

Survey

2014 History–Social Science Framework

Curriculum Frameworks and Instructional Resources Division

The Instructional Quality Commission and the State Board of Education welcome your review and comments on the draft *History–Social Science Framework for California Public Schools*.

Instructions: Your first name, last name, and e-mail are required for submitting this survey. All other questions are optional. You may answer as many or as few questions as you choose.

You can navigate between the pages of the survey by using the Back and Next buttons at the bottom of each page. You can use the Print button at the end of the survey to print the completed survey response for your records. Once you have completed the survey, select the Submit button. Once a survey form has been submitted it cannot be edited further.

The online survey will remain open through November 25, 2014. If you have a question or technical difficulty completing the survey please contact Lisa Leiplein at lleiplein@cde.ca.gov for assistance.

You may also send comments regarding the draft framework to hssframework@cde.ca.gov.

Reviewer Information

1. Reviewer Information

First Name *(Required)*

Last Name *(Required)*

E-mail *(Required)*

Organization Representing, if any:

2. Title / Position *(Select all that apply)*

- Credentialed Kindergarten–Grade 12 Teacher
- Teacher Librarian
- School Principal/Administrator/Vice Principal
- District Administrator
- Special Education Administrator
- County Office of Education Administrator
- Other

- Curriculum Specialist
- College/University Faculty
- Professional Organization Representative/Staff
- Business/Industry Representative
- Community Member
- Parent/Guardian of K–12 Student

If other, please specify *[Required if "Other" is selected above (500 characters left of 500)]*:

3. California Teaching Credentials *(Select all that apply)*

- Multiple Subject Teaching Credential
- Single Subject Teaching Credential in Social Science

Framework Survey

Comments are encouraged, but not required, for the following questions. Please note that comments that include page and/or line references and include specific suggestions for edits are the most useful for improving the document.

4. Would you like to provide a comment for Chapter 1: Introduction to the Framework?

- Yes
 No

Comment on Chapter 1: Introduction to the Framework (9999 characters left of 9999)

5. Would you like to provide a comment for Chapter 2: Goals and Curriculum Strands?

- Yes
 No

Comment on Chapter 2: Goals and Curriculum Strands (9999 characters left of 9999).

6. Would you like to provide a comment for Chapter 3: Course Descriptions for Kindergarten through Grade Five?

- Yes
 No

Comment on Chapter 3: Course Descriptions for Kindergarten through Grade Five (9999 characters left of 9999)

GRADE 2 -- On p. 68, line 559, add: “In asking students about their family stories, it is important that teachers not assume any particular family structure, and ask their questions in a way that will easily include children from diverse family backgrounds.” After line 560, add this paragraph: “Students will be introduced to family stories and historical sources that illustrate the diversity of the American family experience, including the experiences of immigrant families, blended and divorced families, families of all races and ethnicities, foster and adoptive families, LGBT-parented families, families with disabled members, and families from different religious traditions. Students should be encouraged to see the struggles and joys of family diversity in a historical context.” Line 569, add “*The Great Big Book of Families* by Mary Hoffman”.

GRADE 4 – On p. 86, line 934, revise to read: “California is rich with ethnic, gender, social, and cultural diversity...” On p. 87, line 962-963, revise to read: “...people in all their ethnic, racial, gender, and cultural diversity.” On p. 88, line 996, add: “By exploring Native Californian cultures, students also learn that some Native California cultures accepted third gender roles for females who preferred to assume men’s social roles and males who assumed women’s social roles. Such gender diversity often did not fit well with the gender order of Spanish missionaries. Teachers can discuss how tribes such as the Klamath, Tolowo, Yuki, Gabrielino, and Chumash recognized males who preferred to dress and live as women and, in some cases, women who preferred to dress and live as men. California tribes typically granted such two-spirit people important spiritual and social roles, sometimes including marriage. To exemplify how the Spanish did not accept such Native Californian traditions, teachers and students could explore the well-documented 18th-century case of a Chumash male-to-female person who, after Santa Clara Mission friars ordered the person to give up women’s clothing and work, ran away from the Mission and resumed a two-spirit identity in the tribe.” On p. 90, line 1043, add: “Teachers may also explore the ways in which Spanish missionaries worked to fundamentally alter Native Californian cultures by trying to eliminate gender identities and practices among the Native Californians that Spanish felt were unacceptable.” On p. 92, line 1086, add: “Students can also explore how the gender imbalance between women and men in California during the gold rush era led a number of men to take on women’s roles and allowed some men to form intimate relationships with other men. Frontier conditions also allowed women who wished to participate in the gold rush to pass as men. They may consider primary sources dealing with gender and relationship diversity by reading or listening to Bret Harte’s short story “The Poet of Sierra Flat” (1873) and newspaper articles about the life of the female-to-male Charley Parkhurst or viewing André Castaigne’s sketch “Miners’ Ball during the Gold Rush.” On p. 94, line 1131, add: “The anti-Chinese movement framed Chinese workers as a threat to white men’s economic security, as well as to dominant sexual and gender norms. Students should also consider the large population of racially diverse transient male laborers who worked in logging, agriculture, and railroad construction and formed intimate relationships with each other. During

