



Waldorf Education Resources

California : A Changing State

Teachers' Handbook

Grade 4

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Learning through a whole language, interdisciplinary approach.*

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California : A Changing State - W.E. Resource Packs

The Resource Packs are:

- based on the California Framework.
- structured to be “user friendly”.
- approved for legal compliance.
- submitted for official adoption.

Sub-Unit 1	Historical and Geographical Background
Sub-Unit 2	California Indians
Sub-Unit 3	Missions and Ranchos
Sub-Unit 4	California : 1800-1849
Sub-Unit 5	The Gold Rush
Sub-Unit 6	California : 1849-1899
Sub-Unit 7	California : First half of the 20th Century
Sub-Unit 8	California : Second half of the 20th Century
Sub-Unit 9	Review Exercises 1 : PreHistory-1849
Sub-Unit 10	Review Exercises 2 : 1849-Present Day

Timetabling

On the basis of a 36 week or 180 day school year (with tuition for $\frac{3}{4}$ hour each day in History/Social Science), we suggest the following structure for teaching the different Units. We would emphasize however this is only a guideline and a teacher might well decide to teach the material based on a different structure.

Sub-Unit 1	Historical and Geographical Background	5 weeks
Sub-Unit 2	California Indians	4 weeks
Sub-Unit 3	Missions and Ranchos	5 weeks
Sub-Unit 4	California : 1800-1849	4 weeks
Sub-Unit 5	The Gold Rush	5 weeks
Sub-Unit 6	California : 1849-1899	5 weeks
Sub-Unit 7	California : First half of the 20th Century	4 weeks
Sub-Unit 8	California : Second half of the 20th Century	4 weeks
Sub-Unit 9	Review Exercises 1 : PreHistory-1849*	
Sub-Unit 10	Review Exercises 2 : 1849-Present Day*	

* to be used selectively and in conjunction with appropriate Sub-Unit(s).

Personal Portfolio

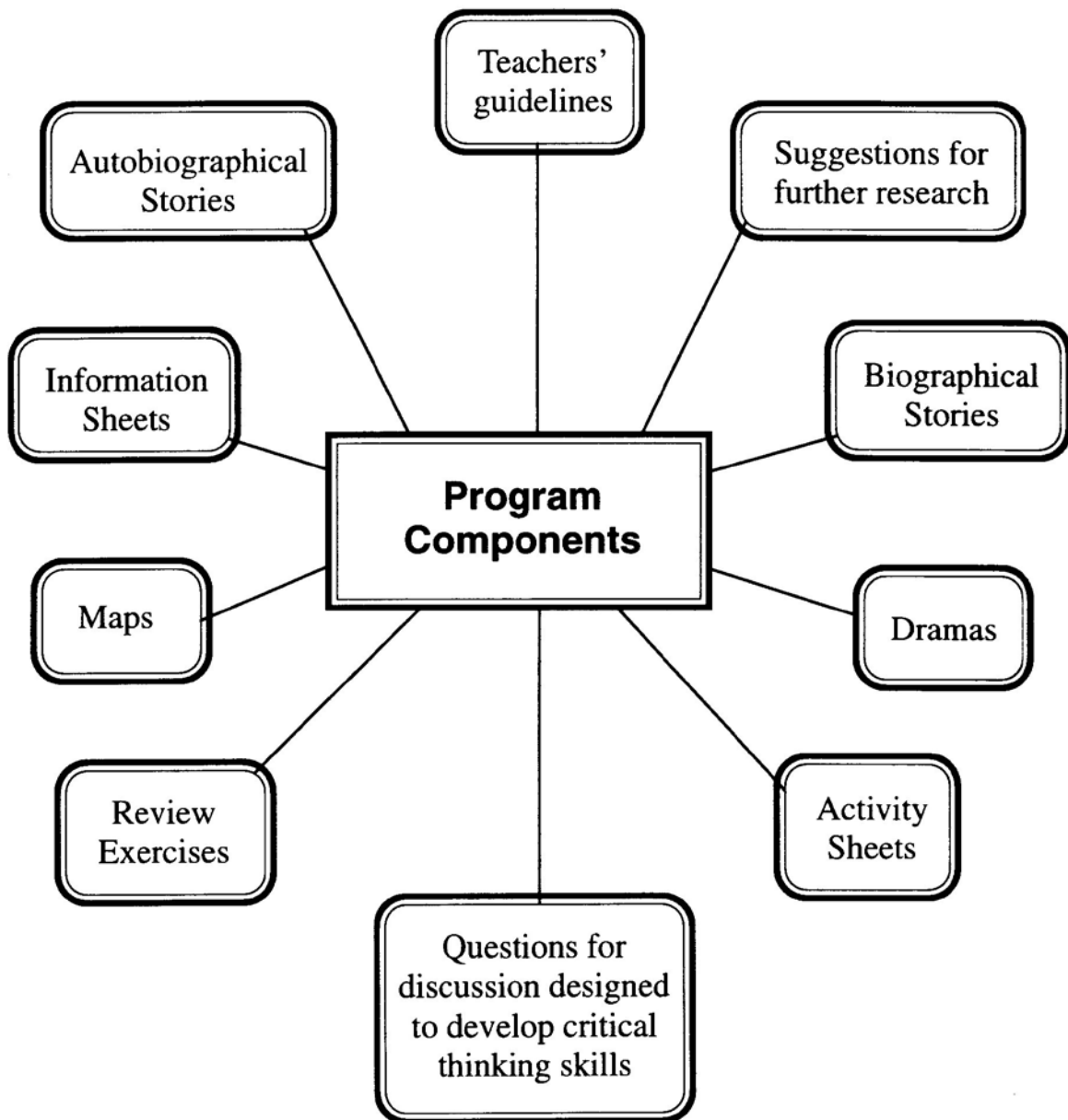
We recommend that each student creates a personal portfolio. All our material has been written and formulated so that any sheet can be reproduced for a student to work on. In many instances a student will use the reproduced sheets for direct insertion into his/her portfolio. When material is purchased permission is given to reproduce any or all of the content for students in one class.

Teachers' Note

Please feel free to reproduce Sample Sheets in this Teachers' Handbook for use in the classroom.

Program Components

This graphic overview indicates the different types of components which can be found in a Waldorf Education Resource Pack.



Teachers' Guidelines

Organised in modular form.

Type of content icon.

Guidance for teacher preparation.

Raison d'être for the activity.

Background information for the drama.

Useful visual image.

Understanding Time Unit 1.3 Teachers' Guidelines

A Sense of Time

The simple drama is designed to give students an alternative way to view the passage of time. The concept of time is not an easy one for young children to grasp, and it is therefore important that they experience it in a number of ways. Although most students in Grade 4 are able to remember the definition for words such as decade, century, generation, etc., their understanding of the concepts takes much longer.

We often talk about time in terms of generations.

What is a generation?

Most people think of a generation as being around 33 years, so there would be three generations in a century. 33 years is the average time between the birth of one generation and the next.

"Generation" is also used to talk about all the people who were born about the same time.

Preparation for the Drama

Before taking part in the drama it is suggested that each student cuts out a large piece of card. On one side they write clearly the generation they represent in the drama and on the other side the words that they will speak. They can then hold this card in front of them when they take part in the drama.

A copy of the drama can be cut into sections to be given to the students so that they can copy their part on to card.

These are the generations covered in the drama

1533 - 1666
1666 - 1899
1600 - 1633
1683 - 1666
1556 - 1599
1703 - 1736
1783 - 1766
1766 - 1799
1800 - 1833
1833 - 1866
1866 - 1899
1900 - 1933
1933 - 1966
1966 - 1999

Information Sheets

Organised in modular form.

Type of content icon.

Information presented step-by-step.

Grounding the concepts in experience and imagination before factual information.

Opportunity to interact with the material.

Informative visual images.

Clear font and user friendly language.

Student Information Sheet

Earthquakes Unit 7.4

What is an Earthquake?

The San Francisco earthquake of 1906 was the third major earthquake recorded in California. The others were the 1857 Southern California earthquake and the 1872 Owens Valley earthquake.

The earthquake killed people and trapped the injured, but some people could have been rescued if it wasn't for the fire which followed. The fire caused even more damage.

The layers of the earth

The Earth is solid on the outside, but so hot on the inside that it is liquid.

- There are four main layers to the earth.
- The **inner core** is solid.
- The **outer core** is liquid.
- The **mantle** is also liquid but becomes more solid as it reaches the cooler outside of the Earth.
- The outer layer of the Earth is known as the **crust**. It is about 20 miles thick and is made of solid rock.

Using the information above, label the layers of the Earth.

Tectonic plates and faults

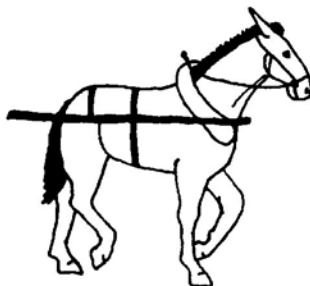
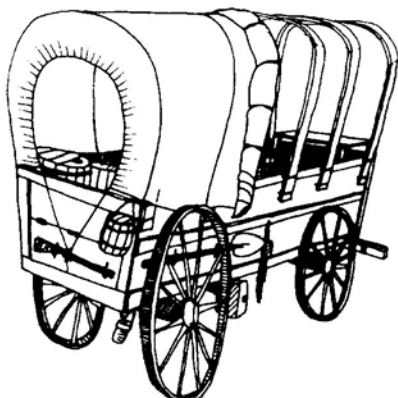
The crust of the Earth is divided into huge pieces called **tectonic plates**.

- These move against each other very slowly but with great force.
- The places where the plates meet are known as **fault lines**.
- The San Andreas fault line can be seen running parallel with California's coastline.
- Sometimes the pressure on the fault line becomes too much and the plates slip either up and down or across.

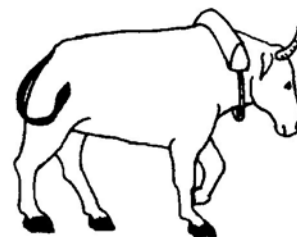
See pages 4/5 for sample "Information Sheets" (we recommend that these are used in conjunction with the sample "Activity Sheets" pages 7-9).



What will pull the wagons?



or



The decision of what would be used to pull the wagon was one that caused a great deal of discussion amongst the pioneers. The choices that were available were between horses, oxen and mules.

