



IMPACT
CALIFORNIA
SOCIAL STUDIES

California

A Changing State

INQUIRY JOURNAL



**Mc
Graw
Hill
Education**



4

The Golden State

Lesson 1

The Bear Flag Republic

Lesson 2

The Gold Rush

Lesson 3

California Becomes a State



What Early Events and People Defined the State of California?

In this chapter, you'll read about how California changed between the years of 1845 and 1851. You'll explore the events and people that caused these changes.

COLLABORATE



Talk About It

Discuss with a partner questions you have about what California was like under Mexican rule and how California changed when it joined the United States. As you research the events and people that defined California as a state, look for answers to your questions. Let's get started!

My Research Questions

1. _____

2. _____

3. _____



Inquiry Project

Timeline of People and Events in California 1845–1851

In this project you'll work with a team to create a timeline poster that shows the events and people who made great changes to California during the period of 1845 to 1851.

Here's your project checklist.

- ☐ **Discuss** with your group which people and events to include on the timeline.
- ☐ **Decide** who will research which person or event. Each team member will have an assignment.
- ☐ **Research** your person or event and their importance to California's growth. To guide your research, write a list of questions you want to answer.
- ☐ **Analyze** your research, and select the information you would like to include on your section of the timeline.
- ☐ **Discuss** your person or event with your team. Explain what you would like to include on the timeline, and support your opinions with evidence.
- ☐ **Create** captions and visuals to make your section interesting and easy to understand.

Explore Words

Complete this chapter's Word Rater.
Write notes as you learn more about each word.

amendment *My Notes*

☐ Know It!

☐ Heard It!

☐ Don't Know It!

boomtown *My Notes*

☐ Know It!

☐ Heard It!

☐ Don't Know It!

claim *My Notes*

☐ Know It!

☐ Heard It!

☐ Don't Know It!

compromise *My Notes*

☐ Know It!

☐ Heard It!

☐ Don't Know It!

constitution *My Notes*

☐ Know It!

☐ Heard It!

☐ Don't Know It!

delegates

My Notes

- ☐ Know It!
- ☐ Heard It!
- ☐ Don't Know It!

Manifest Destiny

My Notes

- ☐ Know It!
- ☐ Heard It!
- ☐ Don't Know It!

republic

My Notes

- ☐ Know It!
- ☐ Heard It!
- ☐ Don't Know It!

treaty

My Notes

- ☐ Know It!
- ☐ Heard It!
- ☐ Don't Know It!

How Did War and Revolt Affect California?

Lesson Outcomes

What Am I Learning?

In this lesson, you are going to use your investigative skills to explore how California became part of the United States.

Why Am I Learning It?

Reading and talking about how California became a state will help you better understand the state of California as it is today. You will also learn about the reasons for the American expansion westward to the Pacific.

How Will I Know That I Learned It?

You will be able to identify the chronology of events leading up to the addition of California to the United States. You will be able to state an opinion about the process of American expansion into California. You will also be able to support your opinion with evidence.

Talk About It



Inspect Look at the picture. What is happening? What do you learn about the time period? Read the text. What idea does it express? How might it connect to the picture?



soldiers fighting in the Mexican-American War, 1846–1848

PRIMARY SOURCE

In Their Words... William Gilpin

“The . . . destiny of the American people is to subdue the continent—to rush over this vast field to the Pacific Ocean—to animate the many hundred millions of its people, and to cheer them upward—to set the principle of self-government at work . . . to set free the enslaved . . . to teach old nations a new civilization—to confirm the destiny of the human race . . . to dissolve the spell of tyranny and exalt charity—to absolve the curse that weighs down humanity, and to shed blessings round the world!”

—From an address to the U.S. Senate, March 2, 1846

1 Inspect

Read Look at the title. What do you think this text will be about?

- **Circle** words you don't know.
- **Underline** clues that help you answer these questions: "Why did Americans want to settle in the West? How did their wants conflict with those of the inhabitants?"
- **Discuss** with a partner what the term Manifest Destiny means and what role this concept played in the conflict.

My Notes

Manifest Destiny

In the early 1800s, people from the United States traveled westward and settled in territories. They could claim land to farm and to build a house on. Some of these territories belonged to the United States, but some belonged to Mexico. American Indians lived in all of the territories. To many people already living there, the American settlers seemed like intruders.

Many Americans believed that it was the *destiny*, or fate, of the United States to occupy the land between the Atlantic and Pacific Oceans. They believed that this destiny was *manifest*, or obvious. This belief was called **Manifest Destiny**. People who believed in Manifest Destiny thought that the United States had the right to take the land because they were meant to have it and because they were bringing a better way of life to the people there.

On March 2, 1846, William Gilpin addressed the United States Senate. Gilpin was an advisor to President Polk and a passionate believer in Manifest Destiny. He hoped to win the U.S. Senate members over to the cause. Reread his words on page 141.

At this time, the U.S. did not own land all the way west to the Pacific. Mexico and the U.S. shared a border, but it was not stable. Mexico and the Republic of Texas were already disputing land north of the Rio Grande.



The United States, 1844

2 Find Evidence

Reread How do the words of William Gilpin on page 141 help you understand Manifest Destiny? What do you think Gilpin is talking about when he says, “to animate the many hundred millions of its people, and to cheer them upward—to set the principle of self-government at work”?

Reread What does the word *subdue* mean? What is another word that has the same meaning?

3 Make Connections

Talk Discuss with a partner why people who believed in Manifest Destiny thought that the United States had a right to take over the western territories.

Discuss reasons other people might have had for disagreeing with Manifest Destiny.

Explore Main Idea and Key Details

Finding the main idea and key details in a text can help you to better understand what you are reading. The main idea is the most important idea that a writer presents in a text or part of a text. Key details give important information that support the main idea.

