

Reflections



California: A CHANGING STATE

Homework and Practice Book

Grade 4

 **Harcourt**
SCHOOL PUBLISHERS

Orlando Austin New York San Diego Toronto London

Visit The Learning Site!
www.harcourtschool.com

Photo Credits

99 CORBIS

Copyright © by Harcourt, Inc.

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the publisher.

Permission is hereby granted to all individual teachers using the corresponding student's textbook or kit as the major vehicle for regular classroom instruction to photocopy complete pages from this publication in classroom quantities for instructional use and not for resale. Requests for information on other matters regarding duplication of this work should be addressed to School Permissions and Copyrights, Harcourt, Inc., 6277 Sea Harbor Drive, Orlando, Florida 32887-6777. Fax: 407-345-2418.

REFLECTIONS is a trademark of Harcourt, Inc. HARCOURT and the Harcourt Logos are trademarks of Harcourt, Inc., registered in the United States of America and/or other jurisdictions.

Printed in the United States of America

ISBN 0-15-341479-0

6 7 8 9 10 073 14 13 12 11 10 09 08 07

Reflections



The activities in this book reinforce social studies concepts and skills in Harcourt School Publisher's *Reflections: California: A Changing State*. There is one activity for each lesson and skill. In addition to activities, this book also contains reproductions of the Reading Social Studies graphic organizers that appear in the chapter reviews in the Student Edition. Study guides for student reviews are also provided. Reproductions of the activities pages appear with answers in the Teacher Edition.

Contents

UNIT 1: THE LAND AND EARLY PEOPLE

Chapter 1: California's Geography

- 1** Lesson 1: California's Location
- 2** Skills: Use Latitude and Longitude
- 4** Lesson 2: The Regions of California
- 5** Skills: Use an Elevation Map
- 6** Lesson 3: Climate and Vegetation
- 7** Lesson 4: Where Californians Live
- 8** Skills: Read a Population Map
- 9** Lesson 5: Life in California
- 10** Chapter 1 Study Guide
- 12** Reading Social Studies: Main Idea and Details

Chapter 2: California's Indians

- 13** Lesson 1: The First Californians
- 15** Lesson 2: The Northern Coastal Region
- 17** Lesson 3: The Southern Coastal Region
- 18** Skills: Compare Tables
- 20** Lesson 4: The Central Valley and Mountains
- 21** Lesson 5: The Desert Region
- 22** Chapter 2 Study Guide
- 24** Reading Social Studies: Main Idea and Details

UNIT 2: EARLY CALIFORNIA

Chapter 3: Exploration and Early Settlements

- 25** Lesson 1: Explorers Come to California
- 26** Skills: Follow Routes on a Historical Map
- 27** Lesson 2: Newcomers to Alta California
- 28** Skills: Compare Primary and Secondary Sources
- 29** Lesson 3: Other Kinds of Settlements
- 30** Skills: Read a Time Line
- 32** Lesson 4: Mission Life
- 33** Chapter 3 Study Guide
- 35** Reading Social Studies: Generalize

Chapter 4: Mexican Rule in California

- 36** Lesson 1: Mexico Wins Its Freedom
- 38** Skills: Identify Multiple Causes and Effects
- 40** Lesson 2: Rise of the Rancho Economy
- 42** Lesson 3: Life on the Ranchos
- 44** Chapter 4 Study Guide
- 46** Reading Social Studies: Generalize

UNIT 3: THE ROAD TO STATEHOOD

Chapter 5: California, Here We Come!

- 47** Lesson 1: Americans Move West
- 48** Skills: Distinguish Fact from Opinion
- 50** Lesson 2: Trails to California
- 51** Skills: Distinguish Fact from Fiction
- 53** Lesson 3: Americans in California
- 54** Lesson 4: The Mexican-American War
- 55** Skills: Read and Compare Historical Maps
- 56** Chapter 5 Study Guide
- 58** Reading Social Studies: Compare and Contrast

Chapter 6: Statehood for California

- 59** Lesson 1: The Gold Rush
- 60** Lesson 2: The Effects of the Gold Rush
- 62** Skills: Read a Line Graph
- 64** Lesson 3: California Becomes a State
- 66** Skills: Resolve Conflict
- 68** Chapter 6 Study Guide
- 70** Reading Social Studies: Compare and Contrast

UNIT 4: GROWTH AND DEVELOPMENT

Chapter 7: Transportation and Communication

- 71** Lesson 1: Links to the East
- 72** Lesson 2: Building the Transcontinental Railroad
- 74** Lesson 3: Rails Across California
- 76** Skills: Read a Time Zone Map
- 78** Lesson 4: An Agricultural Power
- 80** Chapter 7 Study Guide
- 82** Reading Social Studies: Draw Conclusions

Chapter 8: A Growing Economy

- 83** Lesson 1: Immigration and Migration
- 85** Lesson 2: Southern California Grows
- 87** Lesson 3: Changes in Northern California
- 88** Skills: Read a Double-Bar Graph
- 90** Chapter 8 Study Guide
- 92** Reading Social Studies: Draw Conclusions

UNIT 5: PROGRESS AS A STATE

Chapter 9: Growing and Changing

- 93** Lesson 1: Into a New Century
- 95** Lesson 2: Hard Times for Californians
- 97** Skills: Make a Thoughtful Decision
- 99** Lesson 3: California and World War II
- 101** Chapter 9 Study Guide
- 103** Reading Social Studies: Cause and Effect

Chapter 10: Into Modern Times

- 104** Lesson 1: Changes After World War II
- 106** Skills: Read a Road Map
- 108** Lesson 2: Rights for All Californians
- 110** Lesson 3: A Diverse State
- 112** Chapter 10 Study Guide
- 114** Reading Social Studies: Cause and Effect

UNIT 6: CALIFORNIA TODAY AND TOMORROW

Chapter 11: The Golden State

- 115** Lesson 1: A Modern Economy
- 116** Skills: Read a Land Use and Products Map
- 118** Lesson 2: A State of the Arts
- 120** Lesson 3: Education in California
- 121** Lesson 4: Overcoming Challenges
- 122** Skills: Solve a Problem
- 124** Chapter 11 Study Guide
- 126** Reading Social Studies: Summarize

Chapter 12: Californians and Government

- 127** Lesson 1: A Plan for Government
- 129** Lesson 2: California State Government
- 130** Skills: Read a Flowchart
- 132** Lesson 3: Local Governments
- 134** Skills: Make an Economic Decision
- 136** Chapter 12 Study Guide
- 138** Reading Social Studies: Summarize

California's Location

DIRECTIONS For each sentence, circle the word or phrase that makes it correct.

- 1 The equator divides Earth into
the Northern Hemisphere and the Southern Hemisphere /
the Western Hemisphere and the Eastern Hemisphere.
- 2 California is in the Northern Hemisphere / Southern Hemisphere.
- 3 The prime meridian divides Earth into
the Northern Hemisphere and the Southern Hemisphere /
the Western Hemisphere and the Eastern Hemisphere.
- 4 California is in the Western Hemisphere / Eastern Hemisphere.
- 5 California is located on the continent of Europe / North America.
- 6 California is part of the Hawaiian Islands / the Pacific Basin.
- 7 California is in the country of Canada / the United States of America.
- 8 California is in the region of our country known as the South / the West.
- 9 California is an Atlantic Coast state / a Pacific Coast state.
- 10 California is east / west of the ocean that borders it.
- 11 California is north / south of Mexico.
- 12 The Colorado River forms part of California's eastern / western border.
- 13 California is east / west of Arizona.
- 14 California is east / west of Nevada.
- 15 California is north / south of Oregon.



Skills: Use Latitude and Longitude

DIRECTIONS Jeanine wrote a letter to her best friend, Luisa. Since they both like detective stories, she decided to write her message in code. Jeanine used latitude and longitude to tell about her trip. Study the map on page 3, and read Jeanine's letter below. Identify the place near each of the lines of latitude and longitude in Jeanine's message. Write the name of the place in the blank.

Dear Luisa,

I know how much you like being a "detective"! Use a map, and see if you can figure out where my family and I went on our trip!

As you know, we started out from a city near 34°N , 118°W ,
_____, no mystery there! We stayed close to home the
first night—in a city near 35°N , 119°W , _____,
with my cousins. The next day, we drove to a city near 37°N , 120°W ,

_____, to have lunch with my mom's friend. Then we
went on to a national park near 38°N , 119°W , _____.
That is an awesome place!

From there, it was on to the city near 38°N , 122°W ,
_____. We spent two days sightseeing there. Then we
took the long trip to see a place near 41°N , 122°W , _____.
You might say that was the "high point" of our vacation!

When we started back home, we stopped for a day in a city near 39°N , 122°W ,
_____. Then we got up early and drove to a place
near 36°N , 117°W , _____. Even though this was
the "low point" of our trip, it was still a hot spot! From there, we went to

_____, a national park near 36°N , 119°W . I was
there once before and I still really like it. On our last day, we drove past
_____, near 35°N , 118°W , and finally came home.

What a great state I live in!

Your friend,

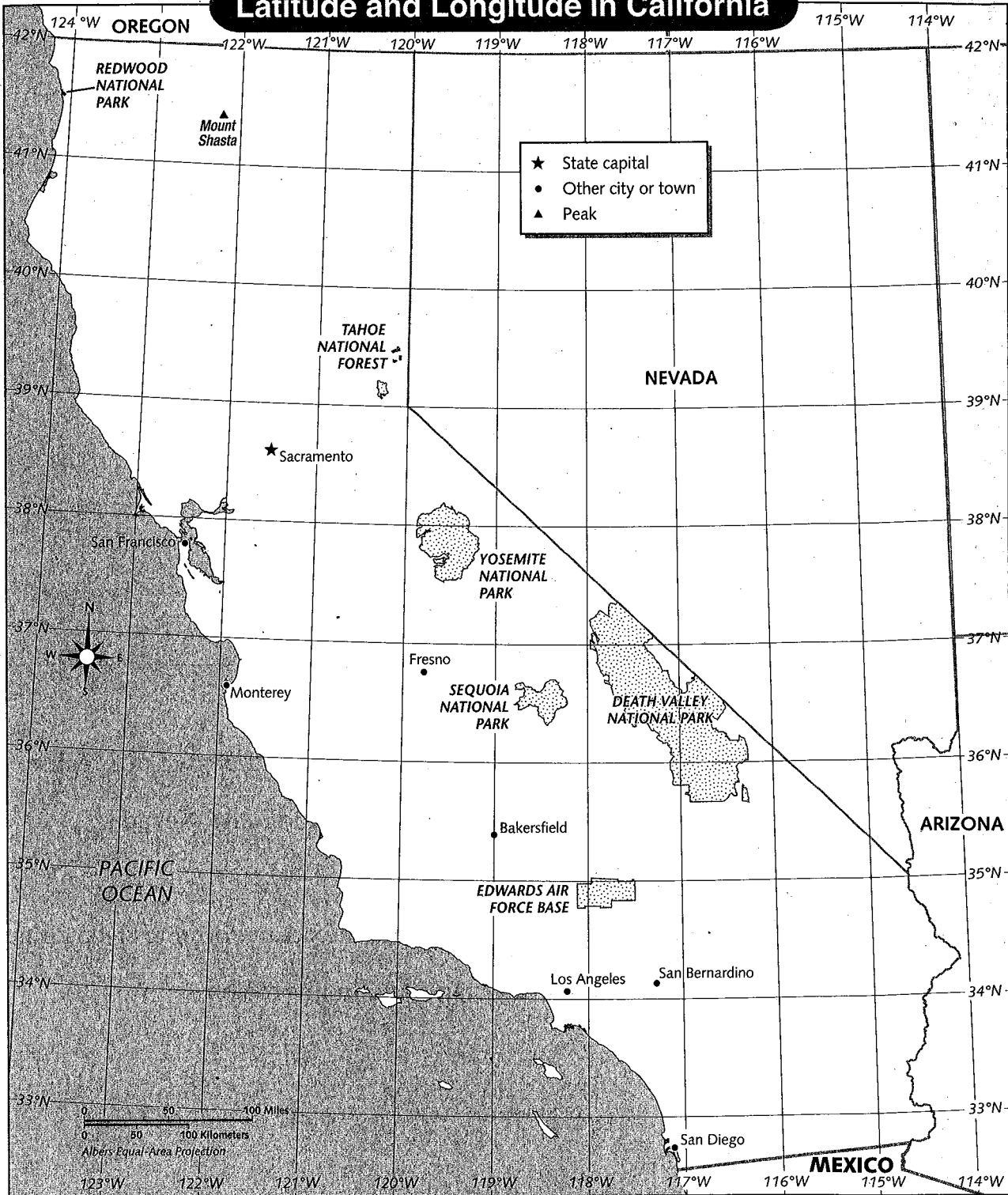
Jeanine



CALIFORNIA STANDARDS HSS 4.1, 4.1.1, 4.1.2; CS 4

(continued)

Latitude and Longitude in California



The Regions of California

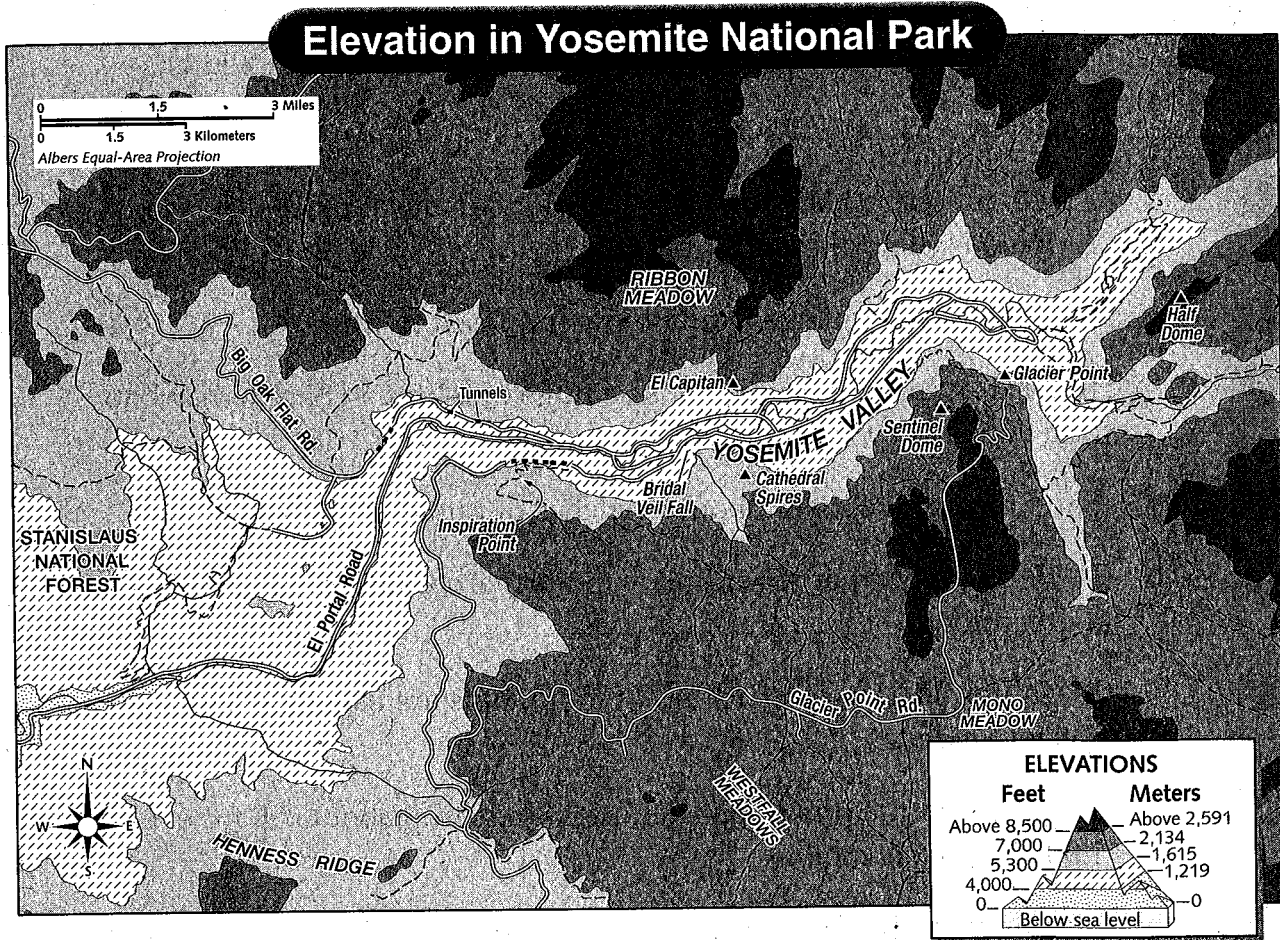
DIRECTIONS Read the sentences listed below. Decide which of California's four natural regions each sentence describes. Write **C** for Coastal Region, **CV** for Central Valley Region, **M** for Mountain Region, or **D** for Desert Region.

- 1 _____ Death Valley is located in this region.
- 2 _____ This region stretches for more than 800 miles along the Pacific Ocean.
- 3 _____ The volcano named Mount Shasta is located in this region.
- 4 _____ Lake Tahoe is located in this region.
- 5 _____ San Diego Bay is located in this region.
- 6 _____ Fertile soil from the Sierra Nevada has washed into this region.
- 7 _____ The Sierra Nevada range is located in this region.
- 8 _____ The Coachella Valley is located in this region.
- 9 _____ The Channel Islands are located in this region.
- 10 _____ The Salton Sea is located in this region.
- 11 _____ Ribbon Falls, North America's highest waterfall, is located in this region.
- 12 _____ This region lies between the Coast Ranges and the Sierra Nevada.
- 13 _____ Sacramento is located in this region.
- 14 _____ Mountains in this region drop sharply into the ocean, forming steep cliffs.
- 15 _____ Irrigation has been used to water farmland in this region.



Skills: Use an Elevation Map

DIRECTIONS Study the elevation map of Yosemite National Park below. Then use the map to decide what is the correct elevation for each location. Circle the correct answer.



1 Inspiration Point

3,391 ft

5,391 ft

7,391 ft

2 Bridal Veil Fall

4,787 ft

6,787 ft

8,787 ft

3 Cathedral Spires

4,114 ft

6,114 ft

8,114 ft

4 Sentinel Dome

4,117 ft

6,117 ft

8,117 ft

5 El Capitan

5,042 ft

7,042 ft

9,042 ft



CALIFORNIA STANDARDS HSS 4.1, 4.1.3, 4.1.4; CS 4

Climate and Vegetation

DIRECTIONS Read each sentence about California's climate and vegetation. Decide whether each statement is true (T) or false (F).

- 1 _____ In California, most precipitation falls on the eastern sides of mountains.
- 2 _____ The Pacific Ocean helps warm the land near the coast in winter.
- 3 _____ San Diego has a very wet climate.
- 4 _____ The giant sequoias of the Sierra Nevada are much taller than the redwoods of northern California.
- 5 _____ Winds in California generally blow from east to west.
- 6 _____ In 2003, a drought helped cause a huge brushfire in San Bernardino and San Diego Counties.
- 7 _____ San Francisco receives about 80 inches of rain each year.
- 8 _____ In 1997, the Feather River Valley in northern California experienced a great flood.
- 9 _____ In California, the eastern sides of mountains are usually drier than the western sides.
- 10 _____ In the California mountains, temperatures drop about 3°F for every 1,000 feet of elevation.
- 11 _____ Wet air from the Pacific Ocean causes much of California's northern coast to be rainy and foggy.
- 12 _____ The Sierra Nevada receives small amounts of snow in the winter.
- 13 _____ Some California redwoods grow taller than 350 feet.
- 14 _____ Deserts often form in a rain shadow.
- 15 _____ Great amounts of rainfall help giant trees, such as the coast redwoods, grow in northern California.



CALIFORNIA STANDARDS HSS 4.1, 4.1.3; HI 2

Where Californians Live

DIRECTIONS Read the information below about Los Angeles. Pretend you are writing a real estate brochure and that you want people to move to the city. Write a paragraph to try to persuade people to move there. Use whatever facts you think are necessary to write your paragraph.

- Approximately 3,864,000 people live in the city of Los Angeles. The largest group is in the 25- to 29-year-old age range.
- In 1997, there were 255 libraries in Los Angeles with a total of 19,714,733 books.
- The average daily high/low temperature ranged from 83°F/63°F in August to 66°F/47°F in January.
- In a recent school year, the average class size in Los Angeles County was 27 students.
- In 2000, about 4 out of every 10 Californians spoke a language other than English at home.
- Los Angeles County has 30 miles of beaches and about 20 public beaches.

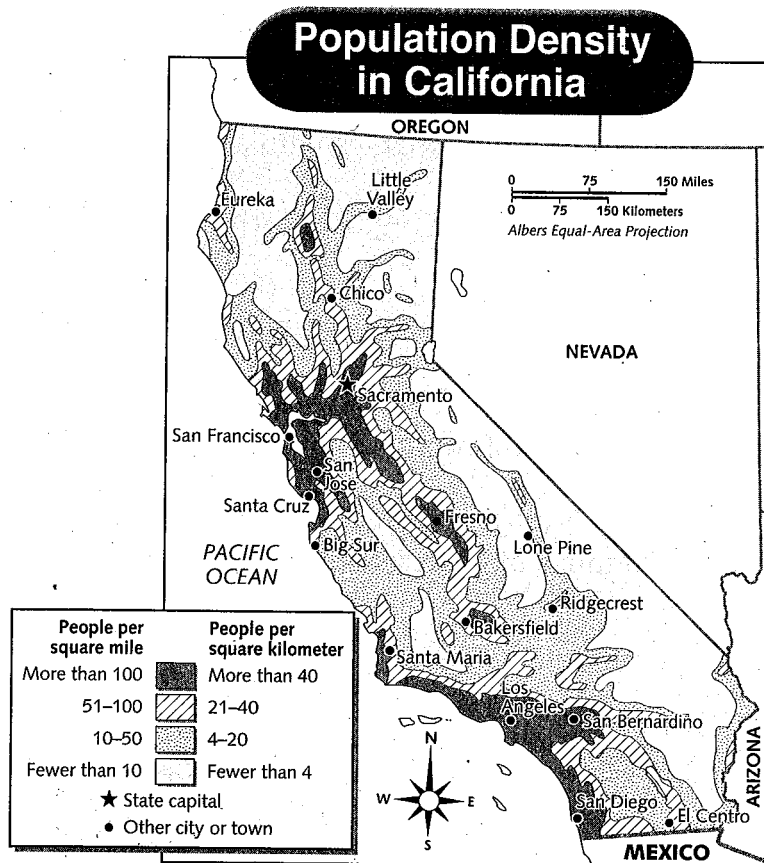




CALIFORNIA STANDARDS HSS 4.1, 4.1.3, 4.1.4; HI 2

Skills: Read a Population Map

DIRECTIONS Look at the population map below. Use the map to compare the populations of cities in California. For Items 1 through 5, circle which city has the higher population density. For Items 6 through 10, circle which city has the lower population density.



Which has a higher population density?

- 1 Ridgecrest San Jose
- 2 El Centro San Bernardino
- 3 San Jose Santa Maria
- 4 Chico Lone Pine
- 5 El Centro Fresno

Which has a lower population density?

- 6 Chico Little Valley
- 7 Big Sur Santa Cruz
- 8 Bakersfield San Diego
- 9 Eureka Lone Pine
- 10 Ridgecrest Sacramento



CALIFORNIA STANDARDS HSS 4.1, 4.1.5; CS 4

Life in California

DIRECTIONS Fill in the chart below about life in the regions of California. Write a brief description for each factor in column 2.

Region	Factors Affecting Life in this Region
Coastal Region	❶ Important industries: Fishing and timber are important industries. ❷ Earthquakes:
Central Valley	❸ Fertile soil: ❹ Important crops:
Mountain Region	❺ Popular sports: ❻ Natural resources:
Desert Region	❼ Irrigation: ❽ Natural resources:



CALIFORNIA STANDARDS HSS 4.1, 4.1.3; HI 2



Name _____ Date _____

Study Guide

DIRECTIONS Fill in the missing words in this school radio announcement for California. Use the terms below to help you complete the announcement for each lesson. You will have to use some words twice.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Hemisphere	harbors	precipitation	urban	service
equator	fertile	climates	metropolitan	industry
prime	sea level	humid	areas	faults
meridian	coastal plain	rain shadow	suburbs	growing
relative	irrigation	drought	rural	season
location			modify	

Lesson 1 California is a great place to live! It has a convenient _____, bordering the Pacific Ocean. California is located north of the _____ in the Northern _____, and west of the _____ in the Western _____.

Lesson 2 Along California's shoreline is a low-lying _____ and two large natural _____, where ships can dock safely. California's Central Valley has _____ soil, making it great for growing crops. In the dry deserts, people have used _____ to water their farmland. California even has the lowest spot in the Western Hemisphere—Death Valley, which is an amazing 282 feet below _____!

© Harcourt



CALIFORNIA STANDARDS HSS 4.1, 4.1.2, 4.1.3, 4.1.4

(continued)

Lesson 3 Weather in California is exciting. Too much rain, and you get a flood. Too little, and you get a _____. Even nearby areas can have different _____. Do you like the mountains? Well, they can block in moist, or _____, air. The west sides of mountains have a lot of rainfall, or _____. The east sides are drier. They lie in an area called the _____. Deserts can form here.

