

Grade 4, Unit 1

Lesson 1 How do you locate places on Earth?

World Map handout (p. 6T3)

New Orleans, United States: 30°N, 90°W; Mt. Everest, Nepal: 30°N, 90°E; Cairo, Egypt: 30°N, 30°E; Maseru, Lesotho: 30°S, 30°E; Lake Chad, Chad: 15°N, 15°E; Santa Fe, Argentina: 30°S, 60°W

California Map handout (p. 6T4)

Santa Rosa Island: 34°N, 120°W; Lake Tahoe: 39°N, 120°W; Hopland Rancheria: 39°N, 123°W; Thompson Peak: 41°N, 123°W; Escondido: 33°N, 117°W; Point Reyes: 38°N, 123°W

Lesson 2 How is Earth divided?

World Hemispheres handout (p. 10T3)

First Globe (from top to bottom): Northern [Hemisphere]; North Pole; Tropic of Cancer; Equator, Tropic of Capricorn; South Pole; Southern [Hemisphere]

Second Globe (from left to right, counterclockwise): Western [Hemisphere]; Eastern [Hemisphere]; Prime Meridian

World Locations handout (p. 10T4)

Use the *Student Atlas* for reference.

Grade 4, Unit 1 (continued)

Lesson 3 How are the areas of California different?

Brochure Rubric (p. 18T2)

Students' brochures should be creatively done and focus on encouraging people to move to or visit the assigned region. Use the following rubric to score students' work:

4	Brochure is clearly organized, neat, and contains many interesting and accurate details. Pictures are colorfully done and spelling and grammar are correct.
3	Brochure is organized, mostly neat, and contains interesting and accurate details. Spelling and grammar are mostly correct.
2	Brochure may lack organization and neatness, and contains limited or inaccurate details. There are some spelling and grammatical errors.
1	Brochure lacks organization, is not neat, and contains few or no accurate details. There are numerous spelling and grammatical errors.

Lesson 4 How have California's landforms and water affected settlement?

Outline Map of California handout (p. 22T3)

Use the map on p. 20 for reference.

Cause and Effect Discussion (p. 22T2)

Students' cause-and-effect statements should demonstrate an understanding of the impact of landforms and water on settlement.

Lesson 5 How are California's communities alike and different?

Quiz Ball Rubric (p. 28T2)

Students' review questions and oral responses should demonstrate an understanding of California's population density and land use. Use the following rubric to score students' work:

4	Student actively participates in the game. Student writes accurate review questions and is able to answer the review questions.
3	Student participates in the game. Student writes accurate review questions and is able to answer most of the review questions.
2	Student participates, with encouragement, in the game. Student may have difficulty both in writing and answering the review questions.
1	Student participates minimally in the game. Student has difficulty or does not write or answer review questions.

Grade 4, Unit 2

Lesson 1 How did early people live in California?

California Indians Graphic Organizer handout (p. 36T4)

Chumash

Shelter: thatched, dome-shaped houses with willow pole frames covered with woven grass

Food: fish, shellfish, whales, and seabirds; inland plants and animals of the region, including acorns

Clothing: deerskin and plant fiber in warm weather; might have worn animal hides for warmth in cold weather

Religion: gathered for ceremonies that honored the Earth and the sun

Land/sea use: made tools from whalebone and used clam shells as money when trading; seafaring plank canoes helped for transportation of goods; baskets made from plants allowed for food and water storage

Miwok

Shelter: dirt-covered houses built halfway underground for warmth in winter; redwood bark houses above ground to keep cool in summer

Food: fish and shellfish; acorns and game; seeds and roots; insects such as grasshoppers

Clothing: deerskin loincloth (both men and women); deerskin apron (women)

Religion: ceremonies were primarily sacred dances

Land/sea use: bone and deer antlers for a variety of tools; bows and arrows made from oak, willow, or other wood

Cahuilla

Shelter: type of thatched reed house called a kish

Food: hunted antelope and small mammals; gathered plants and seeds, including acorns

Clothing: most clothing was made from buckskin or woven fiber; rabbit skin robes might be worn in winter

Religion: song cycles (epic poems), which took several days to recite, provided guidelines for community behavior

Land/sea use: learned to recognize seasonal patterns to adapt to food needs; many tools made from stones and plants; baskets made from reeds and grasses for food storage

Grade 4, Unit 2 (continued)

