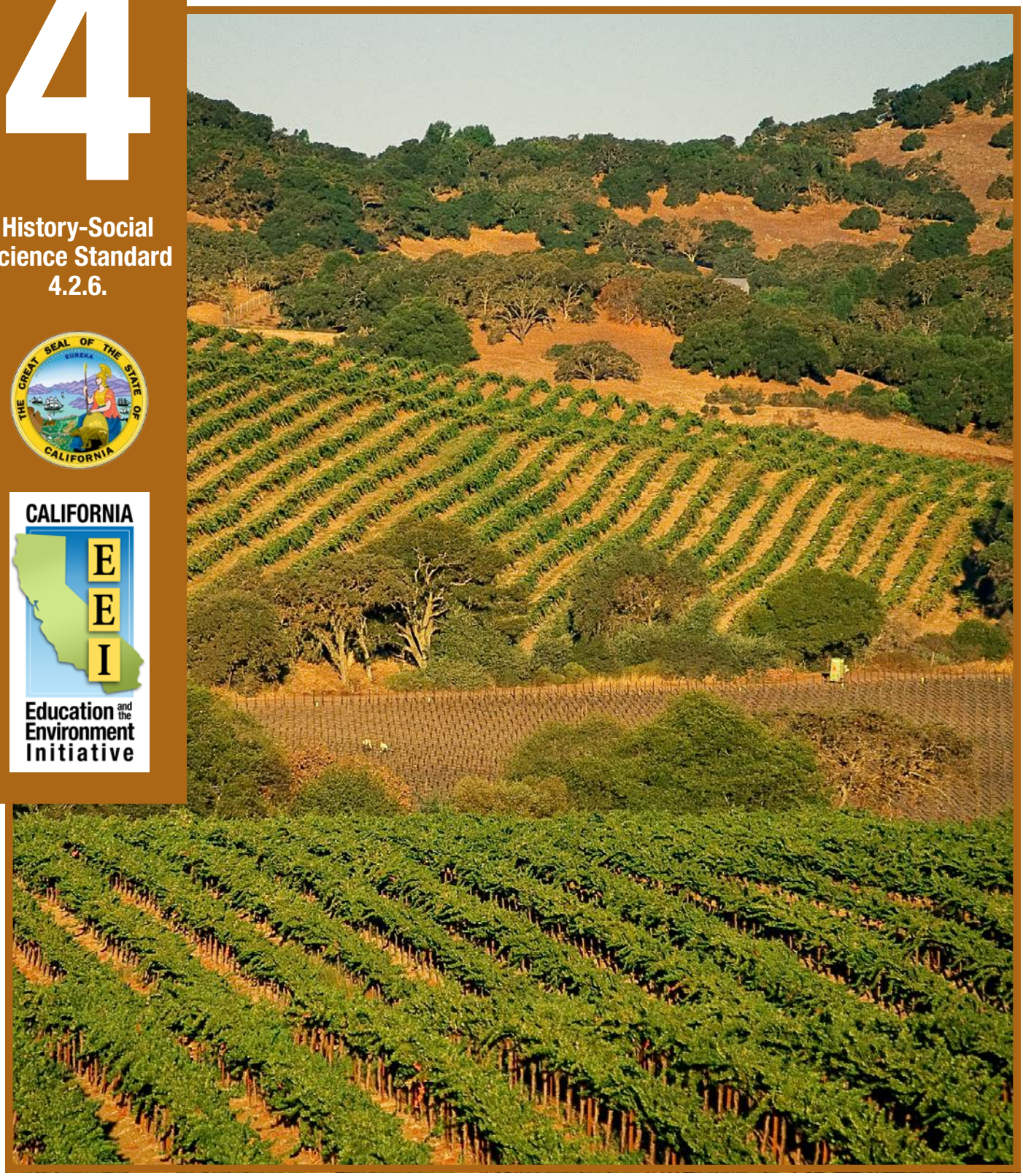
4

History-Social Science Standard 4.2.6.

Teacher's Masters

California Education and the Environment Initiative



Cultivating California

California Education and the Environment Initiative

Approved by the California State Board of Education, 2010

The Education and the Environment Initiative Curriculum is a cooperative endeavor of the following entities:

California Environmental Protection Agency

California Natural Resources Agency

California State Board of Education

California Department of Education

Department of Resources Recycling and Recovery (CalRecycle)

Key Partners:

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Office of Education and the Environment

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Contents

Lesson 1 California's Changing Economy

None required for this lesson.

Lesson 2 Hunters, Gatherers, Farmers, and Franciscans

None required for this lesson.

Lesson 3 Documents of Changing Lives

Mission Symbols 2

Lesson 4 Mission San Gabriel's Influence

None required for this lesson.

Lesson 5 Changing Natural Systems

None required for this lesson.