1. Read the text once all the way through.

This will help you understand what the text is about.

2. Look at headings, quotations, and images.

Does the heading help you identify the main idea? Is there a quote or an image that supports what you're reading about?

3. Identify the key details.

Underline details that help you understand westward expansion and the concept of Manifest Destiny.

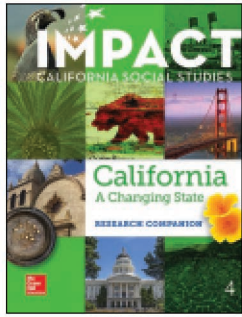
4. Find out what the key details have in common.

How are the details connected? This will help you figure out the main idea of a section.



Based on the text you read, work with your class to complete the chart below.

Main Idea	Details
The United States believed in Manifest Destiny.	



Investigate!

Read pages 162–169 in your Research Companion. Use your investigative skills to identify the main ideas and supporting details of each section. Use the chart to organize information.

Main Idea	Details
Main Idea	Details

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Talk About It



Defend Your Position

Read your editorial aloud to a partner. Discuss the facts and details that you think best support your opinion. Are there any other reasons you can think of that support your position?



Connect to the



Pull It Together

How did the Mexican War and the Bear Flag Revolt affect California in the past and for present and future generations?



Inquiry Project Notes

How Did the Gold Rush Change California?

Lesson Outcomes

What Am I Learning?

In this lesson, you're going to use your investigative skills to understand how the Gold Rush changed California.

Why Am I Learning it?

Reading and talking about the people and events of the Gold Rush will help you understand how the Gold Rush had a lasting effect on the settlements, daily life, politics, and environment of California.

How Will I Know That I Learned It?

You will be able to explain some of the ways women and various ethnic groups changed California during the time of the Gold Rush.

Talk About It

COLLABORATE



Look closely Examine the photographs. Who do you think these people are? When and where do you think these photos were taken? Why do you think so?

The Gold Rush brought a diverse population to California.



(t)Hulton Archive/Getty Images; (c)Fotosearch/Archive Photos/Getty Images; (b)Topham/The Image Works

1 Inspect

Read Find information about Louise Clappe and her letter as Dame Shirley. When and where was the letter written?

- **Underline** clues that help you answer these questions:
 - Who is Louise Clappe?
 - What main event does she tell about in her letter?
 - What is the effect?
- **Discuss** with a partner how the letter helps you understand life among the miners.

My Notes

The Letters of “Dame Shirley”

Louise Clappe came to California in 1849 with her husband, Fayette. They lived in the mining camps, where Fayette worked as a doctor. They also searched for gold. Louise Clappe wrote twenty-three colorful letters to her sister Molly in Massachusetts. The letters were later published in *Pioneer* magazine. Clappe described life in the mining camps and signed her letters as “Dame Shirley.” Her letters help us understand the daily life of the miners, who were called “forty-niners.”

PRIMARY SOURCE

In Their Words... “Dame Shirley”

RICH BAR, EAST BRANCH of the NORTH FORK of FEATHER RIVER

September 20, 1851

“... Through the middle of Rich Bar runs the street, thickly planted with about forty tenements, among which figure round tents, square tents, plank hovels, log cabins, etc. ... I was introduced to one of the finders of Rich Bar,—a young Georgian,—who afterwards gave me a full description of all the facts connected with its discovery. This unfortunate had not spoken to a woman for two years, ... Mr. H. informed me that on the 20th of July, 1850, it was rumored at

TEXT: Louise Amelia Knapp Smith Clappe. *The Shirley Letters From California Mines in 1851-52 Being a Series of Twenty-Three Letters from Dame Shirley (Mrs. Louise Amelia Knapp Smith Clappe) to her Sister in Massachusetts and now Reprinted from the Pioneer Magazine of 1854-55.* San Francisco: Thomas C. Russell, 1922.

Nelson's Creek—a mining station ... —that ... [somebody] had discovered mines of a remarkable richness.... A large company packed up their goods and chattels, generally consisting of a pair of blankets, a frying-pan, some flour, salt pork, brandy, pickax and shovel, and started for the new Dorado. They "traveled, and traveled, and traveled," as we used to say in the fairy-stories, for nearly a week, in every possible direction, when, one evening, weary and discouraged, about one hundred of the party found themselves at the top of that famous hill which figures so largely in my letters, whence the river can be distinctly seen. Half of the number concluded to descend the mountain that night, the remainder stopping on the summit until the next morning. On arriving at Rich Bar, part of the adventurers camped there, but many went a few miles farther down the river. The next morning, two men turned over a large stone, beneath which they found quite a sizable piece of gold. They washed a small panful of the dirt, and obtained from it two hundred and fifty-six dollars. Encouraged by this success, they commenced staking off the legal amount of ground allowed to each person for mining purposes, and, the remainder of the party having descended the hill, before night the entire bar was "claimed."

—Reprinted from *The Pioneer*, April 1854.

2 Find Evidence

Reread Notice the details given in the letter about Rich Bar. How does Clappe describe life in the gold mining camp of Rich Bar?

How is information from a firsthand account different from other sources of information?

Reread her description about the discovery of gold. What does the word *chattel* mean? Name a word that has almost the same meaning.

Why do you suppose "Dame Shirley" tells her sister about chattels?

3 Make Connections

Talk With a partner, discuss the events that "Dame Shirley"



describes. Point out some of the interesting words that she uses. What opinions does she seem to have about life among the miners?

Explore Cause and Effect

A **cause** is why something happens. An **effect** is the result of what happens. An event can be either a cause or an effect.

