

***Richmond Museum
of History & Culture
Tour Guide
Third Grade***

Early Inhabitants Displays

Social Studies Educational Standards

3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.

1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).

3.2 Students describe the American Indian nations in their local region long ago and in the recent past.

1. Describe national identities, religious beliefs, customs, and various folklore traditions.
2. Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).
3. Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.
4. Discuss the interaction of new settlers with the already established Indians of the region.

3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

1. -
2. -
3. -
4. -
5. Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.

3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.
2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad.
3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.
4. Discuss the relationship of students' "work" in school and their personal human capital.

The Ohlone

Prior to 1776

(In-depth Packet)

The Ohlone Indians peacefully inhabited the present day area of Vallejo to about Monterey Bay from as long as 5,000 years ago; before written history and until the arrival of the Spanish in 1776. In 1770 there were about 17,000 Ohlone (pronounced “óh-lone-e”) living in this region. That is less people than the people that currently live in Richmond.

Ohlone is a generic term for the many tribes who inhabited the Bay Area, each of whom were politically and territorially independent. Each tribe lived in a number of villages. Some villages had as little as 40 people and others had as many as 200. Despite distinct languages and customs, the various Ohlone tribes shared similar lifestyles due to the area’s comfortable climate and abundant environment. They were hunters and gatherers, surviving mainly on fish, grubs and acorn meal.

Within these villages, the people that lived in them were often related. Very much how some of us live with our parents, brothers and sisters, but we may also live with grandparents or our aunts, uncles and cousins.

These villages were often located near a source of water, including creeks, rivers, and even the Pacific Ocean. Water is a very important resource for sustaining human life. Therefore villages were often located near a source of water. Having water close by means having enough drinking water, being able to bathe, and having food easily accessible (seafood and animals that come by sources of water for food and water).

Although they had villages and houses, they didn’t usually stay in one place for too long. After about a year, many villages would pack their things and move. Where they moved to depended upon where food was available and what the weather was like. Because the Ohlone lived off of what the land provided, sometimes that meant having to move often.

Tools

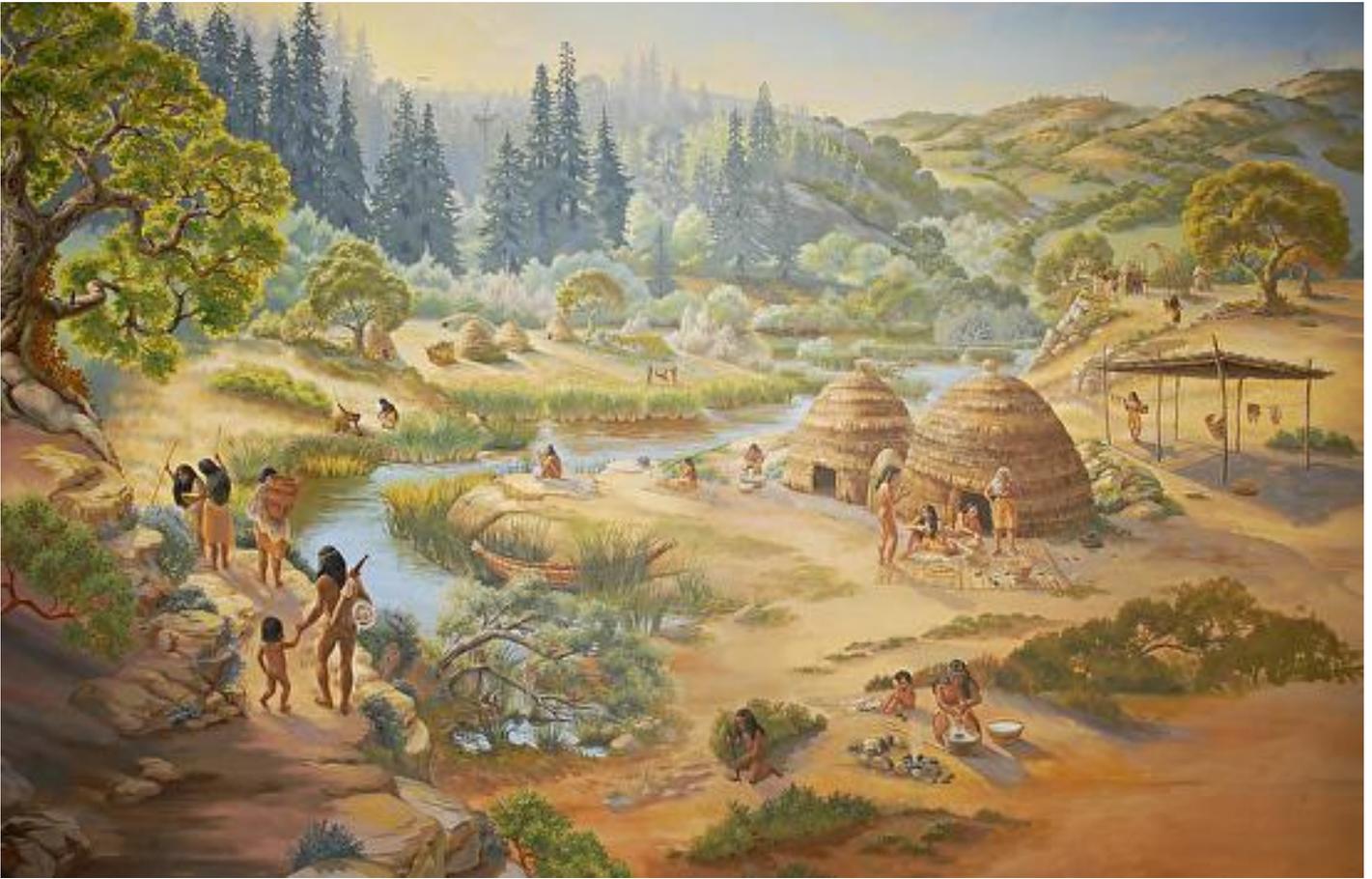
Because there were no stores back then, the Ohlone only had what nature provided, anything that was not made by themselves was traded.

One of the reasons the human species has survived for so long is our ability to craft and use tools, furthermore these skills are then passed down to children, increasing the chances of survival for future generations to come. Using stone, trees, plants, and animal bones the Ohlone were able to fashion canoes, fishing nets, spears, basketry, and more!

When the Spanish arrived in the 18th century, the Indians posed little resistance. On the contrary, the natives welcomed them with gifts and awe. One Franciscan monk wrote, “... (the Indians) did not know what to do; they were so happy to see us.”

Activity Break: Comparing then and now	
Target Grade Level:	K - 9th
Time:	10 - 30 mins (longer for younger children)
Overview & Objectives:	Students identify the differences between Ohlone and present day housing structures, transportation, food, and clothing. With these observations, students make connections between environment and lifestyle throughout history.
Materials Needed:	<ul style="list-style-type: none"> ● Ohlone display and video ● Included illustration of Ohlone Village ● Below activity questions
Vocabulary:	<ul style="list-style-type: none"> ● Tule: a tall plant that has long flat leaves and that grows in wet areas; native to California ● Tule Canoe: a long narrow boat that is pointed at both ends and that is moved by a paddle with one blade, made from tule grass ● Tule House: a building in which people live, made from tule grass ● Hunting: the activity or sport of chasing and killing wild animals ● Gathering: choosing and collecting things ● Tool: something that is used to do a job or activity
Activity:	<p>Students take a close look at the image provided to answer these questions:</p> <ol style="list-style-type: none"> 1. Find a tule house. What do they look like? What are they made of? 2. Find a tule canoe. What do they look like? What are they made of? Can you find a tule canoe at the Museum? 3. Find some tools. What are they? What do they do? What are they made of? 4. Find a source of water. Why was water so important to a village? 5. Find two different types of transportation. How are their methods similar and different from ours?
Closure: (5 minutes):	Ask Students for final thoughts

Here is a painting of how an Ohlone Village may have looked many years ago.



Though this is just a painting, there are a few things we can learn from it. Using the above picture for clues, try answering the below questions:

BONUS QUESTIONS:

1. How many people lived together?
2. How did they communicate?
3. What kinds of foods did they eat?
4. How did the women, men and children dress?
5. Did they have jobs? How about schools?
6. Where are the Ohlone today?

Activity Break: What will we eat today?	
Target Grade Level:	1st - 4th
Time:	20 - 30 mins
Overview & Objectives:	Students reevaluate the worth of a meal; comparing how easy it is to find food today with how much work used to go into feeding an Ohlone Village.
Materials Needed:	<ul style="list-style-type: none"> ● Ohlone Display and Video Tour Exhibit ● Activity questions ● Hunters & Gatherers worksheet
Vocabulary:	<ul style="list-style-type: none"> ● Hunting: the activity or sport of chasing and killing wild animals ● Gathering: choosing and collecting things
Activity:	<p>Answer as a class. Refer students to <i>Comparing Now and Then</i> illustrations for clues.</p> <p>Activity Questions:</p> <ul style="list-style-type: none"> ● Did the Ohlone have grocery stores? How about restaurants? ● Did the Ohlone have stoves? How did they cook their food? ● What did the Ohlone eat? ● Where did the Ohlone find their food? ● Did the Ohlone have candy? ● Would you eat any of the food the Ohlone ate? ● Do you think the Ohlone would like our food today? Why or why not? <p>Hunters & Gatherers Worksheet Can be done individually or as a class (teacher writes out worksheet prompts)</p>
Closure: (5 minutes):	Ask Students for final thoughts

HUNTERS & GATHERERS

The Ohlone were **hunters and gatherers**, meaning that they would only eat what they could kill (animals) and what they could pick (fruits and vegetables).



QUESTION: Using the list below, can you figure out what foods were hunted and what were gathered by the Ohlone? Put an **H** next to foods that you think were **hunted** and a **G** next to food that you think were **gathered**.

- Skunk _____
- Raccoons _____
- Rabbits _____
- Squirrel _____
- Mouse _____
- Reptiles _____
- Insects _____
- Fish _____
- Shrimp _____
- Clams _____
- Wild berries _____
- Wild grapes _____
- Acorns _____
- Seeds _____
- Onions _____
- Carrots _____
- Clover _____
- Thistle _____
- And much MORE!

You may think that some of these foods are gross, but remember, this is before grocery stores or fast food restaurants. If they did not catch or find their food, then they would not eat. A lot of these foods were actually really delicious to the Ohlone and most importantly, nutritious!

Activity Break: What is Culture?	
Target Grade Level:	1st - 6th
	1 hour
Overview & Objectives:	<p>To better understand culture, students answer the below questions and compare their responses to the responses of their peers. Students also point out differences and similarities between their culture and the culture of the Ohlone.</p> <p>Suggestion: Grades 4th - 6th students are asked to go up in front of the class with their partner and present what they learned about their partner's culture. What's similar and what is different?</p>
Materials Needed:	<ul style="list-style-type: none"> ● Ohlone Display and video tour
Vocabulary:	<ul style="list-style-type: none"> ● Culture: the beliefs, customs, arts, etc., of a particular society, group, place, or time ● Tradition: a way of thinking, behaving, or doing something that has been used by the people in a particular group, family, society, etc., for a long time ● Language: the system of words or signs that people use to express thoughts and feelings to each other
Activity:	<p>Students pair off into groups of 2 - 3 students. Each student takes turns answering the following questions:</p> <ol style="list-style-type: none"> 1. Where are your parents from (where were they born)? 2. What language(s) do you speak at home? 3. Who belongs to your family? 4. What traditions (things you celebrate) does your family have? 5. What types of foods does your family make? 6. What kind of music does your family listen to? 7. Do you have special clothing you wear on special occasions? 8. How are our cultures different from the Ohlone? <p>Grades 4th - 6th: Each group goes up. They introduce their partner and tell the class what they learned about their group's culture. They point out at least one difference and one similarity.</p> <p>As a class, the teacher helps answer the same questions about the Ohlone.</p> <ol style="list-style-type: none"> 9. Who belongs in an Ohlone family? 10. What languages did the Ohlone speak? 11. What traditions did the Ohlone practice? 12. What types of food did the Ohlone eat? 13. What kind of special clothing did the Ohlone wear?

