

Grade Three

Why Do People Move to New Places? Why was Los Angeles Founded?

Written in Collaboration with the History Project at CSU Dominguez Hills

Overview: This lesson builds on students' knowledge of Los Angeles Geography, Native Americans, explorers, and missions of the Los Angeles region. Part 1 introduces the concept of push/pull factors using the students' interviews as a basis for the lesson. Part 2 builds knowledge of the founding of Los Angeles in the context of the Spanish Colonization of California while further exploring the idea of push/pull factors. Students will apply skills from the ELA Common Core State Standards.

Prerequisites: Students will already have basic knowledge about the geography of Los Angeles, Native Americans, explorers and missions of Los Angeles prior to beginning this lesson. Students should be introduced to the Historian's Tools in a previous lesson or mini-lesson. (Suggested Review Video – Pearson Scott Foresman Instructional Materials – Grade 4 – *Spanish and Mexican California*)

Essential Question: Why Do People Move to New Places?

Focus Question: Why was Los Angeles Founded?

Focus Standards:

- 3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.
1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.
 2. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.
 3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.

ELA/Literacy Common Core State Standards

RI.3.1 Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the bases for the answers.

RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI 3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text.

RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

Writing

W.3.2 Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
- d. Provide a concluding statement or section.

W.3.7 Conduct short research projects that build knowledge through investigation of a topic.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources, and sort evidence into provided categories.

Speaking and Listening Standards

SL3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

SL3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

- a. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA

Language Standards

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships

Preparing for the Lesson

Big Idea (Enduring Understanding) : There are many push/pull factors that influence why people move to a new location.

Objective: Students will know how and why Los Angeles was founded.

Essential Questions: Why do people move to new places? What are some of the reasons people settle in a new area?

Focus Questions Part 1

Why did people move to the Los Angeles area?
What are push/pull factors?

Focus Questions Part 2

Why was Los Angeles founded?
Why did the pobladores leave their homes and go to Los Angeles?



Academic and Content Vocabulary – add new words to the word wall then teach in context.

Tier 2: location, settle, factors

Tier 3: founding, pobladores, pueblos; timeline

Instructional Procedures

Part 1: Introduction of Push/Pull Factors: Interview and Timeline Card

1. Introduce the focus question
Why did people move to the Los Angeles area?
2. Students may interview a family member, school staff member or family friend. **Teachers need to be sensitive to their student's home life and background.** Assign the interview for homework. (Teacher may need to make alternate arrangements for students as appropriate.) Model the way to interview. Show the students a sample interview.

3. Next class: Ask the students to create a timeline card from the interview. Do a guided writing of a sample card before asking the students to create their own card. Their card will include a brief explanation of why the person being interviewed moved to Los Angeles.
4. Introduce or review the idea of push and pull factors using your own family or some of the students' information (My grandfather moved here for a job, my mom moved here to be closer to her sister, etc.).

Note to Teacher About Push/Pull Factors

Push factors are events or circumstances that motivate an individual to leave their home, city, or country. Common push factors are war, poverty, lack of employment opportunities, famine, natural disasters, and discrimination.

Pull factors are factors that pull a person to settle in a particular place. Examples of pull factors include better opportunities, jobs, education, family, better housing, and climate.

5. Ask the students to share their card with a partner and/or small group--presenting the information on their cards and identifying whether the move to the Los Angeles was a push factor, a pull factor, or both. Make a chart identifying some of the push and pull factors that were shared.
6. Using the dates on the cards, ask the students to line up in chronological order (time order) and place the cards on a timeline.

An additional resource to use to demonstrate push-pull factors is the read aloud book by Amada Irma Perez, *My Diary from Here to There / Mi diario de aqui hasta alla*. This is a story of a family's journey from Mexico to the United States.

Migration Interview

Why did people move to Los Angeles?

1. Name of Interviewer _____
 2. Name of Person Being Interviewed _____
 3. Date of the Interview _____
 4. When did your person first move to the Los Angeles area?

 5. From where did your person move? _____
 6. Why did your person choose to move to the Los Angeles area?

-

Year

Name

Year

Name

Part 2: The Founding of Los Angeles: Setting the Stage

1. Introduce the focus questions (inquiry questions). Let the students know that they will be observing an image, a timeline, and reading primary and secondary sources to investigate this question.

Focus Inquiry Questions:

- a. Why was Los Angeles founded?
- b. Why did the pobladores leave their homes and go to Los Angeles?

