

# Jr. Historians Tackle Their Local History: Step-By-Step Project-Based Activities for Exploring the History of the Coachella Valley

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# **Jr. Historians Tackle Their Local History: Step-By-Step Project-Based Activities for Exploring the History of the Coachella Valley**

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## Unit 3 Overview: History of the Coachella Valley

### Description of the Unit

This step-by-step guide is intended to serve as a template for exploring the local history of the Coachella Valley. Students draw from historical and community resources to organize the sequence of events in local history and describe how each period of settlement left its mark on the land.

Students discover the history of their community, including the explorers who visited here, the newcomers who have settled here, and the people who continue to come to the area today. Students trace their community's development, including how individuals and families have contributed to its founding and economic growth and how the community has changed over time, drawing on photographs, advertisements, and other primary sources.

Students examine the impact of the coming of the railroad and new industries such as agriculture and tourism. The unit concludes with a *Living History Museum* where students portray local historical figures

### Compelling Questions

Why did people move to the Coachella Valley? How has the Coachella Valley changed over time?

### Supporting Questions

Lesson 1	What are some of my family's cultural and religious traditions? When and why did my family come to the Coachella Valley? What is the population of Riverside County, and how has it changed over time?
Lesson 2	Who were the early explorers of the Coachella Valley? Who were the settlers who came here? Why were the first communities established? How did individuals or families contribute to the founding and development of the Coachella Valley?
Lesson 3	How has the Coachella Valley changed over time, drawing upon primary sources such as advertisements, newspaper articles, and interviews?
Lesson 4	How has the Coachella Valley changed over time? Why do some things change and some things stay the same? What economies were established by the settlers, and what influence do these economies have on the present-day economy? What key businesses (industries such as agriculture and tourism) exist in the Coachella Valley and how have these changed over time?
Lesson 5	Why was the Desert Training Center located in the desert region, and what impact did it have on the local communities of the Coachella Valley?
Lesson 6	What individuals have contributed to the recent growth and development of the Coachella Valley? What role has tourism played in the growth and development of the Coachella Valley?
Lesson 6	What are the key events in Coachella Valley's history?

## **Common Core State Standards for English Language Arts\***

\*R= Reading Standards; RI= Reading for Informational Text; W-Writing; SL= Speaking and Listening

R.3.3 Describe characters in a story (Their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 Describe the relationship between a series of historical events in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to the subject area.

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, how events occur).

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

W.3.1 Write an opinion piece supporting a point of view with reasons.

W.3.2 Write informative/explanatory texts to examine a topic and convey information clearly.

W.3.3 Write a narrative to develop imagined experiences using descriptive details.

SL3.1 Engage effectively in a range of collaborative conversations.

SL3.3 Ask and answer questions about information from a speaker.

SL3.4 Report on a topic or text with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

## **Common Core State Standards for Mathematics**

Represent and Interpret Data 3. Draw a scaled bar graph to represent a data set. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.

## **California Historical and Social Sciences Analysis Skills**

- Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret timelines.
- Students differentiate between primary and secondary sources.
- Students pose relevant questions about events they encounter in maps, historical documents, eyewitness accounts, photographs, and architecture.
- Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
- Students summarize the key events of the era they are studying and explain the historical contexts of those events.

The above analysis skills are developed as follows:

Lesson 1: Students construct an artifact box, family members are interviewed about their migration to the Coachella Valley, the *Timeline of Coachella Valley's History* is introduced, and Riverside County's population is graphed.

Lesson 2: Bio-sketches of people important to Coachella Valley's history are read, students make Event Cards, and an old Southern Pacific Railroad timetable is analyzed.

Lesson 3: Students analyze early advertisements that promote the Coachella Valley, and they become historians as they interview older residents. Recommended is visiting a local history museum or historic site and completing a community scavenger hunt.

Lesson 4: "Then and Now" photographs are used to help show how the community has developed over time. Bio-sketches are introduced to tell the story of the changing economy and Coachella Valley's history during the early 20<sup>th</sup> century.

Lesson 5: Students judge the advantage of the relative location of the Desert Training Center and its impact on the Coachella Valley. Bio-sketches tell the stories of key individuals important to the Coachella Valley during World War II.

Lesson 6: Students create a scrapbook page for a bio-sketch and a tourism brochure for a local attraction. They complete their bio-sketches activities and participate in a *Living History Museum* to depict people and events in the history of the Coachella Valley.

Lesson 7: Students focus on the *Timeline of Coachella Valley's History*.

**Note: Lessons 1 and 3 may be completed separately from the Bio-sketches.**

## Assessments, Prompts, and Rubrics

Lesson	Activity
Lesson 3	Analysis of a Primary Source: a Written Document
Lesson 3	Write an Opinion Piece supporting a point of view with reasons.
Lesson 4	Analysis of a Primary Source: a Photograph
Lesson 6	Scrapbook – Group Project
Lesson 6	Living History Museum

For additional assessments, refer to the *Assessment* section at the end of each lesson.

## Using an Inquiry Approach

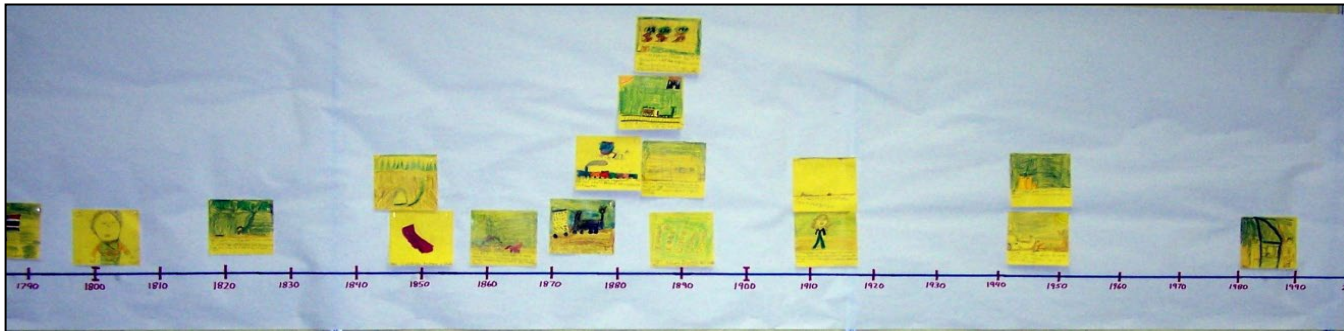
Young children begin to see themselves as capable problem-solvers and active contributors to their community and beyond when they engage in social studies inquiry. The goal is to spark curiosity in the children about the history of their local community, develop robust investigations into the compelling and supporting questions, consider possible solutions and consequences of their research, help them separate evidence-based claims from opinions, and have students communicate and act upon what they learned by participating in The Living History Museum (see pages 11-13).

## Directions for Creating a *Timeline of Coachella Valley's History*

In preparation for this unit, construct a timeline for the history of the Coachella Valley. Draw the timeline on a large sheet of butcher paper, approximately 4 yards long.

Make short vertical lines on the timeline about 6" apart. Label the lines beginning with 1760. **Label each successive date in ten-year intervals** (1770, 1780, 1790, 1800, 1810, 1820...) ending with the year 2020 or later.

Give the timeline a title, such as *Timeline of Coachella Valley's History*. Mount the class timeline on the bulletin board or classroom wall.



At the top of the timeline, label each century.

16 <sup>th</sup> century	17 <sup>th</sup> century	18 <sup>th</sup> century	19 <sup>th</sup> century	20 <sup>th</sup> century	21 <sup>st</sup> century
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As an alternative, use 14 sheets of 12" by 18" construction paper, two for each century from 1500 to 2100. Divide each century into decades.

**Family Migration to the Coachella Valley:** During **Lesson 1**, students interview a family member to identify when their family first moved to the Coachella Valley. After the interview, have the students write the date on a card and add it to the class timeline.

**Coachella Valley's Population:** As students work with the Population Chart in **Lesson 1**, have different students make a card with the population for each census year. Add the cards to the timeline.



**Event Cards:** As you study the history of the Coachella Valley in Lesson 2, 4, 5, and 6, have one student at a time use a 4"X6" index card to make an Event Card for the timeline, one for each of the bio-sketches studied. The Event Card should have the date, a brief event description, and a small illustration. **As completed, post each Event Card on the Timeline.** Encourage students to make the Event Cards colorful to enhance the appeal of the timeline. Throughout this unit, continue to add Event Cards to the timeline.

**Alternative Suggestion:** Some teachers have each class member use 4" x 6" cards to make all of the Event Cards as one student makes the Event Card for the classroom timeline. Punch a hole in the upper left-hand corner of each card and use a 0-ring to keep the cards together.

## Timeline of Coachella Valley's History

Names written in BOLD represent the bio-sketches featured in this curriculum guide. The events on the timeline and the bio-sketches include only a few of the many people who have contributed to the history of the Coachella Valley.

1774	Spanish explorer, <b>Juan Bautista de Anza</b> , passed south of the Coachella Valley through Los Coyotes Canyon in search of a land route from Sonora to Monterey.
1823	<b>Captain Jose Romero</b> , a Spanish explorer, entered the Banning Pass to look for a land route to Yuma. Not until his second attempt did Romero make it to Yuma.
1833?	<b>Genazio Cabazon</b> became Chief of Desert Cahuilla Indians in the 1830s.
1863	The <b>William Bradshaw</b> stagecoach route went through the Banning Pass from Los Angeles to the gold fields of Arizona.
1876	The Southern Pacific Railroad's first steam engine made the run between Los Angeles and Indio on May 29 <sup>th</sup> . The next year the line was completed from Indio to Yuma.
1879	The use of the Bradshaw Trail as a stage route ended with the development of the railroad.
1884	The New Liverpool Salt Company began operation in 1884 when <b>George Durbrow</b> shipped what he called "white gold" to San Francisco.
1885	<b>Albert G. Tingman</b> built Indio's first store northwest of the train depot.
1885	<b>John Guthrie McCallum</b> and his family were the first non-Indian settlers in the Palm Springs area. McCallum established the Palm Valley Land and Water Company.
1886	<b>Dr. Welwood Murray</b> opened the first hotel in Palm Springs.
1890	The first planting of date palms by the U.S. Department of Agriculture took place.
1896	<b>Edith Mann Ross</b> came to the valley with her family in a covered wagon. During Indio's Centennial in 1976 she was named Indio's "First Lady."
1897	The first permanent school was built in Indio, an adobe building at the northwest corner of Fargo and Bliss. It replaced the old tent school structure.
1899	The first commercial grapes were planted by <b>George Durbrow</b> near the corner of present-day Highway 99 and Monroe Street.
1901	The first newspaper, the <i>Coachella Valley Submarine</i> , was published in a tent in Indio.

1901	Present-day Coachella was established and was known as Woodspur.
1903	<b>Bernard Johnson</b> planted the first private commercial date palms near Mecca.
1904	<b>Dr. June Roberston</b> arrived in Indio and became the valley's first resident doctor.
1905	The Colorado River flood broke through the headworks of an irrigation canal and formed the Salton Sea.
1905	After being flooded by the Salton Sea from 1905 to 1907, <b>Fig Tree John</b> moved his clan to Agua Dulce Springs.
1909	Dr. Harry and <b>Nellie Coffman</b> arrived in Palm Springs and Nellie opened her famous <i>Desert Inn</i> .
1910	<b>Dolores Patencio</b> , a Cahuilla basket weaver, introduced her large olla storage basket.
1912	The First National Bank opened in Coachella. This was the first financial institution to open in the valley.
1912	The Indio Women's Club was established.
1913	<b>Cabot Yerxa</b> acquired a 160 acre homestead in present-day Desert Hot Springs. Cabot built by hand a 35 room, four-level, Hopi Indian style pueblo that is now a museum.
1913	<b>Caleb Cook</b> , for whom Cook Street is named, moved to present-day Indian Wells and established a sizeable "Deglet Noor" date garden.
1913	<b>Carl Lykken</b> opened a combination post office, dry goods, grocery and hardware store in Palm Springs.
1913	<b>Cornelia White</b> and her sister, Dr. Florilla White, purchased the old Palm Springs Hotel from Dr. Welwood Murray. Their home now houses the Palm Springs History Museum.
1914	The first electrical service installation was extended from San Bernardino into the Coachella Valley.
1917	<b>Zaddie Bunker</b> opened the first automotive garage in Palm Springs.
1921	<b>Dr. Harry Smiley</b> set up a medical practice in Indio. Today, his adobe home can be visited at the Coachella Valley History Museum.
1922	<b>John Nobles</b> moved to Indio, purchased land known as Nobles Ranch, and became a supporter of civil rights for people of color.
1922	<b>Katherine Finchy</b> was hired as an elementary school teacher in Palm Springs. She retired in 1951 after 29 years of teaching.
1925	<b>Pearl McCallum McManus</b> and her husband Austin opened the Oasis Hotel on land her father, Judge McCallum, had settled in 1885.
1926	The O'Donnell 9-hole golf course opened for business.



1926	Walter and Julia Morgan opened Hotel La Quinta with six small cottages.
1927	The Medjool date was introduced to the Coachella Valley.
1927	<b>Frank Bogert</b> , a cowboy actor, came to Palm Springs. He served twice as mayor, once from 1958-1966 and then from 1982-1988.
1927	<b>Gus Eiler</b> established the Date Palm Beach Resort at the Salton Sea. Outboard motor races became a popular attraction at his marina.
1928	El Mirador Hotel opened in Palm Springs.
1930	Indio became Coachella Valley's first incorporated city.
1930	The settlement that was to become the City of Rancho Mirage was started by Mr. E. P. Davies.
1934	<b>Charlie Farrell</b> and Ralph Bellamy created the Racquet Club Hotel in Palm Springs.
1938	Palm Springs was incorporated from what was formerly called the Village of Palm Springs.
1941	<b>Jacqueline Cochran</b> became the first woman to pilot an American bomber across the Atlantic Ocean for delivery in England.
1942	<b>General George Patton</b> established Camp Young (the Desert Training Center) near Chiriaco Summit to train American soldiers under adverse desert conditions.
1943	<b>Mary Ann Bundschuh</b> opened a bakery and restaurant in Thermal.
1944	The Desert Training Center closed on April 30. Its job was done.
1946	<b>Harry Oliver</b> began to publish <i>The Desert Rat Scrap Book</i> , where he spun tales about a fictitious desert neighborhood.
1946	Coachella was incorporated as the "City of Eternal Sunshine."
1947	<b>Helen Burns</b> opened <i>Helen's Beach House</i> , a popular resort marina where people met for music and dancing beside the Salton Sea.
1948	<b>Cliff Henderson</b> and his brothers opened the Shadow Mountain Resort in what is today Palm Desert.
1953	<b>Jacqueline Cochran</b> set three world records testing jet aircraft at Edwards Air Force Base.
1954	<b>Vyola J. Ortner</b> became chairman of the All-Female Tribal Council of the Agua Caliente Band of Cahuilla Indians.
1956	<b>Carl G. Bray</b> opened an art gallery in Indian Wells where he painted and sold his artwork depicting desert scenery.
1958	<b>Albert Frey</b> , a successful architect of "Modernism" buildings, designed the North Shore Yacht Club at the Salton Sea.

1958	<b>Lawrence Crossley</b> built the first low-cost housing available for residents in Palm Springs who were forced to move from Section 14.
1958	College of the Desert, a two-year college, was founded in Palm Desert. It is one of the 110 community colleges in California, the world's largest higher education system.
1963	Desert Hot Springs was incorporated.
1963	The Palm Springs Aerial Tramway opened as a way of getting from the floor of the Coachella Valley to near the top of San Jacinto Peak. It was constructed in rugged Chino Canyon and is the largest rotating aerial tramway in the world.
1963	Construction began on Sunnylands, the 200-acre estate built by Ambassador Walter and Leonore Annenberg. The property became the vacation site of numerous celebrities and public officials.
1964	Named after the Hollywood entertainer and movie celebrity, the first <b>Bob Hope</b> Golf Tournament was played.
1967	Indian Wells was incorporated.
1972	<b>Katherine Saubel</b> and Lowell Bean published their important book, <i>Temalpakh</i> , about the plants used by Cahuilla Indians.
1973	Palm Desert was incorporated. First named "Sand Hole," and then Palm Village. In the 1940s, it was an Army Tank and Truck Depot.
1973	The City of Rancho Mirage was incorporated.
1975	<b>Cherry Ishimatsu</b> co-founded the California Women for Agriculture to develop an interest in women in agriculture.
1977	At the end of his presidency, <b>President Gerald Ford</b> and his wife, Betty, moved to their home in Rancho Mirage.
1979	Horse rider and trainer <b>Benny Guitron</b> won the World Championship All-Around Stock Horse Championship.
1981	Cathedral City was incorporated. It was first known as East Palm Springs and as Palm Springs Heights.
1982	La Quinta was incorporated. It was first known as Marshall's Cove after John Marshall. Albert Green homesteaded near Washington Street at Avenue 52.
1984	<b>Dr. Reynaldo Carreon, Jr.</b> donated \$100,000 to the College of the Desert for scholarships for students of Mexican-American descent.
1986	Talk-show host and businessman <b>Merv Griffin</b> opened an Arabian horse ranch in La Quinta.
1989	The Palm Springs International Film Festival began. It is held annually in January.
1992	The Landers Earthquake was a magnitude 7.3 earthquake that occurred on June 28 with an epicenter on the eastern side of the San Bernardino Mountains near the town of Landers.

1992	The annual Indio International Tamale Festival began. A holiday tradition, the festival has been named to the Top 10 list of “All-American Food Festivals” in the nation.
1994	<b>Sonny Bono</b> , an entertainer and the former mayor of Palm Springs, was elected to the U.S. House of Representatives from California’s 44 <sup>th</sup> district. Following his death from a ski accident in 1998, his widow Mary Bono completed his term.
1999	The Empire Polo Club in Indio hosts the first outdoor Coachella Valley Music and Arts Festival ( <i>Coachellafest</i> ) each April, drawing thousands of music fans from across the country.
1999	Tour de Palm Springs Charity bicycle races began. Raising funds for Coachella Valley’s non-profit organizations, it has become the largest ride of its kind in the Western United States.
2000	The Indian Wells Tennis Garden opened. Each year in March, it hosts the fifth largest tennis tournament in the world, the BNP Paribas Open.
2002	The Palm Desert Campus of California State University opened its first permanent structure on Cook Street in Palm Desert.
2010	Desert Energy Enterprise Center opened. A part of College of the Desert, its purpose is to inspire green technology and to train the state’s renewable energy workforce.

**Additional dates may be added to the *Timeline of Coachella Valley*, as desired.**

**There are four recommended steps when reading each bio-sketch.**

1. Read the timeline entry for the bio-sketch. Discuss the date and the accomplishments of the person.
2. Read the bio-sketch using guided reading, including think-aloud and/or text-dependent questions that direct students back into the text. Use a discussion protocol and strategies such as mumble reading and reciprocal reading.
3. Construct an Event Card for the bio-sketch and add it to the *Timeline of Coachella Valley’s History*.
4. Summarize information about the bio-sketch and add it to the *Local Heroes Chart*.

## List of Bio-Sketches for the History of the Coachella Valley

The following bio-sketches are included in a separate booklet. It is recommended the bio-sketches be duplicated for all students. As a student selects a bio-sketch to portray at *The Living History Museum*, use the sheet below to record student names.

At *The Living History Museum*, you may not have time to cover every bio-sketch. Pick and choose the ones that work best for your students. Refer to the timeline on pages 7 to 11 for a quick description of each bio-sketch.

Bio-Sketch	Student's Name	Bio-Sketch	Student's Name
Bogert, Frank		Henderson, Cliff	
Bono, Sonny		Hope, Bob	
Bradshaw, William		Ishimatsu, Cherry	
Bray, Carl		Johnson, Bernard	
Bundschuh, Mary Ann		Lykken, Carl	
Bunker, Zaddie		McCallum, John	
Burns, Helen		McManus, Pearl	
Cabazon, Genazio		Murray, Dr. Welwood	
Carreon, Jr. Dr. Reynaldo		Nobles, John	
Cochran, Jacqueline		Oliver, Harry	
Coffman, Nellie		Ortner, Vyola J.	
Cook, Caleb		Patencio, Dolores	
Crossley, Lawrence		Patton, General George	
DeAnza, Juan Bautista		Roberston, Dr. June	
Durbrow, George		Romero, Captain Jose	
Eiler, Gus		Ross, Edith Mann	
Farrell, Charles		Smiley, Dr. Harry	
Finchy, Katherine		Saubel, Katherine	
Fig Tree John		Tingman, Albert G.	
Ford, Gerald		White, Cornelia	
Frey, Albert		Yerxa, Cabot	
Griffin, Merv		Murray, Dr. Welwood	
Guitron, Benny			

## The Living History Museum

Our class will be holding a special event, *The Living History Museum*. Each student will select an historical figure from Coachella Valley's history to portray at *The Living History Museum*. Students will "perform" their "living history" for family members, friends, and interested community members. *The Living History Museum* will be held on \_\_\_\_\_. Your child has been assigned \_\_\_\_\_.

To prepare for *The Living History Museum*, each student will write a speech using the first person "voice" of the historic person he/she selected. The speech should include the person's name, important dates, contributions to the Coachella Valley, and other historic information about the person's life. Refer to the **bio-sketch** provided by the teacher. Students may include additional information about their historical figure, if available.



On the day of *The Living History Museum*, each student should wear a simple costume representing what the historic person may have worn in his or her work.

Students share artifacts, props, or a background associated with the individual; for example, William Bradshaw may have a replica or picture of a stagecoach; a date grower may have a cluster of dates; an early settler may have a copy of a town map.



Students will be the "exhibits" in *The Living History Museum* as they role-play the historic person. A "button" will be provided next to each student. Museum visitors will gently push the button, and the historic figure will "come to life" and share his/her speech.

### Preparing for *The Living History Museum*

1. Read the bio-sketch provided by the teacher.
2. Make note cards that you can refer to as you speak.
3. Review your notes to be sure you have the necessary information.
4. Speak in the "first person" as if you are the person.
5. Include visuals such as props, artifacts, or maps.
6. Practice your presentation out loud and, if possible, in front of someone else.
7. Be sure to speak clearly and loudly enough.
8. Keep your listeners interested by using facial expressions and hand movements.
9. Do not put your hands in your pockets while speaking.
10. Look at your audience while you speak, even if you are holding a prop.



## The Living History Museum

Standard SL 3.4; History/Social Science Standard 3.3

Prompt: Select an historical figure from Coachella Valley’s history to portray at the *Living History Museum*. Read the bio-sketch provided by your teacher and plan a simple oral presentation. The oral presentation should include:

- the person’s name
- important dates in his/her life
- his/her contributions to Coachella Valley’s history
- any other historic information about the person’s life.

Hint: Be sure to speak clearly in the first person as if you are the person.

INDICATORS	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
<b>KNOWLEDGE OF HISTORICALLY ACCURATE CONTENT</b>	Student demonstrates an in-depth understanding of the historical content; all main ideas are supported by facts with no obvious inaccurate facts; contains substantial supportive evidence.	Student demonstrates a clear understanding of the historical content; all main ideas are supported by facts; contains no obvious inaccurate facts; has significant evidence.	Student demonstrates a limited understanding of the historical content; most main ideas are supported by facts, no obvious inaccurate facts; would be improved with more evidence.	Student demonstrates little understanding of the historical content; facts may be inaccurate; lacks supportive evidence.
<b>SUPPORTS THE TOPIC WITH ACCURATE EXAMPLES</b>	Student supports the topic with insightful historical and/or geographic examples.	Student supports the topic with several historical and/or geographic accurate examples.	Student supports the topic with limited historical and/or geographic examples.	Student has few or no historical and/or geographic examples.

