

## **Sacramento Underground Project Kit**

Congratulations! You're going to the Sacramento Underground tour! Use these project ideas to enrich your educational experience. Read through them before you go to make sure you understand the terms and concepts, and to help you determine if you want to expand upon any of them. **You'll find fun facts and printable worksheets at the end of this packet.**

a- elementary level activity    b- middle school level activity    c- high school level activity

### **Language Arts**

Language is more than the words we use, it is always the way we dress and how we act. Sacramento Underground tours are led by docents who dress and act the part. How does that improve the experience? Why is it important to pay attention to our dress and actions when we are communicating with others?

- a. Ask one of your guides about their clothes. What time period is it from? Why did they wear that? Draw a picture of your guide.
- b. How does having a guide who is dressed appropriately change your experience? Is it more fun? What did you learn about the time period because of their dress and actions? Write a brief paragraph on your findings.
- c. Imagine your guide was wearing a shiny silver jumpsuit instead of what they are wearing. How would that change the tour? Would it be harder to pay attention? How does our dress affect our ability for others to hear what we are really saying? What about our language or even the way we hold ourselves? If we want people to understand us, is it important that our dress and actions conform to our ideas? Why or why not? Write a brief essay on the topic.

Materials required: Notebook, pen/pencil

Submission: A copy of your writings/drawing, and any pictures/videos

Teaching or learning notes:

### **Applied Math**

How much money does the Sacramento History Museum make from tour visitors? They make approximately \$15 per ticket sold. How many people are on your tour? Ask your guide what their average number of visitors per tour is. How many tours do they have per day, and how many days per month and year? How much does the Sacramento History Museum make from its tours in a day? In a month? In a year?

- a. Talk about the math and make verbal estimates with your teacher. Write down your math.
- b. Do the calculations on your own and write everything down. Talk about expenses and how those affect the Museum's margins - the difference between how much money they bring in and how much they have to spend to operate.
- c. Do the calculations, write it down, and ask more questions to determine The Museum's estimated costs (don't forget staff, repairs, etc.). Estimate gross and net incomes per day, month, and year. Run a hypothetical model to see how the numbers change if attendance or costs decline or increase.

Materials required: Notebook, pen/pencil, calculator or smartphone (optional)

Submission: Your calculations, estimations, and conclusions, and any pictures/videos

Teaching or learning notes:

## **Science**

Going underground in Sacramento opens your mind to a world without modern technology. What would it be like to live back then, and how has technology improved our lives?

- a. What is your favorite piece of technology you have today that they didn't have then? Write or draw about it, why it is your favorite, and what life would be like without it.
- b. Which modern technology that we have today do you think they desperately needed? Why? What would change about their lives if they had it? Write about your ideas.
- c. Imagine you lived in the late 1800s. Invent or engineer something new that would be useful to their lives. Write and draw about your invention including an advertisement you would put in a newspaper during their time.

Materials required: Notebook, pen/pencil

Submission: A copy of your drawings or writings, and any pictures/videos

Teaching or learning notes:

## **Social Studies**

Sacramento has a rich history! Your tour focuses on Sacramento during the 1860s and 1870s. Learn more about Sacramento history and how that time period shaped our world today.

- a. What was life like in the 1860s? Did they have cars? Planes? Paved roads? Draw a picture of what you think the city might have looked like. You can use pictures from that time or other research as references.
- b. How did the great flood affect the citizens of Sacramento? What would it have been like to live through that? How did the flood change the way the city was built? Write about your findings.
- c. Read through the brief timeline of the mid-1800s here: <http://bit.ly/2etl7e4>. What would it have been like to live during this time? What would you miss most about your life now? What would you enjoy about living then? How do their hardships compare to ours? Are they better, worse, or just different? Choose one thing from the list to research more fully and include more details about it in a short report.

Materials required: Notebook, pen/pencil, smartphone (optional)

Submission: A copy of your writings/drawings, and any pictures/videos

Teaching or learning notes:

# FUN FACTS

- Sacramento had been the California State Capitol for 8 years when an incredible rainstorm, the largest in California's recorded history, peaked in January 1862. 10 inches of rain fell in December, 1861 alone, and Christmas was officially cancelled.
- The storm forced its way inland as far as Tennessee during the Civil War.
- The storm raised water levels so quickly that it turned the Sacramento Valley into a 250-300 mile-long inland sea!
- Steamboats were able to sail through "Old Sacramento" and rescued people from their homes.
- This storm is what created Sacramento's "underground," as to prevent the same havoc in the future the streets were raised 10 feet!
- Raising the streets created an underground space that people used for storage, stores, and other businesses.
- You'll learn many more fun facts on your tour!

# Sacramento Underground

1. Draw a picture of your favorite part of the tour.



2. Describe your favorite part and why you love it..

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3. What is one thing you learned about Sacramento?

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4. Draw or describe how the tunnels were made.



5. Describe or draw something that has historical importance.



6. Explain one thing you learned about the 1860s and 1870s.

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