

## DOCUMENT RESUME

ED 312 189

SO 020 277

AUTHOR McLean, Marie  
 TITLE California Women: Activities Guide Kindergarten through Grade Twelve.  
 INSTITUTION California State Dept. of Education, Sacramento.  
 REPORT NO ISBN-0-8011-0715-6  
 PUB DATE 88  
 NOTE 4lp.; Prepared under the direction of Project SEE (Sex Equity in Education).  
 AVAILABLE FROM Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (\$3.50, plus sales tax for California residents); accompanying poster available free of charge from Project SEE, California State Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720.  
 PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Historical Materials (060)  
 EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.  
 DESCRIPTORS American Indians; Architects; Artists; Authors; Black Achievement; Blacks; Chinese Americans; \*Class Activities; Curriculum Enrichment; Elementary Secondary Education; Ethnic Groups; \*Females; Hispanic Americans; \*History Instruction; Japanese Americans; Resource Materials; \*Social Action; Whites  
 IDENTIFIERS \*California; Native Americans; Womens Suffrage

## ABSTRACT

Women have always been an integral part of California's history as shamans, settlers, wives, mothers, workers, inventors, and reformers. Yet the names of California women may not be familiar to many students. This activities guide, which was designed to accompany the poster, "California Women: Courage, Compassion, Conviction," provides students with the opportunity to learn more about 12 women who exhibited those qualities, who lived in different eras of California's history and who represent many racial and ethnic groups. Their names are: Bernarda Ruiz, Biddy Mason, Helen Hunt Jackson, Annie E. K. Bidwell, Frona E. Wait Colburn, Grace Carpenter Hudson, Katherine Philips Edson, Delilah Beasley, Julia Morgan, Tye Leung Schultze, Marie Mason Potts, and Mine Okubo. Each of these women exhibited courage, compassion, and conviction in a different way. Each chose her life's work for a different reason. Each woman was shaped by different historical events and changing attitudes toward race and sex; yet each made a significant contribution to California's history. Each of the six sections includes information about specific women with photographs of each and suggestions for classroom activities. The information is not inclusive. Teachers are encouraged to provide students with additional information about these 12 women. Historical notes are also included with lists of 8 audiovisual and 75 print resource materials that might be used to help understand the spirit of the times in which these women lived. (JB)

ED312189

# CALIFORNIA WOMEN

## ACTIVITIES GUIDE

KINDERGARTEN THROUGH GRADE TWELVE

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# CALIFORNIA WOMEN

## ACTIVITIES ♦ GUIDE

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### KINDERGARTEN THROUGH GRADE TWELVE

Prepared under the direction of  
**PROJECT SEE (Sex Equity in Education)**  
**California State Department of Education**

**Bill Honig, Superintendent of Public Instruction, 1988**

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## Publishing Information

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*California Women: Activities Guide, Kindergarten Through Grade Twelve* was written and edited by Marie McLean of the Bureau of Publications, working in cooperation with Sandra Davis, Consultant, Project SEE (Sex Equity in Education). The activities guide, which was developed to accompany the poster *California Women: Courage, Compassion, Conviction* was prepared for photo-offset production by the staff of the Bureau of Publications, California State Department of Education.

The activities guide was published by the California State Department of Education, 721 Capitol Mall, Sacramento, California (mailing address: P.O. Box 944272, Sacramento, CA 94244-2720). The document was printed by the Office of State Printing and distributed under the provisions of the Library Distribution Act and *Government Code* Section 11096.

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Copies of this publication are available for \$3.50, plus sales tax for California residents, from Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271. Copies of the poster *California Women: Courage, Compassion, Conviction* are available free of charge from Project SEE, California State Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720; telephone 916-322-7388.

ISBN: 0-8011-0715-6

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*"Our heroines broaden the base of our becoming, spark our imagination, and encourage our commitment to do more than the expected, to be all that we can dream. We need to celebrate those whose names we have known since childhood. We need to discover those who have been hidden from our history and those whose good work is now in progress. For our heroines inspire us to continue growing, not in size but in stature, not in one direction, but in many dimensions."*

Andrea Fleck Claró

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# Preface

Women have always been an integral part of California's history as shamans, settlers, wives, mothers, workers, inventors, and reformers. Yet the names of California women may not be familiar to many students. Consequently, the poster *California Women: Courage, Compassion, Conviction* and this complementary activities guide have been designed to help students in kindergarten through grade twelve identify and learn about 12 women in California's history who exhibited courage, compassion, and conviction.

These 12 women are different in many ways. They lived during different eras in California's history, and they represent many racial and ethnic groups. Each woman exhibited courage, compassion, and conviction in a different way; and each chose her life's work for a different reason. Each woman was shaped by different historical events and changing attitudes toward race and sex. Yet each woman made a significant contribution to California's history.

The poster and activities guide provide California's teachers and students with an opportunity to learn more about these 12 women and the contributions they made to California's history. We in the Department of Education also encourage teachers and students to view them as an opportunity to better understand California's social, educational, economic, and cultural institutions as they exist today and to better appreciate the similarities and differences of people, regardless of their culture, social class, race, or sex.

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*The poster, California Women: Courage, Compassion, Conviction, and this complementary activities guide provide teachers and students with an opportunity to learn more about the social, educational, economic, and cultural contributions women have made to California's history.*



# Introduction

*The information contained in this guide is not meant to be inclusive. Consequently, teachers are encouraged to provide students with additional information about the lives of the 12 women featured in this guide and about events in California's history.*

The events that shaped the lives of Californians throughout history often had quiet beginnings. These events often resulted from ideas and attitudes held by ordinary women who saw things differently from their neighbors and who, perhaps slowly at first, spoke and acted with the courage of their convictions. Their actions resulted in changes that affected the lives of all Californians—changes in the nature of work and family life as well as in the interrelationships of people from different cultural, social, and economic backgrounds.

The 12 women featured on the poster *California Women: Courage, Compassion, Conviction* were chosen to represent women in California's history who have acted with courage, compassion, and conviction. The poster and this complementary guide are based on the belief that it is only through identifying and learning about women in California's history can students fully understand the contributions of all persons to the development of California and the quality of life enjoyed by Californians today.

The guide is designed to complement the poster; that is, information about the 12 women featured on the poster is arranged chronologically in six sections. Each section includes information about specific women as well as suggestions for classroom activities. The name of the city or town associated with each woman is included in parentheses after each biographical entry. In addition, the guide includes historical notes and names of reference materials students and teachers can use to better understand the spirit of the times in which these women lived.

Teachers are encouraged to use the information contained in this guide to help students learn about these 12 women as well as to:

- Analyze the role of women in society during different historical periods, including options available to women and prevailing attitudes about women.
- Compare the lives of women who lived during different historical periods with the lives of women who live in California today.
- Identify other active, interesting, and inspirational women in California's history, including those who live in California today, and investigate their lives.



The information contained in this guide is not meant to be inclusive. Consequently, teachers are encouraged to provide students with additional information about the lives of the 12 women depicted on the poster and about events in California's history. Since the guide includes only a few of the many activities students can use to learn more about women in California's history, teachers also are encouraged to adapt and devise activities appropriate for their students.

# Women with a Cause

Although they were from different cultures and economic backgrounds, both Bernarda Ruiz (1802–1886) and Biddy Mason (1818–1891) believed in their right to live free and independent lives. In addition, they were willing to fight for their independence as well as for the independence of other men and women.

## Bernarda Ruiz

Bernarda Ruiz was the daughter of a Spanish soldier and one of the first settlers in California. As a widowed mother of eight children, she played a critical role in negotiating the Treaty of Guadalupe Hidalgo (1848) that marked the end of the Mexican-American War. She counseled the United States against a harsh settlement and advocated the preservation of Hispanic culture and civil law (according to Hispanic civil law, married women could own property). (Santa Barbara)<sup>1</sup>

## Biddy Mason

Born in slavery in Georgia, Biddy Mason and her three children worked in Mississippi and Utah for Robert Smith before traveling to San Bernardino, California, in 1851 with him and his family. Although California was granted statehood as a free state and California's Constitution outlawed slavery, Biddy Mason and her children continued as Robert Smith's slaves in San Bernardino. However, in 1854 Robert Smith decided to move his family and his slaves to Texas, which was a slave state.

