

Inquiry Set 2.2 - Why do people move?

I. Inquiry Set Introduction	
Inquiry Set Title	Why do people move?
Brief Description	This inquiry set is designed to be taught after students have had the opportunity to research family and/or local history with the desired outcome of answering the question Why did my family settle in California? or Why did families decide to settle in our region? While being careful to respect that many students may not know or may not want to discuss their own family circumstances, teachers should take time to explain the circumstances by which people have come to the community. Most Californians have stories that relate to movement — grandparents or great-grandparents likely came from other regions, states, or countries.
Authors	Kate Bowen, Teacher Leader, CHSSP Beth Slutsky, Program Coordinator, CHSSP
Grade Levels	2
Topics/Concepts	migration, immigration, family, California, settlement, map, push/pull factors
CA HSS Standards / Frameworks	<p>People Who Make a Difference</p> <p>2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.</p> <p>2.2.3 Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.</p>
Framework Excerpt	Students learn to describe the absolute and relative locations of people, places, and environments. Students learn to locate specific locations and geographic features in their neighborhood or community by using a simple letter–number grid system. Maps should be utilized frequently to provide practice in the use of such map elements as title, legend, directional indicator, scale, and date. Students demonstrate their spatial thinking skills and concepts by labeling a North American map with the names of countries, oceans, the Great Lakes, major rivers, and mountain ranges.

	<p>Students may utilize world maps to locate places of family origin as part of the study of family history, allowing them to explore the theme of movement – why people move from place to place, as well as how and why they made the trip. Students gather evidence about the reasons and ways in which people move, by interviewing family members and neighbors, sharing their interviews with each other, and by reading historical fiction and nonfiction accounts of immigration experiences. Historical fiction books such as <i>Watch the Stars Come Out</i> by Riki Levinson and <i>The Long Way to a New Land</i> by Joan Sandlin allow students to draw comparisons between their families’ immigration stories and those of other people in other times.</p>
<p>Standards</p>	<p>California English Language Development Standards for Grade 2</p> <p>Part I. Interacting in Meaningful Ways</p> <p>A. Collaborative</p> <ul style="list-style-type: none"> 3. Offering and supporting opinions and negotiating with others in communicative exchanges 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type) <p>B. Interpretive</p> <ul style="list-style-type: none"> 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language <p>C. Productive</p> <ul style="list-style-type: none"> 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology 11. Supporting own opinions and evaluating others’ opinions in speaking and writing <p>Common Core State Reading Standards for Literacy in History/Social Studies, Grade 2</p> <ul style="list-style-type: none"> 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. 9. Compare and contrast the most important points presented by two texts on the same topic.