Lesson 4 There are many different places in California where people live. Some people live in cities, or _____ areas. These cities, together with their smaller, nearby _____, make up large _____. Other people prefer living in _____ areas—home to forests, farms, and ranches. Californians have even started moving into desert areas now that they have learned to _____ their environment.

Lesson 5 So where in California will you go? And in what field, or _____, will you choose to work? Will you provide a _____ to others, such as being a firefighter or a police officer? Maybe you will live in the Coastal Region and be an engineer. You could help design safer buildings in areas that are located near _____. Would you like to live in the Central Valley Region? There are a lot of jobs there in the farming _____, due to the long _____ there. No matter what you decide, you'll find a place for yourself in California!

READING SOCIAL STUDIES: MAIN IDEA AND DETAILS



California's Geography

DIRECTIONS Complete the graphic organizer to show that you understand important ideas and details about California's natural regions.

Main Idea

California's natural regions have different physical and human features.

Details

Coastal Region	Central Valley Region	Mountain Region	Desert Region
The Coastal Region has low mountains, a rocky coastline, broad valleys, and islands.			

© Harcourt



CALIFORNIA STANDARDS HSS 4.1, 4.1.3, 4.1.4; HI 2

The First Californians

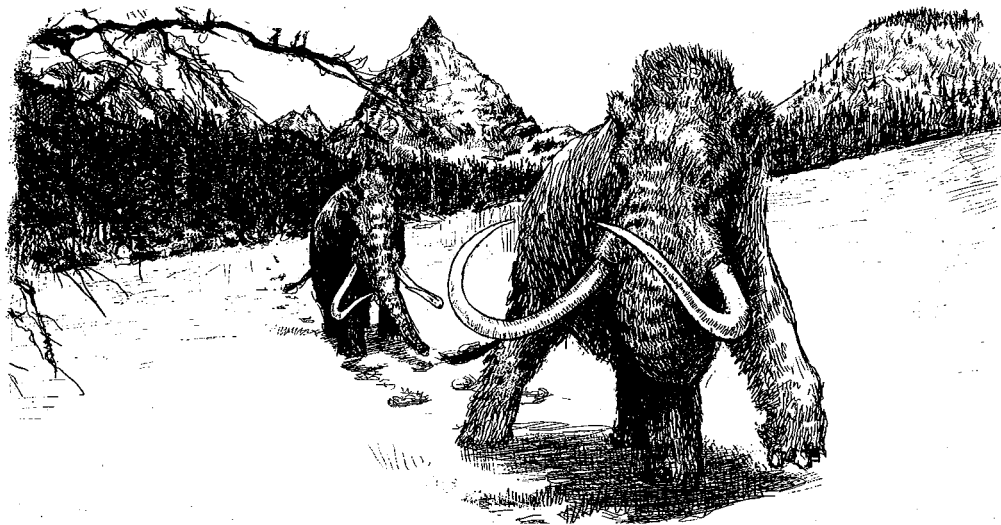
DIRECTIONS Read and answer the questions below about the first Californians.

- 1 What was California's climate like when the earliest people lived there?

- 2 How did the earliest Californians use mammoths?

- 3 What foods did the early Californians eat after the large animals died out?

- 4 What can we learn about early California Indians from the artifacts they left behind?



CALIFORNIA STANDARDS HSS 4.2, 4.2.1

(continued)

DIRECTIONS The early California Indians told legends, or stories, about how everything in the world came to be. These legends explained things that happened in nature and told about a tribe's history. Use the prewriting exercise below to help you develop a legend of your own. Your legend will tell about what caused the climate of California to become warmer and how it affected the lives of the California Indians.

My legend will be about

Who will be the main character(s) in your legend?

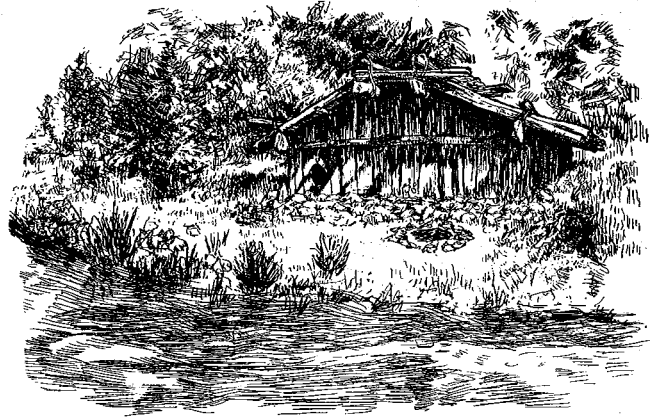
What event will cause the climate change?

Write your own legend. Remember to describe the lives of California Indians at the beginning of the legend and at the end. Tell how their lives changed.

The Northern Coastal Region

DIRECTIONS Fill in the blanks in the outline below to tell about the Indians of the northern Coastal Region. Use the terms below.

Yurok and Hupa	Pomo
planks	women
sweat lodge	coast
villages	brush
shaman	baskets
	men



I. Yurok and Hupa

- A. These Indians built their _____ along the Trinity and Klamath Rivers and the Pacific Ocean.
- B. Both the Yurok and Hupa used wooden _____ to build their houses, gathered acorns, and ate salmon.
- C. The Yurok had a religious leader called a _____. This leader would honor Nepewo in the First Salmon Ceremony.
- D. Hupa men gathered to think and pray inside a _____.

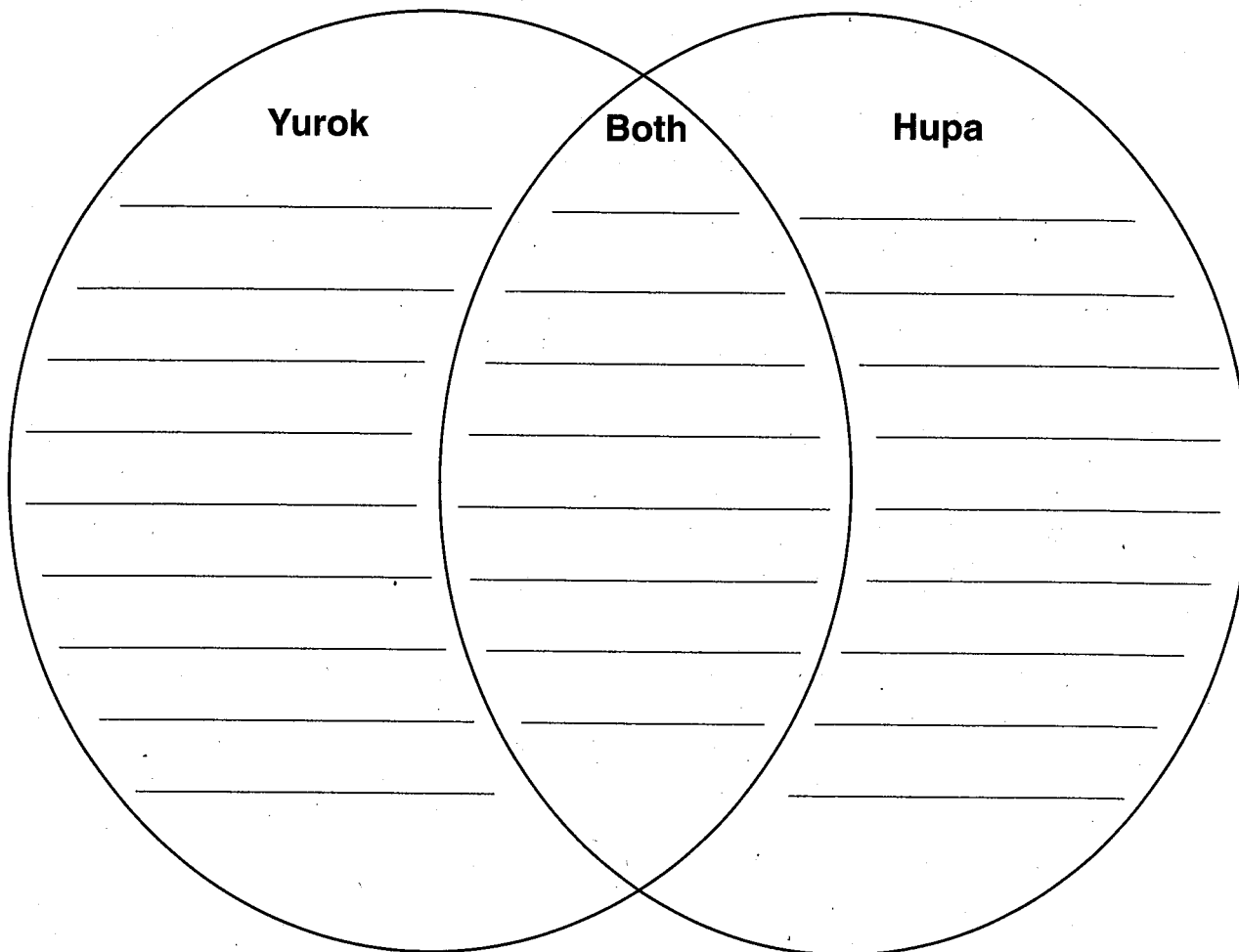
II. Pomo

- A. Some of these Indians built their villages along the _____ of California. Others from this group lived inland.
- B. Some Pomo Indians lived in houses shaped like cones. Others lived in large houses made from pole frames and covered with _____.
- C. Pomo _____ hunted and fished. Pomo _____ and children gathered nuts and berries.
- D. The Pomo were well known for their beautiful _____.



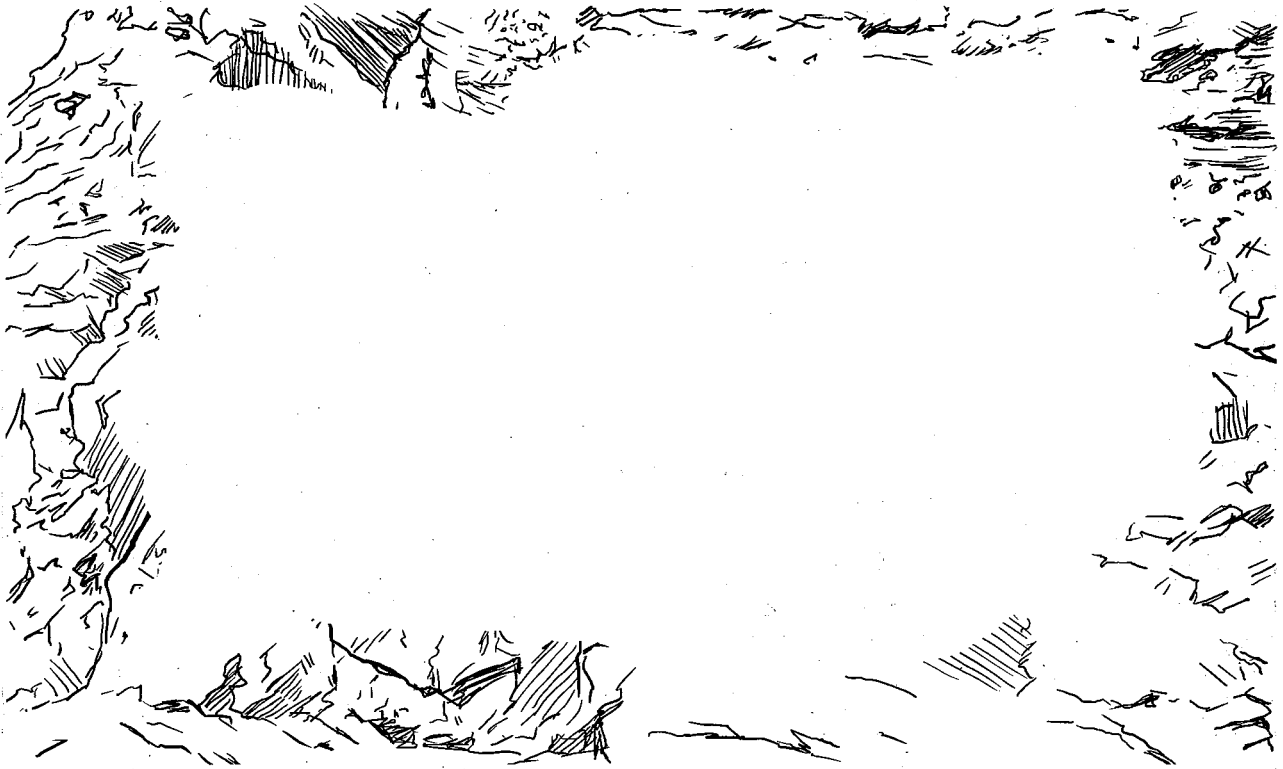
DIRECTIONS Compare the Indians of the northern Coastal Region. Use the phrases listed below to complete the diagram. Use each phrase only once. Remember, if you write a phrase in the part where two ovals meet, it must be true for both of the tribes.

- Lived along the Trinity River
- Used sweat lodges
- Used weirs to catch fish
- Lived in plank houses
- Honored Nepewo in the First Salmon Ceremony
- Used natural resources
- Ate salmon and acorns
- Lived along the Klamath River and the Pacific Ocean



The Southern Coastal Region

DIRECTIONS Pretend you are a Chumash boy or girl. Draw a picture of your village as if you are creating rock art. Then write a brief paragraph explaining the items in your pictograph. Be sure to indicate items that your people have obtained from the land and sea.





CALIFORNIA STANDARDS HSS 4.1, 4.1.3, 4.2, 4.2.1

Skills: Compare Tables

Table A: Tribes, Regions, and Building Materials		
Tribe	Region	Kinds of Building Materials for Houses
Yurok	Northern Coastal	Wooden planks
Hupa	Northern Coastal	Wooden planks
Pomo	Northern Coastal	Wooden frame with bark; wooden frame with brush, grass, or other plant material
Chumash	Southern Coastal	Wooden frame with tule (marsh plant)
Maidu	Central Valley and Mountains	Wooden frame with bark; wooden frame with brush and dirt
Miwok	Central Valley and Mountains	Wooden frame with grass or tule; slabs of bark
Yokuts	Central Valley and Mountains	Wooden frame with brush or tule
Mojave	Desert	Wooden frame with brush, grass, or other plant material

Table B: Building Materials and Tribes	
Kinds of Building Materials for Houses	Tribe
Wooden planks	Yurok, Hupa
Wooden frame with bark	Pomo, Maidu
Slabs of bark	Miwok
Wooden frame with brush, grass, or other plant material	Pomo, Chumash, Maidu, Miwok, Yokuts, Mojave



DIRECTIONS Compare the two tables on page 18. Then answer the questions below.

- 1 How does Table A organize the information?

- 2 How does Table B organize the information?

- 3 Which table is easier to use if you want to know which tribes built wooden frame houses covered with bark?

- 4 Which table is easier to use if you wanted to know the kinds of building materials used by the Pomo Indians?

DIRECTIONS For questions 5–10, write *A* for Table A and *B* for Table B in the space provided.

- 5 _____ Which table would you use to find information about the houses built by the Chumash Indians?
- 6 _____ Which table would you use for a report on how Indians in the northern Coastal Region of California used natural resources to build houses?
- 7 _____ Which table would you use to figure out which California Indian tribe built their houses from only bark?
- 8 _____ Which table would you use to find out which tribes used grass to build houses?
- 9 _____ Which table would you use to find out which tribes built their houses from wood planks?
- 10 _____ Which table would you use to tell how the Miwok Indians built their houses?

The Central Valley and Mountains

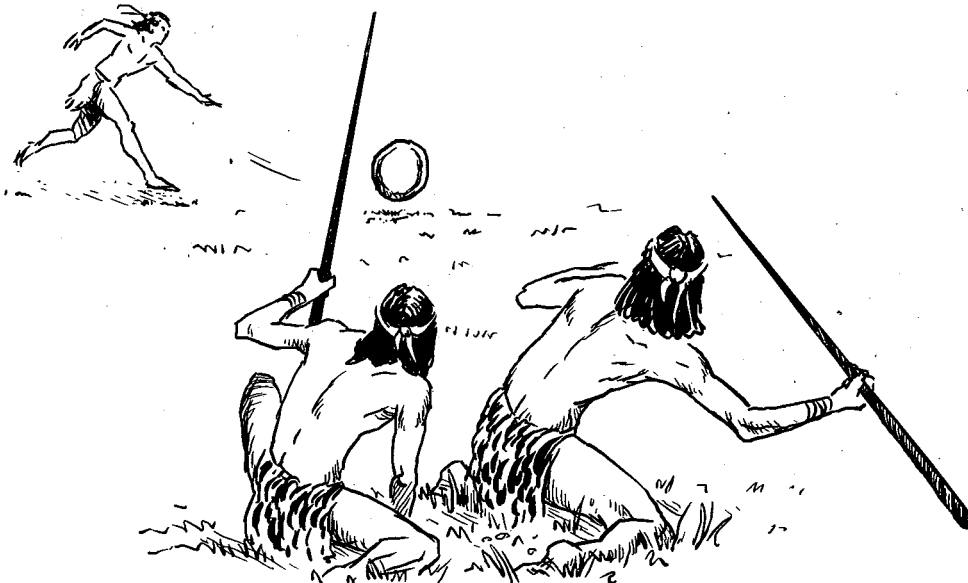
DIRECTIONS Read the paragraphs below about the Indians of California's Central Valley and Mountain Regions. Circle the word or phrase that makes each sentence correct.

At one time, more than half of California's Indians may have lived in the Desert / Central Valley and Mountain Regions. This large population was easily supported because there was plenty of food and a comfortable climate.

The Maidu / Miwok lived mainly along the tributaries of the Sacramento River. Village groups were made up of several villages—usually about three to five villages / houses around a main village. The people stored extra baskets / acorns in a special building called a granary.

The Yokuts / Miwok lived north of San Francisco on the coast, on the eastern / western slopes of the Sierra Nevada, in the San Joaquin Valley, and near Mount Diablo. The children enjoyed playing games that helped them develop gathering / hunting skills.

The Yokuts / Miwok lived in the San Joaquin Valley and the foothills of the Sierra Nevada. They used wood from oak / palm trees to build their homes. The people of this tribe were excellent farmers / hunters, even though meat was not a large part of their diet.



© Harcourt

**CALIFORNIA STANDARDS HSS 4.1, 4.1.3, 4.2, 4.2.1**

The Desert Region

DIRECTIONS Read the sentences listed below. Decide whether a statement might have been said by a Cahuilla Indian, a Mojave Indian, neither, or both. Write **C** for Cahuilla Indian, **M** for Mojave Indian, **N** for neither, or **B** for both.

- 1 _____ I live in the foothills of the San Bernardino Mountains.
- 2 _____ In the summer, my house has no walls.
- 3 _____ Sometimes I run all the way to the Pacific coast to trade.
- 4 _____ Many trees and plants grow nearby.
- 5 _____ I live in the valleys of the San Jacinto Mountains.
- 6 _____ Food is hard to find in my area because large animals are scarce and not much grows there.
- 7 _____ My people travel to help gather food.
- 8 _____ Each year, my people leave our village to gather acorns.
- 9 _____ I live in a dome-shaped house.
- 10 _____ I live near the Colorado River.
- 11 _____ Food is plentiful in my region of California.
- 12 _____ In my village, a granary on a platform is used to store food through the winter.
- 13 _____ I grow melons and pumpkins.
- 14 _____ I make clay pots.
- 15 _____ My village trades for what it needs.



Chapter 2

Name _____ Date _____

Study Guide

DIRECTIONS Louisa is making cards for a classroom display about California's Indians. Use the terms below to fill in the missing words.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
ancestors	shaman	government	granary	springs
tribes	ceremony	cooperate	division of	arid
culture	weirs	tomols	labor	silt
artifacts	trade	tar	specialize	resources
legends	plank			mountain areas

Lesson 1 The first groups, or _____, of Indians formed in California about 4,000 years ago. Scientists study _____ these people left behind, such as clothing and tools. Each group had its own _____, or way of life. They told _____, or stories, which explained how things came to be. These people were the _____ of present-day American Indians.

Lesson 2 Indians of the northern Coastal Region could easily find food. The Yurok used "fences" called _____ to catch salmon. A Yurok religious leader called a _____ caught and ate the first salmon during a _____. Northern Coastal Indians used trees to make _____ houses. To get things they could not make or find themselves, they would _____ valuable objects.



CALIFORNIA STANDARDS HSS 4.1, 4.1.3, 4.2, 4.2.1

(continued)

Lesson 3 The southern Coastal Region was home to many groups of Indians.

The Chumash lived along the Pacific Ocean and built _____

for water travel. They used _____ to make their

baskets and canoes waterproof. Like other Indians, the Chumash had a

_____ to help their people make rules and choose leaders.

Leaders encouraged their villages to _____ with one

another.

Lesson 4 At one time, more than half of California's Indians lived in

the Central Valley and Mountain Regions. Many Maidu villages had

a _____ to store extra acorns. The Maidu used a

_____, or system of work, to help meet the needs of the

village. People would _____ at one kind of job to do it well.

Lesson 5 The fewest people lived in the Desert Region. Often, the

people there would go to _____ to gather food and

_____. The Cahuilla lived near areas where water

came through openings in the ground called _____. The

Mojave lived in dry, or _____, land. However, they

lived near the Colorado River. When the river overflowed, it left behind

_____, which allowed the Mojave to grow crops.

DIRECTIONS

Main Idea

California Indians adapted to their environment and used the natural resources around them to meet their needs.

Details

[illegible]

Explorers Come to California

DIRECTIONS Imagine you are Hernando Cortés writing a letter to the Spanish monarch. You want to persuade him to fund an expedition to lands in the Americas. Fill in the blanks in the letter below to describe the benefits that the expedition would have for Spain.

Your Royal Majesty,

I am writing this letter to tell you why it is so important to explore the American lands. I am a _____, an explorer and conqueror.

I want to travel to the lands known as _____ and bring glory to Spain.

One benefit of my journey is that we may find a shortcut to _____. Then it will be easier to _____ for silk and spices. I have heard stories about a narrow waterway called the _____ of Anián, which may connect the Atlantic and _____ Oceans. If we find this shortcut, we will no longer have to sail around South America or _____ to reach Asia. This will save us time and will be much less dangerous.

We could also become very rich. One group of native people in Mexico, called the _____, has riches beyond belief. We could bring back valuable _____, silver, and jewels.

Another important reason to go to these new lands is that we could help _____ the native people to Christianity.

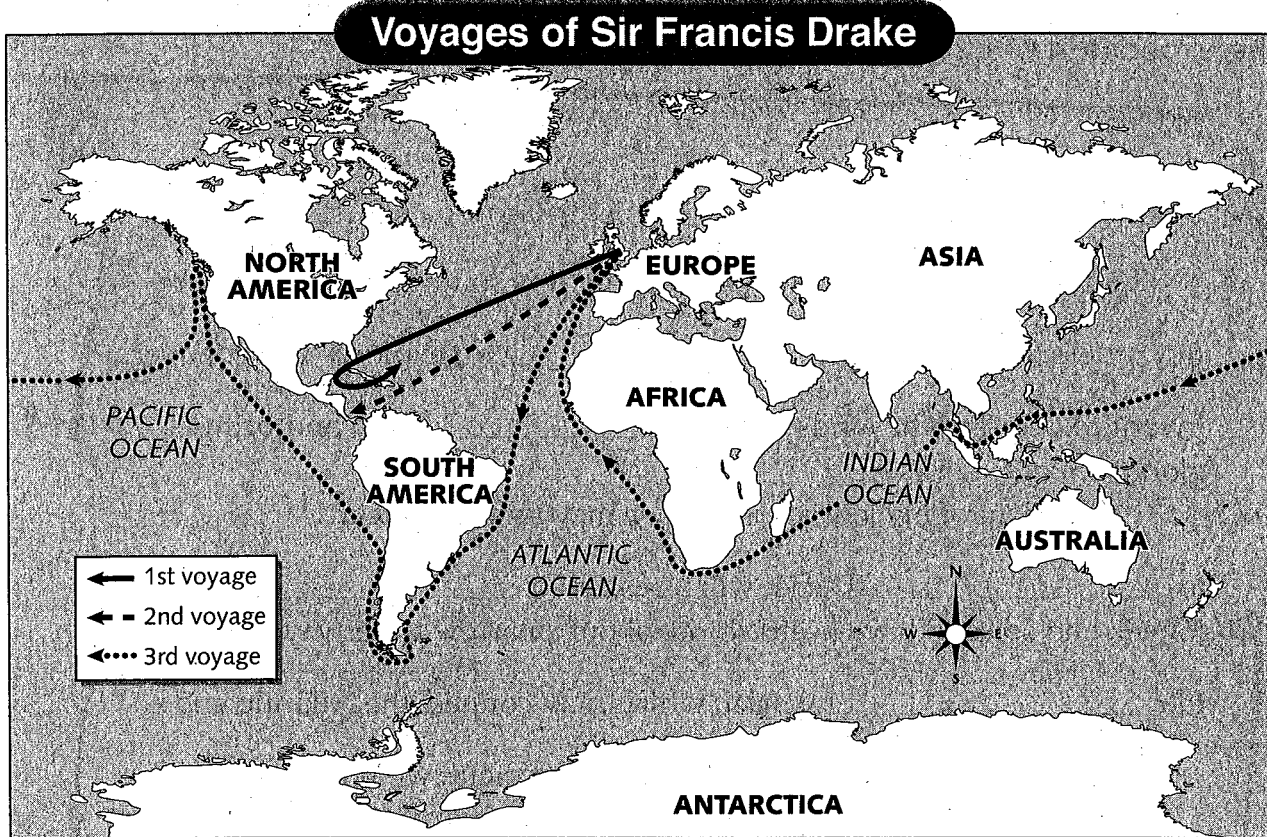
I hope you will honor my request.

