

## **Soc 902 Monterey: Historic Capital of California**

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**Course Units: 2 or 3 Units**

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### **Course Description**

SOC 902 is designed to help teachers become more knowledgeable about the history of California, enhance social science teaching skills, and provide teachers an opportunity to experience the excitement of “on-site learning” and to “stand where history was recorded.” Numerous topics, including “The Discovery and Settlement of Alta California, Father Junipero Serra, Mission San Carlos Borromeo, the Royal Presidio Chapel, the Presidio Museum, Commodore John Drake Sloat, Fort Mervine, the Rumsen Indians, Gaspar de Portola, the effect of the Gold Rush on Monterey, California’s Historic Landmarks located in Monterey including California’s First Theater, Pacific House, Custom House, Casa del Oro, Larkin House, Sherman Quarters, Colton Hall, Robert L. Stevenson House, and the hide and tallow industry, are discussed.

The Spanish and Mexican Periods, the taking of California on July 7, 1796, by the Americans, California’s Constitutional Convention of 1849, members of that Convention and their heritage and prejudices, are highlighted and presented by means of site visitations, audio CDs, and film/slide on-site presentations. California’s History-Social Science Framework, California’s History-Social Science Content Standards Grades K-12, and National Standards are components of this course.

Course assignments require students to visit twenty-one Historic Points of Interest during the study tour and complete a Course Booklet written by the instructors, always keeping in mind how information garnered during the course could be presented to the teacher’s students in partial fulfillment of State and National Content (core and skills) Standards. Completion of written assignments in the Course Booklet serve as evidence of learning and also verify attendance at the required information sites.

### **Course Dates**

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Semester Dates For Center for Professional Development Student

- Spring - January 1 through April 30
- Summer - May 1 through August 31
- Fall - September 1 through December 31

Students receive credit for courses in the semester that assignments are returned to the instructor, satisfactorily completed and a grade is issued by the instructor.

### **Course Materials**

1. Course Booklet: Monterey: Historic Capital Of California written by the instructors contains Student Response Sheets, instructor contact information, maps, other general information.
2. Five Audio CDs.
3. Text – Two Years Before The Mast

4. California The Golden State Access this online at <http://www.library.ca.gov/history/symbols.html#copyright>
5. Booklet or CD: History Social Science Content Standards for California Public Schools K-12, adopted by the California State Board of Education, October 1998. <http://www.cde.ca.gov/be/st/ss/>
6. Carmel Map with directions to Information Stops #1 and #2 (required visitation sites).
7. Historic Old Monterey Map with directions to Index Points #1 - #14 (required visitation sites).
8. One 10" X 13" envelope to be used to return completed materials to the instructor.

Check the materials you receive in your Study Packet. Make certain that you have all materials needed to complete Monterey: Historic Capital of California. If an item is missing or you need help, email Jeromy Winter at [teacherslearningconnection@gmail.com](mailto:teacherslearningconnection@gmail.com) or call at (559) 896-1012. You can also call the School of Professional Studies, Fresno Pacific University, at (559) 453-2015 or 1-800-372-5505.

**Full Materials Fee:** Teachers who pay the full materials fee are sent Items 1, 2, 3, 4, 5, 6, 7, & 8.

**Partial Materials Fee:** Teachers who pay the partial materials fee are sent Items 1, 6, 7, & 8. Teachers who plan to pay the partial materials fee must have access to other course materials.

### **Course Requirements**

1. Read History Social Science Content Standards for California Public Schools K-12, and complete Student Response Sheets related to the state publication.
2. Read text, Two Years Before The Mast, and complete Student Response Sheets related to the text.
3. View California The Golden State on the Internet and complete the Student Response Sheets.
4. Spend at least two days in the Carmel/Monterey area; listen to oral history interviews, discussions, and dramatizations; take CD and docent guided tours; visit the Carmel Mission, museums, and other historic sites and buildings. Complete Student Response Sheets contained in the Course Booklet during on-site visitations.
5. Complete a teacher designed plan for Practical Application of information gleaned from SOC 902.
6. Select and write an account of the life of a person you consider a heroine/hero.
7. Project Assignment: To be completed by teachers enrolled for 3 units of credit who choose to earn an "A" grade. (A suggested list of projects is provided by the instructor.)

### **National Content/Common Core Standards**

Teaching History/Social Science Content Standards and "skills" is something that most teachers have always done; however, standards have never before received the emphasis being given to them today. States' standards are available on the Internet, and school districts have copies available for teachers.

