

The Story of California

Teacher Guide



The Story of California

Teacher Guide



Core Knowledge®

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The Story of California

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The Story of California
Teacher Guide
Core Knowledge In Your State™

Introduction

ABOUT THIS UNIT

The Big Idea

The story of California is the story of many different groups of people.

The history of California is in many ways a story of the interactions among groups of people. These groups include Indigenous nations (such as the Hoopa Valley, Modoc, Yokuts, and Mohave), early European explorers and settlers (such as those from Spain and Mexico), formerly enslaved African Americans and their descendants, and generations of immigrants from Europe, Asia, and Latin America. These interactions were at times shaped by conflicts over land, freedom, or power and at other times shaped by cooperation and growth. Together, these groups helped create and shape the state we have today.

A SPECIAL NOTE TO TEACHERS—TALKING ABOUT SLAVERY

Discussing slavery with younger students is a challenging task. Slavery, which has existed for thousands of years in many cultures, is by definition an inhuman practice—people are reduced to property, to be bought and sold, and often treated with brutality and violence.

Classroom discussion of slavery should acknowledge the cruel realities while remaining mindful of the age of the students. In Core Knowledge materials, we have attempted to convey the inhumane practices of slavery without overly graphic depictions.

Recently, some historians have questioned the language used to talk about slavery. Some contemporary historians urge that we refer not to *slaves* but instead to *enslaved persons* or *enslaved workers*. The term *slave*, these historians argue, implies a commodity, a thing, while *enslaved person* or *enslaved worker* reminds us of the humanity of people forced into bondage and deprived of their freedom. Other historians, however, argue that by avoiding the term *slave*, we may unintentionally minimize the horror of humans being treated as if they were someone else’s property.

At Core Knowledge, we acknowledge the logic of both perspectives, and sometimes refer to *slaves* while at other times referring to *enslaved persons* or *enslaved workers*.

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from before the 1500s to the 2000s CE.

Before 1500s CE	Indigenous peoples lived all across California with unique traditions and cultures.
1542	Juan Cabrillo traveled along the California coast and claimed the area for Spain.
1821	California became part of Mexico after Mexico gained independence from Spain.
1830s	California missions were gradually secularized, with their lands and resources redistributed.
1830s–1840s	American settlers and traders began to arrive in California.
June 14, 1846	American settlers captured the Mexican outpost of Sonoma.
January 24, 1848	James Marshall discovered gold at Sutter’s Mill in California, sparking a gold rush. Nine days later, the United States signed the Treaty of Guadalupe Hidalgo, ending the Mexican-American War.
1849	California’s first constitution was written.
1854	Sacramento was chosen as California’s capital.
April 12, 1861	The American Civil War began. California remained part of the Union, sending troops to fight in battles throughout the war.
May 10, 1869	The transcontinental railroad was completed.
1911	California granted women the right to vote.
1920	The Nineteenth Amendment prohibited denying any citizen the right to vote based on sex.
1930s	Hundreds of thousands of people fled the Dust Bowl, leaving their farms behind to migrate to California.

AT A GLANCE

The most important ideas in *The Story of California* are the following:

- California's geography and natural resources have shaped where and how people live and work.
- Indigenous peoples developed diverse cultures that adapted to the state's varied landscapes.
- European colonization, especially by Spain, brought missions, settlements, and lasting impacts on Native communities.
- By the mid-1800s, California had changed hands from Spain to Mexico to the United States.
- The 1849 Gold Rush triggered massive population growth, migration, and environmental change, while also devastating Native communities through displacement, violence, disease, and the destruction of their lands and resources.
- California became a U.S. state in 1850, influencing national politics during a time of sectional conflict.
- New infrastructure, such as railroads, telegraphs, and mail routes, connected California to the rest of the nation.
- Agriculture and industry expanded, especially during the Progressive Era and the world wars.
- Social movements for rights and equality emerged in the twentieth century, led by groups like the UFW and Black Panthers.
- California became a center for film, entertainment, and technology, including the rise of Silicon Valley.

In the twenty-first century, California has been at the forefront of addressing climate change and social issues, all while managing the challenges that come with growth and diversity.

1941–1945	Over 800,000 Californians joined the U.S. military during World War II. During the war, Hollywood's growing motion picture industry produced patriotic movies.
1942–1945	The U.S. government forced many Japanese Americans to live in internment camps across the western United States.
1950s	Many new suburbs were built outside of Los Angeles and other California cities.
1960s	The civil rights movement fought for equality and fairness for Black Americans and others.
1960s	César Chávez, Dolores Huerta, and Larry Itliong led the fight for farm workers' rights and protections.
1970s	California's Silicon Valley became an important center for technology.
1970s–1980s	Many Vietnamese refugees settled in California after the Vietnam War.
2000s	California faced increasing challenges from climate change, including more frequent wildfires, droughts, and extreme heat.
2000s	California grew to be the fourth largest economy in the world.

WHAT TEACHERS NEED TO KNOW

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Core Knowledge In Your State Online Resources at the beginning of each chapter.

UNIT RESOURCES

Student Component

The Story of California Student Reader—nine chapters


Teacher Components

The Story of California Teacher Guide—nine chapters. The guide includes lessons aligned to each chapter of *The Story of California* Student Reader, with instructional support, activities such as note-taking graphic organizers and primary source analyses, and a Check for Understanding. Chapter Assessments, a Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 109.

- The Chapter Assessments test knowledge of each chapter using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned throughout the unit through either an oral or written presentation.
- The Activity Pages are designed to support, reinforce, and extend content taught in specific chapters throughout the unit.

The Story of California Timeline Cards—thirty individual images depicting significant events and individuals related to the history of California. In addition to an image, each card contains a caption, a chapter number, and the Big Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, lesson by lesson, as to which card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to

track important themes and events as they occurred within this expansive time period.

The Story of California Online Resources—Additional instructional and professional learning resources are provided via the Core Knowledge In Your State Online Resources for this unit. These resources include, but are not limited to, guidance for teaching with primary sources, background information (What Teachers Need to Know) for each chapter, videos and other web resources that support Student Reader content, and Additional Activities, such as vocabulary practice, map practice, primary source analysis, and virtual field trips, designed to reinforce and extend the chapter content. These resources are indicated throughout the Teacher Guide by the icon .

Timeline

Some advance preparation will be necessary prior to starting *The Story of California*. You will need to identify available wall space in your classroom of approximately fifteen feet on which you can post the Timeline Cards over the course of the unit. The timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative; some teachers hang a clothesline so that the Timeline Cards can be attached with clothespins!

Create seven time indicators or reference points for the timeline. Write each of the following date ranges on sentence strips or large index cards:

- **Before 1500**
- **1500s–1700s**
- **1800–1849**
- **1850–1899**
- **1900–1945**
- **1946–1999**
- **2000–Present Day**

Affix these time indicators to your wall space, allowing sufficient space between them to accommodate the actual number of image cards that you will be adding to each time period as per the following diagram:

	Before 1500	1500s–1700s	1800–1849	1850–1899	1900–1945	1946–1999	2000–Present Day

Chapters	3333	444	555 2	6666	7777	8888	111 2 999

You will want to post all the time indicators on the wall at the outset before you place any Timeline Cards on the timeline.

Before 1500



Chapter 3

1500s–1700s



Chapter 4

1800–1849



Chapter 5

1850–1899



Chapter 6

1900–1945



Chapter 7

Before 1500



Chapter 3

1500s–1700s



Chapter 4

1800–1849



Chapter 5

1850–1899



Chapter 6

1900–1945



Chapter 7

Before 1500



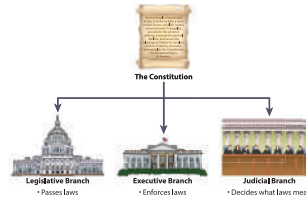
Chapter 3

1500s–1700s



Chapter 4

1800–1849



Chapter 2

1850–1899



Chapter 6

1900–1945



Chapter 7

Before 1500



Chapter 3

1800–1849



Chapter 5

1850–1899



Chapter 6

1900–1945



Chapter 7

1946–1999



Chapter 8

1946–1999



Chapter 8

1946–1999



Chapter 8

1946–1999



Chapter 8

Present Day



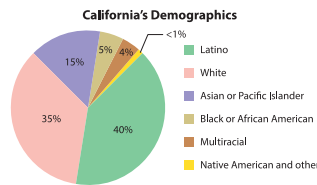
Chapter 1

Present Day



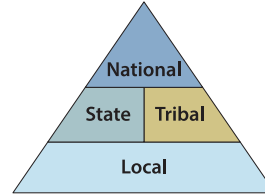
Chapter 1

Present Day



Chapter 1

Present Day



Chapter 2

Present Day



Chapter 9

Present Day



Chapter 9

Present Day



Chapter 9

The Timeline in Relation to Content in the Student Reader

The events highlighted in thirty *The Story of California* Timeline Cards are in chronological order, but the order in which they appear in the chapters are not. The reason for this is that the Student Reader is organized thematically, not chronologically. Each chapter discusses a portion of California's history, geography, or government. Some of the events discussed in the chapters occurred in overlapping times, and some chapters refer only to present-day characteristics of the state.

Understanding References to Time in *The Story of California*

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. That is because the text discusses both trends over time and specific events. For example, in Chapter 7, the general time frame is stated, "Farmers of the Great Plains faced another problem in the 1930s," but later, a specific year is given: "Then a drought struck the plains in 1931 and continued for seven years."

Time to Talk About Time

Before you use the timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to

promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What do *BCE* and *CE* mean?
9. What is a timeline?

USING THE TEACHER GUIDE

Pacing Guide

The Story of California is a Core Knowledge In Your State history unit. This unit may be used in conjunction with the Core Knowledge History and Geography units for Grade 4 or used independently.

If you are using this unit in conjunction with Grade 4 CKHG, we recommend allocating a total of thirty days to *The Story of California* to ensure that you have sufficient instructional time to complete all Grade 4 units. At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. We have also provided a blank Pacing Guide that you may use to plan the activity choices and pacing for your class.

Online Resources



If you are using this unit independently, you will find a Sample Pacing Guide that covers 140 instructional days in the Core Knowledge In Your State Online Resources:

<https://www.coreknowledge.org/ck-in-your-state-history/>

However, there are many options and ways that you may choose to individualize this unit for your students based on their interests and needs. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

Cognitive science suggests that even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the Core Knowledge In Your State Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or a student volunteer. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Picture This

During the reading of each section of the chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds when reading a particular paragraph. Students who struggle to identify images may need a bit more support.

Turn and Talk

After the reading of each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach (e.g., reading manageable sections of each chapter and then discussing what has been read) is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.

Primary Sources

Most chapters include primary source images in the Student Reader and additional primary sources in the Additional Activities. Primary sources are an essential part of understanding history. They are a window to the past and provide a deeper understanding of the human experience. Students are encouraged to explore these sources through the structured activities provided in each chapter.



For more about primary sources, download the Core Knowledge In Your State Online Resource “About Teaching with Primary Sources”:

<https://www.coreknowledge.org/ck-in-your-state-history/>

To facilitate student engagement with these primary sources, instructional guidance has been provided in the Guided Reading Support and Additional Activities, and artifact and image analysis Activity Pages are included in Teacher Resources. You may also wish to explore the primary source analysis worksheets from the National Archives, the UCI History Project, the Library of Congress, and the U.S. House of Representatives Archives, links to which can be found in the Online Resources for this unit.

Big Questions

At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Reader chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

Chapter	Big Question
1	How does California’s geography affect the way people live?
2	How do California’s governments work?
3	What was life like for Native Californians before other settlers arrived?
4	What was California like under Spanish and then Mexican rule?
5	How did California become a U.S. state?
6	How did California grow after it became a state?
7	How did California change in the first half of the twentieth century?
8	How did California change in the second half of the twentieth century?
9	What challenges does California face today?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
1	immigrant, diverse, contiguous, chaparral, rain shadow, arid, native, fault, drought, urban, suburb, rancheria
2	endangered, federalism, inalienable, sovereignty, climate change, jury
3	dwelling, shaman
4	mission, colony, presidio, irrigation, rancho, adobe, self-reliant, secularize
5	elite, vaquero, fandango, cede, prospector, isthmus, boomtown, deplete, precedent
6	prejudice, telegraph, transcontinental, industrialization, plantation, secede
7	progressivism, corruption, suffrage, conservation, neutral, sustainable, recession, stock market, repatriation, deportation, internment, ration, stereotype, segregate
8	urban sprawl, communist, civil rights, boycott, sit-in, counterculture, refugee, undocumented immigrant, amnesty, entrepreneur
9	renewable, pandemic, clean energy

Activity Pages

The following Activity Pages can be found in Teacher Resources, pages 143–158. They are to be used with the chapter specified for either Guided Reading Support, Additional Activities, or homework. Be sure to make sufficient copies for your students prior to conducting the guided reading or activities.

- Chapter 1—Map of California (AP 1.1)
- Chapter 2—Domain Vocabulary: Chapters 1–2 (AP 2.1)
- Chapter 2—Venn Diagram (AP 2.2)
- Chapter 2—My Representatives (AP 2.3)
- Chapter 2—Whose Job Is It? (AP 2.4)
- Chapters 3–7—Analyze an Image (AP 3.1)
- Chapter 4—Letter from Junípero Serra (AP 4.1)
- Chapter 4—Artifact Study (AP 4.2)
- Chapter 5—Domain Vocabulary: Chapters 3–5 (AP 5.1)
- Chapter 7—Domain Vocabulary: Chapters 6–7 (AP 7.1)
- Chapter 9—Domain Vocabulary: Chapters 8–9 (AP 9.1)

Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

BOOKS

Ancona, George. *Can We Help? Kids Volunteering to Help Their Communities*. Candlewick Press, 2015.

Brimmer, Larry Dane. *Without Separation: Prejudice, Segregation, and the Case of Roberto Alvarez*. Astra Publishing House/Calkins Creek, 2021.

Bruchac, Joseph. *Voices of the People: Introduction to Famous Indigenous Leaders*. Reycraft Books, 2023.

Gratz, Alan. *Two Degrees*. Scholastic, 2022.

Green, Sara. *The Internet: Inventions That Changed the World*. Bellwether Media, 2021.

Gregory, Josh. *If You Were a Kid During the California Gold Rush*. Illustrated by Caroline Attia. Scholastic, 2018.

Hooks, Gwendolyn. *If You Were a Kid During the Civil Rights Movement*. Illustrated by Kelly Kennedy. Scholastic Books, 2017.

Koch, Falynn. *The National Parks: Preserving America's Wild Places*. History Comics. First Second, 2022.

Mullenbach, Cheryl. *The Great Depression for Kids: Hardship and Hope in 1930s America*. Chicago Review Press, 2015.

Osborne, Linda B. *This Land Is Our Land: A History of American Immigration*. Abrams, 2016.

Patridge, Elizabeth. *Parks for the People*. Illustrated by Becca Stadtlander. Penguin Young Readers/Viking Books for Young Readers, 2022.

Raum, Elizabeth. *The California Gold Rush: An Interactive History Adventure*. You Choose: History. Capstone Press, 2016.

Ryan, Pam Muñoz. *Our California*. Illustrated by Rafael López. Charlesbridge, 2008.

Sandler, Martin. *Iron Rails, Iron Men, and the Race to Link the Nation: The Story of the Transcontinental Railroad*. Candlewick Press, 2015.

Tinnell, Michael O. *Desert Diary: Japanese American Kids Behind Barbed Wire*. Charlesbridge, 2020.

Yang, Kelly. *Front Desk*. Scholastic/Arthur A. Levine Books, 2018.



From the Core Knowledge Bookshelf

Voices in History

Dolores Huerta: Songs of Justice by Beth Kephart

Jackie Robinson: An All-Around Athlete Who Broke the Color Line in Baseball by Dionna L. Mann

Maya Angelou: Finding Her Voice by Glenda Armand

Toypurina: Woman Warrior by Leslie Stall Widener

Adventures in History

American Immigration: A Foreign Land by Anne Marie Pace

Gold Rush: The Town That Kept on Growing by Jilanne Hoffman

Traqueros: Boxcar Families by Jolene Gutiérrez

Collection of Tales

Collection of Tales from Latin America and the Caribbean by Silvia López

Collection of Native American Tales by Celia Stall-Meadows

Collection of Tales of Asia by Virginia Loh-Hagan

Online Resources



These books are available for purchase from the Core Knowledge bookstore and as free digital books from the Core Knowledge® Free Library. Links to the bookstore and Free Library can be found in the Online Resources for this unit:

<https://www.coreknowledge.org/ck-in-your-state-history/>

THE STORY OF CALIFORNIA SAMPLE PACING GUIDE

For schools using the *Core Knowledge Sequence* or Core Knowledge History and Geography

TG—Teacher Guide; SR—Student Reader; AP—Activity Page

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

The Story of California

<p>"A Place Called California" Core Lesson: "Industry and Opportunity"— "California's Geography and Climate" (TG & SR, Chapter 1, pp. 2–10)</p>	<p>"A Place Called California" Core Lesson: "Where Californians Live"— "California's Economy" (TG & SR, Chapter 1, pp. 10–15)</p>	<p>Chapter 1 Assessment (TG, Teacher Resources)</p>	<p>"California's Government" Core Lesson: "Principles of Government"—"The Four Levels of Government" (TG & SR, Chapter 2, pp. 16–23)</p> <p>Venn Diagram: State and Federal Governments (AP 2.2)</p>	<p>"California's Government" Core Lesson: "Inside California's State Government"—"Civic Participation" (TG & SR, Chapter 2, pp. 23–27)</p> <p>Domain Vocabulary: Chapters 1–2 (AP 2.1)</p> <p>My Representatives (AP 2.3)</p>
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Week 2

Day 6


Day 7

Day 8


Day 9

Day 10

The Story of California

<p>Chapter 2 Assessment (TG, Teacher Resources)</p>	<p>"California's Native Peoples" Core Lesson: "The Native Peoples of California"—"The Hoopa Valley" (TG & SR, Chapter 3, pp. 28–32)</p> <p>Analyze an Image: Hoopa Fisherman (SR, p. 32, AP 3.1)</p>	<p>"California's Native Peoples" Core Lesson: "The Modoc"—"The Mojave Tribe" (TG & SR, Chapter 3, pp. 33–39)</p> <p>Analyze an Image: Yokuts Children (SR, p. 36, AP 3.1)</p>	<p>Chapter 3 Assessment (TG, Teacher Resources)</p>	<p>"California's Colonial History" Core Lesson: "Mission Life in California"—"Spanish Settlements" (TG & SR, Chapter 4, pp. 40–47)</p> <p>Analyze an Image: Mission Santa Clara de Asís (SR, pp. 40–41, AP 3.1) or  Analyze a Map: California Island (SR, p. 43)</p>
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Week 3**Day 11****Day 12****Day 13****Day 14****Day 15*****The Story of California***

<p>"California's Colonial History" Core Lesson: "Life in Spanish California"—"Independence and Mexican California" (TG & SR, Chapter 4, pp. 47–57)</p> <p> Analyze a Map: Los Angeles County Ranchos (SR, p. 57)</p>	<p>Chapter 4 Assessment (TG, Teacher Resources)</p>	<p>"Path to Statehood" Core Lesson: "Gold!"—"The Discovery of Gold" (TG & SR, Chapter 5, pp. 58–68)</p> <p>Analyze an Image: Sutter's Fort (SR, p. 63, AP 3.1)</p>	<p>"Path to Statehood" Core Lesson: "Journeys to California"—"California Statehood" (TG & SR, Chapter 5, pp. 68–77)</p> <p>Domain Vocabulary: Chapters 3–5 (AP 5.1)</p>	<p>Chapter 5 Assessment (TG, Teacher Resources)</p>
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Week 4**Day 16****Day 17****Day 18****Day 19****Day 20*****The Story of California***

<p>"California Grows" Core Lesson: "A New Era Begins"—"Immigration and Migration" (TG & SR, Chapter 6, pp. 78–83)</p> <p>Analyze an Image: Railroad Construction (SR, pp. 78–79, AP 3.1)</p>	<p>"California Grows" Core Lesson: "The Transcontinental Railroad"—"From Gold to Growth: The Economic Transformation" (TG & SR, Chapter 6, pp. 83–91)</p>	<p>Chapter 6 Assessment (TG, Teacher Resources)</p>	<p>"An Agricultural and Industrial Power" Core Lesson: "Birth of a New Technology"—"California in the Early 1900s" (TG & SR, Chapter 7, pp. 92–98)</p>	<p>"An Agricultural and Industrial Power" Core Lesson: "California and World War I"—"The Great Depression and the Dust Bowl Migration" (TG & SR, Chapter 7, pp. 98–106)</p> <p>Analyze an Image: Los Angeles (SR, p. 102, AP 3.1)</p>
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Week 5**Day 21****Day 22****Day 23****Day 24****Day 25*****The Story of California***

<p>"An Agricultural and Industrial Power" Core Lesson: "World War II"—"California's Emerging Film Culture" (TG & SR, Chapter 7, pp. 106–113)</p> <p>Domain Vocabulary: Chapters 6–7 (AP 7.1)</p>	<p>Chapter 7 Assessment (TG, Teacher Resources)</p>	<p>"California in the Postwar Era" Core Lesson: "A Magic Kingdom Opens"—"California After World War II" (TG & SR, Chapter 8, pp. 114–121)</p>	<p>"California in the Postwar Era" Core Lesson: "The Civil Rights Era in California"—"Vietnam, Counterculture, and Social Revolution" (TG & SR, Chapter 8, pp. 121–128)</p>	<p>"California in the Postwar Era" Core Lesson: "Immigration and Diversity in the Postwar Era"—"Modern California Culture" (TG & SR, Chapter 8, pp. 129–135)</p>
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Week 6**Day 26****Day 27****Day 28****Day 29****Day 30*****The Story of California***

<p>Chapter 8 Assessment (TG, Teacher Resources)</p>	<p>"California Enters the Twenty-First Century" Core Lesson: "Climate and Natural Disasters" (TG & SR, Chapter 9, pp. 136–141)</p>	<p>"California Enters the Twenty-First Century" Core Lesson: "Population and Diversity"—"Looking into the Future" (TG & SR, Chapter 9, pp. 141–147)</p> <p>Domain Vocabulary: Chapters 8–9 (AP 9.1)</p>	<p>Chapter 9 Assessment (TG, Teacher Resources)</p>	<p>Performance Task (TG, Teacher Resources)</p>
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THE STORY OF CALIFORNIA PACING GUIDE

_____ 's Class

(A total of thirty days have been allocated to *The Story of California* in order to complete all Grade 4 history and geography units in the Core Knowledge Curriculum Series.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

The Story of California

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

The Story of California

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

The Story of California

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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

The Story of California

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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

The Story of California

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Week 6

Day 26

Day 27

Day 28

Day 29

Day 30

The Story of California

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CHAPTER 1

A Place Called California

The Big Question: How does California’s geography affect the way people live?

Primary Focus Objectives

- ✓ Use a map’s grid, legend, compass, and symbols to identify regions and locations in California. (K-5.CST.4, 4.1.1, 4.1.3, 4.1.4)
- ✓ Explain how California’s different regions and features impact human life and development. (K-5.CST.5, K-5.HI.2, 4.1, 4.1.3, 4.1.4, 4.1.5)
- ✓ Identify where Californians live and how they participate in the state’s economy. (4.5.5 K-5.HI.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *immigrant, diverse, contiguous, chaparral, rain shadow, arid, native, fault, drought, urban, suburb, rancheria.*

What Teachers Need to Know

Online Resources



For background information, download the Core Knowledge In Your State Online Resource “About A Place Called California”:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Materials Needed

- globe
- assorted school supplies, such as pencils, eraser, ruler, glue stick, and marker
- diagram of a rain shadow

Online Resources



Use this link to download the Core Knowledge In Your State Online Resources for this unit, where the specific link to the diagram may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Core Vocabulary (Student Reader page numbers listed below)

immigrant, n. a person from one country who moves to another country to live (2)

Example: My grandfather is an immigrant because he moved here from Canada.

Variations: immigrants, immigration, immigrate (v.)

diverse, adj. having many different types or parts (4)

Example: The meal was diverse, with dishes from all around the world to choose from.

Variations: diversity (n.), diversify (v.), diversely (adv.)

contiguous, adj. touching along a boundary (4)

Example: The two countries were contiguous because they shared a border.

Variations: contiguously (adv.)

chaparral, n. a group of plants native to California, consisting of shrubs and plants with thick leaves (6)

Example: If you drive through undeveloped areas of Southern California, the natural vegetation you see is of the chaparral plant family.

rain shadow, n. an area that gets less rain because it is on the protected side of a mountain (7)

Example: In most places on Earth, the western slopes of mountain ranges get lots of rain, while the eastern slopes get little rain because they are in a rain shadow.

Variations: rain shadows

arid, adj. having little or no rain (8)

Example: Plants like cacti can survive in arid regions because they need little water.

native, adj. living in or originally from a particular area (8)

Example: Indigenous Californians did not eat wheat or rice until they were brought here by the Spanish in the 1500s, as grains are not native to the Americas.

Variations: native (n.)

fault, n. a crack or split in Earth's crust along which movement takes place (9)

Example: An earthquake occurs when parts of Earth's crust rub against each other at a fault.

Variations: faults

drought, n. a long period of time with little to no rain (9)

Example: It's a good idea to conserve water to have some available during a drought.

Variations: droughts

urban, adj. relating to a city (11)

Example: As farm technology improved and fewer farm workers were needed, many moved to urban areas to find jobs in factories and offices.

Variation: urbanization (n.), urbanize (v.)

suburb, n. a town or small city within commuting, or easy traveling, distance of a large city (12)

Example: Some people commute over an hour every morning and every evening between their homes in the suburbs and their jobs in the city.

Variations: suburbs, suburban (adj.)

rancheria, n. a plot of land, usually small, reserved for Indigenous people, where they can practice their traditional ways of life (13)

Example: If multiple tribes live on the same rancheria, they live somewhat separately so each can practice their traditional ways.

Variations: rancherias

THE CORE LESSON

Introduce *The Story of California Student Reader*

Distribute copies of *The Story of California Student Reader*. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and images in the unit. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention the chapter's maps, landscape images, or pictures of familiar cities.

Introduce "A Place Called California"

Use a globe to have students identify the planet they live on (*Earth*), the continent they live on (*North America*), the country they live in (*United States*), and the state they live in (*California*). Explain that in this chapter, students will learn more about California and what makes it unique.

Call students' attention to the Big Question. Tell students to look for details about California's landscape and geography as they read.

Guided Reading Supports for "A Place Called California"

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"Industry and Opportunity," pages 2–4

Scaffold understanding as follows:

Read the section on pages 2–4 aloud.

SUPPORT—Point out the giant green metal structures along the water in the background of the image on page 3. Explain that those are cranes that lift shipping containers on and off ships. The containers are filled with goods to be sold. They might be entering the port or exiting the port.

SUPPORT—Point out the word *hub* in the first paragraph of the section. Explain that a hub is a center where many important activities happen. California is a place where a lot of the country’s trading happens. Many of the things that the United States buys or sells from other countries travel through California’s ports.

CORE VOCABULARY—Point out the vocabulary term *immigrant*, and explain its meaning.

SUPPORT—Point out the phrase “thousands of ships” in the first sentence of the section. Explain that these are not small or recreational ships. These are massive shipping vessels that help contribute to California’s, and the nation’s, economy.

SUPPORT—Explain that the Western Hemisphere contains North and South America. Discuss with students what being “the number one port” means. Point out that the Port of Los Angeles does more business than any of the other ports in both North and South America.

CORE VOCABULARY—Point out the vocabulary term *diverse*, and explain its meaning.

ELL SUPPORT—Review the meaning of the vocabulary term *diverse* in the last sentence of the section. Explain that *diverse* means made up of people or things that are different from each other. Hold up five identical items (like five pencils that all look the same). Ask: Is this a diverse group of items? (*no*) Then hold up five different items (like a pencil, eraser, ruler, glue stick, and marker). Ask: Is this a diverse group of items? (*yes*)

After you read the text, ask the following questions:

LITERAL—What arrives daily at the Port of Los Angeles? (**K-5.CST.5**)

- » Ships carrying big containers full of clothes, cars, furniture, and more arrive every day at the Port of Los Angeles.

EVALUATIVE—Why might early explorers have chosen the name *California*? (**4.1**)

- » Early explorers might have chosen the name *California* because they were inspired by a story about an island paradise.

LITERAL—What is California known for today? (**K-5.HI.2, 4.1**)

- » Today, California is known for innovation and global connections, and it is an incredibly diverse place.

“Where Is California?” page 4

Scaffold understanding as follows:

Have students read the section on page 4 independently.

CORE VOCABULARY—Point out the vocabulary term *contiguous*, and explain its meaning. Explain that California is contiguous with the states it shares a border with: Oregon, Nevada, and Arizona.

SUPPORT—Direct students to the map on page 5. Have them point to each location on the map as you reread aloud the first paragraph of the section “Where Is California?” (K-5.CST.4)

SUPPORT— Direct students to the map on page 5. Explain that on a map, flat lines make a grid. Have students put their finger on one of the blue lines running from the top to the bottom. Explain that these are longitude lines, which measure how far east or west a place is from the prime meridian. Have students put their fingers on one of the blue lines running from left to right across the map. Explain that these are latitude lines, which measure how far north or south a place is from the equator. Have students put their fingers on California’s northern border. Explain that California’s northern border is set at forty-two degrees latitude north of the equator. (4.1.1)

After the students read the text, ask the following questions:

LITERAL—Which states are contiguous with California? Which country? (K-5.CST.4)

- » Arizona, Nevada, and Oregon are contiguous with California. Mexico is also contiguous with California.

LITERAL—By population, where does California rank among the states? (K-5.HI.2)

- » California has the largest population of any U.S. state.

“California’s Geography and Climate,” pages 4–10

Scaffold understanding as follows:

Have students read the section on pages 4–10 with a partner.

SUPPORT—Direct students’ attention to the map on page 6. Explain that the map key tells the meaning of symbols and other map features. Ask students what symbol shows the state’s capital city. (*star*) Then ask them to find and name the state capital. (*Sacramento*) Ask students to identify the other cities shown on the map. (*Los Angeles, San Francisco, Fresno, San Diego*) Ask students to identify a rancheria on the map. (*Laytonville Rancheria, Resighini Rancheria, Santa Rosa Rancheria*) How many valleys are

on the map? (*three*) Which valley does not have a river running through it? (*Death Valley*) Lastly, ask students to identify a mountain range. (*Klamath Mountains, Southern Cascades, San Bernardino Mountains, Sierra Nevada mountain range*) (K-5.CST.4, 4.1.3, 4.1.4)

SUPPORT—As geographic features are mentioned in the text, have students find them on the map on page 6. (K-5.CST.4)

CORE VOCABULARY—Point out the vocabulary term *chaparral*, and explain its meaning.

