

# Unit Overview:

## The Road to Statehood

### California History-Social Science Standard Grade 4, Standard 3

Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.

1. Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort.
2. Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).
3. Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).
4. Study the lives of women who helped build early California (e.g., Biddy Mason).
5. Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.

### Chronological and Spatial Thinking

- Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.
- Students correctly apply terms related to time, including *past*, *present*, *future*, *decade*, *century*, and *generation*.
- Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.
- Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.

### Research, Evidence, and Point of View

- Students differentiate between primary and secondary sources.
- Students pose relevant questions about events they encounter in ...photographs, maps, artworks, ...

### Historical Interpretation

- Students summarize the key events of the era they are studying and explain the historical contents of those events.
- Students identify and interpret the multiple causes and effects of historical events.

### Focus Questions

<b>Lesson 1</b>	Where did people settle in California during the early 1800s? What routes did people travel to get to California during the early to mid-1800s?
<b>Lesson 2</b>	What were the cause and the events of the bear Flag Republic and the Mexican-American War?
<b>Lesson 3</b>	How did the discovery of gold affect California's populations and settlements? What routes did the gold seekers use to reach California?

<b>Lesson 4</b>	What effect did the gold rush have on California’s economy, people, settlements and politics? How did the gold rush change California’s physical environment?
<b>Lesson 5</b>	What challenges did California’s leaders face after statehood? How did California’s new government differ from those during the Spanish and Mexican periods?

## Assessment: Prompts and Rubrics

The assessment for this unit includes *The Living History Museum*.

Standard	Lesson	Title	Teacher Directions	Handout for students with the prompt and rubric
4.3	Lessons 1 to 5	A Living History Museum	Pages 1-5	Page 4

Other assessments for the unit include:

Lesson 1: Outline Map of California labeled with the Early Settlements; Trailblazer Retrieval Chart, Trails to California – Early Settlers of the 1820s and 1830s

Lesson 2: Bear Flag Republic and Mexican-American War Statements; The Mexican-American War Timeline

Lesson 3: Turn Headings into Questions; Art Analysis Worksheet

Lesson 4: Entrepreneurs (E), Miners (M), or California Indians (I); Found Poem

Lesson 5: Summary Sentences

## Literacy Links

Examples of literacy activities that support and develop reading and writing standards are:

### Reading

- Identify the main idea and supporting details
- Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information...)
- Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.
- Compare and contrast information about the regions of California after reading several passages or articles.
- Engage in research using a variety of print and internet resources
- Develop and use new content-specific vocabulary

### Writing

- Use various reference materials (e.g., reference books, encyclopedia, online information) as an aid to writing the oral presentation for the *Living History Museum*.
- Quote or paraphrase information sources, citing them appropriately.
- Write summaries that contain the main idea of the reading selection and the most significant details.

### Listening and Speaking

- Present effective oral presentation for the Living History Museum.