Horses

The belief of early immigrants was that horses could not pull heavy loads and face the great hardships unless they were fed grain. This was an expensive item and had to be carried in the wagon. The decision in the early years, therefore, was between oxen and mules only. This did change in later years.

Oxen

Those who favoured oxen put forward the following arguments:

- Oxen were stronger and could pull heavier loads.
- Oxen could be fed by allowing them to eat the grass along the trails.
- The Indians along the trail were more likely to steal mules than oxen.
- Although both animals had to be shod, the oxen had stronger legs and were therefore better equipped for softer ground.
- In an emergency the oxen could be killed to provide food for the travellers.

4 oxen (2 yokes) - the minimum number

6 oxen (3 yokes) - common

8 oxen (4 yokes) - unusual in early days

Mules

Those who favored mules put forward the following arguments:

- Mules were faster and therefore the journey could be completed in a shorter time.
- Mules could be driven with reins while sitting on the wagon, whereas the oxen needed someone walking alongside continually shouting and driving them on with a whip.
- Although mules had a greater tendency to panic, if oxen stampeded it was a far more serious situation because they were much more difficult to control.
- Oxen developed sore feet sooner than mules.

One price list in the 1840's had oxen at \$25 and mules at \$75.



The Richter Scale

In 1935, Charles Francis Richter (an American scientist) worked out a way of expressing the power of an earthquake by means of a scale of numbers. Starting at 1 and going up to 9.

It is known as the Richter Scale.

- An earthquake that measures 1 on the Richter Scale cannot be detected, and can only be felt by a seismograph.
- No recorded earthquake has gone beyond 9.
- Each number on the Richter Scale is 10 times more powerful than the one before.

memo:

Seismograph:

A device to measure the Earth's movement during an earthquake. A pen attached to a cylinder moves when the Earth moves. It creates lines on paper.

The word is made up of Greek words meaning "earthquake writing".

Find out the Richter Scale measurements of the 1989 San Francisco and the 1994 Los Angeles earthquakes.



Date	Place	Richter Measurement
1906	San Francisco	8.3
1925	Santa Barbara	6.3
1933	Long Beach	6.3
1952	Kern County	7.7
1964	Alaska	8.5
1989	San Francisco	?
1994	Los Angeles	?

The Effects at Different Magnitudes

1-2	Can only be detected by seismograph.
2-3	Can be barely felt - slight vibrations.
3-4	Some movement can be felt, slight rocking of furniture.
4-5	May cause slight damage, people woken from their sleep.
5-6	Trees sway - some local damage.
6-7	Damage increases, walls crack - moderately destructive.
7-8	Major earthquake, buildings collapse.
8-9	Great earthquake, major destruction - ground cracks open.

Activity Sheets


Callout boxes:

- Organised in modular form.
- Type of content icons.
- Information required to carry out the activity.
- Inviting critical thinking.
- Informative visual images.
- Opportunity to expand given information.
- Activity designed to stimulate imagination.
- Opportunity to use the written word and artistic representation.
- Step-by-step directions for the activity.

- Examples of Activities**
- working through different writing formats
 - simulations
 - working with mathematical concepts
 - craft projects
 - listening to music and singing
 - using illustration as a means of recording
 - artwork
 - working with a graphic overview
 - using a matrix
 - using skills from other disciplines and extend to many more.

Writing formats	Examples
1. Imaginative writing.	Sub-Unit 6.5 p32
2. Writing a list.	Sub-Unit 3.5 p44
3. Writing a story.	Sub-Unit 6.2 p13
4. Note writing.	Sub-Unit 7.5 p23
5. Writing a newspaper report.	Sub-Unit 4.4 p18
6. An essay.	Sub-Unit 5.4 p20
7. Writing a diary entry.	Sub-Unit 3.3 p18
8. Letter writing.	Sub-Unit 5.6 p33
9. Labeling.	Sub-Unit 4.5 p21
10. Writing an obituary.	Sub-Unit 2.7 p38

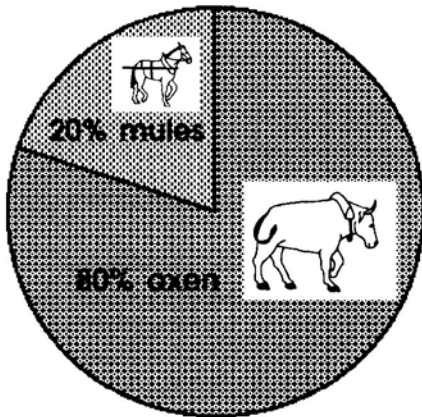
See pages 7-9 for sample "Activity Sheets" (we recommend that these are used in conjunction with the sample "Information Sheets" pages 4/5).

 **Group Activity**

- ✓ Read together the information on oxen and mules.
- ✓ Discuss each consideration on the list in the following table.
- ✓ Come to a decision for or against mules and oxen after each item.
- ✓ Place a tick for the animal you favor after discussing each item.
- ✓ After making separate decisions, discuss the overall picture and come to a final decision of whether you will purchase oxen or mules to pull your wagon.
- ✓ Choose a spokesperson from the group to present your decision, together with the reasons for the decision, to the rest of the class.

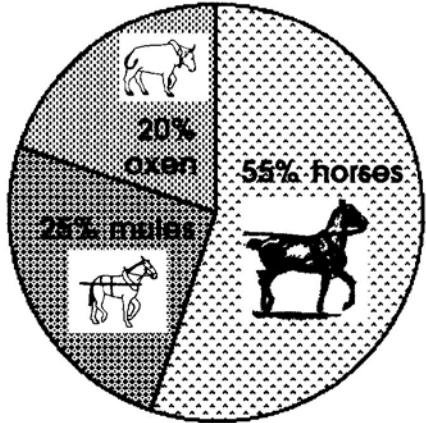
	Oxen	Mules
Cost of purchase		
Speed of travel		
Cost of feeding		
Liable to be stolen by Indians		
Valuable as meat in emergencies		
Ability to withstand hardship		
Hardiness of hooves and the need to have them shod		
The ability to continue when the ground is soft		
Tendency to stampede		
Ease of handling		
Strength of legs		

1840's.



Pie Graphs

1850's.



These pie graphs show how the choice of animal changed from the 1840's to the 1850's. Why do you think there was such a swing in favor of horses and a decline in the use of oxen. Research, then discuss the possible reasons with your fellow students.

On the next page you will find a diagram which gives a graphic overview of the Richter Scale and earthquakes local to California.



Activity 1

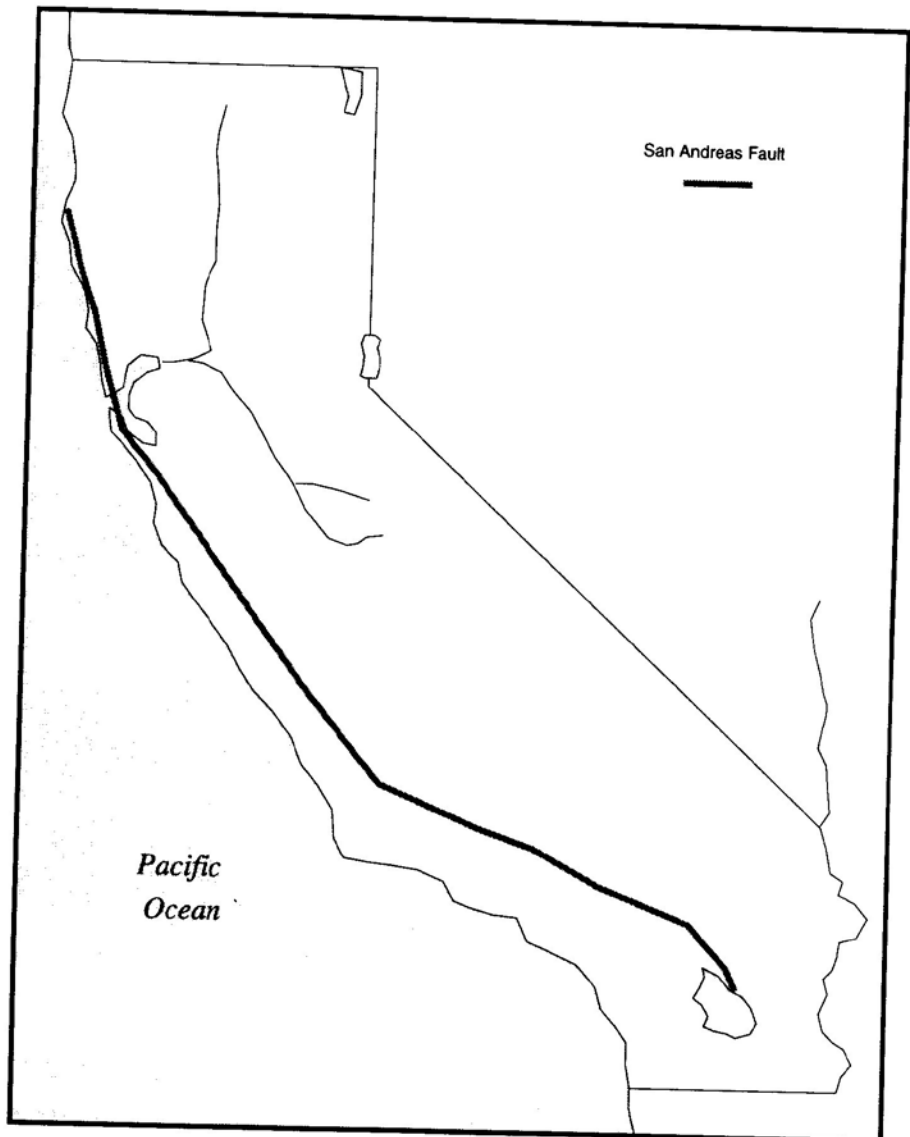
Using the information from the "Table of Earthquakes" fill in the boxes to the left of the scale with the correct location and date.

Using the information from the table "The Effects of Different Magnitudes" fill in the boxes to the right of each measurement.

Activity 2

Here is a map of California showing the San Andreas fault line. Using an atlas, locate the following cities. Write them on the map.

