

Inquiry Set 3.1 - Why did people settle in California?

I. Inquiry Set Introduction	
Inquiry Set Title	Why did people settle in California?
Brief Description	California's diverse geography, mild climate, and plentiful natural resources have attracted settlers for many thousands of years, and these same features have created opportunities for lucrative work and innovation. The primary sources found here are intended to show students the geographic and economic factors that encouraged settlement and development of the citrus region of Southern California.
Authors	Shelley Brooks, Program Coordinator, CHSSP
Grade Levels	3
Topics/Concepts	citrus cultivation, immigrant labor, California's geography, and natural resources
CA HSS Standards / Frameworks	<p>Continuity and Change</p> <p>3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.</p> <p>3.1.1 Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).</p> <p>3.1.2 Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).</p>
Framework Excerpt	Throughout California, the geographic setting has had important effects on where and how localities developed. Students begin their third grade studies with the natural landscape as a foundation for analyzing why and how people settled in particular places in response to the question, Why did people settle in California? Thus teachers may utilize a variety of primary and secondary sources such as photographs, Internet resources, DVDs, and field trips to establish familiarity with the major natural features and landforms of their county and California including

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	<p>mountains, valleys, hills, coastal areas, oceans, lakes, desert landscapes. As students observe, describe, and compare these features, they learn to differentiate between major landforms, and they begin to consider the interaction between these features and human activity. The teacher can initiate inquiries into human-environment interaction using literature such as <i>A River Ran Wild</i> by Lynne Cherry and <i>River Town</i> by Bonnie and Arthur Geisert. In conducting research for this activity, students learn to differentiate between major landforms in the landscape and develop an understanding of the physical setting in which their region’s history has unfolded.</p> <p>Focusing on a California natural regions map and reader, students can research the ecosystems found near them; the resources provided by these ecosystems; and, the ways that people use them. They investigate the goods and services provided by these ecosystems and how they are used to support human communities (California Environmental Principle I, EEI Curriculum Unit: The Geography of Where We Live 3.1.1–3.1.2, see Appendix F).</p>
<p>Standards</p>	<p>California English Language Development Standards for Grade 3</p> <p>Part I. Interacting in Meaningful Ways</p> <p>A. Collaborative</p> <ol style="list-style-type: none"> 1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics <p>Common Core State Reading Standards for Literacy in History/Social Studies, Grade 3</p> <p>Reading Standards for Informational Text</p> <p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. <p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
<p>Investigative Question</p>	<p>Why did people settle in California?</p>