ELL SUPPORT—Explain that in the fifth paragraph of the section on page 7, the word *drain* means to carry away the water. Rain that falls on the mountains runs downhill toward the rivers named in the text—the Sacramento, the Kern, and so on—which carry the water to the ocean.

CORE VOCABULARY—Point out the vocabulary term *rain shadow*, and explain its meaning.

SUPPORT—Show students the diagram of a rain shadow, and use it to explain the phenomenon. Explain that as moist air moves toward the mountains from the coast, it cools as it rises, then drops the water in the form of rain or snow. As the now dry air passes over the mountain, it descends along the eastern slopes and warms up, creating an area with less rain.

CORE VOCABULARY—Point out the vocabulary terms *arid, native, fault,* and *drought*, and explain their meanings.

NOTE: For more about earthquakes, see the CKSci Grade 4 unit *Processes That Shape Earth*.

After students read the text, ask the following questions:

LITERAL—What kinds of geographic regions does California have? (4.1)

» California’s regions include mountains, valleys, deserts, and coastal areas.

EVALUATIVE—Why are the western slopes of the Sierra Nevada mountain range a good place for forests to grow, and what kind of trees grow there? (K-5.HI.2)

» The western slopes of the Sierra Nevada mountain range are a good place for forests to grow because they get a lot of rain and have gradual slopes. Oak, cedar, juniper, and pine trees grow there.

EVALUATIVE—How do California’s regions differ from one another? (K-5.HI.2)

» Possible answers: Desert areas of California are always arid, while the coastal region is cool and wet in the winter. The Central Valley has excellent land for growing crops, while the western slopes of the Sierra Nevada mountain range are ideal for the growth of dense forests. California also has very high places as well as very low places.

Online Resources



“Where Californians Live,” pages 10–13

Scaffold understanding as follows:

Read the section on pages 10–13 aloud.

SUPPORT—Direct students to the graph on page 10. Explain that the graph’s key shows which colors represent which demographic groups. Ask students to point out which demographic group has the largest percentage of people. (*Latino*) Then ask which group has the smallest percentage of people. (*Native American and other*) **(K-5.HI.2, 4.1)**

CORE VOCABULARY—Point out the vocabulary term *urban*, and explain its meaning.

CORE VOCABULARY—Point out the vocabulary terms *suburb* and *rancheria*, and explain their meanings.

SUPPORT—Point out the word *reservations* in the fifth paragraph of the section on page 13. Explain that a reservation is land that the U.S. government set aside for Native American tribes to live on. After settlers arrived in California, many tribes were forced to move from their original homes. The government created reservations so Native people would have a place to live, but they didn’t always get to choose where that land was, and it was often much smaller than the land they originally held. Today, many Native people live on reservations. Each reservation is different, and many have their own schools, governments, and businesses. Tell students they will learn more about reservations in Chapter 2.

SUPPORT—Point out the word *Indigenous* in the last paragraph of the section. Explain that *Indigenous* is another word for *native*. Help students recall the definition of *native*.

After you read the text, ask the following questions:

LITERAL—In what kinds of places do Californians live? **(4.5.5)**

- » Californians live in places like cities, suburbs, rural towns, reservations, and rancherias.

LITERAL—What is a rancheria? **(4.5.5)**

- » A rancheria is a plot of land, typically small, reserved for Indigenous people, where they can practice their traditional ways of life.

“California’s Economy,” pages 13–15

Scaffold understanding as follows:

Invite volunteers to read the section on pages 13–15 aloud.

SUPPORT—Explain to students that California has many imports and exports. Imports are goods that California buys from other places, like oil or cars. An export is something that California sells to other places, like crops or computer parts.

After volunteers read the text, ask the following questions:

LITERAL—In what areas is California’s economy strongest? (4.5.5)

- » California’s economy is strong in agriculture, media and film, technology, tourism, and manufacturing.

LITERAL—What do the companies in Silicon Valley make? (4.1)

- » The companies in Silicon Valley make computers, software, and other technologies.

LITERAL—What is Hollywood? (4.1)

- » Hollywood is a district in Los Angeles where things like films, music, and other media are made.

Timeline Cards

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions.
- Review and discuss the Big Question: “How does California’s geography affect the way people live?”
- Invite a student to post the cards to the timeline under the dates referencing 2000–Present Day. Refer to the diagram in the unit introduction for guidance on the placement of each card to the timeline. (K-5.CST.1)



CHECK FOR UNDERSTANDING

Ask students to do the following:

- Write a short answer to the Big Question: “How does California’s geography affect the way people live?”
 - » Key points students should cite include: Some cities near the ocean have harbors and ports for fishing and trading overseas; the Port of Los Angeles is the number one port in the Western Hemisphere; the Central Valley has rich land that is good for farming; many Californians live in big cities near the coast; the mountains create a rain shadow that makes one side wetter and the other side arid; faults create earthquakes that damage buildings and bridges; droughts lead to wildfires that burn down farms and cities.

- Choose one of the Core Vocabulary terms (*immigrant, diverse, contiguous, chaparral, rain shadow, arid, native, fault, drought, urban, suburb, rancheria*), and write a sentence using the term.

To wrap up the lesson, invite several students to share their responses.

Additional Activities

Online Resources



Download the Core Knowledge In Your State Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

CHAPTER 2

California's Governments

The Big Question: How do California's governments work?

Primary Focus Objectives

- ✓ Identify how California's government contributes to the unique characteristics of the state. (K-5.HI.2, 4.5.5)
- ✓ Understand the structures, powers, and functions of local, state, federal, and tribal governments. (4.5, 4.5.4, 4.5.5)
- ✓ Explain the purpose of California's constitution, and describe the differences and similarities between the California and U.S. constitutions. (4.5.1, 4.5.2, 4.5.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *endangered, federalism, inalienable, sovereignty, climate change, jury*.

What Teachers Need to Know

Online Resources



For background information, download the Core Knowledge In Your State Online Resource "About California's Governments":

<https://www.coreknowledge.org/ck-in-your-state-history/>

Materials Needed

Activity Pages



- display and individual student copies of Venn Diagram (AP 2.2)
- individual student copies of My Representatives (AP 2.3)
- individual student copies of Domain Vocabulary: Chapters 1–2 (AP 2.1)

AP 2.1

AP 2.2

AP 2.3

Core Vocabulary (Student Reader page numbers listed below)

endangered, adj. having few numbers and at risk of becoming extinct, or dying out completely (16)

Example: When humans destroy the natural habitat of a species, the population may decline until it becomes endangered.

Variations: endanger (v.)

federalism, n. a system of government in which the national government shares power with other levels of government, such as the states (18)

Example: When creating the Constitution, the Framers favored federalism because they thought keeping power with the states would help prevent the federal government from having too much power.

Variations: federal (adj.)

inalienable, adj. cannot be taken away or denied (20)

Example: The Declaration of Independence states that everyone is born with the inalienable rights to life, liberty, and the pursuit of happiness.

sovereignty, n. the right to govern oneself (21)

Example: People who are free have sovereignty over their own lives and can make their own choices.

Variations: sovereign, sovereign (adj.),

climate change, n. a long-term change in global climate and weather patterns (23)

Example: Scientists are concerned about the long-term effects that climate change is having on the natural environment.

jury, n. a group of people who listen to information presented during a trial in a court and make decisions about whether someone is guilty or innocent (25)

Example: Members of the jury listened to the judge's instructions before they met to decide on a verdict.

Variations: juries, juror

THE CORE LESSON

Introduce “California’s Governments”

Review what students learned in the previous chapter about California's physical and human geography. Explain that California is defined by more than its landforms, plants and animals, and climate. It is also shaped by its government. In this chapter, students will read about California's government and how it is organized.

Call students' attention to the Big Question. Tell students to look for descriptions of what California's government does and how it works.

Guided Reading Supports for “California’s Governments”

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Principles of Government,” pages 16–20

Scaffold understanding as follows:

Invite volunteers to read the section on pages 16–20 aloud.

CORE VOCABULARY—Point out the vocabulary term *endangered*, and explain its meaning.

SUPPORT—Direct students to the diagram on page 19. As the volunteers read about the different branches of the U.S. government, have students identify each branch on the diagram. (*legislative, executive, judicial*)

CORE VOCABULARY—Point out the vocabulary terms *federalism* and *inalienable*, and explain their meanings.

ACTIVITY—After volunteers read the section, have students start a Venn Diagram (AP 2.2) comparing state and federal governments. Have them add details about the U.S. and California constitutions from the text. (4.5, 4.5.1, 4.5.2)

Activity Page



AP 2.2

After volunteers read the text, ask the following questions:

LITERAL—What is a constitution? (4.5, 4.5.1)

- » A constitution is a document that creates a government. It explains what the government’s powers are and how it is organized.

EVALUATIVE—How do the California Constitution and the U.S. Constitution differ? (4.5.2)

- » The California Constitution and the U.S. Constitution are different because the California Constitution was written in English and Spanish, it is longer because it has been changed several times, and it contains elements of direct democracy, which give citizens more direct power in government decisions.

EVALUATIVE—In what ways is the government of California a direct democracy? (4.5.2)

- » The government of California is a direct democracy in two ways: The people vote directly on whether the state constitution should be changed and on whether a state official should be replaced.

EVALUATIVE—Why do both the U.S. and the California constitutions outline a system of checks and balances? (4.5.1)

- » The California and U.S. constitutions use checks and balances to keep anyone from holding too much power.

“The Four Levels of Government,” pages 20–23

Scaffold understanding as follows:

Have students read the section on pages 20–23 with a partner.

SUPPORT—Direct students to the diagram of the levels of government on page 20. Ask: Why is the federal government at the top of the diagram? (*Because the U.S. Constitution is the supreme law of the land, the federal government has power over all of the other levels.*) (4.5.3)

CORE VOCABULARY—Point out the vocabulary term *sovereignty*, and explain its meaning.

SUPPORT—Point out the name *Bureau of Indian Affairs (BIA)* in the seventh paragraph of the section on page 22. Explain that the Bureau of Indian Affairs is an example of a federal agency that works with a tribal agency to achieve the same goals. They both seek to support education, law, infrastructure, and public health.

CORE VOCABULARY—Point out the vocabulary term *climate change*, and explain its meaning.

After students read the text, ask the following questions:

LITERAL—What are the four levels of government? (4.5, 4.5.4)

- » The four levels of government are federal, state, tribal, and local.

LITERAL—What are some examples of the responsibilities of the state government? (4.5.5)

- » Some examples of the responsibilities of the state government are managing elections; issuing business, marriage, and driver’s licenses; and, like the federal government, collecting taxes and enforcing laws.

LITERAL—What are some examples of responsibilities that local governments have? (4.5.5)

- » Local governments can provide police and fire services, manage parks, and provide utilities like water and electricity.

EVALUATIVE—How have California’s state government and tribal governments worked together to combat climate change? (4.5.5)

- » State and tribal governments work together to combat climate change in the Tribal Research Program that uses traditional knowledge and modern climate science to protect California from wildfires and drought.

“Inside California’s State Government,” pages 23–26

Scaffold understanding as follows:

Read the section on pages 23–26 aloud.

SUPPORT—Point out the first sentence of the section that states that California’s state government is “modeled after that of the U.S. government.” This means that California’s constitution mimicked, or copied, ideals from the U.S. Constitution, such as checks and balances, and used them in the state constitution.

SUPPORT—Point out the word *union* in the second paragraph of the section: “The United States shall guarantee to every state in this Union a Republican Form of Government.” Invite students to volunteer what they think the word means in this context. (*A union is what results when things are united. In this quotation from the U.S. Constitution, the Framers were referencing the union of all the states.*) (4.5)

ELL SUPPORT—Point out the word *houses* in the second paragraph of the section. Ask students to explain what a house is. (*a building in which people live*) Explain that that is the most common meaning. But when we talk about government, *house* has a different meaning: a part of a legislature. Ask: What are the two parts of the California legislature? (*the California State Senate and the California State Assembly*)

SUPPORT—Have students locate the photo of the California State Senate chamber on page 24. Ask: What aspects of this room look old? (*the chandelier, the painting on the wall, the pillars*) What aspects of this room look new? (*the desks, the electronic monitor on the back wall*) What does it tell us about the State Senate that there are both new and old things in this room? (*It tells us that our legislature is very old but always adapting to new technologies and modern needs.*) (K-5.HI.2)

SUPPORT—Draw students’ attention to the chart of California’s Executive Agencies on page 25. Ask: What do you think the Environmental Protection Agency’s main job is? (*to protect the environment*) Explain that there are a lot of things that the government needs to manage, and these agencies tackle these specific jobs. For example, the Transportation Agency only handles things that are related to transportation and vehicles. (4.5.2, 4.5.4, 4.5.5)



CORE VOCABULARY—Point out the vocabulary term *jury*, and explain its meaning.

ACTIVITY—Have students add more details about the state and federal governments to their Venn Diagrams (AP 2.2).

After you read the text, ask the following questions:

EVALUATIVE—How do people get jobs making laws for California? (4.5.4)

- » People who make laws for California are elected to positions in California’s legislature—the State Senate and the State Assembly.

LITERAL—What branch of government does the governor oversee? (4.5.4)

- » The governor oversees the executive branch.

LITERAL—How does a bill become a California law? (4.5.4)

- » A bill becomes a law if it is approved by both the State Senate and the State Assembly and the governor.

EVALUATIVE—What is the judicial branch, and what does it do? (4.5.4)

- » The judicial branch is a system of courts that conduct trials.

“Civic Participation,” pages 26–27

Scaffold understanding as follows:

Have students read the section on pages 26–27 independently.

ACTIVITY—Have students research and identify their representatives at each level of government and record them on My Representatives (AP 2.3).

After students read the text, ask the following questions:

LITERAL—What are some civic responsibilities that citizens have? (4.5.5)

- » Possible answer: Citizens’ civic responsibilities include jury service and voting.

LITERAL—What are other ways that citizens can participate in their governments? (4.5.5)

- » Possible answers: Citizens can participate in their governments by attending city council or school board meetings, volunteering for local organizations, donating unused clothes or books, collecting food for a food bank, or writing to local representatives about their communities.



Timeline Cards

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions.
- Review and discuss the Big Question: “How do California’s governments work?”
- Invite a student to post the cards to the timeline under the dates referencing 2000–Present Day Refer to the diagram in the book’s introduction for guidance on the placement of each card to the timeline. (K-5.CST.1)



CHECK FOR UNDERSTANDING

Ask students to do the following:

- Write a short answer to the Big Question: “How do California’s governments work?”
 - » Key points students should cite include: California’s state government is structured in three branches; the legislative branch includes the State Assembly and the State Senate, and it makes laws; the judicial branch contains levels of courts that hold trials to decide what laws mean; the executive branch is led by the governor, and it enforces laws through many different agencies; there are four levels of government; the federal government is supreme; the state government is in charge of things that affect the whole state, like state elections; tribal governments are sovereign and function at the same level as the states and are responsible for the care and education of their citizens; local governments have authority over smaller areas like counties and cities and are responsible for things like managing parks and providing utilities; sometimes different levels of government work together in things like elections, public health, and safety.
- Choose one of the Core Vocabulary terms (*endangered, federalism, inalienable, sovereignty, climate change, jury*), and write a sentence using the term.

To wrap up the lesson, invite several students to share their responses.

NOTE: You may wish to assign Domain Vocabulary: Chapters 1–2 (AP 2.1) at this time.

Activity Page



AP 2.1

Additional Activities

Online Resources



Download the Core Knowledge In Your State Online Resources for this book, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

California's Native Peoples

The Big Question: What was life like for Native Californians before other settlers arrived?

Primary Focus Objectives

- ✓ Use primary and secondary sources to describe California's physical and human characteristics. (K-5.REPOV.1, K-5.REPOV.2)
- ✓ Describe how California's regional geography influenced the early peoples who lived there. (4.1.5, 4.1.3, K-5.HI.2)
- ✓ Describe the social, political, cultural, and economic lives of California's Native peoples before the age of European exploration. (4.2, 4.2.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *dwelling*, *shaman*.

What Teachers Need to Know

Online Resources



For background information, download the Core Knowledge In Your State Online Resource "About California's Native Peoples":

<https://www.coreknowledge.org/ck-in-your-state-history/>

Materials Needed

Activity Page



AP 3.1

- individual student copies of Analyze an Image (AP 3.1)

Core Vocabulary (Student Reader page numbers listed below)

dwelling, n. a structure in which people live (31)

Example: Native Californian dwellings were built from locally available materials and designed to suit the local climate.

Variations: dwellings, dwell (v.)

shaman, n. a Native American spiritual leader who is believed to have special powers (35)

Example: The village shaman conducted rituals and ceremonies for the tribe.

Variations: shamans, shamanic (adj.)

THE CORE LESSON

Introduce “California’s Native Peoples”

Begin the chapter by reviewing what students read about California’s levels of government in Chapter 2. Then explain that what the students know as California has not always existed the way it does now. Long before there was a state of California—long before there was even a United States—people lived in this place. In this chapter, students will read about some of those people.

Call students’ attention to the Big Question. Tell students to look for facts about how Native Californians lived.

NOTE: This chapter discusses only four of California’s many Native tribes. You may choose to use one or more of the Additional Activities to introduce students to other Native Californians.

Guided Reading Supports for “California’s Native Peoples”

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.


“The Native Peoples of California,” pages 28–31

Scaffold understanding as follows:

Invite volunteers to read the section on pages 28–31 aloud.

SUPPORT—Draw students’ attention to the phrase “the area we now call Southern California” in the first sentence of the section. Explain that this chapter will discuss the people who lived here long before the name *California* was thought of or used.

SUPPORT—Point out the last two sentences of the paragraph on page 28. Ask: What do you think it means to “echo into the future”? (*It means that the stories from the Chumash people are still told today or that the Chumash still affect people today.*) (K-5.CST.2)

 **SUPPORT**—Direct students to the map on page 30. Have them locate the area of California where they live. Ask: What Native people or peoples lived in this area? (K-5.CST.4)

SUPPORT—Direct students to the map on page 30, and have them find the label *Kizh (Tongva)* in Southern California. Explain that the Kizh people are sometimes referred to as Tongva, a name assigned to them by outsiders.

After the volunteers read the text, ask the following questions:

LITERAL—What makes Chumash baskets special? (4.2)

- » Chumash baskets were well made and sealed with tar so that they could be used to hold water or make soup using heated rocks.

EVALUATIVE—Why didn't California's Native tribes have as many chances to interact with other tribes far away, and what did this result in? (4.2, 4.2.1)

- » California Native tribes didn't have as many chances to interact with other tribes farther away because mountains and deserts made travel difficult. This caused California to have many smaller tribal groups instead of a few larger tribes.

EVALUATIVE—How were the lives of early Native Californians similar to or different from your life today? (K-5.CST.3)

- » Possible answer: Native Californians ate food that they hunted or gathered and lived in homes made of plants. I eat food that comes from the grocery store and live in a house built of brick, stone, and wood.

“The Hoopa Valley,” pages 31–32

Scaffold understanding as follows:

Read the section on pages 31–32 aloud.

 **SUPPORT**—Have students return to the map on page 30 and find the Hoopa (also called *Hupa*). (K-5.CST.4)

NOTE: *Hoopa* is pronounced (/hoo*pah/).

NOTE: *Natinixwe* is pronounced (/nah*tin*hwey/). It is also sometimes spelled *Natinook-wa*.

SUPPORT—Several of the Native American languages of North America spell words using a colon to indicate vowel length. The Hoopa's endonym is often spelled *Na:tinixwe*, indicating that the first “a” sound is elongated.

NOTE: *Xontah* is pronounced (/chun*tah/). In the Hoopa language, the letter X has a sound that does not exist in English. Students might have heard of the Loch Ness monster, which has the same guttural “ch” sound. Although most Americans pronounce it /lock/, the correct pronunciation is /loch/.

ACTIVITY—Have students complete an Analyze an Image (AP 3.1) about the image of a Hoopa fisherman on page 32. (4.1.5, K-5.REPOV.1, K-5.REPOV.2)

Activity Page



AP 3.1

CORE VOCABULARY—Point out the vocabulary term *dwelling*, and explain its meaning. Direct students to the picture of the recreated dwellings in the Chapter Opener image on pages 28–29. These dwellings were built by the Chumash Indian Museum to display the ancient building techniques.

SUPPORT—Review the second paragraph in the section about the Hoopa ceremonies and cultural practices. Clarify the meaning of “spiritual expression.” Explain that many cultures use arts like crafting, dancing, and song to express their beliefs and their feelings about the world.

After you read the text, ask the following questions:

LITERAL—What was the purpose of the Hoopa Tree Dance ceremony? (4.2)

- » The Tree Dance ceremony was meant to bring peace by settling arguments.

LITERAL—What did dance and other artistic practices like beading mean to the Hoopa people? (4.2.1)

- » Artistic practices like dancing and beading served as both spiritual expression and entertainment.

LITERAL—What was the Hoopa tribe’s relationship with their neighbors the Yurok like? (4.2.1)

- » The Hoopa and the Yurok were friendly and traded goods like acorns, salmon, mussels, and seaweed with each other.


LITERAL—What is an example of practices from the Hoopa tribe’s past that are still practiced today? (4.2.1)


- » The Hoopa still use long spears or bows and arrows to catch salmon in the river.

“The Modoc,” pages 33–35

Scaffold understanding as follows:

Have students read the section on pages 33–35 with a partner.

 **SUPPORT**—Have students return to the map on page 30 and find the Modoc. (*northern edge of the state*) (K-5.CST.4)

 **SUPPORT**—Explain that the Medicine Lake Volcano, mentioned in the second paragraph of the section, of the Southern Cascades has erupted many times. Each eruption sent clouds of ash into the air and molten rock flowing across the land in rivers. Over time, the tops of these lava rivers cooled and solidified, forming tubes. Inside, the lava still flowed, carving long caves when the lava drained out.

ELL SUPPORT—Point out that the phrase “game animals” in the third paragraph of the section. Explain that in this context, *game* does not refer to a contest. It refers to animals that are hunted, sometimes for food, sometimes for sport. Invite volunteers to give examples of game animals. (Possible answers: deer, elk, rabbits)

CORE VOCABULARY—Point out the vocabulary term *shaman*, and explain its meaning.

After students read the text, ask the following questions:

LITERAL—What is the “land of burnt out fires,” and what is special about it? (4.2.1)

- » The “land of burnt out fires” is the area around the Medicine Lake Volcano, also called the lava beds. The area has rock art made by the Modoc tribe.

EVALUATIVE—How were the roles of a shaman and a *la’qi* different in the Modoc tribe? (4.2)

- » The leader of a tribe was called a *la’qi* and was responsible for teaching history and morals; the shaman was the tribe’s spiritual leader.

INFERENTIAL—What was the Modoc tribe’s relationship with the environment like? (K-5.HI.2, 4.1.3)

- » The Modoc people relied on the plants that grew in the lakes and marshes, like tule reeds, to make things that they needed. They also had places that were sacred to their beliefs, like the lava beds.

“The Yokuts Tribes,” pages 35–37

Scaffold understanding as follows:

Have students read the section on pages 35–37 independently.

SUPPORT—Have students return to the map on page 30 and find the Yokuts tribes. Students should find the Northern Valley Yokut, Foothill Yokuts, and Southern Valley Yokut. (K-5.CST.4)

ACTIVITY—Have students complete an Analyze an Image (AP 3.1) about the image of Yokuts children on page 36. (4.1.5, K-5.REPOV.1, K-5.REPOV.2)

After students read the text, ask the following questions:

LITERAL—Where did the Yokuts people live, and what does the word *Yokuts* mean? (4.2.1)

- » The Yokuts people lived in central California in the San Joaquin Valley. The word *Yokuts* means “people.”

Activity Page



AP 3.1

EVALUATIVE—How did the lives of the Yokuts tribes change throughout the year? (4.2.1)

- » During the hot and dry summers, Yokuts tribes would travel to collect food. During the mild winters, they would remain settled in one place.


LITERAL—How did the Yokuts tribes believe that shamans got their special power? (4.2.1)

- » The Yokuts tribes believed shamans got their special power in dreams from spirit animals.

“The Mojave Tribe,” pages 37–39

Scaffold understanding as follows:

Invite volunteers to read the section on pages 37–39 aloud.

 **SUPPORT**—Have students return to the map on page 30 and find the Mojave. (K-5.CST.4)

SUPPORT—Explain that “when the river receded” in the second paragraph of the section means that as the season got warmer and dryer, less rain was being dumped into the rivers, and so the rivers went back to their normal size.

After volunteers read the text, ask the following questions:

LITERAL—Where did the Mojave people live? (4.2)

- » The Mojave people lived by the Colorado River in southwestern California.

LITERAL—How did the Mojave people interact with other nearby tribes? (4.2)

- » They were peaceful and traded with other tribes all the way to the coast. They sometimes even helped other tribes by delivering trade goods for them.

EVALUATIVE—How were the Yokuts and the Mojave tribes similar in their spiritual practices? (4.2.1)

- » The Yokuts and Mojave tribes both believed that dreams could grant special powers.

INFERENTIAL—How did Colorado River flooding create fertile soil? (K-5.HI.2)

- » The Rocky Mountains received heavy snow. When that snow melted in the spring, the water flowed downhill, carrying dirt from the mountains with it. The snowmelt also caused the Colorado River to flood. When the floodwaters receded, they left behind the eroded materials, enriching the soil.

LITERAL—How did the Mojave govern themselves? (4.2)

- » A group of four people led the tribe, with one representative from each of the three bands of families and one chief.

Timeline Cards

- Show students the Chapter 3 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What was life like for Native Californians before other settlers arrived?”
- Invite a student to post the cards to the timeline under the dates referencing the years before the 1500s. Refer to the diagram in the book Introduction for guidance on the placement of each card to the timeline. (K-5.CST.1)



CHECK FOR UNDERSTANDING

Ask students to do the following:

- Write a short answer to the Big Question: “What was life like for Native Californians before other settlers arrived?”
 - » Key points students should cite include: no one knows exactly when or how people first came to California; more than a hundred tribes are Indigenous to the region, each with their own language and lifestyle; many Native tribes lived in homes built with plants or earth; they ate animals they fished or hunted and nuts, roots, and berries that they gathered; they had many different spiritual beliefs like receiving special powers during dreams; they relied on the land for the things they needed to live.
- Choose one of the Core Vocabulary words (*dwelling, shaman*), and draw the definition.

To wrap up the lesson, invite several students to share their responses.

Additional Activities

Online Resources



Download the Core Knowledge In Your State Online Resources for this book, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

California's Colonial History

The Big Question: What was California like under Spanish and then Mexican rule?

Primary Focus Objectives

- ✓ Describe the actions of explorers and missionaries and their impact on California. (4.2, 4.2.3, 4.2.4)
- ✓ Describe the social, political, cultural, and economic life and interactions among people during the Spanish mission and Mexican rancho periods. (4.2, 4.2.5)
- ✓ Identify the effects of Spanish and Mexican rule on Native tribes. (4.2.5, 4.2.6)
- ✓ Explain how the Mexican War affected the people of California and how it changed Californian culture. (4.2.7, 4.2.8)
- ✓ Understand the meaning of the following domain-specific vocabulary: *mission, colony, presidio, irrigation, rancho, adobe, self-reliant, secularize.*

What Teachers Need to Know

Online Resources



For background information, download the Core Knowledge In Your State Online Resource “About California’s Colonial History”:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Materials Needed

Activity Pages



AP 3.1
AP 4.1

- individual student copies of Analyze an Image (AP 3.1)
- individual student copies of Letter from Junípero Serra (AP 4.1) (optional)
- National Geographic world map
- map of Spanish Conquest and Exploration in North America
- individual student copies of National Archives Analyze a Map worksheet

Online Resources



Use this link to download the Core Knowledge In Your State Online Resources for this book, where the specific links to the maps and worksheet may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Core Vocabulary (Student Reader page numbers listed below)

mission, n. a settlement built for the purpose of converting Native Americans to Christianity (40)

Example: The Native people who lived at the mission were given Bible lessons and forced to follow new customs.

Variations: missions

colony, n. an area, region, or country that is controlled and settled by people from another country (42)

Example: Explorers were looking for new land where they could settle and build a colony.

Variations: colonies, colonist, colonize (v.), colonial (adj.)

presidio, n. a fort (45)

Example: Many soldiers and their families lived and worked in the presidio, where they were safe from attack.

Variations: presidios

irrigation, n. the watering of crops by moving water from a well, a river, or a lake to a place where it does not rain enough to grow crops (49)

Example: Irrigation allows farmers to keep more crops watered through the year.

Variations: irrigate (v.)

rancho, n. a plot of land given to someone who was loyal to the government (52)

Example: The farmer was given a rancho for his family to live on after he served the government as a tax collector.

Variations: ranchos

adobe, n. a type of brick made from sun-dried clay (52)

Example: Adobe is a common building material in warm and dry places.

self-reliant, adj. needing no help from other people (55)

Example: I like to be self-reliant and do my own laundry and cooking.

Variations: self-reliance (n.)

secularize, v. to take religion out of something (56)

Example: Attempts to secularize the missions resulted in the church losing control.

Variations: secularizes, secularizing, secularized, secular (adj.)

THE CORE LESSON

Introduce “California’s Colonial History”

Introduce the chapter by reviewing what students read about California’s Native peoples in Chapter 3. Explain that the lives of Native Californians

changed forever with the arrival of a new group of people: the Spanish. In this chapter, students will read about how California became a Spanish colony and then a part of Mexico.

Call students' attention to the Big Question. Tell students to look for details about what life was like for the Native tribes and the new settlers under Spanish and Mexican rule.

Guided Reading Supports for “California’s Colonial History”

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.


“Mission Life in California,” pages 40–42

Scaffold understanding as follows:

Have students read the section on pages 40–42 with a partner.

Online Resources



 **SUPPORT**—Display the National Geographic world map. Point out the location of Spain. Explain that Spain is a country on the continent of Europe. Then trace a route with your finger across the Atlantic Ocean and North America to the location of California. **(K-5.CST.4)**

Activity Page



AP 3.1

ACTIVITY—Have students complete an Analyze an Image (AP 3.1) about the Chapter Opener image of Mission Santa Clara de Asís on pages 40–41. **(4.2.5)**

SUPPORT—Point out the phrase “bells rang” in the first sentence of the section. Explain that the Spanish used bells in their religious practices as well as to signal the passing of time throughout the day’s schedule. These bells were often used to control the lives of the Native population in the missions.