# Lesson 1: Traditions, Migration, and Population

## Supporting Questions:

What are some of my family's cultural and religious traditions?

When and why did my family come to the Coachella Valley?

What is the population of Riverside County, and how has it changed over time?

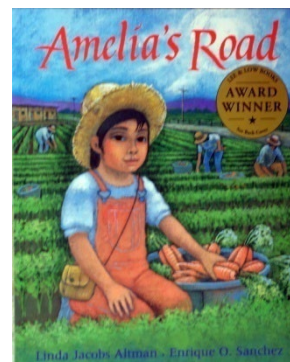
## Activity # 1 Migrant Farm Workers

Materials needed: A copy of *Amelia's Road* by Linda Jacobs Altman. If the book is not available, move to Activity #2.

### Procedure

Step 1: Information for students. In this unit, we will study people who have come to the Coachella Valley and the reasons for bringing them here. In this first activity, we will learn about migrant farm workers. The term "migrant" means to move from place to place. Migrant farm workers move from harvest to harvest, staying in temporary housing or labor camps for short time periods.

Step 2: A Book to Read. Show the cover of the book *Amelia's Road* by Linda Jacobs Altman. Point out the cover picture shows Amelia, the daughter of a farm worker. In the book, she describes how she is tired of moving around so much and dreams of her own home. The farm work and moving about make it very difficult for Amelia to know any one place very well or to make friends. In Amelia's story, she is looking for a place where she belongs and can call home, a place she can come back home to.



After reading the story, have students describe the characters (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. Have students talk with a partner as you ask the following (R.3.3):

- What is Amelia's life like as the daughter of migrant farm workers?
- Why does Amelia's family move from farm to farm?
- What do you think it would be like to move from place to place?
- What is meant by the phrase, *the accidental road*? (a shortcut Amelia found by *accident*. It was narrow and rocky, more like a footpath)
- At the end of the story, why does Amelia feel that now she has a place that belongs to her and to which she belongs? How does she adjust to this new place?

Step 3: Writing and Drawing. Share with the students a special place that you enjoy. Ask students if they have a special favorite place. Optional: Have the students each draw a picture of "someplace that is special," and title it "My Special Place." Either before drawing or afterward, have students write what makes their place so special.

Note: In the next activity, students will share their cultural and religious traditions by constructing an "artifact box" similar to the one Amelia made in her story.

## Activity # 2 Artifact Boxes and Cultural & Religious Traditions Exhibit

**Materials needed:** For each student, a box such as a shoe box and personal artifacts that tell about his/her family's culture (e.g., photographs of the family, special items used for holiday celebrations, cultural artifacts, and religious items). The students should collect these items at home. Note: It is helpful for the teacher to also construct an "Artifact Box".

### Procedure

**Step 1: Creating Artifact Boxes.** In the story *Amelia's Road*, Amelia creates an "artifact box" which contains some of her favorite things. She calls it *Amelia's Things*.

As the teacher, describe or share with the students some of your favorite and "treasured" belongings. Include items that describe your cultural and/or religious traditions.



**Step 2: Homework assignment** Have students collect personal artifacts reflecting some of their favorite things, including things about their family's culture. Ask students to decorate the outside of a box. The treasures (or pictures of the treasures) can be placed inside.

**Step 3 Share Artifact Boxes:** Students bring "Artifact Boxes" from home to school.

Provide school time each day for a few students to share their boxes with the class. Discuss what the artifact boxes tell us about the people who have settled in our community. Be sure to cover the cultural and religious traditions of people in the local community (SL 3.4).

Optional Activity: Students write a brief "Story of My Life" to accompany their artifact box (W3.2).



## Activity #3 Timeline of Coachella Valley's History

**Materials needed:** Refer to page 6 for *Directions for Creating a Timeline of Coachella Valley's History*. The teacher needs to construct the timeline before this activity.

### Procedure

**What is a timeline?** Explain to the students that a timeline helps keep track of events. It shows the dates on which events take place. List the following three steps to help students understand the scope of a timeline.

1. To learn what the timeline is about, study the title.
2. Figure out the time period the timeline covers.
3. Read the timeline from left to right. The event on the far left is the oldest event. The event on the far right is the most recent event. (Note: At this point, there are no events listed on the timeline. During the next activity, students will create an event card to tell when their family first came to the Coachella Valley.)



## Activity #4 My Family's Migration - When and Why?

**Materials needed:** For each student, a copy of the *Family Migration Interview* (Handout # 1.1 on page 20). A sheet of chart paper for constructing a chart titled *My Family's Migration to the Coachella Valley* (see below). Refer to page 6 for directions on how to create Event Cards.

### Procedure

**Step 1: Interviews** In class, discuss the interview form and the questions. Have students interview you and/or the principal to get practice asking the questions and recording the answers (SL 3.3).

**Step 2: Family Migration Interview** Ask students to conduct an interview with a parent, older relative, or family friend to determine the answers to the *Family Migration Interview* (Handout #1.1, page 20). Send the questionnaire home. Allow enough time for students to conduct the interview (SL 3.3).

**Note:** Be sensitive to families who do not wish to answer questions about their migration. Sample questions include:

- When did your family (or ancestors) first move to the Coachella Valley?
- From where did your family move?
- Why did your family choose to move to the

Coachella Valley?

- Describe some cultural and religious traditions that your family celebrates?

**Step 2: Record the Data** Discuss the students' interviews. Record the data collected on a chart as shown below (W 3.4):

**My Family's Migration to the Coachella Valley**

Name of person interviewed	Date of Arrival	Place where the Person Came From	Reasons for Migration

**Step 3: Event Cards** Using Event Cards or Post-Its, have students write their name and the date(s) that their family arrived in the Coachella Valley. Affix these to the *Timeline of Coachella Valley's History* according to when the students' families arrived (W 3.2).

**Step 4 (Optional): Map Exploration** Students write their names and where their families came from on a Post-It. Affix the Post-Its on a United States map and/or a world map. Ask, "What does the mapping activity tell you about the movement of people from one place to another? What were the reasons people migrated to the Coachella Valley?" In a discussion about the reasons for the migration of different families, ask, "Are there any patterns?" Compare and contrast the patterns of the movement identified.

## Activity # 5 Growth in the Coachella Valley

### Background Information – Population of the Coachella Valley

At the end of World War II, the Coachella Valley had only 170,000 people, mostly farmers growing crops in the eastern end of the valley. Even though vacationers came to the desert during the winter, most businesses closed during the summer. What turned the Coachella Valley into a major destination resort was the **development of air conditioning**, followed by **expanding recreational opportunities** such as tennis and golf.

As of the 2020 Census, the total population of the Coachella Valley was 370,135. (Cathedral City 51,493; Coachella 41,941; Desert Hot Springs 32,512; Indian Wells 4,757; Indio 89,137; La Quinta 37,558; Palm Desert 51,163; Palm Springs 44,575; Rancho Mirage 16,999).

### Procedure

Step 1: Review the chart, “My Family’s Migration to the Coachella Valley,” developed earlier in the lesson (page 17). Have students engage in a range of collaborative discussions building on the ideas of others and expressing their own clearly (SL 3.1).

Ask the following questions:

- When did most of the families in our class come to the Coachella Valley?
- Why did they come?
- What are the reasons why people come to the Coachella Valley today?
- How much population is enough, and how much is too much?
- What “trade-offs” or individual economic choices do people make when they move to a new place?
- What does someone “give up” when moving to a new place?
- What does one gain from a move to a new community? What are the “benefits” of moving? What are the “costs” (not only financial) of moving?

**Background Information:** The 2020 census data shows Coachella Valley's population is growing and diversifying but not as quickly as Riverside County as a whole. Indian Wells remains the smallest city in the valley, while Indio is the largest, with nearly 90,000 people.

The Coachella Valley's nine cities grew by 23,557 people from 2010 to 2020, an increase of about 6.8% to a total population of 370,135. Riverside County saw its population rise over the same decade by 10%, to 2,418,185.

## Activity # 5 A Population Bar Graph of Riverside County – Represent and Interpret Data

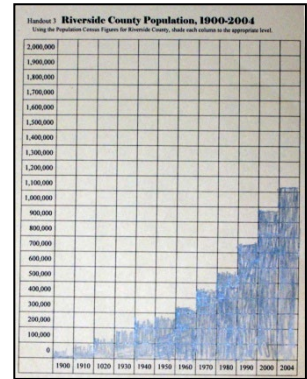
Materials needed: For each student, a copy of *Riverside County Population* (Handout #1.2, page 21 and the bar graph template *Riverside County Population, 1910-2020* (Handout #1.3, page 22). Also, it is helpful to use a document camera to display both handouts.

### Procedure

Step 1: Decennial Census Explain to students that the population of a city is determined by a national census taken every 10 years. This Decennial Census (10-year survey) attempts to count all persons living in the United States on April 1<sup>st</sup> in all years ending with a zero (1990,

2000, 2010, 2020 etc...). The census includes categories such as men, women, children, age, and ethnicity.

**Step 2: Riverside County Population** Discuss the figures in the chart (Handout #1.2, page 20). Explain that the official United States Census is conducted every ten years (decennial); however, an estimate of the population census figures is often available every year. The population of Riverside County is the fourth-most populous county in California and among the fastest-growing areas of the United States in the past fifty years (since 1960). Pose the question, “Why does the population of a community change?”



Note: This bar graph shows data from 1900 to 2004.

### Riverside County Population Decennial Census: 1910 to 2020

Year	Population
1910	34,696
1920	50,297
1930	81,024
1940	105,524
1950	170,046
1960	306,191
1970	459,074
1980	663,166
1990	1,170,413
2000	1,545,387
2010	2,189,641
2020	2,418,185

Ask the students how the population of Riverside County has changed over time?

Why do you think Riverside County grew so much between 1980 and 1990? From 1990 to 2020?

Why do people want to come to Riverside County today?

**Step 3: Construct a Scaled Bar Graph.** Demonstrate how to construct a bar graph. Use the figures in the Population Census for Riverside County (Handout #1.2, page 21) and the bar graph template in Handout #1.3, page 22). Help the students construct a bar graph of the population of Riverside County for the years 1900 through 2020 (Math RID 3.3).

**Step 4: Interpret Data on a Scaled Bar Graph.** Ask students several “how many more” and “how many less” problems using information presented in the scaled bar graph (Math RID 3.3).

### Assessment

- **Construct an artifact box** that tells about your family’s cultural and religious traditions and then **orally summarize** for the class what is included in the artifact box. (Activity #2)
- **Conduct a family migration interview.** (Activity #4)
- **Create an Event Card** for when your family arrived in the Coachella Valley. Affix it to the *Timeline of Coachella Valley’s History.* (Activity #4)
- **Construct a bar graph of the population** of Riverside County from 1910 to 2020. (Activity #5)

## Family Migration Interview

1. Name of Interviewer \_\_\_\_\_
2. Name of Person Interviewed \_\_\_\_\_
3. Date of the Interview \_\_\_\_\_
4. Interviewer's relationship to the person Interviewed \_\_\_\_\_
  
5. When did your family (or ancestors) first move to the Coachella Valley?
  
6. From where did your family move?
  
7. Why did your family choose to move to the Coachella Valley?
  
  
  
  
  
  
  
  
  
  
8. Describe some cultural and religious traditions that your family celebrates.

**Riverside County Population**  
Decennial Census: 1910 to 2020

<b>Year</b>	<b>Population</b>
1910	34,696
1920	50,297
1930	81,024
1940	105,524
1950	170,046
1960	306,191
1970	459,074
1980	663,166
1990	1,170,413
2000	1,545,387
2010	2,189,641
2020	2,418,185

Handout #1.3

## Riverside County Population, 1910-2020

Using the Population Census Figures for Riverside County, shade each column to the appropriate level.

2,400,000												
2,200,000												
2,000,000												
1,900,000												
1,800,000												
1,700,000												
1,600,000												
1,500,000												
1,400,000												
1,300,000												
1,200,000												
1,100,000												
1,000,000												
900,000												
800,000												
700,000												
600,000												
500,000												
400,000												
300,000												
200,000												
100,000												
0												
	1910	1920	1930	1940	1950	1960	1970	1980	1990	2000	2010	2020

## Lesson 2: Early Explorers, Newcomers, and First Communities

### Supporting Questions:

Who were the early explorers of the Coachella Valley?

Who were the settlers who came here?

Why were the first communities established? How did individuals or families contribute to the founding and development of the Coachella Valley?

### Activity #1 Explorers to the Coachella Valley

**Materials needed:** For each student, a copy of the bio-sketch for **Juan Bautista de Anza** and **Captain Jose Romero**. Refer to the separate bio-sketch document. It is recommended that all of the bio-sketches and the *Timeline of Coachella Valley's History* be duplicated and assembled into a reading packet for students to use throughout this curricular unit.

### Procedure

**Step 1: Frontload vocabulary** To assist students with the acquisition of general academic vocabulary, discuss the following words (RI 3.4):

**explore** – to set out to find a new place, verb.

**explorer** – a person who goes to find out about a place, noun.

Ask students why explorers might want to leave their homes for unknown lands.

**Step 2: Reading assignment:** First, read the timeline entry for **Juan Bautista de Anza** and discuss his accomplishments and the date.

1774

Spanish explorer, **Juan Bautista de Anza**, passed south of the Coachella Valley through Los Coyotes Canyon in search of a land route from Sonora to Monterey.



Next, read the bio-sketch for **Juan Bautista de Anza**. Help students determine the main idea of the text; recount the key details; and explain how the details support the main idea. Ask questions to help students demonstrate their understanding of the text. Encourage them to refer explicitly to the text as the basis for their answers (RI 3.1, RI 3.2).

**Note:** Use guided reading of the text, including think-aloud and/or text-dependent questions that direct students back into the text. Use a discussion protocol and strategies such as mumble reading, reciprocal reading, and role-playing.

**Mumble Reading:** To use “mumble reading,” the teacher reads the bio-sketch in a clearly articulated voice, while simultaneously, the students read in low, quiet voices.

**Reciprocal Teaching:** In reciprocal teaching, students form pairs to reread the bio-sketch, one paragraph at a time. After one student reads the first paragraph, his/her partner asks a question that comes to mind about the reading. Students then switch roles and read the next paragraph. Each set of partners always gets to ask questions as well as read a paragraph

and answer questions. For the first time, it is recommended that the teacher have several pairs of students model the process of reciprocal teaching. Plan for enough time to be sure the students understand the process.

Partners continue reading each paragraph and asking questions. At the end of the bio-sketch, have one or more students summarize the reading. This technique teaches students to focus intently on what they are reading by designing and asking questions.

Step 3: Read the timeline entries for **Jose Romero** and **Genazio Cabazon**. Discuss their accomplishments and the dates.

1823	<b>Captain Jose Romero</b> , a Spanish explorer, entered the Banning Pass to look for a land route to Yuma. Not until his second attempt did Romero make it to Yuma.
183?	<b>Genazio Cabazon became Chief of Desert Cahuilla Indians in the 1830s.</b>

Step 4: Read the bio-sketches for Jose Romero and Genazio Cabazon. Help students determine the main idea of the text; recount the key details; and, explain how the details support the main idea. Ask questions to help students demonstrate their understanding of the text. Encourage them to refer explicitly to the text as the basis for their answers (RI 3.1, RI 3.2).

## **Activity #2 Timeline of Coachella Valley's History**

Materials needed: 4" x 6" note card or a piece of construction paper for the students who will create an Event Card for Juan Bautista de Anza, Captain Jose Romero, and Genazio Cabazon. If desired, all students can make an Event Card for every bio-sketch. Refer to the *Directions for Creating a Timeline of Coachella Valley's History* on page 6.

### **Procedure**

Step 1: Event Cards Select students to create an Event Card for Juan Bautista de Anza, Captain Jose Romero, and Genazio Cabazon. Provide a 4" x 6" note card or a piece of construction paper to make Event Cards. As described on page 6, each Event Card includes the name of the event, the date, a brief description of the event, and a small illustration. Encourage students to make the Event Card colorful. Place the completed Event Cards on the *Timeline of the Coachella Valley*.

Note: If desired, students can each make all the Event Cards as one student makes the Event Card for the class timeline. To save time, cut and paste the timeline descriptions (pages 7-11) at the bottom of separate 4"X6" note cards, write the date at the top of the card, and illustrate each card, as time allows. Punch a hole in the upper left-hand corner of each card and use an O-ring to keep the cards together.

Step 2: Timeline Review Review the three events posted on the timeline. Have students describe the relationship between the historical events using language that pertains to time, sequence, and cause/effect (RI 3.3).



Note: During this unit, each student selects an historical figure from Coachella Valley’s history to portray at **The Living History Museum** (SL 3.4). Students who create an Event Card for de Anza, Romero, and Cabazon for the class *Timeline of Coachella Valley’s History* may or may not be the ones to portray the same person at *The Living History Museum*. *The Living History Museum* will be held at the end of Lesson 6.

### Activity # 3 Local Heroes Chart

**Materials needed:** Use either a large piece of chart paper or butcher paper to construct a large version of the *Local Heroes Chart* (shown below). Include the headings: *Name of Local Hero*; *Important Dates*; and, *Description of the Hero’s Contributions to Coachella Valley*. Provide space for all of the bio-sketches that will be added throughout the unit.

#### Procedure

**Step 1: Local Heroes Chart** To help students keep track of the bio-sketches read during this unit, begin a *Local Heroes Chart* with Juan Bautista de Anza, Captain Jose Romero and Genazio Cabazon. To keep the organizer up-to-date, add new information throughout the unit as students read each new bio-sketch.

#### **Local Heroes Chart**

Name of Local Hero	Important Dates	Description of the Hero’s Contributions to the Coachella Valley
Juan Bautisa de Anza		
Jose Romero		
Genazio Cabazon		

**Summarization Skill:** To develop the skill of summarizing, students can help identify the information to include on the Local Heroes Chart (RI 3.2).

**Teacher Option:** Rather than writing on the chart, create a separate card for the name of the local hero, a card for the important dates, and a card for the description of the hero’s contribution. This way, the chart becomes a manipulative activity for students to practice sorting and matching each item. If available, use a large pocket chart to hold the cards.

### Activity # 4 Newcomers Travel Through the Region

**Materials needed:** For each student, a copy of the bio-sketch for **William Bradshaw**; photographs of several stagecoaches

#### Procedure

**Step 1: Read the timeline entry for William Bradshaw.** Discuss his accomplishments and the date.

<b>1863</b>	The <b>William Bradshaw</b> stage route went through the Banning Pass from Los Angeles to the gold fields of Arizona.
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Explain to students that until the 1860s, only Cahuilla Indians lived in the desert region. While non-Indians traveled through the Coachella Valley, mostly using the Bradshaw Trail, they did not settle here. Many traveled either eastward through the desert to settle near Los Angeles, or they traveled westward through the desert to seek out the gold fields. Show several photographs of stagecoaches and discuss their use (RI 3.7).

Step 2: Read the bio-sketch for **William Bradshaw**. Help students determine the main idea of the text, recount the key details, and explain how the details support the main idea. Ask questions to help students demonstrate their understanding of the text. Encourage students to refer explicitly to the text as the basis for their answers (RI 3.1, 3.2).

Step 3: Create an Event Card for William Bradshaw and add it to the *Timeline of Coachella Valley's History*.

Step 4: Summarization Skill: Have students summarize the information about William Bradshaw and add it to the *Local Heroes Chart* (RI 3.2).

**Note to the teacher:** There are four recommended steps when reading each bio-sketch.

5. Read the timeline entry for the bio-sketch. Discuss the date and the accomplishments of the person.
6. Read the bio-sketch using guided reading, including think-aloud and/or text-dependent questions that direct students back into the text. Use a discussion protocol and strategies such as mumble reading and reciprocal reading.
7. Construct an Event Card for the bio-sketch and add it to the *Timeline of Coachella Valley's History*.
8. Summarize information about the bio-sketch and add it to the *Local Heroes Chart*.

## Activity #5 Railroads Lead to Growth in the East Valley

Materials needed: For each student, a copy of the bio-sketch for **Albert G. Tingman**.

### Procedure

Step 1: Frontload vocabulary To assist students with the acquisition of general academic vocabulary, discuss the following words (RI 3.4):

<b>settle</b> – to live in a new community, verb.	<b>settler</b> – a person who lives in a new community, noun. A settler is a person who starts a new life in a place where there are no other houses or towns.	<b>settlement</b> – a new community, noun. When a group settles an area together, they create a settlement. settle + ment = settlement
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Questions to ask:

1. Why might settlers want to leave their homes to live in a new land?
2. What reasons would cause people to settle in locations like the Coachella Valley?
3. What do you think life was like in the early settlements?

Background Information: The settlement of the Coachella Valley and the surrounding region was more influenced by the railroad than any other feature. Within the Coachella Valley was an important town named Indio. It began as a railroad town, and most of the town's early residents worked for the railroad.

Indio's location was an ideal stopping point for those traveling between Los Angeles and Yuma because it was halfway between them. Indio was near an Indian settlement where labor was available, and underground water was available for the steam trains. Indio soon had living quarters built for train crews and railroad workers. The thriving community featured a restaurant that was open twenty-four hours a day.

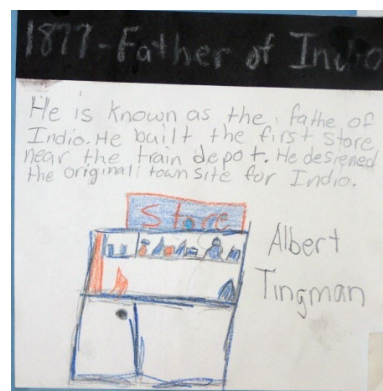
Why did the people come to Indio? Explain that the trains brought in settlers seeking:

- work with the railroad
- relief from respiratory diseases in the warm, dry climate
- a way to make a living by cooking for and serving the railroad workers
- their fortune by mining in the mountains east of Indio
- land to farm and grow crops that would ripen earlier than in cooler climates

Step 2: Reading assignment Read the timeline entry for **Albert Tingman**. Discuss his accomplishments and the date.

<b>1885</b>	<b>Albert G. Tingman</b> built Indio's first store northwest of the train depot.
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Read the bio-sketch for **Albert G. Tingman** and help students determine the main idea of the text, recount the key details, and explain how the details support the main idea. Ask questions to help students demonstrate their understanding of the text. Encourage them to refer explicitly to the text as the basis for their answers (RI 3.1, RI 3.2).



Construct an Event Card for Tingman and add it to the *Timeline of Coachella Valley's History*.

Summarization Skill: Have students help summarize the information about Albert Tingman and add this to the *Local Heroes Chart* (RI 3.2).

