



## **CONSTITUTIONAL RIGHTS FOUNDATION**



# **2008-2009 HISTORY DAY IN CALIFORNIA "The Individual in History: Actions and Legacies"**

## **MEETING THE CALIFORNIA CONTENT STANDARDS History Day in California in Today's Classroom**

### **INTRODUCTION**

History Day in California is a statewide program sponsored by Constitutional Rights Foundation in conjunction with National History Day. Now in its 26<sup>th</sup> year, History Day is an exciting, history-based learning experience for students from 4-12<sup>th</sup> grades. Through participation in History Day, students not only learn about issues, ideas, people, and events in history, but they apply what they have learned through creative and original productions. Beyond simply memorizing names and dates and reporting on historical events, History Day students develop invaluable research and analytical skills as they process the information gathered through intensive research and draw their own conclusions about their topic's significance in history.

Students may choose to participate in any of the following categories: historical paper, exhibit, performance, documentary, historical web site, or 4/5<sup>th</sup> grade poster. The Poster category comprises the "California Only" category in which participants are not eligible to advance to the National History Day competition.

### **EDUCATIONAL BENEFITS**

History Day is a performance-based academic endeavor that fully supports the California History-Social Science Framework and History-Social Science Content Standards. History Day provides students with an opportunity to demonstrate what they have learned through authentic assessment in student-outcome products, which can easily be integrated into the everyday classroom curriculum. In fact, History Day is an ideal instructional methodology. It is easily content-adaptable, caters to the specific needs and interests of students of all levels and abilities, supports high academic standards by including varied methods of participation and interdisciplinary approaches, and inherently produces a progressive stream of student product for evaluation and assessment. History Day allows for not only traditional evaluation methods, but also provides the opportunity for students to engage in peer evaluation, and to receive outside feedback from history professionals.

The History Day process challenges students to develop higher-order thinking skills. History becomes much more than dates and names when students are required to gather information and then draw their own conclusions, based upon their research, of a topic's significance in history. Because History Day emphasizes such things as **historical context, cause and effect, impact, and balanced research**, students are required to think critically about the information they have collected, analyze the information, and show how their research supports their conclusions. These areas of emphasis directly coincide with, and support, the majority of **the History and Social Science Analysis Skills listed in the Content Standards**. Through the History Day process, students obtain factual knowledge and research skills that match those of college-level history students.

Beyond the historical content, the intensive research that History Day students undertake also encourages skills that will benefit them in their future educational endeavors. History Day students

learn to distinguish between and properly utilize primary and secondary sources. They learn how to seek out and find source materials from a variety of resources. They learn how to distinguish between useful and non-useful resources. Competition rules require that they develop an annotated bibliography, thus students learn how to create a proper bibliography and to write a proper annotation. They also gain practical skills such as interviewing, writing, editing, teamwork, and public speaking. In addition, students are given an opportunity to exercise their creativity and learn new technical skills such as editing videos, designing websites, creating props and costumes, or constructing exhibit displays. History Day gives students an opportunity to exercise their ingenuity and breeds a sense of ownership in the topic and resulting product. History Day students have a sense of accomplishment they feel upon seeing the process through from start to finish.

In addition, the benefits to History Day teachers are enormous because the program allows teachers to meet their teaching goals while building their students' interest and enthusiasm in learning.

## **HOW TO USE THIS SUPPLEMENT**

This supplement was created to aid teachers and students in selecting a topic for the 2008-2009 History Day in California program. The theme for this year is ***The Individual in History: Actions and Legacies***. The pages that follow contain a grade-by-grade list of topic ideas for each subsection of the History-Social Science Content Standards (for grades 4-12 only). This information is provided to assist students and teachers in identifying and selecting History Day topics directly related to their course of study and to help better integrate History Day into their everyday history-social science curriculum.

The possible History Day topics included in this supplement are ***merely suggestions*** to assist students and teachers in the difficult task of topic selection. History Day in California does not require that a topic be derived from a student's current curriculum, nor are there any official restrictions on time period or range of impact of a topic. The ultimate decision about which topic to choose is up to the student and his/her teacher. It is important to remember that any topic chosen must be related to this year's theme.

**SELECTING A TOPIC AND CREATING A RESEARCH PLAN** – Students begin work on a History Day entry by choosing a topic, usually starting with a broad area of interest and then narrowing it down. While investigating potential subjects, students need to determine if there are sufficient primary and secondary sources available to support an entry. They must make sure that their topic is related to the annual theme and that they can explain its significance in history. The flexibility of the theme encourages students to pursue subjects that interest them; many research events or issues related to their family or community. After choosing a topic, students develop a research plan. They must form hypotheses and create thesis statements of questions to guide their research. They must also set goals and meet deadlines. Through the process, students develop and reinforce positive attitudes about their abilities and potential as learners and persons.

