

History of California

California 1900-1939



E-lesson 7.8 Paper-cutting

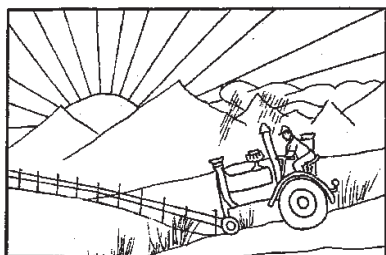
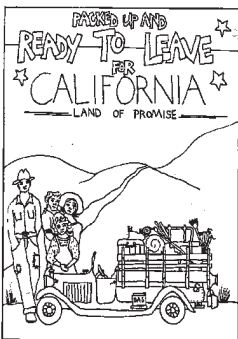
A free lesson involving students in creating newsheets and wall posters

1. Unit 7 covers the period from 1900 up to the start of the Second World War and is described through the “eyes” and experiences of the fictional character Mary Tu. Through this experiential approach students feel and think what it was like to live in California from 1900 to 1939.
2. The first major event of the century was the San Francisco earthquake of 1906, which caused the deaths of around 600 people and caused something like \$400 million worth of damage. The material contains a drama “The 1906 Earthquake”.
3. Many different sectors of the economy of California, including lumbering, manufacturing, fishing, filmmaking and tourism, were showing rapid increases in production during the first decade of the century. The First World War resulted in even greater increases. Herbert Hoover invented the slogan “Food Will Win The War”, and he encouraged farmers to grow more food. Californian farmers responded by doubling their output between the years 1914-1918, as did the fishing industry. One new industry, which had only started in 1911, became the major industry of southern California in the 1920’s. By the end of the decade, the movie industry in Hollywood was producing 90% of all the films made in the United States.
4. The population of California had increased to 8 million by 1914. The migration into the state continued, and included substantial numbers from Mexico. Between 1919 and 1929 over 250,000 Mexicans migrated to California, the majority of whom settled in Los Angeles and the surrounding area. By 1925, about 7% of the city’s population was Mexican.
5. The impact of the automobile on California was considerable. By 1930, Los Angeles had the highest proportion of automobiles in the United States. It changed life-styles in many ways. Supermarkets and shopping malls were planned especially for those travelling by car.
6. Students need to express the information they learn in a variety of creative, artistic and imaginative formats. By doing this knowledge and skills learned becomes experience and are retained. The material contains a considerable number of student activities and assignments to facilitate this. Students review the material by completing a range of review exercises encompassing a variety of interesting and challenging formats.

Details of History of California lessons and teaching packs can be viewed at:

<http://members.cox.net/waldorfedu/waldorfeduPages/HistCA.html> and

<http://members.cox.net/lessonstei/lessonsSynopsis/indexHistoryCA.htm>



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The vast majority of teachers are responsible, committed and dedicated to their students and teaching. Why aren't they empowered and trusted in the USA? Please visit <http://members.cox.net/tei> to view research showing countries where students outperform the USA, where spending is almost paltry compared with the USA, and whose administrative structures are quite different, for example where no testing or formal assessment occurs.



History of California

These e-lessons are based on the Waldorf Education Resource Packs: History of California.

HomePage for e-lessons at: <http://members.cox.net/e-lessons/> (E-mail David at tei@cox.net)

Details of History of California lessons and teaching packs can be viewed at:

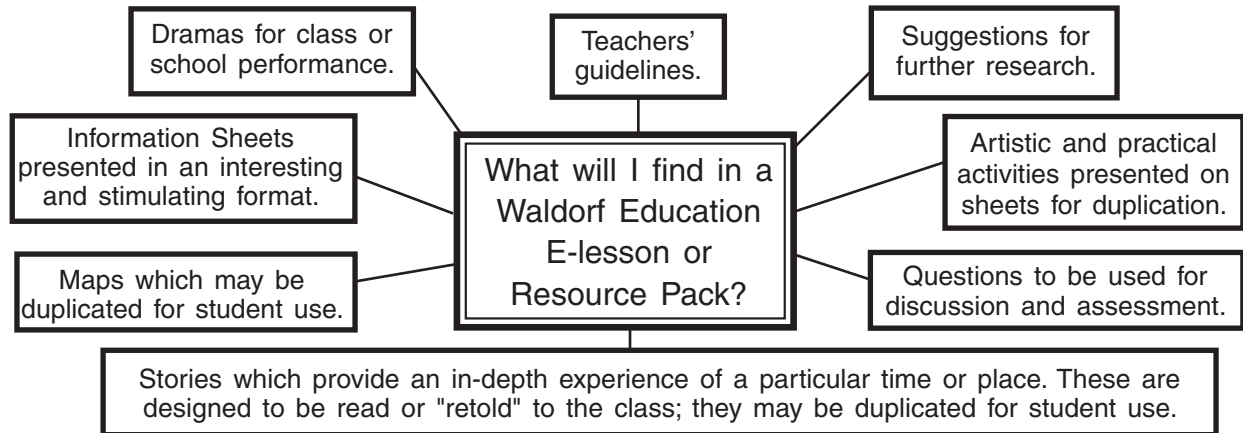
<http://members.cox.net/waldorfedu/waldorfeduPages/HistCA.html> and







<http://members.cox.net/lessonstei/lessonsSynopsis/indexHistoryCA.htm>

The lessons were originally written as a series of ten SubUnits on the History of California.

The first number of the e-lessons is based on the numbering of the ten SubUnits (1-10).

SubUnit 1 Introductory SubUnit	SubUnit 2 California Indians	SubUnit 3 Missions and Ranchos
SubUnit 4 California: 1800-1849	SubUnit 5 The Gold Rush	SubUnit 6 California: 1849-1899
SubUnit 7 California: 1900-1939	SubUnit 8 California: 1940-present	
SubUnit 9 Review Pack I	SubUnit 10 Review Pack II	



<p>You will find these icons at numerous places throughout the Lesson. Please explain them to your students.</p>	 Preparation time for teachers	 Information for students.	 Writing activities for students.
	 Personal research to be carried out by students.	 Instructions for a craft activity.	 Drawing or coloring activities for students.

