

Lesson 1: Migration to California

Focus Questions:

How did completion of the transcontinental railroad affect life in California?

What is the population of California? How has the population changed over time?

When and why did my family come to California? From where did they come?

Activity # 1 Review, Read, Write - Links to the East

Materials needed: Harcourt's *Reflections: California A Changing State*. Chapter 7 Lesson 1 (pages 278-283) Although reference is made to specific page numbers in Harcourt's *Reflection*, the same activities and strategies may be completed using any of the state-adopted social studies textbooks.

Have pairs of students work together to find answers to the lesson review questions (page 283).

- What changes improved communication between California and the rest of the United States?
- Use the terms *stagecoach* and *telegraph* to tell how *communication* changed in the 1850s and 1860s.
- Why did the Pony Express operate for only 18 months?

Encourage students to look for the answers in the heading of each section, the maps and pictures in each section, and the text of each section. Have students discuss their answers with another pair. Then, after reading the lesson, have each student write his/her answers to the review questions.

Activity # 2 Section, Summary, Share - Building the Transcontinental Railroad

Materials needed: *Reflections California: A Changing State*. Chapter 7 Lesson 2 (pages 286-292)

Examine the photographs, time lines, maps, and captions in the lesson. Then use each as a springboard to discuss the lesson's main events.

Organize the class into 3 groups, one for each section of the lesson (*Hoping for a Railroad*, *Building the Railroad*, and *Completing the Railroad*). Have each group study their section of the lesson. Then ask a volunteer from each group to share a summary of what the group learned. If desired, distribute butcher paper and markers to each group. Have students list three to five main points under the heading of their section. Then post students' lists in front of the class and briefly discuss them. After each summary is presented, challenge all students to answer the question given at the end of that section

Activity # 3 Analyzing a Primary Source – California - Cornucopia of the World

Materials needed: Display a copy of the poster, *California - Cornucopia of the World* (Handout # 1.1). For each group of students, provide a copy of *Poster Analysis Worksheet* (Handout # 1.2).

The opening of the Union Pacific means people can now make the cross-country journey in just four days when it had taken months before.

Display a copy of *California - Cornucopia of the World* (Handout # 1.1). This poster was produced by a land company that wanted to sell land to settlers. Companies designed posters like this to encourage people from the eastern United States to move to California in the late 1800s. It calls California a cornucopia, a word for a basket of horn overflowing with good things, such as fresh fruit and flowers.

The picture on the poster is a cornucopia, or “horn of plenty.” Study the poster and then answer the questions on the *Poster Analysis Worksheet (Handout # 1.2)*.

Activity #4 Analysis of a Primary Source Document: Union Pacific Railroad Advertisement - Assessment

Materials needed: Display a copy of *Union Pacific Railroad Advertisement* (Handout # 1.5). For each student, provide a copy of the prompt *Union Pacific Railroad Advertisement* (Handout # 1.4).

Read the background information **Union Pacific Railroad Advertisement - Historical Background Information** (Handout #1.3). Provide each student with a copy of the prompt and rubric *Analysis of a Primary Source Document – An Advertisement* (Handout # 1.4). Display a copy of the advertisement, *Union Pacific Railroad Advertisement* (Handout # 1.5)

Prompt: Using the Union Pacific Railroad advertisement provided by your teacher, analyze this primary source document to demonstrate your insight into the time period and the event shown. Include responses to the following:

- What is the date of the event advertised in this document?
- What is the event being advertised?
- Describe what you think the image in the center of the flyer represents.
- Why do you think the animal would be prominently placed, instead of the train, which is only seen in the background?
- Are the messages on the document primarily visual, verbal, or both? Explain.
- Who do you think is the intended audience for this document?
- For what reason would a document like this need to be printed?
- What Union Pacific purpose is served by this advertisement?
- What different groups might have used the railroad (e.g., businessmen, settlers, wealthy people seeking to go on vacation in the West, poor farmers seeking a better life.)

Rubric: Indicator: Analysis of a Primary Source

(Optional Activity) Explain to students, “You are in charge of creating an advertising poster for the Union Pacific Railroad. You want to get people to take the railroad. Target your poster to a group that would use the railroad. Include a picture that might entice this group to take the cross-country journey.

