

Unit 4: California – Becoming an Agricultural and Industrial Power

Grade 4 Standard 4: Students explain how California became an agricultural and industrial power by tracing the transformation of the California economy and its political and cultural development since the 1850's, in terms of:

1. 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 the Chinese workers to its construction
2. 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
3. rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles)
4. the effects of the Great Depression, the Dust Bowl and World War II on California
5. the development and location of new industries since the turn of the century, such as aerospace, electronics, large scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense, and important trade links with the Pacific Basin
6. California's water system and how it evolved over time into a network of dams, aqueducts and reservoirs
7. the history and development of California's public education system, including universities and community colleges
8. the impact of 20th century Californian's on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., biographies of Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne)

Significance of the Topic

Standard 4 focuses on the growth of California in the 20th century as an agricultural and industrial power, including the impact of key people and the effect of key historic events. An analysis of Standard 4 shows that it covers over 150 years of California's history. The unit has been divided into four overlapping topics.

- migration to California and the population growth of the state
- the development of California's water systems into a network of dams, aqueducts and reservoirs and the role water has played in California's growth
- the effect of three key historic events of the 1930s and 1940s on the economic growth of California: the Great Depression, the Dust Bowl, and World War II
- the development and location of new industries (aerospace, electronics, agriculture, oil, automobile, communications, defense, entertainment) in California since the turn of the century and how these industries have transformed California's economy.

During the unit, students research and record factual details related to the geographic location in California, significant dates, key people, the "why" (cause), and the "impact" (effect). For each of the subtopics, the question is asked, "How did this event help California become an agricultural and industrial power?" According to the time available, the class may study each of the key topics or groups may study parts of each topic and report on their research to the entire class.

Throughout the unit, students draw from multiple sources of information, read maps, and analyze reference material in order to add details to the graphic organizers. These unifying graphic organizers help students categorize information and analyze the economic impact of each topic on California.

Extensive use has been made of the *English-Language Arts Standards*. Throughout the unit, students will identify cause and effect relationships. They will work in groups to conduct research using multiple reference materials, including the internet. Students will learn how to skim reading material to search for specific information; take notes on graphic organizers; write information reports using their notes; and, organize and deliver information presentations. Finally, as a culminating activity, students will participate in a ‘*Living History Museum*.’ Refer to the Literacy Links on page 4 for a detailed list of the *English-Language Arts* standards included in the unit.

Fourth grade classes have traditionally studied the history of California up to the Gold Rush and in some cases, statehood. Due to time restraints, few classes have focused on the growth of California from the 1880’s to today. This standard deals with California’s recent history, a topic that is as relevant to the students of today as its early history. Students are able to understand the necessity of water and its role in the growth of modern California. The gold rush metaphor that that drew so many people to California in the mid-1800s can be applied to California’s economic bonanzas of the 20th century. The aerospace boom in the 1960s, Hollywood; and more recently Silicon Valley, have been dominated primarily by people who grew very rich very fast. Within their own life, students can view the impact of the growth of California’s major industries. This is a key topic which students can relate to and which impacts their daily lives.

Focus Questions

Lesson 1	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?
Lesson 2	What do you know about California in the 20 th Century?
Lesson 3	Where do Californians get their water? How did California develop into a network of dams, aqueduct and reservoirs? How has water helped California develop into an agricultural and industrial power?
Lesson 4	What effect did key historic events such as World War II, the Great Depression and the Dust Bowl have on California’s growth as an agricultural and industrial power?
Lesson 5	How have each of the following industries helped California become an agricultural and industrial power – aerospace, electronics, commercial agriculture, oil and automobile, communication and defense, and entertainment?

Assessment: Prompts and Rubrics

Standard	Lesson	Title	Teacher Directions	Handout for students with the prompt and rubric
4.4	Lesson 1	Analyzing a Primary Source	page 2	pages 10-11 Handouts # 1.4 and #1.5
4.4	Lesson 5	Information Report on the Development of a New Industry in California since the turn of the 20 th Century	pages 38-39	page 44 Handout # 5.2

4.4	Lesson 5	Information Presentation on the Development of a New Industry in California since the turn of the 20 th Century	page 39	page 45 Handout # 5.3
4.4	Lesson 5	Biographical-Sketch of a Prominent Individuals of the 20 th Century Who Helped California Grow to be an Agricultural and Industrial Power	page 40-41	pages 46 & 47 Handout # 5.4 & Handout 5.5
4.3 4.4	Lesson 5	Time Line of California History	pages 41-42	pages 48 or 49 Handout #5.6 or #5.7

Additional assessments for the unit include:

Lesson 1

- 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).
- 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.

Lesson 2

- Complete the K and W sections of a KWLH chart with what they know and what they want to learn about California in the 20th century.
- Match “Startling Statements” with focus questions.

Lesson 3

- Locate information in reference texts by using organizational features such as prefaces, appendices, table of contents and index
- Distinguish between cause and effect
- Using a variety of resources, conduct research and complete a graphic organizer on California’s Water Systems (Handouts #3.1)
- Write an information report describing how water helped California become an agricultural power and present the information report (Refer to Handout #3.3).

Lesson 4

- Locate information in reference texts by using organizational features such as prefaces, appendices, table of contents and index
- Distinguish between cause and effect
- Using a variety of resources, conduct research and complete a graphic organizer on *Key Historic Events of the 1930s and 1940s* (Handout #4.1).

Lesson 5

- Using a variety of resources, conduct research on California Water Systems, Key Historic Events of the 1930s and 1940s, and development of an industry in California since the turn of the 20th Century.
- Portray one of the key people in 20th century California (Refer to Handout # 5.4).
- (Optional) Design an exhibit for one area of the *Living History Museum*
- Work collaboratively to complete a project.

Resources

In this unit, reference is made to specific page numbers in Harcourt's *Reflections: California A Changing State*. The same activities and strategies may be completed using any of the state-adopted social studies textbooks.

Literacy Links: The following skills from the *Grade 4 English-Language Arts Content Standards for California Public Schools* are applied in this unit:

Reading

- Use appropriate strategies to “preview” or “skim” text to locate information.
- Locate information in reference texts by using organizational features such as prefaces and appendices, table of contents, and indexes.
- Read a variety of texts including informational and biographies.
- Identify structural patterns found in informational text, including cause and effect relationships.
- Distinguish between cause and effect in expository text
- Construct and read maps, charts and graphic organizers.
- Develop content specific vocabulary.

Writing

- Create an information report:
 - Frame a central question about an issue or situation.
 - Include facts and details for focus.
 - Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).
- Follow stages of the writing process and revise selected drafts to improve coherence and progression by adding, deleting, combining and rearranging text.
- Write short biographical sketches to describe accomplishments of prominent individuals.
- Construct and label a three-dimensional time line and a Living History Museum exhibit.

Speaking and Listening

- Make information presentations:
 - Frame a key question.
 - Include facts and details that help listeners to focus.
 - Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports).
 - Present effective introductions and conclusions that guide and inform the listeners' understanding of key ideas
 - Use appropriate volume, pitch, phrasing, pace and gestures expressively to communicate meaning
- Portray a “Living History” character and summarize major ideas of their exhibit.