Hupa

Shelter: rectangular homes made of cedar wood planks, the bottom halves of which were built underground

Food: primarily salmon and acorns; hunted elk and deer; fished for eel, trout, and sturgeon

Clothing: made from deerskin and skins of small animals

Religion: held ceremonies to prevent famine, disease, or other disasters, as well as ceremonies to revitalize the world for the coming year

Land/sea use: cedars were important for construction of homes and eating utensils

California Indian Poster Rubric (p. 36T2)

Students' posters should include information about the shelter, food, clothing, religion, and land/sea use of the California Indian group being presented. Use the following rubric to score students' posters:

4	Poster is neatly organized, clearly labeled, and colorful. Information is complete and accurate. Spelling and grammar are correct.
3	Poster is organized, labeled, and colorful. Information is mostly complete and accurate. Spelling and grammar are mostly correct.
2	Poster may lack organization, color, or detail. Information may be missing or contain inaccuracies. There are some spelling and grammatical errors.
1	Poster is not neat and lacks organization. Information is incomplete and contains inaccuracies. There are numerous spelling and grammatical errors.

Lesson 2 How did early Europeans come to California?

West Coast of North America Map handout (p. 40T4)

Use the details in the *Explorer Descriptions* handout (p. 40T3) to score students' maps. Routes should include the following:

Juan Cabrillo: Use the map on p. 40T5 for reference.

Sebastián Vizcaíno: Route should trace north along the coast from San Diego to present-day Cape Mendocino (around 150 miles north of San Francisco).

Vitus Bering: Route for his 1728 expedition should trace in a northerly direction along the Siberian coast into the present-day Bering Strait. Route for his 1741 expedition should trace east into the Gulf of Alaska and back west along the Aleutian Islands.

Grade 4, Unit 2 (continued)

Lesson 3 How did the Spanish change how California Indians lived?

Reasons for California Missions handout (p. 44T3)

Students' answers will vary. Some students may suggest opposing points of view for the different groups. Encourage students to provide factual support for their suggested points of view. Possible answers are listed below:

Missionaries

Reasons the expedition should have happened from the point of view of missionaries should include the importance of spreading Catholicism.

Soldiers

Reasons the expedition should have happened from the point of view of soldiers should include allegiance and loyalty to the king (Carlos III) and protecting the missions.

California Indians

Reasons the expedition should not have happened from the point of view of California Indians should include being forced to give up their ways of life, freedom, and religion, and possible death from diseases introduced by Europeans.

Lesson 4 What was Spain's influence in California?

Interview Rubric (p. 48T2)

Students' interviews should clearly follow the guidelines presented on the *Interview Guidelines* handout (p. 48T4). Students should demonstrate effective oral communication strategies. Use the following rubric to score students' interviews:

4	Interview is creative and follows a clear and logical pattern. Questions and responses demonstrate a strong understanding of the points of view of the selected individuals.
3	Interview is creative and follows a clear pattern. Questions and responses demonstrate an understanding of the points of view of the selected individuals.
2	Interview may lack a clear pattern. Questions and responses demonstrate a minimal understanding of the points of view of the selected individuals.
1	Interview lacks a clear pattern. Questions and responses demonstrate a lack of understanding of the points of view of the selected individuals.

Grade 4, Unit 2 (continued)

Lesson 5 What was life like in Spanish and Mexican California?

Missions, Presidios, Pueblos, and Ranchos Graphic Organizer handout (p. 52T3)

Students' information may vary but should include the following:

Mission

Purpose: to teach religion and other ways of life to native people

Inhabitants: Spanish Catholic missionaries, California Indians

Example: San Diego de Alcalá, San Juan Capistrano, San Francisco de Solano

Presidio

Purpose: to protect the areas occupied by the Spanish

Inhabitants: Spanish soldiers and Spanish settlers living in the area

Example: San Diego, Santa Barbara, San Francisco

Pueblo

Purpose: growing crops, primarily to grow food for soldiers living in presidios

Inhabitants: Spanish settlers and workers

Example: San José de Guadalupe, Los Angeles, Villa de Branciforte

Rancho

Purpose: for raising livestock and growing crops

Inhabitants: Mexicans who were already living in or moving to California

Example: Rancho Los Encino, Rancho Buena Vista, Rancho Petaluma

Poster Rubric (p. 52T2)

Groups' posters should accurately illustrate the daily lives of the people who lived in the assigned region. Use the following rubric to score students' work:

4	Poster is neatly organized, clearly labeled, and colorful. Information is complete and accurate. Spelling and grammar are correct.
3	Poster is organized, labeled, and colorful. Information is mostly complete and accurate. Spelling and grammar are mostly correct.
2	Poster may lack organization, color, or detail. Information is limited and may contain inaccuracies. There are some spelling and grammatical errors.
1	Poster lacks organization and is not neat. Information is incomplete and contains inaccuracies. There are numerous spelling and grammatical errors.

