

California Social Science Curriculum Framework and Standards

Grade	History-Social Science Curriculum Framework	History-Social Science Standards
2	<p>At this grade level, the experiences of Japanese Americans during World War II could be presented in terms of family history.</p> <p>To understand and appreciate the many ways that parents, grandparents, and ancestors have made a difference is the central purpose of this unit of the second grade curriculum. Another purpose is to help children develop a beginning sense of history through an approach that is understandable and interesting to children. One way to help children understand how parents and grandparents made a difference is to have them construct a family history of his or her own family, a relative’s or neighbor’s family, or a family from books or personal experience. p. 44</p>	<p>World War II could be presented in terms of family history.</p> <p>2.1 Students differentiate between those things that happened long ago and yesterday.</p> <ol style="list-style-type: none"> 1. Trace the history of a family through the use of primary and secondary sources including artifacts, photographs, interviews, and documents 2. Compare and contrast their daily lives with those of parents, grandparents, and/or guardians. 3. Place important events in their lives in the order in which they occurred (e.g., on a timeline or story board)
3	<p>In addition to family history, the Japanese American experience can be seen as part of local history.</p> <p>Our Local History: Discovering Our Past and Our Traditions Children who have constructed a family history in grade two are now ready to think about constructing a history of the place where they live today. Children might recall how the decision of their parents or grandparents to move to this place made an important difference in their lives. They might wonder whether the people who came to this place long ago made a difference, too. Discovering who these people were, when they lived here, and how they used the land gives children a focus for this first unit. p. 48</p>	<p>3.3 Students draw from historical and community resources to organize the sequence of events in local history and describe how each period of settlement left its mark on the land.</p> <ol style="list-style-type: none"> 1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions 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.
4	<p>While Japanese American experience is not specifically referenced, it should be taught when examining modern California history.</p> <p>As California became home to diverse groups of people, its culture reflected a mixture of influences from Central America; South America; eastern, southern, and western Asia; and Europe. Students can compare the many cultural and economic contributions these diverse populations have brought to California and can make the same comparisons for California today. p. 60</p>	<p>4.4 Students explain how California became an industrial power by tracing the transformation of the California economy and its political and cultural development since the 1850’s.</p> <ol style="list-style-type: none"> 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. (e.g. the 1882 Chinese Exclusion Act) 5. Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California
11	<p>At this grade level, the historical event should be fully explored, so that students understand the experiences of Japanese Americans during World War II in the context of U.S. history.</p> <p>Attention should be paid to the effect of the war on the home front. . . . The racial segregation of the armed forces, combined with the egalitarian ideology of the war effort, produced a strong stimulus for civil rights activism when the war ended. The relocation and internment of 110,000 Japanese Americans during the war on grounds of national security was a governmental decision that should be analyzed as a violation of their human rights. p. 144</p>	<p>11.7 Students analyze the American participation in World War II.</p> <ol style="list-style-type: none"> 3. Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of special fighting forces (e.g. the Tuskegee Airmen, The 442nd Regimental Combat team, the Navajo Code Talkers). 5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (<i>Fred Korematsu v. United States of America</i>)
12	<p>At this grade level, the actions of the U.S. government (Executive Order 9066) and the ensuing court cases make for a good case study of the importance of protecting the rights of U.S. citizens. In addition, student may also examine the redress given to Japanese Americans.</p> <p>In this unit students examine the role of the courts as a major element of the governmental process. They should concentrate on how the courts have interpreted the Bill of Rights over time, with emphasis on themes such as due process of law and equal protection as guaranteed by the Fourteenth Amendment. Whenever possible, students should be given illustrations of the kinds of controversies that have arisen because of challenges or differing interpretations of the Bill of Rights. . . . In examining the evolution of the civil rights issues under the equal protection clause. . . . critical reading of the <i>Yick Wo</i> and <i>Korematsu v. United States</i> decisions. . . . that racial discrimination affected not only blacks. . . . p. 158-9</p>	<p>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.</p> <ol style="list-style-type: none"> 1. Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy) . . . 4. Understand the obligation of civic-mindedness including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service