

The Road to Statehood Living History Museum

(Grade 4: Standard 4.3)

During this unit, you will be given the name of an historic person from early California history to portray at *The Living History Museum* our class will present at the end of this unit. Also, your teacher may have you introduce your historic person as your class reads about him or her in the textbook.

The following activities include the steps for doing your research, writing your oral report, and presenting your historic person to your class and at *The Living History Museum*.

Step #1 Researching and Writing the Bio-Sketch.

- Select the historic person you will portray. Refer to the separate *List of Bio-Sketches: The Road to Statehood* (page 3). With your teacher's help, select which historic person you will portray.
- Read the "starter" biographical information for your historic person (Provided by your teacher.)
- Use your textbook to locate information about your historic person.
- Use reference materials to research your historic person. Take notes and select interesting information you can add to the "starter" bio-sketch. Be sure to include:
 - the person's name (If you are portraying a person such as a *miner* or a *delegate to the Monterey Convention*, you may make up your name.)
 - important dates in his/her life
 - his/her contributions to California history
 - any other historic information about the person's life
 - at least 5 academic content vocabulary words (from the list on page 4)

Step #2 Preparing for Your Oral Presentation

During this step, you will write a simple oral speech using the information you gathered during Step #1. Write the speech using the first person "voice" of the historic person you will portray. Include the person's name, important dates, contributions to California, and any other historic information about the person's life. You will give this speech to our class and at *The Living History Museum*.

- Gather and organize your information. Plan to use at least 5 academic content vocabulary words from the list on page 4.
- Make small note cards (with a few words that hint at your ideas) that you can refer to as you speak.
- Review your notes to be sure you have the information you need.
- Speak in the "first person" as if you are the person.
- If possible, include visuals such as props, artifacts or maps.
- Practice your presentation out loud and if possible, in front of someone else.
- Be sure to speak clearly and loudly enough.
- Keep your listeners interested in your report by using facial expressions and hand movements.
- Do not put your hands in your pockets while speaking.
- Look at your audience while you speak, even if you are holding a prop.



Step #3 Presenting Your Oral Presentation to Our Class

As we go through the unit, you will introduce your historic person to the class at the appropriate time when we meet the historic person in the textbook. Remember to use at least 5 academic content vocabulary words from the list on page 4.

Step #4 Living History Museum

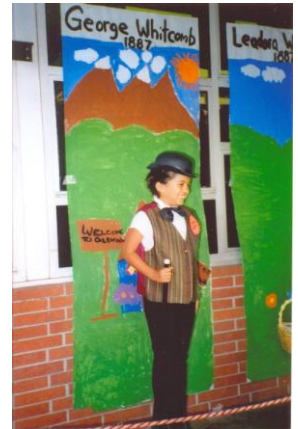
At the end of the unit, we will create *The Living History Museum*. Each student will “perform” simultaneously in a museum setting for other classes, parents and community groups.



On the day of *The Living History Museum*, you should wear a simple costume that represents what your historic person may have worn in his or her work. Or, you can make a costume using tag board with a hole for your face and one for your arms.

Include an “Information Button” for museum visitors to push to activate your living history statue.

Be prepared to orally give your presentation without the use of your note cards. You will “become” your historic person.



Extra Credit: Write an *I Am* Poem

Using the “I Am” template on page 5, write an “I Am” poem about the historic person you portray for *The Living History Museum*.

Your Guide to *The Living History Museum* –
where HISTORY comes to Life!

There are “famous people” statues to choose from while visiting the museum. Please be VERY GENTLE when you press the Information Button on each statue. The button starts a monologue by the statue as the statue comes alive and shares many interesting facts with you.

Rules of *The Living History Museum*:

No eating or drinking while inside the museum.

SOFT VOICES ONLY so everyone can enjoy the speeches.

Gently press the Information Button on any statue.

No running in the museum.

