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History of the Coachella Valley

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Unit 3 Overview: History of the Coachella Valley

Grade 3, California History-Social Science Standard 3.3

Students draw from historical and community resources to organize the sequence of events in local history and describe how each period of settlement left its mark on the land, in terms of:

1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions
2. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship
3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing upon primary sources (e.g., maps, photographs, oral histories, letters, newspapers)

DESCRIPTION OF THE UNIT

Students will recount the history of the Coachella Valley, including the explorers who have visited here, the newcomers who have settled here, and the people who continue to come here. Students will trace their community's development including how individuals and families have contributed to its founding and growth, and how the community has changed over time, drawing on maps, photographs, advertisements, and other primary sources.

As students describe the original economies (as established by early settlers) and how these economies continue to influence present-day ones, the focus shall remain on how the Coachella Valley has grown and developed over time. Students will examine the impact of the coming of the railroad and the impact of new industries such as agriculture and tourism. The unit concludes with a *Living History Museum* where students portray historical figures from the history of the Coachella Valley.

Focus Questions

Lesson 1	What are some of your family's cultural and religious traditions? When and why did your family come to the Coachella Valley? What is the population of Riverside County and how has it changed over time?
Lesson 2	Who were the early explorers of the Coachella Valley? Who were the newcomers who settled here? Why were the first communities established, and how did individuals or families contribute to their founding and development?
Lesson 3	How has the Coachella Valley changed over time, drawing upon primary sources such as maps, newspaper articles, advertisements, and interviews?
Lesson 4	How has the Coachella Valley changed over time? Why do some things change and some things stay the same? What economies have been established by the settlers and what influence do these economies have on the present-day economy? What key businesses (industries such as agriculture and tourism) exist in the Coachella Valley and how have these changed over time?
Lesson 5	Why was the Desert Training Center located in the desert region and what impact did it have upon the local communities of the Coachella Valley?

Lesson 6	How have individuals and families contributed to the growth and development of the Coachella Valley in the late 20 th century? What role has tourism played in the growth and development of the Coachella Valley?
Lesson 7	What are the key events in the history of the Coachella Valley?

California Historical and Social Sciences Analysis Skills

- 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.
- Students differentiate between primary and secondary sources.
- Students pose relevant questions about events they encounter in maps, historical documents, eyewitness accounts, photographs, and architecture.
- 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.
- Students judge the significance of the relative location of a place and analyze how relative advantages or disadvantages can change over time.
- Students summarize the key events of the era they are studying and explain the historical contexts of those events.
- Students identify the human and physical characteristics of the places they are studying.
- Students develop historical, geographic, economic, and cultural literacy while building basic study skills, critical thinking skills and participation skills.

The above analysis skills are developed as follows:

Lesson 1: Students construct their own artifact box, family members are interviewed about their migration to the Coachella Valley, the *Time Line of Coachella Valley's History* is introduced, and Riverside County's population is graphed.

Lesson 2: Bio-sketches of people important to Coachella Valley's history are introduced, students make event cards for the time line, and an old Southern Pacific Railroad time table is analyzed.

Lesson 3: Students analyze old maps and early advertisements that promote the Coachella Valley, and they become historians as they interview older residents. Optional activities include a visit to a local history museum or historic site and a community scavenger hunt.

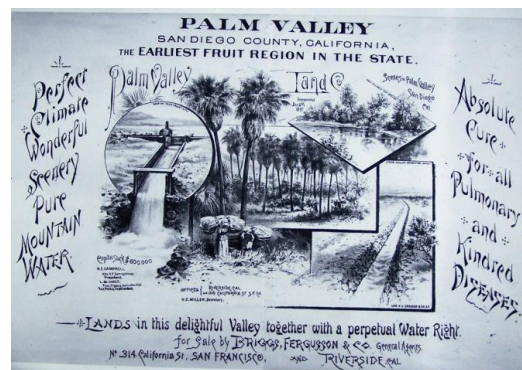
Lesson 4: "Then and Now" photographs are used to help show how the community has developed over time. Bio-sketches are introduced to tell the story of the changing economy and Coachella Valley's history during the early 20th century.

Lesson 5: Students judge the advantage of the relative location of the Desert Training Center and its impact on the Coachella Valley. Bio-sketches tell the stories of key individuals important to the Coachella Valley during World War II.

Lesson 6: Students complete their bio-sketches and create a *Living History Museum* to depict people and events in the history of the Coachella Valley.

Lesson 7: Students focus on the *Time Line of Coachella Valley's History*.

The brochure for Palm Valley shown to the right was designed to attract settlers in the late 1800s to the dry, healthy climate.



Assessments, Prompts and Rubrics for Standard 3.3

Lesson	Title	Teacher Directions	Handout for students with the prompt/rubric
Lesson 3	Analysis of a Primary Source: a Written Document	pages 36 to 37	page 45, Handout #3.4 Rubric listed on page 36.
Lesson 4	Analysis of a Primary Source: a Photograph	pages 55 to 57	page 69, Handout # 4.1 Rubric listed on page 56 and page 57
Lesson 6	Scrapbook – Group Project	pages 79 to 80	page 83, Handout #6.1
Lesson 6	Living History Museum	pages 11 to 15 and page 82	page 14
Lesson 7	Time Line of Coachella Valley’s History - Individual Project	pages 5 and 6 and page 87	page 87; Handout #7.2
Lesson 7	A 3-D Time Line of the Coachella Valley’s History - Group Project	page 88	pages 88 and 89; Handout #7.3

For additional assessments, refer to the *Assessment* section at the end of each lesson.

The photograph below at the left shows movie-making in the early days of Palm Springs. The cameramen are shooting a scene in an early William Fox western. Notice the old Concord stagecoach. c. 1919.



Below to the right, Clark Gable and Charles Farrell play chess at the Racquet Club.

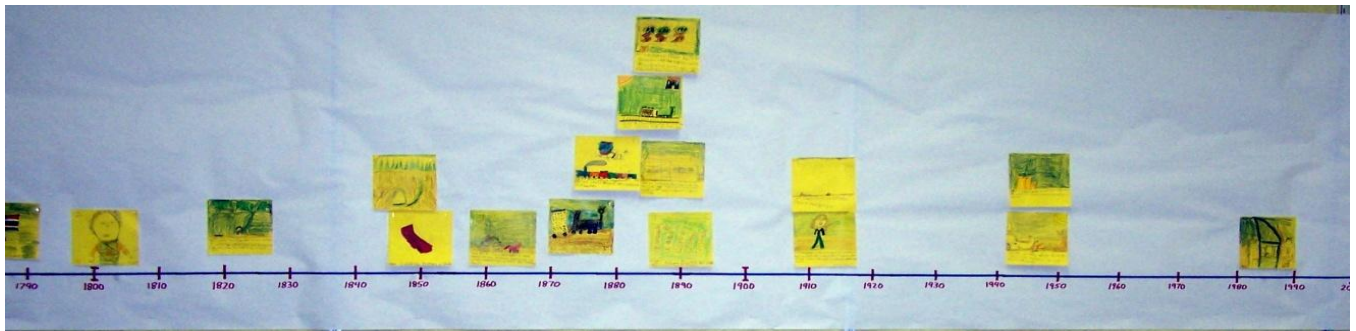


Directions for Creating a *Time Line of Coachella Valley's History*

In preparation for this unit, construct a time line for the history of the Coachella Valley. Draw the time line on a large sheet of butcher paper that is approximately 4 yards long.

Make short vertical lines on the time line about 6" apart. Label the lines beginning with 1760. **Label each successive date in ten year intervals** (1770, 1780, 1790, 1800, 1810, 1820...) ending with the year 2010 or later.

Give the time line a title, such as *Time Line of Coachella Valley's History*. Mount the class time line on the bulletin board or classroom wall.



As an alternative to the butcher paper, use 7 sheets of 12" by 18" construction paper, one for each century from the dates 1500 to 2100. Divide each century into decades.

At the top of the time line, label each century.

16 th century	17 th century	18 th century	19 th century	20 th century	21 st century
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Family Migration to the Coachella Valley: During **Lesson 1**, students interview a family member to identify the date when their family first moved to the Coachella Valley. Once the interview is complete, have the students write the date on a card and add it to the class time line.

Coachella Valley's Population: As students work with the Population Chart in **Lesson 1**, have different students make a card with the population for each census year. Add the cards to the time line.

Event Cards: As you study the history of the Coachella Valley in Lesson 2 through 6, have one student at a time use a 6"x6" square to make an "event card" for the time line, one for each of the bio-sketches studied.

Preparation for Event Cards



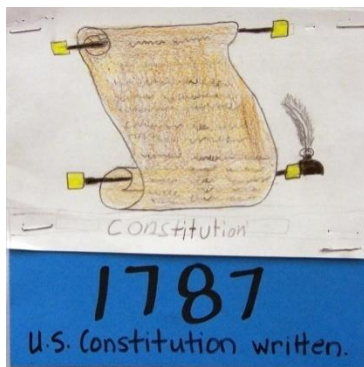
Using 12" x 18" sheets of construction paper, cut sixty sets of 6" x 6" squares. If space is an issue, cut the paper into 2" X 6" sheets. The "event card" should have the date, a brief description of the event, and a small illustration.



As completed, post each Event Card on the *Time Line of Coachella Valley's History*. Encourage students to make the event cards colorful to enhance the appeal of the time line. Throughout this unit, continue to add event cards to the time line.

Alternative Suggestion: Some teachers have each student in the class use 3" x 5" or 4" x 6" cards to make all of the Event Cards as one student makes the Event Card for the classroom time line. Punch a hole in the upper left-hand corner of each card and use an O-ring to keep the cards together.

In addition to the event cards for the bio-sketches, students may add historic events to the time line. For example, cards can be made for events listed on the time line that do not relate to specific people (refer to pages 7 through 10 of this guide).



If desired, also add some of the following events that do not specifically relate to the history of the Coachella Valley: the Declaration of Independence (1776), California Becomes the 31st State (1850), and the date your school opened.



Refer to Lesson 7 for time line activities to be completed at the end of the unit.

Time Line of Coachella Valley's History

Names written in BOLD represent bio-sketches found in this unit. The student assigned to each bio-sketch should complete an event card and add it to the *Time Line of Coachella Valley's History*. Event cards may also be added to the time line for the other events listed below.

1774	Spanish explorer, Juan Bautista de Anza , passed south of the Coachella Valley through Los Coyotes Canyon in search of a land route from Sonora to Monterey.
1823	Captain Jose Romero , a Spanish explorer, entered the Banning Pass to look for a land route to Yuma. Not until his second attempt did Romero made it all the way to Yuma.
1863	The William Bradshaw Trail stage route started through the Banning Pass from Los Angeles to the gold fields of Arizona.
1876	The Southern Pacific Railroad's first steam engine made the run between Los Angeles and Indio on May 29 th . The next year the line was completed from Indio to Yuma.
1879	The use of the Bradshaw Trail as a stage route ended with the development of the railroad.
1884	The New Liverpool Salt Company began operation in 1884 when George Durbrow shipped what he called "white gold" to San Francisco.
1885	Albert G. Tingman built Indio's first store northwest of the train depot.
1885	John Guthrie McCallum and his family were the first non-Indian settlers in the Palm Springs area. McCallum established the Palm Valley Land and Water Company.
1886	Dr. Welwood Murray opened the first hotel in Palm Springs.
1890	The first planting of date palms by the U.S. Department of Agriculture took place.
1896	Edith Mann Ross came to the valley with her family in a covered wagon. During Indio's Centennial in 1976 she was named Indio's "First Lady."
1897	The first permanent school was built in Indio, an adobe building at the northwest corner of Fargo and Bliss. It replaced the old tent school structure.
1899	The first commercial grapes were planted by George Durbrow near the corner of present-day Highway 86 and Monroe Street.
1901	The first newspaper, the <i>Coachella Valley Submarine</i> , was published in a tent in Indio.
1901	Present-day Coachella was established and was known as Woodspur.
1903	Bernard Johnson planted the first private commercial date palms near Mecca.

1904	Dr. June Roberston arrived in Indio and became the valley's first resident doctor.
1905	The Colorado River flood broke through the head works of an irrigation canal and formed the Salton Sea.
1909	Dr. Harry and Nellie Coffman arrived in Palm Springs and Nellie opened her famous <i>Desert Inn</i> .
1912	The First National Bank opened in Coachella. This was the first financial institution to open in the valley.
1912	The Indio Women's Club was established.
1913	Cabot Yerxa acquired a 160 acre homestead in present-day Desert Hot Springs. Cabot built by hand a 35 room, four-level, Hopi Indian style pueblo that is now a museum.
1913	Caleb Cook , for whom Cook Street is named, moved to present-day Indian Wells and established a sizeable "Deglet Noor" date garden.
1913	Carl Lykken opened a combination post office, dry goods, grocery and hardware store in Palm Springs.
1913	Cornelia White and her sister, Dr. Florilla White, purchased the old Palm Springs Hotel from Dr. Welwood Murray. Their home now houses the Palm Springs History Museum.
1914	The first installation of electrical service was extended from San Bernardino into the Coachella Valley.
1917	Zaddie Bunker opened the first automotive garage in Palm Springs.
1921	Dr. Harry Smiley set up a medical practice in Indio. Today, his adobe home can be visited at the Coachella Valley History Museum.
1922	John Nobles moved to Indio, purchased land known as Nobles Ranch, and became a supporter of civil rights for people of color.
1922	Katherine Finchy was hired as an elementary school teacher in Palm Springs. She retired in 1951 after 29 years of teaching.
1925	Pearl McCallum McManus and her husband Austin opened the Oasis Hotel on land her father, Judge McCallum, had settled in 1885.
1926	The O'Donnell 9-hole golf course opened for business.
1926	Walter and Julia Morgan opened Hotel La Quinta with six small cottages.
1927	The Medjool date was introduced to the Coachella Valley.
1927	Frank Bogert , a cowboy actor, came to Palm Springs. He served twice as mayor, once from 1958-1966 and then from 1982-1988.
1927	Gus Eiler established the Date Palm Beach Resort at the Salton Sea. Outboard motor races became a popular attraction at his marina.
1928	El Mirador Hotel opened in Palm Springs.
1930	Indio became the Coachella Valley's first incorporated city.

1930	The settlement that was to become the City of Rancho Mirage was started by Mr. E. P. Davies.
1934	Charlie Farrell and Ralph Bellamy created the Racquet Club Hotel in Palm Springs.
1938	Palm Springs was incorporated from what was formerly called the Village of Palm Springs.
1941	Jacqueline Cochran became the first woman to pilot an American bomber across the Atlantic Ocean for delivery in England.
1942	General George Patton established Camp Young (the Desert Training Center) near Chiriaco Summit to train American soldiers under adverse desert conditions.
1943	Mary Ann Bundschuh opened a bakery and restaurant in Thermal.
1944	The Desert Training Center closed on April 30. Its job was done.
1946	Harry Oliver began to publish <i>The Desert Rat Scrap Book</i> in which he spun tales about a fictitious desert neighborhood.
1946	Coachella was incorporated as the “City of Eternal Sunshine.”
1947	Helen Burns opened <i>Helen’s Beach House</i> , a popular resort marina where people met for music and dancing beside the Salton Sea.
1948	Cliff Henderson and his brothers opened the Shadow Mountain Resort in what is today Palm Desert.
1953	Jacqueline Cochran set three world records testing jet aircraft at Edwards Air Force Base.
1956	Carl G. Bray opened an art gallery in Indian Wells where he painted and sold his art work depicting desert scenery.
1958	Albert Frey , a successful architect of “Modernism” buildings, designed the North Shore Yacht Club at the Salton Sea.
1958	College of the Desert, a two-year college, was founded in Palm Desert. It is one of the 110 community colleges in California, the world’s largest system of higher education.
1963	Desert Hot Springs was incorporated.
1963	The Palm Springs Aerial Tramway opened as a way of getting from the floor of the Coachella Valley to near the top of San Jacinto Peak. It was constructed in rugged Chino Canyon and is the largest rotating aerial tramway in the world.
1963	Construction began on Sunnylands, the 200-acre estate built by Ambassador Walter and Leonore Annenberg. The property became the vacation site of numerous celebrities and public officials.
1964	Named after the Hollywood entertainer and movie celebrity, the first Bob Hope Golf Tournament was played.
1967	Indian Wells was incorporated.
1973	Palm Desert was incorporated. First named “Sand Hole,” and then Palm Village. In the 1940s, it was an Army Tank and Truck Depot.

1973	The City of Rancho Mirage was incorporated.
1977	At the end of his presidency, President Gerald Ford and his wife Betty moved to their home in Rancho Mirage.
1979	Horse rider and trainer Benny Guitron won the World Championship All-Around Stock Horse Championship.
1981	Cathedral City was incorporated. It was first known as East Palm Springs and as Palm Springs Heights.
1982	La Quinta was incorporated. It was first known as Marshall's Cove after John Marshall. Albert Green homesteaded near Washington Street at Avenue 52.
1984	Dr. Reynaldo Carreon, Jr. donated \$100,000 to College of the Desert to be used for scholarships for students of Mexican-American descent.
1986	Talk-show host and businessman Merv Griffin opened an Arabian horse ranch in La Quinta.
1989	The Palm Springs International Film Festival began. It is held annually in January.
1992	The Landers Earthquake was a magnitude 7.3 earthquake that occurred on June 28 with an epicenter on the eastern side of the San Bernardino Mountains near the town of Landers. The quake was described at the time as the largest earthquake to have occurred in the contiguous United States in 40 years.
1992	Annual Indio International Tamale Festival began. A holiday tradition, the festival has been named to the Top 10 list of "All-American Food Festivals" in the nation.
1994	Sonny Bono , an entertainer and former mayor of Palm Springs, was elected to the U.S. House of Representatives from California's 44 th district. Following his death from a ski accident in 1998, his widow Mary Bono completed his term. She continues to serve in Congress.
1999	The Empire Polo Club in Indio hosts the first outdoor Coachella Valley Music and Arts Festival (<i>Coachella Fest</i>) each April, drawing thousands of music fans from across the country.
1999	Tour de Palm Springs Charity bicycle races began. Raising funds for Coachella Valley's non-profit organizations, it has become the largest ride of its kind in the Western United States.
2000	The Indian Wells Tennis Garden opened. Each year in March, it hosts the fifth largest tennis tournament in the world, the BNP Paribis Open.
2002	The Palm Desert Campus of California State University opened its first permanent structure on Cook Street in Palm Desert.
2010	Desert Energy Enterprise Center opened. A part of College of the Desert, its purpose is to inspire green technology and to train the state's renewable energy workforce.

Additional dates may be added to the *Time Line of Coachella Valley*, as needed.

The Living History Museum

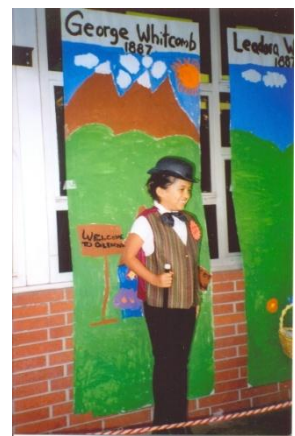
During this unit, our class will be holding a special event, *The Living History Museum*. Each student will select an historical figure from Coachella Valley's history to portray for *The Living History Museum*. Students will "perform" their Living History for family members, friends and interested members of the community. *The Living History Museum* will be held on _____. Your child has been assigned _____.

To prepare for **The Living History Museum**, each student will write a simple oral speech using the first person "voice" of the historic person he/she selected. The speech should include the person's name, important dates, contributions to the Coachella Valley, and any other historic information about the person's life. Refer to the *bio-sketch* provided by the teacher. Students may include additional information about their historical figure, if it is available.



On the day of *The Living History Museum*, each student should wear a simple costume that represents what the historic person may have worn in his or her work.

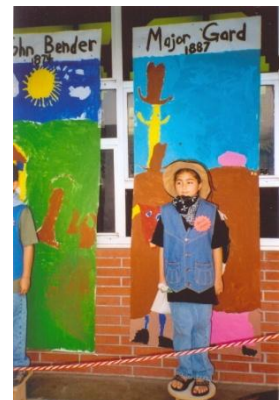
Students will share artifacts, props, or a background that would be associated with the individual; for example, William Bradshaw may have a replica or picture of a stagecoach; a date grower may have a cluster of dates; an early settler may have a copy of a town map.



Students will be the "exhibits" in *The Living History Museum*. Role playing the historic person and using "first person" narration, each student will tell about important dates in his/her historic person's life, contributions made to the Coachella Valley, and any other historic information about the person's life. In class, we will make an "information button" for each student to wear. Museum visitors will gently push the button and then the historic figure will "come to life" and share his/her speech.

Preparing for *The Living History Museum*

1. Read the bio-sketch provided by your teacher.
2. Make small note cards (with a few words that hint at your ideas) that you can refer to as you speak.
3. Review your notes to be sure you have the information you need.
4. Speak in the "first person" as if you are the person.
5. Include visuals such as props, artifacts or maps.
6. Practice your presentation out loud and if possible, in front of someone else.
7. Be sure to speak clearly and loudly enough.
8. Keep your listeners interested in your report by using facial expressions and hand movements.
9. Do not put your hands in your pockets while speaking.
10. Look at your audience while you speak, even if you are holding a prop.



List of Bio-Sketches for the History of the Coachella Valley

The following bio-sketches are included in a separate booklet. It is recommended that copies of all the bio-sketches be duplicated for all students. As you assign the bio-sketches to students, use this sheet to record student names.

At *The Living History Museum*, it is not necessary to cover every one of the 37 bio-sketches. Pick and choose the ones that work best for your students. Refer to the time line on pages 7 to 10 for a quick description of each bio-sketch.

Bio-Sketch	Student's Name	Bio-Sketch	Student's Name
Bogert, Frank		Guitron, Benny	
Bono, Sonny		Henderson, Cliff	
Bradshaw, William		Hope, Bob	
Bray, Carl		Johnson, Bernard	
Bundschuh, Mary Ann		Lykken, Carl	
Bunker, Zaddie		McCallum, John	
Burns, Helen		McManus, Pearl	
Carreon, Jr. Dr. Reynaldo		Murray, Dr. Welwood	
Cochran, Jacqueline		Nobles, John	
Coffman, Nellie		Oliver, Harry	
Cook, Caleb		Patton, General George	
DeAnza, Juan Bautista		Roberston, Dr. June	
Durbrow, George		Romero, Captain Jose	
Eiler, Gus		Ross, Edith Mann	
Farrell, Charles		Smiley, Dr. Harry	
Finchy, Katherine		Tingman, Albert G.	
Ford, Gerald		White, Cornelia	
Frey, Albert		Yerxa, Cabot	
Griffin, Merv			

The Living History Museum: Tips for the Teacher

The Living History Museum should be held when you complete Lesson 6 of this unit. Have each student return to the bio-sketch he/she read during this unit. Using the bio-sketch, each student should write a simple oral speech using the first person “voice” of the individual he/she selected. Oral speeches should include the person’s name, important dates, contributions to the Coachella Valley, and any other historic information about the person’s life. Students can use some of the sequence clue words, i.e., first, second, third, next, then, last, finally, and after, to connect the events together. Ask students to think of any **artifacts or props** that can be associated with the individual.

Assessment: Refer to the next page (page 14) for a copy of ***The Living History Museum*** prompt and rubric. If desired, distribute a copy to each student.



In lieu of wearing a costume, students can use tag board with a hole for their face and their arms. See the sample at the left. Include an “Information Button” for museum visitors to push to activate each living history statue.

The ***Living History Museum*** may be used to help begin an “Old Home Day” tradition in the community where those who have moved away from the community are encouraged to come back home for an annual festival.

The ***Living History Museum*** and the festival will be more interesting and enjoyable if it reflects the cultural traditions of the community through the inclusion of music, special foods, and a display of the student’s artifact boxes (Lesson 1).

Consider a display of agricultural products from the region and offer “dates” to eat.

(Optional activity) Using the “**I Am Poem**” template found on page 15, have each student write an “I Am Poem” about the historic person he/she portrayed for ***The Living History Museum***.

If desired, develop a brochure for your Living History Museum. Include the floor plan of the museum and a list of the exhibits. Additional information you may include on the brochure follows:

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

There are 20 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. Refer to the museum’s floor plan and list of the exhibits.

Rules of ***The Living History Museum***:

No eating or drinking when 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.

[***The Living History Museum*** is based on the work of Lynda Lemon-Rush, Charter Oak School District.]

The Living History Museum

Standard 3.3

Prompt: Select an historical figure from Coachella Valley's history to portray at the *Living History Museum*. Read the bio-sketch provided by your teacher and plan a simple oral presentation. The oral presentation should include:

- the person's name
- important dates in his/her life
- his/her contributions to Coachella Valley's history
- any other historic information about the person's life.

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

INDICATORS	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
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; has significant 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.
SUPPORTS THE TOPIC WITH ACCURATE EXAMPLES	Student supports the topic with insightful historical and/or geographic examples.	Student supports the topic with several historical and/or geographic accurate examples.	Student supports the topic with limited historical and/or geographic examples.	Student has few or no historical and/or geographic examples.

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.

Lesson 1: Traditions, Migration, and Population

Focus Questions:

What are some of your family's cultural and religious traditions?

When and why did your family come to the Coachella Valley?

What is the population of Riverside County and how has it changed over time?