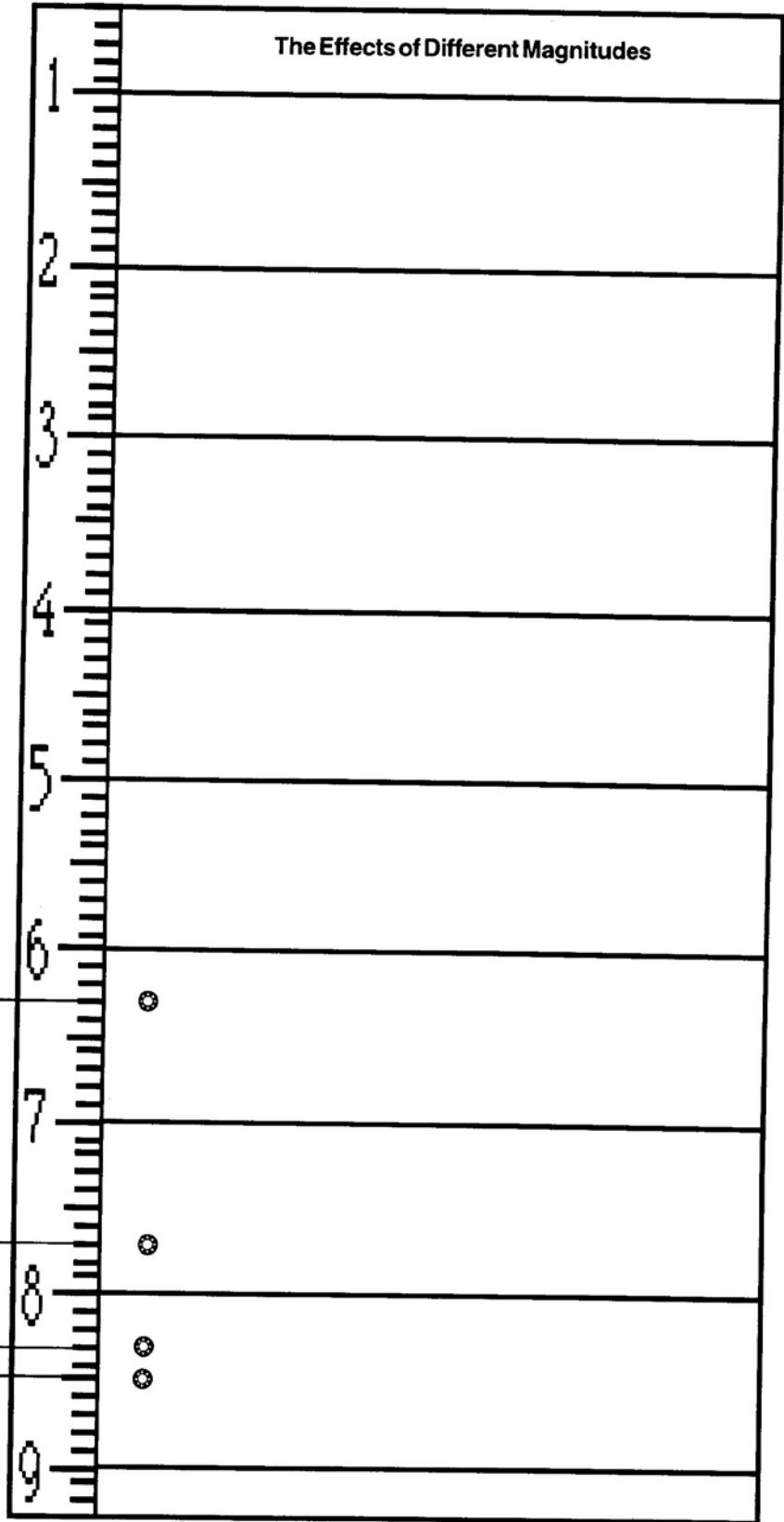
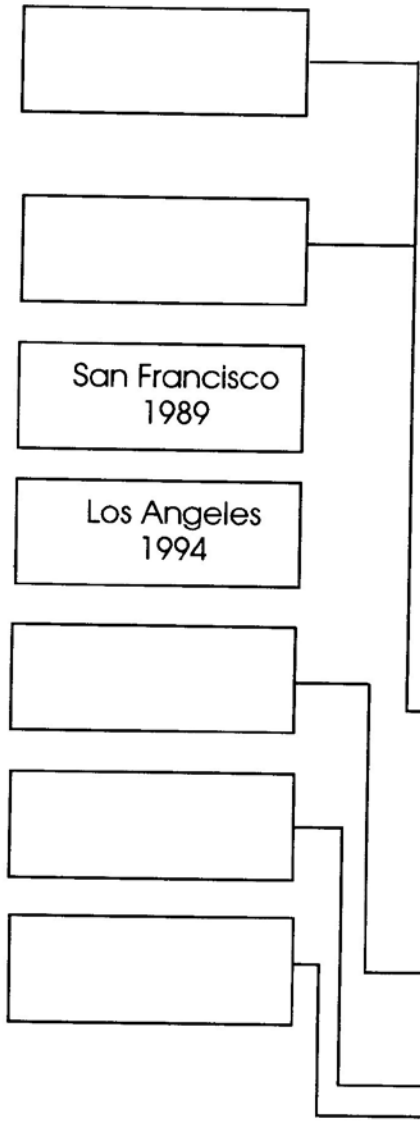
- ✓ San Diego
- ✓ Sacramento
- ✓ Oakland
- ✓ San Bernardino
- ✓ Los Angeles
- ✓ Santa Barbara
- ✓ San Jose
- ✓ San Francisco





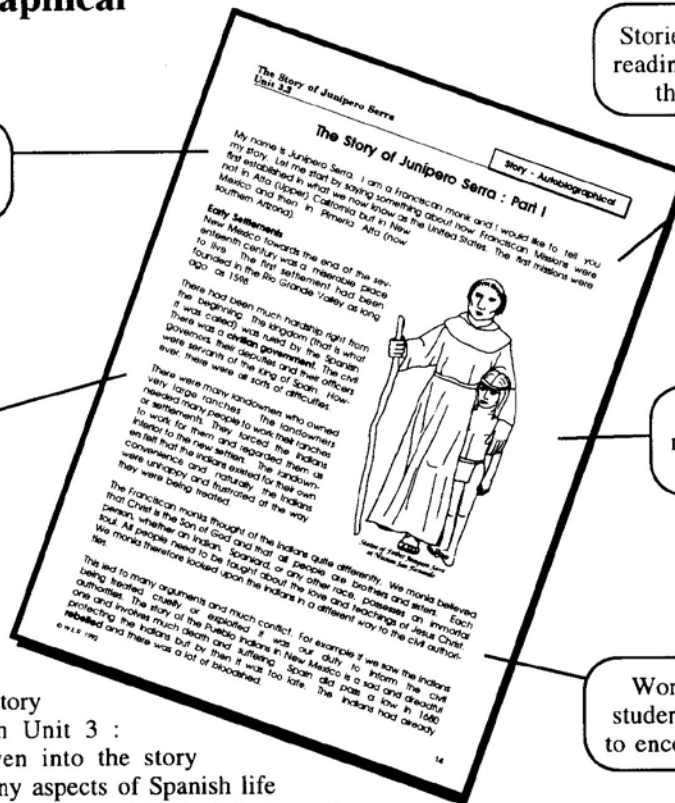
Graphic Overview

Earthquake
Locations
and Dates



The Richter Scale

Stories (Autobiographical and Biographical)



An indepth experience of the historical period.

Stories suitable for reading or telling to the students.

Involvement of the student in the historical event.

Transmitting the richness and vitality of an event.

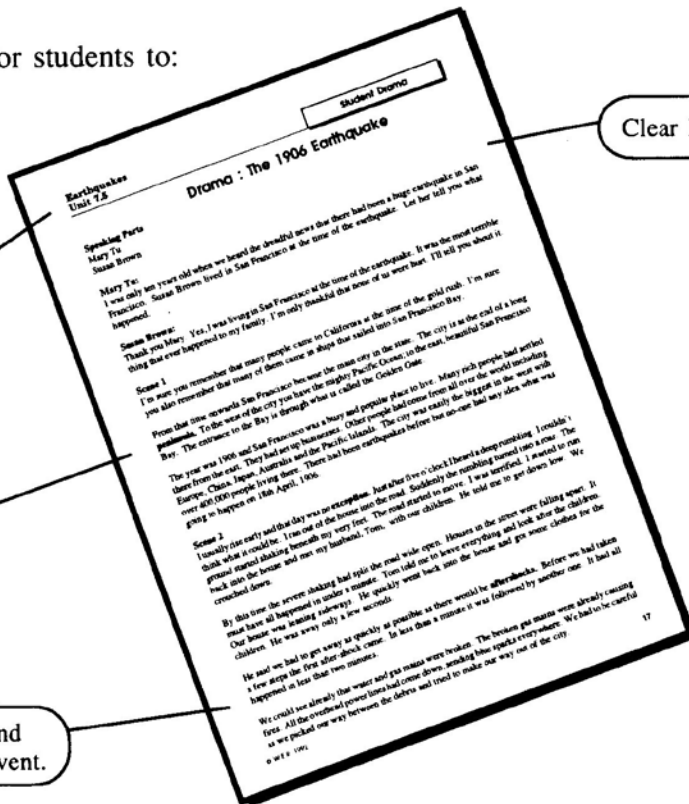
Working with the student's imagination to encourage empathy.

See pages 11/12 for a sample story "Concepción Argüello" from Unit 3 : Missions and Ranchos. Woven into the story "Concepción Argüello" are many aspects of Spanish life in the colony of California. It also provides insight into the social conditions and the politics of California at that time.

Dramas

The use of drama gives opportunity for students to:

- read,perform or mime plays
- express and develop what they have learned
- experience information in a different format.



Clear layout.

Organised in modular form.

Mime used in order to allow students to experience an historical event.

Drama used to extend understanding of an event.

See pages 13-15 for a sample drama from Unit 8 : California : Second half of the 20th Century
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The Story of Concepción Argüello

Concepción Argüello was born in 1790. Her father was commander of the port of San Francisco. The year was 1806 and Concepción lived with her family in San Francisco. She was sixteen and had grown into a very beautiful young woman. Many considered her to be the prettiest young girl in Alta California.

