Lines and Location

Every city has an absolute location that is determined by its latitude and longitude. Read the absolute locations of the cities below. Then plot them on the map.

<table>
<thead>
<tr>
<th>City</th>
<th>Latitude</th>
<th>Longitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monterey, California</td>
<td>36°N, 122°W</td>
<td></td>
</tr>
<tr>
<td>El Paso, Texas</td>
<td>31°N, 106°W</td>
<td></td>
</tr>
<tr>
<td>Salt Lake City, Utah</td>
<td>41°N, 112°W</td>
<td></td>
</tr>
<tr>
<td>Carson City, Nevada</td>
<td>39°N, 120°W</td>
<td></td>
</tr>
<tr>
<td>Tucson, Arizona</td>
<td>32°N, 111°W</td>
<td></td>
</tr>
<tr>
<td>Albuquerque, New Mexico</td>
<td>35°N, 107°W</td>
<td></td>
</tr>
</tbody>
</table>

Instructions: Discuss with students the difference between latitude and longitude. Then have them plot the locations. When finished, have volunteers share their work.

H-SS 4.1.1: Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.

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Labeling a World Map

Lines, points, and places are indicated on maps and globes. Look at the map below. Label the following as they appear on the map: Equator, Prime Meridian, Tropic of Cancer, Tropic of Capricorn, North Pole, South Pole, Northern Hemisphere, Southern Hemisphere, Western Hemisphere, Eastern Hemisphere.

Instructions: Ask students to define such terms as North and South Poles, prime meridian, and so on. Then ask them to complete the activity. When finished, have volunteers share their work.

H-SS 4.1.2: Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations.
The Four Regions

California has four distinct geographical regions. Label each of the regions. Then, use the space provided to describe each region.

Students’ answers will vary. Sample answers are noted below.

**Valley Region:**
The Central Valley of California is made up of the Sacramento Valley in the north and the San Joaquin Valley in the south. There are many farms with rich soil located here. The valleys have rivers that bring water to farms. Farmers grow fruits and vegetables such as grapes, tomatoes, squash, corn, peppers, and lettuce.

**Mountain Region:**
In this region, there are forest and mineral industries. Trees are used for timber.

**Desert Region:**
This region gets less than ten inches of rain a year. It is in the southern part of the state. Plants such as the Joshua tree grow in the desert. This area is rich in minerals. Mining is important in this region.

**Coast Region:**
This region has wide, sandy beaches and a long coastline. There is a fishing industry; which supplies fresh fish. There are oil wells along the beaches. Shipping is important in port cities such as San Francisco and San Diego.
Settling in California

Reaching California was challenging for explorers and settlers. Describe the effects each of the following had on the exploration and settlement of the region.

Students’ answers will vary. Sample answers are noted below.

Valleys
People settled the wide, flat Sacramento and San Joaquin valleys because they were good for farming.

Sierra Nevada
Settlers from the East had to pass through mountain passes such as Beckwourth Pass and Donner Pass to reach California.

Mojave Desert
Few people settled in the desert because of its dry climate and temperatures.

Pacific Ocean
People sailed up and down the coast looking for good places for settlements. The first European settlements in California were on the coast. The resources of the region brought people there.

Instructions: Read the directions with students and then have them work independently to complete the page. When finished, lead them in a discussion of the effects each of the above had on the explorers and settlers who arrived there.

H-SS 4.1.4: Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.
# California Communities

California’s communities are located in three different areas—rural areas, suburban areas, and urban areas. Describe each area in the spaces below.

**Students’ answers will vary. Sample answers are noted below.**

<table>
<thead>
<tr>
<th>Rural Areas</th>
<th>Suburban Areas</th>
<th>Urban Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area of small towns and farms, like communities in the Sacramento and San Joaquin Valleys; agriculture, fishing, and timber industries are important; home to a variety of plants and wildlife; few people per square mile; have farmland and wilderness areas.</td>
<td>Areas—such as Pasadena or Daly City—that are located just outside of cities; have groups of houses in subdivisions.</td>
<td>City areas such as Los Angeles or San Francisco; home to zoos and museums; have skyscrapers; people depend on different types of transportation.</td>
</tr>
</tbody>
</table>

**Instructions:** Have students complete the chart. When finished, have volunteers share their responses and identify some of the cities and communities found in each area.

