

Tell Me, Grandpa !

Companion Booklet for Teachers

Created, in part, by the Teachers of the First Mayor's House
Second Institute on **Learning Through Local History**
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October, 2014

Overview

Tell Me, Grandpa was created to give third graders a book they could read for themselves. Some students will need help, with vocabulary introduced prior to reading. Many will be able to use the context clues to figure out the new words. Beginning English Learners may require a great deal of scaffolding.

Teachers have permission to use the materials in any way that supports their students' learning. The book is bound so that it can lay flat under a document camera or it can be placed on a copier without page distortion. We hope you will find the stories of Florence and her grandfather helpful in teaching the history of Salinas City.

Chapter One Getting started. . .

Explain to the students that the photographs on the front of the book are the two main characters throughout. Florence Baker and her grandfather, Isaac Julian Harvey, really existed. We know from diaries and journals that I.J. liked to tell stories and that Florence was a curious girl who liked to ask questions. The stories may not have been told quite like the book tells them, but the information IN the stories is historically accurate.

This could be two lessons.

Lesson one-

Where is Salinas in relation to the areas where Columbus made his voyages? (Spain, Atlantic Ocean, San Salvador, Jamaica, Pacific Ocean, California) You might also want to explain why Columbus sailed, which was to find a sea route to India to get spices, tea, and trade goods.

Where is Salinas in relation to the eastern United States and Mexico City (two areas that developed prior to anyone coming here...)

Are there any geographic features that would have made it hard for settlers to come here? *Deserts of Arizona and southern California, Sierra Nevada Mountains, Pacific Ocean.*

Question to ponder:

Why didn't settlers come to this area for almost 300 years after Columbus found the New World? (distance from "civilization", difficulty traveling)

Lesson two-

Who were the native peoples in the Salinas Valley?

Student work:

Read with a partner (or listen to your teacher/fellow student read).

Use your highlighter to mark the words that tell you what this area was like when the Costanoan lived here.

Read the story again

This time, use a different color to highlight the words that describe the Costanoan.

As a class, discuss the words the students highlighted. Additional discussion may be needed for some concepts such as “they were able to supply their needs.

Next, do a **picture walk**. What else can students learn about the Costanoan from looking at the photographs in the chapter?

You may want to chart student ideas or have students take some notes (or both).

Finally, ask students to write about what they have learned. It could be a quick write or an expository piece.

Topics could be :

The Costanoan (describe the people) OR

How the Costanoan lived OR

Describe your life as a Costanoan

OR An alternative- Read the story. Underline the words that describe the characteristics of the Costanoan- both physical and personality. Have students imagine that they are a Spanish soldier writing a letter home and describing the Costanoan.

THE BIG IDEA: The Costanoan were here for a long time before the Spanish came. They lived a simple life in a land of plenty.

Your notes and ideas:

Chapter Two The Arrival of the Spanish

1. If you did not do the map study in chapter one, now is an alternative time to use it.
2. Now is also a good time to start a **timeline**, entering Columbus, Vizcaino's exploration, Portola's visit, beginning of Monterey and Carmel Mission, etc. It really helps the students see how history unfolded in this area.. As events are shared in the book, they can be entered on the timeline. As students learn about things happening in other parts of the United States, these events can also be entered (maybe in a different color to emphasize that they were on the other side of the continent.)
3. Share pictures of the missions. Discussion topics could include: number of padres and soldiers vrs. number of indigenous people; jobs that needed to be done and who did them; crops that were grown; role of the Church in daily life. (The Missions is part of the Fourth grade study of California so you might not want to focus here.)
4. Discuss the Salinas Valley. It was flat with marshes and sloughs. Mustard grew as high as a man on horseback. Bears, cougars, elk and deer were prevalent. Few people lived in the Valley.
5. Discuss how life at the Mission affected the Costanoan and other native peoples. Have students imagine that they are a Costanoan child who has been brought to the Mission. Write an opinion or narrative through the eyes of this child. What has he/she learned? Have any parts been good? What has been hard?
6. Talk about smallpox, measles and chickenpox. Why don't children die from those diseases today?

