

8th Grade

Pre-Lesson Scavenger Hunt:

Teacher handout

In order to start the scavenger hunt, you must share the linked Google document or create a pdf of it to send to your students. Since it is digital, students will be able to click on the [attached link](#).

1) First mission name: When was the Angel Island Immigration Station established? **Mission**

Description: Look for the year when Angel Island Immigration Station was established by looking at the linked Britannica website.

Attached Link: <https://www.britannica.com/topic/Angel-Island-Immigration-Station>

Mission points: 10

Accepted Answer(s): 1910

2) Second mission name: Based on the attached photograph, list two immigrant groups that passed through Angel Island.

Mission Description: Analyze the attached image to figure out a response to the question. **Mission points:** 10

Accepted Answer(s): Chinese, Japanese, Filipino, Indian, Korean, South Pacific Russia, South America, Africa

Attached Image:



3)

Third mission name: Based on the attached passage, what is one reason why the Chinese

migrated to San Francisco?

Mission Description: First, read the passage then write in one reason why the Chinese migrated to San Francisco.

Mission points: 10

Accepted Answer(s): The gold rush, gold rush, gold, better life, bad conditions, bad conditions in China, taiping rebellion.

Attached Image:

Before 1846 San Francisco was actually named differently as it was not until then that it was taken over by the U.S.⁷ The book *Misfits, Merchants, and Mayhem* by Lee Bruno expands on the developments following this event which most notably includes the Gold Rush unfolding — after the gold was discovered in 1846 — which caused a flow of migrants who were seeking to get rich via this method of labor. The Gold Rush saw the biggest influx of Chinese migrants up to that point (1848-1855) which is where Chinese history in the U.S., especially in San Francisco, is starting to develop.⁸ The fact that many Chinese immigrants were coming to the U.S. in response to the Gold Rush is what initially began the sentiment against them by Americans. Although most of these individuals came to the U.S. in search of gold others also came in order to have a better life which is why out of the 151,000 Chinese immigrants in 1876 only 116,000 took refuge in California.⁹

As with modern migrants, these late 18th century Chinese migrants decided to come to the U.S. because the conditions in their homeland were brutal: poverty, starvation, and violence. These bad conditions in China were a result of the Taiping Rebellion (1850-1864) which was spearheaded by the God worshipping Society (i.e. the Taiping forces under Hong Xiuquan¹⁰) to challenge the Qing dynasty over the financial conditions of that nation at that time.¹¹

4) Fourth mission name: Refer to the link and look for the date when these poem inscriptions were first noticed and by who?

Mission Description:

The attached photograph depicts the Chinese poetry inscribed on the walls by detainees to give you an example of what the poetry looked like. Now, look for the answers by referring to the linked website.

Attached Link:

<https://www.newyorker.com/books/page-turner/the-lost-poetry-of-the-angel-island-detention-center>

Mission points: 10

Accepted Answer(s): 1970, a park ranger, park ranger.

5) Fifth mission name: Who were the four founders of The Central Pacific Railroad Company?

Mission Description: First, read the passage then write the names of the four founders of The Central Pacific Railroad Company in the order in which they appear.

Mission points: 10

Accepted Answer(s): Charles Crocker, Mark Hopkins, Collis Huntington, Leland Stanford or Charles, Mark, Collis, Leland.

Attached Image:

The Transcontinental Railroad was built in 1863 and 1869. The railroad provided work for the discriminated against Chinese and was a mode of transportation. At first there was debate between the northern and southern states about where the railroad should end. The northern states wanted the railroad line to cross free states and end in northern California. Whereas, the southern states wanted it to end in southern California. This issue was resolved with the southern states secession in 1861. There were two companies who were contracted for the building of the railroad; the Union Pacific and Central Pacific. The Central Pacific was founded by four Sacramento Merchants, who later became known as The Big Four. The four were; Charles Crocker, Mark Hopkins, Collis Huntington, and Leland Stanford. The Chinese were hired to lay track for the Central Pacific and this gave them work because others made it hard for them to mine for gold. While building the railroad they had to blast through the Sienna mountain side, but this was all worth it because on May 10, 1869 "Golden Spike" was driven into the ground. The Golden Spike signified the linking of the East and the West coasts. With the railroad being complete it only took six days to travel, instead of four to six months. The building of the railroad meant that more people could migrate to the U.S. and populate it even more than it already was. This was just a theory that the railroad would bring great success to San Francisco because in reality there weren't many benefits. High prices of goods were out priced by cheaper goods that could be shipped over the railroad, and it was convenient for unemployed job seekers

6) Sixth mission name: Read the article and write a paragraph on something you learned. **Mission Description:**

First, read the linked article on slavery and then write a paragraph (5 sentences or more) on what you learned.

Attached Link: <https://www.history.com/topics/black-history/slavery>

Mission points: 10

Accepted Answer(s): Accept any answer.

7) Seventh mission name: Read the article and write a paragraph on something you learned.

Mission Description:

First, read the linked article on the Mexican-American War and then write a paragraph (5 sentences or more) on what you learned from the article.

Attached Link: <https://www.britannica.com/event/Mexican-American-War/Invasion-and-war>

Mission points: 10

Accepted Answer(s): Accept any answer.

8) Eighth mission name: Spanish Catholic Mission in the Bay Area

Mission Description: The image shows a church, Mission Dolores, that was designed by Spanish settlers but built by Native Americans in San Francisco and surrounding areas. What Native people occupied the land now known as San Francisco?