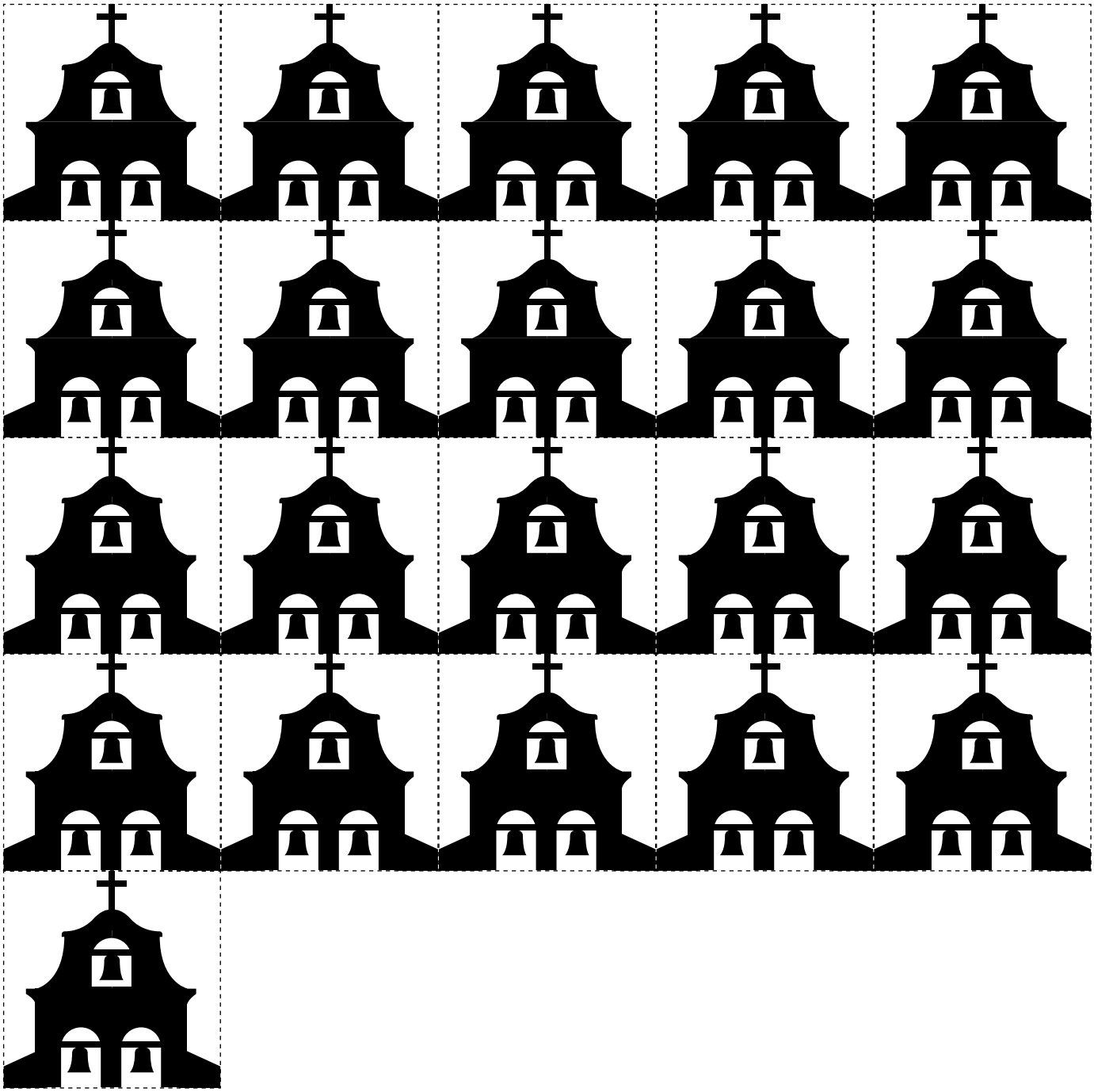
Lesson 6 The End of Hunting and Gathering

None required for this lesson.

Assessments

A Changing California—Traditional Unit Assessment Master 3

Cultivating California—Alternative Unit Assessment Master 7



Name: _____

Instructions: For each question, circle the letter of the best answer. (1 point each)

1. Which of these is a food that California Indian hunter-gatherers ate?
   a. beef
   b. corn
   c. wheat
   d. acorns

2. Which picture shows a tool used by hunter-gatherers?
   a.
   b.
   c.
   d.

3. Which of these is an example of a hunter-gatherer economy?
   a. gathering wild grapes and nuts
   b. storing wheat in a warehouse storeroom
   c. breaking up the ground with an iron plow
   d. using water from a reservoir to irrigate fields

4. Which of these is an example of an agricultural economy?
   a. using a net to catch fish
   b. plowing a field with oxen
   c. beating grasses to collect the seeds
   d. burning underbrush beneath oak trees

5. Which picture does not show something that the Franciscan missionaries directed the Indians to build?
   a.
   b.
   c.
   d.