Closure: (5 minutes):

Ask Students for final thoughts

Activity Break: Make your own basket	
Target Grade Level:	3rd - 9th
	45 mins
<i>Overview & Objectives:</i>	Students reevaluate the worth of everyday items; students attempt to weave a basket together and experience just how much time and skill is required to create everyday items.
<i>Materials Needed:</i>	<ul style="list-style-type: none"> ● Ohlone Display and video tour ● Attached <i>make your basket worksheet</i> and template <ul style="list-style-type: none"> ○ Basket template ○ Yarn (14ft) ○ Scissors ○ Tape
<i>Vocabulary:</i>	<ul style="list-style-type: none"> ● Tule: a tall plant that has long flat leaves and that grows in wet areas; native to California ● Basketry: the art or craft of making baskets and other objects by weaving together long thin pieces of material ● Weaving: making something (such as cloth) by crossing threads or other long pieces of material over and under each other
<i>Activity:</i>	Follow the instructions on the <i>make your own basket worksheet</i>:
<i>Closure: (5 minutes):</i>	Ask Students for final thoughts

Make your own basket!
Follow the instructions below!

Materials Needed:

Basket template

Yarn (14ft)

Scissors

Tape

Instructions:

1. Cut out your attached basket template (should be printed on cardstock)
2. Take your template and place it in front of you with the black dot facing up
3. Fold tabs up along the black circle and then let them go
4. Taking one end of your yarn, place it on the black dot and tape it down.
5. We will now start the process of *weaving!* Note that we will be moving in a clockwise fashion (from right to left).
6. Pull yarn in between two tabs
7. Pull yarn to the left and behind the tab
8. Pull yarn to the left again towards the next tab and place it on the top
9. Pull to the left and behind the next tab
10. Pull and place on top of the next tab. **YOU GOT IT!**
11. Weave as tightly as possible, but not too tight! For a neat look, push the yarn down as you go along
12. Keep going until you get to the top!
13. Cut yarn off when you've reached to the top
14. Tape down the last piece of the yarn to the inside of your basket. You are now done!

Ranches to Ranchos Display

Social Studies Educational Standards

3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.

1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).

3.2 Students describe the American Indian nations in their local region long ago and in the recent past.

1. -
2. -
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4. Discuss the interaction of new settlers with the already established Indians of the region.

3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

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5. Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.
6. -

3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.
2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad.
3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.
4. Discuss the relationship of students' "work" in school and their personal human capital.

Activity Break: **What is immigration?**

Adapted from: http://teacher.scholastic.com/activities/immigration/immigration_data/periods-and-region.htm

Target Grade Level:	3rd- 5th
Time:	1 hour
Overview & Objectives:	<p>Students learn that all except for the Native American Indians are from immigrant families. Furthermore, students will learn about the different waves of immigrants</p> <ul style="list-style-type: none">● Develop an understanding of the concept of immigration● Use graphs and facts to respond to several research-based questions● Gather classroom data and create their own chart or graph
Materials Needed:	<ul style="list-style-type: none">● Ranchos Exhibit Video Tour● Below activity questions
Vocabulary:	<ul style="list-style-type: none">● Immigration: the process of moving to a new country, with plans to live there permanently.● Migrate: to move from one country or place to live or work in another● Immigrants: People who move to a new country.● Emigrants: People who move away from their home country permanently.
Activity:	<ol style="list-style-type: none">1. Go over the definitions of immigration, immigrant, migrate and emigrant in depth.2. Explain to students that everyone living in the United States has an immigrant past, with the exception of Native Americans. Over the last few centuries, millions of people have made their way to America. Some people, like slaves, came unwillingly. But most immigrants were drawn by the promise of greater freedom and opportunity.3. Show the following SchoolHouse Rock Video on immigration: https://www.youtube.com/watch?v=5ZQI6XBo64M4. Using the hyperlinked "By 50-year Periods/Region" pie chart, have the students answer the following questions:<ol style="list-style-type: none">a. Between 1820 - 1869, what group of immigrants migrated to America the most? What about second most?b. Between 1870 - 1919, what group of immigrants migrated to America the most? What about second most?c. Between 1920 - 1969, what group of immigrants migrated to America the most? What about second most?d. Between 1970 - 2010, what group of immigrants migrated to America the most? What about second most?e. Which 50-year period had the highest total of immigrants? 1820 - 1869, 1870 - 1919, 1920 - 1969, or 1970 - 2010?f. What country represents the highest total of immigrants in American from 1820 - 2010?

	<ul style="list-style-type: none">g. At one point in history, the greatest number of immigrants to the United States came from Europe. Look at the data to figure out in which decade that changed. What continent were most people coming from then?h. From 2000 to 2010, which continent or region did the most people come from? From which country did the most immigrants come? <p>5. Explain how hundreds of thousands of immigrants continue coming into the country _____ each _____ year.</p> <p>6. Use a personal story (if possible) to demonstrate immigration. As a class, you may also read aloud the stories of the following young immigrants: http://teacher.scholastic.com/activities/immigration/young immigrants/</p> <p>7. Allow students to share information about their own families' countries of origin and write all responses on the board.</p> <p>8. Using class responses, have students create a bar graph using numbers on the y-axis and country of origin on the x-axis. Answer the following questions aloud about the class bar graph:</p> <ul style="list-style-type: none">a. What country represents the highest number of immigrants in your class? (Remember, we are ALL immigrants)b. What is one thing you would like to learn from each culture represented in your class?
<i>Closure: (5 minutes):</i>	Ask Students for final thoughts

The Spanish

1769 - 1821

<https://factcards.califa.org/ran/ranmenu.html>

For hundreds of years, the land that is now California belonged to the many groups of Native Americans who lived along the Pacific coast, in the river valleys, and in the mountains.

Despite North America already being home to thousands of Native Americans, in 1492 when Christopher Columbus figured out that there was more land beyond the Atlantic Ocean, Europeans became interested in claiming more land for themselves.

In 1520, a **conquistador** named **Hernán Cortés** brought a small Spanish army to what is now Mexico City and colonized it. A **conquistador** is someone who takes over land in a war, or through suppression or enslavement of groups of people already on that land.

By the mid 1700s, Spain wanted even more land! So they sent explorers up north all along what is now California. In 1772, Friar Juan Crespi joined an expedition up north (now California) and laid eyes on the San Pablo Bay. They decided that it was a great area to settle and claimed the land as Spanish. Throughout this expedition, Crespi kept a diary and recorded day to day experiences. Much of what we know of early Richmond derives from these documents.

The Anza Expedition

1775-76

In 1773, colonizer Juan Bautista de Anza received permission to explore into the north (now California). In 1775, 240 Spanish people from the Sonora and Sinaloa area of New Spain went with Captain Anza up north where they would live and make a new life for themselves.

In 1775, the Anza Party reached the San Francisco Bay. The Presidio of San Francisco (military fort) and Mission Dolores de Asis (Catholic Church and settlement) were both established on the San Francisco peninsula in 1776.

The 1,200 mile Anza Trail from Mexico to San Francisco. it had allowed the passage of enough cattle, settlers, and soldiers to ensure the survival of the existing settlements and to begin the pueblos of San José and Los Angeles. The Chumash fishermen brought in tremendous amounts of fish that they traded for Anza's beads and other things that the expedition had to offer.

As an ambassador for the Spanish crown, Anza made contact with the many native peoples. He established a precedent for peaceful relations between the Spanish settlers and the numerous indigenous groups in Arizona and California

Each exploration up north established Spanish missions. Spanish missions were religious communities in North America. They were set up by **missionaries** from **Spain**. **Missionaries** are people who try to spread their religion through either teaching, conversion, healing, and/or serving. They wanted to get Native Americans to practice Roman Catholicism (a branch of Christianity).

Now colonized, the Native Americans were forced to speak Spanish, eat Spanish, dress Spanish, and learn the Spanish religion. The Spanish way of doing this was to bring Catholic missionaries, soldiers, and farmers from Spain. The area ruled by Spain in North America was called New Spain.

These settlements were utterly dependent upon outside supplies for survival during their early years. The threat of starvation and attack was a constant threat. Providing provisions to the struggling settlements by sea was hazardous due to the prevailing winds and currents along the California coast. They needed a dependable and safe overland route that could be opened between Sonora and Alta California. Such a route could lure more settlers to California, and would allow food to reach the new settlements from the farms of northern Mexico.

The soldiers and families that Anza escorted to California brought their language, customs, traditions, and general expressions of Hispanic culture as it existed in the New World. These early settlers of California were a mixed group with European, Native American, and African heritage. They had a significant impact on the cultures of the indigenous peoples they encountered and on the development of California.

The Spanish named a large area of the East Bay Contra Costa County, all of modern Contra Costa and Alameda. The Spanish missionaries established a farm and grazing lands in modern day Contra Costa County to support the growing population.

The arrival of the Anza expedition marked a dramatic change in the history of Alta California. The introduction of new plants and animals began the process of dramatically altering the landscape. The arrival of settlers and expansion of the missions and pueblos radically altered existence for the American Indian communities throughout the southwest.

Chumash

The Chumash Indians had been the largest cultural group in California. They stretched from slightly north of Los Angeles along the coast to southern San Luis Obispo County. There were eight different dialects of the Chumash language. At first the Spanish called all groups that lived in the coastal areas opposite the seven large islands the Channel Indians. The name Chumash is believed to have been given only to the group that lived on Santa Cruz Island. The name Chumash is used for the whole cultural group today. The Chumash were a highly structured society. They had intricate religious beliefs. Today the Chumash have made a concerted effort to gain knowledge of their past.

Activity Break: The Cause & Effect of Conquistadors (Conquerors)
 Adapted from: <https://educators.brainpop.com/lesson-plan/the-columbian-exchange-lesson-plan-cause-and-effect/?bp-topic=conquistadors>

Target Grade Level: 3rd- 5th
Time: 20 - 30 mins

Overview & Objectives: Students explore the impacts the Conquistadors had on the native land and the native people of the Americas.
 Together, students help the teacher fill in the below Cause and Effect Map, with the event "Conquistadors forcibly take the Americas" in the center of the map.

- Materials Needed:**
- Ranchos/Early Inhabitants Exhibit Video Tour
 - <https://www.youtube.com/watch?v=rjhIzemLdos>
 - <https://www.youtube.com/watch?v=suRAVIndO4Y>
 - <https://www.youtube.com/watch?v=zo4XItLloX8>
 - <https://www.amazon.com/Lands-Our-Ancestors-Gary-Robinson/dp/0692780181>
 - Below cause and effect flow map

- Vocabulary:**
- Conquistador: a leader in the Spanish conquests of America, Mexico, and Peru in the 16th century
 - Colonizer: someone who creates a colony in or on (a place) : someone who takes control of (an area) and sends people to live there
 - Conquest: the act of taking control of a country, city, etc., through the use of force
 - Spaniard: a person born, raised, or living in Spain : a Spanish person

Activity:

Multi-Flow Thinking Map

Causes

Main Event

Effects

Questions on Causes:
 Why did the conquistadors sail to the Americas?
 What could the conquistadors find in the Americas that they could not find back in Europe?

Main Event: Conquistadors forcibly take the Americas"

Questions on Effects:

Why was the exchange so deadly to the natives?
How were the Europeans able to take control so quickly and easily?
Were there any negative effects for the Europeans?
How did this affect the future?

Going beyond the grain:

Grades 3-5:

What can we learn from the past?
How do we know what really happened in the past? How can we know if we weren't there?
What methods do people/historians use to interpret and communicate current and historical events?

Grades 6-8:

What cycles and patterns seem to recur throughout history?
How do beliefs and practices of various cultures evolve over time?
Is history told by the "winners"? Is history inevitably biased?
How do different cultures express their own values and traditions?
How are the beliefs and practices of various cultures related to time, location, and events?
How does knowledge of the past influence us and help us understand the present and the future?
How do economic, historic, environmental, social, and technological forces cause change?
How has the world changed in 100 years: socially, technologically, economically and politically?

