



History Social-Science Content Standards Connections in Becoming Los Angeles Exhibit

Grades K-5

Kinder—Learning and Working Now and Long Ago

- K.3:** Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.
- K.4:** Students compare and contrast the locations of people, places, and environments and describe their characteristics.
- K.6:** Students understand that history relates to events, people, and places of other times.
- K.6.3:** Understand how people lived in earlier times and how their lives would be different today.
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Grade One— A Child's Place in Time and Space

- 1.2:** Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.
- 1.2.2:** Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.
- 1.4:** Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.
- 1.4.2:** Study transportation methods of earlier days.
- 1.5:** Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.
- 1.5.1:** Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.
- 1.5.2:** Understand the ways in which American Indians and immigrants have helped define Californian and American culture.



Grade Two—People Who Make a Difference

2.4: Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.

2.4.1: Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.

Grade Three—Continuity and Change

3.1.2: Trace the ways in which people have used the resources of the local region and modified the physical environment.

3.2: Students describe the American Indian nations in their local region long ago and in the recent past.

3.2.1: Describe national identities, religious beliefs, customs, and various folklore traditions.

3.2.2: Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment.

3.2.4: Discuss the interaction of new settlers with the already established Indians of the region.

3.3: Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.

3.3.3: Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.

Grade Four—California: A Changing State

4.1: Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.

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.

4.2.1: Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.



- 4.2.2:** Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns
- 4.2.3:** Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola).
- 4.2.4:** Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.
- 4.2.5:** Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.
- 4.2.6:** Discuss the role of the Franciscans in changing the economy of California from a huntergatherer economy to an agricultural economy.
- 4.2.7:** Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America.
- 4.2.8:** Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy.
- 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.
- 4.3.2:** Compare how and why people traveled to California and the routes they traveled.
- 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.
- 4.4.2:** Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.
- 4.4.3:** Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups.
- 4.4.4:** Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).



4.4.5: Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.

4.4.7: Trace the evolution of California’s water system into a network of dams, aqueducts, and reservoirs

4.4.9: Analyze the impact of twentieth-century Californians on the nation’s artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, **Walt Disney**, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne).

Grade Five—United States History and Geography: Making a New Nation

5.8: Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems. \

5.8.4: Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).

5.8.5: Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.

5.8.6: Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.