As part of her plan to obtain her freedom and that of her children, Biddy Mason wanted to remain in a free state and secured the help of the sheriff of Los Angeles to prevent Robert Smith from taking her and her children to Texas. The sheriff arrested Robert Smith on his way from California to Texas; and on January 19, 1856, the district judge of Los Angeles ruled that "all persons of color are entitled to their freedom and are free and cannot be held in slavery or involuntary servitude." Biddy Mason remained in California as a free woman.

Eventually, Biddy Mason became wealthy because of her real estate transactions; yet she gave generously of her time and money to aid poor settlers from all ethnic and racial backgrounds. Known as "Grandma Mason," she visited jails and hospitals, donated land to churches established for black people, and initiated social services for children. (Los Angeles)



Bernarda Ruiz (1802–1886)



Biddy Mason (1818–1891)

<sup>1</sup>The name of the city or town associated with each woman is included in parentheses after each bibliographical entry.

## Activities

*The activities are designed to help students understand the life experiences of the women featured on the poster and to relate their experiences to those of women living today.*

The following activities are designed to help students to:

- Understand the life experiences of Bernarda Ruiz, Bidy Mason, and other women who lived at the same time.
- Relate their life experiences to the experiences of women living today.

The activities are arranged according to the following grade levels: kindergarten through grade three; grades four through eight; and grades nine through twelve.

### Kindergarten Through Grade Three

Teachers of students in kindergarten through grade three may wish to encourage their students to:

- Dress as Bernarda Ruiz or Bidy Mason and tell her life story.
- Draw pictures of the various types of clothing worn on the ranchos and talk about how women's clothing helped or hindered them in their activities.
- Draw pictures of the trees, plants, and animals found on the ranchos and talk about women's participation in caring for them.
- Discuss who cooked meals, cleaned, and took care of the sick and infants on the ranchos.
- Describe the member of their family who does the cooking and cleaning and takes care of the small children.

### Grades Four Through Eight

Teachers of students in grades four through eight may wish to encourage their students to:

- Identify the skills needed by Bernarda Ruiz to negotiate a treaty and to ensure the treaty contained provisions important to her.
- Describe the trip Bidy Mason made from Utah to California. Imagine how she felt during the trip and what she expected to find in California.
- Describe the first woman in their family to come to California and to their community. Describe where she came from, when she came to California, why she came, and how she traveled.

- Make drawings of the first ranchos in California and of the women who lived on them. Dress them in the appropriate costumes.
- Describe the lives of women who lived on the ranchos.

### **Grades Nine Through Twelve**

Teachers of students in grades nine through twelve may wish to encourage their students to:

- Research the lives of Bernarda Ruiz and Bidy Mason and compare and contrast their life experiences.
- Research the life of Bidy Mason and compare and contrast the living conditions of women of color during the time she lived and now.
- Although slavery was prohibited by California's Constitution, many Californians continued to hold slaves. Discuss this apparent violation of the law.
- Compare the legal rights guaranteed to women in California's Constitution with those granted women during the Spanish dominion of California.
- Investigate legal rights granted to women since California became a state and discuss why women were not granted these rights earlier.

# Women Who Dared to Speak Out

Although both Helen Hunt Jackson (1830–1885) and Annie E. K. Bidwell (1839–1918) were advocates for social change, particularly in the treatment of Indians, they chose different methods to implement change. Helen Hunt Jackson worked as a free-lance writer in New York for many years, and it was primarily through her writings that she sought to educate people and inspire them to right social injustices. Annie E. K. Bidwell moved to California after marrying a California pioneer. She remained in California for the rest of her life and fought for the causes in which she believed.

## Helen Hunt Jackson



Helen Hunt Jackson (1830–1885)

Helen Hunt Jackson is best known for her novel *Ramona*, but she also was a writer for the *New York Herald*, a friend of the poet Emily Dickinson, and battled with governments for better treatment for the American Indians. Her book, *A Century of Dishonor*, was a well-documented indictment of America's dealings with the major Indian tribes. This book led to her appointment by the government to investigate the needs of the Indians who had lived near and worked on California's missions, but the recommendations contained in her report (submitted in 1883) were ignored. Her novel *Ramona* was written to dramatize the plight of these Indians; however, *Ramona* is remembered more for its romantic portrayal of the halcyon days of Hispanic California than for its dramatization of the living conditions of Indians. (Riverside)

## Annie E. K. Bidwell



Annie E. K. Bidwell (1839–1918)

Annie E. K. Bidwell was an advocate for social change and dedicated to improving the educational and employment opportunities for the Meechoopda Indians. She left her socially prominent family in Washington, D. C., in 1868 to move to Chico as the wife of John Bidwell. Her husband was a California pioneer and one of California's most prominent political figures.

Mrs. Bidwell was a conservationist, educator, Presbyterian minister, and advocate for women's rights. She fought for election reform, prohibition, and control of monopolies, particularly in the fields of transportation and communication. She and her husband shared the same ideals and worked together for social

change. She gave well over 2,000 acres of land to Chico for Indian settlements and public parks. Her and her husband's home in Chico has been designated a state historical park. (Chico)

## Activities

The following activities are designed to help students to:

- Understand the life experiences of Annie E. K. Bidwell, Helen Hunt Jackson, and other women who lived at the same time.
- Relate their life experiences to the experiences of women living today.

The activities are arranged according to the following grade levels: kindergarten through grade three; grades four through eight; and grades nine through twelve.

### Kindergarten Through Grade Three

Teachers of students in kindergarten through grade three may wish to encourage their students to:

- Look at a physical map of California and do the following:
  1. Locate Chico and Riverside.
  2. Locate mountains, rivers, and valleys near Chico and Riverside.
  3. Name and describe the Indians who lived near Chico and Riverside.
- Discuss how the beliefs and life-styles of the California Indians were changed by the influence of the missionaries.
- Discuss how Indians were employed on farms, stock ranches, and in the mines.
- Discuss how Indians were treated on Annie E. K. Bidwell's ranch.
- Talk about the kinds of experiences Annie E. K. Bidwell might have had traveling to California from Washington, D.C.

### Grades Four Through Eight

Teachers of students in grades four through eight may wish to encourage their students to:

- Locate on a map the major tribes of Indians of California before non-Indians came into the area.

- Draw pictures of various types of early Indian homes and clothing. Describe how the clothing worn by Indian women helped or hindered them in their work.
- Describe the work of missionaries. Tell in what ways they affected the Indian way of life and culture, particularly the way of life of Indian women.
- Explain the treatment of Indians who were confined within mission walls and why Helen Hunt Jackson could be motivated to write about their treatment.
- Explain how and why Father Junipero Serra came to California to build a series of missions. Compare and contrast his treatment of the Indians with Annie E. K. Bidwell's treatment of the Indians who lived on and near her ranch.

### Grades Nine Through Twelve

Teachers of students in grades nine through twelve may wish to encourage their students to:

- Read *Ramona* and discuss the treatment of Indians as portrayed in the novel.
- Explain why the missions were closed in 1832. Discuss how this closure affected the Indians living there.
- California Indians can be identified by tribes, the languages they spoke, the clothing they wore, the dwellings in which they lived, and the different roles women played in tribal life. Compare and contrast these different roles and investigate reasons for them.
- Write a story about Annie E. K. Bidwell's trip across the land to California.
- Describe ways in which stereotypes affected the treatment of the Indians of California and peoples of other cultures who entered California.



# Women Who Dared to Be Different

Frona E. Wait Colburn (1859–1946), a writer, and Grace Carpenter Hudson (1865–1937), a painter, were artists who chose to earn their living through their art at a time when few women were encouraged to pursue such careers. In addition, both women chose unpopular, if not obscure, subjects about which to write and paint. They continued with their work despite the fact that they were often discouraged and went on to establish “firsts” for women in California.