Grades 9-12:

Why are conflicting values inherent in diverse groups, and how do societies deal with resulting challenges?
What do citizenship and living in a civil society mean and where do you fit in?
What are contemporary social, judicial, economic and political factors that influence how we live?
How do you define justice and, given this definition, is ours a just society?
What, if anything, justifies armed conflict?
How do different political, cultural, or economic perspectives affect the view, interpretation, and communication of current and historical events?

Closure: (5 minutes):

Ask Students for final thoughts

Activity Break: **What would you do?**

Adapted from: https://home.nps.gov/juba/learn/education/classrooms/upload/Anza_Trail_Curriculum-2005_Five-Lesson-Final.pdf

Target Grade Level:	3rd- 5th
Time:	20 - 30 mins
Overview & Objectives:	Students identify with the leader of a Spanish explorers through tough questions. Questions reveal the responsibility that a leader has to assume.
Materials Needed:	<ul style="list-style-type: none">● Ranchos Exhibit Video Tour● Below activity questions
Vocabulary:	<ul style="list-style-type: none">● Spaniard: a person born, raised, or living in Spain : a Spanish person● Soldier: a person who is in the military● Colonizer: someone who creates a colony in or on (a place) : someone who takes control of (an area) and sends people to live there
Activity:	<p>Set the scene, have the students close their eyes and imagine that they and a group of others are about to set off on an exploration to an unknown land with no transportation, no roads, no rest stops, no grocery stores and no restaurants. The road ahead is completely unknown. Assuming the role of a leader, ask students how they would lead their group to safety in response to the following obstacles.</p> <p>Answer as a class, asking for multiple responses for each question. Tell the class that there is no right or wrong answer. :</p> <ol style="list-style-type: none">1. You have arrived at the Colorado River and Captain Anza is worried because the river is much higher than it was when he crossed it on his first exploration trip two years ago. Should you try to build rafts and float people and animals across? Palma, the Yuma Chief, advises you not to try. If you decide against rafts what should you do?2. You see the vast sand dunes to your right and know that water is going to be very hard to find for all 240 people and all the animals. On the first exploration trip Anza was able to dig down and find water below the level of the sand, but Anza knows there will not be enough for everyone. What would he do?3. You come over a rise and surprise a small group of natives. The natives are frightened and run away, but they forget to take their baskets and other belongings with them. What would you do?4. A snowstorm has come up and everyone is very cold. There is not much firewood in this area and the animals have strayed because there is little food for them. What would you do?5. It is Christmas Eve and a baby has been born. Should the group move on or will you wait for the mother and baby to be rested?

After going through each question, share with the class what Anza did on his own trip to combat these obstacles.

- 1. Anza decides to look for another place to cross and finds where the river divides into three channels. The packs are lightened and all people and horses cross without mishap. The only problem is that the longhorn cattle cannot bushwhack to get to this ford, so the cattle cross the swift river and some are lost.*
- 2. Anza divides the party into three groups (as you did for your trek). Scouts went ahead to dig the wells so the water could seep up into them. Each group travels a day apart and digs the wells for the next group before they leave. A snowstorm hit the second day and the third group was delayed, causing much concern. One man froze his ear off.*
- 3. Anza sends two soldiers after them and they return their belongings to them.*
- 4. Everyone bundles up as well as they can. The group is forced to travel on for lack of forage and water. Everyone who can walk, walks to help the animals. Each member fills his/her water bag as full as possible before leaving. Whenever forage for the animals is spotted along the trail, they pick it to feed the animals later when in camp for the night.*
- 5. They rest for Christmas Day and the mother and baby are ready to go the next day.*

Closure: (5 minutes):

Ask Students for final thoughts

The Ranchos

The one-time magnificent Rancho San Pablo had been divided into 148 individual ranches.

Mexico Rules over California

1821-1848

<https://factcards.califa.org/ran/ranmenu.html>

<https://iusd.instructure.com/courses/44390/pages/social-studies-chapter-4-mexican-rule-in-california>

On September 16, 1810 Mexico began their fight for independence from Spain. Due to Spain's lack of finances, they eventually lost the war in 1821. This meant that Mexico, rather than Spain, came into control of present-day California and Richmond.

When Mexico became independent from Spain in 1821, the Mexican government wanted people to settle in California. There was a lot of empty land. To encourage settlement, they offered land.

There were just two requirements for those who wanted to apply for a land grant:

- (1) be a Mexican citizen
- (2) belong to the Catholic Church

The person who met these requirements could pick out the land that he or she wanted. Land that was considered good was land that had a stream on it to provide water, a flat place to build a house, and tall grass for grazing cattle.

Mexican soldiers were also paid with parcels of land. Richmond's initial settlements were made up of Mexican soldiers and their families. Many established ranchos. Between 1834 and 1842, more than 300 ranchos were granted, mostly from lands that had been used previously by the missions.

A *ranch* (rahn'-cho) (ranch in English) was a tract of land used for raising cattle, sheep, and horses. Most ranchos were owned by *Californios*, individuals originating from either Spain or Mexico, often speaking Spanish.

Large families were very important to the *Californios*. It was normal for a married couple to have between 6 and 15 children. In addition to the large family, there were often guests at the rancho. Hospitality was very important to *Californios*. Even strangers who came by the rancho were invited to stay and were treated as family.

Many of the workers on the ranchos were Indians, the original inhabitants of California. It was the Indian workers who made it possible for the *Californios* to have such a carefree life. Most of the work on the rancho was done by Indian workers. Many of these Indians had previously been living on the missions. Even the smallest rancho had several Indian servants. Individual ranchos ranged in size from less than 4,000 acres to nearly 50,000 acres.

Indian workers were not paid but provided with a place to live, food, and some clothes during the growing season. In the off season, they were turned away from the ranchos and forced to find shelter and sustenance on their own. On large ranchos, the Indian workers lived in a small village near the big ranch house. At smaller ranchos, the workers lived in a wing of the main ranch house. Because Indian workers were not paid in money or property and because laws severely limited their rights to live independently from *rancheros*, many people have compared this servitude to slavery.

Adobe Houses

The main ranch house and other buildings on the rancho were made of adobe bricks. Made by the Indian workers, these bricks were made from a mixture of clay-like soil and water with straw or rubble added to give it strength. The adobe was mixed in a large hole dug in the ground. The thick muddy mixture was poured into a wooden brick mold about 16" x 12" x 4" in size. After the clay was patted down so it completely filled the forms, the forms were lifted off. Then the bricks were left to dry in the sun.

In 1823, ***Don Francisco Maria Castro*** applied to the Mexican government for the area of land called Rancho San Pablo; a land grant of 17,000 acres. That land included most of present day El Cerrito, Richmond, and San Pablo. ***Don Francisco Maria Castro*** was familiar with California because he had come to the area as a boy with the Anza party. Don Castro built an adobe house for his family where El Cerrito Plaza is located today.

Raising Crops

Although rancho land was generally fertile, the *rancheros* (rancho owners) chose not to do much farming. Only enough food was raised to feed the family and guests. Raising cattle took less time than raising crops.

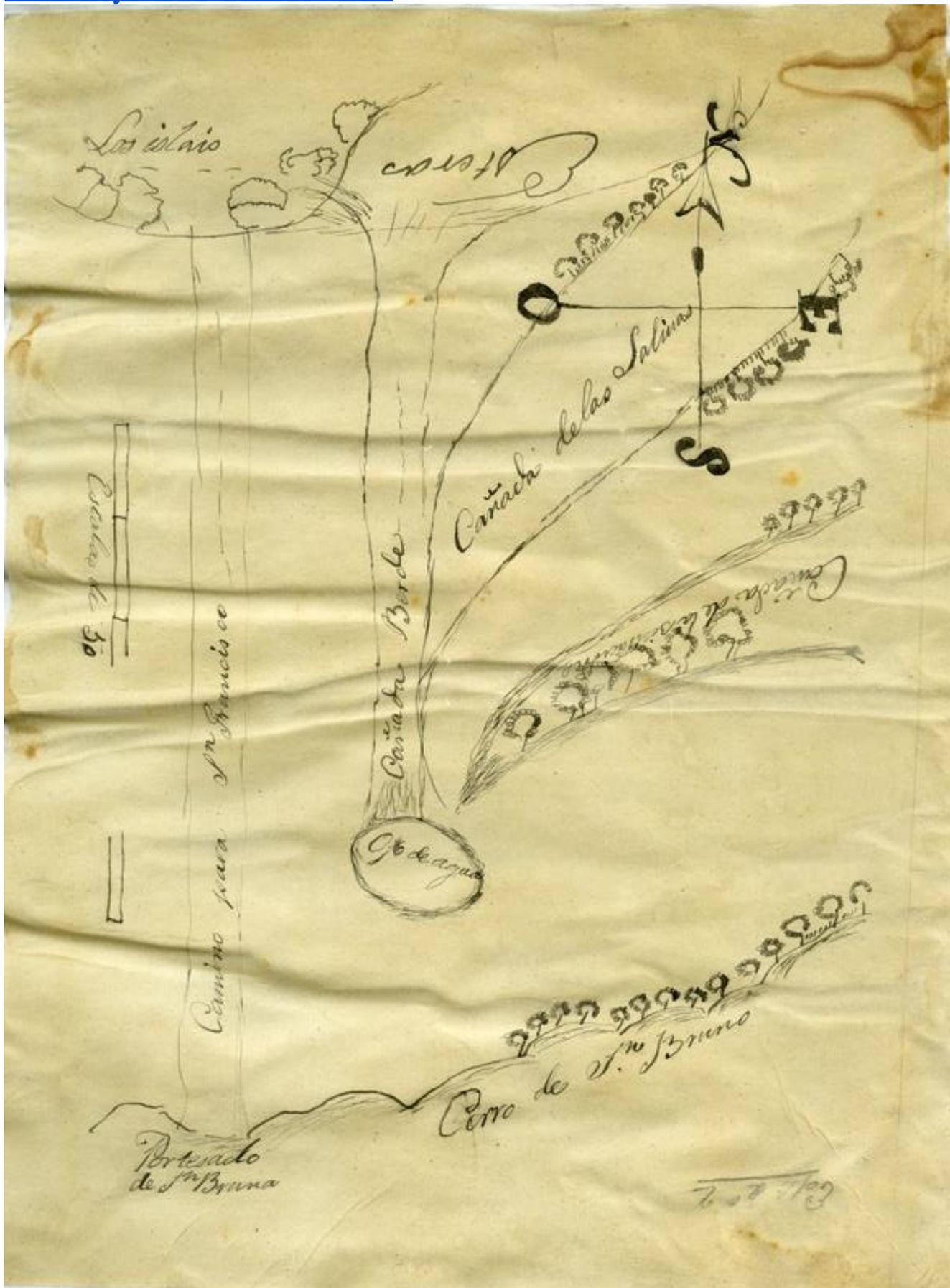
Corn, barley, and wheat were raised on the rancho. Some vegetables (beans, onions, peppers, garlic) and fruit (apples, pears, oranges, peaches, apricots, watermelon) were grown. Grapes, both for eating and for making wine, were a common crop, as were olives.