**RESEARCHING THE HISTORY DAY ENTRY** – While researching their History Day entries, students become empowered, engaged, and excited learners. Working as historians who do history rather than just read about history in textbooks, they master historical knowledge and develop historical thinking skills that transfer to other areas of their lives. They begin the research process by identifying and reading secondary sources such as monographs, articles, and encyclopedias. These sources provide students with an overview of their topic and an understanding of its broader historical context. Often, students will contact experts for additional information or suggestions for other sources. After doing this background research, students are then ready to do more in-depth

research using primary sources. The quest for primary sources may take them to libraries, museums, archives, historical societies, or historic sites as well as to the Internet. They may conduct oral history interviews with participants in the events they are studying. Frequently, students look for non-textual sources such as photographs, maps, videos, and artifacts. Students must then analyze their sources, reconstructing the meaning and evaluating the bias and credibility of each source. They should take notes and keep their notes well organized. They should look critically at their own research and make sure that they have considered all appropriate perspectives; they should identify the areas that require additional investigation.

**DEVELOPING AN INTERPRETATION** — As they conduct their research, students begin to develop their own interpretation of their topic. They must analyze and synthesize the information they have discovered and construct their own historical narrative, organizing their material chronological or topically. Their interpretation should be balanced, incorporating all relevant perspectives. They should consider the opinions and actions of opponents as well as supporters. **Their interpretation should place their subject into historical context – its intellectual, physical, social, and cultural setting. They must also provide historical perspective on their topic, explaining its causes and consequences, or, for a family or local history topic, how it relates to larger events or trends.**

**CREATING AND PRESENTING THE HISTORY DAY ENTRY** – As they do their research and develop their interpretations, students must consider which category is the most appropriate way of presenting their research and analysis. Students present their History Day entries in one of six formats:

**A Historical Paper** is the traditional way to present historical research and interpretation. As an alternative to a research paper, students may choose to write a historically based creative paper, such as a fictional diary or an epic poem.

**An Exhibit** is a visual representation of a topic and its significance in history, much like a small museum exhibit. Labels and captions should be used creatively with visual images and objects to enhance the message of the exhibit.

**A Documentary** may take the form of a videotape/DVD, slide show, PowerPoint, or similar types of multimedia presentations. It uses images such as film, video, or photographs and audio such as music, excerpts from tapes, and voiceovers to present a topic.

**A Performance** is a dramatic portrayal of a topic and its significance in history. It should be original and creative, not simply an oral report or a recitation of facts.

**A Web Site** is a presentation designed specifically for students who wish to create a computer web site using the latest computer graphics and Internet technology.

**A Poster (4<sup>th</sup> and 5<sup>th</sup> grade only)** is a visual presentation of a student's research and interpretation of a topic's significance in history. Labels and captions should be used creatively with visual images to enhance the message of the poster.

**ANNOTATED BIBLIOGRAPHY** – Every entry must include an annotated bibliography, separated into primary and secondary sources. In every category except papers, students must also write a 500-word process paper explaining how they conducted their research and developed their entries. The process paper concludes with an explanation of how the topic relates to the theme. *Please refer to the Official History Day in California Rule Book for specific guidelines and requirements for each category.*

# GRADE 4

## CALIFORNIA: A CHANGING STATE

<b>Standard</b>		<b>POSSIBLE TOPICS</b>
4.1	Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.	<ul style="list-style-type: none"> <li>• Maps, charts, and pictures to describe how communities vary in land use and composition</li> </ul>
4.2	Students describe the social, political, cultural and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.	<ul style="list-style-type: none"> <li>• Immigration and settlement of Californian Native Americans</li> <li>• European settlements in California</li> <li>• Spanish exploration and colonization of California</li> <li>• Spanish Missions and the influence of Catholicism</li> <li>• Franciscans</li> <li>• Mexican War for Independence &amp; Mexican rule</li> </ul>
4.3	Students explain the economic, social, and political life of California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush and California statehood.	<ul style="list-style-type: none"> <li>• Mexican settlements – Fort Ross, Sutter’s Fort</li> <li>• Gold Rush</li> <li>• California statehood</li> <li>• Women and California</li> <li>• Bear Flag Revolt &amp; Republic</li> <li>• Treaty of Guadalupe Hidalgo</li> <li>• Compare how and why people traveled to California</li> </ul>
4.4	Students explain how California became an agricultural and industrial power by tracing the transformation of the California economy and its political and cultural development since the 1850s.	<ul style="list-style-type: none"> <li>• Pony Express and other mail systems</li> <li>• Gold Rush and economic influence</li> <li>• Chinese immigrant laborers</li> <li>• Chinese Exclusion Act of 1882</li> <li>• Impact of massive immigration -- Asian, Mexican, European</li> <li>• Aerospace industry boom</li> <li>• Growth of Public education system</li> <li>• Water system</li> <li>• Development of freeways</li> <li>• Artistic and cultural development; entertainment industry</li> <li>• Great Depression and the Dust Bowl</li> <li>• Effects of World War II on California</li> </ul>
4.5	Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.	<ul style="list-style-type: none"> <li>• California Constitution and its relationship to the U.S. Constitution</li> <li>• Responsibilities of elected officials</li> <li>• Structure and function of state governments</li> </ul>