## Frona E. Wait Colburn

A woman of many talents and interests, Frona E. Wait Colburn was the first woman to be employed as a writer for a major California newspaper, the *San Francisco Examiner*. She worked as an author, lecturer, broadcaster, historian, and social commentator and was one of the first journalists to write extensively about California’s wine industry. She was employed as one of the first radio personalities in San Francisco and worked as one of the first female writers for Bret Harte’s *Overland Monthly*. She believed strongly in the value of literature and organized the first series of book fairs in San Francisco. A strong supporter of preserving California’s literary history, she donated her manuscripts and correspondence to the California State Library. Her letters serve as a social commentary on California’s literary scene at the time. (San Francisco)

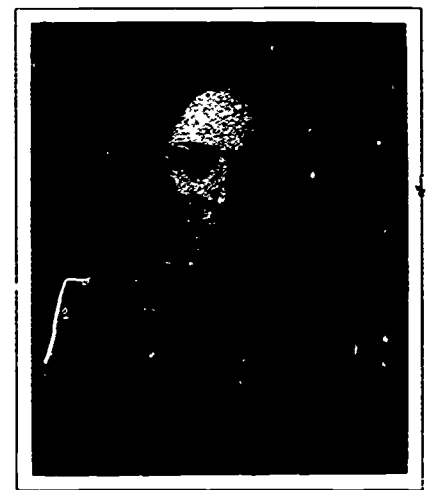


Frona E. Wait Colburn (1859–1946)

## Grace Carpenter Hudson

A California native, Grace Carpenter Hudson was born in Ukiah and attended the California School of Design when she was thirteen years of age. She advanced so rapidly that after only two years she was awarded the Alvord Gold Medal by the president of the San Francisco Art Association for her full-length figure study in crayon. She returned to Ukiah and embarked on a career in art. She won awards for an Indian study and landscape at the town’s annual fair in 1889 and became one of California’s first artists to gain national recognition when her paintings were exhibited in 1893 at the Chicago World’s Fair.

Grace Carpenter Hudson married John W. Hudson, a practicing physician and surgeon, who eventually gave up his practice to assist her and to pursue his own interests in Pacific Coast Indian tribes. Although the Hudsons occasionally traveled



Grace Carpenter Hudson (1865–1937)

elsewhere to paint Indians, they built their permanent residence in Ukiah. There, Grace Carpenter Hudson produced her most important paintings, oils of the Pomos, particularly of Pomo children. In all, she documented the lives of the Pomo Indians in over 600 paintings. Her home in Ukiah, Sun House, has been designated a state historical landmark. (Ukiah)

## Activities

The following activities are designed to help students to:

- Understand the life experiences of Frona E. Wait Colburn, Grace Carpenter Hudson, and other women living at the same time.
- Relate their life experiences to the experiences of women living today.

The activities are arranged according to the following grade levels: kindergarten through grade three; grades four through eight; and grades nine through twelve.

### Kindergarten Through Grade Three

Teachers of students in kindergarten through grade three may wish to encourage their students to:

- Make posters of women in their communities who have similar interests and careers as Frona E. Wait Colburn and Grace Carpenter Hudson.
- Write a letter to Grace Carpenter Hudson or Frona E. Wait Colburn. Tell her what they like about her and what they would like to know about her life and about California during the time she lived.
- Draw pictures representing the achievements and activities of Frona E. Wait Colburn and Grace Carpenter Hudson.
- Discuss the importance of having Grace Carpenter Hudson's home designated a state historical landmark.
- Discuss women in their communities whose achievements could contribute to their residences being chosen as landmarks.

### Grades Four Through Eight

Teachers of students in grades four through eight may wish to encourage their students to:

- Present the life history of Frona E. Wait Colburn or Grace Carpenter Hudson.
- Imagine they are either Frona E. Wait Colburn or Grace Carpenter Hudson and write a statement or letter in which they describe why they have chosen the work that they do.
- Invite women writers or painters from their communities to come to class and discuss their experiences as artists.
- Identify the skills and abilities needed to be a successful writer or a painter during the time Frona E. Wait Colburn and Grace Carpenter Hudson lived. Discuss whether they are the same skills needed by women today.
- Note that Grace Carpenter Hudson's husband, a practicing physician and surgeon, gave up his practice to assist her in her career as an artist. Discuss the significance of his decision and whether any male members of their families have made the same decision.

### Grades Nine Through Twelve

Teachers of students in grades nine through twelve may wish to encourage their students to:

- Note that Frona E. Wait Colburn insisted that she was not interested in "women's rights," yet she determinedly pursued her career as a writer, refusing to listen to arguments that a woman's place was in the home. Discuss whether her attitude was one typically held by women who lived at the same time.
- Interview several people about their attitudes toward women. Ask these people for their definition of "women's liberation." Ask them whether they support women's liberation and whether they support equal pay for equal work. If their answers are different, ask them to explain. Discuss the reasons for the discrepancies in the answers with the class, considering that women make personal choices that do not include support for women's liberation even if they support equal pay for equal work.
- Invite men and women in nontraditional jobs to share their experiences with the class or interview men and women in nontraditional jobs and report their findings to the class.
- Describe the meaning of *different*. Discuss why people who are perceived as different may need to develop the courage needed to pursue their interests.
- Note that although Grace Carpenter Hudson received national recognition as a painter, she chose to live in California and use Pomo Indians as the subjects for her paintings. Discuss with the class possible reasons for her decision.

## Women Who Dared to Create



Katherine Philips Edson (1870-1933)



Delilah Beasley (1871-1934)



Julia Morgan (1872-1957)

Katherine Philips Edson (1870-1933), Delilah Beasley (1871-1934), and Julia Morgan (1872-1957) lived vastly different lives, yet each woman shared a vision of a better world and was willing to work to turn her vision into reality.

### Katherine Philips Edson

Devoted to public service, Katherine Philips Edson joined women's civic clubs, which formed the basis for the social reform movement. She worked extensively for women's suffrage, and after California granted women the right to vote in 1911, she became the first woman in California to administer a state commission. As director of the State Industrial Welfare Commission, she authored one of the first minimum wage bills passed by the Legislature. She also was instrumental in creating the League of Women Voters, an outgrowth of the National American Woman Suffrage Association, and establishing the League in California. (Los Angeles)

### Delilah Beasley

Born in Cincinnati, Ohio, Delilah Beasley was a political and civil rights activist and historian and the first to document the history of blacks in California. She began her career as a journalist when she was twelve years old, and from 1923 to 1934 she wrote a column for the *Oakland Tribune* in which she reported on local, state, and national events affecting blacks. She was a founder of the NAACP and author of *Negro Trail Blazers of California*, the first compendium of the history and roles of blacks in California. (Oakland)

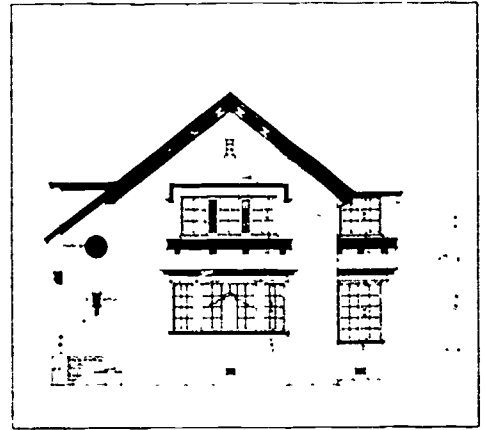
### Julia Morgan

Julia Morgan was one of the first successful women architects in the United States and the first to study at the École des Beaux Arts in Paris. In addition, she was the first woman to graduate from the school of engineering at the University of California, Berkeley.

Julia Morgan's first job after returning from Paris in 1902 was at the University of California, Berkeley, where she worked with noted architect John Galen Howard. Two years later she

established her own office in San Francisco. Although she hired engineers and designers to work with her, she alone dealt with clients. She paid meticulous attention to details as well as to her clients' wishes and visited construction sites to ensure that work was progressing according to her high standards.

Julia Morgan practiced architecture in the Bay Area for 46 years. Although she is primarily known as the architect of San Simeon, which has been designated a state historical landmark, she designed approximately 800 women's clubs, churches, houses, schools, and other civic and commercial buildings, including housing and recreational facilities for several YMCAs. Her designs were executed in a variety of styles; however, all her designs included elements based on her knowledge of California's history and appreciation of California's unique landscapes. (Berkeley)



Julia Morgan made preliminary copies of her designs to show clients. This sketch was made in 1911 for Berkeley resident Lily Bours Wallace.

## Activities

The following activities are designed to help students to:

- Understand the life experiences of Katherine Philips Edson, Delilah Beasley, Julia Morgan, and other women who lived at the same time.
- Relate their life experiences to the experiences of women living today.

The activities are arranged according to the following grade levels: kindergarten through grade three; grades four through eight; and grades nine through twelve.

