

Instructional Delivery



Entry-level Assessment

To discern what students know about reasons people come to the local community, ask questions such as:

- ◆ Why do you live in this area?
- ◆ Did you move here recently?
- ◆ Have your relatives lived here for many years?

Use student responses to begin a conversation about how and why people move from place to place (jobs, family, school, climate, etc.). Have these reasons changed through the years?



Instructional Steps

1. Tell students that they are going to be looking at why different groups of people came to the Salinas Valley, particularly in the late 1800s, using John Steinbeck's family as an example. Remind students about Steinbeck and the picture book *The Gift of Imagination: John Steinbeck's Childhood*.
2. Using the **What Brought People to Salinas** teacher background, briefly explain the patterns of migration, jobs, and agricultural opportunities in Salinas and the surrounding region. Allow time for discussion.
3. Ask students if they know what an interview is. Help students understand that an interview is a way of asking questions. We can interview people who know more than we do to learn more about a subject.
4. Explain that students will be asking their parents, grandparents, or other family members questions about how and why they came to this region. Distribute the **How to Conduct a Family Interview** handout and use it to talk with students about the interview process.
5. As a group, brainstorm interview questions for students to ask. Questions may include:
 - ◆ Where did you live before you came here?
 - ◆ Why did you decide to move here?

What Brought People to Salinas

The first inhabitants of the Salinas Valley were nomadic Indians, nearly 10,000 years ago. The Indians that settled in and around this area of California were known as Ohlone.

The first Spanish explorers reached the Salinas Plain in 1769. They began to establish cattle ranches and farms, which eventually pushed the Indians off their land. After Mexico won independence from Spain in 1822, the new governor made immense land grants to individual citizens.

In the 1830s and '40s, American and European immigrants poured into the area. The California Gold Rush brought a flood of new arrivals, many of whom left the mines and settled in growing communities. The Gold Rush and California statehood (1849–50) imposed a cash economy on the early settlers, whose wealth consisted of land and cattle. One by one, the great Mexican landholders were forced to sell out to Euro-American settlers. By 1850, America had taken California from the Mexicans, and the Indian population had been reduced to 10 or 15 percent of its original number.

John Steinbeck's grandfather on his mother's side, Samuel Hamilton, was born in Northern Ireland and came to California around 1850. His grandmother Eliza was born in the United States to Irish parents. She joined her husband in California in the 1850s. They moved from San Jose to Salinas, then to King City, where Samuel lived on a ranch and worked as a blacksmith and carpenter.

John Steinbeck's paternal grandfather, John Adolph Steinbeck, was a carpenter from Dusseldorf, Germany, who moved to Palestine. There he met his future wife, Almira. Almira's family had emigrated from New England to Palestine out of religious zeal. John and Almira settled first in New England, then moved to Hollister, about 30 miles northeast of Salinas. They tried dairy farming, then raised fruit, and finally established a flour mill.

By the late 1860s, the fertile Salinas Valley was drawing immigrants from as far away as Denmark and Switzerland. The steady growth of Salinas was fueled by the arrival of the railroad in 1872; in the same year, Salinas became the county seat. The demand for farmland skyrocketed as cattle ranches were replaced by fields of wheat, barley, and small grains.

There was free immigration to the United States for the Chinese up until 1882. Many worked in the gold mines or on the Pacific Railroad. By 1869, the railroad work was completed and the Chinese began to work in the fields. By the 1870s and '80s, 10 percent of Salinas residents were Chinese. Segregated in "Chinatown," they hired out to clear wetlands for agricultural use. The Chinese Exclusion Act of 1882 virtually ended Chinese immigration.

In the 1890s, the Japanese began to immigrate to the area to fill the void left by exclusion of the Chinese. Two hundred Japanese workers arrived in Salinas in 1898 to work for the new Spreckels sugar operation, where John Steinbeck's father later worked as an accountant. The plant could process 3,000 tons of sugar beets per day, creating a huge demand for workers to grow and harvest sugar beets.