**What's in a Name? How did the Coachella Valley Get its Name?**

Coachella (ko-CHEL-a, ko-a-CHEL-a) Since shells could be found in the valley... Dr. Stephen Bowers called it Conchilla Valley in 1888, after Spanish *conchilla* 'shell'... Before 1900, when the region was surveyed by the USGS, **A.G. Tingman** [a storekeeper in Indio] proposed the name of Conchilla Valley. This name was accepted by the prospectors and homesteaders, and also by W.C. Mendenhall of the US Geological Service. The name Conchilla was used as late as 1909, but, the cartographers misread the name. It appeared as Coachella Valley on the San Jacinto atlas. In 1909 the name became official.

Step 3: Add the following Event Cards to the *Timeline of Coachella Valley's History*. Help students describe the relationship between the series of historical events on the timeline using language that pertains to time, sequence, and cause/effect (RI 3.3).

<b>1876</b>	The Southern Pacific Railroad's first steam engine made the run between Los Angeles and Indio on May 29 <sup>th</sup> . The next year the line was completed from Indio to Yuma.
<b>1879</b>	The use of the Bradshaw Trail as a stage route ended with the development of the railroad.

## Activity #6 Let's Take a Ride on the Railroad – Read and Interpret Data

Materials needed: For each student, a copy of the train schedule for the *Southern Pacific Railroad, Yuma Division* (Handout #2.1, page 30) and *Let's Ride on the Railroad* (Handout #2.2, page 31).

### Procedure

#### Step 1: Share Important Information with students

Settlers from the Midwest used trains. These settlers would hire box cars to transport their goods to the Coachella Valley. Besides Midwest settlers, miners used the trains to come to the area where there were mines in the nearby hills. Access to trains was a big reason why the population in the Coachella Valley began to grow. And having more trains meant additional people were needed to maintain and operate them. Because blowing sand would cover up the tracks and flash floods would wash out the tracks, maintenance was a constant requirement. Building the tracks and maintaining them took a lot of work.

The train's steam engines needed water. In 1894, at the town of Mecca (originally named Walters), well drillers hit a gusher of artesian water. The discovery of large amounts of artesian water meant that as many as four tank cars could be filled at a time by artesian pressure. Providing water in that quantity helped to spur the further use of trains.

Step 2: The Trains to Indio Explain to students that the first trains were scheduled from Indio to Los Angeles on May 29, 1876. The rail line was extended to Yuma in 1877. That year there was a rail rate war because of competition with other transcontinental railroad lines. The rate war resulted in passenger fares dropping to \$1 per person between the Missouri River and the Pacific Ocean.

Distribute copies of the train schedule for the *Southern Pacific Railroad, Yuma Division* (Handout #2.1, page 29). This schedule reflects travel from Los Angeles to Yuma and Yuma to Los Angeles. Provide time for students to study the schedule.

Note: This activity is challenging for students. It is recommended that the teacher assist students as they analyze the train schedule. Be sure students understand there are two trains daily, a freight train and a passenger train. Explain the difference between the two types of trains. Note the various cities mentioned on the train schedule.

Step 3: Distribute copies of *Let's Ride on the Railroad* (Handout #2.2, page 31). Assist students as they complete the top part of the worksheet. Review the

answers together. On the "Plan a Trip" section of the worksheet, encourage students to work individually, in pairs, or in small groups to plan their own trip.

**Let's Take a Ride on the Railroad**

Use the Southern Pacific train schedule for the YUMA DIVISION.

1. What is the name of the railroad? Southern Pacific Railroad
2. How many trains leave daily for Los Angeles on the Yuma Division? 4
3. What type of train is # 21? Freight
4. What type of train is # 19? passenger
5. From where did trains # 21 and # 19 originate? Los Angeles
6. At what time can you leave Los Angeles to travel to Indio? 1:15 P.M.
7. What is the distance in miles from Los Angeles to Indio? 149.5 miles
8. How many hours does the trip take from Los Angeles to Indio? 10 hours 30 minutes
9. If you want to ship some fruit from Indio to Los Angeles, what time will the train leave Indio? 5:50 P.M. Arrive in Los Angeles? 1:30 A.M.

**Plan a Trip**

Now it is your turn to plan a trip. Use the same train schedule and answer the following questions.

1. From what city will you depart? El Centro
2. What is your destination? Milk Water
3. What time will you leave? 1:00 PM What time will you arrive? 1:15 PM
4. How long will your trip last? 3 hours 15 minutes
5. What distance will the train travel to get to your destination?
6. What will you do at your destination? take pictures  
go play on water.

Name: Anne Date: 5/12/06

## Activity # 7 The Newcomers Who Settle Here in the Upper Valley

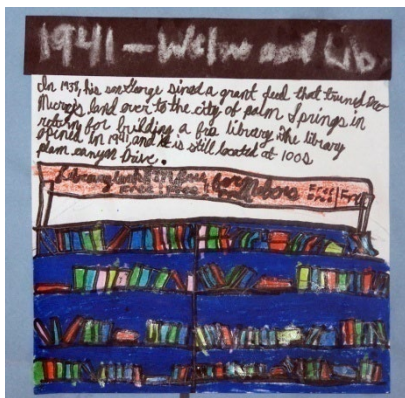
**Materials needed:** For each student, a copy of the bio-sketch for **Judge John McCallum, Dr. Welwood Murray, and Edith Mann Ross.**

### Procedure

**Step 1:** Read the timeline entries for McCallum, Murray, and Ross

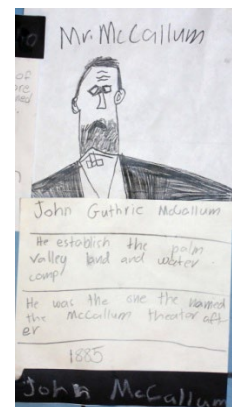
1885	<b>John Guthrie McCallum</b> and his family were the first non-Indian settlers in the Palm Springs area. McCallum established the Palm Valley Land and Water Company.
1886	<b>Dr. Welwood Murray</b> opened the first hotel in Palm Springs.
1896	<b>Edith Mann Ross</b> came to the valley with her family in a covered wagon. During Indio's Centennial in 1976 she was named Indio's "First Lady."

**Step 2: Reading assignment:** Read the the bio-sketches for **Judge John McCallum, Dr. Welwood Murray and Edith Mann Ross** (RI 3.1).



**Step 3: Construct Event Cards** for each person and add them to the class timeline.

**Step 4: Summarization Skill** Have students help summarize the information about Judge John McCallum, Dr. Welwood Murray, and Edith Mann Ross. Add this to the *Local Heroes Chart* (RI 3.2).



## Activity # 8 Who Said This?

**Materials needed:** For each student, a copy of *Who Said This?* (Handout # 2.3, page 32).

### Procedure

**Step 1:** Distribute copies of *Who Said This?* (Handout # 2.3, page 32). Using *The Timeline of Coachella Valley's History* and the *Local Heroes Chart*, have students complete each statement.

### Assessment:

- Read the timeline and bio-sketches for Juan Bautista de Anza, Captain Jose Romero, Genazio Cabazon, William Bradshaw, Albert G. Tingman, John McCallum, Welwood Murray, and Edith Mann Ross.
- Make Event Cards for each of the above.
- Summarize the material on the *Local Heroes Chart*. (Activities #1, #4, #5, and #7).
- Complete the worksheet, *Let's Ride on the Railroad* (Activity #6).
- Complete the worksheet, *Who Said This?* (Activity #8).

Handout 4

**Who Said This?**

Jose Romero       John McCallum       Juan Bautista de Anza  
 William Bradshaw       Welwood Murray       Anza  
 Albert G. Tingman       Cabot Yerxa

Below are statements that could have been made by a person from the above group of names. Read each statement, then decide who could have said it, and write the name of that person in the box next to the statement.

I built the Palm Springs Hotel, the first resort in the Palm Springs area.	Dr. Welwood Murray
The trail I created is used by stagecoaches and by miners going to the gold fields, but the railroads will run my trail out of business.	William Bradshaw
I am leading a group of settlers from Sonora Mexico to settle the new town of San Francisco.	Juan Bautista De Anza
I built the first store in Indio, laid out the map of the town's site, and am called the "Father of Indio."	Albert Tingman
My expedition is looking for a land route from San Gabriel to the Colorado River.	Jose Romero
I built a Hopi-Indian style pueblo with 35 rooms. I helped to lay out the Desert Hot Springs townsite.	Cabot Yerxa
I sell lots for the Palm Valley Land and Water Company to new settlers who will plant orchards and vineyards.	Judge McCallum

Name: Jodelle      Date:

# Southern Pacific Railroad

## YUMA DIVISION

From SAN FRANCISCO.				Distances FROM Los Angeles.	STATIONS.
<b>21</b> ARIZONA FREIGHT. A		<b>19</b> ARIZONA PASSENGER. A			
8.30	AM LV	2.25	PM LV	.0	Lv. <b>LOS ANGELES</b> .. 9.2
9.15	.....	3.10	.....	9.2	..... <b>San Gabriel</b> .....
<b>9.30</b>	.....	3.20	.....	11.7	..... <b>Savanna</b> .....
9.35	.....	3.30	.....	13.1	..... + <b>Monte</b> .....
10.00*	.....	4.00*	.....	19.3	..... <b>Puente</b> .....
10.35	.....	4.45	.....	29.3	..... + <b>Spadra</b> .....
10.50	.....	5.05	.....	32.8	..... + <b>Pomona</b> .....
11.25*	.....	5.40*	.....	42.3	..... <b>Cucamonga</b> .....
12.20 } 12.40 }	} PM.	6.30 7.10	}	57.5	..... + <b>Colton</b> .....
12.55*		7.30*		60.9	..... <b>Mound City</b> .....
1.55*	.....	8.25*	.....	72.0	..... <b>El Casco</b> .....
2.40*	.....	<b>9.10</b>	.....	80.6	..... <b>San Gorgonio</b> .....
3.05	.....	9.32	.....	86.8	..... + <b>Banning</b> .....
3.30*	.....	10.05*	.....	92.7	..... <b>Cabazon</b> .....
4.05*	.....	10.40*	.....	101.2	..... <b>White Water</b> .....
4.35*	.....	11.05*	.....	108.7	..... <b>Seven Palms</b> .....
<b>5.50</b>	.....	12.15* A.M.	.....	129.5	..... <b>Indio</b> .....
6.35	.....	<b>12.55</b>	.....	142.8	..... <b>Walters</b> .....
7.35	.....	1.50	.....	160.2	..... <b>Dos Palmas</b> .....
8.15*	.....	2.27*	.....	171.1	..... <b>Frink's Spring</b> .....
9.15*	.....	3.30*	.....	188.8	..... <b>Flowing Well</b> .....
<b>9.40</b>	.....	3.50*	.....	194.8	..... <b>Tortuga</b> .....
10.05*	.....	4.10*	.....	200.9	..... <b>Mammoth Tank</b> .....
10.45*	.....	4.50*	.....	211.9	..... <b>Mesquite</b> .....
11.35*	.....	5.40*	.....	225.7	..... <b>Cactus</b> .....
12.00*	.....	6.05*	.....	233.0	..... <b>Ogilby</b> .....
12.20* A.M.	.....	6.25*	.....	239.3	..... <b>Pilot Knob</b> .....
12.35*	.....	6.35*	.....	242.9	..... <b>El Rio</b> .....
1.00 A.M. AR	.....	7.00 A.M. AR	.....	248.7	Ar. + <b>YUMA</b> .....

A - Daily Train LV Leaves AM Morning PM Evening AR Arrive  
 \* Trains stop only on signal + Telegraph Stations

## Let's Take a Ride on the Railroad

Use the Southern Pacific train schedule for the YUMA DIVISION.

1. What is the name of the railroad? \_\_\_\_\_
2. How many trains leave daily from Los Angeles on the Yuma Division? \_\_\_\_\_
3. What type of train is # 21? \_\_\_\_\_
4. What type of train is # 19? \_\_\_\_\_
5. From where did trains # 21 and # 19 originate? \_\_\_\_\_
6. At what time can you leave Los Angeles to travel to Indio? \_\_\_\_\_
7. What is the distance in miles from Los Angeles to Indio? \_\_\_\_\_
8. How many hours does the trip take from Los Angeles to Indio? \_\_\_\_\_
9. If you want to ship some fruit from Los Angeles to Indio, what time will the train leave Los Angeles? \_\_\_\_\_ Arrive in Indio? \_\_\_\_\_

### Plan a Trip

Now it is your turn to plan a trip. Use the same train schedule and answer the following questions.

1. From what city will you leave? \_\_\_\_\_
2. What is your destination? \_\_\_\_\_
3. What time will you leave? \_\_\_\_\_ What time will you arrive? \_\_\_\_\_
4. How long will your trip last? \_\_\_\_\_
5. What distance will the train travel to get to your destination? \_\_\_\_\_
6. What will you do at your destination? \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Who Said This?

Jose Romero  
William Bradshaw  
Albert G. Tingman

Welwood Murray  
Edith Mann Ross  
Genazio Cabazon

John McCallum  
Juan Bautista de  
Anza

Below are statements that could have been said by a person in the above group of names. Read each statement, decide who could have said it, and write the name of that person in the box next to the statement.

I built the Palm Springs Hotel, the first resort in the Palm Springs area.	
The trail I created was used by stagecoaches and miners going to the gold fields, but my business was ended by the railroad.	
I led a group of settlers from Sonora, Mexico, to settle in the new town of Monterey.	
I built the first store in Indio and am called the "Father of Indio."	
My expedition sought a land route through the Banning Pass to Yuma.	
I came to the valley with my family in a covered wagon and was later named Indio's First Lady.	
I sold lots for the Palm Valley Land and Water Company to new settlers who planted orchards and vineyards.	
I was Chief of the Desert Cahuilla Indians	

Name \_\_\_\_\_ Date \_\_\_\_\_



## Lesson 3: Land Use

### Supporting Question:

How has the Coachella Valley changed over time, drawing upon primary source documents such as advertisements, newspaper articles, and interviews?

### Activity # 1 Written Document Analysis – Excursion to Palm Springs

**Materials needed:** For each student, duplicate a copy of *Excursion to Palm Springs* (Handout #3.1, page 39) as printed in the *San Bernardino Weekly Times* of October 29, 1887. Display a copy of *Analysis of a Primary Source – a Written Document* (Handout #3.2, page 41).

#### Procedure



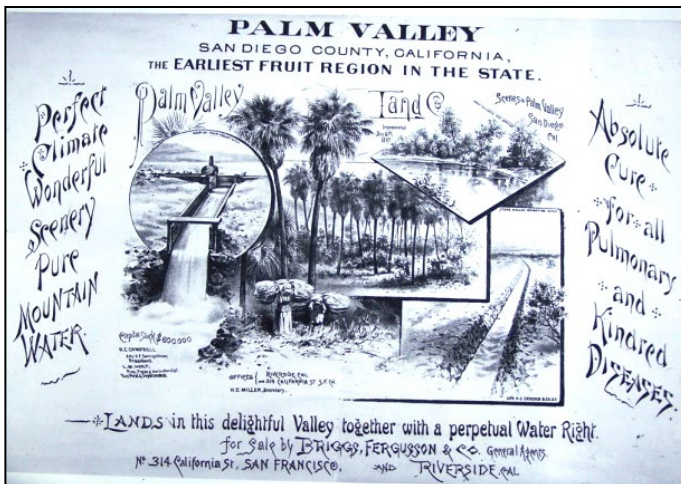
**Step 1: Written Document Analysis** Provide time for students to study the document, *Excursion to Palm Springs* (Handout #3.1, page 39). (Note: The train stopped at Seven Palms and did not go directly to Palm Springs. Passengers had to be transported by wagon seven miles from the train stop.)

Display a copy of *Analysis of a Primary Source - Written Document* (Handout #3.2, page 40). Orally discuss the questions on the worksheet (RI 3.7):

- What type of document is it? (advertisement)
- What is the date of the document? (Oct. 29, 1887) How many years ago is that?
- Who is the author (or creator) of the document? (Unknown – perhaps the San Bernardino Weekly Times, the Southern Pacific Railroad, or a land development company).

- Continue to orally discuss the remainder of the questions and model for students how answers might be written.

### Activity # 2 Written Document Analysis – Palm Valley Advertisement



**Materials needed:** For each student or group of students, a copy of *Analysis of a Primary Source – a Written Document* (Handout #3.2, page 40) and a copy of the advertisement for *Palm Valley* (Handout #3.3, page 41). It is helpful to also display a copy of the advertisement.

#### Procedure

**Step 1:** Provide time for the students to study the advertisement for *Palm Valley* (Handout #3.3, page 41).

Using information from the illustrations and words in the text, help students demonstrate their understanding of the text (e.g., where, when, why, and how events occur). Discuss the sales techniques used to attract settlers to Palm Valley (Palm Springs). Which of these are still selling features today? (RI 3.7)

**Step 2:** Distribute a copy of *Analysis of a Primary Source Document* (Handout #3.2, page 40) to each student or each group of students.

Provide time for students to review the questions on the worksheet (RI 3.7).

- What type of document is it? (advertisement)
- What is the date of the document? (November 1887)
- Who is the author (or creator) of the document? (Briggs, Fergusson & Co., General Agents)
- Who do you think is the audience for the document? (people moving to Palm Valley)
- Why do you think the document was written? (to encourage people to move to Palm Valley)
- What are the advertisers promising? (the earliest fruit in the region, perfect climate, wonderful scenery, pure mountain water, absolute cure for all pulmonary and kindred diseases, perpetual water rights)
- What are three things in the advertisement you think are important? Why?
- List two things the document tells you about life when it was written?
- Can any similar documents (advertisements) be found today? Where?
- Write a question to the author left unanswered by the document.

### Activity #3 Tropical California – The Land of Early Fruit and Vegetables

**Materials needed:** Duplicate for each student a copy of the newspaper article from 1888, *Tropical California - The Land of Early Fruit and Vegetables* (Handout #3.4, pages 42 and 43).

PALM VALLEY  
Fifty Miles East of Riverside,  
in the Hands of a Strong Company  
The Tropical Land  
Where Frost is Never Found,  
Wind Never Blows, and  
Water is Abundant

#### Procedure

Read to students a copy of the newspaper article from Jan. 6, 1888, *Tropical California - The Land of Early Fruit and Vegetables* (Handout #3.1, pages 43-44). The article provides a “glowing” description of life in Palm Valley. As you read, discuss reasons why people were encouraged to move to the region. Ask questions such as:

- What type of document is this? (newspaper article) What is the date? (Jan. 6, 1888)
- Who do you think is the audience for the document?
- Why do you think this document was written?
- What does the document tell you about life at the time it was written?
- What question would you like to ask the author that is left unanswered?

As an assessment, have each student independently complete Handout #3.2. Answers on this worksheet and the following rubric may be used to assess each student’s analysis of a primary source.

INDICATORS	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
<b>ANALYSIS OF A PRIMARY SOURCE</b>	Student has good insight into the time period, people, objects, or events shown as demonstrated in the detailed analysis given.	Student has some insight into the time period, people, objects, or events shown as demonstrated in the detailed analysis given.	Student has limited insight into the time period, people, objects, or events shown as demonstrated in the analysis given.	Student has little or no insight into the time period, people, objects, or events shown and provides limited or no analysis.

### Activity # 4 Letter Writing – an Opinion Piece Supporting a Point of View

In this activity, students compare and contrast the most important points and key details presented in three texts on the same topic (RI 3.9). Provide each student with a copy of the three documents listed below. (These handouts were already used in Activity #1-#3.)

- the *Excursion to Palm Springs* document as printed in the *San Bernardino Weekly Times* of October 29, 1887 (Handout #3.1, page 39).
- the advertisement for Palm Valley, November 1887 (Handout #3.3, page 41)
- the January 6, 1888 newspaper article, *Tropical California - The Land of Early Fruit and Vegetables* (Handout #3.4, pages 42-43)

To write their letters, students should use points and key details presented in the documents (W 3.1). They will use this information in the following writing prompt.

You are an early settler living in Palm Valley, California. The year is 1888. Write a letter to a friend to encourage your friend to move to Palm Valley. Give at least three reasons why your friend should move to Palm Valley. Use a personal letter format with the date, salutation, body, closing, and signature. Use linking words, e.g., because, therefore, since, for example, to connect the reasons.

### Activity # 5 Interview an Older Resident of the Coachella Valley

Materials needed: For each student, duplicate a copy of *Interview an Older Resident of the Coachella Valley* (Handout #3.5, page 44) and *Tips for Conducting an Interview* (Handout #3.6, page 45).

Step 1: What is a Primary Source? Explain to students that **primary sources provide first-hand information**. Primary sources for studying the Coachella Valley can include maps, photographs, advertisements, oral histories, newspapers, and other sources. Primary sources can be found in places such as the public library and the local historical societies and museums. In this lesson, students have investigated Coachella Valley’s history by looking at some primary sources, including newspaper articles and advertisements. Note: Students will interview older community residents to learn more about the history of the Coachella Valley.

Step 2: Interview an Older Resident Before your students interview an older resident, have them do a practice interview. Invite to the classroom several older citizens who have lived in the Coachella Valley for a long time.

**Handout 9**  
**Interview an Older Resident of Our Community**  
 Below is a suggested list of questions to help you learn about the past. Summarize the answers in the space provided. Read your summary to the person interviewed to make sure it is accurate.

Interviewer: Jadelle  
 Date: 2/26/06  
 Person Interviewed: Mrs. Lake

Interview Questions	Record the Answers Here
When were you born? Where were you born?	Sept 19, 1924 Mudbank, Oregon
What big events do you remember? Have you ever met a famous person? Who?	Duke Festival Frank Sinatra Bob Hope
What did the area look like when you were growing up?	lots of sand Dune buggies
What was it like to live in this community years ago? What did people here do for fun when you were a child? What community festivals, parades, or activities were available when you were young?	Just in summer played in desert
What did your parents do to earn a living? Where did you go to school? What was your first job?	Work in construction from a house School at Lake Vista Chemical assistant
What businesses started or closed down since you have lived here?	Palm Canyon stores closed
Thinking back to your childhood, what buildings do you remember most?	Frances Stevens school spa hotel
In what ways has this community changed?	More of a big city now

Using **Handout #3.5, page 44**, students record the visitor's responses on the interview sheet as the teacher records the responses on a copy of Handout #3.6 displayed with a document camera or chart paper (SL 3.3).

Refer to *Tips for Conducting an Interview (Handout #3.6, page 45)* for additional directions for setting up an interview, planning the interview, and actions to take during the interview and after the interview.

**Handout 9**  
**Interview an Older Resident of Our Community**  
 Below is a suggested list of questions to help you learn about the past. Summarize the answers in the space provided. Read your summary to the person interviewed to make sure it is accurate.

Interviewer: Vicki  
 Date: 2/26/06  
 Person Interviewed: Mrs. Lake

Interview Questions	Record the Answers Here
When were you born? Where were you born?	Sept 19 Mudbank Oregon
What big events do you remember? Have you ever met a famous person? Who?	Duke Festival Frank Sinatra Bob Hope
What did the area look like when you were growing up?	Lots of sand Dune buggies
What was it like to live in this community years ago? What did people here do for fun when you were a child? What community festivals, parades, or activities were available when you were young?	Just in summer played in summer
What did your parents do to earn a living? Where did you go to school? What was your first job?	Work in construction from a house School at Lake Vista Party assistant
What businesses started or closed down since you have lived here?	Palm Canyon stores
Thinking back to your childhood, what buildings do you remember most?	Frances Stevens School Spa hotel
In what ways has this community changed?	More of a big city now

Provide several days for students to conduct their interviews. Have students share the responses on their questionnaires as they are completed.