### Kindergarten Through Grade Three

Teachers of students in kindergarten through grade three may wish to encourage their students to:

- Talk about the importance to women of being able to vote.
- Draw a picture of one of the buildings designed by Julia Morgan and tell what it is used for.
- Look at a physical map of California and identify the locations of several buildings designed by Julia Morgan.
- Discuss why blacks came to California.
- Talk about the first women in their families to come to California and why they came.

### Grades Four Through Eight

Teachers of students in grades four through eight may wish to encourage their students to:

- Invite a member of the League of Women Voters to speak to the class about the history of the League and why it was established.
- Describe the qualities needed by Katherine Edson, Delilah Beasley, or Julia Morgan to succeed in their careers.
- Read *Negro Trail Blazers of California* and compare and contrast the living conditions of women of color during the time the book was written and now.
- Imagine they are Katherine Edson and are not allowed to vote. Write a letter or make a speech protesting such discrimination.
- Discuss the following statements:
  1. Stereotyped judgments may prohibit the discovery of basic personal and cultural similarities.
  2. Stereotyped words used to describe women of all races and color are the result of value judgments determined by the person making the judgments.

### Grades Nine Through Twelve

Teachers of students in grades nine through twelve may wish to encourage their students to:

- Research the history of women's suffrage in California and in the United States. Identify the first elected women officials in their community.
- Note that in 1870 Mrs. Myra Blackwell applied to the Illinois State Supreme Court for a license to practice law. The court refused to give a license, with this explanation: "God designed the sexes to do different kinds of work. It is man's work to make, apply, and execute the laws—this has always been considered true. The legislature gave the power of granting licenses to practice law to this court. They didn't have the slightest expectation that this privilege would be extended to women. If we did this, we believe that soon every official job in this state would be filled by women—even those of governor, judges, and sheriffs." Discuss the opinion expressed by the court.
- Discuss different ways people can contribute to the betterment of a community and the different styles of public participation of Katherine Edson, Delilah Beasley, and Julia Morgan.
- Investigate organizations available to women who wished to engage in civic reform before they could vote—clubs, churches, and so forth.
- Investigate the relationships among marriage, family, and public service.



# Women Who Dared to Dream

Tye Leung Schultze (1887–1972), a Chinese American, and Marie Mason Potts (1895–1978), a Maidu Indian, saw California as a land in which their dreams for better lives for themselves as well as for their people could come true. Despite seemingly insurmountable odds, they spent their lives working to ensure better lives for themselves and their people.

## Tye Leung Schultze

Tye Leung Schultze used her skills as an interpreter and organizer to help Asians in San Francisco. She worked as a telephone operator in the Chinese community and as a social worker in Donaldina Cameron's settlement house for Chinese girls. In addition, at Angel Island she helped Asians through immigration procedures that—despite the island's relative isolation—were plagued by graft and corruption. Not only did she have many opportunities to observe and experience prejudice against the Chinese in her work, but she also felt its effects in her personal life. She planned to marry a Caucasian, but because it was illegal for Chinese to marry Caucasians, she was forced to leave California to marry. Both she and her husband lost their jobs when they returned. She was the first Chinese-American woman to launch a successful political campaign and to vote in a primary election. (San Francisco)



Tye Leung Schultze (1887–1972)

## Marie Mason Potts

A Maidu Indian whose given name meant "one with sharp eyes," Marie Mason Potts was born in Plumas County near Greenville and Chester at a time when life was very difficult for California Indians. Convinced that Indians could improve their lives, she began work at an early age to earn money for her education. She traveled to Carlisle, Pennsylvania, to attend the Carlisle Indian School, which was the first of many Indian boarding schools established to teach Indian children skills necessary for assimilation in American culture. While at the Carlisle Indian School, she was given her non-Indian name, Marie. When she returned home, she taught her people many of the skills necessary to live cooperatively in American society.

Although Marie Mason Potts believed that Indians must learn to function in a new society, she worked diligently to educate Americans about Indian culture and values. She moved to



Marie Mason Potts (1895–1978)



Sacramento in 1941 and began her work with state and federal legislators to implement laws to protect Indian culture and with schools throughout the United States to implement Indian education programs. In addition, she founded an intertribal council, the Federated Indians of California; wrote several books, including *The Northern Maidu*; created *Smoke Signal*, the oldest Indian newspaper in the United States; and played a key role in establishing the American Indian Press Association. (Greenville/Chester)

## Activities

The following activities are designed to help students to:

- Understand the life experiences of Tye Leung Schultze, Marie Mason Potts, and other women who lived at the same time.
- Relate their life experiences to the experiences of women living today.

The activities are arranged according to the following grade levels: kindergarten through grade three; grades four through eight; and grades nine through twelve.

### Kindergarten Through Grade Three

Teachers of students in kindergarten through grade three may wish to encourage their students to:

- Describe the life of a Chinese-American woman living at the same time as Tye Leung Schultze.
- Describe the life of a Maidu Indian woman living at the same time as Marie Mason Potts.
- Discuss and describe in their own words how Marie Mason Potts might have felt when her Indian name was replaced with a non-Indian name.
- Look at a map of California and identify where the Maidu Indians lived. Trace the journey Marie Mason Potts might have made to Carlisle, Pennsylvania, and back.
- Discuss how Maidu Indian and Chinese-American women have changed their life-styles to be assimilated in American society.

### Grades Four Through Eight

Teachers of students in grades four through eight may wish to encourage their students to:

- Present the life history of Tye Leung Schultze or Marie Mason Potts.
- Explain the non-Indian and non-Chinese attitudes toward Indian and Chinese men and women, particularly women.
- Research early state laws concerning California Indians and Chinese immigrants.
- Discuss the definition of the word *immigrant*. Compare the experiences of immigrants who come to California today with those of the Chinese immigrants who came to California during the early part of this century.
- Compare the life experiences of Indian and Chinese women living in California today with those of Indian and Chinese women living in California at the beginning of this century.

### Grades Nine Through Twelve

Teachers of students in grades nine through twelve may wish to encourage their students to:

- Investigate and discuss the life of Donaldina Cameron.
- Research the history of racially discriminatory laws in California, such as those prohibiting interracial marriages, immigration, and integration. Determine the social, political, and economic impact these laws have had on women of color and how and why these laws have changed over time.
- Explain the state's responsibility for California Indians after statehood was ratified in 1850.
- Invite Indian and Chinese women leaders to class to talk about their experiences and those of the first women in their families to live in California.
- Conduct historical research to identify other Indian or Chinese women who lived in their communities by reviewing a newspaper's obituary file (prominent and important women often were identified in Mother's Day editions of newspapers).

## A Woman with a Vision

Throughout her life artist Miné Okubo (1912–present) has used her imagination to transcend her immediate surroundings and create a life filled with beauty. Although she has experienced periods of great sadness and misfortune, she has used these experiences as an impetus to create, to learn more about herself and her relationship to the world through art. Although she is a successful artist, she once commented she could have been more successful if she had followed current trends instead of persistently pursuing her own inner vision of art.

### Miné Okubo



Miné Okubo (1912–present)

A native Californian and the first woman to have a show at the Oakland Museum (1972), Miné Okubo received a master of arts degree from the University of California, Berkeley, in 1936. Awarded the University's Traveling Scholarship in 1938, she took a freighter to Europe, where she recorded her experiences in a series of watercolors. She returned to California in 1939 at the outbreak of World War II. Shortly thereafter, she secured a job with the Federal Arts Project to design and paint murals and frescoes at Ford Ord and Treasure Island. Shortly after completing this project, she—along with other members of her family—were interned with 110,000 other Japanese Americans. While in a camp in Utah, she graphically illustrated in more than 200 pen and ink illustrations the emotional impact of internment. These illustrations, accompanied by a satirical commentary, were published as a book, *Citizen 13660*. Her early release from camp was arranged by editors of *Fortune* magazine who wanted her to illustrate a story about Japan. She moved to New York and established a successful career as a free-lance commercial artist. Although she left New York in 1950 for several years to lecture at the University of California, New York continued to be her home and the place where she felt free to pursue her own inner vision of art.

Miné Okubo describes her work, which has been exhibited in major galleries and museums, as an attempt to “prove the meaning of life.” A woman of uncompromising integrity, she believes in “going for broke” and “making a difference” in her journey through life.