CORE VOCABULARY—Point out the vocabulary term *mission*, and explain its meaning.

SUPPORT—Explain that the schedule that the Indigenous peoples were forced to follow was very difficult. Their way of life before the Spanish did not include waking up at specific times or eating the types of food the priests made them eat. They were not allowed to practice their own traditions. The labor was grueling work, and mission life was devastating to the Indigenous communities and their way of life.

CORE VOCABULARY—Point out the vocabulary term *colony*, and explain its meaning.

After students read the text, ask the following questions:

LITERAL—What were the Native people who lived in missions forced to do after the workday ended? (4.2.5)

- » For the Native people who lived in missions, after work, there were prayers, religious services, and Spanish lessons.

EVALUATIVE—Why did European countries like Spain and Portugal build colonies? (4.2.3)

- » European countries built colonies for many reasons, like spreading their faith, gathering new resources, and discovering new trade routes.


“The First Europeans in California,” pages 42–45


Scaffold understanding as follows:

Read the section on pages 42–45 aloud.

Online Resources




 **SUPPORT**—Display the map of Spanish Conquest and Exploration in North America. Have students make a connection between the text and the map. (*Spanish explorations started in Central America and then went farther north up into Mexico and eventually California.*) (K-5.CST.4)


 **SUPPORT**—Point out the map on page 43. Explain that this map was made in the year 1650. It is a primary source. It was made by people in the past. Ask: What does this map tell us about people who created it? (*Possible answer: The map tells us that they thought California was an island.*) What questions do you have about the map? (*Possible answers: Why did they think California was an island? When did they find out they were wrong?*) Have students turn back to the map on page 30 or use the map of Spanish Conquest and Exploration in North America being displayed. It tells us about people in the past, but it was made in the present. Ask: Is it a primary source? (*no*) Explain that because this map was made in the present, it is a secondary source. (K-5.REPOV.1, K-5.REPOV.2)

Online Resources



 **ACTIVITY**—Distribute the National Archives Analyze a Map worksheet, and have students complete it about the map on page 43. The worksheet is available in English and in Spanish. (K-5.CST.4)

NOTE: *Cabrillo*, found in the third paragraph of the section, is pronounced (/kah*bree*yo/).

 **SUPPORT**—Have students turn back to the map on page 30 and find the Kumeyaay, Kizh, and Chumash tribes on the map. (K-5.CST.4)

NOTE: *Vizcaíno*, on page 44, is pronounced (/viz*kye*ay*no/).

SUPPORT—Point out the quotation from Vizcaíno’s letter in the fourth paragraph of the section. Explain that it, too, is a primary source. Reread the quotation, and explain the terms *disposition* (character or personality),

docile (obedient), and *subjection* (being enslaved or controlled). Explain that “within the fold of the holy gospel” means converted to Christianity. Ask: What is Vizcaíno saying about the Ohlone people? (*He is saying that the Ohlone people should be ruled by the Spanish king and that they would be easy to control.*) (K-5.REPOV.1, K-5.REPOV.2, 4.2.3)

SUPPORT—Direct students to the timeline on page 45. Ask: How long did it take for Spain to start expanding north into California after Cabrillo first landed in San Diego? (*221 years*) When did California come under Mexican rule? (*1821*) About how many centuries passed between Cabrillo’s first landing in San Diego and when Mexico began to secularize the missions? (*about three centuries*) (K-5.CST.1, K-5.CST.2)

After you read the text, ask the following questions:

EVALUATIVE—Why was traveling northward along the coast difficult for Spanish explorers? (K-5.CST.5, 4.2.2)

- » Traveling northward along the coast was difficult because the coastal winds usually came from the northwest, and ships of the time needed winds behind them to push them forward.

LITERAL—What did Cabrillo do in many coastal areas? (4.2.3)

- » Cabrillo claimed many coastal areas for Spain.

EVALUATIVE—What brought the Spanish back to California after 160 years of non-exploration? (4.2.3)

- » They came back to California because they wanted to spread the Spanish way of life.

“Spanish Settlements,” pages 45–47

Scaffold understanding as follows:

Invite volunteers to read the section on pages 45–47 aloud.

CORE VOCABULARY—Point out the vocabulary term *presidio*, and explain its meaning.

SUPPORT—Explain that the three kinds of Spanish settlements described in the first three paragraphs of the section served very different purposes and were created for different reasons. The missions existed primarily to convert the Native tribes. Presidios were military forts built to help Spain protect its claim to the land. The pueblos supported the many Spanish and Mexican settlers who were moving to the new Spanish colony. Some of California’s largest cities began as pueblos, including San Jose and Los Angeles.

SUPPORT—Explain that Junípero Serra, described in the third paragraph of the section, was a priest in the Franciscan Order of Roman Catholics. It was started in the early 1200s by Saint Francis of Assisi and is the largest group

within the Roman Catholic Church. One of their main ideals is charity for the poor. The Spanish missions were all led by Franciscan priests like Junípero Serra.

After volunteers read the text, ask the following questions:

LITERAL—Who was Junípero Serra? (4.2.3)

- » Junípero Serra was a Spanish priest who established many missions in California.

EVALUATIVE—How do we know so much about Serra, Crespi, and Portolà's journey and their relationship with the local tribes? (K-5.CST.3, 4.2.3)

- » We know about Serra, Crespi, and Portolà's journey and the missionaries' relationship with local tribes because Juan Crespi kept a detailed record of the events.

EVALUATIVE—Why were missions built near rivers, valleys, or the coast? (4.1.4, 4.2.4, K-5.CST.5, K-5.HI.2)

- » Missions were built near rivers, valleys, or the coast to make trading easier and to give them easy access to water.


EVALUATIVE—What kinds of relationship did the presidios and missions have? (4.2.3)

- » The missions and presidios helped each other. Soldiers from presidios often protected the missions, and the missions grew crops to trade with other settlements like the presidios.

"Life in Spanish California," pages 47–53

Scaffold understanding as follows:

Have students read the section on pages 47–53 with a partner.

 **SUPPORT**—Direct students to the map on page 48. If students live in a community with a mission, have them find the mission on the map. Ask: What is the difference between the red and blue dots on the map? (*Red dots are missions founded by Junípero Serra. Blue dots are missions founded by others.*) What do you notice about where all the missions are located? (*They are almost all located near the coast.*) Why do you think that is? (*It is easier to get supplies and trade with others if you are near the coast.*) (K-5.CST.4, 4.2.4)

CORE VOCABULARY—Point out the vocabulary term *irrigation*, and explain its meaning.

SUPPORT—Point out the word *blacksmithing* in the fourth paragraph of the section on page 50. Explain to students that blacksmithing is a profession that uses tools like hammers and anvils to shape and forge metal. Blacksmiths, or smiths, made many things for the missions like nails, farming tools, cooking utensils, and more.

Activity Page



AP 4.1

Online Resources



NOTE: You may wish to pause here and have students complete Letter from Junípero Serra (AP 4.1), which discusses the San Diego rebellion.



For more about another Native rebellion, see *Toypurina: Woman Warrior* by Leslie Stall Widener, available for purchase from the Core Knowledge bookstore and as a free digital book from the Core Knowledge® Free Library.

Links to the Core Knowledge bookstore and Free Library can be found in the Online Resources for this unit:

<https://www.coreknowledge.org/ck-in-your-state-history/>

CORE VOCABULARY—Point out the vocabulary terms *rancho* and *adobe*, and explain their meanings.

NOTE: *Alcalde* is pronounced (/al*kaal*day/).

After students read the text, ask the following questions:

EVALUATIVE—How did Spanish settlers change the environment around them? (4.2.3)

- » The Spanish settlers brought livestock that ate the local plants, and they introduced invasive plant species. They cleared forests and natural habitats in order to build channels for irrigation.

EVALUATIVE—How did these changes affect the Native peoples? (4.2.3, 4.2.6, K-5.HI.3)

- » The livestock and invasive plants replaced the food that the tribes traditionally lived on. The animals they hunted were driven away from the settlements or over-hunted. This made it difficult for the Native peoples to live off the land on their own.

EVALUATIVE—What were the reasons for the 1775 San Diego rebellion? (4.2, 4.2.3, 4.2.5)

- » The Native people living at the San Diego mission were tired of being forced to work all day, losing their traditions, and being punished for breaking rules.

LITERAL—How were pueblos in California during the Spanish period organized, and what incentives were given to families to live there? (4.2.5)

- » Pueblos were small towns that formed around missions and presidios and were run by the people rather than religious or military leaders. The leader of a pueblo was called an *alcalde*, similar to a mayor. To encourage people to live there, families were given land for free.

EVALUATIVE—How were ranchos different from the previous types of settlements? (4.2.5)


- » The ranchos were given to people who were loyal to Spain. They mostly used to raise livestock.


“Other European Countries Come to California,” pages 53–55

Scaffold understanding as follows:

Read the section on pages 53–55 aloud.

SUPPORT—Explain that *czar*, used in the second paragraph of the section, is the word Russia used for its emperors before the Russian Revolution in 1917.

 **SUPPORT**—As you read the paragraphs on Vitus Bering, beginning with the second paragraph of the section, have students follow along using the map on page 54. (K-5.CST.4)

 **SUPPORT**—Direct students to the map on page 54. Ask: What effect did Bering’s illness have on his return trip on his second voyage? (*He struggled to navigate on his way home.*) How does the map show this? (*The map shows his return trip with a lot of loops and turns instead of a straight path.*) (K-5.CST.4)

After you read the text, ask the following questions:

LITERAL—What was the purpose of Vitus Bering’s 1724 expedition? (4.2.2)

- » He was sent on an expedition to learn whether Asia and North America were connected by land or by sea so that Russia could make new trade routes and also build more colonies.

EVALUATIVE—How was James Cook’s journey similar to Vitus Bering’s? (4.2.2)

- » Possible answer: Both James Cook and Vitus Bering were searching for a sea passage to connect their countries to North America. Like Bering, Cook also reached the Bering Strait, but fifty years later.

“Independence and Mexican California,” pages 55–57

Scaffold understanding as follows:

Have students read the section on pages 55–57 independently.

CORE VOCABULARY—Point out the vocabulary terms *self-reliant* and *secularize*, and explain their meanings.



SUPPORT—Explain that during the time of Spanish and Mexican rule, the peninsula to the south was called Baja (meaning below) California. What we know as California today was called Alta (meaning above) California. When Mexico won its independence from Spain, its new territorial boundaries reached farther into Alta California.

SUPPORT—Direct students to the map on page 57, including the caption. Ask: Was Los Angeles County made up of one big rancho or many smaller ranchos? (*Los Angeles County was made up of many smaller ranchos.*) (K-5.CST.4)

ACTIVITY—Have students complete a National Archives Analyze a Map worksheet about the map of Los Angeles County ranchos on page 57. The worksheet is available in English and Spanish. (K-5.CST.4)

ELL SUPPORT—Point out the phrase “less populated” in the last paragraph of the section. Ask: Does that mean it had more people or fewer people? (*fewer people*) (4.2.7)

After students read the text, ask the following questions:

EVALUATIVE—Why did Spanish colonies in the Americas rebel against Spanish rule? (4.2.7)

- » Spain had trouble governing and keeping its colonies well-supplied.

EVALUATIVE—How did the Mexican War for Independence affect the people who lived in California? (K-5.HI.3, 4.2.7)

- » After the Mexican War for Independence, California was ruled by Mexico. The Mexican Constitution said that all Mexicans were equal, which meant that the missions’ treatment of the Indians was illegal. This led to the missions being secularized.

INFERENTIAL—Based on what you know about California at the time of Mexican independence, how would you predict life in California might change once Mexico controlled California? (4.2.8)

- » Possible answer: Because the new Mexican Constitution said all Mexicans are equal, the missions had to be secularized, so I predict the quality of life for Native peoples in California might improve.

EVALUATIVE—Which key events between the 1500s and 1800 led to California falling under Mexican rule? (K-5.HI.3)

- » Spanish settlers created colonies in Central America and in California; Spanish missions, pueblos, and presidios were created, and that increased the population in those colonies; in 1808, the Spanish colonies began fighting for independence; then in 1821, Mexico declared independence and gained control over California.

Timeline Cards

- Show students the Chapter 4 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What was California like under Spanish and then Mexican rule?”
- Invite a student to post the cards to the timeline under the date range referencing the 1500s–1700s. Refer to the diagram in the book Introduction for guidance on the placement of each card to the timeline. **(K-5.CST.1)**



CHECK FOR UNDERSTANDING

Ask students to do the following:

- Write a short answer to the Big Question: “What was California like under Spanish and then Mexican rule?”
 - » Key points students should cite include: Life for the Indigenous tribes under Spanish rule was hard because they lived in missions that controlled their entire day and made them work very hard; Native people lived and worked on ranchos owned by wealthy landowners under Mexican rule; life for soldiers under Spanish rule was difficult because they sometimes couldn’t afford basic necessities and had to share small living quarters; life in pueblos was less harsh because people were self-governed and given free land to encourage them to move there; in the ranchos, workers raised cattle for beef and leather, and after work they socialized and enjoyed entertainment like dances and bull fights.
- Choose one of the Core Vocabulary words (*mission, colony, presidio, irrigation, rancho, adobe, self-reliant, secularize*), and write a sentence using the word.

To wrap up the lesson, invite several students to share their responses.

Additional Activities

Online Resources



Download the Core Knowledge In Your State Online Resources for this book, where the Additional Activities for this chapter may be found:

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Path to Statehood

The Big Question: How did California become a U.S. state?

Primary Focus Objectives

- ✓ Use maps, timelines, and primary and secondary sources to determine how events in the early 1800s affected California’s path to statehood. (K-5.CST.1, K-5.CST.4, K-5.REPOV.1, K-5.REPOV.2, K-5.HI.1)
- ✓ Describe how California’s physical characteristics affected the growth of the state in the early 1800s. (K-5.HI.1, K-5.HI.2, K-5.HI.3, 4.1.3, 4.1.4)
- ✓ Describe the economic, social, and political environments in California during the Gold Rush, and describe how life changed for the Native people, settlers, and environment. (4.3, 4.3.1, 4.3.3, 4.3.5, 4.4.2)
- ✓ Compare stories of notable people during the time of the Gold Rush, and understand how events of the Gold Rush affected them. (4.3.2, 4.3.3, 4.3.4)
- ✓ Understand the meaning of the following domain-specific vocabulary: *elite*, *vaquero*, *fandango*, *cede*, *prospector*, *isthmus*, *boomtown*, *deplete*, *precedent*.

What Teachers Need to Know

Online Resources



For background information, download the Core Knowledge In Your State Online Resource “About Path to Statehood”:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Materials Needed

Activity Pages



AP 3.1
AP 5.1

- individual student copies of Analyze an Image (AP 3.1)
- individual student copies of Domain Vocabulary: Chapters 3–5 (AP 5.1)
- video of historical contradanza dance from the Institute for the Preservation of Mexican Folk Dances (IDDMAC)
- map of the California Trail
- map of the Mexican Cession

Online Resources



Use this link to download the Core Knowledge In Your State Online Resources for this book, where the specific links to the maps and video may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Core Vocabulary (Student Reader page numbers listed below)

elite, n. a member of a group of people who have more talent, wealth, power, or privilege than everyone else (60)

Example: A small number of elites received ranchos, which made them rich, powerful, and in control of California's economy and culture.

Variations: elites, elite (adj.)

vaquero, n. a person who tends and manages livestock; a cowhand (61)

Example: The life of the vaquero inspired much of the culture of the American Southwest, like rodeos, leather clothing, and other activities inspired by the original cowboys.

Variations: vaqueros

fandango, n. a ball or party with dancing (61)

Example: People looked forward to the dancing and music at the fandango after a long day of work on the ranchos.

Variations: fandangos

cede, v. to grant or transfer (64)

Example: My mother said I had to cede control of the TV and let my brother have a turn choosing what to watch.

Variations: cedes, ceding, ceded, cession (n.)

prospector, n. a person who searches an area for gold, minerals, or oil (68)

Example: He was one of the multitudes who came to California to become a prospector in hopes of finding gold and striking it rich.

Variations: prospectors, prospect (v.)

isthmus, n. a narrow piece of land that connects two larger landmasses (68)

Example: Crossing an isthmus from one ocean to another could take a long time, but it was still faster than sailing the long way around.

Variations: isthmuses

boomtown, n. a town that grows quickly in size and wealth (71)

Example: So many people arrived all at once that the little town became a boomtown in just a few months.

Variations: boomtowns

deplete, v. to use up the supply or resources of (74)

Example: When we use too much water, we deplete our reservoirs.

Variations: depletes, depleted, depleting, depletion (n.), depleted (adj.)

precedent, n. an example for future actions or decisions (76)

Example: My teachers expect good work because I set a precedent at the beginning of the school year by getting an A on my project.

Variations: precedents, precedence (n.)

Introduce “Path to Statehood”

Introduce the chapter by reviewing what students read about Spanish exploration of California and the beginning of Mexican rule. Explain that in this chapter, students will read about how California went from being a Mexican colony to a U.S. state.

Call students’ attention to the Big Question. Tell students to look for events that paved the way for California to become a state.

Guided Reading Supports for “Path to Statehood”

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Gold!” and “Mexican California,” pages 58–63

Scaffold understanding as follows:

Have students read the section “Gold!” on pages 58–60 with a partner.

ELL SUPPORT—Point out the word *sawmill* in the first sentence of the section. Explain that a sawmill is a place that cuts lumber. *Mill* can be a more general term that refers to a processing plant or processing machinery, but it also refers specifically to a facility that grinds grains into flour.

Have students read the section “Mexican California” on pages 60–63 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *elite*, *vaquero*, and *fandango*, and explain their meanings.

NOTE: *Vaquero* is pronounced (/vah*kay*roh/).

SUPPORT—Note the use of the word *Catholicism* in the fourth paragraph of the section on page 61. Explain that Catholicism is a type of Christianity. People who practice it are called Catholics. The Spanish missions were founded by Catholics. John Sutter practiced a different kind of Christianity before he migrated to Mexico. He converted, or changed religions, to Catholicism.


SUPPORT—Show students the video of the historical contradanza dance performed by the Institute for the Preservation of Mexican Folk Dances (IDDMAC).

SUPPORT—Point out the word *repurposed* in the fifth paragraph of the section on page 62. Explain that *repurposed* means used for a different purpose than was intended. Give examples of repurposing goods, such as


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using paper bags to cover books or using old clothes to make a quilt. Invite volunteers to share their own examples of repurposing. Ask: How was Fort Ross repurposed? (*Materials from it were used to build Sutter's Fort.*) (4.3.1)

 **SUPPORT**—Have students turn back to the Native Tribes of California map on page 30. Have them find the lands of the Sierra Miwok, Maidu, and Nisenan tribes. Explain that before European contact, tribal lands often overlapped with each other. The boundaries shown on the map are only an approximation of where each tribe spent most of its time. (K-5.CST.4, K-5.CST.5)

ACTIVITY—Have students complete an Analyze an Image (AP 3.1) about the image of Sutter's Fort on page 63. (K-5.HI.2)

 **SUPPORT**—Display the map of the California Trail. Note the location of Sutter's Mill. Ask: Using what you learned about California's geography, what geographical features did travelers encounter on their journey to Sutter's Mill? (*mountains and rivers*) (K-5.CST.4, K-5.HI.2, 4.1.3, 4.1.4)

After students read the text, ask the following questions:

EVALUATIVE—What was life like in the Mexican ranchos? (K-5.HI.2, 4.2.8)

- » People on the ranchos raised cattle and were called vaqueros. They were provided with food and shelter and lived in homes made from reeds or earth or sometimes out of adobe bricks or wood. For leisure, people gathered for events like bull fights, bear hunts, or fandangos.

LITERAL—Who established Fort Ross and when? (4.3.1)

- » Fort Ross was established by Russian fur traders in 1812.

LITERAL—Where was Sutter's Fort? (K-5.HI.2, 4.3.1)

- » Sutter's Fort was on Maidu, Miwok, and Nisenan tribal lands where the American and Sacramento Rivers meet.

EVALUATIVE—What part did Sutter's Fort play in the local economy? (4.3.3)

- » Sutter's Fort was an important trading post. Sutter sold the goods produced by enslaved workers on his land. His customers were people who traveled from the United States and other outposts.

"The Mexican-American War and the Bear Flag Republic," pages 63–67

Scaffold understanding as follows:

Invite volunteers to read the section on pages 63–67 aloud.

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SUPPORT—Point out the phrase “Mexican control” in the first sentence of the section, and explain that this is referring to the period when California was a territory that belonged to Mexico between 1821 and 1848.

SUPPORT—Point out the phrase “Manifest Destiny” and “fated to happen” in the first paragraph of the section. Explain that “Manifest Destiny” was a term first used in 1845 in a newspaper called *The United States Magazine and Democratic Review* by the editor John L. O’Sullivan. He, as well as many other Americans, believed that they had a God-given right to possess the whole continent and that it was just a matter of time before it happened. This belief was a large factor behind the United States’ expansion efforts in the 1800s.

ELL SUPPORT—Point out the word *negotiator* in the third paragraph of the section. Explain that a negotiator is a person who tries to arrange an agreement between two people, groups, or countries. Ask what the word *negotiate* means. (*to try to make a deal or settle a conflict*)

CORE VOCABULARY—Point out the vocabulary term *cede*, and explain its meaning.

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SUPPORT—Point out the sentence that contains “eventually became the states of Arizona, California, Colorado, Nevada, New Mexico, Utah, and Wyoming” in the third paragraph of the section. Explain that some entire states, and parts of others, were made possible by the Mexican Cession. Display the map of the Mexican Cession. Have students find California on the map. **(K-5.CST.4)**

SUPPORT—Point out the reference to Californios in the fifth paragraph of the section on page 65. Ask: Who were the Californios? (*Californian Mexicans*) **(K-5.HI.2)**

SUPPORT—Direct students to the timeline on page 66. Ask: Was gold discovered before or after the Mexican-American War ended? (*before*) How long did it take for California to become a state after the first California Constitutional Convention? (*one year*) How long did the Mexican-American War last? (*about two years*) **(K-5.CST.1)**

ELL SUPPORT—Point out the word *annexation* in the last paragraph of the section, and explain that to annex something means to add it to something larger. Explain that the leaders of the Bear Flag Revolt were expecting General Mariano Vallejo to want California to stay a part of Mexico. Instead, he told them that he was in favor of California becoming a part of the United States.

After volunteers read the text, ask the following questions:

LITERAL—How long was California part of Mexico? **(4.2.8)**

» California was under Mexican rule for twenty-seven years.

EVALUATIVE—What did people believe that caused the United States to instigate the Mexican-American War? (4.3, K-5.HI.3)

- » Some people believed that expanding the country’s boundaries would bring the blessings of liberty to people who would live there. Others believed it was America’s Manifest Destiny to expand all the way to the Pacific Ocean.

LITERAL—Which lands did Mexico cede in the Treaty of Guadalupe Hidalgo? (4.3)

- » Mexico ceded 525,000 square miles (1,300,000 sq km) of land that included the present-day states of Arizona, California, Colorado, Nevada, New Mexico, Utah, and Wyoming.

LITERAL—What ended the Bear Flag Revolt after only twenty-six days? (4.3)

- » The Bear Flag Revolt ended when U.S. troops led by Commodore John Sloat arrived and claimed the land for the United States.

“The Discovery of Gold,” pages 67–68

Scaffold understanding as follows:

Have students read the section on pages 67–68 independently.

SUPPORT—Direct students’ attention to the measles epidemic described at the start of the section. Explain that measles is a contagious disease and can spread to others very easily. The disease has been around since about the ninth century and is one of the primary diseases that harmed the Native Americans after European settlers arrived. A vaccine for measles was developed in 1963, and as a result, the disease was declared eliminated from the United States in the year 2000, but recent years have seen a resurgence of the disease, largely due to declining vaccination rates.

SUPPORT—Have students complete an Analyze an Image (AP 3.1) about the image of the prospector on page 67. (K-5.HI.2, 4.3.3)

CORE VOCABULARY—Point out the vocabulary term *prospector*, and explain its meaning.

SUPPORT—Draw students’ attention to the mention of President Polk’s inaugural address in the second paragraph of the section. Explain that an inaugural address is a speech given by a president right after they are officially admitted into office and is usually about the nation’s past, present, and future.

SUPPORT—Explain that the 750,000 pounds of gold, mentioned in the last paragraph of the section, that was found in California changed the state’s economy forever. It would soon grow into one of the world’s largest economies and would help fund important events in U.S. history.

Activity Page



AP 3.1

After students read the text, ask the following questions:

EVALUATIVE—What effect did the discovery of gold have on Sutter’s Mill? (4.3.3, K-5.HI.3)

- » After gold was discovered at Sutter’s Mill, thousands of people flocked to the area.

LITERAL—What are “forty-niners”? (4.3.2)

- » Forty-niners were the people who came to California to find gold in the year 1849.


“Journeys to California,” pages 68–70

Scaffold understanding as follows:

Read the section on pages 68–70 aloud.

SUPPORT—Point out the term *overland* in the first sentence of the section. Explain that this means to travel a distance on, or over, land. Ask: Why would it have been difficult for people to travel this overland path? (*The Sierra Nevada mountain range would have been difficult to pass.*) (K-5.CST.5, 4.3.2)

CORE VOCABULARY—Point out the vocabulary term *isthmus*, and explain its meaning.

 **SUPPORT**—Direct students to the map on page 69. Ask: Which route was overland? (*California Trail*) Which route was the longest distance? (*Cape Horn*) Why did the longer route across the Isthmus of Panama take less time than the shorter route on the California Trail? (*Most of the journey was traveled on a fast ship rather than a slow wagon through the mountains.*) (K-5.CST.4, K-5.CST.5, 4.3.2)

After you read the text, ask the following questions:

LITERAL—What were the dangers of the long journey to California in the 1800s? (4.3.2)

- » The dangers of the long journey to California in the 1800s were illnesses like malaria, yellow fever, and cholera; wagon accidents; shipwrecks; and bandits.

INFERENTIAL—Knowing all of the dangers associated with travel, why do you think so many people migrated to California in 1849? (4.3.2, K-5.HI.4)

- » People migrated to California despite the dangers because they thought that the prospect of finding gold and becoming rich was worth the costs and risks of the journey.

Scaffold understanding as follows:

Invite volunteers to read the section on pages 70–74 aloud.

CORE VOCABULARY—Point out the vocabulary term *boomtown*, and explain its meaning.

TURN AND TALK—Direct students to look at the image of a ghost town on page 71. Have them examine the photo and consider how it, though taken recently, still reflects the appearance of the ghost town in the past. Then, with a partner, have them describe the image using six words, which can either form a sentence or be a list of words and phrases. **(K-5.HI.2)**

ACTIVITY—Have students complete an Analyze an Image (AP 3.1) about the image of Chinese miners on page 72. **(K-5.HI.2)**

ELL SUPPORT—Point out the word *laundresses* in the eighth paragraph of the section on page 73. Explain that a laundress is a woman who does laundry or cleans clothes. The suffix *-ess* makes the word refer to a female agent. Ask students to suggest other jobs ending in *-ess*. (*Possible answers: actress, waitress, stewardess*)

SUPPORT—Direct students to the image of Joaquín Murrieta on page 73. Ask: Does the picture show Murrieta as a hero or a villain? (*hero*) How do you know? (*He is holding his hand up in victory with an excited face.*)

CORE VOCABULARY—Point out the vocabulary term *deplete*, and explain its meaning.

NOTE: For more about the Gold Rush, see *Gold Rush: The Town That Kept on Growing*, by Jilanne Hoffman, available for purchase from the Core Knowledge bookstore and as a free digital book from the Core Knowledge® Free Library. Links to the bookstore and Free Library can be found in the Online Resources for this unit:

<https://www.coreknowledge.org/ck-in-your-state-history/>

After volunteers read the text, ask the following questions:

LITERAL—What happened to John Sutter’s land? **(4.3.3)**

- » John Sutter lost his fortune and land, and the remaining enslaved workers fled. A large population of miners and businessmen remained on the land, and they decided to form a city named Sacramento.

LITERAL—How were the Chinese immigrants treated by other settlers and by the California government? **(4.3.3)**

- » White miners became frustrated with immigrants as the gold mines dried up. The California legislature started charging immigrants in order to continue mining.

Activity Page



AP 3.1

Online Resources



INFERENTIAL—How does the legend of Joaquín Murrieta reflect the treatment of immigrants during and after the Gold Rush? (4.3.3, 4.4.2)

- » Immigrants were charged more taxes and fees in order to be miners in California. In the legend of Joaquín Murrieta, he and his group of outlaws robbed white miners and travelers because he was upset about the taxes and fees charged to non-Americans.

EVALUATIVE—What effects did the Gold Rush have on the environment? (K-5.HI.3, 4.3.3, 4.4.2)

- » The Gold Rush depleted forests, clogged rivers, and polluted soil with chemicals.

“Stories of California,” pages 74–76

Scaffold understanding as follows:

Have students read the section on pages 74–76 with a partner.

SUPPORT—Point out the words *mutiny* and *discharged* in the third paragraph of the section. Explain that a mutiny is when a group of people, usually sailors or soldiers, refuse to follow orders from the person in charge and take control. In the military, this is a very serious crime. Next, explain that *discharged* means that the army officially told Frémont that he had to leave.

CORE VOCABULARY—Point out the vocabulary term *precedent*, and explain its meaning.

After students read the text, ask the following questions:

LITERAL—Who was Pio Pico? (4.3.2)

- » Pio Pico was the last governor of Mexican California. He built a hotel in Los Angeles called the Pico House and bought the Rancho Paso de Partolo Viejo.

LITERAL—What happened to John C. Frémont and John Bidwell after the Bear Flag Revolt? (4.3.2, K-5.HI.1)

- » Because of the Bear Flag Revolt, Frémont was charged with disobedience and mutiny and was discharged by the U.S. Army. He then returned to California and became wealthy from gold found on his land. Bidwell found gold in the Feather River and used his wealth to purchase land and found the city of Chico.

EVALUATIVE—How did Biddy Mason affect the lives of Black people living in California? (4.3.4, K-5.HI.3)

- » Biddy Mason set a precedent by suing for her and her family’s freedom and winning. She later used her money for charity and helped build an elementary school for Black children and the first Black church in Los Angeles.

Scaffold understanding as follows:

Have students read the section on pages 76–77 independently.