the early gold rush years Californians had tolerated many forms of intimacy between men or between women and cross-gender expression. As the state grew in economic and political power, successive governments cracked down on such practices through local and state indecency and anti-cross-dressing laws.” On p. 96, revise lines 1164-1165 to read: “...students understand the importance of people in supporting and driving this extensive growth, and how the state became a magnet for migrants of all types. A flood of new residents seeking work arrived during the Great Depression and World War II, establishing an increasingly heterogeneous population and laying the groundwork for important civil rights activism in the state. For instance, in the arena of agricultural labor, students will learn how Cesar Chavez...” Then revise lines 1178-1179 to read: “...during World War II.; student activism at San Francisco State and Berkeley in the 1960s that forced the recognition of Asian American identity and history; and the emergence of the nation’s first gay rights organizations in the 1950s. In the 1970s, California gay rights groups and leaders like Harvey Milk, a New Yorker who was elected to the San Francisco Board of Supervisors in 1977 as California’s first openly gay public official, who fought for the right of gay men and women to teach in public schools, and, in the 2000s, for their right to get married, culminating in the 2013 U.S. Supreme Court decision *Hollingsworth v Perry*.”

GRADE 5 – On p. 106, line 1378, insert this sentence: “Students also learn how many American Indian tribes included those referred to by modern scholars as two-spirits. These individuals were believed to manifest both masculine and feminine spirits and had distinct social roles that varied from tribe to tribe. These included healing, transmission of oral traditions and histories, fortune-telling, match-making, and the conferring of names. Two-spirits were respected and feared because of the qualities and abilities that accompanied their combination of gender attributes.” On p. 115, line 1586, insert these sentences: “Puritans believed that God created women as subordinate companions to men: women who challenged male authority or because of their practical situation were free from male control (through widowhood, for example) could end up being identified with Satan’s rebellion against God’s authority: four-fifths of those accused of witchcraft in colonial New England were women. Puritans were eager to discipline those who did not conform to gender roles. Puritans believed that God created women as subordinate companions to men: women who challenged male authority or because of their practical situation were free from male control (through widowhood, for example) could end up being identified with Satan’s rebellion against God’s authority: four-fifths of those accused of witchcraft in colonial New England were women. Puritans were eager to discipline those who did not conform to gender roles and rules about marriage. Teachers can draw upon the examples of Harvard Reverend Michael Wigglesworth and Massachusetts Bay Colony maid Elizabeth Johnson to compare their struggles with Puritan mandates regarding relationships between men or between women, expectations of marriage and subservience, and compliance with religious duties.

7. Would you like to provide a comment for Chapter 4: Course Descriptions for Grades Six through Eight?

Yes

No

Comment on Chapter 4: Course Descriptions for
Grades Six through Eight (9999 characters left of
9999)

GRADE 8 – On p. 231, line 2144, insert this paragraph: “As the family economic gave way to industrial production, the roles of women and men changed. Middle-class women devoted themselves to the home and family, while men went out to work. An ideology of separate spheres conceptualized women and men as fundamentally different. As a result, although they were expected to marry and raise a family, the notion that women and men could best understand and relate to those of the same sex led to the phenomenon of “romantic friendship.” Women especially formed intimate relationships with one another, regularly falling in love with and being physically affectionate with their romantic friends. Men, too, sometimes formed close bonds with other men, including physical affection and cohabitation, but this often dissipated once marriage to a woman occurred. Such homosocial behavior was accepted, showing how different intimate relationships were in the nineteenth century than in the twentieth.” On p. 234, line 222, insert this sentence: “This culture included less restrictive norms around gender and sexuality that supported the formation of alternative family structures and same-sex relationships within enslaved communities.” On p. 237, line 2293, add: “explore the role and life of *Quanqon*, a Kutenai female-to-male person who assisted Europeans in their explorations of the Oregon Country;”. On p. 238, after line 2311, add these two paragraphs: “Frontier life had a mixed effect on the relations between men and women. White men far outnumbered white women, creating some opportunities where the latter became valued more than previously; they were thus able to achieve some rights in the West before their counterparts elsewhere. White women residing in many western states gained the franchise in the late-nineteenth century earlier than women in other parts of the nation. Original documents will show students the varied roles played by frontier women such as California’s Annie Bidwell, who promoted women’s rights and worked for social change. Still, many women of diverse racial and ethnic backgrounds felt trapped or limited by their gender in a place and time so dominated by men. Some passed as or transformed themselves into men, thus benefiting from the greater economic, political, social, and affectional opportunities men had in the West. One example is California’s Charley Parkhurst, who was female-assigned at birth but who lived as a man, operated a stagecoach, stage station, and saloon, and voted as a man in the Bay Area and San Joaquin Valley between 1856 and 1879.” And “Gold rushes and western military life provide examples of frontier settings where men far outnumbered women.