H-SS 4.1.5: Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.

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Comparing Ways of Life

California Indian groups are alike in many ways. Each group, however, is also unique. Use the chart below to compare and contrast two of the California Indian groups from the lesson.

Students’ answers will vary. Sample answers are noted below.

<table>
<thead>
<tr>
<th>Cahuilla</th>
<th>How They Were Alike</th>
<th>Hupa</th>
</tr>
</thead>
<tbody>
<tr>
<td>• lived in the Mojave Desert</td>
<td>• made tools from resources in their environments</td>
<td>• lived in northwestern California</td>
</tr>
<tr>
<td>• hunted antelope and small fish</td>
<td>• depended on the land to survive</td>
<td>• hunted elk and deer; fished for salmon, trout, and sturgeon</td>
</tr>
<tr>
<td>• lived in houses covered in grasses</td>
<td>• passed along traditions and beliefs through legends</td>
<td>• built homes of cedar planks covering a pit in the ground</td>
</tr>
<tr>
<td>• sang songs about their culture</td>
<td></td>
<td>• held ceremonies to renew the world and prevent disease, lack of food, and other disasters</td>
</tr>
<tr>
<td>• were basket weavers</td>
<td></td>
<td>• ate acorns</td>
</tr>
</tbody>
</table>

Instructions: Have students choose two California American Indian groups to compare and contrast. Remind them that the center section is for those characteristics shared by both groups. When finished, invite volunteers to share their ideas with the class.

H-SS 4.2.1: Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.
Exploring the California Coast

In the 1500s, Europeans began exploring the coast of California. Describe the journeys and discoveries of three of these explorers.

Students’ answers will vary. Sample answers are noted below.

**Juan Cabrillo**
- He was an explorer for Spain who sailed north from Mexico to present-day San Diego in 1542. His ships also landed at present-day San Miguel and Monterey Bay. The region Cabrillo explored was known as Alta, or upper, California.

**Francis Drake**
- He was an English explorer who sailed north along the California coast in 1579. No one is sure where he landed, but people believe it was a bay near present-day San Francisco. Drake claimed land for England and named the new land Nova Albion.

**Sebastián Vizcaíno**
- He was a Spanish explorer who explored from present-day San Diego to present-day Monterey in 1602. He drew maps of the coast.

Describe the challenges explorers faced while traveling on the California coastline.

**Sailing the California coast was difficult. Strong winds and ocean currents threw ships off course. The strong winds and rocky coastline made it difficult for explorers to find a harbor for their ships and then travel inland.**

Instructions: Have students choose three explorers and describe them in the space provided. When finished, invite volunteers to share their ideas with the class.

H-SS 4.2.2: Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns.
Colonizing California

More than one hundred years after explorers reached California, newcomers began coming to the region. Answer the questions below about the early settlement of California.

Students’ answers will vary. Sample answers are noted below.

**WHO** began to settle California in the mid-1700s?

Spanish settlers and missionaries

**WHY** did the newcomers come to the region?

to claim land for Spain and teach a new religion or their way of life to the American Indians

**WHERE** was the first mission built?

present-day San Diego

**WHAT** was life like at the missions for the California Indians?

Life was difficult for the California Indians. At the missions, they were not allowed to leave. The California Indians’ cultures and ways of life changed. The Europeans brought diseases. Many California Indians died from smallpox and measles.

Instructions: Have students complete the page. When finished, have students share their responses.

H-SS 4.2.3: Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola).

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The Missions

By 1823 the coast of California was dotted with missions. List the reasons why their locations were chosen. Then complete the cause and effect chart.

Students’ answers will vary. Sample answers are noted below.