## Activity # 6 Family Project: Scavenger Hunt of Our Community (Optional)

**Materials needed:** For each student, duplicate a copy of *Family Project: A Scavenger Hunt of Our Community (Handout #3.7, pages 46 and 47)*.

**Note:** To gain a better understanding of what makes up the Coachella Valley, students need to be aware of what is in their community.

Provide parents with a copy of *Family Project: Scavenger Hunt of the Community (Handout #3.7, pages 46 and 47)*.

Parents are asked to take their child on a "car trip" or a "walking trip" to visit at least five locations within the community. Students complete the handout by writing in the name of the location and its address. Encourage students/parents to take a close-up photograph of each location he/she visits and bring it to share with the class. The more places your students visit, the more understanding they will have about a community.

After the homework is returned, display photographs of the various places in the community visited during the scavenger hunt. Read aloud the clues and have the students identify the photograph that depicts the place (e.g., "Which photo shows a post office?"). List the locations from the scavenger hunt on sentence strips and place each strip with the appropriate photo.

## Activity # 7 Visit Special Places (Optional but encouraged!)

Encourage each student to choose a place to visit in the Coachella Valley, such as a historical society or a museum. Students should report back using *A Place to Visit (Handout #3.8, page 48)*

Teacher Note: This is a good time for a field trip to a local museum, such as the Coachella Valley History Museum in Indio, Cabot Yerxa's Pueblo in Desert Hot Springs, the Palm Springs Historical Society's museum complex in Palm Springs, or another historical site. If this is not possible, you may view short videos such as the ones included on the website of the Coachella Valley History Museum [www.cvhm.org](http://www.cvhm.org)

## Activity # 8 Using a Chart to Show How Land Names Have Changed (Optional, but recommended for students in the Palm Springs area.)

Materials needed: Provide each student with a yellow, blue, and green crayon. For each student or group of students, duplicate copies of the chart, **Crossroads and Intersections** (Handout #3.9, page 49); copies of present-day maps of Palm Springs (available from the Chamber of Commerce).

### Procedure

Step 1: Distribute a copy of the chart, *Crossroads and Intersections* (Handout #3.9, page 49). Also, students need 3 crayons (yellow, blue, and green).

Explain to students that on July 4, 1930, the *Desert Sun* newspaper announced that many of the village's street names had been changed. Give students time to study the chart. Note changes, such as Vine Street and South Street were renamed to honor distinguished Agua Caliente Indians.

1. Former Name	2. New Street Name	3. Attribution	4. Notable As
North Street	Alpa Road	Alpa/Pamona	Not Ceremonial Leader
Lemon Street	Arnado Road	Arnado/Moguel	Tribal Leader (piano Club)
Lawn Street	Anderson Hill	Anderson	Tribal Chairman
Park Street	Anderson Palms Drive	Anderson	Businessman, Athlete
Line Street	Arroyo Road	Arroyo/Sal	Tribal Leader
Palm Street	Belardo Road	Belardo/DeLanda	Tribal Leader
Orange Street	Cahuilla Road	Cahuilla	Only Cahuilla word to enter English dictionary
	Cahuilla Hills Road	Cahuilla	Tribal Chairman, Political Leader
	Calder El Sepulcro	Calder	
	Chuckwalla Road	Chuckwalla	
Indian Avenue	Indian Canyon Drive	Indian Canyon	Tribal Leader
	La Verne Way	La Verne	Tribal Leader
	Largo Circle	Largo	Tribal Leader
	Lorene Way	Lorene	Tribal Leader
Vine Street	Lugo Lugo	Lugo	Tribal Leader
	Mescal Avenue	Mescal	Tribal Leader
Main Street	Palm Canyon Drive	Palm Canyon	Captain, Police Officer
West Street	Palmson Land	Palmson	Not Tribal Leader
South Street	Ramon Road	Ramon	Tribal and Political leader
	Santamaria Road	Santamaria	Tribal Leader
	Tachevah Drive	Tachevah	
Spring Street	Tahquiqui Canyon Way	Tahquiqui	Tribal Leader
	Tahquiqui Drive	Tahquiqui	Tribal Leader
	Tahquiqui-McCallum Way	Tahquiqui	Tribal Leader
Vista de Chino	Vista Chino, Chino Canyon Road, Chino Drive	Vista Chino	Paradise, Not Ceremonial Leader, Tribal Captain

Use information from the chart to demonstrate understanding of the text (e.g., where, when, why, and how events occur) (RI 3.7). Ask the following questions and help students follow these very specific directions:

1. How many streets have been renamed? (14) Which ones are they? Use yellow to color each "Former Name" and its "New Street Name" partner (Columns 1 & 2).
2. Why are some of the "New Street Names" not colored yellow?
3. What Cahuilla Indians are honored by street names? Color orange only the **names** of the Cahuilla Indians (Column 3). (Note: All the names of people mentioned are Cahuilla Indians.)
4. Why do you think these Cahuilla Indians were selected to be honored? What types of notable duties did they perform?
5. Which streets are not named for people? (Column 3) Color them blue.
6. Three streets honor Cahuilla women? (LaVerne Virginia Nelson, Lorene {Lena} Lugo Martinez, and Romalda Lugo Taylor) What made these women notable? (Column 4) Use green to color your reasons.
7. What Cahuilla words are the only ones to be used as street names? (chuckwalla, Tachevah)

Step 2: Distribute a copy of a **present-day map of Palm Springs** (available from the Chamber of Commerce). Provide time for the students to “read” the *map*. Have students use a magnifying glass to study the map.

- Ask questions such as (RI 3.9):
- What is the date of this map? What has changed on the present-day map as compared to the 1884 map?
- Make a list of some of the streets that are the same on both maps.
- What are some names of the new streets? How do you think the new streets got their name?
- What do you notice about the way the land is used? Can you identify areas devoted to residential, industrial, business, farming, or public use? How can you tell? Draw inferences about the population and land use of the community.
- Why do some things change over time and some things stay the same?

## Assessment

The assessment of this lesson is integrated with the instruction and occurs throughout the unit. The supporting question provides a framework for the evaluation of the lesson.

- **Analyze written documents**, including the document *Excursion to Palm Springs* as printed in the *San Bernardino Weekly Times* of October 29, 1887, an advertisement for *Palm Valley*, and, a newspaper article *Tropical California*, and (Activity #1, #2, and #3).
- **Write an opinion piece (personal letter)** from a Palm Valley settler (living in 1888) to that settler’s friend. In the letter, try to persuade that friend to move to Palm Valley, supporting your point of view with reasons. (Activity #4).
- **Interview an older resident of the Coachella Valley**. Pose questions to the resident that will reveal information about life growing up in the area and the changes that have taken place (Activity #5).
- **Family Project: A Scavenger Hunt of Our Community** (Activity #6).
- **(Optional) Visit a museum or historical society** in the Coachella Valley (Activity #7).
- **(Optional) Analyze the** chart, *Crossroads and Intersections*, to show how land names have changed, and compare the 1884 map and a present-day map of Palm Springs (Activity #8).

**“Excursion to Palm Springs”**  
as printed in the *San Bernardino Weekly Times* of October 29, 1887

**EXCURSION**  
—TO—  
**PALM SPRINGS,**

LEAVES LOS ANGELES ON S. P. R. R.,  
**October 31st, at 8 A. M.**

**Rate of Fare for Round Trip.**

San Francisco to Seven Palms, and return . . . . .	\$25 00
Los Angeles, San Gabriel, Monte and Pomona, and return . . . . .	8 50
Ontario and Cucamonga, and return . . . . .	8 40
Colton, and return . . . . .	2 70

Take train leaving S. P. R. R. depot at Los Angeles at 8, a. m. Monday, October 31st, reaching Seven Palms at 12:20, p. m. Leaves Colton at 10:20 a. m. Return on any regular train in two or three days.

Invest at Palm Springs, where there is

**NO FROST!**  
**NO HEAVY WINDS!**  
**NO FOG!**

**THE HOME**  
OF THE  
**BANANA, DATE & ORANGE.**

**Only Spot in California where Frost, Fog  
and Windstorms are Absolutely  
Unknown.**

**The Earliest Season in the State. Best Opportun-  
ity for Men of Moderate Means. Every Fruit  
and Vegetable Matures a Month to  
Six Weeks Earlier than Any-  
where Else on the Coast.**

## **Analysis of a Primary Source – A Written Document**

Using the primary source document provided by your teacher, analyze it to demonstrate your insight into the time period, the people, and the event shown.

What type of document is it?

What is the date of the document?

Who is the author (or creator) of the document?

Who do you think is the audience for the document?

Why do you think this document was written?

What are three things in the document you think are important? Why?

List two things the document tells you about life at the time it was written.

Can any similar documents be found today? Where?

Write a question to the author that is left unanswered by the document.

Name \_\_\_\_\_

Date \_\_\_\_\_



# Advertisement showing the advantages of Judge McCallum's real estate venture, November 1887.

( Editor's Note: Parts of the text have been retyped for ease of reading)

PALM VALLEY  
SAN DIEGO COUNTY, CALIFORNIA,  
THE EARLIEST FRUIT REGION IN THE STATE.

Palm Valley Land Co, Incorporated Dec 6<sup>th</sup>, 1887

Scenes in Palm Valley San Diego Cal.

**PALM VALLEY**  
SAN DIEGO COUNTY, CALIFORNIA,  
THE EARLIEST FRUIT REGION IN THE STATE.

*Perfect Climate  
Wonderful Scenery  
Pure MOUNTAIN WATER.*

*Absolute Cure  
for all  
Pulmonary  
and  
Kindred  
DISEASES.*

Capital Stock \$600,000  
H. C. CAMPBELL  
President  
L. M. MOULT  
Vice President

OFFICES: RIVERSIDE, CAL. AND 314 CALIFORNIA ST. S.F. CAL.  
H. C. MILLER, Secretary.

—\*LANDS in this delightful Valley together with a perpetual Water Right.  
for sale by BRIGGS, FERGUSON & CO. General Agents.  
No. 314 California St, SAN FRANCISCO, AND RIVERSIDE, CAL

Capital Stock \$600,000

Lands in this delightful Valley together with a perpetual Water Right.

for sale by BRIGGS, FERGUSON & CO. General Agents.  
No. 314 California St, SAN FRANCISCO, AND RIVERSIDE, CAL

(Courtesy: Palm Springs Historical Society)

## **Tropical California - The Land of Early Fruits and Vegetables**

*(Daily Press, January 6, 1888)*

The Finest Winter Climate in California  
The Early Fruits from Six to Eight Weeks in Advance of  
Those From Any Other Valley

### **PALM VALLEY**

Fifty Miles East of Riverside, in the  
Hands of a Strong Company – The  
Tropical Land Where Frost is  
Never Found, Wind Never  
Blows, and Water is  
Abundant

PALM VALLEY is located four miles south of the Southern Pacific Railroad in San Diego county, at the eastern foot of Mt. San Jacinto, and fifty miles east of the celebrated orange county of Riverside.

It has an elevation of from 500 to 700 feet above sea level. It comprises some 8000 acres of fine alluvial fruit land, and the tract is well supplied with water from White Water river. The waters of this river are conveyed to this tract in a stone ditch, which is now completed to the edge of the settlement, with four more miles to build to bring all the land under irrigation. This canal will be completed within sixty days.

The celebrated Agua Caliente Springs are located in this valley. The water has a temperature of 110 degrees. This spring has been a resort for years past for people suffering with rheumatism and kindred diseases.

The valley contains about 8000 acres of choice land; 1000 acres belong to the Garden of Eden Company, 2300 acres belong to the Palm Land Company; 1000 acres have been sold in 5, 10, and 20 acres lots to people, and about 3000 acres belong to the Government and is being reserved temporarily for the use of Indians, of which there are five or six families in the valley, who are peaceable and valuable laborers for the white men who are developing these hitherto unknown lands.

The climate of this valley for eight months of the year, including the autumn, winter and spring, is the finest that can be found on the coast. There are no cold days, and there are no cold nights. Frost is practically unknown, and the most tender plants grow unprotected during the entire winter season.

As a result, this valley will soon become the Mecca for people having weak lungs, as there they can find relief when they might fail in other localities.

As another result of this climate, the early vegetables and fruits can be raised for the cities and towns of the Pacific Coast. There is no known valley in the State that can compare with Palm Valley for its early fruits and vegetables.

Last season a few watermelons were raised in this valley and sent to Los Angeles seven weeks in advance of melons from other sections. The result was that they sold for a dollar apiece. The Palm Valley Company proposes to plant eighty acres to this one item – watermelons. Last season some early grapes were sent to San Francisco from a few vines growing in the valley, and the firm to whom they were sent immediately offered the man three hundred dollars a ton on the vine for all he had to sell.

Palm Valley, in the next few years, will be turned into a vast garden and orchard to furnish early fruits and vegetables for California. In this business, it will have no competition. Land sold there on the 1<sup>st</sup> of November at \$50 per acre has since sold at \$150 per acre.

A new town site is being laid off in the center of the tract. The plan of the town is a beautiful one-two beautiful drives 300 feet apart in the form of a horseshoe. A hotel will be built as soon as work can be done, and as hundreds of settlers are now buying and going there to live, it will require but a short time for a town with all its accessories to spring into existence.

One of the most remarkable features of Palm Valley's climate is the fact that such a thing as fog has never been seen there. Between this valley and the ocean the mountain ramparts stand guard, and no fog bank has ever been known to stray this far. Mt. San Jacinto protects the valley from all north winds.

*Note: Land sales were booming in 1888 in Palm Valley. Everything grew until about 1890. An all-time record rainfall was recorded in 1893. The downpour lasted 21 days and washed out miles and miles of irrigation ditches. Other ditches were filled with sand. The devastation did not end there. After the crop damage was repaired and irrigation ditches cleaned out, an 11-year-long drought hit the region.*

*The dream of a "desert oasis" ended when most settlers moved away from the area. By the time the drought ended in 1905, it was too late for farmers to save their crops because most grapevines and fig trees were dead. Settlers were trying desperately to sell their land.*

## Interview an Older Resident of the Coachella Valley

Below is a suggested list of questions to help you learn about the past. Summarize the answers in the space provided. Read your summary to the person interviewed to make sure it is accurate.

Interviewer's Name \_\_\_\_\_ Date of the Interview \_\_\_\_\_

Name of the Person Interviewed \_\_\_\_\_

Interview Questions	Record the Answers Here
When were you born? Where were you born?	
What was it like to live in the Coachella Valley years ago? What did people do for fun?	
What big events do you remember? Were there any festivals or parades?	
What did your parents do to earn a living?	
Where did you go to school? What was your first job?	
What businesses have opened or closed since you have lived here?	
Thinking back to your childhood, what do you remember most?	
In what ways has the Coachella Valley changed? How has it stayed the same?	

## Tips for Conducting an Interview

### Set up the interview.

- Write, call or email the person.
- Tell the person who you are and why you would like to conduct an interview.
- Ask the person to set a convenient time and place to meet.

### Prepare for the interview.

- Gather basic information: the person's name, where or when he or she was born, and how long he or she has lived in the Coachella Valley.
- Use the form, *Interview an Older Resident of the Coachella Valley* (Handout #3.5) or make your own list of questions. Try to think of questions that will lead to interesting answers. Here are some extra ones to get you started.
  - What was your neighborhood like?
  - Do you remember any storms, earthquakes or fires? What was it like?
  - What was your school like?
  - How did you stay cool in the summer?

### During the interview

- Listen carefully.
- Make eye contact
- Look interested
- Do not interrupt the person.
- Take notes as you talk with the person.
- If you want to use a video recorder, ask the person first.
- Read back or review with the person all the answers you have recorded. In that way you make sure that your answers are accurate and acceptable to your guest. It may lead to even more complete answers or new information.
- During the review of your notes, you may add extra questions.
- And, have fun.

### After the Interview

- Before you leave, thank the person.
- Follow up by writing a thank-you note or making a thank-you telephone call.
- Share the information you learned with your class.

## Family Project: A Scavenger Hunt of Our Community

Dear Parents,

Our students are studying the community where we live in the Coachella Valley. **You can help** by taking your child on a “car trip” or a “walking trip” to different locations within our community. Please visit at least five of the places listed below. Record the name and address of each location. It is not necessary to go inside, but it will be more meaningful if you do.

If possible, please take a close-up photograph of each location to share with our class.

The more places you take your child and discuss why we need that place in our community, the better understanding your child will have of the Coachella Valley.

**Find a school.**

Which school did you choose? \_\_\_\_\_

Where is it? (address) \_\_\_\_\_

**Find a library.**

Which one did you choose? \_\_\_\_\_

Where is it? (address) \_\_\_\_\_

**Find a park.**

Which one did you choose? \_\_\_\_\_

Where is it? (address) \_\_\_\_\_

**Find a fire station.**

Which one did you choose? \_\_\_\_\_

Where is it? (address) \_\_\_\_\_

**Find a grocery store.**

Which one did you choose? \_\_\_\_\_

Where is it? (address) \_\_\_\_\_

**Find another type of store.**

Which one did you choose? \_\_\_\_\_

Where is it? (address) \_\_\_\_\_

**Find an office building.**

Which one did you choose? \_\_\_\_\_

Where is it? (address) \_\_\_\_\_

**Find a business.**

Which one did you choose? \_\_\_\_\_

Where is it? (address) \_\_\_\_\_

**Find a City Hall.**

Where is it? (address) \_\_\_\_\_

Find a place for entertainment.

Which one did you choose? \_\_\_\_\_

Where is it? (address) \_\_\_\_\_

**Find a church, synagogue or mosque**

Which one did you choose? \_\_\_\_\_

Where is it? (address) \_\_\_\_\_

**Find a post office.**

Which one did you choose? \_\_\_\_\_

Where is it? (address) \_\_\_\_\_

**Find a museum or historical society.**

Which one did you choose? \_\_\_\_\_

Where is it? (address) \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Adapted from Jane Berg, Little Lake City School District

## A Place to Visit

Choose a place to visit in the Coachella Valley (e.g., a museum or a historical society).  
Report back with the following information:

Name of place visited: \_\_\_\_\_

Date and time of visit: \_\_\_\_\_

What I saw on my visit: \_\_\_\_\_

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Why I think others should visit this place: \_\_\_\_\_

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Other places I would like to visit someday (and why): \_\_\_\_\_

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Name: \_\_\_\_\_ Date: \_\_\_\_\_



## Crossroads and Intersections

1. Former Name	2. New Street Names	3. Attribution	4. Notable As
North Street	Alejo Road	Alejo Patencio	<i>Net</i> (Ceremonial Leader)
Lemon Street	Amado Road	Amado Miguel	
Lawn Street	Andreas Road, Andreas Hills, Andreas Palms Drive	John Joseph Andreas	Tribal Leader (panic Clan)
Park Street	Arenas Road	Lee Arenas	Tribal Chairman, Businessman, Athlete
Lime Street	Baristo Road	Baristo Sol Santiago	Tribal Leader
Palm Street	Belardo Road	Marcus Belardo	<i>Paha</i> , Tribal Leader
Orange Street	Cahuilla Road, Cahuilla Hills Road		
	Calle El Segundo	Clemente Segundo	Tribal Chairman, Political Leader
	Chuckwalla Road	<i>ca'xwal</i> , a Cahuilla word	Only Cahuilla word to enter English dictionary
Indian Avenue	Indian Canyon Drive	Indian Canyons	
	La Verne Way	LaVerne Virginia Nelson	Tribal Leader
	Largo Circle	Manuel Largo	Tribal Leader
	Lorena Way	Lorene (Lena) Lugo Martinez	Tribal Chairman, Political Leader
Vine Street	Lugo Road	Romalda Lugo Taylor	Tribal Leader, Matriarch
	Mesquite Avenue	Traditional food	
	Pablo Drive	William Pablo	Captain, Police Officer
Main Street	Palm Canyon Drive	Palm Canyon	
West Street	Patencio Road	Francisco Patencio	<i>Net</i> , Tribal Leader, Political Leader
South Street	Ramon Road	Ramon Manuel	Tribal and Political leader
	Saturnino Road	Miguel Saturnino	Tribal Leader
	Tachevah Drive	<i>Ta che ca</i> , a Cahuilla phrase	
Spring Street, Tahquitz Drive, Tahquitz-McCallum Way	Tahquitz Canyon Way	Tahquitz, first Cahuilla shaman	
Vista de Chino	Vista Chino, Chino Canyon Road, Chino Drive	Pedro "Old Man" Chino	<i>Pavuul</i> , <i>Net</i> (Ceremonial Leader), Tribal Captain

## Lesson 4: Change Over Time - Economies and New Businesses

### Supporting Questions:

How has the Coachella Valley changed over time? Why do some things change and some things stay the same?

What economies have been established by the settlers, and what influence do these economies have on the present-day economy?

What key businesses (industries such as agriculture and tourism) exist in the Coachella Valley, and how have these changed over time?

To prepare for Activities 1 and 2, locate photographs of early businesses and street scenes in the Coachella Valley from long ago and of the exact same location today. Have one photograph for each student or pair of students. (Note: A set of *Coachella Valley Then and Now* photographs is available from Priscilla Porter at [prisporter@aol.com](mailto:prisporter@aol.com).) **Mount each photograph on colored construction paper, using the same color of paper for the same location and a different color for each different location.** Paste each photograph's caption on the back of its construction paper. Laminate the photographs, if possible.

### Activity #1 How to “Read” a Primary Source Document – a Photograph

Materials needed: Select a “Then” photograph, preferably a street scene. For each student, a copy of the ***Analysis of a Primary Source – a Photograph (Handout #4.1, page 64)***; a document camera to display the photograph

#### Procedure

Step 1: Use a document camera to display one of the “Then” photographs of the Coachella Valley. As the students analyze the photograph, ask questions such as:

- What do you see in the photograph? (people, objects such as buildings, cars, words, geographic features)
- What is the setting of the photograph? (What location is pictured?)
- Do you see anything in the photograph you would not see today?

Step 2: Model how to record information about the photograph on a copy of the ***Analysis of a Primary Source – a Photograph (Handout #4.1, page 64)***.

### Activity #2 Coachella Valley “Then” and “Now” Photographs

Materials needed: Set of *Coachella Valley Then and Now* Photographs as described above. For each student, duplicate a copy of ***Analysis of a Primary Source – a Photograph (Handout #4.1, page 64)***.

#### Procedure:

Step 1: Distribute a different “Then” or “Now” photograph to each student. Provide time for students to independently look at their photographs. As the students analyze their photographs, encourage them to look for the following:

- What do you see in the photograph? (people, objects, buildings, cars, words, geographic features)
- What is the setting of the photograph? (What location is pictured?)
- Do you see anything in the photograph you would not see today?

**Step 2:** Distribute a copy of the *Analysis of a Primary Source – a Photograph (Handout #4.1, page 64)* and have each student complete it using his/her “Then” or “Now” photograph. Provide guidance as needed.

**Step 3:** Ask students to line up on one side of the classroom if they think their photograph was taken long ago [this side is called “Then”] or on the other side of the classroom if they think their photograph was taken recently [this side is called “Now”]. Students hold their photograph so others in the class can see it. Have each student explain why he or she chose to stand on the side of “Then” or “Now.”

