

CALIFORNIA MUSEUM



“GOLD MOUNTAIN” ACTIVITY

A free [Distance Learning](#) activity aligned with
Common Core & State Content Standards for grades 3-8

OVERVIEW:

Explore and connect the stories of Chinese Californians across 150 years through animated videos and first-hand accounts from our "[Gold Mountain: Chinese Californian Stories](#)" exhibit.

APPROPRIATE FOR:

Grades 3-8

OBJECTIVES:

In this activity, learners will:

- Explore the biographies of Chinese Americans across California history
- Compare and contrast the experiences of Chinese Americans over time
- Draw conclusions around themes of immigration and American identity

DIRECTIONS:

Select videos from the "[Gold Mountain: Chinese Californian Stories](#)" exhibit and respond to the questions included.

TIME:

45 minutes

MATERIALS:

- "[Gold Mountain: Chinese Californian Stories](#)" exhibit videos

STANDARDS:**Common Core***Writing- Research to Build and Present Knowledge*

- 3-5 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- Comprehension and Collaboration

- 4-5 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Writing - Text Types and Purposes

- 4-5 Provide reasons that are supported by facts and details.

History-Social Science California State Content Standards*Chronological and Historical Thinking*

- K-5 Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
- 6-8 Students explain how major events are related to one another in time.

Grade Level Content Area Connections

- 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.
- 4.4.3 Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).
- 8.12.7 Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.

Thank you for downloading the Gold Mountain Virtual Exhibit Activity. We hope you and your students enjoy using it. For additional downloadable resources in our free program, visit the [Distance Learning](#) page on our website. For help or questions, contact the education department at reservations@californiamuseum.org.

Part 1: Story Exploration

DIRECTIONS:

Choose three videos from the [“Gold Mountain: Chinese Californian Stories”](#) exhibit to watch and complete the graphic organizer below.

Name	What was something you learned from their story?	How did they make an impact in their community and California?

Part 2: Reflect and Connect

DIRECTIONS:

Choose two videos to compare and contrast, one historical (animated) and one current story. After watching the videos, answer the following questions. The videos you select can be the same as the videos you chose above, or you can choose new ones to explore

1. Which two stories did you pick? What similarities did you notice between their stories? In what ways did their stories differ?

2. What challenges did each of these individuals face? How did they face or overcome those challenges?

3. How have the people you picked contributed to what it means to be Californian?

4. In one of the featured stories, Norman Asing said, "Immigration made our nation what it is today." What do you think he meant by this statement? Does it apply to the stories you watched?