Your humble servant,
Hernando Cortés



Skills: Follow Routes on a Historical Map

DIRECTIONS Look at the map of Sir Francis Drake's voyages, below. Use the map to answer the questions.



- 1 On his first voyage, did Drake sail to North America?

- 2 On his second voyage, did Drake sail to Asia?

- 3 Which oceans did Drake sail across on his third voyage?

- 4 After leaving on his first voyage, in which direction did Drake travel?

- 5 On which voyage did Drake sail the farthest?



CALIFORNIA STANDARDS HSS 4.2, 4.2.2; CS 4

Newcomers to Alta California

DIRECTIONS Read each sentence about newcomers to Alta California. Decide whether each statement is true (T) or false (F).

- 1 _____ The first colonies in Alta California were started in the mid-1800s.
- 2 _____ In California, Catholic priests and other church workers served as missionaries.
- 3 _____ Junípero Serra founded the first missions in Alta California near San Diego Bay and Monterey Bay.
- 4 _____ The first expeditions to Alta California came only by land.
- 5 _____ The journey to Alta California by land was easy because of the flat, grassy land and cool weather.
- 6 _____ Juan Bautista de Anza found an easy land route to Alta California across northern Mexico.
- 7 _____ Gaspar de Portolá arrived at Monterey Bay on May 24, 1770.
- 8 _____ The decision to start a colony in Alta California came about because the Spanish were worried that Russian fur traders might move south along the coast and into Alta California.
- 9 _____ Before starting a colony in Alta California, Spain had already started colonies in what would become New York, Michigan, and Illinois.
- 10 _____ Missionaries tried to convert California Indians to the Catholic religion and teach them the Spanish language.



Skills: Compare Primary and Secondary Sources

DIRECTIONS Study the sources listed below. Write whether the source is a primary source (*P*) or a secondary source (*S*).

- 1 _____ An encyclopedia entry about the history of California
- 2 _____ The diary of Sir Francis Drake
- 3 _____ Your friend's drawing of what he saw on his visit to a mission
- 4 _____ An interview with Juan Bautista de Anza after he reached Monterey
- 5 _____ A newspaper article about the death of Father Serra
- 6 _____ A painting of Hernando Cortés painted in 1975
- 7 _____ The autobiography of a conquistador
- 8 _____ A magazine article about California Indians
- 9 _____ A letter from a missionary in Monterey Bay to his brother in Spain
- 10 _____ Your social studies book
- 11 _____ The birth certificate of Gaspar de Portolá
- 12 _____ A copy of a speech given by King Carlos III announcing that Spain was starting colonies in Alta California
- 13 _____ A website about Spanish galleons
- 14 _____ An almanac entry about the population of California
- 15 _____ A television show about California explorers



Other Kinds of Settlements

DIRECTIONS Each of the statements below tells about a type of California settlement. Identify which kind of settlement a statement describes. Write *missions*, *presidios*, or *pueblos* on the line provided.

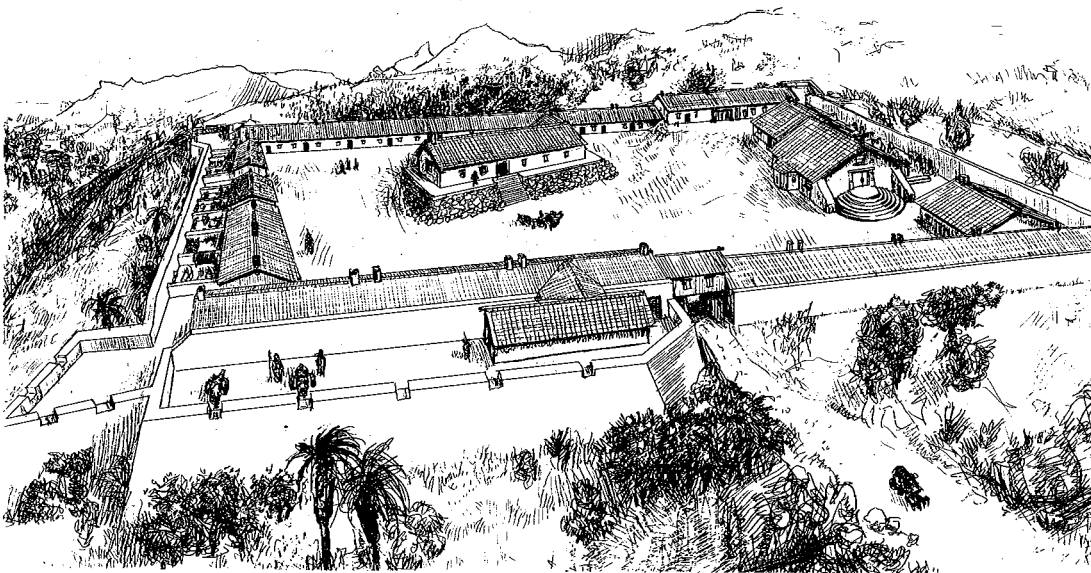
- _____ ① These forts were often built on natural harbors.
- _____ ② These had important buildings bordering a plaza.
- _____ ③ These religious settlements were connected by El Camino Real.
- _____ ④ These were usually located near fertile soil and fresh water.
- _____ ⑤ The first one of these settlements was San José de Guadalupe.
- _____ ⑥ These were built to protect settlements.
- _____ ⑦ Each one had an *alcalde*, or mayor.
- _____ ⑧ The people at these brought Christianity to the Indians.
- _____ ⑨ Soldiers who lived at these settlements had many duties, such as hunting, working in the fields, caring for livestock, building and repairing structures, and delivering mail.
- _____ ⑩ The people who lived at these farming communities grew food for the soldiers.
- _____ ⑪ There were four of these—one near San Diego Bay, one in Santa Barbara, one in Monterey, and one in San Francisco.
- _____ ⑫ Each of these was about a day's walk from the next one.
- _____ ⑬ The name for these settlements means "village."
- _____ ⑭ These were built in the shape of a square around an open courtyard where soldiers gathered.
- _____ ⑮ San Jose, Los Angeles, and Santa Cruz each started out as one of these.



Skills: Read a Time Line

DIRECTIONS Review the details about the Spanish settlement of California from Lessons 2 and 3 of your textbook. Write the year in which each of the events happened. Then place the question number for each event in the correct order on the time line shown on the next page.

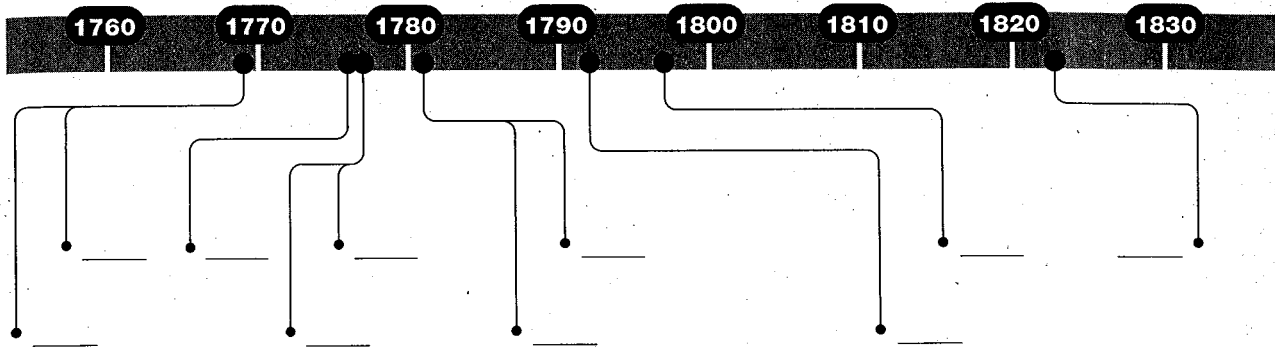
- _____ 1 George Vancouver visits the San Francisco presidio.
- _____ 2 The pueblo of Santa Cruz is built.
- _____ 3 Priests begin setting up missions.
- _____ 4 The pueblo that will become Los Angeles is founded.
- _____ 5 The settlement of Alta California's first pueblo, San José de Guadalupe, occurs.
- _____ 6 At this time, only 600 settlers live in Alta California.
- _____ 7 The first presidio in Alta California is built near San Diego Bay.
- _____ 8 The second pueblo is settled near Mission San Gabriel.
- _____ 9 Juan Bautista de Anza and a group of 240 settlers reach Monterey.
- _____ 10 The last of 21 missions is founded.



© Harcourt



DIRECTIONS Use the completed time line to answer the questions below.



- 1 How many years are there between each date on the time line above?

- 2 Which two centuries are shown on the time line?

- 3 During which decade did the most events take place?

- 4 Which came first, pueblos or presidios? How do you know?

- 5 How many years were there between the founding of the first and last missions?

Mission Life

DIRECTIONS Read each sentence about mission life. Decide whether each statement is true (T) or false (F).

- 1 _____ Indians were allowed to keep their religious beliefs and customs.
- 2 _____ Neophytes are people new to the Catholic faith.
- 3 _____ Indians were able to keep from getting diseases brought by Europeans.
- 4 _____ All Indians were happy with mission life.
- 5 _____ Indians at the missions spent little time working or praying.
- 6 _____ Before they lived at missions, most Indians were hunters and gatherers.
- 7 _____ The mission system changed the economy of California.
- 8 _____ Missions used a bugle to call people to prayer and work.
- 9 _____ Nicolas José and Toypurina planned a revolt at a mission.
- 10 _____ All California Indians were farmers before the arrival of the Franciscan priests.
- 11 _____ Some Indians were forced to go to the missions by soldiers.
- 12 _____ Some Indians were taught about carpentry and metalworking at missions.
- 13 _____ Indian children were not allowed to go to school at the missions.
- 14 _____ Mission Indians were not allowed to wear their traditional clothing.
- 15 _____ During the 75 years after the first missions, the Indian population nearly doubled.



Chapter 3

Name _____ Date _____

Study Guide

DIRECTIONS Kyle is writing a letter to Lucas, who will move to California soon. Kyle has been telling Lucas about the history of California. Help him finish this letter by filling in the blanks with words from the lists below.

Lesson 1		Lesson 2	Lesson 3	Lesson 4
conquistadors	ocean currents	colony	presidio	economy
costs	wind patterns	missions	pueblo	neophytes
benefits	land	missionary	plaza	revolted
peninsula	trade	Spain	<i>alcalde</i>	customs
galleons	shortcut	Alta California	judge	forced

Dear Lucas,

Lesson 1 Here is your next letter about California's history. The earliest Spanish explorers were known as _____ because they conquered as they explored. They wanted to claim _____ and riches for Spain. Some explorers wanted to find a _____ to Asia. They knew that the _____ would be high, but they believed that the _____ were great. It would shorten the trip to Asia, making _____ with Asia easier. While looking for a trade route, Hernando Cortés reached what he thought was an island, but it was really a _____. Ships called _____ made quick trips to Asia from New Spain, thanks to the _____ and the _____ in the Pacific Ocean.



CALIFORNIA STANDARDS HSS 4.2, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.6

(continued)

Name _____ Date _____

Lesson 2 To protect its claims in _____ from other countries, Spain started a _____. The king of _____ did this by building _____, or religious settlements. A person who teaches religion to others at a mission is called a _____.

Lesson 3 There were also other kinds of settlements in Alta California. One kind was a farming community called a _____. This type of community was built around an open square called a _____, where people could gather. Each community had a mayor who also served as a _____. This person was called an _____. Another kind of settlement was a _____. These settlements were built for protection.

Lesson 4 The missions changed the _____ of Alta California to one based on farming. They changed the lives of the Indians as well. Some Indians went to the missions because they wanted to. Other Indians were _____ to go to the missions. At the missions, Indians had to give up their traditional ways of life. They became _____ to the Catholic faith. Some Indians were so unhappy that they _____ against the missions. Indians did not want to give up their traditional beliefs and _____.

That's it for now! I hope you enjoy California's history as much as I do!

Your friend,
Kyle

DIRECTIONS

Facts

Generalization

© Harcourt



Use after reading Chapter 3, pages 110–141.

Mexico Wins Its Freedom

DIRECTIONS September 16, 1810, marked an important day for Mexico. That was the day the Mexican War for Independence began. Fill in the blanks in the outline below to explain some of the reasons for this war and its effects on California. Use the terms below.

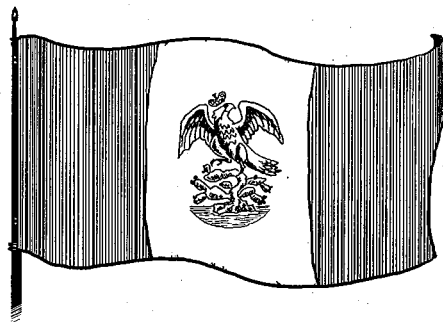
independence	mestizos	Dolores	secularization
Indians	Californios	economy	criollos

I. Dislike of the Spanish government caused the war.

- A. People born of Spanish parents in Mexico,
or _____, were not treated as equals of people born in Spain.
- B. Other groups that suffered from unequal treatment were Indians and
_____, or people of both European and Indian heritage.
- C. Mexicans wanted _____, or freedom, from Spanish rule.
- D. Father Miguel Hidalgo y Costilla gave a famous speech called "the Cry of
_____."

II. Mexican rule affected California.

- A. Most Spanish-speaking people of Alta
California, or _____,
welcomed Mexican rule.
- B. New trade with other countries helped
California's _____ grow.
- C. The Mexican government ordered _____, or ended church
rule, of the missions.
- D. When the missions closed, the _____ got very little mission
land.



© Harcourt



DIRECTIONS Read the statements below. Then decide whether each best describes the viewpoint of most *Spanish leaders*, *Mexican leaders*, or *mission Indians*.

- ① We were promised mission land after the end of the Mexican War for Independence. Instead, Californios and new settlers became the owners of most of the land. We often have no choice but to work for them.

This is the viewpoint of the _____.

- ② Now that the war is over, we will allow ships from many countries, including the United States, to sail into California harbors.

This is the viewpoint of the _____.

- ③ The fighting in Mexico is taking all of our resources. The soldiers in the presidios will have to find their own supplies.

This is the viewpoint of the _____.

- ④ We're glad we ended the church rule of the missions. Now the people of California can own this good land.

This is the viewpoint of the _____.

- ⑤ People who were not born in Spain and people of both European and Indian heritage should not hold good jobs in our government or in the church.

This is the viewpoint of the _____.



Skills: Identify Multiple Causes and Effects

DIRECTIONS Read the paragraph below. Then answer the questions.

Julie had a test on Mexican rule in California. She wanted to do well on the test, so she decided to study carefully. Her mother asked her if she would like to go to the library to use its books as well. Julie said she would. When Julie told some of her classmates that she was going to the library to study, they decided to go with her. Julie and her classmates studied carefully for the test. When Julie took the test, she got a perfect score of 100. She will get an A in social studies. Because of getting an A, she will have the grades she needs to make the honor roll this semester. This has made Julie very happy. Her parents are also very proud of her for working so hard.



- 1 Was Julie's studying for her test a cause or an effect of her getting a perfect score?

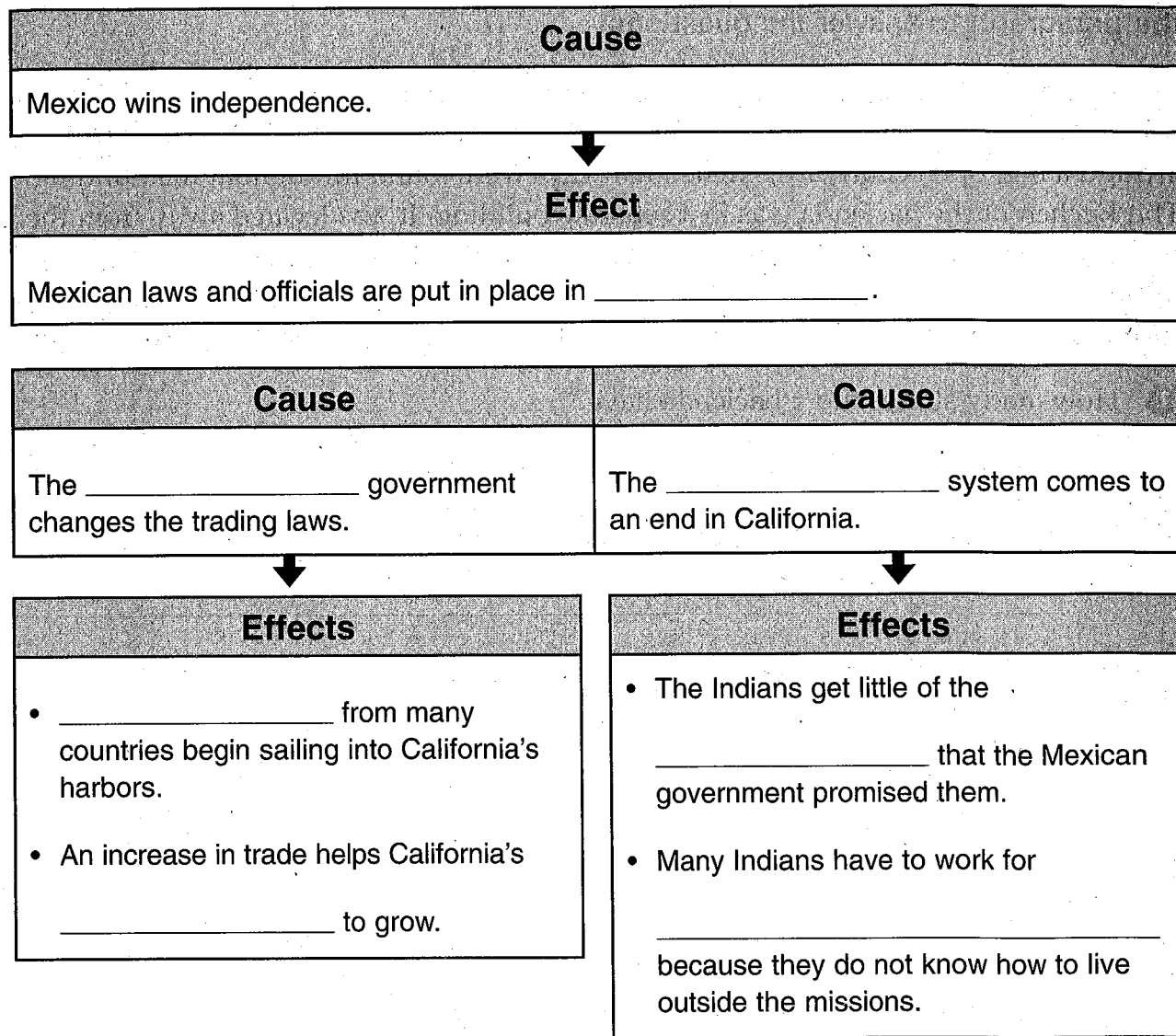
- 2 When Julie's classmates went to the library, was that a cause or an effect of Julie's decision to study in the library?

- 3 What were the two causes of Julie's doing well on her test?

- 4 What was the next effect after Julie found out she would get an A in social studies?

- 5 What were the two effects of Julie's making the honor roll?

DIRECTIONS Use information from Lesson 1 to complete the diagram. Show the multiple causes and effects on California of Mexican independence.



Rise of the Rancho Economy

DIRECTIONS Read the paragraph about haciendas. Use the information from the paragraph to answer the questions.

Haciendas were usually large, one-story houses. They were made from sun-dried bricks called adobe. The roof of a hacienda was made of tile. A hacienda was built around a big, open courtyard. Arched hallways were found throughout the building. The kitchen of the hacienda was in a separate building. It was located away from the main house to prevent fires from destroying the hacienda. Haciendas were often used to host large celebrations, such as weddings and harvest festivals. Over time, many former haciendas were changed into hotels. Some of these haciendas still exist today.

- 1 How many stories did a hacienda have?

- 2 What materials were used to build a hacienda?

- 3 Why was the kitchen away from the main house?

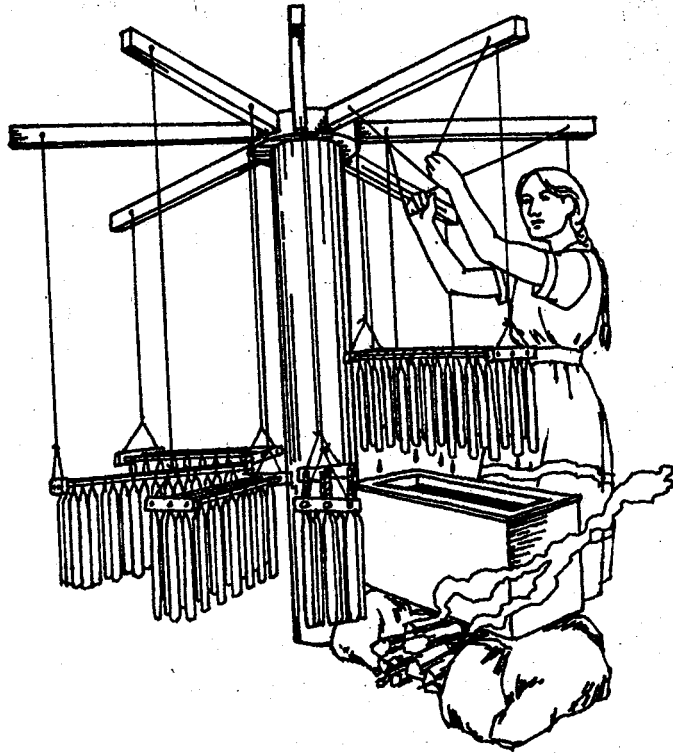
- 4 What was the house built around?

- 5 What kinds of parties might be held at a hacienda?



DIRECTIONS Read the sentences below. Then write the numbers 1 to 5 in the blanks to put the sentences in the correct order. The first one has been done for you.

Mariano Vallejo made tallow candles at Rancho Petaluma, in northern California. The tallow, or beef fat, came from cattle raised at the mission. Even though the candles were very useful, many people didn't like to use them. Tallow candles burned unevenly, were smoky, and had a strong smell. Because they were made of animal fat the candles could melt in very hot weather, and mice loved to nibble on them.



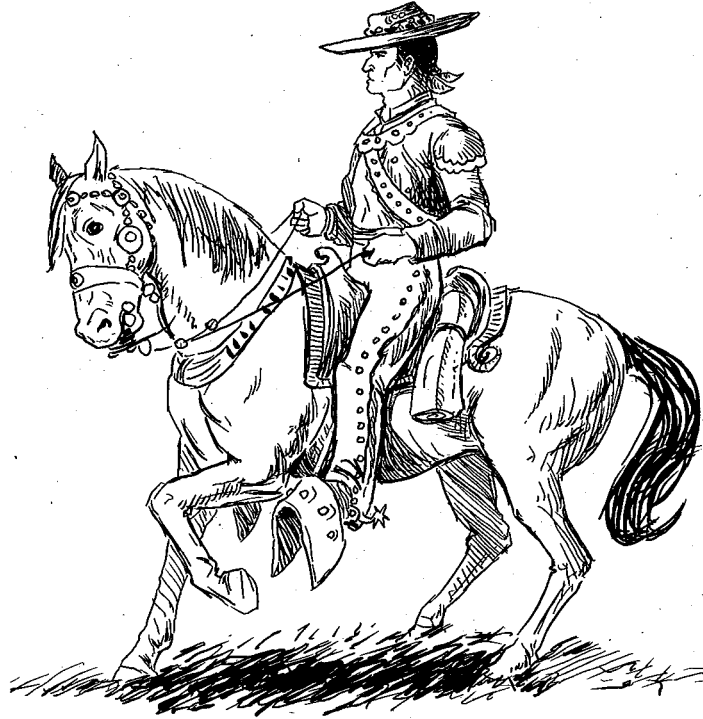
Making Tallow Candles

- _____ The workers let the tallow on the wicks become cool and hard. Then the workers turn the wheel and dip all the candles again. The candles may need to be dipped several times until they are large enough to use.
- 1 The candle makers build a hot fire and melt tallow in a large container. They tie candlewicks to wooden frames hanging from the spokes of the candle-making wheel.
- _____ The candle makers store the finished candles in a cool, mouse-proof place.
- _____ Then a worker turns the candle-making wheel and dips each set of wicks until all the wicks are coated with tallow.
- _____ Using ropes that raise and lower the frames of hanging wicks, a worker dips the first row of hanging wicks into the melted tallow.

Life on the Ranchos

DIRECTIONS Read the sentences about life on the ranchos. Write *T* next to the statements that are true and *F* next to the statements that are false.

