusses the need for a stronger government after the American Revolution, the Constitutional Convention that followed, and the three branches of government that resulted from work of the Convention.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
		<p><b>WRITING ACTIVITIES AND APPLICATIONS</b></p> <p><b>English-Language Arts Standards</b>  Writing Strategies</p> <p><b>1.2</b> Create multiple-paragraph compositions.  <b>1.3</b> Use traditional structures for conveying information (e.g., chronological order, similarity and difference, ...).  <b>1.6</b> Locate information in reference texts....  <b>1.7</b> Use various reference materials....</p> <p>Writing Applications</p> <p><b>2.1</b> Write narratives.  <b>2.3</b> Write information reports.  <b>2.4</b> Write summaries that contain the main ideas...and the most significant details.</p> <p><b>History-Social Science Analysis Skill Standards</b>  Chronological and Spatial Thinking</p> <p><b>1.</b> Place key events and people...in a chronological sequence and within a spatial context; ...interpret time lines.  <b>3.</b> 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.</p> <p><b>DEBATE/ORAL PRESENTATIONS AND APPLICATIONS</b></p> <p><b>English-Language Arts Standards</b>  Listening and Speaking Strategies</p> <p><b>1.2</b> Summarize major ideas and supporting evidence presented in...formal presentations.  Speaking Applications</p> <p><b>2.2</b> Make informational presentations.</p> <p><b>History-Social Science Analysis Skill Standards</b>  Research, Evidence, and Point of View</p> <p><b>2.</b> Pose relevant questions about events....</p> <p><b>VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS</b></p> <p><b>Visual Arts Standards</b>  Historical and Cultural Context</p> <p><b>3.1</b> Describe how art plays a role in reflecting life...  <b>3.2</b> Identify and discuss the content of works of art in the past and present....</p>

## SAMPLE CLASSROOM APPLICATIONS

The same five groups then analyze sections of California’s current constitution and prepare a similar side-by-side comparison—California constitution of 1849 and current constitution. Discuss the following: What stayed the same? What changed? Why is it important to be able to make changes to a constitution? Each group selects one of the changes or additions, researches the need for change, and the impact on California’s citizens because of the change. Examples are researched and included in the group presentation.

Describe how state and local government officials are chosen (e.g., by election or appointment). Invite a local official to class and ask appropriate questions about his or her job and the local issues he or she faces.

Create a chart listing the responsibilities of major elected officials in city, county, state, and national governments. Discuss measures citizens can take to hold these elected officials accountable to the public. Have students do a quick-write, “Government is the servant and not the master of the people.”

Explain which level of government to contact for help or to express an opinion or concern about (1) crime; (2) the environment; (3) recreational opportunities in schools and parks; (4) street lights; (5) trash in the streets or on vacant lots; (6) stray or wild animals; (7) abandoned cars; and (8) missing persons. As a service-learning project, create a “hot line” brochure for students, parents, and community members. (Service-Learning Activity)

Identify ways that people can monitor and influence the decisions and actions of their government. Why is it important for citizens to monitor their local, state, and national governments?

Have students select a problem facing their community. Arrange for a meeting with local policymakers and explore one possible solution to the identified problem. (Service-Learning Activity)

Students write letters to a city official or to a local newspaper expressing the need to take action on an issue facing the community. Students keep a journal of the response they receive from the letters and action taken in response to them. Students write a short essay explaining how citizens can help make a difference by becoming involved in community affairs. (Service-Learning Activity)

Students analyze a piece of art, such as the Great Seal of the State of California. Students explain what each symbol stands for.

## SAMPLE RESOURCES

Quiri, Patricia Ryon. *The Presidency*. Children’s Press, 1999. This book explains the role and responsibilities of the president. Other books by the same author include: *The Congress*, and *The Supreme Court*.

*The United States Senate*. Cobblestone Publishing, November 1984. Articles of particular use are “A System of Equal Representation,” “How I Got Interested in Politics,” “Making a Law,” and “How to Write to Your United States Senator.”

*We the People: The Citizen and the Constitution*, Level 1. Center for Civic Education, 2003. Five units focus on the Founders’ basic ideas of government, the Constitution, and the rights and responsibilities of citizens. The curriculum is appropriate for fourth-grade students.

### Internet

Learn California.org. *Levels of Government in California*.

<http://www.LearnCalifornia.org/doc.asp?id=805>

This website contains a standards-based fourth-grade lesson plan on California government. The website also includes information for identifying local elected officials using research materials.

Senator Barbara Boxer. *Kid’s Corner*.

<http://boxer.senate.gov/kids/index.html>

This website explores the role of a senator, the differences between a U.S. and a state senator, the differences between a representative and a senator, and how a bill becomes law.

Virtual Tour of the U.S. Government.

<http://www.virtualfreesites.com/us-gov.html>

This website connects to numerous websites that provide for virtual tours and information on the branches of government, political parties, press releases, and the “White House for Kids” at

<http://www.whitehouse.gov/kids/index.html>

