

Fort Timeline Activity (Grades 4&5) Teacher's Guide



Materials

- Double-sided Teacher's Guide (one per teacher / chaperone)
- Double-sided Timeline Activity (one per student)
- Pencils
- Clipboards
- Park maps (one per chaperone, available at kiosk)

Objectives

- Teach the sequence of key events in the Fort's history.
- Lead students and chaperones on a self-guided tour through Sutter's Fort State Historic Park.
- Help students learn about the effects of colonization on California's Native peoples.
- Introduce students to the economy and trades of Mexican California in the 1840s.
- Help students learn about Manifest Destiny and American overland immigration to California.
- Teach students about key events leading up to California statehood.

Preparation

- Print double-sided copies of the Teacher's Guide for each teacher / chaperone and double-sided copies of the Timeline Activity for each student. This Timeline Activity may be used by small groups of students; however, it is preferable for each student have their own worksheet.
- Please bring clipboards or hard surface to use for writing. If you do not have clipboards, please explain to your students that they cannot use the buildings, exhibits, or objects at Sutter's Fort to write down their answers. This will help to protect the historic buildings and exhibits.
- Before your visit, brainstorm connections between what your students have learned in class to what they will see at the Fort and will be learning about through this Timeline Activity.

At the Fort (Teachers)

1. Gather your class on the lawn outside Sutter's Fort and have them wait outside the Fort gates.
2. Have one teacher register the group at the entrance kiosk with California State Parks Staff.
3. Distribute one park map per chaperone and remind chaperones to stay with their students at all times.

At the Fort (Chaperones)

1. **Chaperones must stay with students at all times** and are responsible for their students.
2. Engage students by asking them questions and give them plenty of time to think about their answers.
3. Don't give students the answers. Allow students ample time and freedom to hunt for the answers.
4. Encourage students to work together and to show each other where they found their answers.

Did you know?

The Sutter's Fort Museum Store is located on the west wall of Sutter's Fort and is operated by the **Friends of Sutter's Fort**. Friends of Sutter's Fort is a nonprofit 501 (C) (3) cooperating association dedicated to supporting preservation and educational programs at Sutter's Fort State Historic Park.

We request **no more than 18 total guests (students and adults) in the Museum Store** at any one time.

Thank you for visiting Sutter's Fort State Historic Park!

Fort Timeline Activity (Grades 4&5) Answer Guide



List two changes between now and then: **students can be creative**—buildings, cars, streets, lights, helicopters, etc.

Time Immemorial: **Miwok; Nisenan**

18__ : **1821**

1830s: **1834; Malaria**

Draw the flag on the Fort's flagpole: **students can be creative**—should resemble the modern three-colored Mexican flag without the eagle or any other imagery on it.

18__ : **1839; Helvetia; Hawaii**

1840: **48,400; adobe; many acceptable answers:** SE bastion / NW bastion / guard room / gunsmith shop / east yard

Why did California Indians work for Sutter?: This is the hardest question on the scavenger hunt, and students' **answers will vary**. Students may craft a response from panels in the orientation room, context clues in the scavenger hunt, and their own historical intuition. **The main two points should be trade and force. There is a panel in the Orientation Room that directly asks and answers this question.** Here is its text: "Why Did The Indians Work For Sutter? When Sutter first arrived, he said that he was a trader. He had beads, cloth, and other items that the local people wanted for themselves and for trade with other groups. Sutter offered these goods in exchange for labor. Village leaders received extra payments if they brought workers. Some of these groups willingly aligned with Sutter. Working at the Fort protected them against the Californios. Their village life could go on somewhat normally. Sutter also used force. If a village wouldn't cooperate, his militia attacked until the people agreed to work for him. The militia also took prisoners, including children. In Sutter's letters and historic accounts there are indications that Sutter sometimes "gave" children to other ranchers to use as servants. When there wasn't enough voluntary labor, his militia rounded up people from distant tribes. They were forced to work, and then they were paid and released. Modern California Indians remain bitter about this part of Sutter's legacy."

