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Source <sup>1</sup>

### Standard:

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

### Introductory Information:

We are doing one lesson on the Chinese migration and the Chinese Exclusion Act, one lesson on immigrants from other parts of the U.S., (Oregon Trail/covered wagons and going around Cape Horn in South America by ship) and one lesson on immigrants from other countries (including Mexico, Ireland, and Germany).

### **Connections to Curriculum:**

Prior to these lessons students will have learned about the [Mexican-American War](#) and the [changes](#) that came to California as a result. This unit will take place during the time that students are learning about the Gold Rush. All three lessons will be connected to the [Gold Rush](#) as the major cause for immigration to take place. The unit directly following this one will be a Part 2. In that unit, students will learn about the [migration of Native Americans within California](#) and immigration to other states and territories during the same time period, the vigilantism in CA of the time (and the groups that were targeted), and a final cohesive look at the myriad of changes that the [Gold Rush](#) brought to California. They will follow this with learning about how California came to be the [31st state](#) in the United States.

**4.3** 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.

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

**4.3.5** Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.

**4.4.4.** Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles)

**4.4.2.** Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.

### **[Augmented Reality Rationale](#)<sup>2</sup> (AR):**

As technology advances there are more opportunities for students to gain new skills, have experiences they wouldn't previously have access to, and the chance to be creative. By including projects that utilize digital technology and core subjects students get a lesson in critical thinking, creativity, specific program usage, and problem solving in addition to their

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<sup>2</sup> [Augmented Reality Source](#)

core subject learning. All of these skills are useful in their continued education and daily life. In the main Augmented Reality component of this lesson, students have access to view and manipulate historical artifacts that they wouldn't be able to in a conventional classroom. According to the SAMR model of technology integration created by Dr. Ruben Puentedura, the stages (as used in this document) are defined as follows:

**Substitution:** Tech acts as a direct tool substitute, with no functional change.

**Augmentation:** Tech acts as a direct tool substitute, with functional improvement.

**Redefinition:** Tech allows for the creation of new tasks, previously inconceivable.

### Equity Rationale<sup>3</sup> (*E&SJ*):

Students live in a changing society where they need tools to navigate social interactions/situations with a diverse group of people. The classroom will serve as a safe environment for students to learn how to speak with one another about sensitive topics and learn to validate their own identities and those of their classmates. By applying social justice standards to social studies, students can see historical social failings and apply what they would have wanted to be done in the past, to what they want done today.

#### Social Justice Standards

**D8.** Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

**J12.** Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

**J13.** Students will analyze the harmful impact of bias and injustice on the world, historically and today.

**A16.** Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.

**A17.** Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.

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<sup>3</sup> [Social Justice Standards Source](#)

### International Society for Technology in Education Standards<sup>4</sup> (*ISTE*)

**1.1.b** Students build networks and customize their learning environments in ways that support the learning process.

**1.2.b** Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

**1.2.c** Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

**1.3.a** Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

**1.6.b** Students create original works or responsibly repurpose or remix digital resources into new creations.

### National Geography Standards<sup>5</sup> (*NCGE*)

#### **Essential Element I. The World in Spatial Terms: Standard 1**

How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

#### **Essential Element IV. Human Systems: Standard 9**

The characteristics, distribution, and migration of human populations on Earth's surface.

#### **Essential Element IV. Human Systems: Standard 10**

The characteristics, distribution, and complexity of Earth's cultural mosaics.

### Civic Education Standards<sup>6</sup> (*Civ*)

**II.** What are the Basic Values and Principles of American Democracy? **D.** What are the benefits of diversity in the United States?

**II.** What are the Basic Values and Principles of American Democracy? **E.** How should conflicts about diversity be prevented or managed?

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<sup>4</sup> [ISTE Standards Source](#)

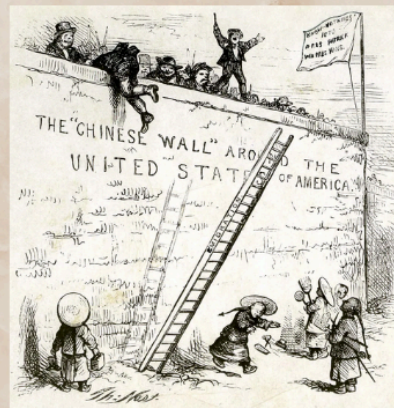
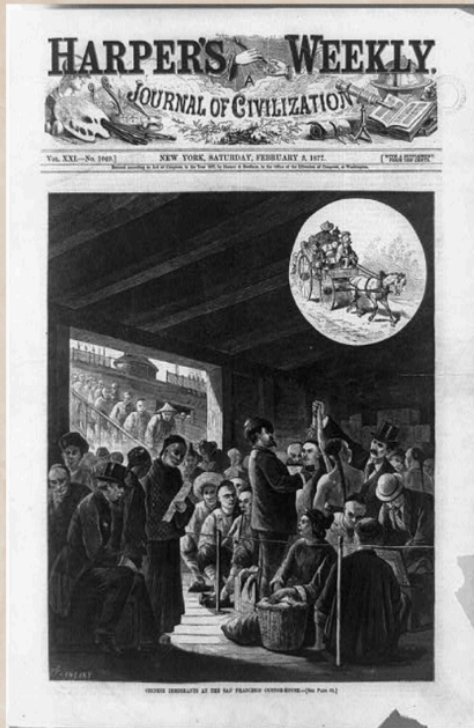
<sup>5</sup> [Geography Standards Source](#)

<sup>6</sup> [Civics Standards](#)



## Lesson 1: Chinese Immigration

# CHINESE



# IMMIGRATION

Source<sup>7</sup>

**Intro:** Over the course of this lesson, students will be learning about how/why some Chinese immigrated to California and the struggles they faced upon arrival over the next couple of generations. Students will put the migration into a geographic perspective and will pay special attention to the negative and positive impacts the Chinese migrants experienced.