The E-lessons/Resource Packs

The E-lessons/Resource Packs, based on the California Framework, are structured to be “user friendly”. Each Unit is organized in modular format so that the teacher can work through it sequentially or selectively. The approach is holistic and interdisciplinary and, when appropriate, strategies or subject matter from other disciplines have been included. There is extensive variation in the material so that it relates to different abilities, interests, aptitudes and temperaments.

The E-lessons/Resource Packs are written and organized to be developmentally appropriate. The material is formatted so that there is little need for detailed explanation describing how it should be taught. However for teachers who wish to learn something about our philosophy and approach, a Teachers’ Handbook (usually gratis) is available.

The Student

Elementary school students are not only capable of absorbing information intellectually but also expressing that material through a variety of formats. The approach encourages students to express what they have learned through a variety of creative and artistic formats and written assignments.

Outcomes and Objectives

The approach encourages students to move beyond their own experience in order to understand and respect the efforts of past and present figures, some famous - others relatively unknown. One of the best ways for students to gain this understanding is through autobiographical and biographical stories (and dramas). Students instinctively relate and empathize with figures of the past through stories. Many stories and dramas are provided from which students are able to imaginatively construct the past.

One important tenet of our philosophy is to convey to students how the early settlers overcame enormous odds. How the human spirit struggled against adversity, was involved in failure and disappointment, but also achievement and success.

What is the essence of this spirit? In part it is concerned with attitudes and motivation, in part with values and beliefs. It is concerned with honor and integrity as well as deviousness and cunning; with sacrifice and love of fellow human beings. Students need to learn the achievements of the settlers and later immigrants to California, their mistakes (do we inevitably repeat such mistakes?); where they acted selfishly and selflessly.

The History of California

In great part, a study of the History of California is the study of a culture of enormous ethnic diversity. Our study not only describes the richness of this culture but also the problems of such a culture especially in the present day. We have attempted to be accurate in our descriptions of all these facets and have dealt with controversial issues objectively and non-judgementally, and in the context of their time and place.

Conclusion

We believe that students want to learn, and given the right structure, methodology and content, they will. If learning occurs in a purposeful and appropriate manner, self-confidence and self-esteem will be increased - our material is structured for this to occur. (David: tei@cox.net)



Paper-cutting

One of the main factors of the early twentieth century in California is the settlement of minority groups. The settlement of many different nationalities has produced an enormous variety of different life-styles. Many groups have brought their own distinct culture and customs. Children growing up in the state today need to be aware of the multi-ethnic heritage that, in some ways, makes California unique.

One of the main ways in which children can experience this diversity of cultures is through the art and craft of the various nationalities. The experience gained of a particular ethnic group will be far more valuable if the students participate in the art and craft activity, than if they simply read about it.

One craft which is common to many cultures but which has distinctive national features is paper-cutting. It finds expression in a variety of forms depending on the particular ethnic origin.

Activity - Paper-cutting

One suggestion is that the teacher presents the different forms of paper cutting to the class indicating the culture from which it originates. The children are then allowed to chose the example on which they would like to work, and groups are formed accordingly.

Later, the teacher could take samples from each group to create a classroom display. It may be appropriate to include a small map of the world. The children could link examples of their work to the country of origin by a colored thread.

A second approach requires more time. Here the teacher demonstrates the basic techniques to the whole class. Each child could then experiment with a few styles working with various templates.



Paper-cutting and the Mexicans

Paper-cutting is common in the Mexican culture and many Mexicans who settled in California brought the craft with them. There are four main different types of paper craft to be found in Mexico.

- Tissue paper flags and pictures.
- Crepe paper flowers
- Bark paper cut-outs
- Fertility figures

Tissue paper flags and pictures

The tissue paper flags are usually 8" x 6" and the pictures may be anything up to 36" square. Cuts are made with scissors and cutting tools through many sheets of tissue paper after the design has been drawn on the heavier paper of the top sheet. The designs are entirely Mexican. They often depict heroes with large sombreros, riding a horse and carrying a guitar. The paper cuts are used during festivals and celebrations, and may be found in homes, churches, bars and restaurants.

Crepe paper flowers

Crepe paper flowers are a recent craft form for Mexicans, but have become very popular. The "flowers" are large and colorful and are often used as decoration for parties and celebration.

Bark paper cut-outs

Bark paper cut-outs are made with a coarse type of bark paper and have been used in Mexico for centuries, even before the discovery of America by Columbus. This craft form is closely linked with religious beliefs and also the magic and witchcraft of the people of the remote Pueblo mountain villages. The shade of the paper was as important as the cut-out design, and sorcerers used the cut-outs to cast spells.

