

THE SOURCE

HISTORY SOCIAL SCIENCE FRAMEWORK

FOR CALIFORNIA PUBLIC SCHOOLS

Kindergarten Through Grade Twelve



THE SOURCE

*A Publication of The California History-
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9 Things

You Need to Know Now about

California's New History-Social Science Framework

by Nancy McTygue, Executive Director

July 14, 2016 was a momentous day for history education in California. For the first time in more than a decade, the State Board of Education adopted a new History-Social Science Framework. Here is a short breakdown of what's really changed. Read on for an issue dedicated to the new features of the Framework.

1. Has California adopted new History-Social Science (HSS) Standards?

No. Although everybody seems to agree that our content standards need to be updated, neither the State Board of Education (SBE) or the California Department of Education (CDE) have the authority to update them.

A number of bills have been introduced in the legislature over the years to give the SBE the authority to update standards. Some have passed and become law, such as SB X5 1 (2010) and SB 300 (2011) which gave the State Board the authority to update specific standards in ELA/ELD and mathematics (California's Common Core Standards), and science (the Next Generation Science Standards), but those bills that proposed to update *all content standards* on a regular basis have yet to become law.

In order to update the History-Social Science Standards, the state legislature would need to pass a bill authorizing and funding their revision and the governor would have to sign it, either as part of a larger effort to establish a regular update process for all standards, or as a separate HSS-only bill, like those passed to update ELA/ ELD, mathematics, and science, something that seems very unlikely in the near future.

2. Have the Common Core State Standards or the C3 Framework replaced the HSS Standards?

Again, No. Adopted by the State Board of Education in 2010, the *Common Core State Standards in English / Language Arts* do include an important section detailing student literacy development in history-social science. And these literacy standards do complement *California's History-Social Science Analysis Standards* (which remain in effect). But the *Common Core Literacy in History / Social Studies Standards* do not detail particular content to be taught at a given grade level, and they do not replace the existing *History-Social Science Standards*, adopted in 1998.

The C3 Framework, an instructional tool developed and disseminated by the National Council for the Social Studies, has never been adopted by California, but its inquiry arc and disciplinary expectations also align with California's *History-Social Science Analysis Skill Standards*. The new Framework both incorporates language from the C3 (primarily in the new introduction), and aligns its instructional approach to the C3's inquiry arc (for example, in the questions incorporated in each grade level chapter).

3. If the HSS Standards haven't changed, why do we need a new HSS Framework and how is it different from the last version?

Much has changed from the most recent version of the HSS Framework, adopted in 2005. While we were required to maintain alignment to the Standards (the Civil War is still supposed to be taught in 8th grade, for example), we were empowered, and in some cases, required, to go beyond the Standards' outline.

One of the most significant additions to this Framework was the integration of both the *Common Core* (adopted in 2010) and *English Language Development Standards* (adopted in 2012). We not only referenced these documents throughout the draft; we included a variety of "classroom examples" in each chapter that provide concrete examples of how to incorporate these new standards into everyday instruction.

Editor's note: An earlier version of this article was posted on the [CHSSP Blog](#) on July 14, 2016.

More changes came from legislative mandate – laws passed since the last Framework was adopted that required us to either add new content, or expand what was already there. Teachers will notice, for example, that we’ve included substantive new content about the history of LGBTQ citizens, Filipino-American contributions in WWII, and the Armenian Genocide.

Still more changes came from our mandate from the State Board of Education – to update the document to reflect “current and confirmed research.” This meant new content that reflected the latest historiography and disciplinary research, for example, as well as events that occurred since the last time the Framework was adopted, such as the election of Barack Obama in 2008.

Finally, the revised Framework incorporates a new and explicit emphasis on the use of inquiry instruction from Kindergarten through 12th grade. Each grade level chapter is organized around large questions of significance, supplemented with questions to organize instruction around more discrete eras, movements, or periods. The chapters also include a number of possible sources that can be used to help students investigate these questions in depth, and a variety of strategies for teachers to assess student learning.

4. What “instructional shifts” are incorporated in the new Framework?

The new Framework emphasizes the development of student content knowledge, discipline-specific inquiry, student literacy, and citizenship. In the grade-level course descriptions, for example, content is organized around student-centered questions of significance, and includes discipline-specific support for student reading, writing and oral discourse, aligned to the ELD standards. For more details on each of these areas, check out our [“Shifting Instruction” blog](#).

5. Given the Framework’s emphasis on literacy and inquiry, does this mean we should focus more on the how than the what?

No. The Framework outlines an integrated approach that recognizes the importance of both content and skill development. Students need to learn content. They also need to learn how to think, read, write, and argue in English. And they need to be prepared and willing to participate in the American democratic system. This Framework offers teachers strategies to do all of these things in a coherent and organized fashion.

6. Will there be statewide tests in HSS?

Currently, there are no state-administered assessments in history-social science. In March of 2016, State Superintendent of Public Instruction (SPI) Tom Torlakson released his required report to the State Board on Education, detailing his recommendations for expanding California’s Assessment of Student Performance and Progress (CASSPP). His first recommendation, based upon input from a number of stakeholder meetings held in 2015, was to develop and administer three summative assessments in history-social science. For those members of our community who felt that the end of testing in history-social science would further marginalize the discipline, Torlakson’s recommendations were welcome news. However, some members of the State Board of Education seemed less enthusiastic, citing the state’s decision (informed by public interest) to scale back testing from the CST-era, according to news reports. Given that, and the fact that the SPI’s recommendation would need support (and substantial funding) from both the state legislature and the Governor, it seems unlikely to me that any statewide testing will happen, and even if it does, it really won’t be any time soon; even those who think we will get a statewide test in HSS think we’re at least five years away from it becoming a reality.

7. Given the recent marginalization of history-social science, I doubt my administrators will support the implementation of the new HSS Framework. What accountability do schools and districts face?

As I detailed above, it seems unlikely that testing in HSS will return to the state level anytime soon. It is also unclear how, if at all, HSS will be factored into the state’s developing accountability system. Moreover, with the state’s current emphasis on local control, it seems that any accountability for implementation of the new Framework lies at the local level, with a district’s Local Control Accountability Plan, or LCAP. Updated annually, the LCAP details both the district’s efforts to meet the eight SBE-identified priorities, as well as funds allocated in support of those priorities. The State Priorities for Funding could be seen as important levers to support implementation of the new Framework. Schools must provide all students with access to the broad course of study (Priority 7), with coursework aligned to the state standards (Priority 7) to improve pupil outcomes (Priority 8). Designed to allow schools and districts the flexibility they need to address the particular needs of their communities,

Local Control funding necessarily reduced state-level oversight. To increase the likelihood of implementation of the new Framework, advocating for its use to support your district's plan and involving parents and other stakeholders in the discussion is probably the best advice we can give.

8. The new framework includes significantly more coverage of LGBTQ individuals and their history. Some people in my community, including a few parents, have expressed concern about this topic. Do we have to teach about LGBTQ history as it is outlined in the new Framework?

Because of the passage of the FAIR Act (SB 48, Education Code sections 51204.5 and 60040) in 2012, all California public schools must include the contributions of a diverse group of citizens, including lesbians, gays, bisexuals, and transgendered individuals, as well as persons with disabilities. Here are a couple of relevant excerpts:

"Existing law requires instruction in social sciences to include a study of the role and contributions of both men and women and specified categories of persons to the development of California and the United States. This bill would update references to certain categories of persons and additionally would require instruction in social sciences to include a study of the role and contributions of lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other cultural groups, to the development of California and the United States."