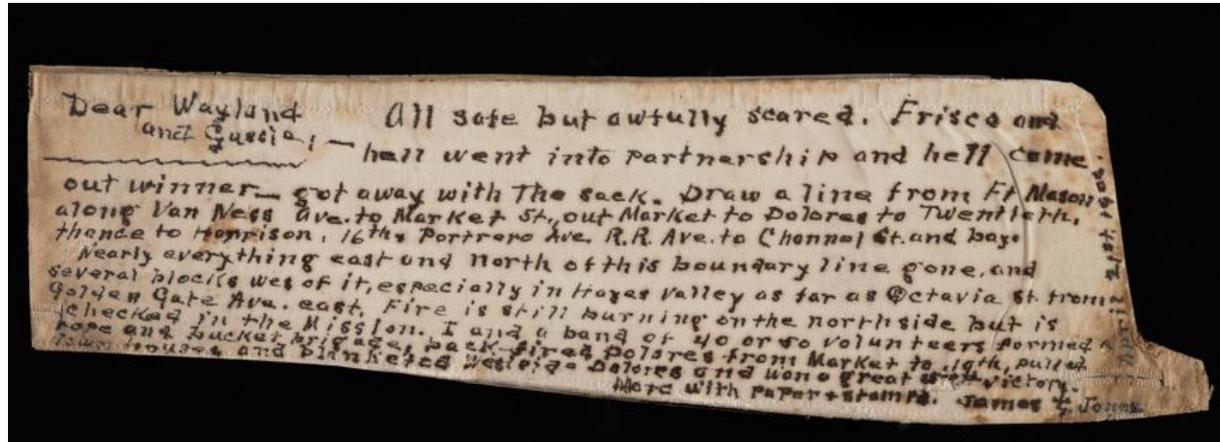
Investigative Question	Why do people move?
Historical Background	<p>This inquiry set is designed be taught after students have had the opportunity to research family and/or local history, with the desired outcome of answering the question Why did my family settle in California? or Why did families decide to settle in our region? While being careful to respect that many students may not know or may not want to discuss their own family circumstances, teachers should take time to explain the circumstances by which people have come to the community.</p> <p>Most Californians have stories that relate to movement — grandparents or great-grandparents likely came from other regions, states, or countries. Acknowledging the diversity of the community is one way to build an inclusive classroom environment; studying similarities and differences in this movement allows second graders to make connections between their current and past communities. Doing informal research will hopefully include identifying which family members came to California, the reason for the move to California, and what the family did once they arrived in the state.</p> <p>The sources in this inquiry set are designed to introduce students to the push and pull factors that have motivated migration in California. Students will learn that people migrate or move for a number of reasons. Some of those reasons are push factors — reasons that cause people to move voluntarily like conflict, drought, famine, or situations that might put them or their family at risk if they stay. Other push factors include poor economic activity, a lack of job opportunities, and racial/ethnic/religious and political intolerance in the community. Pull actors are elements in a new place that attract individuals to leave their home. Better economic opportunities and jobs or the promise of a better life are considered pull factors.</p> <p>Students will examine three pull factor sources and three push factor sources from different periods in California history. Students will be asked to identify the source and state the push/pull factor illustrated in the text or image using evidence found in the source. Students begin by reading an introduction to the concept of push and pull factors. This material is intended for students to read at the beginning of the investigation. It introduces them to the idea of motivations for movement and to the discipline-specific vocabulary related to migration, and it focuses the discussion on California.</p>
Map	San Francisco, Santa Ana, Nevada City, El Dorado County

II. Source Sets

#1 Primary Source

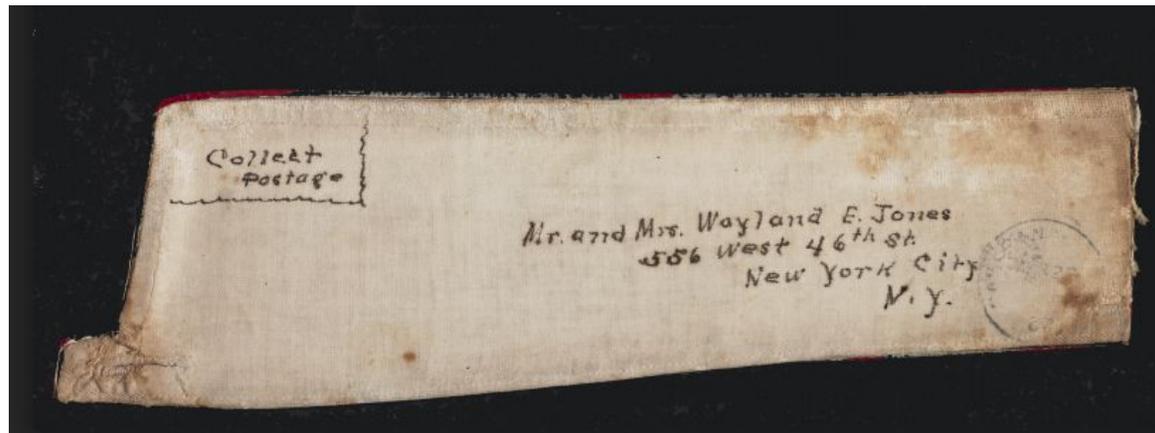
Letter on shirt collar

1a.



Dear Wayland
and Susie! — All safe but awtully scared. Frisco and
hall went into partnership and he'll come
out winner — got away with the sack. Draw a line from Ft Mason
along Van Ness Ave. to Market St., out Market to Dolores to Twent
thence to Harrison, 16th, Potrero Ave. R.R. Ave. to Channel St. and boys
Nearly everything east and north of this boundary line gone, and
several blocks west of it, especially in Hayes Valley as far as Octavia St. from
Golden Gate Ave. east. Fire is still burning on the north side but is
checked in the Mission. I and a band of 40 or so volunteers formed a
hook and bucket brigade, back-fired Dolores from Market to 16th, pulled
Dolores to 16th and back to Dolores and won a great victory.
More with paper + stamps. James E. Jones

1b.



