

# California State Capitol Museum School Packet





Kathy Katranis Fotopoulos, M.A. Ed., author  
Berndt Stolfi, M.A. (History), and Ann Fry, B.A. (Environmental studies), co-authors

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To receive this publication in an alternate format, write to the Communications Office at:  
California State Parks, P.O. Box 942896, Sacramento, CA 94296-0001.



**Dear Teacher,**

We look forward to your visit to the State Capitol!

The State Capitol Museum is committed to providing you with the best possible visitor experience.

Enclosed are materials designed to help you provide your class with some background information for your field trip. It has been our experience that students of any age who have been introduced, even briefly, to California history and government have a more fulfilling and memorable experience at the Capitol. Suggestions on student behavior and building rules have also been included.

If you have any questions or concerns, please contact us at (916) 324-0312, and we encourage you to provide comments to us using the evaluation form in this packet.

Welcome and thank you!

Sincerely,

California State Capitol Museum Staff



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## Guidelines for Your Visit

Following these guidelines will help ensure the success of your visit.

### School Check-In Information

- Please call the State Capitol Museum to find out the most current location of the school entrance.
- Please review appropriate museum behavior with your class **before** coming to the State Capitol. Students should be aware that their behavior is a reflection of their school.
- Please be prepared to have everyone in your group pass through a metal detector and to have all handheld items X-rayed upon entry. **We strongly recommend that backpacks, lunches, etc., be left on the bus or in cars.** Plan to arrive 15-30 minutes before your scheduled tour time to give your group adequate time to pass through the security procedure and to use the restrooms.
- Upon entrance ask for directions to the school registration desk. All schools, whether taking a reserved tour or visiting on their own, must register with the State Capitol Museum.
- **A maximum of 35 persons (students and adults) per guide** can be accommodated on a tour. Please do not ask guides to make exceptions. If your group is over-sized, “extra” people may take a self-guided tour. A reasonable student-to-adult ratio would be 10 students per adult.

### State Capitol Building Rules

- Minors must remain with their adult leader(s) at all times.
- Keep voices quiet. People are working in offices throughout the building.
- **Use stairs.** Students are not to use the elevators unless a disability prevents them from using the stairs.
- **Stay to the right** on stairs and in hallways when going up and down.
- Do not leave any items unattended. Please leave unnecessary items on the bus.

### Senate and Assembly Gallery Rules

- Cameras and backpacks are checked in at the gallery door when the Legislature is in session.
- Everyone must pass through the metal detector when the Legislature is in session.
- Limit your visit to five minutes when others are waiting.
- Remain seated. Do not lean over the railing.



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## Ideas for Using this Packet

Although the activities in this packet primarily focus on the educational content standards identified on the Table of Contents page (History-Social Science Standards 4.1, 4.3, 4.4, and 4.5), we have designed many of these activities to also encompass skills such as map reading, vocabulary and language arts, and math.

Much of the material and activities in this packet is self-explanatory, and students can be left to complete the assignments on their own or in small groups. However, to gain the maximum benefit from this information, there are many activities that can be turned into, or form the basis for, more critical analysis through classroom discussions.

### For example:

**Your Pathway to Sacramento:** The questions students are asked to answer on this page could be posed to the class as a whole. Students may complete the page individually or in small groups and discuss answers as a class. You can also use the map on this page for a mini-map lesson and discuss issues like the directions of a compass, map symbols, and what a legend is for. Or, replace the state map provided on this page with one that focuses more closely on the region between your town and Sacramento.

**California Counties:** Lead a class discussion about why states have counties. What is the purpose of a county? How is a county different from a city?

**State Capitol Vocabulary:** After filling in the definitions individually or in small groups, have the class discuss the multiple definitions available for some of these words. Why did some students choose certain definitions? Lead the class in a discussion of their answers to the Challenge question at the bottom of the page. Talk about the differences between what state and federal governments do.

**History of the Capitals and Capitols:** Ask the class why they think the capital was changed so many times in the early years after statehood. What do they think this was like for the government of California, for the people of California?

**California's State Flag:** Have students discuss what symbols they added to their state flag and why. What do their symbols represent?

**The Three Branches of Government:** Lead the class in a discussion of why our government is organized into three branches.



**How an Idea Becomes a Law:** Have the class discuss their ideas for new state laws. Turn this into a writing assignment by asking them to write a letter to their assembly member or senator suggesting their idea for a new state law (or have the class vote on their favorite idea and submit a letter from the entire class).

**How an Idea Becomes a Law: The Legislative Process:** Ask the class what they think is the reason there are so many steps in the process of an idea becoming a law.

**Commemorative Seals of the State Capital:** Lead a class discussion about why they think these two new seals were created.

**Design Your Own State Seal:** Have the students post their individual seals on the walls of your classroom. Discuss the different symbols each included on his or her seal and what they represent.

**California State Symbols:** Have students do the exercise in small groups or as a class rather than individually. Use it as a basis for a class discussion about symbols. Ask the students to explain why they chose the symbols they did. You can even turn this into an activity where the class submits a letter to your assembly member or senator proposing a new symbol. (That's how the town of Bodie was proposed as the official Gold Rush Ghost Town.)

**California's Growth: The Capitol's East Annex Panels:** You can turn any of the questions in this activity into a classroom discussion. Question six could be used to discuss the changes that take place in society over time and how symbols of one era don't necessarily encompass the things people of a later time period might consider important.

**California Facts:** Lead the class in a discussion of what the word superlative means and how the facts presented in this activity show that California is superlative. Have the class visit the Web sites listed on this page to search out other ways that California is superlative.

**Our State Song: "I Love You, California":** Teach the class to sing this song. If you are able to meet with your senator or assembly member when you visit the Capitol, prepare the class to sing the state song (or just a stanza or two) for him or her.