- 1 _____ The main job of the vaquero was to round up a rancho's cattle as they wandered around the countryside.
- 2 _____ A brand is the kind of clothing a vaquero wore when riding a horse to gather cattle.
- 3 _____ A good vaquero could catch any animal by throwing a reata and looping it around the animal's neck.
- 4 _____ A reata is a large, wooden harness with a hole in the center.
- 5 _____ Some women ran their own ranchos and worked with the cattle.
- 6 _____ Indians worked as vaqueros, cooks, and farmers.
- 7 _____ Most Indians earned money for the work they did on a rancho.
- 8 _____ At social events, such as fiestas, vaqueros often participated in horse races or bullfights.
- 9 _____ Usually one small family lived in the hacienda of a rancho.
- 10 _____ Public schools were available for the children on the rancho to attend.



DIRECTIONS There was always much work to do on the rancho. Everyone had to help out. Read the paragraphs below. Then identify whether the paragraph is describing *a vaquero*, *a rancho owner*, or *an Indian worker*.

- ① People are waking up very early for work on a rancho. One worker feeds a horse before eating breakfast. The worker is wearing a short jacket over a shirt and pants. This worker is very skilled in using a reata. The worker spends most of the day rounding up the rancho's cattle. The pay for this work will be spent on things the worker needs.

The worker is _____.

- ② A fiesta is being held at the rancho. Everyone on the rancho is busy preparing for the many guests who are coming to celebrate a wedding. One woman oversees all of the workers and makes sure the rancho is prepared for a week-long fiesta. This woman is very wealthy and can afford to feed and entertain many guests at the wedding celebration.

The woman is _____.

- ③ Riders are working hard to round up cattle. One of the workers will ride many miles today. This skillful rider works hard to do a good job. In exchange for this hard work the rider receives food, some clothes, and a place to live.

The rider is _____.

- ④ Life on a rancho is very busy. There is a worker who works as a cook and also in the fields as a farmer. At the end of this busy day, the worker goes home to a small village. The village is right on the rancho.

The worker is _____.

- ⑤ Tonight there is a fiesta at the rancho, with many guests. One guest attends the fiesta after being paid for rounding up cattle. The guest is a skillful horse rider. Wearing a loose shirt, pants, and a short jacket, the guest wins a horse race at the fiesta.

The guest is _____.

Chapter 4

Name _____ Date _____

Study Guide

DIRECTIONS Jessica wrote a book report for history class. The book she read told about life in California before and after Mexico gained its freedom from Spain. Fill in the missing words in Jessica's report. Use the terms below.

Lesson 1

criollos
secularization
independence
Mexicans
mestizos

Lesson 2

barter tallow
economy Mexican
hacienda Californios
ranchos land grants
diseño ports

Lesson 3

vaqueros
labor
fiestas
reata
brand

Lesson 1 I read a book about life in California before and after Mexico gained its freedom from Spain. The first part of the book told about what led up to the war and what happened afterward. Many _____ did not like being ruled by Spain. Under Spain's rule, people born in Mexico of Spanish parents, the _____, could not hold good jobs. Spain treated people of both European and Indian heritage, the _____, even worse. Mexico fought a war to win its _____ from Spain. After the war, most of the Spanish-speaking people of Alta California, the Californios, welcomed Mexican rule. The new government ended the church-ruled mission system in California and ordered the _____ of the missions.

© Harcourt



CALIFORNIA STANDARDS HSS 4.2, 4.2.5, 4.2.7, 4.2.8

(continued)

Lesson 2 The second part of the book told of life in California in that time. To attract people to California, the _____ government offered gifts of land, or _____. If someone wanted land, he or she wrote a letter that included a hand-drawn map. The map, called a _____, showed the boundaries of the land. Many settlers started large cattle ranches, called _____. These had a main house, called a _____, and pasture for cattle and horses. Before the war, the _____ of California were closed to foreign ships. Once ships were allowed to dock, trade became important to the _____. When a ship arrived, people would _____ one item for another. Traders wanted _____ to make soap and candles. The Spanish-speaking people of California, the _____, needed things they could not get in California.

Lesson 3 Life on a rancho was very interesting. There was always much work, or _____, to be done. Cowhands called _____ were skilled at using a rope called a _____ to round up the rancho's cattle. Sometimes these workers would mark young cattle with a _____ to show the cattle belonged to that rancho. Even with all the work, people on the ranchos still found time to celebrate. Large parties, or _____, could last for days, and people traveled from far away to attend. I think I would have liked to live on a rancho during this time and to have joined the riders on their long rides.

READING SOCIAL STUDIES: GENERALIZE



Mexican Rule in California

DIRECTIONS Complete the graphic organizer with facts to show that you understand the facts and can generalize about the settlement of Mexican California from the early 1800s to 1850.

Facts

Mexico won its independence from Spain.

[illegible]

Generalization

The economy of California grew stronger and its population increased under Mexican rule.

**CALIFORNIA STANDARDS HSS 4.2, 4.2.8; HI 1**

Americans Move West

DIRECTIONS Read the paragraphs below about the expeditions of different explorers. Decide which explorer might have given each description and write his name in the space provided.

James Beckwourth

James Ohio Pattie

Jedediah Strong Smith

Joseph Reddeford Walker

Ewing Young



Jedediah Strong Smith

- 1** In 1826, I led 17 men on a trapping expedition. Our expedition left from the Great Salt Lake area. We headed southwest and eventually reached the Colorado River. Then we made our way across the Mojave Desert.
I am _____.
- 2** My father and I began an expedition in 1827. We were not welcome in California. We were put in jail. I was later freed, but my father died in jail.
I am _____.
- 3** My travels in the 1830s helped develop the Old Spanish Trail. It ran from Santa Fe, New Mexico, to southern California.
I am _____.
- 4** I was the first American to cross the Sierra Nevada from the east. I found a pass through the mountains. The pass was later named after me.
I am _____.
- 5** In 1850, I found a new pass through the northern Sierra Nevada. The pass was later named after me.
I am _____.



CALIFORNIA STANDARDS HSS 4.3, 4.3.2

Skills: Distinguish Fact from Opinion

DIRECTIONS Read the following statements. Decide if the statements are fact (F) or opinion (O).

- 1 _____ By the 1820s, the supply of beavers was almost used up in the United States.
- 2 _____ Ewing Young was the bravest trailblazer because he helped develop the Old Spanish Trail.
- 3 _____ Father José Bernardo Sánchez was a nice person because he gave Jedediah Strong Smith's men food and a place to stay.
- 4 _____ American trappers moved west to find fur-bearing animals.
- 5 _____ The Walker Pass is the easiest way to cross the Sierra Nevada.
- 6 _____ In 1826, Jedediah Strong Smith led 17 men on a trapping expedition.
- 7 _____ It was wrong to put James Ohio Pattie and his father, Sylvester Pattie, in jail.
- 8 _____ California was the best place in all of North America to trap beavers and other animals.
- 9 _____ Jedediah Strong Smith was one of the first people from the United States to travel to Alta California by land.
- 10 _____ James Ohio Pattie and his father, Sylvester Pattie, began an expedition to California in 1827.



© Harcourt

**CALIFORNIA STANDARDS HSS 4.3, 4.3.2***(continued)*

DIRECTIONS Read the following advertisement. Decide whether each statement is a fact or an opinion. Then pretend you are a trapper reading the advertisement. Decide if you would like to move to California. Explain why or why not.

TRAPPERS, MOVE TO CALIFORNIA!

With the supply of beaver fur so low, and the demand high, people will pay high prices for furs! You will definitely become rich by trapping and selling furs! The journey to California will be difficult because of the deserts and steep mountains you will have to cross. Do you like adventure? You will become a famous trailblazer and find a new path for other people to follow.



- ① "With the supply of beaver fur so low, and the demand high, people will pay high prices for furs!"

Is this a fact or an opinion? _____

- ② "You will definitely become rich by trapping and selling furs!"

Is this a fact or an opinion? _____

- ③ "The journey to California will be difficult because of the deserts and steep mountains you will have to cross."

Is this a fact or an opinion? _____

- ④ "You will become a famous trailblazer and find a new path for other people to follow."

Is this a fact or an opinion? _____

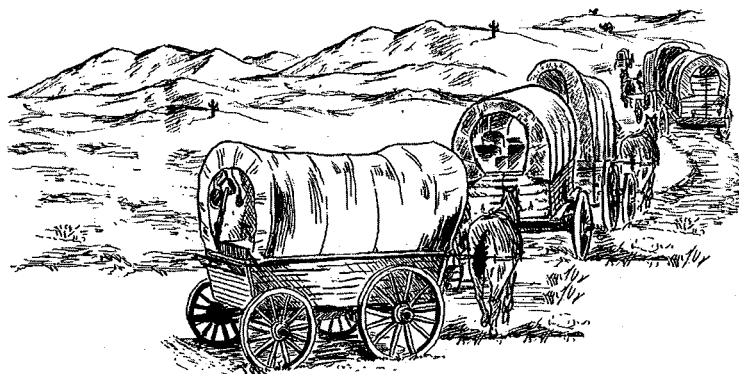
- ⑤ Pretend you are a trapper. After reading this advertisement, would you move to California? Explain why or why not.

Trails to California

DIRECTIONS Pioneers brought many supplies with them on their journey to California. Some possible supplies are listed below. Read each situation, which might have happened to you if you had traveled in a wagon train to California. Then study the list, decide which item you would leave behind, and cross it off the list. For each situation, you must choose from what you have left. Explain your choices on a separate sheet of paper.

Things to Bring to California		
bucket of grease for the wagon wheels	butter churn	axe
bucket of hot coals to start campfires	food	hammer
watertight wooden barrel	rifle	saw
pots and pans	extra clothing	plow
stove	blankets	seeds

1 First you must cross a flooded river. You will have to remove the wagon wheels and float the wagon across the river. The wagon is too heavy. What item do you leave behind?



2 Now you are struggling across the dry plains. Your animals are weak with thirst and are struggling to pull the wagon. What item do you leave behind to lighten the load?

3 American Indians meet your wagon train and want to trade with you. What items could you give them in trade? What might you want them to give you in return?

4 Your wagon train has reached the mountains. The climb is steep and the wagon is still too heavy for the oxen to pull up the slope. What item do you leave behind?



CALIFORNIA STANDARDS HSS 4.3, 4.3.2

Skills: Distinguish Fact from Fiction

DIRECTIONS Many people kept journals and diaries as they traveled west. Read the excerpt below from John Bidwell's journal. Then answer the questions that follow.

This morning, the wagons started off in single file; first the four carts and one small wagon of the missionaries; next eight wagons drawn by mules and horses, and lastly, five wagons drawn by seventeen yoke [pair] of oxen. It was the calculation [plan] of the company to move on slowly till the wagon of Chiles overtook us. Our course was west. Leaving the Kansas no great distance to our left, we traveled in the valley of the river, which was prairie excepting near the margin [bank] of the stream. The day was very warm, and we stopped about noon, having traveled about twelve miles.

—from the journal of John Bidwell

- 1 Identify one fact from the excerpt above.

- 2 How can you prove that something is a fact?

- 3 What is one advantage and one disadvantage of using a documentary source, such as John Bidwell's journal?



DIRECTIONS Read these sentences from a fictional story about the Bartleson-Bidwell expedition. Use what you know about the expedition to decide which of the sentences give a *fact* about the expedition. Label all other sentences *fiction*. Then answer the question below.

Mr. Hopper Is Going West

- 1 _____ I spent the afternoon with my friend Mr. Hopper.
- 2 _____ Mr. Hopper will soon join the Bartleson-Bidwell expedition.
- 3 _____ The Bartleson-Bidwell expedition is going to California.
- 4 _____ The group has chosen John Bartleson to lead the trip west.
- 5 _____ The expedition will leave from Missouri in May 1841.
- 6 _____ The Bartleson-Bidwell expedition plans to follow the Oregon Trail on part of its trip to California.
- 7 _____ At some point, the expedition will have to leave the Oregon Trail and go southwest in order to get to California.
- 8 _____ Mr. Hopper is excited about going to California.
- 9 _____ He hopes to start a great rancho there.
- 10 _____ "There is land to be had in California," he says. "I will get a land grant."
- 11 _____ The government is giving land grants to new settlers in California.
- 12 _____ Mr. Hopper says he expects to reach California before winter arrives.
- 13 How does a fiction writer use facts and fiction in a historical story?

Americans in California

DIRECTIONS Read the statements about Americans in California. Decide whether each statement is true (T) or false (F).

- 1 _____ Settlers in California could own land only if they were American citizens.
- 2 _____ The idea that the United States should expand to reach from the Atlantic Ocean to the Pacific Ocean was known as the Polk Doctrine.
- 3 _____ In 1845, President James K. Polk offered Mexico \$40 million for what are now California, New Mexico, and Arizona.
- 4 _____ The Mexican government was able to stop settlers from moving to California.
- 5 _____ In 1846, a group of settlers from the United States marched into the town of San Francisco to take control of California away from Mexico.
- 6 _____ Squatters had the same rights and protections as Mexican citizens.
- 7 _____ In a republic, the people elect their own leaders.
- 8 _____ Mariano Vallejo thought that California would be better off separated from Mexico.
- 9 _____ A rebel is someone who fights against the government.
- 10 _____ All Californios were in agreement about being ruled by Mexico.



James K. Polk

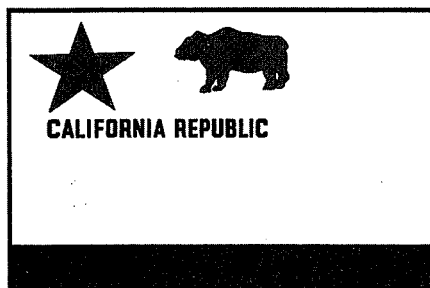


The Mexican-American War

DIRECTIONS Number the sentences below from 1 through 10 to show the correct order of events.

- _____ Mexican governor Pío Pico and General Andrés Bico arrange the surrender of California.
- _____ The United States and Mexico sign the Treaty of Guadalupe Hidalgo, ending the Mexican-American War.
- _____ Robert F. Stockton sends a group of the Bear Flaggers to take control of other California cities.
- _____ John D. Sloat sails to Monterey and takes over the city.
- _____ American troops fight the Californios at Domínguez Rancho, and the Californios win.
- _____ Texas wins its independence from Mexico.
- _____ Mexican and American leaders sign the Treaty of Cahuenga, ending the fighting in California.
- _____ American troops cross the Texas-Mexico border, and Mexican troops attack them.
- _____ Robert F. Stockton leaves Archibald Gillespie in charge of Los Angeles, and some Californios rebel.
- _____ Californios surprise the American troops and win the Battle of San Pasqual.

1846



Present



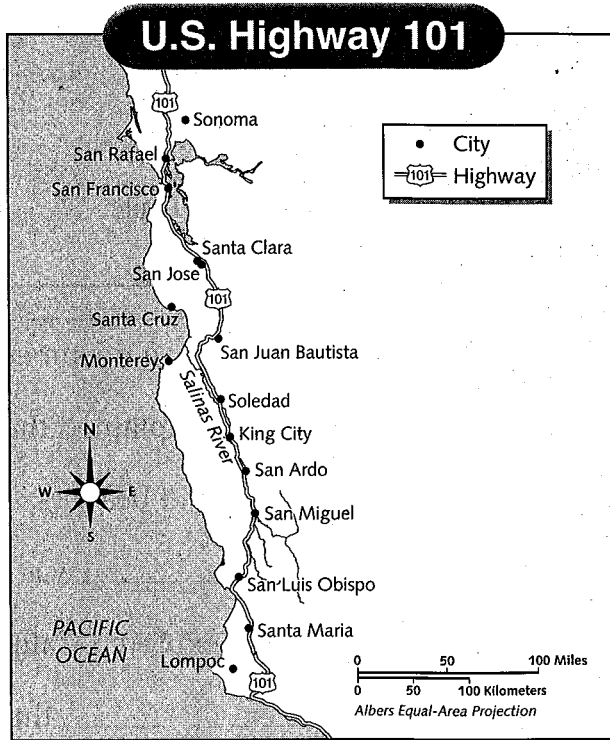
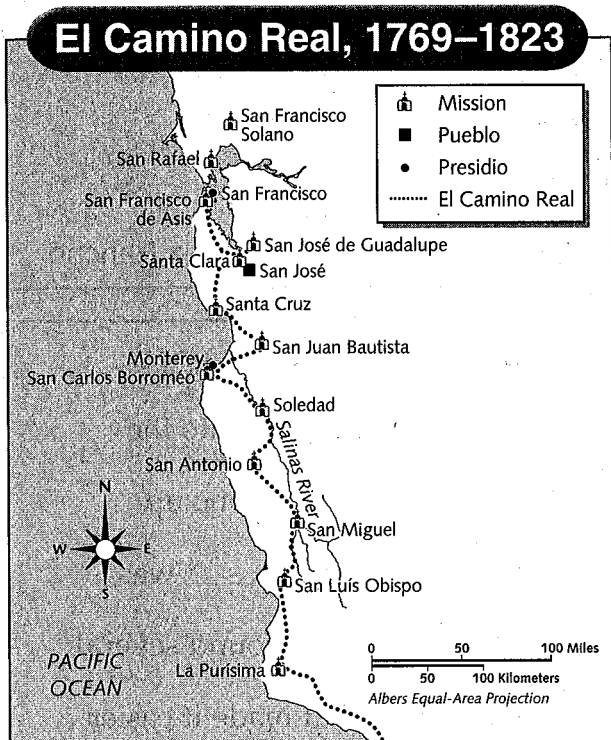
© Harcourt



CALIFORNIA STANDARDS HSS 4.3; CS 1

Skills: Read and Compare Historical Maps

DIRECTIONS El Camino Real was a trail that connected missions, presidios, and pueblos in California. Today, U.S. Highway 101 connects California cities along a similar path. Study the two maps below. Then answer the questions.



- 1 South of Monterey, what waterway do both El Camino Real and U.S. Highway 101 generally follow?

- 2 Which mission was once located near the present-day city of Sonoma?

- 3 Which two cities on the map were once presidios?

- 4 What former pueblo on the map is now a California city?



CALIFORNIA STANDARDS HSS 4.1, 4.1.4, 4.2, 4.2.4; CS 4

Chapter 5

Name _____ Date _____

Study Guide

DIRECTIONS Maria watched a documentary on television about how California became a state. The next day in school, she gave a report on the documentary to her class. Fill in the missing words in Maria's report. Use the terms below.

Lesson 1	Lesson 2	Lesson 3	Lesson 4
demand	wagon trains	Bear Flaggers	Monterey
passes	immigrants	squatters	treaty
frontier	pioneers	republic	Texas
trailblazers	California Trail	rebels	rights
supply	Sutter's Fort	manifest destiny	Domínguez Rancho

Lesson 1 Yesterday, I saw a documentary about how California became a state. The documentary explained that in the 1820s, trappers went into the _____ to find beavers. The price of beaver fur had gone up because the _____ was high and the _____ was low. As more trappers explored California, _____ found several openings, or _____, through the mountains that made it easier to travel west.

Lesson 2 Next, the documentary explained that many people from other countries, called _____, came to California by ship. _____ also traveled overland to California in groups of wagons to be among the first settlers there. The groups of wagons were known as _____. They often followed the main route to California, called the _____. Many people stopped at _____ for supplies or to find jobs.

© Harcourt



CALIFORNIA STANDARDS HSS 4.2, 4.2.8, 4.3, 4.3.1, 4.3.2

(continued)

Lesson 3 In the mid-1800s many people thought the United States should reach from the Atlantic Ocean to the Pacific Ocean. This idea was called _____. Some American settlers in California became Mexican citizens and owned their own land. Those who lived on land without permission were called _____. People disagreed on who should rule California. One group wanted to take control of California away from Mexico. The people who fought against the Mexican government were called _____. They wanted California to elect its own leaders and be a free _____. This group became known as the _____.

Lesson 4 The final part of the documentary explained the reasons for the Mexican-American War. One reason for the war was a disagreement about the border between Mexico and _____. The Americans saw the war as a way to take control of California. John D. Sloat sailed to the capital of Mexican California, which was _____. He said that California was now part of the United States. Sloat told Californians they would have the same freedoms, or _____, as United States citizens. Many battles followed, including one at _____ in Los Angeles. Finally, an agreement, or _____, was signed by the United States and Mexico. It stopped the fighting, and the United States gained ownership of California.

READING SOCIAL STUDIES: COMPARE AND CONTRAST



California, Here We Come!

DIRECTIONS Complete each Venn diagram to show that you understand how the journeys of trailblazers were alike and how they were different.

Topic 1		Topic 2
Smith • started in 1826 • ordered to leave California	Similar	Pattie • started in 1827 • jailed by Governor Echeandía

Topic 1		Topic 2
Young	Similar • both found routes into California that became important routes for trade and for settlers	Walker



CALIFORNIA STANDARDS HSS 4.3, 4.3.2

The Gold Rush

DIRECTIONS Complete the chart below about the advantages and disadvantages of routes to California. Then answer the questions that follow.

Route to California	Advantages	Disadvantages
Panama route		Disease, hot climate
All-water route	Cost the least	
Overland route		

If you were a forty-niner, which route would you take? Why?



CALIFORNIA STANDARDS HSS 4.3, 4.3.2; HI 4

The Effects of the Gold Rush

DIRECTIONS Read the statements below. Decide whether each statement best describes entrepreneurs (E), miners (M), or California Indians (I).

- 1 _____ Women and African Americans in California often belonged to this group.
- 2 _____ Members of this group often earned a living by opening stores or hotels.
- 3 _____ Many people in this group eventually gave up on their dreams of finding gold but decided to stay in California anyway.
- 4 _____ The places where they hunted, fished, and gathered food were sometimes ruined by mining.
- 5 _____ The methods they used to do their jobs sometimes hurt the environment.
- 6 _____ Of the three groups, they often had the best chance of becoming rich.
- 7 _____ Members of this group came to seek gold but many thought that only people from the United States should look for gold in California.
- 8 _____ Levi Strauss was one of these people.
- 9 _____ They were often forced off their land by miners.
- 10 _____ These people set up new businesses.
- 11 _____ These people usually stayed in dirty camps with other forty-niners.
- 12 _____ It was sometimes said that they "mined the miners."
- 13 _____ These people sold goods and services.
- 14 _____ In this group, women could often make more money than men.



DIRECTIONS Read and answer the following questions about the gold rush.

1 How did women benefit from the gold rush?

2 How were the towns of Stockton and Marysville changed by the gold rush?

3 How did hydraulic mining affect some California waterways?

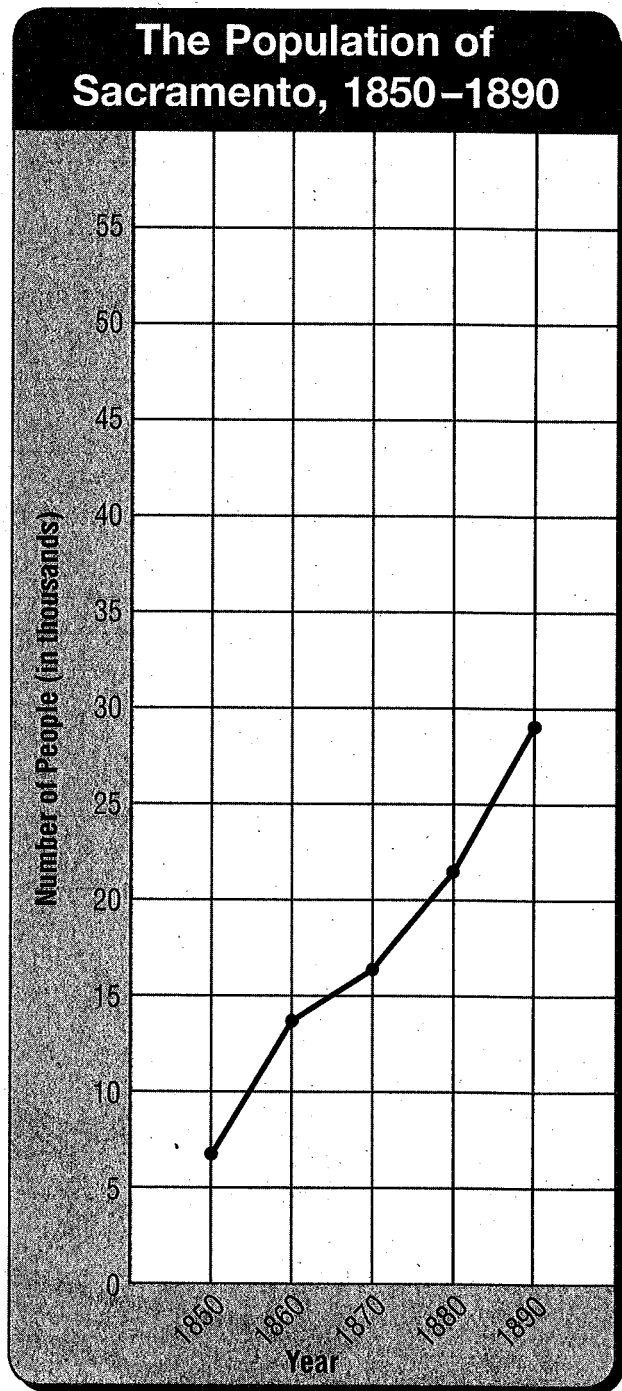
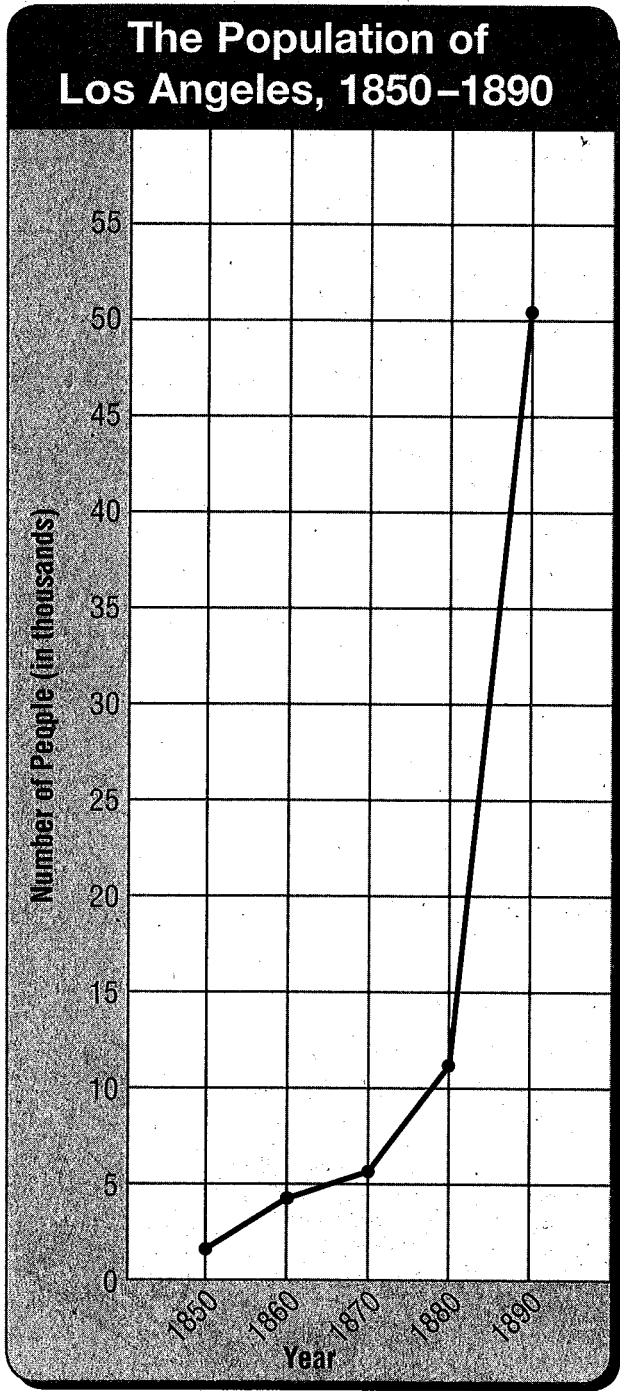
4 Why did goods and services cost so much during the gold rush?