The BIG IDEA: Life at the Missions was hard for the Costanoan. Their lives were completely changed and many died from diseases brought by Europeans.

Your ideas:

Chapter Three Rancho Days

There is a lot to add to the timeline in this chapter.

1822- Mexican independence from Spain

1830- Mission lands became cattle ranches

1846- End of Mexican American war, California is US territory

1848- Gold discovered in California

1849- Gold rush began- vaqueros took beef to miners

1850- California become a state.

Create the flags that California was under during this period- Spanish, Mexican, Bear, United States.

Other Discussions

What tools did vaqueros or cowboys use?

*** What challenges did the cattle ranchers face from the weather? Is this similar to something happening in California now? (perfect opportunity to discuss drought and flooding. California has a history of cycles of each...) Create a chart to record students' answers. Results could be written as a summary.

The BIG IDEA: Life changed quickly in the years from 1822-1850. Ranching was profitable but hard work.

Your ideas:

Chapter Four Our Family Roots

Ask students to talk with their parents about where their family originated. Those who came here from Mexico often have ancestors who came from France, Spain, or even Japan. Use a world map to show where various families have come from.

A more complex version would be to show the various moves, for example- California from Mexico from Spain or California from Indiana from New York from England. You might also chart where the Native Americans are thought to have come from.

Students might also find it interesting to track where the early immigrants to this area came from. Spain, England, Switzerland, Denmark, China, Japan, etc. Your advanced students might like to try to find out why people left their homelands and came here... there was usually some kind of problem that made them leave.

There are many families in Salinas with roots in Mexico. When did settlers come here from Mexico and why did they come? Did most come from specific areas in Mexico? Did you know that a large group came to Salinas during World War II as their part in support of the war effort?

The BIG IDEA: EVERYONE who lives in this area originally came from somewhere else. We were ALL immigrants at one time or another....

Your ideas:

Chapter Five The Beginnings of Salinas

1. Then and Now: Compare and Contrast

Compare the size and population in March 1868 to November 1868 to now.

Use map overlays to compare the size, features, downtown and edge of town.

2. Extension activity: Find out where the street names, schools, and parks came from. Are they named for an important person in the history of Salinas?

3. Discuss the geography of Salinas City.

What is a slough?

Why was travel difficult?

Why was Howe's idea to build a Half Way House smart?

4. Use the information you have to let students draw their own map of the original town on large pieces of butcher paper.

What can you learn about Salinas City and life in the 1870s from looking at the photograph of Florence's house?

The Big Idea: Salinas City grew quickly because people had good ideas and were willing to work together.

Your ideas:

Chapter Six Aunt Fronie

Compare and contrast schools in the 1880s with schools today. There are several good websites and many books that describe and picture school in the 1870s.

- Use technology to investigate!
- Students or teacher share books like Little House on the Prairie

Work on notetaking skills

As the teacher reads, students write down anything they hear that is different than school today. The notes can be used to create a compare-contrast chart or a simple expository paragraph.

Extension: Find out when your school was opened. Who was it named for? Have any famous people attended your school? Is there a connection between your school mascot and the person for whom your school was named? (example: Teddy Roosevelt, Roosevelt Bears)

The Big Idea: When there is a need, someone with knowledge and courage can make a difference.

Your ideas:

Chapter Seven - Salinas becomes a City

1. Using a Narrative Input Chart

Read through the text, one event at a time, drawing pictures as you go on chart paper.

The next time you read the text, have it written on the back of picture files cards that match the drawings.

Finally, pass out the picture file cards and reread the story, having students place the cards in the appropriate spot.

2. Explore “What did it take?” Sequencing activity

What steps did the early settlers have to take for Salinas City to become a city?

- asked to be incorporated
- applied to become county seat
- worked with San Benito/ Hollister voters

3. Do the same activity but focus on the action & result.

- asked to be incorporated : limited status, but had to wait two more years to be a City.
- applied to become the county seat: had to work with other people to get enough votes
- the Courthouse burned down and County seat almost moved back to Monterey: Jesse Carr provided land.