Activity # 5 Seek and Use Vocabulary - Rails Across America

Materials needed: *Reflections California: A Changing State*. Chapter 7 Lesson 3 (pages 294-297)

Have students scan the lesson to find the meaning of the vocabulary word **competition**. Use the term *competition* in a sentence that illustrates how the word is used in content. Discuss the use of *competition* as it relates to companies today. An example might be the PC versus Macintosh computers. Do a cost-benefit analysis. What are the *costs* of competition? What are the *benefits* of competition?

Read aloud the “What to Know” question. (How did railroads help transform California’s economy in the late 1800s?) Ask volunteers to explain how competition may help answer the question. “How might “competition” describe railroads in California in the late 1800s?” Have students read the lesson to find out how new goods brought by rail into California hurt some California businesses.

Activity #6 Situation Cards

Materials needed: A copy of *Situation Cards* (Handout # 1.6) cut apart in to strips.

Ask students the following questions:

- What are some forms of communication we have today? Generate a list such as email, text messages, telephone, fax, television, etc.
- What forms of communication were available in the late 1800s? (Pony Express, telegraph, railroad, ship)

Select 12 students. Divide them into two groups. Assign Group #1 the role of a Californian living in the 1800s. Assign Group #2 the role of a current resident of Californian.

Give each student a **Situation Card (Handout # 1.6)**. Remaining in character, each student must determine what he/she would do in his/her situation.

Reorganize the students into pairs who have the same situation card: one student has the role of a Californian living in the 1800s and the other student is a current resident of California.

While remaining in character, each student must read his/her situation cards and explain to the class what he/she will do on in his/her situation.

Activity #7 Immigration and Migration

Materials needed: *Reflections* California: A Changing State. Chapter 8 Lesson 1 (pages 314-320)
A copy for each student of *Immigration and Migration (Handout # 1.7)*

Procedure:

Step 1: Preview *Reflections* Lesson 1, Chapter 8 (pages 314-320). Use strategies to access the text, including illustrations, titles, topic sentences, and vocabulary words.

Step 2: Distribute a copy of *Immigration and Migration (Handout # 1.7)*. As students read Lesson 1, have them skim the text to determine whether each statement on the worksheet is true or false. In the blank space, write (T) if the statement is true and (F) if the statement is false. If the sentence is false, look at the underlined words, cross out the incorrect information, and write in the correct words to make the sentence true.

Answer Key: 1. F (Angel Island); 2. F (increased); 3. T; 4. F (Denmark); 5. T; 6. F (farmers)
7. T; 8. T; 9. T; 10. T; 11. F (Allensworth; 12. F (poor land, could not grow enough food)

Step 3: Explain to students that the population is determined by an official United States Census taken every 10 years. This Decennial Census (10 year survey) attempts to count all persons living in the United States on April 1st in all years ending with a zero (1990, 2000, 2010 etc...). The census includes categories such as men, women, children, age and ethnicity.

The first census conducted for California was in 1850, after it became a state. Share with students the population data for the early years of California. Have students practice reading the population figures.

Date	Population
1850	92,597
1860	379,994
1870	560,247
1880	864,694
1890	1,208,130
1900	1,485,053
1910	2,377,549
1920	3,426,861
1930	5,677,251

Activity #8 The Population of California

Materials needed: For each student, a copy of *Population of California from 1940 to 2000 (Handout # 1.8)*, graph paper, pencils

Display the following demographics *Population of California from 1940 to 2000 (Handout # 1.8)*

Date	Population
1940	6,907,387
1950	10,586,223
1960	15,717,204
1970	19,971,069
1980	23,667,764
1990	29,760,021
2000	33,871,648

Analyze the data on the chart. Note that California's population has grown greatly since 1940. Ask students:

- What do you think are reasons for this change in the population of California?
- How do you think this change in population has affected California?

Construct a Population Bar Graph - Have each student construct a bar graph to show the changes in California's population from 1940 to 2000.

Procedure:

Step 1: Give the bar graph a title, "Population of California 1940 to 2000."

Step 2: Across the "x" axis (bottom) of the graph, place each of the years 1940, 1950, 1960, 1970, 1980, 1990 and 2000.

Step 3: On the "y" axis (left column) of the graph, write the population figures ranging from 1 million to 35 million. Use increments of 5 million.

Step 4: Construct the graph using the population data.