To find a cause and its effect:

1. Read the text all the way through.

This will help you understand what the text is about.

2. Reread the text and look for a detail that tells you what or why something happened.

This is a cause. Circle it.

3. Reread the text again and look for a detail that tells you the result of what happened.

This is the effect. Underline it.

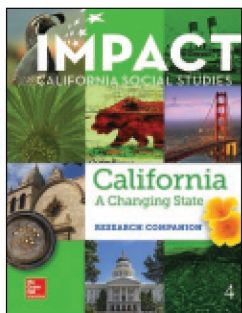
4. Finish the cause-and-effect statement.

Because of _____, the result was _____.



Based on the text you read, work with your class to complete the chart below.

Cause	Effect
Two men found a sizeable piece of gold.	
It was rumored that gold was found at Nelson's Creek.	



Investigate!

Read pages 170–179 in your Research Companion. Use your investigative skills to identify causes and effects of the Gold Rush that affected California’s population, economy, and environment.

Cause	Effect

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Talk About It



Compare and Contrast

Exchange scripts with a classmate. Compare and contrast events or conflicts. Discuss how you might rewrite scripts, including solutions to conflicts.



Connect to the



Pull It Together

How did the Gold Rush change the population and environment of California?



Inquiry Project Notes

Why Is It Important That California Became a State?

Lesson Outcomes

What Am I Learning?

In this lesson, you are going to use your investigative skills to explore the important issues that led to California becoming a state.

Why Am I Learning It?

Reading and talking about these issues will help you understand the importance of California becoming a state.

How Will I Know That I Learned It?

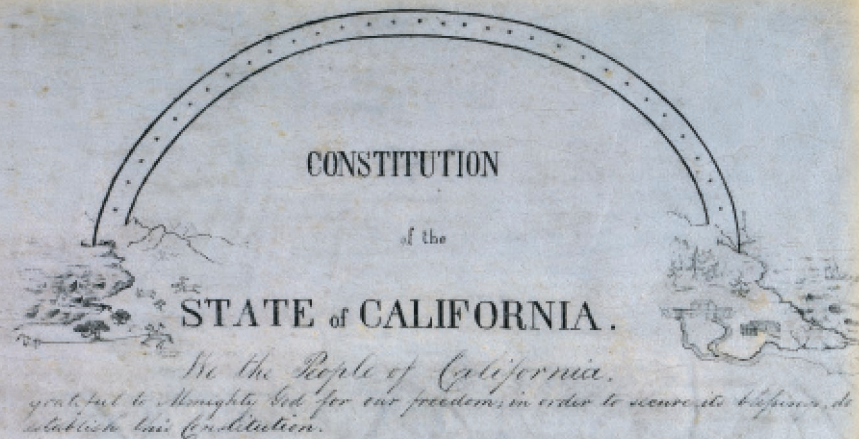
You will be able to identify the events leading up to California becoming a state, explain why the issue of slavery was so important, and compare California's new government to previous Spanish and Mexican governments.

Talk About It

COLLABORATE



Look at the document. What do you know about the Constitution of the United States? How do you think a state constitution might be the same? What might be different?



Article I.

Declaration of Rights.

Section 1.

All men are by nature free and independent, and have certain inalienable rights, among which are those of enjoying and defending life and liberty, acquiring, possessing, and protecting property, and pursuing and obtaining safety and happiness.

Sec. 2.

All political power is inherent in the people. Government is instituted for the protection, security, and benefit of the people, and they have the right to alter or reform the same, whenever the public good may require it.

Sec. 3.

The right of trial by jury shall be secured to all, and remain inviolate forever; but a jury trial may be waived by the parties, in all civil cases, in the manner to be prescribed by law.

Sec. 4.

The free exercise and enjoyment of religious opinions and worship, without discrimination or preference, shall forever be allowed in this State; and no person shall be rendered incompetent to be a witness on account of his opinion on matters of religious belief; but the liberty of conscience hereby secured, shall not be so construed, as to license acts of licentiousness, or justify practices inconsistent with the peace or safety of this State.

Sec. 5.

The privilege of the writ of habeas corpus shall not be suspended, unless when, in cases of rebellion or invasion, the public safety may require its suspension.

Sec. 6.

Excessive bail shall not be required, nor excessive fines imposed, nor shall cruel or unusual punishments be inflicted, nor shall witnesses be unreasonably detained.

The Constitution of California was written in 1849.

1 Inspect

Read Look at the title. What does the word *government* mean to you?

- **Circle** words and phrases you don't know.
- **Underline** words or phrases that help you understand the meanings of new words.
- **Highlight** important events and facts.

My Notes

A Call for New Government

California's path toward statehood began after the Mexican War and the discovery of gold. After the war, California was part of the United States, but it was not a state. The United States Congress of 1848 and 1849 took no action to set up the government as either a territory or a state.

The Gold Rush brought many people to California. Californians wanted to make their own laws. They could not vote or choose their leaders. Instead, military governors were appointed. Because there was no court system, people in mining camps and towns were making up their own laws. California had reached a turning point.

General Bennett F. Riley, the last military governor, took action. On June 3, 1849, he called for an election of **delegates**. Delegates would represent the people. They would write a plan for government, a **constitution**. After being in session for forty-three days, the delegates adopted a constitution for California.

PRIMARY SOURCE

In Their Words...

General Bennett F. Riley

“The people are now called upon to form a government for themselves, and to designate such officers as they desire to make and execute the laws. That their choice may be wisely made, and that the government so organized may secure the permanent welfare and happiness of the people of the new State, is the sincere and earnest wish of the present Executive, who, if the Constitution be ratified, will, with pleasure, surrender his powers to whomsoever the people may designate as his successor.”