Life in Alta California in those days was very pleasant for the settlers from Mexico and Spain. The hardships of the early years of settlement were behind them, and many prospered in the new land. There was plenty of food and wine, Indians were employed to do a great deal of the work, and the Mexican/Spanish owners of the ranches were able to spend a great deal of time riding, hunting, gambling and holding parties and banquets.

Many of the women were very beautiful. They had the money to buy the finest clothes and the time to make sure they looked their best especially if they were going to a banquet, party or picnic.

The Russians had founded a colony in Sitka (south-east Alaska). The settlers were experiencing great hardship in their new land. In 1805 the Czar sent out a Russian nobleman, Nikolai Petrovich Rezanov, to check on the progress of the settlement. On arriving in Sitka, Rezanov found a very sad sight. Many in the colony were near starvation, and illness and death were common.

However, by a stroke of luck, an American ship, the Juno, arrived at the settlement soon after Rezanov, and the noblemen immediately purchased the whole cargo and the ship as well. After distributing the cargo, he set sail southwards towards California in search of food for the colonists.

In 1806 Rezanov arrived in the port of San Francisco and was surprised to see the owners of the ranches living in comparative luxury. The Spanish were a hospitable people and he was made very welcome. His hosts were isolated from the rest of the world and were delighted to receive news about happenings from elsewhere.

Rezanov was welcomed as a guest in the home of the port commander, José Darío Argüello. It was there that he met and fell in love with beautiful Concepción. He told Concha (as she was lovingly known in her family) all about the wonderful life in the royal court of Saint Petersburg which was his home in Russia.

The young girl was overwhelmed and when Rezanov proposed marriage she accepted. Her mother and father were delighted with the arrangement.

There was a delay in the wedding, however, for Rezanov was not a Catholic and permission had to be granted by the Pope. Meanwhile Rezanov planned his return journey. He would first of all return to Sitka with supplies, then on to Russia, before travelling to Spain.

Later he would sail across the Atlantic to Mexico before returning to California for the wedding. Concepción was saddened by the delay, but time passed quickly as she prepared for her wedding and the journey to her new home in Russia.

Unknown to Concepción, Rezanov was experiencing great hardship on his journey. His party reached Siberia and faced the bitter cold. During the long trek, Rezanov became ill and suffered a very high fever. He fought his way on, became more and more exhausted, until in one of the worst of the storms, he fell from his horse, was injured and died.

There was no way of getting news back to California and so Concepción waited and waited. She couldn't understand what had happened. Months became years. Many men came to her home seeking her hand in marriage but she refused each one. She was still very much in love with Rezanov and trusted that he would return for her. Eventually she made the decision to enter a convent and became a Dominican Sister. Her life from that time on was devoted to charity work and teaching. It wasn't until 1842, almost forty years later, that Concepción heard what had happened to her fiancé.

Sir George Simpson of the Hudson Bay Company visited Monterey and by chance passed the news on. He attended a banquet and fortunately for Concepción, Rezanov's name was mentioned. The incident is recorded in a poem by Brett Harte:

*Quickly then cried Sir George Simpson;
"Speak no ill of him, I pray!
He is dead. He died, poor fellow, forty years ago this day.
Left a sweetheart, too, they tell me. Married, I suppose, of course!
Lives she yet?" A deathlike silence fell on banquet, guests and hall,
And a trembling figure rising fixed the awestruck gaze of all.
Two black eyes in darkened orbits gleamed beneath the nun's white hood;
Black serge hid the wasted figure, bowed and stricken where it stood.
"Lives she yet?" Sir George repeated. All were hushed as Concha drew
Closer yet her nun's attire. "Señor, pardon, she died, too!"*

In 1857, at the age of sixty-six, Concepción died in a convent having devoted her life to the service of others.

Teachers' Guidelines



Using a map of the world, follow with the students the journey of Rezanov from Siberia to Alaska, to Sitka (Southeast Alaska) and south to California. Then follow his proposed journey from California north to Sitka, across to Siberia, on to Saint Petersburg (Leningrad), to Spain, across the Atlantic Ocean to Mexico, and north to California. Discuss with the students the way in which this journey would have been made in the time of Rezanov, and how it would be made today. Discuss how long Rezanov's journey might have taken and make a comparison with how long it might take today.

Drama : Agriculture

Characters

Mary Tu	Farmer 3	Giannini
Agriculture	Irrigation	Canneries
Farmer 1	Water	Laborer
Farmer 2	Sun	Herbert Hoover

Mary Tu

I'm Mary Tu. You probably won't believe this but I'm ninety-four this year. I've lived in California all my life, and I've sure seen some changes. The California of today is very different from the one I was born into at the turn of the century. So many things have changed.

I'd like to tell you about some of those things, and show you how agriculture played its part in making California so important. I was born into a farming family, and so I'm very proud of the fact that agriculture is the biggest **contributor** to California's growth.

Agriculture

Oh yes, Mary Tu, you are right. I am California Agriculture and I have helped to make California a great state. I have grown so large and important that I am now more important than the agriculture of any other state in America.

Mary Tu

But you weren't that way at the beginning, Agriculture. I well remember my old father telling of how, when people were first settling in California, it was hard enough growing **sufficient** food to put on the table, never mind growing extra food to sell.

Agriculture

But all that changed and I started to become important very early on.

Mary Tu

Oh yes, Agriculture, but you didn't do it alone; you had help from many others. Isn't that so?

Farmers

We, the farmers were your biggest help. Without us you couldn't have done it.

Farmer 1

Oh yes, we were always ready to change our ideas. We were always looking forward to see if we could improve things.

Farmer 2

Whenever there was a new piece of machinery that could make the farm more efficient we would try it.

Farmer 3 (Laughing)

And a proper mess we would get into trying to sort out some new-fangled ideas - but we were sure to stick with it and get it right in the end.

Farmer 1

By the start of the century we had made Agriculture into a sound **commercial business**.

Farmer 2

And do you remember when we decided that if we could grow all kinds of fruit then we could also grow vegetables. Remember how quickly we became successful at **large scale vegetable production**. Soon after that we were growing all sorts of other crops; hay, cotton, rice.

Farmer 3

I remember the time when some farmers decided not to stick to growing according to the seasons, and to grow crops all the year round. When they proved it could be done then everyone started doing it.

Farmer 1

Oh!, and do you remember the time when some farmers decided to increase the number of chickens and turkeys they kept, and before you knew it there were chicken and turkey farms popping up all over the place.

Farmers

We've always been enterprising, ready to change and improve. If we'd been "**stick-in-the-mud**" farmers you'd never have made it, Agriculture. It's our attitude that helped you grow.

Mary Tu

Yes Farmers, you made a great contribution but Agriculture could never have made it without water and we must thank Irrigation for that.

Irrigation

You're right Mary, much of California has very little water so without my help in getting the water to the right place, Agriculture would never have grown.

Water

Without me, the Water, much of California would only be fit to grow cacti. Although there's quite a bit of me around in lakes and streams, in rivers and in the melting snows of the mountain areas - I always seem to be in the wrong place at the wrong time.

Irrigation

That's where I come in. It's because of me that Farmers are able to get the water into the dry areas, and so large areas of land can produce crops. Sometimes I work through dams to control large quantities of water and sometimes I work through deep wells to bring up water from under the ground. But most of the time I work through **canals**, ditches and pipes to carry water to farmers all over California.

Mary Tu

I certainly know of your importance, Irrigation. The Central Valley of California is the largest irrigated area in the United States - all the crops grow there because of you.

Sun

I agree Mary, water and irrigation are extremely important, but they couldn't have done it without me. My sunshine gave California the **climate** to grow all those things.

It is because of me that the fruit ripens, and the crops grow. And I am around so much of the year that I'm able to help growth all year round. California would be nothing without me, the sun.

Mary Tu

Of course, it is you, the Sun, together with Water and Irrigation and the **innovative** Farmer that have helped Agriculture. However, there is something that Agriculture couldn't have managed without and that is a supply of money and good banks. I know just the man to tell you about that. His name is Amadeo Giannini.

Giannini

That's me. I did more than anyone to build a banking system in California.

Mary Tu

Tell us how you started Giannini.

Giannini

My father owned an orchard near San Jose and that's where I first learned about buying and selling fruit. We later moved to San Francisco and that gave me the opportunity to buy and sell crops for my father. I used to buy the whole of a farmer's crop and then sell it in the markets making a good **profit**.

By the time I was nineteen I was buying large crops in advance even before the seeds were sown so that I was sure of a good supply when everyone else was also trying to buy them. Soon I was so wealthy that I started a bank and would lend money to the farmers who were growing the crops so they could produce more.

Mary Tu

I remember that time, Giannini. My father expanded his farm because of loans he got from your bank. You called it the Bank of Italy.

Giannini

That's right Mary. Although I did change it some time later to the Bank of America.

Mary Tu

You were in San Francisco when the great earthquake struck. That must have been terrible Giannini. Tell us about it.

Giannini

You're right Mary. The Bank had only been going two years, but I was young and I thought and acted pretty fast in those days. The day it happened I raced down to the Bank, I took all the money I could out of the vaults, hid it under fruit crates and even while the city was burning I got it all out safely. A lot of banks were in all sorts of **difficulty**, but the next day I was back in business, lending money in small amounts to needy people so they could get back on their feet as quickly as possible.

Mary Tu

You gave confidence to many people Giannini and your Bank prospered. You certainly helped California Agriculture by establishing a good banking system and making loans available, but Agriculture would never have grown so quickly if there hadn't been plenty of demand for the food.

Canneries

We did that Mary. We, the Canneries, were canning fruit and vegetables, not only for the rest of America, but for many parts of the world. Once we'd got people **accustomed** to eating fruit and vegetables out of cans, we couldn't supply them fast enough.

Mary Tu

I remember how you would always buy any of our produce and were always asking my father to grow more. We were never afraid to borrow money to expand because we knew you would buy all we could produce.

Canneries And it was the same all over California, Mary. It was our demand that helped Agriculture to grow.

Laborer

And don't forget us, the **Labor Force**. If we weren't around then who would have **harvested** all the produce. If we hadn't come up from Mexico and worked for little money then who would have picked the fruit and vegetables.

Mary Tu

Before we end I think we should hear about the

time when Agriculture doubled in size, and talk to the person responsible for this. I was a young woman at the time but I remember it well. But let Herbert Hoover tell you.

Hoover

War had broken out in Europe in 1914. We in America wanted to send as much food as possible to our friends fighting the war. I was in charge of organizing food production.

