

WELCOME!



On behalf of Splash! Publications, we would like to welcome you to *California History*, one of several books in our State History series. Since this curriculum was designed by teachers, we are positive that you will find it to be the most comprehensive program you have ever utilized to teach students about California's history. We would like to take a few moments to familiarize you with the program.

THE FORMAT

California History is a seven lesson program. Our goal is a curriculum that you can use the very first day you purchase our materials. No lessons to plan, comprehension questions to write, activities to create, or vocabulary words to define. Simply open the book and start teaching.

Each of the seven lessons requires students to complete vocabulary cards, read about a history topic, and complete a Reading comprehension activity that will expose them to various standardized test formats. In addition, each lesson includes a balanced mix of lower and higher level activities for students to complete. Vocabulary quizzes; thought provoking discussion questions; mapping activities utilizing number coordinates; time lines; following written directions activities; writing and journaling activities that utilize graphic organizers; and grid math are the types of activities that will guide students on their journey through *California History*.

THE LESSON PLANS

On the next several pages, you will find the Lesson Plans for *California History*. The Lesson Plans clearly outline what students must do before, during, and after each lesson. Page numbers are listed so that you will immediately know what you need to make copies of before beginning each lesson. The answers to all activities, quizzes, and comprehension questions can be found on pages 86-92.

THE VOCABULARY

Each lesson features words in bold type. We have included a Glossary on pages 81-85 to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context. Remember, we're teachers! Students will be exposed to these vocabulary words in the comprehension activities. They will also be tested on the vocabulary words four times throughout their study of *California History*.

Students will be responsible for filling out and studying the vocabulary cards. You may want to have students bring in a small box for storing their vocabulary cards. We don't have to tell you that incorporating these words into your Reading and Spelling programs will save time and make the words more meaningful for students.

CALIFORNIA'S SOCIAL STUDIES STANDARDS

California History was designed to align with the California State Standards for Social Studies. These standards serve as a framework for California Social Studies curricula by providing student performance expectations in the areas of History and Social Sciences. On pages viii-ix, you will find quick reference charts listing the History and Social Sciences standards and the lessons and activities in *California History* that correlate with these standards.

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First Edition, 2009

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Illustrations and cover design by Victoria J. Smith

ISBN 978-1-935255-12-3

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LESSONS AT A GLANCE



1. Before reading California's First People, students will:

- complete Vocabulary Cards for *abalone, abandoned, archaeologists, Asia, burrows, centuries, ceremonies, channel, climate, coast, continent, culture, descendants, dwellings, hearth, inhabited, intruders, North America, recreational, resources, submerged, temporary, tule.* (pg. 1)

After reading California's First People (pps. 2-7), students will:

- answer California's First People Reading Comprehension Questions. (pg. 8)
- use number/letter pairs to plot dwellings of California's Early Cultures on a map. (pps. 9-11)
- take a Vocabulary Quiz for California History Part I. (pps. 12-13)

2. Before reading California's Explorers, students will:

- complete Vocabulary Cards for *agriculture, anchored, attaining, autobiography, biographies, blockade, canals, capital, captive, cargo, conquered, convinced, currents, defeating, emperor, empire, expand, fertilized, historians, hoax, irrigate, knight, ransom, recruit, sacrificed, sculptures, shallow, voyage.* (pg. 1)

After reading California's Explorers (pps. 14-18), students will:

- answer California's Explorers Reading Comprehension Questions. (pg. 19)
- differentiate between primary and secondary sources. (pg. 20)
- create a time line for Spanish explorers in Time Travel Part I. (pg. 21)
- create a personal time line in Time Travel Part II. (pg. 22)
- take a Vocabulary Quiz for California History Part II. (pps. 23-24)

LESSONS AT A GLANCE



3. Before reading Spanish Missions, students will:

- complete Vocabulary Cards for *allies, aqueducts, construction, blacksmithing, Christianity, citizens, colonies, convert, customs, epidemic, fertile, foreign, former, founded, grants, harbors, harsh, independence, industry, kidnapped, livestock, missions, orchards, priest, profitable, prosperous, quadrangle, raided, rancherias, rebel, small pox, tallow, tanning.* (pg. 1)

After reading Spanish Missions (pps. 25-28), students will:

- answer Spanish Missions Reading Comprehension Questions. (pg. 29)
- complete discussion questions for Spanish Missions/Russian Explorers. (pg. 30)
- use number coordinates to plot California's Missions on a map. (pps. 31-36)
- follow written directions for drawing a Sea Otter. (pps. 37-38)
- take a Vocabulary Quiz for California History Part III. (pps. 39-40)

4. Before reading Americans in California, students will:

- complete Vocabulary Cards for *disbanded, emigration, Europe, Great Britain, incisor, mansion, Mormon, outlaw, pioneers, rodent.* (pg. 1)

After reading Americans in California (pps. 41-43), students will:

- answer Americans in California Reading Comprehension Questions. (pg. 44)
- read about John Bidwell and answer thought provoking questions. (pps. 45-46)
- utilize a graphic organizer to write a Mountain Man Story. (pps. 47-48)
- follow written directions for drawing a Beaver. (pps. 49-50)

5. Before reading The Mexican War, students will:

- complete Vocabulary Cards for *boundaries, dispute, republic, superior, treaty.* (pg. 1)

After reading The Mexican War (pps. 51-52), students will:

- answer The Mexican War Reading Comprehension Questions. (pg. 53)
- utilize a graphic organizer to write a Mexican War Letter. (pps. 54-57)

LESSONS AT A GLANCE



6. Before reading Territorial Days, students will:
- complete Vocabulary Cards for *carpenter, enforcement, prospectors, shafts, tributaries*. (pg. 1)

After reading Territorial Days (pps. 58-60), students will:

- answer Territorial Days Reading Comprehension Questions. (pg. 61)
 - choose from several illustrated events to complete a Santa Fe Trail Journal. (pps. 62-67)
- Note: You will need to make six copies of page 64 for students.**

7. Before reading Statehood, students will:

- complete Vocabulary Cards for *abolish, adopted, charities, compromise, Congress, constitution, delegates, denied, draft, elected, governor, illegal, invasion, jury, loyal, mammal, motto, official, outraged, plantations, prohibited*. (pg. 1)

After reading Statehood (pps. 68-70), students will:

- answer California: The 31st State Reading Comprehension Questions. (pg. 71)
- read about Biddy Mason and answer thought provoking questions. (pps. 72-73)
- follow written directions to correctly color California's state flag (pps. 74-75)
- use number and letter coordinates to complete Statehood Grid Math. (pps. 76-78)
- take a Vocabulary Quiz for California History Part IV. (pps. 79-80)