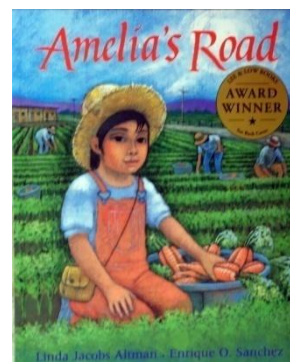
Activity # 1 Migrant Farm Workers

Materials needed: A copy of the book *Amelia's Road* by Linda Jacobs Altman. If not available, move to Activity #2.

Procedure

Step 1: Information for students. In this unit, we will study people who come to the Coachella Valley and the reasons that brought them. In this first activity, we will learn about some people who are migrant farm workers. The term "migrant" means to move from place to place. For migrant farm workers it means people who move from harvest to harvest, staying in temporary housing or labor camps for short periods of time.

Step 2: A Book to Read. Show the cover of the book *Amelia's Road* by Linda Jacobs Altman. Point out the cover picture shows Amelia, the daughter of a farm worker. In the book, she describes how she is tired of moving around so much and dreams of a stable home. The constant farm work and moving about makes it very difficult for Amelia to know any one place very well or to make friends. In Amelia's story, she is looking for a place where she belongs and can call home, a place she can come back home to.



After reading the story, have students talk with a partner as you ask the following:

- What is Amelia's life like as the daughter of migrant farm workers?
- Why does Amelia's family move from farm to farm?
- What do you think it would be like to move from place to place?
- What is meant by the phrase, *the accidental road*? (a short cut Amelia found by *accident*. It was narrow and rocky, more like a footpath)
- At the end of the story, why does Amelia feel that now she has a place that belongs to her and to which she belongs? How does she adjust to this new place?

Step 3: Writing and Drawing assignment. Share with the students a special place that you, the teacher, enjoy.

Ask students if they have a special favorite place. Have **the students** each draw a picture of "some place that is really special," and title it "My Special Place." Either before drawing or afterward, have students write what makes their place so special.

Note: *Amelia's Road* is an appropriate book because it deals with the issues of migration. In the next activity, students will construct "artifact boxes" similar to the one Amelia made in her story. These boxes help to describe today's cultural and religious traditions in the students' community.

Activity # 2 Artifact Boxes and Cultural & Religious Traditions Exhibit

Materials needed: For each student, a box such as a shoe box and personal artifacts that tell about the family's culture (e.g., photographs of the family, special items used for holiday celebrations, cultural artifacts, and religious items). These items should be collected by the students at their home. **Note:** It is helpful for the teacher to also construct an "Artifact Box".

Procedure

Step 1: Creating Artifact Boxes. In the story *Amelia's Road*, Amelia creates an "artifact box" which contains some of her favorite things. She calls it *Amelia's Things*.

As the teacher, describe or share with the students some of your favorite and "treasured" belongings. Include items that are special as well as describe your cultural and/or religious traditions.



Step 2: Homework assignment Have students collect personal artifacts reflecting some of their favorite things, including things that tell about their family's culture. Ask students to decorate the outside of a box (such as a shoe box) with drawings that represent themselves. The treasures (or pictures of the treasures) can be inside the box.

Step 3 Share Artifact Boxes: Students bring "Artifact Boxes" from

home to school. Provide school time each day for a few students to share their boxes with the class. Discuss what the artifact boxes tell us about the people who have settled in our community. Be sure to cover the cultural and religious traditions of people in the local community.



Step 4: Writing and drawing assignment: Discuss the cultural and religious traditions the families celebrate. Have each student write and illustrate a page, "**Our Family's Traditions.**" Assemble these into a class book. Discuss whether there are other cultural and religious traditions celebrated in the local community.

Activity #3 Time Line of Coachella Valley's History

Materials needed: Refer to page 5 for *Directions for Creating a Time Line of Coachella Valley's History*. The teacher needs to construct the time line prior to doing this activity.

Procedure

Step 1: What is a time line? Explain to the students that a time line helps keep track of events. It shows the dates on which events take place. Use the following three steps (listed below) to help students understand the scope of a time line.

List the three steps where the students can easily refer to them:

1. Study the title to learn what the time line is about.
2. Figure out the time period the time line covers.

- Read the time line from left to right. The event on the far left is the oldest event. The event on the far right is the most recent event. (Note: At this point, there are no events listed on the time line. During the next activity, students will create an event card to tell when their family first came to the Coachella Valley.)

Activity #4 My Family's Migration to the Coachella Valley - When and Why?

Materials needed: For each student, a copy of *Family Migration Interview* (Handout # 1.1 on page 22) and a large sheet of chart paper for constructing a chart titled *My Family's Migration to the Coachella Valley* (see below). Refer to page 6 for directions on how to create event cards. It is recommended that the smaller size 2" by 6" sheets of paper be used for this activity.

Procedure

Step 1: Family Migration Interview Ask students to conduct an interview with a parent, older relative, or guardian to determine the answers to the ***Family Migration Interview* (Handout #1.1, page 22)**.

FAMILY MIGRATION INTERVIEW

- Name of Interviewer: ROSA ALEMAN
- Name of Interviewee: Paul Aleman
- Date of the Interview: 03-19-2006
- Interviewer's relationship to the Interviewee: mother and father
- When did your family (or ancestors) first move to the local area? 1953
- From where did your family move? Mexico
- Why did your family choose to move to the local area? Opportunities to work.
- Describe some cultural and religious traditions that your family celebrates. On December 12 we celebrate La Virgen de Guadalupe.

Note: Be sensitive to family's who do not wish to answer questions about their migration story.

In class, discuss the process and the interview questions. Have students interview you or even the principal to get practice asking the questions and recording the answers.

Send the questionnaire home. Allow enough time for students to conduct the interview.

Sample questions include:

- When did your family (or ancestors) first move to the local area?
- From where did your family move?
- Why did your family choose to move the local area?
- Describe some cultural and religious traditions that your family celebrates?

Step 2: Record the Data Discuss the students' interviews. Record the data collected on a chart such as:

My Family's Migration to the Coachella Valley

Name of person interviewed	Date of Arrival	Place where the Person Came From	Reasons for Migration

Step 3: Event Cards Using small size event cards (2" by 6"), have students write their names and the date(s) that their family arrived in the local community. Affix the event cards to the *Time Line of Coachella Valley's History* according to the decade in which the students' families arrived.

Step 4: Map Exploration Students write their names and where their families came from on a "post-it". Post-its are affixed to a United States map and/or a world map.

Ask, “What does the mapping activity tell you about the movement of people from one place to another? What were the reasons that people migrated to this community?” In a discussion about the reasons for migration of different families, ask, “Are there any patterns?” Compare and contrast the patterns of movement identified.

Step 5 (Optional): Geography Activity - A Family Map Have students draw a family map showing where their family (parents, grandparents, others) lived before residing in this community. Include the route taken from the place of origin to the local community. Trace the family back as far as possible including ancestors who may have emigrated to the U.S. Trace the route on a United States and/or world map.

Activity # 5 A Population Bar Graph of Riverside County

Materials needed: For each student, a copy of *Riverside County Population (Handout #1.2, page 23)* and the bar graph template *Riverside County Population, 1900-2008 (Handout #1.3, page 24)*. Also, it is helpful to use a document camera or a transparency to display both handouts.

Procedure

Step 1: Decennial Census Explain to students that the population of a city is determined by a national 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.

Step 2: Riverside County Population Discuss the figures in the chart. Explain that the official United States Census is conducted every ten years (decennial); however, an estimate of the population census figures is often available on a yearly basis. The last figure in the chart is the estimated census figure for Riverside County for 2008.

Riverside County Population

Decennial Census: 1900 to 2008

Year	Population
1900	17,897
1910	34,696
1920	50,297
1930	81,024
1940	105,524
1950	170,046
1960	306,191
1970	459,074
1980	663,166
1990	1,170,413
2000	1,545,387
2008 est.	2,100,516

Why does the population of a community change?

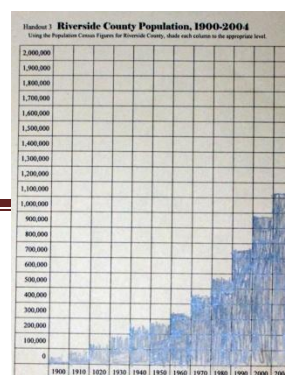
Ask the students how the population of Riverside County has changed over time?

Why do you think Riverside County grew so much between 1980 and 1990?
From 1990 to 2008?

Why do people want to come to Riverside County today

Step 3: Construct a Bar Graph. Demonstrate how to construct a bar graph. Use

Standard 3.3 History of the Coachella Valley



the figures in the **Population Census for the Riverside County (Handout #1.2, page 23)** and the bar graph template in **Handout #1.3, page 24**).

Help the students construct a bar graph of the population of Riverside County for the years 1900 through 2008.

Activity # 6 Growth in the Coachella Valley

Background Information – Population of the Coachella Valley

At the end of World War II, the Coachella Valley had a population of only a few thousand people, mostly farmers growing crops in the eastern end of the valley. Even though vacationers came to the desert during the winter, most businesses closed during the summer. What turned the Coachella Valley into a major destination resort was the **development of air conditioning** followed by the **expanding recreational opportunities** such as tennis and golf.

It is estimated that 50 new residents move into the Coachella Valley every day of the year. With a population of some 336,398 people in the year 2002 state projections estimate that by the year 2020, the Coachella Valley will more than double its population to 600,000 to 700,000 people or more and 1.1 million by 2066.

Procedure

Step 1: Review the chart below entitled, *Population Growth of the Coachella Valley* On the board or on a piece of chart paper, write the figures from Columns 1 and 2. As you “read” the population chart with your students, discuss the difference in the population figures from one year to the next. For practice with subtraction skills, have students find out the difference in the population between each of the years listed and then, list these figures in Column 3. For your convenience, the difference in population has been calculated and listed for you in Column 3. (Note: The official 2010 census figures were not yet available at the time of publication of this curriculum guide.)

Population Growth of the Coachella Valley

Year	Population of Coachella Valley	Difference in the Population
1980	122,097	
1990	230,865	<108,768>
2000	309,530	<78,665>
2009	417,610	<108,080>
2020 est.	650,000	<232,390>
2066 est.	1,100,000	<450,000>

Step 2: Review the chart, “My Family’s Migration to the Coachella Valley” that was developed earlier in the lesson (page 18). Ask the following questions:

- When did most of the families in our class come to the Coachella Valley?
- Why did they come?
- What are the reasons why people come to the Coachella Valley today?
- In what year would you predict that the population of the Coachella Valley may reach 1 million?

- How much population is enough, and how much is too much?
- What “trade-offs” or individual economic choices do people make when they move to a new place?
- What does someone “give up” when moving to a new place?
- 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?

Assessment

The assessment of this lesson is integrated with the instruction and occurs throughout the unit. The focus questions provide a framework for the evaluation of the lesson.

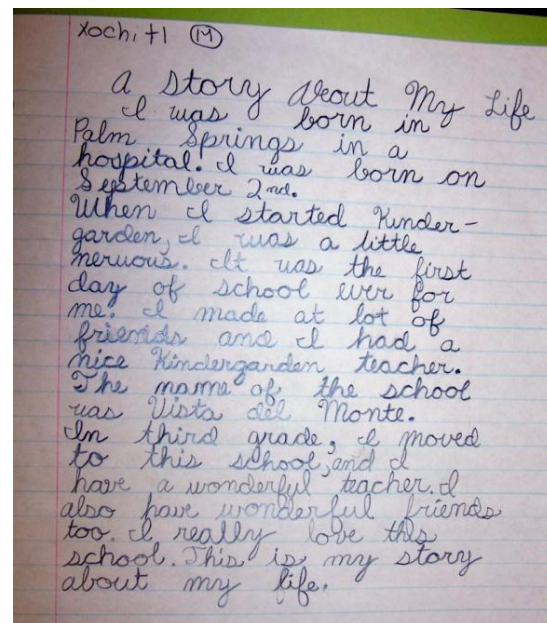
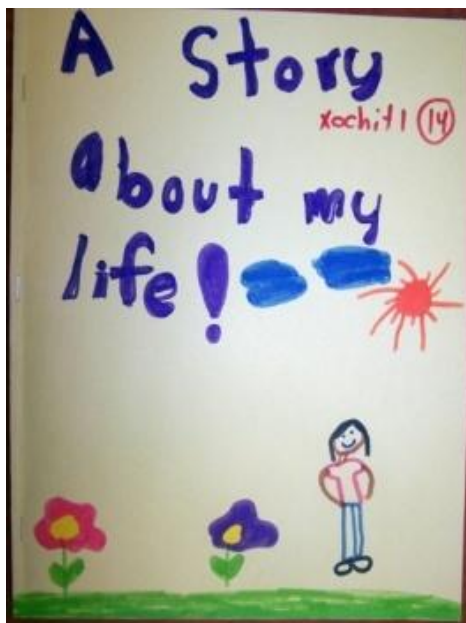
- **Draw a picture of your “favorite place.”** (Activity #1)
- **Construct an artifact box** that tells about your family’s cultural and religious traditions and then **orally summarize** for the class what is included in the artifact box. (Activity #2)
- **Write and illustrate a page** for the class book, “Our Family’s Traditions.” (Activity #2)
- **Conduct a family migration interview.** (Activity #4)
- **Create an Event Card** for when your family arrived in the Coachella Valley. Affix it to the *Time Line of Coachella Valley’s History*. (Activity #4)
- (Optional) **Draw a family map** showing where your family (parents, grandparents, others) lived before residing in this community. Trace the route on a United States and/or a map of the world. (Activity #4)
- **Construct a bar graph of the population** of Riverside County from 1900 to 2008. (Activity #5)

Handout 1

FAMILY MIGRATION INTERVIEW

1. Name of Interviewer Stephanie Tellez
2. Name of Interviewee Araceli Tellez
3. Date of Interview 3-22-06
4. Interviewer's relationship to the Interviewee daughter
5. When did your family (or ancestors) first move to the local area?
Three weeks ago
6. From where did your family move?
From Moreno Valley
7. Why did your family choose to move to the local area?
Because my dad works in construction and he works on all local areas.
8. Describe some cultural and religious traditions that your family celebrates.
Our family is Catholic. We baptize all children. And we go to church. They also get married by church.

Optional Activity: Students write a brief “Story of My Life” to accompany their artifact box.



Family Migration Interview

1. Name of Interviewer_____
2. Name of Interviewee_____
3. Date of the Interview_____
4. Interviewer's relationship to the Interviewee _____
5. When did your family (or ancestors) first move to the Coachella Valley?
6. From where did your family move?
7. Why did your family choose to move to the Coachella Valley?
8. Describe some cultural and religious traditions that your family celebrates.

Riverside County Population
Decennial Census: 1900 to 2000; 2008 Estimated

Year	Population
1900	17,897
1910	34,696
1920	50,297
1930	81,024
1940	105,524
1950	170,046
1960	306,191
1970	459,074
1980	663,166
1990	1,170,413
2000	1,545,387
2008 est.	2,100,516

United States Bureau of Census

The official United States Census is conducted every ten years; however, an estimate of the population census figures is often available on a yearly basis. The last figure in the chart is the estimated census figure for Riverside County for the year 2008.

Handout #1.3

Riverside County Population, 1900-2008

Using the Population Census Figures for Riverside County, shade each column to the appropriate level.

2,100,000												
2,000,000												
1,900,000												
1,800,000												
1,700,000												
1,600,000												
1,500,000												
1,400,000												
1,300,000												
1,200,000												
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200,000												
100,000												
0												
	1900	1910	1920	1930	1940	1950	1960	1970	1980	1990	2000	2008

Lesson 2: Early Explorers, Newcomers, and First Communities

Focus Questions:

Who were the early explorers of the Coachella Valley?

Who were the newcomers who settled here?

Why were the first communities established, and how did individuals or families contribute to their founding and development?

Activity #1 Explorers to the Coachella Valley

Materials needed: For each student, a copy of the bio-sketch for **Juan Bautista de Anza** and **Captain Jose Romero**. Refer to the separate bio-sketch document. It is recommended that all of the bio-sketches be duplicated and assembled into a reading packet for students to use throughout this curricular unit.

Procedure

Step 1: Frontload vocabulary To assist students with language acquisition, discuss the following words:

explore – to set out to find a new place, verb.

explorer – a person who goes to find out about a place, noun.

Ask students why explorers might want to leave their homes for unknown lands.

Step 2: Reading assignment Print out a copy of the bio-sketch for **Juan Bautista de Anza**. During this unit, each bio-sketch will be read several times using a variety of strategies, including mumble reading, reciprocal reading, and role play.



Mumble Reading: To use “mumble reading,” the teacher reads the Juan Bautista de Anza bio-sketch in a clearly articulated voice, while simultaneously the students read in low, quiet voices.

Reciprocal Teaching: In reciprocal teaching, students form pairs to reread the bio-sketch, one paragraph at a time. After one student reads the first paragraph, his/her partner asks a question that comes to mind about the reading. Students then switch roles and read the next paragraph. Each set of partners always gets to ask questions as well as read a paragraph and answer questions. For the first time, it is recommended the teacher have several pairs of students model the process of reciprocal teaching. Plan for enough time to be sure the students understand the process.

Partners continue reading each paragraph and asking questions. At the end of the bio-sketch, have one or more of the students summarize the reading. This technique teaches students to focus intently on what they are reading by designing and asking questions.

Role Playing: Select a student to read the part of Captain Juan Bautista de Anza. Using the bio-sketch, have the student read and practice the bio-sketch to later play this part in *The Living History Museum*. Refer to pages 11-15 for a description of *The Living History Museum*. The museum is held at the end of Lesson 6.

Step 3: Jose Romero Bio-sketch Reading Provide each student with a copy of the bio-sketch for Jose Romero.

Mumble Reading: First, using “mumble reading,” the teacher reads the Captain Jose Romero bio-sketch, in a clearly articulated voice, while simultaneously the students read in low, quiet voices.

Reciprocal Teaching: In reciprocal teaching, students form pairs to reread the Captain Jose Romero bio-sketch, one paragraph at a time. After one student reads the first paragraph, his/her partner asks a question that comes to mind about the reading. Students then switch roles and read the next paragraph. Each partner always gets to ask questions as well as read a paragraph and answer questions. As was done with the de Anza bio-sketch, it is recommended the teacher have several pairs of students model the process of reciprocal teaching. Plan for enough time to be sure students understand the process. This technique teaches students to focus intently on what they are reading by having to design and ask questions.

Partners continue reading each paragraph, asking and answering questions. At the end of the Captain Jose Romero bio-sketch, have one or more of the students summarize the reading.

Role Playing: Select a student to read the part of Captain Jose Romero. Using the bio-sketch, have the student read and practice the bio-sketch to later play this part in *The Living History Museum*.

Activity #2 Time Line of Coachella Valley's History

Materials needed: 6” x 6” piece of construction paper for the students who will portray Juan Bautista de Anza and Captain Jose Romero. If desired, each student can make an event card for each bio-sketch. Refer to the **Directions for Creating a Time Line of Coachella Valley's History** described on pages 5 and 6.

Procedure

Step 1: Event Cards Provide the students who read the Juan Bautista de Anza and Captain Jose Romero bio-sketches in Activity #1 with a 6” x 6” piece of construction paper to make “event cards.” As described on page 6, each event card includes the name of the event, the date, a brief description of the event, and a small illustration. Encourage students to make the event card colorful. Place the completed event cards on the *Time Line of the Local Community*.

Sample event cards are listed below:

1774	Spanish explorer, Juan Bautista de Anza , passed south of the Coachella Valley through Los Coyotes Canyon in search of a land route from Sonora to Monterey.
1823	Captain Jose Romero , a Spanish explorer, entered the Banning Pass to look for a land route to Yuma. Not until his second attempt did Romero made it all the way to Yuma.

Throughout this unit, additional event cards will be added. For a complete list, refer to page 12 and the time line on pages 7 to 10. Events cards may be adapted as needed.

Note: During this unit, each student selects an historical figure from Coachella Valley's history to portray at ***The Living History Museum***. The students who read the bio-sketches of de Anza and Romero and created an "event card" for the *Time Line of Coachella Valley's History*, will also portray the same explorers at *The Living History Museum*. *The Living History Museum* will be held after completion of Lesson 6. Further information about the *Living History Museum* is found at under the description of *The Living History Museum* found on pages 11-15.

Activity # 3 Local Heroes Chart

Materials needed: Use either a large piece of chart paper or butcher paper to construct a large version of the **Local Heroes Chart** (shown below). Include the headings: *Name of Local Hero*; *Important Dates*; and, *Description of the Hero's Contributions to Coachella Valley*. Provide space for the 36 bio-sketches that will be added throughout the unit.

Procedure

Step 1: Local Heroes Chart To help students keep track of the bio-sketches read during this unit, begin a **Local Heroes Chart** with Juan Bautista de Anza and Captain Jose Romero. To keep the organizer up-to-date, add new information throughout the unit as students read each new bio-sketch.

Local Heroes Chart

Name of Local Hero	Important Dates	Description of the Hero's Contributions to the Coachella Valley
Juan Bautista de Anza		
Jose Romero		

Summarization Skill: To develop the skill of summarizing, students can help identify the information to include on the organizer.

Teacher Tip: Rather than writing on the chart, create a separate card for the name of the local hero, a card for the important dates, and a card for the description of the hero's contribution. This way the chart becomes a manipulative activity that students can use to practice sorting and matching each item. If available, a large pocket chart may be used to hold the cards.

Activity # 4 Newcomers Travel Through the Region

Materials needed: For each student, a copy of the bio-sketch for **William Bradshaw**.

Procedure

Step 1: Explain to students that until the 1860s, only Indians lived in the desert region. While non-Indians traveled through the Coachella Valley, mostly using the Bradshaw Trail, they did not settle here. Many traveled either eastward through the desert to settle near Los Angeles, or they traveled westward through the desert to seek out the gold fields.

Step 2: Reading assignment Distribute a copy of the **William D. Bradshaw** bio-sketch for students to read. Use “Mumble Reading” to read the bio-sketch.



Reciprocal Teaching: After reading the bio-sketch, have students engage in reciprocal teaching.

Role Play: Select a student to read the part of William D. Bradshaw and to make an event card to add to the *Time Line of Coachella Valley's History*.

Summarization Skill: Have students help summarize the information about William Bradshaw and add this to the “Local Heroes” chart.

1863	The William Bradshaw Trail stage route started through the Banning Pass from Los Angeles to the gold fields of Arizona.
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Activity #5 Railroads Lead to Growth in the East Valley

Materials needed: For each student, a copy of the bio-sketch for **Albert G. Tingman**.

Procedure

Step 1: Frontload vocabulary To assist students with language acquisition, discuss the following words:

settle – to live in a new community, verb.	settler – a person who lives in a new community, noun. A settler is a person that starts a new life in a place where there are no other houses, streets or towns.	settlement – a new community, noun. When a group of people settles an area together, they create a settlement. settle + ment = settlement
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Questions to ask:

1. Why might settlers want to leave their homes to live in a new land?
2. What reasons would cause people to settle in certain locations like the Coachella Valley?
3. What do you think life was like in the early settlements?

Background Information: The history of the Coachella Valley and the surrounding region was more influenced by the railroad than any other feature. Within the Coachella Valley was an important area and town named Indio. It had its beginning as a railroad town, and most of the town's early residents worked for the railroad.

Indio's location was an ideal stopping point for those traveling between Los Angeles and Yuma because it was halfway between these two places. And, Indio was near an Indian settlement where labor was available. Indio soon had living quarters built for train crews and railroad workers. The thriving community featured a restaurant that was open twenty-four hours a day.

Why did the people come to Indio? Explain that the trains brought in settlers seeking:

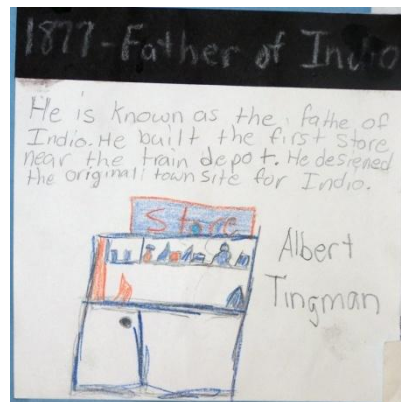
- work with the railroad
- relief from respiratory diseases in the warm, dry climate
- a way to make a living by cooking for and serving the railroad workers
- their fortune by mining in the mountains east of Indio
- land to farm and grow crops that would ripen earlier than in cooler climates

Reading assignment: Print out a copy of the **Albert G. Tingman** bio-sketch. Use “Mumble Reading” to read the bio-sketch.

Reciprocal Teaching: After reading the bio-sketch, have students engage in reciprocal teaching.

Role Playing: Select a student to read the part of Albert Tingman and to make an event card to add to the *Time Line of Coachella Valley's History*.

Summarization Skill: Have students help summarize the information about Albert Tingman and add this to the *Local Heroes Chart*.



1885	Albert G. Tingman built Indio's first store northwest of the train depot.
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What's in a Name? How did the Coachella Valley Get its Name?

Coachella (ko-CHEL-a, ko-a-CHEL-a): [Valley, town](#) [Riverside Co.] ...Since shells could be found in the valley... Dr. Stephen Bowers called it Conchilla Valley in a lecture before the Ventura Society of Natural History in 1888, after Spanish *conchilla* 'shell'... Before 1900, when the region was surveyed by the [USGS](#), **A.G. Tingman** [a storekeeper in Indio] proposed the name of Conchilla Valley. This name was accepted by the prospectors and homesteaders, and apparently also by W.C. Mendenhall of the USGS. At any rate, the name Conchilla was used as late as 1909...[but] the cartographers apparently misread the name. It appeared as Coachella Valley on the San Jacinto atlas sheet and in 1909 this name became official.

