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Primary Sources: California

This sample includes the following:

Teacher's Guide Cover (1 page)

Table of Contents (2 pages)

How to Use This Product (3 pages)

Lesson Plan (4 pages)

Photograph Card (2 pages)

To Create a World ⁱⁿ which
Children Love to Learn!

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EXPLORING HISTORY THROUGH
PRIMARY SOURCES

California

Teacher's Guide



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How to Use This Product

With its authentically re-created primary source documents, captivating photographs, and easy-to-follow lessons, the Primary Sources series allows teachers and students to expand their study of history beyond the textbook and classroom. The resources included in this series assist busy teachers in presenting innovative primary source lessons that meet the National Council for the Social Studies (2010) standards and the C3 Framework.

The contents of this kit provide teachers with all they need to accomplish the lessons without additional research or planning. Teachers have print and digital photographs and documents at their fingertips and do not need to rush to find such resources. Activities are varied, interesting, challenging, and engaging.

By participating in the lessons provided in this kit, students will do the following:

- articulate their observations
- analyze what they see
- improve their vocabularies
- build literacy skills
- strengthen critical-thinking skills
- be prompted by visual clues
- compare their assumptions against those of others
- expand their appreciation for other time periods

By presenting the lessons in this book, teachers will do the following:

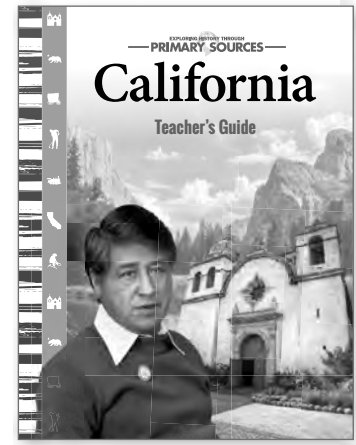
- improve students' test scores and test-taking skills
- meet curriculum standards
- create a learning environment that extends beyond the classroom
- encourage students to take active roles in their learning
- develop critical-thinking skills in students

How to Use This Product *(cont.)*

Teacher's Guide

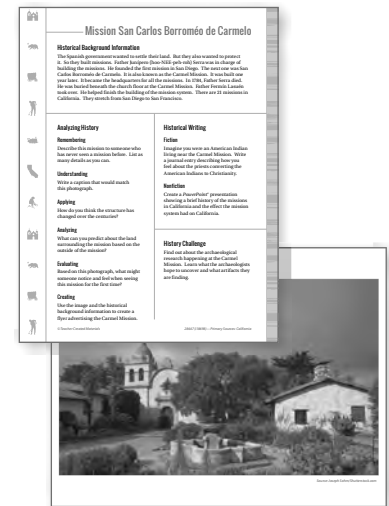
The Teacher's Guide includes the following:

- introductory lesson
- 8 photograph card lessons
- 8 primary source lessons
- learning outcomes
- materials lists
- discussion questions
- extension activities
- historical background information
- reproducible student activity sheets
- document-based assessments
- culminating activities
- student glossary
- suggested literature and websites



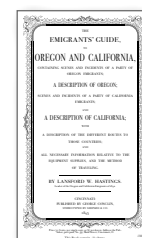
Photograph Cards

The photograph cards provide captivating images along with background information and activities for teacher and student use. The lesson plans do not refer to each of the sections on the backs of the photograph cards. Teachers can use these activities in ways that best suit their classroom needs (group work, individual work, learning center, etc.). Each photograph card includes: a primary source image with historical background information; Bloom's taxonomy questions or activities; historical writing prompts (fiction and nonfiction); and a history challenge featuring an engaging and challenging activity.



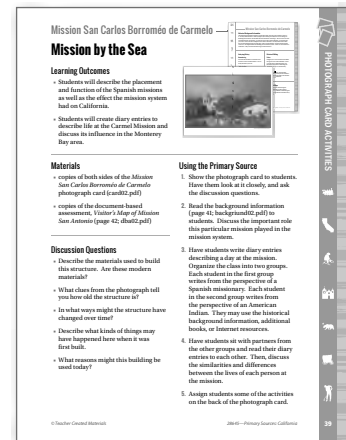
Primary Source Documents

Facsimiles of primary source documents are provided in both authentic-looking print formats and in digital formats within the Digital Resources. The documents come in varying sizes.



Lesson Plans

Each lesson plan includes discussion questions and an engaging activity to help students analyze the primary source. Historical background information is included for each topic. The *Student Glossary* on pages 124–125 has supporting definitions for words in the texts and should be shared with students as necessary. The concluding activity for each lesson is a document-based assessment. This one-page assessment allows students to further practice primary source analysis.

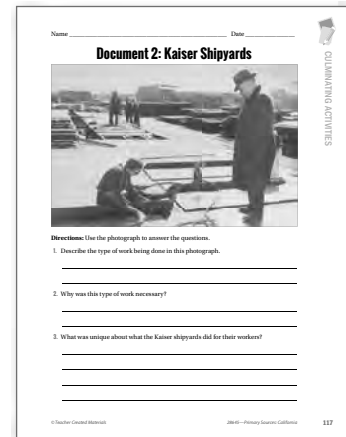


Culminating Activities

Culminating activities are provided to help students synthesize the information they have learned throughout this unit of study. First, students will complete a document-based question task (DBQ). A DBQ is a special type of essay question. Documents are provided for students to analyze and use to support their responses to the question or prompt. When writing a response to a DBQ, students use general information they have learned along with specific evidence from the documents. The purpose of a DBQ is to help students think like historians. Analyzing and using primary sources is an effective way to practice this skill.