How to Conduct a Family Interview

The most important thing about doing an interview is to be prepared. Talk to the person you want to interview before you start. Tell the person you want to learn more about the place where you live. Give him or her the letter about a family interview. Then plan a time for the interview. Pick a quiet time and place. Use this page to write out your main questions before the interview. Add any follow-up questions that come up while you talk.



Question #1: _____

Answer: _____

Follow-up Question (if you have one): _____

Answer: _____

Question #2: _____

Answer: _____



Follow-up Question (if you have one): _____

Answer: _____

Question #3: _____

Answer: _____

Follow-up Question (if you have one): _____

Answer: _____

Question #4: _____

Answer: _____

Follow-up Question (if you have one): _____

Answer: _____

Why They Came

Dear Family,

Our class has been learning about the history of the Salinas Valley. We are looking at how and why many different groups of people came to this area, particularly in the late 1800s and early 1900s. Some of the reasons include better jobs, family ties, and agricultural opportunities.

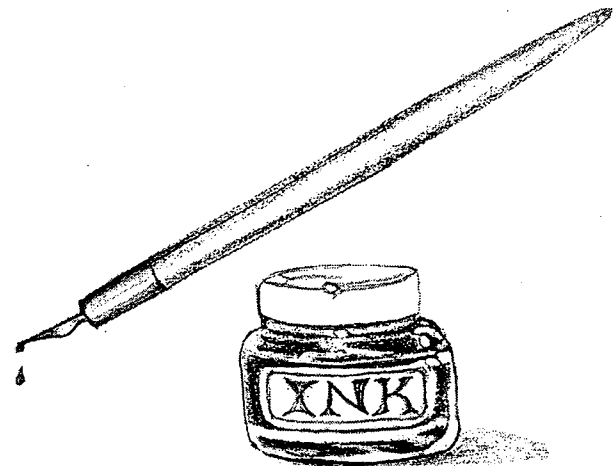
As part of this lesson, children will research their own family history and keep a journal. They have been asked to interview a parent, grandparent, or other family member about how and why your family came to this area. They will also ask you to look at a Family Journey map to trace your route to this area.

I will be sending family letters home from time to time as we continue our studies. I hope that you will take the time to read these letters, talk about them with your child, and share in the suggested activities.

Thank you.