## Activities

The following activities are designed to help students understand the life experiences of Miné Okubo and relate her life experiences to the experiences of women living today. They are arranged according to the following grade levels: kindergarten through grade three; grades four through eight; and grades nine through twelve.

### Kindergarten Through Grade Three

Teachers of students in kindergarten through grade three may wish to encourage their students to:

- Tell the life story of Miné Okubo.
- Look at pictures of internment camps.
- Explain how the lives of Japanese Americans changed when they were sent to these camps.
- Draw a picture of an internment camp.
- Discuss why Japanese Americans were sent to these camps.

### Grades Four Through Eight

Teachers of students in grades four through eight may wish to encourage their students to:

- Discuss the establishment of internment camps.
- Describe the life of a Japanese-American woman in an internment camp.
- Study a map of the western United States showing the locations of internment camps.
- Explain what happened to many Japanese Americans once they were released from the camps.
- Write a letter to a Japanese-American political leader in which they ask how the treatment of Japanese Americans in internment camps affected his or her political views and actions.

### Grades Nine Through Twelve

Teachers of students in grades nine through twelve may wish to encourage their students to:

- Note that California passed the the Webb Act of 1913. Explain the purpose of this law and its effect on Japanese people.



This painting by Miné Okubo, which she titled *Mother & Cat*, was featured on the cover of the catalog published by the Oakland Museum in conjunction with her major retrospective exhibit. The exhibit, *Miné Okubo, An American Experience*, was sponsored by the museum in 1972.

- Interview women who lived in California during World War II. Ask them how the war affected them and other people in their communities.
- Describe the ways in which stereotypes affected the treatment of the Japanese people as well as other people from Asia who entered California. Discuss whether these stereotypes exist today.
- Describe the state's responsibility to Japanese Americans after they were released from internment camps.
- Identify Japanese-American women who are active in their communities or local areas. Determine the kinds of organizations and occupational groups to which they belong and the roles they play in them. If possible, invite them to speak to the class about their lives.

# Historical Notes and Reference Materials

The historical notes included in this section are designed to help teachers and students understand the integral role women played in the social, cultural, and economic development of California. The notes are arranged chronologically according to five topics: the first people (1000 B.C.–1769); the Spanish–Mexican era (1769–1850); the development of a state (1850–1900); new people and new ways of living (1900–1945); and the modern era (1945–present).

The titles of books and audiovisual aids that teachers and students can use to learn more about events in California's history are included at the end of each section. The books are available from local libraries and bookstores or from the publishers. In addition, some books are available from the National Women's History Project, P.O. Box 3716, Santa Rosa, CA 94502; telephone 707-526-5924. These books are identified in the bibliographic entries. Also, many titles of books listed in this section are listed in *Recommended Readings in Literature, Kindergarten Through Grade Eight* (California State Department of Education, 1986) and *Model Curriculum Standards, Grades Nine Through Twelve* (California State Department of Education, 1985). These titles are identified in the bibliographic entries by an asterisk.

The audiovisual aids are available from the distributor whose name and address are included in the listing. In addition, some audiovisual aids are available on loan from Project SEE, California State Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720; telephone 916-322-7388. The audiovisual aids available from Project SEE are identified by a dagger.

## The First People (1000 B.C.–1769)

California, the most bountiful region on the continent, was first inhabited by Indians. Over 100 diverse tribes lived in California, yet California was the region least afflicted by warfare. California Indians often were organized according to a system in which descent and inheritance were traced through the female line, and women often attained prominent positions as spiritual and political leaders in their tribes. Many tribal chiefs and shamans were women.

The California Indians lived with extended families of three or more generations; and these families were usually united with other such families to form such diverse groups such as the Pomo, Wintun, Maidu, Miwok, and Yokuts. California Indians did not

*Indian women often attained prominent positions as spiritual and political leaders in their tribes. Many tribal chiefs and shamans were women.*

organize their settlements into towns as large as those of the Pueblos in the Southwest, and they did not participate in a system of tribal organization such as that of the Indians of the Plains. Nevertheless, they organized a system of public ceremonies and carried out extensive trade with the tribes of the Northwest as well as the Southwest. Warfare was uncommon, and California Indians lived primarily on acorns they gathered from the many groves of oak trees that existed throughout California.

Indians in California led a relatively peaceful existence until 1769, when Spain gained control of California. Their way of life continued to change dramatically as the control of California first passed to Mexico (1822) and then to the United States (1848). Between 1849 and 1859 California's Indian population was reduced 70 percent, and by 1900 the population was half of what it had been in 1859. In 1851 treaties were negotiated establishing reservations in California and promising economic aid and vocational training in return for land Indians gave up. Unknown to the Indians, the treaties were never ratified and were honored only by the Indians.

## Recommended Readings and Audiovisual Aids

### Readings

- \*Bernstein, Margery, and Janet Koblin. *Coyote Goes Hunting for Fire: A California Indian Myth*. New York: Charles Scribner's Sons, 1974. Suitable for reading aloud.
- Faber, Gail, and Michele Lasagna. *Whispers from the First Californians* (Second edition). Alamo, Calif.: Magpie Publications, 1981. Suitable for students in the elementary grades.
- \*Fisher, Anne B. *Stories California Indians Told*. Boston: Houghton Mifflin Co., 1977.
- Great Indians of California*. Edited by Harry Knill. Santa Barbara, Calif.: Bellerophon Books, 1960. Includes stories collected from the Bancroft Library.
- Jackson, Helen Hunt. *A Century of Dishonor*. Williamstown, Mass.: Corner House Publishers, 1973.
- Kroeber, Theodora. *Ishi in Two Worlds: A Biography of the Last Wild Indian in North America*. Berkeley: University of California Press, 1986. Contains an excellent chapter on women's language.
- \*Kroeber, Theodora. *Ishi, Last of His Tribe*. New York: Bantam Books, Inc., 1973.
- Modesto, Ruby, and Guy Mount. *Not for Innocent Ears: Spiritual Traditions of a Desert Cahuilla Medicine Woman*. Arcata, Calif.: Sweetlight Books, 1980.
- Potts, Marie. *The Northern Maidu*. Happy Camp, Calif.: Naturegraph Publishers, n.d. Available from the publisher, Happy Camp, CA 96039.



*The Way We Lived: California Indian Reminiscences, Stories, and Songs.* Edited by Malcolm Margolin. Berkeley, Calif.: Heyday Books, 1981

#### **Audiovisual Aids**

*A Pomo Shaman, 64-64*, film, 20 minutes. EMC Sales and Rentals, Extension Media Center, University of California, Berkeley, CA 94720. Features Essie Parish, a California Indian.

#### **The Spanish-Mexican Era (1769-1850)**

In 1769 the Spanish moved into California in significant numbers, both to counter Russian activity in the northern Pacific and to expand their land base for economic reasons. Three types of settlements were developed by the Spanish in their colonization of California—the missions, the presidios (forts), and the pueblos (towns). The missions were established to Christianize the Indians; the presidios, to protect the missions and guard against foreign invaders; and the pueblos, to provide small towns under a definite civil government.

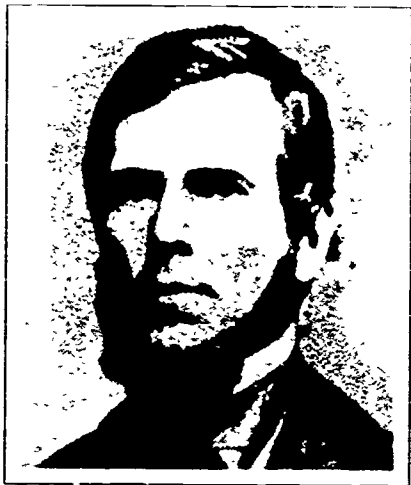
In 1821 Mexico established an independent government, and in 1834 the government began apportioning out the mission lands to private owners. Between 1834 and 1846 Mexican governors confirmed at least 600 private grants or ranchos. The smallest of these ranchos contained 4,500 acres; and the largest, more than 100,000. From 1834 until the gold rush days, the economic life of California was centered around the large ranchos and their owners, the *rancheros*, who were the first people to be called Californians.

Although the wives and daughters of the *rancheros* based their behavior on an European code of chivalry, they exercised extensive authority over their families' estates and enjoyed considerable freedom to socialize and dress as they wished. Many women rode and hunted and celebrated with picnics, dances, rodeos, and fiestas. However, there were real differences in the way Hispanic women were treated. Young girls were often taken from orphanages in Mexico and assigned as servants on the ranchos. These girls were encouraged to socialize with soldiers from the presidios rather than with members of the families living on ranchos.