<table>
<thead>
<tr>
<th>CAUSES</th>
<th>EFFECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Spanish wanted to expand its settlements in California.</td>
<td>The Spanish built a string of missions along the Pacific Coast of California.</td>
</tr>
<tr>
<td>People needed a way to travel from mission to mission.</td>
<td>The missions were created only a day’s walk apart along the Camino Real.</td>
</tr>
<tr>
<td>The missions needed protection from possible attacks by California Indians or people from other countries.</td>
<td>The Spanish built forts along El Camino Real.</td>
</tr>
<tr>
<td>The missions sometimes produced a surplus of goods like leather, olive oil, and grain.</td>
<td>The missionaries traded these goods.</td>
</tr>
<tr>
<td>The missions kept other European countries out of California.</td>
<td>Spain did not want to give up the missions.</td>
</tr>
</tbody>
</table>

Instructions: Have students work with a partner to complete the page. Invite volunteers to share their responses with the class. Encourage students to think of additional causes and effects from the lesson.

H-SS 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.

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Spanish and Mexican Settlements

The Spanish and Mexicans continued to shape California. Complete the fact cards below with information about the different Spanish and Mexican settlements that existed throughout the region.

*Students’ answers will vary. Sample answers are noted below.*

### Presidio

| These were military forts built by the Spanish. The soldiers who lived in them defended the missions and the Spanish settlers who lived in the area. |

### Pueblo

| These were towns or villages that were set up for farming. The people in the pueblos grew food for the soldiers who lived in the presidios. The people in the pueblos got money, land, and animals as payment. |

### Rancho

| These were large ranches where Mexican settlers raised horses, cattle, sheep, and pigs. The ranchos replaced the missions as the center of the economy in California. |

**Instructions:** Have students write descriptions of presidios, pueblos, and ranchos. When finished, have them orally compare and contrast the different Spanish and Mexican establishments. Encourage them to use ideas from their graphic organizer to help them formulate their ideas.

H-SS 4.2.5: Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.

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A New Economy Develops

The arrival of the Spanish brought changes to California’s economy. Use the space below to describe the changes in California’s economy.

Students’ answers will vary. Sample answers noted below.

**Hunter-Gatherer Economy**

The California Indians got food by gathering plants and hunting the animals available in nature. The foods people ate were whatever grew or lived in their environment. People knew where food was located and they knew which foods were safe to eat. Sometimes they built dams to hold back water so they could easily gather fish. Most lived near their food sources.

**Farming Begins**

The missionaries taught many California Indians to cultivate the land. The California Indians learned how to grow vegetables, corn, and wheat. They were also taught how to build irrigation systems to bring water to places that needed it. Irrigating the land meant they could grow more crops.

**Agricultural Economy**

Soon the economy became based on agriculture. More food was being grown than the people needed. This extra food could be sold or traded.
Spain and Mexico at War

In 1821 Mexico won its independence from Spain. List the causes of the Mexican War for Independence.

Students’ answers will vary. Sample answers are noted below.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Causes for the Mexican War for Independence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Some people wanted all people to be treated fairly.</td>
</tr>
<tr>
<td>2</td>
<td>The same people wanted to take land away from wealthy landowners and share it with people who did not have any.</td>
</tr>
<tr>
<td>3</td>
<td>Many landowners wanted freedom from Spain. They thought Spain was too democratic and that they would lose power in Mexico because of it.</td>
</tr>
</tbody>
</table>

Instructions: Have students complete the page. Then ask volunteers to identify and explain the causes of the Mexican War for Independence. When finished, you might want to have students outline a map of the regions Mexico was granted as a result of the war.

H-SS 4.2.7: Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America.

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## Changes in California

Mexican rule had a strong impact on California. Fill in the chart with information about each change.