Step 5: Predict what you think will happen to California's population during the 21st century. Explain your predictions.

Optional Expert Activities: Help students extend the population graph of California to include each decade from 1850 to 2000. Adjust the figures on the "y" axis of the graph to accommodate data from 100,000 all the way to 30 million!

Activity # 9 Migration Interview

Preparations:

For each student, duplicate a copy of **Migration Interview (Handout #1.9)**

Construct the chart shown below on a large sheet of butcher paper.

When and Why Did our Families Come to California?

When?	From where?	How?	What language?	How do/did they earn a living?	Why did they come to California?

Procedure:

Using the questions listed on **Migration Interview (Handout #1.9)**, have students interview you and/or a guest speaker. Note: If the person being interviewed moved to California, use the 1st pronoun in each question; if it is an ancestor who first came to California, use the 2nd pronoun in the question.

1. When did you, your parents or your ancestors come to California?
2. From where did you/they move?
3. How did you/they travel to California?
4. What language(s) do/did you/they speak?
5. How do/did you/they earn a living?
6. Why did you/they come to California?
7. What adjustments had to be made to live in California?
8. Are there any interesting family stories about the move to California?

As responses are given to the questions, record the information for the first 6 questions on the Migration chart. Orally discuss responses to the last two questions and chart, if desired.

Using a copy of **Migration Interview (Handout # 1.9)**, direct each student to interview one or more of his/her family members and/or neighbor families. For those students whose families have lived in the area as far back as they can recall, have them interview a friend or neighbor to determine when their family first came to California. Determine how information will be recorded on the class chart.

Review the chart, “My Family’s Migration to California.” Ask the following questions:

- When did most of the families in our class come to California?
- Why did they come?
- What are the reasons why people come to California today?
- What “trade-offs” or individual economic choices do people make when they move to a new place?
- What does someone “give up” when a move is made?
- What does one gain from a move to a new community? What are the “benefits” of moving? What are the “costs” (not only financial) of moving?

What are some of the major reasons for immigration and migration to California? Based upon the interviews and personal experience, work together as a class to list reasons why people emigrate. Discuss why people choose to leave their homes to move to a different state or country.

On a world map, have students locate where they or their ancestors lived before coming to California. Students write their names on small paper pennants and pin each to the place of their family’s origin.

Indicate with different colored pennants any students whose ancestors have lived in the area since California became a state in 1850. Discuss the origins of the class's families.

The above activity is based on the work of Akida Kissane Lewis.

Activity #710 A Diverse State

Materials needed: *Reflections* California: A Changing State. Chapter 10 pages 406-409
A copy for each student of **Reading Support and Intervention** page 117

Procedure:

1. Preview Chapter 10, Lesson 3 pages 406-409. Use strategies to access the text, including illustrations, titles, topic sentences, and vocabulary words.
2. Read the Lesson and complete the worksheet *Building New Lives* from **Reading Support and Intervention**, page 117. As an additional activity, complete page 110 from the *Homework and Practice Book*.
3. Think about the things in your community that show it is a multicultural place. Write a paragraph describing those things.
4. (Optional) The census of 1900 presents the following details of population: (a) White, 1,402,727; African, 11,045; Indian, 15,377; Chinese, 45,753; Japanese, 10,151. (b) Native-born, 1,117,813; Foreign-born, 367,240; (c) Males, 820,531; Females, 664,522. Have students research the 2000 figures and compare them with those of 1900.
<http://factfinder.census.gov/servlet/SAFFacts> In the "state" category, select California.

Assessment

Standard	Lesson	Title	Teacher Directions	Handout for students with the prompt/rubric
4.4	Lesson 1	Analyzing a Primary Source	Page 2	pages 10-11 Handouts # 1.4 and #1.5

Additional assessments of this lesson are integrated with the instruction and occurs throughout the lesson rather than just at the end. The focus question provides a framework for the evaluation of the unit. Student products should provide evidence of attainment of the following identified outcomes:

- Use appropriate strategies to "preview" or "skim" text to locate information.
- Use strategies to access text, including illustrations, titles, topic sentences, and vocabulary.
- Analyze the poster, **California - Cornucopia of the World** and complete the **Poster Analysis Worksheet** (Handout # 1.2).
- Using the *Union Pacific Railroad Advertisement* (Handout # 1.4), complete the assessment prompt *Analysis of a Primary Source Document – An Advertisement* (Handout # 1.5).
- Complete **Immigration and Migration** (Handout # 1.7)
- Construct a bar graph to show the changes in California's population from 1940 to 2000 (Handout #1.8).
- (Optional) Extend the population bar graph to include data from 1850 to 2000.
- Interview family members or a neighbor family to determine when and why they came to California (Handout # 1.9). Create a class chart to show the results of the interviews, including reasons for migration.
- (Optional) Research the 2000 census figures for ethnicity and compare them with those of 1900.



