



## TIME TRAVELERS'

### *19th Century America from the Gold Rush to the founding of Fresno County*

#### History–Social Science Content Standards

Chronological and Spatial Thinking 1. Students explain how major events are related to one another in time.

Research, Evidence, and Point of View 1. Students frame questions that can be answered by historical study and research.

2. Students distinguish fact from opinion in historical narratives and stories. 3. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

Historical Interpretation 1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.

2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.

3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.

4. Students recognize the role of chance, oversight, and error in history. 5. Students recognize that interpretations of history are subject to change as new information is uncovered.

#### Reading Standards for Literature 4th Grade

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs,

diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

### **Writing Standards 4th Grade**

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Provide a concluding statement or section related to the information or explanation presented.

### **Reading Standards for Literature 5th Grade**

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

### **Writing Standards 5th Grade**

2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.