**Step 4:** Tell each student in the “Then” line that he or she has a partner in the “Now” line. Look for the person with a photograph mounted on the same color construction paper. Once you have found that person, you will become partners. Choose a location in the classroom to sit together and analyze your two photographs.

**Step 5:** After students have had time to study their photographs, help them analyze how the present is connected to the past and how some things change and some things stay the same.

- What are some things that are similar in your photographs? Look at the natural landscape, the streets, and the buildings. What things have stayed the same?
- What are some things that are different in your photographs? Look at the natural landscape, the streets, and the buildings. What things have changed?
- What do the photographs reveal about transportation in the Coachella Valley?
- What do the photographs reveal about businesses in the Coachella Valley?
- Why do some things change over time and some stay the same?
- List three things each photograph tells about the historical time period.
- Why do you think the photograph was taken?

**Step 6:** Distribute to each student a different “Then” or “Now” photograph and a copy of the *Analysis of a Primary Source – a Photograph (Handout #4.1, page 64)*. Have students analyze their photographs and complete Handout #4.1. Refer to the rubric listed below and on the next page.

### **ASSESSMENT: *Analysis of a Primary Source – a Photograph***

INDICATORS	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
<b>ANALYSIS OF A PRIMARY SOURCE</b>	Student has good insight into the time period, people, objects, or events shown as demonstrated in the detailed analysis given.	Student has some insight into the time period, people, objects, or events shown as demonstrated in the detailed analysis given.	Student has limited insight into the time period, people, objects, or events shown as demonstrated in the analysis given.	Student has little or no insight into the time period, people, objects, or events shown and provides limited or no analysis.

<b>SUPPORTS THE TOPIC WITH ACCURATE EXAMPLES</b>	Student supports the topic with insightful historical and/or geographic examples.	Student supports the topic with several historical and/or geographic accurate examples.	Student supports the topic with limited historical and/or geographic examples.	Student has few or no historical and/or geographic examples.
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### Activity # 3 Businesses Change Over Time

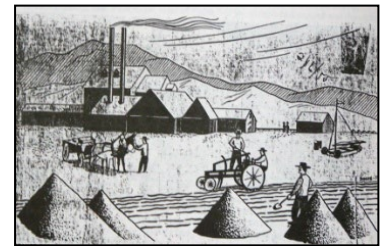
Materials needed: For each student, a copy of the bio-sketch for **George Durbrow**

**Procedure**

Explain to students that a community has many different kinds of businesses. As a community grows, businesses can change. Sometimes the population of a community changes because of the availability of jobs. When jobs are available in a certain place, people tend to move there; when jobs are not available, people leave.

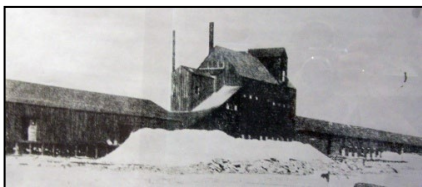
- What types of businesses are located in the Coachella Valley?
- Can you name any new businesses in the Coachella Valley?
- In what ways have businesses created changes in the Coachella Valley?

One of the first businesses in the Coachella Valley was salt mining in the Salton Sink. The vast salt deposits of over 1,000 acres of unusually pure rock salt were considered among the largest in the country. The New Liverpool Salt Company began operation in 1884 when **George Durbrow** shipped what he called “white gold” to San Francisco. Introduce the vocabulary word **entrepreneur** as someone who starts and runs a business. George Durbrow was an entrepreneur (RI 3.4).



Read the timeline entry for George Durbrow. Discuss the date and his accomplishments.

<b>1884</b>	The New Liverpool Salt Company began operation in 1884 when <b>George Durbrow</b> shipped what he called “white gold” to San Francisco.
<b>1899</b>	The first commercial grapes were planted by <b>George Durbrow</b> near the corner of present-day Highway 86 and Monroe Street.



Reading assignment: Read the **George Durbrow** bio-sketch. Using guided reading, ask questions to help students demonstrate their understanding of the text. Encourage them to refer explicitly to the text as the basis for their answers. Use a discussion protocol and strategies such as reciprocal reading to help students determine the main idea of the text, recount the key details, and explain how the details support the main idea (RI 3.1, RI 3.2).

Select a student to construct an Event Card for **George Durbrow** and add it to the *Timeline of Coachella Valley’s History*.

Summarization Skill: Have students help summarize the information about **George Durbrow** and add it to the *Local Heroes Chart* (RI 3.2).

Explain to students that not all businesses succeed. When the Colorado River poured into the Salton Sink in 1905, the water covered the entire operation of the salt company.

## Activity # 4 Agriculture, an Economy Established by Settlers and its Influence on the Present-day Economy

Materials needed: For each student, a copy of the *2017 Crop Report (Handout #4.2, pages 65-67)*.

### Procedure

Step 1: Review with students the experiences that the early settlers of Palm Springs had with agriculture (Lesson #3). A summary is provided in the following box.

With the coming of the railroad, land sales were booming in 1888 in Palm Valley. Everything grew until about 1890. A record rainfall was recorded in 1893. The downpour lasted 21 days and washed out miles and miles of irrigation ditches. Other ditches are filled with sand. The devastation did not end there. After the crop damage was repaired and irrigation ditches cleaned, an 11-year-long drought hit the region. The dream of a “desert oasis” ended when most settlers moved away from the area. By the time the drought ended in 1905, it was too late for farmers to save their crops because most grapevines and fig trees were dead. Settlers were trying desperately to sell their land.

In 1894, a large supply of artesian ground water was discovered, first in the community of Walters and then at Indio. Ask: “What affect do you think this discovery of artesian ground water had on the Coachella Valley?”

When this rich aquifer under the valley was discovered, many individuals came to put in their own wells and farm the valley floor. There was enough water to support large-scale agriculture. The railroad’s management team knew their steam engines needed lots of water. They directed the well-digging companies to drill deeper and better wells.

A long and warm growing season made the production of early vegetables and other crops profitable. Settlers came by train to work on the railroad; to earn a living by cooking for and serving the railroad workers; to find relief from respiratory diseases in the Coachella Valley’s warm, dry climate; to make their fortune by mining mountains east of Indio; and, to farm and grow crops that would ripen earlier than in cooler climates.

Review a map of California to locate the Colorado River in relation to the Coachella Valley. Add the following to the *Timeline of Coachella Valley’s History*.

1905	The Colorado River flood broke through the headworks of an irrigation canal and formed the Salton Sea.
1905	After being flooded by the Salton Sea from 1905 to 1907, <b>Fig Tree John</b> moved his clan to Agua Dulce Springs.

Known as the Salton Sink, the area was the lowest depression in the Coachella Valley before the present-day Salton Sea. Many times over millions of years, the Colorado River changed its course, sending fresh water and silt into an area known as the Ancient Lake Cahuilla. When the water would change course again, the water would evaporate – again and again. Today’s Salton Sea is the product of an error by men interested in bringing more water to the Coachella Valley to support farming.

Step 2: Crop Roundtable Activity Divide your class into groups of four. Have each foursome sit together as this roundtable group structure is a good activity to develop teambuilding skills.

**1: The Task.** Tell students they will work with their foursome to list the crops they think are grown today in the Coachella Valley.

**2: Students Contribute.** As a team, students make a combined list of the crops on **one** piece of paper. Each person writes one answer and then passes the paper to the person on his or her left. The paper literally goes around the table, thus the name "Roundtable." If a student can't name a crop, he or she must pass. Progress continues until students can not name any more crops.

**3: Crop Categories.** On the board or chart paper, the teacher writes the following categories: Fruits, Vegetables, Forage (e.g., alfalfa hay), Nursery, Fish Farms, Golf Courses, Polo Fields, and Turf Grass.

**4: Groups Contribute.** Using the roundtable format, the teacher asks each foursome to name one crop from their list. As a crop is named, the teacher writes it on the board or chart paper under the correct category and continues on to the next foursome. In this manner, a composite list is developed once all teams have listed their crops.

Since the 1940s, a complex water system has been built by which agricultural irrigation water has been channeled from the Colorado River to the Coachella Valley. The All-American Canal travels from Yuma, Arizona to the Coachella Canal and terminates at Lake Cahuilla. Because of this water, Coachella Valley produces more than 45 commercial crops, grossing annual revenue in excess of \$627 million. (Note: A lesson on the sources and the availability of water in the Coachella Valley is located in the curriculum guide for Grade 3, Standard 5.)

Step 3: 2017 Crop Report Give each pair of students a copy of the **2017 Crop Report (Handout #4.2, pages 65-67)**. Provide time for students to review the table. Return to the list of crops developed by the class. Put a check next to each crop on the list that also appears on the *2017 Crop Report*. Cross out the crops that are not grown in the Coachella Valley.

While referring to the *2017 Crop Report*, pose the following questions. Emphasize and practice the oral reading of large numbers, including the place value of the numbers.

1. What is the number one fruit crop in the number of acreage? Dates
2. How many acres of table grapes are grown? 7.129 acres
3. What is the total value of the table grape crop? \$141,047,265
4. What fruit has the greatest value per acre? Strawberries (\$42,548 per acre)
5. Why do you think the strawberry crop is so valuable?
6. Name two other major fruit crops. Lemons & limes; oranges and tangerines
7. What category of crops has a greater value, fruits or vegetables? Fruits
8. What is the number one vegetable crop in the number of acres? Carrots
9. What vegetable has the greatest value per acre? Eggplant
10. What is the most valuable crop grown in the Coachella Valley? Grapes (table)
11. What is the 2<sup>nd</sup> most valuable crop in the Coachella Valley? Lemons & limes
12. If you had one acre of land, what crop would you grow? Why?

Step 4: Early Settler Descriptions of Agriculture in Indio **Read to students the following primary source**, a newspaper article written in 1901, by Daniel S. Richardson and published in the *Riverside Press*. (Reprinted in *The Periscope: Early Newspapers*, 2002, by the Coachella Valley Historical Society.)

*Indio is 22 feet below the level of the sea, and the line of products that they raise in the valley is alfalfa, apricots, barley, cantaloupes, dates, figs, grapes, oranges, watermelons, and all kinds of vegetables, which are irrigated by the artesian wells. Grapes, apricots, and other deciduous fruits ripen here about 6 weeks earlier than in any other section of Southern California. In many parts of the valley date palms of enormous size grow wild.*

*The crops of the barley, wheat and oats are the finest I have ever seen. In one instance, I saw oats standing 7 feet 4 inches in height and 3 ½ tons to the acre. The productive soil of this valley is excelled only by the valley of the Nile, in Egypt. As to the water, it is pure, and is soft, and is the finest in the world.*

On the board or chart paper, list the crops mentioned above in the 1901 newspaper article. Compare and contrast the key details presented in this 1901 list with the crops listed in the **2017 Crop Report**. (RI 3.9)

Question to ask students:

- What crops mentioned by Daniel Richardson in 1901 are not grown today? (apricots, cantaloupes, barley)
- What discovery helped the early settlers grow crops in the dry climate? (The discovery of artisan water) Where do the farmers today get their water? (The Colorado River via the Coachella Canal. Since the arrival of canal water in 1948, there has been dramatic growth in agriculture.)

Step 5: More Early Settler Descriptions Read to Students: The *Indio Date Palm* was published as a weekly **newspaper** to promote date cultivation and agriculture in the Coachella Valley. A standing feature was *Our Championship List* of the best yields and prices in crop production. In Volume 1, No. 1 issue dated March 6, 1912, the *Championship List* included: almonds, apricots, asparagus, bell peppers, cantaloupes, cucumbers, dew berries, figs, grapes, onions, squash, sweet potatoes, tomatoes, and watermelons.

On the board or chart paper, list the crops mentioned in the newspaper article.

- What changes occurred in the crops grown between 1901 and 1912? (alfalfa, barley, dates, oranges are not listed in 1912)
- What crops were grown in the early days of the Coachella Valley that are not a major crop today? (apricots, barley, cantaloupes, dew berries, sweet potatoes, and almonds)
- Why do some crops change over time and some crops stay the same?
- What effect do you think the climate of the eastern Coachella Valley has on agricultural business? (Crops in the Coachella Valley ripen earlier than crops grown elsewhere.)
- What effect do you think climate change has on the agricultural business of the eastern Coachella Valley today? (There is less overhead watering due to water shortages. Today, agriculture is a major business in the east end of the Coachella Valley; however, as the climate continues to draw more people, there is competition over the way the land should be used. Agricultural land is often turned into housing developments. However, the availability of drinking water is a big determining factor in future population growth.)

## Activity # 5 The Date Industry

Materials needed: For each student, a copy of the bio-sketch for **Bernard Johnson** and **Caleb Cook**. If available, have a variety of dates for students to taste.

**NOTE:** Spanish explorers introduced date palms into Mexico and Baja California. Franciscan and Jesuit missionaries in 1769 planted the first date palm seedlings in California. By 1890, date palm offshoots from Egypt were brought to the Coachella Valley.

### Procedure

Step 1 Dates: Explain to students that dates are the fruit of the date palm. They are dark reddish brown, oval, and about 1 1/2 inches long. Date skin is wrinkled and coated with a sticky, waxy film. If available, have students taste a variety of dates.

Add the following to the *Time Line of Coachella Valley's History*.

1890

The first planting of date palms by the U.S. Department of Agriculture took place.

In 1904, the United States Department of Agriculture closed an original station founded in Mecca and established a Date and Citrus Experiment Station in Indio. Scientists from all over the world came to the Indio USDA Station to study the information collected at the station.

In 1912, Paul and Wilson Popenoe purchased 16,000 offshoots of selected cultivars in Algeria, eastern Arabia, and Iraq. Locate these locations on a world map. They transported the cultivars to California for distribution by their father, F.O. Popenoe, who encouraged date culture in California. It became a profitable crop, especially in the Coachella Valley. By 1937 14,500 acres were farmed in the Coachella Valley. Today in the Coachella Valley there are 8,356 acres of dates, up slightly from 8,149 acres in 2010.

Deglet Noor, a leading type of date in Algeria and Tunisia, now constitutes 75% of the California crop. It is semi-dry, not very sweet, keeps well, and is hydrated before shipping. Indio calls itself "The Date Capital of the United States." Since the 1920s, Indio has regularly hosted the National Date Festival. Today, the joint Riverside County Fair and the Date Festival attract thousands of visitors yearly. More information about date production can be found in the curriculum guide for Grade 3, Standard 5.

Step 2: Read the Timeline entry for Bernard Johnson.

1903

**Bernard Johnson** planted the first private commercial date palms near Mecca.

Step 3: Reading assignment Read the **Bernard Johnson** bio-sketch. Using guided reading, ask questions to help students demonstrate their understanding of the text. Encourage



students to refer explicitly to the text as the basis for their answers. Use a discussion protocol and strategies such as reciprocal reading to help students determine the main idea of the text; recount the key details; and, explain how the details support the main idea. Stress the importance of Johnson’s **entrepreneurship** and planting on private property versus land of the U.S. government.



Step 4: Event Card Construct an Event Card for Bernard Johnson to add to the *Timeline of Coachella Valley’s History*.

Step 5: Summarization Have students help summarize the information about Bernard Johnson and add it to the “Local Heroes” chart (RI 3.2).

Step 6: Follow the same procedure to read the timeline entry and bio-sketch of **Caleb Cook**. Add the following to the *Timeline of Coachella Valley’s History*.

<b>1913</b>	<b>Caleb Cook</b> , for whom Cook Street is named, moved to present-day Indian Wells and established a sizeable “Deglet Noor” date garden.
<b>1927</b>	The “Medjool” date was introduced to the Coachella Valley.

Step 7: Agricultural Business Ask: “What affect has the importation of dates had on the agriculture business in the Coachella Valley?” Describe the relationship between a series of agricultural events, using language that pertains to time, sequence, and cause/effect (RI 3.3).

## Activity # 6 More People Bring New Services, More Services Bring New People

Materials needed: A copy for each student of the bio-sketches for **Dr. June Roberston, Dolores Patencio, Cabot Yerxa, and Cornelia White**.



### Procedure

Step 1: Read the timeline entry for Dr. June Roberston.

<b>1904</b>	<b>Dr. June Roberston</b> arrived in Indio and became the valley’s first resident doctor.
-------------	---

Read the bio-sketch for Dr. June Robertson. Using guided reading, ask questions to help students demonstrate their understanding of the text. Encourage students to refer explicitly to the text as the basis for their answers. Use a discussion protocol and strategies such as reciprocal reading to help students determine the main idea of the text; recount the key details; and, explain how the details support the main idea.

Construct an Event Card to add to the *Timeline of Coachella Valley’s History*. Summarize the information about her and add this to the *Local Heroes Chart* (RI 3.1, RI 3.2).

Explain to students that when new people move to an area, new services often follow them. Sometimes new services become available, encouraging people to move to the community.

Step 2: Add the following Event Cards to the *Timeline of Coachella Valley's History*.

1901	The first newspaper, the <i>Coachella Valley Submarine</i> , was published in a tent in Indio.
1901	Present-day Coachella was established and was known as Woodspur.
1912	The First National Bank opened in Coachella. This was the first financial institution to open in the valley.
1912	The Indio Women's Club was established.
1914	The first electrical service installation was extended from San Bernardino into the Coachella Valley.

Ask students why the availability of new services, such as having a doctor, a newspaper, a woman's service club, a bank, and an electrical service, might encourage people to move to a community.

Step 3: Read the timeline entry and bio-sketches of Dolores Patencio, Cabot Yerxa and Cornelia White.

1910	<b>Dolores Patencio</b> , a Cahuilla basket weaver, introduced her large olla storage basket.
1913	<b>Cabot Yerxa</b> acquired a 160 acre homestead in present-day Desert Hot Springs. Cabot built by hand a 35 room, four-level, Hopi Indian style pueblo that is now a museum.
1913	<b>Cornelia White</b> and her sister, Dr. Florilla White, purchased the old Palm Springs Hotel from Dr. Welwood Murray. Their home now houses the Palm Springs History Museum.

Step 4: Construct Event Cards for Dolores Patencio, Cabot Yerxa, and Cornelia White and add them to the *Timeline of Coachella Valley's History*. Summarize the information about each person and add this to the *Local Heroes Chart* RI 3.2).

## Activity# 7 More People Bring New Businesses; New Businesses Bring More People

Materials needed: For each student, a copy of the bio-sketches for **Carl Lykken, Zaddie Bunker, Dr. Harry Smiley, John Nobles, and Katherine Finchy.**

### Procedure

Step 1: Explain to students that as people move to a community, new businesses develop to serve the growing population.



Read the timeline entries and bio-sketches for **Carl Lykken, Zaddie Bunker, Dr. Harry Smiley** and **John Nobles**. Use guided reading to read the bio-sketches. Construct Event Cards for Carl Lykken, Zaddie Bunker, Dr. Harry Smiley and John Nobles and add them to the *Timeline of Coachella Valley's*



*History.* Summarize the information about Carl Lykken, Zaddie Bunker, Dr. Harry Smiley, and John Nobles and add this to the *Local Heroes Chart*.

1913	<b>Carl Lykken</b> opened a combination post office, dry goods, grocery and hardware store in Palm Springs.
1917	<b>Zaddie Bunker</b> opened the first automotive garage in Palm Springs.
1921	<b>Dr. Harry Smiley</b> set up a medical practice in Indio. Today, his adobe home can be visited at the Coachella Valley History Museum.
1922	<b>John Nobles</b> moved to Indio, purchased land known as Nobles Ranch, and became a supporter of civil rights for people of color.

Step 2: Schools in the Coachella Valley The growth of the population in a community means that more schools need to be built along with hiring more teachers. For historic information about early schools, established in the valley, refer to “Early Schools in the Coachella Valley” on page 92 of this curriculum guide.

Add the following Event Card to the *Timeline of Coachella Valley’s History*.

1897	The first permanent school in the Coachella Valley was built in Indio, an adobe building at the northwest corner of Fargo and Bliss. It replaced the old tent school structure.
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Read the **Katherine Finchy** timeline entry and bio-sketch and make an Event Card to add to the *Timeline of Coachella Valley’s History*. Summarize the information about Katherine Finchy and add this to the *Local Heroes Chart*.



1922	<b>Katherine Finchy</b> was hired as an elementary school teacher in Palm Springs. She retired in 1951 after 29 years of teaching.
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## Activity # 8 Creating a World-Famed Resort

Materials needed: A copy for each student of the bio-sketches for **Nellie Coffman**, **Pearl McCallum McManus**, **Frank Bogert** and **Charles Farrell**.

In this section, students will learn the importance of tourism to the development and continued prosperity of the economy of the Coachella Valley.

### Procedure



Step 1: Read the timeline entry and bio-sketches for **Nellie Coffman** (shown at left) and **Pearl McCallum McManus** (shown at right). Construct Event Cards to add to the *Timeline of Coachella Valley’s History*. Summarize the information about Nellie Coffman and add this to the *Local Heroes Chart*.



1909	Dr. Harry and <b>Nellie Coffman</b> arrived in Palm Springs, and Nellie opened her famous Desert Inn.
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<b>1925</b>	<b>Pearl McCallum McManus</b> and her husband Austin opened the Oasis Hotel on land her father, Judge McCallum, had settled in 1885.
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Step 2: La Quinta Resort – Then and Now

In 1926, Walter and Julia Morgan built the **La Quinta Resort and Hotel**. Morgan was a wealthy San Francisco businessman who came to the Coachella Valley hoping to improve his health. They enjoyed the locale so much that they stayed permanently. The Morgan’s vision was to build an inn in the likeness of a traditional Mexican country home as a hideaway for the stars. After a temporary closing during World War II and changing ownership several times, the resort was finally bought by Landmark Land Company in 1977. Landmark continued to expand the hotel to today’s count of 796 casitas, suites, and villas; 41 pools and 53 hot spas; five championship golf courses; a 23,000 square foot Spa La Quinta; and, four restaurants. The historical hotel changed hands again in 2006. Today, it is advertised under “Curio Collection” by Hilton.



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Add the following Event Card to the *Timeline of Coachella Valley’s History*.

<b>1926</b>	Walter and Julia Morgan opened Hotel La Quinta with six small cottages.
-------------	---

Step 3: Golf Courses – Then and Now Ask students what they know about golf. What is it, and how and where is it played? Why do people play golf? Explain that the golf course resorts in the Coachella Valley attract many tourists and part-time residents, known as “snow-birds,” who come to the Coachella Valley to escape the cold, wet weather where they live.

**O’Donnell Golf Course – the first golf course in the Coachella Valley**  
 In the early 1920s, Tom O’Donnell, an oil multi-millionaire from Los Angeles, came to Palm Springs to treat his tuberculosis, staying at Nellie Coffman’s Desert Inn. At the time, tennis and horseback riding were the main attractions, and there was no place to play golf. In 1926, O’Donnell built the first golf course at the foot of the San Jacinto Mountains in Palm Springs. The golf course was for his pleasure, for his family and friends, and for anyone he chose to invite, from movie stars to teachers.

As the only golf course in the Coachella Valley for most of the 1930s and 1940s, O’Donnell hosted every prominent professional golfer and Hollywood player. Since then, it has been the site of tournaments such as the Palm Springs Invitational, which began in 1936. During World War II, Bing Crosby and Bob Hope played one another to entertain some 3,300 local servicemen.

