

# CHANGING CALIFORNIA

**Lesson Goal:** To understand cultural and environmental changes that occurred as a result of people living in and migrating to California in search of natural resources.

## Learning Objectives — Students will:

- Students will compare and contrast the daily life of six different cultural periods of California history through participation in representative activities.
- Students will observe how natural resources gained value through human need and how human need changes over time.
- Students will learn how scarcity and competition for natural resources requires that individuals and societies make choices, and how these choices have led to environmental and cultural changes.
- Students will understand that the plants, animals, and cultures of California have changed due to peoples' choices. California will continue to change as the students make wise choices regarding the use of our limited resources.

## Grade Level: 4

### California History Social Science Standards

- 4.2.3. Spanish exploration and colonization of CA.
- 4.2.4. Spanish missions.
- 4.2.5. Daily lives of people.
- 4.2.8. Mexican rule in CA.
- 4.3.3. Effects of the gold rush.
- 4.4.2. How the gold rush transformed CA economy.
- 4.4.4. American immigration.

See accompanying standards correlations.

## ACTIVITIES:

1. Visit Chumash hut. Play resource scavenger hunt or play deer stalking game.
2. Visit mission era mural. Dress in period costume. Make adobe brick using clay soil, water, and straw.
3. Visit Mexican California station. Dress in period costume. Learn to rope cow heads using lassos.
4. Visit Gold Rush station to learn about 49ers. Dress in period costume. Pan for gold.
5. Visit Banning School to learn about statehood and different industries in the late 1800s. Build railroad.
6. Learn about conservation and preservation heroes. Discuss current uses of natural resources. Pledge to become a steward of the environment and a future hero.

## VOCABULARY

activist	adobe	competition	conflict	consequence
conservation	contribution	cultivated crops	cultures	demand
environmental impact		entrepreneur	forty-niner	greed
hero	hide	immigration	lasso	migration
native	padre	pioneer	population	preservation
pyrite	railroad tie	resources	scarcity	spike
sluice box	supply	tallow	trade	transcontinental
tule	values	vaquero		

# **RANCHO EL CHORRO OUTDOOR SCHOOL**

## **CHANGING CALIFORNIA – 4<sup>th</sup> Grade**

### **Standards Correlations**

The following History-Social Science standards are addressed in this 4<sup>th</sup> grade program.

#### **History-Social Science Standards**

**4.2 Students describe the social, political, and economic life and interactions among the people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.**

- 4.2.3 Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians.
- 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.
- 4.2.8 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.**

- 4.3.3 Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment.

**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 contribution 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 and economic conflicts between diverse groups of people.
- 4.4.4 Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities.

Changing California also supports the instruction of the following standards:

### **Mathematics Standards**

**3.0 Measurement & Geometry: Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems.**

3.1 Identify lines that are parallel and perpendicular.

### **English Language Arts Standards**

**1.0 Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner the guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.**

- 1.1. Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.
- 1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.
- 1.8 Use details, examples, anecdotes, or experiences to explain or clarify information.
- 1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.