Grade 4, Unit 2 (continued)

Lesson 6 How did California’s early economy change?

Graphic Organizer Rubric (p. 56T2)

Students’ graphic organizers should make direct cause-and-effect relationships between the hunter-gatherer and agricultural economies of the California Indians. Use the following rubric to score students’ work:

4	Graphic organizer is neatly created and labeled, and pictures are colorful. Information is detailed and accurate. Spelling and grammar are correct.
3	Graphic organizer contains the appropriate labels and pictures. Information is detailed and accurate. Spelling and grammar are mostly correct.
2	Graphic organizer may be missing one or more elements, and pictures and writing may be untidy. Information may be incomplete or inaccurate. There are some spelling and grammatical errors.
1	Graphic organizer is missing elements, and pictures and writing are untidy. Information is incomplete and inaccurate. There are numerous spelling and grammatical errors.

Lesson 7 How did the Mexican War for Independence affect California?

Persuasive Letter Rubric (p. 60T2)

Students’ letters should be written from the point of view of California Indians, incorporate appropriate vocabulary, and be supported by factual arguments. Use the following rubric to score students’ work:

4	Letter states a clear position, includes strong supporting arguments, and follows appropriate format. Spelling and grammar are correct.
3	Letter states a position, includes some supporting arguments, and follows appropriate format. Spelling and grammar are mostly correct.
2	Letter may state an unclear position, includes only a few supporting arguments, and contains errors in format. There are some spelling and grammatical errors.
1	Letter lacks a clear position and offers few or no supporting arguments. Format is incorrect, and there are numerous spelling and grammatical errors.

Grade 4, Unit 2 (continued)

Lesson 8 How did Mexican rule affect California?

Activity Options handout (p. 64T4)

Column 1

- From their research, students should identify the locations of the twenty-one missions and accurately show the locations on a map of California. Use the map on p. 48T3 for reference.
- From their research, students should identify the locations of the four presidios (San Diego, Santa Barbara, San Francisco, and Monterey) and four pueblos (San José de Guadalupe, Los Angeles, Villa de Branciforte, and Sonoma) and accurately show the locations on a map of California.
- The skit should demonstrate the student's understanding of a specific aspect of life on a rancho, such as the power rancho owners gained in their areas or the lives of California Indians working on the ranchos.

Column 2

- Students' newspaper articles should explain that the Mexican government gave land grants to citizens of Alta California because it could then collect taxes on the property.
- Students' letters should explain that after Mexico took over the missions from Spain, the priests lost their power and control over the area, while rancho owners began to act as the government of their areas.
- Content of students' poems will vary but may emphasize that livestock and crops were central to life on the ranchos, rancho owners gained power in their areas, or California Indians, as they had on the missions, often served as laborers on the ranchos.

Column 3

- Students' poster advertisements should be persuasive in nature, address the appropriate audience, and emphasize the Mexican government's desire to have people settle in California.
- Students' drawings should represent the decline of the mission system and their writing should explain the priests' loss of power in California.
- Students' picture maps should accurately represent the various components of the California ranchos.

Grade 4, Unit 2 (continued)

Mexican Rule Rubric (p. 64T4)

Students' work should demonstrate an understanding of Mexican land grants, the changing role of the missions, and life on a rancho. One activity from each column should be completed. Use the following rubric to score students' work:

4	Work includes many accurate, vivid details. Student demonstrates a clear understanding of life in California under Mexican rule. All activity components are completed.
3	Work includes accurate details. Student demonstrates an understanding of life in California under Mexican rule. All activity components are completed.
2	Work includes limited or inaccurate details. Student demonstrates a basic understanding of life in California under Mexican rule. One activity component may be missing.
1	Work includes few or no accurate details. Student demonstrates a limited understanding of life in California under Mexican rule. More than one activity component is missing.