2. Project the image of early Los Angeles

[http://content.cdlib.org/ark:/13030/tf52900943/?_utma=209367296.98085551.1376513531.1376513531.1376513531.1&_utmb=209367296.1.10.1409780318&_utmc=209367296&_utmz=209367296.1409177643.2.1.utmcsr=binglutmccn=\(organic\)lutmcmd=organiclutmctr=calisphere&_utmv=-&_utmik=220403995](http://content.cdlib.org/ark:/13030/tf52900943/?_utma=209367296.98085551.1376513531.1376513531.1376513531.1&_utmb=209367296.1.10.1409780318&_utmc=209367296&_utmz=209367296.1409177643.2.1.utmcsr=binglutmccn=(organic)lutmcmd=organiclutmctr=calisphere&_utmv=-&_utmik=220403995)

. (Note: this image is of a later Los Angeles). Ask students to observe and discuss what they see in the image. Ask:

- a. What do you see?
- b. What can you tell about Los Angeles long ago by looking at this image?
- c. Where does this image fit on our Los Angeles timeline?
- d. How is this image different from Los Angeles today?
- e. From looking at this picture, why do you think people long ago wanted to come to Los Angeles?

3. Pass out the Evidence Graphic Organizer.



Teacher should model first how to use the graphic organizer.

Direct the students to the box that says Image: *Early Los Angeles*.

Students should write down details on the Evidence Graphic Organizer that relate to the inquiry questions. Students may do this in pairs, small groups, or whole group guided by the teacher.

4. Ask the students to read and put the Los Angeles timeline cards in order to set the context for reading the sources (may be done in pairs or each student may have a set and teacher can guide the students through the reading, asking evidence-based questions).
5. Add information from the timeline to the Evidence Graphic Organizer.

Part 3: The Founding of Los Angeles

1. Read and discuss Document 1 together.  Divide the text into chunks. Have students read each section together in their groups. Students should annotate the text as they read. Students should be looking for answers to the questions:
 - Why was Los Angeles founded?
 - Who were the first settlers?
 - Why did the pobladores leave their homes and go to Los Angeles?
2. Debrief the section with the whole group.
3. Use guiding questions to support understanding of the text :
 - What is this source saying?
 - Do we find out any information about why Los Angeles was founded?
 - Why did the pobladores leave their homes and go to Los Angeles?
 - What other details do we find out?
 - Are these reasons push factors or pull factors?
4. Locate Document 1 on the Evidence Graphic Organizer. Students should write down details that relate to the inquiry questions. Students may do this in pairs, small groups, or whole group guided by the teacher.
5. Now read Document 2 as a whole group guided by the teacher. Give each group of students a set of Historians Tools. Each student should receive one card. The student will read the card aloud and either answer or call on another student to answer. Take notes on the Evidence Collection: Observing and Questioning A Source Graphic Organizer.
6. Teacher should lead a close reading of the final paragraph of the source checking for student understanding.
7. After analyzing the primary source, complete the Evidence Graphic Organizer for Document 2. Students may do this in pairs, small groups, or whole group guided by the teacher.

Pre History-Present

The Tongva

The Tongva lived in the Los Angeles area for many thousands of years before the Spanish explorers and settlers arrived.

1542

Juan Cabrillo

Juan Rodríguez Cabrillo was an explorer for Spain. He wanted to claim land for the Spanish, search for gold, and look for a water passageway through North America.

1602

Sebastián Vizcaíno

Vizcaíno was an explorer for Spain. He was asked to make maps and look for a safe harbor for Spanish ships. He named Santa Catalina Island and San Pedro.

1603 -1769

No Exploration

The Spanish stopped exploring California because it didn't seem to be useful or have any treasure. The California Indians still lived there.

Wednesday, August 2, 1769

Father Crespi

He traveled with Portola near Los Angeles and wrote in his journal about what he saw as they explored.

We stopped not far away from the river, which we named Porciúncula.

...This plain through which the river runs is very spacious and it has good soil to sow all kinds of grains and seeds, the most appropriate place among all those we have seen to start a mission since it has all the requisites (requirements) for a large settlement

1765-1767

Spanish Settlement of California

The Spanish heard that Russian trappers and hunters were moving to California from Alaska. This caused the Spanish to make plans to settle California to keep the land for themselves.

1769

Missions

To help settle the land, the Spanish government wanted to build a chain of missions along the coast of California. Presidios (or forts) were built for the soldiers to protect the missions.

1769

Gaspar de Portola

Portola was Spanish explorer who was helping to map the land to then settle the land. He named a river, *Rio de Nuestra Senora la Reina de los Angeles de Porciuncula* when exploring in 1769. The city of Los Angeles was named after this river.