<sup>7</sup> [Lesson Image](#)

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

**1. Hook Activity:** *AR (Substitution) E&SJ (A16) Chinese Poetry-Introduce Content.* When students enter the room, there will be [a poem](#)<sup>8</sup> in Chinese on their desk similar to the poems that Chinese immigrants would write while waiting on Angel Island. There will also be a [worksheet](#) with directions in Chinese that students will be asked to begin working on. The teacher will do this by using google translate to [play the instructions in Chinese](#). After 30-45 seconds, the teacher will ask students to imagine that they were Chinese immigrants coming to California where everyone around them would speak a different language and there would be little to no print they were familiar with. They will be asked to connect that to how they felt coming into a classroom with work they could not recognize. The teacher may play the poem through google translate and then have students read the translation.



\*Note: After the activity, the teacher should take a moment to let students know that Google Translate is not a perfect translator and may be making some errors. This will be especially important if any of the students in the class (or their families) use Chinese. If they are able and willing they can be asked to make any corrections.

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<sup>8</sup> [Hook Activity Sources](#)

埃崙山半樓上樓，  
 囚困離人夏至<sup>1</sup>秋。  
 夢繞三勻歸故里，  
 腸迴九曲偽西歐。  
 時運不濟<sup>2</sup>空自悶，  
 命途多阻共誰憂？  
 倘得他時登美岸，  
 畢拋牢慘付水流。

<sup>1</sup> 余本作“自”

<sup>2</sup> 余本作“齊”

Half way up the hill on Island,<sup>28</sup> in the  
 building upstairs,  
 The imprisoned one has been separated from  
 his people summer to autumn.  
 Three times I dreamed of returning to the  
 native village.  
 My intestines are agitated in its nine turns by  
 the false Westerner.  
 I have run into hard times and am uselessly  
 depressed.  
 There are many obstacles in life but who will  
 commiserate with me?  
 If at a later time I am allowed to land on the  
 American shore,  
 I will toss all the miseries of this jail to the  
 flowing current.

囚困木屋天復天，  
 自由束縛豈堪言？  
 舉目誰歡惟靜坐，  
 關心自悶不成眠。  
 日永樽空愁莫解，  
 夜長枕冷倩誰憐？  
 參透箇中孤苦味，  
 何如歸去學耕田？

Imprisoned in the wooden building day after  
 day,  
 My freedom withheld; how can I bear to talk  
 about it?  
 I look to see who is happy but they only sit  
 quietly.  
 I am anxious and depressed and cannot fall  
 asleep.  
 The days are long and the bottle constantly  
 empty; my sad mood, even so, is not  
 dispelled.  
 Nights are long and the pillow cold; who can  
 pity my loneliness?  
 After experiencing such loneliness and sorrow,  
 Why not just return home and learn to plow  
 the fields?

## 2. Assessment 1: *Initial Pre-assessment.* [Prior Knowledge Assessment on SJ standards](#)

### CA Immigration Unit Pre-Assessment

1. Where did the majority of immigrants come from?

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2. True or False: Immigrants from everywhere were welcomed once they got to California as long as they were willing to work.

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3. What were some difficulties faced by the immigrants on their journeys to California?

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4. What were some difficulties faced by the immigrants once they arrived in California?

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5. True or False: Slavery was never allowed in California.

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## 3. Activity 1: *E&SJ (D8, J12,13, A16) NCGE (S10) Civ (II.E) Political Cartoon*

*Discussion-Introduce Content.* The teacher will present a [Google Slides](#) presentation showing two political cartoon images. The teacher will have students practice I notice I wonder, to break down the two images, to have them reference them during a class discussion. After the time is done, the teacher will pass out [Lesson 1 Activity 1 Readings](#)<sup>9</sup>. Students will read and discuss these 2 readings in groups of four. The teacher will then display the political cartoons again and pass out [Political Cartoon Analysis Worksheet](#)<sup>10</sup>, where they will select one of the two images to analyze for class discussion. To make connection to prior reading before activity, the teacher will prompt students to connect what they read to one of the political cartoons selected. Students will share their analysis with the class. The teacher will facilitate this discussion as needed, but will allow students to lead it as much as they are willing. At the end the teacher will ask students to discuss ways that conflicts between the Chinese and other ethnic groups could have been better handled or prevented in the first place.

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<sup>9</sup> [Lesson 1 Sources](#)

<sup>10</sup> [Lesson 1 Sources](#)



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

**Political Cartoon Analysis<sup>1</sup>**

1. What do you think the meaning of this political cartoon is? Who is this political cartoon targeting?

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2. What objects, people, or words do you see?

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3. Using adjectives, describe the emotions that this cartoon portrays.

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4. What symbols do you see and what do you think they represent?

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5. Why do you think this political cartoon was created?