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**Apple symbol indicates teacher's version of school packet, with question answers in red.**



# School Tour Evaluation

Please fill out this form and deposit it as you exit the museum, or mail it to: State Capitol Museum, Room B-27, Sacramento, CA 95814

Date: \_\_\_\_\_

Name of School: \_\_\_\_\_



On a scale of 1 to 5,  
rate your visit in terms of:

	<b>Poor</b>		<b>Fair</b>		<b>Excellent</b>	
Educational Benefit	1	2	3	4	5	
Interesting Exhibits	1	2	3	4	5	
Overall Enjoyment	1	2	3	4	5	

1. What did you and your group enjoy most about your visit?

\_\_\_\_\_

2. Do you feel this visit served as a valuable learning experience?

\_\_\_\_\_

3. Was the museum staff friendly and helpful?

\_\_\_\_\_

4. How could we improve the museum experience for your group?

\_\_\_\_\_

5. How does this school packet help to reinforce the curriculum standard guidelines required for your particular class? \_\_\_\_\_

6. How can we improve this school packet in the future?

\_\_\_\_\_

\_\_\_\_\_





Name: \_\_\_\_\_

School: \_\_\_\_\_

# Student Workbook for the California State Capitol Museum



*History, Politics, and Government in Action*



**Dear Student,**

We look forward to your visit to the California State Capitol!

If you keep your eyes open while you are here, you might just see some of California's past, present, and future (that's you!) come alive. California's Capitol offers everything from historical offices and architecture to modern legislative chambers and even discussions for the future.

California's students have been coming on field trips to their State Capitol for decades. Now you, too, are an official part of our California State Capitol history. Please bring your curiosity, interest, and respect to the Capitol. It is a working Capitol where "inside voices" and respectful behavior are expected and required.

Thank you in advance. See you soon!

California State Capitol Museum Staff





# Your Pathway to Sacramento

## Instructions

Use the map at the bottom of this page, or a map your teacher provides, to complete the activities and questions below.

1. Mark the route from \_\_\_\_\_ to Sacramento on the map.  
(your home town)
2. What direction is Sacramento from \_\_\_\_\_  
(teachers (your home town))
3. If Sacramento is approximately **fill this in** miles from your home town, and the bus travels 55 miles per hour, how long will it take to get to Sacramento? (show your math)

\_\_\_\_\_

3. List any rivers, mountains, lakes, or other geographic features you will pass or cross on your way to Sacramento.

\_\_\_\_\_  
\_\_\_\_\_

4. Describe people's activities (jobs, hobbies, etc.) you might see along the way to Sacramento.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What geographical features do you think led to Sacramento (the "River City") becoming the State Capital?

