

California 4th and 5th Grade Collections

Why Now?

Intentional social studies instruction at the elementary level enables students to gain historical thinking skills - engaging in inquiry, critical thinking, and active citizenship - through exposure to multiple perspectives and text types. Educators need a wide range of vetted, accessible content to ensure students can participate in rich discussions and inquiry around our history and how it relates to their lives.

Why Newsela?

Between our constantly updated stream of vetted, real-world content and dedicated resources, Newsela Social Studies gives teachers a robust volume of standards-aligned content. This content can be infused into their classrooms with engaging, thoughtful lessons that draw connections between history and current events and shed light on unheard perspectives. Newsela is a complement to your curriculum with our curated content and activities that align to the California History-Social Science content standards.



War & Peace

Joyous reunion for original tribal occupiers...



HIGHLIGHTS:

Motivates students to think critically about the world

Engaging topics and activities push students to think critically about the world around them and how they can impact their communities.

Showcases diverse perspectives

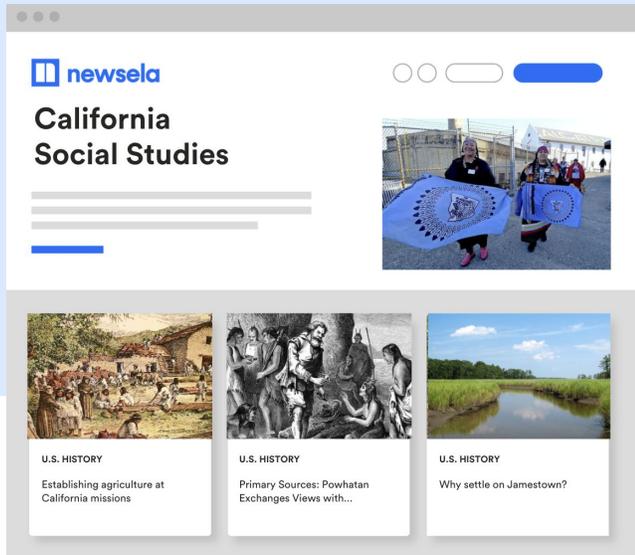
Content from traditionally unheard perspectives provide opportunities for students to see themselves in the text, as well as build empathy and identify missing voices in other settings.

Builds foundational knowledge and skills

The California 4th and 5th grade collections build foundational knowledge and skills through analysis of primary sources, academic texts, and current events connections.

Newsela Instructional Supports

Utilize Newsela features to facilitate students' learning experience and engagement.

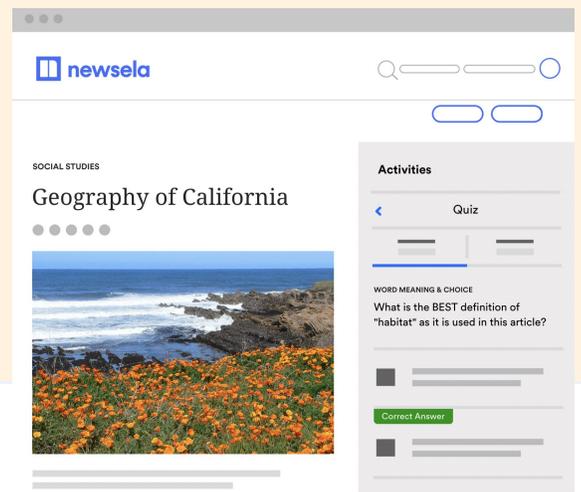


Curations and Customizations

Teachers can use Newsela to teach to the standards and priorities of their school and district. Create custom activities, curate Text Sets, and control the reading levels students see.

Formative Assessments

Teachers can create and share customizable assignments and give students access to reading comprehension quizzes, customizable writing prompts, and annotations to track student learning and progress.



California 4th Grade Social Studies Collection

This collection provides the supplemental resources necessary to infuse relevance, multiple perspectives, and accessibility into 4th grade social studies instruction.

4th Grade Social Studies

Early California History, Ch. 1-3

This unit contains text sets and activities to support instruction on physical and human features that define California, pre-contact settlements and people, and European exploration and colonial history.



Arts & Culture
Native American of California and Baja...



Geography
Geography in California



U.S. History
Early explorers and settlers in Alta California

California in the 18th and 19th Centuries, Ch. 4-6

This unit contains text sets and activities regarding missions, ranchos, the Mexican War for Independence, the Gold Rush, statehood, and California as an agricultural and industrial power.



U.S. History
Establishing agriculture at California missions



U.S. History
Primary Sources: John A. Sutter discovers gold on his California land



U.S. History
Primary Sources: Lee Chew's Story of a Chinese...

California in the 20th and 21st Centuries, Ch. 7-8

This unit contains text sets and activities to support instruction around California in a time of expansion and in the post-war era.



U.S. History
Filipino-American Larry Itliong improved lives of...



Kids
Students who learn each other's languages become more accepting



War & Peace
Joyous reunion for original tribal occupiers of the Alcatraz takeover

California 5th Grade Social Studies Collection

This collection provides the supplemental resources necessary to infuse relevance, multiple perspectives, and accessibility into 5th grade social studies instruction.

5th Grade Social Studies

Indigenous Lands, Ch. 1-3

This unit contains text sets and activities to support instruction around land and people pre-contact, the age of exploration, and cooperation & conflict in North America.



U.S. History
Primary Sources:
Powhatan Exchanges
Views with Captain John..