Add the following Event Cards to the *Time Line of Coachella Valley's History*.

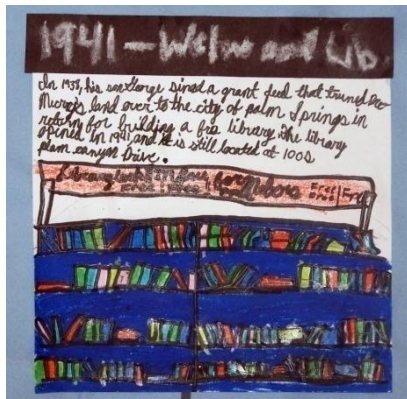
1876	The Southern Pacific Railroad's first steam engine made the run between Los Angeles and Indio on May 29 th . The next year the line was completed from Indio to Yuma.
1879	The use of the Bradshaw Trail as a stage route ended with the development of the railroad.

Activity #6 Let's Take a Ride on the Railroad

Materials needed: For each student, a copy of the train schedule for the *Southern Pacific Railroad, Yuma Division* (**Handout #2.1, page 32**) and *Let's Ride on the Railroad* (**Handout #2.2, page 33**).

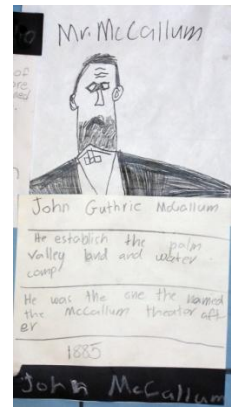
Procedure

YUMA DIVISION.									
From SAN FRANCISCO			STATIONS.			To SAN FRANCISCO			
Train	Time	Days	Station	Time	Days	Train	Time	Days	
21	10:30	Mon, Wed, Fri	LOS ANGELES	10:30	Mon, Wed, Fri	19	10:30	Mon, Wed, Fri	
19	9:30	Tue, Thu, Sat	San Gabriel	9:40	Tue, Thu, Sat	20	9:30	Tue, Thu, Sat	
			San Jose	10:10					
			San Jose	10:20					
			Hayward	10:30					
			San Jose	10:40					
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Role Playing: Select students to read the parts of John McCallum, Welwood Murray and Edith Mann Ross and to make event cards to add to the *Time Line of Coachella Valley's History*.

Summarization Skill: Have students help summarize the information about Judge John McCallum, Dr. Welwood Murray and Edith Mann Ross and add this to the *Local Heroes Chart*.



1885	John Guthrie McCallum and his family were the first non-Indian settlers in the Palm Springs area. McCallum established the Palm Valley Land and Water Company.
1886	Dr. Welwood Murray opened the first hotel in Palm Springs.
1896	Edith Mann Ross came to the valley with her family in a covered wagon. During Indio's Centennial in 1976 she was named Indio's "First Lady."

Activity # 8 Who Said This?

Materials needed: For each student, a copy of *Who Said This?* (Handout # 2.3, page 34).

Procedure

Step 1: Distribute copies of *Who Said This?* (Handout # 1.3, page 34). Using the *Local Heroes Chart* and *The Time Line of Coachella Valley's History*, have students complete each of the statements.

Assessment:

The assessment of this lesson is integrated with the instruction and occurs throughout the unit. The focus question provides a framework for the evaluation of the lesson. It is recommended that a scoring guide be developed cooperatively by the teacher and the students to show the requirements for each task. Student work can be assembled into a portfolio.

- Read **bio-sketches** for Juan Bautista de Anza, Captain Jose Romero, William Bradshaw, Albert G. Tingman, John McCallum, Welwood Murray, and Edith Man Ross (Activities #1, #4, #5, and #7).
- Summarize** the material read in the bio-sketches and add the summary to the *Local Heroes Chart* (Activities #3, #4, #5 and #7).
- Specific students read their character's bio-sketch and make an "**event card**" to be added to the *Time Line of Coachella Valley's History* (Activities #2, #4, #5 and #7).
- Complete the worksheet, *Let's Ride on the Railroad* (Activity #6).
- Complete the worksheet, *Who Said This?* (Activity #8).

Handout 4

Who Said This?

Jose Romero ✓ John McCallum ✓ Juan Bautista de Anza ✓
 William Bradshaw ✓ Welwood Murray ✓
 Albert G. Tingman ✓ Gabot Yerxa ✓

Below are statements that could have been made by a person from the above group of names. Read each statement, then decide who could have said it, and write the name of that person in the box next to the statement.

I built the Palm Springs Hotel, the first resort in the Palm Springs area. The trail I created is used by stagecoaches and by miners going to the gold fields, but the railroads will run my trail out of business.	Dr. Welwood Murray
I am leading a group of settlers from Sonora Mexico to settle the new town of San Francisco.	William Bradshaw
I built the first store in Indio, laid out the map of the town's site, and am called the "Father of Indio."	Juan Bautista de Anza
My expedition is looking for a land route from San Gabriel to the Colorado River.	Albert Tingman
I built a Hopi-Indian style pueblo with 35 rooms. I helped to lay out the Desert Hot Springs townsite.	Jose Romero
I sell lots for the Palm Valley Land and Water Company to new settlers who will plant orchards and vineyards.	Gabot Yerxa
	Judge McCallum

Name: Jodelle Date:

Southern Pacific Railroad

YUMA DIVISION.											
From SAN FRANCISCO.				Distances FROM Los Angeles.	STATIONS.	Distances FROM San Francisco.	Toward SAN FRANCISCO.				
21 ARIZONA FREIGHT A		19 ARIZONA PASSENGER A					20 ARIZONA PASSENGER A		22 ARIZONA FREIGHT A		
8.30	AM LV	2.25	PM LV	.0	Lv ⁺ LOS ANGELES .Ar	482.2	10.15	AM AR	2.30	AM AR	
9.15	.....	3.10	.....	9.2	..... San Gabriel.....	491.4	9.40	.....	1.55	.....
9.30	.....	3.20	.....	11.7	..... Savanna.....	493.9	9.30	.....	1.45	.....
9.35	.....	3.30	.....	13.1	..... † Monte.....	495.3	9.25	.....	1.40	.....
10.00*	.....	4.00*	.....	19.3	..... Puente.....	501.5	* 9.00	.....	* 1.15	.....
10.35	.....	4.45	.....	29.3	..... † Spadra.....	511.5	8.30	.....	12.35	.....
10.50	.....	5.05	.....	32.8	..... † Pomona.....	515.0	8.20	.....	12.20	AM.
11.25*	.....	5.40*	.....	42.3	..... Cucamonga.....	524.5	* 7.50	.....	* 11.45	.....
12.20 } 12.40 }	PM.	6.30 7.10	{	57.5	..... † Colton.....	539.7	{ 6.55 6.35	{	10.45	{
12.55*		7.30*		60.9	..... Mound City.....	543.1	* 6.25		* 10.30	
1.55*	.....	8.25*	.....	72.0	..... El Casco.....	554.2	* 5.35	.....	* 9.45	.....
2.40*	.....	9.10	.....	80.6	..... San Gorgonio.....	562.8	* 5.00	.....	9.10	.....
3.05	.....	9.32	.....	86.8	..... † Banning.....	569.0	4.30	.....	8.45	.....
3.30*	.....	10.05*	.....	92.7	..... Cabazon.....	574.9	* 4.00	.....	* 8.20	.....
4.05*	.....	10.40*	.....	101.2	..... White Water.....	583.4	* 3.22	.....	* 7.40	.....
4.35*	.....	11.05*	.....	108.7	..... Seven Palms.....	590.9	* 2.45	.....	* 7.10	.....
5.50	.....	12.15*	A. M.	129.5	..... Indio.....	611.7	* 1.35	.....	5.50	.....
6.35	.....	12.55	.....	142.8	..... Walters.....	625.0	12.55	A. M.	4.40	.....
7.35	.....	1.50	.....	160.2	..... Dos Palmas.....	642.4	11.50	.....	3.25	.....
8.15*	.....	2.27*	.....	171.1	..... Frink's Spring.....	653.3	* 11.05	.....	* 2.40	.....
9.15*	.....	3.30*	.....	188.8	..... Flowing Well.....	671.0	* 10.00	.....	* 1.30	.....
9.40	.....	3.50*	.....	194.8	..... Tortuga.....	677.0	9.40	.....	* 1.05	.....
10.05*	.....	4.10*	.....	200.9	..... Mammoth Tank.....	683.1	* 9.20	.....	* 12.40	PM.
10.45*	.....	4.50*	.....	211.9	..... Mesquite.....	694.1	* 8.40	.....	* 12.00	.....
11.35*	.....	5.40*	.....	225.7	..... Cactus.....	707.9	* 7.50	.....	* 11.05	.....
12.00*	.....	6.05*	.....	233.0	..... Ogilby.....	715.2	* 7.25	.....	* 10.30	.....
12.20*	AM.	6.25*	.....	239.3	..... Pilot Knob.....	721.5	* 7.05	.....	* 10.05	.....
12.35*	.....	6.35*	.....	242.9	..... El Rio.....	725.1	* 6.50	.....	* 9.50	.....
1.00	AM AR	7.00	AM AR	248.7	Ar. † YUMA .....Lv	730.9	6.30	PM LV	9.30	AM LV	
A—Daily.				*—Trains Stop on Signal.		†—Day Telegraph Stations.					
				:—Day and Night Telegraph Stations.							
ALL TRAINS, OR ENGINES WITHOUT TRAINS, must come to a FULL STOP at the Bridge over the Colorado River, AND BE SURE the Draw is closed before STARTING.											
FOR RULES AND REGULATIONS SEE INSIDE.											

Let's Take a Ride on the Railroad

Use the Southern Pacific train schedule for the YUMA DIVISION.

1. What is the name of the railroad? _____
2. How many trains leave daily for Los Angeles on the Yuma Division? _____
3. What type of train is # 21? _____
4. What type of train is # 19? _____
5. From where did trains # 21 and # 19 originate? _____
6. At what time can you leave Los Angeles to travel to Indio? _____
7. What is the distance in miles from Los Angeles to Indio? _____
8. How many hours does the trip take from Los Angeles to Indio? _____
9. If you want to ship some fruit from Indio to Los Angeles, what time will
the train leave Indio? _____ Arrive in Los Angeles? _____

Plan a Trip

Now it is your turn to plan a trip. Use the same train schedule and answer the following questions.

1. From what city will you depart? _____
 2. What is your destination? _____
 3. What time will you leave? _____ What time will you arrive? _____
 4. How long will your trip last? _____
 5. What distance will the train travel to get to your destination? _____
 6. What will you do at your destination? _____
- _____

Name: _____ Date: _____

Who Said This?

Jose Romero
William Bradshaw
Albert G. Tingman

Welwood Murray
Edith Mann Ross
John McCallum

Juan Bautista de
Anza

Below are statements that could have been made by a person from the above group of names. Read each statement, decide who could have said it, and write the name of that person in the box next to the statement.

I built the Palm Springs Hotel, the first resort in the Palm Springs area.	
The trail I created was used by stagecoaches and by miners going to the gold fields, but the railroads ran my trail out of business.	
I led a group of settlers from Sonora Mexico to settle the new town of San Francisco.	
I built the first store in Indio and am called the "Father of Indio."	
My expedition was looking for a land route from San Gabriel to the Colorado River.	
I came to the valley with my family in a covered wagon and was later named Indio's First Lady."	
I sold lots for the Palm Valley Land and Water Company to new settlers who planted orchards and vineyards.	

Name _____ Date _____

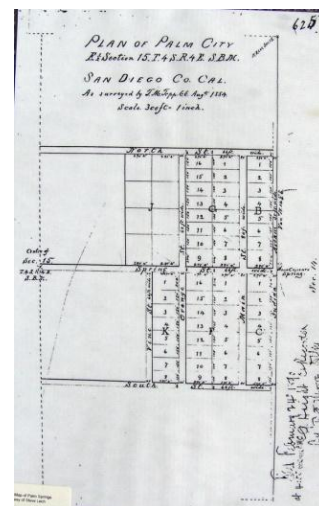
Lesson 3: Land Use

Focus Questions:

How has the Coachella Valley changed over time, drawing upon primary sources such as maps, newspaper articles, advertisements and interviews?

Activity # 1 Reading an Old Map

Materials needed: For each student or group of students, duplicate a copy of the survey map, *Plan of Palm City* dated 1884 (**Handout #3.1, page 41**).



Procedure

Step 1: Explain to students that in the late 1800s, Americans and other groups began settling in the area. Palm City, an early name for present-day Palm Springs, became popular because of the health benefits of the warm dry climate, the hot springs, and the potential for the development of agriculture in the region. Early street names reflected the town's focus on agricultural growth: Lemon Street, Orange Street, and Vine Street.

Step 2: Have students use a magnifying glass to study the *Plan of Palm City* map (**Handout # 3.1 page 41**). Note the area is referred to as San Diego County. It did not become Riverside County until 1893.

- What type of document is this? (map) What is the title of this map? (Plan of Palm City)
- What is the date of the map? (August 1884) How many years ago is that?
- What are the names of some of the streets? (North, Spring, South, Orange, Main, Indian) How do you think the streets got their names?
- What is the scale shown on the map? (300 ft. = 1 inch)
- Can you locate any streets of today on the 1884 map? (Indian) Have any of the street names been changed? (All of the other names have changed.)

Activity #2 Tropical California – The Land of Early Fruit and Vegetables

Materials needed: Duplicate for each student a copy of the newspaper article from 1888, *Tropical California - The Land of Early Fruit and Vegetables* (Handout #3.2, pages 42 and 43).

PALM VALLEY
Fifty Miles East of Riverside,
in the Hands of a Strong Company
The Tropical Land
Where Frost is Never Found,
Wind Never Blows, and
Water is Abundant

Procedure

Read aloud to students a copy of the newspaper article from January 6, 1888, *Tropical California - The Land of Early Fruit and Vegetables* (**Handout #3.2, pages 42 and 43**). The article provides a “glowing” description of life in Palm Valley. As you read the article, discuss reasons why people were encouraged to move to the region. Ask questions such as:

- What type of document is this? (newspaper article) What is the date? (January 6, 1888)
- Who do you think is the audience for the document?
- Why do you think this document was written?
- What does the document tell you about life at the time it was written?
- What questions would you like to ask the author that is left unanswered by the document?

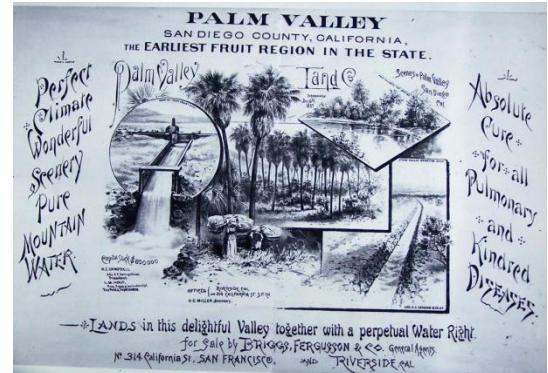
Activity # 3 Written Document Analysis – Palm Valley Advertisement

Materials needed: For each student or group of students, duplicate a copy of the brochure advertising *Palm Valley* (Handout #3.3, page 44) and a copy of *Analysis of a Primary Source – a Written Document* (Handout #3.4, page 45). Also, it is helpful to make a transparency of the advertisement or use a document camera to display the advertisement.

Procedure

Step 1: Provide time for the students to study the document. Discuss the sales techniques that were used to attract settlers to Palm Valley (Palm Springs). Which of these are still selling features today?

Step 2: Distribute a copy of *Analysis of a Primary Source Document* (Handout #3.4, page 45) to each student or group of students. Provide time for students to review the questions on the worksheet.



- What type of document is it? (advertisement)
- What is the date of the document? (November 1887)
- Who is the author (or creator) of the document? (Briggs, Fergusson & Co., General Agents)
- Who do you think is the audience for the document? (people moving to Palm Valley)
- Why do you think the document was written? (to encourage people to move to Palm Valley)
- What are the advertisers promising? (the earliest fruit in the region, perfect climate, wonderful scenery, pure mountain water, absolute cure for all pulmonary and kindred diseases, perpetual water rights)
- What are three things in the advertisement you think are important? Why?
- List two things the document tells you about life at the time it was written?
- Can any similar documents (advertisements) be found today? Where?
- Write a question to the author that is left unanswered by the document.

Although this is not a formal assessment, it is helpful for the teacher to review the following rubric.

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.

Activity # 4 Written Document Analysis – Excursion to Palm Springs

Materials needed: For each student, duplicate a copy of *Analysis of a Primary Source - Written Document* (Handout #3.4, page 45) and *Excursion to Palm Springs* (Handout #3.5, page 46) as printed in the *San Bernardino Weekly Times* of October 29, 1887.

Procedure

Step 1: Provide time for students to study the document. Note that the train stopped at Seven Palms



and did not go directly to Palm Springs. Passengers had to be transported by wagon the seven miles from the train stop. Distribute a copy of *Analysis of a Primary Source - Written Document* (**Handout #3.4, page 45**) to each student. Help students complete the following parts of the worksheet:

- What type of a document is it? (advertisement)
- What is the date of the document? (Oct. 29, 1887) How many years ago is that?
- Who is the author (or creator) of the document? (Unknown – perhaps the S.P.R.R. [Southern Pacific Railroad]; the San Bernardino Weekly Times); or a land development company)

Step 2: As an assessment, have each student independently complete the rest of Handout #3.4. Answers on this worksheet and the following rubric

may be used to assess each student's analysis of a primary source.

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.

Activity # 5 Letter Writing

Assign students the following writing prompt: *You are an early settler living in Palm Valley, California. The year is 1888. Write a letter to a friend to encourage your friend to move to Palm Valley. Give at least three reasons why your friend should move to Palm Valley. Use a personal letter format with the date, proper salutation, body, closing and signature.*

To write their letters, students should be encouraged to use information learned from:

- the January 6, 1888 newspaper article, *Tropical California - The Land of Early Fruit and Vegetables* (**Handout #3.2**)
- the brochure advertisement for Palm Valley (**Handout #3.3**) and the *Excursion to Palm Springs* document as printed in the *San Bernardino Weekly Times* of October 29, 1887 (**Handout #3.5**).

Activity # 6 Interview an Older Resident of the Coachella Valley

Materials needed: For each student, duplicate a copy of *Interview an Older Resident of the Coachella Valley* (**Handout #3.6, page 47**) and *Tips for Conducting an Interview* (**Handout #3.7, page 48**).

What is a Primary Source? Explain to students that *primary sources provide first-hand information*. Primary sources for studying the Coachella Valley can include maps, photographs, advertisements, oral histories, newspapers and other sources. Primary sources can be found at places such as the public library and at the local historical societies and museums. In this lesson students have already investigated Coachella Valley's history by looking at some primary sources, including maps, a

newspaper article, and advertisements. In this activity, students will speak with community members to find out more about the history of the Coachella Valley. In Lesson 4, students will look at photographs of the Coachella Valley, including some from long ago and some more recent.

Asking people questions, interviewing them, is a good way to learn about the history of a community. Before your students interview an older resident of the Coachella Valley, have them do a practice interview. Invite to the classroom several older citizens who have lived in the Coachella Valley for a long time.

Handout 3
Interview an Older Resident of Our Community

Below is a suggested list of questions to help you learn about the past. Summarize the answers in the space provided. Read your summary to the person interviewed to make sure it is accurate.

Interviewer: J. C. H.
Date: 3/26/16
Person Interviewed: Mrs. Lake

Interview Questions	Record the Answers Here
When were you born?	Sept 19, 1932
Where were you born?	Coachella, Coachella
What big events do you remember? Have you ever met a famous person? Who?	Dale Festival Frank Sinatra Bobbie
What did the area look like when you were growing up?	lots of sand Dune Buggies
What was it like to live in this community years ago? What did people here do for fun when you were a child? What community festivals, parades, or activities were available when you were young?	Quiet in summer Played in desert
What did your parents do to earn a living? Where did you go to school? What was your first job?	Work in construction Went to a middle school at first went to Santa Ana then to a restaurant
What businesses started or closed down since you have lived here?	Palm Canyon stores closed
Thinking back to your childhood, what buildings do you remember most?	Fraters Stevens School Spa Hotel
In what ways has this community changed?	More of a big city now

Using **Handout #3.6, page 47**, have students record the visitor's responses on the interview sheet as the teacher records the responses on a copy of Handout #3.6 that is displayed on either an overhead transparency, on chart paper, or with a document camera.

Refer to *Tips for Conducting an Interview (Handout #3.7, page 48)* for additional directions for setting up an interview, planning the interview, and actions to take during the interview and after the interview.

Handout 3
Interview an Older Resident of Our Community

Below is a suggested list of questions to help you learn about the past. Summarize the answers in the space provided. Read your summary to the person interviewed to make sure it is accurate.

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What was it like to live in this community years ago? What did people here do for fun when you were a child? What community festivals, parades, or activities were available when you were young?	Quiet in summer Played in summer
What did your parents do to earn a living? Where did you go to school? What was your first job?	Work in construction Went to a middle school at first went to Santa Ana then to a restaurant
What businesses started or closed down since you have lived here?	Palm Canyon stores closed
Thinking back to your childhood, what buildings do you remember most?	Fraters Stevens School Spa Hotel
In what ways has this community changed?	More of a big city now

Provide several days for students to conduct their interviews. Have students share the responses on their questionnaires as they are completed.

Activity # 7 Family Project: A Scavenger Hunt of Our Community

Materials needed: For each student, duplicate a copy of *Family Project: A Scavenger Hunt of Our Community (Handout #3.8, pages 49 and 50)*.

To gain a better understanding about what makes up the Coachella Valley, it is important for students to be aware of what is located in their community.

Provide parents with a copy of *Family Project: Scavenger Hunt of the Community (Handout #3.8, pages 49 and 50)*. Parents are asked to take their child on a "car trip" to visit at least five different locations within their community. Students complete the handout by writing in the name of the location and its address. If possible, encourage students to take a close-up photograph of each location he/she visits and bring it in to share with the class. The more places your students visit, the more understanding they will have about what makes up a community.

After the homework is returned, display photographs of the various places in the community visited during the scavenger hunt. Read aloud the clues and have the students identify the photograph that depicts the place (e.g. "Which photo shows a post office?"). Have the locations from the scavenger hunt listed on sentence strips and place each strip with the appropriate photo. If possible, add the photographs to an enlarged map of the Coachella Valley.

(Optional, but encouraged!) Visit Special Places - Encourage each student to choose a place to visit in the Coachella Valley, such as a historical society or a museum. Students should report back using *A Place to Visit (Handout #3.9, page 51)*

Teacher Note: **This is a good time for a field trip to a local museum or historic site.** If this is not possible, you may wish to view a video of the local area such as *Palm Springs in the Beginning*, *Visiting with Huell Howser* or any of the Huell Howser's Palm Springs Week Series. Refer to the **Resources for the History of the Coachella Valley** section of this unit for a list of museums and videos.

(Optional) Activity # 8 Using Maps to Show How Land Use Has Changed
(This activity is optional, but highly recommended for students in the Palm Springs area.)

Materials needed: Provide each student with a yellow, blue, and green crayon. For each student or group of students, duplicate copies of the following:

- (1) *Crossroads and Intersections Chart (Handout #3.10, page 52)*;
- (2) *Street Map of Palm Springs, 1941 (Handout #3.11, page 53)*
- (3) *Present-day Riverside County Thomas Bros. Guide map page 786 (Handout #3.12, page 54)*

Procedure

Step 1: Distribute a copy of the chart, *Crossroads and Intersections (Handout #3.10, page 52)*. Also, students need 3 crayons (yellow, blue, and green).

Explain to students that on July 4, 1930 the *Desert Sun* newspaper announced many of the village's street names had been changed. Give students time to study the chart. Note some of the many changes such as Vine Street and South Street have been renamed to honor distinguished Agua Caliente Indians.

Ask the following questions and help students follow these very specific directions:

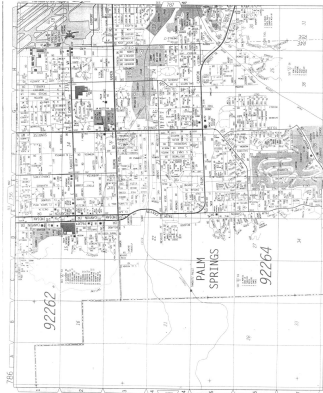
1. How many streets have been renamed? (14) Which ones are they? Use yellow to color each "Former Name" and its "New Street Name" partner (Columns 1 & 2).
2. Why are some of the "New Street Names" not colored yellow?
3. What Cahuilla Indians are honored by street names? Color orange only the **names** of the Cahuilla Indians (Column 3). (Note: All the names of people mentioned are Cahuilla Indians.)
4. Why do you think these Cahuilla Indians were selected to be honored? What types of notable duties did they perform?
5. Which streets are not named for people? (Column 3) Color them blue.
6. Three streets honor Cahuilla women? (LaVerne Virginia Nelson, Lorene {Lena} Lugo Martinez, and Romalda Lugo Taylor) What made these women notable? (Column 4) Use green to color your reasons.
7. What Cahuilla words are the only ones to be used as street names? (chuckwalla, Tachevah)
8. Look for the new street names that appear on the 1941 map and are not on the "Crossroads and Intersections" chart.