1. **Carpenter's shop; many acceptable answers**—chairs, tables, boxes, benches, etc.; **cooper's shop**

2. **Millstone or Grist Mill; Bakery, Oven, or Bakery Store Room**

3. **Vaquero Room; Candle Making or Chandlery**

4. **Blacksmith; Blanket Factory or Weaving Room; blankets**

1841: **1841**

1846: **1,500; Donner**

Find and draw the immigrant wagon: **students can be creative**—should resemble a covered wagon unless there is wet weather, in which case the wagon may be stored without the hooped canvas covering

1846: **bear; Frémont**

1848: **Marshall**

1849: **80,000; Sacramento**

Using the model, find two changes between the Fort in the 1840s and today: **many acceptable answers**—larger footprint, corrals, outbuildings, drill areas, livestock, gate placement, etc.



Sutter's Fort: The Place Where California Was Changed

California went through changes in the 1840s. Many of the changes happened here at Sutter's Fort.

This is a timeline of some of those changes. It is your job to fill in the details. You can find the answers in the Orientation Room and the other rooms around the Fort. Use a Fort map to find these places.

Look up and over the Fort walls to see the modern buildings of Sacramento. What do you hear? What was here before the 1840s?

List two changes between then and now:

- 1.
- 2.

Protect the Fort: do not write your answers against the walls or cases.

Time Immemorial: People have lived here since before anyone can remember. The Fort was built on and near the traditional lands of two groups of Native Americans: the

M_____ and N_____.

They still live in Sacramento today.



1769: The Spanish claimed California as their colony. They created a system of missions on the coast and forced Native people to work there under threat from nearby soldiers.

18__: Mexico won independence from Spain. California became part of the new country of Mexico.

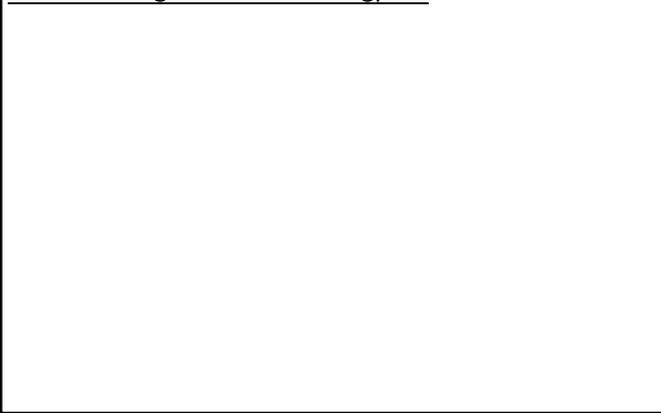
1830s: Mexico started closing the Missions in the year _____. Some Native people left for the Central Valley. Some were forced to work on private "ranchos."

At the same time, Hudson's Bay Company fur trappers started to visit the Valley. With them came the disease _____ that killed many Native people here in 1833.

The Native peoples of the Valley adapted to each new change.

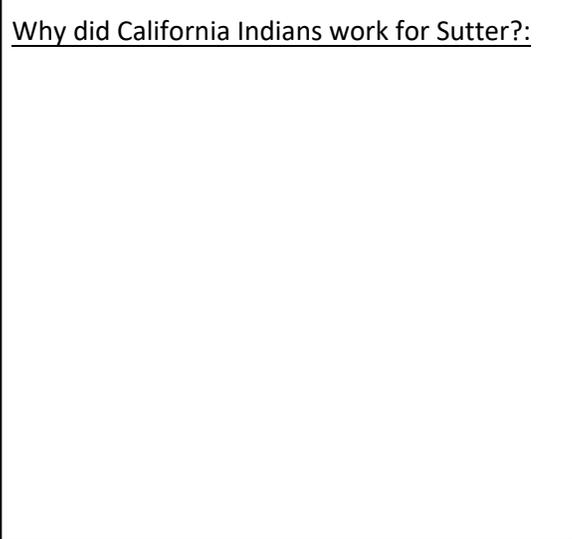
The Fort flew the Mexican "civil flag" because this was a trading post and not a military fort.

Draw the flag on the Fort's flagpole:



18__: The Swiss immigrant John Sutter came to California. He planned to start a colony called New _____.