SUPPORT—Direct students to the infographic on page 77. Ask: What was the largest group of people represented at the California Constitutional Convention? (*Americans*) What other groups were represented? (*Californios and European immigrants*) (4.5.2)

After students read the text, ask the following questions:

LITERAL—What did the delegates decide on at the Constitutional Convention in 1848? (4.5.2)

- » They decided on things like the state’s boundaries, whether slavery should be outlawed, and who would be allowed to hold office.

EVALUATIVE—Why was there disagreement in Congress about whether to admit California as a state? (4.3.5, 4.5.2)

- » There was disagreement in Congress about whether to admit California as a state because admitting it as a free state would disturb the balance between free and slave states.

LITERAL—What compromise was made to admit California as a free state? (4.3.5, 4.5.2)

- » Free states agreed to the Compromise of 1850, which strengthened the Fugitive Slave Act, in order to admit California as a free state.

Timeline Cards

- Show students the Chapter 5 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How did California become a U.S. state?”
- Invite a student to post the cards to the timeline under the dates referencing 1800–1849. Refer to the diagram in the book Introduction for guidance on the placement of each card to the timeline. (K-5.CST.1)



CHECK FOR UNDERSTANDING

Ask students to do the following:

- Write a short answer to the Big Question: “How did California become a U.S. state?”
 - » Key points students should cite include: In 1846, President James Polk provoked the Mexican-American War; during the war, in 1846, American settlers in California rose up against Mexican rule and declared the California Republic; during the war, gold was found in 1848 near Sutter’s Fort; the Mexican-American War resulted in the Treaty of Guadalupe Hidalgo, in which Mexico ceded land to the United States that included California; thousands of immigrants came to California to become prospectors; due to the Gold Rush, many of the small ranchos, pueblos, and towns in California became boomtowns; California held its first constitutional convention in 1849 and drafted a new constitution; the Compromise of 1850 admitted California as a state in exchange for the strengthening of the Fugitive Slave Act.
- Choose one of the Core Vocabulary words (*elite, vaquero, fandango, cede, prospector, isthmus, boomtown, deplete, precedent*), and write a sentence using the word.

Activity Page



AP 5.1

To wrap up the lesson, invite several students to share their responses.

NOTE: You may wish to assign Domain Vocabulary: Chapters 3–5 (AP 5.1) at this time.

Additional Activities

Online Resources



Download the Core Knowledge In Your State Online Resources for this book, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

California Grows

The Big Question: How did California grow after it became a state?

Primary Focus Objectives

- ✓ Use maps to identify the absolute and relative locations of places and understand their importance for California’s growth. (K-5.CST.4, K-5.CST.5)
- ✓ Explain the Gold Rush and its effects on California’s population, geography, economy, and politics. (K-5.HI.3, K-5.HI.4, 4.4, 4.4.2, 4.4.3, 4.4.4)
- ✓ Describe how immigration and the lives of immigrants changed during the late 1800s. (4.4.1, 4.4.2, 4.4.3)
- ✓ Describe how California played a part in the Civil War and the construction of the transcontinental railroad. (K-5.HI.1, K-5.HI.2, 4.4)
- ✓ Understand the meaning of the following domain-specific vocabulary: *prejudice, telegraph, transcontinental, industrialization, plantation, secede*.

What Teachers Need to Know

Online Resources



For background information, download the Core Knowledge In Your State Online Resource “About California Grows”:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Materials Needed

Activity Page



AP 3.1

- individual student copies of Analyze an Image (AP 3.1)
- image of Sacramento today
- video: “The Telegraph: The Civil War Text Machine” (1:58)

Use this link to download the Core Knowledge In Your State Online Resources for this book, where the specific links to the image and video may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Online Resources



Core Vocabulary (Student Reader page numbers listed below)

prejudice, n. hostility toward a person, race, or group, often without basis in fact (82)

Example: The Chinese Exclusion Act was influenced by prejudice, not facts, which led to unfair outcomes.

Variations: prejudices, prejudice (v.), prejudiced (adj.)

telegraph, n. a machine that relays messages over long distances by sending signals through wires (84)

Example: Messages sent using telegraphs were delivered much quicker than messages that used slower ways of communicating.

Variations: telegraphs, telegraph (v.)

transcontinental, adj. across a continent (85)

Example: My family is taking a transcontinental journey this summer, when we will visit both the Pacific and Atlantic Oceans.

industrialization, n. a shift to the widespread use of machines and factories to produce goods (87)

Example: As industrialization increased, the country became less reliant on artisans who created handmade items.

Variations: industrialize (v.), industrialized (adj.)

plantation, n. a large farm where cash crops are grown on behalf of the person who owns the land (88)

Example: Rows of cotton or sugarcane could stretch for miles across large plantations in the Southern United States.

Variations: plantations

secede, v. to formally withdraw membership (89)

Example: After a disagreement, some of our club members threatened to secede and start their own club.

Variations: secedes, seceding, seceded, secession (n.)

THE CORE LESSON

Introduce “California Grows”

Introduce the chapter by reviewing what students read about how California became a state. Explain that in this chapter, students will read about what happened after California became a state.

Call students’ attention to the Big Question. Tell students to look for ways that California grew after it became a state.

Guided Reading Supports for “California Grows”

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A New Era Begins,” pages 78–80

Scaffold understanding as follows:

Invite volunteers to read the section on pages 78–80 aloud.

SUPPORT—Point out the word *isolated* in the first sentence of the section. Explain that since California was the first of the western states, it did not share borders with other U.S. states. California was isolated because it was far away from the rest of the country.

ACTIVITY—Have students complete an Analyze an Image (AP 3.1) about the Chapter Opener image on pages 78–79. **(K-5.HI.2)**

TURN AND TALK—Draw students’ attention to the quote that was inscribed on the final railroad spike in the second paragraph of the section. Have students discuss what it means in their own words with a partner. *(It means that the United States had succeeded in expanding all across the continent.)*

After the volunteers read the text, ask the following questions:

EVALUATIVE—Why was California isolated from the rest of the United States? **(K-5.CST.5)**

- » California was isolated from the rest of the United States because it was so far away from the eastern states that it took months to reach by carriage.

LITERAL—How long did it take Central Pacific Railroad workers to lay 690 miles (1,110 km) of track? **(4.4.1)**

- » It took the Central Pacific Railroad workers six years to lay 690 miles (1,110 km) of track.

EVALUATIVE—Why was “the quiet California of the past” now gone? **(K-5.HI.3, 4.4.1)**

- » “The quiet California of the past” was gone as it was now officially connected to the rest of the United States and everything would rapidly change.

Activity Page



AP 3.1

“California Joins the Union,” pages 80–81

Scaffold understanding as follows:

Have students read the section on pages 80–81 independently.

SUPPORT—Point out the reference in the second paragraph of the section to Mariano Vallejo. Remind students that they read about Vallejo in the previous chapter. Ask: Who was Mariano Vallejo? (*Vallejo was a Mexican general and landowner. During the Bear Flag Revolt, he was the general who surrendered to the rebels.*) (4.4)

SUPPORT—Direct students to the image of Sacramento on page 81. Ask them to describe the image in six words, which can either form a sentence or be a list of words and phrases. Display the image of Sacramento today. Ask: How has Sacramento changed over time? (*taller buildings, new bridge, paved roads*) How has it stayed the same? (*same river, same street layout, trees*) (K-5.HI.2, K-5.CST.3)

Online Resources



After students read the text, ask the following questions:

LITERAL—What problems did California face when trying to find a state capital? (4.4.2)

- » Problems California faced when trying to find a state capital included that San Jose didn't have a building big enough for the new state assembly, and Vallejo wasn't ready and had unfavorable weather and transportation.

LITERAL—How had the gold mining industry changed by the 1860s? (4.4.2)

- » By the 1860s, gold was becoming harder to find, and only major mining companies could afford the technology to dig deeper.

“Immigration and Migration,” pages 81–83

Scaffold understanding as follows:

Read the section on pages 81–83 aloud.

SUPPORT—Draw students' attention to the mention of tensions rising among racial and ethnic groups in the first paragraph of the section. Explain that this is referring to a time when people are increasingly anxious or distrusting of one another, leading to more conflicts, arguments, or even violence.

SUPPORT—Point out the word *resentment* in the second paragraph. Explain that resentment is when you feel upset or angry because you think someone treated you unfairly.

SUPPORT—Draw students’ attention to the mention of increasing job competition in the second paragraph of the section. Remind students that there was less gold to find in the mountains, meaning there were fewer mining jobs. However, the population was still increasing, so there were more people who needed jobs. Many people during this time felt like they had to compete for jobs with others since there were fewer opportunities than before.

CORE VOCABULARY—Point out the vocabulary term *prejudice*, and explain its meaning.

NOTE: *Guangzhou* is pronounced (/guan*jo/). *Gam saan* (meaning “Gold Mountain”) is pronounced (/gahm/sahn/). In Chinese, people often refer to America as “美国” (Měiguó), pronounced (/may-gwoh/), which translates to “Beautiful Country.”

After you read the text, ask the following questions:

EVALUATIVE—Why did white Californians resent Chinese and Mexican immigrants? (4.4.3)

- » White Californians resented Chinese and Mexican immigrants as mining opportunities declined and job competition increased.

LITERAL—What are some ways that Chinese immigrants experienced discrimination and prejudice? (4.4.3)

- » Chinese workers were often paid less than white workers, and new laws like the Foreign Miners License Law charged them high fees to mine. Later, the Chinese Exclusion Act prohibited all immigration of Chinese laborers.

EVALUATIVE—How did prejudice against Chinese immigrants affect the population? (4.4.4, K-5.HI.3, K-5.HI.4)

- » The restrictions on Chinese immigration caused the Chinese-born population to shrink from more than eighty-one thousand in 1880 to just over forty-three thousand in 1900.

“The Transcontinental Railroad,” pages 83–87

Scaffold understanding as follows:

Have students read the section on pages 83–87 with a partner.


CORE VOCABULARY—Point out the vocabulary term *telegraph*, and explain its meaning.

SUPPORT—Help students understand how the telegraph and Morse code worked by showing them the first thirty seconds of the video “The Telegraph: The Civil War Text Machine” (1:58).


CORE VOCABULARY—Point out the vocabulary term *transcontinental*, and explain its meaning.

Online Resources



 **SUPPORT**—Direct students to the map on page 85. Ask: Which railroad segment covered the farthest distance? (*Union Pacific*) What obstacles did the Central Pacific Railroad line face? (*Sierra Nevada mountain range*) Which segment of the transcontinental railroad was the shortest? (*Western Pacific*) (K-5.CST.4)

SUPPORT—Point out the word *debris* in the seventh paragraph of the section on page 86. Explain that *debris* refers to whatever is left over after something is broken down. Many Chinese workers had to watch out for loosened rocks that might fall on them as they tunneled through the mountains.

 **SUPPORT**—Point out the word *debris*, and model its pronunciation: (/duh*bree/). Have students repeat it after you. Note that the *-is* sounds like *-ee*. Explain that this is the only commonly used English word with this type of ending.

SUPPORT—Direct students to the image on page 87. Invite volunteers to share what they see. Ask: How is this image similar to the Chapter Opener image on pages 78–79? (*Possible answer: Both images show people working outdoors.*) How is it different? (*Possible answer: This image shows one worker alone, while the Chapter Opener image shows a large environment with many workers.*) What does this image show us that the other one doesn't? (*This image shows us that Chinese people worked on the railroad and what they wore while working.*) (K-5.HI.2, 4.4.1)

After students read the text, ask the following questions:

EVALUATIVE—How was working on the railroads dangerous? (4.4.1)

- » Working on the railroads was dangerous because workers used explosives like dynamite, and they worked for long hours through harsh winters and dry, hot summers. They also had to be careful of falling rocks and debris.

EVALUATIVE—Why did so many Chinese immigrants work on the railroads? (4.4.1)

- » Chinese immigrants worked on the railroads because it was hard to find jobs in mining because of the fees and taxes and because other miners were prejudiced against them.

LITERAL—What are some methods that people in the mid-1800s used to send messages from California to the rest of the United States? (4.4.1)

- » People would send mail and messages through the Overland Mail Service, then later by the Pony Express, and then by telegraph.

EVALUATIVE—What made the Pony Express so exciting to the people of California? (4.4.1)

- » The Pony Express was exciting because before it, the fastest way to send packages across the country was the Overland Mail Service,

which could take twenty-five days. The Pony Express made the journey in only ten days!

INFERENTIAL—How do you think the transcontinental railroad affected immigration in California? (4.4.1, K-5.HI.3)

- » The transcontinental railroad likely further increased California’s immigrant population because it now only took one week to cross the continent instead of six months.

“California’s Role in a Nation Divided,” pages 87–90

Scaffold understanding as follows:

Invite volunteers to read the section on pages 87–90 aloud.

CORE VOCABULARY—Point out the vocabulary term *industrialization*, and explain its meaning.


SUPPORT—Direct students to the timeline on page 88. Ask: How long did it take for the transcontinental railroad to be completed? (*six years*) Which event interfered with the construction of the transcontinental railroad? (*the Civil War*) (K-5.CST.1)

CORE VOCABULARY—Point out the vocabulary term *plantation*, and explain its meaning.

SUPPORT—After students have read the first two paragraphs of the section, explain that while the Southern states relied heavily on the labor of enslaved people to maintain their economies, the Northern states also benefited from slavery. For example, Northern textile mills relied on cotton grown on Southern plantations, which would have been much more costly if the workers who grew and harvested the cotton had to be paid.

CORE VOCABULARY—Point out the vocabulary term *secede*, and explain its meaning.

SUPPORT—Point out the phrase *Civil War* in the fourth paragraph of the section, and explain that a civil war is a type of conflict that happens within a country, where groups of people fight against each other, usually because they have different beliefs about how the country should be run.

 **SUPPORT**—At the mention of the Picacho Pass and Stanwix Station in the second-to-last paragraph of the section, have students find them on the map on page 89. Additionally, point out which states were Confederate states and which states were Union states. Ask: Was California in the Confederacy or the Union? (*the Union*) (K-5.CST.4)

After volunteers read the text, ask the following questions:

EVALUATIVE—How did the economies of the North and the South differ? (K-5.HI.1)

- » The Northern states had an economy mostly based on industrialization, while the Southern states had an economy that mostly relied on plantations.

LITERAL—What did Californians think of secession? (K-5.HI.1)

- » Californians were divided about secession. Some people who had been born in Confederate states supported the idea of California seceding too, but Northern California mostly supported the Union.

LITERAL—How did Californian troops contribute to the Battle of Gettysburg? (K-5.HI.1)


- » In the Battle of Gettysburg, three Californian brigades guarded an area called “the Angle” against Confederate forces.

“From Gold to Growth: The Economic Transformation,” pages 90–91

Scaffold understanding as follows:

Invite volunteers to read the section on pages 90–91 aloud.

SUPPORT—Point out the word *flourished* in the second-to-last paragraph of the section on page 91. Explain that to flourish means to grow or become successful. The agricultural industry flourished because it grew quickly and was very profitable.

 **SUPPORT**—Have students revisit the map of the transcontinental railroad on page 85 and focus on the Western Pacific line that connects San Francisco and Sacramento. Ask: Which of California’s geographic regions did the Western Pacific line cross through? (*the Central Valley*) Knowing that agriculture flourished after the construction of the railroad, how did the geographic location of the railroad contribute to California’s economic growth? (*The train line’s proximity to the Central Valley made trading agricultural goods easier and quicker.*) (K-5.CST.4, K-5.CST.5, 4.4)

SUPPORT—Point out the word *perishable* in the second-to-last paragraph of the section on page 91. Explain that *perishable* means that something can spoil or go bad. Perishable foods include fruits, vegetables, dairy, and meat. Non-perishable foods include things like canned vegetables or dried fruits and meats.

After volunteers read the text, ask the following questions:

LITERAL—Which industries grew as a result of the Gold Rush? (4.4)

- » The agriculture, lumber, leather, cotton, canning, packing, and transportation industries grew as a result of the Gold Rush.

EVALUATIVE—What were some of the benefits of the Gold Rush-era population growth? (4.4.2)

- » With more people came the need for more homes and settlements, food, and clothes, which strengthened the industries that provided these needs.

Timeline Cards

- Show students the Chapter 6 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How did California grow after it became a state?”
- Invite a student to post the cards to the timeline under the dates referencing 1850–1899. Refer to the diagram in the book Introduction for guidance on the placement of each card to the timeline. **(K-5.CST.1)**



CHECK FOR UNDERSTANDING

Ask students to do the following:

- Write a short answer to the Big Question: “How did California grow after it became a state?”
 - » Key points students should cite include: California chose Sacramento as its state capital after trying out several other cities; the population grew from over ninety thousand people in 1850 to over 1.4 million people by 1900; many of the new immigrants came from other countries like China, Mexico, and Ireland; growing frustration among white Californians caused anti-Chinese laws to be passed like the Foreign Miners License Law and the Chinese Exclusion Act, which caused the Chinese population to decrease between 1880 and 1900; California became better connected to the rest of the country as the Pony Express, the telegraph, and the transcontinental railroad arrived; during the Civil War, many of California’s industries grew to become a source of wealth for the country.
- Choose one of the Core Vocabulary words (*prejudice, telegraph, transcontinental, industrialization, plantation, secede*), and identify a synonym.

To wrap up the lesson, invite several students to share their responses.

Additional Activities

Online Resources



Download the Core Knowledge In Your State Online Resources for this book, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

CHAPTER 7

An Agricultural and Industrial Power

The Big Question: How did California change in the first half of the twentieth century?

Primary Focus Objectives

- ✓ Explain how California became an agricultural and industrial power and how new industries, technologies, and infrastructure grew its economy. (4.4, 4.4.6, 4.4.7, K-5.HI.3, K-5.HI.2)
- ✓ Describe how progressivism, World War I, the Great Depression, the Dust Bowl, and World War II affected California's population and economy. (4.4.5, K-5.HI.3, K-5.HI.1)
- ✓ Understand how immigration affected population growth and life in California. (4.4.4, K-5.HI.3, K-5.HI.4, K-5.HI.1)
- ✓ Analyze how California's culture evolved in the early twentieth century. (4.4.9, K-5.HI.3, K-5.HI.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *progressivism, corruption, suffrage, conservation, neutral, sustainable, recession, stock market, repatriation, deportation, internment, ration, stereotype, segregate.*

What Teachers Need to Know

Online Resources



For background information, download the Core Knowledge In Your State Online Resource “About An Agricultural and Industrial Power”:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Materials Needed

Activity Pages



AP 3.1
AP 7.1

- individual student copies of Analyze an Image (AP 3.1)
- individual student copies of Domain Vocabulary: Chapters 6–7 (AP 7.1)
- National Geographic world map
- image of three men wearing zoot suits

Online Resources



Use this link to download the Core Knowledge In Your State Online Resources for this book, where the specific links to the image and map may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Core Vocabulary (Student Reader page numbers listed below)

progressivism, n. a political philosophy of social and political activism aimed at improving people's lives through government action (94)

Example: The mayor's policies showed a belief in progressivism, as they were mainly focused on improving people's lives in the city.

Variations: progressive (n.), progressive (adj.)

corruption, n. illegal or dishonest behavior, often by people in a position of power (95)

Example: The city struggled with corruption when journalists discovered evidence of the mayor's illegal and profitable deals.

Variations: corrupt (v.), corrupt (adj.)

suffrage, n. the right to vote (96)

Example: In a democracy, suffrage enables citizens to make important choices about their communities.

Variations: suffragist

conservation, n. the attempt to stop human actions that are harmful to wild or natural spaces (97)

Example: My friend is very interested in conservation and spends most of her weekends volunteering to teach people how to use less plastic.

Variations: conserve (v.)

neutral, adj. not helping or supporting either side in a conflict (99)

Example: When two people argue, I try to be neutral and not take anyone's side.

Variations: neutrality (n.), neutrally (adv.)

sustainable, adj. able to be maintained (101)

Example: The school started a garden to teach students how to grow food in a sustainable way using compost and rainwater.

Variations: sustainability (n.), sustain (v.), sustainably (adv.)

recession, n. a period of reduced economic activity in which employment and production fall (103)

Example: During the recession, many people lost their jobs, and businesses had to find ways to save money to stay open.

Variations: recessions

stock market, n. a market where pieces of a company are sold to the public (103)

Example: The company's owners decided they needed more investors, so they sold shares of the company in the stock market.

Variations: stock markets

repatriation, n. the process of returning or being returned to one's country of origin (105)

Example: After the war, the repatriation of refugees was challenging because the countries' borders had changed.

Variations: repatriate (v.)

deportation, n. the process of removing a person from a country whose presence is unlawful (105)

Example: He faces deportation for using false documents when he arrived.

Variations: deport (v.)

internment, n. the act of confining or imprisoning someone during a war for political reasons (107)

Example: During the war, the U.S. government ordered the internment of many Japanese families, who were forced to leave their homes and live in camps.

Variations: internee

ration, v. to control the amount of something (108)

Example: It's a good idea to ration your Halloween candy over some weeks; if you eat it all at once, you might get a stomachache.

Variations: rations, rationing, rationed, ration (n.)

stereotype, n. an unfair and untrue representation of a group of people based on a belief that everyone in the group is the same (113)

Example: It's unfair to judge a person based on a stereotype instead of getting to know them.

Variations: stereotypes, stereotype (v.), stereotypical (adj.)

segregate, v. to keep people separate, usually on the basis of race (113)

Example: To segregate schools based on race was ruled unconstitutional, or illegal, by the Supreme Court in 1954.

Variations: segregates, segregating, segregated, segregation (n.), segregated (adj.)

THE CORE LESSON

Introduce “An Agricultural and Industrial Power”

Introduce the chapter by reviewing what students read about California's growth in Chapter 6. Explain that in this chapter, students will read about how California grew even more.

Call students' attention to the Big Question. Tell students to look for details about how California changed in the first half of the twentieth century as they read.

Guided Reading Supports for “An Agricultural and Industrial Power”

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Birth of a New Technology,” pages 92–94

Scaffold understanding as follows:

Invite volunteers to read the section on pages 92–94 aloud.

SUPPORT—Draw students’ attention to the mention of Hollywood in the first sentence of the section. Remind students of what they read in Chapter 1 about Hollywood. Hollywood is a district in Los Angeles. Hollywood’s media and entertainment industry is a major economic force, generating billions of dollars in revenue and economic activity for California. Movies and television have made California famous across the country and around the world.

SUPPORT—Point out the usage of “twentieth century” in the Big Question. Explain that a century is one hundred years. The term *twentieth century* refers to the one hundred years from 1900 to 1999, also called the 1900s. Ask: What century are we in now? (*the twenty-first century*) (K-5.CST.2)

SUPPORT—Point out the word *patent* in the last paragraph of the section. Explain that a patent is a legal right granted by a government to an inventor or creator, giving them exclusive rights to make, use, sell, or distribute their invention for a certain period of time. Ask: Why would a government want to issue patents? (*A government might want to issue patents to encourage people to share their new ideas.*)

After the volunteers read the text, ask the following questions:

LITERAL—What problem was the “Secret Communication System” created to solve? (4.4.6, K-5.HI.3)

- » The “Secret Communication System” was created to solve the U.S. Navy’s problem of interference interrupting the signals to radio-controlled torpedoes.

LITERAL—How are modern Bluetooth headphones and Wi-Fi devices related to Hedy Lamarr’s “Secret Communication System”? (4.4.6, K-5.HI.3, K-5.CST.3)

- » Hedy Lemarr’s communication system laid the groundwork for inventions like Bluetooth and Wi-Fi.

Scaffold understanding as follows:


Have students read the section on pages 94–98 independently.

CORE VOCABULARY—Point out the vocabulary terms *progressivism* and *corruption*, and explain their meanings.

SUPPORT—Explain that the word *progressive* comes from the root *progress*, which means to move forward or improve. The progressive movement thought that the best way to do this was by focusing on the needs of regular people instead of the needs of big businesses. Further explain that if someone engages in corruption, they can be defined as “corrupt.”

SUPPORT—Draw students’ attention to the quote from Hiram Johnson’s first inaugural address in the third paragraph of the section. Explain that the term *private interest* refers to what benefits particular people or businesses, as opposed to what benefits the public generally. Ask: What is Hiram Johnson saying he will do in this quote? (*He will make it so that the government serves the people instead of influential individuals and corporations. He won’t let corrupt people influence the government.*) (4.4)

SUPPORT—Point out the word *reforms* in the third paragraph of the section. Explain that a reform is a change or improvement made to a law or government.

 **SUPPORT**—Remind students of what they read in Chapter 2 about the referendum and recall process. Ask: What have Californian voters used the recall process for? (*In 2003, Californians used the recall process to remove the governor.*) (K-5.CST.3, 4.5.2)

CORE VOCABULARY—Point out the vocabulary term *suffrage*, and explain its meaning.

SUPPORT—Point out the last sentence in the fourth paragraph of the section that ends with “men and women equal voting rights.” Explain to students that in 1911, voting in California was extended to women, but it was only for white women.

SUPPORT—Draw students’ attention to the phrase *wilderness preservation* in the fifth paragraph of the section, and explain that *preservation* means to preserve something, or keep it in the state that it is. John Muir wanted to protect wild areas, or wilderness, from being destroyed by industrial expansion.

CORE VOCABULARY—Point out the vocabulary term *conservation*, and explain its meaning.

SUPPORT—Point out the mention of the Lava Beds National Monument in northeastern California in the fifth paragraph of the section on page 97. Encourage students to recall that they read about the lava beds in Chapter 3. Remind them that the historical landmarks include Modoc rock art and historic battle sites of the Modoc tribe.

SUPPORT—Direct students to the image of Muir Woods on page 97. Ask students to describe the image in six words. The words can form a sentence or a list of words and phrases. **(K-5.HI.2)**

After students read the text, ask the following questions:

LITERAL—What did people supporting women’s suffrage want to accomplish? **(4.4)**

- » They wanted to give men and women equal voting rights.

LITERAL—What reforms did Hiram Johnson introduce? **(K-5.HI.1, 4.4)**

- » Hiram Johnson’s reforms included the referendum, which allows citizens to vote on a political question or a proposed bill, and the recall process, which enables voters to remove elected officials by popular vote.

EVALUATIVE—What was happening in California that helped spur the progressivism movement in the early 1900s? **(K-5.HI.1, K-5.HI.3, 4.4)**

- » Small businesses, like family farms and small workshops, were being replaced and taken over. Big companies were growing and making more money than ever before. The gap between rich business owners and everyone else was widening. Workers were often treated unfairly. Big companies often fixed prices to make more money and destroy small businesses.


LITERAL—How did John Muir advocate for conservation? **(4.4.9, K-5.HI.1)**

- » John Muir advocated for conservation by founding the Sierra Club to help protect forests and nature, advocated for preservation and protection, and wrote about environmental problems.

“California and World War I,” pages 98–100

Scaffold understanding as follows:

Read the section on pages 98–100 aloud.

 **SUPPORT**—Display the National Geographic world map. Point out the location of Europe. Explain that Austria-Hungary, France, Russia, and Great Britain are all located in Europe. Ask: Are all these countries close to or far away from California? (*far away*) What separates these countries from the United States? (*the Atlantic Ocean*) **(K-5.CST.4, K-5.CST.5)**

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CORE VOCABULARY—Point out the vocabulary term *neutral*, and explain its meaning.

SUPPORT—Draw students’ attention to Germany’s plan to return Texas, New Mexico, and Arizona to Mexico if Mexico would invade the United States in the first paragraph of the section. Remind students what they learned in Chapter 5 about the Mexican-American War and what land was ceded during the Treaty of Guadalupe Hidalgo. Germany tried to get Mexico on its side of the war by promising they could have that land back.

SUPPORT—Direct students’ attention to the mention of the American Red Cross in the last paragraph of the section. Explain that the American Red Cross was started in 1881 by a woman named Clara Barton. She had seen the suffering during the Civil War and wanted to help people wounded and injured during wartime. Today, the International Red Cross continues to provide medical aid all around the world during times of war and natural disasters.

After you read the text, ask the following questions:

LITERAL—In what ways were Californians involved in World War I? (K-5.HI.1)

- » During World War I, California governor Hiram Johnson sent California National Guard troops to defend the state’s Mexican border. California hosted training facilities, more than 112,000 young men from California fought in the war, and women supported the war by working in factories, nursing, fundraising, and volunteering.

EVALUATIVE—How did World War I affect California’s industries? (4.4.6, K-5.HI.3)

- » Many of California’s industries, like agriculture, grew because of the war.

LITERAL—How did World War I end? (K-5.HI.1)

- » World War I ended on November 11, 1918, when the countries signed a ceasefire agreement.

“The Transformation of Agriculture and Industry,” pages 100–102

Scaffold understanding as follows:

Have students read the section on pages 100–102 independently.

CORE VOCABULARY—Point out the vocabulary term *sustainable*, and explain its meaning.

ELL SUPPORT—Explain the difference between dams, aqueducts, and reservoirs. A dam is a wall or barrier that holds back water. An aqueduct is a channel that moves water from one place to another. A reservoir is a

large, human-made lake. Direct students to the image on page 101. Ask: Which two of these do you see in the image? (*a dam and a reservoir*) Have students point to each in the image. (4.4.6, 4.4.7, K-5.HI.2)

SUPPORT—Point out the use of the word *arid* in the third paragraph of the section. Remind students that they learned this word in Chapter 1. Ask: What is arid land? (*Arid land is land that gets little or no rain.*) (K-5.HI.2)

SUPPORT—Point out the word *extracting* in the third paragraph of the section. Explain that to extract is to take out. Ask: What did the irrigation systems do? (*They took water out of the ground.*) (4.4.6, 4.4.7)

SUPPORT—Point out the word *petroleum* in the fourth paragraph of the section. Explain that petroleum is a thick, dark liquid that is found in rock. It comes from the remains of plants and animals that lived millions of years ago. It is also called “crude oil.”

ACTIVITY—Have students complete an Analyze an Image (AP 3.1) about the image of Los Angeles on page 102. (K-5.HI.2, 4.4.4)

Activity Page



AP 3.1

After students read the text, ask the following questions:

LITERAL—What problem was caused by growing too much wheat? (4.4, 4.4.6)

- » Growing too much wheat used up nutrients in the soil. The amount of wheat that could be produced started to decline.

LITERAL—In response to falling wheat prices, what practice did wheat farmers adopt that made their farming more sustainable? (4.4, 4.4.6)

- » In response to falling wheat prices, instead of growing wheat season after season, farmers rotated their crops. They cycled through fruits and vegetables as well as wheat.

