**American Migration Experience to California**

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| **Overview:**This unit is designed to help students understand what the westward migration experience was like and its impact on African American, Chinese, Caucasain, and Native Americans coming to, and living in, California. Students will gain an understanding of the different perspectives and experiences of various demographics in California. |
| **Lesson Summary:**This lesson is designed to allow students to utilize and enhance their research skills through providing them with some primary and secondary sources while encouraging them to flesh out the subject and and connections to the present. Students will also show what they know by teaching what they have learned in an innovative and creative presentation. In this lesson students will be separated into four demographic groups: Native American, African American, Asian, and Caucasain. Each group will be provided some primary and secondary sources as a starting point but should also do their own research to develop a thoughtful, creative, and educational presentation about the knowledge they gain to their peers. |
| **Grade Level:** Secondary |
| **Content Standards:**8.4 Students analyze the aspirations and ideals of the people of the new nation. 8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence. CCSS.ELA-LITERACY.RH.9-10.1Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.CCSS.ELA-LITERACY.RH.9-10.2Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.CCSS.ELA-LITERACY.RH.9-10.3Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.CCSS.ELA-LITERACY.RH.11-12.1Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.CCSS.ELA-LITERACY.RH.11-12.2Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.CCSS.ELA-LITERACY.RH.11-12.3Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters |
| **Learning Objectives:**Students will be able to:* Identify and understand that the United States is a diverse nation made of immigrants, and that our immigrant past is reflected in our language, culture, and traditions.
* Describe the wave of migration to California during the 19th century by various demographics.
* Explain motivations and rationale for migration to California during the 19th century.
* Provide specific examples of historic and contemporary migrant experiences.
* Compare and contrast the experiences of historic and contemporary immigrants to California, and the greater United States.
* Students will understand different points of view regarding one event.
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| **Materials:**Primary:* Edward Smith Biography
* Edward Smith Diary Summation
* Transcript of Edward Smith Diary
* Indenture document
* Jack La Ache and Ira McCray photographs
* California law legalizing Native American indentured servitude
* California Native American Genocide article
* Major James D. Savage and the Tularenos - California Historical Society Quarterly Vol. 28, no 4, 1949
* ["African Americans: Gold Rush Era to 1900"](https://calisphere.org/exhibitions/47/african-americans-gold-rush/)
* [California African American Museum Exhibit](https://caamuseum.org/exhibitions/2018/california-bound-slavery-on-the-new-frontier-18481865)
* [ACLU Documents](https://www.aclunc.org/sites/goldchains/explore/gold-rush.html)
* Fresno Memories articles
* Millerton Meeting Minutes
* 1860 Fresno County Census page
* <http://explore.museumca.org/goldrush/curriculum/8g/82202060.html>

Secondary:* [Colored Conventions Article](https://coloredconventions.org/california-equality/life-and-politics/black-migration-in-relation-to-gold-rush/)
* [African Americans in the Gold Rush](https://www.pbs.org/wgbh/americanexperience/features/goldrush-stephen-hill/)
* ["African Americans: Gold Rush Era to 1900"](https://calisphere.org/exhibitions/47/african-americans-gold-rush/)
* [The Gold Rush Impact on Native Americans](https://www.pbs.org/wgbh/americanexperience/features/goldrush-value-land/#:~:text=For%20millennia%20a%20diverse%20population,small%20villages%20throughout%20the%20area.&text=The%20gold%20rush%20of%201848%20brought%20still%20more%20devastation.)
* [Act for the Government and Protection of Indians](https://www.pbs.org/wgbh/americanexperience/features/goldrush-act-for-government-and-protection-of-indians/)
* <https://chsa.org/>
* [Gold Rush Era to 1890s](https://calisphere.org/exhibitions/52/asian-americans-gold-rush-era-to-1890s/)
* [Western Frontier Life in America](https://faculty.chass.ncsu.edu/slatta/cowboys/essays/front_life2.htm)
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| **Introductory Activity:**Prior to this lesson, students should read the following article:[Chasing the Golden: The Story of the California Trail](http://overlandtrails.lib.byu.edu/essay_ctrail.php)**.** This should be assigned as homework to help students gain a fuller understanding of wagon train California migration.Prior to the learning activity, discuss with students the various reasons people would migrate west, answers should include financial gain, family, escaping racism/slavery, seeking a better life, better land ownership possibilities, etc. Ask students what demographics of people wanted to migrate west, encourage students to think along the lines of race versus age, gender, etc. Then ask students if they think the experience migrating west would be the same or different for an Asian, Native American, African American, or Caucasain person. Encourage discussion on the potential similarities and differences in reasons these various peoples would have for going west and what their various experiences might be like not only during the journey but once they arrived in California.For general Wagon Trail experiences teachers can utilize the following resources:* PBS lesson on migration west- <https://ca.pbslearningmedia.org/resource/westward-i-go-free-tale-westward-migration-video/ken-burns-the-west/>
* Digital Public Library of America-