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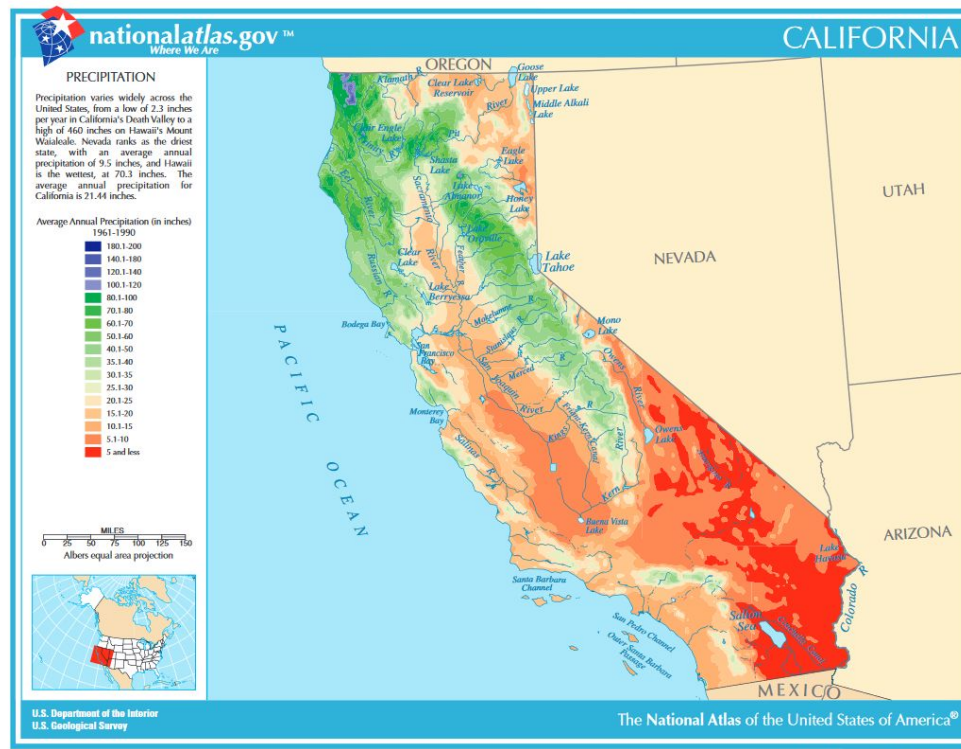
Historical Background	<p>California's diverse geography, mild climate, and plentiful natural resources have attracted settlers for many thousands of years, and these same features have created opportunities for lucrative work and for innovation. This inquiry set focuses on the citrus industry, an industry reliant upon the fertile soil and sunny, temperate climate of Southern California. The primary sources found here are intended to show students the geographic and economic factors that encouraged settlement and development of the citrus region of Southern California.</p> <p>There are many other industries that depend on California's unique combination of weather, landscapes, and natural resources, and students can investigate additional industries — like gold mining, ranching, oil, timber, and aerospace — to learn what environmental features make them possible.</p> <p>Citrus cultivation in California began during the Spanish era, in the fertile lands surrounding the missions of Southern California. The Gold Rush brought hundreds of thousands of hopeful miners to California beginning in 1849, most of whom wanted to buy, and not grow, their food so they could focus on mining.</p> <p>Rich in vitamin C, citrus provided important nutrients to ward off scurvy, a disease commonly known among sailors and others without access to fresh foods. In the mid-nineteenth century, citrus growers in California had a regional market for their fruits, but the seed-filled oranges were not popular enough to command a broader market.</p> <p>Then, in the late 1860s, the U.S. Department of Agriculture obtained cuttings (branches that could be used to grow a new variety of fruit) from a flavorful, seedless orange tree in Brazil. The USDA entrusted two saplings to Eliza Tibbets, a recent settler in Riverside, California, who had contacts at the agency. Tibbets successfully cultivated the new variety of orange — soon known as navel — in Riverside. The navel orange was the key to the success of the citrus industry in Southern California. Riverside and San Bernardino counties had the right mixture of fertile soil, sunshine, mild winters, and infrastructure to provide irrigation water to grow an abundance of citrus, including lemons and grapefruits.</p> <p>In order to deliver the fruit to a wide market — including as far away as New York City — growers shipped their fruit on the refrigerated railroad cars that crisscrossed the continent by the 1890s. Access to a broader market via railcars had its drawbacks, however, as railroad companies could and often did charge high prices for shipping. In response, citrus growers formed associations to plan the most efficient, cost-effective methods for harvesting, packing, and shipping their fruit.</p>
Map	Riverside, Mt. San Antonio, Redlands

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II. Source Sets

#1 Secondary Source

Map of average annual precipitation



Title of Source	Precipitation
Holding Institution	U.S. Department of the Interior; U.S. Geological Survey
Link to Record	https://nationalmap.gov/small_scale/printable/images/pdf/precip/pageprecip_ca3.pdf

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For the Student	n/a
For the Teacher	<p>As a class, locate Riverside on this map and determine which color band (amount of precipitation) it falls in. Next, identify where your school is on this map. Ask students if they notice oranges growing nearby. Given what you see on this map, where else in the state do you think orange trees would do well? <i>Note:</i> Orange trees can withstand a wide temperature range — from 35 degrees in the winter to 100 degrees in the summer. Freezing temperatures damage the fruit. The strong heat helps create more sweetness in the fruit. Oranges need a fair amount of water (they do best in areas that receive 40 – 45 inches of rain per year), but in areas with less rain (like Southern California), irrigation is critical for tree growth. Orange trees can handle drought well. Given these geographic needs, Riverside’s rainy, cool/cold winters and dry, hot summers make it an ideal place for growing citrus.</p>