EVALUATIVE—What benefits did California’s new water systems have on arid areas? (K-5.HI.2, K-5.HI.4, 4.4, 4.4.6, 4.4.7)

- » California’s new aqueducts, reservoirs, and dams made it possible for the arid areas far away from rivers or the coast to grow crops.

LITERAL—What industries grew in California during the early twentieth century? (4.4, 4.4.6, 4.4.7)

- » Industries that grew in California during the early twentieth century include agriculture, oil, auto, and aerospace industries.

INFERENTIAL—Why do you think California’s temperate climate and abundance of skilled labor made Southern California a good place for aircraft manufacturing? (K-5.HI.2, K-5.CST.5, 4.4.6)

- » Possible answers: California’s temperate climate and an abundance of skilled labor meant that there was very little rainfall, so the planes

could be tested all year round. Also, there was no shortage of people to work on building planes.

“The Great Depression and the Dust Bowl Migration,” pages 103–106


Scaffold understanding as follows:

Have students read the section on pages 103–106 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *recession* and *stock market*, and explain their meanings.

SUPPORT—Point out the word *investing* in the second paragraph of the section. Explain that when someone invests in something, it means that they are putting in money or effort in hopes that they will get benefits or advantages later. In the 1920s, people invested money in the stock market, meaning they bought shares in companies hoping that the companies would continue to increase in value. When the stock market crashed, they lost their investment.

SUPPORT—Draw students’ attention to the mention of rising unemployment rates in the third paragraph of the section. Explain that when someone doesn’t have a job, they are unemployed. People who are retired or do not have a job voluntarily do not count as unemployed. When unemployment rates go up, that means that there are more people without jobs. When people don’t have jobs, it often means they can’t make enough money for their families. High unemployment rates in a country usually mean that the economy is struggling or going through a recession.

 **SUPPORT**—Direct students to the image of Florence Owens Thompson on page 105. Explain that this is one of the most famous photographs of the Great Depression. The photo is called *Migrant Mother*. It was taken by Dorothea Lange. Guide students to recall what they read about Lange earlier in the chapter. Give students a moment to study the photo. Ask: Is this photo a primary source or a secondary source? (*a primary source*) What is special about this photograph? Why do you think it is so famous? (*Possible answer: The photograph is special because it shows the struggles of a family through their expressions. It could be famous because it tells a story about how migrant families lived.*) What does it tell us about the past and the Great Depression? (*Possible answer: It tells us that the Great Depression was very hard on a lot of people.*) (K-5.REPOV.1, 4.4.5, 4.4.9)

CORE VOCABULARY—Point out the vocabulary terms *repatriation* and *deportation*, and explain their meanings.

SUPPORT—Draw students’ attention to the mention of state relief agencies during the repatriation campaigns in the last paragraph of the section on page 105. Explain that in addition to the threat of deportation, Mexican immigrants and Mexican Americans also faced the same unemployment struggles that everyone else did during the Great

Depression. However, the state-funded relief agencies that helped other Americans often required proof of citizenship for people of Mexican descent, which meant that immigrants without paperwork could not receive aid. Many people left for Mexico on their own because of this struggle.

SUPPORT—Point out the word *nationality* in the last paragraph of the section. Explain that *nationality* refers to the country that someone is a citizen of. Someone whose nationality is American was either born in the United States or has become a legal citizen.

After students read the text, ask the following questions:

EVALUATIVE—Why were farmers struggling in the Great Plains after World War I? (K-5.HI.3, 4.4, 4.4.5)

- » Farmers were struggling in the Great Plains after WWI because a recession led to lower prices of crops.

EVALUATIVE—What were some economic problems of the Great Depression? (4.4.5)

- » At the start of the Great Depression, people lost a lot of money in the stock market, banks closed, farm income dropped, many farmers lost their land, many people lost their jobs, and many lost their homes.

EVALUATIVE—What effects did the Great Depression have on California? (K-5.HI.3, 4.4.4, 4.4.5)

- » The Great Depression impacted California as hundreds of thousands of people who lost their jobs or their farms migrated to California to find opportunity. Many of these people became known as “Okies” because so many were from Oklahoma.


EVALUATIVE—Why did the government begin repatriation campaigns during the time of the Great Depression? (4.4.5)

- » The government began repatriation campaigns because many Americans claimed that immigrants took jobs that Americans needed.

“World War II,” pages 106–112

Scaffold understanding as follows:

Invite volunteers to read the section on pages 106–112 aloud.

 **SUPPORT**—Display the National Geographic world map. Explain that just like World War I, this world war started across the Atlantic, in Europe (point out Europe). During World War I, there was some fighting in Asia and the


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Pacific, but most of the battles were in Europe. Unlike World War I, World War II saw much larger campaigns in the Pacific theater, with battles across East Asia, Southeast Asia, and the Pacific Ocean. Key events during World War II included the attack on Pearl Harbor and fighting in places like China, the Philippines, and the Pacific islands.

CORE VOCABULARY—Point out the vocabulary term *internment*, and explain its meaning.

SUPPORT—Tell students that although they were called *internment camps*, they were essentially prisons.

 **SUPPORT**—Direct students to the map on page 107. Explain that the internment camps were located far away from big cities by the coast. Ask: Why do you think they were placed there? (*This was possibly because the government thought the Japanese Americans were loyal to Japan and wanted to keep them away from important cities and harbors.*) (4.4.5, K-5.CST.4, K-5.HI.2)

CORE VOCABULARY—Point out the vocabulary term *ration*, and explain its meaning.

SUPPORT—To help students understand zoot suits, show the image of three men wearing zoot suits. Use the image to point out the features of the zoot suits: the long coats with wide lapels and the high-waisted pants. Ask: How do the zoot suits compare to the way people dress today? (*Answers may include: they are baggy clothes, they look stylish, two of the three are wearing large hats, two of the three have chains connected to their belts, they are similar colors to suits worn today.*) (K-5.CST.3)

SUPPORT—Point out the word *anti-Nazi* in the second-to-last paragraph of the section, and explain that the Nazi party was the political party in power in Germany during World War II. The movies promoting anti-Nazi messages meant that they were against Germany's ideas and beliefs.

SUPPORT—Draw students' attention to the mention of movie studios producing documentaries about the war in the second-to-last paragraph of the section. Explain that many of the films produced at this time were a form of propaganda. Propaganda is the spreading of specific information, whether they be lies or truths, in order to sway the opinions of the audience. Both sides during World War II used propaganda to get people on their side.

SUPPORT—Direct students to the timeline on page 112. Ask: How many years passed between World War I and World War II? (*Twenty-one years passed between the end of World War I and the start of World War II.*) How long did World War II last? (*Six years; the United States was involved for four years.*) Did the Zoot Suit Riots happen before, during, or after World War II? (*during*) (K-5.CST.1)

Online Resources



After volunteers read the text, ask the following questions:

EVALUATIVE—What caused the United States to join World War II? (K-5.HI.3)

- » The United States declared war in response to the Japanese attack on the U.S. naval base at Pearl Harbor on December 7, 1941.

EVALUATIVE—How did World War II affect immigrants and racial minorities in California? (4.4.5)

- » Japanese Americans and immigrants from Japan were sent to internment camps during the war. Mexican repatriation efforts and the increasing number of migrants led to racial conflicts between white people and Mexican Americans, including riots like the Zoot Suit Riots.

EVALUATIVE—In addition to the effects on immigrants, how did World War II change life for Californians? (4.4.5)

- » People also had to ration things like food and clothing to make sure that there were enough resources for soldiers, many people joined the military, and women entered the workforce to fill men’s jobs.

LITERAL—What was the Great Migration? (4.4.4)

- » The Great Migration was the movement of millions of Black Americans from southern states to the West, with 340,000 moving to California.

LITERAL—How did World War II end? (K-5.HI.1)

- » World War II ended in May 1945, when Germany surrendered. Japan surrendered in September, after the United States dropped two atomic bombs.

“California’s Emerging Film Culture,” pages 112–113

Scaffold understanding as follows:

Read the section on pages 112–113 aloud.

CORE VOCABULARY—Point out the vocabulary terms *stereotype* and *segregate*, and explain their meanings.

After you read the text, ask the following questions:

LITERAL—What was Louis B. Mayer known for? (4.4.9)

- » Louis B. Mayer was known for creating a successful film studio called Metro-Goldwyn-Mayer, or MGM.

EVALUATIVE—How were minorities discriminated against in the film industry during the early twentieth century? (4.4.9)

- » Many minorities were discriminated against in the film industry because they were only able to play roles that reflected racial stereotypes.

INFERENTIAL—How did art and media in the early twentieth century affect Californian culture? (4.4.9, K-5.HI.3)

- » Photographers like Dorothea Lange and Ansel Adams took pictures that brought awareness to things like the struggles of migrant workers and natural conservation. Filmmakers during World War II increased morale, advertised for war bonds, and promoted anti-Nazi messages, which became a source of patriotism. John Muir’s writing inspired more environmentalism and the creation of national parks.

Timeline Cards

- Show students the Chapter 7 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How did California change in the first half of the twentieth century?”
- Invite a student to post the cards to the timeline under the dates referencing 1900–1945. Refer to the diagram in the book Introduction for guidance on the placement of each card to the timeline. (K-5.CST.1)



CHECK FOR UNDERSTANDING

Ask students to do the following:

- Write a short answer to the Big Question: “How did California change in the first half of the twentieth century?”
 - » Key points students should cite include: Progressivism changed California in the early twentieth century, and women gained suffrage; California sent thousands of soldiers to World War I; California’s industries grew as they supported the war effort; Californian farmers began to rotate crops instead of only growing wheat; the government built dams, aqueducts, and reservoirs to expand agriculture; industries like oil and aerospace grew dramatically; during the Great Depression, hundreds of thousands moved to California to find jobs; during World War II, two internment camps were built in California; the Great Migration brought Black Americans to California from the southern states; tensions rose between Mexican Americans and white Americans during the war as well.

Activity Page



AP 7.1

- Choose two of the Core Vocabulary terms (*progressivism, corruption, suffrage, conservation, neutral, sustainable, recession, stock market, repatriation, deportation, internment, ration, stereotype, segregate*), and explain how they are related to each other.

To wrap up the lesson, invite several students to share their responses.

NOTE: You may wish to assign Domain Vocabulary: Chapters 6–7 (AP 7.1) at this time.

Additional Activities

Online Resources



Download the Core Knowledge In Your State Online Resources for this book, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

California in the Postwar Era

The Big Question: How did California change in the second half of the twentieth century?

Primary Focus Objectives

- ✓ Explain how California's industries, such as aerospace, electronics, and agriculture, helped build the state's economy. (4.4, 4.4.6, 4.4.7, K-5.HI.2)
- ✓ Understand California's role during the political and social events of the late twentieth century, including the Cold War and the civil rights movement. (4.4, K-5.HI.1, K-5.HI.3)
- ✓ Describe how daily life, culture, education, and the population of California changed during the late twentieth century. (K-5.CST.2, K-5.HI.2, 4.4.4, 4.4.8, 4.4.9)
- ✓ Understand the meaning of the following domain-specific vocabulary: *urban sprawl*, *communist*, *civil rights*, *boycott*, *sit-in*, *counterculture*, *refugee*, *undocumented immigrant*, *amnesty*, *entrepreneur*.

What Teachers Need to Know

Online Resources



For background information, download the Core Knowledge In Your State Online Resource "About California in the Postwar Era":

<https://www.coreknowledge.org/ck-in-your-state-history/>

Materials Needed

Online Resources



- world map from GIS Geography

Use this link to download the Core Knowledge In Your State Online Resources for this book, where the specific link to the map may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Core Vocabulary (Student Reader page numbers listed below)

urban sprawl, n. the spreading of developments into undeveloped land around a city (118)

Example: Urban sprawl has caused the city to expand out into the countryside, where buildings used to be rare.

communist, adj. relating to communism, an economic system based on community ownership of property and industry (119)

Example: The communist leader declared that everyone would have the same amount of food, money, and housing.

Variations: communist (n.), communism (n.)

civil rights, n. the rights that all citizens are supposed to have according to the Constitution and its amendments (121)

Example: People marched in the streets to demand their civil rights, like the right to vote and to be treated equally under the law.

boycott, v. to refuse to buy goods or have anything to do with a particular group or country (123)

Example: The students decided to boycott the cafeteria until healthier food was offered.

Variations: boycotts, boycotting, boycotted, boycott (n.)

sit-in, n. a type of nonviolent protest in which people sit down in a place and refuse to move (123)

Example: By participating in a sit-in at the restaurant counter, the protesters showed that they wanted justice without using violence.

Variations: sit-ins

counterculture, n. a culture that has different values from the established society or main culture (127)

Example: Counterculture groups often try to challenge or resist the way most people think or behave.

Variations: countercultures

refugee, n. a person who flees a country to avoid danger or persecution (129)

Example: My mother fled her home country and became a refugee in the United States of America.

Variations: refugees

undocumented immigrant, n. a person who does not have legal documents proving their right to be or remain in the country (130)

Example: When we came to this country as undocumented immigrants, we had a hearing with immigration officers to determine if we would be allowed to stay.

Variations: undocumented immigrants

amnesty, n. a decision, usually by a government, not to punish a person or group who has committed a crime (130)

Example: Under a policy of amnesty, the people who broke the law were forgiven.

entrepreneur, n. a person who starts a business (133)

Example: She is a young entrepreneur who opened an independent bakery in her neighborhood.

Variations: entrepreneurs, entrepreneurship, entrepreneurial (adj.)

THE CORE LESSON

Introduce “California in the Postwar Era”

Introduce the chapter by reviewing what students read in Chapter 7 about California in the early twentieth century. Remind them that World War II ended in 1945. Explain that the war changed the world forever. In this chapter, students will read about those changes and how they affected California.

Call students’ attention to the Big Question. Tell students to look for ways that California changed during the second half of the twentieth century as they read.

Guided Reading Supports for “California in the Postwar Era”

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A Magic Kingdom Opens,” pages 114–116

Scaffold understanding as follows:

Read the section on pages 114–116 aloud.

SUPPORT—Point out the word *savor* in the quotation from Walt Disney. Explain that *savor* means to enjoy or appreciate.

SUPPORT—Point out the title of the statue in the Chapter Opener photo on pages 114–115. Ask: Who are the partners that the title is referring to? (*Walt Disney and Mickey Mouse*) (4.4.9)

SUPPORT—Point out the word *asphalt* in the second paragraph of the section. Explain that asphalt is a type of concrete that makes roads. When a new road is being built, the asphalt is poured while it is still hot and gooey, and it takes a while for it to harden.

ELL SUPPORT—Point out the word *beacon* in the second paragraph of the section. Explain that a beacon is a light that is meant to be seen from far away. However, *beacon* can also mean something or someone who provides a positive example or inspiration. In this instance, it means to be an example of American culture and an inspiration for people far and wide.

After you read the text, ask the following questions:

LITERAL—What went wrong during opening day at Disneyland in 1955? (K-5.HI.1, 4.4.9)

- » On opening day at Disneyland, people’s shoes sank into the asphalt, rides broke down, and the park ran out of food and drinks.

LITERAL—What was Walt Disney’s hope for how Disneyland would impact the world? (K-5.HI.1, 4.4.9)

- » Walt Disney hoped that Disneyland would be a source of joy and inspiration to the world.

“California After World War II,” pages 116–121

Scaffold understanding as follows:

Read the first two paragraphs of the section on pages 116–117 aloud.

SUPPORT—Direct students’ attention to the phrase *growing pains* in the first sentence of the section. Ask: What do you think this means for California following World War II? (*California grew, but the growth caused some problems.*) (K-5.HI.1)

SUPPORT—Point out the word *GI* in the second paragraph of the section. Explain that a GI is a soldier or veteran who served in the U.S. armed forces. “GI” stands for government issue.

SUPPORT—Point out the phrase *higher education degrees*. Explain that higher education is colleges and universities. A degree is what you get when you graduate from a college or university program. Ask students to discuss what types of degrees they would like to earn and in what subjects. (*history, math, engineering, computer science, law, music, theater, dance, etc.*) (4.4.8)

Have students read the rest of the section on pages 117–121 with a partner.

ELL SUPPORT—Direct students to the map on page 117. Point out the title of the map. Explain that the map shows California’s counties. Each county is shaded according to population density, or the average number of people per square mile. The darker or more saturated the color, the more crowded, or dense, the place is. Guide students to find their county. Ask: How many persons per square mile live there? (*Answers should accurately*

reflect the map key.) Which areas of California have the most people living the closest together? (*Los Angeles and the San Francisco Bay area*) Which parts of California have the lowest population density? (*the very northern part and the eastern part*) Think back to what you learned about California's geography. What geographic features might explain the lower population density? (*The very northern part of California and the eastern part are mountains. Mountains make it hard for people to live close together.*) (K-5.CST.4, K-5.CST.5)

SUPPORT—Point out the word *suburbs* in the third paragraph of the section. Remind students that they learned this word in Chapter 1. Guide them to recall that suburbs are towns or small cities within commuting or easy traveling distance of a large city.

CORE VOCABULARY—Point out the vocabulary terms *urban sprawl* and *communist*, and explain their meanings.

SUPPORT—Draw students' attention to the mention of the Soviet Union in the sixth paragraph of the section on page 119. Explain that the Soviet Union, formally the Union of Soviet Socialist Republics (U.S.S.R.), was the first country to structure a government on the idea of communism. It was the largest country by territory (meaning the amount of land a country covers) in the world from 1922 to 1991. Before it broke up in 1991, it was the United States' main rival internationally.

SUPPORT—Draw students' attention to the second paragraph on page 120, about California's State Water Project. Remind students that they read about California's water systems in the previous chapter. Explain that California's water system continued to grow and evolve through the years, reaching more areas than ever before using a network of dams, aqueducts, and reservoirs.

SUPPORT—Point out the word *aqueducts* in the second paragraph on page 120, and explain that an aqueduct is a canal that carries water from one place to another. These are important for spreading water supply to places that get less rain. Then, point out the word *hydroelectric*, and explain that hydroelectricity is power that is generated by the movement of water. Dams are important to hydroelectricity facilities because they control the flow of water so that turbines can spin faster and generate more electricity.

SUPPORT—Point out the term *water rights* in the second paragraph on page 120, and explain that California laws state that while water cannot be owned by people or corporations, everyone must have legal permission to use California's waters for things like swimming, fishing, farming, or industry. Organizations like the Owens Valley Indian Water Commission are fighting for Ingenious peoples and their right to access clean waters on their land that have diminished thanks to droughts, industrial overuse, and infrastructure that diverted the water upstream.

After students read the text, ask the following questions:

EVALUATIVE—What effects of World War II did California experience? (K-5.HI.3, 4.4.5)

- » World War II affected California as community colleges and universities grew thanks to the GI Bill, many more homes were built, which caused urban sprawl, new highways were built, and residents of some working-class and minority neighborhoods were pushed out of their homes to make room for new developments.

LITERAL—How much farmland benefits from the State Water Project? (4.4, 4.4.6, 4.4.7)

- » The State Water Project provides water to 750,000 acres (3,035 sq km) of farmland.

LITERAL—What was the Cold War? (K-5.HI.1)

- » The Cold War was a conflict between the United States and the Soviet Union.

LITERAL—How did aerospace companies in California contribute during the Cold War? (4.4.6)

- » During the Cold War, aerospace companies in San Francisco and Orange County researched and developed new technologies.

EVALUATIVE—What are some ways that schools in California changed in the second half of the twentieth century? (K-5.CST.2, 4.4.8)

- » California schools have changed in the second half of the twentieth century as they ended the separation of students based on race, established statewide standards for English language arts and math, and began to enroll women in higher education. Today, California has 339 colleges and universities.

“The Civil Rights Era in California,” pages 121–123

Scaffold understanding as follows:

Invite volunteers to read the section on pages 121–123 aloud.

CORE VOCABULARY—Point out the vocabulary term *civil rights*, and explain its meaning.



SUPPORT—Point out the term, *executive order* in the second paragraph of the section, and explain that according to Article II of the U.S. Constitution, the president is responsible for making sure that laws are being executed appropriately. The president can make executive orders, which are signed

and published directives that tell the government to do something specific in order to uphold the law.

SUPPORT—Point out the word *segregation* in the third paragraph of the section. Remind students that they learned the word *segregate* in the previous chapter. *Segregate* means to keep people separate, usually on the basis of race.

SUPPORT—Point out the word *desegregate* in the third paragraph of the section. Remind students that to segregate is to separate people on the basis of race. Explain that to desegregate is the opposite of segregate. Ask: What does it mean to desegregate a place? (*Possible answers: to stop separating people by race; to allow people of all races to be in a place together*)

CORE VOCABULARY—Point out the vocabulary terms *boycott* and *sit-in*, and explain their meanings.

SUPPORT—Point out the phrase *police brutality* in the fifth paragraph of the section, and explain that throughout history there have been times when police officers have treated minority groups unfairly, including unlawful detainment, use of excessive force or violence, verbal abuse, and more.



SUPPORT—Draw students' attention to the phrase *Black juries* in the fifth paragraph of the section. Remind students that they read about juries in Chapter 2, and review the vocabulary term *jury*. The Sixth Amendment guarantees the right to a trial with a "jury of one's peers." The Black Panthers wanted to make sure that Black people accused of crimes were given fair trials and believed that they could not be judged fairly unless the jury contained other Black people.

After volunteers read the text, ask the following questions:

LITERAL—What did President Harry Truman's Executive Order 9981 do? (K-5.HI.1)

- » Executive Order 9981 desegregated the U.S. armed forces.

LITERAL—What was the court case *Mendez v. Westminster* about? (K-5.HI.1, K-5.HI.3, 4.4.8)

- » *Mendez v. Westminster* was a legal case in which the Mendez family and four other families sued to force California to desegregate its schools.

LITERAL—What are some examples of nonviolent protests used during the civil rights movement? (K-5.HI.1)

- » Nonviolent protests used during the civil rights movement include demonstrating or marching in the streets, boycotting businesses, and participating in sit-ins.

EVALUATIVE—Why did Bobby Seale and Huey Newton create the Black Panther Party? (K-5.HI.3)

- » Seale and Newton created the Black Panther Party to protect the Black community from police brutality, to improve education, to exempt Black people from military service, and to ensure fair trials with Black juries. They also had a Free Breakfast for School Children Program.

“Farmworkers Unite: The UFW and Labor Activism,” pages 124–126


Scaffold understanding as follows:

Have students read the section on pages 124–126 with a partner.


Note: In 2026, it was revealed that Cesar Chavez had abused girls and women in the UFW movement, including Dolores Huerta. Whether you share this information with your students is at your discretion. We believe it is important to note that the farmworkers’ rights movement is about more than just Cesar Chavez. The movement was and is made up of thousands of people. As Dolores Huerta noted, their fight and their achievements are bigger than one man.

Online Resources



 **SUPPORT**—Point out the word *Filipino* in the third paragraph of the section. Explain that a Filipino is someone from the Philippines, a country in Southeast Asia. Use the world map to show students the location of the Philippines.

SUPPORT—Draw students’ attention to the photo on page 125. Ask: What do you see in the picture? (*Two women and a man standing against a chainlink fence. The women are holding red UFW flags, and there is a bigger flag on the fence.*) What do you think is happening? (*The UFW is protesting something.*) What questions do you have about or because of the photo? (*Possible answers: Where are they? What are they protesting? Where might you find the answers to your questions? news articles, the union website*) (4.4, 4.4.6, K-5.REPOV.2)

 **SUPPORT**—Point out the mention of Alcatraz Island in the last paragraph of the section, and explain that this island is located in San Francisco Bay, 1.5 miles (2 km) offshore. It is only twenty-two acres (9 hectares) but has been a place of importance for many years. It was once part of the tribal lands of the Ohlone people, and over the years it has been an army garrison, a military prison, and a federal prison. Today, it is a national park. It is also the site of the first lighthouse on the West Coast, built in 1854.

SUPPORT—Direct students’ attention to the second-to-last sentence of the section where it mentions the U.S. government’s theft of tribal lands. Remind students what happened to the Native tribes when settlers arrived and of what they read in Chapter 1 about the land treaties that the government made with several of the tribes. Explain that many of these treaties were not honored by the government over the years.

After students read the text, ask the following questions:

LITERAL—What group did Cesar Chavez found with Dolores Huerta? (4.4)

- » Chavez and Huerta founded the National Farm Workers Association (NFWA).

EVALUATIVE—Why did the farmworkers want to strike against the grape growers? (K-5.HI.3, 4.4, 4.4.6)

- » The farmworkers went on strike to force grape growers to provide safer working conditions and better pay.

EVALUATIVE—Why did the American Indian Movement (AIM) protest on the island of Alcatraz in 1969? (K-5.HI.3, 4.4)

- » AIM occupied Alcatraz in protest of what they said was the U.S. government’s theft of tribal lands.


“Vietnam, Counterculture, and Social Revolution,” pages 126–128

Scaffold understanding as follows:

Invite volunteers to read the section on pages 126–128 aloud.

Online Resources



 **SUPPORT**—Explain that Vietnam is a country in Southeast Asia. Use the world map from GIS Geography to show students the location of Vietnam.

CORE VOCABULARY—Point out the vocabulary term *counterculture*, and explain its meaning.

SUPPORT—Point out the acronym *LGBTQ* in the fourth paragraph of the section, and explain that it stands for Lesbian, Gay, Bisexual, Transgender, and Queer.

SUPPORT—Direct students to the image of the hippie on page 128. Point out the symbol on the man’s pants. Explain that it is a symbol of peace. The peace symbol was commonly used by the hippies and has been adopted by others.

After volunteers read the text, ask the following questions:

LITERAL—Who fought the Vietnam War? (K-5.HI.1)

- » During the Vietnam War, the northern part of Vietnam, supported by the Soviet Union and China, fought the southern part, supported by the United States.

EVALUATIVE—How did the hippies feel about the Vietnam War? (K-5.HI.1, 4.4)

- » The hippies opposed the Vietnam War and were very vocal about their anti-war beliefs.

EVALUATIVE—How did hippies express their objections to war, racism, and established culture? (K-5.HI.1, 4.4)

- » Possible answers: Hippies wore bright colors and grew their hair long, in opposition to the fashion of their parents' time. They played and listened to rock and folk music. They used nonviolent activism and gathered in a "Human Be-In" to share in community and hear music and speeches.

LITERAL—What happened at the Stonewall Inn in 1969? (K-5.HI.1, 4.4)

- » At the Stonewall Inn in 1969, people fought back when police raided a popular LGBTQ hangout.

"Immigration and Diversity in the Postwar Era," pages 129–131


Scaffold understanding as follows:

Read the section on pages 129–131 aloud.

CORE VOCABULARY—Point out the vocabulary term *refugee*, and explain its meaning.

SUPPORT—Point out the word *persecution* in the third paragraph of the section. Explain that *persecution* means to intentionally harm someone based on beliefs or identity.

CORE VOCABULARY—Point out the vocabulary terms *undocumented immigrant* and *amnesty*, and explain their meanings.

 **SUPPORT**—Direct students' attention to the last sentence of the section. Remind them what they read in Chapter 2 about the U.S. Constitution and its purpose to protect the rights of the people. The Fourteenth Amendment, or change made to the Constitution, states that everyone should be treated equally, regardless of their citizenship status. This is why the courts stopped Proposition 187 that would have discriminated against undocumented immigrants.

After you read the text, ask the following questions:

EVALUATIVE—Why was California a convenient place for immigration from Asia? (4.4.4, K-5.CST.5)

- » California's location on the West Coast made it a natural entry point for eastward immigration from Asia.

EVALUATIVE—What event prompted the Refugee Act of 1980? How? (K-5.HI.3)

- » The end of the Vietnam War and the capture of South Vietnam by North Vietnam prompted the Refugee Act of 1980. When the war ended, hundreds of thousands of Vietnamese and Cambodians fled the communists. More than three hundred thousand came as refugees to the United States. U.S. law had to be changed to allow that many refugees to enter the country.

EVALUATIVE—How was the Refugee Act similar to and different from the Bracero Program two decades before, in the 1940s? (K-5.CST.3)

- » Both the Refugee Act and the Bracero Program increased the number of people allowed into the country, but the programs were different insofar as the Refugee Act was a humanitarian program for refugees, while the Bracero Program was for the benefit of American agriculture.

“California as a Technological Powerhouse,” pages 131–133

Scaffold understanding as follows:

Have students read the section on pages 131–133 independently.

SUPPORT—Point out the reference to Silicon Valley in the first sentence of the section. Remind students that they read about Silicon Valley in Chapter 1. Invite volunteers to share what they remember. (*Possible answers: It’s in the San Francisco Bay Area. It’s called Silicon Valley because a lot of computer and technology companies are there, and silicon is the key element of computer chips.*) (K-5.HI.2)

CORE VOCABULARY—Point out the vocabulary term *entrepreneur*, and explain its meaning.

SUPPORT—Direct students to the timeline on page 132. Ask: Which happened first, the Vietnam War or the Korean War? (*the Korean War*) How many years did the Vietnam War last? (*twenty years*) When did the Cold War end? (*1991*) (K-5.CST.1)

CORE VOCABULARY—Point out the vocabulary term *entrepreneur*, and explain its meaning.

After students read the text, ask the following questions:

EVALUATIVE—How did Silicon Valley help make California’s technology industry successful? (4.4.6, K-5.HI.2)

- » Silicon Valley helped make California’s technology industry successful because many of the largest technology companies had their start there, and the area is responsible for creating things like personal computers.

LITERAL—What are some examples of businesses that are based in Silicon Valley? (4.4.6)

- » Businesses based in Silicon Valley include Apple, ASK Computer Systems, and Google.

LITERAL—What did Sandra Kurtzig achieve with her business ASK Computer Systems? (4.4.9)

- » She became the first woman to offer a technology business on the stock market.

“Modern California Culture,” pages 133–135

Scaffold understanding as follows:

Invite volunteers to read the section on pages 133–135 aloud.

NOTE: For more about the science of surfing, see the CKSci Grade 4 unit *Investigating Waves*.

After the volunteers read the text, ask the following questions:

LITERAL—What developments in the 1980s elevated the film and movie industry? (4.4.9)

- » Developments in computer-generated graphics, better cameras, and editing software improved movies and film in the 1980s.

EVALUATIVE—How have sports helped shape California’s culture? (4.4.9)

- » Surfing and snowboarding have been favorite sports of Californians for decades, skateboarding was born in California, and the state’s professional teams have made California a cultural landmark.

INFERENTIAL—What parts of Californian culture do you think most represent the state, and why? (4.4.9)

- » Possible answers: sports, movies and television, food, art (along with an explanation why)

Timeline Cards

- Show students the Chapter 8 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How did California change in the second half of the twentieth century?”