Collect
Postage

Mr. and Mrs. Wayland E. Jones
586 West 46th St
New York City
N.Y.

	<p>Transcription:</p> <p>“Dear Wayland All safe but awfully scared. Frisco and and Gussie: — hell went into partnership and hell came out winner – got away with the sack. Draw a line from Ft Mason along Van Ness Ave. to Market St., out Market to Dolores to Twentieth, thence to Harrison, 16th & Potrero Ave., R.R. Ave. to Channel St. and bay. Nearly everything east and north of this boundary line gone, and several blocks west of it, especially in Hayes Valley as far as Octavia St. from Golden Gate Ave. east. Fire is still burning on the northside but is checked in the Mission. I and a band of 40 or 50 volunteers formed a rope and bucket brigade, back-fired Dolores from Market to 19th, pulled down houses and blanketed westside Dolores and won a great moral victory.”</p> <p style="text-align: center;"> More with paper and stamps. James G. Jones April 21st, 1906 [written vertically up right margin of collar above button hole]</p> <table border="1" data-bbox="401 639 1850 878"> <tr> <td data-bbox="401 639 751 721">Title of Source</td> <td data-bbox="751 639 1850 721">Man’s shirt collar</td> </tr> <tr> <td data-bbox="401 721 751 792">Date</td> <td data-bbox="751 721 1850 792">1906</td> </tr> <tr> <td data-bbox="401 792 751 878">Holding Institution</td> <td data-bbox="751 792 1850 878">California Historical Society</td> </tr> </table>	Title of Source	Man’s shirt collar	Date	1906	Holding Institution	California Historical Society
Title of Source	Man’s shirt collar						
Date	1906						
Holding Institution	California Historical Society						
<p>For the Student</p>	<p><i>Excerpt from letter: “Nearly everything east and north of this boundary line gone, and several blocks west of it, especially in Hayes Valley as far as Octavia St. from Golden Gate Ave. east. Fire is still burning on the northside but is checked in the Mission.”</i></p> <p>This letter was written on the collar of a shirt. James G. Jones, the person who wrote this letter, sent it to his family in 1906. That year there was a massive earthquake and fire in San Francisco, which made it nearly impossible for James to find paper to send his family a letter saying that he was safe. How do you communicate with your family today? Why do you think he would write a letter this way?</p>						
<p>For the Teacher</p>	<p>This artifact — a shirt collar with a letter penned on it — is a piece of material culture. In 1906, San Francisco was the site of one of the biggest earthquakes in California history. The earthquake, and the fire that followed it, caused major damage to the city. Many residents were homeless. Communication with loved ones was limited during this</p>						

	<p>time. Apparently the most readily available way for James Jones to reach his family was to tear off the collar from this shirt, write this letter, and mail it across the country. The fact that paper and envelopes were so hard to come by after the earthquake reveals how far-reaching the devastation was. Students may wish to make a claim about whether this shirt collar indicates that the person who wrote this letter moved because of push or pull factors.</p>
<p>#2 Primary Source</p>	<p>Letter about moving after San Francisco earthquake</p>

A. M. A. M.

Oakland, May 17, 1906.

Dear Ruth,

As you will see by the heading I am
no longer in ^{San Francisco} I received your postal the week
after that "gentle Zephyr" struck us. Ahem! Ahem!!!
Wednesday morning I was awakened by a slight
shaking. Now as earthquakes are usually gentle
& mild I waited for it to pass away. Instead of
that it began to wrench by that time I was in
my door way. (That being considered the safest place)
Then it began to just go up & down as a cat shakes
a rat. I thinking the world was coming to an end
said a prayer & waited for results. I saw my father
in the front room try to get to my mother & also saw
him thrown twice across the floor. I could see
my mother & brother standing in ^{in the back room} their door way.
My brother could not stand, so my mother had to
hold him. And, Ruth, I laughed when it knocked
our beautiful Regina down and it played
"Whistling Rufus" all through the earthquake.
Our chimney went through to the basement, my
bureau was thrown on my table and the drawers
& their contents thrown on the floor. Things fell
right & left, brick-a-brack flew around, & firmity
danced a jig. As soon as it was over it only lasted
(48⁰) 48 seconds

Title of Source Letter written by Elsie Cross to Ruth

Date May 17 and 28, 1906

Creator Elsie H. Cross

Holding Institution California Historical Society

Transcription:

Dear Ruth,

As you will see by the heading I am no longer in Frisco. I received your parcel the week after that "gentle zepher" struck us. Ahem! Ahem!!!