Despite the unequal treatment of women during this time, this period is often remembered as the most pastoral and romantic period in California's history. Cattle roamed freely on thousands of hills. Horses were so numerous that they were hunted down to save pasture land, and hides and tallow were traded to Yankee and British traders. Although there was work to do on the ranchos, most of it was delegated to Indian laborers. Consequently, the *rancheros*, dressed in resplendent attire, were free to ride and hunt, attend rodeos, and celebrate every event, including wed-



Young girls often were taken from orphanages in Mexico to work as servants on the ranchos.



John Bidwell, organizer of the Bidwell-Bartleson party, was the husband of Annie E. K. Bidwell.

dings, births, political changes, and religious festivals, with a dance. The rancheros were also known for their generosity and willingly provided travelers with meals, lodging, and animals for riding.

This pastoral and romantic period in California's history declined rapidly with the Americanization of California, which began in 1841 with the arrival of the Bidwell-Bartleson Party. Many Americans saw California as the "richest, most beautiful, and healthiest country in the world." Others saw it as the "granary of the Pacific." In addition, the United States wanted to annex California to develop the port of San Francisco as a base for the country's growing trade with Asia. Consequently, the United States went to war with Mexico in 1846. The war ended in 1848 with the signing of the Treaty of Guadalupe Hidalgo. This treaty, which was designed to preserve Hispanic culture and property, was largely ignored by the United States.

When the treaty was signed, however, California became a territory of the United States, and a military government was set up in Monterey. However, this arrangement was not satisfactory to most Californians, who demanded a convention to establish a civil territorial government. Because of the increase of population resulting from the discovery of gold in 1848, Californians at the convention framed a constitution for a state rather than a territorial government. On September 9, 1850, California was granted statehood.

## Recommended Readings and Audiovisual Aids

### Readings

- Atherton, Gertrude. "The Conquest of Dona Jacoba," in *She Won the West: An Anthology of Western and Frontier Stories by Women*. Edited by Marcia Muller and Bill Pronzini. New York: William Morrow & Co., Inc., 1985.
- Camarillo, Albert. *Chicanos in a Changing Society: From Mexican Pueblos to American Barrios in Santa Barbara and Southern California, 1848-1930*. Cambridge: Harvard University Press, 1979.
- Camarillo, Albert, Jr. *Chicanos in California*. Boston: Boyd and Fraser Publishing Co., 1984.
- \*Dana, Charles H. *Two Years Before the Mast*. New York: Regents Publishing Co., Inc., 1982.
- The Dictionary of Mexican-American History*. Edited by Matt S. Mercer and Feliciano Rivera. Westport, Conn.: Greenwood Press, 1981.
- Dos Californios*. Edited by Harry Knill. Santa Barbara, Calif.: Bellerophon Books, 1978.
- Eisenberg, Bonnie. *Vilma Martinez*. Available from the National Women's History Project. The story of one of the most influential Hispanic women in the United States, the first to

- serve as chairperson of the University of California Board of Regents.
- \*Griego, Margot C., and others. *Tortillitas para mamá: And Other Spanish Nursery Rhymes*. New York: Holt, Rinehart, & Winston, Inc., 1981.
- Ho for California: Women's Overland Diaries from the Huntington Library*. Edited by Sandra Myers. San Marino, Calif.: Huntington Library Publications, 1980.
- Jackson, Helen Hunt. *Ramona*. Laurel, N. Y.: Lightyear Press, Inc., 1976.
- Knill, Harry. *Early Los Angeles*. Santa Barbara, Calif.: Bellerophon Books, 1984.
- Knill, Harry. *Rosie and the Bear Flag*. Santa Barbara, Calif.: Bellerophon Books, 1987.
- Lee, Hector. *Heroes, Villains, and Ghosts: Folklore of Old California*. Santa Barbara, Calif.: Capra Press, 1984. Suitable for reading aloud.
- \*Maury, Inez. *My Mother the Mail Carrier—Mi Mama la Cartera*. Translated by Norah Aleran y. New York: Feminist Press, 1976. Suitable for reading aloud.
- Miller, Henry. *California Missions: The Earliest Series of Views Made in 1856*. Santa Barbara, Calif.: Bellerophon Books, 1985.
- Mirande, Alfredo, and Evangelina Enriquez. *La Chicana: The Mexican-American Woman*. Chicago: University of Chicago Press, 1981.
- \*Morrison, Dorothy N. *Under a Strong Wind: The Adventures of Jessie Benton Fremont*. New York: MacMillan Publishing Co., Inc., 1983.
- Myers, Sandra L. *Westering Woman and the Frontier Experience, 1800-1915*. Albuquerque: University of New Mexico Press, 1982.
- Pitt, Leonard. *The Decline of the Californias: A Social History of the Spanish-Speaking Californians, 1846-1890*. Berkeley: University of California Press, 1966.
- \*Politi, Leo. *Song of the Swallows*. New York: Charles Scribner and Sons, 1949.
- \**The Riddle of the Drum: A Tale from Tizapan, Mexico*. Retold by Verna Aardema. New York: Scholastic, Inc., 1979. Suitable for reading aloud.
- \*Rosario, Idalia. *Idalia's Project ABC—Froyecto ABC: An Urban Alphabet Book in English and Spanish*. New York: Holt, Rinehart & Winston, Inc., 1981. Suitable for reading aloud.
- Ruiz, Vicki. *Cannery Women, Cannery Lives: Mexican Women, Unionization, and the California Food Processing Industry*. Albuquerque: University of New Mexico Press, 1987.
- Stone, Irving. *Immortal Wife*. New York: New American Library, 1972. The story of Jessie Benton Fremont.
- Tompkins, Walker. *Old Spanish Santa Barbara*. Santa Barbara, Calif.: McNally and Lofton, Publishers, 1967.



Women panned for gold in the northern mining towns such as Placerville.

#### Audiovisual Aids

†*La Chicana*, film. Ruiz Productions, P.O. Box 27788, Los Angeles, CA 90027. Traces the history of the Chicana through the present. Suitable for students in high school.

#### The Development of a State (1850–1900)

California was in transition when officially admitted to the Union on September 9, 1850. Gold had been discovered in Coloma in January, 1848; and within the next few months, one of the greatest migrations of all time had begun. Between 1848 and 1860 California's population increased from about 15,000 to 300,000. During this time, about 35,000 Chinese and 4,000 black people lived in California, including many slaves who came to California with their masters, although slavery was prohibited by California's Constitution.

Relatively few women lived in California, but those who did worked in the mines, saloons, and shops and created hospitals, schools, and clubs for social improvements. California grew so rapidly that opportunities for women to do jobs generally considered "men's work" were abundant. By 1890 women worked in 216 of the 300 occupations listed in the census.

Although the original impetus of the gold rush was over by 1855, California's population continued to increase. Most people lived in the northern mining districts and in the boom cities of San Francisco (which quickly developed as a banking and cultural center for the western region); Stockton; and Sacramento, which was designated the capital in 1854. The rest of California remained a frontier until 1887 when the Santa Fe Railroad arrived in Los Angeles. After the arrival of the railroad, real estate boomed; and land speculators, health seekers, and tourists flocked to southern California. Many were lured there by the railroads with offers of cheap fares and cheap land. In 1887 over \$200 million worth of real estate transfers were recorded in Los Angeles County.

Although California was eager for new settlers during this time, all settlers, particularly the Chinese, were not welcomed. In 1852 one out of ten people in California was Chinese, making them the largest minority. In 1854 the state supreme court ruled that the constitutional ban on testimony against a white by an Indian applied to a Chinese man or woman as well. And during the 1860s and 1870s, California vigorously opposed the immigration of Chinese laborers to the state and persuaded Congress to pass the federal Exclusion Act of 1882. By 1900 Japanese laborers had begun to take the place of the Chinese, and California was formulating plans to restrict their immigration.