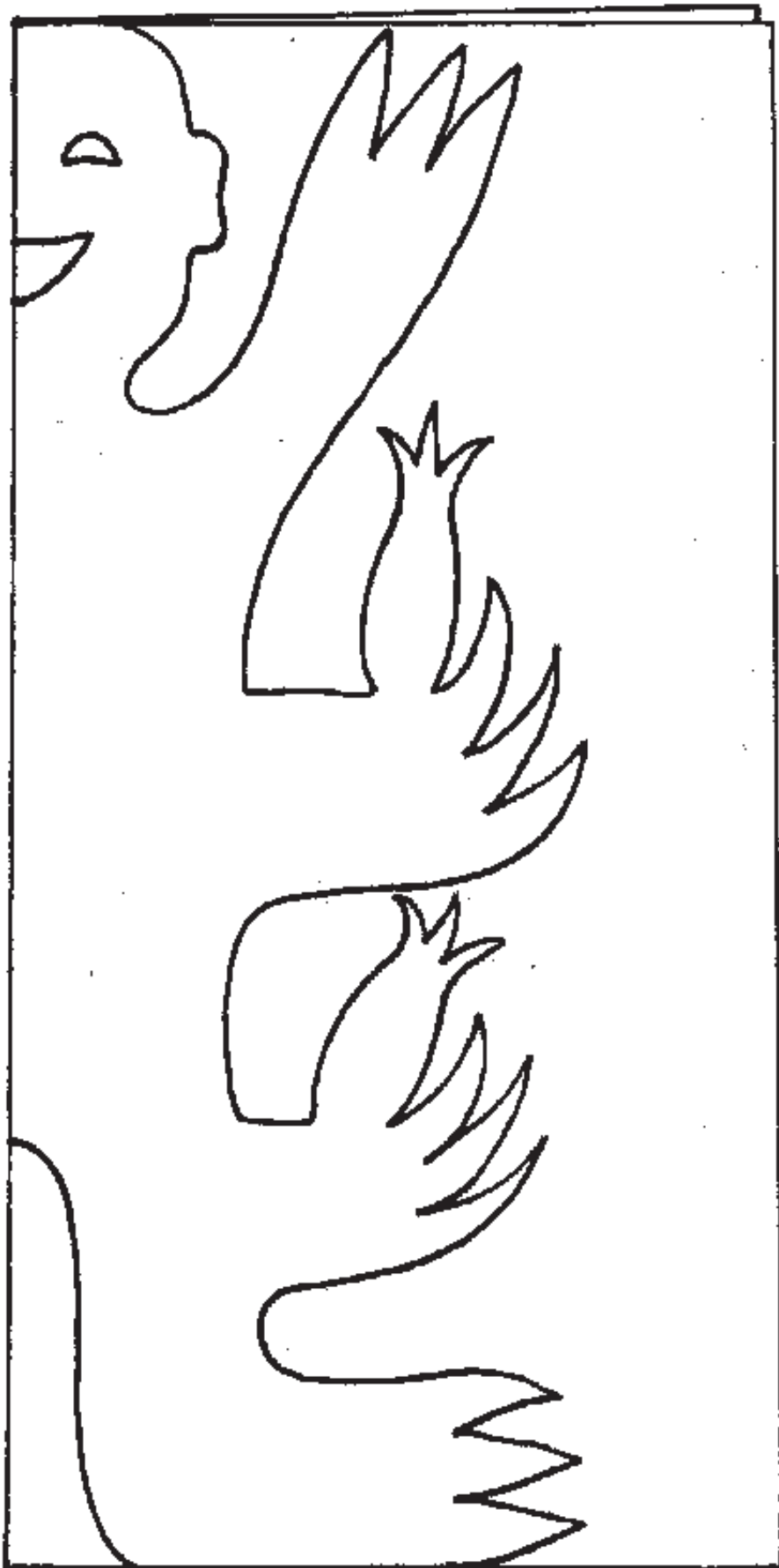
Fertility figures

It was customary for the Mexicans to place fertility figures in their fields to ensure a good harvest. The method used is unique to Mexico. Two layers of white paper are placed between two layers of colored tissue paper. The figures cut out are always symmetrical and so the sheets of paper are folded before the design is cut out. The crops will dictate the color and design of the cut-out figure.

Diagram 1 suggests a design for a figure to be placed in the corn field. The color of the tissue paper would be yellow, and the design includes corncocks. Design your own figure to be placed in a field. Choose what crop you want the figure to protect and include this in your choice of design and color.



Diagram 1



Paper-cutting and the Chinese



Paper-cutting is widespread in China and dates back to around the fourth or fifth century AD. When the Chinese came to California they brought the craft with them. Paper cuts are used in all celebrations whether they are weddings, birthdays or festivals. However, paper-cutting is most well-known and associated with the Chinese New Year celebrations.

In China paper-cutting can be found in the villages, on the streets and in the market-places. Various styles have developed over the centuries.

Chinese paper-cutters will assemble many layers of paper when cutting out their designs so that many may be produced at one cutting but the shapes are not usually symmetrical. Small scissors and knives are used for the cutting.