**Examples:** Sacramento and American Rivers; close to San Francisco but not on coast; in center of state

\_\_\_\_\_





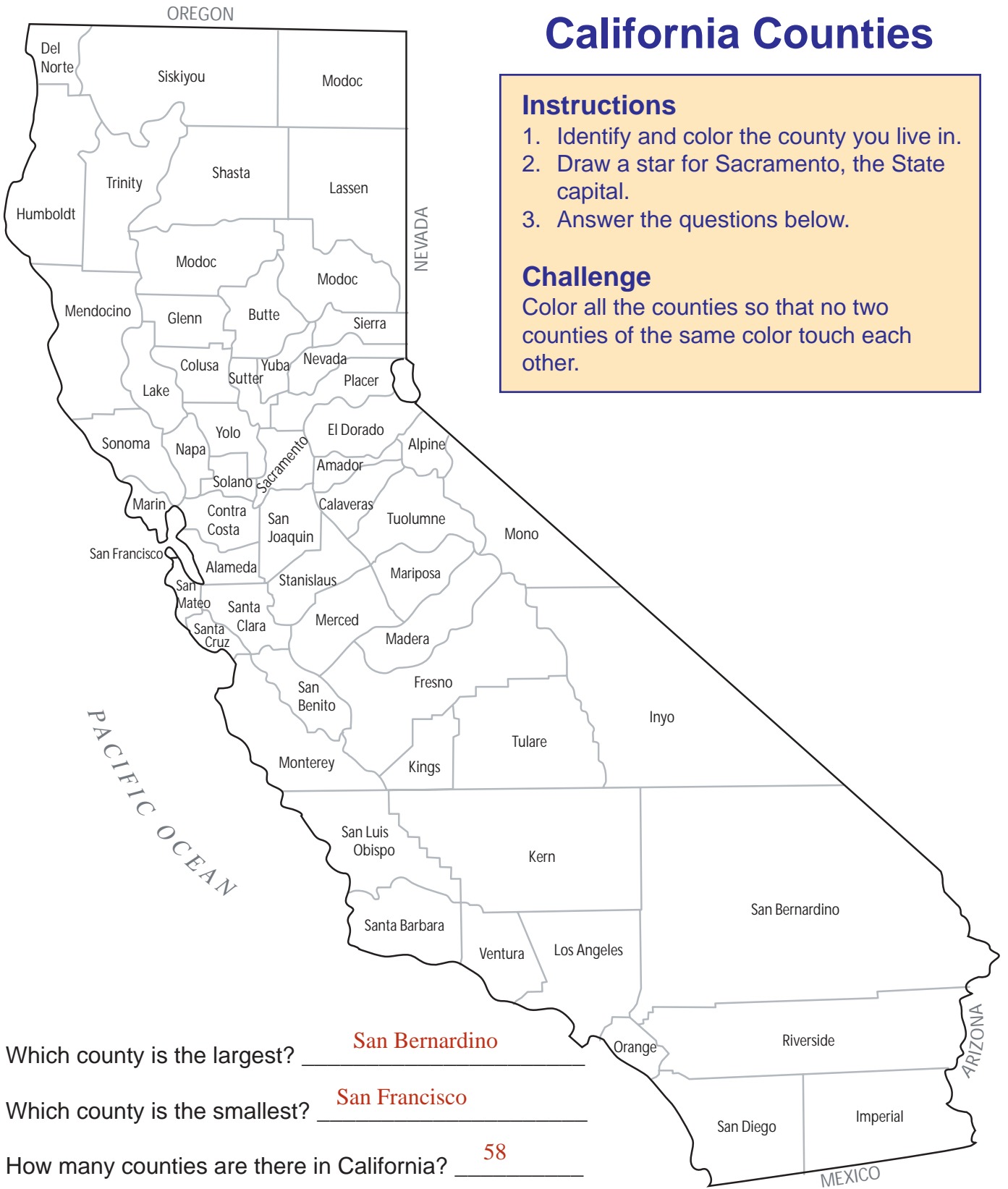
# California Counties

## Instructions

1. Identify and color the county you live in.
2. Draw a star for Sacramento, the State capital.
3. Answer the questions below.

## Challenge

Color all the counties so that no two counties of the same color touch each other.



Which county is the largest? San Bernardino

Which county is the smallest? San Francisco

How many counties are there in California? 58

*Be sure to visit your county's display on the first floor of the Capitol Annex.*



# State Capitol Vocabulary

The words below are used at the Capitol. They will help you better understand your visit.

### Instructions

Use a dictionary to find the meaning of the words below. Some words have more than one meaning. Choose the meaning that most closely relates to the State Capitol. As an example, the first word is defined for you.

1. **law** - A rule made by the State for the protection and benefit of the people.  
A town or city that is the official place of government in a state or country.
2. **capital** - (Example: Sacramento)

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3. **capitol** - The building where the lawmakers work and make the laws for a state or a country.
4. **constitution** - The basic and highest law of a state or a country that designs the functions of the three branches of government. (Look at illustration, page 9.) Every new law has to agree with the constitution.

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5. **legislator** - A lawmaker. A person that makes laws for a state or a country.

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6. **session** - A meeting of the lawmakers to work and make laws. (Like a class session.)
7. **bill** - An idea or suggestion for a law in a formal written form.  
(Example idea: a 6-day school week.)

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8. **governor** - A chief executive or an elected leader of a state.  
(A leader like the principal of your school but not elected.)

---

9. **symbol** - Something that represents something else  
(Example: the grizzly bear is the symbol of power and strength for our state.)

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10. **government** - A group of people that work to lead and direct a state or a country.

**State Legislature** - The lawmakers of a state. In California the legislature is made up of the State Assembly and State Senate and meets in Sacramento.

**U.S. Congress** - The lawmakers of the United States of America. The U.S. Congress is made up of the House of Representatives and the United States Senate and meets in Washington, D.C.

11. From the above two definitions write what you think is the difference between the **State Legislature** and the **U.S. Congress**.

The State Legislature considers and enacts laws to be enforced by the state government within California. The U.S. Congress considers and enacts laws to be enforced by the federal government.



# History of California and the State Capitol

## Instructions

Read the information below and answer the questions that follow.

- California became the 31<sup>st</sup> state on September 9, 1850.
  - The first State Constitution was written in Monterey, but the first Legislature and the first Governor, Peter Burnett, met for the first time in San Jose.
  - Between 1849 and 1854, San Jose, Vallejo, Benicia and Sacramento served briefly as capital cities.
  - Since 1854, Sacramento has been the Capital of California.
  - The present State Capitol was built from 1860 to 1874. All three branches of government moved into this building in 1869 eager to occupy the grand new Capitol.
  - The Capitol was remodeled three times over the years to accommodate a growing government, and from 1975 to 1982 the building was restored to make it earthquake safe.
  - The six-year restoration brought back the original elegance of the Capitol and established it as a working museum. It still remains the primary workplace for our state government.
  - Today the Capitol houses the Legislative branch (Senate and Assembly) and the Executive branch offices of the Governor and Lieutenant Governor.
1. Where was the first capital city of the state of California? San Jose
  2. Who was California's first American elected governor? Peter Burnett
  3. On what date did California become a state? September 9, 1850
  4. California was the 31<sup>st</sup> state to join the Union. (It's also the number of stars on the State Seal.)

## Challenge

Draw California's current Capitol building to the right. (Hint: To see a drawing of the current capitol building, go to the next page.)



# History of the Capitals and Capitols

Capital = The city where government meets

Capitol = The building where laws are made

The capital moved FIVE times in the first four years! Imagine how unsettled people were at that time.



Monterey was the capital when California was part of Spain and Mexico. The first Constitutional Convention took place in Colton Hall in 1849.



The first State Legislature and Governor met for the first time in San Jose in December of 1849. A newly built hotel served as the first Capitol from 1849 to 1851.



Vallejo became the second state capital, from 1852 to 1853. The land and money to build the Capitol were donated by General Mariano Vallejo.



Benicia became the third state capital from 1853 to 1854. A building newly constructed for Benicia's City Hall was given to the Legislature to use as the Capitol.



Sacramento became the permanent state capital in 1854. These are the first two Capitols in Sacramento from 1854 to 1869.



The present Capitol was occupied in 1869.

**Instructions**  
List the cities that served as California capitals below, in the order that they served as the capitals.

1. Monterey
2. San Jose
3. Vallejo
4. Benicia
5. Sacramento



# California's State Flag

The "Bear Flag" was adopted as the official flag of the State of California in 1911. However it was first raised during the Bear Flag Revolt in Sonoma in June 1846.