Geography
Atlantic Crossings During
the Age of Exploration



U.S. History
The New England
colonies and Native
Americans



Colonial America, Ch. 4-6

This unit contains text sets and activities to support instruction regarding the settling of colonies, along with perspectives and causes of the American Revolution.



U.S. History
Why settle on Jamestown?



U.S. History
Slavery and cotton were
key factors in America's
early economy



U.S. History
Women's leadership in
the American Revolution



The United States Forms and Expands, Ch. 7-9

This unit contains text sets that support instruction around the development of the U.S. constitution, life in the young republic, and the westward expansion.



Geography
Time Machine (1845):
Manifest Destiny and
annexing California and...



U.S. History
Portraits of immigrants at
Ellis Island



Science
Native American tribes are
seeking to build bison...



Joyous Reunion for original tribal occupiers of the Alcatraz takeover

By Associated Press, adapted by Newsela staff



Image 1. Theda New Breast (left) and Aurora Mamea, of the Blackfeet Nation in Montana, at the ceremony for the 50th anniversary of the Native American occupation of Alcatraz Island on November 20, 2019. About 150 people assembled for a program that included prayer, songs and speakers. They then headed to the dock to begin restoring messages painted by occupiers on a former barracks building. Photo by: Eric Risberg/AP Photo

Eloy Martinez returned to Alcatraz Island in San Francisco, California, with a new sense of hope and pride. It meant a joyous reunion with people he hadn't seen in decades.

On November 20, about 150 people, including Martinez, took windy boat rides to Alcatraz Island to mark the 50th anniversary of the island's takeover by indigenous American activists. It was the first of three days of events. Martinez, 80 years old, is a member of the Southern Ute tribe and was one of the original occupiers.

"It's a day full of smiles, seeing all the people that we hadn't seen. Some I hadn't seen in 50 years," Martinez said. "I wish ... indigenous people could all be here and see all these people here today making the statement that we're still here, and we're going to be here, and we're still resisting and we're not quitting."

The occupation, or takeover of an area, started on November 20, 1969. It lasted 19 months. Although it ended with people being forcibly removed from the island, it is widely seen as a turning point for tribes. The people were reenergized to stand up for their land, their rights and their identity of who they are as a people. It also helped usher in a shift in federal guidelines toward self-determination, allowing tribes to take over federal programs on their land.

Restoring Original Painted Messages

On November 20, speakers shared stories from the occupation. They discussed its continuing relevance, including the inspiration it provides for today's indigenous protesters, including those fighting a planned giant telescope on Hawaii's Big Island.

They also helped restore messages painted by occupiers on a former barracks building at the Alcatraz dock. The words read: "Indians Welcome," "United Indian Property" and "Indian Land."

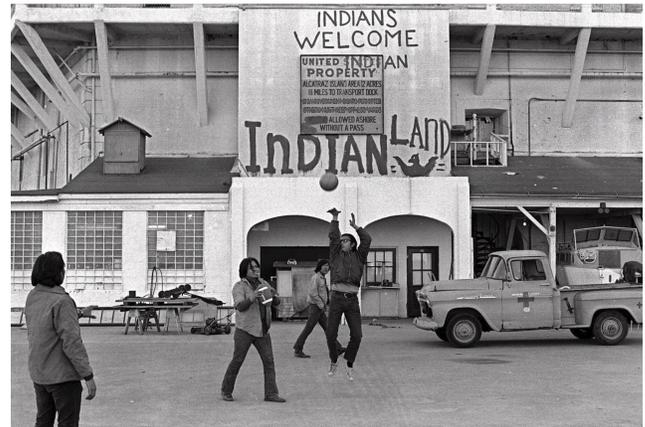


Image 2. On November 26, 1969, occupiers play games on Alcatraz in San Francisco, California, during their occupation of the island. Photo by: AP Photo/File

Dennis Turner is Luiseno, which is a tribe indigenous to California. He was among those who wrote the original messages and was there to help restore them. He said activists at the time felt they needed to take a stand for all indigenous Americans.

"That's why people came here — to protect our tribal nations, sovereignty, our traditions, our religion and our sacred medicine that keep our tribal nations powerful," Turner said.

Jason Morsette is Dakota/Chippewa and Mandan, Hiatsa and Arikara. He attended the anniversary with his mother, Geneva Seaboy, another original activist. He said he's grateful that she and others were willing to fight for indigenous American land and treaty rights.

Occupation Is Inspiring To Students

Anniversary events included the opening of an exhibit on the island called "Red Power on Alcatraz: Perspectives 50 Years Later." It features posters from the occupation, newsletters, photographs, film, skateboards and information on the occupation's organizers. It also includes political buttons that illustrate how the movement influenced the 1972 presidential race.

The items come from the personal collection of Kent Blansett, a professor of history at a university in Nebraska. He has written about Alcatraz. Blansett said presidential candidates in the 1970s were trying to appeal to indigenous Americans who captured the attention of the federal government with the Alcatraz takeover.

Blansett said the occupation resonates with students he teaches because it started with people attending universities in the greater San Francisco area.

"It really wakens my students to what they can actually accomplish and what they can do, that they're not limited to making change in their lifetimes," Blansett said.

Activities

Write

In today's society, it is not uncommon for people to connect to information in the form of charts, pictures, or videos. How would you adapt an argument or an explanation presented in this article to use outside of the classroom to reach a broader audience? Use information from the article to support your answer.

Newsela's content is published daily from trusted and vetted sources at 5 different reading levels. Teachers can find a wide range of diverse perspectives and authentic voices to support instruction.



Want to learn more about Newsela? Contact us at go.newsela.com/contact