

The Gold Rush

What Was it Like?

4th Grade



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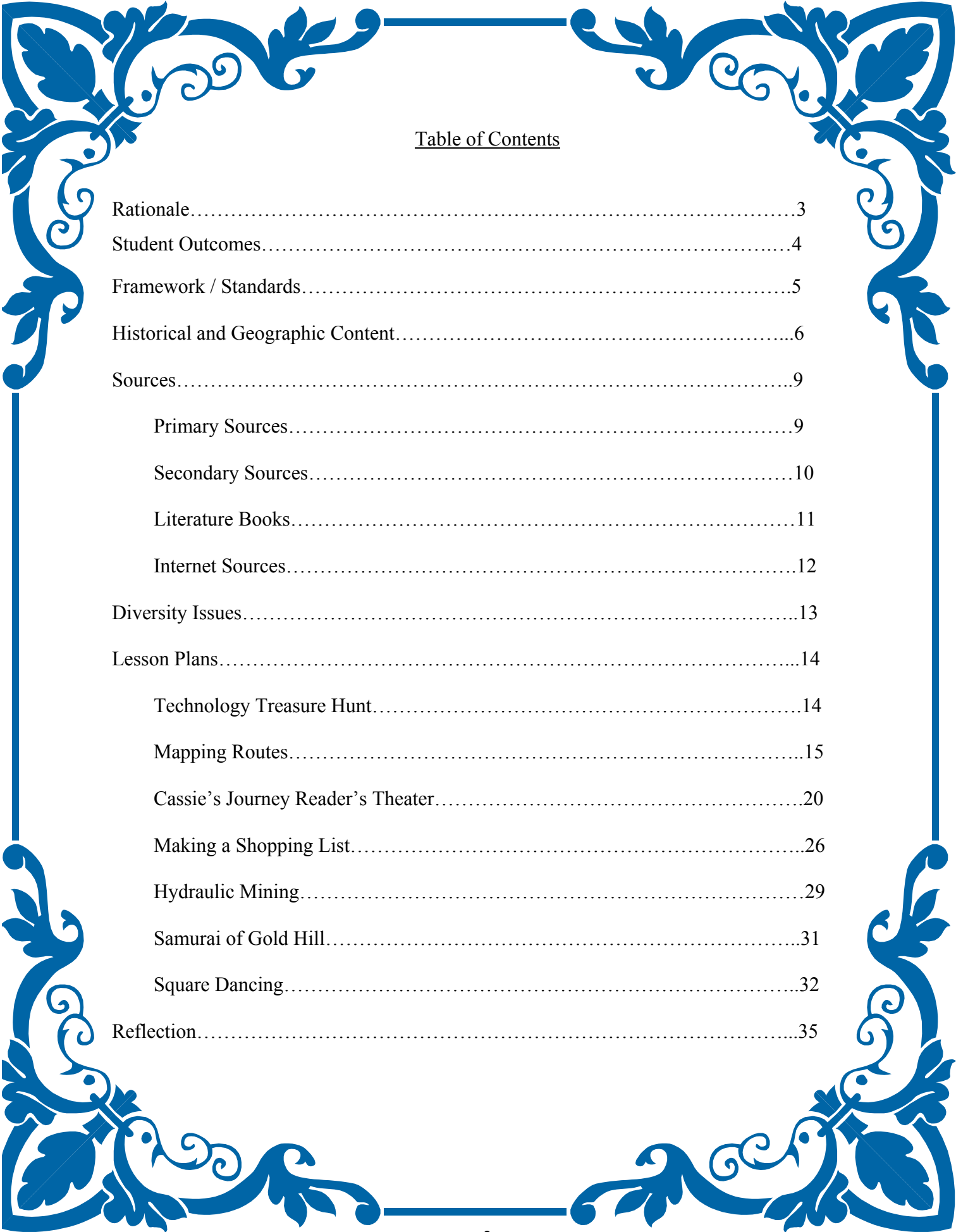


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Rationale

Understanding history is an important part of everyone's education, and what better way to learn history than to experience it and have fun at the same time. In the fourth grade, students begin to learn about the California Gold Rush as stated in the *History-Social Science Framework for California Public Schools (2001)*. This thematic unit meets both of these requirements. It is constructed to meet California state standards while allowing students to have fun. They will almost forget they are working.