Wednesday morning I was awakened by a slight shaking. Now as earthquakes are usually gentle and mild I waited for it to pass away. Instead of that it began to wrench & by that time I was in my door way. (That being considered the safest place). Then it began to go just up & down as a cat shakes a rat and I (thinking the world was coming to an end) said a prayer & waited for results. I saw my father in the front room try to get to my mother and also saw him thrown twice across the floor. I could see my mother & brother standing in their doorway. My brother could not stand so my mother had to hold him. And, Ruth, I laughed when it knocked our beautiful Regina down and it played "Whistling Rufus" all through the earthquake. Our chimney went through to the basement, my [] was thrown on my table and the drawers & their contents thrown on the floor. Things fell right & left, brick-a-brack flew around, and [] danced a jig. As soon as it was over (& it only lasted (?) 48 seconds...

[page 2]

...my father told us to dress as quick as we could and if another shake came to finish in the street.

Continued as I have to go downtown to get a Pineapple Smash & a library book. See "World [] Illustrations of Shock"

CONTINUED

May 18, '06

After we got out of the house my father said that the only trouble now, was fire. All that day there were shocks and the sun was a ball of purple red from the smoke. It was very hot. You could hear building after building being blasted. People passed in all kinds of wagons and some on foot with what possessions they could take. I forgot to tell you that a house across the street was moved over 9 ft. and the house next to that went down into the earth 10 ft. I will send you the pictures my father took of them and also some other places. Wednesday afternoon with a few blankets, * a canvas & a eiderdown we went way out in the Sunset where the fire could never reach and slept part of the night on the front doorsteps. It was as bright as day and you could have read a book in the house it was so light. About ten o'clock, the fire having

[page 3]

died down after & Ill my brother and I each slept on one side of my mother. Both my mother and father did not sleep. The next day in the morning my mother and I packed in a steamer trunk old family laces, miniatures, and clothing. In the afternoon my father drove up in his buggy and we put the silver, jewelry, family pictures, & blankets in & went out in to the Sunset. My room is all old fashioned furniture of mahogany and my wall, bedspread, and other trimming is old rose. I felt very sorry to leave this & my piano, but as nothing else could be done I did not say anything. Where we went was out by the park, & the place was a grocery store & saloon. They had their own cow and chickens and also liquors & grocery provisions, the latter being stored in the house. There were 4 little children and a baby one month old. The first night we slept outdoors and they did not stop blasting when night came on but blasted all through the night. In the morning I was awakened by a dreadfully loud blast and heard my mother say that she had watched the fire all night and it was now, she thought, under control.

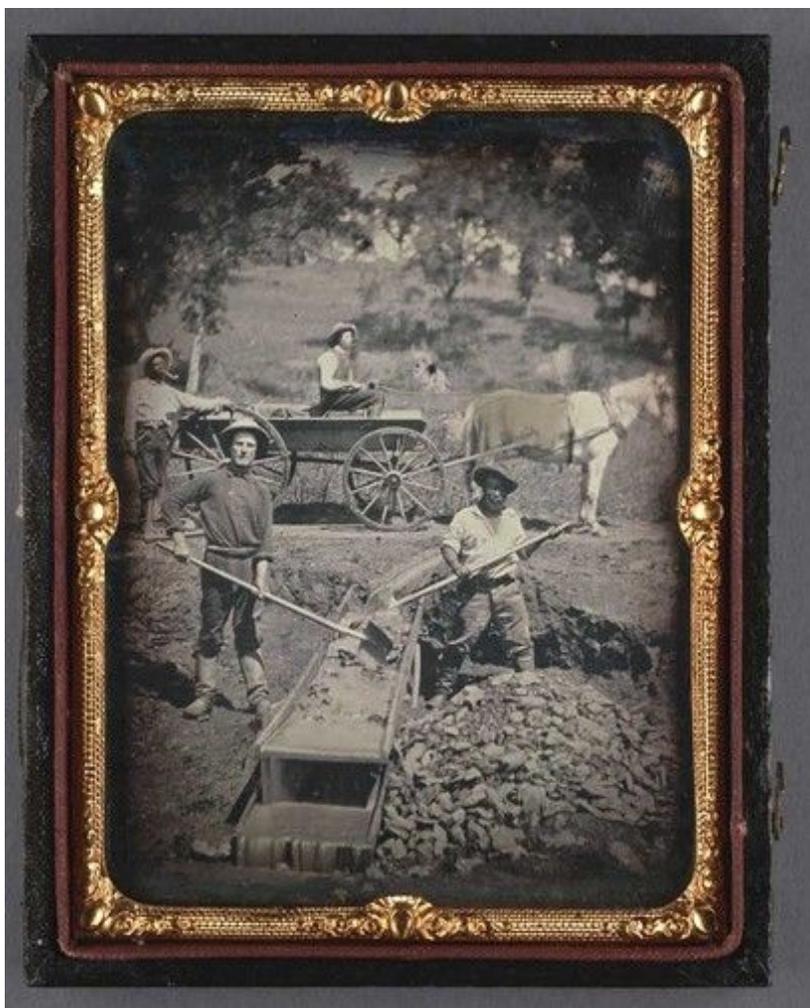
[page 4]