Why did California Indians work for Sutter?:



to start it. He expected California Indians to do most of the work in the colony. He hoped that more colonists would move there over time.



1840: Sutter became a Mexican citizen and was given a land grant for (#)_____acres. It covered much of the Valley.

Workers began to build high walls around his trading post. They used sun-dried mud bricks called _____.

1841: Sutter bought Fort Ross from Russia. It was another colonial fort 95 miles away on the coast. His workers took many things from there back to Sutter's Fort. They took gunpowder, rifles, uniforms, and cannons. These military items can be seen in the Fort in these rooms: _____, _____, and _____.

Sutter's Fort looked intimidating to the Native people who did not want to work there. It looked alarming to Mexicans who questioned Sutter's loyalty. It looked welcoming to immigrants who began coming there from the United States.

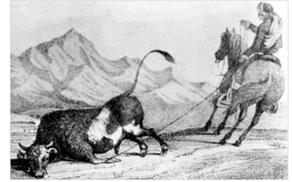
Sutter's Fort was a place of work and business. Name the rooms that show what was made, traded, and sold here:

1. _____ Shop: This is where wood from trees was used to make things. This included oak trees whose acorns were the most important food for local Native people. The wood was used to make buildings and trade goods. Things made of wood in this room are: _____, _____, and _____. In another room, called the _____ shop, wood was used to make barrels.

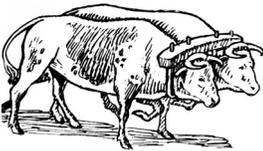
2. _____: After wheat was harvested, threshed, and winnowed, this is where it was ground into flour. Making enough wheat for Sutter to make a profit was back-breaking work. That work was done by hundreds of Indians over many months. Another room that shows how flour was used at the Fort is the _____.

3. _____: This is where the skilled Native and Mexican workers who took care of cattle lived. Products made from California cows were traded all around the world. Tanned hides became leather shoes and belts for machines. Fat was turned into tallow to become soap and candles. At the Fort, tallow was also used in the _____ room.

4. Trade Store: This is where manufactured goods were sold. Merchants brought many products to California. Some were made at the Fort. In the _____ shop metal was turned into hardware. In the _____ wool from sheep was used to make _____.



18____: The first group of overland immigrants (34 people) arrived in California. They started their journey in Missouri. That was the western edge of the United States then. Many of them found comfort and work at Sutter's Fort.



1846: More than (#)_____ American overland immigrants left for California this year. They came on foot and in wagons pulled by oxen. The California Trail brought most of them to Sutter's Fort. One of those groups was the _____ Party, who became stranded in the snowy Sierra Nevada.

Many immigrants believed that Mexican California was going to become part of the United States. This idea was called "Manifest Destiny." Making that idea happen would cause Native people to lose their homelands.

Find and draw the immigrant wagon:

1846: Americans in Sonoma rebelled against the Mexican government. They flew a home-made flag with a _____ on it. They declared California independent and jailed Mexican officials at Sutter's Fort. The Mexican-American War began a few weeks later. The American military leader John C. _____ took over the Fort during the war.



1848: After the war, Sutter partnered with James _____ to build a sawmill in Coloma. That is 35 miles east of the Fort and much closer to the forests in the foothills. During construction he found gold there. He brought the gold back to the Fort and showed it to Sutter in his office in the Central Building.

The Central Building is the only original part of the Fort left. The rest was rebuilt as a museum in the 1890s. Find the Fort model near the southeast bastion. Find two differences from the 1840s to today:

- 1.
- 2.

1849: News of gold in California spread around the world, and (#)_____ gold-seekers came to this new American territory. The new city of _____ grew along the river where the miners arrived to head into the mountains. Sutter sold the Fort and newcomers took most of it apart to help build the new city.

1850: California became a state and Native people faced new hardships. Newcomers claimed their land. The state government supported the murder of thousands of Native people. The Fort was abandoned, but the effects of what happened there continued on long after.

Sutter's Fort helped bring on changes that reshaped the society, environment, and government of California.