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The BIG IDEA: The people who lived in Salinas City worked hard and worked together to make their city prosper.

Your ideas:

Chapter Eight The Railroad

Use a map of the Western Hemisphere to show the route of the transcontinental railroad and the sea routes around the horn of South America and across Nicaragua. Estimate the distances from Boston or New York to Salinas each way.

Compare and contrast the advantages and disadvantages of various kinds of transportation.

Then:

Ships

Wagons

Trains

and Now:

Planes

Tractor-trailers(Semis)

The Big Ideas:

What would have happened to Salinas City if the railroad station had been placed in Castroville or Chualar instead of here?

Why did the farmers become angry with the owners of the railroad?

Why did the owners raise the rates for shipping the farmers' products?

Your ideas:

Chapter Nine Immigration

Use your timeline to visually show when the various groups immigrated to the Salinas Valley. Tell Me, Grandpa stops in 1899, but you could continue with a focus on the Filipino who came in the early 1900s, “Okies” who came during the Dust Bowl and the Mexicans who came during World War II and after.

Cause and effect: Why have so many people come to the Salinas Valley? Who do you think might be next? Why?

Reading between the lines: Why do you think there were no Chinese children at school with Florence but there were children from other foreign countries?

Learning about other cultures: When is Chinese or Lunar New Year? Is it still celebrated? When? By whom? What are the customs associated with Lunar New Year?

What have been the contributions of the Chinese in Salinas? Is there still a China Town? Where is it?

The Big Idea: As long as Salinas is an agricultural town, there will always be people coming here to work. Farmers need the least expensive labor they can find and immigrants are often the source of that labor.

Your ideas:

Chapter Ten Agriculture

Compare farming before and after the development of irrigation.

Science tie-in: water awareness, drought/flood, salt water intrusion, water pollution.

Timeline tie in: Create a new timeline showing what was grown/produced in the Salinas Valley and when.

Create a table: What was produced? Where did the products go? How were they used?

Example: Cattle/ tallow and hides/ shipped to Mexico

Wheat / used to make flour/ train to East Coast

The BIG IDEA: The Salinas Valley is very fertile and has been used for farming for almost 200 years. Irrigation has made it possible to grow more and different crops that are now sent all over the world.

Your ideas:

Create a venn diagram.

What did young people do for fun in Salinas and what do they do now?

1870s

both

Now

home drama club

skating

Xbox

danced to piano

church

dance with Wii

rode horse and buggy

picnics

concerts

Headband game:

Each student has the name of an activity on his/her headband. Students must ask yes,no questions of their classmates to find out what the activity is.

This game can also be used for crops grown in Salinas, timeline events or other categories.

Writing prompt: I would have enjoyed living in the 1870s because... OR I don't think I would have enjoyed living...

The BIG IDEA: Young people enjoyed spending time with their friends and participated in some of the same activities that students enjoy now.

Your ideas:

Chapter Twelve How has Salinas changed?

Students conduct a “Then and Now” interview. Each student should talk with a parent or someone their parents’ age and then a grandparent or someone their grandparents’ age. It might be necessary to invite someone into the classroom to be interviewed by the class as a whole. Topics could include: what kind of house did you live in? Hobbies? Sports? Travel? Holidays? Toys? Cost of items? First job?

The resulting information can be charted or used for writing prompts.

Example: When my grandmother was a girl, she _____, but now I _____.

The Big Idea: Grandpa Harvey told Florence to keep her eyes open to see the changes in her life. That is a good idea for all of us!

Your ideas:

Other Culminating Activities

- How has Salinas changed since 1900? How do you think it will change in the next 100 years?
- What lessons can be learned from the story of Salinas City?

Writing prompts:

- Someone in the history of Salinas who I admire is because.....
- One change I would like to see in Salinas today is
- The lesson that was most interesting to me was.... because I didn’t know