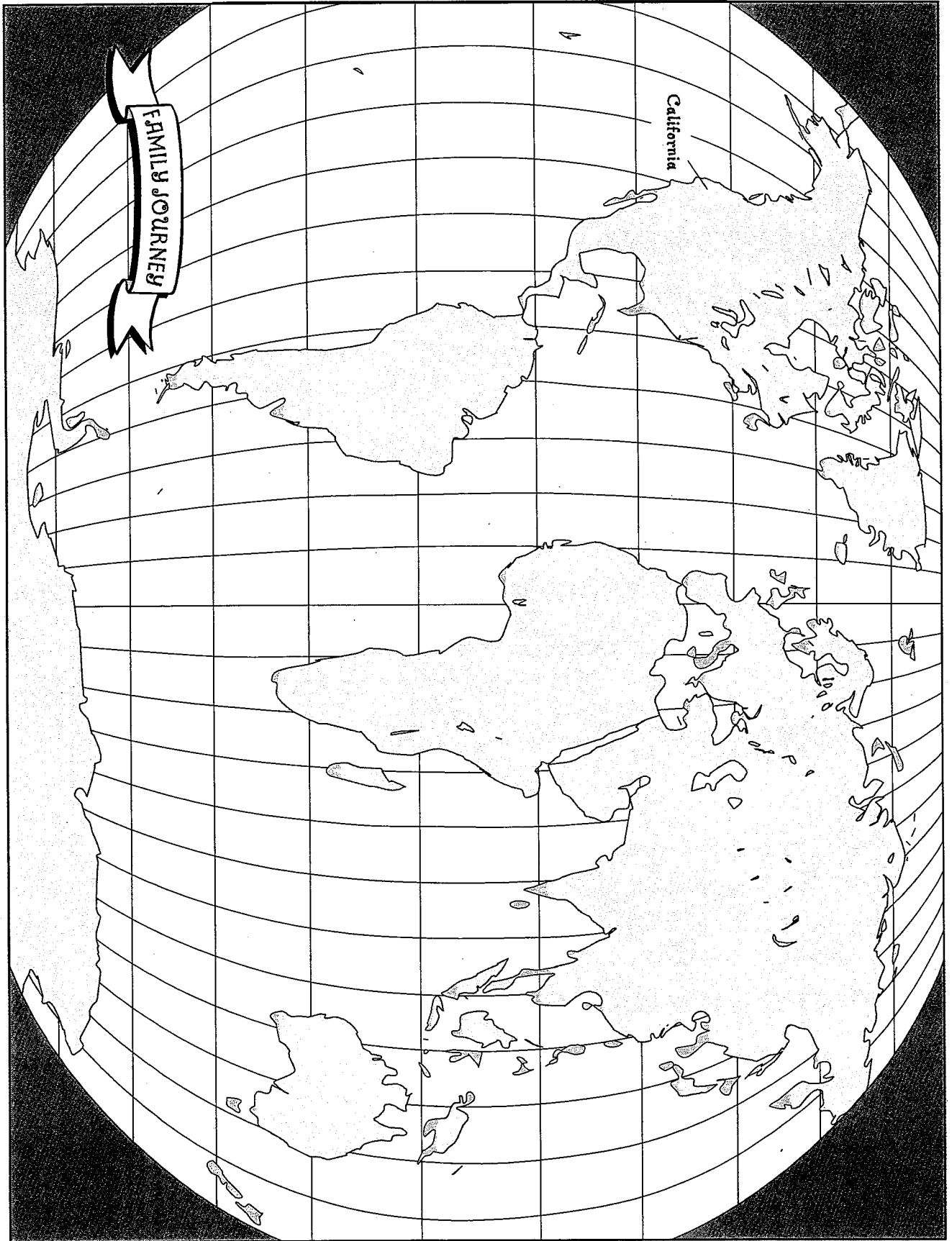
Sincerely,

Your Child's Teacher



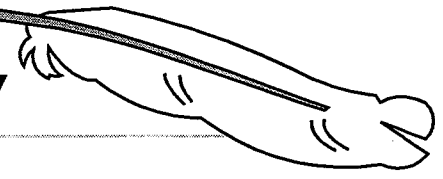
Name _____

Date _____



My Steinbeck Journal

A Family Journey



Think about what you learned during your family interview. Use these ideas to write a story about a person when she or he first came to this area. Think about these questions before you write:

1. Why did this person decide to move here?

2. How old was the person who came here?

3. How did he or she feel about coming?

4. How did the person travel here? What was the trip like?

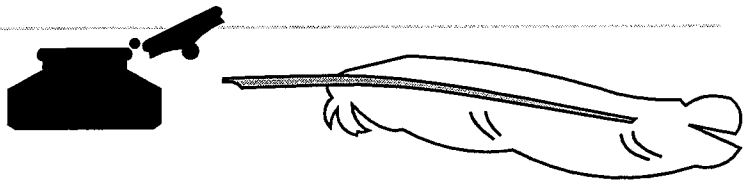
5. What did the person like or dislike about the area?



Name _____

Date _____

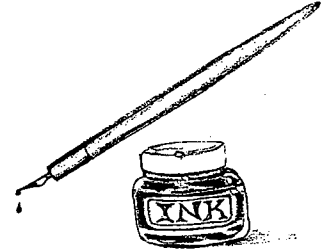
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Cómo Dirigir una Entrevista Familiar

La cosa más importante de dirigir una entrevista es estar preparado. Habla con la persona con quien quieres entrevistar antes de empezar. Dile a la persona que quieres aprender más del lugar adonde tú vives. Dale a la persona la carta sobre una entrevista familiar.