Activity

Materials 

Smooth white paper
Glass of water

Pencils
Paint-brush

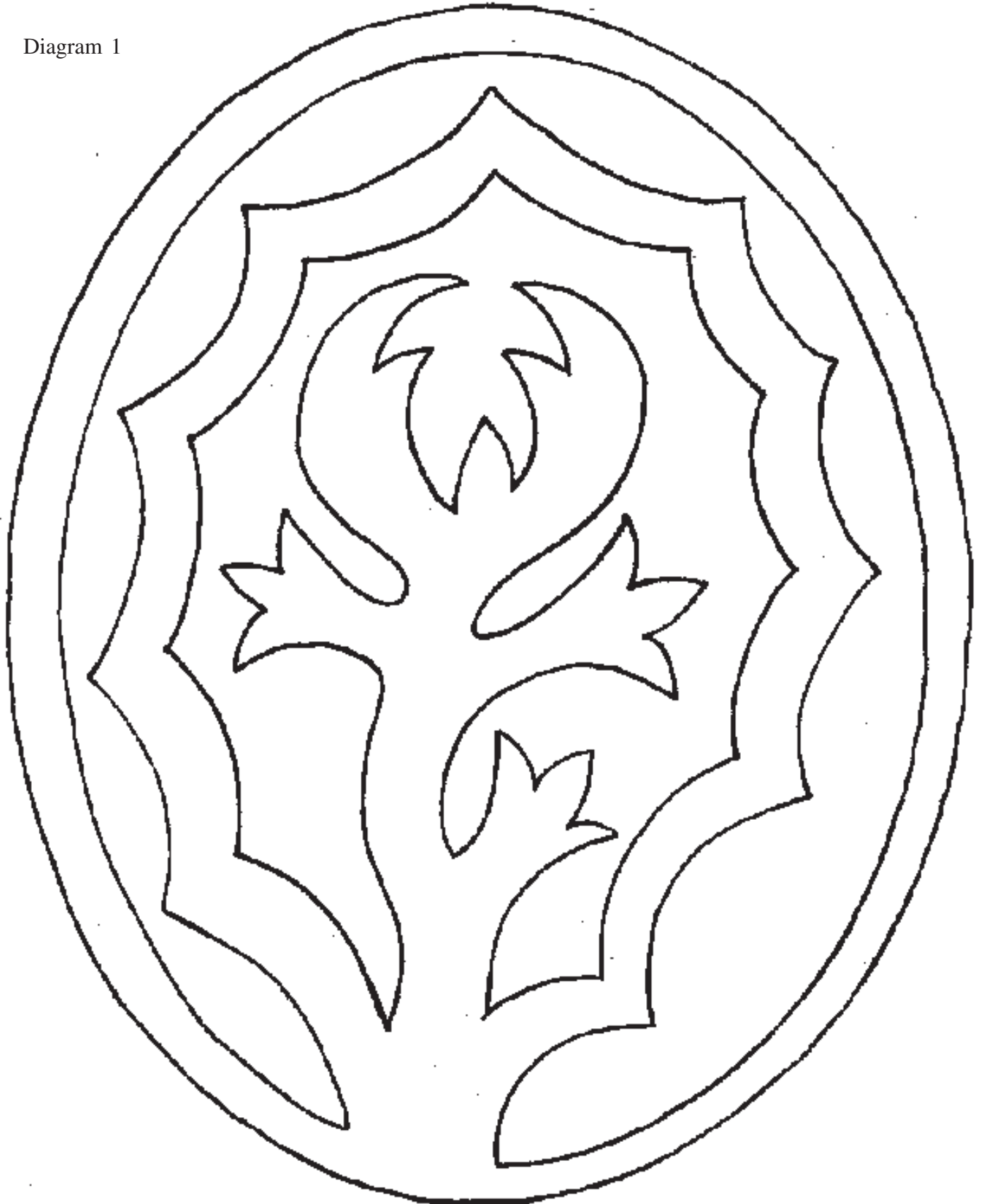
Scissors
Water color paints
Paper towel

- 1) Trace your design on to the smooth white paper. You can use the example (Diagram 1) or design your own. If you design your own, shade the areas which will be cut away.
- 2) Cut out all the shaded areas, leaving the design intact.
- 3) Place the cut-out design on a paper towel and with a clean paint brush wet the surface of the paper.
- 4) When it is still wet carefully add tiny dabs of different color paint using the tip of the paint brush. The colors will flow together.
- 5) Allow the paper to dry flat.
- 6) Mount your design on a piece of dark colored paper and display.

Now you can create more designs of your own.



Diagram 1





Paper-cutting and the Japanese

When the Japanese settled in California many brought with them a special way of paper-cutting. It is called Mon-Kiri and is still taught in Japanese schools. The translation of the name is: mon = crest, and kiri = cutting. Each Japanese family has its own crest.

Activity

Materials. 

Squares of paper (8" x 8" is a useful size to work with), pencil and scissors.

1. Making a hexagon background

- Take a square piece of paper and fold it into a triangle.
- Gently crease where the centre will be on the folded edge.
- With the folded edge facing towards you, fold the two corners evenly up so they fit snugly together as shown in Diagrams 1 and 2.

Diagram 1

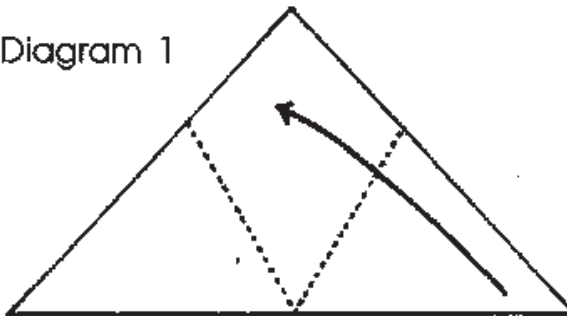
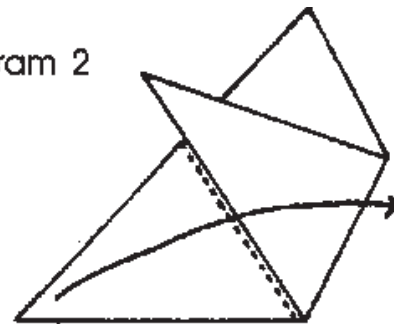
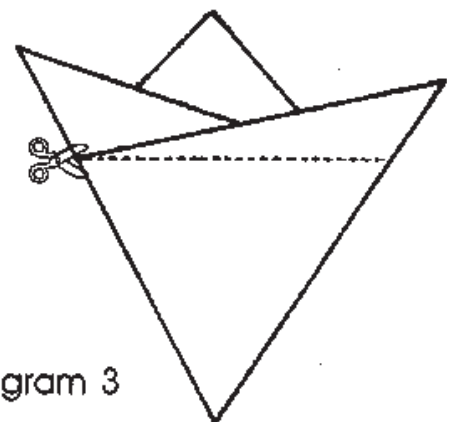


Diagram 2



- Your paper should look like Diagram 3
- Cut straight across the top leaving a triangle.
- Open it out and you will have a hexagon.

Diagram 3





2. Making a crest

- Take another square of paper of the same size, and fold it in the same way as when making the hexagon, but don't cut across it and don't open it out.
- Instead, cut a shape out of it as shown in either Diagrams 4 or Diagram 5. The shape may look strange, but when you open it out you will see it is very effective. Try designing your own crest.
- Mount your crest on the hexagon background and display.