This unit teaches more than just social studies. It integrates reading, writing, math, geography, technology, art, music, drama, science, physical education, and much more. Language arts activities include multicultural literature, creative writing, and persuasive speaking. Math becomes purposeful when students pretend to convert gold to money and use problem solving to make a miner's shopping list. Science is a hands-on activity as students participate in a hydraulic mining experiment. Art includes many activities such as creating post cards, brochures, and scrapbooks. Even physical education can be integrated through the use of square dancing. Students also improve their research skills by using the Internet on a technology Gold Rush treasure hunt. Mapping and geography become exciting, as students imagine themselves as forty-niners. There is just so much to do in this unit, and it is all tied to social studies.

Besides reaching all areas of the curriculum, this unit also teaches students about other cultures and their experiences in the 1850's. Students will increase their understanding of perspectives of people from other cultures during the gold rush. This is a great way to enrich a student's education.

These enriching lessons are fun while teaching, reviewing, and extending a student's learning through a variety of learning styles. Students work individually and cooperatively so that each individual learner understands the content and desires to learn more. Students perform fun tasks that allow a teacher to evaluate the student's learning while lowering each student's affective filter. This is not just a pencil and paper kind of unit. It is fun!

This unit is full of fun activities and lesson plans. Included in this unit is a list of valuable books and Internet sites for both students and teachers.

Together students and their teachers will have fun studying the Gold Rush.