—October 12, 1849, proclamation to the people of California

2 Find Evidence

Reread How do you think General Riley feels about making this proclamation? What words does he use to let you know how he feels about his role in the new government?

What words or phrases tell you the purpose of the constitution?

3 Make Connections

Talk Discuss with a partner why California needed a constitution.



Give reasons based on text evidence.

Explore Chronology

Putting events in order while you read, or identifying the **chronology**, will help you understand the relationship between events.

1. Read the text once all the way through.

To get an overall sense of what a text is about, read it all the way through without stopping.

2. Reread a second time.

Ask yourself questions as you read a second time.

3. Notice how the text is organized.

Look for clues that tell time order. Do you see dates or time order words such as *first*, *second*, *then*, *after*, or *finally*?

4. Look at text features.

Do text features, such as headings, photos, or timelines, help you put events in order?

5. Identify the most important events.

While reading, ask yourself what key facts about each event show that it was important to California becoming a state.



Based on the text you read, work with your class to complete the chart below.

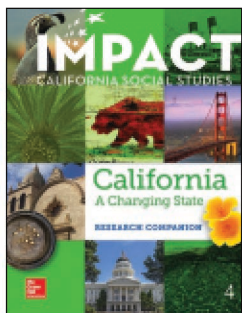
Event:

Key Facts:



Event:

Key Fact:



Investigate!

Read pages 180–189 in your Research Companion. Use your investigative skills to identify the chronology of events that led to California becoming a state. Use the chart to organize information.

Event:

Key Facts:



Event:

Key Facts:



Event:

Key Facts:



Event:

Key Facts:

Think About It

Review Your Research

Based on the information you have gathered, what events made it important for California to become a state?

Write About It

Explain

Why was the issue of slavery so important when California joined the United States?

Write and Cite Evidence

List the main concerns each side of the debate had about California joining the United States as a free state. Explain why each concern mattered and whether it was important to the debate. Use text evidence.

Talk About It



Compare

Exchange your work with a classmate. Take turns discussing the concerns you found about the issue of slavery and California's statehood. Did your partner find concerns different from yours?



Connect to the



Pull It Together

Think about the importance of California becoming a state. What decisions needed to be made? What obstacles were overcome?



Inquiry Project Notes



Inquiry Project Wrap Up

Timeline of People and Events in California 1845–1851

Now's the time for your team to share your timeline poster with the rest of the class. Here's what to do.

Use the timeline poster to show events and people who brought changes to California from 1845–1851.

- ☐ Display and explain your timeline, pointing out the information or illustrations you included about key people and events.
- ☐ Defend your information by citing valid text evidence.
- ☐ Talk about your method for determining which people or events to include on your timeline.

Tips for Presenting

Remember these tips when you present to your class.

- ☐ *Practice what you will say and do.*
- ☐ *Take turns with members of your team to carry out assigned roles.*
- ☐ *Speak clearly and not too quickly or slowly.*
- ☐ *Explain captions, illustrations, or visuals.*

Project Rubric

Use these questions to help evaluate your project.

	Yes	No
Did I collaborate to meet our goal?		
Did I help conduct research and answer the questions I prepared?		
Did I accomplish my individual assignment and include research about a person or event?		
Did I include media in my research?		

Project Reflection

Think about the timeline poster that your team made and what you contributed to it. Describe something you think was successful. Is there anything you would do differently in another project?

A Growing State

Lesson 1

The Transportation Revolution

Lesson 2

Immigrants in the New State

Lesson 3

A Thirsty State



How Did California Change After Becoming a State?

In this chapter, you'll explore how California connected to the rest of the country. You'll also read about the problem of too little or too much water.

COLLABORATE

Talk About It

Discuss with a partner questions you have about how California's immigrants helped to connect it to the rest of the country and how the state solved its problems with water. As you research the people, events, and ideas from these early days of building a state economy, look for answers to your questions. Let's get started!

My Research Questions

1. _____

2. _____

3. _____



Inquiry Project

Our Growing State Photo Album

You will work with a team to create a photo essay that explains changes in the state of California from 1850 to the present. It should look like a photo album. Focus on California's growth in transportation and the effect of immigrant labor on the state. Also include California's efforts to deal with water problems. You will select images to represent these changes. Remember to describe and explain the images with captions.

Here's your project checklist.

- ☐ **Analyze** the task. Make sure you understand what to do and include.
- ☐ **List** the topics and people who are important to this part of California's history.
- ☐ **Research** the events and individuals you think will help you tell the story.
- ☐ **Gather** images of people or scenes that represent the points of your photo essay.
- ☐ **Write** captions or paragraphs to describe or explain each image.
- ☐ **Organize** your images to tell the story of how transportation, immigration, and water developments changed California and its people.

Explore Words

Complete this chapter's Word Rater.
Write notes as you learn more about each word.

aqueduct

My Notes

- ☐ Know It!
- ☐ Heard It!
- ☐ Don't Know It!

communication

My Notes

- ☐ Know It!
- ☐ Heard It!
- ☐ Don't Know It!

deport

My Notes

- ☐ Know It!
- ☐ Heard It!
- ☐ Don't Know It!

discrimination

My Notes

- ☐ Know It!
- ☐ Heard It!
- ☐ Don't Know It!

drought

My Notes

- ☐ Know It!
- ☐ Heard It!
- ☐ Don't Know It!

investor

My Notes

- ☐ Know It!
- ☐ Heard It!
- ☐ Don't Know It!

levee

My Notes

- ☐ Know It!
- ☐ Heard It!
- ☐ Don't Know It!

refrigeration

My Notes

- ☐ Know It!
- ☐ Heard It!
- ☐ Don't Know It!

reservoir

My Notes

- ☐ Know It!
- ☐ Heard It!
- ☐ Don't Know It!

transcontinental

My Notes

- ☐ Know It!
- ☐ Heard It!
- ☐ Don't Know It!