In such cases, men had to adjust their lives and perform many duties previously reserved for women. Such settings also more easily allowed for different types of emotional relationships to form between men. Original documents and historical writings explore same-gender relationships in California’s Gold Rush and the remarkable story of Mrs. Nash, a male-to-female Mexican woman who worked as a laundress for the famed Seventh Cavalry; she also married soldiers several times over the years. Students can explore myriad reasons why Parkhurst, Nash, and many others lived lives across gender lines throughout the American West.” On p. 240, line 2351, insert this sentence: “Students also explore the impact Reconstruction had on African American kinship structures and family life. While an important part of freedom was the legal recognition of family ties, the heavy emphasis the Freedmen’s Bureau placed on promoting marriage meant that only one kind of family was recognized and that African Americans who adopted alternative family structures or deviated from dominant gender and sexual norms were frequently criminalized.” On p. 241, line 2383, insert this: “The American Indian wars, creation of the reservation system, development of federal Indian boarding schools, and reallocation of Native lands profoundly altered Native American social systems related to governance, family diversity, and gender diversity. The allotment program and the federal Indian boarding school system outlawed and targeted for elimination specific Native forms of gender diversity, including two-spirit traditions and family diversity beyond a male-headed, nuclear family model. Allotment entailed breaking up Native lands into privately held units (largely based on the Anglo-American model of the male-headed nuclear family). Boarding schools took Native children from their parents for years at a time in order to make them into proper citizens, which entailed training them in dominant ideas of gender roles.” On p. 242, after line 2402, add this paragraph: “The rapid growth of cities in this period had important consequences for how people lived their lives. Immigrant and native-born women and men sometimes found themselves freer from family and community control. Socializing in public became the norm for working-class youth who had limited space where they lived, and the disparity between women’s and men’s wages gave rise to the practice of dating and “treating,” with men expected to pay for female companionship. The rise of commercialized entertainment such as movies, amusement parks, and dance halls fostered easier interaction among strangers. Social interaction in public places facilitated intimacy between women and between men.” On p. 243, line 2425, add: “The poems, journals, and journalism of Walt Whitman give a vibrant sense of men’s love for other men and male association across class divisions in an urban environment.”

8. Would you like to provide a comment for Chapter 5: Course Descriptions for Grades Nine through Twelve?

- Yes
- No

Comment on Chapter 5: Course Descriptions for
Grades Nine through Twelve (9999 characters left of
9999)

GRADE 9 – Line 260, add: “and lesbian, gay, bisexual, and transgender individuals”. Line 422, add: “gender identity, and sexual orientation.” Line 458, add: “and the movement for LGBT equality.” Line 483, add: “gender identity, and sexual orientation.”