1. Former Name	2. New Street Names	3. Attribution	4. Notable As
North Street	Alamo Road	Alamo	Nor (Ceremonial Leader)
Lemon Street	Amalia Road	Amalia	Tribal Leader (pante Chai)
Laurel Street	Andrea Road	Andrea	Tribal Leader
Park Street	Artemis Road	Artemis	Tribal Leader
Line Street	Bartolo Road	Bartolo	Tribal Leader
Palm Street	Belardo Road	Belardo	Tribal Leader
Orange Street	Cahuilla Hills Road	Cahuilla	Tribal Leader
	Calle El Segundo	Chickwalla	Tribal Leader
	Chuckwalla Road	Chuckwalla	Tribal Leader
Indian Avenue	Indian Canyon Drive	Indian Canyon	Tribal Leader
	La Verne Way	La Verne	Tribal Leader
	Largo Circle	Largo	Tribal Leader
	Lorena Way	Lorena	Tribal Leader
Vine Street	Lugo Road	Lugo	Tribal Leader
	Mesquite Avenue	Mesquite	Tribal Leader
Main Street	Palm Canyon Drive	Palm Canyon	Tribal Leader
West Street	Palm Canyon Drive	Palm Canyon	Tribal Leader
South Street	Ramon Road	Ramon	Tribal Leader
	Saturno Road	Saturno	Tribal Leader
	Tachevah Drive	Tachevah	Tribal Leader
Spring Street	Tahquitz Canyon Way	Tahquitz	Tribal Leader
Tahquitz Drive	Tahquitz Canyon Way	Tahquitz	Tribal Leader
Tahquitz-McCallum Way	Tahquitz Canyon Way	Tahquitz	Tribal Leader
Vine de Chino	Vine de Chino	Vine de Chino	Tribal Leader

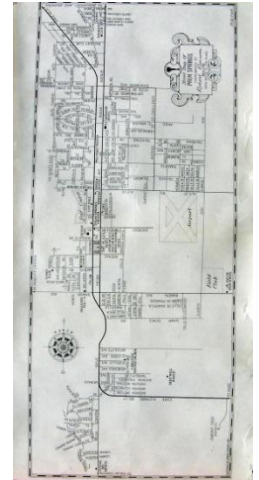
Step 2: Distribute a copy of the *1941 map (Handout #3.11, page 53)*. Since it can be overwhelming to analyze the entire map, have students “adopt” different quadrants of the map and outline their quadrant lightly with a colored pencil.

Provide time for the students to “read” the *1941 map (Handout #3.7)* concentrating on their quadrant. Have students use a magnifying glass to study the map. Ask questions such as:

- What is the date of this map? (1941) How many years ago is that?
- What are names of some streets? How do you think the streets got their name?



Step 3: Distribute a copy of the *present-day Riverside County Thomas Bros. Guide map, page 786 (Handout #3.12, page 54)*. Again, have students “adopt” different quadrants of the map and outline their quadrant lightly with a colored pencil. Since this map is very “busy,” have students focus on finding the streets that match the 1930s map. Lead a discussion about a present-day map.



The following are suggested questions:

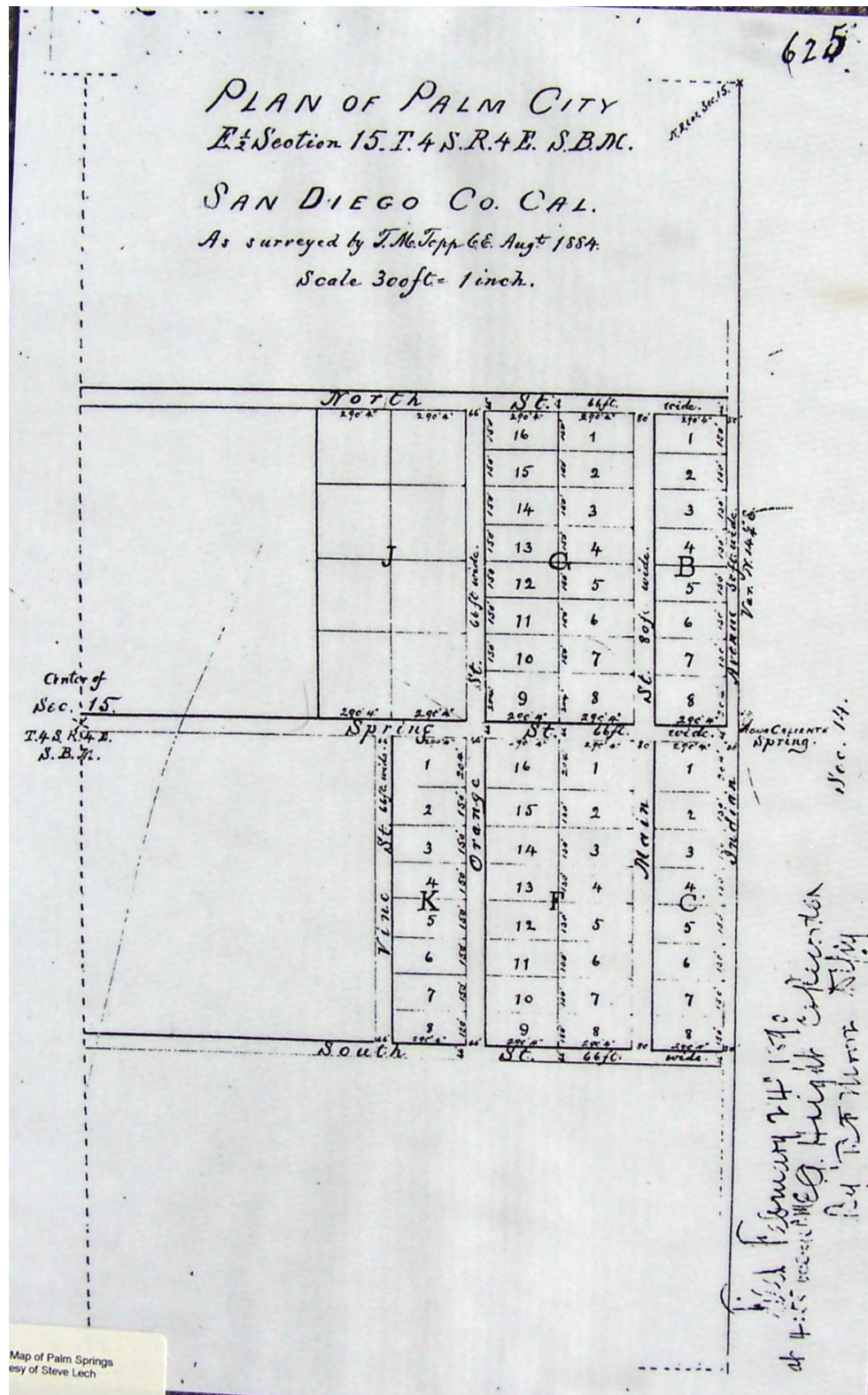
- What is the date of this map? (2006) How long ago is that?
- What has changed on this map as compared to the 1930s map?
- Make a list of some of the streets that are the same on the 1930s map and the present-day map.
- What are names of some of the new streets? How do you think the new streets got their name? Have any of the street names of the 1930s been changed?
- What major types of transportation are shown on the map?
- What do you notice about the way the land is used? Can you identify areas devoted to residential, industrial, business, farming, or public use? How can you tell? Draw inferences about the population and land use of the local community and how these have changed or remained the same.
- Why do some things change over time and some things stay the same?

Assessment

The assessment of this lesson is integrated with the instruction and occurs throughout the unit. The focus question provides a framework for the evaluation of the lesson.

- **“Read” maps**, including an 1888 survey map of Palm Valley, a 1941 street map of Palm Springs, and a map of Palm Springs today (Activity #1 and the Optional Activity # 8).
- **Analyze written documents**, including a newspaper article *Tropical California*, a brochure for *Palm Valley* and *Excursion to Palm Springs* as printed in the *San Bernardino Weekly Times* of October 29, 1887 (Activity #2, #3 and #4).
- **Write a letter** from a Palm Valley settler (living in 1888) to that settler’s friend. In the letter, try to persuade that friend to move to Palm Valley (Activity #5).
- **Conduct an interview of an older resident of the Coachella Valley**. Pose questions to that resident that will reveal information about life growing up in the area and the changes that have taken place (Activity #6).
- **Family Project: A Scavenger Hunt of Our Community** (Activity #7).
- **(Optional) Visit a museum or historical society** in the Coachella Valley (Activity #7).
- **(Optional) Analyze the street names** on the chart, *Crossroads and Intersections* (Activity #8).

Survey Map of "Palm City" dated 1884



Tropical California

(reprinted from the San Francisco *Alta* in the Riverside *Daily Press*, January 6, 1888)

The Land of Early Fruits and Vegetables

The Finest Winter Climate in California

The Early Fruits from Six to Eight Weeks in Advance of Those From Any Other Valley

PALM VALLEY

Fifty Miles East of Riverside, in the
Hands of a Strong Company – The
Tropical Land Where Frost is
Never Found, Wind Never
Blows, and Water is
Abundant

PALM VALLEY is located four miles south of the Southern Pacific Railroad in San Diego county, at the eastern foot of Mt. San Jacinto, and fifty miles east of the celebrated orange county of Riverside.

It has an elevation of from 500 to 700 feet above sea level. It comprises some 8000 acres of fine alluvial fruit land, and the tract is well supplied with water from White Water river, which has its source on the southeastern slope of San Bernardino and Grayback mountains. The waters of this river are conveyed to this tract in a stone ditch, which is now completed to the edge of the settlement, with four more miles to build to bring all the land under irrigation. This canal will be completed within sixty days.

The celebrated Agua Caliente Springs are located in this valley. The main spring consists of an opening in the ground five feet in diameter and of unknown depth, having been measured over sixty feet without finding bottom. The water has a temperature of 110 degrees, and is of mineral character.

This spring has been a resort for years past for people suffering with rheumatism and kindred diseases.

The valley contains about 8000 acres of choice land; 1000 acres belong to the Garden of Eden Company, 2300 acres belong to the Palm Land Company; 1000 acres have been sold in 5, 10, and 20 acres lots to people who propose to improve the same, and about 3000 acres belong to the Government, and is being reserved temporarily for the use of Indians, of which there are five or six families in the valley, who are peaceable and valuable laborers for the white men who are developing these hitherto unknown lands.

The climate of this valley for eight months of the year, including the autumn, winter and spring, is the finest that can be found on the coast. There are no cold days and there are no cold nights. Frost is practically unknown there, and the most tender plants grow unprotected during the entire winter season.

As a result this valley will soon become the Mecca for people having weak lungs, as there they can find relief when they might fail in other localities.

As another result of this climate the early vegetables and fruits can here be raised for the cities and towns of the Pacific Coast. There is no known valley in the State that can compare with Palm Valley for its early fruits and vegetables.

Last season a few watermelons were raised in this valley and sent to Los Angeles seven weeks in advance of melons from other sections. The result was that they sold for a dollar apiece. The Palm Valley Company proposes to plant eighty acres to this one item – watermelons.

Last season some early grapes were sent to San Francisco from a few vines growing in the valley, and the firm to whom they were sent immediately offered the man three hundred dollars a ton on the vine for all he had to sell, but he had none to speak of. In a few years early grapes will be shipped from Palm Valley by the carload.

Palm Valley in the next few years will be turned into a vast garden and orchard to furnish early fruits and vegetables for California. In this business it will have no competition, and it is simply impossible at present to estimate what price such and will go for in a very short time. Land sold there on the 1st of November at \$50 per acre has since sold at \$150 per acre.

A new town site is being laid off in the center of the tract on west half of section twenty-five. The plan of the town is a beautiful one – two beautiful drives 300 feet apart in the form of a horseshoe, being the principal attraction. A hotel will be built as soon as work can be done, and as hundreds of settlers are now buying and going there to live, it will require but a short time for a town with all its accessories to spring into existence.

One of the most remarkable features of Palm Valley climate is the fact that such a thing as fog has never been seen there. Between this valley and the ocean the mountain ramparts stand guard, and no vagrant fog bank has ever been known to stray this far. Mt. San Jacinto protects the valley from all north winds. Dr. Wellwod Murray, who has lived for years in California, moved into Palm Valley in October, 1886, and has lived there continually ever since. He states that during his residence there the wind has blown but once to an uncomfortable degree, and that was on Easter Sunday, when an eastern wind blew for a few hours.

Note: Land sales were booming in 1888 in Palm Valley. Everything grew until about 1890. An all-time record rainfall was recorded in 1893. The downpour lasted 21 days and washed out miles and miles of irrigation ditches. Other ditches filled with sand. The devastation did not end there. After the crop damage was repaired and irrigation ditches cleaned out, an 11-year-long drought hit the region. The dream of a “desert oasis” ended when most of the settlers moved away from the area. By the time the drought ended in 1905, it was too late for farmers to save their crops, because most of the grapevines and fig trees were dead. Settlers were trying desperately to sell their land.

Handout #3.3

Brochure showing the advantages of Judge McCallum's real estate venture, November 1887. (Courtesy: Palm Springs Historical Society)

+

PALM VALLEY
SAN DIEGO COUNTY, CALIFORNIA,
THE EARLIEST FRUIT REGION IN THE STATE.

*Perfect Climate
Wonderful Scenery
Pure MOUNTAIN WATER.*

*Absolute Cure
for all Pulmonary
and Kindred DISEASES.*

*Scenes in Palm Valley
San Diego
Cal.*

*Integrated
Dec 6th
1887*

Capital Stock \$600,000
W.C. CAMPBELL
Atty S.F. San Francisco
President
L.M. HOLT
Pres. Tripp & Morris attorneys
Nat. Park & Improvement

*OFFICES
RIVERSIDE, CAL.
314 CALIFORNIA ST. S.F. CAL.
H.C. MILLER, Secretary.*

**LANDS in this delightful Valley together with a perpetual Water Right.
for Sale by BRIGGS, FERGUSON & CO. General Agents.
No 314 California St, SAN FRANCISCO, AND RIVERSIDE, CAL.*

LOW H.S. CROCKER & CO. S.F.

Analysis of a Primary Source – A Written Document

Using the primary source document provided by your teacher, analyze it to demonstrate your insight into the time period, the people and the event shown.

What type of a document is it?

What is the date of the document?

Who is the author (or creator) of the document?

Who do you think is the audience for the document?

Why do you think this document was written?

What are three things in the document you think are important? Why?

List two things the document tells you about life at the time it was written.

Can any similar documents be found today? Where?

Write a question to the author that is left unanswered by the document.

Name_____ Date_____

"Excursion to Palm Springs"
as printed in the *San Bernardino Weekly Times* of October 29, 1887

EXCURSION
—TO—
PALM SPRINGS,

LEAVES LOS ANGELES ON S. P. R. R.,
October 31st, at 8 A. M.

Rate of Fare for Round Trip.

San Francisco to Seven Palms, and return	\$25 00
Los Angeles, San Gabriel, Monte and Pomona, and return	3 50
Ontario and Cucamonga, and return	3 40
Colton, and return	2 70

Take train leaving S. P. R. R. depot at Los Angeles at 8, a. m. Monday, October 31st, reaching Seven Palms at 12:20, p. m. Leaves Colton at 10:20 a. m. Return on any regular train in two or three days.

Invest at Palm Springs, where there is
NO FROST!
NO HEAVY WINDS!
NO FOG!

THE HOME
OF THE
BANANA, DATE & ORANGE.

**Only Spot in California where Frost, Fog
and Windstorms are Absolutely
Unknown.**

**The Earliest Season in the State. Best Opportu-
nity for Men of Moderate Means. Every Fruit
and Vegetable Matures a Month to
Six Weeks Earlier than Any-
where Else on the Coast.**

Courtesy: Palm Springs Historical Society Collection

Handout #3.6

Interview an Older Resident of the Coachella Valley

Below is a suggested list of questions to help you learn about the past. Summarize the answers in the space provided. Read your summary to the person interviewed to make sure it is accurate.

Interviewer's Name _____ Date of the Interview _____

Name of the Person Interviewed _____

Interview Questions	Record the Answers Here
When were you born? Where were you born?	
What was it like to live in the Coachella Valley years ago? What did people do for fun?	
What big events do you remember? Were there any festivals or parades?	
What did your parents do to earn a living?	
Where did you go to school? What was your first job?	
What businesses have opened or closed since you have lived here?	
Thinking back to your childhood, what do you remember most?	
In what ways has the Coachella Valley changed? How has it stayed the same?	

Tips for Conducting an Interview

Set up the interview.

- Write, call or email the person.
- Tell the person who you are and why you would like to conduct an interview.
- Ask the person to set a convenient time and place for you to meet.

Prepare for the interview.

- Gather basic information: the person's name, where or when he or she was born; and how long he or she has lived in the Coachella Valley.
- Use the form, *Interview an Older Resident of the Coachella Valley* (Handout #9) or make your own list of questions. Try to think of questions that will lead to interesting answers. Here are some extra ones to get you started.
 - What was your neighborhood like?
 - Do you remember any storms, earthquakes or fires? What was it like?
 - What was your school like?
 - How did you stay cool in the summer?

During the interview

- Listen carefully.
- Make eye contact
- Look interested
- Do not interrupt the person.
- Take notes as you talk with the person.
- If you want to use a tape recorder or video recorder, ask the person first.
- Read back or review with the person all the answers you have recorded. In that way you make sure that your answers are accurate and acceptable to your guest. It may lead to even more complete answers or new information.
- During the review of your notes, you may add extra questions.
- And, have fun.

After the Interview

- Before you leave, thank the person.
- Follow-up by writing a thank-you note or making a thank-you telephone call.
- Share the information you learned with your class.

Family Project: A Scavenger Hunt of Our Community

Dear Parents,

Our class is studying about the community where we live in the Coachella Valley.

You can help by taking your child on a “car trip” to different locations within our community. Please visit at least five of the places listed below. Record the name of each location and its address. It is not necessary to go into the place, but it will be more meaningful if you do.

If possible, please take a close-up photograph of each location you visit to share with our class.

The more places you take your child and discuss why we need that place in our community, the better understanding your child will have of the Coachella Valley.

Find a school.

Which school did you choose?

Where is it? (address)

Find a library.

Which one did you choose?

Where is it?

Find a park.

Which one did you choose?

Where is it?

Find a fire station.

Which one did you choose?

Where is it?

Find a grocery store.

Which one did you choose?

Where is it?

Find another type of store.
Which one did you choose?

Where is it?

Find an office building.
Which one did you choose?

Where is it?

Find a business.
Which one did you choose?

Where is it?

Find a City Hall.
Where is it?

Find a place for entertainment.
Which one did you choose?

Where is it?

Find a church, synagogue or mosque
Which one did you choose?

Where is it?

Find a post office.
Which one did you choose?

Where is it?

Find a museum or historical society.
Which one did you choose?

Where is it?

Name _____ Date _____

Adapted from Jane Berg, Little Lake City School District

A Place to Visit

Choose a place to visit in the Coachella Valley (e.g., a museum or a historical society).
Report back with the following information:

Name of place visited: _____

Date and time of visit: _____

What I saw on my visit: _____

Why I think others should visit this place: _____

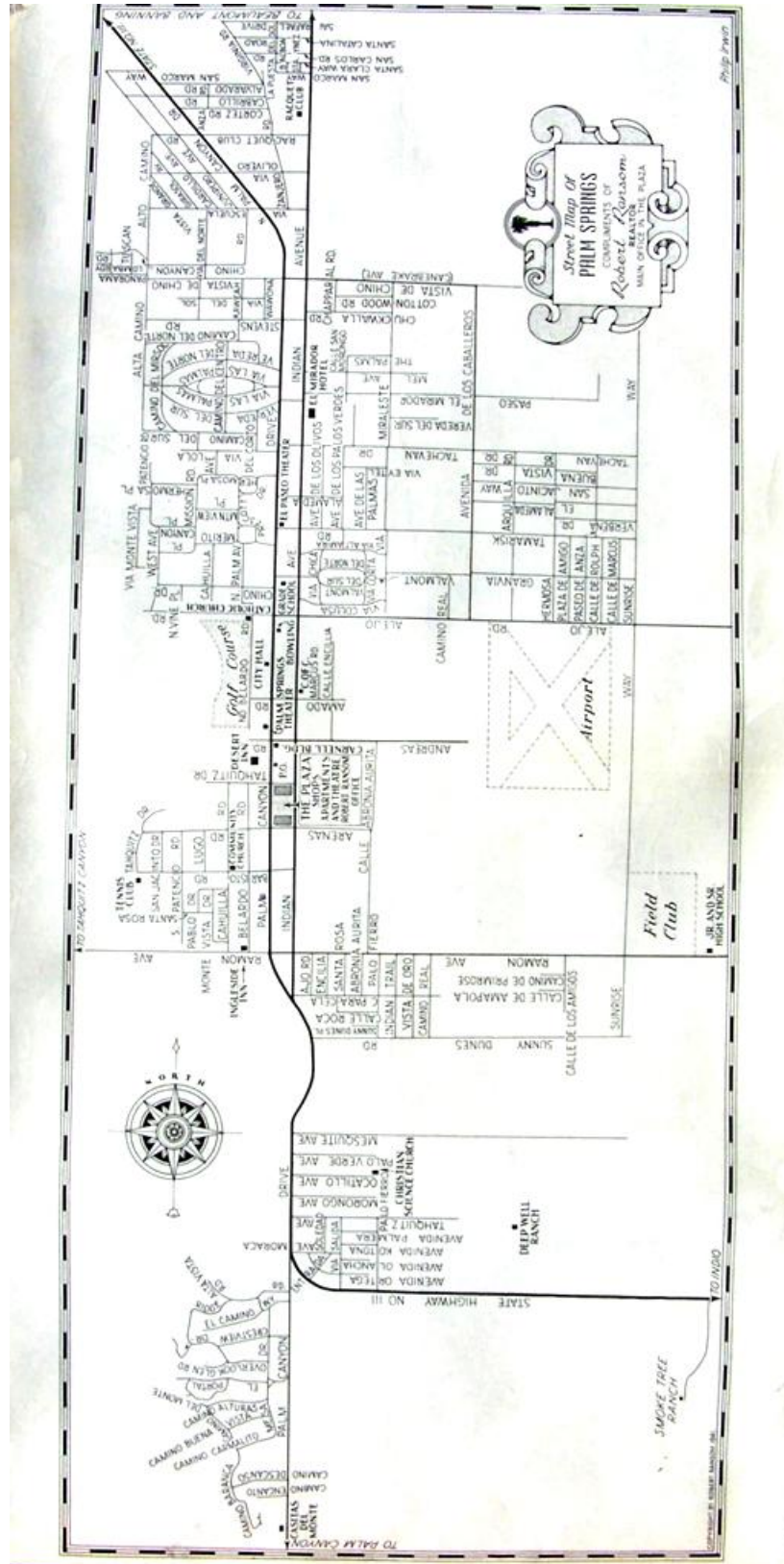
Other places I would like to visit someday (and why): _____

Name: _____ Date: _____

Crossroads and Intersections

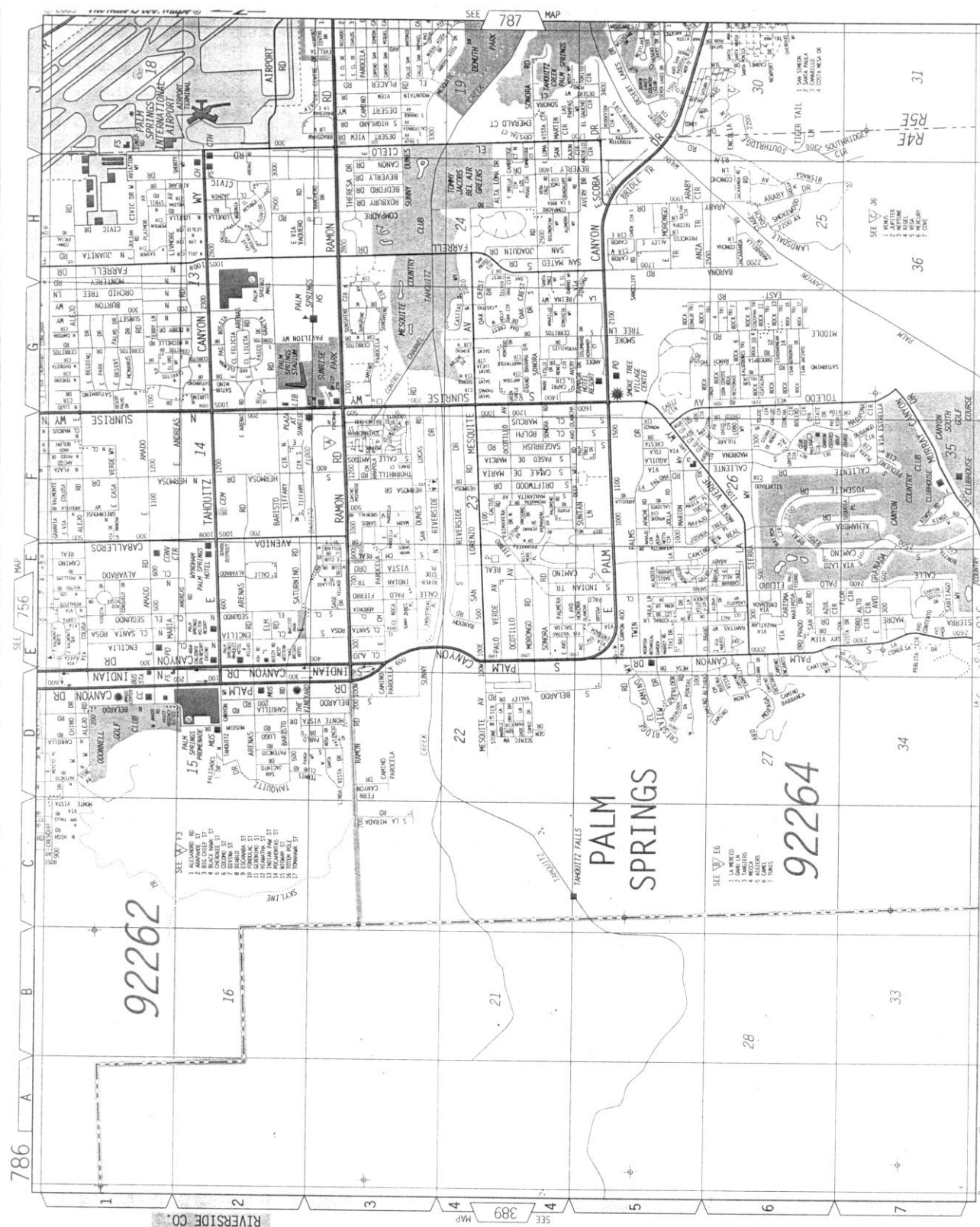
1. Former Name	2. New Street Names	3. Attribution	4. Notable As
North Street	Alejo Road	Alejo Patencio	<i>Net</i> (Ceremonial Leader)
Lemon Street	Amado Road	Amado Miguel	
Lawn Street	Andreas Road, Andreas Hills, Andreas Palms Drive	John Joseph Andreas	Tribal Leader (panic Clan)
Park Street	Arenas Road	Lee Arenas	Tribal Chairman, Businessman, Athlete
Lime Street	Baristo Road	Baristo Sol Santiago	Tribal Leader
Palm Street	Belardo Road	Marcus Belardo	<i>Paha</i> , Tribal Leader
Orange Street	Cahuilla Road, Cahuilla Hills Road		
	Calle El Segundo	Clemente Segundo	Tribal Chairman, Political Leader
	Chuckwalla Road	<i>ca'xwal</i> , a Cahuilla word	Only Cahuilla word to enter English dictionary
Indian Avenue	Indian Canyon Drive	Indian Canyons	
	La Verne Way	LaVerne Virginia Nelson	Tribal Leader
	Largo Circle	Manuel Largo	Tribal Leader
	Lorena Way	Lorene (Lena) Lugo Martinez	Tribal Chairman, Political Leader
Vine Street	Lugo Road	Romalda Lugo Taylor	Tribal Leader, Matriarch
	Mesquite Avenue	Traditional food	
	Pablo Drive	William Pablo	Captain, Police Officer
Main Street	Palm Canyon Drive	Palm Canyon	
West Street	Patencio Road	Francisco Patencio	<i>Net</i> , Tribal Leader, Political Leader
South Street	Ramon Road	Ramon Manuel	Tribal and Political leader
	Saturnino Road	Miguel Saturnino	Tribal Leader
	Tachevah Drive	<i>Ta che ca</i> , a Cahuilla phrase	
Spring Street, Tahquitz Drive, Tahquitz-McCallum Way	Tahquitz Canyon Way	Tahquitz, first Cahuilla shaman	
Vista de Chino	Vista Chino, Chino Canyon Road, Chino Drive	Pedro "Old Man" Chino	<i>Pavuul</i> , <i>Net</i> (Ceremonial Leader), Tribal Captain

Street Map of Palm Springs in 1941



Present-day Map of Palm Springs

Thomas Bros. Guide page 786, 2005 edition



Lesson 4: Change Over Time - Economies and New Businesses

Focus Questions:

How has the Coachella Valley changed over time? Why do some things change and some things stay the same?