Grade 4, Unit 3**Lesson 1** Where were California's settlements?**Activity Step 3 Teacher Background Information (p. 70T2)****Ivan Kuskov**

Kuskov worked for the Russian-American Company, a fur trapping and trading company owned by the Russian government that had several outposts and colonies in North America. In 1812 the company sent a group of Russian and native Alaskan fur trappers, led by Kuskov, to a place north of San Francisco. They selected a site for a new settlement, which they named Fort Ross.

John Sutter

Sutter established a settlement along the Sacramento River after being granted nearly 48,000 acres of land by the Mexican government. In 1841 he built Sutter's Fort, where he sold supplies to people passing through the area. In 1848 gold was discovered on his property. As gold-seekers rushed west, his property was overrun. By 1852 he was bankrupt.

Compare and Contrast Essay Rubric (p. 70T2)

Students' information may include the following:

Possible comparisons

- Most Mexican settlements were established along the coast, as was Fort Ross.
- All settlements were good locations; the Mexican settlements and Fort Ross because they were on the coast, Sutter's Fort because it was the first place many settlers from the East came to after they crossed the mountains.
- All land was granted by the government.

Possible Contrasts

- Sutter's Fort was located inland, whereas most Mexican settlements and Fort Ross were located near the coast.
- Many Mexican settlements were used for farming, while Fort Ross was a trading post.

Grade 4, Unit 3 (continued)

Students' essays should demonstrate an understanding of how location and resources influenced settlement in California. Use the following rubric to score students' work:

4	Essay is well focused, clearly organized, and makes many interesting and accurate comparisons. Spelling and grammar are correct.
3	Essay is focused and organized and makes interesting and accurate comparisons. Spelling and grammar are mostly correct.
2	Essay may lack focus and organization and makes limited or inaccurate comparisons. There are some spelling and grammatical errors.
1	Essay lacks focus and organization and makes few or no accurate comparisons. There are numerous spelling and grammatical errors.

Lesson 2 How and why did people travel to California?

Outline Map of the Western United States handout (p. 74T3)

Colors for routes will vary. Routes on the map should correspond to the following explorers:

James Beckwourth: Short, solid route leading from Nevada to the Sacramento area

John Bidwell: dashed route from Independence, Missouri, to San Francisco

John C. Fremont: dashed route from Colorado into the Sacramento and San Francisco areas, looping north into Oregon and doubling back into California

Pio Pico: short, dotted route from the Los Angeles area into Mexico

California Travelers Graphic Organizer handout (p. 74T4)

Key points for each of the four travelers should include relevant information from the biography cards. Students' answers may include the following:

James Beckwourth

- Worked with fur traders in the 1820s
- Lived with Crow Indians for about six years
- Established a route through the Sierra Nevada
- Led settlers to California after the Gold Rush

John Bidwell

- Helped organize the first wagon train of settlers to California from Independence, Missouri, in 1841
- Discovered gold during the Gold Rush in 1848
- Bought a large ranch north of Sacramento and became a leader in agriculture

Grade 4, Unit 3 (continued)

John C. Fremont

- Made maps of the West for the U.S. government and pioneers
- Led U.S. troops in California's Bear Flag Revolt
- Became wealthy during the Gold Rush and in 1850 was elected one of California's first two senators

Pio Pico

- Became governor of California in 1845
- Served as last governor of California under Mexican rule
- Escaped to Mexico during the Mexican-American War
- Returned to Los Angeles in 1848 and became a business leader and member of the city council

Lesson 3 How did the discovery of gold affect California?

Gold Rush Quotes Graphic Organizer handout (p. 80T4)

Students' answers may include the following:

Louise Clapp

What happened to this person?

Described the scarcity of food in the mining town in which she lived, as well as the establishment of both rental housing and cheap shelters such as tents and hovels.

What does this quote tell about the Gold Rush?

Towns developed quickly during the Gold Rush. In some cases, towns did not have enough resources for everyone, so people had to survive with what they had. Some entrepreneurs quickly built housing to accommodate the increasing population.

Daniel Woods

What happened to this person?

He left the mining town where he had worked for many months. The sources of water in his mining town were ruined, and the mine was in poor condition.

What does this quote tell about the Gold Rush?

Not everyone who came to California to search for gold stayed. Many mining towns were ruined just as quickly as they were built and had unhealthy living conditions.

Grade 4, Unit 3 (continued)

John Sutter

What happened to this person?