GRADE 11 – Revise lines 1482-1483 to: “changes in the racial, ethnic, gender, and sexual dynamics in composition of American society; the movements toward equal rights for racial, ethnic, religious, and sexual minorities and women.” After line 1537 insert: “Women reformers took advantage of new opportunities for education and employment previously reserved for men and helped build the profession of social work. Thriving urban centers became havens for the middle-class single women who played an important role in the settlement house movement, making collective homes in the poor areas of cities and often forming marriage-like relationships known as “Boston marriages”. In the growing cities, young women and men who moved from farms and small towns seeking employment found themselves free from familial supervision in the urban environment. They flocked to new commercialized entertainment, such as amusement parks, dance halls, and movie theaters. The more anonymous environment of cities made space for men and women seeking relationships with someone of the same sex, including gender non-conforming men who were visible on city streets and on the stage. By the end of the century, the ideas of European sexologists, who came to define homosexuality and heterosexuality as discrete categories of identity, not just characterizations of sexual acts, were becoming more widespread in U.S. society.” Line 1551, insert: “Labor and social justice movements, led by both women and men, also called for education reform, better living conditions, wage equality, more social and sexual freedom for women, and sometimes acceptance of, or at least tolerance for, women and men living outside of traditional heterosexual roles and relationships.” Line 1553, add: “Emma Goldman, and Jane Addams.” Line 1583, insert: “Young men serving abroad – particularly African-Americans and those interested in sex with other men – found European ideas about race and sexuality very liberating.” Revise lines 1586-1587 to: “...passage and enforcement of the Espionage Act of 1917 and Sedition Acts, which encroached upon civil liberty protections, while local policing efforts coordinated with the military led to a greater awareness and scrutiny of the sexual and social behavior of young women, people of color, and people engaging in same-sex activity or cross-dressing.” Revise lines 1623-1628 to: “Students should explore important cultural and social elements of the “Jazz Age.” Women, who had just secured national suffrage with the passage of the Nineteenth Amendment, experienced new freedoms yet also pressures to be “attractive” and sexual through the growing cosmetics and entertainment industries. The passage of the Eighteenth Amendment and the Volstead Act triggered the establishment of

speakeasies, which challenged Prohibition and also established a vast social world that broke the law and challenged middle-class ideas of what should be allowed. Within those arenas, LGBT patrons and performers became part of what was tolerated and even sometimes acceptable as LGBT-oriented subcultures grew and became more visible. At the same time, modern heterosexuality developed through a growing world of dating and entertainment, a celebration of romance in popular media, a new prominence for young people and youth cultures, and a cultural and social scientific emphasis on companionate marriage.” Line 1633, add: “Countee Cullen, Ma Rainey.” Revise lines 1634-1636 to: “Their work provides students with stunning portrayals of life during segregation, both urban and rural. LGBT life expanded in 1920s Harlem. At drag balls and speakeasies, rules about sexual and gendered behavior seemed more flexible for black and white Americans than in other parts of society, and many leading figures in the “Renaissance,” such as Hughes, Locke, Cullen, and Rainey, were lesbian, gay, or bisexual. The Harlem Renaissance led many African Americans to embrace a new sense of black pride and identity, as did Marcus Garvey...” Line 1711, add: “women and gay people in military service.” After line 1751, add: “These multiple forms of oppression led many to start to reimagine what it meant to be a “social minority” in American society. Thus, the war had important consequences for the gay and lesbian population, creating spaces for the survival and spread of gay cultures that had flourished in large cities since the 1920s. With more military personnel and war workers recruited to cities, and the growth of commercial establishments catering to gay men and lesbians in cities such as San Francisco furthered such spaces and cultures. Sex-segregation in the military and war industry further enhanced the possibility that gay men and lesbians might meet others like them. Military officials established an unprecedented effort to screen out and reject gay men and lesbians, though many still ended up serving in the armed forces. Some found toleration in the interests of the war effort, but many others were imprisoned or dishonorably discharged. That persecution set the stage for increased postwar oppression and organized resistance.” Line 1767, insert a paragraph: “Betty Friedan coined the term “feminine mystique” to describe the ideology of domesticity and suburbanization, which left white middle-class college educated housewives yearning for something more than their responsibilities as wives and mothers. Although the 1950s have been characterized as a decade of social calm, the struggles of African Americans, as well as women and gays and lesbians that emerged forcefully in the 1960s, had their roots in this period. Students can see the contradiction between the image of domestic contentment and challenges to the sex and gender system through the publication of and responses to the Kinsey reports on male and female sexuality in 1948 and 1953; the publicity surrounding Christine Jorgensen, the “ex-G.I.” transformed into a “blonde beauty” through sex-reassignment surgery in 1952; the efforts of the medical profession to enforce proper marital heterosexuality; and the growth of LGBT cultures.” Revise lines 1882-1883 to: “...the history of the African American civil rights movement and other social justice movements in the thirty-five years...” Line 1927, add: “and the Supreme Court’s 1967 Loving v. Virginia decision to overturn state anti-miscegenation laws.” Revise line 1932 to: “...leaders such as Rosa Parks, Ella Baker, and Fannie Lou Hamer, and gay leaders such as Bayard Rustin, all of