What economies have been established by the settlers and what influence do these economies have on the present-day economy?

What key businesses (industries such as agriculture and tourism) exist in the Coachella Valley, and how have these changed over time?

To prepare for the *Coachella Valley – Then and Now* activities in the lesson, locate photographs of the area from long ago and of the same location today. Include photographs of early businesses and street scenes. If possible, have one photograph for each student. Sort the photographs by similar locations. Select a different color of construction paper for each location. **Mount each photograph on colored construction paper, using the same color of paper for the same location and a different color for each different location.** Paste each photograph's caption on the back of its construction paper.

Laminate the photographs.

As a supplement to this unit, a set of *Coachella Valley Then and Now* photographs of the Coachella Valley is available for purchase at a nominal fee. Contact Priscilla Porter at prisporter@aol.com.

Activity #1 How to “Read” a Primary Source Document – a Photograph

Materials needed: Select a “Then” photograph of a location in the Coachella Valley, preferably a street scene. To display the photograph, make a transparency or use a document camera. For each teacher, a copy of the *Analysis of a Primary Source – a Photograph* (Handout #4.1, page 69)

Procedure

Step 1: Use a document camera or an overhead transparency to display one of the “Then” photographs of the Coachella Valley. As the students analyze the photograph, ask questions such as:

- What do you see in the photograph? (people, objects [buildings, cars...] geographic features)
- What is the setting of the photograph? (What location is pictured?)
- Do you see anything in the photograph you would not see today?

Step 2: Model how to record information about the photograph on a copy of the *Analysis of a Primary Source – a Photograph* (Handout #4.1, page 69).

Activity #2 Coachella Valley “Then” and “Now” Photographs

Materials needed: Set of *Coachella Valley Then and Now* Photographs as described above. For each student, duplicate a copy *Analysis of a Primary Source – a Photograph* (Handout #4.1, page 69). For each pair of students, duplicate *Then and Now* (Handout # 4.2, page 70).

Procedure:

Step 1: Distribute a different “Then” or “Now” photograph to each student.

Provide time for students to independently look at their photograph. As the students analyze their photograph, encourage them to look for the following:

- What do you see in the photograph? (people, objects, buildings, cars, words, geographic features)
- What is the setting of the photograph? (What location is pictured?)
- Do you see anything in the photograph you would not see today?

Step 2: Distribute a copy of the *Analysis of a Primary Source – a Photograph* (Handout #4.1, page 69) and have each student complete it using his/her “Then” or “Now” photograph. Provide guidance as needed.

Step 3: Ask students to line up on one side of the classroom if they think their photograph was taken long ago [this side is called “Then”] or on the other side of the classroom if they think their photograph was taken recently [this side is called “Now”]. Students hold their photograph so others in the class can see it. Have each student explain why he or she chose to stand on the side of “Then” or “Now.”

Step 4: Tell each student in the “Then” line that he or she has a partner in the “Now” line. Look for the person who has a photograph mounted on the same color construction paper. Once you have found that person, the two of you will become partners. Choose a location in the classroom to sit together and analyze your two photographs.

Step 5: After students have had time to study their photographs, help them analyze how the present is connected to the past and how some things change and some things stay the same.

- What are some things that are similar in your photographs? Look at the natural landscape, the streets, and the buildings. What things have stayed the same?
- What are some things that are different in your photographs? Look at the natural landscape, the streets, and the buildings. What things have changed?
- What do the photographs reveal about transportation in the Coachella Valley?
- What do the photographs reveal about businesses in the Coachella Valley?
- Why do some things change over time and some things stay the same?
- List three things each photograph tells about the historical time period.
- Why do you think the photograph was taken?

Step 6: As they view their photographs, have student partners record their observations on a copy of the *Then and Now* (Handout #4.2, page 70).

Step 7: Distribute to each student a different “Then” or “Now” photograph and a copy of the *Analysis of a Primary Source – a Photograph* (Handout #4.1, page 69). Have students analyze their photograph and complete Handout #4.1. Refer to the rubric listed below and on the next page.

ASSESSMENT: *Analysis of a Primary Source – a Photograph*

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.

SUPPORTS THE TOPIC WITH ACCURATE EXAMPLES	Student supports the topic with insightful historical and/or geographic examples.	Student supports the topic with several historical and/or geographic accurate examples.	Student supports the topic with limited historical and/or geographic examples.	Student has few or no historical and/or geographic examples.
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Activity # 3 Businesses Change Over Time

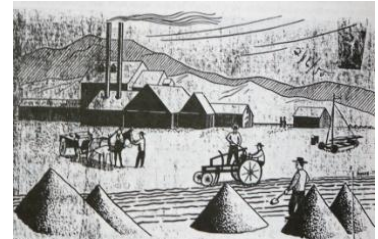
Materials needed: For each student, a copy of the bio-sketch for **George Durbrow**

Procedure

Explain to students that a community is made up of many different kinds of businesses. As a community grows, the businesses can change. Sometimes the population of a community changes because of the availability of jobs. When jobs are available in a certain place, people tend to move there; when jobs are not available, people leave.

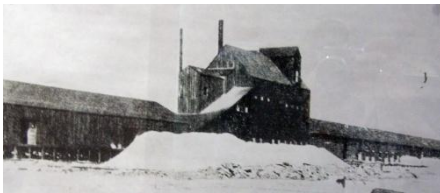
- What types of businesses are located in the Coachella Valley?
- Can you name any new businesses in the Coachella Valley?
- In what ways do you think businesses have created changes in the Coachella Valley?

Explain to students that not all businesses succeed. One of the first businesses in the Coachella Valley was the mining of salt in the Salton Sink. The vast salt deposits of over 1,000 acres of unusually pure rock salt were considered among the largest in the country.



The New Liverpool Salt Company began operation in 1884, when **George Durbrow** shipped what he called “white gold” to San Francisco.

However, when the Colorado River poured into the Salton Sink in 1905, the water covered the entire operation of the salt company.



Reading assignment: Print out a copy of the **George Durbrow** bio-sketch. Use “Mumble Reading” to read the bio-sketch. Introduce the vocabulary word *entrepreneur* as *someone who starts and runs a business*. George Durbrow was an entrepreneur.

Reciprocal Teaching: After reading the **George Durbrow** bio-sketch, have students engage in reciprocal teaching.

Role Playing: Select a student to read the part of **George Durbrow** and to make an event card to add to the *Time Line of Coachella Valley’s History*.

1884	The New Liverpool Salt Company began operation in 1884 when George Durbrow shipped what he called “white gold” to San Francisco.
1899	The first commercial grapes were planted by George Durbrow near the corner of present-day Highway 86 and Monroe Street.

Summarization Skill: Have students help summarize the information about **George Durbrow** and add the summary to the *Local Heroes Chart*.

Activity # 4 Agriculture, an Economy Established by Settlers and its Influence on the Present-day Economy

Materials needed: For each student, a copy of the *2010 Crop Report (Handout #4.3, page 71)*.

Procedure

Step 1: Review with students the experiences that the early settlers of Palm Springs had with agriculture (Lesson #3, Activity #2, pages 35-36). A summary is provided in the following box.

With the coming of the railroad, land sales were booming in 1888 in Palm Valley. Everything grew until about 1890. An all-time record rainfall was recorded in 1893. The downpour lasted 21 days and washed out miles and miles of irrigation ditches. Other ditches filled with sand. The devastation did not end there. After the crop damage was repaired and irrigation ditches cleaned out, an 11-year-long drought hit the region. The dream of a “desert oasis” ended when most of the settlers moved away from the area. By the time the drought ended in 1905, it was too late for farmers to save their crops, because most of the grapevines and fig trees were dead. Settlers were trying desperately to sell their land.

Ask: “What affect do you think the discovery of artesian ground water had on the Coachella Valley?”

In 1894, a large supply of artesian ground water was discovered, first in the community of Walters and then at Indio. When this rich aquifer under the valley was discovered, many individuals came to put in their own wells and farm the valley floor. There was enough water to support large-scale agriculture. The railroad’s management team knew their steam engines needed lots of water. They directed the well-digging companies to drill deeper and better wells.

A long and warm growing season made the production of early vegetables and other crops profitable. Settlers came by train to work on the railroad; to earn a living by cooking for and serving the railroad workers; to find relief from respiratory diseases in the Coachella Valley’s warm, dry climate; to make their fortune by mining mountains east of Indio; and to farm and grow crops that would ripen earlier than in cooler climates.

Review a map of Southern California to locate the Colorado River in relation to the Coachella Valley. Add the following to the *Time Line of Coachella Valley’s History*.

1905

The Colorado River flood broke through the head works of an irrigation canal and formed the Salton Sea.

Known as the Salton Sink, the area is the lowest depression in the valley prior to the present-day Salton Sea. Many times over millions of years, the Colorado River changed its course, sending fresh water and silt into area known as the Ancient Lake Cahuilla. When the water would change course again, the water would evaporate – again and again. Today’s Salton Sea is the product of an error by men who were interested in bringing more water to the Coachella Valley to support farming. Since the 1940s, a complex water system has been built by which agricultural irrigation water has been channeled from the Colorado River to the Coachella Valley. The All-American Canal travels from Yuma, Arizona to the Coachella Canal and terminates at Lake Cahuilla.

Because of this water, Coachella Valley produces more than 35 commercial crops, grossing annual revenue in excess of \$500 million. (Note: A lesson on the sources and the availability of water in the Coachella Valley can be found in the curricular guide for Grade 3, Standard 5.)

Step 2: Crop Roundtable Activity Divide your class into groups of four. Have each foursome sit together as this roundtable group structure is a good activity to develop teambuilding skills.

1: The Problem. Tell students they are going to work with their foursome to list the crops they think grow in the Coachella Valley.

2: Students Contribute. As a team, students make a combined list of the crops on **one** piece of paper. Each person writes one answer and then passes the paper to the person on his or her left. The paper literally goes around the table, thus the name “Roundtable.” If a student can’t name a crop, he or she must pass. Progress continues until students can not name any more crops.

3: Crop Categories. On the board or chart paper, the teacher writes the following categories: Fruit, Vegetables, Forage (e.g., alfalfa hay), Nursery, Fish Farms, Golf Courses, Polo Fields, and Turf Grass

4: Groups Contribute. Using the roundtable format, the teacher asks each foursome to name one crop from their list. As a crop is named, the teacher writes it on the board or chart paper under the correct category and continues on to the next foursome. In this manner, a composite list is developed once all teams have listed their crops.

Step 3: 2010 Crop Report Give each pair of students a copy of the **2010 Crop Report (Handout #4.3, page 71)**. Provide time for students to review the table. **NOTE:** The Crop Report shows the figures for Coachella Valley crop production on land irrigated with Colorado River water from January to December 2009. “Other vegetables” include artichokes, asparagus, eggplant, okra, radishes and spices.

Return to the list of crops developed by the class. Put a check next to each crop on the list that also appears on the *2010 Crop Report*. Cross out the crops that are not grown in the Coachella Valley.

While referring to the *2010 Crop Report*, pose the following questions. Emphasize and practice the oral reading of large numbers.

- What is the number one fruit crop in acreage? (table grapes)
- How many acres of table grapes are grown? (8,514 acres)
- What is the value per acre of table grapes? (\$9,631)
- What is the total value of the table grape crop? (\$81,998,334)
- Name three other major fruit crops. (dates, lemons and limes, oranges and tangerines)
- If you had an acre of land, which fruit crop would you grow? Why?

Repeat this process for the vegetables and forage categories. Review the other crops that are grown in the Coachella Valley (nursery, fish farms, golf courses, polo fields, and turf grass).

Step 4: Early Settler Descriptions of Agriculture in Indio **Read to students the following primary source**, a newspaper article written in 1901, by Daniel S. Richardson and published in the *Riverside Press*. (Reprinted in *The Periscope Early Newspapers*, 2002, by the Coachella Valley Historical Society.)

Indio is 22 feet below the level of the sea, and the line of products that they raise in the valley is oranges, apricots, grapes, figs, dates, watermelons, cantaloupes, barley, alfalfa, and all kinds of vegetables, which are irrigated by the artesian wells. Grapes, apricots, and other deciduous fruits ripen here about 6 weeks earlier than in any other section of Southern California. In many parts of the valley date palms of enormous size grow wild.

The crops of the barley, wheat and oats are the finest I have ever seen. In one instance I saw oats standing 7 feet 4 inches in height and 3 ½ tons to the acre. The productive soil of this valley is excelled only by the valley of the Nile, in Egypt. As to the water, it is pure, and is soft, and is the finest in the world.

On the board or on chart paper, list the crops mentioned in the newspaper article. Compare this list with the crops listed in the **2010 Crop Report**.

Question to ask students:

- What crops mentioned by Daniel Richardson are not grown today? (apricots, watermelons, cantaloupes, wheat, barley, oats)
- What affect do you think the climate of the Coachella Valley had on Indio's agricultural business in the early 1900s? (Crops ripened earlier than crops grown elsewhere. The discovery of artisan water helped early settlers grow crops in the dry climate.)
- What affect do you think the climate has on the agricultural business of the eastern Coachella Valley today?

Step 5: More Early Settler Descriptions Read to Students: The *Indio Date Palm* was published as a four-column tabloid weekly **newspaper** to promote date cultivation and agriculture in the Coachella Valley. A standing feature was *Our Championship List* of the best yields and prices in crop production.

In the Volume 1, No. 1 issue dated March 6, 1912, the *Championship List* included: cantaloupes, watermelons, grapes, onions, figs, tomatoes, summer squash, apricots, dew berries, bell peppers, sweet potatoes, asparagus, cucumbers and almonds.

On the board or on chart paper, list the crops mentioned in the newspaper article.

Ask students:

- Which crops were listed in both newspaper articles? (cantaloupes, barley, watermelons, grapes, apricots)
- What changes occurred in the crops grown between 1901 and 1912? (oranges, dates, barley, alfalfa are not listed in 1912)
- What crops were grown in the early days of the Coachella Valley that are not a major crop today? (apricots, barley, cantaloupes, dew berries, sweet potatoes, and almonds)
- Why do some crops change over time and some crops stay the same?

Since the arrival of canal water in 1948, there has been dramatic growth in agriculture. Today, agriculture is a major business in the east end of the Coachella Valley; however, as the climate continues to draw more people, there is competition over the ways the land should be used. Agricultural land is often turned into housing developments. However, the availability of drinking water is a big determining factor in the future population growth of the Coachella Valley.)

Activity # 5 The Date Industry

Materials needed: For each student, a copy of the bio-sketch for **Bernard Johnson** and **Caleb Cook**. If available, have a variety of dates for students to taste.

NOTE: Spanish explorers introduced date palms into Mexico and Baja California. Franciscan and Jesuit missionaries in 1769 planted the first date palm seedlings in California. By 1890, potted date palm offshoots from Egypt reached California. Numerous other introductions of date palms have been made into California and into the drier parts of southern Arizona (around Tempe and Phoenix).

Procedure

Step 1: Explain to students that dates are the fruit of the date palm. They are dark reddish brown, oval, and about 1 1/2 inches long. Date skin is wrinkled and coated with a sticky, waxy film. If available, have students taste a variety of dates.

Add the following to the *Time Line of Coachella Valley's History*.

1890

The first planting of date palms by the U.S. Department of Agriculture took place.

Indio calls itself “The Date Capital of the United States.” Since the 1920s, Indio has regularly hosted the National Date Festival. Today, the joint Riverside County Fair and the Date Festival attract thousands of visitors yearly.

Scientists first brought date palm trees to the Coachella Valley from Algeria in 1903. In 1904, the United States Department of Agriculture closed an original station founded in Mecca and established a Date and Citrus Experiment Station in Indio. Scientists from all over the world came to the Indio USDA Station to study the information collected at the station.

In 1912, Paul and Wilson Popenoe purchased a total of 16,000 offshoots of selected cultivars in Algeria, eastern Arabia and Iraq. Locate these locations on a world map. They transported the cultivars to California for distribution by their father, F.O. Popenoe, a leader who encouraged date culture in California. It became a profitable crop, especially in the Coachella Valley. By 1937 there were 14,500 acres being farmed in the Coachella Valley. Today there are 8,149 acres in the Coachella Valley. In California and Arizona combined, there are about 250,000 (a quarter of a million) fruit bearing trees.

Deglet Noor, a leading type of date in Algeria and Tunisia, now constitutes 75% of the California crop. It is semi-dry, not very sweet; keeps well; and is hydrated before shipping. More information about date production can be found in the curriculum guide for Grade 3, Standard 5.

Step 2: Reading assignment Distribute a copy of the bio-sketch of **Bernard Johnson**. Use “Mumble Reading” to read the bio-sketch. Stress the importance of Johnson’s **entrepreneurship** and planting on private property versus land of the U.S. government.

After reading the Bernard Johnson bio-sketch, have students engage in reciprocal teaching. Select a student to read the part of Bernard Johnson and to make an event card to add to the *Time Line of Coachella Valley's History*. Have students help summarize the information about Bernard Johnson and add it to the “Local Heroes” chart.



1903	Bernard Johnson planted the first private commercial date palms near Mecca.
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Step 3: Follow the same procedure to read the bio-sketch of **Caleb Cook**. Add the following to the *Time Line of Coachella Valley's History*.

1913	Caleb Cook , for whom Cook Street is named, moved to present-day Indian Wells and established a sizeable "Deglet Noor" date garden.
1927	The "Medjool" date was introduced to the Coachella Valley.

Ask: "What affect has the importation of dates had on the agriculture business in the Coachella Valley?"

Activity # 6 More People Bring New Services, More Services Bring New People

Materials needed: A copy for each student of the bio-sketches for **Dr. June Roberston**, **Cabot Yerxa**, and **Cornelia White**.

Procedure

Step 1: When new people move to an area, new services often follow them. Sometimes new services become available which encourage people to move to the community.

Distribute a copy of the **Dr. June Roberston** bio-sketch for students to read. Use "Mumble Reading" to read the bio-sketch. Select a student to play the part of Dr. June Roberston and make an event card to add to the *Time Line of Coachella Valley's History*. Summarize the information about Dr. June Roberston and add this to the *Local Heroes Chart*.



1904	Dr. June Roberston arrived in Indio and became the valley's first resident doctor.
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Step 2: Add the following Event Cards to the *Time Line of Coachella Valley's History*.

1901	The first newspaper, the <i>Coachella Valley Submarine</i> , was published in a tent in Indio.
1901	Present-day Coachella was established and was known as Woodspur.
1912	The First National Bank opened in Coachella. This was the first financial institution to open in the valley.
1912	The Indio Women's Club was established.
1914	The first installation of electrical service was extended from San Bernardino into the Coachella Valley.

Ask students why the availability of new services such as having a doctor, a newspaper, a woman's service club, a bank and electrical service, might encourage people to move to a community.

Step 3: Distribute copies of the **Cabot Yerxa and Cornelia White** bio-sketches for students to read. Use “Mumble Reading” to read the bio-sketches. Select two students to play the parts of Cabot Yerxa, and Cornelia White and make event cards to add to the *Time Line of Coachella Valley’s History*.

Summarize the information about Cabot Yerxa and Cornelia White and add this to the *Local Heroes Chart*.

1913	Cabot Yerxa acquired a 160 acre homestead in present-day Desert Hot Springs. Cabot built by hand a 35 room, four-level, Hopi Indian style pueblo that is now a museum.
1913	Cornelia White and her sister, Dr. Florilla White, purchased the old Palm Springs Hotel from Dr. Welwood Murray. Their home now houses the Palm Springs History Museum.

Activity# 7 More People Bring New Businesses; New Businesses Bring More People

Materials needed: For each student, a copy of the bio-sketches for **Carl Lykken, Zaddie Bunker, Dr. Harry Smiley, John Nobles and Katherine Finchy**.

Procedure

Step 1: Explain to students that as people move to a community, new businesses develop to serve the growing population.



Distribute copies of the **Carl Lykken, Zaddie Bunker, Dr. Harry Smiley and John Nobles** bio-sketches for students to read. Use “Mumble Reading” to read the bio-sketches. Select 4 students to play the parts of Carl Lykken, Zaddie Bunker Dr. Harry Smiley and John Nobles and make event cards to add to the *Time Line of*

Coachella Valley’s History. Summarize the information about Carl Lykken, Zaddie Bunker, Dr. Harry Smiley and John Nobles and add this to the *Local Heroes Chart*.



1913	Carl Lykken opened a combination post office, dry goods, grocery and hardware store in Palm Springs.
1917	Zaddie Bunker opened the first automotive garage in Palm Springs.
1921	Dr. Harry Smiley set up a medical practice in Indio. Today, his adobe home can be visited at the Coachella Valley History Museum.
1922	John Nobles moved to Indio, purchased land known as Nobles Ranch, and became a supporter of civil rights for people of color.

Step 4: Schools in the Coachella Valley The growth of the population in a community means that more schools need to be built along with hiring more teachers. For historic information about early schools, established in the valley, refer to “Schools in the Coachella Valley” in the section of this unit titled *Resources for the History of the Coachella Valley* (pages 103-104).

Add the following Event Card to the *Time Line of Coachella Valley's History*.

1897

The first permanent school in the Coachella Valley was built in Indio, an adobe building at the northwest corner of Fargo and Bliss. It replaced the old tent school structure.

Print out a copy of the **Katherine Finchy** bio-sketch for students to read. Use “Mumble Reading” to read the bio-sketch. Select a student to play the part of Katherine Finchy and make an event card to add to the *Time Line of Coachella Valley's History*. Summarize the information about Katherine Finchy and add this to the *Local Heroes Chart*.



1922

Katherine Finchy was hired as an elementary school teacher in Palm Springs. She retired in 1951 after 29 years of teaching.

Activity # 8 Creating a World-Famed Resort

Materials needed: A copy for each student of the bio-sketches for **Nellie Coffman**, **Pearl McCallum McManus**, **Frank Bogert** and **Charles Farrell**.

In this section, students will learn the importance of tourism to the development and continued prosperity of the economy of the Coachella Valley.

Procedure

Step 1: Distribute a copy of the **Nellie Coffman** bio-sketch for students to read. Use “Mumble Reading” to read the bio-sketch. Select a student to play the part of Nellie Coffman and make an event card to add to the *Time Line of Coachella Valley's History*. Summarize the information about Nellie Coffman and add this to the *Local Heroes Chart*.