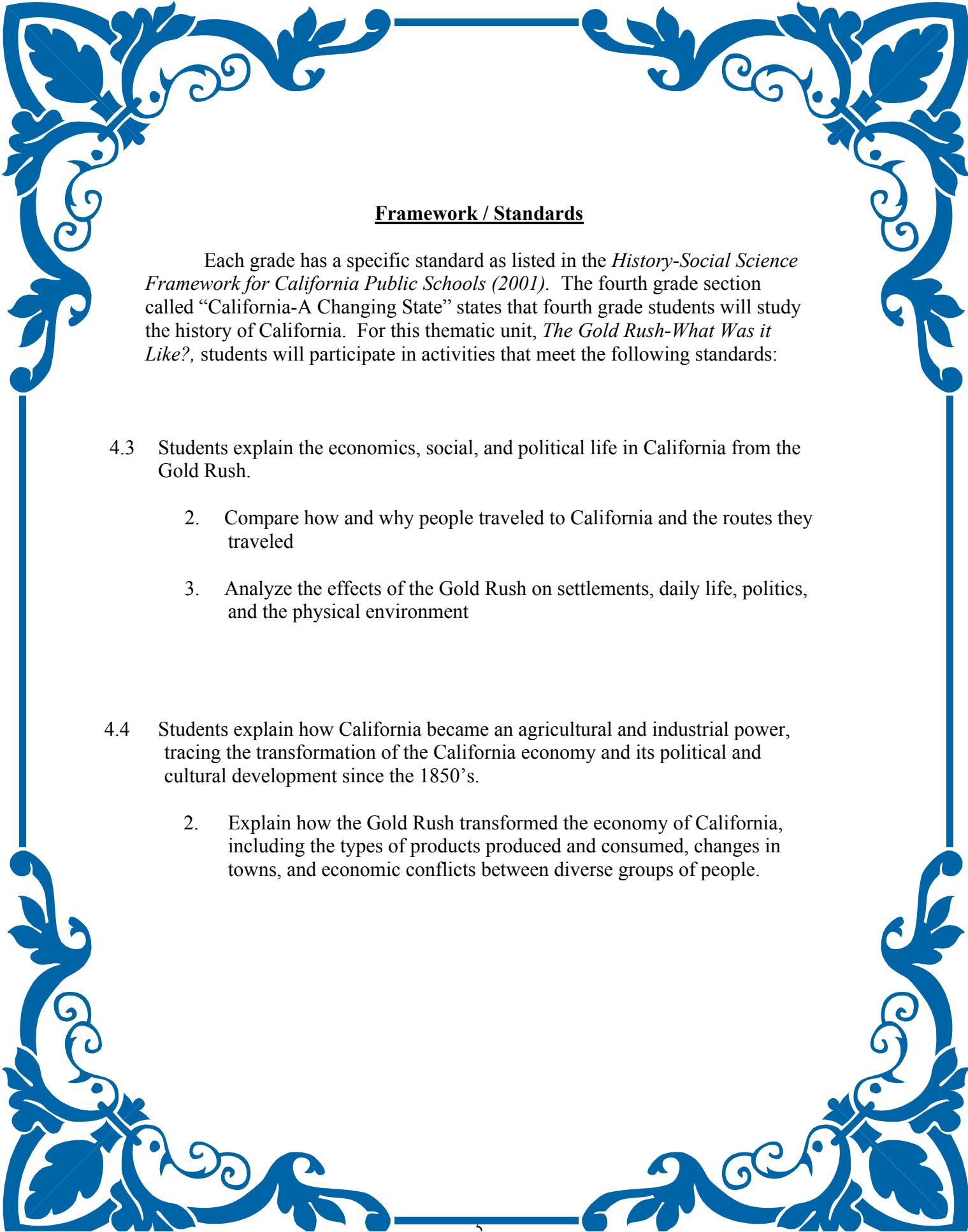
Student Outcomes

In this unit students will study:

1. How to use the web to find information
2. Cultural Music of the Times
3. Mathematical Problem Solving
4. Multicultural Literature
5. Geography and Mapping
6. Scientific Observations and Experimentation
7. Drama
8. Writing Skills
9. Comparing and Contrasting
10. Artistic Creativity
11. Physical Activity

The learner will:

- Research the different routes miners took to California
- Understand the difficulty encountered by miners
- Create maps to show the different traveling routes
- List advantages and disadvantages of the three routes to California during the Gold Rush
- Use the computer and internet to research and solve problems
- Increase their understanding of major events during the Gold Rush
- Use the multiple intelligences to present information
- Work in cooperative teams
- Use writing to express their understanding of events during the Gold Rush
- Participate in a readers theatre activity
- Explore the procedures for panning for gold
- Evaluate the advantages and disadvantages of hydraulic mining
- Read about the discovery of gold in California
- Use persuasive writing to support their own judgments of Gold Rush events
- Participate in a physical activity related to the Gold Rush
- Present ideas through art



Framework / Standards

Each grade has a specific standard as listed in the *History-Social Science Framework for California Public Schools (2001)*. The fourth grade section called “California-A Changing State” states that fourth grade students will study the history of California. For this thematic unit, *The Gold Rush-What Was it Like?*, students will participate in activities that meet the following standards:

- 4.3 Students explain the economics, social, and political life in California from the Gold Rush.
 2. Compare how and why people traveled to California and the routes they traveled
 3. Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment

- 4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850’s.
 2. Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns, and economic conflicts between diverse groups of people.



Historical and Geographic Content


"Gold Rush of 1849," Microsoft® Encarta® Online Encyclopedia 2003
<http://encarta.msn.com> © 1997-2003 Microsoft Corporation. All Rights Reserved.

Gold Rush of 1849 was the massive movement of people to California following the discovery of gold there in 1848. In January 1848 James W. Marshall, a carpenter building a sawmill in partnership with John A. Sutter in California's Sacramento Valley, discovered gold. Sutter made his workers promise to keep the discovery a secret. However, the news leaked out. Within a few months, a shrewd merchant, hoping to increase his business, set off the gold rush in earnest. Samuel Brannan, one of the early Mormon settlers in San Francisco, owned a store near Sutter's fort. In early May, he returned to San Francisco from a visit to the diggings and spread the word of gold. Within a few days, boats filled with townspeople were heading up the Sacramento River to look for gold. Brannan, of course, had stocked his store with mining supplies and was doing a thriving business. San Francisco soon was a ghost town, as almost everyone was off to the gold sites.

