

Lesson 2: California in the 20th Century

Focus Question:

What do you know about California in the 20th century?

Activity #1 California in the 20th Century?

Materials needed: For each student, duplicate a copy of *What Do You Know about California in the 20th Century?* (**Handout #2.1**); sheet of notebook paper; 4 large sheets of butcher paper

Preparation needed:

Create 4 large class charts, one for each of the focus questions listed below. Post each chart on a different wall in the classroom. Leave plenty of space on the bottom of each chart. During the Activity #2, students will glue each “Startling Statement” on a chart under the appropriate focus question.

- Who are the “People” of California? Where did they come from? What is the population of California and how has it changed?
- Where do Californians get their water? How did California develop into a network of dams, aqueduct and reservoirs? How has water helped California develop into an agricultural power?
- What effect did key historic events such as World War II, the Great Depression and the Dust Bowl have on California’s growth as an agricultural and industrial power?
- How have each of the following industries – aerospace, electronics, commercial agriculture, oil and automobile, communication and defense, and entertainment helped California become an agricultural and industrial power?

Change is All Around Us

Have students briefly work in groups to create a list of any changes they have witnessed at your school during the time that they have been students – new portable buildings, change in teachers or principal, older students leaving and new kindergartners beginning, etc. Student groups can share their lists with each other. If desired, expand the conversation to discuss change in your local community.

California – the 20th Century – a Changing State

Explain to students that in this unit we will study about some of the changes that occurred during the 20th century that have helped California become an agricultural and industrial power.

Provide each student with a copy of *What Do You Know about California in the 20th Century?* (**Handout #2.1**) Ask selected students to read each of the focus questions orally to the class.

Draw the following KWLH Chart on the board or a sheet of chart paper. Have each student duplicate the chart on a sheet of paper. Have each student write what they know about the focus questions in the **K** section and what he/she wants to know in the **W** section. Save the charts until the end of Lesson 5 when students will fill in responses to the **L** and **H** sections of the chart.

What I K now	What I W ant to Know	What I L earned	H ow I Learned It

Activity # 2 Startling Statements

Materials needed:

Duplicate one copy of *Startling Statements About California in the 20th Century* (Handout #2.2). Cut each of the statements apart. (If possible, enlarge the statements on a copy machine.)

Procedure:

Distribute one statement to each student. After reading their statements silently, have students meet in cooperative groups to share their statement.

In their groups, have the students review the questions on *What Do You Know about California in the 20th Century?* (Handout #2.1) Working together in their group, have students match each of their group's "startling statements" with one of the questions.

Note: Alert students that some statements can go with more than one question. For example, "A migrant worker is someone who moves from place to place with the seasons, harvesting crops" could go with the "People of California" or with "Agriculture." There is no correct answer. The activity is to serve as a discussion starter and to illustrate that there is an overlap among the topics of this unit.

Sharing the Startling Statements

Have each student walk to the wall where the focus question is posted that goes with his/her statement. For example, students with a "Startling Statement" that goes with the "People of California" go to the wall where that focus question is posted.

Beginning with Focus Question 1, have each student read his/her statement to the class. When it is agreed that the statement goes with the focus question, the student may glue his/her statement to the chart. Continue until all of the "Startling Statements" have been read. As the unit progresses, additional information may be added to the charts.

Suggestions for the Teacher on How to Proceed

To complete the rest of the unit, it is recommended you have the entire class work together on each of the focus questions. If your time is limited, the class may be divided into groups, with each group being responsible for one section of each focus question. For example, each group can study a different water system of California and then share their information with the rest of the class.

Assessment

Assessment of this lesson is integrated with the instruction and occurs throughout the lesson. The focus question provides a framework for the evaluation of the lesson.

- Complete the K and W sections of a KWLH chart with what they know and what they want to learn about California in the 20th century.
- Match "Startling Statements" with focus questions.

What Do You Know About California in the 20th Century?

1. Who are the “People” of California? Where did they come from? What is the population of California and how did it change during the 20th Century?

2. Where do Californians get their water? How did California develop into a network of dams, aqueduct and reservoirs? How has water helped California develop into an agricultural and industrial power?