whom shaped the movement.” Line 1961, replace “gays and lesbians” with “lesbian, gay, bisexual, and transgender people.” After line 1999 insert: “Students examine the emergence of a movement for LGBT rights. The homophile movement began in the early 1950s with California-based groups like the Mattachine Society and the Daughters of Bilitis. Across the 1950s and early 1960s, these fairly secretive organizations created support networks; secured rights of expression and assembly; and cultivated relationships with clergy, doctors, and legislators to challenge teachings and laws that condemned homosexuality as sinful, sick, and/or criminal. In the 1960s, younger activists, often poorer and sometimes transgender, began to confront police when they raided gay bars and cafes in Los Angeles, San Francisco, and most famously at the Stonewall Inn in New York City in 1969. Gay rights organizations called on people to “come out” as a personal and political act. Women, frustrated by the gay men’s sexism and other feminists’ homophobia, launched lesbian-feminist organizations. Consider figures such as Alfred Kinsey, Harry Hay, José Sarria, Del Martin and Phyllis Lyon, Frank Kameny, Sylvia Rivera, and Harvey Milk. By the mid-1970s, LGBT mobilization led to successes: The American Psychiatric Association stopped diagnosing homosexuality as a mental illness; 17 states had repealed laws criminalizing gay sexual behavior; and 36 cities had passed laws banning antigay discrimination. Students can consider a 1967 Supreme Court decision that upheld the exclusion and deportation of gay and lesbian immigrants (*Boutilier v. Immigration and Naturalization Service*), the 1986 decision that upheld state sodomy laws (*Bowers v. Hardwick*), the 2003 decision overturning such laws (*Lawrence v. Texas*), and 2013 decisions on same-sex marriage (*United States v. Windsor and Hollingsworth v. Perry*.)” Line 2018, add: “...Immigration Act of 1965, including those liberalizing country of origin policies, emphasizing family reunification, rejecting same-sex partners of American citizens, and banning immigration of known gay people...” Line 2026, expand to: “civil rights for people of color, LGBT people, and people with disabilities...” Revise line 2044 to: “He supported social movements to outlaw abortion and appealed to social conservatives seeking to promote heterosexual marriage, leading to policies that stigmatized single mothers, poor people, people with HIV/AIDS, and LGBT people.” Line 2055, insert: “The growth of the LGBT rights movement, for example, led to the pioneering role of gay politicians such as Elaine Noble, elected to the Massachusetts House of Representatives in 1974, and Harvey Milk, elected in 1977 to the San Francisco Board of Supervisors. Students may study how such activism informed the history of the AIDS epidemic in the US.” Line 2085, add: “considerations of racial or gender restrictions on the right to marry, or the question of women, people of color, and LGBT people serving in the military.”

GRADE 12 – Line 2439 and 2508, revise “gay marriage” to “marriage for same-sex couples.” Line 2507, enumerate: “civil rights for LGBT Americans.” Line 2663, revise “homosexuals” to “LGBT people.”

9. Would you like to provide a comment for Chapter 6: Assessment of Proficiency in History–Social Science?

Yes

No

Comment on Chapter 6: Assessment of Proficiency in
History–Social Science (9999 characters left of 9999)

10. Would you like to provide a comment for Chapter 7: Universal Access to the History–Social Science Curriculum?

Yes

No

Comment on Chapter 7: Universal Access to the
History–Social Science Curriculum (9999 characters
left of 9999)

On p. 437, lines 69-70, add “gender identity, sexual orientation”.

11. Would you like to provide a comment for Chapter 8: Instructional Strategies and Professional Development in History–Social Science?

Yes

No

Comment on Chapter 8: Instructional Strategies and
Professional Development in History–Social Science
(9999 characters left of 9999)

12. Would you like to provide a comment for Chapter 9: Criteria for Evaluating Instructional Materials: Kindergarten Through Grade Eight?

Yes

No

Comment on Chapter 9: Criteria for Evaluating
Instructional Materials: Kindergarten Through Grade
Eight (9999 characters left of 9999)

13. Would you like to provide a comment for the Appendices?

Yes

No

Comment on Appendices (9999 characters left of 9999)

On p. 556-557, revise lines 295-299 to read: Some western societies are still struggling with areas of civil rights that remain unresolved, such as marriage rights, nondiscrimination protections, and other issues of equality for their lesbian, gay, bisexual, and transgender citizens, but they can still provide leadership in applying global pressure against regimes that even in the twenty-first century mandate harsh penalties and sometimes even death against lesbian, gay, bisexual, and transgender people.

14. Would you like to provide any additional questions, comments, or concerns? Remember that you may also send comments regarding the draft framework to hssframework@cde.ca.gov.

Yes

No

Additional questions, comments, or concerns (9999 characters left of 9999)

15. Please check the box below if you would like to be contacted about serving as a reviewer of kindergarten through grade eight instructional materials in the next statewide history–social science adoption.