Attached Link:



Mission points: 10

Accepted Answer(s): Ohlone

9) Ninth mission name: Settlement in Fort Ross

Mission Description: The Spanish were not the only Europeans to claim land in the Bay Area. Read the first paragraph in the link. Write two sentences on what other European country migrated to the Bay, including whose land they settled in and their relationship with the Natives in Fort Ross

Attached Link: <https://www.nps.gov/subjects/nationalhistoriclandmarks/fort-ross-chapel.htm>

Mission points: 10

Accepted Answer(s): Any

10) Tenth mission name: Native American Territory Map

Mission Description: This map shows you the different Native territories around the Bay Area. What Native land is your school located in?

Attached Link: https://hsr.ca.gov/programs/cultural_resources/tribal_relations/territories_map.aspx

Mission points: 10

Accepted Answer(s): Ohlone, Miwok, Patwin, Pomo, Northern Valley Yokuts, Wappo, Nisenan, Esseien, Salinan

Student handout

Name: _____
Teacher: _____
Date _____
Period: _____

Scavenger Hunt Activity

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Mission Description: Analyze the attached image to figure out a response to the question. **Mission points:** 10

Accepted Answer(s):

Attached Image:



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As with modern migrants, these late 18th century Chinese migrants decided to come to the U.S. because the conditions in their homeland were brutal: poverty, starvation, and violence. These bad conditions in China were a result of the Taiping Rebellion (1850-1864) which was spearheaded by the God worshipping Society (i.e. the Taiping forces under Hong Xiuquan¹⁰) to challenge the Qing dynasty over the financial conditions of that nation at that time.¹¹

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Mission Description: The Spanish were not the only Europeans to claim land in the Bay Area. Read the first paragraph in the link. Write two sentences on what other European country migrated to the Bay, including whose land they settled in and their relationship with the Natives in Fort Ross

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Mission points: 10

10) Tenth mission name: Native American Territory Map

Mission Description: This map shows you the different Native territories around the Bay Area. What Native land is your school located in?

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Mission points: 10

Scavenger Hunt Rubric Rubric

Name: _____

Class: _____

Criteria	1 Below Expectations	2 Approaching Expectations	3 Meets Expectations	4 Exceeds Expectations
Completion	Completed 0-2 missions.	Completed 3-5 of the missions.	Completed 6-9 of the missions.	Completed all 10 missions.
Quality of the Response	0-2 of the responses are correct.	3-5 of the responses are correct.	6-9 of the responses are correct.	All 10 of the responses are correct.
Mechanics	Many grammatical, spelling, or punctuation errors.	A few grammatical, spelling, or punctuation errors.	Almost no grammatical, spelling, or punctual errors.	No grammatical, spelling, or punctuation errors.

Ship Activity (30 minute) - Podcast Transcript

Introduction

Natives and European Colonization

****music****

Sofia: Hello I am Sofia and I am here with Jacquelyn. During this podcast you will hear me and Jacquelyn talk about the lives of native americans before european colonization but most importantly honor them as first inhabitants of the land of the Bay Area. We will also talk about the different waves of european and chinese settlement in the Bay Area

****more music****

Jacquelyn: Hey girl, so I was talking to my family about our migration story to the US and I realized that I do not know who were the first humans to occupy the Bay. Do you know ?

S42: Sofia: YESSS! So the Bay Area was occupied by various groups of Native Americans who are now categorized into bigger groups depending on the territory inhabited. The two Native groups of people that lived in the land we are being surrounded by right now are the Ohlone and the Miwok.

Jacquelyn: Wait! So did they ever fight to claim territory??

S43: Sofia: The villages were very peaceful with one another and would often ask permission to cross over territory limits. The Ohlone people occupied the territory that is now Vallejo CA. to San Bernardino and the Miwok lived in, present day, Sonoma down to Sausalito.

Jacquelyn: Wow, could you tell me more about the Ohlone and Miwok?

S44:Sofia: Yes, of course. Both the Miwok and Ohlone communities occupied land near the Pacific ocean or what is now the San Francisco Bay. Due to the easy access to the water, the people became experts at building boats to navigate across the Bay and to fish. Also, the Miwok and Ohlone became known for their art in basket making, rituals and songs. They would use minerals around them to make paints. The Ohlone people would also use the minerals as body paint to put on themselves for traditional dances. The colors they used for their sacred practice of basket making and body paints, will later become sacred for the Ohlone people to connect their spirituality and new religion with the Mission Dolores in San Francisco, which was designed by the Spanish.

Jacquelyn: Wait, that is really cool. I did not know that Ohlone and Miwok have such beautiful cultures. When did the Spanish arrive to the Bay?

S45: Sofia: In the 16th Century Spain along with other European countries were conquering land to gain dominant power. In order for Spain to continue being the most powerful country in the world, they sent their explorers to look for new unclaimed land. So in 1542, Juan Cabrillo

from Spain reached to Russian River but had to return back to Mexico. The Spanish were sent to Northern California to expand their territory, collect raw materials, and expand Christianity. Afterwards, many other explorers tried to discover the San Francisco Bay but were unable to see it due to the fog. Until 1769, when Gaspar de Portola from Spain was sent to explore Monterey Bay, with him were about 60 men, including soldiers, priests, Christian Indians. His goal was to reach Monterey Bay, however, he got lost in what is now Pacifica. With the guidance of the Ohlone people Portola was able to discover the San Francisco Bay from Sweeney Ridge.

Jacquelyn: Do you know how the arrival of the Spanish affected the lives of the Natives ?