Name: _____

Instructions: Read each sentence and look at the underlined pronoun. Decide which people the pronoun best describes and circle the correct letter. (1 point each)

6. "They had presents of seeds, acorns, and honeycombs on stick frames."
   a. Spanish explorers
   b. Franciscan missionaries
   c. California Indians who worked at mission agriculture.
   d. California Indians who lived by hunting and gathering.

7. "We gave them glass beads, ribbons, and other small things."
   a. Spanish explorers
   b. Franciscan missionaries
   c. California Indians who worked at mission agriculture.
   d. California Indians who lived by hunting and gathering.

8. "We are making them live together in a community at the mission."
   a. Spanish explorers
   b. Franciscan missionaries
   c. California Indians who worked at mission agriculture.
   d. California Indians who lived by hunting and gathering.

9. "They want the Indians to change the way they build their houses."
   a. Spanish explorers
   b. Franciscan missionaries
   c. California Indians who worked at mission agriculture.
   d. California Indians who lived by hunting and gathering.

10. "They got only their small share every day. They would not get anything more if there was extra harvest."
    a. Spanish explorers
    b. Franciscan missionaries
    c. California Indians who worked at mission agriculture.
    d. California Indians who lived by hunting and gathering.

Name: _____

Instructions: Choose the words that best complete each sentence and circle the correct letter. (1 point each)

11. Wheat and corn were planted in large fields where_____ species of plants once grew.
    a. new
    b. crop
    c. native
    d. invasive

12. The cattle that belonged to Mission San Gabriel _____.
    a. generally increased in number
    b. generally went down in number
    c. were eaten less often than goats were
    d. were eaten more often than sheep were

13. Water systems were changed by damming streams, building reservoirs, and digging _____ ditches.
    a. pasture
    b. livestock
    c. irrigation
    d. domestication

14. Mission San Gabriel was self-sufficient, which means it _____.
    a. refused to help other missions
    b. needed to ask for help from other missions
    c. got everything it needed from Mexico
    d. made everything it needed

15. In 1774, Mission San Gabriel harvested 110 _____ of corn, which they sent to feed military guards at four missions.
    a. buckets
    b. ranchos
    c. carretas
    d. fanegas

Name: _____

Instructions: Read each sentence and answer the following questions. (2 points)

- Does the statement describe a Hunter-gatherer economy (HG) or an Agricultural economy (AG)?
- Does the activity affect natural systems? People? Or both?

Sample:
People move to follow resources through the seasons.

Type of economy: *HG*

The activity affects: *natural systems*

16. People stay in one place so they can take care of crops.

    Type of economy: _____

    The activity affects: _____

17. Streams flow naturally.

    Type of economy: _____

    The activity affects: _____

18. Irrigation ditches are dug to water crops and animals.

    Type of economy: _____

    The activity affects: _____

19. How did the Franciscan missionaries change the economy of California? (4 points)

_____

_____

_____

_____

_____

_____

Name: _____

Instructions: Look at your work from this unit. Write three paragraphs, using words in the Word Bank to answer the question: "How did California change when the Franciscans arrived?"

- Paragraph 1: What was California like before the Franciscans arrived? What kind of economy was there? What was daily life like? What was the environment like?
- Paragraph 2: What was California like after the Franciscans arrived? What kind of economy was there? What was daily life like?
- Paragraph 3: How did these changes affect the environment?

Your writing will be scored using the **Cultivating California Scoring Tool** on page 3.

Word Bank

agriculture	agricultural economy	crop
economy	environment	hunter-gatherers
nonnative species	irrigate	livestock
native species		

How did California change when the Franciscans came?

_____

_____

_____

_____

_____

_____

_____

Name: _____

Name: _____

Cultivating California Scoring Tool

Category	3 points	2 points	1 point
Applies information from lessons	Provides details about California before and after the Franciscans arrived, including three items about the economy, three about daily life, and one example of how these changes affected the environment.	Provides details about California before and after the Franciscans arrived, including two items about the economy, two about daily life, and one example of how these changes affected the environment.	Provides some details about California before and after the Franciscans arrived, including items about the economy or daily life, or an example of how these changes affected the environment.
Uses unit vocabulary	Uses seven or more of the unit vocabulary words in the essay.	Uses three to six or more of the unit vocabulary words in the essay.	Uses two or fewer of the unit vocabulary words in the essay.
Topic development and organization	Covers the topic thoroughly and demonstrates a highly logical and coherent plan of organization.	Covers the topic in some detail and is written using a logical and coherent approach.	Minimally addresses the topic but lacks a plan of organization.

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