

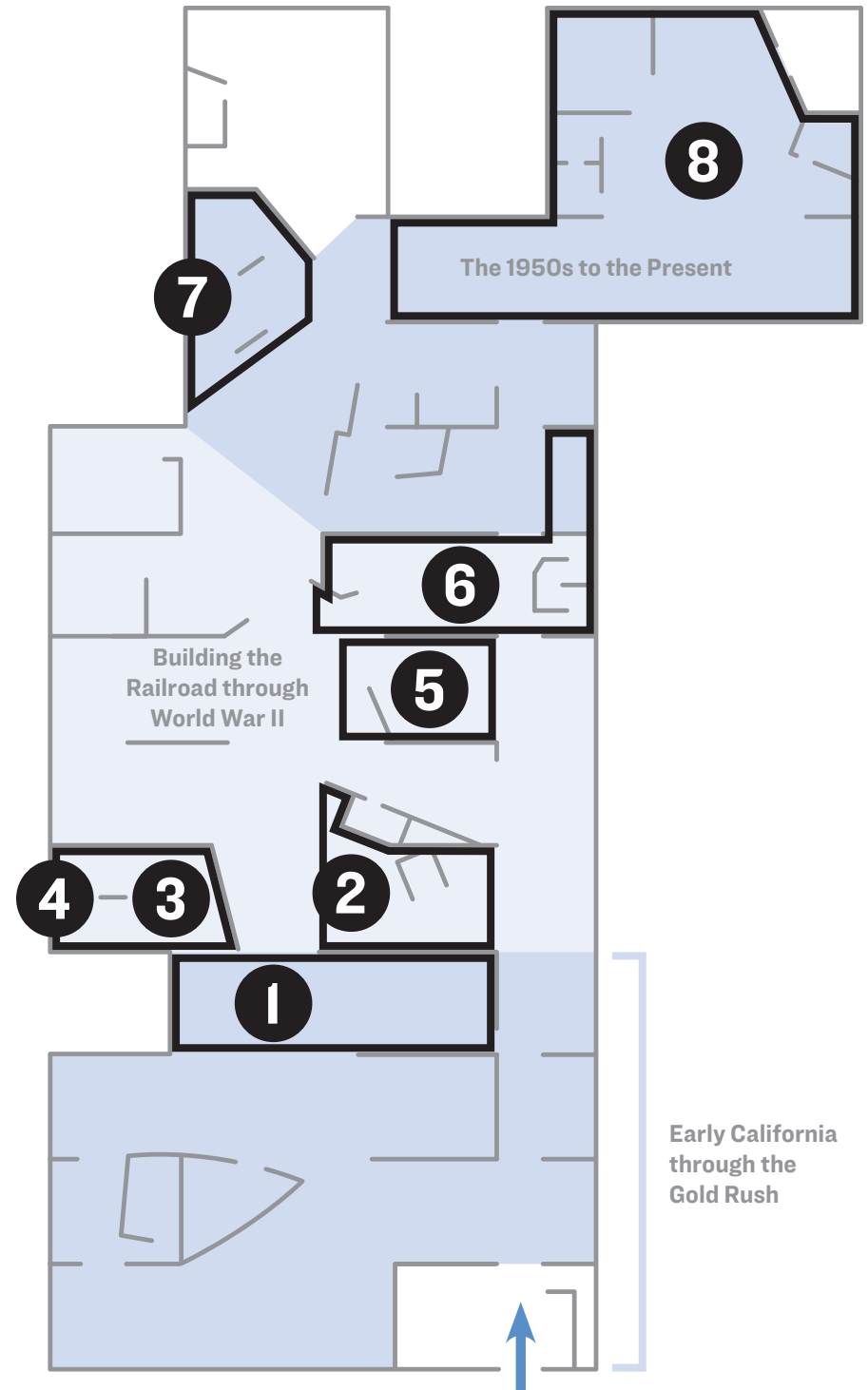
GRADES 8–12

GALLERY OF CALIFORNIA HISTORY

Welcome! This guide is your ticket to travel through time and become a California historian.

- 1** COMING FOR GOLD (1848–1875)
- 2** THE RAILROAD BRINGS PEOPLE (1869–1930)
- 3** AGRICULTURAL COMMUNITIES (1850–1915)
- 4** TAKING NATIVE LANDS AND LIVES (1850–1915)
- 5** TRYING TO ESCAPE THE GREAT DEPRESSION (1929–1940)
- 6** OFF TO WAR (1941–1945)
- 7** BLACK POWER IN CALIFORNIA (1965–1975)
- 8** CALIFORNIA TO BE CONTINUED... (1975–TODAY)

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CA.**



1 COMING FOR GOLD (1848–1875)

The Gold Rush attracted people from around the world, all with different motives for coming.

Using the artifacts in the cases, use the table to the right to compare motivations for coming to California.