The nine-hole golf course remained as O’Donnell’s private reserve until 1944, when he deeded the land to the City of Palm Springs, forming a nonprofit, private golf club with a board of 25 of his friends to run the club. The new club then leased the land from the city for 99 years. After 2043, the land will revert to the City of Palm Springs. The current membership stands at 225, a little short of the maximum 250 the club’s charter allows.

(Based on an article by Robert Windeler, “First Tee” in *111 Magazine*, Holiday 2005.)

Add the following to the *Timeline of Coachella Valley's History*.

<h1>1926</h1>	The O'Donnell 18-hole golf course opened for business.
---------------	--

### Step 4: Celebrity Haven



In the 1920s, Hollywood studios were used only for close-up scenes, and filmmakers went to other locations for filming most of their movies. When they discovered the pleasant climate of the desert, they began to use Palm Springs as a location site for desert-like international locations such as Mexico, North Africa and Arabia. Each season, as many as 10 movies were made in Palm Springs.



Both guests and townsfolk turned out to watch the filming. The photograph on the upper left is a silent movie being made at The Desert Inn in 1922. The cameramen on the right were shooting an early William Fox western movie, circa 1919. (Based on Frank Bogert's book, *Palm Springs First Hundred Years*)

Stars were attracted to the quiet haven of Palm Springs. In the 1930s, Palm Springs was at the beginning of its heyday with many first-class hotels, excellent shopping, and a worldwide reputation as "America's Foremost Desert Resort." Movie stars and producers built homes in Palm Springs and made the village their winter home.



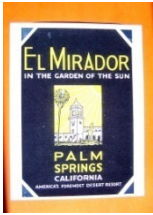
Read the **Frank Bogert** timeline entry and bio-sketch. Construct an Event Card to add to the *Timeline of Coachella Valley's History*. Summarize the information about Frank Bogert and add this to the *Local Heroes Chart*.

<h1>1927</h1>	<b>Frank Bogert</b> , a cowboy actor, came to Palm Springs. He served twice as mayor, once from 1958-1966 and then from 1982-1988.
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Palm Springs' four large hotels (**El Mirador, Desert Inn, Del Tahquitz, and Oasis**) and the **Deep Well Guest Ranch** were packed during "the season" from December through March. This encouraged the construction of many smaller hostelryes.



Irwin Schuman's **Chi Chi Club** and restaurant became a full-scale nightclub, attracting nationally known performers. Among the leading restaurants were Vic Sudaha's popular **Palm House**, the Foldes family's **Polynesian Restaurant** in the Palm Springs Hotel, and George and Ethel Strebe's **Doll House**. Among the outdoor activities were nine horse stables, Tom O'Donnell's golf course, and several tennis courts, including Charlie Farrell's prestigious **Racquet Club**. Palm Springs boasted more swimming pools than any other place in the country. Bicycle rentals were available at every hotel, and a bowling alley opened in the center of Palm Springs. Some people traveled to nearby Cathedral City to gamble at Al Wertheimer's **Dunes Club**, Earl Sausser's **139 Club**, or Frank Portnoy's **Cove Club**.



Prescott T. Stevens, a cattle rancher and entrepreneur from Colorado, saw the growing tourist market in Palm Springs as a promising business opportunity for private investors. Stevens organized a company and built the **El Mirador Hotel**. The hotel opened in 1928, just before the stock market crash of 1929, and the subsequent country's economic Depression. By 1932, the year that Stevens died, the hotel was having serious financial problems. Subsequently, the hotel was reorganized by Los Angeles attorney Warren Pinney who acted as manager. Pinney created a glamorous resort with bellboys, a doorman who greeted guests in a general's uniform, and a famous chef noted for fine cuisine.

Most of the Hollywood group came to the El Mirador, except those who preferred the "Old World" or classic charm of the Desert Inn.

During World War II, the El Mirador Hotel's 30-acre property became part of the Torney General Hospital and was used by the military as a rehabilitation center for wounded veterans. Today, as pictured on the right, it is the Desert Regional Medical Center.



Add the following to the *Timeline of Coachella Valley's History*.

1928

El Mirador Hotel opened in Palm Springs.

The **Racquet Club** was opened in 1934 by Hollywood stars Charles Farrell and Ralph Bellamy. They were looking for a place to play tennis. By the 1940s, the Racquet Club was the place for celebrity tennis matches and Hollywood gossip. The El Mirador Hotel and the Racquet Club became the choice hangouts for the Hollywood elite. Soon Cary Grant, Frank Sinatra, Bob Hope, and other Hollywood greats made Palm Springs their winter home. A photographer captured Hollywood stars Clark Gable and Charlie Farrell at the Racquet Club as they played a game of chess. Photographs like this one helped popularize the resorts.



Read **Charles Farrell's** timeline entry and bio-sketch. Construct an Event Card to add to the *Timeline of Coachella Valley's History*. Summarize the information about Charles Farrell and add this to the "Local Heroes" chart.

1934

**Charlie Farrell** and Ralph Bellamy created the Racquet Club Hotel in Palm Springs.

The Tourism Business Grew At the end of WW II, the Coachella Valley had only a few thousand people, mostly farmers growing crops in the eastern end of the valley. Even though vacationers came to the desert during the winter, most businesses closed during the summer.

## Activity # 9 New Cities Incorporate and Grow

Indio became Coachella Valley’s first incorporated city in 1930. At that time, Indio’s population was 1,875. Its citizens were instrumental in getting paved highways throughout the valley. One section of Highway 99 was completed in 1923, and Highway 60-70 was completed in 1936. These highway improvements and expansions ultimately became Interstate 10, which provides easy transportation throughout the valley. Roads and the growth of the travel industry brought other related businesses to Indio.

In 1932, the Palms to Pines Highway, officially known as Highway 74, opened. Vehicles could now climb the Santa Rosa Mountains to seek the cool of Idyllwild or travel to San Diego. Palm Springs incorporated in 1938, and thus “the Village of Palm Springs” name vanished.

Add the following to the *Timeline Coachella Valley’s History*.

1930	Indio became Coachella Valley’s first incorporated city.
1930	The settlement that was to become the City of Rancho Mirage was started by Mr. E. P. Davies.
1938	Palm Springs was incorporated from what was formerly called the Village of Palm Springs.

(Note: The Grade 3 curriculum guide for Standard 4, *The Birth of a City*, focuses on the growth and incorporation of present-day cities.)

**Assessment:** The assessment of this lesson is integrated with the instruction and occurs throughout the unit. The focus questions provide a framework for the evaluation of the lesson.

- Using a “Then” or “Now” photograph of the Coachella Valley, complete the worksheets **Analysis of a Primary Source – a Photograph** (Activities #1 and #2).
- **Use the 2017 Crop Report table to answer questions** about crops grown in the Coachella Valley (Activity #4).
- Construct **Event Cards** to be added to the *Timeline of Coachella Valley’s History* (Activities #3, #5, #6, #7, and #8).
- Read **Bio-Sketches** and **summarize** the material on the *Local Heroes Chart* (Activities #3, #5, #6, #7, and #8).

**(Optional Activity) Compare and Contrast Palm Springs and Indio** Complete a chart to compare and contrast the growth and development of Palm Springs and Indio.

	Palm Springs	Indio
Names of early settlers		
Reasons for settlement		
Types of jobs		
Advantages		

## Analysis of a Primary Source – a Photograph

### Step 1. Observation

A. Study the photograph for a few minutes. Form an overall impression of the photograph. Next, divide the photograph into quadrants and study each section to see what new details you can find.

B. Use the lines below to list the people, objects, and events you can see in the photograph.  
**PEOPLE, OBJECTS, and/or EVENTS** (What is happening in the photograph?)

_____	_____
_____	_____
_____	_____

### Step 2. Identify the work

Does the photograph show a specific setting or geographic location? Explain. \_\_\_\_\_

\_\_\_\_\_

List two things the photograph tells you about life during the time period it was taken?

\_\_\_\_\_

\_\_\_\_\_

Do you see anything in the photograph you would not see today? \_\_\_\_\_

\_\_\_\_\_

When do you think the photograph was taken? Explain. \_\_\_\_\_

\_\_\_\_\_

Why do you think the photographer took the photograph? \_\_\_\_\_

\_\_\_\_\_

### Step 3. Inference

Based on what you have observed above, list three things about the photo you think are important.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Step 4. Questions

Write a question you would like to ask the photographer about the photograph.

Name \_\_\_\_\_ Date \_\_\_\_\_



## 2017 CROP REPORT

Total crop production on Coachella Valley land irrigated with Colorado River water from January to December 2017.

**Value of year's production: \$627,782,534**

**Total acreage irrigated (includes double cropping) & irrigated but not harvested: 69,886**

**Average gross value per acre: \$9,003** (For 2016 – Values for 2017 not available at time of printing)

All financial figures are rounded to the nearest dollar

Crop	Acreage	Value per acre	Total Value
<b>FRUIT</b>	<b>22,069</b>	<b>\$13,330</b>	<b>\$294,176,995</b>
Dates	8,356	\$5,040	\$42,144,240
Figs	177	\$8,993	\$1,591,730
Grapes (table)	7,129	\$19,785	\$141,047,265
Grapefruit	506	\$8,270	\$4,184,728
Lemons and limes	4,111	\$21,271	\$87,445,706
Mangos	117	\$8,993	\$1,052,160
Olives	86	\$9,243	\$794,863
Oranges & tangerines	1,148	\$9,403	\$10,794,998
Peaches	16	\$8,993	\$143,885
Strawberries	27	\$42,548	\$1,148,796
Watermelon	396	\$9,744	\$3,858,624

What is the number one fruit crop in the number of acreages?

How many acres of table grapes are grown?

What is the total value of the table grape crop?

What fruit has the greatest value per acre?

What is the total value of the strawberry crop?

Why do you think the strawberry crop is so valuable?

Name two other major fruit crops in total value.

If you had one acre of land, what crop would you grow? Why?

<b>Crop</b>	<b>Acreage</b>	<b>Value per acre</b>	<b>Total Value</b>
<b>VEGETABLES</b>	<b>27,929</b>	<b>\$8,740</b>	<b>\$244,100,647</b>
Artichokes	793	\$10,965	\$8,695,170
Basil	39	\$4,001	\$156,049
Bok Choy	143	\$6,886	\$984,698
Broccoli	813	\$5,883	\$4,782,473
Cabbage	388	\$4,995	\$1,938,037
Carrots	5,927	\$5,994	\$35,524,956
Cauliflower	1,351	\$7,750	\$10,470,250
Celery	683	\$10,665	\$7,284,195
Eggplant	215	\$20,900	\$4,493,500
Green Beans	986	\$9,344	\$9,212,938
Kale	356	\$4,995	\$1,778,199
Lettuce	3,240	\$7,800	\$25,272,000
Okra	624	\$8,179	\$5,103,466
Onions (dry)	72	\$9,120	\$656,640
Onions (green)	264	\$10,440	\$2,756,160
Oriental vegetables	1,639	\$6,886	\$11,286,154
Peppers (bell)	4,506	\$14,700	\$66,238,200
Peppers (chili)	200	\$4,640	\$927,998
Potatoes	527	\$4,813	\$2,536,188
Radish	130	\$7,988	\$1,038,375
Spice	1,259	\$4,001	\$5,037,574
Spinach	798	\$13,799	\$10,995,243
Squash	401	\$12,240	\$4,908,258
Sugar Beets	155	\$4,995	\$774,216
Sweet Corn	1,249	\$5,938	\$7,416,250
Tomatoes	1,154	\$11,870	\$13,697,692
Turnips	17	\$7,988	\$135,788

What category of crops has a greater total value, fruits or vegetables?

What is the number one vegetable crop in the number of acres?

What is the total value of the carrot crop?

What crop has the highest total value?

What is the total value of Peppers (bell)?

What vegetable has the greatest value per acre?

Name two other vegetable crops with the greatest total value.

<b>FORAGE</b>	<b>2,209</b>	<b>\$609</b>	<b>\$1,344,389</b>
Alfalfa (hay)	627	\$1,482	\$928,978
Pasture (irrigated)	1,399	\$144	\$200,757
Sudan grass	183	\$1,173	\$214,654
<b>NURSERY</b>	<b>1,352</b>	<b>\$14,523</b>	<b>\$19,635,096</b>
<b>Duck Ponds</b>	<b>775</b>	<b>\$47</b>	<b>\$36,272</b>
<b>Fish Farms</b>	<b>265</b>	<b>\$26,890</b>	<b>\$7,125,835</b>
<b>Golf Courses</b>	<b>6,043</b>	<b>\$8,145</b>	<b>\$49,219,329</b>
<b>Polo Fields</b>	<b>473</b>	<b>\$8,145</b>	<b>\$3,852,514</b>
<b>Turf Grass</b>	<b>1,018</b>	<b>\$8,145</b>	<b>\$8,291,457</b>
<b>TOTALS</b>	<b>Total Acreage:69,886 (includes double cropping)</b>	<b>\$9,003 Average Gross Value per Acre</b>	<b>\$627,782,534 Value of the Year's Production</b>

What is the most valuable crop grown in the Coachella Valley?

What is the 2<sup>nd</sup> most valuable crop in the Coachella Valley?

If you had one acre of land, what crop would you grow? Why?

## Lesson 5: The Impact of Desert Training Center and World War II

### Supporting Question:

Why was the Desert Training Center located in the desert region, and what impact did it have on the local communities of the Coachella Valley?

The Coachella Valley changed forever by playing a part in the winning of World War II. When military strategists decided that combat troops were needed in North Africa to stop the Axis march toward Egypt and the Suez Canal, training in desert warfare was essential. Between 1942 and 1944, over a million men were trained at Camp Young for combat readiness. Ten percent of all U.S. Troops in World War II were trained at the Desert Training Center.

### Activity # 1 The Desert Training Center - Where and Why

Materials needed: For each 3-4 students, a copy of the map, **San Diego Region** (published by the American Automobile Association) or of the BLM map, *California Desert District Eagle Mountains*. Copies of the BLM map are available at Desert Map & Ariel in Palm Desert. For each student, a copy of the bio-sketch for **General George Patton**; magnifying glasses

#### Procedure

Step 1: The Geographic Location Distribute copies of a map of the local area. Using a magnifying glass, have small groups of students search the map for any land area used today for military purposes. Students will easily discover the many locations labeled, "DANGER LIVE BOMBING AREA KEEP OUT." Have students practice reading coordinates on the map's coordinate grid to identify each location. For example, one bombing area is east of the Salton Sea at coordinates C 10. Ask students to hypothesize why the United States Government maintains live bombing areas in the desert region today.

Using coordinates, have students locate the following locations on the map. Identify the grid coordinates of each location and the elevation. (Coordinates given are for the AAA map.)

- The City of Indio (B 8) Elevation -13' below sea level
- Chiriaco Summit (B 10) Elevation 1705'
- Desert Center (B 11) Elevation 906'
- The City of Coachella (B 8) -66' below sea level
- The City of Thermal (B 8) -115' below sea level
- The City of Mecca (B 8) -180' below sea level
- The water surface of the Salton Sea (B 8 and 9 to D 9 and 10) – 227' below sea level
- Locate any physical landforms between Indio and Desert Center e.g., the Mecca Hills, the Cottonwood Mountains, the Orocopia Mountains, the Chuckwalla Mountains, and the Eagle Mountains.
- Note the presence of many physical features such as canyons, valleys, an oasis, washes, and springs.
- Find the Hayfield Pumping Station.
- Locate and trace the Colorado River Aqueduct on the map. Begin at the top of coordinates A7 and follow the broken blue line eastward to Chiriaco Summit and onward until it turns north through the Eagle Mountains.

Step 2: Why was the desert location APPROPRIATE for the Desert Training Center? Ask students to hypothesize why they think the local region was well suited for the Desert Training Center. The major reasons are:

1. its varied desert terrain
2. the availability of water from the Metropolitan Water District's Colorado River Aqueduct
3. the availability of electricity for its headquarters, Camp Young, from the Hayfield pumping station
4. the proximity of the Southern Pacific railheads in Indio and Coachella as supply depots
5. it's lack of a huge population that could be inconvenienced or hurt
6. its contours made possible 100-mile marches without opposing troops sighting each other

Major General George S. Patton selected 18,000 square miles east of Indio as a **Desert Training Center** at Camp Young. Indio was the nearest town to the new army base. The Desert Training Center trained combat troops during World War II. The Center's area was so large that it extended beyond eastern California across the Colorado River and into Nevada and Arizona.

The Desert Training Center at Camp Young received its first 8,000 trainees in the spring of 1942. The Desert Training Center became the largest U.S. Army training facility in the world.

Training in desert warfare was essential because the American army was fighting in North Africa to stop the Axis march toward Egypt and the Suez Canal. On a world map, locate these areas. (Note: This Grade 3 curriculum focuses on the impact of World War II on the Coachella Valley. Students are not expected to fully grasp the complexities of the war.)

Step 3: Read the **General George Patton** bio-sketch. Select a student to make an Event Card to add to the *Timeline of Coachella Valley's History*. Summarize the information about General George Patton and add this to the *Local Heroes Chart*.

Add the following Event Card to the *Timeline of Coachella Valley's History*.

<b>1942</b>	<b>General George Patton</b> established Camp Young (the Desert Training Center) near Chiriaco Summit to train American soldiers under adverse desert conditions.
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## Activity # 2 Life at the Desert Training Center

### Procedure

Ask students to picture the following scenario.

You are following a five-mile-long convoy of army vehicles. These include Sherman tanks, jeeps, and 2½ ton trucks that carry soldiers and command cars for officers. As the convoy continues, a strong wind from the north fills your eyes with sand. Your eyes are already gritty from the churned-up dust of the vehicles you follow.

As you trudge along, you see thousands of empty acres of wilderness ahead of you. You begin to realize you will have to march as far as you can see in the temperatures of 120 degrees. You have only one quart of water, the amount allowed per man within a six-hour period. To prevent heat stroke, you must suck on salt tablets to prevent dehydration.

You wear your oven-hot steel helmet and carry your rifle that burns like fire from the sun in the cloudless sky.

You don't look forward to mealtime because all you have to eat are dried food rations. And you turn your sleeping bag inside out because you have to check for scorpions, lizards, or rattlesnakes before you crawl in quickly and zip the bag up tight to your neck.

Ask students, "After spending days out on maneuvers, what do you think the soldiers would want to do the most when they returned to camp?"

Explain that, generally, it was a relief to get back to Camp Young because, at the camp, they could rest. The *camp* or *base* was a sprawling "tent city" that housed 25,000 men and their equipment, a movie house, a chapel, a hospital, and several commissaries. *Commissaries* are government stores on a military base where food and other necessary items are available for sale.

### **Activity #3 Impact on the Local Communities of the Coachella Valley**

#### **Procedure**

Step 1: Life Before the Desert Training Center Before the Desert Training Center was established east of the Coachella Valley in 1942, Indio was a modestly prosperous market town for the local farming-ranching-date growing area. The Southern Pacific Railroad made it a freight distribution point. The completion of Highway 99 in 1922 helped shape Indio's character, as the increased traffic led to the opening of many service stations and garages. The construction of the Metropolitan Aqueduct (Colorado River Aqueduct) in the 1930s brought thousands of just-paid, construction workers into Indio. In early 1942, Indio had a population of about 1,500 people. Downtown Indio consisted of a bank, one motion-picture theater, a few restaurants, two weekly newspapers, two hospitals, a mortuary, five hotels and apartments, courts, auto camps, and two small department stores and grocery stores.

Step 2: Camp Young The Desert Training Center was established at Camp Young. Camp Young held 25,000 soldiers at a time. In rotation, around 2,500 troops (10%) had *leave* (a mini-vacation) each evening. Thus, each man was able to go on *leave* every 10 days. Once on *leave*, the troops stayed in the area since they had such a short time on *leave*. The closest town to Camp Young was Indio, about 30 miles away.

In the spring of 1942, Indio, Coachella, and Palm Springs were overwhelmed with visiting soldiers from Camp Young. None of these small towns was equipped for such an invasion.

#### Step 3: Ask students the following questions

What do you think the soldiers wanted to do during their *leave*? (When the soldiers visited the town, they wanted to purchase articles not found at Camp Young, eat food that was not army issue, visit their families housed in the local area, rest, relax, and find some recreation.)

What would it be like, if suddenly 25,000 people moved into our local area today? What type of positive things might happen? What might be some of the problems?

Step 4: Impact on the Coachella Valley Share with students the following information about the impact Camp Young's Desert Training Center had on the Coachella Valley.

As you share, discuss the impact on each area of the Coachella Valley: Indio, Palm Springs, the Salton Sea, and others. If possible, display the following information as you share it.

**Examples of the impact of Camp Young's Desert Training Center on the Coachella Valley:**

- Coachella's Trading Post became a USO (United Service Organization, designed to deliver services to military personnel). Soon, two USOs were established in Indio.
- Movie houses and cafes were filled with servicemen, and hardly a seat could be found. At times, soldiers stood eight deep waiting to buy a coke at the drugstore's counter.
- Along with the soldiers came their wives and girlfriends, whom all needed housing. Women lived in hotels, trailers, one-room cabins, shacks, garages, tents, and with local families. In some cases, a bed served three occupants in eight-hour shifts. Some wives came and found no place to stay.
- The payroll for all the military personnel (approximately \$2 million to \$3 million dollars a month) came by railroad and then was sent to the Indio branch of the Bank of America and/or the First National Bank of Coachella. The Teller's counter at the bank was about thirty feet long to accommodate all customers.
- The supply depot at the Southern Pacific Railroad in Indio became a bottleneck as many supplies arrived and had to be unloaded. In January 1943, a roundhouse that cared for nine or ten steam engines handled thirty or more engines.
- The telephone system broke down often, and the switchboard was jammed with outgoing calls from soldiers wanting to call home.
- Resorts along the Salton Sea became popular vacation spots.
- The Army purchased the El Mirador Hotel in Palm Springs. It converted it into Torney General Hospital, a primary care facility for wounded soldiers returning from the South Pacific Theater of Operations.
- Hollywood stars came to Palm Springs both to vacation and to entertain the servicemen. Bob Hope and Rudy Vallee performed in the Coachella Valley High School Auditorium to raise money for War Bonds.
- To entertain the troops, nightclubs and hotel owners in Palm Springs hired famous entertainers such as Louis Armstrong, Nat King Cole, and Bing Crosby.
- Palm Springs Airport was converted by the government into a facility to house troop supplies and troop aircraft manufactured near Los Angeles.
- Army barracks (buildings with beds to house troops) lined Tahquitz Way in Palm Springs.
- Camp Young's Motor Vehicle Pool was located in what is now Palm Desert, on a site across from the present George Washington School on Portola Avenue.
- Thermal Air Base was established as a backup to March Field in Riverside.
- Valley resident Jacqueline Cochran was named Director of Women's Airforce Service Pilots, the WASPS.

## Activity #4 Key Individuals Important to the Development of the Coachella Valley during World War II

**Materials needed:** A copy for each student of the bio-sketch for **Gus Eiler, Jacqueline Cochran, Mary Ann Bundschuh, Harry Oliver, and Helen Burns.**

### Procedure

**Step 1:** Distribute a copy of the bio-sketches for students to read. Include Gus Eiler, Jacqueline Cochran, Mary Ann Bundschuh, Harry Oliver, and Helen Burns. Use “guided reading strategies to read the timeline entries and bio-sketches.