# GRADE 5

## UNITED STATES HISTORY AND GEOGRAPHY: MAKING A NEW NATION

<b>Standard</b>		<b>POSSIBLE TOPICS</b>
5.1	Students describe the major pre-Columbian settlements including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.	<ul style="list-style-type: none"> <li>• Impact of pre-Columbian societies</li> <li>• Role of the individual in these societies</li> <li>• Impact of geography &amp; climate on exploration of the natural environment</li> </ul>
5.2	Students trace the routes and describe the early explorations of the Americas.	<ul style="list-style-type: none"> <li>• Columbus and Vasquez de Coronado</li> <li>• Development of sea exploration technology</li> <li>• Spanish Reconquista</li> <li>• Protestant Reformation, Counter Reformation</li> <li>• Entrepreneurial aspects of early explorers</li> <li>• Aims and obstacles of early explorers</li> </ul>
5.3	Students describe the cooperation and conflict that existed among the American Indians, between the Indian nations and the new settlers.	<ul style="list-style-type: none"> <li>• Competition for the control of North America</li> <li>• Native American experience</li> <li>• Relations between colonists and Indians</li> <li>• Conflicts between colonists; colonists v. Indians; Indians v. Indians</li> <li>• The Trail of Tears</li> <li>• John Marshall, Andrew Jackson, Chief Tecumseh, Sequoyah</li> </ul>
5.4	Students understand the political, religious, social, and economic institutions that evolved in the colonial era.	<ul style="list-style-type: none"> <li>• Founding of colonies, including founding leaders and groups</li> <li>• The Great Awakening and other religions</li> <li>• Colonial Self-government and free-market economy</li> <li>• Slavery</li> <li>• Emergence of representative democracies</li> </ul>
5.5	Students explain the causes of the American Revolution.	<ul style="list-style-type: none"> <li>• Stamp and Townshend Acts; Boston Massacre; Boston Tea Party</li> <li>• Coercive Acts</li> <li>• Continental Congresses</li> <li>• Declaration of Independence</li> <li>• Individuals of the period and their contributions</li> </ul>
5.6	Students understand the course and consequences of the American Revolution.	<ul style="list-style-type: none"> <li>• Revolutionary War</li> <li>• Contributions of foreign nations to the Revolutionary War</li> <li>• Role of women in the Revolution</li> <li>• Impact of war on people and economy</li> <li>• State constitutions and the US Constitution</li> <li>• Land Policies under the Continental Congress</li> <li>• Slavery and the Declaration of Independence</li> </ul>
5.7	Students describe the people and events associated with the development of the U.S. Constitution and analyze its significance at the foundation of the American republic	<ul style="list-style-type: none"> <li>• Articles of Confederation</li> <li>• Constitution and the Bill of Rights</li> <li>• Founding principles and the “American Creed”</li> </ul>
5.8	Students trace the colonization, immigration and settlement patterns of the American people from 1789 to the mid-1800’s, with emphasis on the role of economic incentives, and the effects of the physical and political geography and transportation systems.	<ul style="list-style-type: none"> <li>• Immigrants and their travels</li> <li>• Exploration following the Louisiana Purchase</li> <li>• Settlers and their stories, including Mexican settlers</li> <li>• The Texas War for Independence; The Mexican-American War</li> <li>• Women’s suffrage in Wyoming, 1869</li> </ul>

# GRADE 6

## WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS

<b>Standard</b>		<b>POSSIBLE TOPICS</b>
6.1	Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic Era to the agricultural revolution.	<ul style="list-style-type: none"> <li>● Agricultural Revolution</li> <li>● Hunter-gatherer societies, including development of tools and use of fire</li> <li>● Human adaptation to and modification of the environment</li> </ul>
6.2	Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.	<ul style="list-style-type: none"> <li>● River and geography and its effects on settlements and civilizations</li> <li>● Development of agricultural techniques</li> <li>● Relationship between religion and the social and political power</li> <li>● Hammurabi's Code</li> <li>● Egyptian art, architecture, and trade</li> <li>● Queen Hatshepsut and Ramses the Great</li> <li>● Kush civilization and its history</li> <li>● Evolution of language and writing</li> </ul>
6.3	Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.	<ul style="list-style-type: none"> <li>● Monotheism</li> <li>● Judaism</li> <li>● Exodus</li> </ul>
6.4	Students analyze the geographic, political, economic, religious, and social structures of the early civilization of Ancient Greece.	<ul style="list-style-type: none"> <li>● Rise of city-states and relationship to geography</li> <li>● Transition from tyranny to oligarchy in early governments</li> <li>● Direct vs. representative democracies</li> <li>● Role of Greek mythology and literature</li> <li>● Persian Empire and Persian Wars</li> <li>● Alexander the Great</li> <li>● Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides</li> <li>● Fall of Greece</li> </ul>
6.5	Students analyze the geographic, political, economic, religious, and social structures of the early civilization of India.	<ul style="list-style-type: none"> <li>● Aryan invasions</li> <li>● Brahmanism and Hinduism</li> <li>● The caste system</li> <li>● Buddha</li> <li>● Maurya Empire and emperor Asoka</li> </ul>
6.6	Students analyze the geographic, political, economic, religious, and social structures of the early civilization of China.	<ul style="list-style-type: none"> <li>● Confucius and his teachings</li> <li>● Shang, Qin, Han Dynasties</li> <li>● Movement of Buddhism</li> <li>● Silk Roads</li> </ul>
6.7	Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.	<ul style="list-style-type: none"> <li>● Rise of the Roman Republic and Roman Law</li> <li>● Caesar and Augustus</li> <li>● Migration of Jewish people and conflicts with the Romans</li> <li>● Origin and Spread of Christianity</li> <li>● Legacy of Roman culture, arts and science</li> </ul>