3. What effect did key historic events have on California’s growth as an agricultural and industrial power?

- World War II
- the Great Depression
- the Dust Bowl

4. How have each of the following industries helped California become an agricultural and industrial power?

- aerospace
- electronics
- commercial agriculture
- oil and automobile
- communication and defense
- entertainment

Startling Statements about California in the 20th Century

1. For more than 50 years, California has been the nation's #1 farm state.
2. California farmers and ranchers produce over 350 different crops and livestock.
3. Families own the majority of farmland in California.
4. Products grown exclusively in California include almonds, artichokes, dates, figs, kiwifruit, olives, persimmons, pistachios, prunes, raisins, clovers, and walnuts.
5. California is the nation's number one dairy state, producing 26 billion pounds of milk and cheese a year.
6. California's top farm product is milk and cheese. Other top products are grapes, nursery products, cattle and calves, and lettuce.
7. A migrant worker is someone who moves from place to place with the seasons, harvesting crops.
8. In the late 1800s and early 1900s many immigrants from all over the world arrived at ports in California and on the Atlantic coasts of the United States.
9. From 1910 until 1940 many people entered the United States through Angel Island. It is located in San Francisco Bay. Most of these immigrants were Chinese.

10. Edward Doheney discovered oil in Los Angeles in 1893. The search for “black gold” brought many people to southern California.

11. In 1901, George Chaffey built a canal to bring water from the Colorado River to the Imperial Valley. The irrigated land became one of the richest farming regions in the United States.

12. In the early 1900s, William Mulholland, had the idea to build the Los Angeles Aqueduct and bring water over 200 miles from the Owens Valley to Los Angeles.

13. In 1913, San Francisco received approval to build a dam on the Tuolumne River and flood the Hetch Hetchy Valley to create a reservoir to provide water for the city.

14. Hoover Dam was constructed in 1936 to control flooding and provide more water and hydroelectric power for nearby states.

15. The Central Valley Project was built in the 1930s to move water from the wetter Sacramento Valley to the drier San Joaquin Valley.

16. In 1909, Glenn Martin built California’s first airplane factory in Santa Ana.

17. The airplane, the *Spirit of St. Louis* was built in San Diego by T. Claude Ryan and flown across the Atlantic Ocean in 1927 by Charles Lindbergh.

18. Southern California’s mild climate made it possible to test-fly airplanes during most of the year.

19. Southern California’s mild climate and sunny skies allowed moviemakers to make movies outdoors all year.

20. The Great Depression that started in 1929 was a time when there were few jobs and people had little money.

21. The Great Depression began when banks that had lent too much money had to close. People lost their savings and could not afford to buy goods. Businesses failed, workers lost their jobs, and farmers lost their land.

22. In the 1930s, there was a terrible drought in parts of the United States, including Kansas, Oklahoma, New Mexico and Texas. The soil became so dry it turned to dust and strong winds blew away the soil.

23. People left the Dust Bowl and moved to California because they wanted to find jobs.

24. The hiring of women workers by defense industries increased during World War II.

25. California workers produced tanks, guns, airplanes, ships, and other equipment that helped American forces fight in World War II.

26. The population of California grew by more than two and a half million during the years of World War II as new people came to find jobs.

27. In February 1942, about 110,000 Japanese Americans in California, Oregon, Washington, and Arizona were ordered to go to relocation camps.

28. In 1988, the United States government apologized for its mistreatment of Japanese Americans during World War II.

29. In 1959, scientists in California invented the silicon chip, a tiny device that can store millions of bits of computer information.

30. In 1947, test pilot Chuck Yeager from Edwards Air Force Base in the Mojave Desert flew 700 miles per hour, faster than the speed of sound.

31. Several computer companies were started between San Jose and Palo Alto by the 1970s. The area was nicknamed Silicon Valley for the silicon chips used in computers.

32. By 1962, 40 percent of the nation's defense contracts for military testing and missile, rocket and satellite research went to companies in California.

33. In 1924, California ranked first among states in the production of petroleum.

34. Favorable climate conditions, low gasoline prices, and ready access to desert, beach, and mountains made the automobile very popular in California.

35. During the Great Depression unemployment was high in California and the rest of the nation. By 1934 one in every five workers in California did not have a job.