**Students’ answers will vary. Sample answers are noted below.**

### Mexican Rule Changes California

<table>
<thead>
<tr>
<th>Missions</th>
<th>Land Grants</th>
<th>Ranchos</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 1834 the governor of California ordered</td>
<td>Mexico gave out about 800 land grants to Mexican citizens. Many went to</td>
<td>The ranchos became the centers of life and government. Rancho owners</td>
</tr>
<tr>
<td>that the missions be closed and turned into</td>
<td>Californios. These rancheros did not pay taxes on their ranchos.</td>
<td>became leaders in their areas.</td>
</tr>
<tr>
<td>settlements.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Instructions:** Have students complete the main idea and details chart. When finished, have students share their answers.

H-SS 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.
New Forts and Communities

Different groups of people continued to settle in California after Mexico gained control of the region. Record facts about the settlements noted in the chart. Name the people who lived in them.

Students’ answers will vary. Sample answers are noted below.

<table>
<thead>
<tr>
<th>Mexican Settlements</th>
<th>Fort Ross</th>
<th>Sutter’s Fort</th>
</tr>
</thead>
<tbody>
<tr>
<td>After Mexico won its independence from Spain, the missions became Mexican settlements. Mexicans used the settlements for farming. Because they were near the coast, these settlements were in a good place for trade.</td>
<td>Ivan Kuskov and a group of fur trappers settled north of San Francisco in 1812. They came to the region to hunt sea otters. After 20 years, the supply of sea otters ran out. For a while they tried farming, but they left in the 1840s.</td>
<td>The pioneer John Sutter came to California and built Sutter’s Fort where the Sacramento River and the American River meet. Sutter sold supplies to other pioneers and traders passing through the area.</td>
</tr>
</tbody>
</table>

Instructions: Have students record facts about each of the settlements noted in the chart. When finished, have volunteers share their responses.

H-SS 4.3.1: Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter’s Fort.
Settlers Journey West

People from other countries migrated to California over land and sea. Describe the contributions of each person to the settlement of California.

Students’ answers will vary. Sample answers are noted below.

<table>
<thead>
<tr>
<th>Jedediah Smith</th>
<th>John Bidwell</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 1826 he led the first group of Americans overland to California through present day Utah and the Mojave Desert.</td>
<td>In 1841 he was part of the first wagon train to arrive in California from Independence, Missouri.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>James Beckwourth</th>
<th>John C. Fremont</th>
</tr>
</thead>
<tbody>
<tr>
<td>He was an African American scout who led settlers west.</td>
<td>He led an expedition throughout the region that made maps for the U.S. government. Fremont also wrote reports about the West that helped increase American interest in the region.</td>
</tr>
</tbody>
</table>

Instructions: Have students complete the page. When finished, invite volunteers to share their responses.

H-SS 4.3.2: Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).
Golden Opportunities

The discovery of gold in 1848 greatly changed California.
Describe the effects of the Gold Rush on cities, government, and jobs in the state.

Students’ answers will vary. Sample answers are noted below.

Cities
Cities like San Francisco, Stockton, and Sacramento became boomtowns after more people came to California looking for gold.

Government
The Gold Rush changed government in California. Many Americans came to the region. Soon there were enough people for California to become a state. California became a state in 1850.

Jobs
During the Gold Rush, there were new jobs for shop owners and entrepreneurs, who sold tools to the miners.

Instructions: Have students complete the page. When finished, draw the graphic organizer on the board and have volunteers add their ideas to it. You might want to have students use the information to write about the life of a miner.

H-S 4.3.3: Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).

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The Contributions of Women

Women played an important role in the growth of California. Tell how each of the women listed below contributed to our state.

Students’ answers will vary. Sample answers are noted below.