5 What did vigilantes do?



Skills: Read a Line Graph

DIRECTIONS Study the line graphs of the populations of Los Angeles and Sacramento between the years 1850 and 1890. Use the graphs to answer the questions on the next page.



Source: California Department of Finance



CALIFORNIA STANDARDS HSS 4.4, 4.4.3, 4.4.4

(continued)

Name _____ Date _____

- 1 What does the line graph tell you about the population of Los Angeles between 1850 and 1890?

- 2 Was Sacramento's population in 1870 greater than or less than 15,000?

- 3 About how many more people lived in Los Angeles in 1880 than in 1870?

- 4 About how many more people lived in Sacramento in 1890 than in 1880?

- 5 In 1890, about how many more people lived in Los Angeles than in Sacramento?

California Becomes a State

DIRECTIONS Pretend you are a delegate at the Monterey Convention being interviewed by a reporter. Answer the following questions from your interview.

❶ Why are Californians holding this convention?

❷ How will the new government differ from past governments?

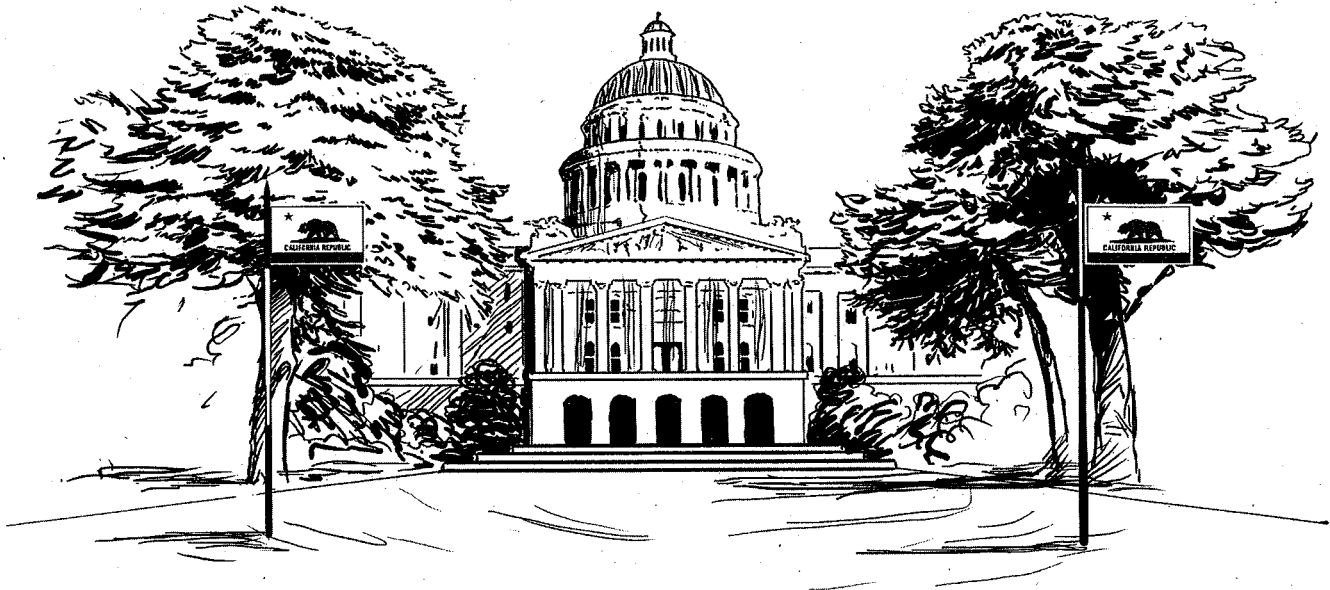
❸ Will you keep any laws from past governments?

❹ How many delegates are there? Who is represented?

❺ What decisions does the Monterey Convention face?

DIRECTIONS Using the numbers 1–10, place these events from California's journey to statehood in the correct order.

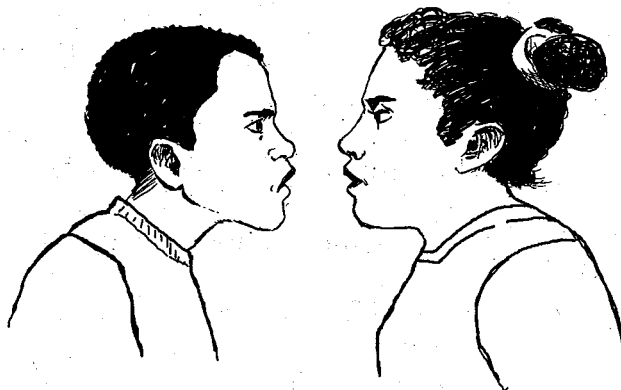
- _____ California's two senators ask Congress to allow California to join the United States.
- _____ The Monterey Convention takes place.
- _____ Sacramento is chosen as the state capital.
- _____ Peter H. Burnett is chosen to serve as the first state governor.
- _____ The United States takes control of California.
- _____ California officially becomes a state.
- _____ The members of Congress agree on the Compromise of 1850.
- _____ General Bennet Riley calls for a convention to make decisions about California's future.
- _____ California is put under military rule.
- _____ The people of California vote to ratify the new constitution.



Skills: Resolve Conflict

DIRECTIONS Answer the questions below to help resolve a conflict.

Matt and Aisha are a brother and sister with a problem. Matt wants to use the craft table to make his social studies project. Aisha wants to use the craft table to make her science project. What should they do?



1 What is the conflict?

2 What does each person want?

3 How might Matt want to resolve the problem?

4 How might Aisha want to resolve the problem?

5 What compromise could Matt and Aisha find?

© Harcourt

DIRECTIONS The delegates to the Monterey Convention had many important decisions to make, such as where California's eastern border should be and whether or not California should be a free state. In the end, delegates chose to set the eastern border at the Sierra Nevada and the Colorado River and for California to be a free state. With 48 delegates, many other compromises must have been made to reach an agreement.

Think of a conflict that happened recently in your classroom, school, or community. Answer the questions below to describe the conflict and its resolution.

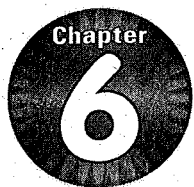
1 Describe the conflict.

2 What did each person want?

3 How did each person want to resolve the conflict?

4 How was the conflict resolved?

5 What are some compromises that could have been made?



Name _____ Date _____

Study Guide

DIRECTIONS Jessica is a reporter for her school's student newspaper. She decided to write an article to answer a reader's question, "How does the name of the San Francisco 49ers relate to California's history?" Use the terms below to fill in the missing words of her article.

Lesson 1

gold rush
forty-niners
Isthmus
claim
Sutter's Mill

Lesson 2

consumers
entrepreneurs
scarce
inflation
hydraulic mining

Lesson 3

convention
delegates
legislature
ratify
compromise

Lesson 1 In 1848, gold was discovered at _____.

This discovery set off a _____. In a short time, about 90,000 fortune seekers traveled to California to find gold. Cities such as San Francisco grew quickly. At the time, there were three main routes to California from the United States. The fastest route took travelers across the _____ of Panama. This land connects North America and South America. The fortune seekers were known as _____. The nickname came from the year in which many of them came to California. One of the first things gold seekers did in California was to stake a _____. Once that was done, the search for gold began!

© Harcourt



CALIFORNIA STANDARDS HSS 4.3, 4.3.2, 4.3.3, 4.3.5, 4.4, 4.4.2, 4.4.4

(continued)

Lesson 2 The dream of finding gold brought large numbers of people to California in a short period of time. Most people looked for gold. Some people called _____ started businesses to provide goods and services needed by the miners. The miners who bought these goods or services were _____. The gold rush had a huge impact on California's economy. Goods became hard to find, or _____. Shortages in goods and labor caused _____. The gold rush also affected the environment. One of the most harmful mining methods was _____.

Lesson 3 California was then ready for a new government. A _____ was held in Monterey in 1849. _____ wrote a constitution that created a _____ to be elected by the people. In November of 1849, the people of California voted to _____ the new constitution. California's new senators asked Congress to allow California to join the United States. This set off a huge debate about whether it should join as a free state or a slave state. A _____ was reached, and California joined the United States on September 9, 1850.

Because California had a large population of United States citizens at the time, it was easier to become a state. More than 150 years after California joined the United States, people no longer come to the state of California looking to get rich quick from gold. But they are reminded of those who did every time they see a San Francisco 49ers football game!

DIRECTIONS Complete the Venn diagram below to show that you understand how two of the methods forty-niners used to search for gold were alike and how they were different.

Panning

- single person
- river water, sand, and gravel scooped into pan
- water swirled around pan

Topic 2

Cradle

- at least two people
- two trays; top tray filled with sand, soil, and gravel
- water poured over material in top tray as cradle is rocked

Links to the East

DIRECTIONS Read each sentence about California's links to the eastern United States. Decide whether each statement is true (T) or false (F). Rewrite each false statement to make it true.



- 1 _____ The telegraph used electricity to send messages over wires.

- 2 _____ The telegraph was invented by Johnny Fry.

- 3 _____ The Overland Mail Act helped pay for mail service between the Mississippi River and San Francisco.

- 4 _____ It took hours to send a message by telegraph.

- 5 _____ John Butterfield started the Overland Mail Company.

- 6 _____ The Pony Express was put out of business by the Overland Mail Act.

- 7 _____ An Overland Mail stagecoach could carry mail and people.

- 8 _____ With each improvement in communication, California's ties to the rest of the United States grew stronger.



Building the Transcontinental Railroad

DIRECTIONS Imagine you are a Chinese worker on the transcontinental railroad. You are getting ready to write a letter home. Use the questions below to help organize your thoughts.

1 Which railroad company do you work for?

2 What kind of work do you do? Is it dangerous?

3 Are there a lot of Chinese workers? About how many workers are there?

4 How much do you earn? Is it a good wage?

5 What is the most track that you and the other Chinese workers laid in one day?



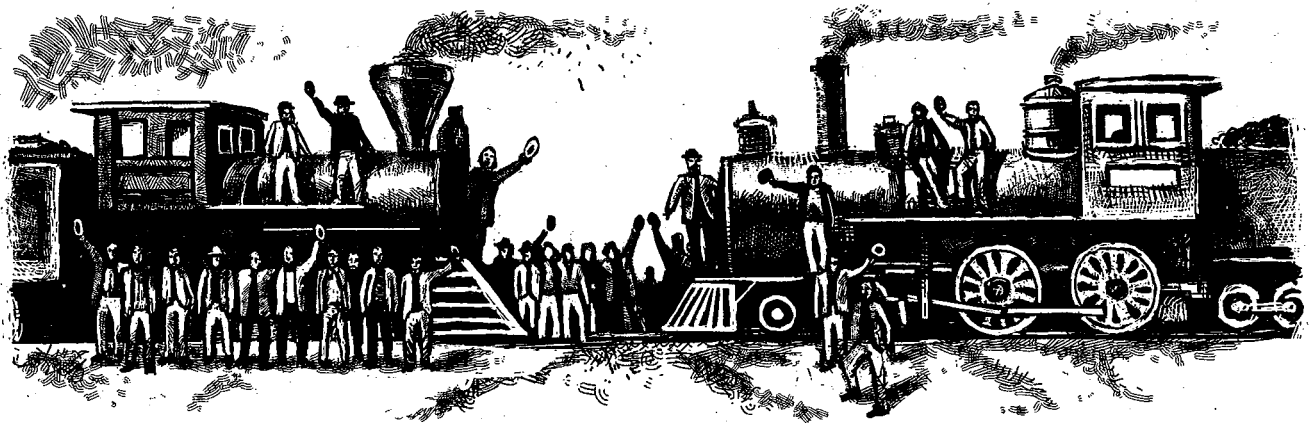
DIRECTIONS Compare and contrast travel from the East coast to the West coast before and after the transcontinental railroad was built.

1 Before the transcontinental railroad was built, it could take weeks to travel to California on the overland route. How long did the overland route take after the transcontinental railroad was finished?

2 Before the railroad, overland travel was rough and dangerous. What was the journey like for railroad passengers?

3 How did the transcontinental railroad increase trade for California?

4 How do you think California changed with the coming of the railroad?



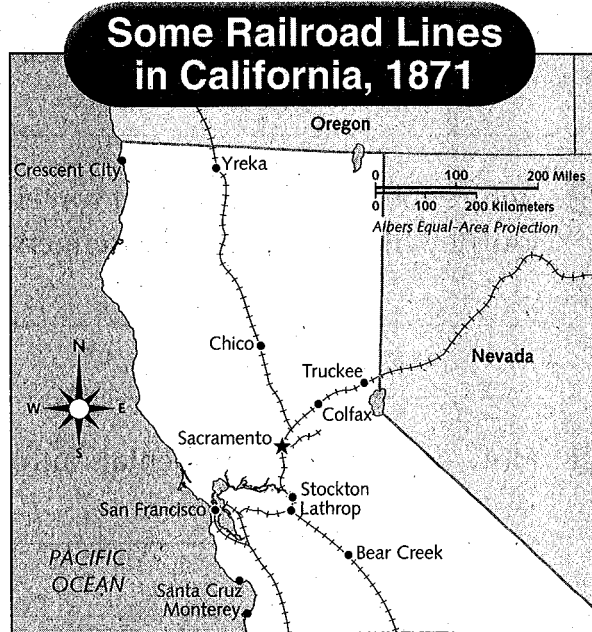
Rails Across California

DIRECTIONS Pretend you are a traveler in 1871. Use the map to answer these questions.

1 What is the northernmost stop in California on this map?

2 What is the southernmost stop in California shown on this map?

3 If you were a merchant in San Francisco, would it be easier for you to send goods to Monterey by rail or by steamship? Explain.



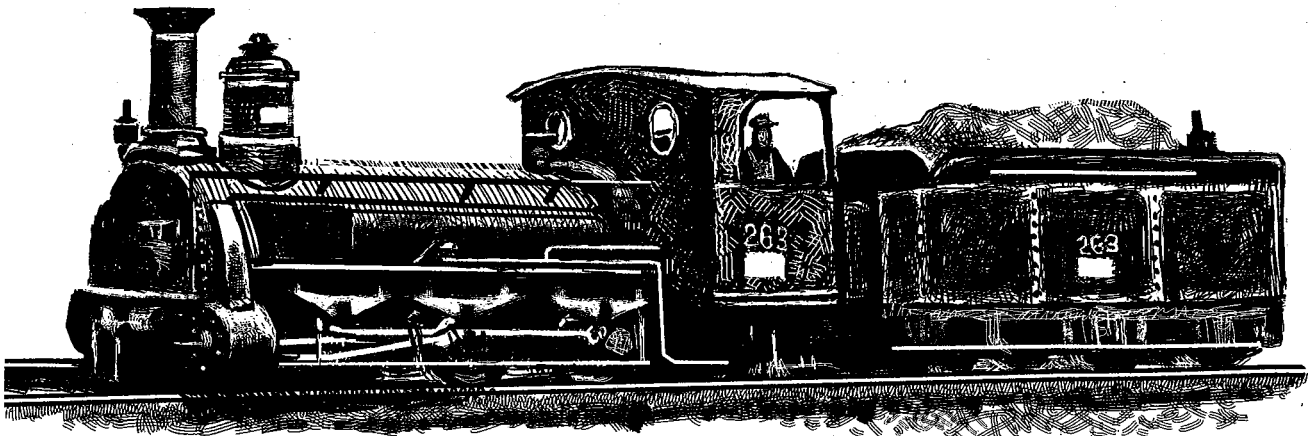
4 In 1871, could you travel to Crescent City by train? Why or why not?

5 Imagine you have planned a trip by train from Truckee to Bear Creek. What are some of the places you will travel through?



DIRECTIONS Read the following statements. Decide whether each statement describes travelers (*T*), merchants (*M*), or railroad owners (*R*).

- 1 _____ They could charge what they liked for railroad tickets since there was little competition.
- 2 _____ They lost money when the Suez Canal opened.
- 3 _____ They gained more than 11 million acres of land for one railroad as a result of the Pacific Railroad Act of 1862.
- 4 _____ Many of them didn't make the journey west because railroad tickets were very expensive.
- 5 _____ Some of them lost business because goods brought in from the East sometimes cost less than goods made and sold in California.
- 6 _____ Their railroads were nicknamed "the Octopus."
- 7 _____ When the transcontinental railroad was completed, they were eager to send goods from Asia to the East coast.
- 8 _____ Some of them had to close their businesses after the transcontinental railroad was completed.
- 9 _____ The railroad made the journey from the East Coast to the West Coast easier for them.
- 10 _____ As they grew wealthier, they bought or started the Western Pacific and California Southern railroads.



Skills: Read a Time Zone Map

DIRECTIONS Study the time zone map below. Use the information on the map to answer the questions.



- Which time zones would you travel through on a train trip from San Francisco to Chicago?



Name _____ Date _____

- 2 Which time zone is Denver in? _____
- 3 Name two states that are in more than one time zone. _____

- 4 How many hours' difference is there between the Pacific time zone and the Eastern time zone? _____
- 5 If it is 8 A.M. in New York, what time is it in Los Angeles? _____
- 6 If it is 6 P.M. in Chicago, what time is it in Anchorage? _____
- 7 If it is 3 P.M. in Honolulu, what time is it in San Francisco? _____
- 8 If it is 10 A.M. in Anchorage, what time is it in New York? _____
- 9 What is the current time where you live? Now figure out the time for each of these cities: New York, Denver, Chicago, Anchorage, and Honolulu.

- 10 Imagine that you live in Detroit and your grandmother lives in Tucson. You want to call her before she leaves at 7 A.M. By what time would you need to call her?

An Agricultural Power

DIRECTIONS Fill in each blank with the correct word or phrase to complete the sentence. Use the terms below.

refrigerated Riverside	canal wheat	tenant farmers irrigation district	commercial farms Mussel Slough	Central Valley levee
---------------------------	----------------	---------------------------------------	-----------------------------------	-------------------------

- 1 A waterway dug across the land is a _____.
- 2 Disagreements between farmers and the railroad companies led to the conflict at _____.
- 3 John Bidwell's farm was located in the _____.
- 4 _____ are farms where crops are grown mainly to sell.
- 5 In 1870, orange groves were planted in the area that would soon be known as _____.
- 6 The Wright Act allowed groups of farmers to form an _____.
- 7 A high wall made of earth which helps protect land from flooding is a _____.
- 8 By 1873, California produced more _____ than any other state in the country.
- 9 In the late 1800s, farmers began using _____ railroad cars to send crops east.
- 10 _____ paid rent on their farmland with the money they earned from the sale of their crops.



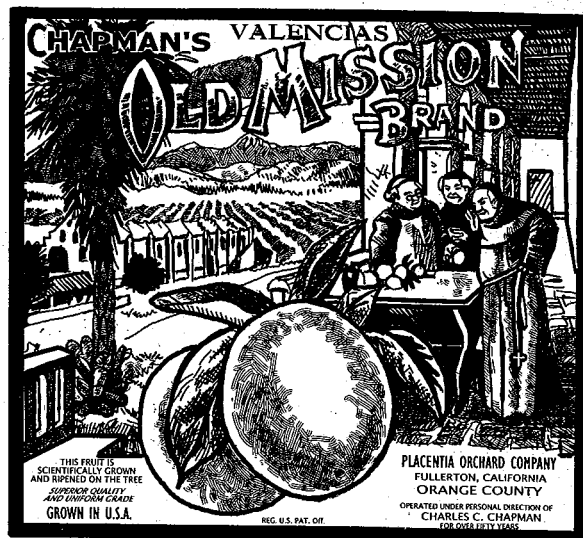
DIRECTIONS Answer the following questions about the conflict between the railroads and farmers.

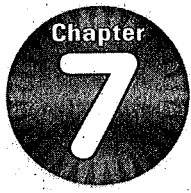
- 1 In the 1870s, about how much land did the railroad companies own in California?

- 2 What did many farmers think about the railroad companies?

- 3 Why were the farmers at Mussel Slough angry?

- 4 Recall the activity "Resolve Conflict" from the previous chapter. How might the farmers at Mussel Slough have reached a compromise with the railroad company?





Name _____ Date _____

Study Guide

DIRECTIONS Martin entered a speech contest. His topic was “Historical Links to the East: Transportation and Communication.” To prepare, Martin wrote out his speech to help him practice. Fill in the missing words or phrases to complete his speech. You will have to use some words twice.

Lesson 1	Lesson 2	Lesson 3	Lesson 4
communication	transcontinental	competition	commercial farms
stagecoach	railroad	Los Angeles	tenant farmers
telegraph	invest	“the Octopus”	irrigation districts
Pony Express	Central Pacific	railroads	canals
	Union Pacific		levees
	transportation		

Lesson 1 In the 1850s, _____ between California and the eastern United States was not easy. It took months for a letter to travel between the two coasts. On October 10, 1858, the first Overland Mail _____ arrived in San Francisco with news from the East. While mail delivery by stagecoach was quick, the _____ was even quicker. The _____ lasted for less than 18 months, but it carried almost 35,000 letters during that short time. Then the _____ replaced the Pony Express because messages could be sent across the United States in just minutes.



Lesson 2 People wanted better _____

between the East and West coasts, too. Theodore Judah had people _____ their money in a _____. He and four others started the Central Pacific Railroad Company. They began to build railroad tracks east from Sacramento. Meanwhile, the Union Pacific was building a railroad west from Council Bluffs, Iowa. Many immigrant workers were hired by both companies to help build the railroad. The _____ hired many workers from Ireland, and the _____ hired many workers from China. On May 10, 1869, the two railroads met in Promontory, Utah.

Lesson 3 In time, the owners of the Central Pacific built more _____

_____ in California. They stretched in so many directions that they were nicknamed _____. One of these was the Southern Pacific, which ran from Stockton to _____. These railroads faced little _____.

Lesson 4 Because of improved transportation, California agriculture became

a major industry. _____ met the growing demand for food by growing crops only to sell. Some areas of California lacked water. Farmers were able to form _____, which allowed the farmers to build _____ to bring water to their farms. Other areas had too much water. _____ were built to hold back the floods. Because of the railroads, some farmers had to rent the land they farmed and become _____.

READING SOCIAL STUDIES: DRAW CONCLUSIONS



Transportation and Communication

DIRECTIONS Complete the graphic organizers to show that you understand the importance of the growing links between California and the rest of the United States in the late 1800s. Use evidence and knowledge to draw a conclusion.