The End of the Ranchos

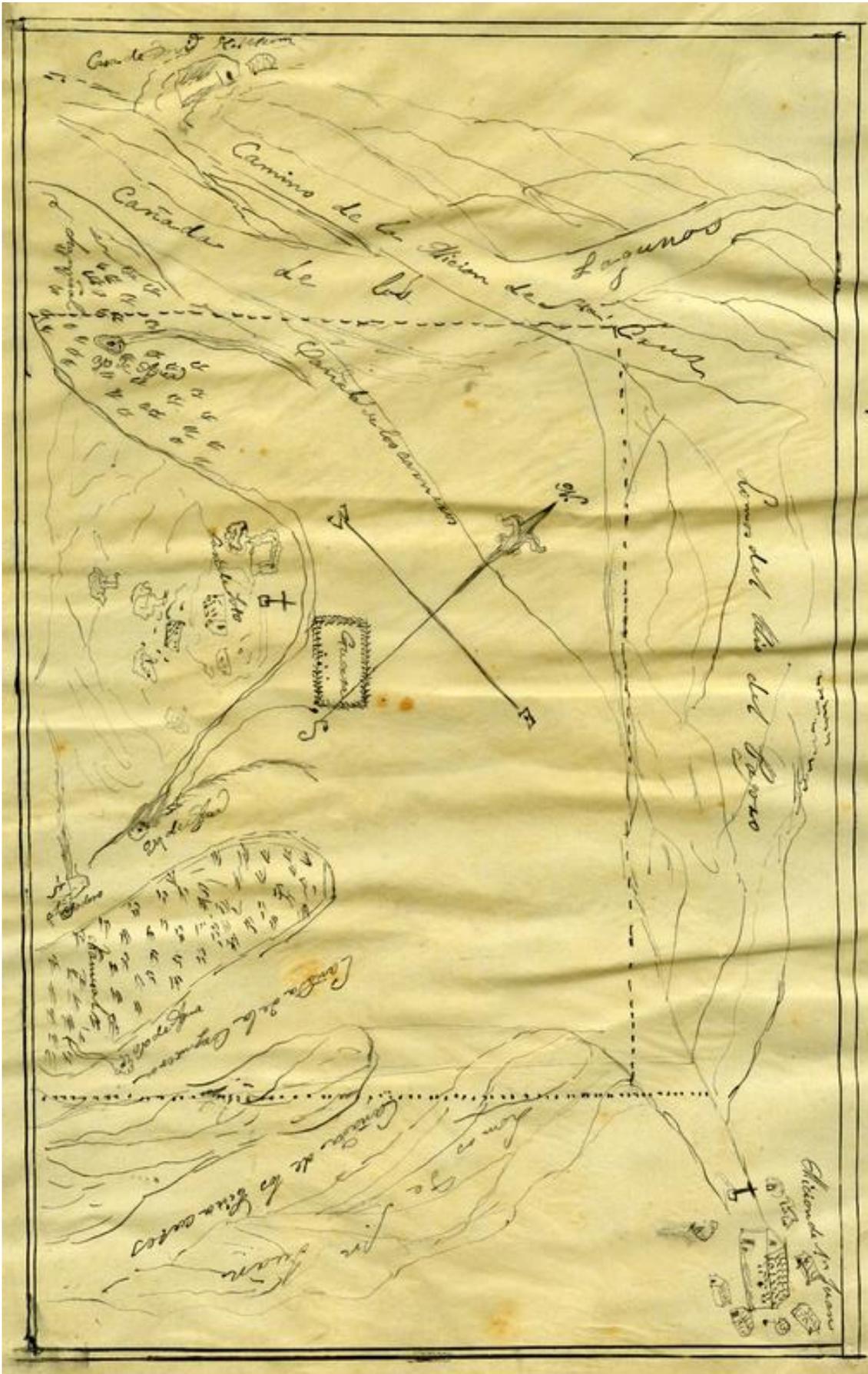
Two events signaled the end of life on the California ranchos. The first was the increase in American settlers when the United States acquired California from Mexico in 1847. The gold rush of 1849 brought even more Americans. The second was the unusually dry weather that brought droughts to southern California in the 1860s and 1870s.

Activity Break: Identifying land features on <i>Diseños</i>	
Target Grade Level:	1st - 6th
Time:	30 mins
Overview & Objectives:	Have children analyze some handwritten maps of Mexican land grants. What land features can they identify?
Materials Needed:	<ul style="list-style-type: none"> ● Included illustrations
Illustrations:	https://iusd.instructure.com/courses/44390/pages/social-studies-chapter-4-mexican-rule-in-california
Vocabulary:	<ul style="list-style-type: none"> ● Diseños: A rough map required to accompany Spanish and Mexican land grant petitions made in Alta California prior to the Mexican-American War. ● Land grants: a gift of land made by a government as an incentive or as a reward for services to an individual, especially in return for military service
Activity:	<ol style="list-style-type: none"> 1. Showcase each diseños one by one. Ask the following questions for each one: <ol style="list-style-type: none"> a. Which way is north. How do you know? b. Is there a source of water? Where? How do you know? c. Are there any plants? Where? How do you know? d. Are there any hills? Where? How do you know? e. What are the boundaries of the land? f. Are there any structures here? Where? How do you know? g. Higher grades: Knowing that it was hard proving ownership of the land if it lacked a lot of detail, how good do you think this diseno is? h. Optional: Have students close their eyes and imagine the ideal land for them and their families. Have them draw out their disenos.
Closure (5 minutes):	Ask Students for final thoughts
Illustrations:	http://exhibits.sos.ca.gov/collections/show/9

Salinas y Visitación Rancho



CAÑADA DE LA CARPENTERIA RANCHO



Activity Break: **Make Your Own Adobe Bricks**

Adapted from: <http://resourcesforearlylearning.org/educators/activity/1091/>

Target Grade Level:	1st - 6th
Time:	2 - 3 days (1-2 days for drying)
Overview & Objectives:	Have children explore making their own building <i>materials</i> . Introduce the activity by telling children that they will be making their own building materials to use to <i>build</i> . Tell them that they will be making <i>adobe bricks</i> like the ones made by Mexican settlers in California.
Materials Needed:	<ul style="list-style-type: none">● Ice tray● Plastic wrap● Mud● Water● Straw● Mixing bowl● Mixing spoon
Vocabulary:	<ul style="list-style-type: none">● Adobe bricks: a type of brick made of a mixture of mud and straw that is dried by the sun
Activity:	<ol style="list-style-type: none">2. Line ice-cup tray with plastic wrap3. In your mixing bowl, add a scoop of mud,4. Add a scoop of water5. Add straw6. Mix with mixing spoon until thick7. If runny, add more staw or mud until thick8. Pat mixture into your ice cube mold9. Allow adobe bricks to dry over 1 - 2 days10. Unwrap plastic from tray to remove bricks. Be careful!11. Now build!
Closure: (5 minutes):	<p>Ask students the following:</p> <ol style="list-style-type: none">1. How are the building material used by the Mexicans the same and/or different from the materials used by the Ohlone? How are their buildings the same and//or different?2. How are the building material used by the Mexicans the same and/or different from the materials used TODAY? How are buildings the same and//or different? <p>Ask Students for final thoughts</p>

The US takes California 1846 -

The Bear Flag Revolt

Starting in the early 1840s, American explorers and settlers from the east came to California chasing dreams of a better life on fertile lands and fine waters. Tensions began to develop between the Mexican government and the increasing number of Americans in California.

In 1846 a group of Americans living near Sonoma (north of San Francisco) decided that they did not want to share land with the Mexican people. They captured General Mariano Vallejo, commander of the Mexican troops, at Sonoma along with a herd of horses that belonged to the Mexican government. They declared that California was an independent republic and raised the first "bear flag" at Sonoma.

California Becomes Part of the United States

Soon after the Bear Flag Revolt, American warships captured Monterey and San Francisco. This was the first of several battles between Mexico and the U.S. over California. The war ended in January 1847. Mexico left California to the U.S. for the sum of fifteen million dollars.

In 1848 the US and Mexico signed the Treaty of Guadalupe Hidalgo promising that the Mexicans who had land in California could keep it and would be protected by the U.S. government. However, the US government did not keep this promise.

Mexican landowners faced two issues:

1. **Lack of records.** The rancho owners were required to show papers to prove just what land they owned. Any land not claimed or claims not accepted would become public land and could be taken by new settlers. Because the process of claiming land from the Mexican government was so relaxed, it was hard for the Mexican landowners to prove ownership. Those who had some proof that they owned the land presented this proof to the Land Commission. It took many years (an average of 17 years) and a lot of money before the Land Commission issued a decision that the owner could keep the land.
2. **Squatters.** The US also did not protect the rancho lands from squatters. *Squatters* are people who live in a building or on land without the permission of the owner and without paying. Some people claimed land simply by setting up a tent camp or small cabin ("squatting") on the land. Perhaps they didn't know that someone else owned the land. Or perhaps they didn't care. Cases of squatters grew expediently with the discovery of gold and the onslaught Gold Rush.

Ranches to Ranchos Biographies

Don Maria Francisco Castro, born in Mexico in 1775, emigrated to California with his parents and settled in the Presidio in San Francisco. Francisco moved with his wife Gabriella Barryessa and their three children to San Jose where he served as alcalde (mayor) for 25 years.

Castro moved, with his family of now ten, to Richmond in about 1823 on a land grant from the Mexican government. The land had been used by Mission Dolores for grazing animals and the family moved into the abandoned adobe and added substantially to the structure with the aid of local Indian labor. Castro raised his family in the manner of a Spanish gentleman until his death in 1831.

Victor Castro had received his share of his father's inheritance, the land that now encompasses the city of El Cerrito. He and his brother Juan Jose petitioned for the title of the sobrantes ("land in between") between Rancho San Pablo and Rancho Peralta. They were granted these, the first including all of what is known today as El Sobrante and the second being modern day Kennington.

Being an educated and capable man, Victor Castro became one of the city's prominent citizens. His home was a beautiful two-story fourteen room adobe built in 1839 and located on the site where El Cerrito Plaza is today.

When the gold rush began in 1849, Victor built the first ferry which carried miners from San Francisco to Pt. Isabel. Miners stayed at Rancho El Cerrito on their way to the gold fields. Castro was involved in commercial endeavors in this country and military ventures in Mexico, however, at the time of his death in 1900, due to litigation and squatters, his once large domain had shrunk to a mere 300 acres.

The Gold Rush

The Gold Rush prompts waves of immigration to California, 1849

The California Gold Rush of 1849 propelled industrial and agricultural development in California, greatly impacting the population, the westward expansion, and helped pull California into statehood.

Despite the swarms of people traveling from all over the world to try their luck at finding gold, not many found success in the Gold Rush. Those quick on their feet soon realized that one could earn more money selling to aspirational gold miners. The Gold Rush ensued economic development to satisfy the needs of gold prospectors and the mining industry. This inflated prices due to supply and demand.

Other individuals who did not succeed in mining turned to agriculture; “green gold”. This proved to be an advantage due to the state’s favorable climate in aiding the production of massive amounts of fruits, vegetables and grains. Small farmers, viticulturists, fruit growers, and dairy farmers. Others raised sheep and cattle.

Enterprising newcomers from Europe also traveled to California. There they found ideal land and climate for wine production. They were the first to plant orchards and vineyards in California.

The Gold Rush led to the establishment of boomtowns. As a means of connection, expansion and trade entrepreneurs invested in the building of railroads, churches and banks to accommodate the newcomers, and housing. The population of San Francisco, for example, exploded from 500 in 1847 to more than 150,000 in 1852. Increase in population and infrastructure allowed California to qualify for statehood in 1850

By 1855, it is estimated at least 300,000 gold-seekers, merchants, and other immigrants had arrived in California from around the world. Over the course of 7 years (1848 - 1855), that is an average of 117 new immigrants each day!

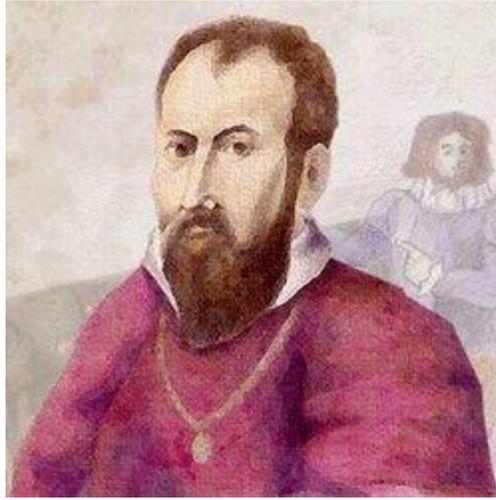
The discovery of gold at Sutter's Mill near Sacramento brought thousands of people to California. Quickly, many miners realized that their wish for quick riches was unlikely. Not wanting to give up on their hopes for a better life, many turned to the land and began to rely on agriculture.