<table>
<thead>
<tr>
<th>Bernarda Ruiz</th>
<th>Helen Hunt Jackson</th>
</tr>
</thead>
<tbody>
<tr>
<td>She wanted the war on California between Mexico and the United States to end. She helped find a meeting place where leaders from California and the United States could meet.</td>
<td>Jackson thought American Indians were treated unfairly. She wrote the novel <em>Ramona</em>, which described the harsh lives of American Indians.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Biddy Mason</th>
<th>Mary Tape</th>
</tr>
</thead>
<tbody>
<tr>
<td>She was born into slavery. Her owner took her to California, which was a free state. Mason petitioned for her freedom, won, and became successful in Los Angeles.</td>
<td>She was a Chinese immigrant in San Francisco. Because she was Chinese, her daughter was not allowed to attend public school. Tape and her husband challenged the school. Because of her efforts, a school was created for Asian students.</td>
</tr>
</tbody>
</table>

Instructions: Invite students to complete the chart. Then have students share their responses.

H-S 4.3.4: Study the lives of women who helped build California [e.g. Biddy Mason].
The State of California

In 1850 California became the thirty-first state of the United States. Use the document below to describe events in California before and after statehood.

Students’ answers will vary. Sample answers are noted below.

### Before Statehood
California was part of Mexico. In 1846 the Bear Flag Revolt took place. In the revolt, a small group of Americans rebelled against Mexico. That year, Mexico and the United States went to war. In 1848 the Treaty of Guadalupe Hidalgo ended the war. California became part of the United States. Bennett Riley became the military governor. He asked for a meeting to create a state constitution. Forty-eight delegates came to Monterey to write the constitution.

### After Statehood
After California ratified its state constitution, the United States admitted it into the Union in September 1850, making California the thirty-first state. Peter H. Burnett was the first governor. Sacramento became the state capital.

Instructions: Have students complete the page. When finished, invite volunteers to identify the events that took place in California during each time period.

H-S 4.3.5: Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.
Technology Connects California

Describe each method of communication or advance in technology and how it helped to link California with the East.

Students’ answers will vary. Sample answers are noted below.

<table>
<thead>
<tr>
<th>Method</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overland Mail Service</td>
<td>The Butterfield Overland Mail Company began in 1858. It carried mail and passengers in stagecoaches, or carriages pulled by horses. It took about 24 days to make the trip from along the Mississippi River to San Francisco.</td>
</tr>
<tr>
<td>the Pony Express</td>
<td>The Pony Express was a mail service. It began in 1860. Riders carried mail in short segments from St. Joseph, Missouri, to Sacramento. The trip took from 9 to 10 days. The Pony Express was more than twice as fast as the Overland Mail Company. The Pony Express lasted 18 months.</td>
</tr>
<tr>
<td>telegraph</td>
<td>In 1861 the first coast-to-coast telegraph line was finished. The telegraph sent signals along wires using electricity. The first transcontinental telegraph line sent a telegram from California to Washington, D.C., in October 1861. The telegraph made communication with California easier and much faster than the Pony Express.</td>
</tr>
<tr>
<td>the transcontinental railroad</td>
<td>Work on the transcontinental railroad began in January 1863. It was built by the Central Pacific and Union Pacific Railroad Companies. The track went east from Sacramento and west from Omaha, Nebraska. Thousands of Chinese and Irish immigrants worked on it. In May 1869, the railroads met in Promontory Point, Utah. The railroad allowed both goods and people to travel across the United States.</td>
</tr>
</tbody>
</table>

Instructions: Ask students how advances in transportation and communication have helped California grow. Then have them answer the questions. When finished, have volunteers share their responses.

H-SS 4.4.1: Understand the story and the lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.
Gold Changes the Economy

California’s economy changed as a result of the Gold Rush. Tell how the discovery of gold in our state affected each of the following.

Students’ answers will vary. Sample answers are noted below.

<table>
<thead>
<tr>
<th>Transportation</th>
<th>local merchants began selling mining equipment and supplies to miners; production of all kinds of goods increased; surpluses in goods meant they could trade food and supplies to other parts of the country and the world</th>
</tr>
</thead>
<tbody>
<tr>
<td>Towns and Cities</td>
<td>large mining camps became boomtowns; some boomtowns became permanent communities with newspapers, hotels, schools, restaurants, and theaters; San Francisco became an important trade center; Sacramento became important to mines in the north; Stockton became important to mines in the south</td>
</tr>
<tr>
<td>Agriculture</td>
<td>agriculture became big business; farmers grew alfalfa, wheat, grapes, and other fruit; California became an important agricultural center</td>
</tr>
</tbody>
</table>

Instructions: Have students complete the chart. When finished, have students discuss the different types of jobs that were created as a result of the Gold Rush. Talk with students, too, about the economic conflicts between diverse groups of people.