1909

Dr. Harry and **Nellie Coffman** arrived in Palm Springs and Nellie opened her famous Desert Inn.

Step 2: Distribute a copy of the **Pearl McCallum McManus** bio-sketch for students to read. Use “Mumble Reading” to read the bio-sketch. Select a student to play the part of Pearl McCallum McManus and make an event card to add to the *Time Line of Coachella Valley's History*. Summarize the information about Pearl McCallum McManus and add this to the *Local Heroes Chart*.



1925

Pearl McCallum McManus and her husband Austin opened the Oasis Hotel on land her father, Judge McCallum, had settled in 1885.

Step 3: La Quinta Resort – Then and Now

In 1926, Walter and Julia Morgan built the original **La Quinta Resort and Hotel**. Morgan was a wealthy San Francisco businessman who came to the Coachella Valley in hopes of improving his health. They enjoyed the locale so much that they stayed permanently.



The Morgan's vision was to build an inn in the likeness of a traditional Mexican country home as a hideaway for the stars. After a temporary closing during World War II and changing ownership a number of times, the resort was finally bought by Landmark Land Company in 1977.

Landmark continued to expand the hotel to today's count of 796 casitas, suites and villas; 41 pools and 53 hot spas; five championship golf courses; a 23,000 square foot Spa La Quinta; and, four restaurants.

The historical hotel changed hands again in 2006 and it is now advertised under "The Waldorf-Astoria Collection."

Add the following Event Card to the *Time Line of Coachella Valley's History*.

1926	Walter and Julia Morgan opened Hotel La Quinta with six small cottages.
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Step 4: Golf Courses – Then and Now Ask students what they know about the game of golf. What is it, how, and where is it played? Why do people play golf? Explain that the golf course resorts in the Coachella Valley attract many tourists and part-time residents, known as "snow-birds," who come to the Coachella Valley to escape the cold, wet weather where they live.

O'Donnell Golf Course – the first golf course in the Coachella Valley

In the early 1920s, Tom O'Donnell, an oil multi-millionaire from Los Angeles, came to Palm Springs to treat his tuberculosis, staying at Nellie Coffman's Desert Inn. At the time, tennis and horseback riding were the main attractions, but there was no place to play golf. In 1926, O'Donnell built the first golf course at the foot of the San Jacinto Mountains in Palm Springs. The golf course was for his pleasure, for his family and friends, and for anyone he chose to invite, from movie stars to teachers.

As the only golf course in the Coachella Valley for most of the 1930s and well into the 1940s, O'Donnell hosted every prominent professional golfer and Hollywood player. Since then, it has been the site of tournaments such as the Palm Springs Invitational, an event begun in 1936. During World War II, Bing Crosby and Bob Hope played one another to entertain some 3,300 local servicemen.

The nine-hole golf course remained as O'Donnell's private reserve until 1944, when he deeded the land to the City of Palm Springs, forming a nonprofit, private golf club with a board of 25 of his friends to run the club. The new club then leased the land from the city for 99-years.

After 2043, the land will revert to the City of Palm Springs. The current membership stands at 225, a little short of the maximum 250 the club's charter allows.

(Based on an article by Robert Windeler, "First Tee" in *III Magazine*, Holiday 2005.)

Add the following to the *Time Line of Coachella Valley's History*.

1926	The O'Donnell 18-hole golf course opened for business.
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Step 5: Celebrity Haven



In the 1920s, Hollywood studios were used only for close-up scenes and filmmakers went to other locations for filming most of their movies. When they discovered the pleasant climate of the desert, they began to use Palm Springs as a location site for desert-like international locations such as Mexico, North Africa and Arabia. Each season, as many as 10

movies were made in Palm Springs. Both guests and townsfolk turned out to watch the filming. The photograph on the upper left is a silent movie being made at The Desert Inn in 1922. The cameramen on the right were shooting an early William Fox western movie, circa 1919. (Based on Frank Bogert's book, *Palm Springs First Hundred Years*)



Stars were attracted to the quiet haven of Palm Springs. In the 1930s, Palm Springs was still in the beginning of its heyday, with many first-class hotels, excellent shopping, and a world-wide reputation as "America's Foremost Desert Resort." Movie stars and producers built homes in Palm Springs and made the village their winter home.



Distribute a copy of the **Frank Bogert** bio-sketch for students to read. Use "Mumble Reading" to read the bio-sketch. Select a student to play the part of Frank Bogert and make an event card to add to the *Time Line of Coachella Valley's History*. Summarize the information about Frank Bogert and add this to the *Local Heroes Chart*.

1927

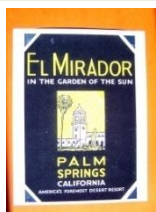
Frank Bogert, a cowboy actor, came to Palm Springs. He served twice as mayor, once from 1958-1966 and then from 1982-1988.

Palm Springs' four large hotels (**El Mirador, Desert Inn, Del Tahquitz, and Oasis**) and the **Deep Well Guest Ranch** were packed during "the season" from December through March. This encouraged the construction of many smaller hostleries.

Irwin Schuman's **Chi Chi Club** and restaurant became a full-scale nightclub, attracting nationally known performers. Among the other leading restaurants were Vic Sudaha's popular **Palm House**, the Foldes family's **Polynesian Restaurant** in the Palm Springs Hotel, and George and Ethel Strebe's **Doll House**.



Among the variety of outdoor activities were nine horse stables, Tom O'Donnell's golf course, and several tennis courts including Charlie Farrell's prestigious **Racquet Club**. Palm Springs boasted more swimming pools than any other place in the country. Bicycle rentals were available at every hotel and a bowling alley opened in the center of Palm Springs. Some people traveled to near-by Cathedral City to gamble at Al Wertheimer's **Dunes Club**, Earl Sausser's **139 Club**, or Frank Portnoy's **Cove Club**.



Prescott T. Stevens, a cattle rancher and entrepreneur from Colorado, saw the growing tourist market in Palm Springs as a promising business opportunity for private investors. Stevens organized a company and built the **El Mirador Hotel**.

The hotel opened in 1928, just before the stock market crash of 1929, and the subsequent country's economic Depression. By 1932, the year that Stevens died, the hotel was having serious financial problems. Subsequently, the hotel was reorganized by Los Angeles attorney Warren Pinney who acted as manager. Pinney created a glamorous resort with bellboys, a doorman who greeted guests in a general's uniform, and a famous chef noted for fine cuisine. Most of the Hollywood group came to the El Mirador, except for those who preferred the "Old World" or classic charm of the Desert Inn.

During World War II, the El Mirador Hotel's 30-acre property became part of the Torney General Hospital and was used by the military as a rehabilitation center for wounded veterans. Today, as pictured on the right, it is the Desert Regional Medical Center.



Add the following to the *Time Line of Coachella Valley's History*.

1928

El Mirador Hotel opened in Palm Springs.

The **Racquet Club** opened in 1934 by Hollywood stars Charles Farrell and Ralph Bellamy. They were simply looking for a place to play tennis. By the 1940s, the Racquet Club was the place for celebrity tennis matches and Hollywood gossip. Both the El Mirador Hotel and the Racquet Club became the choice hangouts for the Hollywood elite. Soon, attracted by many first-class hotels and excellent shopping, Cary Grant, Frank Sinatra, Bob Hope and other Hollywood greats made Palm Springs their winter home. A photographer captured Hollywood stars Clark Gable and Charlie Farrell at the Racquet Club as they played a game of chess. Photographs like this one helped popularize the resorts.



Distribute a copy of the **Charles Farrell** bio-sketch for students to read. Use "Mumble Reading" to read the bio-sketch. Select a student to play the part of Charles Farrell and make an event card to add to the *Time Line of Coachella Valley's History*. Summarize the information about Charles Farrell and add this to the "Local Heroes" chart.

1934

Charlie Farrell and Ralph Bellamy created the Racquet Club Hotel in Palm Springs.

In December 2005, the Palm Springs Planning Commission approved the redevelopment of the Racquet Club, including the preservation of 7 bungalows, and the development of new lofts, townhouses as well as the revival of the Bamboo Room restaurant. Celebrity architects from Los Angeles bought the property for \$4.2 million to renovate it with 73 housing units in order to provide the seclusion of a private home with full-service concierge that will "bring back the glamour."

The Tourism Business Grew At the end of WW II, the Coachella Valley had a population of only a few thousand people, mostly farmers growing crops in the eastern end of the valley. Even though vacationers came to the desert during the winter, most businesses closed during the summer.

Activity # 9 New Cities Incorporate and Grow.

Indio became Coachella Valley's first incorporated city in 1930. At that time, Indio's population was 1,875. Its citizens were instrumental in getting paved highways throughout the valley. One section of Highway 99 was completed in 1923, and Highway 60-70 was completed in 1936. These highway improvements and expansions ultimately became Interstate 10 which provides easy transportation throughout the valley. Roads and the growth of the travel industry brought other related businesses to Indio.



In 1932, the Palms to Pines Highway, officially known as Highway 74, opened. Vehicles were now able to climb the Santa Rosa Mountains to seek the cool of Idyllwild or travel to San Diego. Palm Springs incorporated in 1938, and thus "the Village of Palm Springs" name vanished.

Add the following to the *Time Line Coachella Valley's History*.

1930	Indio became the Coachella Valley's first incorporated city.
1930	The settlement that was to become the City of Rancho Mirage was started by Mr. E. P. Davies.
1938	Palm Springs was incorporated from what was formerly called the Village of Palm Springs.

(Note: The Grade 3 curriculum guide for Standard 4, *The Birth of a City*, focuses on the growth and incorporation of the present-day cities.)

Assessment: The assessment of this lesson is integrated with the instruction and occurs throughout the unit. The focus questions provide a framework for the evaluation of the lesson.

- Using a "Then" or "Now" photograph of the Coachella Valley, complete the worksheets **Analysis of a Primary Source – a Photograph** and **Then and Now** (Activities #1 and #2).
- **Use the 2010 Crop Report table to answer questions** about crops grown in the Coachella Valley (Activity #4).
- Read **bio-sketches** and help the teacher **summarize** the material read on the *Local Heroes Chart* (Activities #3, #5, #6, #7 and #8).
- Selected students read their character's bio-sketch and make an "**event card**" to be added to the *Time Line of Coachella Valley's History* (Activities #3, #5, #6, #7 and #8).

(Optional Activity) Communities Grow: Compare and Contrast Palm Springs and Indio.

Complete a chart to compare and contrast the growth and development of Palm Springs and Indio.

	Palm Springs	Indio
Names of early settlers		
Reasons for settlement		
Types of jobs		
Advantages		

Analysis of a Primary Source – a Photograph

Step 1. Observation

A. Study the photograph for a few minutes. Form an overall impression of the photograph. Next, divide the photograph into quadrants and study each section to see what new details you can find.

B. Use the lines below to list the people, objects and the events you can see in the photograph.

PEOPLE, OBJECTS, and/or EVENTS (What is happening in the photograph?)

_____	_____
_____	_____
_____	_____

Step 2. Identify the work

Does the photograph show a specific setting or geographic location? Explain. _____

List two things the photograph tells you about life during the time period it was taken?

Do you see anything in the photograph you would not see today? _____

When do you think the photograph was taken? Explain. _____

Why do you think the photographer took the photograph? _____

Step 3. Inference

Based on what you have observed above, list three things about the photo you think are important.

Step 4. Questions

Write a question you would like to ask the photographer about the photograph.

Name _____ Date _____

Then and Now

Write your observations for each picture.

	Then	Now
Geographic Features		
Streets		
Buildings		
Other		

What remained the same?

What changed?

2010 CROP REPORT

Total crop production on Coachella Valley land irrigated with Colorado River water from January to December 2009.

Crop	Acreage	Value per acre	Total Value
FRUIT	25,485	\$9,925	\$261,559,358
Dates	8,149	6,154	50,148,946
Figs	126	7,878	779,922
Grapes (table)	8,514	9,613	81,998,334
Grapefruit	1,052	6,817	7,171,484
Lemons and limes	4,365	11,692	51,269,420
Mangos	99	7,878	779,922
Olives	98	7,878	772,044
Oranges & tangerines	2,753	20,336	55,985,008
Peaches	54	5,764	311,256
Strawberries	275	7,986	2,196,150
VEGETABLES	22,957	\$8,829	\$197,152,475
Beans	1,025	7,134	7,312,350
Broccoli	1,205	4,241	5,110,405
Carrots	2,146	3,869	8,302,874
Cauliflower	1,237	5,513	6,819,581
Celery	310	10,856	3,365,360
Corn (sweet)	2,427	3,762	9,130,374
Cucumbers	43	6,595	283,585
Greens (kale, etc.)	1,484	8,252	12,245,968
Lettuce	4,008	8,857	35,498,856
Melons	657	13,140	8,632,980
Onions (dry)	159	6,595	1,048,605
Other vegetables*	2,442	13,836	33,690,660
Peppers	4,375	15,457	67,624,375
Potatoes	1,136	5,369	6,099,184
Squash	91	2,735	248,885
Tomatoes	212	7,141	1,513,892
FORAGE	2,496	\$601	\$1,501,334
Alfalfa hay	634	1,411	896,746
Sudan grass	718	662	475,316
Pasture (irrigated)	1,144	113	129,272
NURSERY	1,472	\$28,849	\$42,465,728
FISH FARMS	196	\$32,903	\$6,449,130
GOLF COURSES	5,031	\$10,380	\$52,221,780
POLO FIELDS	484	\$10,380	\$5,023,920
TURF GRASS	873	\$10,380	\$9,061,740
TOTALS	Total Acres:58,994 (includes double cropping)	\$9,754 Average Gross Value per Acre	\$575,435,465 Value of the Year's Production

Lesson 5: The Impact of Desert Training Center and World War II

Focus Question:

Why was the Desert Training Center located in the desert region and what impact did it have upon the local communities of the Coachella Valley?

The Coachella Valley, and in fact California, changed forever by playing a part in the winning of World War II. When military strategists decided that combat troops were needed in North Africa to stop the Axis march toward Egypt and the Suez Canal, training in desert warfare was essential. In the years between 1942 and 1944 over a million men were trained at Camp Young for combat readiness. Ten percent of all U.S. Troops in World War II were trained at the Desert Training Center.

Activity # 1 The Desert Training Center - Where and Why

Materials needed: For each group of 2 to 4 students, a copy of the map, *San Diego Region*, published by the American Automobile Association. (Copies are available to educators through a request in writing to the local AAA office.); magnifying glasses, if available.
For each student, a copy of the bio-sketch for **General George Patton**.

Procedure

Step 1: The Geographic Location Distribute copies of the map, *San Diego Region*. Using magnifying glasses, small groups of students search the map for any land area that is used today for military purposes. Students will easily discover the many locations labeled, “DANGER LIVE BOMBING AREA KEEP OUT.” Have students practice reading coordinates on the map’s coordinate grid in order to identify each location. For example, one bombing area is east of the Salton Sea at coordinates C 10.

Have students locate the following locations on the map. Identify the grid coordinates of each location and the elevation.

- The City of Indio (B 8) Elevation -13’ below sea level
- Chiriaco Summit (B 10) Elevation 1705’
- Desert Center (B 11) Elevation 906’
- The City of Coachella (B 8) -66’ below sea level
- The City of Thermal (B 8) -115’ below sea level
- The City of Mecca (B 8) -180’ below sea level
- The water surface of the Salton Sea (B 8 and 9 to D 9 and 10) – 227’ below sea level

Have students locate any physical landforms in the area between Indio and Desert Center e.g., the Mecca Hills, the Cottonwood Mountains, the Orocopia Mountains, the Chuckwalla Mountains and the Eagle Mountains. Note the presence of many physical features such as canyons, valleys, an oasis, washes, and springs.

Locate and trace the Colorado River Aqueduct on the map. This will take some work. Begin at the top of coordinates A 7, and follow the broken blue line eastward to Chiriaco Summit and onward until it turns north through the Eagle Mountains.

Step 2: Why was the desert location APPROPRIATE for the Desert Training Center? Ask students to hypothesize why they think the local region was well suited for the Desert Training Center. The major reasons are:

1. its varied desert terrain
2. the availability of water from the Metropolitan Water District's Colorado River Aqueduct
3. the availability of electricity for its headquarters, Camp Young, from the Hayfield pumping station
4. the proximity of the Southern Pacific railheads in Indio and Coachella as supply depots
5. it's lack of a huge population that could be inconvenienced or hurt
6. its contours made possible 100 mile marches without opposing troops sighting each other

Major General George S. Patton selected an 18,000 square miles area east of Indio as a **Desert Training Center** at Camp Young. Indio was the nearest town to the new army base. The Desert Training Center trained combat troops during World War II. The Center's area was so large that it extended beyond eastern California across the Colorado River and into Nevada and Arizona.

The Desert Training Center at Camp Young received its first 8,000 trainees in the spring of 1942. The Desert Training Center became the largest U.S. Army training facility in the world.

Training in desert warfare was essential because the American army was fighting in North Africa to stop the Axis march toward Egypt and the Suez Canal. On a world map, locate these areas. (Note: The Grade 3 curriculum focuses on the impact of World War II on the local area and students are not expected to fully grasp the complexities of the war.)

Step 3: Distribute a copy of the **General George Patton** bio-sketch for students to read. Use "Mumble Reading" to read the bio-sketch. Select a student to play the part of General George Patton and make an event card to add to the *Time Line of Coachella Valley's History*. Summarize the information about General George Patton and add this to the *Local Heroes Chart*.

Add the following Event Card to the *Time Line of Coachella Valley's History*.

1942	General George Patton established Camp Young (the Desert Training Center) near Chiriaco Summit to train American soldiers under adverse desert conditions.
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Activity # 2 Life at the Desert Training Center

Procedure

Ask students to picture the following scenario.

Imagine you are following a five-mile long convoy of army vehicles. These include Sherman tanks, jeeps and two and a half ton trucks that carry soldiers and command cars for officers. As the convoy continues, a strong wind from the north fills your eyes with sand. They are already gritty from the churned-up dust of the vehicles you are following.

As you trudge along, you see thousands of empty acres of wilderness ahead of you. You begin to realize you will have to march as far as you can see in the temperatures of 120 degrees. You have only one quart of water, the amount allowed per man within a six hour period.

To prevent heat stroke, you have to suck on salt tablets to prevent dehydration. You wear your oven-hot steel helmet and carry your rifle that burns like fire from the sun in the cloudless sky.

You don't look forward to mealtime because all you have to eat are dried food rations. And, at the end of the day, you turn your sleeping bag inside out because you have to check for scorpions, lizards or rattlesnakes before you crawl in quickly and zip the bag up tight to your neck.

Ask students, "After spending days out on maneuvers, what do you think the soldiers would want to do the most when they returned to camp?"

Explain that generally it was a relief to get back to Camp Young because at the camp they could rest. The *camp* or *base* was a sprawling "tent city" that housed 25,000 men and their equipment, a movie house, a chapel, a hospital, and several commissaries. *Commissaries* are government stores on a military base where food and other necessary items are available for purchase.

Activity #3 Impact on the Local Communities of the Coachella Valley

Procedure

Step 1: Life Before the Desert Training Center Before the Desert Training Center was established east of the Coachella Valley in 1942, Indio was a modestly prosperous market town for the local farming-ranching-date growing area. The Southern Pacific Railroad made it a freight distribution point. The completion of Highway 99 in 1922 helped shape Indio's character, as the increased traffic led to the opening of many service stations and garages. The construction of the Metropolitan Aqueduct (Colorado River Aqueduct) in the 1930s brought thousands of just-paid, construction workers into Indio. In early 1942, Indio had a population of about 1,500 people. Downtown Indio consisted of a bank, one motion-picture theater, a few restaurants, two weekly newspapers, two hospitals, a mortuary, five hotels and apartments, courts, auto camps, and two small department stores and grocery stores.

Step 2: Camp Young The Desert Training Center was established at Camp Young. Camp Young held 25,000 soldiers at a time. In rotation, around 2,500 troops (10%) had *leave* (a mini-vacation) each evening. Thus, each man was able to go on *leave* every 10 days. Once on *leave*, the troops stayed in the area since they had such a short time on *leave*. The closest town to Camp Young was Indio, about 30 miles away.

In the spring of 1942, Indio, Coachella and Palm Springs were overwhelmed with visiting soldiers from Camp Young. None of these small towns was equipped for such an invasion.

Step 3: Ask students the following questions

- What do you think the soldiers wanted to do during their time off? (When the soldiers visited town, they wanted to purchase articles not found at Camp Young, eat food that was not G.I. issue, visit their families housed in the local area, rest, relax, and find some recreation.)
- What would it be like, if suddenly 25,000 people moved into our local area today? What type of positive things might happen? What might be some of the problems?

Step 4: Impact on the Coachella Valley Share with students the information on the following page about the impact Camp Young's Desert Training Center had on the Coachella Valley.

Examples of the impact of Camp Young's Desert Training Center on the Coachella Valley:

- Coachella's Trading Post became a USO (United Service Organization, an organization designed to deliver services to military personnel). Soon, two USOs were established in Indio.
- Movie houses and cafes were filled with servicemen and hardly a seat could be found. At times, soldiers stood eight deep waiting to buy a coke at the drugstore's counter.
- Along with the soldiers came their wives and girlfriends who all needed housing. Women lived in hotels, trailers, one-room cabins, shacks, garages, tents and with local families. In some cases, a bed served three occupants in eight-hour shifts. Some wives came and found no place to stay.
- The payroll for all the military personnel (approximately \$2 million to \$3 million dollars a month) came by railroad and then was sent to the Indio branch of the Bank of America and/or the First National Bank of Coachella. The Teller's counter at the bank was about thirty feet long to accommodate all of the customers.
- The supply depot at the Southern Pacific Railroad became a bottleneck as so many supplies arrived and had to be unloaded. In January 1943, a roundhouse built to care for nine or ten steam engines handled thirty or more engines.
- The telephone system broke down often and the switchboard was jammed with outgoing calls from soldiers wanting to call home.
- Resorts along the Salton Sea became popular vacation spots.
- The Army purchased the El Mirador Hotel in Palm Springs and converted it into Torney General Hospital, a primary care facility for wounded soldiers returning from the South Pacific Theater of Operations.
- Hollywood stars came to Palm Springs both to vacation and to entertain the servicemen. Bob Hope and Rudy Vallee performed in the Coachella Valley High School Auditorium to raise money for War Bonds.
- To entertain the troops, nightclubs and hotel owners in Palm Springs hired famous entertainers such as Louis Armstrong, Nat King Cole and Bing Crosby.
- Palm Springs Airport was converted by the government into a facility to house troop supplies and troop aircraft manufactured near Los Angeles.
- Army barracks (buildings with beds to house troops) lined Tahquitz Way in Palm Springs.
- Camp Young's Motor Vehicle Pool was located in what is now Palm Desert, on a site across from the present George Washington School on Portola Avenue.
- Thermal Air Base was established as a backup to March Field in Riverside.
- Valley resident Jacqueline Cochran was named Director of Women's Airforce Service Pilots, the WASPS.

Activity #4 Key Individuals Important to the Development of the Coachella Valley during World War II

Materials needed: A copy for each student of the bio-sketch for **Gus Eiler, Jacqueline Cochran, Mary Ann Bundschuh, Harry Oliver, and Helen Burns.**

Procedure

Step 1: Distribute a copy of the bio-sketches for students to read. Include Gus Eiler, Jacqueline Cochran, Mary Ann Bundschuh, Harry Oliver, and Helen Burns. Use “Mumble Reading” to read the bio-sketches.

Step 2: Select students to play the parts of the different bio-sketches and make event cards to add to the *Time Line of Coachella Valley’s History*. Summarize the information about each bio-sketch and add this to the *Local Heroes Chart*.

1927	Gus Eiler established the Date Palm Beach Resort at the Salton Sea. Outboard motor races became a popular attraction at his marina.
1941	Jacqueline Cochran became the first woman to pilot an American bomber across the Atlantic Ocean for delivery in England.
1943	Mary Ann Bundschuh opened a bakery and restaurant in Thermal.
1944	The Desert Training Center closed on April 30. Its job was done.
1946	Harry Oliver began to publish <i>The Desert Rat Scrap Book</i> in which he spun tales about a fictitious desert neighborhood.
1947	Helen Burns opened <i>Helen’s Beach House</i> , a popular resort marina where people met for music and dancing beside the Salton Sea.
1953	Jacqueline Cochran set three world records testing jet aircraft at Edwards Air Force Base.

Activity #5 What impact (effect) did the Camp Young’s Desert Training Center have on the Coachella Valley?

Materials needed: Using a document camera or an overhead projector, display the table listed below. If desired, have each student make a copy of the table.

Procedure

Step 1: Using the information from Activities #1 through #4, help students complete the table.

Effects of the Desert Training Center on the Coachella Valley

	Impact (Effect)
Indio	
Palm Springs	
Salton Sea	

Step 2: Write about It Ask students the following question, “How did the Desert Training Center impact the Coachella Valley?” Using the information from Activities 1-4, students write a paragraph with at least 5 sentences to explain the impact of the Desert Training Center on the Coachella Valley.

Activity # 5 RAFT Writing (Role, Audience, Form, Tense)

Materials needed: A copy for each student of RAFT Writing Activity (Handout #5.1 on page 78)

Procedure

RAFT writing immerses the writer into a specific scene. Provide students with a copy of Handout #5.1 on page 78. Using the format of role, audience, form and tense, each student writes about one of the scenarios. After writing, students exchange papers with a partner and complete the RAFT assessment checklist.