He was robbed of nearly all of his livestock

What does this quote tell about the Gold Rush?

Very few people found gold. In some such cases, people became desperate, and sometimes this led to stealing other people's property.

Gold Rush Quotes Graphic Organizer Rubric (p. 84T4)

Students' answers should reflect their understanding of how the Gold Rush affected settlements, daily life, politics, and/or the environment.

4	Student actively participates in all elements of the activity. Handout is complete and includes many accurate details.
3	Student participates in most elements of the activity. Handout is complete and includes accurate details.
2	Student participates, with encouragement, in some elements of the activity. Handout is partially complete and includes limited or inaccurate details.
1	Student participates in few or no elements of the activity. Handout is incomplete and includes few or no accurate details.

Lesson 4 How did women help California grow?

Famous California Women Activity Rubric (p. 84T2)

Students' graphic organizers should include information from the *Biography Cards* handout (p. 84T3) and may include additional information from the *Biography Cards* (pp. 88T25–88T26). Use the following rubric to score students' work:

4	Student works cooperatively with his or her partner and actively participates in all elements of the activity. Handout is complete and includes many accurate details.
3	Student works cooperatively with his or her partner and participates in all elements of the activity. Handout is complete and includes accurate details.
2	Student may have difficulty working cooperatively with his or her partner and participates, with encouragement, in some elements of the activity. Handout is partially complete and includes limited or inaccurate details.
1	Student has difficulty working cooperatively with his or her partner and participates in few or no elements of the activity. Handout is incomplete and includes few or no accurate details.

Grade 4, Unit 3 (continued)

Lesson 5 How did California’s government change?

Forms of Government Teacher Background Information (p. 84T2)

Students’ responses will vary but should include the following:

Monarchy

Type of Government: Monarchy

Person or Groups in Charge: King or queen who is given authority based on family lineage.

Citizens’ Influence: Can make requests of government but have no official influence.

Democracy

Type of Government: Democracy

Person or Groups in Charge: Officials elected by citizens.

Citizens’ Influence: Elect representatives in government. Write letters and petitions to their representatives to tell them what kinds of laws they would like passed.

Forms of Government Activity Rubric (p. 84T2)

Students’ responses within the class discussion should reflect their ability to describe the forms of government, including both similarities and differences. Use the following rubric to score students’ work:

4	Student works cooperatively within his or her group and participates actively in all elements of the activity.
3	Student works cooperatively within his or her group and participates in all elements of the activity.
2	Student may have difficulty working cooperatively within his or her group and participates, with encouragement, in some elements of the activity.
1	Student has difficulty working cooperatively within his or her group and participates in few or no elements of the activity.

Grade 4, Unit 4

Lesson 1 How did the movement of people and ideas change in California?

Outline Map of the Western United States handout (p. 96T3)

Use the map on p. 93 for reference.

Coast-to-Coast Connections Presentation Teacher Background Information

Overland Mail Service

What? Provided mail service by stagecoach.

Where? Service extended from towns near the Mississippi River (St. Louis and Tipton, Missouri) to San Francisco.

Impact? Mail took an average of 24 days to travel about 2,800 miles. Mail traveled twice weekly in both directions.

When? September 15, 1858–March 1, 1861

Pony Express

What? Provided a mail service system in which a rider carried mail, changing horses every 10–15 miles. Riders switched after riding 75–100 miles, the expected distance for one rider per day.

Where? Service extended from St. Joseph, Missouri, to Sacramento, California. (Some mail then traveled by boat to San Francisco.)

Impact? Mail traveled an average of 200 miles per day and arrived in California in about 10 days.

When? April 1860–October 1861 (The last delivery was not completed until November 1861.)

Western Union Telegraph Company

What? Allowed messages to travel by telegraph line across North America

Where? Service extended from the East Coast to the West Coast.

Impact? Fastest communication from the East Coast to the West Coast, putting the Pony Express out of business

When? Began transcontinental service in 1861

Transcontinental Railroad

What? Allowed for railroad service across North America

Where? Line extended from Omaha, Nebraska, to Sacramento, California.