She was right and that day it was put out. The water was low and unhealthy unless boiled, so we drank milk, beer, soda waters. That day passed and we slept on a mattress in the kitchen. I forgot again to tell you that my father is the supervising engineer of the city and had a board of Public Works badge which kept him from being impressed and also allowed him to go anywheres. The cadets from the California University did splendid duty and there were to each block marching up and down, not allowing anyone to light a candle and also protecting the houses from

	<p>plundering. The next night we slept upstairs and had the courage to sleep there until a week after the earthquake. All this time, we slept with our clothes on and ate canned provisions as we could make no fire. The first few nights we could not have candles but the last few nights before we left we were allowed to burn them until 10 o'clock. Our house was not burned we were in the Western Addition. I will write you the rest of this there is so much to tell in a day or two hoping you have received my postal and remain yours affectionally Elsie H. Cross.</p> <p>1301 Alice St. Oakland, Cal.</p>
For the Student	<p>This primary source is a letter written by a 12-year-old girl named Elsie Cross. She wrote this letter to her family right after the huge earthquake and fire in San Francisco in 1906. She described many of the problems in the city. Have you ever sent a letter to your family? What sorts of things do you tell them? What do you think Elsie Cross hoped her family would think after they read this letter?</p>
For the Teacher	<p>Written by 12-year-old Elsie Cross, this letter documents how a child witnessed the immediate aftermath of the 1906 San Francisco earthquake. The earthquake, and the fire that followed it, caused major damage to the city. Many residents were homeless. Communication with loved ones was limited during this time. This letter reveals how family members attempted to stay in touch with one another, and it suggests the reasons that people had to move as a result of the disaster. Students may make connections between this document and whether Cross moved for push or pull factors, potentially noting that environmental factors served as push factors.</p>
#3 Primary Source	<p>San Francisco Earthquake and Fire Image</p>



	<table border="1"> <tr> <td data-bbox="401 207 716 289">Title of Source</td> <td data-bbox="716 207 1820 289">House damaged by earthquake</td> </tr> <tr> <td data-bbox="401 289 716 362">Date</td> <td data-bbox="716 289 1820 362">1906</td> </tr> <tr> <td data-bbox="401 362 716 451">Holding Institution</td> <td data-bbox="716 362 1820 451">California Historical Society</td> </tr> <tr> <td data-bbox="401 451 716 524">Link to Record</td> <td data-bbox="716 451 1820 524">https://oac.cdlib.org/ark:/13030/hb5k400790/?brand=oac4</td> </tr> </table>	Title of Source	House damaged by earthquake	Date	1906	Holding Institution	California Historical Society	Link to Record	https://oac.cdlib.org/ark:/13030/hb5k400790/?brand=oac4
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For the Student	<p>In 1906, San Francisco was the site of one of the biggest earthquakes in California’s history. A fire broke out just after the earthquake. The destruction of both the earthquake and the fire left many people homeless. Can you think of examples of what people do when their homes are destroyed due to fires, floods, earthquakes, or other disasters?</p>								
For the Teacher	<p>In 1906, San Francisco was the site of one of the biggest earthquakes in California history. The earthquake, and the fire that followed it, caused major damage to the city. Many residents were homeless. Communication with loved ones was limited during this time.</p> <p>The caption on this photograph, “House Damaged by Earthquake,” focuses our attention on the destruction of the city. People lost homes, jobs, and places to buy goods. Rebuilding after this kind of disaster would take years. Students may make connections between this image and the broader question, Why do people move? This kind of environmental devastation served as a push factor, causing many residents to seek new housing.</p>								
#4 Primary Source	Spanish Flat, Gold Rush								