## Recommended Readings and Audiovisual Aids

### Readings

- \*Adoff, Arnold. *All the Colors of the Race*. New York: Athrop, Lee & Shepard Books, 1982.
- Beasley, Delilah L. *Negro Trail Blazers of California*. Westport, Conn.: Greenwood Press, n.d.
- Chetin, Helen. *Angel Island Prisoner*. Translated by Catherine Harvey. Berkeley, Calif.: New Seed Press, 1982. Available from the National Women's History Project.
- Clappe, Louise. *Shirley Letters*. Layton, Utah: Gibbs M. Smith, Inc., 1970.
- Gray, Dorothy. *Women of the West*. Les Femmes Press, Millbrae, Calif., n.d.
- Jackson, George F. *Black Women Makers of History: A Portrait*. Oakland, Calif.: GRT Book Printing, 1985. Includes information about black women pioneers of California. Available from the National Women's History Project.
- Kingston, Maxine H. *China Men*. New York: Random House, Inc., 1982.
- Kingston, Maxine H. *Woman Warrior*. New York: Alfred A. Knopf, Inc., 1976.
- Lee, F. H. *Folk Tales of All Nations*. Darby, Pa.: Darby Books, 1984.
- Let Them Speak for Themselves: Women in the American West, 1849-1900*. Edited by Christiane Fischer. Hamden, Conn.: Shoe String Press, Inc., 1977.
- Lim, Ginny. *Wings for Lai Ho*. Translated by Gordon Lew. Minneapolis, Minn.: East-West Publishing Co., 1982.
- Luchetti, Cathy, and Carol Olwell. *Women of the West*. St. George, Utah: Antelope Island Press, 1982. Available from the National Women's History Project.
- \*McCunn, Ruthann L. *Thousand Pieces of Gold: A Biographical Novel*. New York: Dell Publishing Co., Inc., 1983. Story of a Chinese-American pioneer woman in the Northwest. Available from the National Women's History Project.
- \*O'Dell, Scott. *Carlota*. Boston: Houghton Mifflin Co., 1977.
- \*O'Dell, Scott. *Island of the Blue Dolphins*. New York: Dell Publishing Co., Inc., 1978.
- \*O'Dell, Scott. *Zia*. New York: Dell Publishing Co., Inc., 1978.
- Smith, S. B. *Adobe Days*. Fresno, Calif.: Valley Publishers, 1974.
- Stewart, George. *Ordeal by Hunger*. New York: Pocket Books, Inc., 1983.
- \*Wong, Jade Snow. *Fifth Chinese Daughter*. New York: Harper and Row Publishers, Inc., 1950.



## Audiovisual Aids

†*Sewing Woman*, film or video, 14 minutes. DeepFocus Productions, P.O. Box 315, Franklin Lakes, NJ 07147; telephone 201-891-8240.

## New People and New Ways of Living (1900–1945)



In 1911 California became the sixth state to grant women the right to vote.



Marin Sais, a descendent of a Spanish land-grant family, was one of California's first movie stars.

California entered the twentieth century with a diversified economy and society. Several new factors stimulated California's economic growth. The discovery of oil led to booms in downtown Los Angeles and the surrounding areas. Construction of the Colorado River Aqueduct and the formation of other irrigation districts opened the Imperial and Coachella valleys to year-round agricultural production and resulted in an influx of migrant agricultural laborers.

The development of the huge Owens River Aqueduct in Los Angeles to transport water from the Owens Valley and the building of the Hetch Hetchy reservoir in the Sierra Nevada to meet San Francisco's increasing needs were important in fostering growth. The opening of the Panama Canal in 1914 increased shipping and trade and led to the growth of port facilities.

During the 1920s, a second real estate boom resulted in a new influx of people to southern California. People were attracted to southern California because of its mild climate, variety of beaches, and available land. The development of the automobile and the airplane provided people with new methods of traveling to California and resulted in demands for new highways as well as for more oil and petroleum products. During the early 1920s, California produced approximately 264 million barrels of oil a year.

New residents were not the only people attracted to southern California's mild climate. Although movies were being made in indoor roofless sets in Brooklyn during this time, producers could not resist the year-round availability of outdoor shooting as well as the varied locations in and around Los Angeles. By the end of the 1920s, the movie industry occupied a significant place in California's economy. Movies provided inexpensive entertainment to millions of people who quickly identified with leading actors and actresses. California became known to many people throughout the United States as the home of "stars," and countless people traveled to California to see where the stars lived and worked.

California's growth was interrupted in the 1930s by the Great Depression. Widespread immigration of poverty-stricken farmers from the Dust Bowl region of the midwest—the "Oakies" depicted in John Steinbeck's novel *The Grapes of Wrath*—resulted in additional migrant agricultural laborers in California. These laborers worked for relatively low wages and participated in several strikes for higher wages during this time. However, these strikes were denounced in the press, and local and state

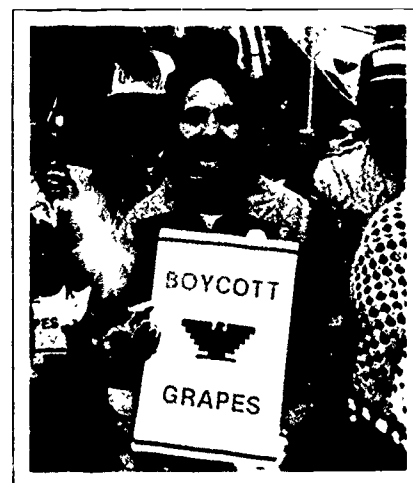
police were used to break up strike meetings and disperse workers' camps. Although workers in other industries such as airplane building, automobile assembly, and oil production successfully organized and joined unions, farm workers would not successfully organize and participate in a union until 1962.

In spite of the Great Depression, California participated in the planning of two significant water projects, the construction of Boulder Dam (later named Hoover Dam), which was federally financed, and the creation of the Central Valley Project. In addition, with the help of federal funds, California's highway system was modernized; and court houses, libraries, government office buildings, and residential housing units were built. Between 1930 and 1940 California's population increased more than any other state; and the production of cotton, canned goods, oil, motion pictures, and airplanes increased. By the end of 1939, California was fifth among states in population, fifth in taxable income, and first in agricultural production.

California achieved new prominence during World War II, mainly because of the state's proximity to the Pacific war zone. The federal government selected California as the site for many military bases and training facilities and spent millions of dollars to expand aircraft production and shipbuilding operations. Oil companies stepped up production of crude oil and increased the output of gasoline and fuel oil by more than 50 percent between 1939 and 1945. Old factories were converted; and new factories were renovated to produce airplane parts, shell casings, electronic equipment, rubber goods, and other materials needed for the war. The production of certain agricultural products such as beef, cattle, poultry, cotton, and other field crops was increased to meet military requirements.

During this time, military requirements were paramount. Consequently, when Japanese citizens were identified as potential threats to national security, the federal government, primarily in response to anti-Japanese groups, local politicians, and Congressional delegations, evacuated all Japanese Americans from California, western Washington, Oregon, and southern Arizona to internment camps. Some 110,000 persons were subject to internment, two-thirds of them American citizens and the majority from California.

Because wartime industries dominated the state's economy, women had many opportunities to work outside their homes in jobs once considered "men's work." They worked in aircraft and ammunition factories, steel mills, and in shipyards. Women were welcomed in these industries and often were provided nurseries for their children, shopping facilities, and hot lunches. To encourage women to stay at work, special training programs were developed, and personnel were available to help women deal with family problems. Often for the first time, black women were offered jobs working alongside white employees.



Farm workers, working cooperatively with Cesar Chavez, formed the United Farm Workers Organization in 1962. That same year, Dolores Huerta joined the union as vice-president and in 1965 organized the successful boycott of table grapes.



Many women served as members of the Women's Army Corps (WAC) during World War II.