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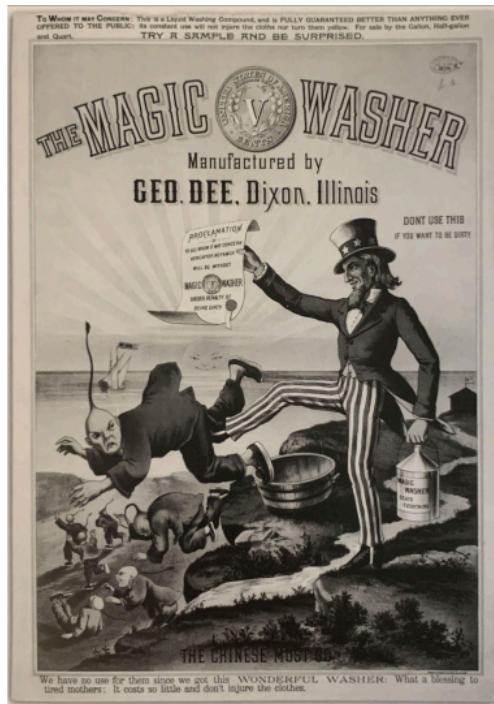
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6. Compare and contrast the meaning of both political cartoons.

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<sup>1</sup> <https://www.teacherspayteachers.com/Product/POLITICAL-CARTOON-ANALYSIS-7678261>



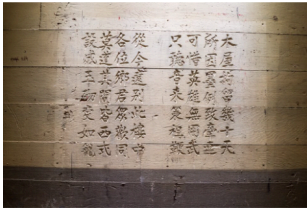


**4. Activity 2:** *E&SJ (D8) ISTE (1.2.b, 1.6.b) NCGE (S9) Angel Island Suitcase-Reinforce Content.* Students will read [Lesson 1 Activity 2 Reading](#)<sup>11</sup> on their own, making sure to mark up or highlight any new information/vocabulary. The teacher will also display a map that shows the travel route from China to California to help students gain geographic perspective. The teacher will assign a Google Classroom assignment to the whole class prior to the lesson beginning. Teacher will instruct students to open their Chromebook, go to Google Classroom, and open their assignment. Once everyone has their assignment open, she will go over instructions and expectations they are asking students to complete as listed on the attached [Google Slides](#). The teacher will instruct students to imagine they are immigrating to the United States. What items would they bring with them on this journey and why? What are they hoping to find in a new country? The teacher will ask students to think about prior research and knowledge they have participated in to decide what items they will be bringing along their journey. The teacher will go over the suitcase examples with the whole class, giving them an opportunity to ask questions or voice concerns.

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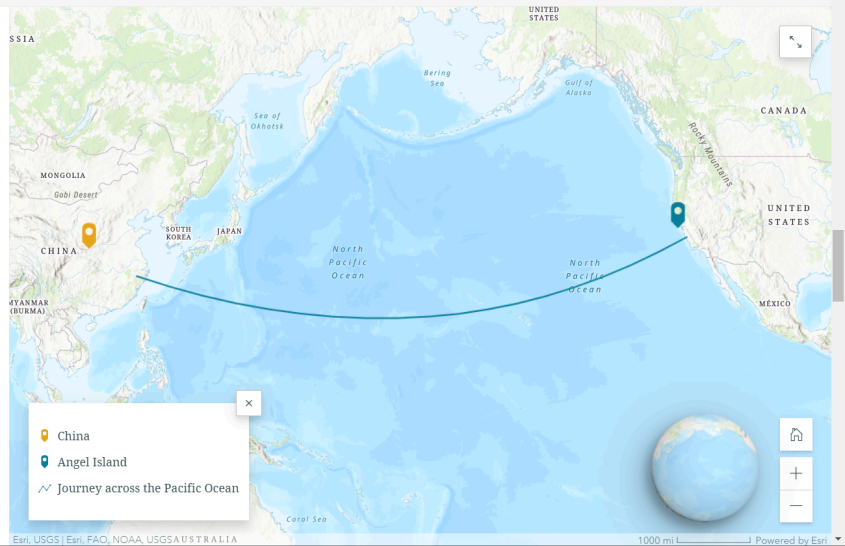
<sup>11</sup> [Lesson 1 Activity 2 Reading](#)

## Chinese Immigration



Poetry on the walls of an Angel Island Cabin

When ships arrived from China, the passengers were kept at Angel Island until they were approved to enter the mainland. The conditions were often poor and their stay extended without a given reason.



# My ANGEL ISLAND Suitcase



Imagine you are immigrating to America. What items would you bring with you on this journey and why? What are you hoping to find in your new country?

**5. Activity 3:** *ISTE (1.3.a) Civ (II.E) Mini Research Activity- Reinforce Content.* Assign each group student a different topic related to Chinese migration and the Chinese Exclusion Act (experiences of Chinese women immigrants, gender roles, etc.)

Topics: Choices of topics to give table groups of four to research as introduction information on Chinese Immigration. Students will be able to use their chromebooks to research topics on Chinese immigration to California between 1850-1900 with their table groups on a [given research topic](#) given by the teacher. As a group, the students will create a paragraph of the

information they discovered and choose a speaker in their group to tell the whole class about what they learned about today.