During the summer of 1848, the news spread up and down the West Coast, across the border to Mexico, and even to the Sandwich Islands (now Hawaii). Word also reached the Mississippi Valley and the Eastern states. Newspapers were filled with the accounts of men who claimed to have become rich overnight by picking gold out of California's wondrous earth. Then, in a message to the Congress of the United States in December, President James K. Polk confirmed the presence of gold in California. That winter, people from all walks of life set out for California. Many pawned their possessions to get there. The gold seekers, also known as Forty-Niners or Argonauts, joined the rush from as far off as Europe and Australia. Many Chinese also flocked to San Francisco to join in the gold rush.

There were three routes to the goldfields. A Forty-Niner could go by boat to Panama, cross to the city of Panama, and then catch a boat to San Francisco. An alternative was to make the longer sea voyage around Cape Horn, the southernmost point of South America. The demand for passage was so great that old and undersized ships were pressed into service. A number of them sank in the treacherous waters off Cape Horn.

The cheapest route was using the various overland trails to California. By far the greatest number of Forty-Niners walked or rode across the American continent. Some used the Oregon and Mormon trails over the Great Plains. Others took the Santa Fe, Sonora, and other southern trails. The spring rains made some of the trails almost impassable. The rains were followed by an epidemic of cholera, which killed thousands of the travelers. Nevertheless, by 1852 more than 200,000 gold seekers had managed to reach California.



In the earliest days of the rush, claims yielding as much as \$300 to \$400 in a day were not uncommon. In 1849 about \$10 million worth of gold was mined. As competition increased, fewer and fewer claims were to yield such profits; the people who found practically nothing far outnumbered those who struck it rich.

The source of the gold, the Mother Lode, a belt of gold-bearing quartz, ran in a wide swath stretching 160 km (100 mi) through the mountains of the Sierra Nevada range. Its northern boundary was La Porte on the Feather River. In the south the lode extended to Mariposa. Placer gold, consisting of nuggets and gold particles, was found in streams and rivers in the foothills of the Sierras.

