

RANCHO EL CHORRO OUTDOOR SCHOOL

CHANGING CALIFORNIA 4TH GRADE

Lesson Goal: To understand the cultural and environmental changes that occurred as a result of people living in and migrating to California in search of natural resources.

Learning Objectives:

- Students will role-play to distinguish six different eras of California history by the major events which defined them and the people involved.
- Students will identify natural and manmade resources.
- Students will observe how natural resources gained value through human need, which changes over time.
- Students will recognize that California's natural and cultural resources are affected by human choices.

ACTIVITIES:

1. Students will enter the Chumash Ap to observe the resources used to build it and will play a deer stalking game.
2. Students will study a mural on the missions, role-play being a Padre, and make adobe bricks.
3. Students will dress up as vaqueros, learn about Mexican California, and lasso cowheads.
4. Students will learn about the gold rush and forty-niners and pan for gold.
5. Students will learn about statehood and will role-play as Chinese laborers to build the transcontinental railroad.
6. Students will learn about natural resources used to build a smartphone.

VOCABULARY

adobe	competition	conflict	cultivated crops	cultures	demand
economy	environmental impact	entrepreneur	forty-niner	greed	hide
immigration	lasso	migration	native	padre	pioneer
population	pyrite	railroad tie	resources	scarcity	sluice box
spike	supply	tallow	trade	transcontinental	



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CHANGING CALIFORNIA – 4th Grade

STANDARDS CORRELATIONS

The following 4th grade History-Social Science standards are addressed on this trail:

- 4.2. Students describe the social, political, and economic life and interactions among the people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.**
 - 4.2.3. Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians.
 - 4.2.4. Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.
 - 4.2.5. Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.
 - 4.2.6. Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.
 - 4.2.8. Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy.

- 4.3. Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.**
 - 4.3.3. Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment.

- 4.4. Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.**
 - 4.4.1. Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contribution of Chinese workers to its construction.
 - 4.4.2. Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns and economic conflicts between diverse groups of people.
 - 4.4.4. Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities.

California's Environmental Principles & Concepts and Education & the Environment Initiative (EEI) unit connections:

Principle II: The long-term functioning and health of terrestrial, freshwater, coastal, and marine ecosystems are influenced by their relationships with human societies.

Concept A: Students need to know that direct and indirect changes to natural systems due to the growth of human populations and their consumption rates influence the geographic extent, composition, biological diversity, and viability of natural systems.

Concept B: Students need to know that methods used to extract, harvest, transport, and consume natural resources influence the geographic extent, composition, biological diversity, and viability of natural systems.

Concept C: Students need to know that the expansion and operation of human communities influences the geographic extent, composition, biological diversity, and viability of natural systems.

Concept D: Students need to know that the legal, economic, and political systems that govern the use and management of natural systems directly influence the geographic extent, composition, biological diversity, and viability of natural systems.

Cultivating California – 4th grade: This unit discussing the role of the Franciscan missionaries in changing the economy of California. Students explore how people use the land and its resources as they discern the far-reaching influences of the state's economic transition from hunter-gatherer societies to agriculture.

Learning Objective connections:

Lessons 1, 2, 3, 5, 6: Students learn about how the human economy results in changes in natural systems, differences between hunter-gatherers and agricultural economies, changes in the daily lives of California Indians and missionaries, and how agriculture affected the natural environment.

Witnessing the Gold Rush – 4th grade: This unit helps students understand how the search for gold and the influx of settlers influenced the natural environment and placed great demands upon our state's natural systems and human social systems.

Learning Objective connections:

Lessons 1, 2, 3, 4, 6: Students learn about how the quest for gold influenced growth, methods used to extract, harvest, and transport gold, and how political and economic decisions made during this time influenced California.

California Common Core State Standards Connections for Grade 4:

Speaking and Listening Standards:

SL.1 . Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Language Standards:

L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic (e.g. wildlife, conservation, and endangered when discussing animal preservation).

English Language Development Standards connections:

A. Collaborative. Exchanging information and ideas. Bridging.

1. Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, providing useful feedback.
3. **Collaborative. Offering Opinions. Bridging.**
Negotiate with or persuade others in conversations using an expanded set of learned phrases, as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.
4. **Collaborative. Adapting Language Choices. Bridging.**
Adjust language choices according to purpose, task, and audience with light support.