1. Chinese Exclusion Act
2. Pacific Railway Acts of 1862
3. Chester A. Arthur
4. Angel Island Immigration Station
5. Frederick Bee
6. “paper son/daughter”

Name of Group Members: 1. Name 2. Name 3. Name 4. Name	Topic: <b>Chinese Exclusion Act</b>	Discovery Paragraph:
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Name of Group Members: 5. Name 6. Name 7. Name 8. Name	Topic: <b>Pacific Railway Acts of 1862</b>	Discovery Paragraph:
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Name of Group Members: 9. Name 10. Name 11. Name 12. Name	Topic: <b>Chester A. Arthur</b>	Discovery Paragraph:
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Name of Group Members: 17. Name 18. Name 19. Name 20. Name	Topic: <b>Frederick Bee</b>	Discovery Paragraph:
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Name of Group Members: 13. Name 14. Name 15. Name 16. Name	Topic: <b>Angel Island Immigration Station</b>	Discovery Paragraph:
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Name of Group Members: 21. Name 22. Name 23. Name 24. Name	Topic: <b>“Paper son/daughter”</b>	Discovery Paragraph:
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**6. Assessment 2: Exit Ticket-Formative.**  **Process Grid-** The first row is to be completed and returned by the end of the lesson (paper copy).



## Process Grid

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

**Note:** You are responsible for completing each section assigned. This **will be** collected at the end of the lesson.

Group of People	Language	Travel (way of travel, time, route)	Contributions	Challenges	Other interesting facts
Chinese					
Eastern U.S.					
Mexican					
Irish					
German					

## Lesson 2: Domestic Immigration



*Sources*<sup>12</sup>

**Intro:** Students will focus more heavily on the geographic representation of migrants from the eastern U.S. to California. They will also consider the hardships faced by those that took the journey whether by land or by sea.

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

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<sup>12</sup> [Lesson Image Sources](#)

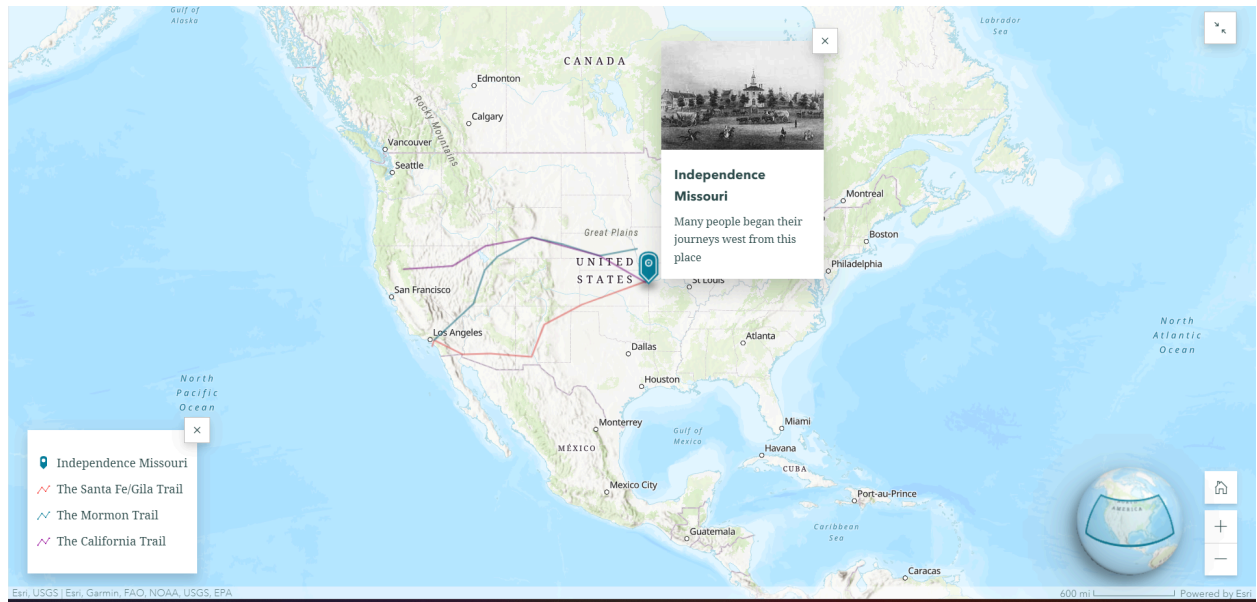


**1. Hook Activity:** *Video and Discussion-Introduce Content.* Students will watch this video as a whole class: [Oregon Trail Video](#)<sup>13</sup>. After the video, the teacher will ask students to share something they learned from the video that they didn't know before and what hardships they observed.

**2. Activity 1:** **AR** (*Augmentation*) **ISTE** ([1.1.b](#), [1.2.b](#), [1.3.a](#), [1.6.b](#)) **NCGE** ([S1](#), [S9](#)) *Mapping Travelers Journeys-Introduce Content.*

[Example Story Arc](#)<sup>14</sup>

### Overland Routes



<sup>13</sup> [Hook Activity Sources](#)

<sup>14</sup> [Story Arc Sources](#)

## Cape Horn Route

The image is a composite of two parts. On the left is a historical advertisement titled "A NEW AND MAGNIFICENT CLIPPER FOR SAN FRANCISCO" for the "MERCANTILE EXPRESS LINE OF CLIPPER SHIPS". It features an illustration of a ship and a person on a beach. Below the illustration, it says "CALIFORNIA" and "HUNT HARRIS, Commander, AT FOUR TEASER DATES". On the right is a screenshot of the Story Maps website. It shows a world map with a blue line tracing the "Cape Horn Route" from the "East Coast of the United States" to "California". A legend in the bottom left of the map area identifies the points: "East Coast of the United States", "California", "Cape Horn Route", and "Cape Horn". A small globe icon is visible in the bottom right corner of the map area.

Advertisement for Passage to California

One way travelers from the East Coast of the United States might get to California is by ship that went all the way around the tip of South America. While much faster than the overland route, it could also be expensive and carried it's own risks, such as disease.