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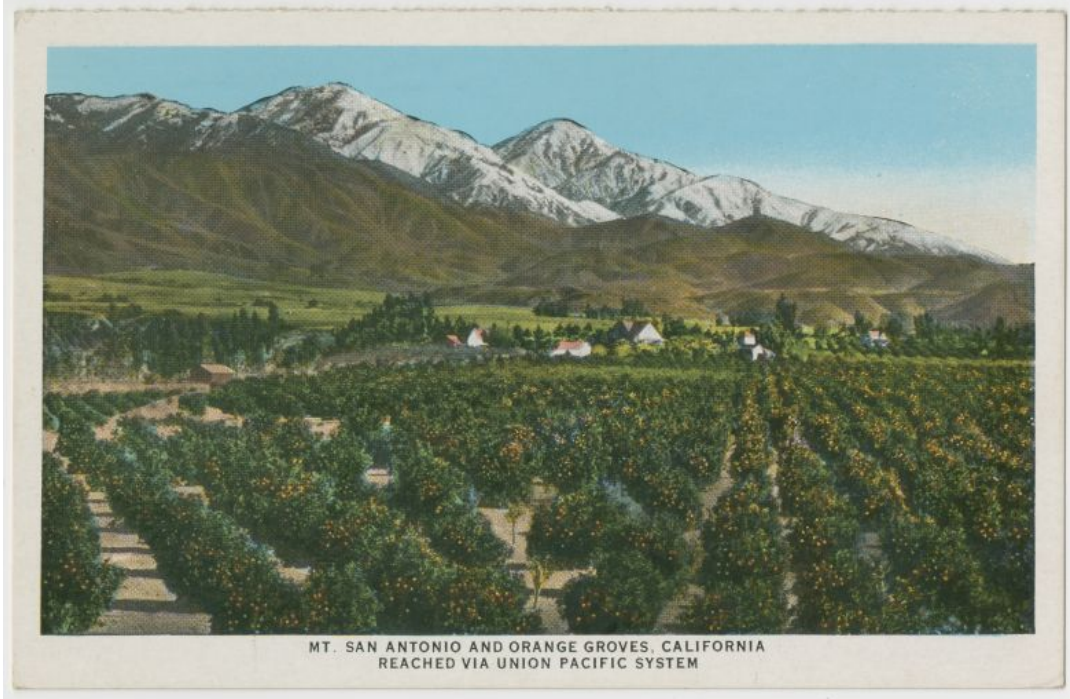
#2 Primary Source

Citrus tree fumigation



Title of Source	Fumigating outfit, spreading tents over orange trees in California
Holding Institution	California Historical Society
Link to Record	http://digitallibrary.californiahistoricalsociety.org/object/325?solr_nav%5Bid%5D=ca586518541c82d40a85&solr_nav%5Bpage%5D=0&solr_nav%5Boffset%5D=2

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For the Student	Orange trees grow extremely well in the Southern California climate, but they are susceptible to fungus (molds) and insects that are attracted to the trees, which could eat or damage the fruit. One way that orange growers protect their trees is to briefly cover them in tents and spray chemicals inside, which is what we see happening here. What does the activity in this picture tell you about how important oranges were to the families and workers at the groves?
For the Teacher	Entire families worked the orange groves, with children helping pick fruit and spread the tents (see the young person sitting on the poles above the trees). Families settling in the Riverside area in the early 1900s had a strong economic incentive — that is, they could hope to earn a good living — by planting and maintaining orange trees that provided them with a popular fruit to sell.
#3	Postcard of orange groves and Mt. San Antonio  <p>MT. SAN ANTONIO AND ORANGE GROVES, CALIFORNIA REACHED VIA UNION PACIFIC SYSTEM</p>