Monterey: Historic Capital of California, using on-site visitations, docents, taped historical narratives on CD, oral history, dramatizations, a slide or video presentation, a text, and photographs, explores events that occurred within the Monterey/Carmel area as well as the people who made those events happen. It emphasizes reflection and research skills. Historical events are presented in a chronological and geographic context. These are all characteristics of the "National Standards for History."

The National Standards for History generally group grades K-4 and 5-12 to allow for flexibility and overlap. Most states align their standards with the national standards. Some states have specific standards for individual grade levels.

California is a state that has established History/Social Science Content Standards for each grade level. These standards, like those of most other states, are consistent with national standards. California’s classification of its standards differs from the national standards format in that California provides grade-level numerical identification.

Material presented in SOC 902, Monterey: Historic Capital of California, aligns with numerous national and state standards. Listed below are a few selected examples from some of those standards:

**Examples of California’s Grade Level Standards**

(The following examples are aligned with National Standards K – 4.)

- National History Standards  
<http://www.sscnet.ucla.edu/nchs/standards/>
- National Social Studies Standards  
<http://www.ncss.org/standards/teachers/vol1/home.shtml>
- State Standards for all curriculum areas and most states  
<http://www.education-world.com/standards/state/index.shtml>
- Common Core Standards  
<http://www.corestandards.org/>

California Grade Level Aligned Examples	Listed below are selected examples of standards covered in SOC 902 which align with National Standards K-12 and State Standards.
K.3	Students match simple descriptions of work that people do and the names of related jobs at school, in the local community, and from historical accounts.
1.6-1	Understand the concept of exchange and use of money to purchase goods and services.
3.1-2	Describe American Indian religious beliefs, customs, and various folklore traditions.
4.3-5	Discuss how California became a state and how its new government differed from those during Spanish and Mexican periods.

California Grade Level Aligned Examples	These standards are aligned with National Standards 5-12
5.8	Students trace colonization, immigration and settlement patterns of America from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

<b>California Grade Level Aligned Examples</b>	<b>These standards are aligned with National Standards 5-12</b>
Grades Six through Eight - United States and World History	Students in grades six through eight study ancient civilizations, medieval and early modern times, and United States growth and conflict, respectively. Students must possess the skills necessary to reflect on ideas as they impacted the United States as a young republic and today. Students must be able to explain how historical ideas and events result in the emergence of new patterns. Students develop an appreciation of the continuity of human experience, the great debt owed to those who lived in earlier times, and the responsibility owed to those who will follow.
Grades Nine through Twelve - Developmental Considerations	Students in grades nine through twelve study the modern world, continuity and change in the twentieth century, and principles of American democracy and economics. Students must understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions. Students in these grades must be able to interpret past events and issues within the context in which an event unfolded rather than solely in terms of present day norms and values. Change is complicated and affects not only technology and politics but also values and beliefs. An understanding of social controls and governmental policies is important if students are to become active participants in the economic, political, and social development of their state and country.

<b>English Language Arts &amp; Literacy in History/ Social Studies, Science, and Technical Subjects</b>	<b>These are Broad Common Core Standards : College and Career Readiness Anchor Standards for Reading</b>
Key Ideas and Details	<ol style="list-style-type: none"> <li>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> </ol>
Craft and Structure	<ol style="list-style-type: none"> <li>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</li> <li>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li> <li>6. Assess how point of view or purpose shapes the content and style of a text.</li> </ol>

<b>English Language Arts &amp; Literacy in History/ Social Studies, Science, and Technical Subjects</b>	<b>These are Broad Common Core Standards : College and Career Readiness Anchor Standards for Reading</b>
Integration of Knowledge and Ideas	<p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>
Range of Reading and Level of Text Complexity	10. Read and comprehend complex literary and informational texts independently and proficiently.

**Learning Objectives/Outcomes**

Students will:

- review and gain confidence in teaching history/social science (Kindergarten through Grade 12) in accordance with state and national content/skill standards.
- write standard based lessons for use in classroom settings
- become more familiar with Professional Teaching Standards and their application in the classroom.
- identify ordinary and extraordinary people who affected the history of California including, Vizcaino, Portola, Serra, Palou, Larkin, Sherman, Sloat, Halleck, Ord, Stevenson, Colton, Riley, Alvarado, Micheltorena, Castro, Downie, Shropshire, and others.
- utilize historical thinking skills that differentiate between past, present, and future; seek and evaluate evidence; interpret historical records and myths
- acquire historical understandings of California and its communities -- drawn from the record of human aspirations, strivings, accomplishments, and failures by means of oral history and site visitations.
- understand the impact the missions and Gold Rush had on Monterey, the historic capital of California.
- identify and describe Native Americans living in the Monterey/Carmel area, including their customs and treatment during the Spanish, Mexican, and American Periods.