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Students will read [Lesson 2 Readings](#)<sup>15</sup> with a partner, highlighting important information. The teacher will display the Story Maps website and walk students through how to use the different features of the website (adding pinpoints, map legend, images, etc.) and answer questions students have about the websites. Then students will log on to [Story Maps](#). They will use this tool to map the various trails taken over land and ship routes that immigrants took to California. They will use a combination of textbooks and provided links (such as the one below) in order to create their maps. Students may use a website such as [whatwasthere.com](#) to find older images of specific cities. **Caution:** This website is not regulated for the use of children and may have ads or images that are inappropriate for children. Teachers should test the website to ensure that inappropriate content is blocked on this website by the district's firewall prior to introducing the website.

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<sup>15</sup> [Lesson 2 Readings Sources](#)



Image Source<sup>16</sup>

Students will work in pairs to plot the routes traveled, adding a location marker at the beginning, end, and any important midpoints of the journey. For each route, they will include a marker that names or describes the route, which groups of people were likely to take the route, the benefits of, and the drawbacks of that route. They will be required to show at least [1 over sea route and 3 over land routes](#), which will be assigned to each pair to avoid too many repeats.

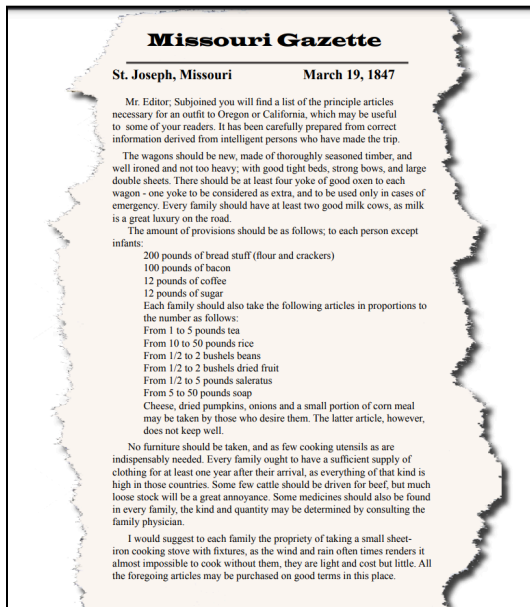
Land Routes (Choose at least 3)	Sea Routes (Choose at least 1)
Oregon Trail	Cape Horn Route
Santa Fe Trail	Panama Route
Mormon Trail	
California Trail	
Gila Trail	
Southern Trail	
Fort Smith Santa Fe Trail	

For trails that do not reach California, students will include which trail is connected to at the end of their assigned trail. Students will then publish their stories and provide a link to Google Classroom where the teacher and other students will be able to view their finished project.

<sup>16</sup> [Activity 1 Sources](#)

**3. Activity 2: *NCGE (S1, S9) Pack Your Wagon-Reinforce Content.*** Students will read some primary sources related to what people of the time packed [Missouri Gazette \(page 31\)](#)<sup>17</sup> and follow it with a whole class discussion. Discussion will start with what questions the students have about the reading.

The teacher will allow other students to attempt an answer first before supplying an explanation for the class. The teachers' role will be to guide the discussion towards what the experience was like for the people and the hardships/dangers faced along the way.



Students will then be given this worksheet: [Packing for a Wagon Journey](#)<sup>18</sup>. Students will work individually to answer the four questions (15 min) and then will compare answers with a partner (5 min). The activity will end with another whole class discussion, allowing a few students to share some of their ideas (5 min) and the teacher to reiterate the various issues travelers faced on the trails to CA. Students will be given the link to [Oregon Trail Game](#)<sup>19</sup> to play if they finish early or in free time during the week.

\*Also meets math standard 4.OA.3: Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter

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<sup>17</sup> [Activity 2 Sources](#)

<sup>18</sup> [Activity 2 Sources](#)

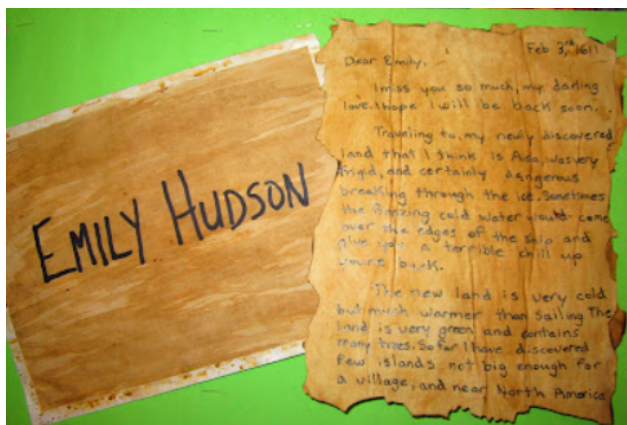
<sup>19</sup> [Activity 2 Sources](#)

standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.



**4. Activity 3: *NCGE (S9) Letter from on a Ship-Reinforce Content.*** Students will write a letter as if they were on a ship sailing to CA through the Panama shortcut or around South America. They will refer to the [Lesson 2 Readings](#) given in Activity 1 and what they learned while during their research to create their Story Map. They will use this information to write a letter to a family member, telling them about the conditions on the ship, why they are taking the journey, what they expect to do when they arrive, and if they think they made the right decision in taking their chosen route. The letter must be handwritten and include an accurate date, an introduction, 2-3 body paragraphs that include at least one positive of the route and one drawback, and a conclusion. Students can (but will not be required to) make their letters look older by crumpling them and/or soaking them in tea/coffee.