## Recommended Readings and Audiovisual Aids

### Readings

- Conrat, Maisie, and Richard Conrat. *Executive Order 9066, the Internment of 110,000 Japanese Americans*. Cambridge: MIT Press, 1971.
- \*Houston, Jeanne W., and James D. Houston. *Farewell to Manzanar*. New York: Bantam Books, Inc., 1974. Available from the National Women's History Project.
- Leffland, Ella. *Rumors of Peace*. New York: Harper and Row Publishers, Inc., 1985. The story of a young woman coming of age in Martinez during World War II.
- McVilliams, Carey. *Factories in the Field: The Story of the Migratory Farm Labor in California*. Hamden, Conn.: Shoe String Press, 1969.
- \*Meltzer, Milton. *Dorothea Lange: A Photographer's Life*. New York: Farrar, Straus & Giroux, Inc., 1978.
- Meltzer, Milton. *Dorothea Lange: Life Through the Camera*. New York: Viking Penguin, Inc. 1985.
- Okubo, Miné. *Citizen 13660*. Seattle: University of Washington Press, 1983.
- \*Sone, Monica. *Nisei Daughter*. Seattle: University of Washington Press, 1979. Available from the National Women's History Project. Story of a Japanese-American woman and her family's internment during World War II.
- \*Steinbeck, John. *The Grapes of Wrath*. New York: Penguin Books, Inc., 1979.
- \*Uchida, Yoshiko. *Desert Exile: The Uprooting of a Japanese-American Family*. Seattle: University of Washington Press, 1982.
- \*Uchida, Yoshiko. *Journey Home*. New York: MacMillan Publishing Co., Inc., 1982.
- \*Uchida, Yoshiko. *Journey to Topaz*. Berkeley, Calif.: Creative Arts Book Co., 1985.
- West, Nathanael. *The Day of the Locust*. New York: New American Library, 1983.

### Audiovisual Aids

- †*America's Women of Color-La Mujer Hispana*, filmstrip, 15 minutes. WEEA Educational Development, 55 Chapel St., Newton MA 02160; telephone 800-225-3088. One in a series of filmstrips on Asian, black, Indian, and Hispanic women. Activities guide and work sheets available.
- The Grapes of Wrath*, film. CBS/Fox Video, 1211 Avenue of the Americas, New York, NY 10036; telephone 212-819-3200.

## The Modern Era (1945–Present)

From 1940 to 1945 California's population increased by almost two million people. These new residents needed places to live as well as food to eat and schools for their children. California communities were confronted with the problem of providing services for these people. Consequently, after the war public and private construction boomed. Housing was mass produced and often resulted in urban sprawl in major California cities. New buildings in major cities primarily housed financial institutions, law and corporate offices, and hotels. However, California's new residents needed places to shop as well as to live, and shopping centers, which also contributed to urban sprawl, were built in nearly every community. However, the most massive building project undertaken after the war was the creation of an extensive network of freeways located throughout California.

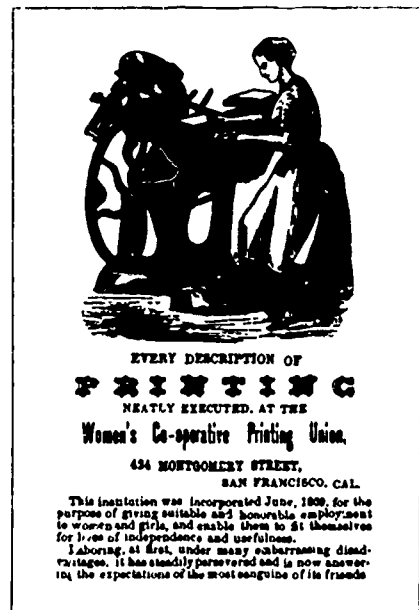
Defense industries continued to expand as the United States became involved in the Cold War, the Korean War, and the space race. In conjunction with these military projects, the federal government funded research projects at several of California's major educational institutions. This activity was welcomed in California. In general, people came to California to work, and many Californians believed that prosperity depended on a steady influx of people to do the work. Consequently, Californians were pleased when California became the most populous state in the country in 1962.

By 1980, 12 million women lived in California. Although after the war women were urged to leave their jobs to make way for the "vets," women did not want to stop working. Women who were forced to leave their jobs after the war found new ones—usually lower-paying jobs in manufacturing industries. In addition, opportunities for office work increased as did opportunities for work in the health and social service fields. During this time, public opinion polls indicated that Americans overwhelmingly disapproved of having mothers of young children go to work when their husbands were able to support them. However, women continued to enter the labor market. In 1950 only 32 percent of women over sixteen worked at paid jobs. By 1978 more than 56 percent of all women over sixteen worked for at least part of the year, and more than half of all intact families had two wage earners. Seven out of ten women worked full time; many of these women were the sole support of their families.

Working women organized themselves into groups like Women Office Workers or Nine to Five to fight for equal pay for work, clearer job definitions, and access to promotions. Women in groups such as the National Organization for Women (NOW) and the Women's Equity Action League organized support for legislation designed to assist women in their fight for equal pay and equal access to employment. The 1963 Equal Pay Act mandated equal pay for equal work. Title VII of the Civil Rights Act of 1964 prohibited sex discrimination in employment, and



After the war public and private construction boomed. However, the most massive building project undertaken was the creation of an extensive network of freeways located throughout California.



The Women's Co-operative Printing Union was one of the first unions organized in California.

Executive Order 11246 (1965) prohibited discrimination by federal contractors. Title IX of the Education Amendments of 1972 forbade sex discrimination against students and employees of educational institutions receiving federal financial assistance.

However, in 1978, 14 years after passage of legislation designed to ensure equal access to employment, companies reported that only 10 percent of their managerial positions were filled by women. In April, 1978, the American Association of University Women concluded that antagonistic attitudes within the university community contributed to the fact that women accounted for only 8 percent of all full professorships and 16.5 percent of all tenured slots. Economists examined reasons why women were not hired, and some men reported that women did not make compatible and effective co-workers.

Nevertheless, women continued their search for equal treatment in the workplace and caused both men and women to explore women's "rightful" role in society, as they do today. And to some, there is no better state than California in which to actively explore their role. From the beginning, women in California not only made homes and raised children but also took on the same jobs as men. They drove wagon trains, ran cattle, mined, and farmed. They built airplanes, ships, and bridges. And many of the social, educational, economic, and cultural institutions that have contributed to California becoming the most progressive and diverse state in the world were created by California women who had courage, compassion, and conviction.

## Recommended Readings and Audiovisual Aids

### Readings

*America's Working Women: A Documentary History—1600 to the Present.* Edited by Rosalya Baxardall and others. New York, Random House, Inc., 1976. Available from the National Women's History Project.

\*Angelou, Maya. *I Know Why the Caged Bird Sings.* New York: Bantam Books, Inc., 1971.

Cantarow, Ellen, and others. *Moving the Mountain: Women Working for Social Change.* New York: Feminist Press, 1980. See chapter on the life of Jessie de la Cruz.

Olsen, Tillie. *Tell Me a Riddle.* New York: Dell Publishing Co., Inc., 1971.

### Audiovisual Aids

†*The Emerging Woman*, film, 40 minutes. Filitech, Inc., 181 Notre Dame, P.O. Box 232, Westfield, MA 01085.

- †*Rosie the Riveter*, film, 60 minutes. New Day Films, 22 Riverside Dr., Wayne, NJ 07470. Workbook available.
- Salt of the Earth*, film, 94 minutes. Audio Brandon Films, 34 MacQuesten Pkwy. N., Mt. Vernon, NY 10550; telephone 800-431-1994.

### General Reference

- Boethel, Martha, and Melissa Hield. *The Women's West Teaching Guide: Women's Lives in the Nineteenth Century American West*. Available from the National Women's History Project.
- Brouk, Joanne, and Lisa Rubens. *History of California Women*. San Francisco: California Historical Society, 1983 (poster). Available from the California Historical Society, 2090 Jackson St., San Francisco, CA 94109, for \$6 plus \$1.86 sales tax, postage, and handling.
- Cirksena, J. Diane, and Valija Rasmussen. *Women in United States History*. St. Louis Park, Minn.: Glenhurst Publications, Inc., 1986.
- Lothrop, Gloria Ricci, and Joan M. Jensen. *California Women: A History*. Boston, Mass.: Boyd and Frazier Publishing Co., 1987.
- Notable American Women: 1607-1950: A Biographical Dictionary*. In three volumes. Edited by Edward T. James and Janet W. James. Cambridge: Harvard University Press, 1971. Available from the National Women's History Project.
- Notable American Women: The Modern Era*. Edited by Barbara Sicherman and Carol Hurd Green. Cambridge: Harvard University Press, 1983. Available from the National Women's History Project.
- The Teaching of Local, California, and Regional History: A K-12 Instructional Guide*. Downey, Calif.: Office of the Los Angeles County Superintendent of Schools, 1986. Available from the office at 9300 E. Imperial Hwy., Downey, CA 90242-2890.
- Women's History Curriculum Guide*. Staff of the National Women's History Project. Santa Rosa, Calif.: National Women's History Project, 1987.

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