H-SS 4.4.2: Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns [e.g., Sacramento, San Francisco], and economic conflicts between diverse groups of people.
Newcomers Face Challenges

Describe four different challenges faced by newcomers to California.

Students’ answers will vary. Sample answers are noted below.

1. Many immigrants found it difficult to find jobs. Most of the jobs paid little. Immigrants were often treated unfairly.

2. The Foreign Miners Tax was imposed in 1850. It made immigrant miners pay twenty dollars a month just to work in the mines. Many could not afford to pay the tax, so they could not be miners.

3. In the late 1800s, many Chinese were driven from their farms and forced to live in "Chinatowns." Many Mexicans were driven from land that had been in their families for generations by squatters.

4. In 1882 the Chinese Exclusion Act was passed. It discriminated against Chinese workers by stopping them from coming to the United States. The law lasted until 1943.

Instructions: Ask students why some people migrated and immigrated to California and what challenges they faced. Have them record their responses. When finished, ask volunteers to share their answers.

H-SS 4.4.3: Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).

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California Prospers

Describe how immigration and settlement helped California grow.

Students’ answers will vary. Sample answers are noted below.

1. What factors contributed to the rapid increase in California’s population in the early 1900s?
Factors include that the train trips cost less, there were cars, there were more jobs, and the climate was warm.

2. What industries in the Los Angeles area drew people to the region?
The farming, oil, and movie industries drew people to the region.

3. How have migrant workers helped the farming industry in California grow?
There are many large farms in California. Migrant workers move from place to place to work on these farms. Without the migrant workers, some farmers might not be able to maintain their farms.

Instructions: Ask students to tell how immigration and settlement helped the state of California grow. Then have students read and respond to each question. When finished, have volunteers share their answers.

H-SS 4.4.4: Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).
California Faces Challenges

Describe each event and the way in which it affected California and its people.

Students’ answers will vary. Sample answers are noted below.

### The Great Depression

The failure of the stock market in 1929 marked the beginning of the Great Depression. Businesses and banks across the country failed. People lost their jobs, their savings, their homes, and their farms. Many people in California blamed the lack of jobs on immigrants. California forced many Mexicans and people from other countries to leave.

### The Dust Bowl

In the Southwest and Midwest a great drought brought about the Dust Bowl in the early 1930s. This was a vast area of land where the soil was so dry that farming became impossible. Many farms failed, and people left the region and moved to California. They hoped to find jobs and a better life.

### World War II

World War II began in Europe in 1939. The United States joined the war in 1941. The U.S. government began spending large amounts of money on war supplies. This created jobs. Many people in California worked in the state’s aircraft and shipyard plants. The mild climate made California an ideal place to test airplanes. Many people moved to our state to work.

Instructions: Talk with students about the challenges the United States faced in the early 1900s. Then have them complete the chart. When finished, review responses with students. You might want to organize student responses in a chart.

H-SS 4.4.5: Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.
California’s Top Industries

Describe some of California’s top industries and their effects on our state.

What are some of the state’s most important industries?

California’s top industries include aerospace, electronics, agriculture, oil, automobile, and trade.

Describe two of these industries and their effects on our state.

Student answers will vary. Students might say that trade in the Pacific Basin is important to our state. California exports food and electronic goods to such countries as Japan, South Korea, Taiwan, and Singapore. Today, California’s leading industry is the electronics industry, which makes computers, cell phones, televisions, and stereos.

Instructions: Have students complete the activity. When finished, have volunteers share their work.

H-SS 4.4.6: Describe the development and location of new industries since the nineteenth century, such as the aerospace industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.
Water: An Important Resource

Describe the different parts that make up California’s water system. Then explain why it is important to conserve water.