**Step 2:** Construct Event Cards to add to the *Timeline of Coachella Valley’s History*. Summarize the information about each bio-sketch and add this to the *Local Heroes Chart*.

1927	<b>Gus Eiler</b> established the Date Palm Beach Resort at the Salton Sea. Outboard motor races became a popular attraction at his marina.
1941	<b>Jacqueline Cochran</b> became the first woman to pilot an American bomber across the Atlantic Ocean for delivery in England.
1943	<b>Mary Ann Bundschuh</b> opened a bakery and restaurant in Thermal.
1944	The Desert Training Center closed on April 30. Its job was done.
1946	<b>Harry Oliver</b> began to publish <i>The Desert Rat Scrap Book</i> , where he spun tales about a fictitious desert neighborhood.
1947	<b>Helen Burns</b> opened <i>Helen’s Beach House</i> , a popular resort marina where people met for music and dancing beside the Salton Sea.
1953	<b>Jacqueline Cochran</b> set three world records testing jet aircraft at Edwards Air Force Base.

## Activity #5 What impact (effect) did Camp Young’s Desert Training Center have on the Coachella Valley? (Informative/Explanatory Text)

**Materials needed:** Reproduce on the whiteboard or chart paper the table listed below. If desired, have each student make a copy of the table.

### Procedure

**Step 1:** Using the information from Activities #1 through #4, help students complete the table.

#### Effects of the Desert Training Center on the Coachella Valley

	Impact (Effect)
Indio	
Palm Springs	
Salton Sea	



**Step 2: Write an Informative/Explanatory Text** Ask students the following question, “How did the Desert Training Center impact the Coachella Valley?” Using the information from Activities 1-4, each student **writes an informative/explanatory text** to examine the topic with at least 5 sentences to explain the impact of the Desert Training Center on the Coachella Valley. The topic should be developed with facts and details; use linking words and phrases (e.g., also, another, and, more, but) to connect ideas (W3.2).

### **(Optional) Activity # 6 Write a Narrative – RAFT (Role, Audience, Form, Tense)**

#### **Procedure**

RAFT writing immerses the writer in a specific scene. Using the format of role, audience, form, and tense, each student develops descriptive details and clear event sentences to **write a narrative** about an imagined experience using one of the following scenarios (W3.3).

- You are (TENSE) an American soldier (ROLE) stationed at the Desert Training Center at Camp Young in California. Describe what happened in a recent training maneuver in a letter (FORM) to friends (AUDIENCE).
- You are an American soldier (ROLE) and have (TENSE) just arrived at Camp Young in California, on one of the troop trains. At the end of your first week, you write several journal entries (FORM, AUDIENCE) to explain new and different experiences.
- While on leave from Camp Young in January 1943, you are (TENSE) an American soldier who is suddenly stranded at the railroad depot in Indio, California (ROLE). You find a telegraph office (FORM) and send a telegraph to a friend in Los Angeles (AUDIENCE). Write the telegraph message, explaining exactly what has happened to you, making sure you explain why you can't get to Los Angeles.
- You are (TENSE) a business owner (ROLE) in Indio, California, witnessing the arrival of the first 2,500 soldiers on leave from Camp Young. As your family members gather around you at the kitchen table (AUDIENCE), recount your tales using the "fortunately, unfortunately" format (FORM).
- You are a political cartoonist (ROLE) for a Palm Springs, California newspaper (AUDIENCE). Design a cartoon (FORM) that illustrates a major event that occurs (TENSE) when the troops from Camp Young come into town for a night's leave. Include a caption and your signature as the artist.

**Assessment:** The assessment of this lesson is integrated with the instruction and occurs throughout the lesson.

- **Read** timeline entries and bio-sketches, and **summarize** the material read on the *Local Heroes Chart* (Activity #1 and #4).
- Construct **Event Cards** to be added to the *Timeline of Coachella Valley's History* (Activity #1 and #4).
- Using the information from Activities #1 through #4, **write an informative/explanatory paragraph with at least 5 sentences** that explain the impact of the Desert Training Center on the Coachella Valley (Activity #5).
- (Optional) Using the format of role, audience, form, and tense (RAFT), write a **narrative** about one of the imagined scenarios using descriptive details and clear event sentences. (Activity #6).

## Lesson 6: The Growth and Development Continues

### Supporting Questions:

How have individuals and families contributed to the growth and development of the Coachella Valley in the late 20<sup>th</sup> century and early 21<sup>st</sup> century?

What role has tourism played in the growth and development of the Coachella Valley?

The population of the Coachella Valley took a major jump after World War II. Soldiers, many of whom had trained at the Desert Training Center, returned to settle down. Development began to spring up around the “Cove” communities: La Quinta, originally known as Marshall’s Cove; Indian Wells; Palm Desert, originally known as Sand Hole and later as Palm Village; Rancho Mirage and Cathedral City. Other communities surrounding the central valley continued to add to the population growth – Desert Hot Springs, North Palm Springs, Sky Valley, Bermuda Dunes, Indio Hills, Thermal, and Thousand Palms. However, in the 1950s, the Coachella Valley was still mostly a desert. It was considered too remote and too hot for residential development.

This soon changed with the advent of air-conditioning, increased recreational opportunities, residential and commercial development, and the foresight of many key individuals featured in this lesson.

### Activity # 1 Make a Scrapbook

Materials needed: Students are divided into 13 groups, one for each of the following bio-sketches: **Cliff Henderson, Vyola J. Ortner, Carl Bray, Lawrence Crossley, Albert Frey, Bob Hope, Katherine Saubel, Cherry Ishimatsu, President Gerald Ford, Benny Guitron, Dr. Reynaldo Carreon, Jr, Merv Griffin, and Sonny Bono.**

For each student, a copy of ***Make a Scrapbook – a Group Project (Handout #6.1, page 74).*** For each group, a copy of the bio-sketch for their scrapbook page, construction paper, crayons, colored markers, glue, and scissors. It is helpful to have access to a computer for further research and to locate photographs of their bio-sketch.

### Procedure

Step 1: Divide the students into 13 groups and assign each group one of the bio-sketches listed above. Read the timeline entry for each bio-sketch. Distribute a copy of the bio-sketch assigned to each group. Provide time for students to use the reciprocal reading strategy to read their bio-sketch together (RI 3.1, RI 3.2, RI 3.7).

Step 2: Introduce the following prompt:

Working in a group, construct a page or pages of a scrapbook that could belong to your bio-sketch. Include a photograph of the person and pictures or drawings of two or three “artifacts” or primary sources that might be found in his/her scrapbook. The scrapbook page should show why the person is significant to the growth and development of Coachella Valley.

Step 3: Have each group orally share their scrapbook page or pages. Classmates should have a copy of the bio-sketch of the person featured in each scrapbook so that following the presentation, they may ask questions (SL 3.4).

Using the rubric included in Handout #6.1 (page 79), students help the teacher evaluate each scrapbook page according to whether the content is historically accurate and is supported with accurate examples. Add other evaluation criteria as desired (SL3.3).

Step 4: Create Event Cards to add to the *Timeline of Coachella Valley's History*. Summarize the information about each bio-sketch and add this to the *Local Heroes Chart*.

1948	<b>Cliff Henderson</b> and his brothers opened the Shadow Mountain Resort in what is today Palm Desert.
1954	<b>Vyola J. Ortner</b> became chairman of the All-Female Tribal Council of the Agua Caliente Band of Cahuilla Indians.
1956	<b>Carl G. Bray</b> opened an art gallery in Indian Wells where he painted and sold his artwork depicting desert scenery.
1958	<b>Lawrence Crossley</b> built the first low-cost housing available for residents in Palm Springs who were forced to move from Section 14.
1958	<b>Albert Frey</b> , a successful architect of "Modernism" buildings, designed the North Shore Yacht Club at the Salton Sea.
1964	Named after the Hollywood entertainer and movie celebrity, the first <b>Bob Hope</b> Classic Golf Tournament was played.
1972	<b>Katherine Saubel</b> and Lowell Bean published their important book, <i>Temalpakh</i> , about the plants used by Cahuilla Indians.
1975	<b>Cherry Ishimatsu</b> co-founded the California Women for Agriculture to develop an interest in women in agriculture.
1977	At the end of his presidency, <b>President Gerald Ford</b> and his wife, Betty, moved to their home in Rancho Mirage.
1979	Horse rider and trainer <b>Benny Guitron</b> won the World Championship All-Around Stock Horse Championship.
1984	<b>Dr. Reynaldo Carreon, Jr.</b> donated \$100,000 to the College of the Desert for scholarships for students of Mexican-American descent.
1986	Talk-show host and businessman <b>Merv Griffin</b> opened an Arabian horse ranch in La Quinta.
1994	<b>Sonny Bono</b> , an entertainer and former mayor of Palm Springs, was elected to the U.S. House of Representatives from California's 44th district. Following his death from a ski accident in 1998, his widow Mary Bono completed his term and was elected to serve 7 more terms in Congress.

## Activity # 2 Tourism – The Coachella Valley's #1 Industry

Materials needed: Copies of various "rack cards" advertising attractions, special events, and shopping in the Coachella Valley (found in the lobby of local hotels); copies of *Our Desert*, a free publication found at restaurants and hotels and inside issues of *Palm Springs Magazine*; copies of *Weekend*, a section in each Friday's edition of the newspaper, *The Desert Sun*.

## **Procedure**

Step 1: Explain to students that to stay cool before air-conditioning, it was a custom to dip a bed sheet in the bathtub full of water, wring it out, spread it on the bed, and crawl into it. Hopefully, you would be asleep by the time it dried out!

For their crews, the railroad created “submarines,” a one-room dwelling for sleeping. Wooden frame structures were covered with galvanized iron sheets and then overlaid with burlap. Water was piped to the roof, where it trickled onto the burlap and flowed down the sides, cooling the metal, and cooling the interior by 15 to 20 degrees. In 1949, guests at the Indio Hotel were able to retreat to a room that was cooled by the new evaporative coolers. Often called “swamp coolers,” these devices can still be found in the valley today.

Step 2: Ask students: What effect did the climate have on the tourism industry before air-conditioning? Since air-conditioning? (Air-conditioning followed by recreational opportunities such as tennis and golf turned the Coachella Valley into a major destination resort.)

Step 3: Share with students information about the tourism industry in the Coachella Valley.

Tourism, the Coachella Valley’s No. 1 industry, generates jobs and tax revenue for the valley’s growing population. About 3.5 million people visit every year as tourists. Tourism employs thousands of people and contributes roughly \$1 billion to the economy. The Palm Springs International Airport serves as a gateway to valley cities for many visitors. International travelers, on average, spend almost three times as much as domestic travelers.

Step 4: Share the “rack cards” for the Coachella Valley. Develop a list of the attractions, special events, and shopping available for visitors and residents (RI 3.2).

### **Attractions**

The Living Desert Zoo and Botanical Museum  
Children’s Discovery Museum  
Coachella Valley History Museum  
Agua Caliente Cultural Museum  
Palm Springs Art Museum  
Palm Springs Air Museum  
Palm Springs Ariel Tramway  
Palm Springs Windmill Tours  
Oasis Date Gardens  
Jeep Tours  
Polo Grounds  
Hot-Air Balloon Rides  
Indian Canyons  
Joshua Tree National Park  
Santa Rosa & San Jacinto Mountains National Monument  
Golf Courses and Spas  
Hiking Trails and Horseback Riding  
Restaurants  
Hotels, Resorts and Casinos

### **Special Events**

Tamale Festival in Indio  
La Quinta Art Festival  
Living History Festival at the Coachella Valley History Museum  
Indian Wells Art Festival  
Desert Classic (American Express) Golf Tournament  
Art Walk on El Paseo  
BNP Paribas Open at the Tennis Garden  
Palm Springs International Film Festival  
McCallum Theater for the Performing Arts  
Coachella Valley Music and Arts Festival  
Stagecoach Country Music Festival  
Riverside County Fair and Date Festival

### **Shopping**

Desert Hills Premium Outlets  
El Paseo  
The River  
Historic Palm Canyon Drive  
Westfield Shopping Center

No one community shares the name recognition of Palm Springs. Grouping the valley's cities as an entire community brings more people to the Coachella Valley. However, as the Coachella Valley grows, each community develops its own identity.

Desert Hot Springs is home to unique spas.

Indio is a city of festivals.

Rancho Mirage is the location of Restaurant Row.

Palm Desert is a shopping haven.

La Quinta hosts the Desert Classic Golf Tournament (currently known as The American Express and formerly as the Bob Hope Classic) and features shops and restaurants in Old Towne.

Indian Wells has the Indian Wells Tennis Garden, home of the BNP Paribas Open.

The list of tourist attractions is much, much longer than this shortlist. From health spas to championship golf, from Rodeo Drive-style shopping to a world-class convention center.

### **(Optional) Activity # 3 Coachella Valley Travel Brochure**

Materials needed: copies of the “rack cards” and advertising brochures used in Activity #2; variety of art materials to create tourism brochures for the Coachella Valley.

#### **Procedure**

Using the “rack cards” and advertising brochures from Activity #2, discuss the characteristics of an effective advertising brochure. Have students compare and contrast the layout and the variety of information within these brochures (RI 3.9).

Using this information, students create a *Coachella Valley Travel Brochure* to inform tourists about the available attractions, special events, and/or shopping opportunities. Students may wish to take photographs or find current photos from “rack cards” and magazines to add to the travel brochure (W 3.2).

(Optional) Have students develop a “future” tourist attraction, special event, or shopping opportunity they would like to see in the Coachella Valley. Working alone or in groups, students design a travel brochure or poster to attract tourists and residents. Students then perform a FAST PITCH to SELL their idea. Use a 3-2-1 format with 3 minutes 2 pitch 1 idea.

### **Activity # 4 The Living History Museum**

***The Living History Museum* is the major culminating activity for this unit.** Refer to the following sections of this curriculum guide for directions and information about *The Living History Museum* (SL 3.4).

page 11 List of Bio-Sketches for the History of the Coachella Valley

page 12 Parent Letter

page 13 *The Living History Museum* Prompt and Scoring Rubric

**Assessment:** The assessment of this lesson is integrated with the instruction and occurs throughout the lesson.

- Work in a group to create a scrapbook page that could belong to your group's bio-sketch. Include a photograph of the person and pictures or drawings of two or three "artifacts" or primary sources that might be found in the scrapbook. The scrapbook should show why the person is significant to the growth and development of Coachella Valley (Activity #1).
- Present your group's scrapbook page and answer classmates' questions (Activity #1).
- Read bio-sketches and help the teacher summarize the material read on the *Local Heroes Chart*. (Activity #1) Construct Event Cards to be added to the *Timeline of Coachella Valley's History* (Activity #1).
- Work as a group to develop a list of the attractions, special events, and shopping available for visitors and residents (Activity #2).
- (Optional) Develop an advertisement brochure for the Coachella Valley or your own future attraction (Activity #3).
- Select an historical figure from Coachella Valley's history to portray at the *Living History Museum* (Activity #4).

## Make a Scrapbook - a Group Project

Working in a group, construct a page or pages of a scrapbook that could belong to your bio-sketch. Include a photograph of the person and pictures or drawings of two or three “artifacts” or primary sources that might be found in his/her scrapbook. The scrapbook should show why the person is significant to the growth and development of Coachella Valley.

INDICATORS	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
<b>KNOWLEDGE OF HISTORICALLY ACCURATE CONTENT</b>	Student demonstrates an in-depth understanding of the historical content; all main ideas are supported by facts with no obvious inaccurate facts; contains substantial supportive evidence.	Student demonstrates a clear understanding of the historical content; all main ideas are supported by facts; contains no obvious inaccurate facts; has significant evidence.	Student demonstrates a limited understanding of the historical content; most main ideas are supported by facts, no obvious inaccurate facts; would be improved with more evidence.	Student demonstrates little understanding of the historical content; facts may be inaccurate; lacks supportive evidence.
<b>SUPPORTS THE TOPIC WITH ACCURATE EXAMPLES</b>	Student supports the topic with insightful historical and/or geographic examples.	Student supports the topic with several historical and/or geographic accurate examples.	Student supports the topic with limited historical and/or geographic examples.	Student has few or no historical and/or geographic examples.

## Lesson 7: Timeline of Coachella Valley's History

**Supporting Question:** What are the key events in Coachella Valley's history?

During the study of the Coachella Valley, many names, events, and dates are mentioned. A timeline is an important scaffold for students to place these names, events, and dates. Reference is made in this lesson to the ***Timeline of Coachella Valley's History***. Directions for its construction can be found on page 6, and the timeline is on pages 7 – 10.

### Activity # 1 Coachella Valley Tea Party

**Materials needed:** Duplicate a copy of the **List of Bio-Sketches for the History of the Coachella Valley** (page 12). Cut them apart and put each name into a container.

**Procedure** (Note: Some teachers like to do the Tea Party at the beginning of the unit. This introduces students to key people in the history of the Coachella Valley.)

**Step 1:** Ask students if they have ever been to a tea party. Explain that at a tea party, each guest's behavior is "ever so proper." Guests move about the room, speaking with different guests. Conversations are brief as guests want to move about and speak with as many other guests as possible. Conversations often begin with, "Daahling, did you know that..." Some guests hold up their right pinky finger as they move about the room! Consider having students dress for the tea party by wearing special "dress-up" clothes and hats.

**Step 2:** Each student chooses a Bio-Sketch name from the container. Begin the tea party. As the students move slowly about the room, each one stops to visit with another guest. He/she shares his/her name, a date, a "fact" about himself or herself, and then moves on to another guest. Students should act very "prim and proper" as they share their event with "emotional enthusiasm."

The "tea party" strategy is a fun way for students to share many facts. Students are not expected to memorize the events and dates for the person they portray

### Activity # 2 Sequencing Events of the Coachella Valley from 1776 to Today

**Materials needed:** For each pair or group of students, duplicate a copy of the ***Timeline of Coachella Valley's History*** and a copy of **Sequencing Events of the Coachella Valley from 1776 to Today (Handout #7.1 on page 82)**.

#### Procedure

**Step 1:** Using the Timeline of Coachella Valley's History, students find the date for each event and record it in the box to the left of the event. Put the events into chronological order by numbering them from 1 to 10, with #1 being the earliest event and #10 being the most recent event. (Note: Other events may be substituted or added.)

Handout #2  
**Sequencing Events of the Coachella Valley**

Note: It is recommended that you first use the "Coachella Valley Time Line" to assist in identifying the date for each event. Then, determine the proper sequence of the events.

Place the following events in their proper sequence by numbering them from 1 to 10, with #1 being the earliest event and #10 being the most recent event.

1851	The city of Indio is incorporated.
1876	The Southern Pacific Railroad reaches Indio.
1776	Juan Bautista de Anza passes south of the Coachella Valley.
1825	Albert G. Tingman builds Indio's first store near the train depot.
1862	The Bradshaw Trail begins stage route service.
1899	The first commercial grapes are planted by George Durbrown.
1885	John McCallum is the first non-Indian settler in Palm Springs.
1907	Bernard Johnson plants the first commercial date palms.
1921	The city of Palm Springs is incorporated.
1909	Nettie Coffman opens the Desert Inn in Palm Springs.

Name: Lydney Jodelle Date: 3/10/20

Unit 3: History of the Local Community



Order	Event	Proper Sequence
1930	The city of Indio was incorporated.	8
1876	The Southern Pacific Railroad reached Indio.	3
1774	Juan Bautista de Anza passed south of the Coachella Valley.	1
1885	Albert G. Tingman built Indio's first store northwest of the train depot. (1885)	4
1863	The Bradshaw Trail began stage route service.	2
1899	The first commercial grapes were planted by George Durbrow.	5
1942	General George Patton set up Camp Young to train American soldiers	10
1903	Bernard Johnson planted the first commercial date palms.	6
1938	The city of Palms Springs was incorporated.	9
1909	Nellie Coffman opened the Desert Inn in Palm Springs.	7

### **(Optional) Activity #3 Newspaper Headlines**

Write a catchy headline for one or more key events on the *Timeline of Coachella Valley's History*. The activity may be done in student pairs or small groups.

### **(Optional) Activity #4 Writing New Stories**

Divide the class into 8 to 10 groups. Assign each group one of the key events featured on the *Timeline of Coachella Valley's History*. Groups, or individual students, develop a series of news stories about ONE event using each of the formats listed below:

- a descriptive story about the event, including who, what, when, where, and why
- an "imaginary" interview of a person involved with the event (include imaginary quotations)
- an advice column suggesting a solution to a problem/challenge related to the event
- an editorial or a *Letter to the Editor* about the event

Assemble the articles into a newspaper for each group. Let the group determine the name of their newspaper, the date of the issue, and the design for the paper's masthead.

### **(Optional) Activity 5 Timeline of Coachella Valley's History**

Refer to Handout #7.2 (page 83) Timeline of Coachella Valley's History - Individual Project or Handout #7.3 (page 84) 3-D Chronological Timeline – Group Project.

**Assessment:** The assessment of this lesson is integrated with the instruction.

- Portray a person in the history of the Coachella Valley at a tea party, sharing his/her name, a date, and a "fact" about the person before moving on to the next guest.
- Using the Timeline of Coachella Valley's History, find the date for each event. Put the events into chronological order by numbering them from 1 to 10, with #1 being the earliest event and #10 being the most recent event.
- Write a catchy newspaper headline for a key event in Coachella Valley's history (Optional).
- Write a news story for a key event on the *Timeline of Coachella Valley's History* (Optional)
- Construct an individual or group 3-D timeline with at least five key events or people in Coachella Valley's History. Accurately place them in chronological order and explain why the events or people shown are significant to the history of Coachella Valley (Optional).

## Sequencing Events of the Coachella Valley

Using the *Timeline of Coachella Valley's History*, write the date of each event.

Then, place the events in their proper sequence by numbering them from 1 to 10, with #1 being the earliest event and #10 being the most recent event.

Date	Event	Sequence
	The city of Indio was incorporated.	
	The Southern Pacific Railroad reached Indio.	
	Juan Bautista de Anza passed south of the Coachella Valley.	
	Albert G. Tingman built Indio's first store northwest of the train depot.	
	The Bradshaw Trail began stage route service.	
	The first commercial grapes were planted by George Durbrow.	
	General George Patton set up Camp Young to train American soldiers.	
	Bernard Johnson planted the first commercial date palms.	
	The city of Palms Springs was incorporated.	
	Nellie Coffman opened the Desert Inn in Palm Springs.	

Name \_\_\_\_\_ Date \_\_\_\_\_

## Timeline of Coachella Valley’s History - Individual Project

**Task:** Construct a timeline with at least five key events or people in Coachella Valley’s History. Accurately place them in chronological order and explain why the events or people shown are significant to the history of Coachella Valley.