## Grade 7

### WORLD HISTORY AND GEOGRAPHY: MEDIEVAL AND EARLY MODERN TIMES

Standard		POSSIBLE TOPICS
7.1	Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.	<ul style="list-style-type: none"> <li>• Strengths, weaknesses, and legacy of Rome</li> <li>• Byzantine Empire</li> <li>• Eastern Orthodox and Roman Catholic civilizations</li> </ul>
7.2	Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.	<ul style="list-style-type: none"> <li>• Islam and its relation to Christianity and Judaism</li> <li>• Origins of Islam; Muhammad; significance of the Qur'an; expansion of Muslim rule through treaties and military conquests; Arabic language</li> <li>• Muslim intellectual exchange</li> <li>• Trade in Arab society</li> </ul>
7.3	Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.	<ul style="list-style-type: none"> <li>• Reunification of China</li> <li>• Tang and Sung Dynasties</li> <li>• Confucianism</li> <li>• Mongol Ascendancy and Ming Dynasty</li> <li>• Historical influence of tea, paper, wood-block printing, the compass, and gunpowder</li> <li>• Development of imperial state and scholar-official class</li> </ul>
7.4	Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.	<ul style="list-style-type: none"> <li>• Niger River area and growth of Ghana and Mali Empires</li> <li>• Development of West Africa and influence of Islam</li> <li>• Caravan trading</li> <li>• Growth of Arabic; written and oral historic traditions</li> </ul>
7.5	Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.	<ul style="list-style-type: none"> <li>• Influence of China and Korea on Japan</li> <li>• The reign of Prince Shotoku</li> <li>• The lord-vassal system</li> <li>• Buddhism</li> <li>• Golden age of literature, art &amp; drama</li> <li>• Military society and the Samurai</li> </ul>
7.6	Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.	<ul style="list-style-type: none"> <li>• Geography of and its relationship to way of life</li> <li>• Spread of Christianity north of the Alps</li> <li>• Feudalism</li> <li>• Developments of medieval English legal and constitutional practices</li> <li>• Conflicts between the Papacy and European monarchs</li> <li>• The Crusades</li> <li>• Bubonic Plague</li> <li>• The role of the Catholic Church</li> <li>• Muslim rule in the Iberian Peninsula</li> </ul>
7.7	Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.	<ul style="list-style-type: none"> <li>• Relationship of the roles and encounters between Mayan, Aztec, and Incan civilizations</li> <li>• Class structures, family life, religion and slavery</li> <li>• Rise of empires and conquest of Aztec and Incas by Spain</li> <li>• Meso-American achievements</li> </ul>
7.8	Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.	<ul style="list-style-type: none"> <li>• Revival of classic learning and humanism</li> <li>• Role of Florence in Renaissance</li> <li>• The Silk Road</li> <li>• The Renaissance and its people (Shakespeare, da Vinci, etc.)</li> </ul>

7.9	Students analyze the historical developments of the Reformation.	<ul style="list-style-type: none"> <li>● Problems of the Catholic Church</li> <li>● The Reformation and Martin Luther</li> <li>● The Protestants</li> <li>● Counter-Reformation</li> <li>● Missionaries and the spread of Christianity</li> <li>● Golden-age of cooperation between Jews and Muslims in medieval Spain</li> </ul>
7.10	Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.	<ul style="list-style-type: none"> <li>● Exchanges and the roots of the Scientific Revolution</li> <li>● New scientific theories, inventions, and methods</li> <li>● Relationship between science and democratic ideals as well as science and religion</li> </ul>
7.11	Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).	<ul style="list-style-type: none"> <li>● The great voyages of discovery</li> <li>● Origins of modern capitalism</li> <li>● The Enlightenment, its thinkers and their influence upon democratic thought and institutions</li> <li>● Magna Carta</li> </ul>