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Poster Analysis Worksheet

Study the poster and then answer the questions below.

1. What are the main colors used in the poster? _____
2. What symbols (if any) are used in the poster?

3. If a symbol is used, is it...
 - a. clear (easy to interpret)? _____
 - b. memorable? _____
 - c. dramatic? _____
4. Are the messages in the poster primarily visual, verbal, or both?

5. Who do you think is the intended audience for the poster?

6. How many people does the poster say can find land in California? _____
Why so many? _____
7. The poster calls California “a climate for health and wealth without cyclones or blizzards. Who do you think the land company wanted people to know this?

8. What does the land company hope the audience will do?

9. What land company purpose(s) is served by the poster?

10. The most effective posters use symbols that are unusual, simple and direct. Is this an effective poster? Why? _____

Name _____ Date _____

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Union Pacific Railroad Advertisement Historical Background Information

The idea of a transcontinental railroad was first proposed in 1830. Rail lines existed in the West and the East, but nothing connected the lines across the country. The only way to get supplies and people from the east to the west was to ship them around South America in boats or send them over a long land journey in wagons. The chief engineer of the Sacramento Railroad was the first to have the idea of connecting the rail lines in California with those in the eastern United States. The problem was figuring out how to get track laid over the steep Sierra Nevada Mountains on the border of California and Nevada.

Railroad companies became interested in this idea and began lobbying Congress to provide funds to help. However, it wasn't until 1862 that Congress passed a bill to build a transcontinental railroad. From 1863 to 1869 men worked to build the long rail line. The Central Pacific Railroad and the Union Pacific Railroad began building tracks. The Central Pacific started in Sacramento and the Union Pacific started in Nebraska. Each company was paid according to how many miles of track it built. Soon it became a race to build tracks the fastest and therefore make the most money. The Union Pacific Railroad Company was able to build track at a faster rate, but they also had problems. They had to deal with attacks from some American Indian tribes who did not want the "Iron Horses" through their land.

The work on the railroad was very difficult. The Central Pacific Railroad had a harder time, because technology wasn't available yet to build tracks over the rough, steep Sierra Nevada Mountains. They had to dig tunnels, and the work was very slow. The railroad faced many problems getting workers to do the life-threatening job. Eventually, they decided to allow Chinese laborers to help. The Chinese became the heroes of the project. They were lowered by ropes tied around their waists to chisel away at rock below. They worked long hours and were paid very little. The rail company leaders were very pleased with the Chinese because they worked very hard and never complained.

On May 10, 1869, at Promontory Summit, Utah, the Central Pacific Railroad met the Union Pacific Railroad to complete the United States' first transcontinental railroad. The Central Pacific's Jupiter engine met the Union Pacific's Engine Number 119. The tracks actually met three days earlier, but they waited to drive the last spike in until all of the leaders could get there. A band played as a Chinese construction crew from the Central Pacific and an Irish crew from the Union Pacific laid down the last rails.

Once the last rail spike was driven in during a large ceremony, the Transcontinental Railway was open. It now took only four days to cross the country when it had taken months in the past. The railroads opened up trade to the West and products from as far away as China were transported from San Francisco to the East Coast. Thousands of settlers rode the rails to the West and began settling there. No longer was the West just for the brave willing to endure a treacherous overland journey. Now, business people and scores of others came to California. The railroad brought economic boom to California and made it one of the most prosperous states in the nation.

Analysis of a Primary Source Document – An Advertisement

Prompt: Using the Union Pacific Railroad advertisement provided by your teacher, analyze this primary source document to demonstrate your insight into the time period and the event shown. Include responses to the following:

What is the date of the event advertised in this document?

What is the event being advertised?

Describe what you think the image in the center of the flyer represents.