1771

San Gabriel Mission

Father Junípero Serra was a Spanish priest who established the Mission San Gabriel Arcángel in 1771.

1777

Pueblos

The very first pueblo of California, San José, was established in California in 1777. Governor Felipe de Neve then picked out a place near the San Gabriel Mission and the Rio de Porciúncula for the second pueblo. This second pueblo will become Los Angeles.

August 18, 1781

Pobladores

A group of 11 families from Mexico, called the pobladores or settlers, arrived at the San Gabriel Mission after a long journey.

September 4, 1781

Founding of Los Angeles

Los Angeles was founded on September 4, 1781. It is first called El Pueblo Sobre el Rio de Nuestra Señora la Reina de los Angeles del Río de Porciúncula. (The Town over the River of Our Lady Queen of Los Angeles of the River of Porciúncula). The name is shortened to Los Angeles.

Evidence Graphic Organizer

Take notes on the details/evidence related to the inquiry questions

Source	<i>Why was Los Angeles founded?</i>	<i>Who were the first Spanish settlers?</i>	<i>Why did the pobladores leave their homes and go to Los Angeles?</i>
Image			Push or Pull?
Timeline			Push or Pull?
Document 1: <i>The Founding of Los Angeles</i>			Push or Pull?
Document 2: <i>Rules or Regulations for Governing the Province of California</i>			Push or Pull?

Document 1: The Founding of Los Angeles

Written by: Dr. Lisa Hutton, California History Project, CSUDH, January 12, 2014

Pueblos in California

In 1777, Felipe de Neve, the governor of Spanish California, decided to start a new settlement in the Los Angeles area. The settlement would be a town, or pueblo, where families would live. Neve wanted more Spanish settlers to come so that California would be strong and other countries would not take the land. He wanted families to come and grow crops to feed themselves and the soldiers who were living at the nearby missions and presidios (forts). The first pueblo founded in California was San José. It was founded in November 1777 and settled by 14 soldiers and their families from the presidios of Monterrey and San Francisco.

Founding of Los Angeles

After San José, Neve picked out land for a pueblo in the southern part of California. The land he picked was about nine miles from the mission of San Gabriel along the river *Río de Porciúncula*. The land had water and good soil for farming. It was also near a Tongva village called Yang-na. The name of California's second pueblo was *El Pueblo de Nuestra Señora la Reina de Los Angeles del Río de Porciúncula* or The Town of Our Lady the Queen of Angeles by the River of Porciúncula. Later, the name was shortened to Los Angeles.

Los Pobladores (The Settlers)

Captain Fernando Rivera was asked to find 24 farmers and their families to settle the new pueblo of Los Angeles. Very few people wanted to move so far away from home. Only the very poorest people who had little chance for a better life in Mexico were willing to go on such a long journey and settle far away from their home. Rivera finally found eleven families from Mexico who promised to go to Los Angeles to live. There were 44 persons in all. There were 11 men, 11 women, and 22 children. The families then settled on the land picked out by Neve for the pueblo. Los Angeles was founded on September 4, 1781.

Bibliography

Bean, W. (1973). *California: An Interpretive History*, Second Edition McGraw-Hill Book Company: New York
Beebe, R. & Senkewicz, R. (2001). *Lands of Promise and Despair: Chronicles of Early California, 1535-1846*. Heyday Books

Document #2

Rules for Governing the Province of California

Background Information: In 1779, the governor of California (Neve) wrote and passed out the *Rules for Governing the Province of California*. This document described the supplies and lands that the pobladores, or settlers, should be given when they arrived in Los Angeles.

To each settler there shall be given two mares, two cows and one calf, two sheep, two goats, a pair of oxen, one plow, one hoe, one spade, one ax and one sickle, one field knife, one lance, one shotgun, and one shield, two horses, and one pack mule.

Mare- Female horse

Sickle: curved blade that will cut grass

Irrigable- able to be watered

Lentils - a kind of vegetable

Each settler should be given two fields of irrigable land and two more of dry.

The settlers should put aside the maize, beans, garbanzo beans, and lentils they have grown for their own food and planting, then the rest of the crops should be sold for the presidios.

Document Modified From: Neve: *Regulations for Governing the Province of the Californias*. Translated by Jon Everett Johnson. San Francisco: Grabhorn Press, 1929, 41-52

Guiding Questions for Understanding:

1. Based on the text, what job will the settlers have when they arrive?
2. Might there be danger? How do you know?
3. What are the two types of land the settlers will receive?
4. What kind of food will the settlers grow and then eat?
5. How do the soldiers at the presidio get their food?
6. What are the push/pull factors for the settlers?