Después, planea un tiempo para la entrevista. Escoge una hora y un lugar tranquilo. Usa esta página para escribir tus preguntas principales antes de la entrevista. Añade cualquier pregunta adicional que surge mientras que ustedes hablen.



Pregunta 1^a: _____

Respuesta: _____

Pregunta Adicional (si tienes): _____

Respuesta: _____

Pregunta 2^a: _____

Respuesta: _____

Pregunta Adicional (si tienes): _____

Respuesta: _____

Pregunta 3ª: _____

Respuesta: _____

Pregunta Adicional (si tienes): _____

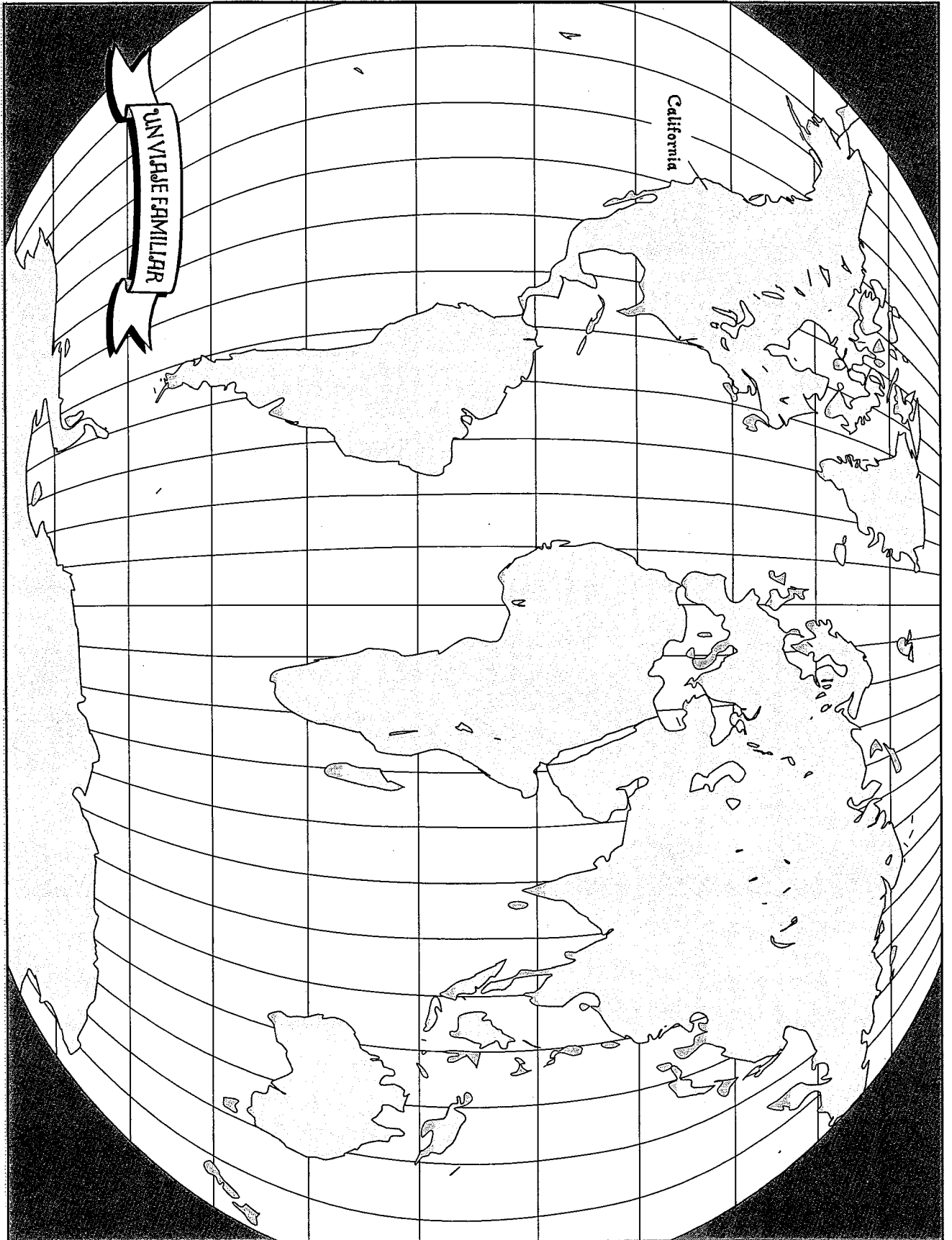
Respuesta: _____

Pregunta 4ª: _____

Respuesta: _____

Pregunta Adicional (si tienes): _____

Respuesta: _____



Por Qué Vinieron

Estimada Familia,

Nuestra clase ha estado aprendiendo sobre la historia del Valle de Salinas. Examinamos cómo y por qué diferentes grupos de personas vinieron a esta región a fines de los 1800s y a principios de los 1900s. Algunas de las razones incluyen mejores trabajos, lazos familiares y oportunidades agrícolas.

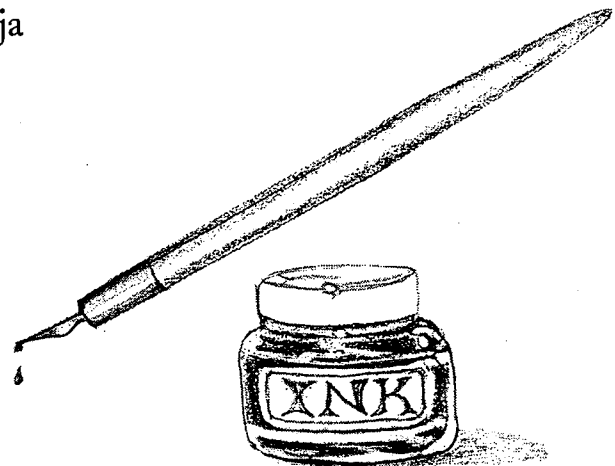
