

# GALLERY OF CALIFORNIA HISTORY



## TEACHER GUIDE GRADES 3–5

The Oakland Museum of California welcomes you and your students to explore the Gallery of California History. This guide provides some suggestions for how to support students' use of the Student Guide during your field trip.

We need your feedback! After using the Student Guide, [please complete this brief evaluation](#).

## TEACHING AND LEARNING GOALS

Through the Gallery of California History Student Guide, students will:

- Come away with a better understanding of the diverse communities of people who have come to California, as well as the Indigenous People who have always been here.
- Explore the ways in which different communities have shaped our state's history.
- Recognize and express how they have the power to make change in their communities and state.

## GALLERY CONTENT

“Coming to California” is the Gallery of California History’s overarching theme, emphasizing the profound impact of the many people who have made this state their home. The story begins with Indigenous peoples and continues through to today with the increasing influx of people from all over the world. Trace the ways Californians have forged relationships with each other, the environment, and the world through 2,200 artifacts, works of art, photographs, and more.

In alignment with the *History–Social Science Framework for California Public Schools*, this student guide highlights Early California History (pre-1540 to 1930).

## UNDERSTANDING THE STUDENT GUIDES

**These guides:**

- Promote student-driven work including student choice and interests. Students are prompted to consider particular topics/themes, but are given the opportunity to choose what to focus on within the gallery.
- Encourage student conversation and reflection about these topics to help students process their experience in the gallery.
- Are intended to help teachers, chaperones and students plan their self-guided visit to the Gallery of California History.

## FACILITATION SUGGESTIONS

- Bring enough printed copies of the student guide, writing surfaces and pencils for each student. The student guide is designed for 8.5x11 paper. A limited number of printed student guides will be available at OMCA's School Group Entrance. No pens are allowed in the galleries.
- The student guide was designed for student and teacher choice. Each section can be used independently—mix and match a few pages, or use them all. (**OPTION:** Include students in the planning. Share the student guide pages with students and have them help select which to use.)
- Encourage student conversation and exploration in the gallery, and lend support only when needed or requested.
- Allow students to work in pairs or small groups. If any student(s) seems to be struggling with the prompts, check in with them and encourage them to work with a peer to solve any challenges.
- Try to create a safe space for dialogue. We encourage students to work with a partner, however, participation in dialogue should be voluntary. Encourage students to participate however they're comfortable.
- For younger classes, work as a group and establish a system for moving through the gallery together.

**The following online resources may help you better prepare to facilitate your students' gallery experience:**

- Explore more OMCA teacher resources:  
[OMCA LEARN webpage](#)
- Facing History and Ourselves:  
[My Part of the Story: Exploring Identity in the United States](#)
- Burke Museum:  
[Tips for teaching about Native peoples](#)

## VOCABULARY LIST

Some of the following words or phrases may appear in the gallery or come up during student conversation. It may be valuable to discuss some of these with your students ahead of time, and/or do research on any that are less familiar to you:

**Activism**  
**Californios**  
**Colonialism**  
**Community**  
**Conquistadors**  
**Culture**  
**Discrimination**  
**Ethnicity**  
**Exclusion**  
**Genocide**  
**Integration**  
**Immigrant**  
**Indigenous Nations**  
**Indigenous People**  
**Manifest Destiny**  
**Massacre**  
**Native People**  
**Ohlone**  
**Oppression**  
**Power**  
**Prejudice**  
**Privilege**  
**Race**  
**Racism**  
**Reservation**  
**Transcontinental Railroad**  
**Treaty**

## HISTORY–SOCIAL SCIENCE STANDARDS, ANALYSIS SKILLS, AND ESSENTIAL QUESTIONS

Within each section of the gallery, students can explore different standards of the California State Curriculum. To help you choose which sections of the gallery are best for your class to explore, here are some of the standards highlighted in each section.

### BEFORE THE OTHER PEOPLE CAME (BEFORE 1540)

- HSS Content Standard: 3.2, 4.2, 5.1
- HSS Analysis Skills (K–5): Chronological and Spatial Thinking 3
- **Essential Questions:** How did different Native People live off and work with the land? How do Native People continue these traditions?

### SPANIARDS CLAIM THIS LAND (1770–1820)

- HSS Content Standard: 3.2, 3.3, 4.2, 5.2, 5.3
- HSS Analysis Skills (K–5): Chronological and Spatial Thinking 3, Historical Interpretation 4
- **Essential Questions:** How did the Spaniards interact with the people already here? What is the legacy of colonialism?

### ESTO ES MÉXICO (1820–1845)

- HSS Content Standard: 3.2, 3.3, 4.2
- HSS Analysis Skills (K–5): Chronological and Spatial Thinking 3
- **Essential Question:** Using Californios as an example, what shapes culture and identity?

### COMING FOR GOLD (1848–1875)

- HSS Content Standard: 3.3, 4.3
- HSS Analysis Skills (K–5): Chronological and Spatial Thinking 3
- **Essential Questions:** What motivates people to come to California? How do people bring their culture with them, and contribute to evolving California culture?

### COMING FOR LAND (1850–1915)

- HSS Content Standard: 3.2, 5.3
- HSS Analysis Skills (K–5): Chronological and Spatial Thinking 3
- **Essential Questions:** What is injustice? Why is it important to understand/study, and how can we address past injustice?

### THE RAILROAD BRINGS PEOPLE (1869–1930)

- HSS Content Standard: 4.4, 5.8
- HSS Analysis Skills (K–5): Research, Evidence, and Point of View 1, Historical Interpretation 2
- **Essential Questions:** What are the consequences of technological advancement and the growth of a state? How are different groups of people impacted?

### CALIFORNIA TO BE CONTINUED (1975–TODAY)

- HSS Analysis Skills (K–5): Chronological and Spatial Thinking 1
- **Essential Question:** How are students active changemakers in their community?