INDICATORS	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
<b>KNOWLEDGE OF HISTORICALLY ACCURATE CONTENT</b>	Student demonstrates an in-depth understanding of the historical content; all main ideas are supported by facts with no obvious inaccurate facts; contains substantial supportive evidence.	Student demonstrates a clear understanding of the historical content; all main ideas are supported by facts; contains no obvious inaccurate facts; has significant evidence.	Student demonstrates a limited understanding of the historical content; most main ideas are supported by facts, no obvious inaccurate facts; would be improved with more evidence.	Student demonstrates little understanding of the historical content; facts may be inaccurate; lacks supportive evidence.
<b>KNOWLEDGE OF CHRONOLOGICAL THINKING</b>	Student correctly places key events and/or people of the historical era they are studying into a chronological sequence and/or interprets time lines.	Student correctly places key events and/or people of the historical era they are studying into a chronological sequence and/or interprets time lines.	Student correctly places a few key events and/or people of the historical era they are studying into a chronological sequence and/or provides limited interpretation of time lines.	Student fails to correctly place key events and/or people of the historical era they are studying into a chronological sequence and/or provides no interpretation of time lines.
<b>SUPPORTS THE TOPIC WITH ACCURATE EXAMPLES</b>	Student supports the topic with insightful historical and/or geographic examples.	Student supports the topic with several historical and/or geographic accurate examples.	Student supports the topic with limited historical and/or geographic examples.	Student has few or no historical and/or geographic examples.
<b>HISTORICAL INTERPRETATION AND ANALYSIS OF SIGNIFICANCE</b>	Student shows an in-depth understanding of the significance of the topic in history; has a clear conclusion with historical evidence; links the topic to today.	Student shows the significance of the topic in history; concludes with adequate historical evidence; links the topic to today.	Student shows the significance of the topic in history; concludes with some historical evidence; attempts to link the topic to today.	Student makes no statement or suggestion that the topic is significant; uses vague or no evidence; fails to link the topic to today.

## 3-D Chronological Timeline - Group Project

**TASK:** Work in groups of five to construct a 3-D timeline. Select at least five events or people to show on your 3-D timeline. Use art materials and realia to build three-dimensional models to illustrate the events or people. As your group presents their timeline to the class, explain why the events or people shown are significant to the history of Coachella Valley.

1. Select a chairperson to keep track of the step-by-step progress of your group.
2. Review the events recorded on the *Timeline of Coachella Valley's History*.
3. Select five historic events for the team's timeline, i.e., 1885, 1909, 1917, 1925, and 1934.
4. Create a title for your 3-D Timeline, i.e., *Turning Points in Coachella Valley's History*.
5. Determine the time intervals for your timeline, i.e., decades from 1880 to 1980.
6. On a large sheet of butcher paper, use a ruler to create a proportional timeline, i.e.,

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1880 1890 1900 1910 1920 1930 1940 1950 1960 1970 1980

7. Construct a label (sign) for each event. On each label, include the event's name with its date and general information about the event.
8. Determine where to place each label on the timeline.
9. Research information about each event. (a.) Include 4 to 6 facts per event. (b.) Include the names of key people involved with each event. (c.) Write the information for each event on a separate sheet of paper to be displayed with your 3-D models. (d) For each event, explain what impact it has had on the Coachella Valley.
10. Use various art materials (i.e., construction paper, paint, scissors, and glue) to construct a 3-dimensional model to illustrate each event. Be creative.
11. Display your 3-D models on the timeline or on a table beneath the timeline.
12. As your group presents its timeline, be prepared to explain how the events depicted impacted the history of the Coachella Valley.

For assessment, use the rubric listed in Handout #7.2 on page 83.

## Extended Activities for the Study of the Coachella Valley

Develop a **Welcome to the Coachella Valley** kit that includes interesting facts and information about people and events important to the development of the community. Describe local historic sites and places of interest.

Construct a **Map of the Community** that includes a title, the cartographer's name, a map key, at least four major streets, a mode of transportation other than roads, four major businesses, and one educational institution.

**Display.** Make a photographic and pictorial display of the local community at your school or for placement at city hall. Choose items that highlight historic homes, churches, government buildings, and general styles of architecture; and that highlight points of interest.

**Research the names of streets in the Coachella Valley.** Henry McKay is credited with laying out the grid for the valley roads and assigning them the numbers in use today. He named the north-south streets from Washington Street eastward for presidents of the United States in order of their presidency. Develop with students appropriate categories that reflect street names, e.g., foreign words (Verde, Amigo); trees (Maple, Walnut); people's names (Bob Hope, Frank Sinatra); and, numbers (32<sup>nd</sup> Street). Once categories are established, display these on a chart. Have students study local street maps to collect a minimum of 10 street names per category. They can work alone or in teams. Combine all the students' charts into a single classroom chart. Using the classroom chart, ask the following questions:

How many of the streets are honoring important people in United States history?

How many are honoring people in our local community?

Have any of the street names been changed recently? Why? When?

What do street names tell us about the beliefs of our community?

Plan a **Community Bus Trip** - Using a local bus service schedule, have students plan a bus trip in the community. After a route selection, have students trace their route on a local map. Also, students can describe the selected route using cardinal directions.

Construct a **population bar graph** of your community using census figures.

Using at least three sentences, write a "**compare and contrast**" paragraph that describes how the community has changed over time.

**Imaginative Narrative.** Write an imaginative story based on an old photograph of the community.

Research "**The Coachella Valley 100 Years Ago.**" Imagine what the Coachella Valley looked like 100 years ago. Illustrate or write about the old-time community. Use primary sources such as newspaper articles and personal recollections in publications such as *The Periscope* (1978 and as reprinted in 2009). Refer to the reference section of this unit.

**Letter to the Past.** Write an informative letter to a child that may have lived in the community 100 years ago. In the letter, explain what changes have occurred over the past 100 years. Give specific examples. Illustrations may be included.

Create a "**History Day**" celebration. Have students present the projects developed during this unit, "History of the Coachella Valley." Invitations may be extended to the community and students from other classrooms.

**Community Birthday Celebration.** Design a birthday celebration for the community. Use the following questions for planning purposes:

- What form should the celebration take? Should there be speakers?
- Where should the celebration take place? Is there a limit on the size of attendees?
- When should it take place?
- What special materials are required?

Make a **Community Quilt** (allow 3 weeks). Each student designs a 5”x 5” square to show something about the community. Outside of class, each student purchases materials and constructs his or her 5”x 5” square. Students bring their finished product to class at the end of the second week. Allow a week for students to sew the squares together during class or request parent volunteers to complete the project.

**Murals.** Make one mural of *The Community Today* and one of *The Community Long Ago*.

Create a **PowerPoint or video about the Coachella Valley**. Include interviews with community leaders and interesting sites in the community. Identify subtopics. In small teams, students write the dialogue for each identified subtopic. Include background music, such as Copeland’s “Our Town.” Include photographs and student reenactments where appropriate.

**Infomercial.** For homework, instruct students to watch an infomercial. Have students form small groups to write a script for an infomercial about the benefits of working and living in the community. Have a student cameraman videotape the infomercial.

**Compare and contrast the economies** of the Coachella Valley of long ago with those of today.

Economy/Businesses of Long Ago	Economy/Businesses of Long Ago and Today	Economy/Businesses of Today

**Coachella Valley Cookbook.** Students bring to class a recipe contributed by a family member or neighbor. Students classify the recipes into groups (e.g., main dish, salad, dessert, bread, and vegetable). Students put recipes in a book format. Students and a family member may prepare their recipe and share the final results at a “Diversity Party.”

**Historic Rubbings.** Make a rubbing of a plaque on a building, a tombstone in a cemetery, or a landmark that shows something about the Coachella Valley’s history. Write a description of the rubbing. Explain what the rubbing tells about the valley’s history.

**Photo Analysis of Housing Changes.** Have students compare houses of the past and the present. Select examples of adobe, ranch-style houses, Spanish Colonial, Craftsman-Californian bungalows, modernism buildings, and other styles found in your community. Order the pictures and place them on a timeline according to the decade they were built.

**Future Architecture Trends.** Students design a home of the future, incorporating features that will accommodate futuristic styles and functions.

## Resources for the History of the Coachella Valley

### Museums

Agua Caliente Cultural Museum (760) 778-1079  
219 S Palm Canyon Dr, Palm Springs, CA [www.visionaguacaliente.com/](http://www.visionaguacaliente.com/)

Cabot's Pueblo Museum (760) 329-7610  
67616 Desert View Ave, Desert Hot Springs, CA [www.cabotsmuseum.org/](http://www.cabotsmuseum.org/)

Coachella Valley History Museum (760) 342-6651  
8616 Miles Avenue, Indio, CA [www.cvhm.org](http://www.cvhm.org)

La Quinta Historical Society Museum (760) 564-1283  
77-885 Avenida Montezuma, La Quinta, CA 92253 [laquintahistorical.com/](http://laquintahistorical.com/)

Palm Desert Historical Society (760) 346-6588  
72-861 El Paseo Drive, Palm Desert, CA 92260 [www.hspd.org](http://www.hspd.org)

Palm Springs Historical Society 760 323-8297  
221 South Palm Canyon Drive, The Village Green. [www.palmspringshistoricalsociety.org](http://www.palmspringshistoricalsociety.org)

### Books for Children

**Altman, Linda Jacobs. Illustrated by Sanchez, Enrique O. *Amelia's Road*. New York: Lee & Low Books 1993.** Amelia is a migrant farm worker's daughter who is tired of moving and wants to find a place she can call "home." (Used in Lesson 1 of this curriculum guide.)

**Bertram, Debbie & Bloom, Susan. *A Monument to Treasure*. Palm Springs, CA: Desert Publications, 2005. [www.palmspringslife.com](http://www.palmspringslife.com) ISBN 0-9772908-0-8.** Beautifully illustrated by Stuart Funk, this children's book provides excellent background information on the different kinds of plants and animals found in the desert and the mountainous land of the Cahuilla. The word "monument" in the title refers to the Santa Rosa and San Jacinto Mountains National Monument. Perfect also for Grade 3 Standards 1 and 2.

### Books Specifically Related to the History of the Coachella Valley

**Bailey, Victoria J., editor. *California Desert Resort Cities: Reflections and Visions*. La Quinta, CA: Desert Springs Publishing, 2003. ISBN 0-9727572-0-1.** This photographic overview of the Coachella Valley includes 9 sections on natural history, the first peoples, agriculture, visitors, and celebrities. The *Attractions* section highlights many of the valley's entertainment locations, such as shopping, dining, performing arts, museums, and casinos. The second half of this book, *Profiles of Excellence*, is a photographic, yellow pages, advertisement listing many businesses in the Coachella Valley.

**Bailey, Victoria J. *Indio: Reflections and Visions*. La Quinta, CA: Desert Springs Publishing, 2005. ISBN 0-9727572-3-6.** In celebration of the 75th anniversary of Indio, this historic review details the people and events of the city. The *Profiles of Excellence* section is a photographic yellow page of many businesses located in Indio.

**Bogert, Frank M. *Palm Springs First Hundred Years. Palm Springs, CA: Palm Springs Public Library, Revised 2003. ISBN 0-9618724-2-X.*** Mayor of Palm Springs from 1958-1966 and 1982-1988, Bogert is well qualified to write this definitive text on the early years of Palm Springs. Filled with historic photographs and documents, the story of Palm Springs ranges from the small desert town of Palm Valley, through the Hollywood golden years, to the bustling resort city of recent times.

**Coachella Valley Historical Society. *The Periscope – Annual Publication of the Coachella Valley Historical Society.*** *The Periscope* includes materials and photographs from the files of the Coachella Valley Historical Society, the Palm Springs Historical Society, the Palm Desert Historical Society, and numerous newspaper clippings. \$10 each

1984: Souvenir Pictorial Edition

1986: Reprint of portions of the 1853-4 Railroad Survey

1987-88: Mining in and from the Coachella Valley 1890-1910

1989: Dedicated to Paul Wilhelm 1919-

1990: History of the Coachella Valley, Franklin Hoyt thesis of 1948

1991: First Airplane to Land in Coachella Valley

1992: History of Indio

1993: Do You Remember?

1994: Living with Fires

1995: Salton Sea, California's Overlooked Treasure

1996: "Water for Millions"

1997: Coachella Valley Pioneer Women

1999: Indio, San Diego County, California

2000: Century of Change in the Coachella Valley

2001: Coachella Valley During World War II

2002: Early Newspapers

2003: Early Schools

2004: Jacqueline Cochran

2005: In the beginning....The Story of Dates, Part 1

2006: In the beginning....The Story of Dates, Part 2

2008: Pinyon and the Santa Rosa Mountains

2009: A Collection of Stories and Recollections about the Coachella Valley (Reprint)

2012: Strength through Unity: The Woman's Club of Indio 1912-2012

2013: Dr. Reynaldo Carreon: A Source of Inspiration and Giving

2014: Journey of a People: A History of the Cahuilla and Chemehuevi Tribes

2015: Adobe Structures in the Coachella Valley

2016: 50 Years of Preserving the Past for the Future 1965 – Then and Now

2017: Water Towers and Farm Implements in the Coachella Valley

2018: Women Behaving Badly...For Good

2021: Salton Sea: California's Overlooked Treasure, 3<sup>rd</sup> Edition

**Johns, Howard. *Palm Springs Confidential: Playground of the Stars. Fort Lee, NJ: Barricade Books, 2004. ISBN 1-56980-269-6.*** This fact-filled book details the incredible "playground for the stars," Palm Springs. The author, a former editor-at-large for *Palm Springs Life* magazine from 1996-2002, takes the readers from the advent of Silent Films through the era of major players such as Bob Hope and Frank Sinatra, to the desert of today.



**Laflin, Patricia B. *Coachella Valley California: A Pictorial History*. Virginia Beach, VI: The Donning Company Publishers, 2001.** This pictorial history tells the story of the valley's transformation from the desert to one of the richest agricultural regions; a world-class resort; home to many year-round residents; and, home to thousands of celebrities and tourists who spend time there each year. Over 275 historic and present-day black & white photographs graphically portray significant events and people.

**Laflin, Patricia B., and the Coachella Valley Historical Society. *Images of America: Indio*. Arcadia Publishing, 2008. ISBN 978-0-7385-5618-5.** This pictorial history of the City of Indio celebrates the city's history using archival photographs and a descriptive narrative.

**Lawson, Greg. *Palm Springs Oasis*. San Diego: Sunbelt Publications, 1989. ISBN 0-916251-40-3.** The coffee-tabletop-type book offers a photographic portfolio of the natural beauty of the Coachella Valley landscape. Designed for the international visitor, the simple and limited text is written in English, Spanish, French, and German.

**Lech, Steve. *Along the Old Roads: A History of the Portion of Southern California that became Riverside County 1772-1893*. Published by the author in 2004.** This detailed history includes a description of settlement patterns in the area; the development of towns and colonies within the county (including contemporary descriptions/accounts of these places); and, a discussion of the reasons and events leading to the establishment of Riverside County as a separate political entity.

**Niemann, Greg. *Palm Springs Legends: Creation of a Desert Oasis*. San Diego: Sunbelt Publication, 2006. ISBN 0-932653-74-X.** This background book is filled with short biographies of the various leaders and "shakers" in the history of Palm Springs.

**Penn, John Malcolm. *Folk Songs of the Coachella Valley* CD and Booklet. [www.johnmalcolmpenn.com](http://www.johnmalcolmpenn.com) ISBN 0-9761529-0-8.** The original songs on the CD provide an entertaining musical tour of some of the unique and interesting people, places, things, and events from Coachella Valley's past.

**Robinson, John W. & Risher, Bruce D. *The San Jacintos: The Mountain Country from Banning to Borrego Valley*. Arcadia, CA: Big Santa Anita Historical Society, 1993. ISBN 0-9615421-6-0.** From the Cahuilla to the Spanish explorers, ranchos, and land grants to the cattlemen and lumbermen to modern mankind, this teacher reference book is filled with more than 450 black & white illustrations and maps. The engaging text provides in-depth historic information on the mountain area that sweeps Coachella Valley and southward.

**Soltys, Richard J. *Coachella Valley...Yesterday, Today and Tomorrow*. LaQuinta, CA: Richard J. Soltys Productions, [www.risp.com](http://www.risp.com) ISBN 0-9726856-0-x.** This photographic journey of the Coachella Valley is accompanied by a video, *Water Vision...The Story of the Coachella Valley*. Together they provide excellent content background for teachers. Filled with historic photographs, chapters include one on each city of the valley as well as chapters that focus on the early history of the valley. The video, available through the Coachella Valley Water District, provides an overview of the valley's history and the California water projects.

**The Redlands Institute, University of Redlands. *Salton Sea Atlas*. Redlands, CA: ESRI Press, 2002.** Using GIS (Geographic Information Systems), this atlas includes visually compelling maps, satellite photographs, and 3-D models to provide analytical data to build a better understanding of the complex and controversial issues involved with the Salton Sea.

## **DVDs**

**Palm Springs in the Beginning.** Available from the Palm Springs Historical Society. Produced by Richard J. Soltys Productions, La Quinta, CA.

**High Stakes at the Salton Sea.** Narrated by Val Kilmer. 25 minute version. Water Education Foundation (916) 444-6240. [www.watereducation.org](http://www.watereducation.org)

**The Road to War: General Patton's Desert Training Center.** Kiener, Paul W. & Pierce, Richard K. Paul Kiener Productions in association with First Composite Group, 2004. Major General Patton comes to life in this historic docudrama DVD about the Desert Training Center, the world's largest training and maneuver area.

**Water Vision: The Story of the Coachella Valley.** Available from the Coachella Valley Water District.

### **Visiting...With Huell Howser #715 PALM SPRINGS HISTORY TOUR #1**

The first part of this Palm Springs history tour begins at the McCallum Adobe Museum (oldest building in Palm Springs). The McCallum family was the first white family to settle in the area.

### **Visiting...With Huell Howser #716 PALM SPRINGS HISTORY TOUR #2**

The second half of the history tour begins at The Willows. New York attorney, Samuel Untermyer built this beautiful estate in the early 1920s and hosted everybody from Albert Einstein to Clark Gable. The next stop is the former site of the El Mirador Hotel, which was truly the playground of the Hollywood elite until it became a hospital during W.W.II. The show ends at the Village Green and with the Desert Circus Parade that ran from 1936 to 1982.

### **Visiting...With Huell Howser #717 INDIAN HISTORY**

Palm Springs's original inhabitants were the Agua Caliente Band of Cahuilla Indians, who are still very active in the community. Huell starts at the original site of an oasis that was a prominent part of the Agua Caliente culture. The water that boils up from the ground is now a modern spa. Then, it's up to Palm Canyon to visit the fifteen-mile-long oasis, which is one of the most beautiful places in California and another special place filled with Indian history.

### **Visiting...With Huell Howser #621 JOSHUA TREE**

Joshua Tree National Park is one of the world's most beautiful and diverse places. In this one-hour special, Huell looks at many things that make this park such a special place. From the Desert Tortoise to the Mexican Bat, this show is full of surprises.

**California's Gold #512 Keeping Cool** with Huell Howser.

### **Visiting...With Huell Howser #705 SALTON SEA**

**Visiting...With Huell Howser Palm Springs Week Series**

**PSW001** Tahquitz Canyon  
**PSW002** Dates at the Shields Date Gardens in Indio  
**PSW003** White Water  
**PSW004** Palm Desert  
**PSW005** Consignment Stores  
**PSW006** Racquet Club  
**PSW007** Ballantine's Hotel and Casa Cody  
**PSW008** Electric McCullough House  
**PSW009** Architect Albert Frey House  
**PSW011** Tahquitz Canyon Update  
**PSW012** Snow Creek  
**PSW013** Palm Springs Plaza  
**PSW014** Palm Springs Air Museum  
**PSW015** Restaurants in Palm Springs  
**PSW016** Desert Hot Springs Hotel and Spa  
**PSW017** Cabot's Adobe, Native American pottery  
**PSW018** Huell visits the City of Coachella  
**PSW020** '50s Motels  
**PSW021** Julius Shulman, Architectural Photographer  
**PSW022** The Living Desert  
**PSW024** New Eco Jeep Tour  
**PSW026** Fountain of Youth Campground  
**PSW027** Pool Man  
**PSW028** Desert Museum Tour  
**PSW030** Blue Skies Trailer Park by Bing Crosby and Jack Benny  
**PSW031** Martha's Village and Kitchen  
**PSW032** Thunderbird Country Club, including Lucy and Dezi Arnez  
**PSW034** Spa for Elvis Presley and the Indian Canyons  
**PSW035** Update of 1930s Plaza  
**PSW036** O'Donnell House  
**PSW040** Polo Fields

**For access to Huell Howser's shows, visit [https://blogs.chapman.edu/huell-howser-archives/category/palm-springs-week/Early Schools in the Coachella Valley](https://blogs.chapman.edu/huell-howser-archives/category/palm-springs-week/Early%20Schools%20in%20the%20Coachella%20Valley)**

## **Early Schools in the Coachella Valley**

**Palm Springs.** Riverside County was created on March 11, 1893, from slices of San Diego and San Bernardino Counties. Coachella Valley's first school was organized that same year in Palm Springs when the Desert School District was organized. It was administered in Banning and consisted of just the elementary grades. During its first years, the Palm Springs School was held in a private home. In 1895 the first school building was erected. Welwood Murray of Banning and Palm Springs is credited with inducing the Southern Pacific's local authorities to build the little wooden schoolhouse. It was good business for the railroad to encourage travelers to come to Seven Palms on the train, and then travel by wagon down to a settlement with a school.

Miss Annie Noble was the district's first teacher. There were 21 students enrolled, 13 Indians and 8 white settlers' children. The average daily attendance was 9 children. Due to the drop of the population in Palm Springs because of an eleven-year drought, it wasn't until the 1920s that there was a need for a two-room school. In 1922, Katherine Finchy was hired as the first secondary school teacher. Some twenty other teachers had preceded her, but each had left after a year or so, largely because of loneliness and the desert heat. The student body grew to over 30, and thanks to the owners of the El Mirador Hotel (Mr. and Mrs. P. T. Stevens), a new two-room school was completed in 1930. Miss Finchy eventually became the principal of Frances Stevens School and superintendent of Desert School District.

**Indio.** Most of the first settlers in Indio were single men who worked for the railroad. When Edith Mann Ross arrived, the Mann children brought the number of school-age children to seven, the number required by the County of Riverside to justify hiring a teacher. The first classes in Indio were held in a tent, set up east of the railroad station. Indio School District was organized on October 2, 1897, and the classes were moved to a new adobe school house at the corner of Bliss and Fargo Street on land deeded by George W. Durbrow. Miss Quinn, the first teacher, taught all eight grades, but she lacked enough pupils to fill them.

Indio grew, and the adobe school was replaced in 1909 by a two-room frame-construction school built at the corner of Bliss and Oasis Streets. This schoolhouse has been renovated and relocated to the campus of the Coachella Valley History Museum at 8616 Miles Avenue, Indio. [The original schoolhouse became a Methodist church, was damaged in the 1916 floods, and was finally destroyed by fire in 1922 or 1923, when it was being used as a feed warehouse.] Indio's third schoolhouse, the Lincoln School, was a red hollow-tile structure. There are no known photos of the building, but it is known that it was a four-room school.

**Torres-Martinez Reservation** In 1907, the Indian School at the Torres-Martinez reservation opened. This and its associated buildings are still standing and undergoing renovation.

**Edom, now called Thousand Palms,** was the site of a one-room "Boxcar School," presided over by Della Lindley. The school became famous in the 1930s. Her method of teaching appeared as a reference guide in the archives of the Office of Education, Washington D.C. Her students consistently captured county and state honors in 'Our Flag' and 'Constitution' essays, plus the highest elementary scholastic ratings in the county, also in presentations of original plays written by her students.