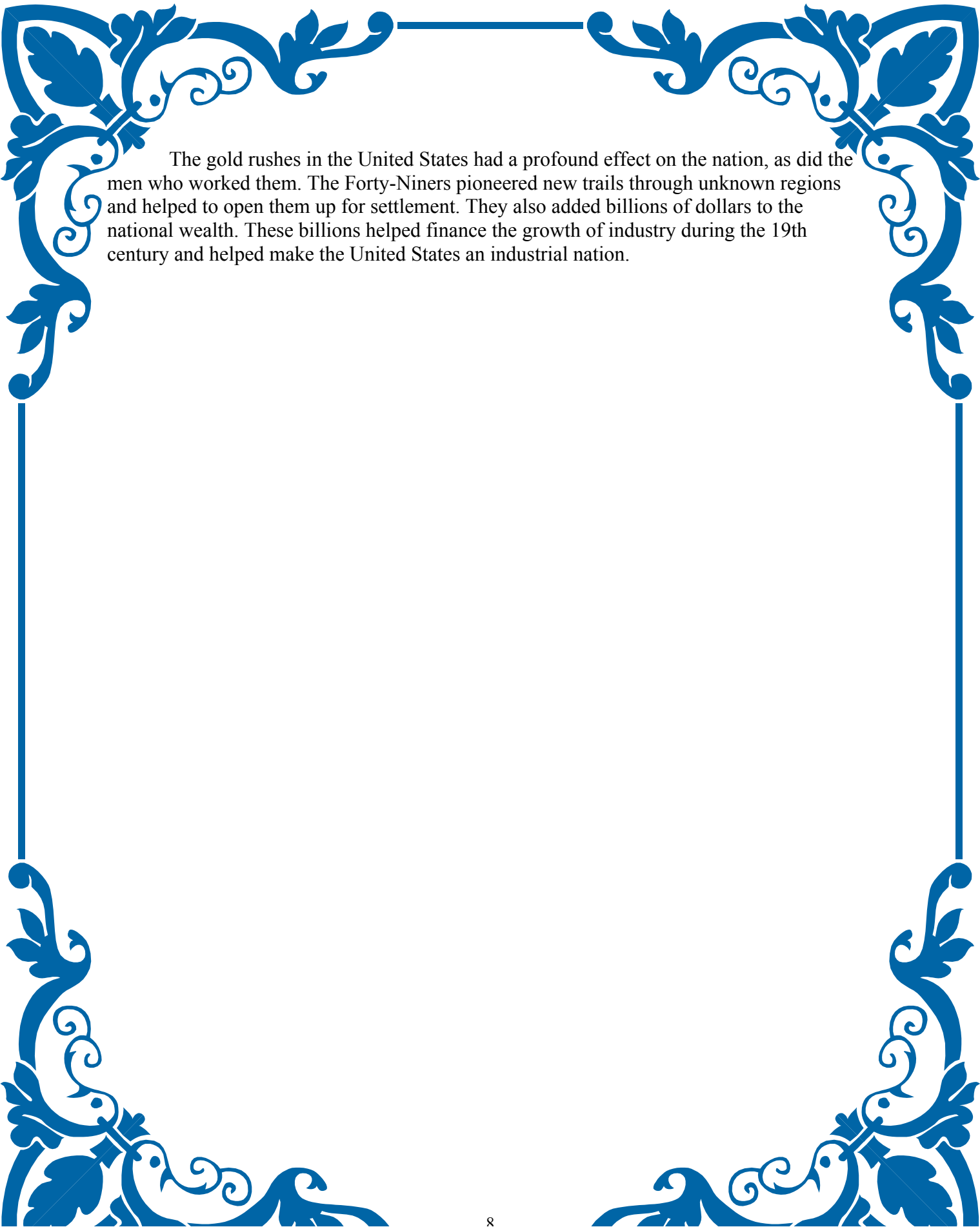
In 1848 placer gold was plentiful. The miners could pick it up or scratch it out of ravines, dry streambeds, and gulches. By the end of the year, however, dry digging gave way to wet digging, or panning. Miners put gold-bearing dirt or gravel, which they called pay dirt, into a shallow washing pan. They then held it underwater for a few minutes. The current would wash away the dirt and gravel, leaving the heavier gold on the bottom of the pan.

By the end of 1849 there were so many miners that individual operations were replaced by larger ventures. Miners formed groups to dry up riverbeds by diverting the waters with dams. Even more rewarding was coyoteing. This method called for digging a shaft 6 to 13 m (20 to 40 ft) deep into the bedrock along the shore of a stream. Then tunnels were dug in all directions to get at the richest veins of pay dirt.

The miners followed the frontier tradition of organizing themselves into small self-governing bodies for protection. Each camp held a meeting to draw up a code for its mining district. The typical code set forth the size of the gold claim that an individual could possess and the way it should be registered. Sheriffs were appointed to administer the codes. Justice was often harsh and swift. However, claim jumping, or taking over another person's claim, continued.

There were few social, class, or economic distinctions among the miners. A man who put in an honest day's work was quickly accepted. Most of the miners, however, were white Americans and looked on the gold as their national right. They tried to keep the gold from others, such as Mexicans, Chinese, and Native Americans.

In 1851 industrial mining, usually run by businesses with more advanced technology, began to replace the improvised group efforts of the Forty-Niners. The profits from these operations went to organized companies, often financed in the East. Professional miners went to work in the mines of the large companies, following the mining business to different sites such as Alaska. Many of the Forty-Niners returned to the occupations they held before they went in search of gold.