Evidence

A telegraph line linking California to the East Coast was finished in 1861.

Knowledge

Improved communication makes it easier to exchange ideas.

Conclusion

Evidence

On May 10, 1869, the Transcontinental Railroad was finished.

Knowledge

Improved transportation makes it easier for people and goods to travel.

Conclusion

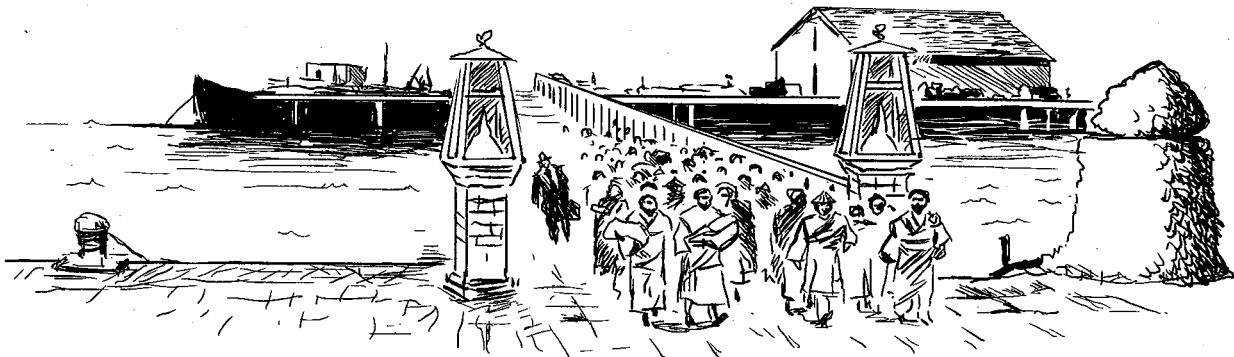


CALIFORNIA STANDARDS HSS 4.4, 4.4.1, 4.4.3, 4.4.4

Immigration and Migration

DIRECTIONS Read each sentence about immigration and migration to California. Decide whether each statement is true (T) or false (F).

- 1 _____ Many of the immigrants who came to California wanted to live among people from their home countries.
- 2 _____ By 1900, California was home to more than 1 million people.
- 3 _____ During the 1870s, Chinese immigrants could hold any job they wanted.
- 4 _____ California Indians who went to live on reservations generally had good land and could easily grow enough food.
- 5 _____ Kate Douglas Wiggin set up the first free kindergarten in San Francisco in 1878.
- 6 _____ Immigrants who entered the United States on the Pacific coast were held on Ellis Island.
- 7 _____ African Americans built their own town, called Anaheim.
- 8 _____ Prejudice is the unfair feeling of hate or dislike for members of a certain group, race, or religion.
- 9 _____ Many German, French, and Italian immigrants planted vineyards.
- 10 _____ People from other parts of the United States came to California to build new lives during the late 1800s and early 1900s.

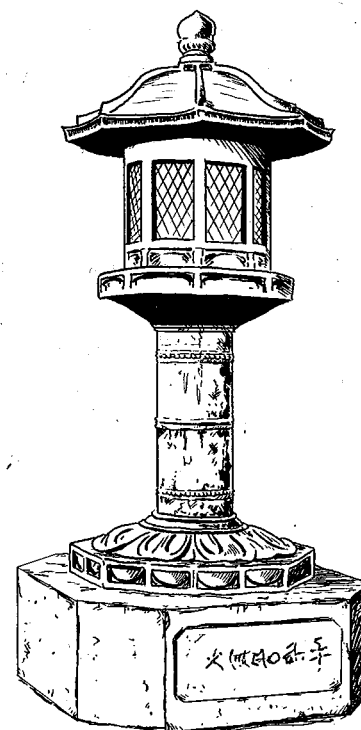


DIRECTIONS Ian just came back from a vacation in San Francisco.

He gave a report to his class about one of the places he visited, the Japanese Tea Garden in Golden Gate Park. Read his report, and use the information to answer the questions below.

A beautiful example of Japanese culture in California is the Japanese Tea Garden. It is located in San Francisco's Golden Gate Park. The idea for the garden was a result of the 1894 World's Fair. Makoto Hagiwara, a Japanese immigrant, wanted to share his culture with his new country. The Tea Garden was the first Japanese garden in the United States. It became a permanent part of Golden Gate Park.

In the Japanese culture, a garden is considered to be one of the highest art forms. The Tea Garden includes many plants that are native to Japan. Another special feature is the 9,000-pound Lantern of Peace. The children of Japan contributed money to buy the lantern and gave it to the garden.



- 1 In which park is the Japanese Tea Garden?

- 2 Why was the Japanese Tea Garden built?

- 3 In Japan, why is a garden considered to be important?

- 4 What kind of plants are found in the garden?

- 5 Who helped buy the Lantern of Peace?

Southern California Grows

DIRECTIONS Read the fictional newspaper article below, about the late 1880s. Fill in the blanks to complete the article. Use the terms below to help you.

dust clouds	harbor
petroleum	reservoirs
climate	Owens Valley
ranching	derrick
population	aqueduct

Population Is Booming in Southern California!

Los Angeles—People are coming to California by the thousands! The _____ here grew from about 11,000 people in 1880 to more than 300,000 people in 1910. Low fares on railroad tickets are luring many people into traveling west. Some people are hoping California's warm _____ will make them healthier. To help get supplies to all of these people, a _____ was built in San Pedro Bay to help get supplies to Los Angeles.



San Pedro Bay



CALIFORNIA STANDARDS HSS 4.4, 4.4.4, 4.4.7

(continued)

Another reason for this population growth is the discovery of oil, or

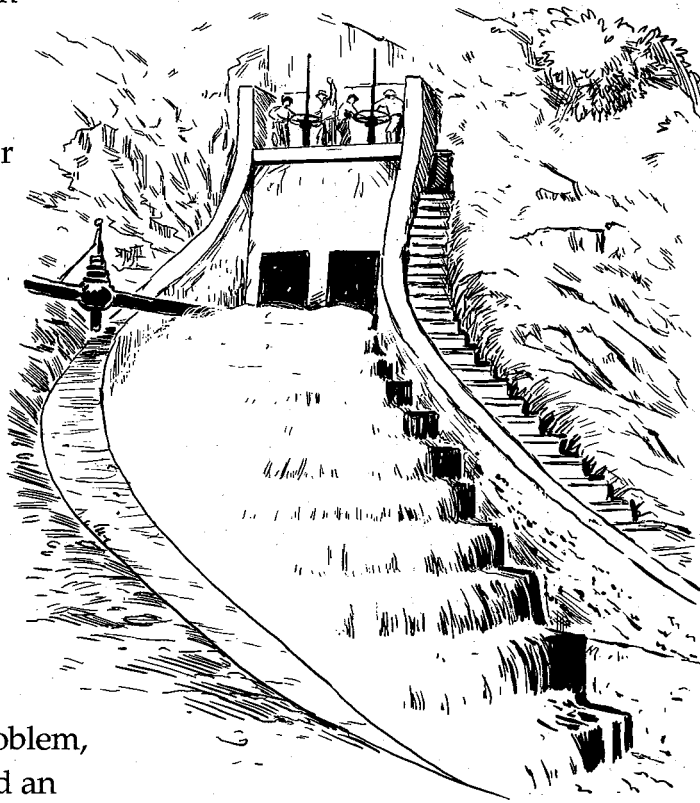
_____. After the railroads found that oil was cheaper and cleaner to burn than coal, there has been a great demand for it. Some people have even tried to drill for oil in their yards. These people each

have a tower, or _____, in their yards!

All of this growth has caused a huge strain on southern California's water supply. Water from the Los Angeles River and from human-made

lakes, or _____, has not been enough. To solve the water problem, a large system of pipes and canals called an

_____ is bringing water to southern California from the Owens River.



Los Angeles Aqueduct

Los Angeles's need for water has upset the people living in the _____. They did not know that Los Angeles bought most of the land on both sides of the Owens River. Since Los Angeles controls the water supply, there may not be enough water in the valley for people's crops and animals. Some of the people in the valley are trying to fight back. One group used dynamite to blast a hole in the aqueduct. But the hole was fixed, and water continues to flow to Los Angeles.

Someday, pipes may bring water back to the valley. If water is returned to the valley's dry lake bed, it will reduce the _____. There may finally be enough water for farming and _____ there. In the future, maybe the people of Los Angeles and of the valley will share the water they both need.

Changes in Northern California

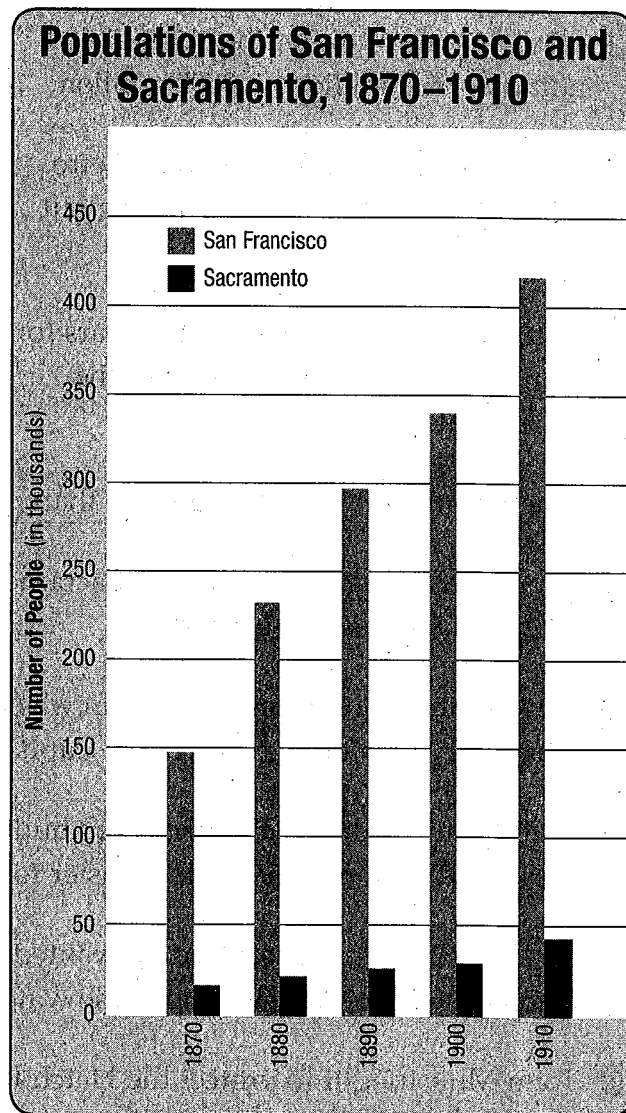
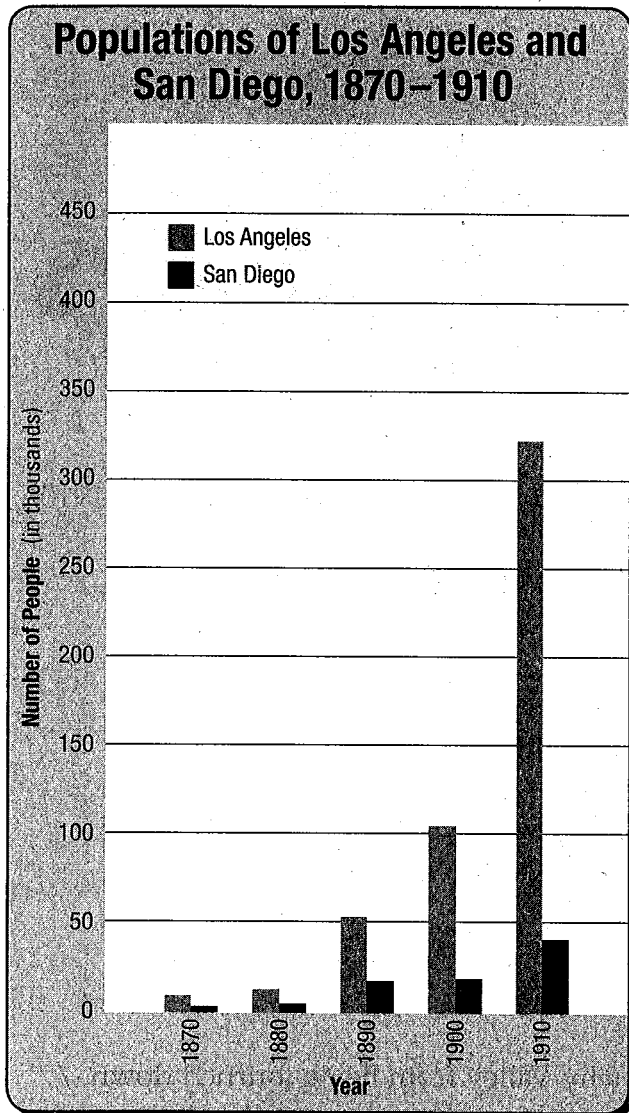
DIRECTIONS For each sentence, circle the word or phrase that makes it correct.

- 1 A terrible earthquake hit San Francisco in 1906 / 1908.
- 2 Damage from this earthquake totaled almost \$100 million / \$500 million.
- 3 After the earthquake, Amadeo Pietro Giannini helped people by giving out loans of money / food.
- 4 It took fewer than five / ten years for San Francisco to be rebuilt after the earthquake.
- 5 The population of Oakland more than doubled / tripled between 1900 and 1910.
- 6 Japanese immigrants moved to Sacramento to work on vegetable farms / fruit farms.
- 7 The Japanese community of Florin was known as the Raspberry Capital / Strawberry Capital of California.
- 8 In 1909, the California government built a highway system / a railroad system that made it easier for people to travel.
- 9 In 1914, San Francisco's leaders wanted to build a bridge / a dam on the Tuolumne River to help relieve the water shortage.
- 10 John Muir fought to protect the Hetch Hetchy Valley from being burned down / flooded.



Skills: Read a Double-Bar Graph

DIRECTIONS Study the double-bar graphs, which show the populations of Los Angeles and San Diego and of San Francisco and Sacramento between the years 1870 and 1910. Use the graphs to answer the questions on the next page.



© Harcourt

Name _____ Date _____

- 1 Which city had a larger population in 1870, Los Angeles or San Diego?

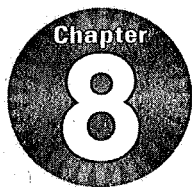
- 2 About how many more people lived in San Francisco than in Sacramento in 1900?

- 3 Did Los Angeles or San Diego grow more between 1880 and 1890?

- 4 What years saw the greatest increase in population for all the cities?

- 5 Study the population data of each city between 1870 and 1910. Overall, did the northern cities or the southern cities have the larger total population?

- 6 Study the population data between 1870 and 1910. Look at how fast the cities' populations grew over the years. Overall, did the northern cities or the southern cities show greater population growth?



Name _____ Date _____

Study Guide

DIRECTIONS Paul wrote a short story for school about people moving to California. He wanted his story to tell how California's population growth changed the state. Fill in the missing words in Paul's short story. Use the terms below to help you.

Lesson 1

immigration
migration
prejudice
reservation
climate

Lesson 2

petroleum
boom
derrick
aqueduct
hydroelectric power

Lesson 3

Tuolumne River
naturalist
Florin
Hetch Hetchy Valley
highway

Lesson 1 In 1872, a family from China moved to San Francisco. The family members wanted a better life for themselves. They were not alone. In the late 1800s and early 1900s, _____ to the United States increased a lot. People from countries such as Germany, Japan, Armenia, and Denmark settled all over California. At the same time, _____ also increased, because people already living in the United States moved to California. Many people who moved to California hoped that the mild _____ would make them healthier. Unfortunately, the new family from China was not treated fairly. It faced discrimination that grew out of _____. African Americans and Indians were not treated well either. The government even tried to force Indians to move to an area of land set aside for them called a _____.

© Harcourt



CALIFORNIA STANDARDS HSS 4.4, 4.4.3, 4.4.4, 4.4.7

(continued)

Lesson 2 A family from Texas also moved to California. This family lived near Los Angeles. The father found work drilling for oil, or _____ . He worked on a _____ that held a drilling machine. The discovery of oil started a time of fast economic growth, or _____ , in southern California. Soon after the family moved, other relatives also moved to California. They were looking for jobs. An uncle got a job in the Mojave Desert. He helped build an _____ that would bring water to Los Angeles. The moving water was used to make electricity. Electricity made by using moving water is called _____ .

Lesson 3 In 1905, a family from Japan settled near Sacramento. The family lived in a Japanese American community named _____ . There the family grew strawberries. In 1909, the family went to visit friends in San Francisco. The trip was very easy because the government had just built a _____ system. In 1914, the son met John Muir, a well-known _____. Muir worked to prevent the building of a dam on the _____. Building it would flood a part of Yosemite National Park called _____. Although people didn't want to damage a national park, the dam was built anyway. San Francisco got its water, but the plan made many people angry.

READING SOCIAL STUDIES: DRAW CONCLUSIONS



A Growing Economy

DIRECTIONS Complete the graphic organizers to show that you understand how to use evidence and knowledge to draw conclusions about the growth of California's economy.

Evidence	Knowledge
California was seen by many immigrants as a land of opportunity.	People from different cultures can learn from each other's ways of life and traditions.
Conclusion 	

Evidence	Knowledge
Oil was discovered in California in the late 1800s.	The demand for oil increased because it is used to fuel automobiles and railroad locomotives.
Conclusion 	



Into a New Century

DIRECTIONS Fill in the blanks to complete the sentences about California in the early 1900s. Use the terms below.

cotton
bribe
talkies
aviation

films
consumer goods
World War I
amendments

Panama Canal
suffrage
airplane factory
car

- 1 To _____ someone is to promise or give the person money or a gift to get him or her to do something.
- 2 Changes to a constitution are called _____.
- 3 Glenn Martin built California's first _____ in 1909.
- 4 In 1911, women in California gained the right to vote, or _____.
- 5 In the early 1900s, many theater owners replaced live actors with _____.
- 6 In 1914, the _____ opened, which helped increase trade between California and the rest of the world.
- 7 In 1917, the United States entered _____ after Germany began attacking United States ships.
- 8 During World War I, California supplied _____ for uniforms.
- 9 The making and flying of airplanes is called _____.
- 10 In the late 1920s, motion pictures with sound were called _____.
- 11 By 1925, there was one _____ for every three people in Los Angeles.
- 12 Products made for people to use are called _____.



DIRECTIONS Read the statements below. Identify the person who might have said each one. Write Glenn Martin, Caroline Severance, Hiram Johnson, or Louis B. Mayer.

1 "I was a moviemaker who started in business by owning one movie theater in 1907.

I am _____."

2 "I was the first woman in California to register to vote.

I am _____."

3 "I was a pioneer in California's aviation industry.

I am _____."

4 "I helped reform the government of California.

I am _____."

5 "I built an airplane factory in Santa Ana.

I am _____."

6 "I was one of the first successful moviemakers.

I am _____."

7 "I was elected governor of California.

I am _____."

8 "I was a leader in the suffrage movement.

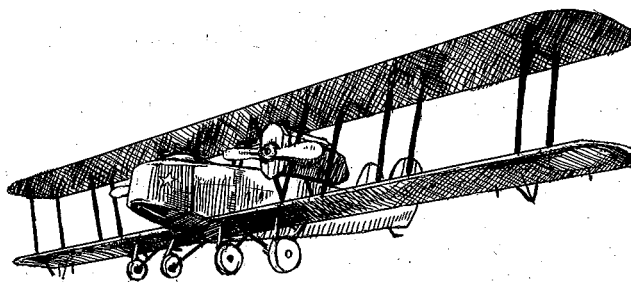
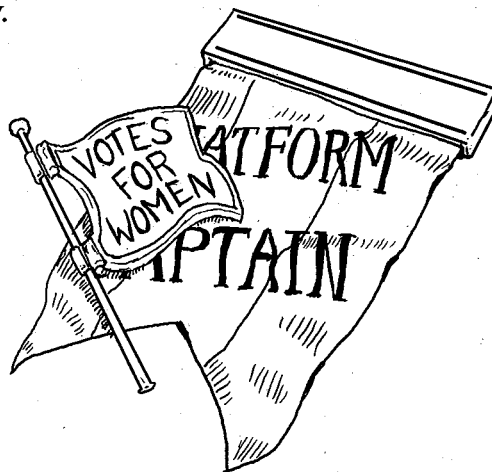
I am _____."

9 "I formed a company whose initials are MGM.

I am _____."

10 "Under my leadership, Californians voted to accept 22 amendments to the state constitution.

I am _____."



Hard Times for Californians

DIRECTIONS Circle the word or phrase that makes each sentence correct.

- 1 Most migrant workers were paid well / poorly.
- 2 The Great Depression was a time when people had little money and unemployment was low / high.
- 3 After the dust storms, many people from the Dust Bowl moved to California / New York, but many could not find steady jobs.
- 4 The area of the United States affected by floods / drought in the early 1930s was known as the Dust Bowl.
- 5 It took four / six years to complete the Golden Gate Bridge.
- 6 A stock market crash led to the Great Depression / Dust Bowl.
- 7 The Central Valley Project helped control floods / dust storms.
- 8 President Roosevelt promised Americans a "new deal" / a "real deal."
- 9 Dorothea Lange's photographs helped to / did not help to persuade the government to help farmworkers.
- 10 John Steinbeck's book *The Grapes of Wrath* told of the unfair ways that migrant workers were treated in the San Joaquin Valley / Dust Bowl.
- 11 Projects such as the Golden Gate Bridge hurt / helped workers in California.
- 12 In October 1929, stock prices fell so low that the drop was called a freefall / crash.



DIRECTIONS Use the paragraph below to answer questions about the life of author John Steinbeck.

John Steinbeck was born in Salinas in 1902. When he was a teenager, he decided to become a writer. In 1919, Steinbeck entered Stanford University. He left Stanford in 1925.

Critics believe that Steinbeck wrote most of his best fiction during the 1930s. During this time, he often worked closely with migrant workers. He started to understand their problems. His best-known book, *The Grapes of Wrath*, focused on the lives and problems of migrant workers. This novel won a Pulitzer Prize and a National Book Award.

During World War II, Steinbeck did patriotic writing and served as a war correspondent. After the war, Steinbeck continued to write. In 1962, John Steinbeck was awarded the Nobel Prize in Literature. He died six years later in 1968.



John Steinbeck

1 When did John Steinbeck decide to become a writer?

2 When did Steinbeck write most of his best fiction?

3 What is the title of Steinbeck's best-known book?

4 What did Steinbeck do during World War II?

5 Which prize did Steinbeck win in 1962?

Skills: Make a Thoughtful Decision

DIRECTIONS Read the steps for making a thoughtful decision. The steps are out of order. Write the steps in their correct order.

- Think about possible consequences of each choice. Decide which choice will have the best consequences.
- Make a list of choices to help you reach your goal.
- Put your decision into action.
- Gather the information you will need to make a good decision.

1
↓
2
↓
3
↓
4



DIRECTIONS Review some decisions that were made during the Great Depression. Then answer the questions.

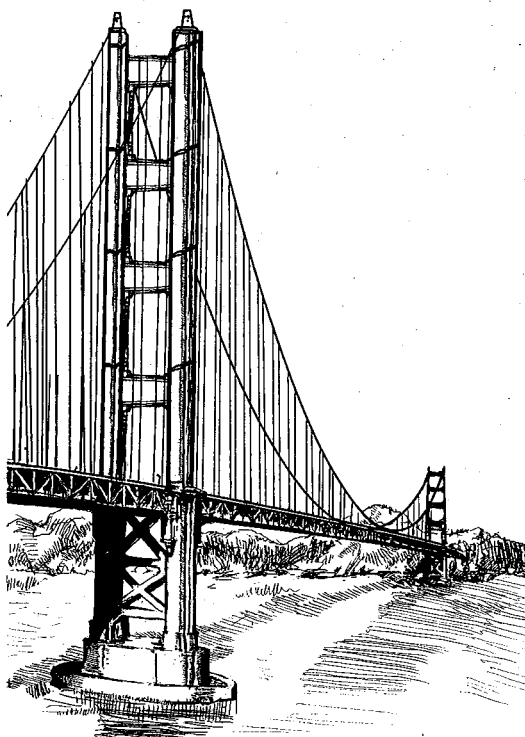
- ① Superintendent Leo Hart decided to build Weedpatch School. What are two other choices he could have made?

- ② What are some consequences of building Weedpatch School?

- ③ The Golden Gate Bridge is a very visible result of a decision. What was the goal of building the Golden Gate Bridge?

- ④ President Roosevelt and Congress created the New Deal programs. What was the goal of these programs?

- ⑤ What are other choices that the President and Congress could have made about the New Deal and its programs?



California and World War II

DIRECTIONS Study the poster from World War II. Then answer the questions.

When the United States entered World War II in 1941, huge numbers of people went into the armed forces. Workers were needed to replace those who had gone off to war. Most people, especially women, went to work in factories, steel mills, shipyards, and offices to support the war effort.

Californians at home played an important role during World War II. New military bases were built in California to prepare soldiers for fighting. People realized that food rationing was necessary to make sure that the members of the armed forces would have enough to eat. Children helped by collecting metal, rubber, and paper to be recycled.