Mary Tu

Tell us what you did, Sir?

Hoover

I decided that the best course of action was for the government to help farmers grow more food, the way we did this was to fix the prices, so farmers knew that no matter how much they produced they would always get a good price for it. We even gave the farmers money to grow some of the crops that were badly needed. What do you think happened? You're right - the farmers in California responded and started to grow a lot more crops.

In the war years between 1914 and 1918 they grew twice as much as they had before. That really is amazing. Even though the Government was encouraging farmers all over the United States to grow more food, it was the farmers in California who responded better than anyone else. In those few short years the state contribution of food made up more than a third of the total contribution of the United States.

Mary Tu

You certainly helped Agriculture grow in importance, Sir.

Hoover

I sure did and I remember well - wherever I went I kept on saying "Food (Chuckling) will win the War". I guess I was proved right.

Everyone

So working together we all helped Agriculture to make California the wealthy state it is today.

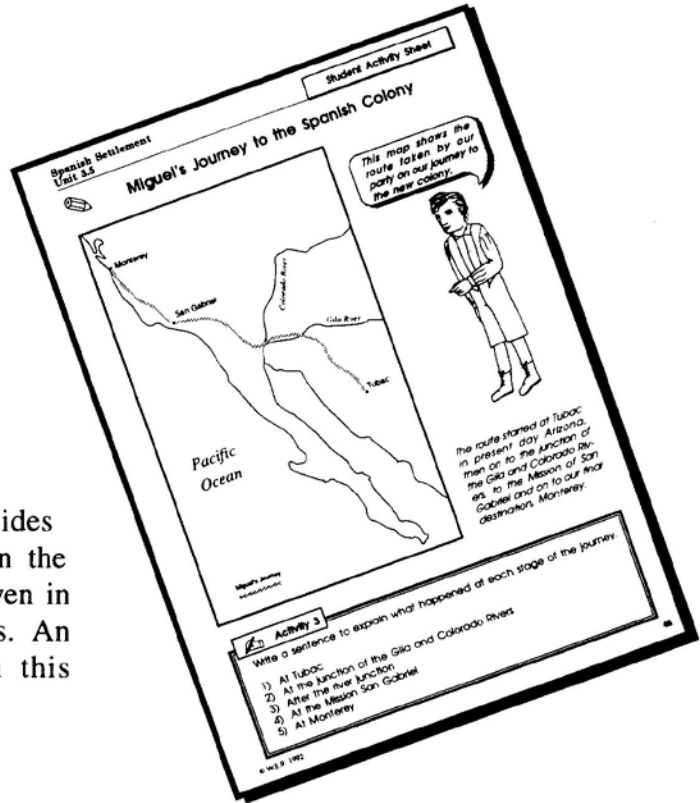
Maps

Maps are used extensively throughout the Units.

They are used to

- extend the information provided
- express more clearly the information provided
- allow students to act on the information provided

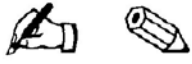
This sample shows how a map provides visual impact of the facts presented in the text. The details of this journey are given in a story which is read to the students. An activity follows which is based on this information and the map provided.



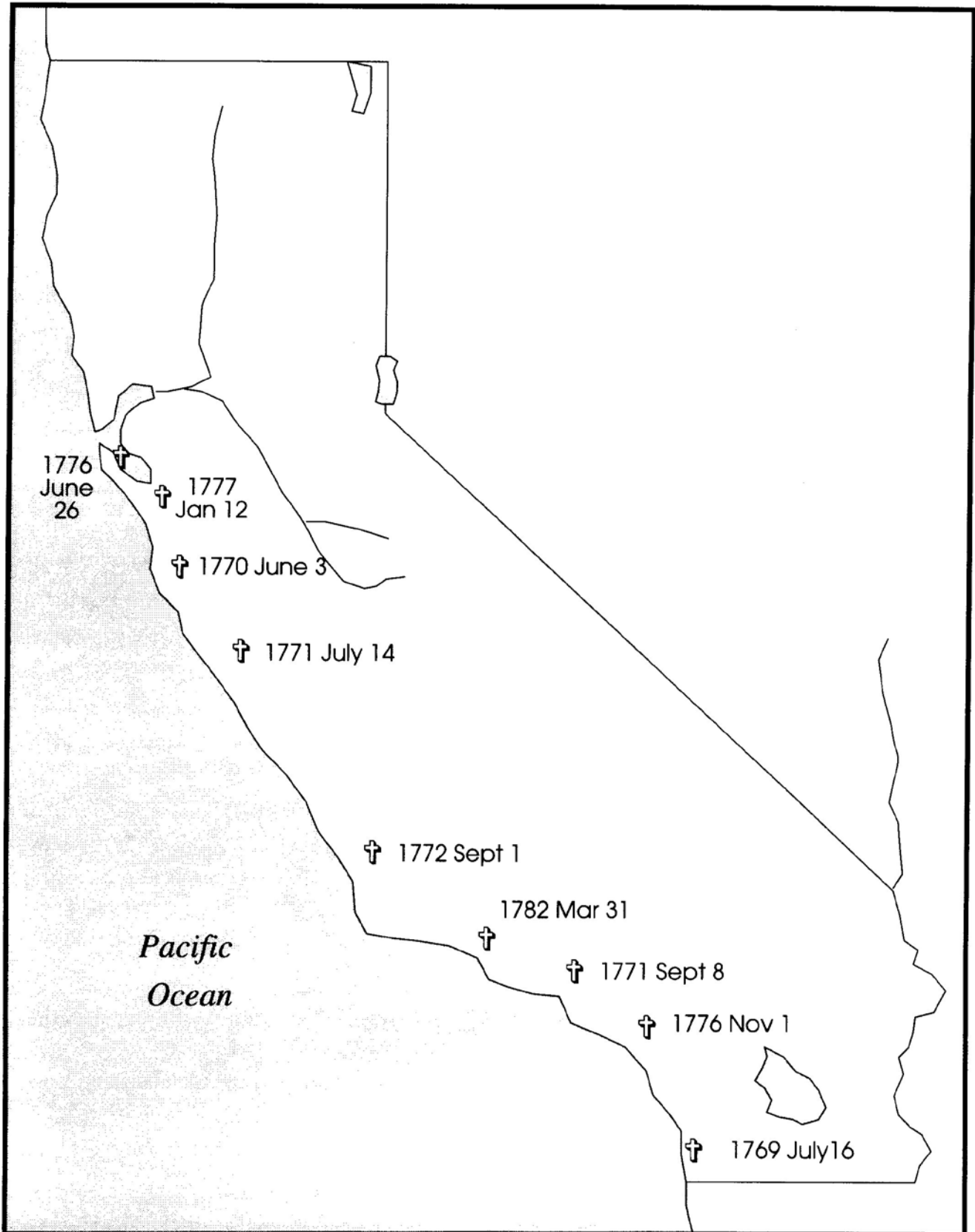
See pages 17/18 for sample "Activity Sheets". The information on the "Activity Sheet" "California Missions" (p18) allows the students to interact with the map on page 17.

Research

See page 19 for a sample "Activity Sheet" for research and working with a map.



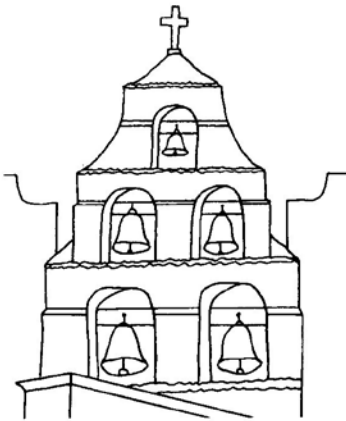
Map : California Missions





California Missions

Along the coast of California there are 21 missions, all founded between 1769 and 1823 by the Franciscan Friars. Of these 21 missions, 9 were founded by Fra Junípero Serra.



Mission San Diego de Alcalá

The first mission founded was San Diego, which was a combined mission and presidio, and marks the most southerly point of the chain of missions. The last was Sonoma marking the most northerly.

For 15 years Fra Serra was in charge of the work of the Franciscan Friars in California, and between 1769 and the year of his death in 1784 he founded 9 missions.



Mission San Francisco Solano de Sonoma

The road that links these landmarks is El Camino Real. The route of this goes back to the days when Fra Serra, together with the Spanish military, walked the length of California, exploring and settling the new land. It is now, for the most part, U.S. Highway 101, and in the southern part, Interstate 5, but travelling along it today you are reminded that it is still "The King's Highway" by more than 50 mission bellposts. These are the remaining bell markers of those erected along the way in the early part of this century.



Missions founded in the time of Fra Serra

† San Diego de Alcalá	1769 July 16
† San Carlos Borromeo de Carmelo .	1770 June 3
† San Antonio de Padua	1771 July 14
† San Gabriel Arcangel	1771 Sept 8
† San Luis Obispo de Tolusa	1772 Sept 1
† San Francisco de Asis	1776 June 26
† San Juan Capistrano	1776 Nov 1
† Santa Clara de Asis	1777 Jan 12
† San Buenaventura	1782 Mar 31

Activity



The outline map of California on page 20 has the missions of Father Junípero Serra marked, with the founding date alongside. Write in the name of the mission alongside the date. The list given on this page will help you.



The Pacific Rim



Activity 1

This is a list of some of the countries that border the Pacific Ocean. Using an atlas locate and label them.