Impact? Vastly increased the speed at which people and goods could be transported across the continent

When? Completed in 1869

Grade 4, Unit 4 (continued)

Coast-to-Coast Connections Presentation Rubric (p. 96T4)

Students' presentations should clearly demonstrate an understanding of how their assigned service helped improve communication at the time it was provided. Use the following rubric to score students' work:

4	All components of the presentation are complete. Each component is interesting and accurate. Spelling and grammar are correct.
3	All components of the presentation are complete. Most components are interesting and accurate. Spelling and grammar are mostly correct.
2	Components of the presentation are missing. Some components lack detail or may be inaccurate. There are some spelling and grammatical errors.
1	Numerous components of the presentation are missing. Many or all components lack detail and contain inaccuracies. There are numerous spelling and grammatical errors.

Lesson 2 How did the Gold Rush change California's economy?

Narrative Rubric (p. 102T2)

Students' narratives should demonstrate, from the perspective of the individual on their *Identity Cards* (pp. 102T3–T4), how the Gold Rush impacted California's economy and the lives of people in California. Use the following rubric to score students' work:

4	Narrative is well focused, clearly organized, and provides many accurate, descriptive details. Spelling and grammar are correct.
3	Narrative is focused, organized, and provides accurate details. Spelling and grammar are mostly correct.
2	Narrative may lack focus and organization, and provides limited or inaccurate details. There are some spelling and grammatical errors.
1	Narrative lacks focus and organization, and provides few or no accurate details. There are numerous spelling and grammatical errors.

Grade 4, Unit 4 (continued)

Lesson 3 How did different people coming to California affect our state?

California Immigration and Migration, 1845–1900 handout (p. 106T3)

Students' information will vary but should include the following:

Gold Rush (1849)

Entire Population: There was a rapid increase in California's population. In the 1840s, California's population was approximately 15,000, plus California Indians. By 1860 the population was approximately 380,000. During this time, employment opportunities for all parts of society increased, particularly any businesses that serviced miners (e.g., boardinghouses, laundry services, supply stores, restaurants).

Immigrants: The Chinese and Irish became California's two largest immigrant groups. There were also masses of immigrants from South America, Europe, and Asia. Many existing California residents were pushed off their land by "squatters."

Mexicans: As Americans moved into the region, Mexican political power in California declined.

American Indians: Mining changed patterns of American Indian land use (rivers were polluted, land was torn up, etc.). The California Indian population decreased as a result of disease and violence on the part of prospectors.

African Americans: Some Southerners brought enslaved Africans with them to California to work as laborers digging for gold.

Construction of the Transcontinental Railroad (1863–1869)

Entire Population: California's population continued to increase rapidly. Many parts of society were impacted by the changes in population and the economy.

Immigrants: Chinese (Central Pacific) and Irish workers (Union Pacific) provided much of the labor needed to construct the railroad. Chinese workers did much of the most dangerous work, laying track in the Sierra Nevada and using explosives to blast through mountain areas.

American Indians: The railroad increased the flow of homesteaders, resulting in American Indians being pushed off their land even faster than before.

Chinese Exclusion Act (1882)

Asian Immigrants: This exclusion law was passed because Chinese workers were willing to work for lower pay and, as a result, they were viewed as a threat to other workers. Similar limitations were placed on immigrants from other Asian countries after 1882.

Grade 4, Unit 4 (continued)

Lesson 4 How have immigration and settlement helped California grow?

Characteristics of Four Major California Cities handout (p. 110T3)

(from top to bottom) Los Angeles, San Francisco, Sacramento, San Diego

Lesson 5 What was California's role in the twentieth century?

California Story Teacher Background Information

Great Depression

- Many people chose or were forced to move to California in search of better opportunities. However, work was scarce in California, too.
- Franklin D. Roosevelt's New Deal created some work opportunities with public work projects.
- America's entry into WWII and the need for military supplies caused an increase in new jobs.

Dust Bowl

- Drought in parts of the Midwest and Southwest, especially parts of Colorado, Kansas, New Mexico, Oklahoma, and Texas, forced residents to search for work. More than one million people moved to California from other parts of the country.
- Thousands of Dust Bowl families searched for work in California. Many were able to find work only as migrant workers harvesting crops for low pay.

Women in Factories During WWII

- Large numbers of men were involved in the war overseas. As a result, many women entered the workforce.
- California's importance to aircraft and ship construction and repair drew many women into the workforce.
- There was a notable social change and a shift in gender roles for American families.
- The influx of workers caused overcrowding in California schools, supply shortages, and a rise in inflation.