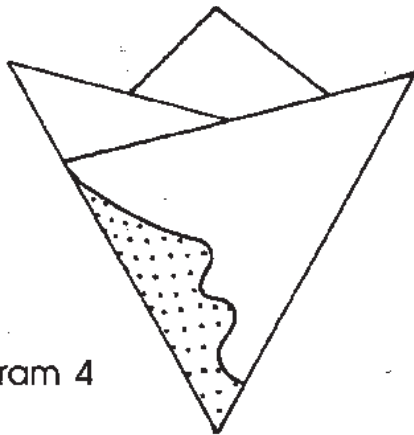


Diagram 4

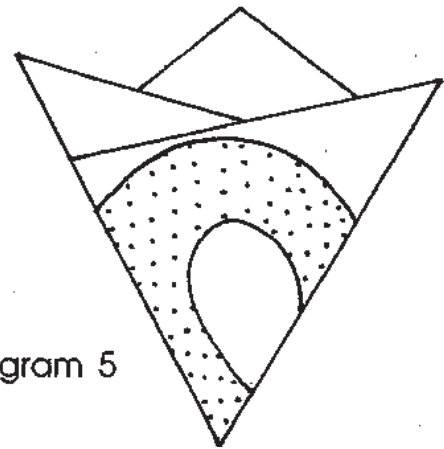


Diagram 5

3. Making an oval crest

- Fold a rectangle of paper twice as shown in Diagrams 6 & 7.
- Cut a design - either the one shown or make your own design following the general pattern of the one shown.

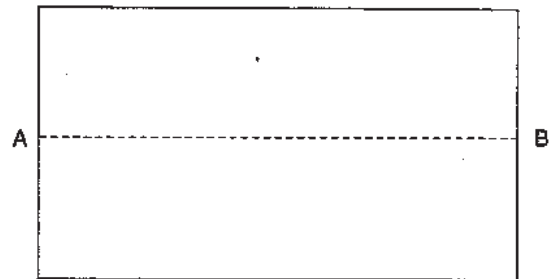


Diagram 6



Diagram 8

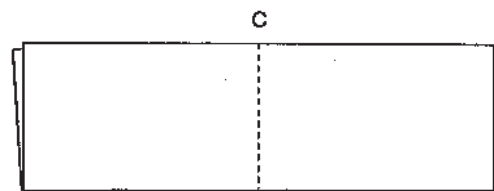


Diagram 7

Paper-cutting and the Poles



The Polish people developed the craft of paper-cutting (called wycinanki) at the beginning of the nineteenth century. It originated in the capital, Warsaw, but became far more popular in the country villages.

Many of the designs were based on what people saw in their daily lives such as trees, farm animals and different aspects of nature. The two most popular designs were the fir tree, which represents the tree of life, and the crowing rooster.

Ribbands were also a popular Polish paper craft. Ribbands are paper ribbons. They were used in a variety of ways. These included decorating bridal wreaths, and also decorating the home for weddings and other celebrations.

The traditional tool used for cutting was a pair of sheep-shearing scissors. It is surprising that so many delicate cuts could be made with such a heavy tool.

Polish families who settled in California brought the craft with them. It is still popular as a family activity. Occasionally this work can be seen on sale in craft stores. The designs and colors are bold. It is also traditional to add smaller designs to the larger main design, thus producing a multi-colored effect.

Activity

Ribbands.

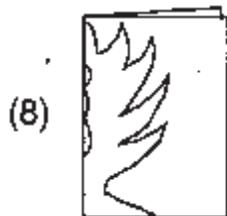
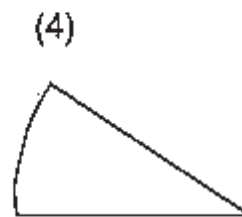
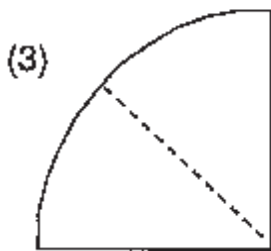
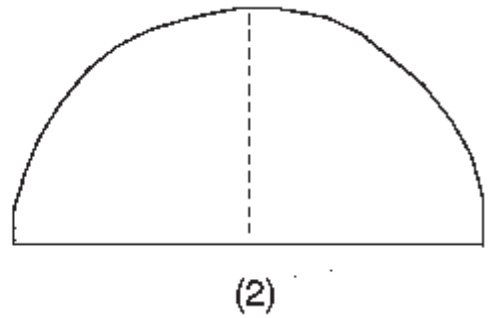
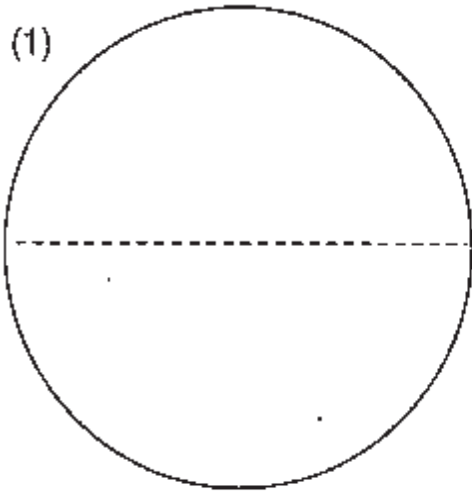


- 1) With a compass draw a circle on colored paper and cut it out. Fold the circle as shown in Diagrams 1, 2 & 3 to end up with the paper folded as in Diagram 4. Cut along the outer edge of the segment to produce a scalloped effect and also the inner edge (as shown in Diagram 5). Open out the circle.
- 2) Take two strips of colored paper as in Diagram 6 and fold in half lengthwise. Cut a scalloped edge and a fringe along the bottom as shown in Diagram 7. Unfold and attach to the reverse side of the circle.
- 3) Take two more strips of colored paper, only smaller than the first. Fold them in half the scallop the edges. Attach these to the first strips of paper.
- 4) Cut out a small design as shown in Diagram 8 and attach to the strips.

Diagram 9 is the basic ribband. You can create different designs to those described above. For example, roosters and doves may be added for decoration.

Diagram 10 gives a guide to cutting out a rooster. The shaded parts may be cut from contrasting paper and stuck on to the main figure.