# GRADE 8

## UNITED STATES HISTORY AND GEOGRAPHY: GROWTH AND CONFLICT

<b>Standard</b>		<b>POSSIBLE TOPICS</b>
8.1	Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.	<ul style="list-style-type: none"> <li>• American Revolution and its worldwide effect</li> <li>• The Great Awakening</li> <li>• Declaration of Independence</li> </ul>
8.2	Students analyze the political principles underlying the US Constitution and compare the enumerated and implied powers of the federal government	<ul style="list-style-type: none"> <li>• Magna Carta, English Bill of Rights, Mayflower Compact</li> <li>• Articles of Confederation</li> <li>• Constitutional Convention</li> <li>• Federalist Papers</li> <li>• Jefferson’s Statute for Religious Freedom</li> <li>• U.S. Constitution and the Bill of Rights</li> </ul>
8.3	Students understand the foundation of the American political system and the ways which citizens participate in it.	<ul style="list-style-type: none"> <li>• State constitutions</li> <li>• Ordinances of 1785 &amp; 1787 and national privatization</li> <li>• Jefferson v. Hamilton</li> <li>• Domestic resistance to national government; Whiskey Rebellion and Shays’ Rebellion</li> <li>• Free press</li> </ul>
8.4	Students analyze the aspirations and ideals of the people of the new nation.	<ul style="list-style-type: none"> <li>• Rise of capitalism</li> <li>• American daily life</li> <li>• The founders and their words (Washington, Jefferson, Adams)</li> </ul>
8.5	Students analyze US foreign policy in the early Republic.	<ul style="list-style-type: none"> <li>• War of 1812</li> <li>• Mexican-American War</li> <li>• Monroe Doctrine</li> <li>• Native Americans and treaties with U.S. government</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Industrialization and obstacles to economic growth</li> <li>• Irish immigrants and Great Irish Famine</li> <li>• Free blacks of the north</li> <li>• Growth of American public education system</li> <li>• Women’s suffrage movement</li> <li>• Transcendentalism and individualism</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Growth of Southern agrarian society and the role of cotton</li> <li>• Southern society and pre-Civil War attitudes</li> <li>• Slavery and its effects</li> <li>• Life of free vs. slave African-Americans</li> <li>• 1831 slave revolts</li> <li>• Nat Turner, Denmark Vesey</li> <li>• Harriet Tubman and the underground railroad</li> </ul>
8.8	Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.	<ul style="list-style-type: none"> <li>• Jacksonian democracy</li> <li>• Westward expansion, manifest destiny and its effects (Cherokees’ Trail of Tears, Lewis and Clark expedition)</li> <li>• Pioneer women</li> <li>• Struggles over water rights</li> <li>• Mexican Settlements, the Texas War, and Mexican-American War</li> </ul>
8.9	Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.	<ul style="list-style-type: none"> <li>• Abolitionist movement, including John Q. Adams</li> <li>• Northwest Ordinance, Compromise of 1850; Kansas-Nebraska Act; Missouri Compromise; Wilmot Proviso</li> <li>• Frederick Douglas</li> <li>• John Brown; Harriet Tubman and the underground railroad</li> <li>• <u>Dred Scott v. Sandford</u>; Lincoln-Douglas debates</li> </ul>

8.10	Students analyze the multiple causes, key events, and complex consequences of the Civil War.	<ul style="list-style-type: none"> <li>• Daniel Webster and John C. Calhoun</li> <li>• Nullification and secession</li> <li>• North v. South-agrarian v. industrialism</li> <li>• Civil War</li> <li>• Military leaders and soldiers</li> <li>• Technological advancements and their effect on the Civil War</li> <li>• Lasting effects of the Civil War on people, society, and land</li> <li>• Abraham Lincoln – Gettysburg Address and Emancipation Proclamation</li> </ul>
8.11	Students analyze the character and lasting consequences of Reconstruction.	<ul style="list-style-type: none"> <li>• Goals of Reconstruction</li> <li>• Freedmen’s Bureau</li> <li>• Racial segregation and Jim Crow laws</li> <li>• Effect of the Ku Klux Klan</li> <li>• Buffalo Soldiers</li> <li>• 13th, 14<sup>th</sup>, and 15<sup>th</sup> Amendments</li> </ul>
8.12	Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.	<ul style="list-style-type: none"> <li>• Federal Indian policy</li> <li>• Grangerism and Populism</li> <li>• Labor Movement and Samuel Gompers</li> <li>• Child Labor</li> <li>• The influx and influence of immigrants</li> <li>• Entrepreneurial exchanges (Carnegie, Rockefeller, Stanford)</li> <li>• Effects of urbanization &amp; industrialization</li> <li>• Significant inventors &amp; their inventions</li> </ul>