- Invite a student to post the cards to the timeline under the dates referencing 1945–1999. Refer to the diagram in the book Introduction for guidance on the placement of each card to the timeline. (K-5.CST.1)



CHECK FOR UNDERSTANDING

Ask students to do the following:

- Write a short answer to the Big Question: “How did California change in the second half of the twentieth century?”
 - » Key points students should cite include: The population increased significantly due to the baby boom and the arrival of many immigrants; Congress passed the GI Bill, which provided money for veterans to attend college and thus increased the number of students in higher education; six million homes were built in California in response to the increase in population; cities began to expand into suburbs; a new highway system was built; the Cold War competition prompted California’s technology industry to grow; the State Water Project expanded; many groups fought for their civil rights, like the Black Panthers, LGBTQ people, and farmworkers; a counterculture developed largely in opposition to the Vietnam War; after the Vietnam War, many refugees came to California; Silicon Valley became a leader in the world’s technology industry.
- Choose one of the Core Vocabulary terms (*urban sprawl, communist, civil rights, boycott, sit-in, counterculture, refugee, undocumented immigrant, amnesty, entrepreneur*), and write a sentence using the term.

To wrap up the lesson, invite several students to share their responses.

Additional Activities

Online Resources



Download the Core Knowledge In Your State Online Resources for this book, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

California Enters the Twenty-First Century

The Big Question: What challenges does California face today?

Primary Focus Objectives

- ✓ Explain the challenges that California faces, including population growth, wildfires, drought, sea level rise, and flooding. (4.1.5)
- ✓ Describe Californian demographics and how California’s towns and cities have changed since 2000. (K-5.CST.3, 4.4.4)
- ✓ Describe the development of industries in California since 2000, including aerospace, electronics, large-scale commercial agriculture, energy, automobile, communications, and defense, and how the state’s economy affects the rest of the country. (4.4.6, 4.4)
- ✓ Analyze how culture and education in California have changed over time. (4.4.8, 4.4.9)
- ✓ Understand the meaning of the following domain-specific vocabulary: *renewable*, *pandemic*, *clean energy*.

What Teachers Need to Know

Online Resources



For background information, download the Core Knowledge In Your State Online Resource “About California Enters the Twenty-First Century”:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Materials Needed

Activity Page



AP 9.1

Online Resources



- individual student copies of Domain Vocabulary: Chapters 8–9 (AP 9.1)
- City of Shasta Lake interactive map
- California Reservoirs Reflect Deepening Drought map

Use this link to download the Core Knowledge In Your State Online Resources for this unit, where the specific links to the maps may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Core Vocabulary (Student Reader page numbers listed below)

renewable, adj. capable of being replenished relatively quickly by natural processes (141)

Example: Wind and solar power are renewable energy sources because they can be naturally replenished without being depleted.

Variations: renew (v.)

pandemic, n. a disease that suddenly strikes multiple countries or continents (142)

Example: When the virus spread rapidly and began affecting countries around the world, health officials declared it a pandemic.

Variations: pandemics, pandemic (adj.)

clean energy, n. energy that does not emit greenhouse gases, often made using renewable resources (144)

Example: Our family installed solar panels on our roof because we are trying to use more clean energy.

Variations: clean energies

THE CORE LESSON

Introduce “California Enters the Twenty-First Century”

Introduce the chapter by reviewing what students read in Chapter 8 about California in the late twentieth century. Explain that in the year 2000, we entered a new century: the twenty-first century. In this chapter, students will read about some of the challenges California faces in this new century.

Call students’ attention to the Big Question. Tell students to look for challenges that California faces today as they read.

Guided Reading Supports for “California Enters the Twenty-First Century”

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Climate and Natural Disasters,” pages 136–141


Scaffold understanding as follows:

Invite volunteers to read the section on pages 136–141 aloud.

NOTE: Please be mindful of students’ own experiences with wildfires and other disasters when teaching this section.

SUPPORT—Point out the word *vegetation* in the second paragraph of the section, and explain that *vegetation* is another word for plants and often refers to plants that grow in natural areas.


SUPPORT—Point out the phrase “frequency and intensity” in reference to wildfires in the third paragraph of the section, and explain that *frequency* means how often something happens and *intensity* means how severe or dangerous something can be. California wildfires are becoming both more common and more dangerous.

 **SUPPORT**—In the fourth paragraph of the section, draw students’ attention to the mention of California’s coastline. Remind students that California’s largest cities are located in and a large portion of California’s population lives in a coastal county.

TURN AND TALK—Draw students’ attention to the picture on page 139. Explain that what they are seeing is the Oroville Dam emergency spillway, which is a long path designed to let water behind the dam out before it gets too high. Have students study the photograph from the Oroville Dam failure in 2017 and discuss with a small group or partner what they think is happening in the picture and what would cause a spillover like the one seen in the image. (*The water is overflowing and breaking the spillway.*) (4.4.7)

Online Resources



 **SUPPORT**—Point out the images on page 140, and explain that the left side of the photo shows Shasta Lake in 2019 and the right side shows the lake in 2021. Ask: What is different between the left side and the right side of the photo? (*One has a light-colored outline around the water.*) Explain that the light-colored areas in the image on the right were once covered with water but are now dry as the lake’s water level has lowered. Ask: What does this tell us about California’s lakes and rivers? (*It shows that lakes and rivers are getting smaller.*) Display the City of Shasta Lake Interactive Map, and point out, the lake to the north of the city. Slowly zoom out and have students point out areas and landmarks they can remember from earlier chapters, such as the Lava Beds National Monument to the northeast, Lake Oroville to the southeast, or the Trinity River to the west. Continue to zoom out until the whole of California is displayed, and remind students of California’s place in the country on the western coast. Lastly, show the California Reservoirs Reflect Deepening Drought map, and toggle the slider back and forth to illustrate the difference over time to students. (4.1.4, 4.4.7)

SUPPORT—Draw students’ attention to the mention of *human activity* in the seventh paragraph of the section. Explain that this human activity includes the things that people do as well as the things they build. Fires can be caused by faulty equipment like electrical wires, vehicles, or flammable gas pipes. They can also be caused when people aren’t careful with campfires, lit cigarettes, or when burning debris. Less commonly, wildfires can also be started naturally, like when lightning strikes dry plants.

SUPPORT—Point out the phrase *fossil fuel–powered cars* in the last paragraph of the section, and explain that these are cars that use gasoline as fuel. Burning this kind of fuel creates greenhouse gas emissions. Another kind of car is an electric-powered car that uses electricity to charge a battery and creates no emissions.

CORE VOCABULARY—Point out the vocabulary term *renewable*, and explain its meaning.

After volunteers read the text, ask the following questions:

LITERAL—What actions is California taking to reduce the danger and destructiveness of wildfires? (K-5.HI.2, 4.1.5)

- » To reduce the danger and destructiveness of wildfires, the state is working to restore forests by planting new trees, protect communities by creating safer infrastructure, manage the forests and vegetation by making sure industries don't remove too many trees, and using scientific research to find better ways to control the fires.

EVALUATIVE—How does climate change increase the risk of floods in California? (K-5.CST.5, 4.1.5)

- » As temperatures are getting higher, snow that collects in the mountains all winter melts all at once and much earlier in the year. In coastal areas, sea levels rising can create flooding and erosion further inland.

EVALUATIVE—Why are droughts a big problem for California? (K-4.CST.5, 4.1)

- » Lower water levels mean that there is less water that people can use later. Hydroelectric power plants might have to shut down if there isn't enough flow in the rivers. Wildlife is also greatly affected because their habitat warms up or becomes more salty.

EVALUATIVE—How can people help combat climate change? (K-5.CST.5)

- » People can help by recycling, reducing the amount of electricity they use, and conserving water.

“Population and Diversity,” pages 141–143

Scaffold understanding as follows:

Have students read the section on pages 141–143 with a partner.

NOTE: Please be mindful of your experiences and students' own experiences with the COVID-19 pandemic when teaching this section.

CORE VOCABULARY—Point out the vocabulary term *pandemic*, and explain its meaning.

SUPPORT—Point out the word *diversity* in the section title and *diverse* in the second sentence of the section. Remind students that they learned the word *diverse* in Chapter 1. Explain that diversity is the quality of having many different types or parts. Reread the sentence “Diversity is a large part of what makes California unique” in the final paragraph on page 142. Ask: What does that sentence mean? (*Part of what makes California special is that it has many different types of people.*) (K-5.HI.2)

SUPPORT—Direct students to the graph on page 142. Explain that the graph shows the change in California’s population from the year 2000 to the year 2024. For example, the first bar shows that in the year 2000, there were close to 600,000 more people in California than the year before. Ask: What does the graph show for the years 2014 to 2020? (*The population continued to grow, but at a slower rate.*) What year did the population start to decrease instead of increase? (2021) (4.1.5, K-5.HI.2, K-5.CST.2, K-5.CST.3)

SUPPORT—Point out the word *tuition* in the last paragraph of the section. Explain that tuition is the money paid to attend college or take classes. Some private K–12 schools also charge tuition.

SUPPORT—Point out the term *bachelor’s degrees* in the last paragraph of the section. Explain that a bachelor’s degree is one type of higher education degree. It’s what you get when you graduate from a four-year college.

After students read the text, ask the following questions:

LITERAL—What does it mean that California is one of seven states that had no majority group? (K-5.HI.2)

- » Having no majority group means that most of the population are people of minority races and ethnicities.

EVALUATIVE—What was the effect of the California DREAM Act in 2011? (K-5.HI.1, K-5.HI.3, 4.4, 4.4.4, 4.4.8)

- » One effect of the California DREAM Act was that it increased the number of Californians who could afford to attend college, as it allowed undocumented students to pay tuition prices that other students living in California paid.

EVALUATIVE—What are some reasons California’s population growth has slowed? (K-5.HI.2, K-5.HI.3)

- » California’s population growth has slowed because there has been a slowing birth rate and a decline in international immigration. Also, during the COVID-19 pandemic, California had rules in place for public safety, and some people moved to other states.

Scaffold understanding as follows:

Have students read the section on pages 143–144 with a partner.

ELL SUPPORT—Point out the word *countless* in the second paragraph of the section. Explain that the suffix *-less* means without. For example, *hopeless* means without hope. So *countless* technically means without count, but we use it to mean too many to count.

CORE VOCABULARY—Point out the vocabulary term *clean energy*, and explain its meaning.

NOTE: For more about clean energy, see the CKSci Grade 4 unit *Natural Resources for Energy*.

SUPPORT—Point out the words *geothermal* and *solar* in the third paragraph of the section. Explain that geothermal energy is energy that comes from heat sources inside Earth, and solar energy comes from the sun.

After students read the text, ask the following questions:

LITERAL—What countries import goods and services from California? (4.4)

- » Mexico, Canada, and China are three of the largest importers of goods and services from California.

LITERAL—What clean energy solution is the company CalWave working on? (4.4.6)

- » CalWave uses the motion of ocean waves to generate electricity.

LITERAL—What other industries does the entertainment industry support? (4.4.6, 4.4.9)

- » It supports many smaller industries, like advertising, costuming, and small theaters.


EVALUATIVE—How is California’s coastal location important for the U.S. economy? (4.4.6, K-5.CST.5)

- » California’s coastal location enables it to have ports that can send and receive goods to and from Asia and Latin America. California workers and businesses produced \$3.9 trillion worth of goods and services, which was 14 percent of the goods and services sold in the entire United States.

“Political Changes,” page 145

Scaffold understanding as follows:

Have students read the section on page 145 independently.

 **SUPPORT**—Remind students of what they read in Chapter 2 about the elements of direct democracy in California’s state government. Recall is the power of citizens to vote to remove elected officials from office. A referendum is the power of citizens to vote on a question or proposed law.

SUPPORT—Draw students’ attention to the mention of Native American history in the second paragraph of the section. Remind students what they read about the Indigenous tribes of California and their experiences as settlers came to California. Explain that history textbooks have often overlooked the Native American experience and instead focused on the history of settlers and newcomers to California. A law was passed in 2024 that makes it mandatory for schools to teach about Native Californian culture and history.

SUPPORT—Direct students to the timeline on page 145. Ask: What year did the COVID-19 pandemic begin? (2020) (K-5.CST.1)

After students read the text, ask the following questions:

LITERAL—How many times since 1900 have elected officials been recalled by California voters before their terms expired? (K-5.CST.3, 4.5)

» Elected officials have been recalled six times since 1900.

EVALUATIVE—How have Californian schools changed in the twenty-first century?

» New laws set limits on homework, prohibited book bans in school libraries, and required schools to teach Native American history.

“Looking Into the Future,” pages 146–147

Scaffold understanding as follows:

Read the section on pages 146–147 aloud.

SUPPORT—Point out the last word in the text: *generations*. Explain that a generation is all the people who are born around the same time. All fourth-graders are part of the same generation. Ask: Am I (the teacher) part of your generation? (*No. You were born at a different time.*) A generation is also the amount of time it takes for people to grow from childhood to adulthood, usually around twenty-five years. The phrase “for generations” means for many twenty-five-year periods, the time it takes for many generations to grow to adulthood. (K-5.CST.2)

After you read the text, ask the following questions:

EVALUATIVE—What benefits are city planners hoping to create by improving the state’s public transit system? **(K-5.HI.2)**

- » City planners hope to reduce traffic and travel times and also reduce the effects of climate change.

EVALUATIVE—How is California’s population expected to change by 2040? **(4.4.4)**

- » California’s population is expected to grow to almost forty-one million.

EVALUATIVE—Think about what you’ve learned about California’s history. How is California today different from California in the past? **(K-5.CST.2, K-5.CST.3)**

- » Possible answer: California’s population is much larger and more diverse, the economy is bigger, people have more rights than they did before, and climate change has caused more fires and droughts.

Timeline Cards

- Show students the Chapter 9 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What challenges does California face today?”
- Invite a student to post the cards to the timeline under the dates referencing 2000–Present. Refer to the diagram in the book Introduction for guidance on the placement of each card to the timeline. **(K-5.CST.1)**



CHECK FOR UNDERSTANDING

Ask students to do the following:

- Write a short answer to the Big Question: “What challenges does California face today?”
 - » Key points students should cite include: California faces wildfires that cause significant damage to natural lands and communities across the state and pollute the air with toxic smoke; increasing greenhouse gas emissions cause a greenhouse effect that is causing climate change, leading to rising sea levels, flooding, droughts, and more wildfires; population growth has slowed since the year 2000 as the birth rate

falls and people move to other states; city planners are working to increase infrastructure like public transit to prepare for a population that could reach forty-one million in 2040; researchers are working on reducing the effects of climate change through the development of new clean energy technology.

Activity Page



AP 9.1

- Choose one of the Core Vocabulary terms (*renewable, pandemic, clean energy*), and write a sentence using the term.

To wrap up the lesson, invite several students to share their responses.

NOTE: You may wish to assign Domain Vocabulary: Chapters 8–9 (AP 9.1) at this time.

Additional Activities

Online Resources



Download the Core Knowledge In Your State Online Resources for this book, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

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Assessment: Chapter 1—A Place Called California

A. On your own paper, write the letter that provides the best answer.

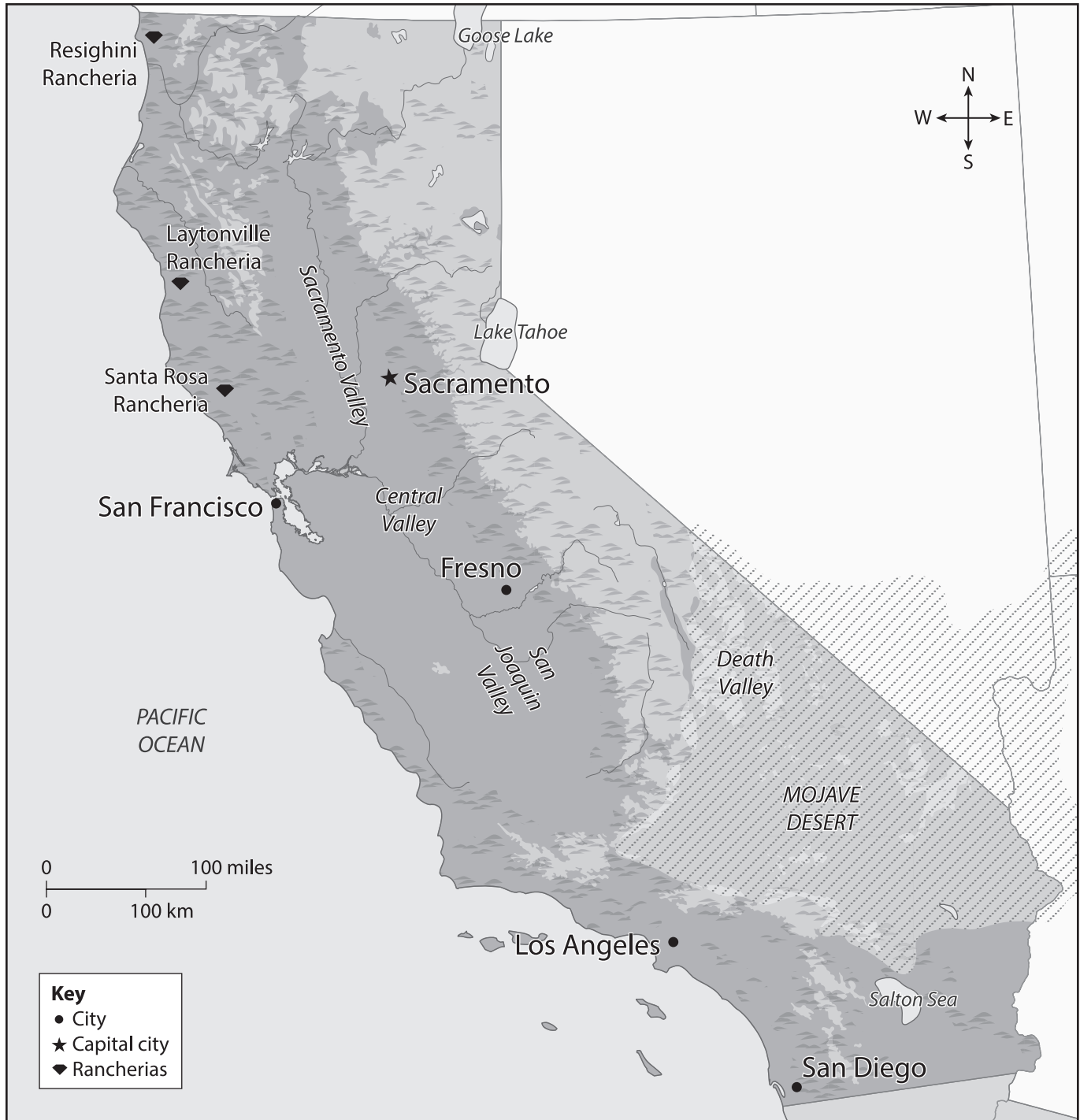
- Which statement is true about California's economy? (K-5.HI.2, 4.4)
 - California's economy is the largest in the world.
 - California's economy is the sixth largest in the world.
 - California's economy is the largest in the United States.
 - California's economy is the fourth largest in the United States.
- Use the map to answer the question.



Where is California located? (K-5.CST.4)

- California is the southernmost contiguous state.
- California is the northernmost contiguous state.
- California is the westernmost contiguous state.
- California is the easternmost contiguous state.

3. Use the map to answer the question.



Which of the following best describes the location of the Sierra Nevada mountain range? (K-5.CST.4)

- a) in southern California, near the Mexican border, close to the desert and coastal areas
- b) along eastern California, extending from the north through the central part of the state
- c) in western California, along the Pacific coast, stretching near cities such as San Francisco and Los Angeles
- d) in northern California, near the Oregon border on the coast, close to the Klamath Mountains and redwood forests

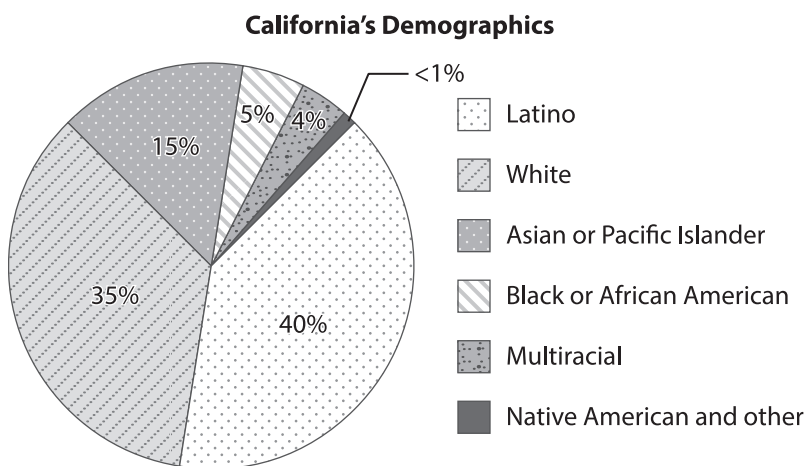
4. What effect does a rain shadow have on the Sierra Nevada mountain range? (K-5.HI.2, 4.1)
 - a) It makes the western slopes dry and the eastern slopes wet.
 - b) It makes the eastern slopes dry and the western slopes wet.
 - c) It keeps all sides of the mountains wet year-round.
 - d) It keeps rain from falling on the mountains.

5. Why are California cities not as densely populated as other cities like New York? (K-5.HI.2, 4.1.3)
 - a) There aren't enough people in California that live in urban areas.
 - b) Earthquakes make tall apartment buildings too dangerous.
 - c) Wildfires make it difficult to live in dense areas like cities.
 - d) New York has a higher population than California does.

6. What is a rancheria? (4.5.5)
 - a) a large area where tribes all live together
 - b) a town built by Spanish settlers during the mission period
 - c) a small piece of land that the government has set aside for Indigenous peoples
 - d) a system of rules and laws set in place to force Indigenous peoples to leave their homes

7. Which city is California's capital city? (4.1.3)
 - a) San Diego
 - b) Los Angeles
 - c) Sacramento
 - d) San Francisco

8. Use the chart to answer the question.



Which two groups make up the largest portion of California's population? (4.1.5)

- a) Latino and White
- b) Latino and Asian or Pacific Islander
- c) White and Black or African American
- d) Multiracial and Black or African American

9. Which ocean lies on California's western coast? (4.1.4)

- a) Arctic Ocean
- b) Pacific Ocean
- c) Atlantic Ocean
- d) Southern Ocean

10. Use the map to answer the question.



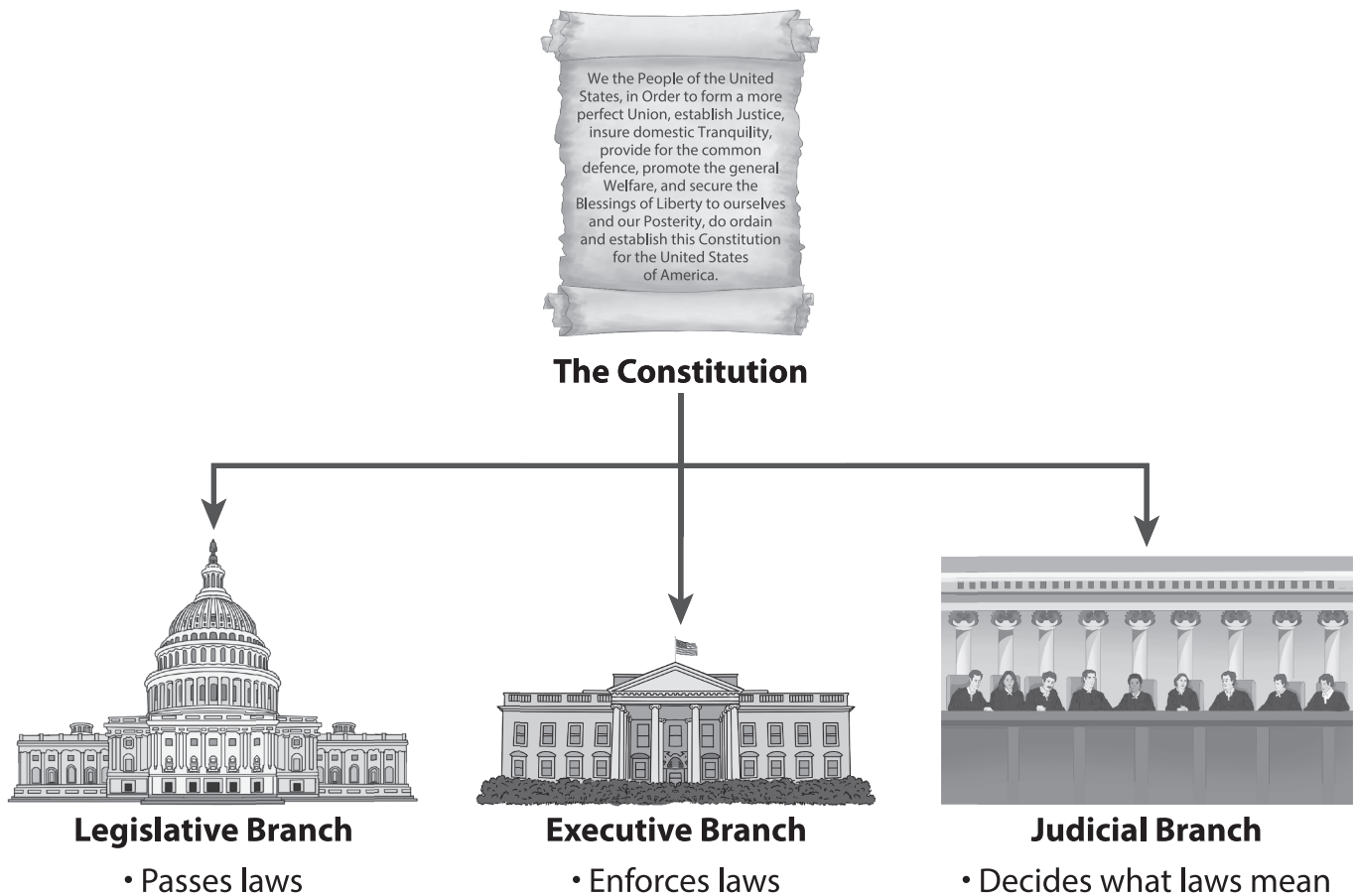
California shares a border with _____. (K-5.CST.4)

- a) Washington, D.C.
- b) The Atlantic Ocean
- c) Baja California
- d) Canada

Assessment: Chapter 2—California's Governments

On your own paper, write the letter that provides the best answer.

1. Which of these branches of government primarily makes new laws? (4.5.3)
 - a) legislative
 - b) executive
 - c) judicial
 - d) federal
2. Use the diagram to answer the question.

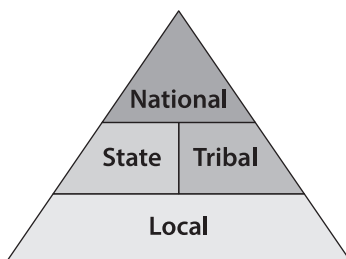


Which branch enforces California's laws? (4.5.4)

- a) judicial
- b) executive
- c) legislative
- d) Supreme Court

3. How are the California and U.S. constitutions similar? (4.5.2)
- Both give citizens the same rights.
 - Both protect freedom of speech.
 - Both are written in Spanish and English.
 - Both were created around the same time.
4. How is California's constitution different from the U.S. Constitution? (4.5.2, K-5.HI.2)
- It grants citizens the power to vote directly on things like amendments.
 - It outlines different branches of government.
 - It has had fewer changes.
 - It is much shorter.

Use the diagram to answer questions 5 and 6.



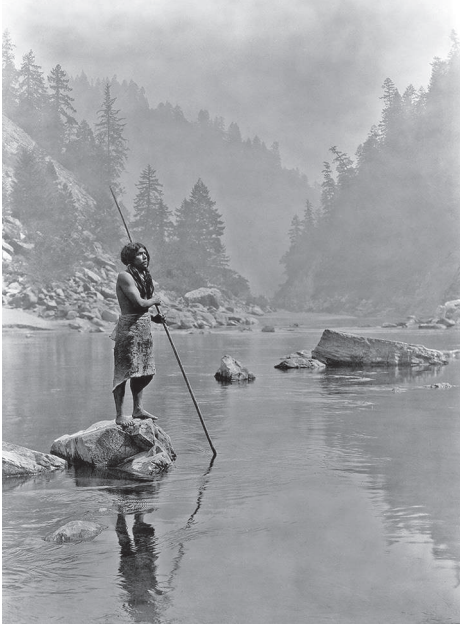
5. Which is the supreme law of the land? (4.5.3)
- federal law
 - state law
 - tribal law
 - local law
6. Which levels of government work together in the Bureau of Indian Affairs? (4.5.1, 4.5.5)
- state and local
 - tribal and state
 - tribal and federal
 - local and federal
7. Which statement is true about tribal and state governments? (4.5.3)
- Only state governments make laws.
 - Tribal governments make decisions for every Californian.
 - Only state governments are responsible for the education of citizens.
 - Both tribal and state governments are responsible for providing health services.

- 8.** Which statement is true about the legislative branch of the California state government? **(4.5.4)**
- a)** The legislative branch is made up of many different agencies.
 - b)** There are only a few people who work in the State Assembly.
 - c)** The legislative branch is responsible for enforcing the law.
 - d)** State senators serve four-year terms.
- 9.** Which of the following is an example of a civic responsibility that citizens have? **(4.5.4)**
- a)** electing new Supreme Court justices
 - b)** attending school board meetings
 - c)** writing new laws
 - d)** serving on a jury

Assessment: Chapter 3—California's Native Peoples

On your own paper, write the letter that provides the best answer.

1. Use the image to answer the question.



Which culture does this picture show? (K-5.HI.2, 4.2.1)

- a) Hoopa Valley tribe
 - b) Yokuts tribes
 - c) Mojave tribe
 - d) Modoc tribe
2. Use the image to answer the question.



Which culture does this picture show? (K-5.HI.2, 4.2.1)

- a) Hoopa Valley tribe
- b) Yokuts tribes
- c) Mojave tribe
- d) Modoc tribe

3. Use the image to answer the question.



Which culture does this picture show? (K-5.HI.2, 4.2.1)

- a) Hoopa Valley tribe
- b) Yokuts tribes
- c) Mojave tribe
- d) Modoc tribe

4. Use the image to answer the question.



Which culture does this picture show? (K-5.HI.2, 4.2.1)

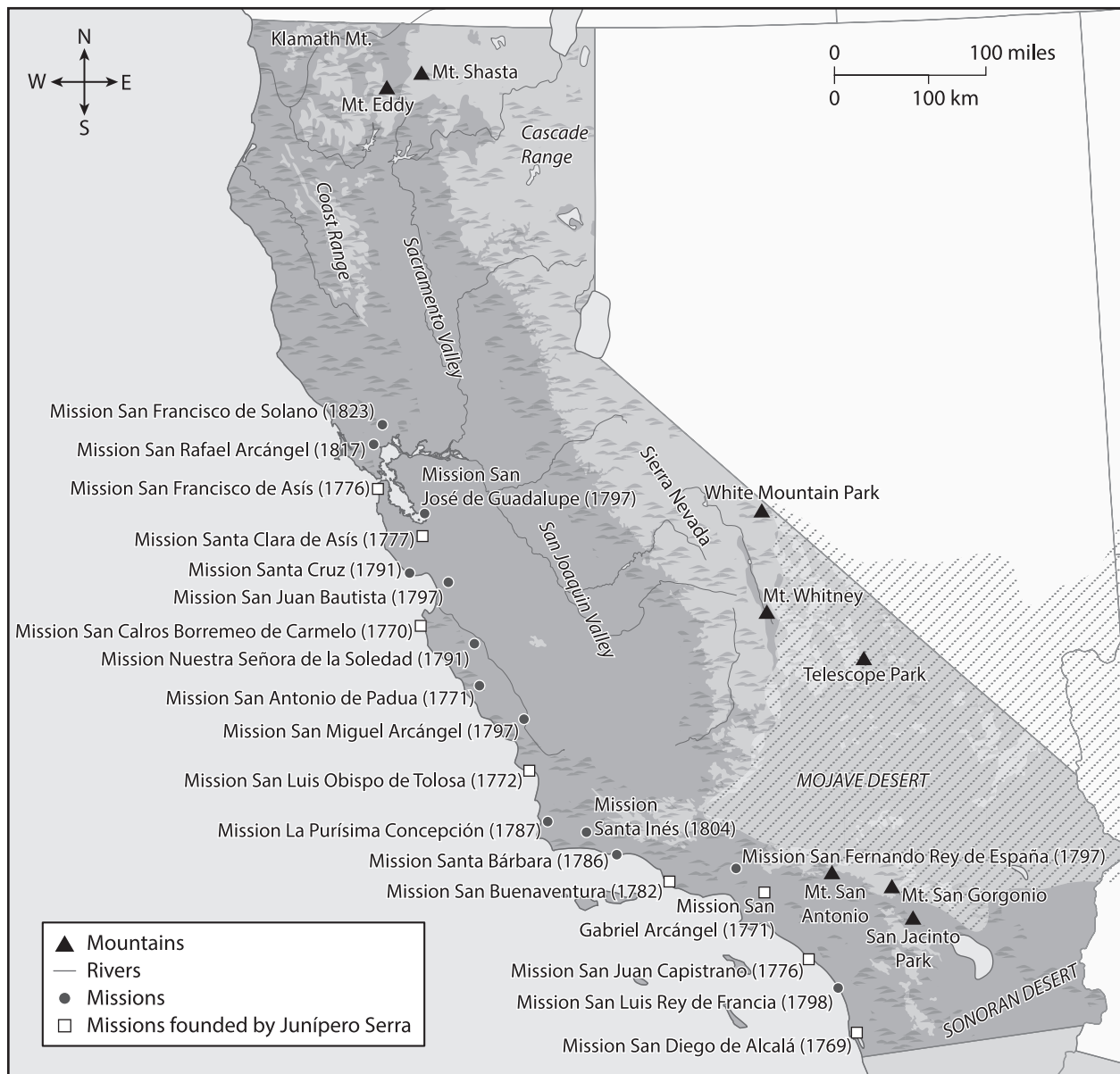
- a) Hoopa Valley tribe
- b) Yokuts tribes
- c) Mojave tribe
- d) Modoc tribe

5. What is one reason that California has many different tribes? **(K-5.HI, 4.1.3, 4.2.1)**
- a) Tribes had spiritual beliefs that prevented them from socializing.
 - b) Tribes didn't get along, so they never merged.
 - c) Many large tribes split into smaller ones.
 - d) Mountains and terrain made travel difficult.
6. Which material did Modoc people commonly use for building homes? **(4.2)**
- a) mud
 - b) seaweed
 - c) tule reeds
 - d) animal furs
7. What is the meaning of the name *Natinixwe* in the Hoopa language? **(4.2)**
- a) people of the river
 - b) people of the forest
 - c) people of the mountains
 - d) people of the place where the trails return
8. What was the most important ritual for the Yokuts, led by shamans? **(4.2)**
- a) harvest ritual
 - b) planting ceremony
 - c) mourning ceremony
 - d) new year celebration
9. Which of the following was true about Mojave spiritual beliefs? **(4.2.1)**
- a) They made rock art in their sacred places.
 - b) They took vision quests to gain their spiritual wisdom.
 - c) They thought that shamans got their powers from spirit animals.
 - d) They thought that songs learned in dreams could grant them special skills or knowledge.
10. How was life for the Native tribes thousands of years ago different than life in California today? **(K-5.CST.3)**
- a) Tribes had special celebrations and ceremonies for different parts of the year or life events.
 - b) People relied only on the land to get their food, water, and supplies for building homes.
 - c) People often ate berries, nuts, and animals.
 - d) The tribes had spiritual leaders.
11. In which of the four tribes was growing crops most important? **(4.2.1)**
- a) Modoc tribe
 - b) Mojave tribe
 - c) Yokuts tribes
 - d) Hoopa valley tribe

Assessment: Chapter 4—California's Colonial History

On your own paper, write the letter that provides the best answer.

1. What is the difference between missions, presidios, and pueblos? (4.2.5)
 - a) Missions were military forts, presidios were religious settlements for Native tribes, and pueblos were towns for Mexican and Spanish settlers.
 - b) Presidios were military forts, missions were religious settlements for Native tribes, and pueblos were towns for Mexican and Spanish settlers.
 - c) Presidios were military forts, pueblos were religious settlements for Native tribes, and missions were towns for Mexican and Spanish settlers.
 - d) Pueblos were military forts, presidios were religious settlements for Native tribes, and missions were towns for Mexican and Spanish settlers.
2. Use the map to answer the question.



How many missions were founded by Junípero Serra? (4.2.3)

- a) eight
- b) three
- c) eleven
- d) ten

3. Use the chart to answer the question.

Country	Russia	Spain	Spain
Explorer	Vitus Bering		Juan Cabrillo
Goals	To find a sea passage between Asia and North America	To discover California's lands and establish missions	To discover California's coastal areas and bays

Which answer fills in the blank? (4.2.2)

- a) James Cook
- b) Junípero Serra
- c) Aleksey Chirikov
- d) Sebastián Vizcaíno

4. Which of the following is true about Spanish colonial settlements? (K-5.CST.3)

- a) Only the pueblos continued to grow into today's cities.
- b) Only the presidios continued to grow into today's cities.
- c) Many of the Spanish settlements became cities in today's California.
- d) Most of the Spanish settlements were deserted when Mexico secularized the missions.

5. Which of the following was true of most Spanish colonial settlements? (4.2.4)

- a) They were in valleys.
- b) They were in the desert.
- c) They were in the mountains.
- d) They were close to the ocean or a river.

6. Use the image to answer the question.



How does the painting portray the relationship between Juan Cabrillo and the Native peoples? (4.2.3)

- a) The Native peoples were afraid of him.
 - b) The Native peoples were jealous of him.
 - c) The Native peoples were hostile toward him.
 - d) The Native peoples were welcoming toward him.
7. How did the missions change the economy of California? (4.2.6)
- a) They changed it into a hunter-gatherer economy.
 - b) They changed it into an agricultural economy.
 - c) They changed it into an industrial economy.
 - d) They hardly changed it at all.
8. How did territorial boundaries change following the Mexican War for Independence? (4.2.7)
- a) Mexico lost California and New Mexico.
 - b) Mexico gained present-day California only.
 - c) Mexico gained all of the present-day West Coast.
 - d) Mexico gained present-day California, Nevada, Arizona, and parts of Colorado and New Mexico.

- 9.** How was the Mexican government different from the Spanish government? **(4.2.8)**
- a)** The Mexican government didn't give out any new ranchos.
 - b)** The Mexican government wanted more religious settlements.
 - c)** The Mexican government wanted to block new settlers from owning land.
 - d)** The Mexican government thought that the missions should be given back to the Native peoples.
- 10.** Which of the following is an example of how the people of California benefited from Spain building settlements in California? **(4.2.6)**
- a)** Spanish settlers helped California claim independence.
 - b)** Spanish settlers established new places to grow crops for trade.
 - c)** Spanish settlers brought livestock with them that ate up local plants.
 - d)** Spanish settlers forced all Native peoples to move out of California.

Assessment: Chapter 5—Path to Statehood

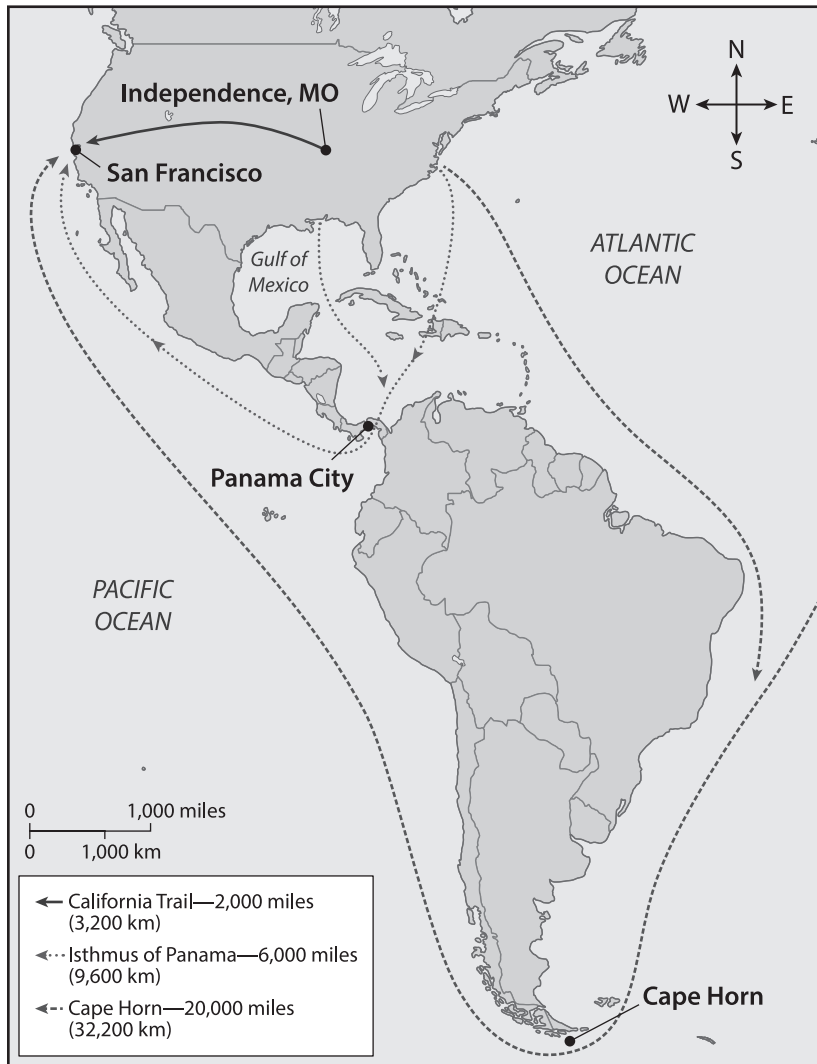
On your own paper, write the letter that provides the best answer.

1. What is a Californio? (4.3)
 - a) a white American settler
 - b) a Mexican who lives in Mexico
 - c) an Indigenous California Native
 - d) a Mexican person born in California
2. Use the image to answer the question.



- What does panning for gold mean? (4.3.3)
- a) putting gold in a weighing pan to determine its value and purity
 - b) using magnets in a pan to detect where gold is hidden in the rock
 - c) heating gold in a special pan to melt and purify it from other types of rock
 - d) using flat pans to sift out other types of rock, leaving just gold at the bottom
3. Why did American settlers start the Bear Flag Revolt? (K-5.HI.3, 4.3)
 - a) to protect California from the Mexican army
 - b) to prevent Spain from taking control of California again
 - c) to take control of an important gold mine on Mariano Vallejo's land
 - d) to protest high taxes that the United States was imposing on California
 4. Which was an effect of the Gold Rush? (K-5.HI.3, 4.3.3)
 - a) Indigenous Californian tribes gained wealth from gold mining.
 - b) Thousands of Indigenous Californians were killed by diseases and violence.
 - c) Indigenous Californians abandoned their cultures and became gold miners.
 - d) Indigenous Californian tribes signed treaties to protect their land from settlers.

5. Use the map to answer the question.



Which city did forty-niners pass through in order to travel to California the quickest? (4.3.2)

- a) Cape Horn
 - b) Panama City
 - c) San Francisco
 - d) Independence
6. Why did some boomtowns become ghost towns? (4.3.3)
- a) Native tribes reclaimed the lands.
 - b) The mines nearby dried up and no longer had any gold.
 - c) Disease outbreaks forced everyone to evacuate the town.
 - d) Mining taxes got too high, and no one could afford to live there.

- 7.** What were Louise Clappe's letters to her sister about? **(4.3.4)**
 - a)** her husband's work as a miner
 - b)** her experience as a journalist
 - c)** life in the mining camps
 - d)** the local news

- 8.** What did Bidley Mason's court case prove? **(4.3.4)**
 - a)** Black people in California could not be enslaved.
 - b)** Black people in California could vote in all elections.
 - c)** Black people in California had no right to file lawsuits.
 - d)** Black people in California were allowed to own property.

- 9.** How did American miners feel about Chinese immigrants during the Gold Rush? **(4.3)**
 - a)** They ignored them.
 - b)** They welcomed them.
 - c)** They were afraid of them.
 - d)** They were friendly toward them.

- 10.** Which group was not represented at the California Constitutional Convention in 1849? **(4.5.2)**
 - a)** Californios
 - b)** white Americans
 - c)** European immigrants
 - d)** Indigenous Californians

- 11.** When did California become a state, and what agreement allowed it to join the Union? **(4.3.5)**
 - a)** in 1851, after the Gold Rush ended
 - b)** in 1849, as part of the Missouri Compromise
 - c)** on September 9, 1850, as part of the Compromise of 1850
 - d)** on October 13, 1849, as part of the Treaty of Guadalupe Hidalgo

Assessment: Chapter 6—California Grows

On your own paper, write the letter that provides the best answer.

1. Which geographical feature created the greatest challenge for the Central Pacific Railway? (4.4.1)
 - a) rivers
 - b) valleys
 - c) deserts
 - d) mountains
2. How did the transcontinental railroad contribute to westward expansion? (4.4.1)
 - a) It reduced westward expansion.
 - b) It was designed to limit expansion and protect Native Californian tribal lands.
 - c) It helped the country expand by easing access to western settlements.
 - d) It supported trade between the Northern and Southern states, which benefited the economy.
3. Use the image to answer the question.



What was the public's reaction when the first Pony Express ride was completed in Sacramento? (4.4.1)

- a) People were overjoyed and celebrated the delivery.
 - b) People didn't trust it and refused to use the service.
 - c) People protested because they thought it would raise postage costs.
 - d) People didn't care much because they preferred the Overland Mail Service.
4. Which of the following best describes California's role in the Civil War? (K-5.HI.1)
- a) California sent thousands of soldiers to fight battles on the Pacific Coast.
 - b) California remained neutral throughout the conflict and didn't participate.
 - c) California remained loyal to the Union and made large financial contributions.
 - d) California joined the Confederacy because Southern California supported secession.
5. Which of the following is an example of the challenges that Chinese immigrants faced in the late 1800s? (4.4.3)
- a) They were given land grants, which caused conflicts with other settlers.
 - b) They had a difficult time finding jobs because they didn't have the right skills.
 - c) They were paid less than white workers and were taxed if they wanted to be miners.
 - d) They were offered mining jobs over other settlers, which caused tensions between settlers.
6. How did the immigrant population of California change after statehood? (4.4.3, 4.4.4)
- a) The number of foreign immigrants decreased as more white settlers began to come from other states.
 - b) The number of immigrants stayed about the same because of state limits on immigration.
 - c) The number of immigrants increased even though mining opportunities declined.
 - d) More immigrants arrived, attracted by benefits for foreign-born migrants.
7. What was the purpose of the California Column? (K-5.HI.1)
- a) to invade Texas on behalf of the Union
 - b) to take over the New Mexico Territory for the Confederacy
 - c) to keep Union states from taking any land west of Texas
 - d) to keep Confederate states from taking any land west of Texas
8. What caused California's economy to grow in the late 1800s? (4.4.4, K-5.HI.3)
- a) The wealth immigrants brought from their home countries fueled growth in home construction and consumer goods.
 - b) Expansion of the railroads made it easier to get food and other supplies from other states.
 - c) An increasing population led to growth in the agriculture, lumber, and clothing industries.
 - d) The growth of gold mining led to increased trade with the East.

Assessment: Chapter 7—An Agricultural and Industrial Power

On your own paper, write the letter that provides the best answer.

1. Which of the following government reforms is connected to progressivism? (4.4)
 - a) Women gained suffrage.
 - b) Farmers began to practice crop rotation.
 - c) The government began repatriation campaigns.
 - d) Petroleum extraction began in California in 1865.

2. Who were the “Okies”? (4.4.5)
 - a) a tribe of Native people from the Great Plains who moved to California during the Great Depression
 - b) a group of Oklahoma veterans who came to California to work in the agriculture industry
 - c) migrants from the Great Plains who had lost their land during the Dust Bowl
 - d) Mexican Americans who moved from Oklahoma in search of opportunity

3. What is an internment camp? (4.4.5)
 - a) a prison for certain people during a war
 - b) a military training facility
 - c) a wartime medical site
 - d) a refugee shelter

4. Which of the following was an effect of the Great Depression on Mexican immigrants? (K-5.HI.3, 4.4.5)
 - a) They faced deportation and discrimination.
 - b) They migrated to find more job opportunities.
 - c) They fled Californian cities to go live in rural areas.
 - d) They received special protections under repatriation policies.

5. How did changes in the petroleum and automobile industries in the early 1900s affect California’s culture? (K-5.HI.3, 4.4.6)
 - a) Gas prices went so high that people relied more on public transportation.
 - b) Cities declined because people could live far away from their jobs.
 - c) Cars became a symbol of wealth because they were so expensive.
 - d) More people owned cars because they became more affordable.

6. Use the image to answer the question.



What was one reason white Americans attacked young men like the one in photo? (K-5.HI.3, 4.4.5)

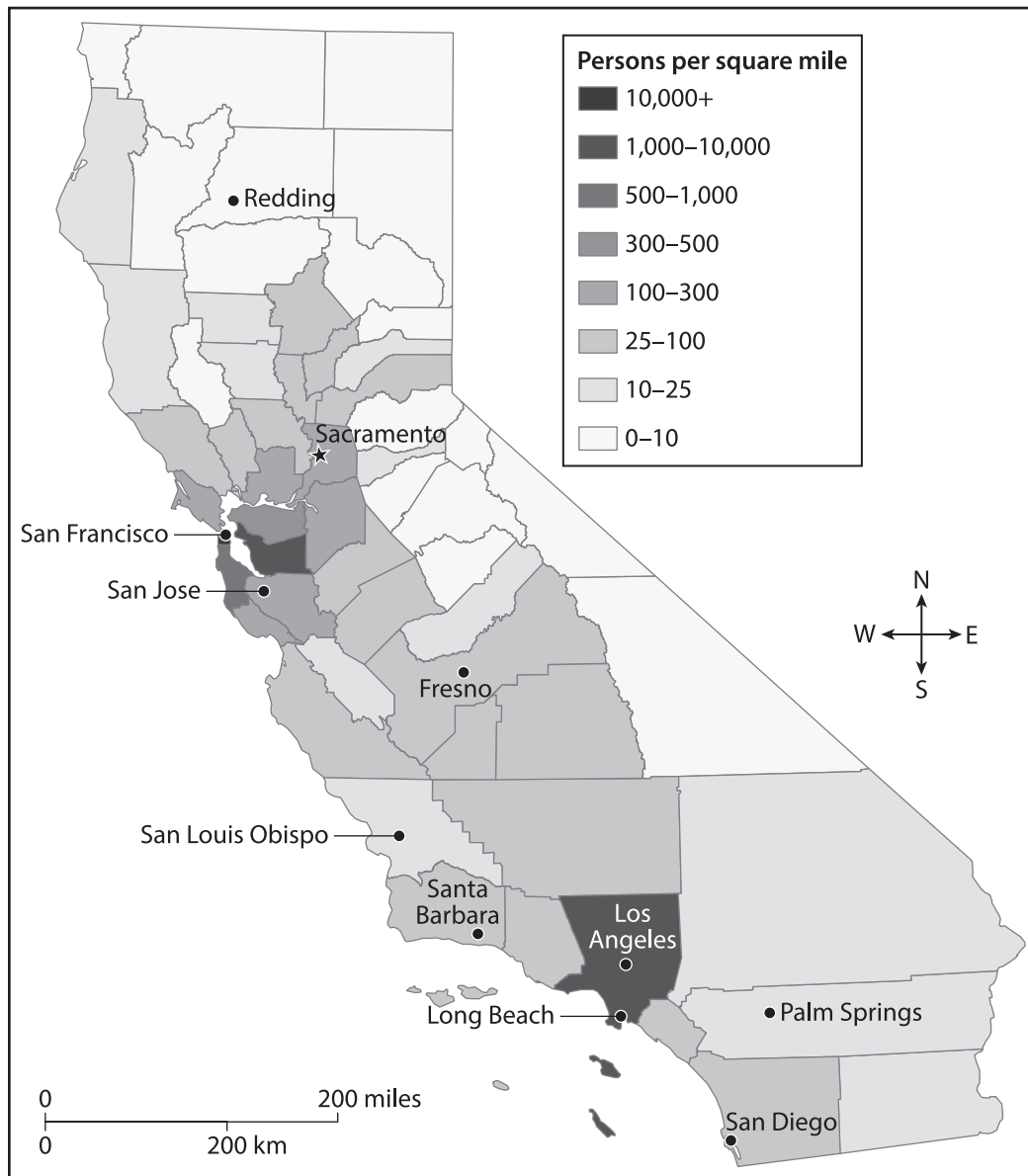
- a) They were jealous of Mexican immigrants' economic success.
 - b) They thought the zoot suits symbolized pro-German and pro-Japanese attitudes.
 - c) They thought young men in zoot suits were government officials enforcing rationing laws.
 - d) They believed the zoot suits were unpatriotic because they used a lot of fabric during wartime rationing.
7. What was the purpose of the Railroad Commission? (4.4)
- a) to ensure railroads operated safely
 - b) to build new railroads across California
 - c) to operate freight trains during the Great Depression
 - d) to guard against railroad companies overcharging passengers
8. Which statement describes a basic difference between the Great Migration and the Dust Bowl migration? (4.4.4)
- a) The Great Migration was a response to environmental disaster, while the Dust Bowl migration was a response to the loss of factory jobs in the South.
 - b) The Great Migration was the movement of Mexican immigrants to California, while the Dust Bowl migration was the movement of farmworkers within California.
 - c) The Great Migration was the movement of Black Americans out of the South, while the Dust Bowl migration was the movement of out-of-work farmers to California.
 - d) The Great Migration was the movement of farmers within the Great Plains, while the Dust Bowl migration was the movement of Black people from cities to rural areas.

9. What is the purpose of national parks? (K-5.HI.2)
- a) National parks were created to relocate urban populations into rural areas.
 - b) National parks were established mainly to provide land for hunting and extracting resources.
 - c) National parks help preserve natural ecosystems and raise public awareness about conservation.
 - d) National parks primarily serve as profitable tourist attractions designed to stimulate local economies.

Assessment: Chapter 8—California in the Postwar Era

On your own paper, write the letter that provides the best answer.

- Which of the following is an example of the counterculture in the 1960s? (4.4, 4.4.9)
 - a football competition between two local California high schools
 - a city council meeting discussing traffic safety laws near schools
 - a Fourth of July parade encouraging veterans to attend college
 - a group of young people protesting the Vietnam War
- Use the map to answer the question.



Of the following four cities, which is in the county with the greatest population density?
(K-5.CST.4, 4.4.4)

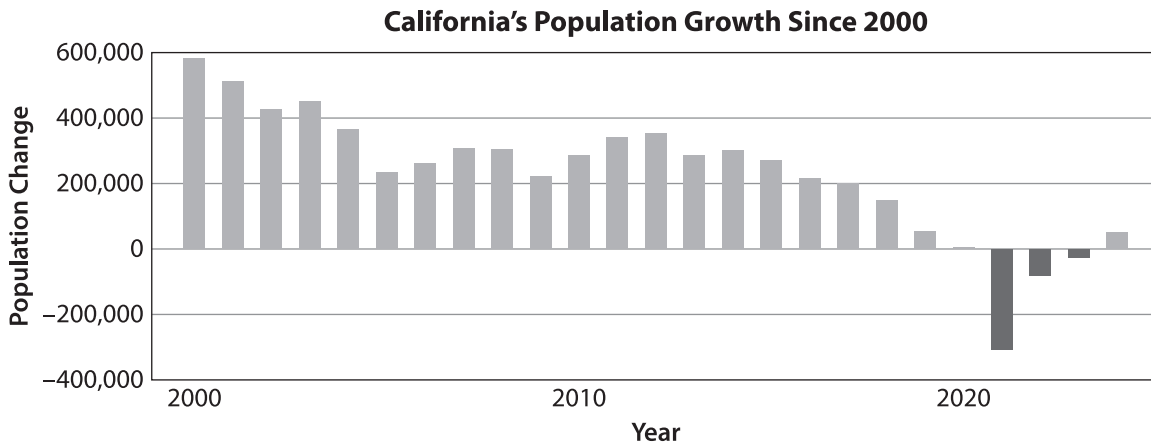
- a) Redding
 - b) Sacramento
 - c) Los Angeles
 - d) Palm Springs
3. Why did President Harry Truman sign Executive Order 9981? (K-5.HI.1)
- a) to deport Mexican immigrants
 - b) to allow more refugees into the country
 - c) to desegregate the country's armed forces
 - d) to give money for veterans to attend college
4. Who was Harvey Milk? (4.4, K-5.HI.1)
- a) a businessman who started an important company in Silicon Valley
 - b) a San Francisco city supervisor who advocated for LGBTQ rights
 - c) a civil rights advocate who marched with the Black Panthers
 - d) a Los Angeles judge who helped desegregate schools
5. Which of the following is an effect of urban sprawl? (4.4.4)
- a) improved air quality due to compact development
 - b) reduction in automobile use and traffic congestion
 - c) destruction of communities to make space for development
 - d) concentration of services and businesses within walking distance
6. What did Steve Jobs and Steve Wozniak create? (4.4, 4.4.6)
- a) a personal computer
 - b) software that guided the space shuttle
 - c) a new type of metal used in smartphones
 - d) research facilities that developed anti-aircraft defenses
7. Which of the following was a result of the Stonewall uprising? (K-5.HI.3)
- a) Harvey Milk was arrested at a protest.
 - b) The Black Cat bar in Los Angeles was shut down.
 - c) California made it illegal to be in a same-sex relationship.
 - d) San Francisco began holding pride parades every year in June.
8. What event led to hundreds of thousands of refugees migrating to California in the 1970s?
(4.4, 4.4.4)
- a) Korean War
 - b) World War I
 - c) World War II
 - d) Vietnam War

9. What happened when farmworkers led marched from Delano to Sacramento in 1966? (4.4.6, K-5. HI.1, 4.4)
- a) One grape grower agreed to a contract that protected farmworkers' rights.
 - b) Many marchers had to turn back due to illness and exhaustion.
 - c) In Sacramento, police arrested and deported the marchers.
 - d) The march was mostly ignored by the public.
10. Why did California's Proposition 187 not become law? (4.5.3)
- a) The governor vetoed it.
 - b) Not enough people voted for it.
 - c) The courts decided it was unconstitutional.
 - d) Protests encouraged the courts to dismiss it.

Assessment: Chapter 9—California Enters the Twenty-First Century

On your own paper, write the letter that provides the best answer.

- How did industrialization affect the amount of greenhouse gases in the atmosphere? (K-5.HI.3, 4.4.6)
 - It increased the amount of greenhouse gases.
 - It lowered the amount of greenhouses gases slightly.
 - It removed all greenhouse gases from the atmosphere.
 - It kept the amount of greenhouse gases from changing.
- Use the graph to answer the question.



- How has California's population growth changed since 2000? (4.1.5, 4.4.4, K-5.HI.2)
- Population growth has sped up at a normal rate.
 - Population growth has continued to speed up.
 - Population growth has greatly slowed down.
 - Population growth has stayed the same.
- What change is causing sea levels to rise? (K-5.HI.3)
 - Tides are becoming stronger.
 - Glaciers and polar ice are melting.
 - More rain is falling over oceans than land.
 - There is increased volcanic activity on the ocean floor.
 - What was the California DREAM Act for? (4.4.8)
 - to allow undocumented immigrants to vote in state elections
 - to create new job opportunities specifically for international students
 - to create a path for undocumented students to apply for state aid for college
 - to offer citizenship to undocumented immigrants who graduate from high school

5. Use the image to answer the question.



With wind power farms like the one pictured, what source of energy is California trying to reduce the use of? (4.4.6)

- a) fossil fuels
 - b) solar power
 - c) battery power
 - d) hydroelectric power
6. What is one expected benefit of more people using public transit in California? (K-5.HI.4)
- a) reduced traffic and travel times
 - b) fewer parking spaces
 - c) increased car sales
 - d) higher gas prices

Performance Task: *The Story of California*

Teacher Directions: Throughout this book, students have encountered a timeline in each chapter. Timelines help organize historical information and illustrate the chronology of events. They can sometimes help historians see patterns.

In this task, students will create their own illustrated timeline. Have students choose fifteen events from the Student Reader that they feel best show how California has grown over time and place those events on a timeline. The events should be spread across time and place. Each event should be accompanied by an original illustration. You may wish to adjust the number of entries students are required to include on their timelines.

Ask students to draw an illustrated timeline in response to the following prompt. Encourage students to use information from their Student Reader and Additional Activities in their responses. Have students use the Performance Task Notes Table to organize their thoughts and plan their timelines. **(K-5.CST.1)**

Prompt: Throughout this book, you have encountered a timeline in each chapter. Timelines help organize historical information and illustrate the chronology of events. They can sometimes help historians see patterns.

In this task, you will create your own illustrated timeline.