Scallop:
to cut curves into an
edge similar to the
edge of a scallop
shell.



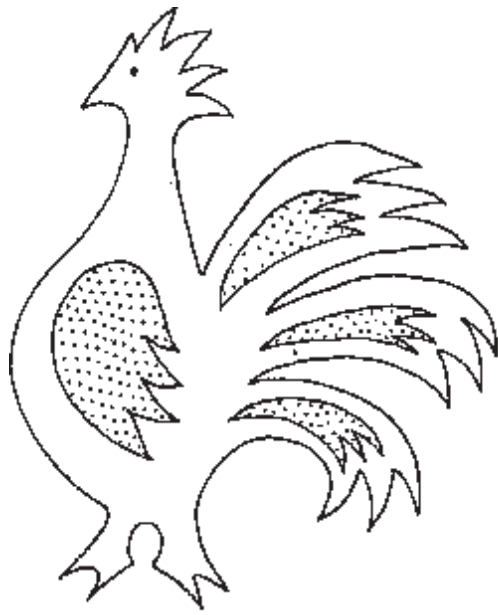
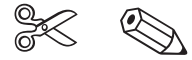


Diagram 10

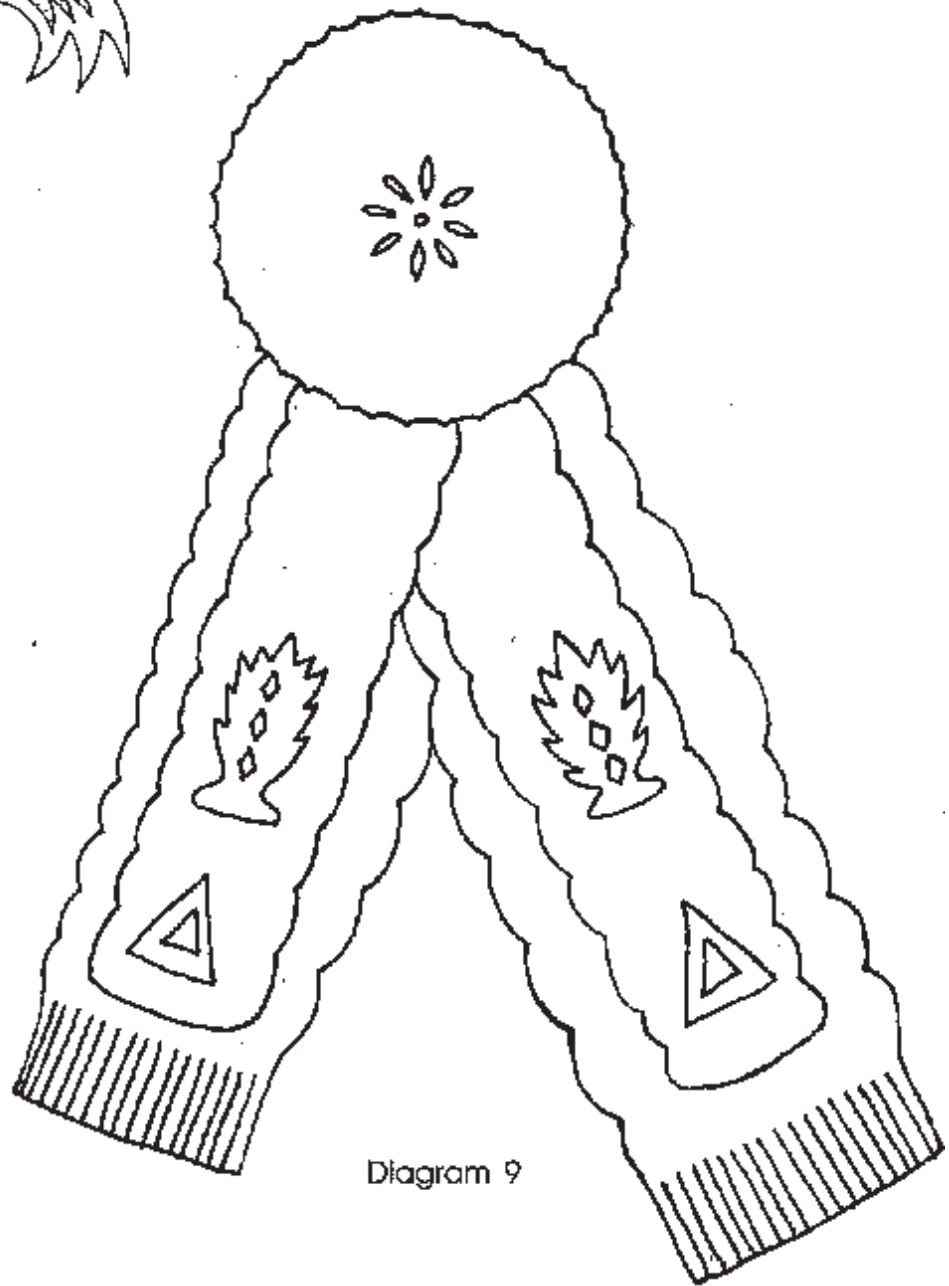


Diagram 9



Paper-cutting and the Swedes

The Swedish people have a traditional form of paper-cutting in which they fold the paper accordion style. When the paper is cut and opened out it becomes a long chain of repeating designs. The ram is a popular decoration at Christmas time and is also used in paper-cutting. The Swedes also used boy and girl motifs, animals, birds and sometimes geometrical designs.

The chain may be put on the wall as a frieze or displayed by linking the chain into a circle and standing it on a table.

Some examples are given, but you should also design your own. The paper may be folded as shown in Diagrams 1, 2 & 3 and two suggestions for designs are given in Diagrams 4 & 5.