S46: Sofia: With the arrival of the Spanish Natives in the San Francisco Bay had to change their diet, religion, and customs. Also, the Natives experienced many sicknesses with the coming of the Spanish, many got infected with measles and syphilis. Because of the change in diet Ohlone Natives began developing health conditions and losing teeth. The impact of foreign diseases and diets affected the lives of the Indigenous people greatly that it decreased their population number. The Miwok and Ohlone Natives were used as labor workers to construct the city now known as San Francisco.

Jacquelyn: Wow, that is crazy. It makes me sad that so many Natives lost their life due to colonization, but I am glad that we are talking about their truth. It is important that we mention their stories since so many Native people deserve homage from the public.

S47: Sofia: Yes I totally agree. The Native people of this land deserve to be honored as the first people to occupy the land of the Bay Area. Even after the colonization of Spain, they left the city of San Francisco with the Presidio which overlooked the Golden Gate in case anyone was trying to get inside the Bay. They also left us the Mission Dolores, it is a church founded in 1776 by Spanish Priests. The Mission Dolores is a beautiful building in my opinion. The church was built by the Ohlone who left their own signature in the church. The Ohlone continues to be well known for their basket making along with the designs and colors they added to them, when they were constructing the Mission Dolores they designed the ceiling the same way they paint their traditional baskets. To me this is amazing because they were resisting and they were connecting their spiritual beliefs with Catholicism.

Jacquelyn: That is it really cool. I think that was an amazing way for the Native Ohlone people to include themselves. I am going to have to check out Mission Dolores sometime. Also, I am pretty sure Spain wasn't the only European country that migrated to the Bay. With that being said, what other European country migrated to the US and how did they impact the Native people?

S48: Sofia: After Spain settled in the Bay many other countries migrated to San Francisco and its coast. In 1803, Russia was another country that migrated to the US and settled in what is now

Sonoma where the Kashaya people lived, or the Pomo tribe. Russians traveled from Alaska to Sonoma, present day Fort Ross, to hunt otters for the Company. The Company was a Russian business that was based in Alaska, they hunted otters and collected their fur to make warm jackets for the people in Russia.

Jacquelyn: Did the Russians impact the lives of the Kashaya people as roughly as the Spanish did?

S49: Sofia: That is a great question! No, the Russians were focused on working on their goal, which was collecting fur. They constructed two houses, where they would stay. The Kashaya and the Russians did not have any problems with one another during their stay. By 1812 the Kashaya people and the Russians were negotiating the land they Russians would occupy, later Fort Ross became a mixed village. With time the Kashaya people started being employed by the Russians, they adapted to their culture and language. Children born of intermarried couples, also known as creoles, took a third of the residents in the village.

Jacquelyn: Wow. So the Kashaya people were kinda lucky, right? I mean they were not forced to adapt to European colonization and they were not tortured to do so either. I think that's great.

S410: Sofia: That is true, however, it would have been difficult for the Kashaya people to avoid European colonization. The Russians just arrived and occupied the land of Fort Ross, but I do have to agree that they treated the Native people of the land better than the Spanish treated the Ohlone.

Jacquelyn: Yeah, you are right. It would have been inevitable. Do you know of any other groups of European migrations that traveled to the Bay?

S411: Sofia: The Portuguese were another group of people that traveled to San Francisco Bay. Many of the Portuguese arrived at Monterey Bay and dispersed themselves to other surrounding cities. The people that arrived from Portugal are known as the Azores, they were moving away from war, high crime rates and starvation. The Azores migrated to the Bay during the discovery of Gold in 1848, an era called the Gold Rush.

Gold Rush, Railroads, and Legislation(Jacquelyn Torres)

3 minute presentation

J1: What exactly will you be covering today? I'm glad you asked, today, we will look at where this whole matter of Chinese migration to the US started, along with why they decided to migrate. Aside from discussing the Gold rush, we will shift our attention to see the significance railroads and legislation had for said population.

J2: So where did Chinese migration to San Francisco start? Well, it started in 1846 when gold was discovered. This of course led to the Gold Rush and the largest influx of Chinese migrants because they were intrigued by the get-rich-fast scheme this phenomenon presented. Unfortunately, this led to negative sentiment from White Americans towards this population as

they claimed they were taking jobs, not assimilating, and using up the gold resources.

J3: Before we move on could you provide more background on the Gold Rush? Yes, I would love to. Between the 1840s and the 1860s a lot happened in the United States. The U.S. has gone to war with Mexico, this was known as the Mexican American War, the discovery of gold, which led to the Gold Rush, the building of the Transcontinental Railroad, and the ongoing battle with slavery. These major events resulted in the migration of many different ethnicities from around the world. There was an influx of Mexicans from the war that ended in 1848, Europeans and Chinese coming to make it rich in California, and the enslaved African Americans who were brought to the Americas for work. The resettling of these ethnicities have paved the way for the rest of the nineteenth century.

J4: Why did Chinese migrants decide to make the journey to San Francisco? 18th Century Chinese migrants came because of the brutal conditions in their homelands -- poverty, starvation, violence. These bad conditions resulted from the Taiping Rebellion (1850-1864) which was started by the God-Worshipping Society (i.e. the Taiping forces under Hong against the Qing dynasty over the financial conditions of that nation at that time

J5: What impact did the Railroad projects have on Chinese migrants and the sentiment of that time? Well, railroad companies were first reluctant to hire these initial immigrants since they were seen as weak but this changed after Charles Crocker, the Central Pacific Railroad director, only received a small number of white laborers in response to an ad; hence why the Chinese migrants were of last resort. Crocker is such an important figure when it comes to the shifting emotions towards how Chinese migrants were perceived. This is because he was the first to hire Chinese laborers for railroad projects — up to 90% of his workforce eventually became Chinese — in a period where Chinese employment opportunities were limited due to prejudice.