Source<sup>20</sup>

**5. Assessment 1: Round Robin- Summative (Lesson)/Formative (Unit).** The students will be in groups of 5 and will be given a list of [questions](#) (displayed on a [smart board](#) visible to all) and will be told when to move on from one question and go to the next.

### Lesson 2 Round Robin Questions

1. What were some ways, or routes, that immigrants came to California from the Eastern U.S.?
2. What were some of the disadvantages of the overland routes? The sea routes?
3. What were some of the advantages of the overland routes? The sea routes?
4. What contributions did the immigrants from the eastern U.S. bring to California?
5. What was something you learned from another group's Story Map?

**6. Assessment 2: Exit Ticket- Formative.** [Process Grid](#) The second row is to be completed and returned by the end of the lesson (paper copy).



## Process Grid

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

**Note:** You are responsible for completing each section assigned. This **will be** collected at the end of the lesson.

Group of People	Language	Travel (way of travel, time, route)	Contributions	Challenges	Other interesting facts
Chinese					
Eastern U.S.					
Mexican					
Irish					
German					

### Lesson 3: Other Foreign Immigration



Sources<sup>21</sup>

**Intro:** Students will learn about the three largest populations of immigrants that were not previously covered in the unit. They will learn about how/why they came and will pay special attention to the negative and positive impacts the Mexican, German, and Irish migrants experienced. To end this lesson, students will complete a final project that ties together the diverse groups of migrants' (discussed during the unit) journeys to California.

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

**1. Hook Activity:** *AR (Redefinition) ISTE (1.2.b) NCGE (S10) Civ (II.D) Gallery Walk-Introduce Content (Notice & Wonder).* To introduce the final immigration groups of people of this unit, students will explore Irish, German, and Mexican realia through an AR experience. Students will visit three stations in a [mini museum](#), exploring five artifacts for each group of people (~7 min). The items explored will include the native flag of the time, culturally representative clothing, and various art pieces. After exploring the gallery walk the

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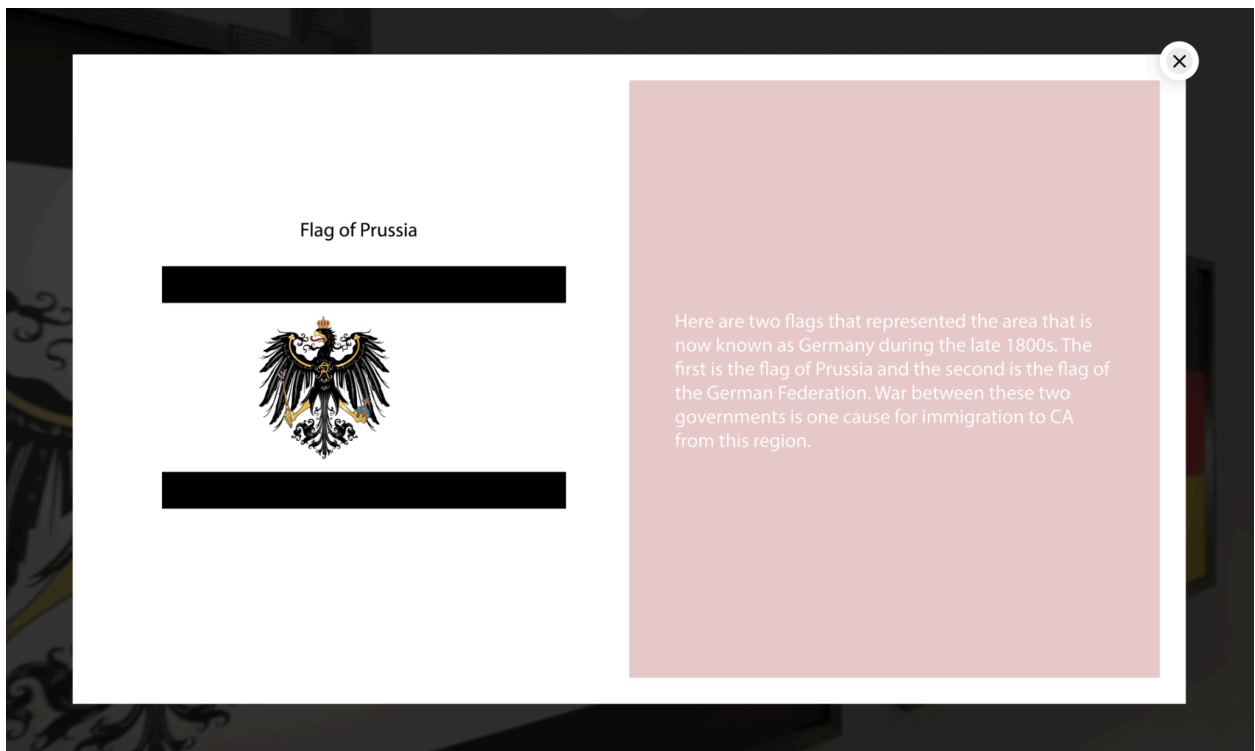
<sup>21</sup> [Lesson Image Sources](#)

class will briefly discuss these groups of people through a *notice and wonder* activity (3-5 min).