Como una parte de esta lección, los estudiantes van a investigar la historia de su propia familia y escribirán un diario. Les pedimos a los niños que entrevisten a uno de sus padres, sus abuelos u otro miembro de la familia sobre cómo y por qué su familia vino a esta región. También, les van a pedir a ustedes que miren un mapa del mundo para trazar la ruta que tomaron para llegar a esta región.

De vez en cuando, les voy a mandar algunas cartas a ustedes mientras seguimos nuestros estudios. Espero que lean las cartas, que hablen con su hijo o hija sobre ellas, y que compartan en las actividades sugeridas.

¡Muchas gracias!

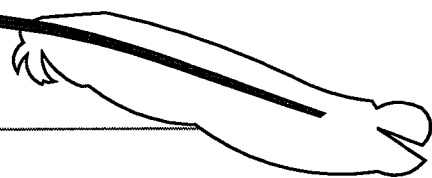
Sinceramente,

El maestro / La maestra de su hijo / hija



◆ Mi Diario "Steinbeck" ◆

Un Viaje Familiar



Piensa en lo que aprendiste durante tu entrevista familiar. Usa estas ideas para escribir una historia sobre una persona, cuando él o ella se mudó a este área por primera vez. Piensa en las siguientes preguntas antes de escribir:

1. ¿Por qué esta persona decidió mudarse aquí?

2. ¿Qué edad tenía la persona que se mudó aquí?

3. ¿Cómo se sintió de mudarse?

4. ¿Qué modo de transportación utilizó para llegar aquí? ¿Cómo era el viaje?

5. ¿Qué le gustó o no le gustó del área?



Nombre _____

Fecha _____



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