J6: Can you talk more about the Railroad projects -- especially their origin?

The Transcontinental Railroad was built in 1863 and 1869. At first there was debate between the northern and southern states about where the railroad should end. The northern states wanted the railroad line to cross free states and end in northern California. Whereas, the southern states wanted it to end in southern California. This issue was resolved with the southern states secession in 1861. There were two companies who were contracted for the building of the railroad; the Union Pacific and Central Pacific. The Central Pacific was founded by four Sacramento Merchants, who later became known as The Big Four. The four were; Charles Crocker, Mark Hopkins, Collis Huntington, and Leland Stanford. The Chinese were hired to lay track for the Central Pacific and this gave them work because others made it hard for them to mine for gold. While building the railroad they had to blast through the Sienna mountain side, but this was all worth it because on May 10, 1869 “Golden Spike” was driven into the ground. The Golden Spike signified the linking of the East and the West coasts. With the railroad being complete it only took six days to travel, instead of four to six months. The building of the railroad meant that more people could migrate to the U.S. and populate it even more than it already was. This was just a theory that the railroad would bring great success to San Francisco because in reality there weren’t many benefits. High prices of goods were out priced by cheaper goods that could be shipped over the railroad, and it was convenient for unemployed job seekers

to come to California and drive the wages and prices down. All of this led to the depression in San Francisco.

J7: You mentioned legislation having an impact on Chinese migrants, could you expand on this by providing an example? The Act of February 26, 1885: Prohibition of Contract Labor (“Foran Act”) was enacted by congress and it prohibited the aid in migration of any foreign nationals and this violation costs \$1,000. Furthermore, section two states the agreements made between individuals and companies would still be void after this act was enacted which is troubling and demonstrates how the fear is that these individuals will take White American jobs.

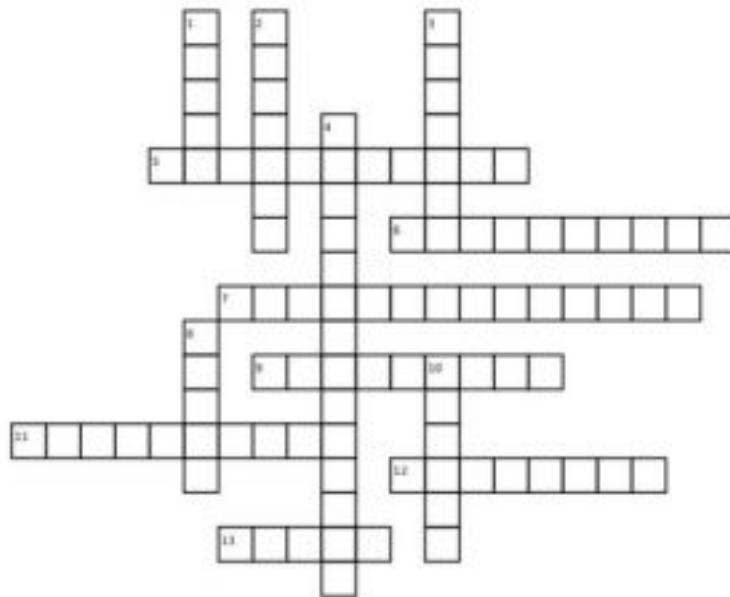
JQ8: Did San Francisco enforce this piece of legislation or go further? San Francisco went even further than this act by discriminating against Chinese by not allowing them to work as laundry workers despite that being the type of business most Chinese migrants at the time had. Evidently, this also affected U.S. born Chinese individuals. This matter was brought to court in the 1886 case Yick Woo v. Hopkins where the United States Supreme Court overturned the California court which had ruled in favor of upholding the ordinances established by the Foran Act.

JQ9: Aside from the gold rush and the railroads don’t you think it’s also important to talk about Angel Island? You’re right, we should cover this especially since it played a major role in Bay Area migration history! This immigration station, which also served to deport individuals, existed from 1910-1940 and contained about “175,000 Chinese and about 60,000 Japanese immigrants... under oppressive conditions before being granted entrance.” Furthermore, it can still be visited today through a ship and seen from a distance in the Bay Area. From reading various accounts from those who went through this immigration station, it is clear that the time one would remain there would depend on one’s situation as some would be there for days while others would last months in their confinement. The Angel Island Immigration Station resides in San Francisco and has created a lot of diverse experiences for those who were processed there most of them were not positive as the detainees experienced a lot of hardships.

JQ10: Do you have any concluding remarks on the matter at hand? Yes. From limiting the opportunities for employment and subjecting migrants to cruel treatment, the United States, specifically San Francisco, is notorious for suppressing those who made the journey for a better life — the hypocrisy of an immigrant-made nation with the Statue of Liberty. Although Chinese migrants were welcomed at the beginning of the 18th century, as when the San Francisco Railroad was being built by their labor, this sentiment did not last as it shifted to that of hostility which worsened over time due to legislation.

Post-Activity (30 minute) - Crossword Puzzle

Migration



Down:

1. country that first settled in San Francisco
2. art that Miwok and Ohlone are well known for
3. To move from one country, place, or location to another
4. unfair treatment to people based on their gender, race, age, or ethnicity.
8. Occupied land from Sonoma down Sausalito
10. Occupied land in what is now known as San Francisco CA.