Japanese American Internment Camps

- Some saw Japanese Americans as a threat to national security. Approximately 120,000 Japanese and Japanese-Americans were sent to internment camps.
- Ten internment camps were constructed in California, Arizona, and Utah.
- Many Japanese Americans lost their homes, farms, businesses, and possessions.
- In 1990 the U.S. government issued a formal apology and offered compensation to internment camp survivors and their families.

Grade 4, Unit 4 (continued)

California Story Rubric (p. 116T2)

Students' songs, poems, or plays should adequately explain the effects of the assigned event and should address all of the questions on the *Project Planning* handout (p. 116T4). Use the following rubric to score students' work:

4	Presentation is creative and provides many vivid, accurate details. Information for all components is complete and accurate.
3	Presentation is creative and provides accurate details. Information for most components is complete and accurate.
2	Presentation may lack creativity and provides limited details. Information for some components may be incomplete or inaccurate.
1	Presentation lacks creativity and provides few or no accurate details. Information is incomplete and inaccurate.

Lesson 6 What new industries came to California in the twentieth century?

Business Card Rubric (p. 120T2)

Students' business cards should include a company logo, address, number, Web site address, and slogan. The back should include facts about the business. Use the following rubric to score students' work:

4	Business card includes all of the required elements and is very neatly done. Design and organization of the card are appealing. Facts are detailed and accurate. Spelling and grammar are correct.
3	Business card includes most of the required elements and is neatly done. Design and organization of the card are interesting. Facts are mostly detailed and accurate. Spelling and grammar are mostly correct.
2	Business card is missing more than one element and lacks neatness. Design and organization of the card are basic. Facts are limited and may be inaccurate. There are some spelling and grammatical errors.
1	Business card is missing numerous elements and is not neat. There is a lack of design and organization. There are few or no accurate facts. There are numerous spelling and grammatical errors.

Grade 4, Unit 4 (continued)

Lesson 7 How did California’s water system develop?

California Rivers and Water Projects Map handout (p. 124T3)

Northern

Students’ northern regions should be labeled “Northern” and stretch roughly from the Northern California border to San Francisco Bay. The following bodies of water and water projects should be within this region:

- Central Valley Project (north)
- Sacramento River
- Lake Tahoe
- San Francisco Bay

Central

Students’ central regions should be labeled “Central” and stretch roughly from San Francisco Bay to the intersection of the Los Angeles and California Aqueducts. The following bodies of water and water projects should be within this region:

- San Francisco Bay
- San Joaquin River
- Hetch Hetchy Aqueduct
- Mono Lake
- Central Valley Project (central)
- California Aqueduct (northern extent)
- Los Angeles Aqueduct (northern extent)

Southern

Students’ southern regions should be labeled “Southern” and stretch roughly from the intersection of the Los Angeles and California Aqueducts to the Southern California border. The following bodies of water and water projects should be within this region:

- California Aqueduct (southern extent)
- Los Angeles Aqueduct (southern extent)
- Colorado River Aqueduct
- Salton Sea

Grade 4, Unit 4 (continued)

California Rivers and Water Projects Map Rubric (p. 124T2)

Students' maps should include all of the required landforms, water sources, and water projects for their region, based on the map on p. 124T3. Use the following rubric to score students' work:

4	Map is neatly colored, completely labeled, and accurate. Spelling is correct.
3	Map is colored, completely labeled, and accurate. Spelling is mostly correct.
2	Map is lacking color, may be missing labels, and may contain inaccuracies. There are some spelling errors.
1	Map is not colored, is missing labels, and is inaccurate. There are numerous spelling errors.

Lesson 8 How did California's education system develop?

My Opportunities handout (p. 128T4)

Assessment is based on participation in the class discussion and completion of the handout. Use the following rubric to score students' work:

4	Student actively participates in class discussion. Handout is complete and includes many accurate details.
3	Student participates in class discussion. Handout is complete and includes accurate details.
2	Student participates, with encouragement, in class discussion. Handout is partly complete and contains limited or inaccurate details.
1	Student participates minimally in class discussion. Handout is incomplete and includes few or no details.

Grade 4, Unit 4 (continued)

Lesson 9 How have Californians made our state unique?

Biography Board Rubric (p. 132T2)

Students' biography boards should include all of the required information from the *Biography Board Planning Guide* handout (p. 132T3). Use the following rubric to score students' work:

4	Biography board is neatly organized, clearly labeled, and colorful. Information is complete and accurate. Spelling and grammar are correct.
3	Biography board is organized, labeled, and colorful. Information is complete and mostly accurate. Spelling and grammar are mostly correct.
2	Biography board is somewhat organized and may lack color or detail. Information is limited and may contain inaccuracies. There are some spelling and grammatical errors.
1	Biography board is not neat and lacks organization. Information is incomplete and contains inaccuracies. There are numerous spelling and grammatical errors.