- | | | | | |
|-------------|-----------|------------------|------------------------|------------|
| Canada | Mexico | Guatemala | El Salvador | Costa Rica |
| Panama | Colombia | Ecuador | Peru | Chile |
| New Zealand | Australia | Papua New Guinea | Hong Kong | Indonesia |
| Philippines | Vietnam | China | (the island of Hawaii) | Taiwan |
| Korea | Japan | Russia | | |

Activity 2

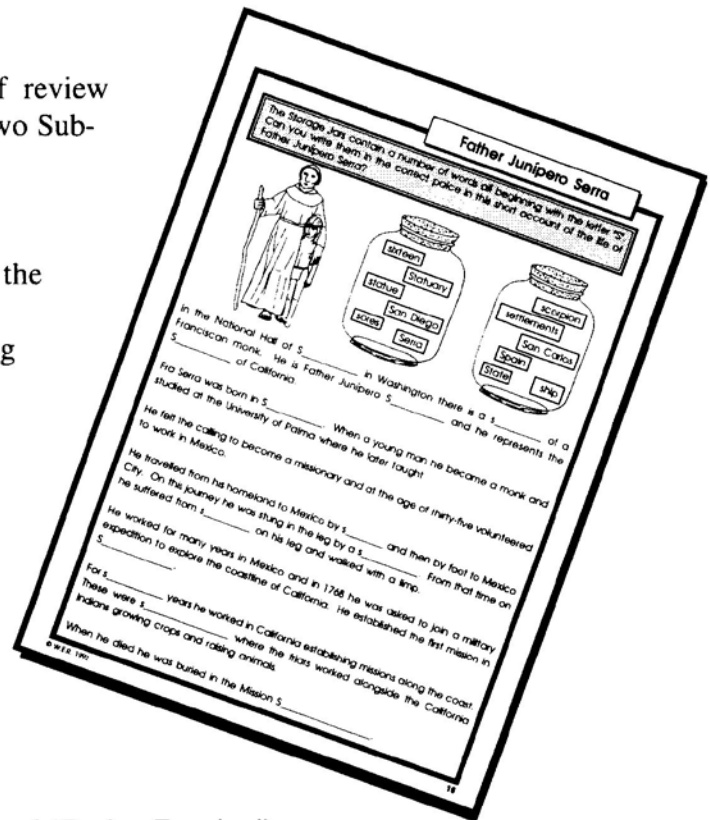
- On the map there is a line drawn through the Pacific Ocean.
- This is an imaginary line and is called the International Date Line.
- The date to the east of this line is one day earlier than that on the west.
- How does this work?
- See if you can work it out?

Review Exercises

The Resource Packs contain a number of review exercises. The exercises are found in the last two Sub-Unit.

The exercises are included as:

- a means of regularly reviewing the topics studied.
- an enjoyable way of reviewing material.
- an interesting way of reviewing material - we provide a variety of different formats for students of differing ability and aptitude.
- a contribution towards assessment.



See pages 21/22 for sample "Review Exercises".

Suggested Discussion Points

Questions relating to all the topics covered in the Unit.

Suggested Discussion Points

- 1 Who was the United States President when the United States entered World War I? What were his earlier policies known as?
- 2 What is Henry Kaiser remembered for? Discuss what is known about Kaiser as an employer.
- 3 Discuss the various factors which contributed to the growth of California Agriculture.
- 4 What is the link between Herbert Hoover and the growth of agricultural output in California?
- 5 Discuss the various crops that are grown around your home area.
- 6 What is a subsidy? Discuss the effects of a subsidy.
- 7 What do we mean by a 'minority group'? What are the main minority groups in California?
- 8 Why was the film industry attracted to Hollywood?
- 9 In the days of the silent films the story of the film was 'told' to the audience in a number of ways. How many ways can you think of? Discuss the different effects that could be created when the spoken word could not be used.
- 10 Why did America decide to spend large amounts of money on the Space Project in 1961?
- 11 Who was the President who made that decision?
- 12 Discuss the feelings that the first man on the moon might have had.
- 13 In what sort of ways are satellites used today?
- 14 Compare California with a State on the north east coast of America. What differences can you think of between the two states?
- 15 Discuss the advantages and disadvantages of living in the State of California.
- 16 What is it about the State of California that you like the best?

Encourages students to go beyond the material supplied through verbal exploration.

Encourages verbal participation.

Develops the skills of participating in discussion.

Extends students' understanding.

Encourages critical thinking.

People, Dates and Events

Below are the names of some people who have left their mark on the State of California. The events for which they are remembered and the dates are also included. Cut out the various pieces and assemble them so the person, date and event are all correctly matched.



Arrived at the port of San Francisco.

First European to explore Alta California.

Made his way to Oroville.

Discovered the first route through the desert and over the mountains from Mexico to California.

Given command of an expedition to the West.



Established the first mission at San Diego.

Juan Cabrillo

Don Juan Bautista De Anza

Fra Junípero Serra

Ishi

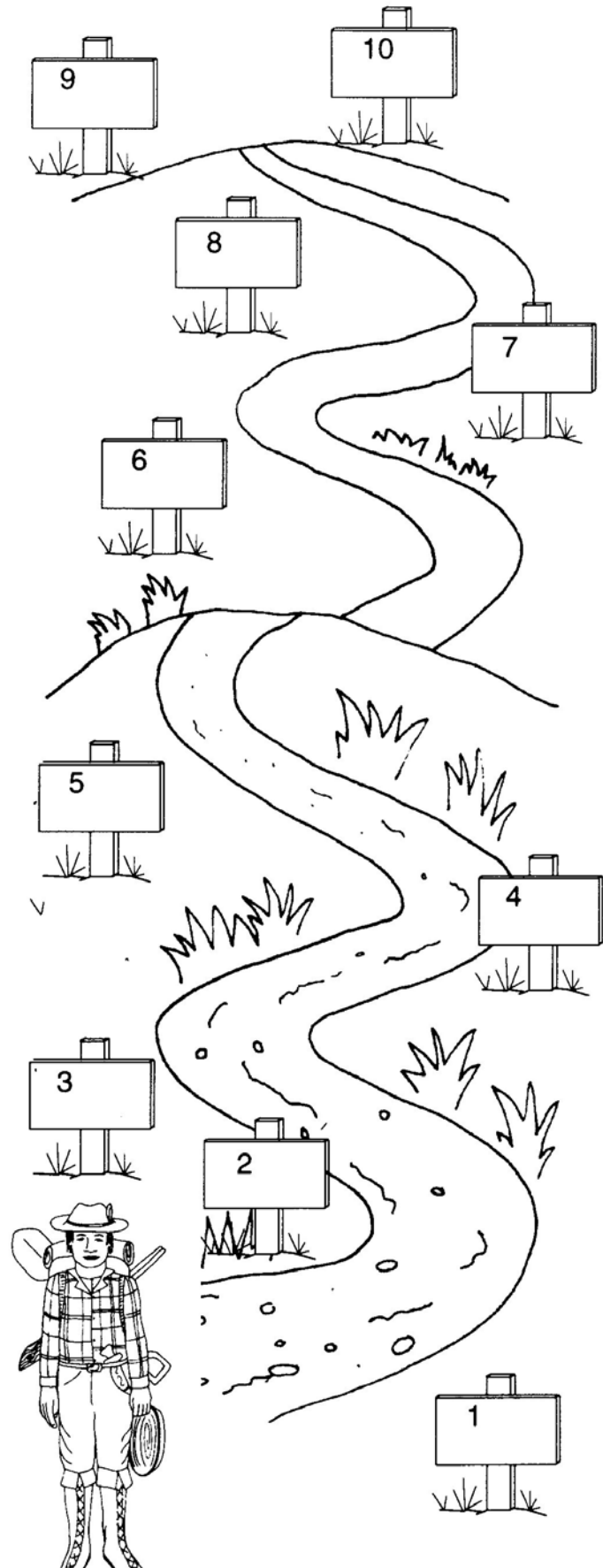
Rezanov the Russian

John Charles Frémont

James Marshall

These are the events in the life of James Marshall. However the descriptions are not in their correct order. Help the forty-niner through the correct path (which represents Marshall's life) by putting the letter of each statement in the correct order on the signposts.

- A** Marshall died poor and lonely.
- B** There followed the gold rush of 1849 when thousands of people poured into California.
- C** His statue may be seen at Coloma near the old Sutter Mill.
- D** In the Spring Marshall made his way south from Oregon to California.
- E** John Sutter and James Marshall decided to build a sawmill to provide settlers with timber.
- F** It was in the race of the new mill that gold was found by Marshall.
- G** James Marshall was born on the east coast.
- H** Although Marshall was the one who found gold originally he never became rich.
- I** John Sutter employed Marshall as a carpenter at Sutter's Fort.
- J** In 1844 Marshall came out west with a wagon train that was going to Oregon.



Methodology

Cooperative Learning

Some activities are organized to be completed in pairs or in small groups.

Students benefit from:

- working cooperatively
- developing skills of social participation
- learning organizational strategies.

Some of the activities designed for cooperative learning are concerned with art and craftwork, while others are far more concerned with cognitive skills.

The tasks involved in group participation are designed so as not to place too many demands on the developing skills of this age group. They do however provide a basis for a more structured approach to cooperative learning in later grades. For the older age group, roles may be defined and the tasks of cooperation made more demanding.

Whole Language

- The preparation of these Resource Packs has been strongly influenced by a whole language approach to teaching and learning.
- When introducing a new topic to students, the mode of presentation involves all aspects of the students' language.
- If students are to make the knowledge their own it must involve listening, reading, speaking and writing skills.
- These are integrated and utilized within authentic, meaningful situations.

Cross Curricula

Spanish Settlement Unit 3.5 Student Activity Sheet

Activity 1
Try to find the names of some of the ranches in the California and the brands which they used. Make a record of these names and draw the brands.

Activity 2
Design your own cattle brand. This should be a simple design using symbols, letters or numbers representing the name of the rancho. You might like to work on a design for your own name, or alternatively, create an appropriate name for a rancho, and base your design on this.

Activity 3
Potato Print Brands
You can make your own brand by carving it on to a potato half.
Cut a potato in half. Draw the design you created in Activity 2 on one half of the potato. Translate your single line drawing into a double line drawing.
Reverse letters or numbers. Carve away the potato around the design so that the brand stands out. Paint the potato brand and it is now ready for printing. You might like to borrow the "brands" of other students in order to make a print, and in this way build up a collection of "brands" for your Personal Record.

Waldorf Education Resource Packs draw upon skills and knowledge from other disciplines and subject areas.

Topics in History/Social Science integrate:

- creative work
- drama
- poetry
- music
- fine art,

and, where appropriate

- mathematics
- biology
- physics
- chemistry.

Assessment

Assessment is based on a student's experience of the learning process. Consequently a variety of modes of assessment has been built into each unit.

- The main mode is the student's Personal Portfolio.
- A number of activities provide alternative formats.
- Questions for discussion may be used for oral discussion, or when appropriate, for stimulating written answers.
- Review exercises can be used for formal assessment or as a means to monitor progress.

Mail to California

Over the years, there have been all sorts of different ways to send mail to California. Below is a list of the different ways of transporting mail, but the year in which each method was used, and the amount of time it took to travel, is written in code.