The colors and symbols of the flag:

*The White is for Purity.*

*The Red is for Courage.*

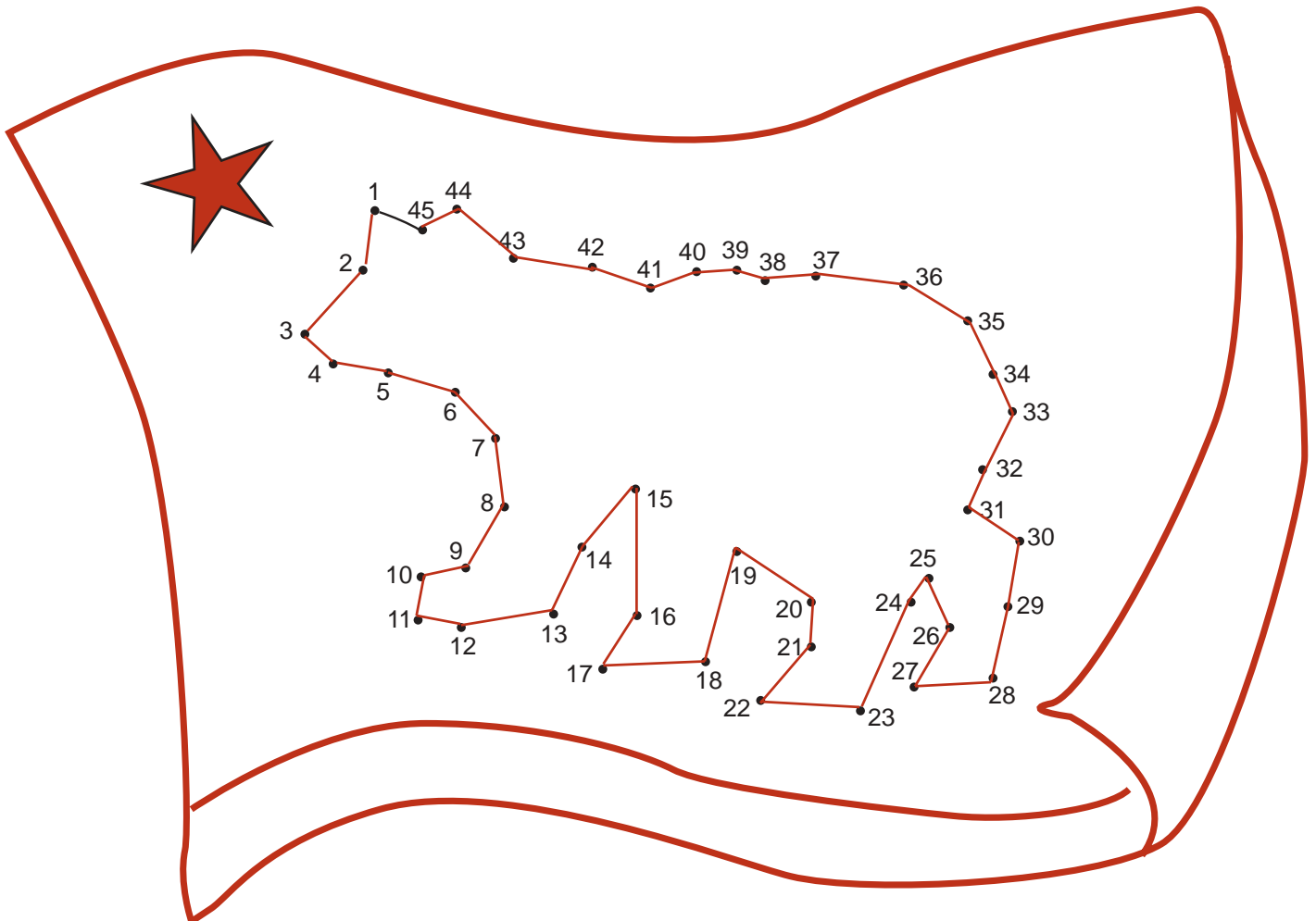
*The Grizzly Bear is a symbol of Strength and Independence.*

*The Red Star symbolizes the fact that California, like Texas, became a state without ever having been a territory.*



## Instructions

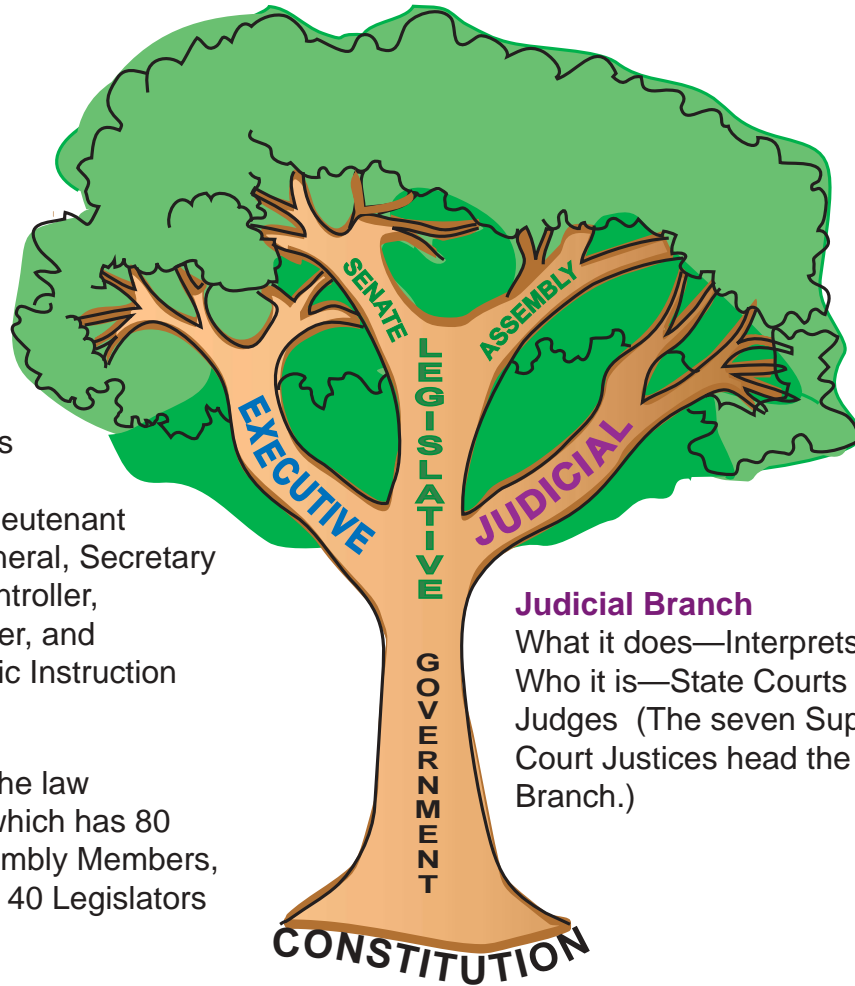
Connect the dots to complete the picture below. Add colors and more symbols to finish your state flag. Use your imagination and create new symbols for your state.