Title of Source

Spanish Flat

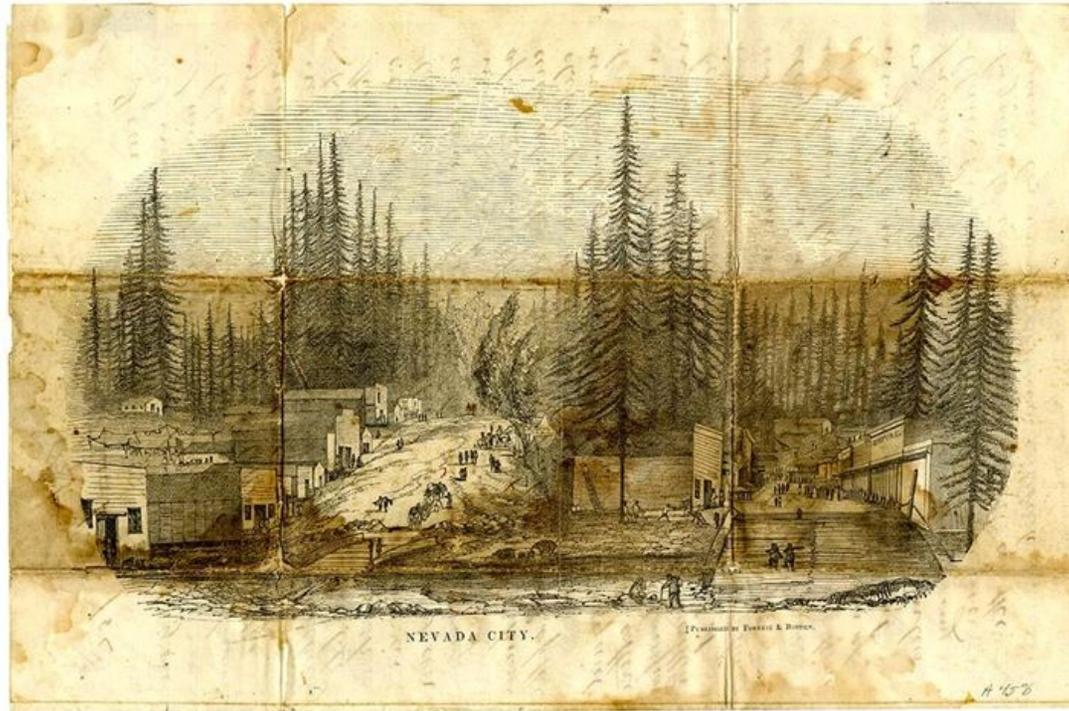
Holding Institution

California State Library

	<p>Link to Record https://calisphere.org/item/6403e44f6f37b5b24707378d7241f2b6/</p>
For the Student	<p>This photograph shows two men posing while mining for gold more than 150 years ago. Many people just like these men came to California during the Gold Rush of the late 1840s and 1850s in search of gold, which they hoped would make them very wealthy. Do you think that being excited about coming to California in search of gold would be a pull factor or a push factor in explaining why people came to California in this era?</p>
For the Teacher	<p>In the late 1840s and 1850s, many people came to California in search of gold with the hopes of getting rich. Very few were successful. People came to California from other parts of North America, and they also came from other countries. The people who came hoped that by mining for gold as a job, they could make a lot of money very quickly. While most ultimately found work with larger businesses extracting gold and other metals from the earth in California, very few experienced the “get rich quick” success that so many sought.</p> <p>Spanish Flats, where this photograph was taken, was a remarkable mining town because of the diversity of miners it attracted. White migrants, immigrants, and formerly enslaved people mined together, a fact that appears to be reflected in this image. Make sure your students understand that seeking gold — or any kind of economic success — counts as a “pull factor” in motivating migration.</p>
#5 Primary Source	<p>Family letter about working in California</p> <p>5a.</p>