"When adopting instructional materials for use in the schools, governing boards shall include only instructional materials which, in their determination, accurately portray the cultural and racial diversity of our society, including: ... The role and contributions of Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups to the total development of California and the United States."

The FAIR Act became law before adoption of the Framework. Like the content standards, the FAIR Act explains what to teach. The new Framework helps educators understand how to teach it. That said, as Stephanie Gregson, Director of the Curriculum Frameworks and Instructional Resources Division at the California Department of Education explained,

"The Framework is not a mandate and local districts do not have to adopt it, nor do they have to follow its guidance on how to incorporate LGBT contributions and history into their local curriculum." In other words, California schools do have to teach about LGBT history, but they don't have to do it in exactly the same way as the Framework suggests.

However, aligning instruction about LGBT history with the Framework comes with considerable benefits. First, the content in the Framework has been vetted by leading scholars and educators for its accuracy, significance, and age-appropriate nature. Moreover, the content is embedded within a larger narrative – providing coherence and connection with the larger story of American history, for example. In addition, K-8 instructional materials approved by the state will be aligned with the new Framework. And local districts must demonstrate in their annual sufficiency resolution or through their Local Accountability Plan that their students have "sufficient textbooks or instructional materials, or both, that are ... consistent with the content and cycles of the curriculum frameworks adopted by the state board." (Education Code Section 60119). For more information on the FAIR Act, visit: <http://www.cde.ca.gov/ci/cr/cf/senatebill48faq.asp>.

9. What are the Environmental Principles and Concepts (EP&Cs) that are mentioned throughout the Framework? What do they have to do with History-Social Science?

In 2004 the state adopted California's [Environmental Principles and Concepts](#) (EP&Cs). These principles are designed to help students understand that people depend upon and influence natural systems today and throughout our history, and that decisions affecting resources and natural systems are complex. State law required that these EP&Cs be integrated into the new HSS and Science Frameworks, as well as the state-adopted instructional materials that will be developed from these frameworks. The new HSS Framework includes multiple examples of these principles, integrated into the grade level course descriptions and ancillary chapters. The CHSSP has created a [free environmental literacy webinar series](#) to help HSS teachers at all grade levels incorporate the EP&Cs into their instruction. [The California Education and the Environment Initiative](#) houses over forty instructional units that align the EP&Cs with California's HSS Standards.

Revitalization & Rededication to Strengthen our Democracy

by Bill Honig

Editor's note: This is a guest article written by Bill Honig, the Vice-Chair of the California Instructional Quality Commission (IQC). Honig was co-chair with Nancy McTygue of the IQC's History-Social Science Subject Matter committee, tasked with completing the History-Social Science Framework.

During the past decade, especially at the elementary grades, history, social science, and civics have been neglected in many districts. As the country's founders and the original advocates for public education were well aware, the survival of our democracy depends in large part on developing attachment to our democratic ideals and practices as well as a historical perspective in each new generation. Since for several years we as a country and state have fallen short of our obligations to pass on these beliefs and supporting knowledge, the framework comes at a crucial time. It should provide a useful tool for the revitalization of the teaching of history, civics, geography, and economics in California's schools.

The framework contains several major shifts from previous documents. The document:

- Envisions a much more active classroom. Instruction in each grade poses engaging questions to encourage deeper learning for students.
- Places much greater emphasis on understanding our democracy and civic engagement throughout the grade levels—the knowledge of the basic principles of our democratic ideals, the struggles to honor those beliefs, the effort to incorporate democratic habits of discussion and debate into the classroom and school, and the involvement of students in projects such as Model UN and learning opportunities for civic participation.
- Reflects the growing diversity of California's students and the effort in this country to broaden the social, economic, and political inclusion all Americans.
- Follows our California History-Social Science standards and is organized chronologically to cover United States and California history, world history, and incorporates civic, economic, geographic, and environmental ideas and history in each grade.
- Stresses the analytic skills of how to examine and evaluate primary and secondary sources, distinguish fact from fiction, conduct credible discussions, write essays, or undertake projects on pertinent topics, and perceive the historical connection to current events.
- Stresses engagement of students through stories and exciting narrative, historical literature and biography, and engaging activities.

The framework is not a curriculum but is meant as specifications for courses of study for teachers, districts, and publishers. Instructional materials based on the framework will be reviewed this summer and available next fall. I encourage you to use the framework as a resource in advocating for a rededication to history-social science and civics instruction. Most importantly, use it in deciding how you personally, your team, or your school or district will undertake the crucial task of continually improving how we teach and engage our students in these vital disciplines.

Bill Honig has been a practicing educator for more than 45 years. Honig taught in the inner-city schools of San Francisco, served as a local superintendent in Marin County, and was appointed to the State Board of Education by California governor Jerry Brown during his first term. In 1983, Honig was elected California state superintendent of public instruction, a position he held for 10 years. Currently, Honig serves as Vice-Chair of the California Instructional Quality Commission. He continues to collaborate with researchers, thought leaders, and practitioners to implement evidence-based, Build-and-Support approaches that offer an alternative to conventional Test-and-Punish educational reform.





Image: Ralph Weill Public School, San Francisco, 1942. Image from National Archives and Record Administration: NARA record: 1372774.

Developing an **Engaged** Citizenry

by Beth Slutsky, CHSSP
Lead Author, HSS Framework

The fresh start to the new school year provides the hope to get things right this time, at least that's what I tell myself as a teacher and as a mom. One thing I've noticed is that along with this fabled fresh start is a renewed emphasis on being a good member of the school-wide community. And it's a justified focus; a well-rounded education of course involves educating the whole child with a focus on social and emotional health in addition to an emphasis on academic rigor. One of the major themes of the Framework, in addition to content, inquiry, literacy, is the focus on citizenship. When I say that one of the goals of the Framework is to promote citizenship, I don't mean to spread a superficial layer of patriotism on a nationalistic narrative of world and U.S. history; especially for California's students, this won't work. Instead, what the Framework means by supporting citizenship is what we wrote here in the introduction: "From the

earliest grade levels, students learn the kind of behavior that is necessary for the functioning of a democratic society in which everyone's fundamental human rights are respected. They learn sportsmanship, fair play, sharing, respect, integrity, and taking turns. They should be given opportunities to lead and to follow. They should learn how to select leaders and how to resolve disputes rationally. They should learn about the value of due process in dealing with infractions, and they should learn to respect the rights of the minority even if this minority is only a single, dissenting voice and to recognize the dignity of every person. These democratic values should be taught in the classroom, in the curriculum, and in daily life outside school.... [Moreover], in these discussions about the role of citizens in society, students will gain an appreciation of how necessary an informed electorate is in making possible a successful democracy. Students learn that reading informational text in newspapers, articulating similarities and differences between political candidates, making claims supported by evidence, and discerning genres of arguments for example, are all essential virtues that an informed citizenry must possess." In other words, in learning about the past and present meanings of what it means to be a member of a community, students will also be learning to read, think, and write historically about the evolving nature of citizenship. So with that definition of citizenship in mind, here are a few thoughts on how to impart citizenship in a real, meaningful, and concrete way across the grade levels.

Citizenship means learning to think critically about the past and the present

In third grade students learn inquiry and focus on the important concept of continuity and change. The new HSS Framework applies continuity and change to citizenship by defining what citizenship is in different settings, starting small with the class and then the school. As the Framework explains, "Students can discuss the responsibilities of citizens, make a list, or create an illustration of what is considered a "good citizen." They can also study how this notion has changed over time: for example, how did children living on farms in the 19th century imagine citizenship; how did this change for children in the early twentieth century who worked in factories. What are the similarities and differences?" Students are learning that citizenship, as a notion of belonging, is a concept and an identity that shifts over time. This will build a

foundation for students' future explorations of shifting rights and responsibilities of citizenship.

Citizenship means learning about the construction of laws, governments, and leaders

In sixth-grade ancient world history, students learn about the organization of early civilizations. Sixth grade students are asked to study the notion of citizenship in Mesopotamia by addressing this question: "How did people's lives change as states and empires took over this area?" As the Framework goes on to describe: "In the Mesopotamian cities and states, a small elite group of political leaders (officials, warriors, "nobles") and priests held the most wealth and power, while the majority of people remained poor farmers, artisans, or slaves. Mesopotamia was a patriarchy and men had more power than women. However, priestesses and noblewomen did have some access to power." Students read Hammurabi's Code to find details about the rights and responsibilities of citizens in a very different historical context. By learning in sixth grade that for thousands of years social order and laws have defined community and citizenship, students will gain a broader perspective about the varied roles of leadership and government.

Citizenship is both something to be studied and something personal

In twelfth-grade government, a capstone course, students consider the question, "What does it mean to be a citizen?" The Framework guides students to address questions like "where in the Constitution, for example, does it connect to the courtroom or voting booth experience? Where in the Constitution does it connect to rights guaranteed to all persons? What is the citizen's role in assuring these basic rights and protections to all?" This mixture of practical and somewhat personal questions allows students to analyze what being a member of the community has meant, currently means, and will mean for themselves as they age into full citizens. The Framework emphasizes providing students with more than a list of the rights and responsibilities of membership in their community. It guides students through years of exploring the changing nature and purposes of citizenship.

Major Shifts in the World History New HSS Framework

by Shennan Hutton, California History-Social Science Project

- What were the differences in point of view and perspective between the Persians and the Greeks, and between Athenians and Spartans? (Grade 6, Chapter 10)
- How did the environment affect the development and expansion of the Ghana and Mali empires and the trade networks that connected them to the rest of Afroeurasia? (Grade 7, Chapter 11)
- How has the post-Cold War world and globalization facilitated extremist and terrorist organizations? (Grade 10, Chapter 15)

These three questions come from the investigative questions that structure the world history chapters of the new History-Social Science Framework. They emphasize the framework's focus on content, inquiry, literacy, and citizenship. The new framework also integrates the Common Core State Standards and the new ELA/ELD framework, content knowledge and analytical skills, and new content mandated by state law. These striking and exciting changes impact all the grade level chapters of the framework. However, in the world history chapters, these shifts are accompanied by substantial changes in the content and narrative of the history itself. The opening questions illustrate some of the shifts.

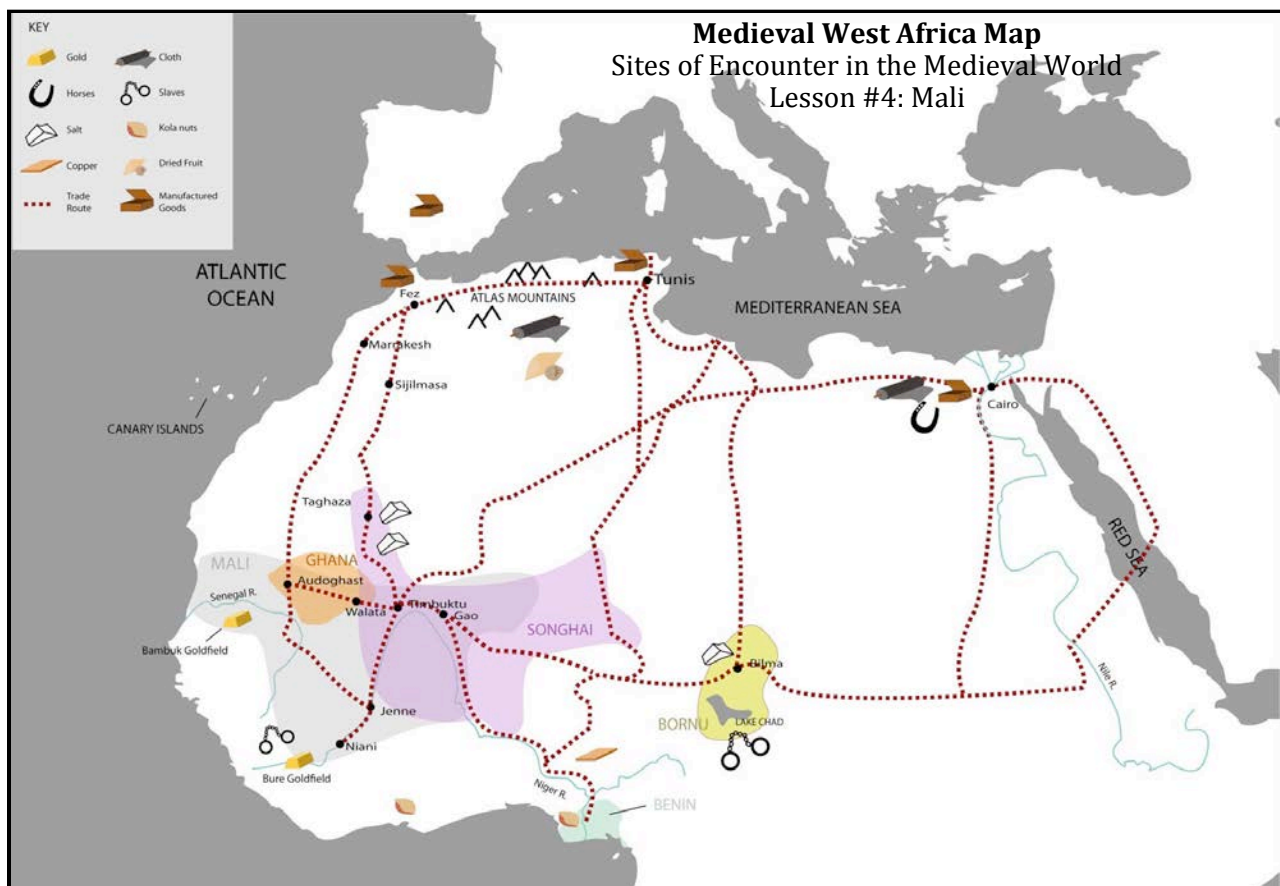
In addition to emphasizing inquiry and analysis rather than content mastery, the Grade 6 question contrasting the perspectives of the Persians and Greeks reflects the massive changes that have taken place among historians in the field of world history – or “global” or “transnational” history, as some call it today. The Persian empire may have been on the periphery of Europe, but from a world history perspective it was at the center of the trade and migration routes that connected regions of Afroeurasia together. As an enormous, multi-cultural, and long-lasting empire, Persia was a major player on the world stage for centuries. The new framework integrates up-to-date historical thinking on Persia and other significant areas, such as the Mongol Empire. However, this integration does not merely add more content (in the sense of facts to be memorized) to the 6th grade history curriculum. Instead of more for teachers to cover and for the students to memorize, the questions like this one encourage investigation of sources, analysis of multiple perspectives, and forming interpretations.

The second question, on the environment, trade, and the Ghana and Mali empires, illustrates two other shifts of the new framework – increased emphasis on environmental connections and interactions between regions. The cultures studied in 6th and 7th grade were shaped in specific ways by environmental factors – location of resources, patterns of rainfall, and access to seas, to name just a few. While this is true of all cultures, teachers can more easily demonstrate the impact of the Sahara desert on the Mali Empire, for example, to young thinkers who struggle with abstraction. The framework integrates maps and primary source accounts, and lessons from the Environmental Education Initiative's online collection, to support the development of environmental literacy. Students will also go beyond studying West Africa in isolation because connections between regions and interconnections across

Afroeurasia are central in the new framework. A central theme of the world history narrative is the increase in interaction between cultures over time. By 300 CE, when the 7th grade curriculum “begins,” the key regions of Afroeurasia – China, South Asia or India, the Middle East or Southwest Asia, and the Mediterranean or Europe – and extensive areas around these key regions were connected by trade routes. Exports derived from natural resources, such as luxury products, metals, and spices, crisscrossed Afroeurasia, as did armies of nomads, migrating tribes of settlers/warriors, travelers and merchants. They carried with them religious and philosophical ideas, such as Christianity and Buddhism, art styles, languages, and medical techniques. By 1550, flows of trade encircled the earth, linking environments, cultures, and economies. The globalization of the modern world is part of this continuing pattern of increasing interaction.

The final question connects the end of the Cold War and globalization to extremism and terrorism in the modern world. When the old framework was written in the mid-1980s (although the standards were revised in 1997) this connection may have been brewing, but it is only visible in hindsight. However, to a modern 10th-grader, it is a vitally important world issue today. In the new framework, the last portion of the Grade 10 has been completely rewritten to stress the issues that have emerged in the last 15-20 years. The question also emphasizes that teachers should use specific case studies, such as the “Decolonization” lesson from the History Blueprint Cold War unit, which guides students through investigating Nasser’s Egypt in the Suez Canal Crisis, rather than attempting to “cover” such a broad topic as “the post-World War II world.” As students analyze the multiple perspectives of the US, the Soviet Union, Third World nations, and Arab nationalists, they acquire a deeper, more complex understanding of the root issues of imperialist domination, nationalist aspirations, and secular and religious responses to westernization. As they read different perspectives from key players in the 21st century, students can apply the insights they have gained from the case study to identify the underlying causes and historical roots of modern terrorism.

Will every student be able to grasp all of these connections? Although that’s not likely, every student can read and analyze the recommended excerpts from primary sources, as long as teachers provide literacy support and guide them through the inquiry process. This takes more time, but it gives students the much richer experience of truly acting as historians.



SoE4.3 Ibn Battuta's Journey across the Sahara (page 1 of 3)

Introduction: Ibn Battuta's journey to Mali was the last major trip of his life. He had come home to Tangier after his visit to China in 1349 (after being away for 25 years.) He soon took off again to visit Mali. He took off from Fez to Sijilmasa, a "desert port" on the northern edge of the Sahara. At Sijilmasa he joined a caravan to travel across the desert.

. . . I travelled in a caravan whose leader was Abu Muhammad Yandakan al-Massufi, God be merciful to him. There were a number of merchants from Sijilmasa and other places in the caravan. After twenty-five days we reached Taghaza. . .



Camel caravan carrying salt from Agadez to Bilma, 1985, photograph by Holger Reinéccius, Wikipedia Commons, <http://en.wikipedia.org/wiki/File:Bilma-Salzkarawane1.jpg>.

We spent three days there, under strain, for the water is brackish and it is the place with most flies. Here water is taken in for the journey into the desert which lies beyond. It is ten days' travel with no water, or only rarely. We, however, did find plentiful water in pools left by the rain. One day we found a pool between two hills of rock which was sweet; we quenched our thirst and washed our clothes. . . .

In those days we used to go in front of the caravan and when we found a suitable place we pastured the animals there. We went on doing this till a man called Ibn Ziri was lost in the desert. After that I did not go ahead or fall behind the caravan. . . . We met a caravan on the way. They told us that some men had become separated from them; they found one of them dead under one of the bushes that grow in the sand. . . .

We then came to Tasarahla, where there is underground water. Caravans stop there for three days. They rest, repair and fill their waterskins, and sew onto them coarse bags to protect them from the wind. The *takshif* is sent forward from here.

Takshif is the name given to any man of the Massufa whom the people of the caravan hire to go ahead of them to Walata with letters . . . [asking their friends to] come four days' journey to meet them with water. . . .

SoE4.3 Ibn Battuta's Journey across the Sahara (page 2 of 3)

Sometimes the *takshif* perishes in this desert and the people of Walata know nothing of the caravan, and its people or most of them perish too. There are many demons in that desert. If the *takshif* is alone they play tricks on him and delude him till he loses his way and perishes. There is no road to be seen in the desert and no track, only sand blown about by the wind. You see mountains of sand in one place, then you see they have moved to another.

A guide there is someone who had frequented it [the desert] repeatedly and has keen intelligence. A strange thing I saw is that our guide was blind in one eye and diseased in the other, but he knew the route better than anyone else. . . .

The desert is luminous, radiant, one's chest is dilated, one is in good spirits, and is safe from robbers. . . .

Source: Ibn Battuta, C. Defrémery, B.R. Sanguinetti, C.F. Beckingham, and H.A. R. Gibb, trans. and eds. *The Travels of Ibn Battuta, A.D. 1325-1354* (Cambridge: Hakluyt Society at University Press, 1958-2000), 4:946-949.

**Vocabulary**

Brackish = salty

Takshif = a messenger who went alone ahead of the caravan to get people in Walata to bring water to the caravan

Massufa = a Berber tribe whose men guided caravans across the desert

Perishes = dies

Frequented = traveled in often

Luminous = filled with light, glowing

Dilated = made larger, expanded

Citation: Camel Caravan in the Hoggar [Caravane de chameaux dans la Hoggar], photograph by W. Robrecht, 2006, Wikipedia Commons, http://en.wikipedia.org/wiki/File:Caravane_hoggar1.jpg. The Hoggar is a mountain range in the central Sahara desert.

SoE4.3 Ibn Battuta's Journey across the Sahara (page 3 of 3)

Close Reading 1: *Read the text. Discuss these questions with your partner.*

1. *How did Ibn Battuta travel across the Sahara?*
2. *What made the trip difficult?*

Close Reading 2: *To teacher: Divide students into 7 groups and assign each group one paragraph of the reading. Give each group one piece of butcher paper and assorted markers. When the groups have prepared, have each present their oral reports and posters to the class (in the order of the paragraphs.)*

Group Assignment:

Writer: Write a summary of the paragraph in your own words (one per group.)

Artist: On the butcher paper, show the main idea of your paragraph with simple drawings and symbols. You may use single words, but no sentences.

Speakers (two): Prepare an oral report on the main idea of your paragraph.

Close Reading 3: *Read the text again and answer these questions individually.*

1. *What are three problems faced by travelers in the desert?*
2. *Why did people travel in caravans?*
3. *What happened if the takshif lost his way and didn't reach Walata (the desert port on the south side of the Sahara)?*
4. *According to Ibn Battuta, what did demons in the desert do?*
5. *What were three things people did to protect themselves in the desert?*

How Did We Get to Today?

California's New Framework for Modern World History and Geography

by Nicole Gilbertson, in partnership with Courtney Amaya and Sara Jordan,
The History Project at UC Irvine

"The more than two hundred and fifty year period covered by the tenth-grade course highlights the intensification of a truly global history as people, products, diseases, knowledge, and ideas spread around the world as never before..."

- Framework, Chp 15, 428-429

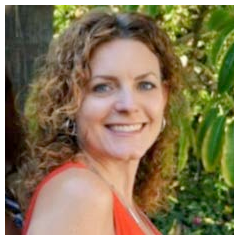
California's new Framework for the 10th grade modern world history course answers the question "how did we get to the world we live in today?" Of course there are many ways to answer this question, as well as challenges related to covering such a broad geographic and temporal scope. The Framework chapter for grade ten "World History, Culture, and Geography," addresses the tensions inherent in a course of such breadth.

How does the Framework narrative incorporate current historical scholarship?

The adoption of California's new Framework allows California's K-12 students and teachers to benefit from the wealth of historical research that has engaged world historians for the last three decades. This field of the New World History expands beyond a Eurocentric narrative (that is reflected in the current California History Standards) and examines world history by comparing locations and events, highlighting connections between areas, and emphasizing the complexity of history through a variety of perspectives. Teachers like Sara Jordan, a world history teacher from Segerstrom High School in Santa Ana Unified, finds this expanded scope a stimulating opportunity to engage with a truly global history, and appreciates how the Framework incorporates "new people and nations in the narrative in order to create a well rounded view of world history." The Framework provides teachers with guidance and examples for revising their curriculum to include a study of historical events and locations from a global perspective. In addition, there are teaching vignettes that model specific lessons and texts. For



Nicole Gilbertson



Courtney Amaya



Sara Jordan

example, the vignette on New Imperialism offers suggestions for specific sources and questions that include perspectives of the causes and consequences of colonization from both the colonizer and the colonized. These multiple perspectives enable students to better understand the complex nature of the connections created by the forces of globalization, and the short-term and long-term effects of these events on our world.

The 10th grade world history course begins in the 1750's, a period when most of the world was controlled by ruling dynasties. The Framework explains how subsequent revolutionary movements paved the way for our contemporary world order, one largely made up of nation-states. The level of analysis shifts back and forth across spatial categories from regions, to states, and even to the level of groups and individuals. For example, the Framework allows students to connect the past to the present through a study of universal values and individual identity and to consider how this has changed from the time of the French Revolution to today. The

contemporary world portion of the 10th grade Framework offers teachers specific examples of how to consider the modern world in the context of the past, in contrast to the vague suggestions to compare nation-building in various regions outlined by the Content Standards. Both Sara Jordan, and Courtney Amaya, a 10th grade teacher at Canyon High School in Orange Unified, believe that the content of the new Framework will require that they revise the scope and sequence of their courses. To do so, Courtney suggests that for her college prep course she will now "explicitly make connections over time," much like she does already in her AP courses. In this way, she will be able to bring

students to the contemporary period through a study of themes and big ideas that develop through the course of study.

Instructional shift to an inquiry model and what this means for modern world history

With the addition of new content, new historical research, and the development of guiding inquiry questions, teachers of the 10th grade world history course will have many opportunities to offer students new ways of thinking about our contemporary world and its past.

“Reflecting on the history of modern nationalism, students may perceive some similarities in the ways in which both human rights and religion assert the existence of authorities higher than national governments, whether in the form of “natural law” or holy law.”

- Framework, Chp 15, 504

The Framework’s major shift to an emphasis on inquiry is modeled through questions that offer narrative structure and allow teachers to organize their curriculum around large-scale themes. For example, one of the over-arching questions for the year is, “Why was the modern period defined by global conflict and cooperation, economic growth and collapse, and global independence and connection?” The Framework narrative is organized around inquiry questions that guide instruction and provide opportunities for students to develop their own historical understandings of the modern world. Both Sara and Courtney note that this emphasis on big ideas and connections allow for teachers to develop the depth they need to achieve to implement the literacy standards set forth by the Common Core. They also remind us that there is so much to cover in the 10th grade and that this is a chance for teachers to choose what they find relevant for their courses and their students in order to go deeper. Courtney shares her methods for implementing the new curriculum, “The first steps I have taken are to look at the big ideas and see where I am already teaching this and where I lack curriculum. ... I will take their lesson ideas [the

teaching vignettes in the Framework] but make sure I feel totally comfortable with it and tweak it to my own style.” Courtney believes that she can explicitly make connections across time periods at the end of lessons - in either a formal or informal way. By offering students a guide, or roadmap, for their study, through inquiry questions and themes, they will be able to develop the schema necessary for deeper thinking around the topics under study and then explicitly link the specific moments, individuals, and sources, to the big ideas covered in the course. This is in stark contrast to the type of instruction that emphasizes coverage by hitting the specific standards one after another. Rather, the new Framework highlights inquiry as a teaching method to develop historical thinking skills and content knowledge among students as they engage in learning history.



1795 political cartoon from Library of Congress: <https://cdn.loc.gov/service/ppnp/ppmsca/07600/07689v.jpg>

How the UC Irvine History Project is tackling the new Framework

One of the goals that we will continue to work on with our students and curriculum development is making explicit connections between the past and today. Constructing lessons, or revising existing lessons, that link to our contemporary world and provide relevance for our students is something that we should all strive for as we continue to improve our practice. The many people, events, and ideas we study in world history provide teachers with ample opportunities to engage students in the relevancy of history to our contemporary world. However, it is important that we make these connections for and with students in a thoughtful way to avoid presentism. Presentism links the past to the present in a way that excludes a deep contextual understanding of both the time under study and today.

By offering students the ability to think deeply about a topic and time to connect it to the local, national, and global context we can offer students the understandings they need to construct their own knowledge of world history. This link between today and the past has guided the UCI History Project's planning for our 10th grade workshop series as well as the curriculum we have developed for history

classrooms. For our workshop series, we will be working with a scholar in our history department, Professor Laura Mitchell, a historian of modern Africa, to consider the ways that imperialism, World War I, and decolonization and the Cold War, have impacted Africa in the past and the present. We will examine these large-scale topics through an in-depth look at South Africa and another African nation as a way to consider how we can use case studies to dive deeply into the modern world history and make connections between people, regions, and events. We will develop lessons using perspectives from a variety of African people—different races, classes, religions, and gender—so we can offer students the ability to answer our inquiry question, “How did colonization work?” Look for the lessons developed for this workshop (created by Sara and Courtney) and many other resources that offer students the ability to develop their own interpretations using multiple primary and secondary sources to consider how the modern world has come to be as it is at our website: historyproject.uci.edu. We here at the UCI History Project are excited to work with teachers and historians to consider how we can uncover the complexity of the past so that our students can have the skills they need to understand our world and become thoughtful and engaged citizens of our global community.



1936 Photograph from Library of Congress: <https://cdn.loc.gov/service/pnp/matpc/13800/13832v.jpg>

The California Way

Content, Inquiry, Literacy, & Citizenship

by Thomas Adams, Deputy Superintendent
California Department of Education

History-Social Science education has the ambitious goal of turning our students into a participatory citizenry. Students move directly from being apprentices in community and civic participation to being participants in local, state, national, and international polities. At the same time, students are now entering into public life with far different avenues of expression and engagement than previous generations have experienced. In addition, the classroom context has changed as schools now have the goal of openness and acceptance of different and previously unacknowledged student populations. With all of this in mind, California's History-Social Science Curriculum Framework counsels teachers and school leaders to focus on content (background knowledge), inquiry (asking the right questions), literacy (ability to read and interpret oral and written expression), and citizenship (engagement with communities).

The instructional goals of content, inquiry, literacy, and citizenship rely on the subject areas of history, geography, economics, and civics. Each of the four areas is rooted in fundamental questions. History focuses on who we are and how we arrived at today's juncture. Geography centers on where we are and how we are shaped by and are shaping our environment. Economics asks how we make a living with the available resources and what are the benefits and costs. Civics asks what actions can be taken to enact local, national, and global solutions. Beginning with the history-social science standards adopted in 1998, the framework moves to further inquiry and deepen instruction. While previous curriculum guides have stressed the need for content and inquiry, it was often assumed that students would not be ready for inquiry practices until a prescribed level of development had occurred. In some cases, it was expressed in social-emotional terms and in other instances it was based

upon obtaining a certain level of expertise. In contrast, the history-social science framework asks students to be historians, geographers, economists, and civic participants at the very start of their education. What the framework describes is how this can be done in an appropriate manner for students in the different grade levels. The goal is not an acceleration to adulthood but to begin cultivation of the necessary knowledge and skills from kindergarten through grade twelve.

Just as the framework expects students to have the tools of inquiry from history, geography, economics, and civics, it also calls for history-social science instruction to be for all students. The English Language Arts/English Language Development Curriculum Framework (ELA/ELD) is ground-breaking in a number of ways, but important for history-social science education was the switch in language instruction for English learners (ELs). Previously, California relied on a sequential model (students receive language instruction first and at the expense of access to other curricular areas) and then moved to a simultaneous model (students receive language instruction and have access to other curricular areas). ELD is now done in a designated (set aside time) and integrated (incorporated in regular instruction) manner and ELs receive language development instruction in all subject areas. In short, both ELA and history-social science classes teach ELs literacy development and ELs gain access to both curricular areas. The framework stresses that "ELs at all levels of proficiency are able to engage in intellectually challenging and content-rich activities, with appropriate support from teachers that addresses their language and academic learning needs." To support the goal of ELs as full participants, the framework provides classroom examples of integrated ELD instruction.



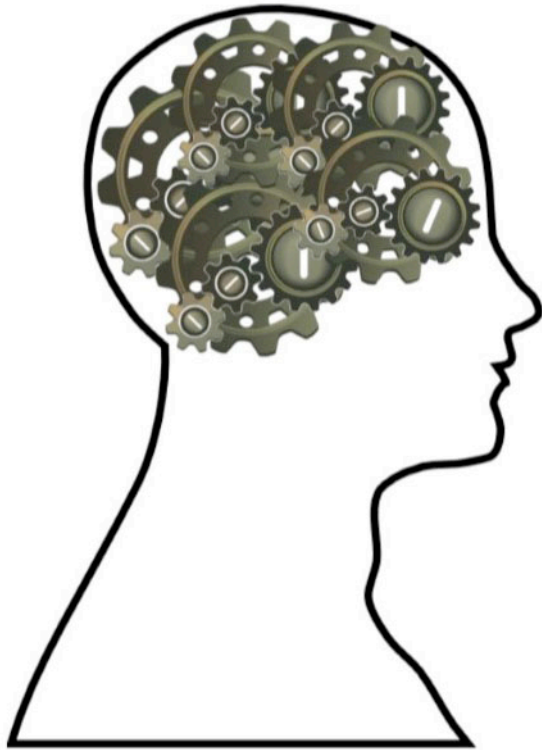
Students participating in a parliamentary debate,
Sutter Middle School, Sacramento City USD

California's diversity is seen as an asset and a new opportunity for inclusive instruction. California's standards recognize the contributions of men and women from a variety of ethnic, linguistic, and religious groups to the development of the state and the nation. Also, the standards stress the need to study the different civilizations in the world, in part because students want to study their cultural and historical connections to the past. The new framework builds upon the existing standards and takes instruction to new and different areas. Cultural relevancy has been strengthened, and teachers have greater flexibility in the emphasis of topics taught and investigated. The goal is for students to have a more personal connection to what they are studying. Also, many groups that were hidden or ignored have been brought into the greater narrative. Lesbian, gay, bisexual, and transgender individuals and communities are now openly discussed in their struggle for equality and recognized for their achievements, from Charley Parkhurst of the Gold Rush to Harvey Milk of the 20th century. People with disabilities are included as contributors to the development of California and the United States and the struggle to pass the Americans with Disabilities Act. While there is much discussion of the positive roles, the framework also focuses on the different forms of discrimination that had and still have to be overcome.

The History-Social Science Framework stands as an important example of how to create an inclusive classroom. Key to supporting that goal is the Access and Equity chapter. Here the framework describes how to address the needs of all students and teachers will find it a first point of consultation. The instructional imperative that all schools face is to be accepting of all our students and to provide them with an excellent education. In these times when schools have to declare themselves safe havens, the History-Social Science Curriculum Framework supports inclusive classrooms and schools that will promote the common good. These classrooms or communities of diversity will serve as a positive reminder of why California remains the golden state.

Thomas Adams serves as Deputy Superintendent of the Instruction and Learning Branch of the California Department of Education. Adams earned his Ph.D. in History from the University of California at Davis and has worked at the Department of Education since 1997.





Shifting Practice

UC Berkeley's
History Framework
Advisory Committee

by Devin Hess, UC Berkeley
History-Social Science Project

The new California History-Social Science Framework asks teachers to shift their course design and instructional practices and is therefore a process full of opportunities and challenges. To help move this adoption forward, the San Jose USD created a "History Framework Advisory Committee." Building on work completed during two years of a district-wide, integrated literacy-edtech professional development program provided by the UC Berkeley History-Social Science Project, the goal of the committee is to craft model units and lessons aligned to the new Framework and to support their peers in making the required transition.

With the demands of the school year behind them, this motivated and engaged group of teachers spent three days collaborating with their grade-level peers as they immersed themselves in exploring the Framework and revising curriculum. In order to not overwhelm the participants with the 1,000+ page document, excerpted chapters of the Framework were introduced thematically and the teachers' tasks were carefully scaffolded by presenting discrete, clearly defined goals in each session. One session, for example, encouraged teachers to reflect on course themes as they crafted course-long questions. Another session focused on integrating unit questions and content. In similar fashion, exploring unit maps, literacy strategies and other aspects of the Framework were the goals of additional sessions. Teachers commented on the approach:

At first it seemed daunting, yet as we worked together it made more sense and was not as daunting. The scaffolding really did help...they were like a flashlight shone in a dark room. Rather than groping for what to include and how it fits, the scaffolding helped lay out a step by step process where each successive step built a sense of mastery and ownership.

The teachers were most excited by the idea of developing an inquiry question to frame their entire course. As they identified themes and brainstormed questions, they realized a single question could provide continuity and focus for content, conceptual understanding, and disciplinary thinking.

One teacher remarked on the increased sense of connection she began to see between the goals of the course, a unit, and a lesson:

Inquiry-based learning is focusing more on the important skills that students need and less on the minute details... By creating a course-level question and then constantly looking back to my unit and lesson questions to ensure they were aligned with the focus of the course, I was better able to keep myself focused on my overall goal and what I wanted students to come away with.

This broad conceptual planning also presented challenges. Unit focus questions needed to contain both the topics and themes of a particular span but also build toward answering the course-long question. Consequently, UCBHSSP introduced the idea of cascading questions where unit lessons build toward answering an individual unit focus question and all of the course units work together to help students answer the course-long question. A teacher summarized the benefit of explicitly planning for these connections:

The cascading nature of the inquiry questions, from course, to unit, to lesson, will make the whole class feel more unified, and hopefully prevent some students from feeling so "lost."

In agreeing to a single course-long question, teachers had to refine how they previously approached their teaching. Unit focus questions were refined or eliminated. Certain topics of study increased in importance based on their relevance to the focus of inquiry. Other topics were de-emphasized. New lessons had to be developed.

One teacher admitted the difficulty of shifting her orientation:

The challenge for me is to recognize which of these lessons or units can no longer be justified within the broader course level inquiry, and letting them go. The fact that the course inquiry question is something that I helped to create makes it harder for me to then work against my own stated goal!

While refining questions, de-emphasizing topics, and developing new lessons all require dedicated focus and planning time, the teachers came to understand that a new framework did not mean starting from scratch. Often the shift meant simply adding or changing a lesson or unit inquiry question -- 're-aligning' and not 're-designing' their course. Having worked with UC Berkeley for the last two years, several teachers explained how the framework shifted - but didn't radically change - their approach to teaching:

I am excited that the framework ... doesn't completely overhaul what we've done, just re-frames it.

In addition to modeling an inquiry-based approach to planning and instruction, the Framework helps history-social science teachers make sense of how to integrate the Common Core into their classrooms. In contrast to content memorization, multiple cascading levels of inquiry require that students grapple with the big ideas and themes of history. The participants quickly came to realize how the integration of literacy scaffolds and strategies, as called for in the Framework, could assist them in this deeper learning goal by helping make complex content and documents accessible to students. One specific technique the San Jose teachers explored from the Framework, 'sentence deconstruction', supports students by closely dissecting confusing and linguistically challenging passages.

One teacher explained:

I think the framework and strategies actually make it easier for me to teach this content to my struggling students. I like having tools available to help and it was pretty eye-opening to see how difficult a single sentence can be in the historical context...I really found the deconstructing of a sentence activity super helpful.

And to help students truly explore historical questions and challenges, as well as to provide meaningful opportunities to better understand the related content, the teachers came to see the power of structured student discussion and debate. As another teacher commented:

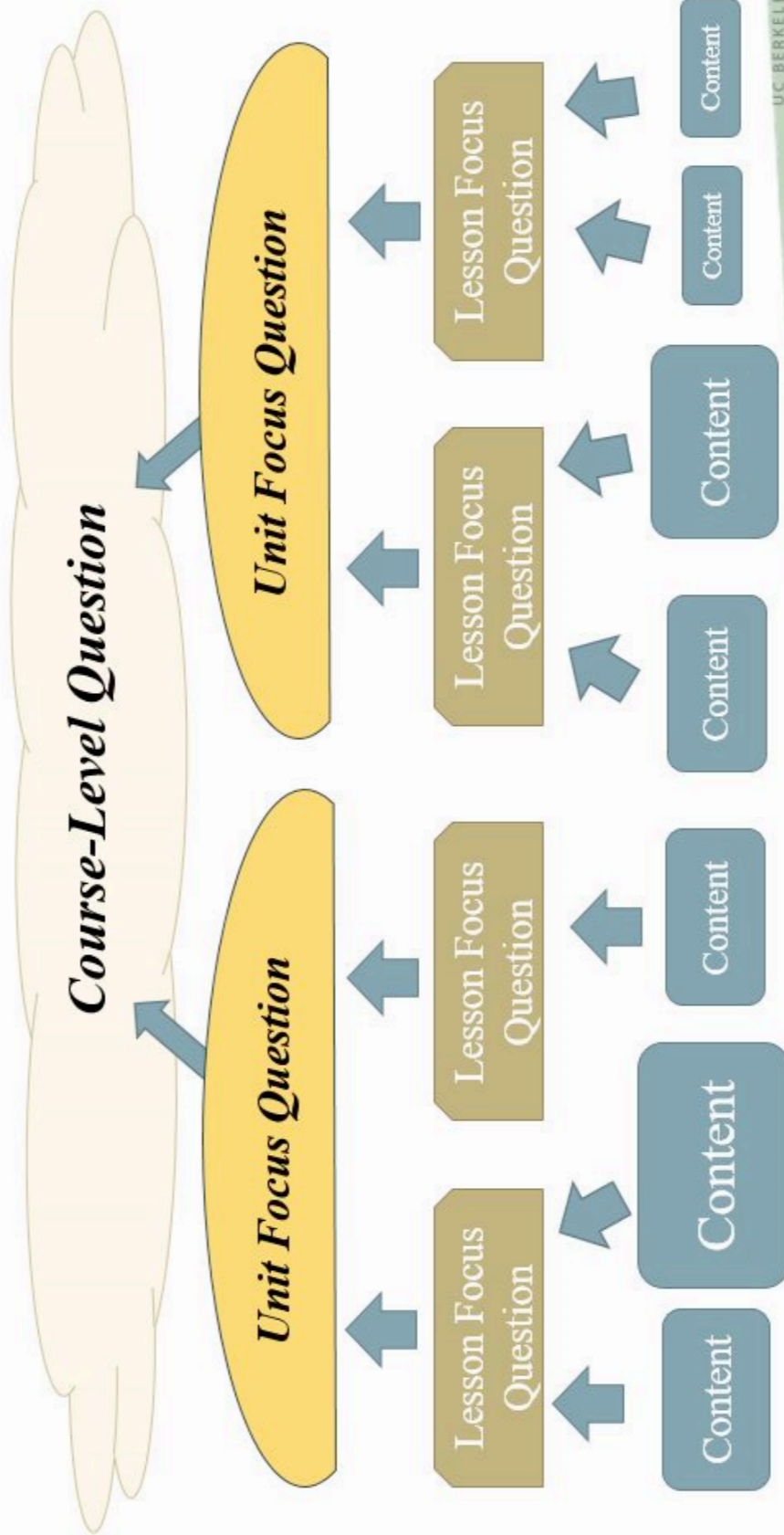
... the framework provides the foundation to move away from a teacher-centric modality of teaching to more of a Socratic method of discussion and exploration.

In early August, these teacher leaders had the opportunity to share their experience, learning, and initial model lessons with the entire district. They impressed upon their colleagues that this shift is a process, even sharing snapshots of their own progression and modeling a willingness to try and test new ideas. With a series of regular, full-day work sessions ahead, the San Jose Framework Advisory Committee aims to finish the academic year with a strong set of classroom-tested, Framework-aligned curricular materials that can support their colleagues across the district -- and the state.

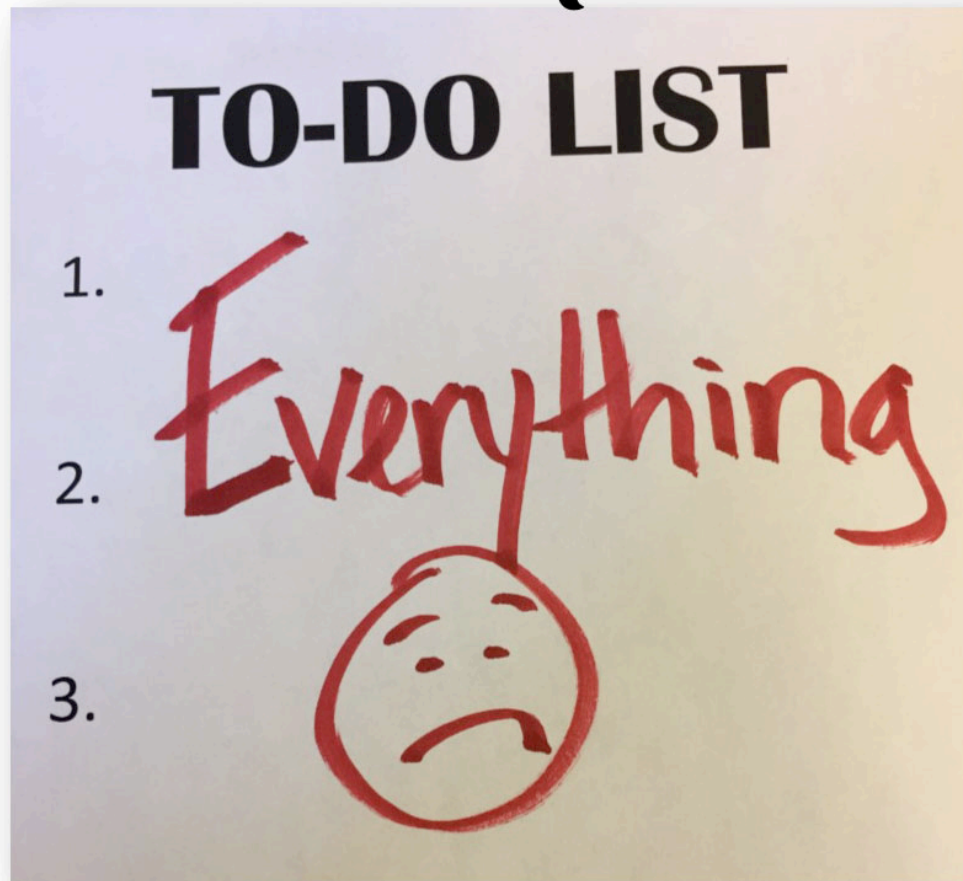
Editor's note: on the following page you will find the UC Berkeley History-Social Science Project's planning tool.

Inquiry-Driven Instruction

Questions ‘cascade’ and content is prioritized to help answer inquiries



The Futile Quest for



COVERAGE

by Beth Slutsky, CHSSP

Many teachers like California's new [History-Social Science Framework](#). They're also worried that they'll never have enough time to cover the content detailed in each grade-level chapter in the draft. As one teacher asked us this summer: "How are we supposed to get through all of this material?" We've tried to make course descriptions teachable and manageable, despite the 180-day calendar. While we don't have all the answers to the depth vs. breadth debate, we do have some suggestions for you to consider:

1. **Start with the Framing Questions.** Teachers like the framing questions – the grade-level and unit-level questions of historical significance that organize and unite content. Questions like "how did the environment affect the expansion of agriculture, population, cities, and empires in Mesoamerica and the Andean region? And why did the Maya civilization, the Aztec Empire and the Inca Empire gain more power over people and territories?" (7th grade) underscore the importance of learning about the past through investigation and learning to build arguments based on multiple sources. Using framing questions cuts time that must be devoted to discrete units of study, creates a meaningful narrative of the past, and allows for connections to come more easily.

2. **Take seriously the concept of depth over breadth.** History teachers understandably feel stretched between two competing demands: 1) Common Core Standards, English Language Development Standards, and some really wonderful history lessons encouraging depth of study over breadth, and 2) state content standards suggesting breadth of content. Upon first glance, some might look at the volume of the content in the Framework and still feel the tension. However, we firmly come down on the side of depth, especially when there's a big payoff in content themes over time. Imagine an 8th grade classroom teacher that maps her year around the question: What did freedom mean to the nation's founders and how did it change over time? In every unit, whether it's the roots and legacies of the American Revolution, to the Early Republic, to western expansion, to sectionalism – the sources, activities, and comparisons all relate back to a changing concept of freedom. With freedom as the thread that ties together a complex and nuanced 19th century America, teachers can begin to feel more comfortable spending less time on tangentially related material, or focusing that material on the theme. In other words, the significance of something like the emergence of the Republican Party in the 1850s is told through the lens of how it transforms our notions of freedom, so we need not develop and tell students to memorize every available piece of information about it. Thus, the teacher is making choices about depth, and also modeling to students how to select, organize, and prioritize certain sources; these are the same skills that they will also be honing as they move through the curriculum.
3. **Stay focused on significance.** As teachers map out the year to highlight key themes, one way to avoid getting drawn too deeply into topics they'd rather not is to stay focused on significance. Framing questions can help with this. Imagine the 10th grade teacher who is trying to move quickly through imperialism, yet who also feels obligated to develop it on nearly every continent. The questions “why did industrialized nations embark on imperial ventures? How did colonization work? And how was imperialism connected with race and religion?” provide teachers with ways to navigate this historically rich yet complicated era and put it in a comparative context. By exploring the desirability of tropical products like rubber and tea, and then tracing how these commodities led to the expansion of empires, which influenced racial and religious justifications for colonization develops large concepts and relationships with case studies without having to cover every topic.
4. **Be selective about coverage; it will help you finish the year.** One of our site directors, Stacey Greer, has often responded to teachers who say “I always run out of time at the end of the year no matter what I do,” with “Even if you run out of time, you're still making choices.” This is such a simple smart way to continually remind oneself that rather than passively make the choice to not finish the chronological order in 11th grade, for example, that we need to actively decide how to manage the content (points #1, #2, #3 can help with this). For example, one of my favorite topics in recent history is the 1980s – the political realignment of the New Right and the “Moral Majority,” deindustrialization, “Star Wars” and the end of the Cold War, globalization, and of course Madonna. But to today's students, the 1980s is the distant past, and the relevance of the 1990s and 2000s, especially a contextual understanding of the effects of September 11, 2001, are absolutely essential if we are to prepare them to understand why the world looks the way it does today. I encourage the use of framing questions as a way to be selective about coverage, especially as the school year is coming to an end.

One good thing about the job of the history teacher these days is that in the absence of a state content assessment, the time is ripe for teachers to use their own expertise and make choices that make sense for their own classrooms. The framework provides the guideposts on how to relate the material, concepts, and skills together, and the teacher can now begin mapping its implementation.

Editor's note: This article first appeared as a CHSSP [blog](#) on May 5, 2016.