- You are (TENSE) an American soldier (ROLE) stationed at the Desert Training Center at Camp Young in California. Describe what happened in a recent training maneuver in a letter (FORM) to friends (AUDIENCE).
- You are an American soldier (ROLE) arriving on one of the troop trains (TENSE) at Camp Young in California. At the end of your first week, you write several journal entries (FORM, AUDIENCE) to explain any new and different experiences.
- While on leave from Camp Young in January 1943, you are (TENSE) an American soldier who is suddenly stranded at the railroad depot in Indio, California (ROLE). You find a telegraph office (FORM) and send a telegraph to a friend in Los Angeles (AUDIENCE). Write the telegraph message, explaining exactly what has happened to you, making sure you explain why you can't get to Los Angeles.
- You are (TENSE) a business owner (ROLE) in Indio, California, witnessing the arrival of the first 2,500 soldiers on leave from Camp Young. As your family members gather around you at the kitchen table (AUDIENCE), recount your tales using the "fortunately, unfortunately" format (FORM).
- You are a political cartoonist (ROLE) for a Palm Springs, California newspaper (AUDIENCE). Design a cartoon (FORM) that illustrates a major event that occurs (TENSE) when the troops from Camp Young come in to town for a night's leave. Include a caption and your signature as the artist.

Assessment: The assessment of this lesson is integrated with the instruction and occurs throughout the lesson. The focus question provides a framework for the evaluation of the lesson.

- Read bio-sketches and help the teacher **summarize** the material read on the *Local Heroes Chart* (Activity #1 and #4).
- Selected students read their character's bio-sketch and make an **event card** to be added to the *Time Line of Coachella Valley's History* (Activity #1 and #4).
- Using the information from Activities #1 through #4, **write a paragraph with at least 5 sentences** that explains the impact of the Desert Training Center on the Coachella Valley (Activity #5).
- Using the format of role, audience, form and tense (RAFT), write about one of the scenarios, exchange papers with a partner, and complete the RAFT assessment checklist (Activity #6).

RAFT Writing Activity
ROLE AUDIENCE FORM TENSE - TOPIC -TIME

SELECT ONE OF THE FOLLOWING

- You are (TENSE) an American soldier (ROLE) stationed at the Desert Training Center at Camp Young in California. Describe what happened in a recent training maneuver in a letter (FORM) to friends (AUDIENCE).
- You are an American soldier (ROLE) and have (TENSE) just arrived at Camp Young in California, on one of the troop trains. At the end of your first week, you write several journal entries (FORM, AUDIENCE) to explain any new and different experiences.
- While on leave from Camp Young in January 1943, you are (TENSE) an American soldier who is suddenly stranded at the railroad depot in Indio, California (ROLE). You find a telegraph office (FORM) and send a telegraph to a friend in Los Angeles (AUDIENCE). Write the telegraph message, explaining exactly what has happened to you, making sure you explain why you can't get to Los Angeles.
- You are (TENSE) a business owner (ROLE) in Indio, California, witnessing the arrival of the first 2,500 soldiers on leave from Camp Young. As your family members gather around you at the kitchen table (AUDIENCE), recount your tales using the "fortunately, unfortunately" format (FORM).
- You are a political cartoonist (ROLE) for a Palm Springs, California newspaper (AUDIENCE). Design a cartoon (FORM) that illustrates a major event that occurs (TENSE) when the troops from Camp Young come in to town for a night's leave. Include a caption and your signature as the artist.

RAFT Assessment Checklist

YES		NO
_____	I can identify the ROLE you have assumed.	_____
_____	Your role is consistent throughout your writing	_____
_____	I can identify your AUDIENCE.	_____
_____	Your writing follows the prescribed FORM.	_____
_____	You use the appropriate TENSE.	_____
_____	You pay attention to all writing mechanics.	_____

Lesson 6: The Growth and Development Continues

Focus Question:

How have individuals and families contributed to the growth and development of the Coachella Valley in the late 20th century?

What role has tourism played in the growth and development of the Coachella Valley?

The population of the Coachella Valley took a major jump after World War II. Soldiers, many who had trained at the Desert Training Center, returned to settle down. Development began to spring up around the “Cove” communities – La Quinta, originally known as Marshall’s Cove, Indian Wells, Palm Desert, originally known as Sand Hole and later Palm Village, Rancho Mirage and Cathedral City. Other communities that surrounded the central valley continued to add to the population growth – Desert Hot Springs, North Palm Springs, Sky Valley, Bermuda Dunes, Indio Hills, Thermal and Thousand Palms. However, in the 1950s, the Coachella Valley was still mostly desert. It was considered to be too remote and too hot for residential development.

This soon changed with the advent of air-conditioning, increased recreational opportunities, residential and commercial development, and the foresight of many of the key individuals featured in this lesson.

Activity # 1 Make a Scrapbook

Materials needed: For each student, a copy of the bio-sketches for **Cliff Henderson, Carl Bray, Albert Frey, Bob Hope, President Gerald Ford, Benny Guitron, Dr. Reynaldo Carreon, Jr, Merv Griffin and Sonny Bono.**

For each student, a copy of *Make a Scrapbook – a Group Project (Handout #6.1, page 83)*

For each group, a copy of the bio-sketch for their scrapbook page, construction paper, crayons, colored markers, glue and scissors. Optional: Computer access for further research and to locate a photograph of their bio-sketch, if available.

Procedure

Step 1: Divide the students into 9 groups and assign each group one of the bio-sketches listed above. Distribute a copy of the bio-sketch assigned to each group. Provide time for students to use “Mumble Reading” to read their bio-sketch together.

Step 2: Introduce the following prompt:

Working in a group, construct a page or pages of a scrapbook that could belong to your bio-sketch. Include a photograph of the person and pictures or drawings of two or three “artifacts” or primary sources that might be found in his/her scrap book. The scrapbook should show why the person is significant to the growth and development of Coachella Valley.

Step 3: Have each group orally share their scrapbook page or pages. Classmates should have a copy of the bio-sketch of the person featured in each scrapbook so that following the presentation, they may ask questions. Using the rubric included in Handout #6.1, students help the teacher evaluate each scrapbook page according to whether the content is historically accurate and is supported with accurate examples. Add other evaluation criteria as desired.

Step 4: Select students to play the parts of the different bio-sketches and make event cards to add to the *Time Line of Coachella Valley's History*. Summarize the information about each bio-sketch and add this to the *Local Heroes Chart*.

1948	Cliff Henderson and his brothers opened the Shadow Mountain Resort in what is today Palm Desert.
1956	Carl G. Bray opened an art gallery in Indian Wells where he painted and sold his art work depicting desert scenery.
1958	Albert Frey , a successful architect of "Modernism" buildings, designed the North Shore Yacht Club at the Salton Sea.
1964	Named after the Hollywood entertainer and movie celebrity, the first Bob Hope Classic Golf Tournament was played.
1977	At the end of his presidency, President Gerald Ford and his wife Betty move to their home in Rancho Mirage.
1979	Horse rider and trainer Benny Guitron won the World Championship All-Around Stock Horse Championship.
1984	Dr. Reynaldo Carreon, Jr. donated \$100,000 to College of the Desert to be used for scholarships for students of Mexican-American descent.
1986	Talk-show host and businessman Merv Griffin opened an Arabian horse ranch in La Quinta.
1994	Sonny Bono , an entertainer and former mayor of Palm Springs, was elected to the U.S. House of Representatives from California's 44th district. Following his death from a ski accident in 1998, his widow Mary Bono completed his term. She continues to serve in Congress.

Activity # 2 Tourism – The Coachella Valley's #1 Industry

Materials needed: Copies of various "rack cards" advertising attractions, special events and shopping in the Coachella Valley (found in the lobby of most local hotels); copies of *Our Desert*, a free publication found at many restaurants and hotels and inside issues of *Palm Springs Magazine*; copies of *Weekend*, a section in each Friday's edition of the newspaper, *The Desert Sun*.

Procedure

Step 1: Explain to students that in order to stay cool before air-conditioning, it was a custom to dip a bed sheet in the bath tub full of water, wring it out, spread it on the bed and crawl into it. Hopefully, you would be asleep by the time it dried out!

For their crews, the railroad created "submarines," a one-room dwelling made for sleeping. Wooden frame structures were covered with sheets of galvanized iron and then overlaid with burlap. Water was piped to the roof where it trickled onto the burlap and flowed down the sides, cooling the metal, and cooling the interior by 15 to 20 degrees. In 1949, guests at the Indio Hotel were able to retreat to a room that was cooled by the new evaporative coolers. Often called "swamp coolers," these devices can still be found in the valley today.

The development of air-conditioning followed by the expanding recreational opportunities such as tennis and golf turned the Coachella Valley into a major destination resort.

Step 2: Ask students: What affect did the climate of the Coachella Valley have on the tourism industry before air-conditioning? Since air-conditioning?

Step 3: Share with students information about the tourism industry in the Coachella Valley.

Tourism, as the Coachella Valley's No. 1 industry, generates jobs and tax revenue for the valley's growing population. About 3.5 million people visit the desert every year as tourists. The industry employs thousands of people and contributes roughly \$1 billion to the economy. The Palm Springs International Airport serves as a gateway to valley cities for a large percentage of the visitors. International travelers on average spend almost three times as much as domestic travelers.

As the Coachella Valley grows, each community develops its own identity and offers its own tourist attractions. **Desert Hot Springs** is home to unique spas. **Indio** is a city of festivals. **Rancho Mirage** is the location of Restaurant Row. **Palm Desert** is a shopping haven. **La Quinta** hosts the Bob Hope Classic golf tournament and features shops and restaurants located in Old Towne. **Indian Wells** has the Indian Wells Tennis Garden, home of the BNP Paribas Open. The list of tourist attractions is much, much longer than this short list. From health spas to championship golf, from Rodeo Drive-style shopping to a world-class convention center, grouping all of the valley's cities as an entire community brings more and more people to the Coachella Valley. However, no one community shares the name recognition of Palm Springs.

Step 4: Share the "rack cards" and advertising brochures you have collected for the Coachella Valley. With help from the students, develop a list of the attractions, special events, and shopping available for visitors and local residents. A partial list includes:

Attractions

The Living Desert Zoo and Botanical Museum
Children's Discovery Museum of the Desert
Agua Caliente Cultural Museum
Palm Springs Art Museum
Palm Springs Air Museum
Palm Springs Ariel Tramway
Palm Springs Windmill Tours
Oasis Date Gardens
Jeep Tours
Polo Grounds
Hot-Air Balloon Rides
Indian Canyons
Joshua Tree National Park
Santa Rosa & San Jacinto Mountains National Monument
Golf Courses
Hiking Trails and Horseback Riding
Spas
Restaurants
Hotels, Resorts and Casinos

Special Events

La Quinta Art Festival
Indian Wells Art Festival
Fashion Week El Paseo
Kraft-Nabisco Golf Championship
Bob Hope Chrysler Classic Golf Tournament
Art Walk on El Paseo
BNP Paribas Open at the Indian Wells Tennis Garden
Palm Springs International Film Festival
McCallum Theater for the Performing Arts
Coachella Valley Music and Arts Festival
Stagecoach Country Music Festival
Riverside County Fair and Date Festival

Shopping

Desert Hills Premium Outlets
El Paseo
The River
Historic Palm Canyon Drive
Westfield Shopping Center

(Optional) Activity # 3 Coachella Valley Travel Brochure

Materials needed: copies of the “rack cards” and advertising brochures used in Activity #2; variety of art materials for students to use to create tourism brochures for the Coachella Valley.

Procedure

Using the “rack cards” and advertising brochures from Activity #2, discuss the characteristics of an effective advertising brochure. Have students compare and contrast the layout and the variety of information within these brochures. Using information gained from their observations of the professional brochures, students create a *Coachella Valley Travel Brochure* to inform tourists about the available attractions, special events and/or shopping opportunities. Students may wish to take photographs or find current photos from “rack cards” and magazines to add to the travel brochure.

As an option, have each student develop a new tourist attraction, special event or shopping opportunity of the future that they would like to see in the Coachella Valley and design a travel brochure to attract tourists and local residents. This would be a good at-home activity.

Activity # 4 *The Living History Museum*

***The Living History Museum* is the major culminating activity for this unit.** Refer to the following sections of this curriculum guide for directions and information about *The Living History Museum*

page 11	Parent Letter
page 12	List of Bio-Sketches for the History of the Coachella Valley
page 13	Tips to the Teacher
page 14	<i>The Living History Museum</i> Prompt and Scoring Rubric
page 15	<i>I Am....Poem</i> format

Assessment: The assessment of this lesson is integrated with the instruction and occurs throughout the lesson. The focus questions provide a framework for the evaluation of the lesson.

- Work in a group to create a scrapbook page or pages that could belong to your group’s bio-sketch. Include a photograph of the person and pictures or drawings of two or three “artifacts” or primary sources that might be found in his/her scrap book. The scrapbook should show why the person is significant to the growth and development of Coachella Valley (Activity #1).
- Present your group’s scrapbook page and answer classmate’s questions (Activity #1).
- Read bio-sketches help the teacher **summarize** the material read on the *Local Heroes Chart*. (Activity #1) Selected students read their character’s bio-sketch and make an **event card** to be added to the *Time Line of Coachella Valley’s History* (Activity #1).
- Work as a group to develop a list of the attractions, special events, and shopping available for visitors and local residents (Activity #2).
- (Optional) Develop an advertisement brochure for the Coachella Valley or your own future attraction (Activity #3).
- Select an historical figure from Coachella Valley’s history to portray at the *Living History Museum* (Activity #4).

Make a Scrapbook - a Group Project

Working in a group, construct a page or pages of a scrapbook that could belong to your bio-sketch. Include a photograph of the person and pictures or drawings of two or three “artifacts” or primary sources that might be found in his/her scrap book. The scrapbook should show why the person is significant to the growth and development of Coachella Valley.

INDICATORS	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
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; has significant 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.
SUPPORTS THE TOPIC WITH ACCURATE EXAMPLES	Student supports the topic with insightful historical and/or geographic examples.	Student supports the topic with several historical and/or geographic accurate examples.	Student supports the topic with limited historical and/or geographic examples.	Student has few or no historical and/or geographic examples.

Lesson 7: Time Line of Coachella Valley's History

Focus Question: What are the key events in the history of the Coachella Valley?

During the study of the Coachella Valley, many names, events and dates are mentioned. A time line serves as an important scaffold upon which students can place these names, events and dates. During this lesson, reference is made to the ***Time Line of Coachella Valley's History***. Directions for its construction can be found on pages 5 & 6. The time line is on pages 7 - 10 of this curriculum guide.

Activity # 1 Coachella Valley Tea Party

Materials needed: Duplicate a copy of the ***Time Line of Coachella Valley's History*** found on pages 7-10 of this guide. Cut each "date/event" apart and put all of them into a container.

Procedure

Step 1: Ask students if they have ever been to a tea party. Explain that at a tea party, each guest's behavior is "ever so proper." Guests move about the room speaking with different guests. Conversations are brief as guests want to move about and speak with as many of the other guests as possible. Frequently heard conversations often begin with, "Daahling, did you know that...." Some guests are known to hold up their right pinky finger as they move about the room! Consider having students dress for the tea party by wearing special "dress-up" clothes and hats for the girls.

Step 2: Each student chooses a "date/event" card from the container. Begin the tea party. As the students move slowly about the room, each one stops to visit with another guest. He/she shares his/her event and then moves on to another guest. Students should act very "prim and proper" as they share their event with "emotional enthusiasm."

After the tea party, collect the event cards and display them where students can read them in their spare time. The "tea party" strategy is a fun way for students to share a large number of facts. Students are not expected to memorize all of events and dates.

Activity # 2 Cut and Match Activity

Materials needed: For each pair or group of students, duplicate a copy of the ***Time Line of Coachella Valley's History*** found on pages 7-10 of this guide. Have students cut each "date" apart and each "event" apart and put all of the pieces into an envelope. **HINT:** Because the time line is so long, it is recommended that each group only receive one page of the time line for this activity. Duplicate extra copies of the ***Time Line of Coachella Valley's History*** for groups to use in Step 2.

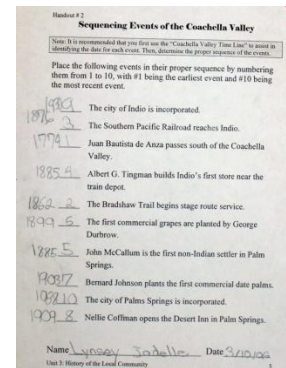
Procedure

Step 1: Have pairs or groups of students work to match each "date" with its' corresponding "event" and place the date/events cards into chronological order.

Step 2: Have students compare their results, first with other pairs and afterward with a copy of the ***Time Line of Coachella Valley's History***. Have students sort the date/events by century and write a label for each century, i.e., label "19th century" for the dates 1825, 1862, 1876, 1864, etc.

Activity # 3 Sequencing Events of the Coachella Valley from 1776 to Today

Materials needed: For each pair or group of students, duplicate a copy of the *Time Line of Coachella Valley's History* and a copy of **Sequencing Events of the Coachella Valley from 1776 to Today (Handout #7.1 on page 86)**.



Procedure

Instruct students to use the time line to place the following events in their proper sequence by numbering them from 1 to 10, with #1 being the earliest event and #10 being the most recent event. (Note: Other events may be substituted or added.)

Order	Event	Proper Sequence
_____	The city of Indio was incorporated. (1930)	8
_____	The Southern Pacific Railroad reached Indio. (1876)	3
_____	Juan Bautista de Anza passed south of the Coachella Valley. (1774)	1
_____	Albert G. Tingman built Indio's first store northwest of the train depot. (1885)	4
_____	The Bradshaw Trail began stage route service. (1863)	2
_____	The first commercial grapes were planted by George Durbrow. (1899)	5
_____	General George Patton set up Camp Young to train American soldiers (1942)	10
_____	Bernard Johnson planted the first commercial date palms. (1903)	6
_____	The city of Palms Springs was incorporated. (1938)	9
_____	Nellie Coffman opened the Desert Inn in Palm Springs. (1909)	7

Activity # 4 Newspaper Headlines

Write a catchy headline for one or more the events on the *Time Line of Coachella Valley's History*. The activity may be done by student pairs or small groups.

(Optional) Activity # 5 Writing New Stories

Divide the class into 8 to 10 groups. Assign each group one of the key events featured on the *Time Line of Coachella Valley's History*. Groups, or individual students, may then develop a series of news stories about ONE event using each of the formats listed below:

- a descriptive story about the event, including who, what, when, where and why
- an "imaginary" interview of a person involved with the event (include imaginary quotations)
- an advice column suggesting a solution to a problem/challenge related to the event
- an editorial or a *Letter to the Editor* about the event

Assemble the articles into a newspaper for each group. Let the group determine the name of their newspaper, the date of the issue, and the design for the paper's masthead.

Assessment: A Time Line of Coachella Valley's History

Refer to **Time Line of Coachella Valley's History - Individual Project** (Handout #7.2, page 87) or **3-D Chronological Time Line - Group Project** (Handout #7.3, pages 88 and 89).

Sequencing Events of the Coachella Valley

HINT: First use the *Time Line of Coachella Valley's History* to identify the date for each event. Then, determine the proper sequence of the events.

Place the following events in their proper sequence by numbering them from 1 to 10, with #1 being the earliest event and #10 being the most recent event.

- _____ The city of Indio was incorporated.
- _____ The Southern Pacific Railroad reached Indio.
- _____ Juan Bautista de Anza passed south of the Coachella Valley.
- _____ Albert G. Tingman built Indio's first store northwest of the train depot.
- _____ The Bradshaw Trail began stage route service.
- _____ The first commercial grapes were planted by George Durbrow.
- _____ General George Patton set up Camp Young to train American soldiers.
- _____ Bernard Johnson planted the first commercial date palms.
- _____ The city of Palms Springs was incorporated.
- _____ Nellie Coffman opened the Desert Inn in Palm Springs.

Name_____ Date_____

Time Line of Coachella Valley's History - Individual Project

Prompt: Construct a time line of Coachella Valley's History for either the 19th or 20th century. Divide the dates on the time line into decades. On the time line, accurately place in chronological order at least five key events or people of the historical era. Explain why the events or people shown are significant to the history of Coachella Valley.

INDICATORS	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
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; has significant 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.
KNOWLEDGE OF CHRONOLOGICAL THINKING	Student correctly places key events and/or people of the historical era they are studying into a chronological sequence and/or interprets time lines.	Student correctly places key events and/or people of the historical era they are studying into a chronological sequence and/or interprets time lines.	Student correctly places a few key events and/or people of the historical era they are studying into a chronological sequence and/or provides limited interpretation of time lines.	Student fails to correctly place key events and/or people of the historical era they are studying into a chronological sequence and/or provides no interpretation of time lines.
SUPPORTS THE TOPIC WITH ACCURATE EXAMPLES	Student supports the topic with insightful historical and/or geographic examples.	Student supports the topic with several historical and/or geographic accurate examples.	Student supports the topic with limited historical and/or geographic examples.	Student has few or no historical and/or geographic examples.
HISTORICAL INTERPRETATION AND ANALYSIS OF SIGNIFICANCE	Student shows an in-depth understanding of the significance of the topic in history; has a clear conclusion with historical evidence; links the topic to today.	Student shows the significance of the topic in history; concludes with adequate historical evidence; links the topic to today.	Student shows the significance of the topic in history; concludes with some historical evidence; attempts to link the topic to today.	Student makes no statement or suggestion that the topic is significant; uses vague or no evidence; fails to link the topic to today.

3-D Chronological Time Line - Group Project

TASK: Work in groups to construct a 3-D time line of three to five historic events listed on the ***Time Line of Coachella Valley's History.***

1. Select a chairperson to keep track of the step-by-step progress of your group.
2. Review the events recorded on the *Time Line of Coachella Valley's History*.
3. Select three to five historic events for the team's time line, i.e., 1885, 1909 and 1938.
4. Create a title for your 3-D Time Line, i.e., *Turning Points in Palm Springs History*.
5. Determine the time intervals for your time line, i.e., decades from 1880 to 1980.
6. On a large sheet of butcher paper, use a ruler to create a proportional time line, i.e.,

1880 1890 1900 1910 1920 1930 1940 1950 1960 1970 1980

7. Construct a label (sign) for each event. On each label, include the name of the event with its date and general information about the event.
8. Determine where to place each label on the time line.
9. Research information about each event. (a.) Include 4 to 6 facts per event. (b.) Include the names of key people involved with each event. (c.) Write the information for each event on a separate sheet of paper to be displayed with your 3-D models. (d) For each event, explain what impact it has had on the Coachella Valley.
10. Use a variety of art materials (i.e., construction paper, paint, scissors and glue) to construct a 3-dimensional model to illustrate each event. Be creative.
11. Display your 3-D models on the time line or on a table beneath the time line.
12. As your group presents its time line, be prepared to explain how the events depicted had an impact on the history of the Coachella Valley.

A 3-D Time Line of Coachella Valley's History (Group Project)

Prompt: Working in a group of 5, construct a 3-D time line for either the 19th or 20th century of Coachella Valley's history. Divide the dates on the time line into decades. As a group, decide upon at least five events or people to show on your 3-D time line. Use art materials and realia to build three-dimensional models to illustrate the events. As your group presents their time line to the class, explain why the events or people shown are significant to the history of Coachella Valley.

INDICATORS	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
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; has significant 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.
KNOWLEDGE OF CHRONOLOGICAL THINKING	Student correctly places key events and/or people of the historical era they are studying into a chronological sequence and/or interprets time lines.	Student correctly places key events and/or people of the historical era they are studying into a chronological sequence and/or interprets time lines.	Student correctly places a few key events and/or people of the historical era they are studying into a chronological sequence and/or provides limited interpretation of time lines.	Student fails to correctly place key events and/or people of the historical era they are studying into a chronological sequence and/or provides no interpretation of time lines.
SUPPORTS THE TOPIC WITH ACCURATE EXAMPLES	Student supports the topic with insightful historical and/or geographic examples.	Student supports the topic with several historical and/or geographic accurate examples.	Student supports the topic with limited historical and/or geographic examples.	Student has few or no historical and/or geographic examples.
HISTORICAL INTERPRETATION AND ANALYSIS OF SIGNIFICANCE	Student shows an in-depth understanding of the significance of the topic in history; has a clear conclusion with historical evidence; links the topic to today.	Student shows the significance of the topic in history; concludes with adequate historical evidence; links the topic to today.	Student shows the significance of the topic in history; concludes with some historical evidence; attempts to link the topic to today.	Student makes no statement or suggestion that the topic is significant; uses vague or no evidence; fails to link the topic to today.