**Schedule of Topics and Assignments**

Visitation Sites	Visit This Historical Landmark	Play Audio CDs
*Information Stop 1 <b>Required Visitation</b>	Portola Cross (Begin Tour Here)	Portola Cross CD #1
*Information Stop 2 <b>Required Visitation</b>	Carmel Mission	Carmel Mission CD #2
Index Point 1	Royal Presidio Chapel	Royal Presidio Chapel CD #3
Index Point 2	Presidio Museum	Presidio Museum CD #3

Visitation Sites	Visit This Historical Landmark	Play Audio CDs
Index Point 3 Index Point 4 Index Point 5 Index Point 6 Index Point 7 Index Point 10	Custom House First Brick House Old Whaling Station Serra/Vizcaino Monument Portola Monument California's First Theater	Custom House CD #4
Index Point 8 Index Point 9	Casa del Oro Pacific House	No Audio
Index Point 11 Index Point 12	Larkin House Sherman Quarters	Custom House CD #4
Index Point 13	Colton Hall	**Colton Hall CD #5
Index Point 14	Stevenson House	No Audio
<p><b>* Historic Sites In The Carmel/Monterey area That Require Visitation</b>  <b>Many required visitation sites can be viewed at <a href="http://www.teacherslearningconnection.com">www.teacherslearningconnection.com</a></b>  <b>**Colton Hall CD #5, Tracks 5 and 6 may be listened to at home.</b></p>		

### General Information

#### Where To Begin Your Study Trip and Other Information

1. Read the information and instructions given in the Course Booklet.
2. Refer to the Carmel Map to locate the first Information Stop. The Carmel Map should be used to locate Information Stops #1 and #2.
3. Begin your Field Study Assignments at Information Stop #1, Portola Cross.
4. The Carmel Mission and the Royal Presidio Chapel hold Sunday morning services. Plan ahead!
5. If the Presidio Museum or any other Index Point you are to visit is closed, substitute a site shown on your Historic Old Monterey Map and complete Site Substitution page in this Course Booklet. Use the Historic Old Monterey Map to locate the remaining Index Points (visitation sites all in Monterey) which you will visit.
6. The Larkin House, the Stevenson House, and some of the other points of interest you may want to visit are toured only with a guide and at regularly scheduled times. Other sites are opened only on certain days and during scheduled hours. As soon as you arrive at the Custom House, the first Index Point you will visit where there will probably be a guide on duty, ask the guide for an UP-DATE on the times and days the buildings are open. Plan!

### Evidence of Learning

Students demonstrate evidence of learning by means of accurate and reflective SOC 902 Monterey: Historic Capital of California Course Booklet responses. This includes showing evidence of learning about standards-based instruction, responding to the questions for Two Years Before the Mast, becoming familiar with California facts from California The Golden State, selecting and write an account of the life of a person you consider a heroine/hero and visiting and correctly answering student response sheet questions based on the visitation points. Students will design a plan for practical use in the classroom and successfully complete the practical use project assignments.

## Grading Policies and Rubrics

Point Value	Assignment and Topic
5 Points	1. Read the <u>History-Social Science Content Standards</u> at <a href="http://www.cde.ca.gov/be/st/ss/">http://www.cde.ca.gov/be/st/ss/</a> and complete the Course Booklet assignment.
30 Points	2. Read text, <u>Two Years Before The Mast</u> and complete the Course Booklet assignment.
5 Points	3. View <u>California The Golden State</u> at, <a href="http://www.library.ca.gov/history/symbols.html">http://www.library.ca.gov/history/symbols.html</a> and complete the Course Booklet assignment.
50 Points	4. Visit the required field study “Informational Sites,” complete the <i>Course Booklet</i> assignment.
10 Points	5. Complete a Teacher Designed Plan for Practical Application of information garnered from the course which might be shared with students in partial fulfillment of state/national standards. Refer to <i>Course Booklet</i> Page 15
10 Points	6. Select and write an account of the life of a person you consider a heroine/hero.
10 Points	7. Select and complete a Project Assignment related to History-Social Science. Refer to Page 16a.