In 1869 the first railroad in southern California began running between San Diego and San Pedro.

The railroad was a symbol of the change overtaking California, a change that meant the end of the rancho period. One by one, the great ranchos were divided and sold. The land around the towns was divided again and again as more homes were built.

Activity Break: The Race to California	
Target Grade Level:	1st - 3rd
	30 mins
<i>Overview & Objectives:</i>	Students identify with many of the immigrants who made their way to California.
<i>Materials Needed:</i>	<ul style="list-style-type: none"> ● Exhibit Only
<i>Vocabulary:</i>	<ul style="list-style-type: none"> ● Immigration: coming to a country to live there ● Inflation: a continual increase in the price of goods and services ● Mining: the process or business of digging in mines to obtain minerals, metals, jewels, etc. ● General Store: a store usually in a small town that sells many different things including groceries
<i>Activity:</i>	<p>Students reflect on the different reasons someone may leave their home country and what survival in a new world may look like.</p> <p>Students answer the following questions:</p> <ol style="list-style-type: none"> 1. What are some reasons people leave their home country? 2. Would you leave your country in hopes of a better life? 3. Where are our families originally from? 4. What are some things you would need in a new country? 5. If you were a miner during the gold rush, what would you need to mine for gold? 6. If you lived during a gold rush and had a general store, what kinds of things would you sell that others need?
<i>Closure: (5 minutes):</i>	Ask Students for final thoughts

Activity Break: Bay Area's Early Inhabitants Timeline	
Target Grade Level:	K - 9th
Time:	5 - 15 mins
Overview & Objectives:	Students recognize and name the early inhabitants of the Bay Area before. An illustration of each inhabitant is placed on a timeline to illustrate change over time.
Materials Needed:	<ul style="list-style-type: none"> ● Ohlone and Ranchos display paired with video tour ● Timeline with the dates: 1500, 1769, 1821, 1850, 2020 ● Included illustrations ● If possible, group photo of class
Vocabulary:	<ul style="list-style-type: none"> ● Spaniard: a person born, raised, or living in Spain ● 49er: a nickname for a miner or other person that took part in the 1849 California Gold Rush.
Activity:	<ol style="list-style-type: none"> 1. Cut out illustrations and scramble so that they are in no order 2. Draw out timeline with years identified 3. Students together figure out where each illustration goes 4. Write out early inhabitant names along with image on timeline
Illustrations:	



[include picture of class if available]

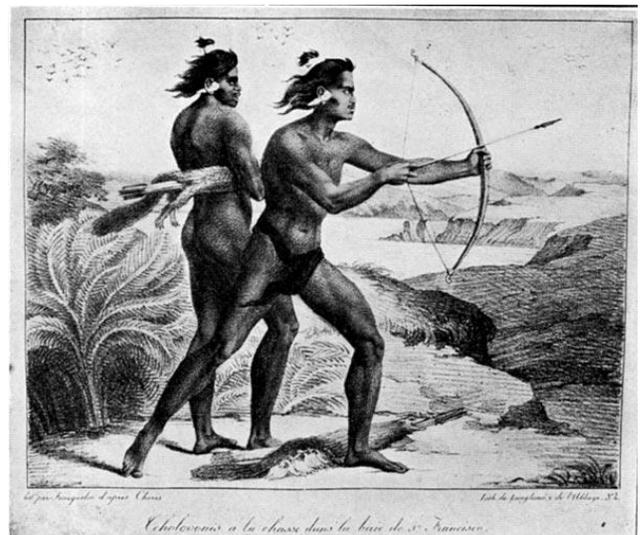
Closure: (5 minutes):

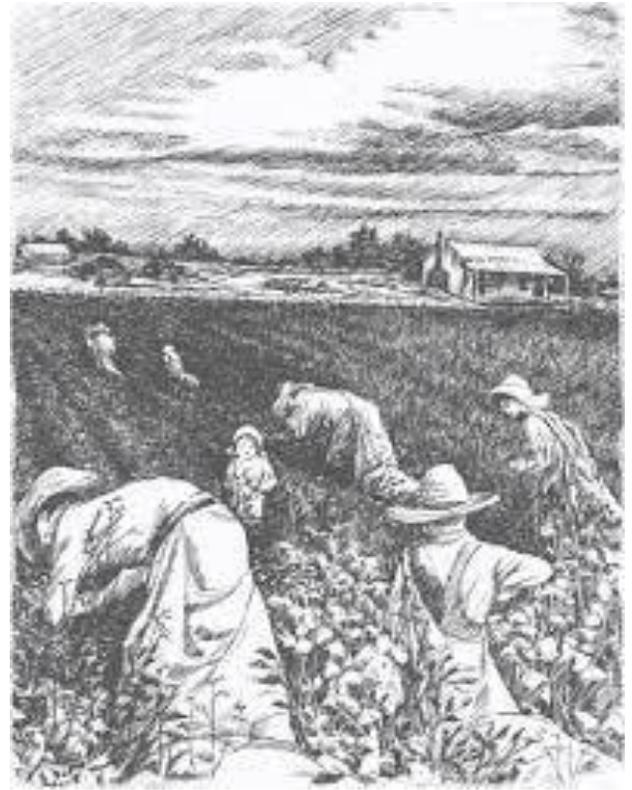
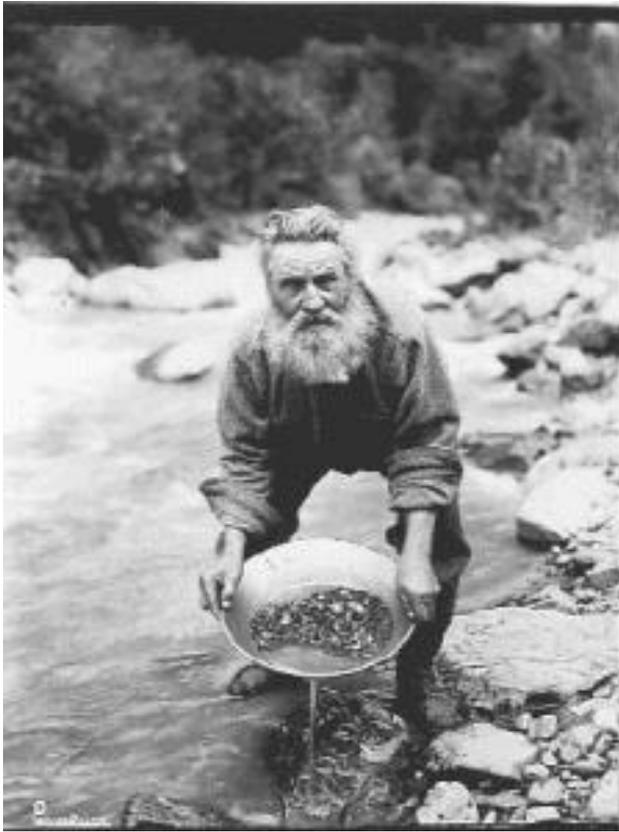
Ask Students for final thoughts

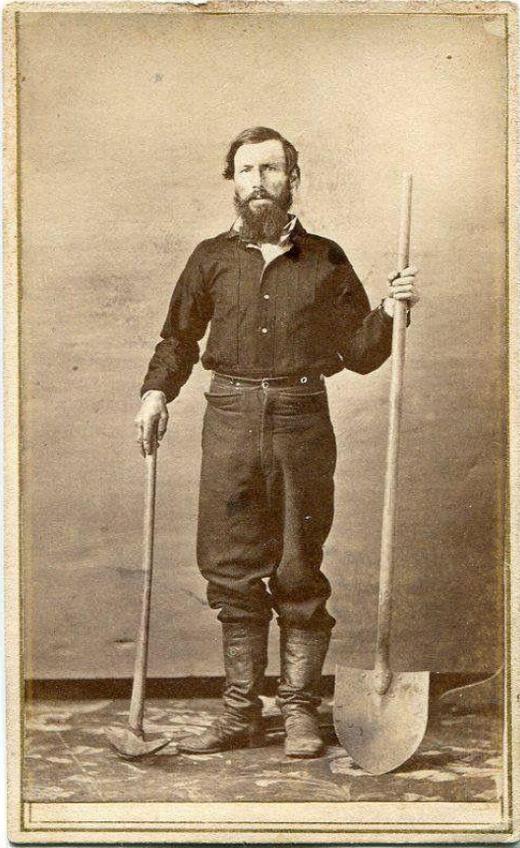
Activity Break: Bay Area's Early Inhabitants Timeline Pt. 2

Target Grade Level:	1st - 6th
Times:	25 mins
Overview & Objectives:	<p>Extension of part 1. Please complete part 1 before moving onto part 2.</p> <p>Students identify the similarities and differences between Bay Area early inhabitants in work, dress, and celebrations.</p>
Materials Needed:	<ul style="list-style-type: none">● Ohlone and Ranchos display paired with video tour● Pt. 2● Included illustrations
Vocabulary:	<ul style="list-style-type: none">● Independence: freedom from outside control or support● Dress: a particular type of clothing● Hunter & gatherers: a member of a culture in which food is obtained by hunting, fishing, and foraging rather than by agriculture or animal husbandry
Activity:	<ol style="list-style-type: none">1. Cut out illustrations and scramble so that they are in no particular order2. Use completed timeline from part 13. Students match jobs and dress with the appropriate early inhabitants. Images are taped underneath part 1 images4. Ask students to provide evidence for their answers5. Wrap up: What kind of jobs are in Richmond today? What kind of clothing do we wear now?

Illustrations:







Closure: (5 minutes):

Ask Students for final thoughts

Gold Rush Biographies

Captain George Ellis was an Englishman drawn to California after the discovery of gold. He found the dusty mine shafts of the Sierra gold mines unbearable compared to the airy decks of sailing ships, so he made his way back to San Francisco Bay. In 1849, Ellis purchased two shallow boats, the Sierra and the Mystery, and began a ferry service from a rickety wharf in the mud flats of what is now Point Richmond to the docks of boomtown San Francisco.

Along with partner Captain James Smith, Ellis transported hay, produce, and poultry grown in the East Bay and occasionally passengers to San Francisco. Area farmers and residents kept their eye out for the schooners. The American flag flying at the top of the mast was the signal that it would soon be time to sail. Departures and arrivals depended on the tides since the shallow, mud flat landing in Richmond was unnavigable at low tide. Southerly winds often blew them into the mud-flats.

Ellis Landing was located in a slough where Richmond's container terminal is today, along Harbour Way, in the Inner Harbour. By 1859, Ellis had purchased 90 acres of land in the vicinity of the ancient shell mounds and burial grounds of the Ohlone, estimated to be 3500 years old. George Ellis had a monopoly on the transport business in this part of the bay until the arrival of the Santa Fe Railroad in 1900.

Richard Stege was born in Germany in 1832. He received his early education in the German seaport town of Bremerhaven and then became a sailor at the age of 14. At 16, he emigrated to New York City and became a clerk in a grocery store. A year later he set sail for Rio de Janeiro, Brazil to join his brother, but soon the two came to California. The great '49er boom was on and Stege went to Downsville to mine for gold. After three years, he gave up and went into the grocery business acquiring a store in the town of Clement's Flat and another in New York Flat. He opened a bakery and a restaurant. When gold was discovered at Frazer River, Stege sold his business and left for the mines, but soon was in business again, first as a proprietor of a restaurant in Port Wine Diggings and then as a hotel proprietor in Carson City, Nevada. Then again, Stege was off to the mines, this time to the Caribou Mines in British Columbia in the spring of 1863, where he spent the following three years opening and running various hotels.