# The Three Branches of Government



### Executive Branch

What it does—Executes and enforces the law

Who it is—Governor, Lieutenant Governor, Attorney General, Secretary of State, Treasurer, Controller, Insurance Commissioner, and Superintendent of Public Instruction

### Legislative Branch

What it does—Makes the law

Who it is—Assembly, which has 80 Legislators called Assembly Members, and Senate, which has 40 Legislators called Senators

### Judicial Branch

What it does—Interprets the law

Who it is—State Courts and Judges (The seven Supreme Court Justices head the Judicial Branch.)

### Instructions

Draw lines to match the seals with the correct branches of government.



Executive

Legislative

Judicial



# How an Idea Becomes a Law

## Instructions

Using the information on the next two pages, answer the questions below.

1. What is a state law? A rule that all people in California must follow
2. What is a bill? An idea for a law that has been written in legal language
3. Ideas for laws can come from:
  - a. only people born in California
  - b. anyone, whether a citizen or not
  - c. only citizens of the United States
4. Name the two houses (groups) of the Legislature of California.  
Assembly and Senate
5. After a bill passes both houses it:
  - a. becomes a law
  - b. returns to committee
  - c. goes to the governor
6. The governor may choose to sign the bill or veto it.
7. If the governor does not sign or veto the bill within 12 days, the bill:
  - a. returns to committee
  - b. becomes a law anyway
  - c. will not become a law
8. How old must you be to present an idea for a law to the state legislature?
  - a. 18 years or older
  - b. 21 years or older
  - c. any age
9. Most state laws take effect on:
  - a. the first day of the following year
  - b. the day the governor signs the bill
  - c. the same day the idea is presented to the legislature
10. What idea do you have for a new state law? Write your idea below.  
\_\_\_\_\_
11. If you wanted to propose your idea, you could present it to the Assembly Member or Senator who represents your district. Write their names here.  
Assembly Member \_\_\_\_\_ Senator \_\_\_\_\_

Find your Senator or Assembly Member at:





# How an Idea Becomes a Law: Vocabulary

The official steps of the process of how an idea becomes a law are more complicated than those shown on the next page, but these are the basic steps. Here are a few vocabulary words to help you understand these steps:

A **rule** tells us what we should or should not do.

A **state law** is a rule that all people in California must follow.

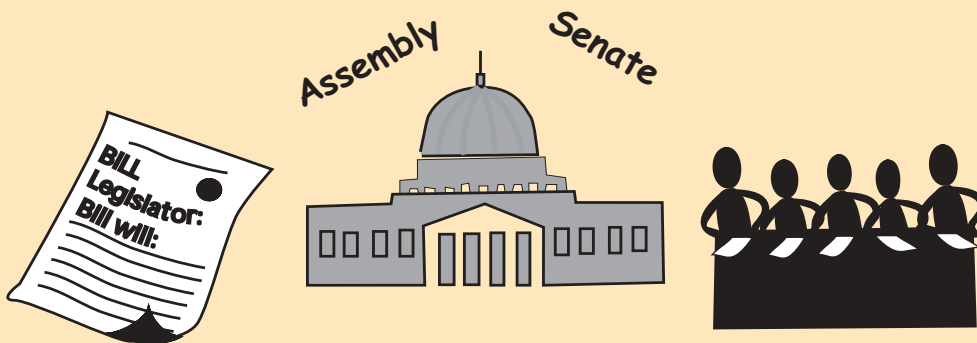
**Ideas** for laws can come from anyone, of any age, but a bill can only be taken through official steps by a legislator.

A **bill** is an idea for a law that has been written into legal language.

There are two groups, or houses, of legislators in California—**Senators** and **Assembly Members**.

A **committee** is a group of legislators who study the bill.

**Debate** is a discussion about the bill.





# How an Idea Becomes a Law: The Legislative Process



1

Someone comes up with an idea for a law.



3

A legislator agrees to author the idea and take it through the official steps.

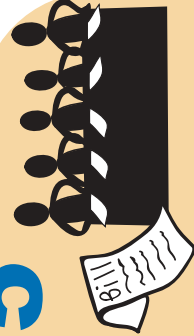


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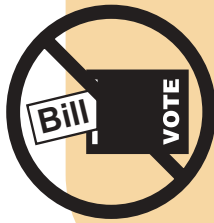


The bill is taken to the Assembly or the Senate. The title is read and the bill is given a number. Every bill number begins with AB or SB to show in which house it started.

5

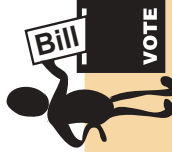


The bill goes to a committee, which holds meetings that people can attend to tell how they feel about the bill.



9

If a bill does not get the number of votes it needs from each house, it dies. It can be started again from the beginning at another time.



8

If a bill gets enough votes to pass in the house where it started, it goes to the other house and goes through steps 5-7 again.

7



If the committee recommends the bill be passed, it goes back to the full Assembly or Senate for debate and vote.

6



People also tell the legislators what they think about bills by writing letters, sending email messages, or telephoning them.