**GRADE 9  
ELECTIVE COURSES IN HISTORY-SOCIAL SCIENCE**

**CALIFORNIA IN THE 20<sup>TH</sup> AND 21<sup>ST</sup> CENTURIES**

**LAW-RELATED EDUCATION**

**PHYSICAL GEOGRAPHY**

**WORLD REGIONAL GEOGRAPHY**

**THE HUMANITIES**

**COMPARATIVE WORLD RELIGIONS**

**AREA STUDIES: CULTURES**

**ANTHROPOLOGY**

**PSYCHOLOGY**

**SOCIOLOGY**

**WOMEN IN OUR HISTORY**

**ETHNIC STUDIES**

# GRADE 10

## WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

<b>Standard</b>		<b>POSSIBLE TOPICS</b>
10.1	Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.	<ul style="list-style-type: none"> <li>• Plato's Republic and Aristotle's Politics</li> <li>• Similarities and differences of Judeo-Christian and Greco-Roman views</li> </ul>
10.2	Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.	<ul style="list-style-type: none"> <li>• The effects of the Enlightenment on democratic revolutions in England, France, the U.S. and Latin America</li> <li>• The global impact of the American Revolution</li> <li>• Magna Carta, English Bill of Rights, Declaration of Independence, French Declaration of Rights of Man and the Citizen, U.S. Bill of Rights</li> <li>• French Revolution</li> <li>• Napoleon and the spread of nationalism</li> </ul>
10.3	Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.	<ul style="list-style-type: none"> <li>• The Industrial Revolution</li> <li>• Inventions, their inventors and the massive changes brought forth by them</li> <li>• Growth of cities</li> <li>• Labor and Labor Unions</li> <li>• Capitalism, Utopianism, Social Democracy, Socialism, Communism</li> <li>• Romanticism and social criticism</li> </ul>
10.4	Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.	<ul style="list-style-type: none"> <li>• Social Darwinism</li> <li>• Imperialism</li> <li>• Colonialism</li> <li>• Struggles for independence</li> </ul>
10.5	Students analyze the cause and course of the First World War.	<ul style="list-style-type: none"> <li>• World War I and principal battles</li> <li>• Geographic factors encountered during war</li> <li>• Russian Revolution</li> <li>• Armenian genocide in Ottoman Empire</li> <li>• Growth of nationalism, imperialism and militarism leading to WWI</li> </ul>
10.6	Students analyze the effects of the First World War.	<ul style="list-style-type: none"> <li>• Exploration of the geographic &amp; political borders of Europe &amp; the Middle East</li> <li>• The Treaty of Versailles</li> <li>• Woodrow Wilson and his Fourteen Points</li> <li>• Weimar Republic</li> <li>• Exchange of literature and art during and after WWI</li> </ul>
10.7	Students analyze the rise of totalitarian governments after World War I.	<ul style="list-style-type: none"> <li>• The Russian Revolution</li> <li>• Lenin, Stalin, Hitler</li> <li>• Fascism and Communism</li> </ul>
10.8	Students analyze the cause and consequences of World War II.	<ul style="list-style-type: none"> <li>• German, Italian, and Japanese drive for empires</li> <li>• American Isolationism</li> <li>• The Holocaust and the Final Solution</li> <li>• Stalin-Hitler Pact of 1939</li> <li>• Military and governmental leaders</li> <li>• Exploration of geographic factors affecting Allied and Axis powers</li> <li>• The Normandy Invasion</li> <li>• Attack on Pearl Harbor</li> <li>• Japanese-American Internment</li> <li>• Post-war costs</li> </ul>
10.9	Students analyze the international developments in the post-World War II world.	<ul style="list-style-type: none"> <li>• Marshall Plan, Truman Doctrine, Yalta Pact</li> <li>• Cold War, spread of Communism</li> <li>• Soviet satellite uprisings and Fall of the Soviet Union</li> <li>• U.S. contributions to post-war recovery of Germany &amp; Japan</li> <li>• Korean War; Vietnam War; Chinese Civil War</li> <li>• Rise of the Jewish state</li> <li>• United Nations, NATO, Warsaw Pact, SEATO</li> </ul>
10.10	Students analyze instances of nation-building in the contemporary world: The Middle East, Africa, Mexico, Latin America, and China.	<ul style="list-style-type: none"> <li>• Nation building</li> </ul>
10.11	Students analyze the integration of countries into the world economy and the information, technological, and communications revolution.	<ul style="list-style-type: none"> <li>• Growth of technology</li> </ul>