DBQs also help students improve their writing skills. Students have to write strong theses, use evidence to support arguments, and make connections between different pieces of evidence. They will also be better able to analyze the author's purpose, point of view, and bias.

Finally, students will complete a culminating group activity. This fun activity allows students to draw upon what they have learned throughout the unit of study.



Digital Resources

The Digital Resources include: digital copies of the photographs and primary source documents; additional primary sources to support and enrich the lessons; student reproducibles; analysis activity sheets discussed on pages 10–20; and a detailed listing of the original locations of all primary sources in the collection. See page 128 for more information.



Chinese Gold Miners

Panning for a New Life

Learning Outcomes

- Students will discuss the diverse immigration and migration to California between 1850 and 1900 and the specific discrimination Chinese immigrants faced.
- Students will write newspaper articles describing the contributions of the Chinese immigrants in California.



Chinese Gold Miners	
<p>Historical Background Information</p> <p>In 1848, gold was discovered in California. People starting coming from all over the world to mine for gold. They used simple tools to pan for gold. Word of the discovery did not spread widely for a few years. When people arrived from the East Coast or from other countries, a large amount of the gold had already been discovered. Unfortunately, Chinese workers came to make money in hopes of better lives. It was more challenging for the Chinese though. People did not understand the culture. So they were often discriminated against. Not many Chinese immigrants could get jobs in the mines. The few who did had to work for very little money. But a new opportunity for work became available. A new railroad was being built. Chinese workers who could not find jobs in the gold mines went to work on the railroad.</p>	
<p>Analyzing History</p> <p>Remembering</p> <p>Who are the people in the photograph and what is between them?</p>	<p>Historical Writing</p> <p>Fiction</p> <p>Predict what these people may have done immediately after this picture was taken. Write a short story about their lives.</p>
<p>Challenge</p> <p>Write a newspaper article for the Chinese American in California state legislature. This person's contribution to the state is...</p>	

Materials

- copies of both sides of the *Chinese Gold Miners* photograph card (card04.pdf)
- copies of the historical background information (page 49; background04.pdf)
- copies of the document-based assessment, *Chinese Exclusion Act* (page 50; dba04.pdf)

Discussion Questions

- What stands out the most to you about the people in the photograph?
- What other items do you notice in the photograph?
- How do you know what kind of work is being done?

Using the Primary Source

1. Make copies of the photograph, and cut the copies in half. Distribute the two halves equally to the class. Ask the discussion questions, and have students describe their halves of the photograph. Have students focus on the similarities. Then, show students the full photograph and ask the following questions: *Why are the two groups of men separated?* and *What does this tell you?*
2. Provide the historical background information to students. Work with students to read the text. Allow time for students to write on their copies, noting places where the Chinese workers had to overcome obstacles.
3. Explain to students that they will write articles for a Chinese newspaper. Their articles should focus on the Gold Rush and the building of the Transcontinental Railroad. The articles should explain the type of work Chinese immigrants did and the conditions they survived. Students may work in small groups.
4. Assign students some of the activities on the back of the photograph card.



Panning for a New Life *(cont.)*

Extension Ideas

- Research other contributions the Chinese have made in California. Study the major centers of Chinese culture in California, including Chinatowns in San Francisco, Oakland, and Los Angeles.

Document-Based Assessment

1. Distribute copies of *Chinese Exclusion Act* to students. A digital copy of the document is provided in the Digital Resources (exclusionact.jpg).
2. Tell students to use what they learned about the Gold Rush to respond to the questions.

Answer Key

Photograph Card

Remembering: White American miners, Chinese miners, and a sluice box

Understanding: panning for gold and using a sluice box and other mining tools

Applying: Conditions were difficult, dangerous, harsh, and challenging.

Analyzing: Race is the reason for working on opposite sides.

Evaluating: Miners are dirty, tired, and working in difficult, segregated conditions.

Creating: Brochures should advertise a chance of striking it rich.

Fiction: Stories should include proper narrative structure, should start after the picture is taken, and should include the concept of segregation of the two groups.

Nonfiction: The quotation relates to the photograph and to the racial segregation at the time. Responses to the statement will vary but should include ideas of equality and fairness.

History Challenge: In 1966, March Fong Eu became the first Asian Pacific Islander woman and Chinese American elected to the legislature. She fought for environmental issues and women's rights.

Chinese Exclusion Act (page 50)

1. ship captains who transport Chinese labors
2. by ship on the ocean
3. European Americans did not want to compete with Chinese laborers who worked for less money.





Panning for a New Life *(cont.)*

Historical Background Information

The California Gold Rush was in the 1850s. It brought thousands of people from around the world to California. Many of the **emigrants** were from China. These men came to America to discover gold. They wanted to better their lives. It was a long journey from China, and it cost a lot of money.