- 1 What is this poster about? _____

- 2 Why were posters like this one made? _____

- 3 Why was this message important? _____

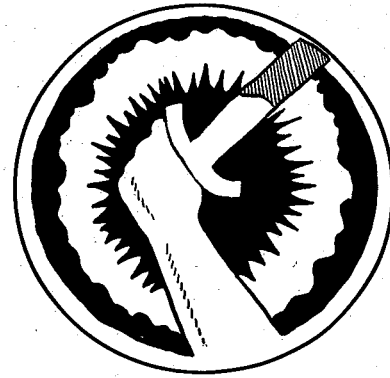
- 4 What details in the poster got the message across? _____



Name _____ Date _____

DIRECTIONS Describe the effect of World War II on the group of Californians mentioned in each question.

- 1 What was the effect of the war on Japanese Americans?

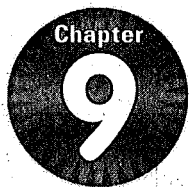


World War II patch for
the 442nd Regimental
Combat Team

- 2 What was the effect of the war on African Americans?

- 3 What was the effect of the war on skilled Mexican farmworkers?

- 4 What was the effect of the war on women?



Name _____ Date _____

Study Guide

DIRECTIONS At a family reunion, you listen to your great-grandmother tell stories about life during the Great Depression and World War II. Later, you decide to find out more about these events to include in a family history book. Fill in the blanks to complete the sentences using words from the lists below.

Lesson 1

bribes
reform
suffrage
amendments
aviation

Lesson 2

stocks
depression
unemployment
migrant workers
Dust Bowl

Lesson 3

munitions
shortage
braceros
recycle
relocation camps

Lesson 1 In the early 1900s, California was an exciting place.

Under Governor Hiram Johnson, Californians voted to accept 22 _____ to the state constitution. These changes helped _____ the state government. Big businesses could no longer get their way by offering _____ to officials. Women gained _____, or the right to vote, in state elections. The opening of the Panama Canal meant shipping routes between the East coast and California were much shorter. After World War I, the economy was strong. New industries, such as the airplane, or _____, industry, came to California. Also, new products were being made. People could afford to buy things such as vacuum cleaners and cars. Movies also started to become popular. Hollywood became the movie capital of the world!



CALIFORNIA STANDARDS HSS 4.4, 4.4.4, 4.4.5, 4.4.6

(continued)

Lesson 2 The 1930s brought a bad _____. It began when shares of ownership in a company, called _____, lost value in 1929. People had less money, so they bought fewer goods. Businesses began to fail. Then, outside of California, a drought began. The central part of the United States became known as the _____. The drought caused many families in those states to want to leave. Some families wanted to come to California. But many of these farmers could not find steady work in California. Instead, they moved wherever the crops were and became known as _____. Many Californians wanted to keep these workers out because _____ was high. They didn't want other people taking jobs away from Californians.

Lesson 3 The United States entered World War II in 1941. After the Japanese attacked Pearl Harbor, people became afraid. Japanese Americans were ordered to move to _____. During the war, factories made war supplies. Because of a _____ of local workers, people came to California to work. Some new workers had jobs in factories making military supplies and weapons, or _____. Skilled farmworkers from Mexico, or _____, did farm labor during the war. Women worked in factories. Even children helped out with the war. They collected materials for the military to _____. By the time the war ended in 1945, life had changed a lot for Californians!

READING SOCIAL STUDIES: CAUSE AND EFFECT



Growing and Changing

DIRECTIONS Complete the graphic organizers below to show that you understand the causes and effects of change and growth in California from the early 1900s through World War II.

Cause

The stock market crashes on October 29, 1929.

Effect

Cause

The United States enters World War II in 1941.

Effect

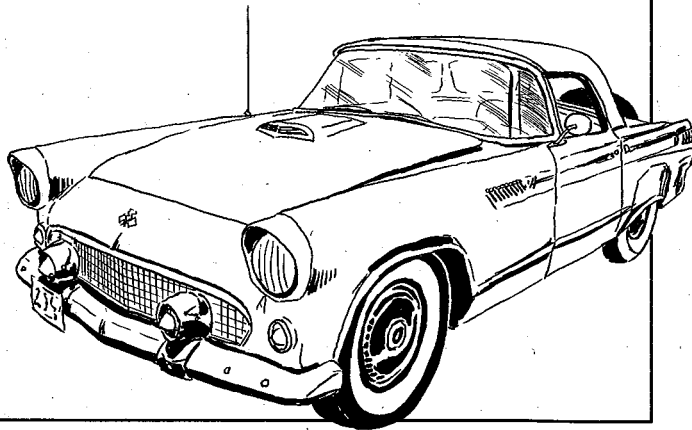


Changes After World War II

DIRECTIONS Many industries became important to California's economy after World War II. Think about each of the California industries listed in the boxes. Write an X next to each effect caused by the industry.

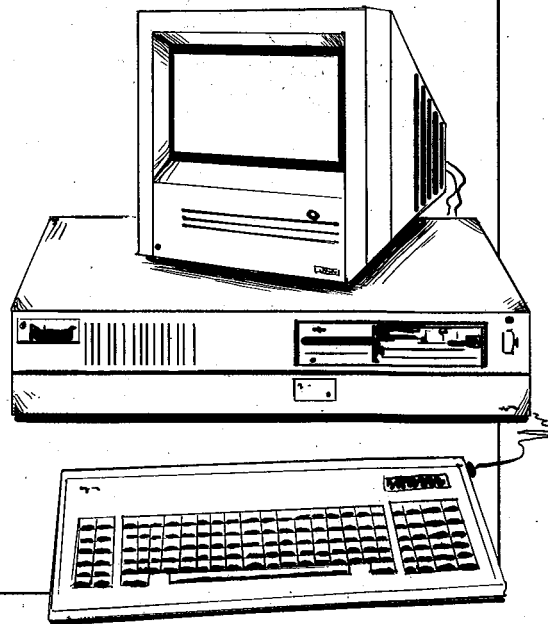
Automobile Industry

- 1 _____ Road traffic increased.
- 2 _____ Most people moved closer to their jobs.
- 3 _____ Freeways were built.
- 4 _____ Suburbs grew.
- 5 _____ It became impossible for workers to commute.



Computer Industry

- 6 _____ Fewer high-tech electronic companies opened.
- 7 _____ The silicon chip was invented.
- 8 _____ Computers became less expensive.
- 9 _____ Space travel became possible.
- 10 _____ Computers became smaller and faster.

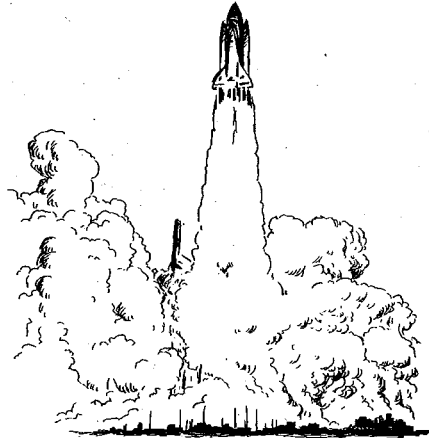


© Harcourt



Aerospace Industry

- 11 _____ It helped develop more advanced rocket engines.
- 12 _____ It helped reduce traffic on freeways.
- 13 _____ It put jet engines in most cars.
- 14 _____ It improved air travel.
- 15 _____ It helped Americans land on the moon.



DIRECTIONS Choose a job in one of the industries, and plan a brief job advertisement for it. Write four sentences giving reasons why it is an exciting job to have in California.

Help Wanted!

Advertisement title: _____

Work in the _____ industry!

Reason 1: _____

Reason 2: _____

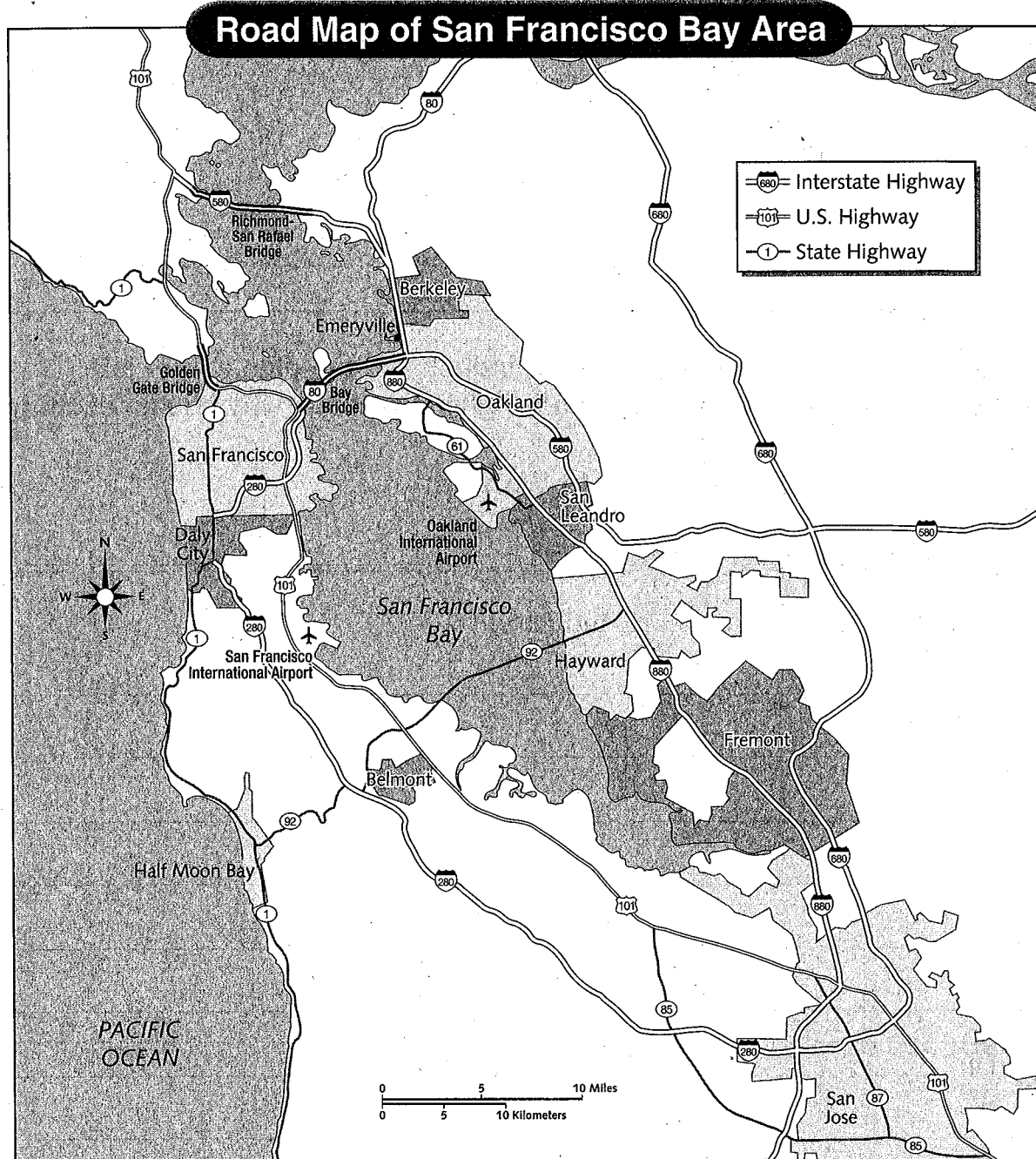
Reason 3: _____

Reason 4: _____

It's great to work in California!

Skills: Read a Road Map

DIRECTIONS Study the map of the San Francisco Bay area shown below. Use the map to answer the questions on the next page.



© Harcourt



Name _____ Date _____

- 1 Which highway runs by San Francisco International Airport?

- 2 Which highway shown on the map is closest to Oakland International Airport?

- 3 About how many miles is it from Daly City to Belmont on Interstate 280?

- 4 The Bay Bridge is part of what Interstate Highway?

- 5 Which highway would you take to get from Belmont to Hayward?

- 6 Which roads would you take to get from the San Jose area to the San Leandro area if you were heading east on State Highway 85?

- 7 How would you get from Emeryville to Half Moon Bay?

- 8 How would you get from Half Moon Bay to San Jose?

Rights for All Californians

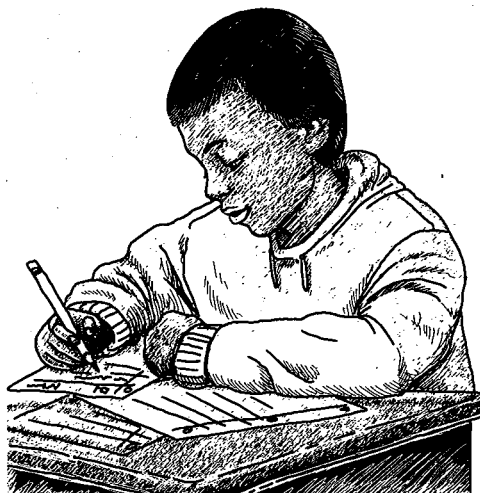
DIRECTIONS Read the following information about *Mendez v. Westminster* and its effect on schools. Then organize the information on the time line on the next page.

In 1896, the United States Supreme Court ruled in favor of a law that allowed segregation in public places if facilities were “separate but equal.” The rule said that it was all right to have separate railroad cars for African Americans. The only restriction was that the railroad cars had to be similar to those for white people. This idea of “separate but equal” was then applied to all aspects of life, including schools. African Americans were not the only group affected by this rule. Mexican Americans and other groups also faced the idea of “separate but equal.” Many people felt that this segregation was a form of discrimination.

Gonzalo Mendez and four other Mexican American fathers decided to fight the ruling. They thought children of Mexican and Latin descent should not have to go to a separate school. In March 1945, they filed a claim in the federal court in Los Angeles. The case became known as *Mendez v. Westminster*.

In February 1946, Judge Paul J. McCormick ruled that Mendez and the other fathers were correct. In June 1947, California Governor Earl Warren signed a new law passed by the California legislature. The new law said that the “separate but equal” ruling could no longer be applied to California schools.

Mendez v. Westminster also affected African Americans. In February 1951, the parents of 20 African American schoolchildren in Topeka, Kansas, filed a lawsuit to stop segregation in schools there. This case was called *Brown v. Board of Education of Topeka*. Their lawsuit was eventually heard by the United States Supreme Court. The parents argued that separate schools made the children feel as though they were not equal to their peers. This was the same argument used in *Mendez v. Westminster*. In May 1954, all of the Supreme Court justices decided the parents were correct. The Court said that the idea of “separate but equal” broke the Fourteenth Amendment to the Constitution. This amendment says that all citizens must be treated equally. The court said that segregation in all schools must end. Soon other states began to join California in saying that “separate but equal” schools were illegal.



© Harcourt

**CALIFORNIA STANDARDS HSS 4.4, 4.4.8; CS 1***(continued)*

Name _____ Date _____

- California Governor Earl Warren signs a law that says the “separate but equal” ruling can no longer be applied to California schools.
- The Supreme Court rules that “separate but equal” schools are against the Fourteenth Amendment.
- *Brown v. Board of Education of Topeka* is brought to court.
- Gonzalo Mendez and four other Mexican American fathers file a claim in a case called *Mendez v. Westminster*.
- Judge Paul J. McCormick rules that Mendez and the other fathers are correct.

A vertical timeline on the left side of the page, with years 1945 through 1955 listed in black circles. To the right of each year are horizontal lines for writing notes. Some years have lines connected to the text above: 1945, 1946, 1947, 1948, 1949, 1951, 1952, 1954, and 1955.

Year	Notes
1945	_____
1946	_____
1947	_____
1948	_____
1949	_____
1950	_____
1951	_____
1952	_____
1953	_____
1954	_____
1955	_____

A Diverse State

DIRECTIONS For each sentence, circle the word or phrase that makes it correct.

- 1 All people born in the United States are citizens / immigrants of the United States.
- 2 The diverse cultures of immigrants have made California multicultural / unicultural.
- 3 Culture includes language, food, and religious beliefs / classes you take in school.
- 4 The Punjabi American Festival celebrates the heritage of people from Cambodia / India.
- 5 Many Punjabis are members of the Jewish / Sikh religion.
- 6 Cinco de Mayo celebrates Mexican / Vietnamese heritage.
- 7 The Celtic Celebration celebrates the heritage of people from Scotland, Wales, and Ireland / Laos.
- 8 In Los Angeles, the Watts Towers Day of the Violin / Drum focuses on one musical instrument.
- 9 Citizenship Day is celebrated on July 4 / September 17.
- 10 The government has passed laws to make it harder for / easier for illegal immigrants to stay in the United States.



© Harcourt



DIRECTIONS Use the information below to complete the sentences or answer the questions.

When Chinese immigrants came to California during the gold rush, they brought many of their traditions with them. One of those traditions is the Mid-Autumn Festival, or Moon Festival. The festival is more than 1,000 years old. Asian communities all over the world celebrate the festival. Although the festival date changes each year, it is always held in the fall during a full moon. In Chinese culture, the full moon is a symbol of coming together.



Chinese moon cakes

The Mid-Autumn Festival celebrates the harvest season and is a time for families to gather together. During the festival, families return to their parents' homes for a large meal. One special food that is eaten during this celebration is the moon cake. Moon cakes are small round pastries with a flaky golden crust. They are baked with sweet fillings of nuts, mashed red beans, lotus-seed paste, or Chinese dates. The moon cakes are given as gifts.

People who can't go home are still able to celebrate the Mid-Autumn Festival. They can go outdoors, look up at the full moon, and think of their families.

- 1 Another name for the Mid-Autumn Festival is the _____.
- 2 The Mid-Autumn Festival is more than _____ years old.
- 3 What are moon cakes?

- 4 If people can't be with their families during the festival, what can they do?

- 5 How do you think the Mid-Autumn Festival is similar to Thanksgiving?

Study Guide

DIRECTIONS Fill in the missing words for Janelle's presentation for Citizenship Day. Use the terms below to help you complete the presentation.

Lesson 1		Lesson 2	Lesson 3
technology	silicon chip	boycott	multicultural
freeway	aerospace	segregation	ethnic group
commute	diverse	civil rights	heritage
urban sprawl	Fremont	labor union	culture
high-tech	Pasadena	strike	festivals

Lesson 1 After World War II, industries such as the automobile industry and the electronics industry grew. One automobile factory in _____ built 5 million vehicles! New industries led to the construction of whole communities away from urban centers, causing _____. Workers could travel to work, or _____, on a divided highway called a _____. California's economy became more _____ with so many new industries growing quickly. To support the new computer and aviation industries, more than 200 _____ electronic companies opened in the San Francisco area alone. Computer _____ helped make it possible for people to land on the moon. The Jet Propulsion Laboratory in _____ became a leader in the _____ industry. The invention of the _____ helped the computer industry.



Lesson 2 Californians from many different backgrounds have worked hard to protect what the United States Constitution promises—people's _____. The parents of Sylvia Mendez were upset that their daughter had to go to a separate school. They fought and won the case against school _____. Cesar Chavez and Dolores Huerta wanted to help migrant farmworkers. They organized farmworkers to form a _____. Chavez encouraged workers to stop doing their jobs if an employer was unfair. He led grape pickers in a _____. Then he encouraged people to _____ grapes until the problem was fixed. Other people have continued to fight for equality.

Lesson 3 Californians come from all over the world. The members of each _____ have brought the ways of their former country with them to share in their new country. These ways, such as a common language, food, and religious beliefs, make up the group's _____. When the ways of life are handed down for generations, they make up a group's _____. Immigrants help make California a _____ state. Many California cities have cultural _____, or celebrations, each year. These help make California a special place to live.

READING SOCIAL STUDIES: CAUSE AND EFFECT



Into Modern Times

DIRECTIONS Complete the graphic organizer below to show that you understand the causes and effects of key events that helped shape California in the half century after World War II.

Cause Workers who come to California during the war decide to stay.	Effect
Cause Some groups in California face discrimination.	Effect



CALIFORNIA STANDARDS HSS 4.4, 4.4.4, 4.4.6, 4.4.8

A Modern Economy

DIRECTIONS Use the table to answer the questions below.

California's Top Ten Agricultural Export Markets, 2002			
Rank	Country/Region	Value of Principal Exports (in millions)	Leading Exports
1	Canada	\$1,199	lettuce, processed tomatoes, table grapes
2	European Union	\$1,128	almonds, wine, walnuts
3	Japan	\$905	rice, almonds, hay
4	China/Hong Kong	\$345	table grapes, oranges, cotton
5	Mexico	\$293	dairy, table grapes, processed tomatoes
6	Korea	\$274	oranges, beef, cotton
7	Taiwan	\$212	cotton, peaches and nectarines, rice
8	Indonesia	\$101	cotton, table grapes, dairy
9	India	\$94	almonds, cotton, table grapes
10	Malaysia	\$60	table grapes, oranges, almonds

Source: California Department of Food and Agriculture

- 1 What are California's leading exports to China/Hong Kong?

- 2 What are California's leading exports to Taiwan?

- 3 What was the value of exports to Japan in 2002?

- 4 How many of the top ten markets receive California almonds?

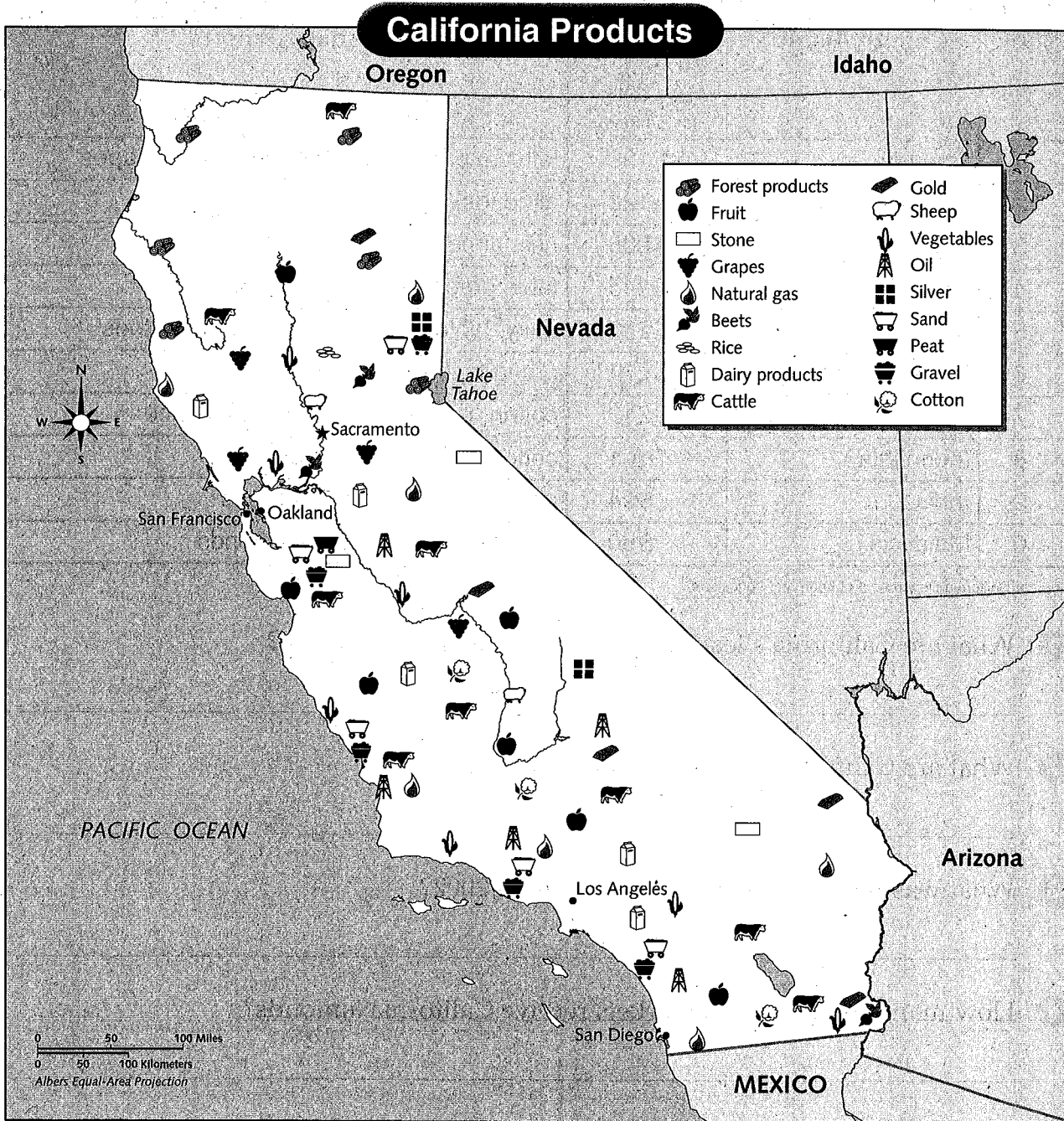
- 5 To which countries/regions does California export cotton?



CALIFORNIA STANDARDS HSS 4.4, 4.4.6

Skills: Read a Land Use and Products Map

DIRECTIONS Use the products map of California to answer the questions on the next page.



Name _____ Date _____

- 1 How does a products map show various products?

- 2 What is the symbol for dairy products?

- 3 What is the symbol for natural gas?

- 4 Peat is a kind of earth made of soil, water, and grass. Where in California is most peat found?

- 5 What kind of farm animal is raised in large numbers in the land to the north of Sacramento?

- 6 What kind of fuel would you find south of Los Angeles?

- 7 In what part of the state are most forest products found?

- 8 What five products would you find closest to the border of California and Mexico?

- 9 In which part of the state are most food products grown?

- 10 What products can be found within 50 miles of Lake Tahoe?

A State of the Arts

DIRECTIONS Read the paragraphs below. Use the information to answer the questions on the next page.

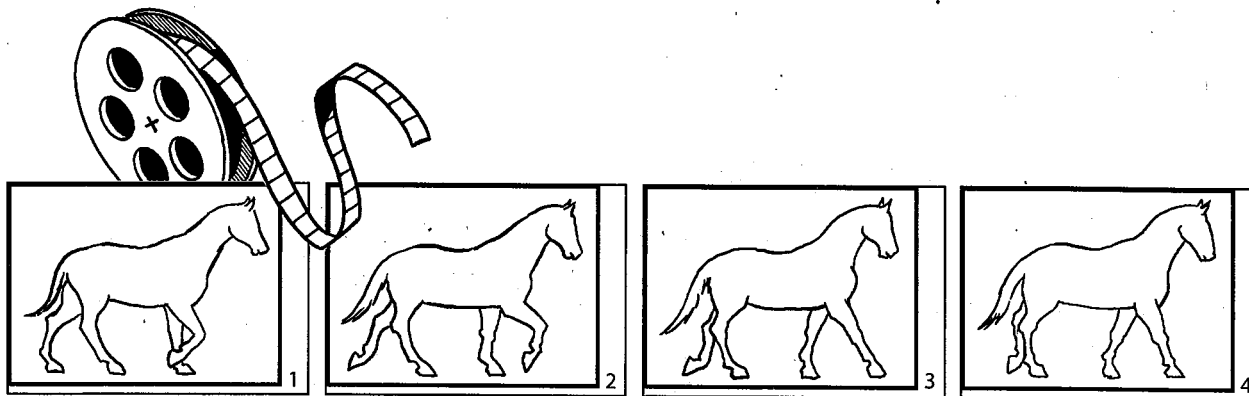
Walt Disney is one of the most famous names in the history of animation. He was the first person to add sound to his animated short films. He was also the first person to produce a feature-length animated movie.

Most of the best-known films from the Disney Studio were made using cel animation. The term *cel* comes from the word celluloid (SEL•yuh•loyd). Celluloid was the material first used for animation. Cel animation requires several artists. A layout artist decides what backgrounds are needed and how each character will look and act. A background artist draws the backgrounds for a film. Artists called animators create the drawings of the characters. Each drawing is slightly different from the one before. When the drawings are shown in order very fast, the character looks as if it can move just like a real person or animal.

Next, a group of artists must trace the drawings onto cels, or clear sheets of film. The cels and backgrounds are put in order. Then, the cels are photographed frame by frame over the correct background. A soundtrack with music and real voices talking for the characters is added last. Finally, the movie is ready to be seen.

Today, much of the animation is done using computers. Although computers can speed things up, the process still takes a long time. One large computer system may take about 6 hours to make one frame. During the movie, one frame lasts for only $\frac{1}{24}$ of a second on the screen. Some frames take as long as 90 hours to complete!

Animated movies can be great fun to watch, because they are not limited by the real world. However, both cel animators and animators who use computers know that it takes months to create just a few hours of movie magic.



© Harcourt



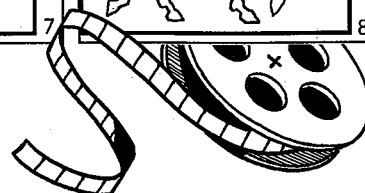
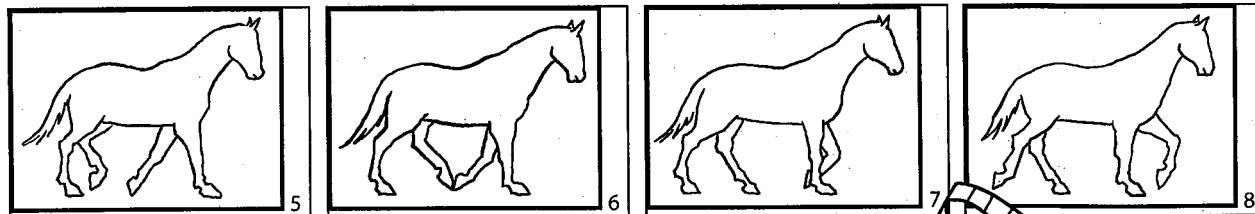
1 What California filmmaker produced the first feature-length animated movie?

2 What kind of animation did the Disney Studio use to make most of its best-known films?

3 What kinds of artists are needed to make cel animation?

4 How long does it take to make one animated frame by computer?

5 How difficult do you think it is to make a movie using animation? Explain why you think this, using reasons you learned in the reading.



Education in California

DIRECTIONS Fill in each blank with the correct word or phrase to complete these sentences about education in California. Use the terms below.

largest	Alta California
private schools	San Francisco
university	public schools
600,000	9,000
high school	future



- 1 There are nearly _____ public schools in California.
- 2 California's first constitution set up a state _____ system for students to go to after high school.
- 3 _____ are funded in large part by city and state taxes.
- 4 In 1850, the first public school that was paid for by city taxes opened in _____.
- 5 _____ are mostly funded by private groups and individuals.
- 6 San Francisco's first public _____ opened in 1856.
- 7 There have been private schools in California since the time the Spanish ruled _____.
- 8 California has the _____ system of colleges and universities in the United States.
- 9 More than _____ students in California attend private schools.
- 10 The purpose of California's educational system is to prepare students for the _____.



CALIFORNIA STANDARDS HSS 4.4, 4.4.8

Overcoming Challenges

DIRECTIONS Identify whether each resource is renewable (*R*) or nonrenewable (*N*).

- 1 _____ gold
- 2 _____ oil
- 3 _____ trees
- 4 _____ coal
- 5 _____ water



DIRECTIONS Draw a line from each term to its definition.

- | | |
|-----------------------|--|
| 6 deficit | the protection and wise use of natural resources |
| 7 pollution | the result of a state that has spent more money than it has |
| 8 conservation | making choices based on how those choices will affect life in the future |
| 9 energy crisis | anything that makes a natural resource dirty or unsafe to use |
| 10 long-term planning | what occurs when there is not enough power to meet the demand for energy |



Skills: Solve a Problem

DIRECTIONS Review the steps to solving a problem. Then answer the questions below.

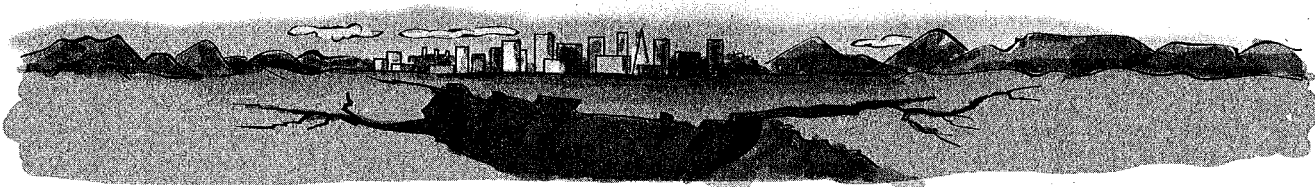
1 A city with a lot of traffic has a high level of air pollution. Identify the problem.

2 Suppose a power shortage was caused by people using a lot of electricity. Another power outage occurred immediately after an earthquake. Are the causes of the two shortages the same? Explain.

3 Some shortages can be prevented through conservation. What are some advantages and disadvantages of conservation?

4 With so many cars burning gas and oil, this nonrenewable resource is being used up quickly. What are some possible solutions to this problem?

5 Too many trees have been taken from an area of a forest. What could be a solution to this problem?



© Harcourt



CALIFORNIA STANDARDS HSS 4.1; HI 4

(continued)

DIRECTIONS Imagine that you live in southern California during a water shortage. You want to help conserve water during your everyday activities. You know that you use a lot of water when you take a bath each day because you fill the tub nearly full. You have a shower and know that taking a short shower uses less water than taking a bath. How will you help save water while still making sure you are clean? Use the questions below to help you solve your problem.



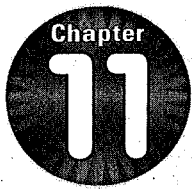
1 What is the problem?

2 Can you identify the cause or causes of the problem? Explain.

3 What are some possible solutions to the problem?

4 What are some advantages and disadvantages of each solution?

5 Choose the best solution. How will you put your solution into action?



Name _____ Date _____

Study Guide

DIRECTIONS You have an idea for a Chamber of Commerce brochure telling why California is known as the “Golden State.” Use the terms below to fill in the missing words in this brochure.

Lesson 1

international trade
importing
interdependence
food processing
tourism

Lesson 2

special effects
architects
Los Angeles
San Francisco
San Diego

Lesson 3

public
private
future
education
constitution

Lesson 4

long-term planning
conservation
renewable
nonrenewable
deficit

Lesson 1 Welcome to the “Golden State” of California! People usually think of California as a place to take a vacation. The _____ industry is just one of the industries that help California’s economy. The agriculture industry is another important industry. _____ is an important part of this industry. Trade relationships create _____ between California and people in other places. California does a lot of _____ (bringing in) and exporting (shipping out) of goods. The state’s location on the Pacific Ocean makes it ideal for _____.



CALIFORNIA STANDARDS HSS 4.4, 4.4.6, 4.4.8, 4.4.9

(continued)

Lesson 2 California is well-known as the home of the movie industry—making fantasy seem real through the use of _____. However, moviemaking is not the only art in California! The city of _____ is home to the J. Paul Getty Center, where people can view great works of art. _____ such as Julia Morgan have left their mark in the great buildings they have designed. The Centro Cultural de la Raza in _____, the Asian Art Museum in _____, and the California State Indian Museum in Sacramento all showcase the work of great artists.

Lesson 3 None of California's contributions would have been possible without _____. California's first _____ set up public schools. Delegate Robert Semple knew the importance of a good education in preparing students for the _____. Both _____ schools (funded by taxes) and _____ schools (funded by groups and individuals) help educate the people of California.

Lesson 4 Californians face many challenges, especially energy shortages. _____ can help prevent a shortage, or _____, of resources. This is true for resources that are _____ (able to be made again quickly) and _____ (not able to be made again quickly). Practicing _____ is another way that Californians protect resources while making valuable contributions to society.

READING SOCIAL STUDIES: SUMMARIZE



The Golden State

DIRECTIONS Complete the graphic organizers to show that you understand how to summarize about industries, activities, and institutions in California.

Key Fact

California has a powerful economy supported by international trade and the agriculture, high tech, and service industries.

Summary

Key Fact

California's educational system prepares students for the future.

Key Fact

Californians face energy shortages.

Key Fact

Californians are researching ways to use renewable resources.

Summary



A Plan for Government

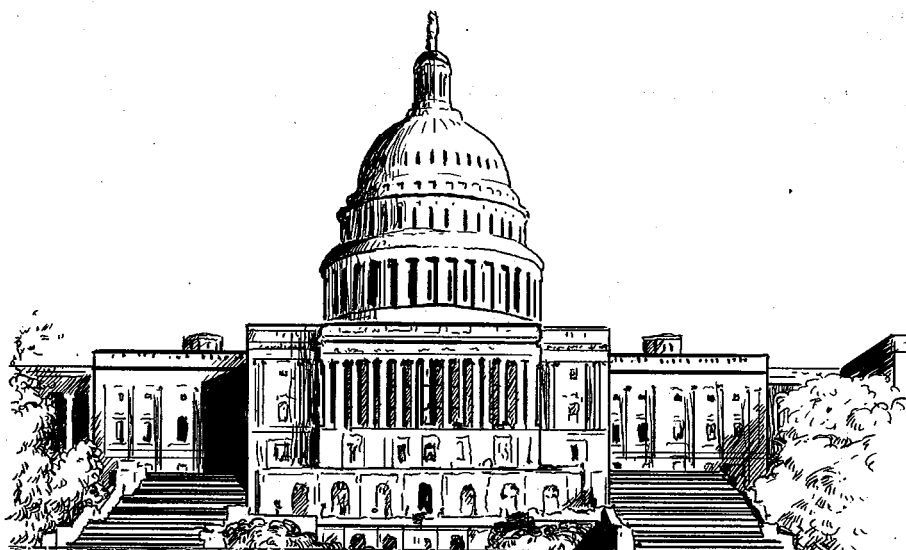
DIRECTIONS For each sentence, circle the word or phrase that makes it correct.

- 1 The first ten amendments to the United States Constitution are known as the Bill of Rights / Preamble.
- 2 Congress is the legislative / judicial branch of the federal government.
- 3 The federal government is located in Sacramento / Washington, D.C.
- 4 The United States Congress makes laws for the entire nation / state of California.
- 5 The Cabinet is a group of the President's most important advisers / senators.
- 6 Supreme Court justices are appointed for 10 years / life.
- 7 Trade between states is managed by the federal / state government.
- 8 A refund / tax is money that a government collects from its citizens, usually to pay for services.
- 9 Both the federal and state governments are divided into two / three branches.
- 10 Three / Five people from California have been elected President.
- 11 The United States House of Representatives has 100 / 435 members.
- 12 The state with the most representatives in the United States House of Representatives is California / New York.
- 13 Only the state government / federal government has the power to declare war on another nation.



DIRECTIONS Read the responsibilities listed below. Identify whether the responsibility belongs to the federal (F), state (S), or local (L) government.

- 1 _____ Collects property taxes on homes, businesses, and farms
- 2 _____ Issues driver's licenses
- 3 _____ Prints money
- 4 _____ Controls trade within the state
- 5 _____ Sets up post offices
- 6 _____ Takes care of reservoirs and canals that collect and carry water
- 7 _____ Passes laws that apply to the people in a particular city
- 8 _____ Takes care of water pipes in a specific region
- 9 _____ Sets up national standards to make sure air quality is good
- 10 _____ Collects money through sales tax
- 11 _____ Cares for national parks and historical sites
- 12 _____ Controls trade between the United States and other countries
- 13 _____ Makes up laws that affect only the people within California



California State Government

DIRECTIONS Compare and contrast the United States Constitution and the California Constitution. Use the phrases listed below to complete the diagram. Write each phrase in the correct area. Use each phrase only once. Remember, if a phrase is written in the part where the two circles meet, it must be true for both of the constitutions.

executive branch
Bill of Rights
judicial branch
Declaration of Rights
initiatives

referendum
written in 1787
highest law of the land
recall of officials
legislative branch

United States Constitution

California Constitution

DIFFERENCES

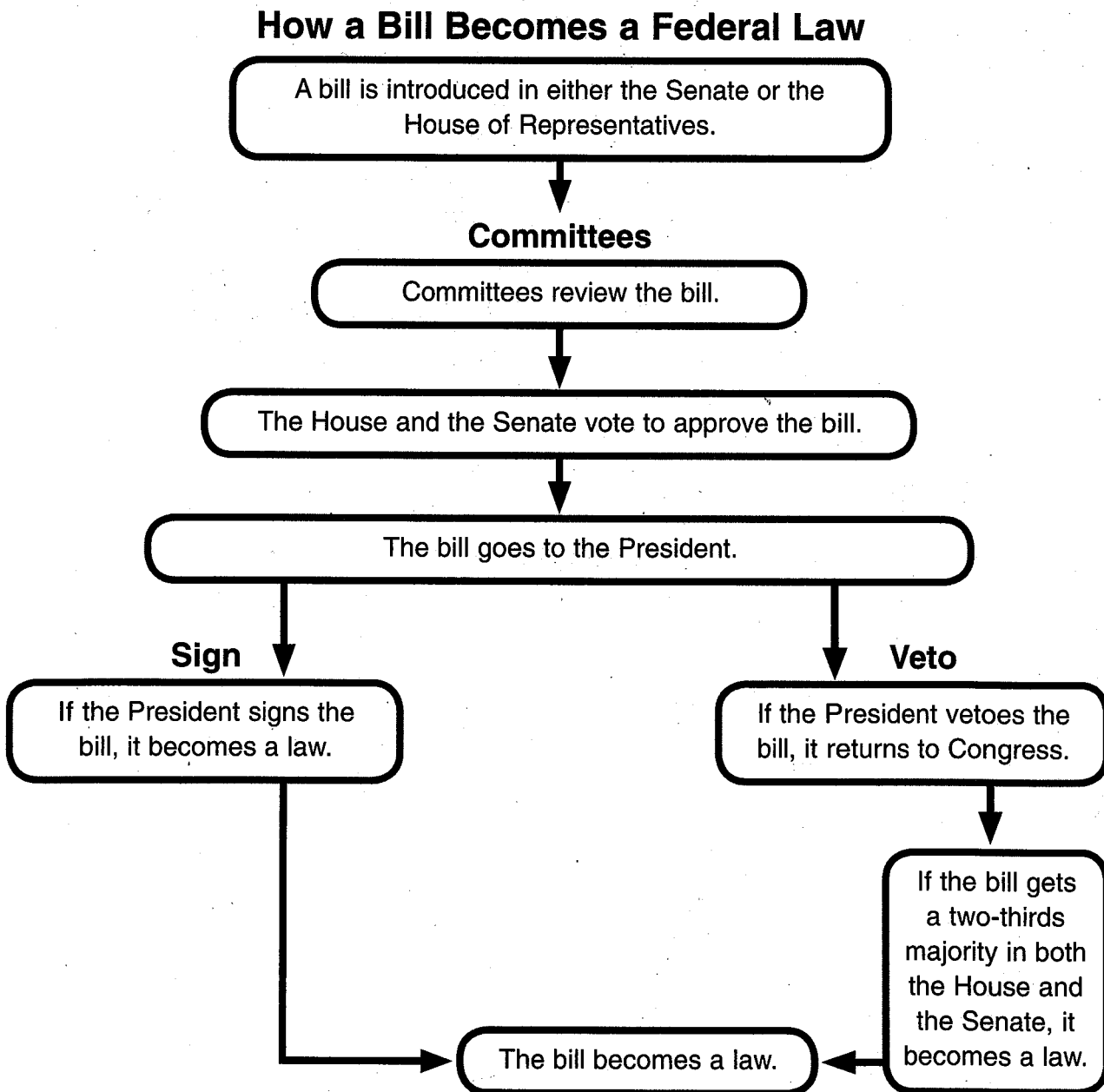
DIFFERENCES

SIMILARITIES



Skills: Read a Flowchart

DIRECTIONS Study the flowchart below, which explains how a bill becomes a federal law. Use the flowchart to help you answer the questions on the next page.



© Harcourt

Name _____ Date _____

1 Where is a bill introduced?

2 What is the next step after a bill has been introduced?

3 Who must vote to approve the bill before it goes to the President of the United States?

4 What happens if the President signs the bill?

5 Compare this flowchart to the one on pages 478–479 of your textbook. If either the President of the United States or the Governor of California vetoes a bill, how can it still become a law?

Local Governments

DIRECTIONS Match the form of local government with the person or group that represents it.

Person or Group	Form of Local Government
Los Angeles City Mayor	Indian
Sacramento County Sheriff	Municipal
Claremont Unified School District	Regional Body
Tribal Chairperson for Blue Lake Rancheria	County
Metropolitan Transportation Commission	Special District

© Harcourt



CALIFORNIA STANDARDS HSS 4.5, 4.5.5

(continued)

DIRECTIONS Answer the questions below about local governments.

- 1 What is a regional body?

- 2 A county board of supervisors does the work of which branch or branches of the government?

- 3 What is the difference between general law cities and charter cities?

- 4 List three ways that a sovereign Indian tribe is like its own nation.

- 5 Why is it important for the office of education for each county to work with the state board of education and local school districts?

Skills: Make an Economic Decision

DIRECTIONS Imagine you are the mayor of Anytown, California. The city council has just approved the budget for next year. You have \$10,000 to spend on “extras” for the town. You feel that Anytown needs police and fire department upgrades, roadwork on Main Street, new playground equipment for the park, school maintenance equipment, and new chairs for the library. You would also like to have an Independence Day parade and a Harvest Festival.

Look at the list of costs below. Choose how to spend the “extras” budget for Anytown, and answer the questions.

Anytown “Extras” Budget

\$10,000.00



Police department upgrade

\$2,500.00

Fire department upgrade

\$2,500.00

Roadwork on Main Street

\$1,500.00

New playground equipment

\$1,500.00

School maintenance equipment

\$3,000.00

New chairs for Anytown Library

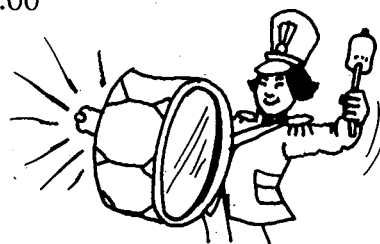
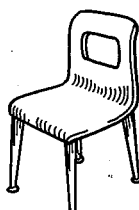
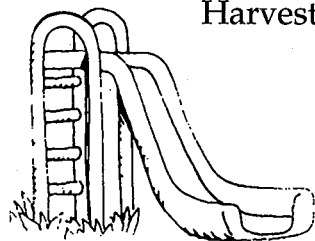
\$2,000.00

Independence Day parade

\$500.00

Harvest Festival

\$1,000.00



- 1** What do you think are the three most important budget items to spend money on? Explain your answer.



CALIFORNIA STANDARDS HSS 4.5, 4.5.4; HI 4

(continued)

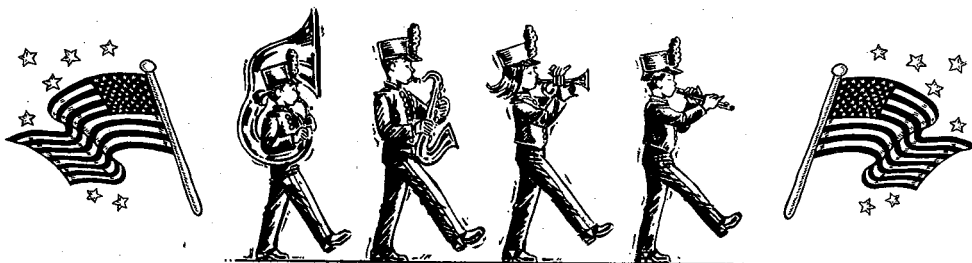
Name _____ Date _____

- 2 Based on the budget, how would you spend the \$10,000.00? Remember that the budget cannot add up to more than \$10,000.00.

- 3 Suppose you must choose between doing roadwork on Main Street and buying new playground equipment. Choosing one of these things means that you are giving up the other. What is it called when you give up one thing to get something else?

- 4 What were the opportunity costs of your budget?

- 5 Did you decide to have an Independence Day parade or a Harvest Festival in your budget? Why or why not? Why are social events important to the town?



Chapter 12

Name _____ Date _____

Study Guide

DIRECTIONS Todd wrote an article for his school newspaper about the governments of the United States and California. Fill in the missing words or phrases in Todd's article. Use the terms below to help you.

Lesson 1

federal
democracy
amendments
Congress
taxes

Lesson 2

bill
budget
veto
recall
referendum

Lesson 3

municipal
special districts
board of supervisors
jury trials
sovereign

Lesson 1 Government plays an important role in our lives. This article will explain about the governments of the United States and California. The United States has a form of government known as a _____, in which the people rule by making decisions themselves or by electing people to make decisions for them. The _____ government is located in Washington, D.C. It includes the Senate and the House of Representatives, which make up _____. The United States Constitution is kept up to date through changes, or _____. All levels of government collect _____, or money from citizens to help pay for services.



CALIFORNIA STANDARDS HSS 4.5, 4.5.1, 4.5.3, 4.5.4, 4.5.5

(continued)

Lesson 2 The California State Legislature is similar to the United States

Congress. It has two houses, called the senate and the assembly. Members of each house can present a plan for a new law, or a _____.

After each house approves a new law, it goes to the governor. If the governor does not agree with it, he or she can _____ the law.

The legislature then needs two-thirds of its members to approve the law for it to pass. California's governor is responsible for enforcing the state's laws. The governor is also responsible for creating a plan for how to spend state money, called a _____. Voters in California can take action against a law by asking that citizens vote on it through a _____. California voters can remove elected officials from office through a _____.

Lesson 3 California's highest level of local government is the county

government. The county's voters elect a group of leaders called the _____. Each county has a judicial branch and a superior court. These courts may hear _____, or

cases in which citizens decide if the person is guilty or not guilty. City, or _____, governments pass local laws and see that

these laws are obeyed. _____ sometimes provide

services that county or city governments do not provide. Indian tribes

have their own governments. The tribes can form free and independent, or _____, governments on their lands.

READING SOCIAL STUDIES: SUMMARIZE



Californians and Government

DIRECTIONS Complete the graphic organizers to show that you understand how to summarize about Californians and the government.

Key Fact

All levels of government operate only with citizens' approval.

Summary

Key Fact

Each level of government can only exist with written laws that are accepted by the people.

Key Fact

In the California Constitution, voters have the power to pass initiatives.

Key Fact

In California, voters can recall state officials.

Summary



CALIFORNIA STANDARDS HSS 4.5, 4.5.2, 4.5.3