Diagram 1

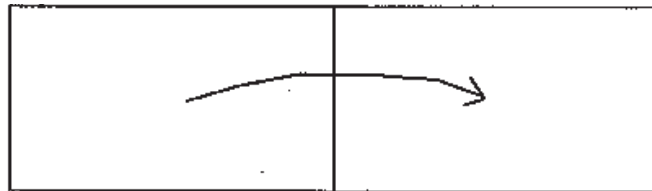


Diagram 2

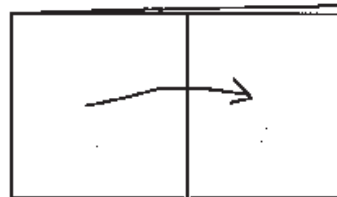


Diagram 3

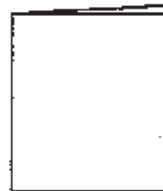


Diagram 4



Diagram 5





Suggested Discussion Points

1. How many factors can you name that helped to make California farmers so successful?
2. What causes an earthquake?
3. In what year did San Francisco suffer a major earthquake?
4. What is the San Andreas Fault?
5. What is the Richter Scale?
6. Discuss the various things that may happen before and during an earthquake.
7. Discuss the safest way to act during an earthquake.
8. Who was Amadeo Giannini?
9. What is Giannini's link with the San Francisco earthquake?
10. Who was in charge of food production in the United States during World War I, and what was his slogan?
11. Discuss the effects of World War I on California agriculture.
12. Why did so many migrants come to California from the Mid-West in the 1930's?
13. What was happening in California in the 1930's?
14. What was The New Deal?
15. What event brought work to most of those who were unemployed in California in the 1930's?
16. Paper-cutting is common to many nationalities, but takes on different forms. Discuss other activities in which many nationalities participate, but which are expressed differently depending on the ethnic background. You may like to start with "Music".