1. Choose fifteen events from the Student Reader that you feel best show how California has grown over time. The events should be spread across time and place.
2. Place those events on a timeline.
3. Create an original illustration to accompany each event.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to provide fifteen events throughout Californian history that shows how the state has grown.

When	Who, What, and Where	Illustration Ideas
1542	Juan Cabrillo and his crew make first landing in San Diego.	a boat with explorers on it next to the beach
1774	Junípero Serra and Juan Crespí set out on a journey to establish missions throughout the new land.	a mission
1821	California falls under Mexican rule after Mexico declares independence.	a Mexican flag

January 1848	Gold is discovered at Sutter's Fort.	a gold nugget
February 1948	The Treaty of Guadalupe Hidalgo ends the Mexican-American War.	representatives from the United States and Mexico shaking hands at the treaty
1849	Forty-niners arrive in California.	lots of people standing in line, holding pickaxes
September 1850	Congress agrees on the Compromise of 1850; California becomes a state.	people in Congress talking and arguing
1869	The transcontinental railroad is completed in Utah.	a train next to the last golden spike
1911	California women gain the right to vote.	a woman holding a ballot and looking happy
1914–18	California helps fight World War I by growing food for soldiers.	soldiers eating food out of a can with the California flag on it
1936–37	The Dust Bowl brings thousands of migrants to California.	a migrant family standing in front of a tent
1941	The United States joins World War II, and California helps by building airplanes.	a big airplane
1947	Governor Warren desegregates schools in California.	a classroom with students of lots of different skin tones
1967	San Francisco hosts the Summer of Love.	a peace symbol
1980	The Refugee Act is passed.	an open gate with a sign that says "Refugees Welcome"
2011	The DREAM Act is passed in California.	a student holding books stands outside of a school

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their illustrated timeline using the rubric.

Students should not be evaluated on the completion of the notes table, which is intended to be a support for students as they first think about their responses.

Above Average	Timeline is accurate, detailed, and thorough. It demonstrates thought and creativity. The timeline is clear and well organized.
Average	Timeline is mostly accurate and somewhat detailed. It demonstrates some thought and effort. The timeline is clear and well organized; some minor errors may be present.
Adequate	Timeline is mostly accurate but lacks some details. The timeline may exhibit issues with organization or presentation quality.
Inadequate	Timeline is incomplete. The timeline may exhibit major issues with organization and presentation quality.

Name _____

Date _____

Activity Page 1.1

Use with Chapter 1

Map of California



Name _____

Date _____

Activity Page 1.1 (Continued)

Use with Chapter 1

1. Label the Pacific Ocean. Color it blue.
2. Draw in the Sierra Nevada mountain range in brown. Label it.
3. Draw in the San Bernardino Mountains in brown. Label them.
4. Draw in Lake Tahoe and the Salton Sea in blue.
5. Label Death Valley and the Mojave Desert. Color them orange.
6. Label the following valleys and color them green.

Sacramento Valley

Central Valley

San Joaquin Valley

7. Locate Sacramento. Draw and label a star at its location.
8. Locate the following cities. Draw and label a dot at each location.

San Diego

Los Angeles

Fresno

San Francisco

9. Locate the following rancherias. Draw and label an x at each location.

Resighini Rancheria

Laytonville Rancheria

Santa Rosa Rancheria

BONUS: If you live somewhere other than the cities already named, locate your city or town on the map. Draw and label a heart at its location.

Activity Page 2.1

Use with Chapter 2

Domain Vocabulary: Chapters 1–2

Use the terms in the word bank to complete the crossword puzzle. Leave out the space in terms that have more than one word.

arid	chaparral	climate change	contiguous
diverse	drought	endangered	fault
federalism	immigrant	inalienable	jury
native	rain shadow	rancheria	sovereignty
suburb	urban		

ACROSS

4. touching along a boundary
6. a group of people who listen to information presented during a trial in a court and make decisions about whether someone is guilty or innocent
12. cannot be taken away
13. having little or no rain
14. a group of plants native to California, consisting of shrubs and plants with thick leaves
16. living in or originally from a particular area
17. a system of government in which the national government shares power with other levels of government, such as the states

DOWN

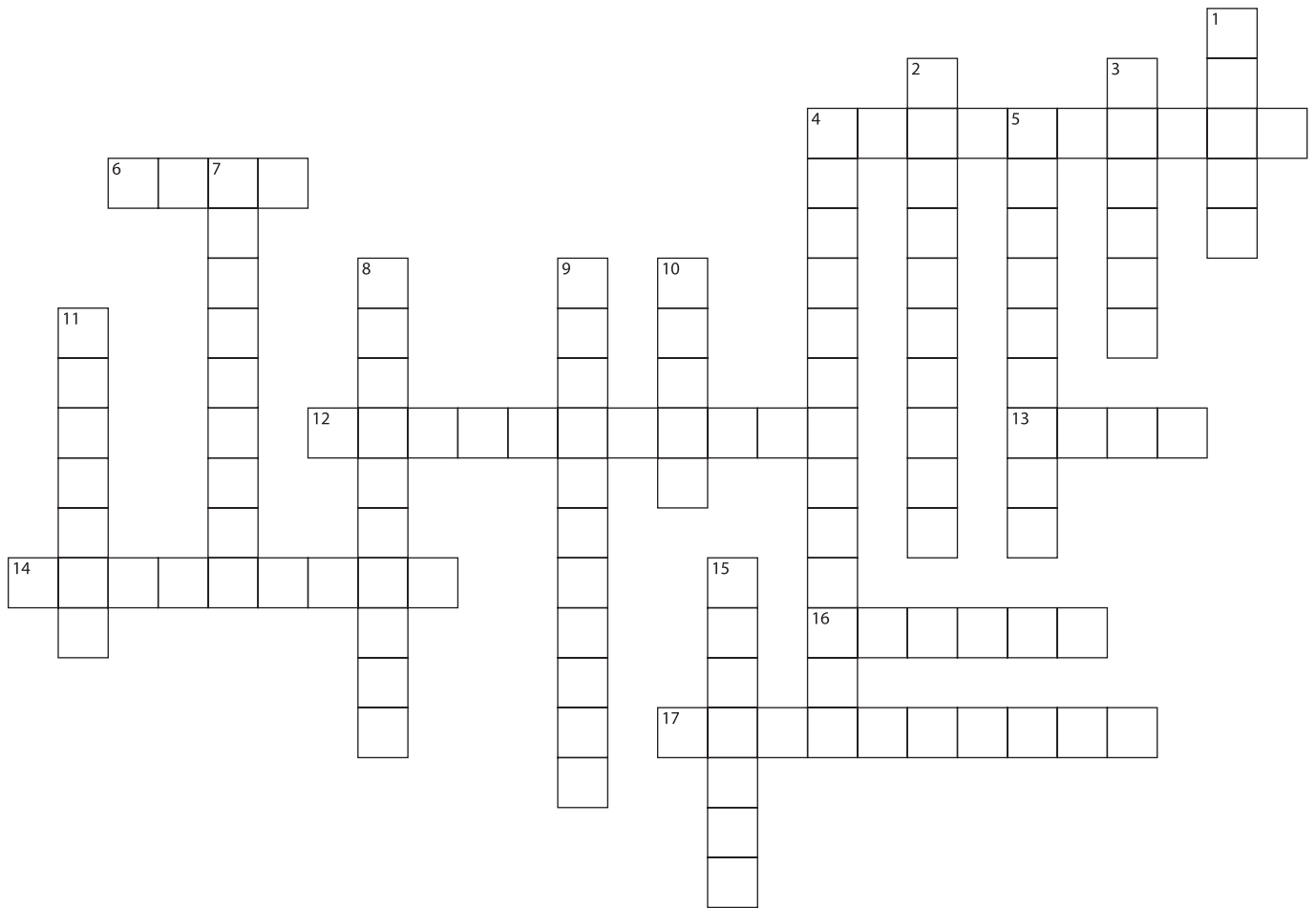
1. a crack or split in Earth's crust along which movement takes place
2. having few numbers and at risk of becoming extinct, or dying out completely
3. a town or small city within commuting, or easy traveling, distance of a large city
4. a long-term change in global climate and weather patterns
5. a person from one country who moves to another country to live
7. a plot of land, usually small, reserved for Indigenous people where they can practice their traditional ways of life
8. an area that gets less rain because it is on the protected side of a mountain
9. the right to govern oneself
10. relating to a city
11. a long period of time with little to no rain
15. having many different types or parts

Name _____

Date _____

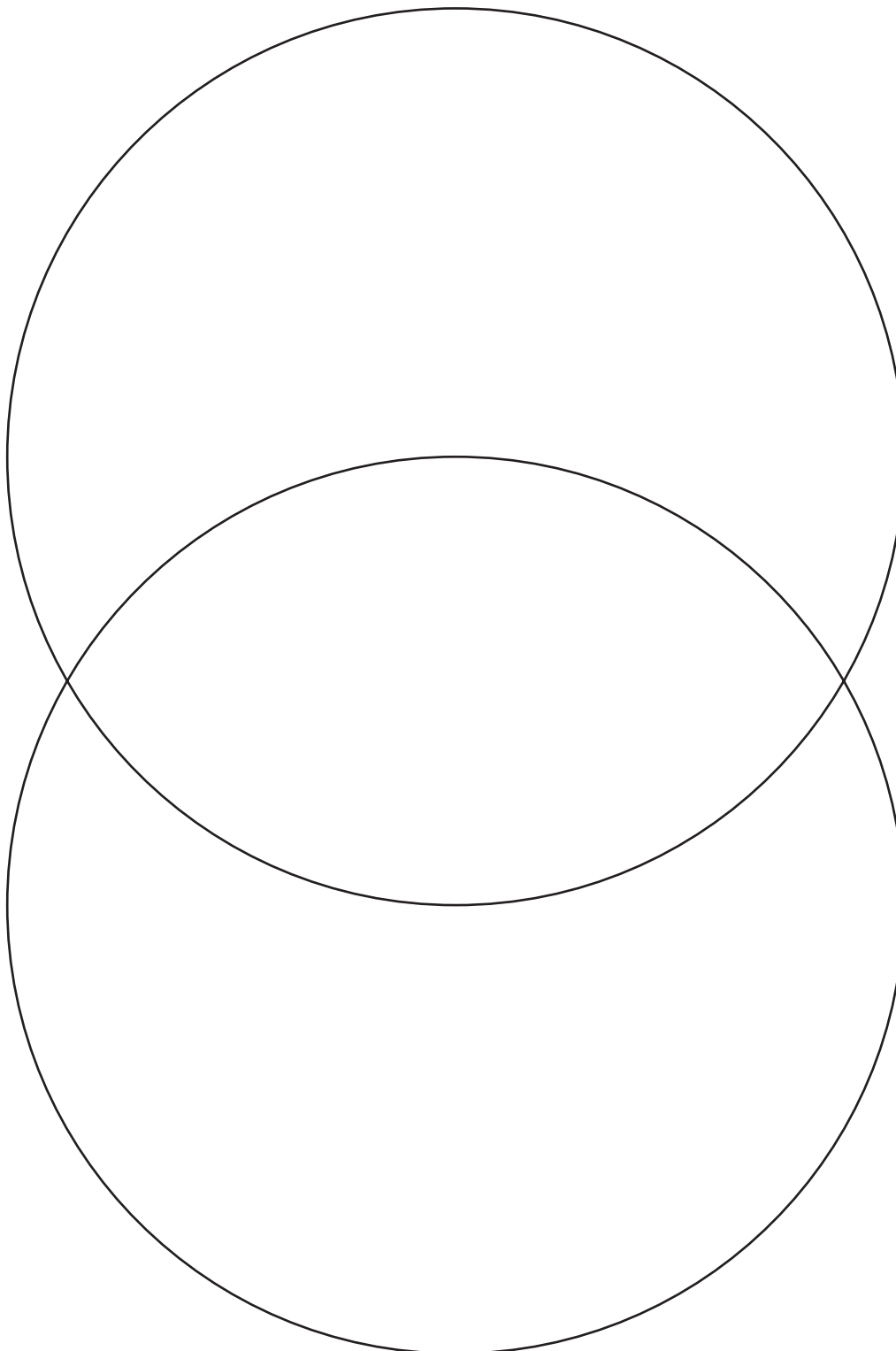
Activity Page 2.1 (Continued)

Use with Chapter 2



Venn Diagram

Fill in the Venn diagram below with similarities and differences between the federal and California state governments.



Name _____

Date _____

Activity Page 2.3

Use with Chapter 2

My Representatives

Fill in the table below with your representatives at each level of government.

Federal: President	
Federal: Senators	
Federal: Representative	
State: Governor	
State: Senator	
State: Representative	
Local: Mayor (or Village President)	
Local: City or Town Council	
Local: School Board	
Tribal: Tribal Leader(s)	

Name _____

Date _____

Activity Page 2.4

Use with Chapter 2

Whose Job Is It?

Below are various headlines describing the work done by different levels of government: tribal, local, state, and federal. Cut on the dotted lines, then sort each job description according to the level of government to which it belongs.

Department of Transportation Announces Start of New Interstate Construction Project

California School Board Announces New Science Learning Standards

Mayor Announces New Downtown Bus Line for Next Year

Tribal Council Announces Summer Educational Initiative on Yokuts Culture

Governor Shares Plan to Expand Internet Access in Rural Communities

California's Department of Fish and Wildlife Commission Begin an Anti-Pollution Awareness Campaign

Hoopla Leaders Announce New Language Classes for Tribal Youth

State Park Officials Celebrate Opening of a New Hiking Trail in the Sierra Nevada

County Library Launches Free Summer Reading Program for Kids

National Weather Service Issues Drought Preparedness Guide for California Families

Name _____

Date _____

Activity Page 3.1

Use with Chapters 3, 4, 5, 6, 7

Analyze an Image

1a. Does this image show a place? _____

1b. What does the place look like?

2a. Are there people in the image? _____

2b. What are the people doing? _____

3a. Are there objects in the image? _____

3b. What are the objects being used for? _____

4a. What time period does the image show? _____

4b. What does the image show you about that time period? _____

Name _____

Date _____

Activity Page 4.1

Use with Chapter 4

Letter from Junípero Serra

Background: Junípero Serra was a Spanish priest and missionary credited with founding several missions in California. He was required to report to the viceroy, or governor, of New Spain on his progress as an explorer and missionary. This excerpt comes from a letter Serra wrote to the viceroy about a rebellion against the San Diego mission.

December 15, 1775

Most Excellent Lord.

My most revered and most excellent Sir:

. . . I make no excuses for announcing to Your Excellency the tragic news I have just received of the total destruction of the San Diego Mission . . . at the hand of the rebellious natives and of the newly converted. All this happened, November 5th, about one or two o'clock at night. The natives came together from forty villages, according to the information given me, and set fire to the church, after sacking [stealing valuables from] it. Then they went on to the storehouse, the house where the Fathers [priests] lived, the soldiers' barracks, and all the rest of the buildings. . . .

The surviving priest and a few survivors escaped with the wounded to the presidio. From there the priest wrote to me asking what he should do. . . .

In light of this news, I might suggest again to Your Excellency what I proposed in one of my earlier letters: that in conquests of this kind the place where soldiers are most important is in the missions. . . .

The San Diego Mission is about two leagues [six miles] from the presidio, but it is in such a position that, throughout the day, they can see the mission from the presidio. . . . Yet while the mission was all on fire, the flames leaping up to a great height from one or two o'clock in the morning until dawn, and during all that time shooting was going on, they saw and heard nothing at the presidio. . . .

. . . Now, after the damage has been done—now, the forces of the presidio come to set things right.

Source: Adapted from Serra, Junípero. "To Antonio Maria de Bucareli y Ursua." In *Writings of Junípero Serra*, edited by Antonine Tibesar. Vol. 2. Washington, D.C.: Academy of American Franciscan History, 1956, pp. 401–405.

Name _____

Date _____

Activity Page 4.1 (Continued)

Use with Chapter 4

1. Who was Junípero Serra?

2. What were Spanish missions? What happened there?

3. According to the excerpt, what happened in San Diego on November 5, 1775?

4. Did Junípero Serra see these events for himself? How do you know?

5. Whose perspectives or viewpoints are included in this account?

Name _____

Date _____

Activity Page 4.1 (Continued)

Use with Chapter 4

6. Whose perspectives or viewpoints are left out of this account?

7. Using what you know about mission life, why do you think the Native peoples rebelled?

8. What is Serra's proposed answer or solution to the rebellion? Does it solve the problems that led to the rebellion? Why or why not?

Name _____

Date _____

Activity Page 4.2

Use with Chapter 4

Artifact Study

Describe the artifact.

1. What type of object is it? _____
2. Where is it from? _____
3. When was it made? _____
4. What color is it? _____
5. What shape is it? _____
6. What size is it? _____
7. What is it made of? _____

Think about the artifact.

8. What knowledge or experience was needed to create it?

9. Why was it made? What is its purpose?

10. Could it have been made by one person, or did it need to be made by a group?

11. How has the artifact changed over time?

Name _____

Date _____

Activity Page 4.2 (Continued)

Use with Chapter 4

Think about context.

12. What do you know about the time and place the artifact was created?

Draw a conclusion about the artifact.

Activity Page 5.1

Use with Chapter 5

Domain Vocabulary: Chapters 3–5

For each word, write the letter of the definition.

- | | |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------|
| _____ 1. dwelling | a) an area, region, or country that is controlled and settled by people from another country |
| _____ 2. shaman | b) a person who tends and manages livestock; a cowhand |
| _____ 3. mission | c) a Native American spiritual leader who is believed to have special powers |
| _____ 4. colony | d) an example for future actions or decisions |
| _____ 5. presidio | e) to grant or transfer |
| _____ 6. irrigation | f) the watering of crops by moving water from a well, a river, or a lake to a place where it does not rain enough to grow crops |
| _____ 7. rancho | g) a person who searches an area for gold, minerals, or oil |
| _____ 8. adobe | h) a fort |
| _____ 9. self-reliant | i) a type of brick made from sun-dried clay |
| _____ 10. secularize | j) a structure where people live |
| _____ 11. elite | k) needing no help from other people |
| _____ 12. vaquero | l) a ball or party with dancing |
| _____ 13. fandango | m) a town that grows quickly in size and wealth |
| _____ 14. cede | n) to take religion out of something |
| _____ 15. prospector | o) a member of a group of people that has more talent, wealth, power, or privilege than everyone else |
| _____ 16. isthmus | p) a settlement built for the purpose of converting Native Americans to Christianity |
| _____ 17. boomtown | q) a narrow piece of land that connects two larger landmasses |
| _____ 18. deplete | r) to use up the supply or resources of |
| _____ 19. precedent | s) a plot of land given to people who were loyal to the government |

Name _____

Date _____

Activity Page 7.1

Use with Chapter 7

Domain Vocabulary: Chapters 6–7

List the words from the word bank in their correct category.

prejudice	telegraph	transcontinental	industrialization
plantation	secede	progressivism	corruption
suffrage	conservation	neutral	sustainable
recession	stock market	repatriation	deportation
internment	ration	stereotype	segregate

Migration and War	Social and Political	Technology and Economy

Name _____

Date _____

Activity Page 9.1

Use with Chapter 9

Domain Vocabulary: Chapters 8–9

For each term, write the letter of the definition.

- | | |
|---------------------------------|-------------------------------------------------------------------------------------------------------|
| _____ 1. urban sprawl | a) a culture that has different values from the established society or main culture |
| _____ 2. communist | b) the rights that all citizens are supposed to have according to the Constitution and its amendments |
| _____ 3. civil rights | c) a person who flees a country to avoid danger or persecution |
| _____ 4. boycott | d) a decision, usually by a government, not to punish a person or group who has committed a crime |
| _____ 5. sit-in | e) a person who starts a business |
| _____ 6. counterculture | f) a type of nonviolent protest in which people sit down in a place and refuse to move |
| _____ 7. refugee | g) a disease that suddenly strikes multiple countries or continents |
| _____ 8. undocumented immigrant | h) the spreading of developments into undeveloped land around a city |
| _____ 9. amnesty | i) to refuse to buy goods or have anything to do with a particular group or country |
| _____ 10. entrepreneur | j) capable of being replenished relatively quickly by natural processes |
| _____ 11. renewable | k) energy that does not emit greenhouse gases, often made using renewable resources |
| _____ 12. pandemic | l) relating to communism, an economic system based on community ownership of property and industry |
| _____ 13. clean energy | m) a person who does not have legal documents proving their right to be or remain in the country |

ANALYSIS SKILLS

- K-5.CST.1** Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.
- K-5.CST.2** Students correctly apply terms related to time, including past, present, future, decade, century, and generation.
- K-5.CST.3** Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
- K-5.CST.4** Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.
- K-5.CST.5** Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.
- K-5.REPOV.1** Students differentiate between primary and secondary sources.
- K-5.REPOV.2** Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
- K-5.REPOV.3** Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.
- K-5.HI.1** Students summarize the key events of the era they are studying and explain the historical contexts of those events.
- K-5.HI.2** Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
- K-5.HI.3** Students identify and interpret the multiple causes and effects of historical events.
- K-5.HI.4** Students conduct cost-benefit analyses of historical and current events.

CONTENT STANDARDS

- 4.1** Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.
- 4.1.1** Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.

- 4.1.2** Distinguish between the North and South Poles; the equator and the prime meridian, the tropics; and the hemispheres, using coordinates to plot locations.
- 4.1.3** Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity.
- 4.1.4** Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.
- 4.1.5** Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.
- 4.2** Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.
 - 4.2.1** Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.
 - 4.2.2** Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns.
 - 4.2.3** Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junípero Serra, Gaspar de Portola).
 - 4.2.4** Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.
 - 4.2.5** Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.
 - 4.2.6** Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.
 - 4.2.7** Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America.
 - 4.2.8** Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy.
- 4.3** Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.
 - 4.3.1** Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort.

- 4.3.2** Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).
- 4.3.3** Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).
- 4.3.4** Study the lives of women who helped build early California (e.g., Biddy Mason).
- 4.3.5** Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.
- 4.4** Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.
 - 4.4.1** Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.
 - 4.4.2** Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.
 - 4.4.3** Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).
 - 4.4.4** Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).
 - 4.4.5** Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.
 - 4.4.6** Describe the development and locations of new industries since the turn of the century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.
 - 4.4.7** Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.
 - 4.4.8** Describe the history and development of California's public education system, including universities and community colleges.
 - 4.4.9** Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne).
- 4.5** Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.
 - 4.5.1** Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).

- 4.5.2** Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution.
- 4.5.3** Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments.
- 4.5.4** Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials.
- 4.5.5** Describe the components of California's governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts).

Answer Key: *The Story of California*

Chapter Assessments

Chapter 1

1. c 2. c 3. c 4. b 5. b 6. c 7. c 8. a 9. b 10. c

Chapter 2

1. a 2. b 3. b 4. a 5. a 6. c 7. d 8. d 9. d

Chapter 3

1. a 2. b 3. d 4. c 5. d 6. c 7. d 8. c 9. d
10. b 11. b

Chapter 4

1. b 2. a 3. b 4. c 5. d 6. d 7. b 8. d 9. d 10. b

Chapter 5

1. d 2. d 3. a 4. b 5. b 6. b 7. c 8. a 9. c 10. d 11. c

Chapter 6

1. d 2. c 3. a 4. c 5. c 6. c 7. d 8. c

Chapter 7

1. a 2. c 3. a 4. a 5. d 6. d 7. d 8. c 9. c

Chapter 8

1. d 2. c 3. c 4. b 5. c 6. a 7. d 8. d 9. a 10. c

Chapter 9

1. a 2. c 3. b 4. c 5. a 6. a

Activity Pages

Domain Vocabulary: Chapter 1–2 (AP 2.1)

ACROSS	2. endangered
4. contiguous	3. suburb
6. jury	4. climate change
12. inalienable	5. immigrant
13. arid	7. rancheria
14. chaparral	8. rain shadow
16. native	9. sovereignty
17. federalism	10. urban
DOWN	11. drought
1. fault	15. diverse

Venn Diagram (AP 2.2)

Federal	Both	State
Federal law is the supreme law of the land.	Both have legislative, executive, and judicial branches of government.	California's constitution was written in English and Spanish.
Federal government is responsible for dealing with other countries, creating a military force, establishing nationwide laws, and printing money.	Both constitutions protect freedom of speech and freedom of religion.	California's constitution is longer because it has been changed more times.
Led by a president	Both constitutions begin with "We the People."	California's constitution gives some power of direct democracy.
Federal judiciary has one Supreme court and allows Congress to create smaller courts if necessary.	Both legislatures are made up of an assembly and a senate.	California's constitution says that people have an inalienable right to privacy.
		Led by a governor
		The state judiciary has three levels of courts.

My Representatives (AP 2.3)

Federal: President	U.S. president (correctly named)
Federal: Senators	California's two senators (correctly named)
Federal: Representative	Local district congressional representative(s) (correctly named)

State: Governor	California governor (correctly named)
State: Senator	State senator (correctly named)
State: Representative	State representative (correctly named)
Local: Mayor (or Village President)	Mayor (or Village President) (correctly named)
Local: City or Town Council	City or Town Council (correctly named)
Local: School Board	School Board leader (correctly named)
Tribal: Tribal Leader(s)	Tribal leader(s) (correctly named)

Analyze an Image (AP 3.1) Chapter 3, page 32

- 1a. Yes.
- 1b. The place in the picture is a river with rocks and trees in the background.
- 2a. Yes.
- 2b. The man is standing on a rock in the middle of the river and looking off into the distance.
- 3a. Yes.
- 3b. The man is holding a spear or long stick. The spear is dipped into the water.
- 4a. The photograph shows a Hoopa man with Native clothes and tools. It could have been taken recently or many years ago.
- 4b. The image shows us that people used long spears to fish in the river. It also shows what kinds of clothes and hairstyles they wore.

Analyze an Image (AP 3.1) Chapter 3, page 36

- 1a. Yes.
- 1b. The place looks like it is outside of a wickiup with tule walls.
- 2a. Yes.
- 2b. There is an older man sitting on the ground and a young boy standing. They look like they are dancing or waving sticks and feathers.
- 3a. Yes.
- 3b. The man and the boy are holding sticks and feathers for the dance the boy is learning.

- 4a. The photograph shows Yokuts people with Native clothes, implements, and home. It could have been taken recently or many years ago.
- 4b. The image shows us that the Yokuts tribes had interesting and unique traditions like the boy's headdress.

Analyze an Image (AP 3.1) Chapter 4, pages 40–41

- 1a. Yes.
- 1b. The place is outside a mission with a church in the background.
- 2a. Yes.
- 2b. Some people are riding horses or donkeys; others are taking care of a cow.
- 3a. Yes.
- 3b. People are using ropes to guide animals and riding horses.
- 4a. The time period is 1777.
- 4b. The image tells me that riding horses was a common way to get around during the time and that people raised livestock. It also shows that people wore shirts and pants at the missions and that they decorated their church exteriors with crosses and other religious images.

Domain Vocabulary: Chapters 3–5 (AP 5.1)

- 1. j
- 2. c
- 3. p
- 4. a
- 5. h
- 6. f
- 7. s
- 8. i
- 9. k
- 10. n
- 11. o
- 12. b
- 13. l
- 14. e
- 15. g
- 16. q
- 17. m
- 18. r
- 19. d

Analyze an Image (AP 3.1) Chapter 5, page 63

- 1a. Yes.
- 1b. The place is a large fort along a river. There is a bridge across the river, and steam or smoke is coming from a building in the fort.

- 2a. Yes.
- 2b. The people are crossing the bridge with horses or mules.
- 3a. Yes.
- 3b. There are buildings, and people are crossing a bridge.
- 4a. The image shows Mexican California before 1848.
- 4b. The image shows that Sutter's Fort was an important place in that time period and that people traveled with horses and wagons then.

Analyze an Image (AP 3.1) Chapter 5, page 72

- 1a. Yes.
- 1b. The place is outside and close to the mountains.
- 2a. Yes.
- 2b. The Chinese workers are sifting rocks to look for gold.
- 3a. Yes.
- 3b. The objects are tools for finding gold. The Chinese workers are using water to sift out the rocks.
- 4a. The image shows the time period of the Gold Rush.
- 4b. The image shows what kinds of clothes the Chinese immigrants wore during the time, and it shows that Chinese people were working as miners during the Gold Rush.

Analyze an Image (AP 3.1) Chapter 6, pages 78–79

- 1a. Yes.
- 1b. The picture shows a mountainside that has been carved into and leveled out to build train tracks. There are trees and other plants in the background, but the plants have been cleared out around the train tracks.
- 2a. Yes.
- 2b. The people in the picture are workers that are building the railroad or carrying supplies in carts.
- 3a. Yes.

- 3b. There are carts led by horses or mules.
- 4a. The time period is around the mid-1800s.
- 4b. The picture shows that Chinese people were working to construct the railroad. It shows us that people of the time period had to use horse-drawn carriages to move supplies.

Analyze an Image (AP 3.1) Chapter 7, page 102

- 1a. Yes.
- 1b. The place is a busy street in Los Angeles.
- 2a. Yes.
- 2b. The people are walking along the sidewalk.
- 3a. Yes.
- 3b. There are flags and signs along the buildings and lots of cars on the road.
- 4a. The picture shows Los Angeles around 1914–22.
- 4b. The image shows that Los Angeles was a growing city in the early 1900s and that cars were becoming a more available way to get around.

Domain Vocabulary: Chapters 6–7 (AP 7.1)

Migration and War: repatriation, deportation, internment, ration

Social and Political: prejudice, suffrage, segregate, stereotype, progressivism, corruption, conservation, secede, neutral

Technology and Economy: telegraph, transcontinental, industrialization, stock market, recession, sustainable, plantation

Domain Vocabulary: Chapters 8–9 (AP 9.1)

- | | |
|------|-------|
| 1. h | 8. m |
| 2. l | 9. d |
| 3. b | 10. e |
| 4. i | 11. j |
| 5. f | 12. g |
| 6. a | 13. k |
| 7. c | |



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San Francisco, California: c. 1920 San Francisco women join others in the country to secure the passage of the 19th Amendment which grants women the right to vote. / Underwood Archives / UIG / Bridgeman Images: 6p

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The arrival of the pony express The Pony Express was a relay intended to connect the Missouri to California, 19th century (engraving) / Anonymous / Private Collection / © Photo Josse / Bridgeman Images: 128

The Spanish Mission, Santa Clara de Asis, California in 1777 (litho) / American School, (19th century) / American / Private Collection / Peter Newark American Pictures / Bridgeman Images: Cover F

Underwood Archives, Inc / Alamy Stock Photo: 6c, 6e, 118b, 123

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