FROM THE
ASIA-PACIFIC REGION

FROM LATIN AMERICA

FROM EUROPE

FROM OTHER STATES



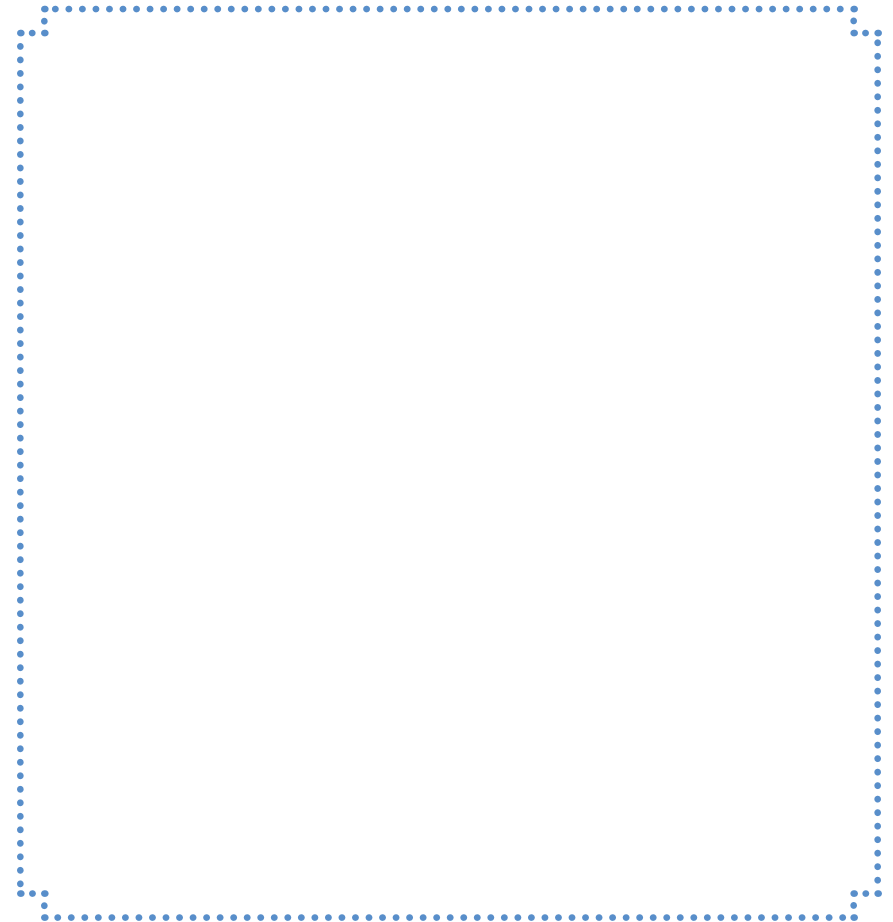
Reflect on how their motives differ from those of immigrants today.

2

THE RAILROAD BRINGS PEOPLE (1869–1930)



Find a political cartoon in the *Fighting against the Transcontinental Railroad* section. Based on what you see, **what were the negative impacts of the Transcontinental Railroad?** Look for supporting evidence in the surrounding exhibit.



Share your findings with a classmate who chose a different cartoon.

3

COMING FOR LAND: AGRICULTURAL COMMUNITIES (1850–1915)

Compare two agricultural towns in California using the table to the right.

Consider the following questions:

1. What did these towns provide for their workers?
2. Who was able to thrive in these towns? Who wasn't able?
3. What impacts did these towns have on the land and people around them?



TOWN NAME:

TOWN NAME:

4

COMING FOR LAND: TAKING NATIVE LANDS AND LIVES (1850–1915)

What do you already know about the genocide of Indigenous people?

What is something new you learned in the section?



Share your thoughts with a classmate.

Despite being forced onto smaller land, stripped of resources, and killed, Indigenous people are still here today.

Identify three ways you can support Indigenous people and their activism.

1.

2.

3.

5

TRYING TO ESCAPE THE GREAT DEPRESSION (1929–1940)

Summarize the arguments made in *How Do You Fix a Broken System?*

CREATE EMPATHY
THROUGH ART

UNIONIZE

REDISTRIBUTE THE WEALTH

PUT AMERICA TO WORK

Identify three ways that you can influence your local, state, or national government.

1.

2.

3.

What are three grassroots methods you can use to mend a broken system?

1.

2.

3.



Discuss your ideas with a classmate and add them to the wall.

OFF TO WAR: I AM AN AMERICAN (1941–1945)

Read the four stories in this section. **Discuss with a classmate what you think you would do in the following situations if you had been alive then.**

IF I HAD BEEN **MANUEL MINJAREZ**, I WOULD HAVE...

IF I HAD BEEN **LEW AYRES**, I WOULD HAVE...

IF I HAD BEEN **CHARLOTTA BASS**, I WOULD HAVE...

IF I HAD BEEN **FREDDIE MEEKS**, I WOULD HAVE...



Reflect on how you take a stand for what you believe in.

BLACK POWER IN CALIFORNIA (1965–1975)

Take a look at the Black Panthers' Ten Point Platform. **Which of these points resonate with you, and why?**

What are three ways you can make those changes?

1. _____

2. _____

3. _____

What would you sacrifice to make these changes?

Using the *All of Us or None* posters, **compare the Black Panther movement to another movement of the time**. Consider the following questions:

1. What were they fighting for?
2. How did they fight for their cause?
3. How do these movements continue today?
4. Which of these movements inspire you? Why?

NAME OF MOVEMENT:

Black Panther Party

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

The timeline on the wall reflects what our community believes are important historical events.

Add your own idea to the timeline. **Create a timeline of some of the key events you think helped shape the California we live in today.**

You explored only a few sections of the gallery. **What other California stories do you want to learn more about?**