By about 1867, Stege's gold fever waned and he left for Siberia and the fur trade. After this final act of adventure, he returned to Oakland and opened a furniture store. After a year, Stege bought 600 acres of the western part of Rancho San Pablo. He farmed his land and was contracted to deliver powder from the works which were on his land. Stege built a big house and surrounded it with sweet smelling rose gardens, along with a variety of trees. At one point he raised frogs to sell frog legs to restaurants in SF.

Gradually other people bought land from him and built homes. All the land that once belonged to Richard Stege became the town of Stege.

Jacob M. Tewksbury came from Buenos Aires, Argentina to San Francisco during the gold rush to begin a medical practice. In 1851 he and his neighbor Joseph Emeric bought adjoining land on the San Pablo Ranch, Tewksbury's piece being 220 acres at Point Richmond. He served as a doctor to the aging Gabriela Castro. At that time the Point was separated from the mainland by a shallow channel, so boats were used as ferries to the mainland. Tewksbury built a dike and road out to the Point and by 1874 the channel filled making Pt. Richmond is accessible all year.

Agriculture Display

Social Studies Educational Standards

3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.

1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
2. -

3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.

1. -
2. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.
3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.

3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.
2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad.
3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.
4. Discuss the relationship of students' "work" in school and their personal human capital.

[California's agriculture evolved differently from what was found in the home states and countries of the immigrants who settled and farmed its soils.](#) Early settlers found an ideal environment for raising wheat: great expanses of fertile soil and flat terrain combined with rainy winters and hot, dry summers. By the mid-1850s, the state's wheat output exceeded local consumption.

Between 1890 and 1914, the California farm economy shifted from large-scale ranching and grain-growing operations to smaller-scale, intensive fruit cultivation. By 1910 California emerged as one of the world's principal producers of grapes, citrus, and various deciduous fruits. Tied to this dramatic transformation was the growth of allied industries, including canning, packing, food machinery, and transportation services.

The transcontinental railroad was completed in 1869, and one of the first effects was an increase in the importation of fruits from the East. In the 1880s, the Santa Fe Railroad connected to California, creating more competition.

Few issues have invoked more controversy in California than recurrent problems associated with agricultural labor. Steinbeck's portrayal of the clash of cultures in *The Grapes of Wrath* represents the tip of a gigantic iceberg. The Chinese Exclusion Act, the Gentlemen's Agreement (aimed at Japanese immigrants), the forced repatriation of Mexicans during the Great Depression, the Great Cotton Strikes of 1933, 1938, and 1939, the Bracero Program (1942–64), the United Farm Worker (UFW) and Teamsters organizing campaigns and national boycotts, the state's Agricultural Relations Act, the legal controversy over the mechanization of the tomato harvest, the current battles over illegal immigration, and now the growing concerns over the health of agricultural laborers are all part of a reoccurring pattern of turmoil deeply rooted in California's agricultural labor market.

Chinese, Japanese, Sikhs, Filipinos, Southern Europeans, Mexicans, “Okies”(migrant agricultural workers from Oklahoma and neighboring states who had been forced to leave due to economic strife caused by the Dust Bowl) , and then Mexicans again have all taken a turn in California’s fields. Each group has its own story.

Activity Break: <u>My Farm Web</u>	
Target Grade Level:	1st - 3rd
	30 mins
<i>Overview & Objectives:</i>	Students use the visual representation of a web to explore the role of agriculture in their daily lives and understand how most of the necessities of life can be traced back to the farm.
<i>Materials Needed:</i>	<ul style="list-style-type: none"> ● <u>If It Weren't For Farmers</u> ● <u>Farm Web Graphics</u>
<i>Vocabulary:</i>	<ul style="list-style-type: none"> ● agriculture: the science, art, or practice of cultivating the soil, producing crops, and raising livestock and in varying degrees the preparation and marketing of the resulting products ● fabric: natural fibers are produced on the farm; the two most important fibers are wool and cotton. These fibers are made into thread or yarn and then knitted or woven into fabric or cloth, then finally made into gloves, socks, suits, coats, and other products including blankets, carpets, and curtains. ● farming: the production of food and fiber derived from plants and animals. Farmers must understand economics, business, mathematics, and the science involved in getting their crops and animals to market. The science involved in agriculture includes the knowledge of ecosystems, soil, water, weather, chemistry, and plant and animal biology. ● flowers: flower and nursery crop production are part of the “green industry” which includes turf. The primary use of these “crops” is for aesthetics or beauty. ● food: made from the raw products taken from the farm. Some products, like corn, may be consumed in their “raw” state or processed into an entirely different product like corn chips, soda, peanut butter, detergents, or medicines. Some of our farm “raw” food products need to be processed into a more palatable and digestible form before they can be eaten. Wheat, for example, is the most important grain in the U.S. We would have to eat hundreds of “raw” or whole-wheat seeds to get the same nutrition we can get more easily from processing the wheat into flour and then baking bread. Bread is a more palatable way to eat wheat. Flour, of course, is used in hundreds of other products: tortillas, pastas, doughnuts, muffins, pancakes, cookies, pie crusts, and pretzels, just to name a few. The food industry is the processing and distribution of food. ● forestry: many forests are cultivated. Agriculturally, many private forests are grown to provide paper and other wood products.

<p><i>Activity:</i></p>	<ol style="list-style-type: none"> 1. Ask the students, "Where does agriculture begin?" (<i>On a farm.</i>) 2. Guide the students to understand that agriculture begins on a farm and there are all kinds of farms. Cattle ranches for beef and leather; dairy farms for milk and all the products made from milk; orchards that grow apples to make juice and apple pies; pig farms for pepperoni, bacon, and ham; grain farms that grow corn for fuel or corn syrup for soda, and wheat for bread; cotton farms for blue jeans; and tree farms for paper and landscaping. In fact, there is a different kind of farm for nearly every type of product. Farms specialize in what they grow based upon their location (climate and soil), and farmers choose only a few crops because the type of equipment used to plant and harvest each crop is very specific and expensive. 3. Inform the students they are now going to create a "farm web" to help them understand agriculture and where the items they use every day come from. 4. Have students move to the area where they will build the farm web. 5. Place the farm picture in the center of the floor. Mix up the remaining pictures and either put them in a pile or pass a picture to each student. 6. Ask the students, "Which pictures will go closest to the farm picture?" (<i>The pictures of plants or animals that are grown or raised on a farm go closest.</i>) 7. Students with products made from ingredients produced on a farm should place their pictures onto the web after the farm-raised item is placed. 8. As each picture is placed, ask the students to use a linking phrase such as <i>dairy cows make milk</i> (the word <i>make</i> is the linking word) to describe how their items connect to the web. Discuss each new connection as the pictures are placed. 9. When all of the pictures have been correctly placed, review the linking phrases and ask students if they think other pictures could be added to the web. 10. As a conclusion to the activity, read aloud one or more of the recommended books and ask students where the products mentioned in the books would fit into their farm web.
<p><i>Closure: (5 minutes):</i></p>	<p>Ask Students for final thoughts</p>

Kitchen Display

Social Studies Educational Standards

No 3

Store Display

Social Studies Educational Standards

3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.

1. -
2. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.
3. -

3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.
2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad.
3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.
4. Discuss the relationship of students' "work" in school and their personal human capital.

School Display

Social Studies Educational Standards

3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.

1. -
2. -
3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.

Fire Service Display

Social Studies Educational Standards

3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

1. Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.
2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.

3. Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).
4. -
5. -
6. -

Industry Display

Social Studies Educational Standards

3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.

1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).

3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.

1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.
2. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.
3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.

3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.
2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad.
3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.
4. Discuss the relationship of students' "work" in school and their personal human capital.

Richmond is Discovered, 1895

Augustin S. Macdonald is credited for the “discovery” of Richmond, for he discovered the industrial/urban potential of the City. While on the duck hunt in the Pt. in the Richmond area in 1895, Macdonald began to speculate as to the possibilities of the bay which he knew to be surveyed as 65 feet deep. He realized that a ferry direct from San Francisco to Richmond, rather than from Oakland, could save the railroad 12 miles in frightening ways. This discovery of the optimal commercial harbor was the beginning of the making of the Richmond of today.

Pioneer Industry, 1900

Macdonald took his idea first to the Southern Pacific, who had little interest. But undiscouraged, Macdonald went to the Sante Fe who considered the proposition and soon made Richmond their far west terminal. After several years of track laying, the first train arrived from Chicago on July 3, 1900 and the first train departed for Chicago the same day. The city began to experience the initial stages of an urban boom and population exceeded housing with many people living in tents. Macdonald’s efforts were not completely altruistic, and he had been quick to buy and parcel land into urban lots which sold rapidly.

Standard Oil arrived shortly after the Sante Fe, and second only chronologically, the real boom began. Through assiduous rains and lack of modern technology, the Number 1 battery was opened on July 2, 1902 and the first

oil brought through two days later. The industry contributed phenomenally to the growth of Richmond and population increased 10 fold from the mid 1890's. Developers parceled more lots and competed for sales with anything from slick brochures to band performances and airshows. Stores and hotels opened as did a post office, library and various community services. The landscape was rapidly changing, but historically, the boom had scarcely begun.

On the Atchison, Topeka, and Santa Fe

The arrival of the Santa Fe Railroad terminus in Richmond was a significant development for this area. After purchasing 57 acres, construction began on the proposed 77 mile route. Bringing the railroad to Richmond required extensive work: building tunnels, dredging tule marshes, and major earth moving. It brought jobs and more people to see what advantages the area offered. Many came to work for the railroad as engineers, porters, and station attendants. The turn of the century was a period of great optimism and growth.

On July 3, 1900, the hard work came to fruition with the departure of the first Santa Fe transcontinental train from Richmond heading to Chicago. The passengers boarded the Ocean Wave ferry in San Francisco, quickly transferring to the train in Richmond. The train was greeted by almost everyone in town.

Santa Fe thus became the first major employer in Richmond. Rail transportation brought people and more business to the area. By 1903, the population of Richmond jumped to 2,000 people.

Standard Oil Helps Make the Car Standard

In 1901, the Standard Oil Company of Ohio, now Chevron, was looking for a site for their West Coast refinery. They wanted a location with easy access to both railroad and shipping lines and lots of land to build oil tankers and manufacturing facilities. They chose Richmond because it had all these advantages. Now, oil is one of Richmond's largest industries and Chevron one of its biggest employers.

The growth of the petrochemical industry in California and the world has played a major role in transportation, fueling automobile and airline travel. The gasoline refined here in Richmond is transported all over the United States.

Gasoline is made from crude oil, a thick, black ooze that is pumped out of the ground. The crude oil is transported to Richmond in large tankers from places like Alaska. At refineries like the one here in Richmond, the oil is then processed and made into a number of useful products like plastics, diesel fuel, cleansers, styrofoam cups, petroleum jelly (Vaseline), and insecticides.

Environmentalists are concerned with the pollution caused by the petrochemical industries. Many question the safety of transporting large amounts of crude oil in big tankers because of the risk of an oil spill. Spilled crude oil forms a slick surface on the water and can kill animal and plant life. Sometimes polluted water goes out into San Francisco Bay. This water can kill or taint fish and other wildlife in the Bay, making fishing and recreational activities unsafe for humans.

Until we can develop cars that do not run on gasoline - we will continue to use products like those made at Chevron and live with possible risks to our environment.

**Richmond is Incorporated,
1905**

Despite Richmond's size and self-sufficiency, it was still governed by an essentially unrelated county seat miles away in Martinez. The need for a city government was hard felt in the community. On August 7, 1905 the populace voted unanimously for local government and the City of Richmond was incorporated as a city, sixth class, with J.B. Willis made the first Mayor. The City of Richmond was formally incorporated with a population of 2,150.

The name for the town was derived from Pt. Richmond which had been designated such by the US Geodetic survey in 1904. Most likely it came about being the birth place (Richmond, Virginia) of Edmund Randolph who represented San Francisco at the first session of California Legislature in San Jose, 1849.

Industry continues to Thrive

Travel in Comfort in a Pullman Coach!

The Pullman Car Company was a manufacturer of railroad cars in the mid-to-late 19th century through the first half of the 20th century. It provided its trademark cars to the railroads but was independently owned and operated.