How to use the cipher:
 Cut out the cipher.
 Cut out the outer circle.
 The clue for each letter tells you where to place the letter A.
 For example, to work out the answer for the letter A, the letter A should be opposite the number 1.
 To work out the answer for 2, the letter A should be opposite the number 4.

Clue	How the mail was transported to California.	How long it took.	The year it started.
A = 1	Ship (from New York to San Francisco via Cape Horn)	<input type="checkbox"/> months	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
A = 4	Stagecoach (from Missouri to Sacramento)	<input type="checkbox"/> days	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
A = 6	Pony Express (from St. Joseph to Sacramento)	<input type="checkbox"/> days	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
A = 3	Telegraph Line (coast to coast)	Less than <input type="checkbox"/> minute	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
A = 9	Railroad (coast to coast)	<input type="checkbox"/> days	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

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Four samples of matrices - each of the SubUnits 1-8 possesses a matrix

Unit 1 - Historical and Geographical Background

		1.2 Understanding Time 1.3 Understanding Maps 1.4 Physical Features	1.5 Climate 1.6 Resources	1.7 National Parks 1.8 Main Cities 1.9 Emblems, Seal and Song 1.10 The Pacific Rim
Goal of Knowledge and Cultural Understanding	Historical Literacy	Understanding time and chronology through drama "Where am I in time?" [p4-7]. Learning the meaning of the term "generation" [p4].	Making connections between historical events and related geographical factors [p30].	Developing a sense of historical empathy through a study of the birth and subsequent growth of national parks [p33-36]. Understanding the place of emblems, seal and state song in the history of California [p39-41].
	Ethical Literacy		The ethical issues involved in the consumption and distribution of a natural resource [p30], and SDPs 9 and 15 [44].	Understanding the ethical aspects regarding decisions about national parks [p33-36].
	Cultural Literacy	Recognizing the connections between the cultural aspects of a society as they developed over time - making the link between culture and chronology [p5-7].	Understanding technological advances and their impact on a society [p30].	Recognizing different aspects of a society's cultural life [p33-36], state emblems [p39/40], state seal [p40], and state song [p41].
	Geographic Literacy	Understanding the relationship between a photograph and a map [p8]. Learning the terminology of maps - key [p8,13], symbols [p9], scale [p10/11], and shading [p12/13]. Recognizing physical features [p14-17], and learning the concept of desert [p17-19].	Understanding the tools and terminology with which to examine climate [p20-29]. Understanding precipitation - imaginatively through poetry, and scientifically through a model [p22]. Studying temperature [p23] and natural resources [p30-32].	Developing an understanding of location, and using location skills to study national parks [p34], main cities [p37/38], and countries around the Pacific Rim [p43]. Studying volcanic areas and the concept 'Ring of Fire' [p42].
	Economic Literacy	Understanding the connection between the physical features of a region and aspects of the economic structure [p14]. Recognizing raw materials and the natural resource of a desert [p18].	Recognizing the connections between natural resources (and the way they are developed) and the economy [p32].	Examining, within a given region, patterns of international trade and migration [p42/43].
	Sociopolitical Literacy	Making links between sociopolitical events and chronology [p5-7].		Recognizing sociopolitical decision with reference to national parks [p33,35/36].
Goal of Skills Attainment and Social Participation	Basic Study Skills	Drawing plans and maps [p8/9]. Drawing to scale using squared paper [p10]. Shading maps and working with a key [p12/13]. Research using an atlas [p14]. Labeling a map [p16]. Solving a word puzzle [p19].	Interpreting a poem [p22]. Interpreting flow diagrams [p22]. Labeling illustrations [p23]. Reading a thermometer [p23]. Working with graphs and charts [p25-29]. Labeling a map [p31]. Writing lists [p32].	Creating a poster [p33]. Labeling maps [p34,38,43]. Reading and enjoying poetry [p35]. Research and compiling lists [p36]. Organizing a list in a specific order [p37]. Writing a poem [p40]. Researching an atlas [p43].
	Critical Thinking Skills	Examining two concepts and recognizing how they are related - SDP 3 [p44]. Abstracting relevant information from text to support an argument - SDP 8 [p44]. Drawing conclusions from a variety of sources - Suggested Discussion Points (SDPs) 1-9 [p44].	Making estimates and comparing these with actual measured results [p23]. Making inferences from given information and combining these with fact to present a reasoned argument - SDP 8 and 15 [p44].	Processing information, forming an opinion, and supporting that opinion with relevant evidence [p33].
	Participation Skills	Working cooperatively to produce and participate in a class drama [p4-7].	Developing the skills of public debate and discussion [p44].	Working cooperatively to create a poster [p33].

Goal of Democratic Understanding and Civic Values: Developing a sense of state and national identity through a study of the state's emblems, seal and song.

Stories: The drama "Where am I in time?" is designed to give students a deeper understanding of chronology (in general), and the term 'generation' (in particular).

Assessment: The activities are extremely varied, and the completed student work, when assembled in the student's portfolio, provides a performance based assessment. In addition Review Exercises 1-10 in Review Pack I provide further means of assessment.

Allocation of Time: Unit 1 "Geographical Unit" is designed to be taught over a period of 5 weeks. It is not envisaged that all the activities will be completed by all the students. Choice has been provided for a) the teacher who will be selective in what activities she/he chooses for the class, and b) the student, who may be directed towards different activities according to ability, interest and temperament.

Unit 5 - The Gold Rush

		5.2 The Mexican War 5.3 Early Settlers	5.4 James Marshall 5.5 Early Prospectors 5.6 The Gold Rush
Goal of Knowledge and Cultural Understanding	Historical Literacy	Reconstructing the past through narrative "The Story of the War" [p4-6] and "Biographies of Early Settlers" [p12/13]. Understanding the time-scale and chronology of the events of a war [p9].	Understanding the sequence of events and how historical events relate to each other [p14]. Reconstructing the past through narrative "The Story of James Marshall" [p15/16.18/19,21/22,25].
	Ethical Literacy	Learning about a major conflict situation and the way in which it was resolved [p4-6].	Examining the bases of ethical decision making with regard to positive and negative qualities of the individual [p18/19,21,25,31]. Recognizing how rights of individuals can be dependent on location and different political structures [p31.33/34].
	Cultural Literacy	Development of a different type of culture [p12/13].	Learning about a rapidly changing cultural environment [p32], social conditions [p33], and study of clothing [p34,36]. Recognizing various cultures and their interaction in a new developing society, and understanding how these cultures formed the basis for a new multicultural society [p14,21-23,33].
	Geographic Literacy	Using a map to gain a deeper understanding of text [p9]. Using location skills to understand the course of a war [p9].	Understanding the geographic nature of migration and studying migration patterns from different parts of the world [p23/24,29/30]. Developing location skills [p34]. Developing an awareness of place with regard to its physical characteristics [p35].
	Economic Literacy	Understanding the connections between economic considerations and war [p4-6]. Learning about the expanding economic base of a new settlement [p12/13].	Understanding the 'pull and push' factors of migration [p21/22,31]. Learning about allocation of scarce resources and budgeting in a simulated situation [p32]. Studying economic enterprise and the possible rewards of entrepreneurship [p25,36].
	Sociopolitical Literacy	Understanding the political decisions that are made when resorting to war as a means of resolving a conflict situation [p4-7]. Examining individuals and their involvement in the sociopolitical decisions concerning a major conflict situation [p8].	Understanding the relationship between the social and political system in a rapidly expanding society [p33]. Learning about the changing role of women [p34].
Goal of Skills Attainment and Social Participation	Basic Study Skills	Rewriting events in a chronological order [p7]. Following written instructions to complete an illustration [p7]. Reviewing information in order to link individuals with appropriate facts [p8]. Labeling a map [p9]. Solving a word puzzle [p11].	Writing a descriptive paragraph [p17]. Recognizing different parts of speech [p17]. Working with a graphic overview [p20]. Developing research and interview skills [p20]. Labeling a map [p23/24,34/35]. Following directions to create a poster [p29]. Writing a letter [p33]. Expressing given information through illustration [p34,36]. Learning to use a gold-pan [p38].
	Critical Thinking Skills	Recognizing the historical, political and economic background to public statements of significance - SDPs 1/2 [p39]. Making inferences from given facts - SDPs 1-4 [p39].	Recognizing and working with cause and effect [p26]. Examining a hypothetical situation and formulating a reasoned argument - SDP 8 [p39]. SDPs 5-15 [p39].
	Participation Skills	Developing the skills of public debate and discussion [p39].	Learning to develop a sensitivity to others while carrying out interviews [p20]. Working cooperatively to create and play a board game [p26/27]. Pooling resources within a group to complete an assignment [p33]. Learning to work cooperatively and behave responsibly during a practical activity [p38].

Goal of Democratic Understanding and Civic Values: In this Unit students learn to recognize the qualities which are needed in order to establish democratic principles within a society. They learn how people had to take responsibility for their own ethical behavior in a situation where there was a lack of external control.

Stories: The stories "The Story of the War", "Biographies of Early Settlers", and "The Story of James Marshall" are designed to be read or told to the students.

Assessment: The activities are extremely varied, and the completed student work, when assembled in the student's portfolio, provides a performance based assessment. In addition the Review Exercises 1-9 in Review Pack II provide further means of assessment.

Allocation of Time: Unit 5 "The Gold Rush" is designed to be taught over a period of 5 weeks. It is not envisaged that all the activities will be completed by all the students. Choice has been provided for a) the teacher who will be selective in what activities she/he chooses for the class, and b) the student, who may be directed towards different activities according to ability, interest and temperament.

