

## Extended Activities

**Chronological Timeline.** A key structural pattern found in informational text is that of sequential-chronological order. During this unit, many names, events and dates are mentioned. A time line will help students build a scaffold upon which to place these names, events and dates. As activities are completed, have students construct small “event cards” and affix them to the time line.

**Preparation:** In advance, use butcher paper to construct a large (at least 5 feet long) chronological time line upon which you place the dates listed below.

<b>Chronological Timeline</b>						
	1850	1880	1910	1940	1970	2000
<b>Newcomers:</b>						
<b>Water:</b> Imperial Valley L.A. Aqueduct Hetch Hetchy California Aqueduct						
<b>Historic Events:</b> Great Depression The Dust Bowl World War II						
<b>Industries:</b> Aerospace Electronics Agriculture Oil/Auto Defense Entertainment						

- **Locate population data for your community.** What is the first year the data is available? How has the local community changed over time? (Note: Check the web site for your community to see if the population data is available. City Hall is another source for the data.)
- Who comprises the “**Faces of California?**” Drawing from the work of this section of the unit, have students create a mural entitled “Faces of California” which highlights the many cultural and economic contributions of the diverse populations which have transformed California from the Gold Rush through recent immigrants.
- Students list the most common **jobs in California in the late 1800s and early 1900s** and compare them with the jobs of today. How have jobs changed over the past 100 years? What job would they have wanted if they lived in the late 1800s or early 1900s? Explain the choice and the responsibilities of that job. What would be a similar job today? Are the responsibilities similar or different than they were in the 1890s?
- Students research **current day immigration** to California and list reasons for immigration. Analyze the similarities and the differences in the reasons for immigration and the realities the newly arrived immigrants faced when they come to a new land. Are these realities similar to the conditions the immigrants of the 1850s through 1880s faced when they first came to California?

- Research the development of the **Transcontinental Railroad** and explain how advancing technologies in transportation linked the California economy to the rest of the nation. How important was the railroad in the development of California? What role did the Chinese and Irish immigrant have in the building of the railroad? How did the railroad promote international trade?
- What was the **Chinese experience between 1850 and 1880**? Present a series of questions for class discussion such as those listed below. Read selected sections of the textbook to look for answers to these questions. On an overhead map of California locate the geographic regions of the state and the areas where Chinese settled during the first generation of immigration. Point out the area where Chinese mined for gold, the route of the Central Pacific Railroad where the Chinese workers labored, and the San Joaquin and Sacramento River deltas where Chinese workers constructed irrigation channels and drained swamps and marshes.
  - Why did the Chinese emigrate to California? What did they hope to gain?
  - What were the risks they took in emigrating?
  - What types of work did they find?
  - What problems did they face?
  - Why did the United States pass the Chinese Exclusion Act in 1882?
  - What contributions did the Chinese make to American society?

Use stories and illustrations from sources such as *An Illustrated History of the Chinese in America*, *The Chinese Americans*, *Coming to America: The Chinese-American Experience*, and *Strangers from a Different Shore: A History of Asian-Americans* to develop the case study. It is important for students to understand that despite discrimination, Chinese Americans contributed to the growth and development of California. For example, between 1871 and 1874, Chinese laborers, having completed their work on the Transcontinental Railroad, began land reclamation of waterways and swamps filled with tule marshes, peat bogs, and silt. These laborers built miles of levees, ditches, dikes, canals and irrigation channels to drain the swampy Sacramento delta region and helped expand California's agricultural production. *Chinese Americans, Past and Present* recounts the varied contributions of Chinese to California's economy and society. Chinese immigrants introduced new varieties of fruits and vegetables that greatly enriched California and the nations' farm production. Other Chinese were entrepreneurs and started laundries, grocery stores, restaurants, and butcher shops that required little capital investment. Locate photographs of men at work found in many of the books on the topic.

- Write articles as reporters describing internal **migration and immigration** to California between the 1850s and 1990s for a "wall newspaper." A wall newspaper is made from long sheets of butcher paper hanging vertically on the wall. Include news stories, editorials, editorial cartoons, classified ads, and advertisements. Divide the writing tasks among cooperative groups having each group take a different aspect of the paper. Once the articles have been edited and rewritten, students arrange the articles and illustrations on the papers, put an appropriate date, and title their wall newspaper.
- Read excerpts from biographies and short novels such as *Angel Island Prisoner, 1922*, *John Muir: Saving the Wilderness*, *Mr. Blue Jeans: A Story About Levi Strauss*, *Dust for Dinner*, *A Jar of Dreams* or *Chang's Paper Pony* can be read aloud or used to create daily journal entries taking on the role of the main character in the books. Also, the books provide opportunities for role playing/dramatization or Readers Theater. Assign different chapters to cooperative groups to rewrite as scripts and role-play. Students illustrate the chapters by selecting one or two scenes for each chapter. Combine the illustrations to create an illustrated sequential summary of the book. Students act as a talk show host or interviewer using the characters in the novel as their guests. Have the students rehearse their parts and present their interview.