Pullman Coach Shops operated in Richmond from 1910 to 1959. The Richmond Pullman Shop built the sleeping cars used for train lines operating in the western half of the United States. The shop was located on Carlson Boulevard, north of Cutting Boulevard, near the Southern Pacific Rail lines, now operated by Amtrak .

Two types of cars were built: standard and first class or deluxe. The cars were built, outfitted and sent on their way. The sleeping cars were rented to the Southern Pacific, Santa Fe, and the Western Pacific Railroad Companies. When necessary, the cars were repaired, restored, and cleaned in the Pullman Coach Shop. After refurbishing, cars usually ran for two years before needing any further major servicing. The Richmond Pullman Coach Shops completed 350 cars a year.

In the 1860s, when railroad travel was at its peak in the United States, George Pullman had the idea to profit off the industry by advertising luxury travel in "sleeper cars" with beds and other accommodations to increase comfort. One of the most popular of these accommodations was access to service workers known as porters. Porters' duties included: greeting passengers, carrying baggage, making beds, serving food and drinks, shining shoes, and keeping the cars clean. Pullman porters waited on passengers day and night.

After the Civil War ended, George Pullman realized that large numbers of former slaves were looking for work. Thus began the practice of almost exclusively hiring Black men to serve as porters. While the wages were not high compared to many jobs available to whites and workers had to face long hours and tasks that were often demeaning, Pullman paid better than many other employers that hired Black people. For many, working as a Pullman porter was a ticket out of poverty and an opportunity to travel not available to many members of the Black community.

It was through their travels as porters that many Black men learned about opportunities for a better life in California. They would share what they learned with their families and social networks in their home states leading to increased Black migration. Louis Bonaparte Sr. worked as a Pullman porter on the Missouri Pacific Railroad. He first visited Richmond on a vacation pass in the 1920s and was impressed by the freedom that Black people had here compared with his native Louisiana. In 1924, he decided to make Richmond his permanent home. He told friends and family about his decision and some followed his example.

Ding, Ding, Ding Goes the Trolley

As new jobs were created, people came to the area, thus creating a need for mass transit. The East Shore and Suburban Railway Company (ESSEX) began operating electric trolleys in Richmond in 1904. The wooden

cars were 35 feet long and open at both ends. Each car held 40 passengers. The fare was 5 cents, later increasing to 10 cents.

The first trolley line linked the Standard Oil Refinery with the Southern Pacific Railway station at 16th Street and Macdonald Avenue where the BART station is today. In 1907 another 4 miles of track were added to link up with the Alameda County trolley at the county line. Passengers could now travel to Oakland.

Two cross-town feeders were built on 6th and 23rd Streets. Richmond was quickly transformed from a small, muddy village into a busy town. The trolley helped fuel this change with its fast, efficient service along the growing network of routes. Trolleys were an immediate success, growing into a citywide operation.

Passenger-filled trolleys were prohibited from crossing the Southern Pacific rail line at 16th Street and Macdonald Avenue. Passengers disembarked, walked over the tracks, and reboarded another trolley on the other side to continue their trip. In bad weather the mud could get very deep. In 1908 Southern Pacific built an underpass for the trolley tracks.

Trolley use held constant, dominating the local transportation industry until 1933, however, the owners and names changed repeatedly.

Even with the introduction of automobiles, the trolley remained the most popular mode of transportation in Richmond. People rode the trolley to work or school, to visit friends, and go out in the evening. At the trolley's peak, no major housing subdivision or industry in the city was far from a trolley line.

As automobile ownership grew, people began using cars instead of trolleys. The gas-powered buses had greater route flexibility, not being restricted to tracks.

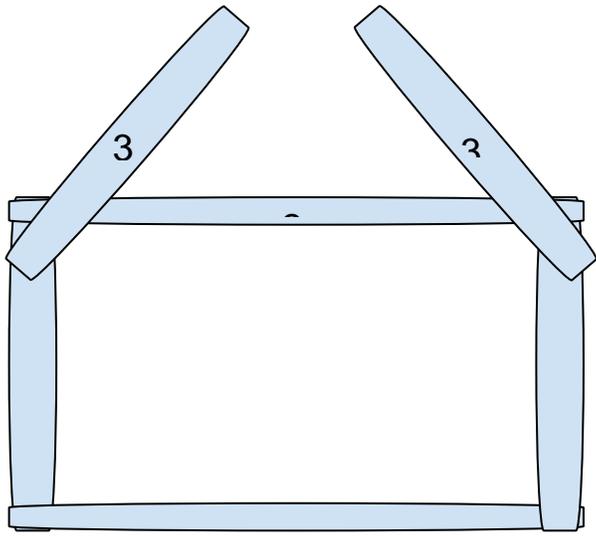
Both automobiles and buses were able to get people closer to their destinations than could the trolleys leading to the demise of the trolley in Richmond. On November 7, 1933, the last Richmond trolley, Lehigh #287, made its final journey from Richmond to the central car barn. Eventually, all East Bay trolleys were taken out of service and used for scrap metal. Only one trolley used in the East Bay still exists, the Lehigh model #271 is now located at the Western Railway Museum in Rio Vista.

Have We Made A Ford Lately?

In 1931 Ford Motor Company opened a factory in Richmond assembling their Model A automobiles. The Model A was the company's next big hit after the debut Model T. Model A's were first distributed in December of 1927 and came in 9 body styles and 4 standard colors. One of the vehicles assembled in the Richmond plant is on display at the Richmond Museum and is the highlight of our permanent exhibit. Our Model-A was one of the first cars to come off the assembly line at the Ford plant here in Richmond. The city bought it and it was driven by the city manager, a man named James McVittie. The city of Richmond sold it to us for \$1. Today, the former Ford Assembly Plant is the Craneway Pavilion and serves primarily as an events center.

Activity Break: Mass Production	
Target Grade Level:	2nd - 6th
	40 mins

<i>Overview & Objectives:</i>	Students experiment and identify the benefits of mass production and assembly lines.
<i>Materials Needed:</i>	<ul style="list-style-type: none"> ● Popsicle sticks ● Glue ● Math prompt sheet: http://www.techdirections.com/Assembly_Line.pdf (pg. 3)
<i>Vocabulary:</i>	
<i>Activity:</i>	<p>Part I Demonstrate individual assembly: 3 students make 1 popsicle home</p> <ol style="list-style-type: none"> 1. Glue popsicle sticks #1 together. 2. Glue popsicle sticks #2 together and then to popsicles #2 to create a box. 3. Glue popsicle sticks #3 together and then to the top of #1 and #2. <p>Record each time and then calculate the average.</p> <p>HOLD ON TO THIS INDIVIDUAL AVERAGE</p> <p>Part II Demonstrate an assembly line: 3 in each team, preferably 10 sets of 3</p> <ol style="list-style-type: none"> 1. Set up an assembly line where each person in the group assembles only one part of the unit. The first person glues popsicles #1 together. Pass it onto the next person. The second person glues popsicles #2 together and then to popsicles #2 to create a box. Pass it onto the next person. The third person glues popsicles #3 together and then to the top of #1 and #2. 2. (Use math sheet) Start by having your group assemble 10 units. Record the time it takes to assemble them. Do this twice and calculate the average time it takes your group to assemble 10 units. Divide your average time by 10 to find the time it takes the whole group to assemble one unit (individual unit time). <i>How does this individual unit time compare the the average of individual assembly? Which one is faster?</i> 3. Take the average time it takes your group to assemble one unit and multiply it by 100 units. Calculate the expected time it will take your group to assemble 100 units
<i>Closure: (5 minutes):</i>	Ask Students for final thoughts



Activity Break: A New Car for Our City	
Target Grade Level:	3rd
	30 mins
Overview & Objectives:	Students will gain an understanding of local government and municipal needs by discussing the historical significance of the Model A Ford to the city as the City Manager's primary mode of transportation and what would be a good choice for modern times.
Materials Needed:	<ul style="list-style-type: none"> ● Model A video ● Paper ● Pencil ● Drawing Materials
Vocabulary:	
Activity:	<ol style="list-style-type: none"> 1. Explain that Ford was the first major car company and the significance of the introduction of cars to everyday life 2. Discuss how Ford opening a factory here shaped Richmond's economy 3. Explain the relationship between the Ford Company and the City of Richmond, specifically the fact that the City Manager drove one of the first Model A's built here. 4. Discuss what a City Manager does and speculate why the Model A was a good car for James McVittie to drive. 5. Activity: What kind of car should Richmond buy in 2021? <ol style="list-style-type: none"> a. Discuss what's important when choosing a car b. Have students choose one for the city manager to use in modern times-this can be an existing car or an invented one c. Students will write 1-2 sentences about their choice of car and then create an illustration 6. Share illustrations 7. Discuss: <ol style="list-style-type: none"> a. What did you think about while making your choice? b. How is your choice the same or different from the Model A? c. Would you want to be a city manager? Why or why not?
Closure: (5 minutes):	Ask Students for final thoughts

Industry Biographies

Augustin S. Macdonald left his home in Oakland in November of 1895 to do some duck hunting in the then undeveloped Point Richmond. After hours of hunting without luck, he took a walk and was very impressed with what he saw, wondering at the lack of development. After checking government maps, he found the depth

of the harbor to be 50 feet near the water's edge, potentially the only place in the East Bay where large ships could dock: enabling trains to ferry goods across the bay to San Francisco instead of the common route from Oakland. Soon after appraising the Sante Fe of his discovery, 57 acres of land were purchased from John Nicholl Sr. in order to begin work on the terminal there. Before any other settlers in the area knew of the railroad development, Macdonald bought several ranches, including George Barrett's 500 acre farm. Macdonald parcelled his land into small lots which sold quickly when the news of the Sante Fe's arrival was released.

Henry Colman Cutting was born in Iowa in 1870. His family moved to Nevada in 1873 and Henry, who had made his own living from the time he was 12 years old, pursued his education in the public schools of Reno and Nevada State University. In addition to classical studies, he took a course in mining engineering. He began teaching and by 1894 was elected State Superintendent of Public Instruction for the state of Nevada, a position he held for four years. During the same time he studied law and was admitted to the bar and soon wrote what was the basis for mining law in Nevada.

Cutting turned his attention to prospecting in order to regain his health and proceeded almost single handedly to build the town of Tonopah, Nevada. When Cutting came to San Francisco he became president of the Point Richmond Canal and Land Co. It was he who conceived the idea of the inner harbor at Richmond.

Edward J. Garrard, born in Pittsburg, Pennsylvania, began working for Standard Oil in Whiting, Indiana as a teenager. He became a valuable man in the company and was one of the men from Whiting chosen to help in constructing and operating the Standard Oil Company Plant in Richmond. He came to Richmond in 1902 when the town was little more than a mudflat with a dozen homes, and always took interest in the development of the City. In 1905 when Richmond was incorporated, he was chosen as one of the city trustees and served two years as president of the board. He was re-elected under a new charter and served as mayor for four years, then remained on the city council for 20 more. In affairs of the city, he was a strong advocate of the advantages of municipal ownership. Parks and playgrounds were his pet themes and he devoted a lot of energy to their promotion in the City of Richmond.

World War II

Purple Heart City,

1941 – 1944

The Depression affected Richmond as it did most American cities. Population growth dropped to a mere 3,400 increase between 1930 and 1940. Land sales dropped and land remained undeveloped. Small businesses folded or moved on.

War mobilization after the bombing of Pearl Harbor in 1941 brought the nation out of the depression, but Richmond had been slightly elevated from the economic seizure even before that. In 1939 the Todd-California Company accepted a contract from the British Purchasing Commission to build 30 vessels for Britain, as that nation was already involved in the war and unable to keep abreast losses caused by German submarines. Between 1939 and 1941, complicated negotiations occurred involving the properties and diverse interests of four major corporations concerning the building of the Richmond Shipyards. On January 14, 1941 the construction of the Kaiser Shipyards began and on October 27, the first Liberty Ship was launched.