## Grading Options

**Two Units of Credit:** Teachers enrolled for TWO UNITS of credit must complete assignments 1 – 5 shown on Pages vi and vii for a grade of Credit or “B.” In order to obtain an “A” grade, the teacher must complete assignments 1 – 6. Refer to Page 16a for additional information.

**Three Units of Credit:** Teachers enrolled for THREE UNITS of credit must complete assignments 1 – 6 shown on Pages vi and vii for a grade of Credit or “B.” In order to obtain an “A” grade, the teacher must complete assignments 1 – 7. Refer to Page 16a for additional information. Keep a copy of your course work in the event something is lost in the mail. If you would like your materials returned, include a stamped, self addressed envelope for that purpose.

Two Units of Credit Enrollees	Three Units of Credit Enrollees
101 Points - 110 Points = A	111 Points - 120 Points = A
75 Points - 100 Points = B or Credit	85 Points - 110 Points = B or Credit
74 Points or below = No Credit	84 Points or below = No Credit
The discernment between an “A” or a “B” grade is at the discretion of the instructor based on the quality of the completed assignment. Teachers demonstrate Evidence of Learning by means of accurate and reflective Course Booklet responses.	

## Corrected Assignments

The corrected Course Booklet will be returned to the student, if requested, providing the request is accompanied by a Stamped, Self-Addressed Envelope.

## Grading Procedures

1. Login at <http://ce.fresno.edu/cpd/>
2. Click on Submit Grade Form
3. Complete Submit Grade Form as requested if information self-populate
4. Scroll to bottom of screen and select course that you wish to submit for grading
5. Select type of desired grade and acknowledge accuracy or information by checking box; click Submit

## Transcripts

FPU transcripts list all courses completed at FPU. If you have recently completed a course, only request a transcript after you have verified that a grade was posted. Professional development student, please call 559-453-2037, ext. 0 to verify grade postings. The Registrar's Office will not automatically verify that grades are posted before processing your request. To order your transcripts, go to <http://registrar.fpu.edu/transcript-requests> for information on how to order transcripts.

## Instructor/Student Contact

I encourage students to make contact with me anytime questions arise. Please feel free to contact me via email at [teacherslearningconnection@gmail.com](mailto:teacherslearningconnection@gmail.com). You may also contact me at 559-896-1012. Remember I am an elementary school teacher, so give me a call after regular school hours and on weekends. I look forward to speaking to students.

## References/Resources

### Course Presenters, Oral History Interviews, and Dramatization

- Sir Harry Downie: Restorer and Curator, Carmel Mission (oral history); authority, "The Discovery and Settlement of Alta California, the California Missions, and Father Junipero Serra.
- Helen Shropshire: Manager, Heritage Guides of Monterey; California's representative to the Reenactment of the DeAnza Expedition in 1976; authority: The Royal Presidio Chapel, The Custom House, and Monterey's Historic buildings.
- Margaret Adams: Anthropologist and Curator of the Presidio Museum; topics: Sloat Monument, the Rumsen Indians, the Presidio Museum, and historic monuments in the Presidio Museum area.
- David Fowell: Actor, and member of California's First Theater cast; authority: the melodrama.
- California's First Theater Troupers Of The Gold Coast: Act One melodrama, "Only An Orphan Girl."

### Participants in the Reenactment of Colton Hall Delegates' Constitutional Debate of 1849

### "Who should have the right to vote" and/or "Indian Life during and after the Spanish/Mexican Periods."

John Bristol	Merchant	Charles Johnson	Junior High School Principal
Tony Brown	English Soccer Player	Will Laemmlen	High School Science Teacher
Tony Campbell	Junior High Spanish Teacher	Alex Lomeli	High School Student
Wayne Crosby	High School Honors History	Ed Tejerian	Merchant
Dr. J. D. Dorough	Superintendent of Schools	R. E. Thompson	Elementary Music Teacher
George Dyer	6 <sup>th</sup> Grade Teacher	Jim Trapp	Junior High School Principal
Jerry Gannon	High School Principal		

### **Policy on Plagiarism**

Fresno Pacific University has a policy on Academic Integrity/Honesty. All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue.

### **Fresno Pacific University Desired Student Outcomes**

Graduate level course work reflects Fresno Pacific University's Desired Student Learning Outcomes as it applies to professional development to demonstrate the following:

- Oral and written communication in individual and group settings
- Content knowledge, and application of such knowledge in the student's area of interest to affect change
- Reflection for personal and professional growth
- Critical thinking
- Computational/methodological skills to understand and expand disciplines, including an understanding of technological systems