2
Dear Wife and Children
I now write again a few lines to you
I am yet alive and well and
California I have had no letter from
you since your last letter and the
reason why I have not written is
not whether it is the winter cold killing
blast in connexion with the trouble
that you have had made you sick
or whether you have delayed writing in
consequence of expecting me home I am
anxious to know I have written every
month for the last ten months
of your wellfare I am anxious to know
and also the disposition that is made of the
debt farm and the cows I have
written to you in other letters in regard
to our being in business here with others
now shall and I am only in company
now we have a garden as I have written
before we have about three acres of it
in the bottom of a narrow of stiff hard lands
we have an acre of Potatoes in a few
days more will arrive to be
we have plant and sow here any time
of the year I have seen two winters of
my life without getting any frost
or snow or snowing in the winter
January break we have a running
claim in Spanish dry diggings we
began to work on it as soon as the
rain commenced in March

5b.



Title of Source	5a. Thurstin Baxter letter to his wife and children, El Dorado County, California 5b. Nevada City
Date	1852, April 11
Creator	Thurstin Baxter
Holding Institution	California Historical Society

<p>For the Student</p>	<p><i>Excerpt from letter: "I have written to you in other letters in regard to our being in business here, with other men. (Bull?)(Hull?) and I are only in company now. We have a garden, as I have written before. We have about three acres of it in potatoes, beets, some of different kinds."</i></p> <p>This letter was written in 1852 by a person who lived in California without his family. Thurston Baxter explains in this letter that he was trying to make money and survive. But he also tells his family how much he misses them and how hard it is to work and live apart. Do you think this man lived and worked in California for push or pull reasons, or maybe some of both?</p>
<p>For the Teacher</p>	<p>This letter was written in 1852, during the California Gold Rush — more than 50 years before the 1906 San Francisco earthquake, where the majority of the other sources in this inquiry set come from. The person who wrote this letter came to California without his family. He found different ways to make money and survive.</p> <p>This letter offers some examples of what Thurston Baxter wanted to do in California. Although this letter does not explicitly state that Baxter came for the Gold Rush, given the year of his migration and the fact that he appears to have come for economic reasons, his letter illustrates the daily life of Gold Rush era migrants. Students may make connections about families separated due to economic circumstance. This source can also be an example of pull or push factors in motivating his migration to California.</p>
<p>#6 Primary Source</p>	<p>Orange Farming in Santa Ana</p>



Title of Source	Picking Oranges at Santa Ana
Holding Institution	California Historical Society
Link to Record	http://digitallibrary.californiahistoricalsociety.org/object/237?solr_nav%5Bid%5D=8e674a977bb2924ba56a&solr_nav%5Bpage%5D=0&solr_nav%5Boffset%5D=1

For the Student

This primary source is a photograph of people who worked picking oranges in Santa Ana. Many people found work in fields picking, harvesting, or even canning these kinds of crops. Jobs in orange fields like this are called seasonal

	<p>jobs, which means that there is a lot of work in some seasons of the year but not much work in other times of the year. Many workers have moved around the state during the different seasons to take jobs when they are available. These workers show us that there is a mixture of push factors that cause workers to leave one place when the job is done, and pull factors that cause workers to come to another part of the state when other crops are ready to be harvested.</p>
For the Teacher	<p>The mild climate of California made farming a major business in the state's economy. Agricultural crops needed to be harvested, and many people traveled to California to become part of the workforce. This photograph can illustrate many reasons why people move to and within California. Students may wish to explore the idea that workers in this photograph and in some other agricultural industries are motivated by both push and pull factors in their migrations. This photo also illustrates continuities in the experience of agricultural laborers in California.</p>

III. English Language Development extension activity

1. Student Handout 1 provides an introduction to the reasons that people move.
 - a. Guide students to read the paragraph closely, reading it out loud as a class on the first read. Then, on the second read, instruct students to circle words that define or relate to push factors and underline words that define or relate to pull factors.
 - b. Teachers may wish to ask students *Why did your family move to California? Was this a push or a pull factor?*
2. Student Handout 2 provides a way for students to evaluate the primary sources in this collection.
 - a. Have students complete this handout in pairs.

Student Handout 3 is a paragraph and sentence frame in which students synthesize and make meaning of the sources they have viewed and evaluated. Students should complete this handout individually after having worked collaboratively to collect and evaluate evidence.

*See attached student handout for literacy support.