Name: _____

Evidence Collection: Observing and Questioning A Source

(To be used with the Historian's Tools)

Source: _____

Is this a Primary or Secondary Source? _____

How do you know? _____

What observations can you make about this source?

 Type of Document	
 Historical Context	 Author, Speaker, Creator
 Audience, Listener, Recipient	 Purpose
 Content: Main Idea & Details	

After looking at this source, what can you conclude about why Los Angeles was founded?

After looking at this source, what can you conclude about why the pobladores moved to Los Angeles?

Part 3: Culminating the Lesson Options (Discussion and Writing)

Culminate the lesson by asking the students to return to the inquiry questions and discuss them first in pairs and then whole group. Then ask the students to complete a writing assignment related to the topic. Students may use the information from the graphic organizers to write a journal entry or a full narrative, informational, or expository composition.

Sample Discussion Directions: Getting Ready to Write

Prepare to talk to your partners about the following question:

Eleven families left their homes in Mexico and settled in Los Angeles. In your opinion, what was one of the most important push or pull factors that caused them to make that move?

Tell your partners your claim, your evidence, and your analysis. You may use the sentence starters to guide you:

Your Claim (A claim is an opinion based on evidence in history)

- One of most important push factors that caused the settlers to come to Los Angeles is...
- One of most important pull factors that caused the settlers to come to Los Angeles is...

Your Evidence

- My evidence is...
- According to document ...

Your Analysis

- This evidence shows...
- This is important because...

Journal Entry

Use the same prompt and format (claim, evidence and analysis) from the discussion for a journal entry.

Sample Student Journal Entry

One of most important pull factors that caused the settlers to come to Los Angeles is that they were promised many things. Document 2 states that the pobladores would be given some land, animals such as sheep and a cow, and tools for farming. This is important because it shows that there was a good reason for people to leave their homes and go to Los Angeles. The settlers wanted to have a better life.

Sample Prompts for Full Composition

Narrative

Your Assignment: It is now time to write a piece of historical fiction that you will share with your class. You have decided to write a multi-paragraph story about the how and why the pobladores founded Los Angeles. When developing your story, use your source materials to strengthen your writing.

Informational/Explanatory

Your Assignment: You will be writing an informational article for the school newspaper about the founding of Los Angeles. Write an article that is several paragraphs long that will explain why they left their homes and journeyed to California.

Other students, teachers, and parents will read your article. Make sure to have a main idea, clearly organize your article, and support the main idea with details from the sources using your own words. Be sure to develop your ideas clearly.

Opinion/Argument

Your assignment: You will be writing an opinion essay using the following prompt:

Eleven families left their homes in Mexico and settled in Los Angeles. In your opinion, what were the two most important push and pull factors that caused them to make that move?

Scaffold/Mini Lesson Ideas: Getting Ready to Write: Evidence & Analysis

Eleven families left their homes in Mexico to settle in Los Angeles. In your opinion, what were the two most important push and pull factors that caused them to make that move?

Evidence From the Sources

Write one quote from the document that helps you answer the following question (it may be a partial sentence): *What were the two most important push and pull factors that caused the pobladores to move to Los Angeles?*

Now put the quotation in your own words. You may use a sentence starter such as:

According to...

The document states...

Analysis

What does this information mean? Why is it important and how does it relate to the question?

Document Quotes for Lesson on Evidence

Document 1	"The land had water and good soil for farming."
Document 1	"Only the very poorest people who had little chance for a better life in Mexico were willing to go on such a long journey and settle far away from their home."
Document 2	"To each settler there shall be given two mares, two cows and one calf, two sheep, two goats, a pair of oxen, one plow, one hoe, one spade, one ax and one <u>sickle</u> , one field knife, one lance, one shotgun, and one shield, two horses, and one pack mule."
Document 2	"Each settler should be given two fields of <u>irrigable</u> land and two more of dry."
Document 2	"The settlers should put aside the maize, beans, garbanzo beans, and <u>lentils</u> they have grown for their own food and planting, then the rest of the crops should be sold for the presidios."

PARAGRAPH ONE

Main Point #1 (One push/pull factor that you believe is one of the most important)

Evidence (Supporting Detail from the sources with document citation):

Analysis (Explain why this push/pull factor was one of the most important)

PARAGRAPH TWO

Main Point #1 (One Push/Pull Factor that you believe is one of the most important)

Evidence (Supporting Detail from the sources with document citation)

Analysis (Explain why this push/pull factor was one of the most important)

CONCLUSION

Restate Claim

Concluding Statement:
