

**Oakland Unified School District
Teaching American History Project**

Instructions

Please help us by taking this survey. The survey will provide important information to be used in the planning and evaluation of the district's Teaching American History Project. There are two sections to this survey. The first section contains general questions about you and your approach to history/social studies instruction. The second section of the survey is designed to elicit your opinions about your instruction and student learning as it relates to specific state content standards. Please note: the second section of the survey is individualized for each grade level. Only fill in Section II of the survey for the grade level you teach.

This is an anonymous survey; individual surveys are forwarded directly to our external evaluators for tabulation. Individual responses to the survey will NOT be made available to district staff. District staff will receive a report comprised of aggregated data. You will be paid directly from the evaluator \$30 for your time so please include your contact information at the end of the survey.

Section I

Q1. What school do you teach at? _____

Q2. What grade level(s) do you teach? _____ (*Middle and high school teachers go to Q4*)

Q3. (*Elementary School Teaches Only*) What is the frequency and duration of history/social studies instruction (place a *v* next to the response that best describes your instructional program)

Q3a. On average, how many times a week do you teach history/social studies as a separate discipline?

__ less than 1 time __1 time __2 times __3 times __4 times __5 or more times

Q3b. How much time is spent in a typical history/social studies instructional session?

__15 or less minutes __15-30 minutes __30-45 minutes __45 or more minutes

(*Elementary school teachers go to Q5*)

Q4. (*Middle-High School Teaches Only*) How many classes of history/social studies do you teach? _____

Q5. (*All Teachers*) Please summarize your experiences in learning and teaching American History (e.g. workshops, teacher inservices, higher education, other professional development –use the back of this sheet if needed).

Q6. Place a *v* in the column for the response that best describes your knowledge and ability.

	Very Limited	Limited	Adequate	Good	Expert
<i>My Knowledge Of:</i>					
The history/social studies standards for the grade level(s) I teach.					
American history and social studies content for the grade level(s) I teach					
Appropriate primary sources to use when I am teaching history and social studies					
Curriculum and other instructional resources to assist my history/social studies instruction					
<i>My Ability To:</i>					
Promote chronological/spatial thinking among students in my classroom (e.g. location, sequence)					
Engage student in the examination of evidence (e.g. examining primary sources, relationship between primary sources and historical/geographical context, author's intentions/perspectives).					
Provide student diverse and multiple perspectives from the past to promote historical understanding (e.g. influences, empathy).					
Promote student interpretation (e.g. constructing/comparing historical accounts, making moral judgments)					
Assist students in determining historical/geographical significance (e.g. connect past and present, causation, evaluation, and location)					
Use biographies when teaching history/social studies					
Use technology to teach history/social studies					
Use multiple assessments, including writing projects and collaborative assessments to determine student competency related to history/social studies					

Section II - Fifth Grade

The following is a list of fifth grade state content standards. Please use the scale shown above each group of items. There are no right or wrong answers, so please respond to each item with your best assessment of your current practice and beliefs.

Fifth Grade History-Social Science Content Standards United States History and Geography: Making a New Nation	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Materials	Significance of Topic	My Content Knowledge	Student Interest	On a scale of 1 (low) to 5 (high) How important is this standard to student understanding of American History?
5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.										
5.1.1 Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.										
5.1.2 Describe their varied customs and folklore traditions.										
5.1.3 Explain their varied economies and systems of government.										
5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.										
5.2.1 Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).										

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5.2.2 Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation).										
5.2.3 Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.										
5.2.4 Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.										
5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.										
5.3.1 Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.										
5.3.2 Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).										

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5.3.3 Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).										
5.3.4 Discuss the role of broken treaties and massacres and the factors that led to the Indians defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).										
5.3.5 Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).										
5.3.6 Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).										
5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.										

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5.4.1 Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.										
5.4.2 Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).										
5.4.3 Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).										
5.4.4 Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.										

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5.4.5 Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.										
5.4.6 Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.										
5.4.7 Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.										
5.5 Students explain the causes of the American Revolution.										
5.5.1 Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).										

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5.5.2 Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.										
5.5.3 Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.										
5.5.4 Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).										
5.6 Students understand the course and consequences of the American Revolution.										
5.6.1 Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.										

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5.6.2 Describe the contributions of France and other nations and of individuals to the out-come of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Ko ́sciuszko, Baron Friedrich Wilhelm von Steuben).										
5.6.3 Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).										
5.6.4 Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.										
5.6.5 Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.										

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5.6.6 Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.										
5.6.7 Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.										
5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.										
5.7.1 List the shortcomings of the Articles of Confederation as set forth by their critics.										
5.7.2 Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.										
5.7.3 Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.										

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5.7.4 Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.										
5.7.5 Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.										
5.7.6 Know the songs that express American ideals (e.g., "America the Beautiful," "The Star Spangled Banner").										
5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.										
5.8.1 Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).										

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5.8.2 Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).										
5.8.3 Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).										
5.8.4 Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).										
5.8.5 Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.										
5.8.6 Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.										

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5.9 Students know the location of the current 50 states and the names of their capitals.										

Section III – Fifth Grade

Please list any major history-social studies units (one week or more) you teach that are not part of the standards for your grade level.

Thank you for completing this survey!

Please fill out the information below to insure that your \$30 check will be sent out within five working days.

Name: _____

Address: _____

City: _____ State: _____ Zip Code: _____

School: _____

Thank you – If you have any questions regarding this survey please call or e-mail:

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