Lesson

1

What Role Did the Transportation Revolution Play in the Growth of California?

Lesson Outcomes

What Am I Learning?

In this lesson, you're going to use your investigative skills to learn about the role that transportation played in California.

Why Am I Learning It?

Reading and talking about the transportation revolution will help you learn more about how California grew and changed after becoming a state.

How Will I Know That I Learned It?

You will be able to give examples of how transportation helped California grow.

Talk About It

COLLABORATE



Look at the poster. What type of job service is this poster advertising? How would you describe the job?

PONY EXPRESS!

CHANGE OF
TIME!



REDUCED
RATES!

10 Days to San Francisco!

LETTERS

WILL BE RECEIVED AT THE

OFFICE, 84 BROADWAY,

NEW YORK,

Up to 4 P. M. every TUESDAY,

AND

Up to 2½ P. M. every SATURDAY,

Which will be forwarded to connect with the PONY EXPRESS leaving
ST. JOSEPH, Missouri,

Every WEDNESDAY and SATURDAY at 11 P. M.

TELEGRAMS

Sent to Fort Kearney on the mornings of MONDAY and FRIDAY, will connect with **PONY** leaving St. Joseph, WEDNESDAYS and SATURDAYS.

EXPRESS CHARGES.

LETTERS weighing half ounce or under.....\$1 00

For every additional half ounce or fraction of an ounce 1 00

In all cases to be enclosed in 10 cent Government Stamped Envelopes,

And all Express CHARGES Pre-paid.

 PONY EXPRESS ENVELOPES For Sale at our Office.

WELLS, FARGO & CO., Ag'ts.

New York, July 1, 1861.

Advertisement for
Pony Express.

1 Inspect

Read Look at the title. What do you think this article will be about?

- **Circle** words and phrases you don't know.
- **Underline** clues that tell you what those words mean.

My Notes

A Dangerous Job

Transportation is the movement of people and goods. It took a long time to get news, mail, supplies, or people to California from the East. To speed **communication**, stagecoaches began delivering the mail. A stagecoach is a carriage pulled by horses.

“Charley” Parkhurst worked for a stagecoach company called Wells Fargo & Co. Being a stagecoach driver was dangerous and hard work. Drivers had to be tough. Stagecoach companies only hired men who were willing to risk their lives. Parkhurst had a scar, an eye patch, and weathered skin.

Parkhurst was a bold and daring stagecoach driver. Parkhurst navigated many difficult trails. Experienced drivers such as Parkhurst were called “whips.” Whips skillfully handled their “six-ups,” or six horses. It took strength to steer the horses to safely guide the stagecoach.

Later, people found out that “Charley” Parkhurst was really a woman named Charlotte Parkhurst. Because stagecoach companies hired only men, Parkhurst dressed as one to get the job.



A stagecoach driver had a dangerous job.

PRIMARY SOURCE

In Their Words...

"Charley was a great 'whip' and when he pulled into the old Nebraska house with a beautifully equipped 20 passenger Concord coach, drawn by six mustangs, as mettlesome as quarter horses, it was an inspiring scene indeed."

"How deftly he, with his right hand, whirled the belly of the six horse lash around the stock and carefully laid it up on the deck above his head, all unconscious of the onlookers, and as he wrapped the lines around the foothold on the brake, he would hand from the boot, treasure and mail; or, perhaps, some venturesome female who insisted on riding with the driver...."

—First-hand account of Major A. N. Judd to the *Santa Cruz Surf*, October 18, 1917

2 Find Evidence

Reread How does Major A. N. Judd feel about Parkhurst? How do you know? What words does he use to describe Parkhurst?

Reread the first-hand account. What information do you learn about the stagecoach as a method of transportation?

3 Make Connections

Talk Discuss with a partner what stagecoach transportation was like. Why do you think the job was so dangerous?



Explore Main Idea and Details

A **main idea** tells a key idea, or something the writer wants you to know. The **details** support the main idea.

To identify a main idea and its details:

1. Look for a sentence that tells an important idea.

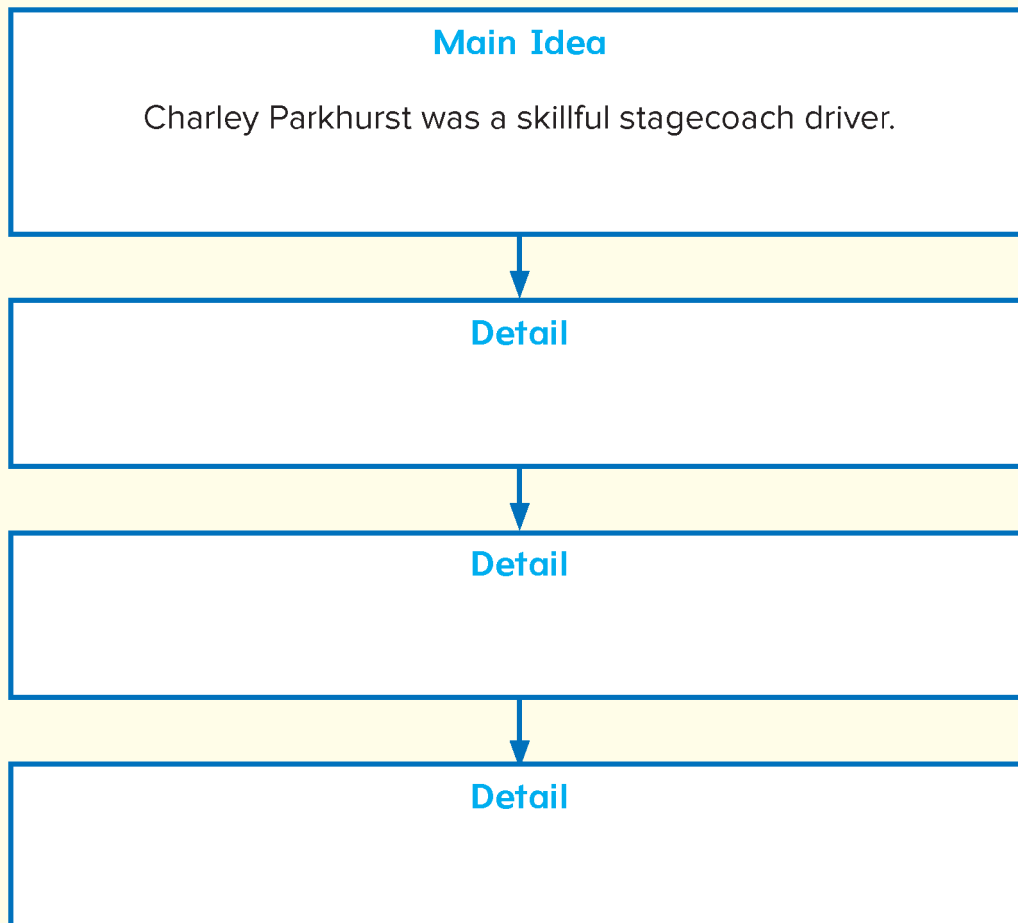
Sometimes, but not always, a main idea appears in every paragraph.

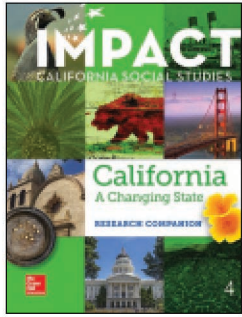
2. Look for words, phrases, or ideas that tell more about a main idea.

Details give more information and relate to the same main idea.



Based on the text you read, work with your class to find a main idea and details about stagecoach driver Charley Parkhurst.





Investigate!

Read pages 200–207 in your Research Companion. Use your investigative skills to identify how transportation changed life in California. This chart will help you organize your notes.

Main Idea
↓
Detail
↓
Detail
↓
Detail

Based on the information you have gathered, what do you think California would be like without improvements in transportation?

Write and Cite Evidence What communication or transportation change do you think was most important to California? Support your opinion with main ideas and details.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Talk About It



Defend Your Claim

Talk with a classmate who chose a different development. Take turns discussing your opinions and citing supporting evidence.



Connect to the



Pull it Together

How did transportation change California's population and the economy?



Inquiry Project Notes

How Were Immigrants to California Treated After the Gold Rush?

Lesson Outcomes

What Am I Learning?

In this lesson, you're going to use your investigative skills to explore what life was like for immigrants after the Gold Rush.

Why Am I Learning It?

Reading and talking about immigrant life will help you learn more about how California developed its unique cultural characteristics.

How Will I Know That I Learned It?

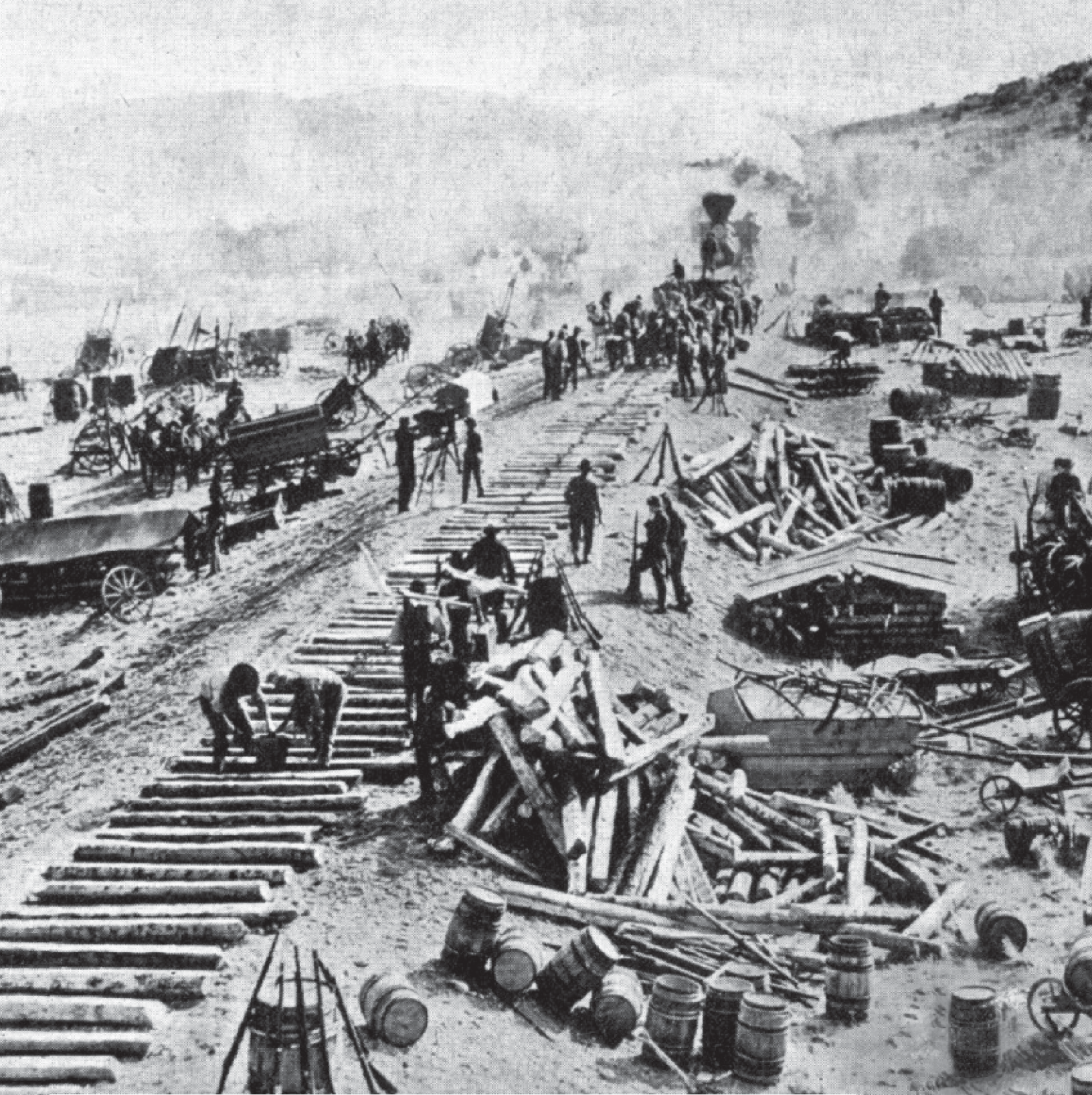
You will be able to explain the major accomplishments of the immigrant communities and the hardships that they faced.