Why do you think the animal would be prominently placed, instead of the train, which is only seen in the background?

Are the messages on the document primarily visual, verbal, or both? Explain.

Who do you think is the intended audience for this document?

For what reason would a document like this need to be printed?

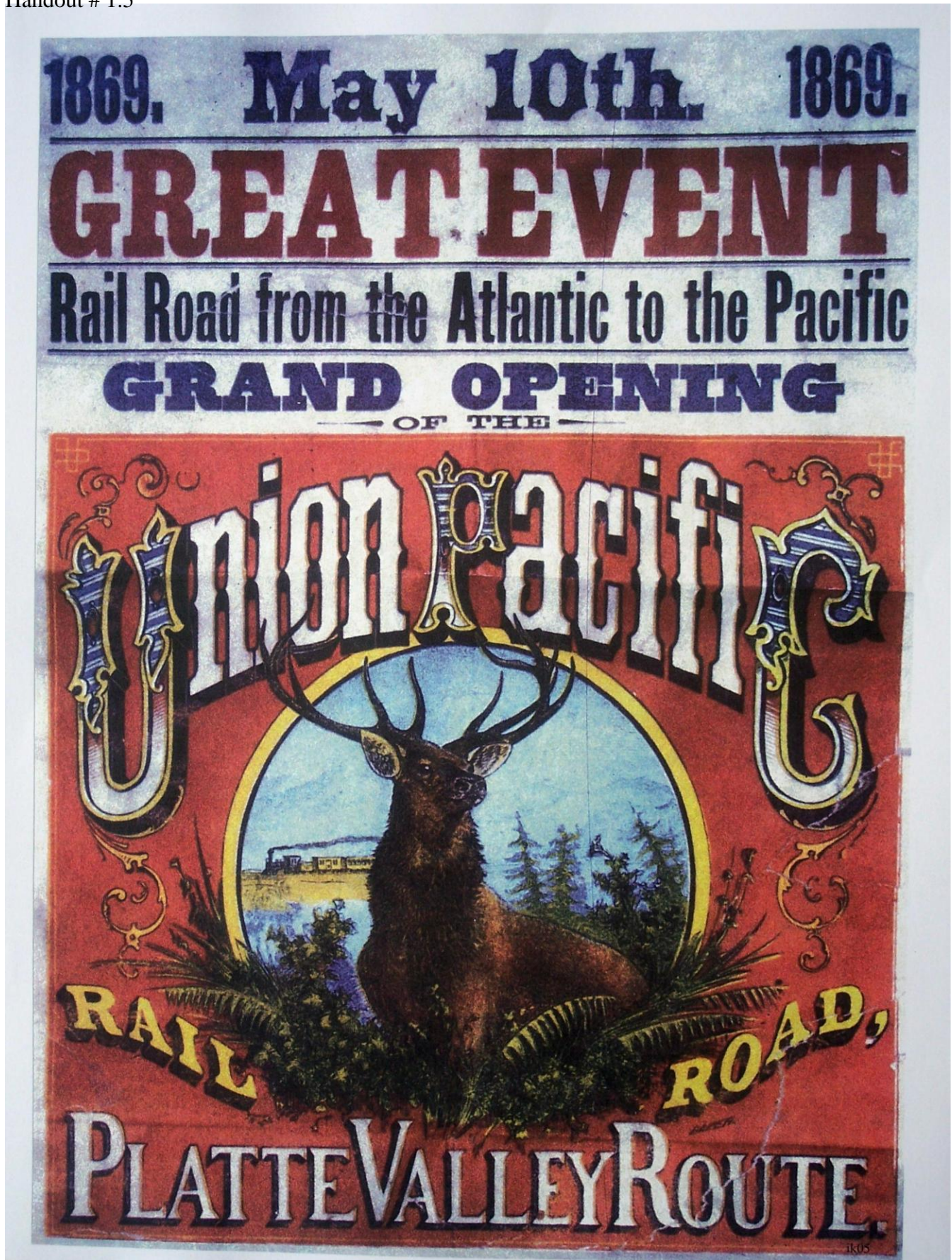
What Union Pacific purpose is served by this advertisement?

What different groups might have used the railroad?