List of Bio-Sketches: The Road to Statehood

fur trapper
Beckwourth, James
Pattie, James Ohio
Smith, Jedediah Strong
Walker, Joseph Reddeford
Young, Ewing
Echeandia, Governor Jose Maria
Stearns, Abel
Sutter, John Augustas
Marsh, John
Bartleson, John
Bidwell, John
Fremont, John C.
Donner, George
Reed, Virginia
settler
Polk, President James K
ranchero
Vallejo, General Mariano Guadalupe

Bear Flagger (Osos)
Sloat, John D.
Stockton, Robert F.
Kearny, Steven Watts
Carson, Kit
Pio Pico
Ruiz, Bernarda
Marshall, John
Miner 1
Miner 2
Miner 3
Clappe, Louise
entrepreneur
Strauss, Levi
California Indian
Riley, General Bennett
Burnett, Peter H.
Delegate 1 to the Monterey Convention
Delegate 2 to the Monterey Convention
Mason, Bridgit "Biddy"

Living History Museum

Prompt: Select an historical figure from the list of *Bio-Sketches: The Road to Statehood* to portray at the Living History Museum. Read the bio-sketch provided by your teacher, use reference materials to research your historic person, and write an oral presentation. The oral presentation should include:

- the person’s name
- important dates in his/her life
- his/her contributions to California history
- at least 5 academic content vocabulary words (from the list below), and
- any other historic information about the person’s life.

Hint: be sure to speak in the first person as if you are the person.

List of Academic Content Vocabulary

demand	route	attack	hydraulic mining
supply	overland expedition	peace	sluice box
frontier	manifest destiny	Gold Rush	convention
trailblazer	squatter	forty-niner	delegate
Pass	Bear Flag	isthmus	Constitution
Beaver	Republic	claim	legislature
fur trade	treaty	Soldiers	ratify
Immigrant	border	mining camp	Congress
Pioneer	troops	consumer	compromise
mountain man	United States	entrepreneur	rebel
wagon train	Battle of San Pasqual	inflation	California
settler	retreat	discrimination	Mexican-American War
trail	conflict	vigilante	miner

INDICATORS	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
USES ACADEMIC LANGUAGE ACCORDING TO HISTORY CONTENT May substitute geographic, economic or political content	Student shows a deep understanding of historical language that is woven in an interesting way whether written or oral.	Student shows an effective use of historical language that is woven in an interesting way whether written or oral.	Student shows a limited use of historical language whether written or oral.	Student shows little or no use of historical language whether written or oral.
KNOWLEDGE OF HISTORICALLY ACCURATE CONTENT	Student demonstrates an in-depth understanding of the historical content; all main ideas are supported by facts with no obvious inaccurate facts; contains substantial supportive evidence.	Student demonstrates a clear understanding of the historical content; all main ideas are supported by facts; contains no obvious inaccurate facts; would be improved with more evidence.	Student demonstrates a limited understanding of the historical content; most main ideas are supported by facts, no obvious inaccurate facts; would be improved with more evidence.	Student demonstrates little understanding of the historical content; facts may be inaccurate; lacks supportive evidence.
RESEARCH, EVIDENCE AND POINT OF VIEW	Student has a clear and knowledgeable thesis which supports the topic with research; shows an in-depth understanding of the point of view.	Student presents the thesis which supports the topic with research; shows a clear understanding of the point of view.	Student uses limited research to present the topic; shows a limited understanding of the point of view.	Student uses little or no research to present the topic; shows little or no understanding of the point of view.

I Am Poem

I am

I wonder

I hear

I see

I want

I am

I feel

I worry

I dream

I try

I hope

I am

Sample Poem:

I Am Poem
by Megan

I am high above the sky.
I wonder how fast I will travel.
I hear the sound of my engine.
I see miles and miles of clouds.
I want to be able to be the first person to fly around the world.
I am proud of my accomplishments.
I feel satisfied.
I worry that I will crash.
I dream about flying around the world some day.
I try to accomplish my goals.
I hope I will inspire people to make goals.
I am Amelia Earhart.