Talk About It

COLLABORATE



Look closely at the picture. What tasks do you see the workers doing? What are some tools or materials the workers would need to do this work?



Most of the workers who built the Transcontinental Railroad were immigrants.

1 Inspect

Read Look at the title. What information do you think the letter will include?

- **Circle** words and phrases you don't know.
- **Underline** language that the writer uses to express his opinion.
- **Discuss** with a partner what Daniel Cleveland thinks about Chinese immigrants to the United States.

My Notes

Excerpt of a Letter from Daniel Cleveland to a friend, February 10, 1869

The following excerpt is from Daniel Cleveland, an attorney and early Californian dedicated to community service, who later served as the director of various railroad lines out of San Diego. In this letter to a friend, he discusses the local debate about Chinese immigration, or "the Chinese Question."

My Dear Friend,

I received your kind letter of Jan'y 12th, a few days ago, and was greatly interested in its contents, informing me as they did of the health of your family, your literary labors, and your purposed change of home.

...I was particularly interested in what you wrote respecting the interest felt in the Chinese Question, as I have been for nearly a year past engaged in writing a work on "the Chinese in California." The collection of material for the work, to say nothing of writing it, has been very difficult and laborious. I propose to consider the Chinese as residents of America, and show how they come, and go, how they live, and what they do, and to review all of the questions in regards to their residence among us.

TEXT: Daniel Cleveland to Benson J. Lossing, 10 February 1869. Online Archives of California.

...The result of my researches into this subject, is the firm conviction that the Chinese are a very valuable addition to our industrial population. They pay in this state alone more than three million dollars in gold, for custom duties and taxes, and contribute more than sixteen millions in gold to sustain our good and benefit our people. They manufacture about one million dollars' worth of cigars and other articles, and I estimate their business and earnings at \$22,916,890, in gold per annum.

...Our Chinese New Year season commences today. I will, so soon as I have leisure to arrange them, send you a few Chinese curiosities, such as "marck money", etc.

In November last, I established a mission school for the Chinese in our church, and it has been successful. I now have about 30 scholars. They repeat the Lord's Prayer, sing hymns, and receive religious, as well as secular instruction. It is the most interesting religious work that I have ever engaged in.

...I will be very glad to receive a letter from you, and thus hear of the health and happiness of yourself and family, whenever you have leisure to write.

Your friend,
Daniel Cleveland

2 Find Evidence

Reread How might the writer's experiences with Chinese immigrants differ from other Californians?

Reread the statement, "The result of my researches into this subject, is the firm conviction that the Chinese are a very valuable addition to our industrial population." What evidence does the writer provide to support use of the word *valuable*?

Highlight the lines that provide factual information.

3 Make Connections

Talk What view does the letter's author have of Chinese immigrants? How can you tell?



Explore Problem/Solution

Texts can be structured around a **problem** and the **solution** to that problem. The beginning of the text will describe the problem. The text that follows will describe a solution. The solution can be something that has already fixed the problem or something the writer is proposing could fix the problem.

To understand problem/solution:

1. Read the text all the way through.

This will help you understand what the text is about.

2. Look for an issue or problem being described.

Are there words that indicate a problem, such as *challenge* or *hardship*?

3. Identify how the issue is resolved or the challenge overcome.

What did the person who was facing the challenge do?

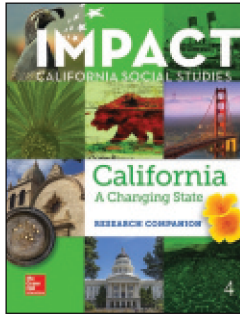
4. Find a relationship between the solution and the problem.

Ask yourself if the person's actions solve the problem described at the beginning.



Based on the text you read, work with your class to complete the chart below.

Who	Problem	Solution



Investigate!

Read pages 208–219 in your Research Companion. Use your investigative skills to identify evidence that tells you problems that individuals faced and the solutions they found. Use the chart to organize information.

Who	Problem	Solution

Based on the information you have gathered, why is it wrong to discriminate against a group of people?

Write and Cite Evidence

What would have been another way to handle the problems that led to the Chinese Exclusion Act? Imagine you were a legislator at that time, and propose an alternative to the act. Cite reasons that support your alternative. Include page references.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Talk About It



Compare

Share your ideas with a partner. Discuss the pros and cons of each other's ideas.