Goals and Curriculum Strands

Matrix presenting predefined goals and how/where these are achieved

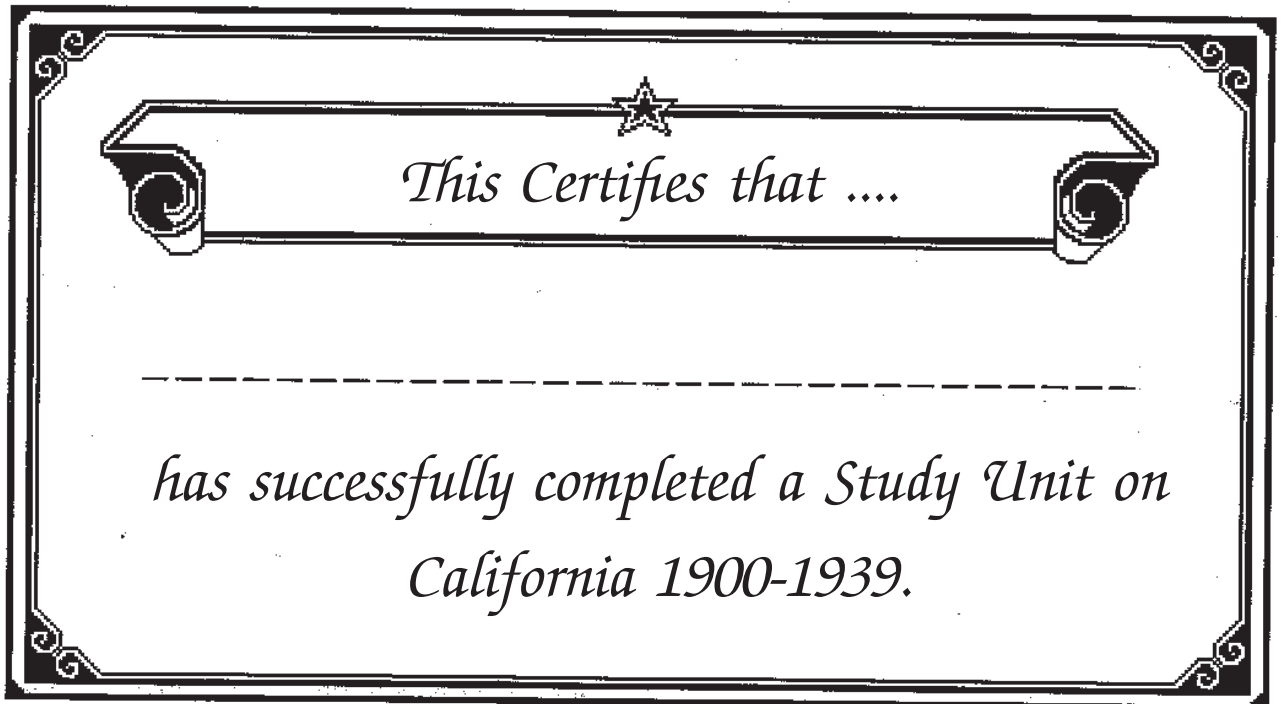
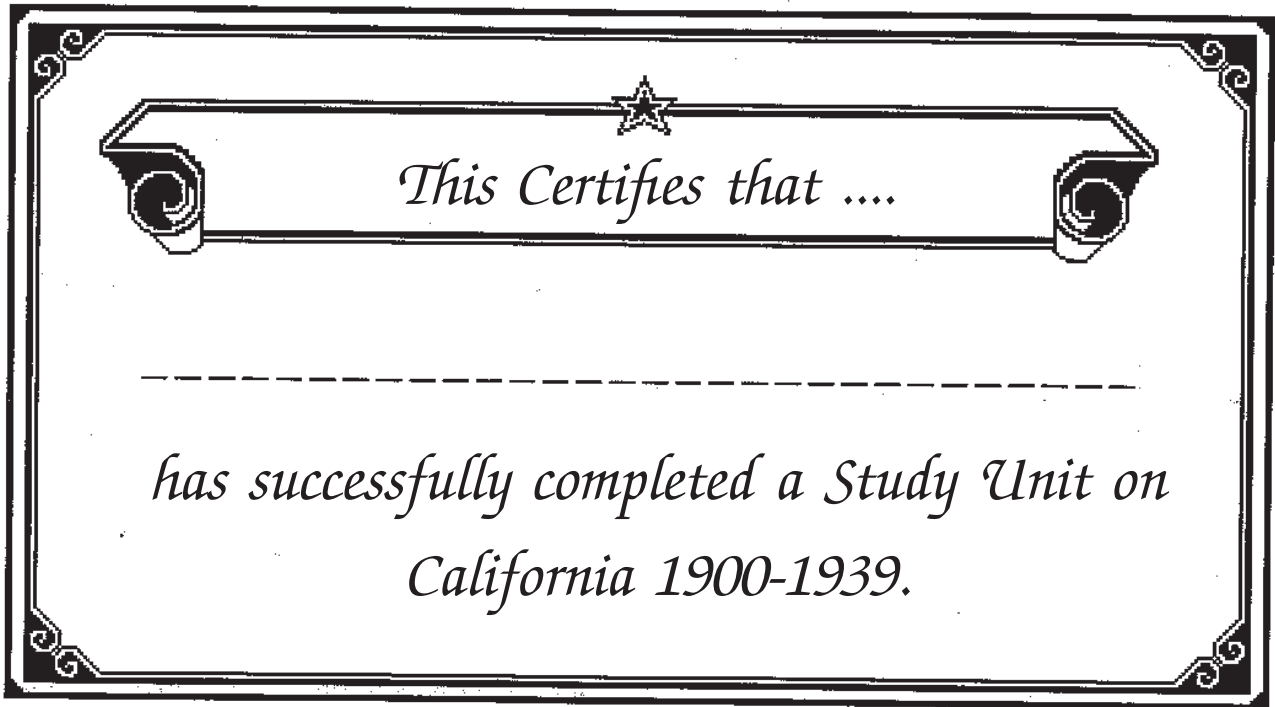
		7.2 Historical Overview 7.3 Story of Mary Tu 1 7.4 Story of Mary Tu 2 7.5 Earthquakes	7.6 Amadeo Giannini 7.7 News Item 7.8 Paper-cutting
Goal of Knowledge and Cultural Understanding	Historical Literacy	Recreating history through narrative “The Story of Mary Tu” [p9-11,13/14], and drama “The 1906 Earthquake” [p15-18]. Recognizing the relationship between historical events [p4-8].	Developing a sense of historical empathy by reconstructing the past through narrative “Amadeo Giannini” [p26]. Recognizing the relationship between historical events [p28-31].
	Ethical Literacy	Learning about how certain values resulted in positive behavior [p9-11]. Understanding how, in a major catastrophe, different ethical values will determine people’s actions [p17/18].	Learning how ethical values can play a part in business decision making [p26]. Understanding the complex nature of ethical issues - recognizing that when human concerns and fears play a part in determining ethical values these may result in negative behavior and outcomes [p30]. Examining the actions of an historical situation from two viewpoints [p31].
	Cultural Literacy	Understanding the interaction of history [p6-8], structure of an economy [p13/14], political decisions [p5/6], and education [p14] in the development of a culture.	Recognizing both the uniqueness and the commonality in some cultures found in a multicultural society [p33]. Learning about, experiencing, and valuing different cultures through craftwork [p34-43].
	Geographic Literacy	Understanding the ways in which people and environment interact [p9-12]. Learning about the causes and effects of earthquakes [p19-24]. Introducing tables and scales to measure and record an earthquake [p21,23]. Using maps to learn about fault lines [p22].	Recognizing patterns of migration resulting from ‘push and pull’ factors [p29/30,32]. Understanding aspects of location, and also environmental factors, involved in an historical event [p30,32].
	Economic Literacy	Understanding the economic structure of an agricultural community [p6-14]. Recognizing simple economic cycles [p6-8]. Learning about the economic repercussions of a major disaster [p15-18].	Understanding the importance of banking in the economic system [p26]. Recognizing the economic consequences of a nation involved in war [p28].
	Sociopolitical Literacy	Learning how environmental factors can place pressure on social systems and also influence political decision making [p7/8].	Understanding the relationship between the political and social systems in society [p28-30].
Goal of Skills Attainment and Social Participation	Basic Study Skills	Working with a timeline [p8]. Writing captions for illustrations [p12]. Expressing learned information through artistic format - a) mime [p15-18], and b) artistic representation [p19]. Glossary activity [p19]. Labeling a map [p22]. Labeling a diagram [p23]. Writing a diary entry [p24].	Creating and labeling an illustration [p27]. Recording results of research [p28-30]. Designing and creating a poster [p31]. Following detailed written instructions to participate in a craft activity [p33-43].
	Critical Thinking Skills	Processing information and presenting it clearly and concisely in an imaginative format [p24]. SDPs 1-7 [p44].	Analyzing two separate situations and recognizing connections between them - distinguishing which connections are causal relationships - SDP 9 [p44]. SDPs 8-16 [p44].
	Participation Skills	Working cooperatively to produce and participate in a drama [p15-18]. Developing the skills of public debate and discussion [p44].	Working cooperatively to produce a class poster [p31]. Developing the skills of public debate and discussion [p44].

Goal of Democratic Understanding and Civic Values: In this Unit students learn about how different legislation has resulted in changes and improvements in the democratic process and also in economic gain.

Stories: The stories “The Story of Mary Tu” and “Amadeo Giannini” are designed to be read or told to the students; also students can participate in the drama “The 1906 Earthquake”.

Assessment: The activities are extremely varied, and the completed student work, when assembled in the student’s portfolio, provides a performance based assessment. In addition the Review Exercises 20-26 in Review Pack II provide further means of assessment.

Allocation of Time: Unit 7 “California : First half of the 20th Century” is designed to be taught over a period of 4 weeks. It is not envisaged that all the activities will be completed by all the students. Choice has been provided for a) the teacher who will be selective in what activities she/he chooses for the class, and b) the student, who may be directed towards different activities according to ability, interest and temperament.



California 1900 - 1939

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