Across:

5. Island in the middle of the San Francisco Bay that was used as an immigration facility
6. act of settling in a location to establish a community
7. A person that is member of any tribe or Indigenous group in Northern America
9. tracks that allow cars to travel and get around
11. State that discovered by various countries and became of U.S. Territory after U.S.-Mexican War
12. a time in which people came to the Bay Area because of the discovery of gold
13. act that Native Americans were forced work for the Spanish and Chinese migrants did for better opportunities

Answer Key:

Down	
1	Spain
2	Baskets
3	Migrate
4	Discrimination
8	Miwok
10	Ohlone

Across	
5	Angel Island
6	Settlement
7	Native American
9	Railroads
11	California
12	Gold Rush
13	Labor

In-Class Reflection

Name: _____

Date: _____

In-Class Reflection

Matthew Turner

Migration to the Bay

Instructions

Answer the following questions after learning about migration to the Bay Area. Reflect on lessons that you learned about Native Americans, European migration, Chinese migration and the Gold Rush.

1. What is something that you learned today?
2. What is one fact that you liked the most about migration?
3. Did you like one of the activities more than the other?
4. Why do migrants move to the Bay Area?
5. How do you think those who experienced discrimination and horrible conditions in the

Angel Island Immigration Station felt?

6. Do you think Angel Island detainees should be recognized more and included in the school curriculum more -- why?

7. Which interview did you find most shocking and why?

Reflection Short Answer Rubric

Name: _____

Date: _____

Criteria	1 Below Expectation	2 Approaching Expectation	3 Meets Expectation	4 Exceeds Expectation
Organization	The information appears to be disorganized. Information is suspect to be correct and factual.	Information is organized but sentences are not well constructed and information is Factual. Student struggles to connect material.	Information is organized with well constructed sentences and information is factual and Correct.	Information is very organized with well constructed sentences and information is factual and Correct.
Quality of Information	Student demonstrates no understatement of Native life and Migration to the Bay	Student does show some understanding of the material but is unclear on the connection to the history of the Bay.	Student established a clear understanding of the material. Along with providing 1-2 supporting details or examples.	Student established clear understanding and connection to the material and provides several supporting details or evidence.
Mechanics	Many grammatical, spelling, or punctuation errors.	A few grammatical, spelling, or punctuation errors.	Almost no grammatical, spelling, or punctual errors.	No grammatical, spelling, or punctuation errors.

11th Grade

Vocabulary

Instructions for teacher:

Ask students what they think the term “migration” means. Write their answers on the board. Next, ask them to define “immigration.” What is the difference between migration and immigration? Provide the following definitions:

Migration: people moving from one place to another

Emigration: people moving out of a country

Immigration: people moving into a new country

Emigrant: a person who leaves one country to settle in another (“out-flow”).

Immigrant: a person who leaves one country to settle in another (“in-flow”).

Primary Source: an actual record of events that has survived from the past

Examples: letters, photographs, diaries, oral histories, posters

Secondary Source: an account of the past created by someone who did not witness the event firsthand

Examples: textbooks, encyclopedias, and articles that interpret other research works

Push factors: factors that encourage a population to leave its home

Pull factors: factors that draw a population to another area or place

Bracero: is a Spanish word derived from the word brazo (arms or shoulders); some have

translated the term to mean “helping hands”

The Bracero Program: the Mexican Farm Labor Program, lasted from 1942 to 1964, created by President Franklin Delano Roosevelt.

Jim Crow Laws: Were a collection of state and local statutes that legalized racial segregation.

Segregation-Noun: separation.

Enslave-Verb: to totally control.

Emancipation act of 1865: The proclamation declared "that all persons held as slaves" within the rebellious states "are, and henceforward shall be free."

The Great Migration: sometimes known as the Great Northward Migration or the Black Migration, was the movement of 6 million African Americans out of the rural Southern United States to the urban Northeast, Midwest and West that occurred between 1916 and 1970.

Civil rights-Plural Noun: set of fundamental freedoms guaranteed to all individuals, such as participation in the political system, ability to own property, and due process and equal protection under the law.

Civil Rights Movement- The civil rights movement was a struggle for justice and equality for African Americans that took place mainly in the 1950s and 1960s.

Gentrification- Noun: the process whereby the character of a poor urban area is changed by wealthier people moving in, improving housing, and attracting new businesses, typically displacing current inhabitants in the process.

14th amendment- Noun: update to the U.S. Constitution guaranteeing all citizens equal protection and due process under the law.

15th amendment- Noun: update to the U.S. Constitution that allows all citizens the right to vote.

Discrimination-Noun: treatment based on a group to which a person belongs, not the person himself.

Primary and Secondary Sources Activity

PART 1

Instructions:

Before taking a look at the videos and documents, have the students answer the following questions.

1. What does it mean to be an “immigrant?”
2. What is the difference between a primary and a secondary source? What sets them apart or makes them different? Summarize below.

PART 2

Instructions for teacher:

Before starting, define primary and secondary sources.

Definitions can be found on vocabulary sheets.

Be able to project video #1 and document #1 and have students answer the corresponding questions. Play video until minute 3:15

Instructions for students:

Watch video #1 and answer the following questions:

Citation:

Craig Sherod. "The Braceros at 80." YouTube. YouTube, January 21, 2009.

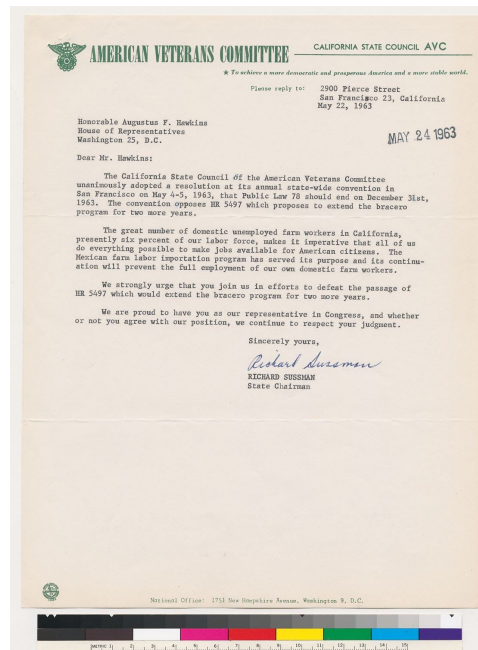
<https://www.youtube.com/watch?v=oxEZrpcJpSU>.

1. What kind of source is Video #1? How can you tell?

2. What is the message of Document/Video #1?

Instructions for students:

Take a look at Document #1 and answer the following questions:



Citation:

"Letter, 1963 May 22, San Francisco, California to Honorable Augustus F. Hawkins, House of Representatives, Washington, D.C." *Calisphere*. Accessed on October 7, 2020. <https://calisphere.org/item/ark:/13030/hb338nb409/>

1. What kind of source is Document #1 ? How can you tell?

2. What is the message of Document #1?

PART 3

Instructions:

Before taking a look at these photographs and video, have the students answer the following questions.

What is the Civil Right Movement? What did it stand for?

What is the difference between segregation and discrimination? How are they intertwined? Summarize below.

PART 4

Instructions for teacher:

Before starting, define the following: Segregation, Discrimination, and the Civil Right Movement.

Definitions can be found on vocab sheets.

Be able to project video #2 and photographs #1 & #2. Have students answer the corresponding questions. Play entire video (about 3:07 mins long)

Instructions for students:

Watch video #2 and answer the following questions:

Citation:

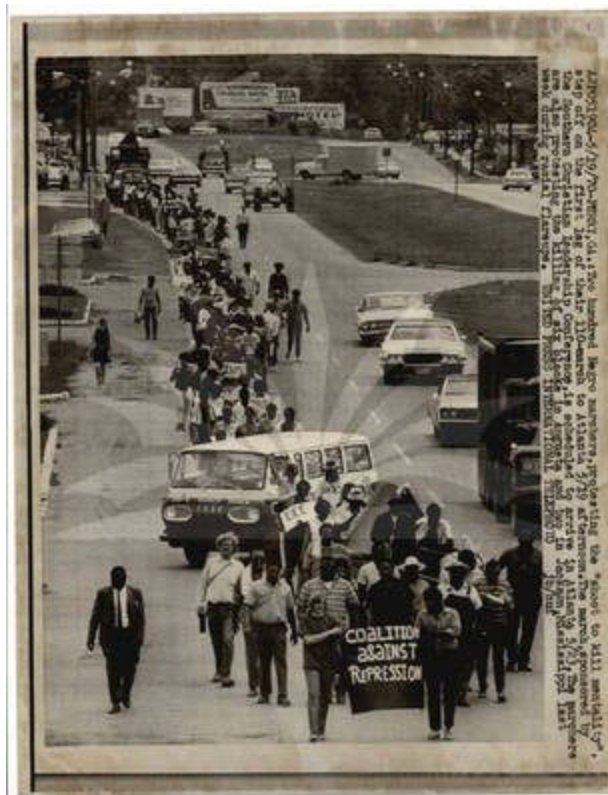
Gates, Henry Louis. "The civil rights movement". Black History in Two Minutes, Youtube, February 14, 2020. <https://www.youtube.com/watch?v=9ppTiyxFSs0>

1. What kind of source is video #2? How can you tell?

2. What is the message of Video #2?

Instructions for students:

Take a look at Photographs #1 & #2 and answer the following questions:



Citation:

Civil Rights Marchers Attempt to Meet with GA Governor 1970-02-08 UPI - The African American Experience 1930-1980 Chapman University, Frank Mt. Pleasant Library of Special Collections and Archives, Calisphere November 20, 2020 10:15 <https://calisphere.org/item/2a16574ada1b99a84ed7f9dd69fde4b1/>

March to Protest Police Shootings 1970-05-19T07 UPI - The African American Experience 1930-1980 Chapman University, Frank Mt. Pleasant Library of Special Collections and Archives, Calisphere November 20, 2020 10:25 <https://calisphere.org/item/b17ba2a0b7ee8fad8d3c98b3e2c75412/>

1. What kind of source is Photographs #1 & #2? How can you tell?

2. What is the message of Photographs #1 & #2

Podcast Transcript:

San Francisco History Podcast

[Podcast Link:](#)

Katya: Hello, welcome to the San Francisco History Podcast with Jennifer Moreno David and Katya Palacios. Today we will be discussing migration history and patterns post World War II in the Bay Area. So Jennifer why don't you get us just started here, I understand that you did some research on African American migration to the Bay Area.

Jennifer: Yes, To begin with The second wave of the African American migration occurred between 1940-1970 from southern and northern cities to western cities. They were first drawn by the transatlantic railroad in 1869, then later in 1941, by industrial and military jobs that were available in Los Angeles, Oakland, and San Francisco. There were Wartime jobs in the shipyards and post-war jobs in manufacturing that led the African American population to increase by more than 300,000 people in just 30 years.

African Americans came to the Bay Area from nearly every southern state.

In 1950, about 25% of all African Americans in the San Francisco-Oakland area were born in Louisiana, compared to 22% born in Texas, and 19% born in California. These migrants still faced hostile racism from the Bay Area's white community.

Katya: Referring back to the beginning of the wave of the migration, where did it all begin?

Jennifer: It all goes back to 1865, In fact I have a video clip of where it highlights the beginning of the African American migration. (start video at 0:29 and end at 1:51)

<https://www.youtube.com/watch?v=VCdTyl141bA>

Vox, "Why African Americans left the south in droves- and what's bringing them back",
Youtube, March 2017,

<https://www.youtube.com/watch?v=VCdTyl141bA>

"To understand why, let's go back to 1865. The Emancipation Proclamation ended slavery and started a new era for colored people in the states. Shortly after the 13th, 14th, and 15th amendments enfranchised people of color at large. For the first time, the majority of

black Americans controlled their own destinies. In the years immediately following emancipation, most freed slaves chose to stay in their communities. After all, the only American they had known was the south. It was common for their descendants to work as sharecroppers on plantations. Sometimes their only payment was permission to live on the property. But that wasn't the worst aspect of the south for blacks. The Jim Crow caste system determined where you could wait, what platforms you stood on when catching a train. This was a rigid caste system where any breach could literally mean your life. That's author and journalist Isabel Wilkerson- she spent 15 years compiling the stories of black exodus to cities in the north, midwest and west. The movement would come to be known as the Great Migration. The Great Migration was really a seeking of political asylum within the borders of one's own country. Many of them were fleeing for their lives. They were fleeing a caste system, a rigid caste system known as Jim Crow. In which everything you could and could not do was based on what you looked like."

The Jim crow system determined every aspect of living for African Americans, this even came down to where you could eat or drink water from. This was all based on what you looked like; This type of treatment was brought into the Civil rights movement.

African Americans had to fight and protest for their rights, to be treated as equals.

During the 1960s many African Americans with degrees from mostly historically black colleges and universities found white-collar employment with companies like IBM and other tech companies in the Silicon Valley.

Katya: Moving on to today, in the year 2020. How are african americans being affected?

Today in the 21st century, there has been gentrification in the African American population in San Francisco and Oakland.

There has been a huge rise in housing costs that has driven them out of this area. The African American population in San Francisco is below 6 percent and in Oakland the population has dropped down to 25 percent in recent years.

Throughout the years, African Americans have resided in specific neighborhoods in San Francisco. Specifically in the Fillmore District which is in the northeastern part of the city), Bayview Hunters Point, and Visitation Valley that are located in the Southeastern part of the city).

According to the 2018 United States Census American Community survey it states that the African American population continues to decline to approximately 5.2%.

As a native from San Francisco, specifically the Bayview District. I have seen the population of African Americans decrease throughout the years. I have seen it with some neighbors and businesses across the neighborhood streets. Areas that I once knew when I was a kid, no longer exist.

Jennifer: Katya you've done research on the Bracero Program, can you give us a summary of the program?

Katya: Sure. Before I get into the Bracero Program, it's important to point out some stuff from our timeline. Not only did World War II and the Cold War introduced the world to superpower nations, but also the importance of alliances and foreign policy. World War II marked a new change in migration history in the Bay Area.

At the start of the war there was a tremendous labor shortage. And it impacted the agricultural sector.

The solution was the Bracero Program, a guest worker labor program started by President Franklin Delano Roosevelt in 1942. The United States and Mexico signed an agreement to bring Mexican workers to fill jobs in agriculture and transportation. From 1942 to 1964, over 4.6 million contracts were signed, with many individuals returning several times on different contracts, making it the largest U.S. contract labor program

But before the program was up in running, there were some negotiations that the US and Mexico had to address.

The Mexican government wanted to address four major issues before making an agreement:

1. Mexican workers were not to serve in the U.S. military.
2. Mexican workers were not to be subjected to discrimination on or off the job.
3. Mexican workers were to be guaranteed transportation to and from their destinations, decent living conditions in the United States, and repatriation at the end of their contract periods, in accordance with Mexican labor laws.
4. Mexican workers were not to be used to replace American domestic servants or to reduce wage levels.

Eventually, both governments reached a final agreement on August 4th, 1942.

Jennifer: So, moving towards the start of the program, how were Braceros brought to the U.S. I'm sure the incoming process is much different than we see today with customs.

Katya: Yes Jennifer, the process was very different for migrants arriving in the 1940's compared to today. In fact, I'm gonna play a two minute video clip explaining the entry process for Braceros in California.

(start video at 0:10 and end at 1:45)

Paul Richards. "Bracero Workers in California, 1960." *Youtube*, 16 June 2014, www.youtube.com/watch?v=5sWPCzjRBMA

"Tens of thousands of these workers are brought across the border from Mexico every year. They are given a quickie physical exam at El Centro then sent to work on big farms in the Imperial Valley, the San Joaquin Valley, the Salinas Valley, the Santa Clara Valley. They work mostly for big farmers who call themselves growers although they personally grow and harvest only profits. Before World War II most of the workers in California fields were domestic agricultural laborers following the crops every year. During the war, a farm labor shortage developed Mexican workers were brought in to meet the emergency, then the war ended. The emergency was over but the employers knew a good thing when they saw one. They decided to keep on importing braceros from Mexico under agreements between the US and Mexican governments. Now they prefer Mexican nationals to domestic labor not because of some sentimental attachment for Mexican food or Mexican culture or Mexican music, nor because of any real shortage of domestic American labor. It is because a big supply of imported Mexican labor forces down the real wages of American farm workers. It is because an endless supply of destitute contract labor means more profits for the owners of California's rich soil and guarantees them against organization of these workers into unions."

So from what we just heard, physical examinations were pretty common before Braceros were sent to big farms across California. In some cases, some Braceros were fumigated before doing their physicals.

Jennifer: So specifically in the Bay Area, where were Braceros?

Katya: The Bay Area had thousands of Braceros. In Oakland, California, the majority worked on the Southern Pacific Railroad doing maintenance. Others worked in Shipyards like the Todd shipyard and the Kaiser Shipyard up in Richmond.

Jennifer: So what were the implications that came from the Bracero Program?

Katya: Well so much happened after the war was over. At the end of the war, many Braceros had lost their rightfully earned income and benefits. Some were exploited and some received the proper recognition they deserved. Numbers of mass raids and deportations of Braceros occurred 12 years after the programs launch, named Operation Wetback. From 1954-1955, Operation Wetback used military style tactics to remove Mexican migrants from the U.S. Thousands of U.S citizens and non citizens were sent to different parts of Mexico by bus, boats and planes.

The unfair treatment of Braceros caused civil protest from civil rights and farm labor activists. Individuals like Cesar Chavez and Dolores Huerta spoke about the gross mistreatment at the hands of U.S. employers. This mixed reaction of the program made its way to Congress

Many organizations wrote to members of Congress to express their distaste for the potential renewal of the program. The Bracero program eventually ended in 1964.

Jennifer: what's the overall message you would like to leave with viewers?

Katya: I believe that we tend to generalize the Bracero Program as just another labor program and we do not give it enough credit for what it did. It was a piece of legislation and history that not only impacted foreign relations between the US and Mexico but also impacted federal and state governments, having to adapt with the program and understand the reasons why Mexican migrants were coming to the US.

Jennifer: How does the Bracero program impact today, the year 2020.

Katya: Well migration patterns have definitely changed since the 1940's. During that time, there were high numbers of Mexican migrants coming to the U.S. Now, it has actually decreased. There are more migrants coming from Central American countries like El Salvador, Honduras and Guatemala. These countries are also known as the Northern Triangle.

Also, many Braceros are still seeking the wages that were deducted or never paid.

Migration history is long and plentiful and emotional. And I hope our viewers have learned something new and have conversations with their family, friends or classmates about these topics

Jennifer: History is long but you always learn something new.

Katya: Always. Anyways, it looks like we are out of time. This has been the San Francisco History Podcast with Jennifer Moreno David and Katya Palacios. Thank you for listening and stay safe.

Bibliography

JayRoddragon. "Top 10 Best Chill Non Copyrighted Background Music!" *Youtube*, 17 July 2019, www.youtube.com/watch?v=03YrxzWMY5c

Paul Richards. "Bracero Workers in California, 1960." *Youtube*, 16 June 2014, www.youtube.com/watch?v=5sWPCzjRBMA

Vox, "Why African Americans left the south in droves- and what's bringing them back", *Youtube*, 01 March 2017, <https://www.youtube.com/watch?v=VCdTyl141bA>

Post-Podcast Activity

Instructions for teacher:

Have students listen to the [San Francisco History Podcast](#) on the Matthew Turner ship.

After listening to the podcast, have students break out into groups of 2-4.

Read out the following questions for a group reflection.

Allow for 2-3 minutes of discussion.

1. What helped you understand the podcast?
2. Did you learn anything new from the podcast?
3. What did you like most about the podcast?
4. Did any vocab words (from pre-lesson) stand out to you from the podcast?
5. Did you feel any connection to the podcast?
6. From listening to the podcast, do you think of San Francisco differently?

In-Class Reflection

Instructions for students:

Answer the following questions. Then share with a partner and be ready to discuss with the entire class.

1. What does the term “immigration” mean?
2. What does the term “migration” mean?
3. What is the difference between Migration and Immigration ?

4. Why do people immigrate to a new country?

5. What are the debates surrounding immigration?

6. Why do you believe we are studying this topic of migration?

7. Why do some people feel threatened by immigrants?

8. How do some of the issues described in the article affect our community/school?

9. Did any of the topics/events remind you of yourself or your family?

10. How do some of the issues described in the lesson relate to daily occurrences?

11. Are you surprised by anything you learned throughout this lesson?

12. From this lesson, what is one thing you are going to remember the most about?

Short Answer Response Rubric

Name: _____

Class: _____

Criteria	1 Below Expectations	2 Approaching Expectations	3 Meets Expectations	4 Exceeds Expectations
Organization	The information appears to be disorganized. Information is suspect to be correct and factual.	Information is organized but paragraphs are not well constructed and information is factual.	Information is organized with well constructed paragraphs and information is factual and correct.	Information is very organized with well constructed paragraphs and information is factual and correct.
Quality of Information	Information has little to do with the main topic.	Information clearly relates to the main topic. No details and/or examples or given.	Information clearly related to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly related to the main topic. It includes several supporting details and/or examples.
Mechanics	Many grammatical, spelling, or punctuation errors.	A few grammatical, spelling, or punctuations errors.	Almost no grammatical, spelling, or punctual errors.	No grammatical, spelling or punctuation errors.