

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

Early Inhabitants Displays

Social Studies Educational Standards

5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.

1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.
2. Describe their varied customs and folklore traditions.
3. Explain their varied economies and systems of government.

5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.

1. Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).
2. Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation).
3. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.
4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.

5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.

1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.
2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).
3. -
4. -
5. Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).
6. Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).

5.6 Students understand the course and consequences of the American Revolution.

1. -
2. -
3. -
4. -
5. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.
6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.

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 “ôh-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 gathers, 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?

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

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
<i>Overview & Objectives:</i>	<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>
<i>Materials Needed:</i>	<ul style="list-style-type: none"> ● Ohlone Display and video tour
<i>Vocabulary:</i>	<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
<i>Activity:</i>	<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?
<i>Closure: (5 minutes):</i>	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 Packet ● 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

5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.

1. Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).
2. Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation).
3. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.
4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.

The Spanish 1769 - 1821

In 1772, in the name of the Spanish Crown, Friar Juan Crespi, on an expedition led by Lt. Pedro Fages, discovered San Pablo Bay and explored the surrounding areas. Crespi, like many clergymen, kept a diary of the exploration and much of what we know of early Richmond derives from these documents.

Spanish missionaries moved their way up the coast of California from Mexico. The Anza Party first reached the San Francisco Bay in 1775. 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.

Father Junipero Serra and the Spanish Franciscan monks had entered California and were establishing a circuit of missions to Catholicize the local populations. The area was being gradually westernized, and the natives being taught the ways of agriculture, materialism and morality. In 1813 the missions were secularized by Spain and their control put completely in the hands of the State. But California's destiny as a Spanish colony did not long last.

The Spanish named a large area of the East Bay Contra Costa County including all of modern Contra Costa, Alameda and the northernmost sections. The Spanish Missionaries established a farm and grazing lands in modern day Contra Costa County to support the growing population at *Mission Dolores de Asis*. The exact location of the mission era farm and associated buildings remains unknown.

California Becomes Part of the Mexican Republic 1821-1848

Mexico began their fight for independence from Spain on September 16, 1810. The Mexican War of Independence, as it is now known, was not a single, organized conflict, but a series of regional skirmishes and political conflicts.

A large part of the catalyst for Mexico seeking independence from Spain was Napoleon's takeover of the Spanish throne in 1808. Both American-born and Spanish-born people living in Mexico questioned the legitimacy of the new French-controlled Spanish government and overthrew Spain's governor to Mexico.

Napoleon rose to power in France as a result of the French Revolution, a movement that was inspired, in large part by the American Revolution. After Napoleon was declared Emperor of France, he sought to take over the rest of Europe. He said he wanted to spread the revolutionary ideals of “liberty, equality and fraternity” to everyone. It is ironic that this desire to bring more freedom and equality, led to a takeover that caused a war in Mexico.

By 1821, present-day Richmond, like all of California, became part of the Mexican Republic. Part of the shift in power involved the secularization of the former Spanish missions. Spanish priests were dismissed and a large portion of church-owned land was turned over to the Mexican government. A practice of payment for Mexican Soldiers’ service was to grant them parcels of land. Richmond’s initial settlement was the result of such governmental retributions. The one-time magnificent Rancho San Pablo had been divided into 148 individual ranches.

The Mexican Government took control of much of the West Coast in 1821 due to Spain’s lack of financial means and Mexico’s fight for Independence from Spain. In 1823, Don Francisco Maria Castro applied to the Mexican government for the grant to Rancho San Pablo; a land grant consisting of 17,000 acres of the land that now comprises most of El Cerrito, Richmond, and San Pablo. Francisco Maria came to California as a boy with the Anza party. Don Castro built an adobe house for his family where El Cerrito Plaza is located today.

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 Perlata. They were granted these, the first including all of what is known today as El Sobrante and the second being modern day Kennsington.

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.