Extended Activities for the Study of the Coachella Valley

- Develop a **Welcome to the Coachella Valley** kit that includes interesting facts and information about people and events important to the development of the community. Describe local historic sites and places of interest.
- Construct a **Map of the Community** that includes a title, the cartographer's name, a map key, at least four major streets, a mode of transportation other than roads, four major businesses, and one educational institution.
- **Display.** Make a photographic and pictorial display of the local community for display at your school or for placement at city hall. Choose items that highlight historic homes, churches, government buildings and general styles of architecture; and that highlight points of interest.
- **Research the names of streets in the Coachella Valley.** Henry McKay is credited with laying out the grid for the valley roads and assigning them the numbers in use today. He named the north-south streets from Washington Street eastward for presidents of the United States in order of their presidency. Develop with students appropriate categories that reflect street names, e.g., foreign words (Verde, Amigo); trees (Maple, Walnut); people's names (Bob Hope, Frank Sinatra); and, numbers (32nd Street). Once categories are established, display these on a chart. Have students study local street maps to collect a minimum of 10 street names per category. They can work alone or in teams. Combine all the students' charts into a single classroom chart. Using the classroom chart, ask the following questions:
 1. How many of the streets are honoring important people in United States history?
 2. How many are honoring people in our local community?
 3. Have any of the street names been changed recently? Why? When?
 4. What do street names tell us about the beliefs of the people of our community?
- Plan a **Community Bus Trip** - Using a local bus service schedule, have students plan a bus trip in the community. After a route selection, have students trace their route on a local map. Also, students can describe the selected route using cardinal directions.
- Construct a **population bar graph** of your community using census figures.
- Locate and bring to class pictures of different **types of transportation** from different time periods. Arrange these into chronological order.
- Using at least three sentences, write a **"compare and contrast" paragraph** that describes how the community has changed over time.
- **Imaginative Stories.** Write an imaginative story that has its basis founded on an old photograph of the community.
- Research **"The Coachella Valley 100 Years Ago."** Ask students to imagine what the Coachella Valley looked like 100 years ago. Have the students illustrate or write about the old-time community. Use primary sources such as newspaper articles and personal recollections in publications such as *The Periscope* (1978 and as reprinted in 2009). Refer to the reference section of this unit.
- **Letter to the Past.** Write an informative letter to a child that may have lived in the community 100 years ago. In the letter, explain what changes have taken place over the past 100 years. Give specific examples. Illustrations may be included.

- Create a **“History Day” celebration**. Have students present the projects that were developed during this unit, “History of the Coachella Valley.” Invitations may be extended to the community as well as to students from other classrooms.
- **Community Birthday Celebration**. Design a birthday celebration for the community. Use the following questions for planning purposes:
 1. What form should the celebration take? Should there be speakers?
 2. Who should organize each part of the celebration?
 3. Where should the celebration take place? Is there a limit in the size of attendees?
 4. When should it take place?
 5. What special materials are required?
- Make a **Community Quilt** (allow 3 weeks). Each student designs a 5”x 5” square to show something about the community. Outside of class, each student purchases materials and constructs his or her 5”x 5” square. Students bring their finished product to class at the end of the second week. Allow a week for students to sew the squares together during class or request parent volunteers to complete the project.
- **Murals**. Make one mural of *The Community Today* and a mural of *The Community Long Ago*.
- Create a **slide presentation or video about the Coachella Valley**. Include interviews with community leaders and interesting sites in the community. Identify subtopics. In small teams, students write the dialogue for each identified subtopic. Include background music, such as Copeland’s “Our Town.” Include photographs and student reenactments where appropriate.
- **Info-mercial**. For homework, instruct students to watch an info-mercial. Have students form small groups to write a script for an info-mercial about the benefits of working and living in the community. Have student cameraman videotape the Infor-mercials.
- **Compare and contrast the economies** of the Coachella Valley of long ago with those of today.

Economy/Businesses of Long Ago	Economy/Businesses of Long Ago and Today	Economy/Businesses of Today

- **Coachella Valley Cookbook**. Students bring to class a recipe contributed by a family member or neighbor. Students classify the recipes into groups (e.g., main dish, salad, dessert, bread, and vegetable). Students put recipes in a book format. Students and a family member may prepare their recipe and share the final results at a “Diversity Party.”
- **Historic Rubbings**. Make a rubbing of a plaque on a building, a tombstone in a cemetery, or a landmark that shows something about the Coachella Valley’s history. Write a description of the rubbing. Explain what the rubbing tells about the valley’s history.
- **Photo Analysis of Housing Changes**. Have students compare houses of the past and the present. Select examples of adobe; of the ranch-style house; of the Spanish Colonial; of the Craftsman-Californian Bungalow; of modernism buildings; and of other styles found in your community. Order the pictures and place them on a time line according to the decade they were built.
- **Future Architecture Trends**. Students design a home of the future, incorporating features that will accommodate futuristic styles and functions.

Resources for the History of the Coachella Valley

Museums

Agua Caliente Cultural Museum (760) 778-1079
219 S. Palm Canyon Drive, Palm Springs, CA

Coachella Valley History Museum (760) 342-6651
8616 Miles Avenue, Indio, CA www.coachellavalleymuseum.org

La Quinta Historical Society Museum (760) 564-1283
77-885 Avenida Montezuma, La Quinta, CA 92253 <http://laquintahistorical.com/>

Palm Desert Historical Society (760) 346-6588
72-861 El Paseo Drive, Palm Desert, CA 92260 www.hspd.org

Palm Springs Historical Society 760 323-8297
221 South Palm Canyon Drive The Village Green. www.palmspringshistoricalsociety.org

Books Specifically Related to the History of the Coachella Valley

Bailey, Victoria J., editor. *California Desert Resort Cities: Reflections and Visions*. La Quinta, CA: Desert Springs Publishing, 2003. ISBN 0-9727572-0-1. This photographic overview of the Coachella Valley includes 9 sections on topics such as the natural history, the first peoples, agriculture, visitors, and celebrities. The *Attractions* section highlights many of the valley's entertainment locations such as shopping, dining, performing arts, museums and casinos. The second half of this book, *Profiles of Excellence*, is similar to a photographic, yellow pages, advertisement listing of many businesses in the Coachella Valley, including the reference to various Chamber of Commerce groups for each of the Coachella Valley's cities. \$38

Bailey, Victoria J. *Indio: Reflections and Visions*. La Quinta, CA: Desert Springs Publishing, 2005. ISBN 0-9727572-3-6. In celebration of the 75th anniversary of Indio, this historic review details the people and events of the city. The *Profiles of Excellence* section is a photographic yellow pages of many businesses located in Indio. \$30.

Bertram, Debbie & Bloom, Susan. *A Monument to Treasure*. Palm Springs, CA: Desert Publications, 2005. www.palmspringslife.com ISBN 0-9772908-0-8. Beautifully illustrated by Stuart Funk, this newly released children's book provides excellent background information on the different kinds of plants and animals found in the desert and the mountainous land of the Cahuilla. The word "monument" in the title refers to the Santa Rosa and San Jacinto Mountains National Monument. As a great reference book, it belongs in every Grade 3 classroom in the school systems of the desert. Perfect for Grade 3 Standards 1 and 2. \$19.95

Bogert, Frank M. *Palm Springs First Hundred Years*. Palm Springs, CA: Palm Springs Public Library, Revised 2003. ISBN 0-9618724-2-X. Mayor of Palm Springs from 1958-1966 and 1982-1988, Bogert is well qualified to write this definitive text on the early years of Palm Springs. Filled with historic photographs and documents, the story of Palm Springs ranges from the small desert town of Palm Valley, through the Hollywood golden years, to the bustling resort city of recent times. \$55

Coachella Valley Historical Society. *The Periscope – Annual Publication of the Coachella Valley Historical Society.* *The Periscope* includes materials and photographs from the files of the Coachella Valley Historical Society, the Palm Springs Historical Society, the Palm Desert Historical Society, and from numerous newspaper clippings. \$12 each

- 1984: Souvenir Pictorial Edition
- 1986: Reprint of portions of the 1853-4 Railroad Survey
- 1987-88: Mining in and from the Coachella Valley 1890-1910
- 1989: Dedicated to Paul Wilhelm 1919-
- 1990: History of the Coachella Valley, Franklin Hoyt thesis of 1948
- 1991: First Airplane to Land in Coachella Valley
- 1992: History of Indio
- 1993: Do You Remember?
- 1994: Living with Fires
- 1995: Salton Sea, California's Overlooked Treasure
- 1996: "Water for Millions"
- 1997: Coachella Valley Pioneer Women
- 1999: Indio, San Diego County, California
- 2000: Century of Change in the Coachella Valley
- 2001: Coachella Valley During World War II
- 2002: Early Newspapers
- 2003: Early Schools
- 2004: Jacqueline Cochran
- 2005: In the beginning....The Story of Dates, Part 1
- 2006: In the beginning....The Story of Dates, Part 2
- 2008: Pinyon and the Santa Rosa Mountains
- 2009: A Collection of Stories and Recollections about the Coachella Valley (Reprint)

Johns, Howard. *Palm Springs Confidential: Playground of the Stars.* Fort Lee, NJ: Barricade Books, 2004. ISBN 1-56980-269-6. This fact-filled book provides numerous details on the incredible "playground for the stars," Palm Springs. The author, a former editor-at-large for *Palm Springs Life* magazine from 1996-2002, takes the readers from the advent of Silent Films through the era of major players such as Bob Hope and Frank Sinatra, to the desert of today with photos and anecdotes. \$35

Laflin, Patricia B. *Coachella Valley California: A Pictorial History.* Virginia Beach, VI: The Donning Company Publishers, 2001. This pictorial history tells the story of the valley's transformation from the desert to one of the richest agricultural regions; a world-class resort; home to many year-round residents; and, home to thousands of celebrities and tourists who spend time there each year. Over 275 historic and present-day black & white photographs graphically portray significant events and people. \$39.95

Laflin, Patricia B. and the Coachella Valley Historical Society. *Images of America: Indio.* Arcadia Publishing, 2008. ISBN 978-0-7385-5618-5. This pictorial history of the City of Indio celebrates the history of the city using archival photographs and a descriptive narrative. \$19.99

Lawson, Greg. *Palm Springs Oasis.* San Diego: Sunbelt Publications, 1989. ISBN 0-916251-40-3. The coffee-tabletop-type book offers a photographic portfolio of the natural beauty of the Coachella Valley landscape. Designed for the international visitor, the simple and limited text is written in English, Spanish, French and German.

Lech, Steve. *Along the Old Roads: A History of the Portion of Southern California that became Riverside County 1772-1893*. Published by the author in 2004. This detailed history includes a description of settlement patterns in the area; the development of towns and colonies within the county (including contemporary descriptions/accounts of these places); and, a discussion of the reasons and events leading to the establishment of Riverside County as a separate political entity. \$35

Niemann, Greg. *Palm Springs Legends: Creation of a Desert Oasis*. San Diego: Sunbelt Publication, 2006. ISBN 0-932653-74-X. This background book for teachers and local residents is filled with short biographies of the various leaders and “shakers” in the history of Palm Springs.

Penn, John Malcolm. *Folk Songs of the Coachella Valley* CD and Booklet. Radio Flyer Music, 2004. www.johnmalcolmpenn.com ISBN 0-9761529-0-8. The original songs on the CD provide an entertaining musical tour of some of the unique and interesting people, places, things and events from Coachella Valley’s past. \$17.95.

Robinson, John W. & Risher, Bruce D. *The San Jacintos: The Mountain Country from Banning to Borrego Valley*. Arcadia, CA: Big Santa Anita Historical Society, 1993. ISBN 0-9615421-6-0. From the Cahuilla to the Spanish explorers, ranchos and land grants to the cattlemen and lumbermen to modern mankind, this teacher reference book is filled with more than 450 black & white illustrations and maps. The engaging text provides in-depth historic information on the mountain area that sweeps Coachella Valley and southward.

Soltys, Richard J. *Coachella Valley...Yesterday, Today and Tomorrow*. LaQuinta, CA: Richard J. Soltys Productions, www.risp.com ISBN 0-9726856-0-x. This photographic journey of the Coachella Valley is accompanied by a video, *Water Vision...The Story of the Coachella Valley*. Together they provide excellent content background for teachers. Filled with historic photographs, chapters include one on each city of the valley as well as chapters that focus on the early history of the valley. The video, available through the Coachella Valley Water District, provides an overview of the valley’s history, including the California water projects.

The Redlands Institute, University of Redlands. *Salton Sea Atlas*. Redlands, CA: ESRI Press, 2002. ISBN 1-58948-043-0. Using GIS (Geographic Information Systems), this atlas includes visually compelling maps, satellite photographs, and 3-D models to provide analytical data to help us build a better understanding of the complex and controversial issues involved with the Salton Sea. \$79.95.

Books for Children

Altman, Linda Jacobs. Illustrated by Sanchez, Enrique O. *Amelia’s Road*. New York: Lee & Low Books 1993. ISBN 1-880000-27-X. Amelia is a migrant farm workers’ daughter who is tired of moving and wants to find a place that she can call “home.” (*Amelia’s Road* is used in Lesson 1 of this curriculum guide.)

Weitzman, David. *Brown Paper School Book My Backyard History Book*. Boston: Little, 2006. ISBN: 0-316-05981-1. This book is packed with ideas and activities to get students on the road to understanding what their place is in history. Change in a community is included. This is a useful resource for teachers with a number of ideas for getting family involvement.

DVDs /VideoTapes

Palm Springs in the Beginning. Available from the Palm Springs Historical Society. Produced by Richard J. Soltys Productions, La Quinta, CA.

High Stakes at the Salton Sea. Narrated by Val Kilmer. 25 minute version. Water Education Foundation (916) 444-6240. www.watereducation.org

The Road to War: General Patton's Desert Training Center. Kiener, Paul W. & Pierce, Richard K. Paul Kiener Productions in association with First Composite Group, 2004. Major General Patton comes to life in this historic docudrama DVD about the Desert Training Center, the world's largest training and maneuver area.

Water Vision: The Story of the Coachella Valley. Available from the Coachella Valley Water District.

Visiting...With Huell Howser #715 PALM SPRINGS HISTORY TOUR #1

The first part of this Palm Springs history tour begins at the McCallum Adobe Museum (oldest building in Palm Springs). The McCallum family was the first white family to settle in the area. The Museum is filled with wonderful photos, including the original Native Americans, Hollywood stars, Palm Springs' first health spa and many more. Huell ends the show at the Moorten Botanical Garden which has been a popular family run tourist attraction since 1938.

Visiting...With Huell Howser #716 PALM SPRINGS HISTORY TOUR #2

The second half of the history tour begins at The Willows. New York attorney, Samuel Untermyer built this beautiful estate in the early 1920s and hosted everybody from Albert Einstein to Clark Gable. The Willows has been lovingly restored and is now a hotel. Next stop is the former site of the El Mirador Hotel which was truly the playground of the Hollywood elite until it became a hospital during W.W.II. The show ends at the Village Green and with the wonderful Desert Circus Parade that ran from 1936 to 1982.

Visiting...With Huell Howser #717 INDIAN HISTORY

Palm Springs original inhabitants were the Agua Caliente Band of Cahuilla Indians who are still very active in the community. Huell starts the tour at The Spa Hotel & Casino which was the original site of an oasis that was a prominent part of the Agua Caliente culture for hundreds of years. The water that boils up from the ground is used now in a modern spa. Then, it's up to Palm Canyon to visit the fifteen mile long oasis which is one of the most beautiful places in California and another special place filled with Indian history.

Visiting...With Huell Howser #621 JOSHUA TREE

Joshua Tree National Park is one of the worlds' most beautiful and diverse places. In this one hour special, Huell looks at many of the different things that make this park such a special place. From the Desert Tortoise, to the Mexican Bat, this show is full of surprises.

California's Gold#512 Keeping Cool with Huell Howser.

Californians have done everything imaginable to keep cool in their blistering deserts. Join Huell as he looks at two ways of cooling off: first, in the amazing old "desert submarines" of Indio, and second, at an honest-to-goodness oasis near Palm Springs.

Visiting...With Huell Howser #705 SALTON SEA

Huell travels to one of the most bizarre and wonderful beaches in California as he spends the day at "Bombay Beach." Located on the Salton Sea, he tours the town and talks with the locals about the community and the inland sea that was created in 1905 by flooding the Colorado River.

Visiting...With Huell Howser #502 29 PALMS MURALS

Huell visits the desert community of 29 Palms and takes a very special tour of the 7 historical murals commissioned by the Action Council for 29 Palms.

Visiting...With Huell Howser #718 ECO JEEP TOUR

The final episode of Palm Springs week is a great tour of some of the areas more off beat places and things: walk along the San Andreas Fault, and squeeze into Mystery Canyon, eat a few dates, and learn a thing or two that you didn't know!

Visiting...With Huell Howser #613 HIDDEN DESERT GARDEN

Huell finds a very special garden hidden in the desert near 29 Palms. Ray Hartzell gives the private tour of his magnificent "Hidden Garden."

Huell Howser's Palm Springs Week Series This two-set DVD has over 10 hours of shows from the **Palm Springs Week series**. <http://www.calgold.com/palmsprings/> or call 1-800-266-5727. DVDs in the series include:

Tahquitz Canyon **PSW001** Huell gets a tour of Tahquitz Canyon in Palm Springs with Ron Deluna of the Aqua Caliente Tribe.

Dates **PSW002** Huell Howser finds out all there is to know about dates at the Shields Date Gardens in Indio.

White Water **PSW003** Huell interviews Tom Levy of the Coachella Valley Water District and Jim Kenna from the Palm Springs Bureau of Land Management.

Palm Desert **PSW004** Huell visits Palm Desert with Dan Callahan of the Palm Desert Historical Society and Mayor Buford Crites.

Consignment Stores **PSW005** Huell visits three popular consignment stores along Palm Canyon Drive in Palm Springs--Modern Way, John's Resale Furnishings and Palm Springs Consignment Co.

Racquet Club **PSW006** Huell visits the Racquet Club in Palm Springs, once a favorite spot of celebrities like Cary Grant, Tony Curtis and Marilyn Monroe. Huell also stops by Hope Springs, a beautiful retreat which includes pools fed by natural mineral streams.

Ballantines **PSW007** Huell visits the popular Ballantine's Hotel and the Casa Cody in Palm Springs.

Electric House **PSW008** Huell visits the automated McCullough House in Palm Springs.

Frey House **PSW009** Lydia Kremer of the Palm Springs Desert Museum takes Huell on a tour of the amazing home by architect Albert Frey. He also visits the Hacienda Hoover.

Tahquitz Canyon Update **PSW011** Huell updates his show from last year.

Snow Creek **PSW012** Huell visits this small private community.

Plaza **PSW013** Huell Howser lands in the middle of historic downtown Palm Springs and visits Palm Springs Plaza.

Palm Springs Air Museum **PSW014** Huell Howser visits the Palm Springs Air Museum located at the Palm Springs International Airport. It's full of exhibits depicting aviation history through art, photography, movies, videos and of course aircraft.

Restaurants **PSW015** Huell Howser enjoys a diverse sample of foods from a few of Palm Springs restaurants.

Desert Hot Springs Hotel and Spa **PSW016** The Desert Hot Springs Hotel and Spa has eight pools filled with water ranging from 92 to 140 degrees. Huell Howser joins locals and travelers from around-the-world to soak in the waters and relax in the sun.

Cabot's Adobe **PSW017** Located in Desert Hot Springs, Huell Howser visits Cabot's Old Indian Pueblo Museum. It is an adobe structure built in the early 1900s by the man who discovered the famous mineral springs that gave Desert Hot Springs its name. It's open to the public and houses paintings, furnishings and Native American pottery.

Coachella **PSW018** Huell visits this working man's desert city.

People of Palm Springs **PSW019** Huell Howser meets the people who help make Palm Springs an international travel destination.

'50s Motels **PSW020** The '50s live on in Palm Springs, and Huell Howser visits some of the best examples of the '50's architecture – as featured in motels.

Julius Shulman **PSW021** Julius Shulman, the famed architectural photographer, shares many photos and stories about Palm Springs with Huell Howser.

Living Desert **PSW022** 1,200 acres of amazing flora and fauna in Palm Desert.

New Jeep Tour **PSW024** Huell goes out on an Eco Jeep Tour.

Fountain of Youth **PSW026** Huell visits the Fountain of Youth campground, snowbird RV resort.

Pool Man **PSW027** Huell follows a man who cleans pools as that man travels around in Palm Springs.

Desert Museum Tour **PSW028** Explore the natural, ancient and endangered places in the desert.

Blue Skies Trailer Park **PSW030** Walk back in time as we visit this intact 1950s trailer park started by Bing Crosby and Jack Benny.

Martha's Village **PSW031** Huell goes to Martha's Village and Kitchen, a center where staff take care of Coachella residents in need.

Thunderbird Country Club **PSW032** An insider's tour of the first, 18-hole golf course in the desert whose early members included Lucy and Dezi Arnez.

Indian History **PSW034** Visit the spa where Elvis soaked. Afterward, walk through the magnificent Indian canyons.

Plaza Update **PSW035** Right in the middle of downtown, this historic 1930s plaza has some amazing stories.

O'Donnell House **PSW036** One of the originals, offering not only Spanish architecture, but amazing views.

Polo **PSW040** Take a visit to the huge polo fields, which have made the Coachella Valley a polo center!

Computer Programs useful for the Study of a Community

Neighborhood Map Machine, 2.0 Tom Snyder Productions. With this hands-on computer program, students create maps of their neighborhoods, other communities, or imaginary places. As students create and navigate community maps, they learn challenging concepts such as grid coordinates, location, scale, and compass navigation. Students can customize maps with pictures, movies, and Web links; print maps in multiple sizes; or present them in a slideshow or on the Internet. Tom Snyder Productions 80 Coolidge Hill Rd Watertown MA 02472 (800)-342-0236 <http://www.tomsnyder.com>

TimeLiner, XE Watertown, MA: Tom Snyder Productions. *TimeLiner* is a computer program for creating, illustrating, and printing chronological time lines with ease. Tom Snyder Productions. <http://www.tomsnyder.com> \$99

Early Schools in the Coachella Valley

Palm Springs. Riverside County was created on March 11, 1893 from slices of San Diego and San Bernardino Counties. Coachella Valley's first school was organized that same year in Palm Springs. When Riverside County was formed, control of schools passed to the new county and the Desert School District was organized. It was administered in Banning and consisted of just the elementary grades in Palm Springs. During its first years, the Palm Springs School was held in a private home. In 1895 the first school building was erected. Welwood Murray of Banning and Palm Springs is credited with inducing the Southern Pacific's local authorities to build the little wooden schoolhouse. It was good business for the railroad to encourage travelers to come to Seven Palms on the train, and then travel by wagon down to a settlement which already had a school.

Miss Annie Noble was the district's first teacher. There were 21 students enrolled, 13 Indians and 8 white settlers' children. The average daily attendance was 9 children. Due to the drop of the population in Palm Springs because of an eleven-year drought, it wasn't until the 1920s that there was need for a two-room school. In 1922, Katherine Finchy was hired as the first secondary school teacher in Palm Springs. Some twenty other teachers had preceded her – teachers who had left after a year or so, largely because of loneliness and the desert heat. The student body grew to over 30, so thanks to the owners of the El Mirador Hotel (Mr. and Mrs. P. T. Stevens) a new two-room school was completed in 1930. Miss Finchy eventually became principal of the Frances Stevens School and superintendent of the Desert School District.

Indio. Most of the first settlers in Indio were single men who worked for the railroad. When Edith Mann Ross arrived, the Mann children brought the number of school-age children to seven, the number required by the County of Riverside to justify hiring a teacher. The first classes in Indio were held in a tent, set up east of the railroad station. Indio School District was organized October 2, 1897. In 1897 the classes were moved to a newly completed adobe school house at the corner of Bliss and Fargo Street in Indio on land deeded to the district by George W. Durbrow. Miss Quinn, the first teacher, taught all eight grades, but she lacked enough pupils to fill them. Indio grew and the adobe school was replaced in 1909 by a two-room frame-construction school built at the corner of Bliss and Oasis Streets. [The original adobe schoolhouse became a Methodist church, was damaged in the 1916 floods and was finally destroyed by fire in 1922 or 1923, when it was being used as a feed warehouse.]

Indio's second schoolhouse has been relocated to the campus of the Coachella Valley History Museum where it has been renovated (8616 Miles Avenue, Indio, CA www.coachellavalleymuseum.org, (760) 342-6651). Indio's third schoolhouse, the Lincoln School, was a red hollow-tile structure. There are no known photos of the whole building, but it is known that it was a four-room school.

Torres-Martinez Reservation In 1907, the Indian School at the Torres-Martinez reservation opened. This and its associated buildings are still standing; however, they are in need of repair.

Edom, now called Thousand Palms, was the site of a one-room "Boxcar School," presided over by Della Lindley. Her school became famous across the nation in the 1930s. Her method of teaching appeared as a reference guide in the archives of the Office of Education, Washington D.C. Her students consistently captured county and state honors in 'Our Flag' and 'Constitution' essays, plus the highest elementary scholastic ratings in the county, also in presentations of original plays written by her students.

Teacher Evaluation Form

Dear Teacher:

We hope that you enjoyed this curriculum guide! We'd like to hear from you about what worked for your class and what did not work. What would you like to see changed? Please take a minute to fill out this form and mail it to the address listed below. Thank you for your time.

1. Which parts of the Teacher Guide did you find the most useful? (Check all that apply.)

<input type="checkbox"/> Lesson Activities	<input type="checkbox"/> Background Information
<input type="checkbox"/> Handouts	<input type="checkbox"/> Extended Activities
<input type="checkbox"/> Relation to Content Standards	<input type="checkbox"/> Resources

2. Did you use this material as__ part of a workshop or __ on your own?

3. What should be added in future guides?_____
- _____
- _____

4. What should be deleted in future guides?_____
- _____

5. Will you keep this guide for future reference? Pass it to another teacher?_____

6. Did the guide meet your expectations? Suggestions for improvement are welcome._____
- _____

7. Which grades would most benefit from this guide?_____

8. For which subjects are these materials most appropriate?_____
- _____

(Optional) Teacher's Name_____

Grade(s) you Teach _____ Subjects_____

School Name _____ District _____

We appreciate your opinions. Please return this form to:

Dr. Priscilla H. Porter
Teacher Education Office
Palm Desert Campus
California State University San Bernardino
37-500 Cook Street
Palm Desert, California 92211