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	<p>Title of Source Mt. San Antonio and Orange Groves, California, reached via Union Pacific System</p> <p>Holding Institution California Historical Society</p> <p>Link to Record http://www.oac.cdlib.org/findaid/ark:/13030/kt2j49q0s2/</p>
For the Student	<p>Before trucks were common, growers relied on the railroads to ship their fruit to market. This postcard appears to have been published by the Union Pacific Railroad company. Growers paid the railroad companies to ship their oranges to food markets across the country. Does the railroad company make life and work in Southern California look good in this postcard?</p>
For the Teacher	<p>In order to sell their oranges, growers needed a way to get large quantities of the fruit to stores and markets. Railroad companies had a strong economic incentive to encourage more people to move to regions the rail line serviced. A postcard like this was likely meant to encourage people living far from Southern California to consider making the move to this region and establishing orange groves, which would bring more business to rail lines.</p>
#4 Primary Source	Citrus laborers

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Title of Source	Group portrait of Korean citrus workers in an orange grove in Riverside, California.
Holding Institution	Korean American Digital Archives, East Asian Library, University of Southern California
Link to Record	http://digitallibrary.usc.edu/cdm/singleitem/collection/p15799coll126/id/16624/rec/6

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For the Student	In addition to the people who owned orange groves, there were many, many more people who were needed for the successful planting, maintenance, and harvesting of the fruit. These laborers came from many different backgrounds, and some of them had recently moved to the United States from other countries. What are the laborers wearing or carrying in this photo? What does that tell you about the work that they did? How important do you think this work was to their livelihood (how they made a living)?
For the Teacher	The laborers in this image include many Korean Americans. One of these men, Ahn Chang Ho, created an organization to support citrus laborers. Ahn Chang Ho also established a Korean town near the orange groves, where laborers and their families lived. A community such as this, made up of people who spoke the same language, ate similar foods, and shared a similar cultural heritage, helped encourage even more Korean Americans to settle in the citrus region of California.

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#5 Primary Source

Workers in citrus packing station



Title of Source	Inez Flores, Sunkist packing assembly line
Holding Institution	David Boule California Orange Collection, Special Collections, The Claremont Colleges Library

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For the Student	<p>This photo shows the inside of a packing house, where laborers carefully packed oranges in crates to ship to market. The people working here learned how to work very fast, selecting and packing oranges for many hours a day. On the back of this photo is the sentence that we see below (written in Spanish by Inez Florez to her mother):</p> <p>Junio 16, 1939 Mama aqui le mando este retrato de el empaque en donde trabajamos.</p> <p>June 16, 1939 Mama, here is a picture of the packinghouse where we work.</p> <p>What does this sentence tell you about why Inez lived in this region?</p>
For the Teacher	<p>In some packing houses, laborers were paid by how many crates they prepared per day. We can see here that many of the workers are women, from Mexico directly or of Mexican American heritage. The orange groves of Southern California are not far from the border of Mexico and have long offered agricultural work to people who move into the region.</p>
#6 Primary Source	Orange crate label

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Title of Source	Sunny Cove, Redland Foothill Groves, Redlands, California
Date	1931
Holding Institution	California Historical Society

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	Link to Record http://digitallibrary.californiahistoricalsociety.org/object/4432
For the Student	This picture was created for a label that was pasted onto the wooden fruit crates that shipped out to market. These labels were meant to present an appealing image of the place where the oranges were grown. What natural features do you notice? Which of these natural features do you think might be native to the region (that is, were not introduced or planted by settlers)?
For the Teacher	These fruit crate labels have become a popular form of art that are still sold today. They are often idealized representations of the fruit business and do not suggest the labor necessary to produce an abundant crop. An image like this one, with a grower's residence in sight, also obscures the life of those who labored in, but did not own, the orange groves.

III. English Language Development extension activity

Directions:

Students use any or all of these sentence frames individually or in pairs to describe the primary sources included in this set:

"I see people doing _____. This makes me think California was a good place to settle for these people because _____."

"One thing that I notice about the land is _____. This makes me think California was a good place to settle because _____."

"The photographs are in black and white, and the postcard and crate label are in color. I notice another difference between the photographs and the drawings, which is _____."