INDICATORS	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
ANALYSIS OF A PRIMARY SOURCE	Student has good insight into the time period, people, objects, or events shown as demonstrated in the detailed analysis given.	Student has some insight into the time period, people, objects, or events shown as demonstrated in the detailed analysis given.	Student has limited insight into the time period, people, objects, or events shown as demonstrated in the analysis given.	Student has little or no insight into the time period, people, objects, or events shown and provides limited or no analysis.

Name _____

Date _____



Situation Cards

Select 12 students. Divide them into two groups. Assign Group #1 the role of a Californian living in the 1800s. Assign Group #2 the role of a current resident of Californian.

Give each student one of the Situation Cards list below. Remaining in character, each student must determine what he/she would do in his/her situation.

1. You want to send a letter to your mom and dad who live in Boston.
2. You need to travel to the East Coast to visit an uncle who is very ill.
3. You live on the east coast. You are opening a store on the west coast. A large load of wheat needs to be transported to your new store on the west coast. How will it get there?
4. Your home is in California. You're planning on visiting your grandmother on the east coast. How will you let her know you are coming?
5. You and your family live in Boston. You're all moving to California. How will your family move there?
6. President Lincoln (or President Barrak Obama) has just been elected president. You live in California. How will you find out about this news coming from the East?

Reorganize the students into pairs who have the same situation card: one student has the role of a Californian living in the 1800s and the other student is a current resident of California.

While remaining in character, each student must read his/her situation cards and explain to the class what he/she will do on in his/her situation.

Immigration and Migration

Write the definition for each of the following words:

immigration: _____

migration: _____

Read *Reflections* Chapter 8 from page 314 to 321. Then, read each of the following sentences. Decide whether the sentence is true (T) or false (F). If the sentence is false, look at the underlined words, cross out the incorrect information, and write in the words to make the sentence correct.

1. ____ After a long journey across the Pacific Ocean, immigrants entered the United States on Ellis Island.
2. ____ In the late 1800s and early 1900s, immigration to the United States decreased greatly.
3. ____ Many of the immigrants who came to California wanted to live among people from their home countries.
4. ____ In 1910, immigrants from Asia built a community called Solvang.
5. ____ By 1900, California was home to more than 1 million people.
6. ____ Many immigrants from Japan became successful railroad workers in California.
7. ____ Many Germans, French, and Italian immigrants planted vineyards.
8. ____ Kate Douglas Wiggin set up the first free kindergarten in San Francisco in 1878.
9. ____ Prejudice is the unfair feeling of hate or dislike for members of a certain group, race, or religion.
10. ____ The Chinese Exclusion Act of 1882 stopped new Chinese immigrants from entering the United States unless they had family members living there.
11. ____ To solve a problem of discrimination, African Americans built their own town in the San Joaquin Valley named Anaheim.
12. ____ California Indians who went to live on reservations generally had good land and could easily grow enough food.

Population of California from 1940 to 2000

Using graph paper and a pencil, construct a bar graph to show the changes in California's population from 1940 to 2000.

Step 1: Give the bar graph a title, "Population of California 1940 to 2000."

Step 2: Across the "x" axis (bottom) of the graph, place each of the years 1940, 1950, 1960, 1970, 1980, 1990 and 2000.

Step 3: On the "y" axis (left column) of the graph, write the population figures ranging from 1 million to 35 million. Use increments of 5 million.

Date	Population
1940	6,907,387
1950	10,586,223
1960	15,717,204
1970	19,971,069
1980	23,667,764
1990	29,760,021
2000	33,871,648

Once you have made your graph, analyze the data.

- Note that California's population has grown greatly since 1940.
- What do you think are reasons for the change in the population?
- How do you think this change in population has this affected California?
- What do you think will happen to California's population during the 21st century?

Expert Activity

Locate the population figures for California for each decade from 1850 to 1930. Adjust the figures on the "y" axis of the graph to accommodate data from 100,000 all the way to 35 million.

Migration Interview

Student's Name _____ Date _____

Name of the Person Interviewed _____

Relationship to the Student _____

1. When did you, your parents or your ancestors first come to California? _____

2. From where did you/they move? _____

3. How did you/they travel to California? _____

4. What language(s) do/did you/they speak? _____

5. How do/did you/they earn a living? _____

6. Why did you/they come to California? _____

7. What adjustments had to be made to live in California?

8. Are there any interesting family stories about the move to California? (Record information on the back of this paper.)