11

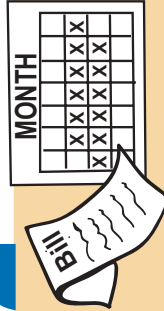


10

Bills that have passed in both houses go to the Governor. The governor can sign the bill into law or ...

... veto it, which means to reject it, or ...

12



... choose not to sign or to veto it. After 12 days the bill becomes law without the governor's signature.

13



Finally, the bill becomes a law for the State of California. Most laws take effect on the first day of the following year.



## California's State Seal

The State Seal was adopted in 1849, a year before California was admitted to the Union. The **31 stars** across the top represent each state, with California being the 31<sup>st</sup> in 1850. Beneath them appears the state motto, "**Eureka**," a Greek word meaning, "I have found it." The **Sierra Nevada Mountain Range**, as well as the **Pacific Ocean**, accent the natural beauty of California. The **ships** symbolize trade and commerce. The **miner** in the background represents the State's mining industry and the Gold Rush. The **agricultural wealth** is seen in a sheaf of wheat and clusters of grapes. Keeping watch over the Seal is the armored figure of the mythological **Goddess of Wisdom**, Minerva (in Roman mythology) or Athena (in Greek mythology), as the symbol of the political birth of the state—California became a state without first being a territory, as Minerva was born an adult and not as a baby. At her feet is the **California Grizzly Bear**, which is the state symbol of strength and independence.

### Instructions

Color the California State Seal below. Choose your own colors.





# Commemorative Seals of the State Capitol

The pictures on the Great Seal of California remind us of only a part of our state history. Two new seals at the Capitol now honor the California Indian and Spanish/Mexican people. These new seals help to remind us of people who came before California's statehood. These people continue to have a great influence in California today.

At the request of the Legislature, the new bronze seals were placed near the west steps of the State Capitol on May 28, 2002. You will find them on each side of the State Seal.

## Instructions

Read the information below and answer the two questions on these pages based on your studies of the California Indians and the Spanish and Mexican mission and rancho periods.

### California Indian Seal

- 68 California Indian tribes and languages represent the state's great native diversity.
- The Indian woman with the child represents the importance of family unity and cultural continuity to native peoples today and in the past.
- A basket, an oak tree, and several other images represent diverse aspects of Indian culture.
- Three planes represent Indian participation in the American military.



**What symbols** on this seal do you recognize from your studies of the California Indians?

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### Spanish/Mexican Seal

- This seal honors the contributions and history of Spanish-Mexican California.
- The face in the center is actually three faces representing Spanish and native peoples. A third face appears at center representing the melding of these cultures in California.
- The three rings around the center show familiar images from California's Spanish period, Mexican period, and statehood.



**What symbols** on this seal do you recognize from the Spanish and Mexican periods?

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## Design Your Own State Seal

### Instructions

You have read about the Great Seal of the State of California and the Commemorative Seals of the State Capitol. You have seen the symbols they contain. Now you can design a new seal for the California you know. What does California mean to you? What important symbols will you put on your seal? Use your imagination and creativity to design a seal that represents California today.







# California State Symbols

The following state symbols represent distinctive features of California.



## State Nickname

“The Golden State” has long been a popular description for California. It was made the official State Nickname in 1968. The name refers to many things, the Gold Rush being the most obvious reference. The state’s springtime poppy fields and summer’s golden hillsides are other golden aspects of beautiful California.



## State Animal

The California grizzly bear became the State Animal in 1953, many years after it became extinct in California. This large and powerful carnivore once thrived throughout California’s great valleys and mountains. Grizzly bears were last seen by hunters in the mid-1920s. The grizzly bear is the symbol of power and independence for California.



## State Bird

The California quail became the State Bird in 1931. Plump, multi-colored, and smaller than a pigeon, males also have a distinctive topknot feather. They are known for their hardiness, adaptability, and distinctive calls, as well as their abundance in California.



## State Flower

The California Poppy, also known as the golden poppy and flame flower for its brilliant color, became the State Flower in 1903. It grows wild throughout California. Every year April 6 is California Poppy Day. This flower reminds us of the gold found here.



### State Tree

The California redwood became the State Tree in 1937. There are actually two species of California redwood: the coast redwood and the giant sequoia. The sequoia is one of the most massive trees in the world, with some examples measuring 30 feet in diameter. The coast redwood is the tallest tree in the world, with several growing over 360 feet high! Less than four percent of California's original "old growth" forests remain. Our state tree is native only to California and southern Oregon.



### State Fish

The golden trout became the State Fish in 1947. It is native only to California. Historically, the species was found only in a few icy streams that feed into the Kern River, south of Mount Whitney. Non-native trout brought to many Sierra Nevada lakes have become a threat. There they compete with the golden trout for food and territory. The Golden Trout Wilderness in the eastern Sierra Nevada was established to protect the habitat of California's State Fish.



### State Marine Mammal

The California gray whale became the State Marine Mammal in 1975. The whales migrate south each year along California's coastline to their breeding grounds in warmer waters (Mexico and Hawaii). After giving birth in March and April, the whales migrate north to the icy but food-rich waters off Alaska. This annual migration is watched by millions of people each year. The whales swim 12,000 miles roundtrip to make this journey! The gray whale is a symbol of California's marine environment.



### State Insect

The California dogface butterfly, or dog head, was designated the official State Insect in 1972. The butterfly is found only in California, from the foothills of the Sierra Nevada to the Coastal Ranges, and from Sonoma south to San Diego. The male has a yellow silhouette that resembles a dog's head on its wings. The female is usually entirely yellow with a black spot on the upper wings.



**Instructions**

The State Legislature names new state symbols by making new laws. For example, in 2002 the town of Bodie, which is a state historic park, was designated California's official Gold Rush Ghost Town. If you were going to propose a law to create a new state symbol, what would you choose? Draw a picture of your new symbol below.