The Chinese workers came to San Francisco on ships. By the time most of them arrived, they faced **discrimination** in the gold mines. So they had little success. They could not afford to go back home, so they looked for other jobs.

Some of the large gold mining companies hired Chinese workers. They built large mines with **troughs** that diverted water and **silt** from the rivers into the mines. The men panned for gold in small troughs. Any gold that was found was given to the mining company. Chinese immigrants worked alongside Irish immigrants. The Chinese workers received much lower pay. Many people did not like the Chinese people due to cultural differences.

The search for gold slowed. So some Chinese immigrants took jobs building railroads. The Gold Rush led to the building of the Transcontinental Railroad. This allowed more people and supplies to be sent to California. The Pacific Railroad Company didn't have enough workers. It needed to hire more people. It was suggested to use Chinese **laborers**. The company did not hire

them at first. The owners didn't believe they would be able to do such hard work. Those thoughts changed when it was pointed out that the Chinese built the Great Wall of China.

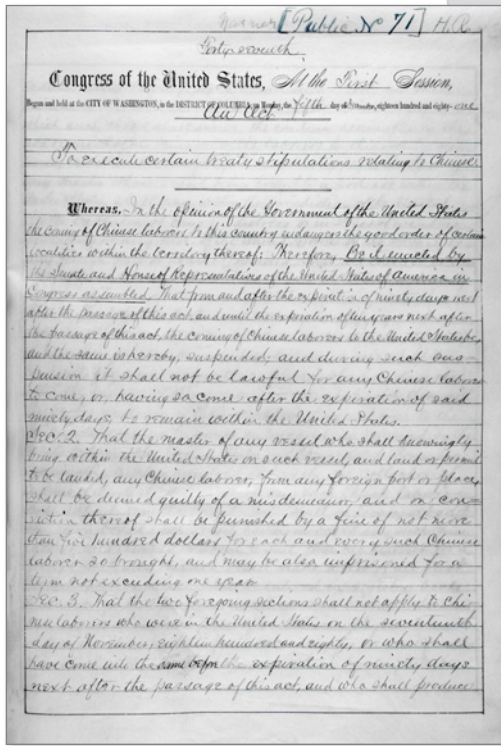
Work was slow at first, but Chinese workers used special techniques to make it faster. They were lowered in baskets from steep cliffs. Then, they chipped at the rocks and planted dynamite. This work was dangerous. Hundreds of men died. By 1868, two-thirds of the workers were Chinese.

On May 10, 1869, the two sides of the Transcontinental Railroad met in Utah. The majority of the workers on the western parts of the railroad were Chinese. However, they were not included in the photographs of the event. It should not be forgotten that Chinese workers made important **contributions** to both gold mining and the railroads.



Name _____ Date _____

Chinese Exclusion Act



SEC. 2. That the master of any vessel who shall knowingly bring within the United States on such vessel, and land or permit to be landed, any Chinese laborer, from any foreign port or place, shall be deemed guilty of a misdemeanor, and on conviction thereof shall be punished by a fine of not more than five hundred dollars for each and every such Chinese laborer so brought, and maybe also imprisoned for a term not exceeding one year.

Directions: This is the text of Section 2 of the Chinese Exclusion Act. Answer these questions about the text.

1. In Section 2 of the Chinese Exclusion Act, who is being punished?

2. How do you think most Chinese people were coming to California?

3. Why do you think this section specifies banning laborers?



Source: Cased photographs selected from the collections of the California Historical Section of the California State Library



Chinese Gold Miners



Historical Background Information

In 1848, gold was discovered in California. People starting coming from all over the world to mine for gold. They used simple tools to pan for gold. Word of the discovery did not spread widely for a few years. When people arrived from the East Coast or from other countries, a large amount of the gold had already been discovered. Like others, Chinese workers came to make money in hopes of better lives. It was more challenging for the Chinese, though. People did not understand the culture. So they were often discriminated against. Not many Chinese immigrants could get jobs in the mines. The few who did had to work for very little money. But a new opportunity for work became available. A new railroad was being built. Chinese workers who could not find jobs in the gold mines went to work on the railroad.



Analyzing History

Remembering

Who are the people in the photograph and what is between them?



Understanding

What evidence supports what the people in this photograph are doing?



Applying

Based on the photograph, what were the conditions like during the Gold Rush?



Analyzing

Explain why the groups might be working on opposite sides of the structure.



Evaluating

What evidence from the photograph accurately portrays life for miners?



Creating

Write the brochure to go with the photograph that will convince people to come to the gold mines.



Historical Writing

Fiction

Predict what these people may have done immediately after this picture was taken. Write a short story about what happens.

Nonfiction

In his inaugural speech, California Governor Leland Stanford promised to rid the state of the “dregs of Asia.” He later recalled his statement, but it still remains on record today. Explain how the quotation relates to this photograph and the people depicted in it. Then, prepare a response to his statement that you would have given him if you had lived at that time.

History Challenge

Research the first Chinese American to serve in the California state legislature. What was this person’s contribution to the state?