**2. Activity 1:** *NCGE (S10) Civ (IL.D) Investigation of Artifacts-Reinforce Content.* In this activity, students will take a closer look at the artifacts from the Gallery Walk. Students must complete the **Artifact Investigation** [worksheet](#). The first 5 questions are pulled directly from the artifact descriptions. Question 6 is open ended/opinion based and students must write one

question they still have about an artifact or of the Mexican, Irish, or German people. As a class, review the worksheet. Be sure to address any stereotypes or misconceptions about these people and the artifacts. Using poster paper, create a list of questions students have and refer back to them while completing the lesson.


A worksheet titled "Artifact Investigation" with a magnifying glass icon. It includes fields for "Name:" and "Date:". Below are six numbered questions with lines for answers. At the bottom, there is a speech bubble icon with a question mark and a box with the text "Write a question you have about an artifact or these groups of people." followed by a line for writing.

**Artifact Investigation**

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

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


1. What are some reasons why these groups of people immigrated to California?  
\_\_\_\_\_  
\_\_\_\_\_
2. Who did the image of a traditional cowboy come from?  
\_\_\_\_\_
3. What are some popular symbols in Ireland?  
\_\_\_\_\_
4. Read the German Folk song lyrics. What is the song about?  
\_\_\_\_\_  
\_\_\_\_\_
5. What was Don Mariano Guadalupe Vallejo known for?  
\_\_\_\_\_  
\_\_\_\_\_
6. What artifact did you find most interesting? Explain why.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

 Write a question you have about an artifact or these groups of people.  
\_\_\_\_\_

**3. Activity 2:** *NCGE (S9, S10) Civ (II.D) Readings-Introduce Content* Students should independently read the assigned [lesson 3 readings](#) and highlight any important information about these groups of people (method of travel, contributions, challenges, etc.). Students may make note of any connections on the margins and circle any word(s) they are unfamiliar with. As a class, review the readings, address any questions or clarifications, and highlight important points. Time permitting, or if students finish early, students should add the travel routes of the Irish, German, and Mexican to California on Story Maps. If time is an issue, the

teacher may simply show them and add the routes on Story Maps.

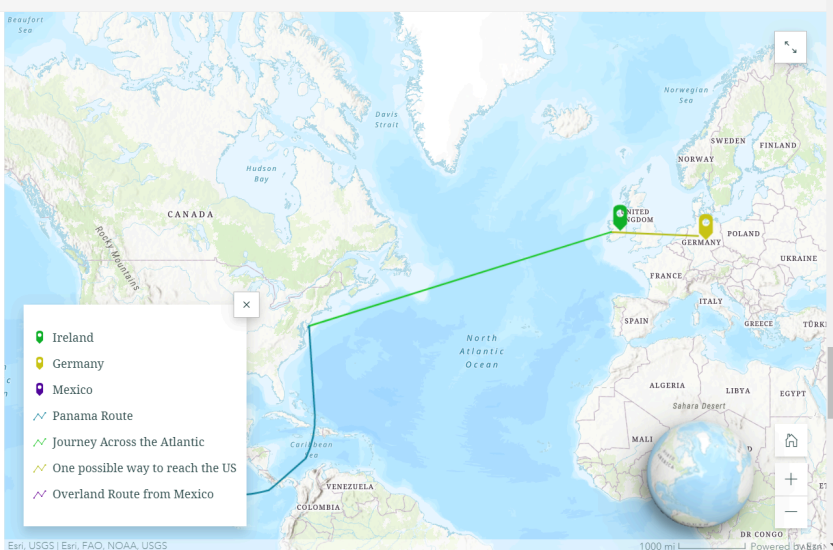
Global Immigration




European Immigrants Arriving to the U.S.

People came to California from all over the world. Some came for the Gold Rush and others were more focused on leaving their current country for other reasons.

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**4. Assessment 1: Exit Ticket-Summative** [Process Grid](#) The remaining rows (3-5) are to be completed and returned (paper copy).



## Process Grid

**Note:** You are responsible for completing each section assigned. This **will be** collected at the end of the lesson.

Name \_\_\_\_\_

Date \_\_\_\_\_

Group of People	Language	Travel <small>(way of travel, time, route)</small>	Contributions	Challenges	Other interesting facts
Chinese					
Eastern U.S.					
Mexican					
Irish					
German					

**5. Activity 3: E&SJ (A17) Civ (II.D, II.E)** *We Take a Stand Speech-Reinforce Content.* The teacher will divide students into groups of four. Each group is responsible for a population of immigrants discussed throughout this *unit* (Chinese, German, Irish, or Mexican). The teacher will assign which population students are responsible for. Each group will decide on one

student to be the *writer* and one student to be the *speaker*. Using their completed [Process Grid](#) students will briefly discuss the exclusion and injustices that their group faced in California. Students must actively work together and write a short speech on how they would take a stand for these people during that time. The *writer* is responsible for writing it out. Once speeches are completed, all group members stand together and the *speaker* will present it. To close the activity, discuss whole class any highlights or something students learned from this activity.

### [We Take a Stand Speech Instructions](#)



#### We Take a Stand Speech

##### (1) Opening:

- Greet your audience
- Introduce your assigned group of people

##### (2) Body:

- Explain why they came to California
- State any hardships and injustices they faced
- Explain why these injustices are wrong

##### (3) Closing:

- Mention a few of their contributions
- Any final thoughts you would like to share
- Thank your audience for their time/listening

##### Outline Example:

Good afternoon,

We are here today to speak to you about (assigned group of people). The (assigned group of people) immigrated to California because (reason one) and (reason two). Unfortunately, they faced inequality instead.