My proposed new state symbol would be:

A large, empty rectangular box with a thin black border, intended for the student to draw their proposed new state symbol.



# California's Growth: The Capitol's East Annex Panels

## Instructions

Agriculture, industry, natural resources, transportation, and culture helped California become a powerful state. Face the east side of the Capitol and find the five panels with the symbols of California's growth (or look on the next two pages), then answer the questions below.

1. How does panel #1 show the growth of agriculture?

Man working in fields; man using farm machinery

2. What pictures in panel #2 show ways Californians have taken goods to markets in other cities, states, and countries?

By train, wagon, truck, airplane, automobile, boat/barge

3. Panel #3 shows some natural resources that have helped businesses and industries grow. List those resources.

Mining/minerals, forests, fertile soil, water for producing electricity, oil

4. How does panel #4 show the growth of industry in California?

Man making pottery; men building with adobe bricks; trucks carrying oil barrels; factory producing goods

5. Panel #5 represents culture in California. What symbol is used to show each of the following:

Movies: (Example) Camera, film

Science: Molecule, test tube, observatory (astronomy)

Music: Musical instruments and notes

Sculpture: Hammer and chisel

Art: Paint brushes and palette

Learning: Globe, books, quill pen and pot of ink

Architecture: University, church buildings

*Culture: The customs, beliefs, and way of life of a particular group of people.*

6. There are many new industries and businesses in California today. List the symbols you would add to the panels to represent them.

Computer, tourists, solar panels, windmills for electricity, rockets, television, etc.



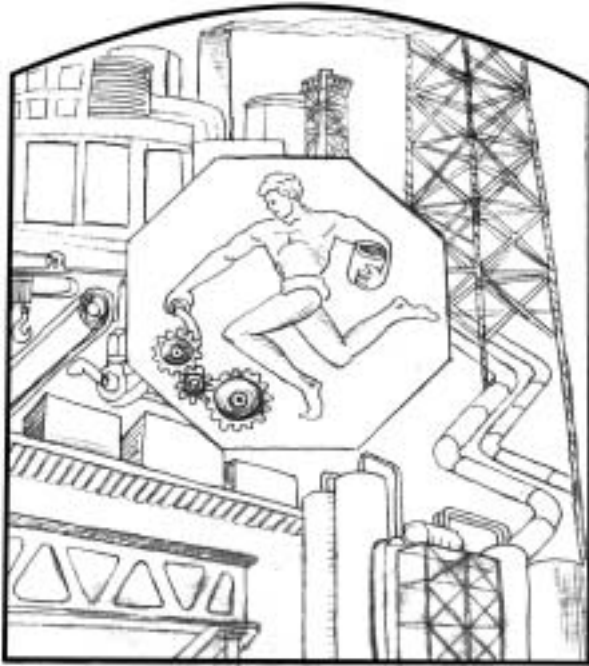
**PANEL 1**  
**Agriculture**



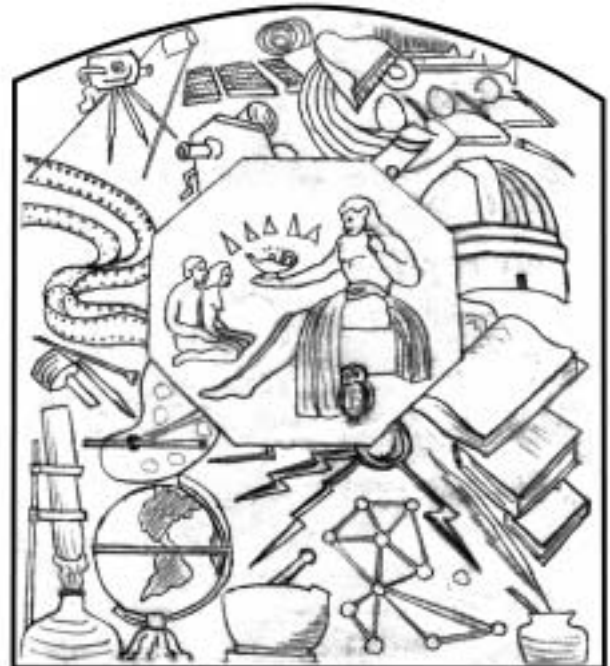
**PANEL 2**  
**Transportation**



**PANEL 3**  
**Natural Resources**



**PANEL 4**  
**Industry**



**PANEL 5**  
**Culture**



# California Facts

## Instructions

Look up the word below in the dictionary and write its definition on the line. Based on your definition of the word, discuss with your classmates the facts below and how they demonstrate ways in which California is superlative.

Superlative: Supreme, being the best or greatest

## The Land

- California is the third largest state in land area, with 155,973 square miles.
- Mt. Whitney (14,494 feet) is the highest peak in California and the lower 48 states.
- Death Valley has the lowest elevation (282 feet below sea level) in California and in the western hemisphere.
- California produces more agricultural goods than any state in the Union.

## The People

- California is the largest state in population, with over 35 million people.
- California has the largest Mexican population outside Mexico.
- California has the largest population of American Indians.
- California has the largest student population in the United States, with around six million students.
- Californians speak over 80 languages, more than the residents of any other state in the Union.
- The State of California has the largest budget in the Union.

You can find more information about California at the following Web sites:

California State Parks	<a href="http://www.parks.ca.gov">www.parks.ca.gov</a>
State Capitol Museum	<a href="http://www.statecapitolmuseum.com">www.statecapitolmuseum.com</a>
Encarta: California Facts and Figures	<a href="http://www.encycarta.msn.com">www.encycarta.msn.com</a>
More California Facts	<a href="http://www.50states.com">www.50states.com</a>
California Historical Society	<a href="http://www.californiahistoricalsociety.com">www.californiahistoricalsociety.com</a>
World Almanac	<a href="http://www.worldalmanacforkids.com">www.worldalmanacforkids.com</a>
Governor's Homepage	<a href="http://www.governor.ca.gov">www.governor.ca.gov</a>
California Homepage	<a href="http://www.ca.gov">www.ca.gov</a>
California State Senate	<a href="http://www.senate.ca.gov">www.senate.ca.gov</a>
California State Assembly	<a href="http://www.assembly.ca.gov">www.assembly.ca.gov</a>

## Challenge

Can you answer the question to the right?