Students’ answers will vary. Sample answers are noted below.

<table>
<thead>
<tr>
<th>Water System Step</th>
<th>What It Does</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dam</td>
<td>Dams hold water in place. Dams create reservoirs.</td>
</tr>
<tr>
<td>Canals</td>
<td>Canals are inland waterways that are sometimes built for irrigation.</td>
</tr>
<tr>
<td>Aqueducts</td>
<td>Aqueducts transport water over great distances.</td>
</tr>
<tr>
<td>Reservoirs</td>
<td>Reservoirs are created by dams. Reservoirs are manmade lakes that hold water.</td>
</tr>
</tbody>
</table>

Why is it important to conserve water?

Students’ answers will vary. Students should suggest that in a climate like that of Southern California, it is hot and dry, and there is little rain. By conserving water, we can help make sure that there is enough water for everyone’s needs.

Instructions: Have students complete the chart. When finished, have volunteers share their responses. Then have students discuss the ways in which they help to conserve water.

H-SS 4.4.7: Trace the evolution of California’s water system into a network of dams, aqueducts, and reservoirs.
Education in California

Answer the questions below about California’s education system.

Students’ answers will vary. Sample answers are noted below.

1. **What is the difference between a public and a private school?**

   Public schools are schools that anyone can attend. Private schools are not owned or operated by the government like public schools are. Private schools often cost money to attend.

2. **What is the role of the state Department of Education?**

   The state Department of Education decides how government money is going to be divided among the state’s different schools.

3. **Where do some people choose to go after high school? What do they learn or earn at these schools?**

   After high school, people can attend a trade school, college, or university. People who go to trade school learn the skills they need for a trade or job. College and university students earn a degree that shows they have finished a program of study.

4. **Describe California’s system of public colleges and universities.**

   Most of California’s community colleges are part of our state’s community college system. There are more than 100 colleges in the system. The University of California system and the California State University system have more than 30 universities. Our state has the largest system of public colleges and universities in the United States.

Instructions: Ask students to talk about the value they place on education. Then have them complete the activity page. When finished, discuss student responses.

H-SS 4.4.8: Describe the history and development of California’s public education system, including universities and community colleges.
California and the Arts

Describe how California’s culture has been influenced by each of the following.

Students’ answers will vary. Sample answers are noted below.

Entertainment Industry
The first movie studio was built in Los Angeles in 1911. The mild climate and sunny weather let filmmakers shoot films all year. Large filmmaking companies such as MGM soon followed. Today, hundreds of thousands of people work in the industry. The industry also brings tourists to our state.

Walt Disney
Walt Disney created cartoon characters known throughout the world. Disneyland brings tourists to California.

Dorothea Lange
Dorothea Lange was a photographer who showed the hardships faced by many people during the Great Depression and the Dust Bowl.

John Steinbeck
John Steinbeck was a Californian who wrote the book *The Grapes of Wrath*, a story about a farm family from the Dust Bowl who moved to California in search of a better life.

Steven Spielberg
Steven Spielberg is a famous filmmaker who made *E.T. the Extra-Terrestrial* and *Jurassic Park*. Spielberg is an important figure in the film industry.

Instructions: Have students complete the activity. When finished, ask them to share their responses.

H-SS 4.4.9: Analyze the impact of twentieth-century Californians on the nation’s artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Mayer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne).

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America’s Plan of Government

The United States, plan of government is described by the Constitution. Answer the questions below about the plan of government.

Students’ answers will vary. Sample answers are noted below.

1. What is a federal system of government?
   A federal system of government is one in which power is shared between the states and the central government.

2. What is the purpose of the Constitution?
   The Constitution gives a plan for the government and protects the rights and freedoms of U.S. citizens.

3. Why does the Constitution have an amendment process?
   So that the Constitution can be changed or added to

4. What is the purpose of the Bill of Rights?
   The purpose of the Bill of Rights is to protect the rights and freedoms of all U.S. citizens.