Grade 4, Unit 5

Lesson 1 Why was the United States Constitution created?

U.S. Constitution Collage (p. 138T2)

Students' collages should be neatly done and accurately illustrate one provision of the U.S. Constitution. Use the following rubric to score students' work:

4	Collage is neat, detailed, and strongly relates to the selected provision.
3	Collage is neat and relates to the selected provision.
2	Collage is generally neat and loosely relates to the selected provision.
1	Collage is not neat and does not relate to the selected provision.

Lesson 2 How does the California Constitution affect you?

California Constitution handout (pp. 142T3–T4)

Students' comparisons between the California Constitution and the U.S. Constitution may include the following:

Similarities between the U.S. Constitution and the California Constitution:

- Both the California Constitution and the U.S. Constitution have an introduction, or Preamble.
- Article 1 of the California Constitution lists rights of citizens, similar to the first ten amendments (the Bill of Rights) to the U.S. Constitution.
- Both Article 4 of the California Constitution and Article 1 of the U.S. Constitution establish the legislative branch.
- Both Article 5 of the California Constitution and Article 2 of the U.S. Constitution establish the executive branch.
- Both Article 6 of the California Constitution and Article 3 of the U.S. Constitution establish the judicial branch.

Differences between the U.S. Constitution and the California Constitution:

- Having an article (Article 1) that identifies the rights of citizens was a part of the original California Constitution. The rights of citizens were not identified in the original U.S. Constitution; rather, they were added as the first ten amendments, or the Bill of Rights.
- Article 1, Section 6 of the California Constitution prohibits slavery. Slavery was not officially prohibited in the U.S. Constitution until the Thirteenth Amendment was ratified in 1865.

Grade 4, Unit 5 (continued)

California Constitution Article Rubric (p. 142T2)

Students' paragraphs should clearly explain why the articles they selected are important. Use the following rubric to score students' work:

4	Paragraph is well focused, clearly organized, and provides a clear and well-supported explanation. Spelling and grammar are correct.
3	Paragraph is focused and organized and provides a clear explanation with some supporting evidence. Spelling and grammar are mostly correct.
2	Paragraph may lack focus and organization and provides an explanation with limited supporting evidence. There are some spelling and grammatical errors.
1	Paragraph lacks focus and organization and provides little explanation with limited or no supporting evidence. There are numerous spelling and grammatical errors.

Lesson 3 How are federal, state, and local governments alike and different?

Government Issues handout (p. 146T4)

Students' answers will vary depending on the article they have selected. Students should demonstrate an understanding of which level of government has jurisdiction over the issue.

Lesson 4 What does our state government do for us?

Who Does This Job? handout (p. 150T4)

1. Secretary of State
2. State Superintendent of Education
3. Senator or Assembly Representative
4. Attorney General
5. Governor
6. Board of Equalization
7. Insurance Commissioner
8. State Superintendent of Public Education

Grade 4, Unit 5 (continued)

Lesson 5 How are California’s communities governed?

California Government Structure (p. 154T4)

Students should place the cards from the *Situation Cards* handout (p. 154T3), identified by column number and row number, in the following places:

Column 1, Row 1: Should be placed in the “Judicial” column of the “Counties” row (Court)

Column 1, Row 2: Should be placed in the “Executive” column of the “School Districts” row (Superintendent)

Column 1, Row 3: Should be placed in the “Executive” column of the “Cities/Towns” row (Mayor)

Column 2, Row 1: Should be placed in the “Judicial” column of the “Reservations/Rancherias” row (Tribunal)

Column 2, Row 2: Should be placed in the “Legislative” column of the “Reservations/Rancherias” row (Tribal Council)

Column 2, Row 3: Should be placed in the “Legislative” column of the “Counties” row (Board of Supervisors)

Column 3, Row 1: Should be placed in the “Legislative” column of the “School Districts” row (School Board)

Column 3, Row 2: Should be placed in the “Judicial” column of the “Cities/Towns” row (Court)

Column 3, Row 3: Should be placed in the “Legislative” column of the “Cities/Towns” row (City Council)