# GRADE 11

## UNITED STATES HISTORY AND GEOGRAPHY: CONTINUITY AND CHANGE IN THE TWENTIETH CENTURY

Standard		POSSIBLE TOPICS
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.	<ul style="list-style-type: none"> <li>• Enlightenment</li> <li>• American Revolution and Democratization</li> <li>• Constitution and Bill of Rights</li> <li>• Civil War and Reconstruction</li> <li>• Emergence of United States as world power</li> </ul>
11.2	Students analyze the relationship among the rise of industrialization, large scale rural-to-urban migration, and massive form Southern and Eastern Europe.	<ul style="list-style-type: none"> <li>• Industrial Revolution, industrialization, and its effects (e.g. <i>The Jungle</i>)</li> <li>• Growth of cities and social classes</li> <li>• Populists and progressives</li> <li>• Americanization movement</li> <li>• Children’s Bureau, 16<sup>th</sup> amendment</li> <li>• Social Darwinism and the Social Gospel</li> <li>• Trusts &amp; cartels formed by corporate mergers</li> <li>• The influx of European immigrants</li> </ul>
11.3	Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.	<ul style="list-style-type: none"> <li>• Social reform movements</li> <li>• Great Awakening and Second Great Awakening</li> <li>• Social Gospel movement</li> <li>• Rise of Christian fundamentalism</li> <li>• Persecution of Mormons, Anti-Catholic sentiment, anti-Semitism</li> <li>• Establishment and free exercise clauses of the First Amendment</li> </ul>
11.4	Students trace the rise of the United States to its role as a world power in the twentieth century.	<ul style="list-style-type: none"> <li>• Open Door Policy</li> <li>• Spanish-American War</li> <li>• Panama Revolution and Panama Canal</li> <li>• Big Stick, Dollar Diplomacy, and Moral Diplomacy</li> <li>• World War I on the home front</li> <li>• The role of the U.S. in world affairs after WWII</li> </ul>
11.5	Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.	<ul style="list-style-type: none"> <li>• Presidents Harding, Coolidge, and Hoover</li> <li>• Domestic events regarding civil liberties: The Palmer Raids; The Ku Klux Klan; The ACLU; NAACP; ADL</li> <li>• Passage of the 18<sup>th</sup> Amendment, the Volstead Act</li> <li>• Passage of the 19<sup>th</sup> Amendment</li> <li>• Marcus Garvey and the Universal Negro Improvement Association</li> <li>• Harlem Renaissance, especially writers</li> <li>• Growth of Popular culture through technology</li> </ul>
11.6	Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.	<ul style="list-style-type: none"> <li>• Economic weakness in the 1920s</li> <li>• Garment Workers and the Triangle shirtwaist fire</li> <li>• The Great Depression and its toll on Americans</li> <li>• The Dust Bowl</li> <li>• Frank Roosevelt and the New Deal</li> <li>• Organized labor movements-AFL, CIO</li> <li>• Cesar Chavez and the United Farm Workers</li> <li>• Social Security Act</li> </ul>

11.7	Students analyze America's participation in World War II.	<ul style="list-style-type: none"> <li>• Isolationism</li> <li>• Bombing of Pearl Harbor</li> <li>• Battles of Midway, Normandy, Iwo Jima, Okinawa, Battle of the Bulge</li> <li>• Soldiers and units in World War II</li> <li>• Roosevelt's Foreign Policy</li> <li>• Harry Truman and the decision to drop the atomic bomb</li> <li>• <u>Korematsu v. US</u>-Japanese internment; The Holocaust</li> <li>• Marshall Plan</li> </ul>
11.8	Students analyze the economic boom and social transformation of post-World War II America.	<ul style="list-style-type: none"> <li>• Mexican immigration into California</li> <li>• The California Master Plan and public education reform</li> <li>• Federal labor policy</li> <li>• Federal public spending</li> <li>• From blue collar to white collar work</li> <li>• Increased power of the presidency</li> <li>• Growth of technology and its effects on American society</li> <li>• Origins and geographic diffusion of popular culture</li> </ul>
11.9	Students analyze U.S. foreign policy since World War II.	<ul style="list-style-type: none"> <li>• United Nations and world organizations and their effect on world order</li> <li>• The Vietnam and Korean Wars</li> <li>• Joseph McCarthy and McCarthyism</li> <li>• NATO, SEATO</li> <li>• The Cold War</li> <li>• Berlin Blockade</li> <li>• Bay of Pigs invasion and Cuban Missile Crisis</li> <li>• Latin American Policy</li> <li>• Nuclear weapon build-up</li> <li>• The GI Bill of Rights</li> <li>• Domestic protests toward U.S. Foreign policies</li> <li>• Ronald Reagan and the end of the Cold War</li> <li>• United States and the Middle East</li> <li>• U.S.-Mexico relations</li> </ul>
11.10	Students analyze the development of federal civil rights and voting rights.	<ul style="list-style-type: none"> <li>• The origins of the Civil Rights Movement</li> <li>• Civil rights cases: <u>Dred Scott v. Sandford</u>, <u>Plessy v. Ferguson</u>, <u>Brown v. Board of Education</u>, <u>University of Berkeley v. Bakke</u>, <u>Hazelwood case</u>, Proposition 209</li> <li>• Little Rock desegregation</li> <li>• Martin Luther King, Jr., Malcolm X, Thurgood Marshall, Rosa Parks</li> <li>• Civil Rights Act of 1964, Voting Rights Act of 1965, 24<sup>th</sup> amendment</li> <li>• SNCC, sit-ins, Black Panthers</li> <li>• American Indians, Asian Americans, Hispanic Americans civil rights</li> <li>• Women's Suffrage Movement – Elizabeth Stanton and Susan B. Anthony</li> </ul>
11.11	Students analyze the major social problems and domestic policy issues in contemporary American Society.	<ul style="list-style-type: none"> <li>• Poverty and federal reform</li> <li>• Immigration</li> <li>• US Foreign policy and Presidents</li> <li>• Race-relations</li> <li>• Role of women in U.S. society</li> <li>• Watergate</li> <li>• Environmental protection advocates and environmentalists</li> <li>• Urbanization</li> <li>• Agricultural subsidies</li> </ul>