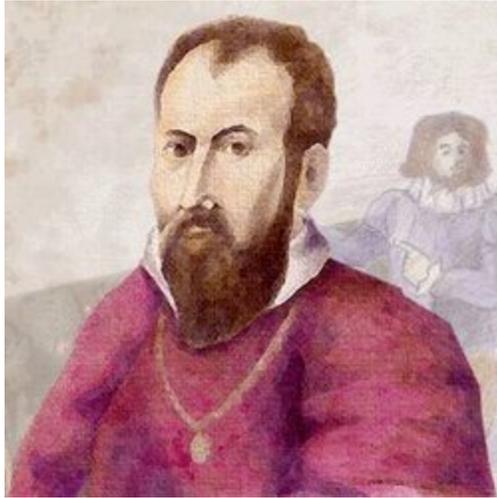
When the gold rush began in 1849, Victor built the first ferry which carried miners from San Francisco to Pt. Isabel. Miners stayed at Rancho El Cerrito on their way to the gold fields. Castro was involved in commercial endeavors in this country and military ventures in Mexico, however, at the time of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

Activity Break: Bay Area’s Early Inhabitants Timeline

Target Grade Level:

K - 9th

<i>Time:</i>	5 - 15 mins
<i>Overview & Objectives:</i>	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.
<i>Materials Needed:</i>	<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
<i>Vocabulary:</i>	<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.
<i>Activity:</i>	<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
<i>Illustrations:</i>	



	[include picture of class if available]
<i>Closure: (5 minutes):</i>	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: Extension of part 1. Please complete part 1 before moving onto part 2.
Students identify the similarities and differences between Bay Area early inhabitants in work, dress, and celebrations.

Materials Needed:

- Ohlone and Ranchos display paired with video tour
- Pt. 2
- Included illustrations

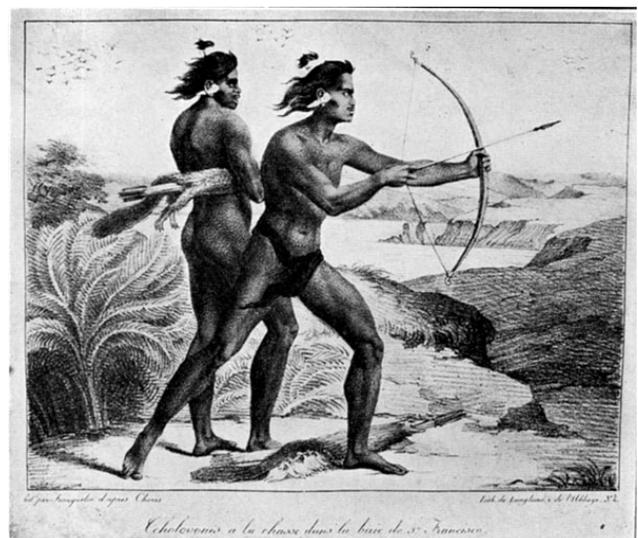
Vocabulary:

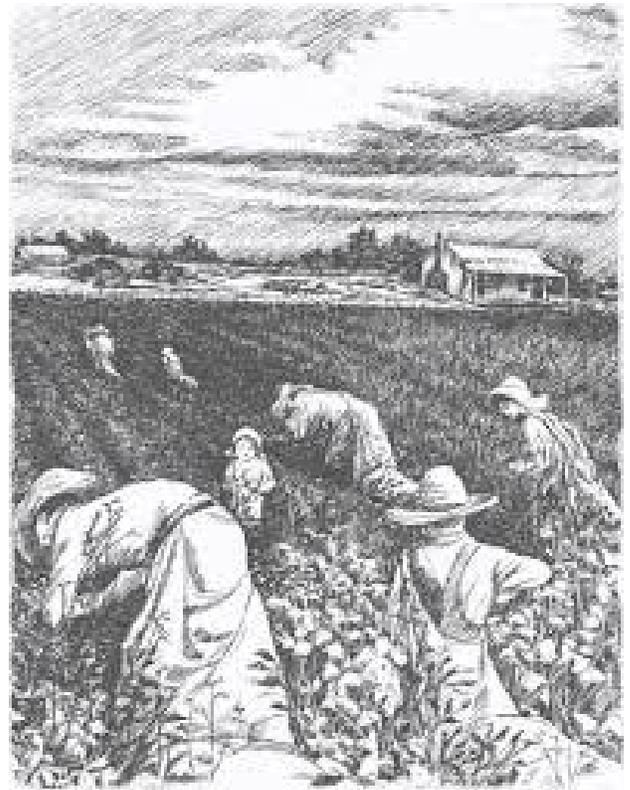
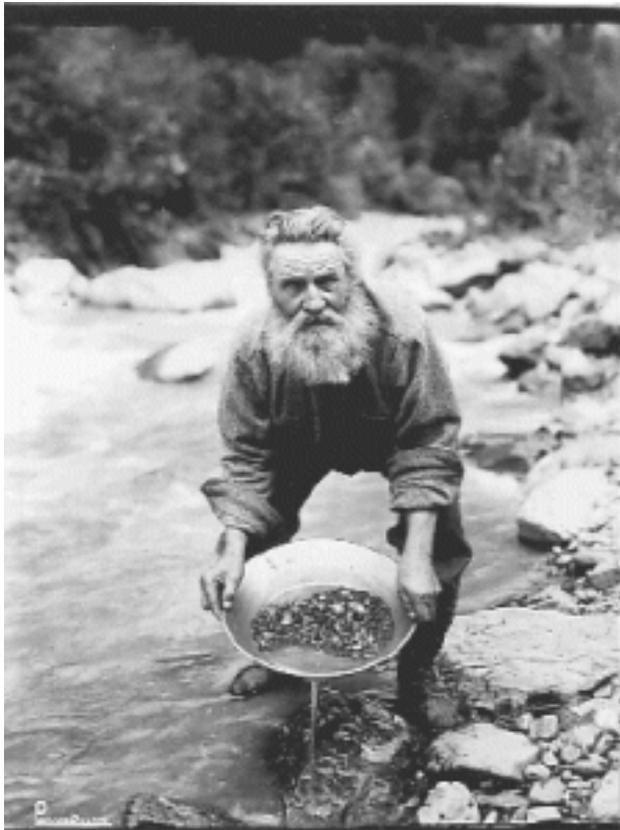
- Independence: freedom from outside control or support
- Dress: a particular type of clothing
- Hunter & gatherers: a member of a culture in which food is obtained by hunting, fishing, and foraging rather than by agriculture or animal husbandry

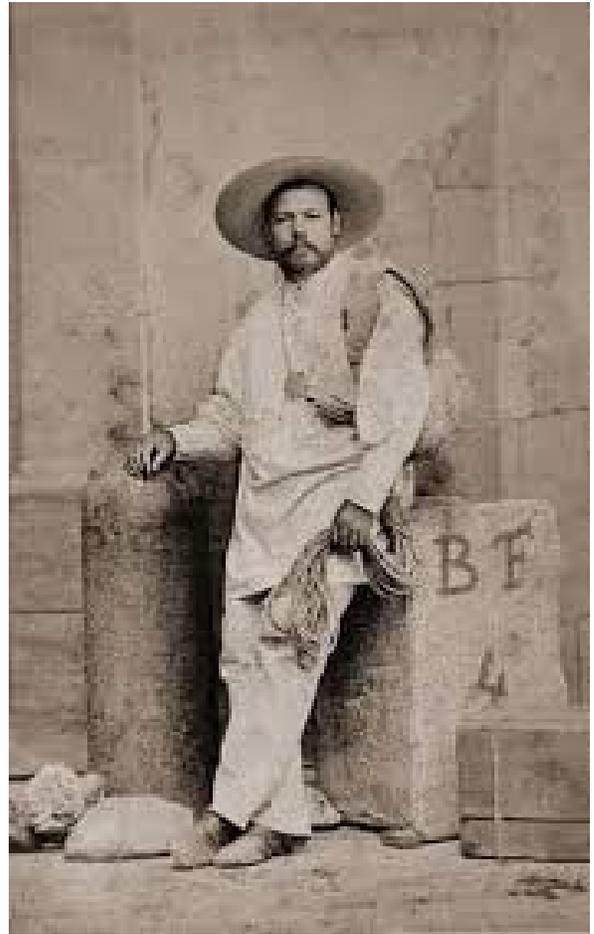
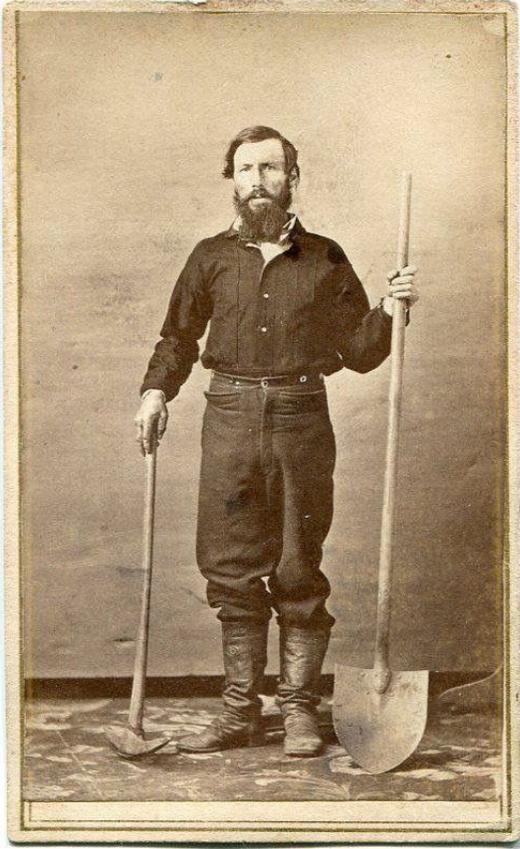
Activity:

1. Cut out illustrations and scramble so that they are in no order
2. Use completed timeline from part 1
3. Students match jobs and dress with the appropriate early inhabitants. Images are taped underneath part 1 images
4. Ask students to provide evidence for their answers
5. 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

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!

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

1. **5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.**
2. 1. –
3. 2. Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation).
4. 3. -
5. 4. –

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.

Kitchen Display

Social Studies Educational Standards

5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.

1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.
2. Describe their varied customs and folklore traditions.
3. Explain their varied economies and systems of government.

5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

1. -
2. -
3. -
4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).

Store Display

Social Studies Educational Standards

5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

1. -
2. -
3. -
4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).

School Display

Social Studies Educational Standards

No 5

Fire Service Display

Social Studies Educational Standards

Industry Display

Social Studies Educational Standards

No 5

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 from 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.

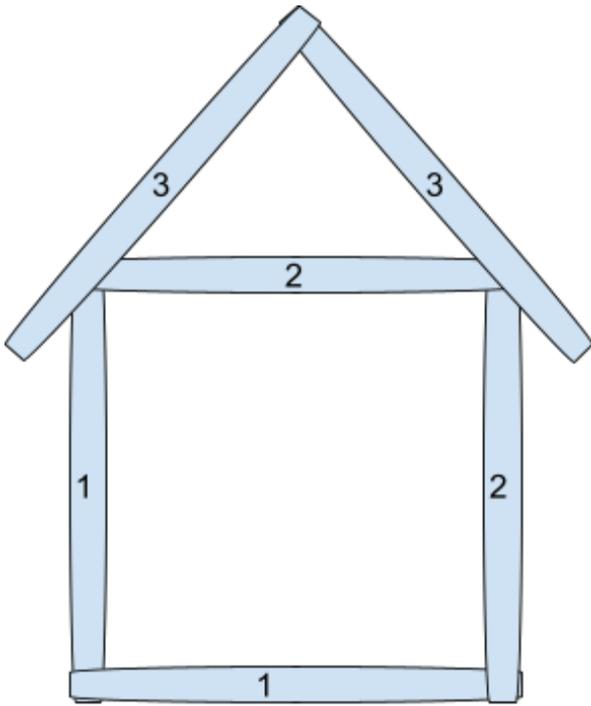
Even with the introduction of automobiles, the trolley remained the most popular mode of transportation in Richmond. People rode the trolley to work or school, to visit friends, and go out in the evening. At the trolley’s peak, no major housing subdivision or industry in the city was far from a trolley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

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"> ● Popsicles ● Glue ● Math prompt sheet: http://www.techdirections.com/Assembly_Line.pdf (pg. 3)
<i>Vocabulary:</i>	

<p><i>Activity:</i></p>	<p>Part I Demonstrate individual assembly: 3 students make 1 popsicle home</p> <ol style="list-style-type: none"> 1. Glue popsicles #1 together. 2. Glue popsicles #2 together and then to popsicles #2 to create a box. 3. Glue popsicles #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). <p><i>How does this individual unit time compare the the average of individual assembly? Which one is faster?</i></p> 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
<p><i>Closure: (5 minutes):</i></p>	<p>Ask Students for final thoughts</p>



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 and the Post-War Period

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.

Japanese Internment

In February of 1942, President Roosevelt signed Executive Order 9066. This allowed the government to designate certain areas of the U.S. as "military zones" where those that they perceived as threats to national security could be incarcerated and other areas as "exclusion zones" where people from these groups could be forced to leave. As coastal California was one of these exclusion zones, the order applied to Richmond. Prior to the war, there were about 20 families of Japanese ancestry living in Richmond. Many of the families owned plant nurseries and sold cut flowers to make a living. They had purchased the land for these nurseries mainly in the early 1900s, before anti-Japanese laws could prevent them from doing so. At first, the Japanese community was informed that only non-U.S. citizens would need to leave Richmond because of its proximity to the Kaiser shipyards. After the Executive Order was signed, all people of Japanese descent were forced to leave, even American citizens. The government uprooted these families, forcing them to go live in internment camps far from home solely due to the baseless fear that they might be loyal to Japan and act as spies for the Japanese Emperor. The majority of Richmond's Japanese community was temporarily detained at Tanforan race track, where many were forced to sleep in horse stables, before being moved to the Topaz internment camp in central Utah.

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.

The Civil Rights Movement

Lesson One: The Black Panthers' Ten Point Plan

Target Grade Level:

5th

Lesson Unit Time and Location

Online; 45 minutes

Subjects:

Speaking and Learning

Standards:

CCSS.ELA-LITERACY.SL.5.1 for Grade Five

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.5.2 for Grade Five

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Overview and Objectives:

Students will learn about the formation of the Black Panther Party and how they used their 10-Point Program to illustrate their goals for improving life for the Black community and other oppressed people.

Materials Needed

- Paper
- Pencil
- Drawing materials

Vocabulary

- Activism: using or supports strong actions (such as public protests) to help make changes in politics or society
- 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
- Civil rights: the rights that every person should have regardless of his or her sex, race, or religion
- Self defense: the act of defending yourself, your property, etc.

Activity (35 minutes)

Students will learn about the 10 Point Plan and use it as a basis for developing their own ideas for improving life for people in their own communities. They will make posters illustrating their own version of the 10-Point Program.

Closure (5 minutes)

In small break out rooms or groups, ask students to share their ideas and discuss. Ask students for final thoughts.

Lesson Two: The Panthers' Public Programs

Target Grade Level:

5th

Lesson Unit Time and Location

Home or school; 30 minutes

Subjects:

Speaking and Learning, Language

Standards:

CCSS.ELA-LITERACY.SL.5.1 for Grade Five

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.5.2 for Grade Five

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.SL.5.5 for Grade Five

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Overview and Objectives:

In this lesson, students will learn how the Black Panthers used public programs to put items from their 10-Point Program into action and discuss what kinds of programs they could create and implement to put their own plans for community improvement into action.

Materials Needed

- Paper or posters
- Crayons, markers, or colored pencils

Vocabulary:

Lesson and Discussion (20 minutes) How did the Panther's put their plan into action?

Additional Background Information:

- The Black Panthers had a lot of great ideas but they didn't just stop there. They came up with ways to make their ideas come true
- They created a newspaper called, The Black Community News Service
- The paper helped the Black Panthers with two of their ideas from the 10-Point Program: making sure everyone was educated and creating jobs for everyone

- The paper helped with education by spreading the word about the things that were happening in their communities. A lot of times, other newspapers would not talk about things that Black people did or the things that happened to them
- The newspaper also created jobs for young people who would get paid to sell the paper
- Another way that the Black Panthers made their ideas come true was by creating something called the Free Breakfast Program (show picture)
- They noticed that many children did not have enough to eat at home and were going to school hungry. They worked together with local businesses like restaurants and stores who donated food and then party members prepared and served the food to kids
- It is very hard to learn anything when you are hungry. The Free Breakfast Program also helped with two ideas from the 10 Point Program: making sure everyone had enough to eat and making sure everyone got an equal education

Activity (20-25 minutes)

The students will reference their plans from the previous activity and use them to create public programs to put them into action. They will then develop a poster, advertisement, or blog post to spread the word about their public program.

Closure (5 minutes)

In small break out rooms or groups, ask students to share their ideas and discuss.