5. What are the three levels of government? What does each level of government do?
   Local: makes local laws and provides towns and cities with services
   State: makes state laws and provides the state with services
   Federal: makes laws for the country and provides services for the people of the entire country

Instructions: Have students respond to the questions. When finished, ask students to read aloud their responses.

H-SS 4.5.1: Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).
Constitutions

Both the United States and California have constitutions. Use the Venn diagram below to compare these constitutions. In the center section, describe how they are alike.

Students’ answers will vary. Sample answers are noted below.

### California Constitution
- describes the laws of California
- explains the rights of California citizens
- gives a plan for voting, education, and the spending of state money

### United States Constitution
- both are plans for governing people
- both begin with a preamble
- both contain articles
- both give people rights and freedoms
- both set up three branches of government
- gives the federal government the right to coin and print money, defend the country, and make agreements with other nations
- describes the laws of the country
- explains the rights of U.S. citizens

### Both
- both contain a preamble
- both give people rights and freedoms
- both set up three branches of government

**Instructions:** Invite students to complete the Venn Diagram. Then ask volunteers to share their responses.

H-SS 4.5.2: Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution.
The Structure of Government

Our government has three levels—the local, state, and federal levels. Explain the responsibilities of each level of government. Use the Idea Web to record your answers.

Students’ answers will vary. Sample answers are noted below.

The Local Level
The local governments provide services to cities and towns such as police and fire departments.

The State Level
The state governments make decisions about public education and the health and safety of people in the state.

The Federal Level
The federal government takes care of the military and meeting with governments of other countries; national parks and monuments; prints money.

Instructions: Have students complete the page. When finished, copy the chart on the board. Have volunteers come forward and fill in the chart.

H-SS 4.5.3: Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments.

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### The Three Branches of the California State Government

<table>
<thead>
<tr>
<th>Executive</th>
<th>Legislative</th>
<th>Judicial</th>
</tr>
</thead>
<tbody>
<tr>
<td>carries out laws created by the legislative branch; governor leads the branch; approves bills; makes sure laws are obeyed</td>
<td>made up of the state senate and state assembly; writes and votes on bills; votes on constitutional amendments and resolutions</td>
<td>makes sure laws are in line with the state constitution; includes all the state courts</td>
</tr>
</tbody>
</table>

**Instructions:** Have students complete the chart. After reviewing the correct answers as a class, discuss why it is important for governments to maintain a balance of power.

H-SS 4.5.4: Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials.
Governing Towns and Communities

Community governments serve California’s cities, towns, reservations, and school districts. Describe the leaders and responsibilities of each of the following below.

**Students’ answers will vary. Sample answers are noted below.**

<table>
<thead>
<tr>
<th>Local Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>• serves and protects the people</td>
</tr>
<tr>
<td>• often run by a mayor</td>
</tr>
<tr>
<td>• usually has a city council</td>
</tr>
<tr>
<td>• city council makes laws for the city</td>
</tr>
<tr>
<td>• offers services to the people in the community</td>
</tr>
<tr>
<td>• repairs and cleans streets</td>
</tr>
<tr>
<td>• county governments take care of highways and roads</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tribal Council</th>
</tr>
</thead>
<tbody>
<tr>
<td>• governs California Indian groups</td>
</tr>
<tr>
<td>• governs tribal lands such as reservations and rancheras</td>
</tr>
<tr>
<td>• works with other</td>
</tr>
<tr>
<td>• leader of the council is often called the chairperson</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>• superintendent runs the schools within the district</td>
</tr>
<tr>
<td>• an elected school board works with the superintendent</td>
</tr>
<tr>
<td>• principal carries out the decisions of the superintendent in the school</td>
</tr>
</tbody>
</table>

Instructions: Have students complete the page. When finished, have volunteers share their answers. Then have students think of other jobs or responsibilities each community government might have.

H-SS 4.5.5: Describe the components of California’s governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts).

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