The effect of the shipyards on the city was phenomenal. At the apex of production, they employed 90,000 people. The city doubled in two years from 23,462 to 50,000 in 1942. People came to Richmond looking for work from all over the country, creating one of the biggest domestic migrations in the country's history. They came primarily from the East, Arkansas, Oklahoma, Texas and the deep south. The city boomed. Downtown became developed and the city was alive 24 hours a day, to accommodate the three shifts of ship work. But the incentives were strong: good pay and steady work after 10 years of economic disparity and poverty.

Not only did many newcomers deal with physical discomforts, they also had to contend with resentment from the primarily working class citizenry. Longtime Richmond residents had trouble seeing the rapid change and also accepting the often lower class, uneducated, unskilled and interracial influx into their somewhat isolated environment.

Richmond Liberty Ship Wins the War!

When the United States entered World War II in 1941, there was a great need for ships to fight the enemy at sea. Henry J. Kaiser, a wealthy industrialist, opened shipyards in Richmond to build Liberty Ships, a type of mass-produced cargo ship, for the war effort. The Kaiser Shipyards were located near the present-day Richmond Marina. A plaque marks the spot.

Prior to the war, most major industries only offered work to white men. When the war simultaneously increased production needs and decreased the workforce of able bodied men, employers had to expand their horizons. Kaiser began hiring first white women, then men of color, then workers of all genders and backgrounds. Soon, workers were recruited from across the U.S. to assemble these ships. A significant portion came from the southern states including many women from various racial and ethnic backgrounds who were out of work.

Kaiser made working outside the home a more viable option for many women by providing daycare and schooling for their children. In addition to daycare and schools, Kaiser employees enjoyed healthcare benefits and were represented by a strong union. Unfortunately, not all shipyard employees benefited equally. Kaiser only provided schooling and daycare for white children. Additionally, when Kaiser first began hiring workers of color, they were barred from joining the all-white union. In later years, an auxiliary union was created for workers of color but it was not as robust and did not have as much influence as the white union. In 1941, President Franklin D. Roosevelt signed Executive Order 8802, banning race-based discrimination by both unions and employers in war industries but with no enforcement mechanism in place, it did little to nothing to help workers facing discrimination and unequal representation.

Richmond's population grew so fast that there was not enough housing. African Americans had an especially hard time as they were barred from renting or buying houses in predominantly white neighborhoods. For some workers, the best option was to rent "hot beds" in boarding houses. Different people would sleep in the beds

during each of the 3 shifts meaning the beds were always warm. A few desperate people even slept in 24-hour movie theaters!

In 1945, the Japanese surrendered, ending World War II. The Liberty Ships made in Richmond helped win the war. Many people who had come to build the ships decided to stay and made Richmond their home. The population grew from just 23,000 in 1940 to over 100,000 in 1946.

Victory, 1944

The end of the war brought great celebration of the restoration of peace and the victory over the threat to democracy. But in Richmond it also elicited difficulties. The city had grown 321% by the end of the war, and after, most emigrants, despite declining employment opportunities, chose to remain in Richmond. With the closing of the shipyards to wartime production, almost 100,000 jobs folded essentially overnight. The whirl of activity ended and it looked as if the demands on the economy and society were greater than the means.

All American City, 1944 – 54

Despite these adverse post-war socio-economic problems, a climate of optimism prevailed with a strong national economy and the general euphoria of the '50's. Richmond put up a strong fight against potentially debilitating conditions and was recognized for outstanding efforts by the National Municipal League and *Look* Magazine as one of 11 All-American cities. The recognition went to cities whose citizens, "... did something about their own problems." To prevent "... being strangled by corruption, inefficient government, poor schools and crime ..." as the awarders felt much of the country was. 2,500 Richmond citizens prevented Richmond from becoming a "ghost town" as was prophesied at the end of the war. With an eight-year campaign they not only saved the city, but improved it.

Committees induced federal officials to allow new industry to assume the three vacant shipyards and officially purchased a trailer camp and sold it as industrial sites, bringing 39 new plants to Richmond, creating 35,000 new jobs.

In 1949 the new 4.5-million-dollar Civic Center was erected. A 19-million-dollar school bond was approved to improve the filled to capacity school buildings and system. A 400,000-dollar youth center was built, a four-million-dollar hospital and 24,000 shoddy wartime housing units were replaced.

Although 36,000 new jobs did not replace the 100,000 lost, a substantial part of the post war social and economic problems had been solved, by the city's own citizens.

Unrest, 1960 – 1968

The national bliss of the '50's was short lived. In the United States, people's trust in their government began to falter. The US took military action in Korea without congressional approval. In 1955, we entered the Vietnam war, as part of efforts to stop the spread of communism in the post WWII developing world. This conflict was considered to be the first truly unpopular war in the public opinion of Americans. People became critical of the government, of society and the entire status quo. This attitude paved the way for the civil rights movement of the 1960's with the teachings of great men of peace like Martin Luther King, Paul Robison and Bobby Kennedy, preaching non-violent recalcitrance toward change. Despite the words of passivity, racial tensions mounted. Other national leaders, like Malcolm X and Stokely Carmichael encouraged change no matter what the cost, and unfortunately, a revolution, social or political, often begets violence. As racial awareness piqued, racial tensions increased, and riots broke out in Rochester, Jersey, Harlem, Watts and Richmond. The rioting in Richmond was less severe than in some bigger cities, the largest of three periods of rioting in a six-year span lasting only four days, most damage occurring to property. But despite these adverse effects of racial awareness in Richmond, the civil rights movement was felt in many positive ways. To deal with the violence, a Neighborhood Council was created. Blacks and whites worked together for the social good. More blacks began to run for public office, work for social and public services, and, basically, members of a minority group which comprised a large part of the City of Richmond since WWII began to take a more active part in society and politics.

Lesson One: Tour	
Target Grade Level:	3rd
Lesson Unit Time and Location	Online; 45 minutes
Subjects:	Speaking and Learning
<p>Standards: SL.3.6 for Grade Three Speak in complete sentences when appropriate to the task and situation in order to provide requested detail or clarification. .</p> <p>SL.3.3 for Grade Three Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	
<p>Overview and Objectives: Students will participate in the museum’s prepared online material to further understand how residents of Richmond participated in the Black Panther movement. They will also use this information to extend into ways that the Black Panthers helped their communities such as free breakfast and grocery programs, health centers. The focus of the lessons will be on the Black Panthers’ interest in finding ways to keep their communities safe. Students will also learn that this group sometimes used militant tactics in messaging.</p>	
<p>Materials Needed</p> <ul style="list-style-type: none"> ● Exhibit only 	
<p>Vocabulary</p> <ul style="list-style-type: none"> ● Black Panthers: the Black Panther Party was a Black Power group founded by college students Bobby Seale and Huey P. Newton in October 1966 in Oakland, California ● Black Power movement: a social movement created in the 1960s to address the poverty and lack of safety that Black people were experiencing ● Free Breakfast Program: a program that provided free nutritious food to children so they would not go to school hungry ● Health Centers: a place people can go to receive medical treatment or information ● Activism: using or supports strong actions (such as public protests) to help make changes in politics or society ● Self defense: the act of defending yourself, your property, etc. ● Militant: having or showing a desire or willingness to use strong, extreme, and sometimes forceful methods to achieve something ● Civil rights: the rights that every person should have regardless of his or her sex, race, or religion 	

More may need to be added as the exhibit is fully developed

Activity (35 minutes)

Students will participate in the museum's online exhibit/pre-recorded materials. Some questions/ideas to consider in relation to this online presentation, and in preparation for the other activities are:

- What methods were the Black Panthers using to make their communities safe?
- What were the goals of the rallies and protests that the Black Panthers organized?
- How did the Black Panthers try to help their neighbors?
- Can students think of something they've heard of or seen that might help keep their community safe and healthy?

Closure (5 minutes)

Ask students for final thoughts, transition to activities.

Assessment

Students will use online materials to better understand the civic goals of the Black Panthers. They will be able to name 1 to 3 programs the black Panthers started. They will also be able to give 1-2 reasons the Black Panthers movement was originally created.

Lesson Two: What is Tolerance?

Target Grade Level:

3rd

Lesson Unit Time and Location

Home or school; 30 minutes

Subjects:

Speaking and Learning, Language

Standards:

SL.3.1 for Grade Three

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

L.3.1 for Grade Three

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.2 for Grade Three

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Overview and Objectives:

In this lesson, students will be introduced to the Black Panthers via a 3 minute biography of Huey Newton. By the end of the lesson, students will understand that the Black Panthers were a social movement to promote the idea of black power, and Huey P. Newton's role in the creation of the Black Panthers.

Materials Needed

- Access to a phone, tablet, laptop, etc.
- Paper or posters
- Crayons, markers, or colored pencils

Vocabulary:

- Black Panthers: the Black Panther Party was a Black Power group founded by college students Bobby Seale and Huey P. Newton in October 1966 in Oakland, California
- Self defense: the act of defending yourself, your property, etc.
- Equality: the quality or state of having the same rights, social status, etc.
- Bay area (especially, Oakland, Richmond, and Berkeley): the San Francisco Bay Area is a region in Northern California that includes the city of San Francisco and surrounding counties

Lesson and Discussion (20 minutes) Who were the Black Panthers?

Watch: <https://www.youtube.com/watch?v=yM8ceTyFsVk> (3 minutes)

Additional Background Information:

The Black Panther Party for Self Defense was founded in October 1966 by two Merritt College students: Huey Newton and Bobby Seale. The Black Panthers' movement started because African-American weren't being treated safely and fairly. Huey Newton, Bobby Seale, and other people wanted that to change, and for everyone to be treated fairly and live and work in safe neighborhoods. They originally had chapters in the bay area, specifically, Oakland, Richmond, Berkeley, and San Francisco. People who were part of the Black Panthers created a list of ideas (The 10 Point Program) that would make African-Americans have better lives in the United States. Some of these ideas were safe places to live, equal education, and food for people who needed it.

- The Black Panthers' primary objective was to develop new ideas that would address the poverty and racism they encountered.
- In October of 1966, two men named Huey Newton and Bobby Seale founded the Black Panther Party to work in neighborhoods where primarily African-Americans lived to protect residents. The Black Panthers first operated in Oakland and Richmond, but would later expand all across America.
- The two had met previously in 1962 when they both attended Merritt College, and were interested in civil rights.
- Introduce the major themes of the 10 Points Program.
 - Desire for freedom and the power to determine the destiny of the black community
 - Safe housing
 - Better protections from police unfairness
 - Equal financial and employment rights
 - Education that talked about African American history.

Activity (20-25 minutes)

The Black Panthers developed a 10 Point Program that they used to share their ideas about how to help their communities have equal rights. Think of ten rules, ideas, or actions that could be used to make the major themes listed above (Desire for freedom and the power to determine the destiny of the black community, Safe housing, Better protections from police unfairness, and Equal financial and employment rights) happen in your community. Illustrate your ideas.

Closure (5 minutes)

In small break out rooms or groups, ask students to share their ideas and discuss. Come together as a whole group and discuss how a safe community helps everyone.

Assessment

Students will be able to identify that the Black Panthers movement started in the Bay Area and that this was a movement to give communities that were primarily African-American more safe from police unfairness, as well as working on safe housing, and equal educational and economic opportunities.

BART Rolls In

In 1972 the San Francisco Bay Area became one of the first metropolitan areas in the country to have a subway transit system. The BART (or Bay Area Rapid Transit) system was designed to provide fast, reliable, passenger commuter service to link the Bay Area.

As the population of the Bay Area grew, more and more people were driving their cars to work or school every day. Freeways and streets were becoming more congested with traffic. Air pollution became a big concern in the 1960s as smog began to manifest itself in California's large cities . Automobile exhaust, a major component of smog, was the target of efforts by the state to require smog control devices on vehicles and to encourage public transportation. While many people ride BART today, the Bay Area still has heavily congested freeways and streets. People are still encouraged to take public transportation or carpool when possible.