B. Interpretive. Listening Actively. Emerging.

5. Listening Actively. Demonstrate active listening to read-alouds and oral presentations by asking and answering yes-no and wh- questions with oral sentence frames and substantial prompting and support.
6. Reading/viewing closely. Describe ideas, phenomena (e.g. plant life cycle), and text elements based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.

C. Productive. Expanding

9. Presenting. Plan and deliver brief oral presentations on a variety of topics (e.g. show and tell, author's chair, recounting an experience, describing an animal, etc.).

VOCABULARY

adobe adobe	sun-dried brick made of clay and straw, in common use in countries having little rainfall.
competition competición	rivalry between two or more persons or groups for an object desired in common, usually resulting in a victor and a loser but not necessarily involving the destruction of the latter
conflict conflicto	a fight, battle, or struggle, esp. a prolonged struggle; strife; controversy; quarrel: conflicts between parties
cultivated crops cosechas cultivadas	Cultivated crops, including annual crops, orchards and plantations, are usually monocultures in that only one plant species is cultivated.
cultures culturas	the behaviors and beliefs characteristic of a particular social, ethnic, or age group; the sum total of ways of living built up by a group of human beings and transmitted from one generation to another
demand la demanda	the quantity of goods that buyers will take at a particular price
economy economía	The management of the resources of a community, country, etc., esp. with a view to its productivity.
environmental impact impacto ambiental	any change to the environment, whether adverse or beneficial, resulting from facility activities, products, or services
entrepreneur empresario	a person who organizes and manages any enterprise, esp. a business, usually with considerable initiative and risk
forty-niner cuarenta nueve	a person, esp. a prospector, who went to California in 1849 during the gold rush
greed avaricia	excessive or rapacious desire, esp. for wealth or possessions
hide piel o cuero	the pelt or skin of one of the larger animals (cow, horse, buffalo, etc.), raw or dressed
immigration inmigración	To enter and settle in a country or region to which one is not native
lasso lazo	a long rope or line of hide or other material with a running noose at one end, used for roping horses, cattle, etc
migration migración	a number or body of persons or animals migrating together
native nativo, natal, indígena	being the place or environment in which a person was born or a thing came into being: one's native land; originating naturally in a particular country or region, as animals or plants
padre padre	Father (used esp. in addressing or referring to a priest or member of the clergy).
pioneer pionero	A person who is among those who first enter or settle a region, thus opening it for occupation and development by others.
population población	The total number of persons inhabiting a country, city, or any district or area.
pyrite pirita	A brass-colored mineral, FeS ₂ , occurring widely and used as an iron ore and in producing sulfur dioxide for sulfuric acid. Also called fool's gold.
railroad tie traviesa de ferrocarril	One of the cross braces that support the rails on a railway track.

resources recursos	Something that can be used for support or help; The total means available for economic and political development, such as mineral wealth, labor force, and armaments.
scarcity escasez	Insufficiency or shortness of supply; dearth.
sluice box canal de agua corriente	Mining. a long, sloping trough or the like, with grooves on the bottom, into which water is directed to separate gold from gravel or sand.
spike clavo	A nail-like fastener, 3 to 12 in. (7.6 to 30.5 cm) long and proportionately thicker than a common nail, for fastening together heavy timbers or railroad track.
supply la oferta	The quantity of a commodity that is in the market and available for purchase or that is available for purchase at a particular price.
tallow sebo	The harder fat of sheep, cattle, etc., separated by melting from the fibrous and membranous matter naturally mixed with it, and used to make candles, soap.
trade comercio	The act or process of buying, selling, or exchanging commodities, at either wholesale or retail, within a country or between countries.
transcontinental transcontinental	Passing or extending across a continent.
tule tule	Either of two large bulrushes found in California and adjacent regions in inundated lands and marshes.
values valores	The ideals, customs, institutions, etc., of a society toward which the people of the group have an affective regard. These values may be positive, as cleanliness, freedom, or education, or negative, as cruelty, crime, or blasphemy.
vaquero vaquero	A cowboy or herdsman.