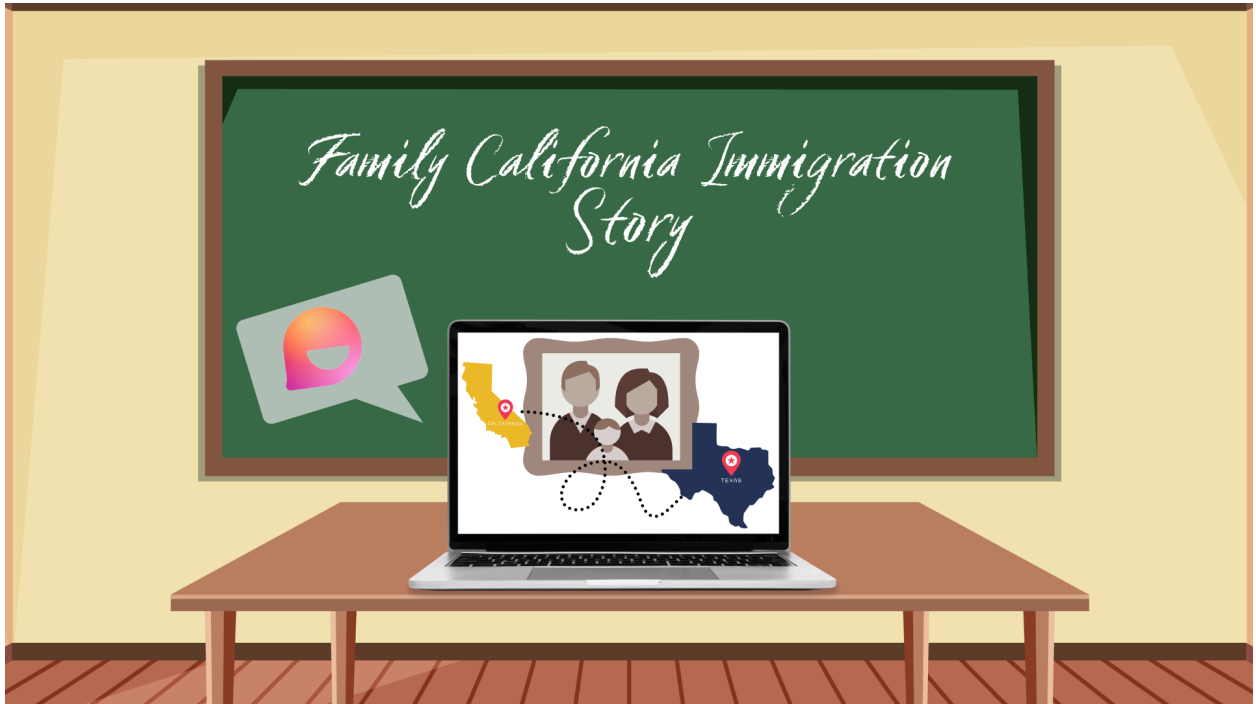
Some of the hardships and injustices the (assigned group of people) faced are (hardship or injustice). They also went through (hardship or injustice). This is wrong because (reason) and (reason). Join us in taking a stand for the (assigned group of people).

Thank you for listening!

[Created on Canva:](#)

**6. Activity 4:** *ISTE (1.1.b, 1.2.b, 1.2.c, 1.3.a, 1.6.b) NCGE (S9, S10) Civ (II.D) Family's California Immigration Story or Short Biography-Reinforce Content.* In the final project students will interview a family member to learn about their family's experience immigrating to California. Students should ask questions about *how* and *why* their families chose to migrate/immigrate, and ask about any hardships they faced. Students will share their family's immigration story to the class through a 3-5 minute [Flip](#) video. Students may include their family/interviewee in their video. Students should consider their family's geographical journey and add it to their Story Maps (from L2), if enough information is known. For students who do not have the opportunity to participate in this activity (due to

family, foster youth, etc.), students will be provided with a list of [California Pioneers](#) to choose from. Students will create a short biography and share it with the class through Flip. In pairs (elbow partner), students will watch each other's video. Students will share one interesting thing they learned from their classmate's video to the class. The link to Flip will be posted on Google Classroom for students to complete the assignment and watch their classmates' videos.



Source<sup>22</sup>

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<sup>22</sup> [Activity 4 Image Source](#)



#### 4th Grade Social Studies Biography List

- |                               |                           |
|-------------------------------|---------------------------|
| 1. Jebediah Strong Smith      | 15. James K. Polk         |
| 2. James Ohio Rattie          | 16. John D. Sloat         |
| 3. Sylvester Pattie           | 17. Gaspar De Portola     |
| 4. Ewing Young                | 18. Lester Pelton         |
| 5. Joseph Reddeford Walker    | 19. Bernarda Ruiz         |
| 6. James Beckworth            | 20. Levi Straus           |
| 7. John Augustus Sutter       | 21. Mark Twain            |
| 8. John Marshall              | 22. Luenza Wilson         |
| 9. John Bidwell               | 23. Samuel Brannan        |
| 10. John C. Fremont           | 24. Bridget "Biddy" Mason |
| 11. George Donner             | 25. Ulysses S. Grant      |
| 12. Jacob Donner              | 26. Mary Tape             |
| 13. Father Juan Crespi        | 27. Helen Hunt Jackson    |
| 14. Mariano Guadalupe Vallejo |                           |

**7. Assessment 2 and Final Project:** *Family's California Immigration Story or Short Biography-Summative* using Flip (formerly known as FlipGrid) (A3)

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