Unit 7 - California : First half of the 20th Century

		7.2 Historical Overview 7.3 Story of Mary Tu 1 7.4 Story of Mary Tu 2 7.5 Earthquakes	7.6 Amadeo Giannini 7.7 News Item 7.8 Paper-cutting
Goal of Knowledge and Cultural Understanding	Historical Literacy	Recreating history through narrative "The Story of Mary Tu" [p9-11,13/14], and drama "The 1906 Earthquake" [p15-18]. Recognizing the relationship between historical events [p4-8].	Developing a sense of historical empathy by reconstructing the past through narrative "Amadeo Giannini" [p26]. Recognizing the relationship between historical events [p28-31].
	Ethical Literacy	Learning about how certain values resulted in positive behavior [p9-11]. Understanding how, in a major catastrophe, different ethical values will determine people's actions [p17/18].	Learning how ethical values can play a part in business decision making [p26]. Understanding the complex nature of ethical issues - recognizing that when human concerns and fears play a part in determining ethical values these may result in negative behavior and outcomes [p30]. Examining the actions of an historical situation from two viewpoints [p31].
	Cultural Literacy	Understanding the interaction of history [p6-8], structure of an economy [p13/14], political decisions [p5/6], and education [p14] in the development of a culture.	Recognizing both the uniqueness and the commonality in some cultures found in a multicultural society [p33]. Learning about, experiencing, and valuing different cultures through craftwork [p34-43].
	Geographic Literacy	Understanding the ways in which people and environment interact [p9-12]. Learning about the causes and effects of earthquakes [p19-24]. Introducing tables and scales to measure and record an earthquake [p21,23]. Using maps to learn about fault lines [p22].	Recognizing patterns of migration resulting from 'push and pull' factors [p29/30,32]. Understanding aspects of location, and also environmental factors, involved in an historical event [p30,32].
	Economic Literacy	Understanding the economic structure of an agricultural community [p6-14]. Recognizing simple economic cycles [p6-8]. Learning about the economic repercussions of a major disaster [p15-18].	Understanding the importance of banking in the economic system [p26]. Recognizing the economic consequences of a nation involved in war [p28].
	Sociopolitical Literacy	Learning how environmental factors can place pressure on social systems and also influence political decision making [p7/8].	Understanding the relationship between the political and social systems in society [p28-30].
Goal of Skills Attainment and Social Participation	Basic Study Skills	Working with a timeline [p8]. Writing captions for illustrations [p12]. Expressing learned information through artistic format - a) mime [p15-18], and b) artistic representation [p19]. Glossary activity [p19]. Labeling a map [p22]. Labeling a diagram [p23]. Writing a diary entry [p24].	Creating and labeling an illustration [p27]. Recording results of research [p28-30]. Designing and creating a poster [p31]. Following detailed written instructions to participate in a craft activity [p33-43].
	Critical Thinking Skills	Processing information and presenting it clearly and concisely in an imaginative format [p24]. SDPs 1-7 [p44].	Analyzing two separate situations and recognizing connections between them - distinguishing which connections are causal relationships - SDP 9 [p44]. SDPs 8-16 [p44].
	Participation Skills	Working cooperatively to produce and participate in a drama [p15-18]. Developing the skills of public debate and discussion [p44].	Working cooperatively to produce a class poster [p31]. Developing the skills of public debate and discussion [p44].

Goal of Democratic Understanding and Civic Values: In this Unit students learn about how different legislation has resulted in changes and improvements in the democratic process and also in economic gain.

Stories: The stories "The Story of Mary Tu" and "Amadeo Giannini" are designed to be read or told to the students; also students can participate in the drama "The 1906 Earthquake".

Assessment: The activities are extremely varied, and the completed student work, when assembled in the student's portfolio, provides a performance based assessment. In addition the Review Exercises 20-26 in Review Pack II provide further means of assessment.

Allocation of Time: Unit 7 "California : First half of the 20th Century" is designed to be taught over a period of 4 weeks. It is not envisaged that all the activities will be completed by all the students. Choice has been provided for a) the teacher who will be selective in what activities she/he chooses for the class, and b) the student, who may be directed towards different activities according to ability, interest and temperament.

Unit 8 : California : Second half of the 20th Century

		8.2 Historical Overview 8.3 Story of Mary Tu 3 8.4 Agriculture	8.5 Population 8.6 Hollywood 8.7 Aerospace
Goal of Knowledge and Cultural Understanding	Historical Literacy	Recreating the past through narrative "The Story of Mary Tu" [p7/8], drama "Agriculture" [p11-14], and through prominent people of the period [p9].	Recognizing terminology connected with dimensions in time [p23], and the relationship between historical events [p24-26,33]. Developing a sense of historical empathy by reconstructing the past through drama "Hollywood" [p28-30], and "Aerospace" [p39/39].
	Ethical Literacy	The basis for ethical decision making during a time of major conflict [p4,7].	Recognizing changing attitudes towards ethnic minorities [p19]. Learning how the rights of minorities were established and increased [p19].
	Cultural Literacy	Recognizing cultural changes in a society [p6-8].	Understanding the culture of an ethnic minority through a study of one of its traditions [p20/21]. Learning how a subculture develops [p27-30]. Studying the considerable impact of a subculture on society [27-30]. Studying the technological advance of a culture [p32-35].
	Geographic Literacy	Recognizing that human interaction with the environment can have both positive and negative results [p6,8]. Examination of human interaction with the environment [p11-14].	Making a demographic study of a region in terms of racial distribution [p19], and growth of population [p22/23]. Learning to use the tools of demography - ranking [p19], pie chart [p19], tables [p22], percentage gains [p22], and bar graphs [p23].
	Economic Literacy	Learning how an infrastructure develops in a rapidly expanding society [p4/5,7/8]. Studying the growth of particular industries [p4/5,7/8]. Understanding the economics of agriculture and the place of this industry within a wider context [p11-14].	Learning how a major new industry is established [p32]. Understanding the considerable impact on economic activity of a major new industry [p32-35]. Researching different facets of the modern day economy [p40].
	Sociopolitical Literacy	Recognizing the connections and interactions between social and political change in a rapidly expanding society [p4-8]. Learning how political decisions can affect quality of life and have an environmental impact [p6,8].	Recognizing the connections between the social, political, and demographic, through a study of ethnic minorities [p19].
Goal of Skills Attainment and Social Participation	Basic Study Skills	Acquiring information from narrative and reorganizing it within a given structure [p9]. Participating in a drama [p11-14]. Glossary activity [p15]. Solving a word puzzle [p17]. Creating a poster [p18].	Working with pie charts [p19], tables [p22], column graphs [p23], and timeline [p25]. Learning to rank given information [p19]. Following written instructions to create craftwork [p20/21]. Reviewing information in order to answer specific questions [p26]. Participating in a drama [p28-30,38/39]. Completing a diary of events [p33]. Solving a word puzzle [p37].
	Critical Thinking Skills	Analyzing information to abstract data ,and making inferences from this data in order to present a conclusion - SDP 2-4 [p41]. SDPs 1-6 [p41].	Clarifying a problem and learning to think creatively and imaginatively in order to offer solutions to the problem - SDP 9 [p41]. Formulating a personal opinion and supporting the opinion through reasoned argument - SDPs 12,15/16 [p41]. SDPs 7-16 [p41].
	Participation Skills	Working cooperatively to produce and participate in a drama [p11-14]. Sharing responsibilities to produce a class poster [p18].	Working cooperatively to produce and participate in two dramas [p28-30,38/39]. Working cooperatively to produce craftwork [p20/21], and a large scale book [p40]. Learning to share responsibilities within a small group in order to complete an assignment [p26].

Goal of Democratic Understanding and Civic Values: In this Unit students learn about the multicultural, multiethnic and multiracial nature of society in California.

Stories: The story "The Story of Mary Tu" is designed to be read or told to the students; also students can participate in the dramas "Agriculture", "Hollywood", and "Aerospace".

Assessment: The activities are extremely varied, and the completed student work, when assembled in the student's portfolio, provides a performance based assessment. In addition the Review Exercises 27-35 in Review Pack II provide further means of assessment.

Allocation of Time: Unit 8 "California : Second half of the 20th Century" is designed to be taught over a period of 4 weeks. It is not envisaged that all the activities will be completed by all the students. Choice has been provided for a) the teacher who will be selective in what activities she/he chooses for the class, and b) the student, who may be directed towards different activities according to ability, interest and temperament.

Waldorf Education

an approach for use in public or private schools

Do you believe in children's creative ability?

Do you believe in your own creative ability?

- ♥ If you answer "Yes", examine the Waldorf approach - you will find it worthwhile.
- ♥ Read what teachers and educators have to say about Waldorf methods.

"After more reading and discussions I became quite convinced that the approach is basically a good system for educating our youth. It is certainly worthy of support. I am happy to recommend both the approach and Dr. David Mollet." John H. W., Professor of Education

"I have found the workshop most beneficial - teaching to the right hand side of the brain as well as the left has afforded my students a wonderful approach to learning. I would recommend the workshop to any teacher who is interested in offering his/her students the best education possible." Joan C., 6th & 7th grades

"The concept of the Waldorf approach is of great interest to me. It supports some of the ideas about teaching that I have had for many years. I would sincerely hope that the approach could be made more operational in the school system - I think the approach has some tremendous potential. I would hope that you (David) would have success in implementing the approach in public schools in California. There is definite merit in the approach and it would be of great benefit to students."

Ron H., Superintendent of Schools

"Highly creative but instinctive and natural - we need these methods now." Ros C., Elementary School Teacher

This workshop has given me a better understanding of how children learn and why. All teachers should take it." Janet P., Elementary School Teacher

"What I learned convinced me that there is a great deal in the approach that would be applicable in any school program. The emphasis on the unique qualities of each child has remained with me and subtly altered my perception of children. I would recommend examination of the approach to all teachers." Joyce M., Superintendent of Schools

- ♥ The following workshops on Waldorf education are available (if needed you can take the courses for credit)

- The Waldorf Approach and the teaching of History
- The Waldorf Approach and the teaching of the Ancient Civilizations
- Teaching the Multiplication Tables in Public Schools - the Waldorf Approach
- Teaching Fractions in Public Schools - the Waldorf Approach
- Teaching Geometry in Public Schools - the Waldorf Approach
- Storytelling - the Waldorf Approach
- Methodology of Teaching - the Temperaments
- Learning to Write and Read : Stages of Child Development

Workshops include.....

- * Materials for implementing the Waldorf approach in your classroom.
- * Reproducible and ready-to-use materials.
- * A variety of lesson plans.
- * Resource list.
- * Entertaining lesson demonstrations.

About the Speaker

Internationally recognized author, lecturer and broadcaster Dr. David Mollet has spent his working life introducing teachers to the Waldorf approach which utilizes proven interdisciplinary and thematic methods. He has given presentations at many of the world's main education conventions, and has taught courses on Waldorf Education in universities and teacher training institutions in the USA, Europe and Australasia.

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