When California became a state, 300,000 people lived here. In 2004, it is estimated that California has 35,000,000 residents. How many more people live here today than in 1850?

34,700,000



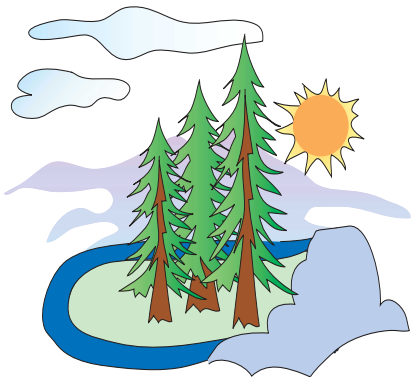
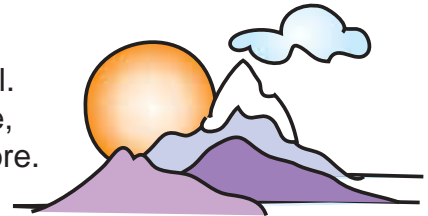
# Our State Song: "I Love You, California"

"I Love You, California" became the official state song in 1951. Its words were written by F. B. Silverwood and music by A. F. Frankenstein. It was composed in 1913.

## Instructions

See if you can memorize one stanza (or more?) of our state song.  
To hear the tune, visit [www.50states.com](http://www.50states.com).

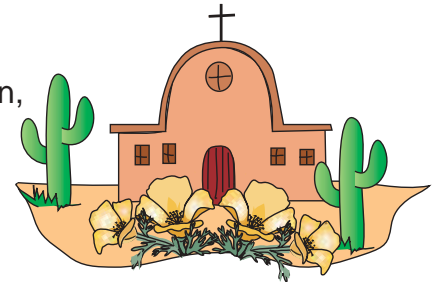
I love you, California, you're the greatest state of all  
I love you in the winter, summer, spring, and in the fall.  
I love your fertile valleys; your dear mountains I adore,  
I love your grand old ocean and I love her rugged shore.



### Chorus:

Where the snow crowned Golden Sierras  
Keep their watch o'er the valley's bloom,  
It is there I would be in our land by the sea,  
Ev'ry breeze bearing rich perfume.  
It is here nature gives of her rarest.  
It is home sweet home to me,  
And I know when I die, I shall breathe my last sigh  
For my sunny California

I love your redwood forests—love your fields of yellow grain,  
I love your summer breezes, and I love your winter rain,  
I love you, land of flowers; land of honey, fruit and wine,  
I love you, California; you have won this heart of mine.



### chorus

I love your old gray Missions—love your vineyards stretching far,  
I love you, California, with your Golden Gate ajar,  
I love your purple sunsets, love your skies of azure blue,  
I love you, California; I just can't help loving you.

### chorus

I love you, Catalina—you are very dear to me,  
I love you, Tamalpais, and I love Yosemite,  
I love you, Land of Sunshine, half your beauties are untold,  
I loved you in my childhood, and I'll love you when I'm old.







## Recommendations for Further Study

### Books:

The Constitutions of California, the United States, and Related Documents. Sacramento: California State Senate.

Donnelly, Loraine B., and Evelyn T. Cray. California's Historic Capitol. Sacramento: California Capital Enterprises, 1983.

Ignoffo, Mary Jo. Gold Rush Politics: California's First Legislature. Sacramento: California State Senate and California History Center Foundation, 1999.

Marlowe, Lynn G. California State Capitol Restoration: A Pictorial History. Sacramento: California State Legislature Joint Committee on Rules, 1983.

Montgomery, Linda Boudreaux. A Visit to the California Capitol, Sacramento, California. Austin, TX: LB Collection Custom Books, 2000.

Oxford, June. The Capitol That Couldn't Stay Put. Fairfield, CA: James Stevenson, Publisher, 1983.

Rawls, James J., and Walton Bean. California: An Interpretive History. New York: McGraw-Hill, 2002.

Schaechtele, Molly Shoemaker. The Governors and their Portraits. Sacramento: California State Capitol Museum Volunteer Association, 1995.

Senate Rules Committee. The Legislative Process: A Citizen's Guide to Participation. Sacramento: California State Senate.

Wilson, E. Dotson, Chief Clerk of the Assembly, and Brian S. Ebbert, Chief Editor. California's Legislature. Sacramento: State of California, 2000.

### Videos:

A Legacy Restored. California State Capitol Museum and California Department of Parks and Recreation, 1982.

Capitol Visions. California Department of Parks and Recreation, 2002.

### Web Sites:

California Governor– [www.governor.ca.gov](http://www.governor.ca.gov)

State of California Homepage – [www.ca.gov](http://www.ca.gov)

California State Senate – [www.senate.ca.gov](http://www.senate.ca.gov)

California State Assembly – [www.assembly.ca.gov](http://www.assembly.ca.gov)

California State Parks – [www.parks.ca.gov](http://www.parks.ca.gov) and [www.kids.parks.ca.gov](http://www.kids.parks.ca.gov)

California State Capitol Museum – [www.statecapitolmuseum.com](http://www.statecapitolmuseum.com)



*Certificate  
of  
Achievement*



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*Name of Student*

*This is to certify that the above named student has successfully  
completed the State Capitol Museum School Packet.*

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*Name of School*

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*Teacher or Parent*