<https://calisphere.org/exhibitions/52/asian-americans-gold-rush-era-to-1890s/> |
| **Learning Activity:**Students are separated into four groups. Each group is given a primary source and contextual articles to evaluate and analyze. The groups each teach their key points of analysis to the rest of the class through creative presentations. Encourage students to utilize the sources provided but to also do their own research to fully contextualize their understanding and teaching of the material. Students should also be encouraged to bring the conversation forward from the past to the present. Give students either the list of key questions provided or one of your own to help them develop their research. Encourage students to be creative in their presentations, you may choose to offer the provided list of presentation ideas if you choose to. Presentations should be between 15 and 30 minutes or whatever time frame you see fit. If class is too large, consider having duplicates of each group.**Group 1: Asian**Materials:Primary-* Fresno Memories articles
* Millerton Meeting Minutes
* 1860 Fresno County Census page

Secondary-* <https://chsa.org/>
* [Gold Rush Era to 1890s](https://calisphere.org/exhibitions/52/asian-americans-gold-rush-era-to-1890s/)

**Group 2: African American**Materials:Primary-* ["African Americans: Gold Rush Era to 1900"](https://calisphere.org/exhibitions/47/african-americans-gold-rush/)
* [California African American Museum Exhibit](https://caamuseum.org/exhibitions/2018/california-bound-slavery-on-the-new-frontier-18481865)
* [ACLU Documents](https://www.aclunc.org/sites/goldchains/explore/gold-rush.html)

Secondary-* [Colored Conventions Article](https://coloredconventions.org/california-equality/life-and-politics/black-migration-in-relation-to-gold-rush/)
* [African Americans in the Gold Rush](https://www.pbs.org/wgbh/americanexperience/features/goldrush-stephen-hill/)
* <https://www.cde.ca.gov/ci/hs/im/didyouknow1.asp>
* [Negro Rights Activities in Gold Rush California](http://www.sfmuseum.org/hist6/blackrights.html) Article

**Group 3: Native American**Materials:Primary-* Indenture document
* Jack La Ache and Ira McCray photographs
* California law legalizing Native American indentured servitude
* Major James D. Savage and the Tularenos - California Historical Society Quarterly Vol. 28, no 4, 1949

Secondary-* California Native American Genocide article
* [The Gold Rush Impact on Native Americans](https://www.pbs.org/wgbh/americanexperience/features/goldrush-value-land/#:~:text=For%20millennia%20a%20diverse%20population,small%20villages%20throughout%20the%20area.&text=The%20gold%20rush%20of%201848%20brought%20still%20more%20devastation.)
* [Act for the Government and Protection of Indians](https://www.pbs.org/wgbh/americanexperience/features/goldrush-act-for-government-and-protection-of-indians/)

**Group 4: Caucasian**Materials:Primary-* Edward Smith Biography
* Edward Smith Diary Summation
* Transcript of Edward Smith Diary

Secondary-* [Western Frontier Life in America](https://faculty.chass.ncsu.edu/slatta/cowboys/essays/front_life2.htm)
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| **Key Questions:**As students discuss their group’s materials, the teacher can coach each group’s understanding of the content with the provided key questions and points below:* What were the general experiences of this demographic group coming west? Did they travel overland or by boat? Was it easy? or more difficult? Did they migrate as a group or singly?
* What were the motivations for people in this demographic to migrate?
* Once in California, what was life like in general for this demographic? How were they perceived by those already living in California?
* How do you think the migrant experience today relates to the 19th century experience? Would it be harder to migrate to California today? Are the motivations for migration similar now to what they were then?
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| **Extension Activity:**Have students write a 250 word minimum narrative from the perspective of a person from their group’s demographic. Encourage students to write a narrative that is thought provoking. The narrative must include their character's background, what motivations their character has for migrating to California- it should be stressed that students do not just say to follow the American dream. Each of their demographic materials discuss more pressing motivations such as poverty, prejudice, economic factors, religious freedom, etc., these are the reasons the students should attempt to unpack. They also should include what they plan to do once they get to California, and what resources they have and what resources they lack. For assessment teachers may use the rubric provided or your own. |
| **Assessment:**The first assessment should be the teacher’s observation of group discussions and presentation of materials to the rest of the class. Students should be able to critically analyze, teach fellow students, and show an understanding of the primary and secondary sources utilized.* Students should be able to answer questions provided about individual sources.
* Students should be able to make connections between different sources linking them cohesively.
* Students should be able to interpret primary source material using their knowledge of American history and connect the past to the present.

The second assessment will be within each group. Students should self-evaluate as well as evaluate their team members based on performance and participation. Teachers may choose to use the assessment form provided or create their own. |