# GRADE 12

## PRINCIPLES OF AMERICAN DEMOCRACY

<b>Standard</b>		<b>POSSIBLE TOPICS</b>
12.1	Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.	<ul style="list-style-type: none"> <li>• Machiavelli, Locke, Montesquieu, Blackstone and their influence on American government</li> <li>• De Tocqueville and American democracy</li> <li>• Federalism</li> <li>• Federalist Paper Number 10, 51, 78 – James Madison</li> <li>• The U.S. Constitution – Bill of Rights</li> </ul>
12.2	Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.	<ul style="list-style-type: none"> <li>• Bill of Rights and individual rights</li> <li>• Economic rights</li> <li>• Civic responsibility and obligations</li> <li>• Voting</li> <li>• Citizenship, including naturalization</li> </ul>
12.3	Students evaluate and take and defend positions on what the fundamental values and principles of civil society are, their interdependence, and the meaning and importance of those values and principles for a free society.	<ul style="list-style-type: none"> <li>• Individual opportunity</li> <li>• Individual influence on government</li> <li>• Historic role of religion and religious institutions</li> <li>• Democracy vs. non-democratic governments</li> </ul>
12.4	Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.	<ul style="list-style-type: none"> <li>• Article I of the Constitution</li> <li>• Article II of the Constitution</li> <li>• Supreme Court, including confirmation process</li> <li>• Amending the Constitution</li> </ul>
12.5	Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.	<ul style="list-style-type: none"> <li>• Judicial restraint and activism</li> <li>• <u>Brown v. Board of Education</u></li> <li>• <u>Plessy v. Ferguson</u></li> <li>• <u>Regents of the University of California v. Bakke</u></li> <li>• <u>Roe v. Wade</u></li> <li>• <u>Miranda v. Arizona, etc.</u></li> </ul>
12.6	Students evaluate issues regarding campaigns for national, state, and local elective offices.	<ul style="list-style-type: none"> <li>• Growth of political parties</li> <li>• Voting methods</li> <li>• Direct democracy through recalls and referendums</li> <li>• Civic participation</li> <li>• Process of lawmaking</li> </ul>
12.7	Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.	<ul style="list-style-type: none"> <li>• Ninth and tenth Amendments</li> <li>• Lawmaking</li> <li>• Scope of presidential power through case studies including Cuban Missile Crisis, etc.</li> <li>• State vs. federal government powers</li> <li>• Local vs. state government powers</li> </ul>
12.8	Students evaluate and take and defend positions of the influence of the media on American political life.	<ul style="list-style-type: none"> <li>• Free and responsible press</li> <li>• The growth and role of electronic media</li> <li>• Use of media by government</li> </ul>
12.9	Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.	<ul style="list-style-type: none"> <li>• Distribution of governmental power worldwide</li> <li>• Rise and Fall of Communism</li> <li>• Rise of Dictatorships</li> <li>• Mexican, Central American or South American revolutions</li> <li>• Encounters between government and the people it governs</li> <li>• Emerging democracies</li> </ul>

# GRADE 12

## PRINCIPLES OF ECONOMICS

<b>Standard</b>		<b>POSSIBLE TOPICS</b>
12.1	Students understand common economic terms and concepts and economic reasoning.	<ul style="list-style-type: none"> <li>• Scarcity</li> <li>• Conservation</li> <li>• Political and personal liberty within a market economy</li> </ul>
12.2	Students analyze the elements of America's market economy in a global setting.	<ul style="list-style-type: none"> <li>• Supply and demand</li> <li>• Economic rights</li> <li>• Entrepreneurial incentives</li> <li>• Agricultural production and industry</li> <li>• Worldwide financial markets</li> </ul>
12.3	Students analyze the influence of the federal government on the American economy.	<ul style="list-style-type: none"> <li>• Role of government in a market economy</li> <li>• Eminent domain</li> <li>• Government fiscal policies</li> <li>• Taxation and spending</li> <li>• The Federal Reserve</li> </ul>
12.4	Students analyze the elements of the US labor market in a global setting.	<ul style="list-style-type: none"> <li>• Unionization and the labor market</li> <li>• International competition</li> <li>• Wage differences and distribution</li> <li>• Concept of productivity</li> </ul>
12.5	Students analyze the aggregate economic behavior of the US Economy.	<ul style="list-style-type: none"> <li>• Unemployment</li> <li>• Interest rates</li> </ul>
12.6	Students analyze the issues of international trade and explain how the US economy affects, and is affected by, economic forces beyond the United States' borders.	<ul style="list-style-type: none"> <li>• Geographic patterns of 20<sup>th</sup> century trade</li> <li>• Great Depression</li> <li>• Free trade</li> <li>• Foreign exchange</li> </ul>