Connect to the



How did the population of California change after it became a state? What effect did this have on the people of California and the immigrants who came there to work?



Inquiry Project Notes



How Did California's Growing Population Get Enough Water to Meet Its Needs?

Lesson Outcomes

What Am I Learning?

In this lesson, you're going to use your investigative skills to explore how California helped its growing population get enough water to meet their needs.

Why Am I Learning it?

Reading and talking about how California helped its growing population get enough water will help you learn more about how California changed after it became a state.

How Will I Know That I Learned It?

You will be able to examine problems and solutions with California's water supply. You will be able to support your opinion with evidence about a person's rights and responsibilities regarding water.

Talk About It

COLLABORATE



Look at the Details What do you notice in the pictures? What problems can be caused by a scarce supply of water? What problems can be caused by flooding? How are the pictures alike and different? Whose responsibility is it to deal with these problems?



Some areas of California have been very dry, while others have flooded from too much rain.

(t) Photo by Tim McCabe, USDA Natural Resources Conservation Service;
(b) Woodward Payne/Photolibary/Getty Images

1 Inspect

Read Look at the chart.
What information does the chart give?

- **Read** the title of the chart and the column headings.
- **Circle** words you don't know.
- **Discuss** with a partner the purpose of the chart.

My Notes

Major California Droughts

Years	Area Affected
1827–1829	Variable
1843–1844	Variable
1856–1857	Variable
1863–1864	Variable
1887–1900	Variable
1912–1916	Variable
1917–1921	Across the state, except central Sierra Nevada and the north coast
1922–1926	Across the state, except central Sierra Nevada
1928–1937	Across the state
1943–1951	Across the state
1959–1962	Across the state
1976–1977	Across the state, except the southwestern deserts
1987–1992	Across the state
2012–2016	Across the state

History of Drought in California

California has experienced several **droughts** since becoming a state. Some have been variable, meaning they affect just parts of the state. Others have affected most of the state. Its history of severe droughts led California to plan and build water projects, including the Central Valley Water Project.

Scientists believe that the drought that began in 2012 is the worst in the state's history. Many people compare this problem to the severe drought of 1976. At that time, rainfall was below normal, the mountains had little snow, and **reservoirs** were low. Another water project was suggested to solve the problem, but it was voted down. Instead, people came up with another solution. They started to conserve, or save, water. For example, many took shorter showers, stopped watering their lawns, and collected rainwater. Farmers also took steps to conserve water by watering their farmland in new and different ways. Today, many people in California are doing these same things to deal with drought.

2 Find Evidence

Reread How does the chart help you understand California's problems with their water supply?

What years did the drought affect most of the state?

Do you think the problem is getting better or worse?

3 Make Connections

Talk Discuss with a partner whether or not you think it is important to conserve water. Talk about ways that you make efforts to conserve water at home or at school.



Explore Problem and Solution

A **problem** is an issue that is causing difficulty, trouble, or harm.

A **solution** is something that can be done to fix or overcome a problem.

To find problems and solutions as you read:

1. Read the text all the way through.

This will help you understand what the text is about.

2. Look for details that tell what the problem is.

Look for words that are similar to *problem*, such as *difficulty* and *trouble*. Are there any other signal words that indicate a problem?

3. Look for details that tell how the problem is solved.

Look for words like *solve*, *solution*, and *fix*. Are there any other signal words that indicate a solution?

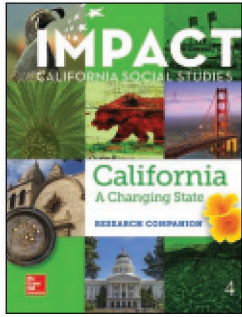
4. Make a connection between problems and solutions.

Ask yourself, *What problems did California have with its water supply? What solutions did the state come up with to solve these problems?*



Based on the text you read, work with your class to complete the problem-and-solution chart below. Find a problem with California's water supply and the solution the state used to solve it.

Problem	Solution



Investigate!

Read pages 220–229 in your Research Companion. Use your investigative skills to identify text evidence that tells you about California’s water supply problems and solutions the state came up with to address them. Use the chart to organize your notes.

Problems	Solutions

Talk About It



Explain

Share your response with a partner. Compare your thoughts about water rights and responsibilities and include supporting evidence. Do you agree or disagree with your partner's points?



Connect to the



Pull It Together

How did ideas about water change when California became a state and grew in size? Why did the issues surrounding water become so important after California became a state?



Inquiry Project Notes



Inquiry Project Wrap Up

Our Growing State Photo Album

Now's the time for your team to share your photo essay with the rest of the class. Here's what to do.

Present your photo essay to demonstrate how Californians dealt with increased immigration and solved their transportation and water problems.

- ☐ Discuss how the people and places look different from modern California.
- ☐ Point out how the essay helps to tell the story of California.
- ☐ If possible, use videos or online sources to add variety to the presentation.
- ☐ Answer any questions from the audience.

Tips for Presenting

Remember these tips when you present to your class.

- ☐ *Read the captions and paragraphs aloud.*
- ☐ *Ask the audience for their opinions and listen to their responses.*
- ☐ *Make sure that your audience can see your photo essay.*
- ☐ *Point out different parts of your pictures and discuss details some audience members may not notice.*

Project Rubric

Use these questions to help evaluate your project.

	Yes	No
Did we choose photos that related to the topic?		
Were the chosen photos interesting and informative?		
Were the captions and paragraphs easy to understand and clearly related to the photo essay?		
Was our presentation of the photo essay successful?		
Did the audience react positively to the photo essay?		

Project Reflection

Think about the work you did on your team's photo essay. List the things you'd like to do differently and how you would do that. List the things you were proud of doing and point out why they were successful.