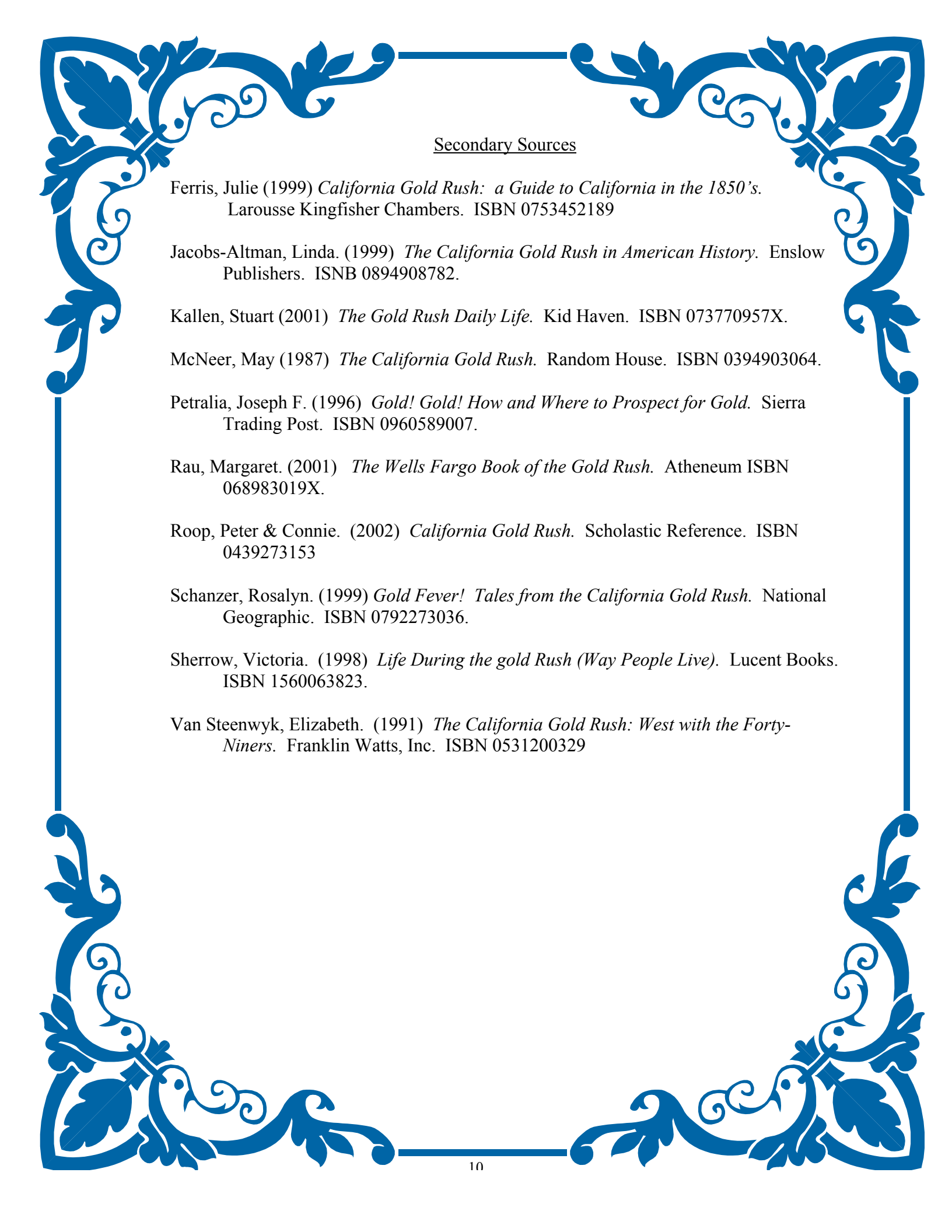
The gold rushes in the United States had a profound effect on the nation, as did the men who worked them. The Forty-Niners pioneered new trails through unknown regions and helped to open them up for settlement. They also added billions of dollars to the national wealth. These billions helped finance the growth of industry during the 19th century and helped make the United States an industrial nation.



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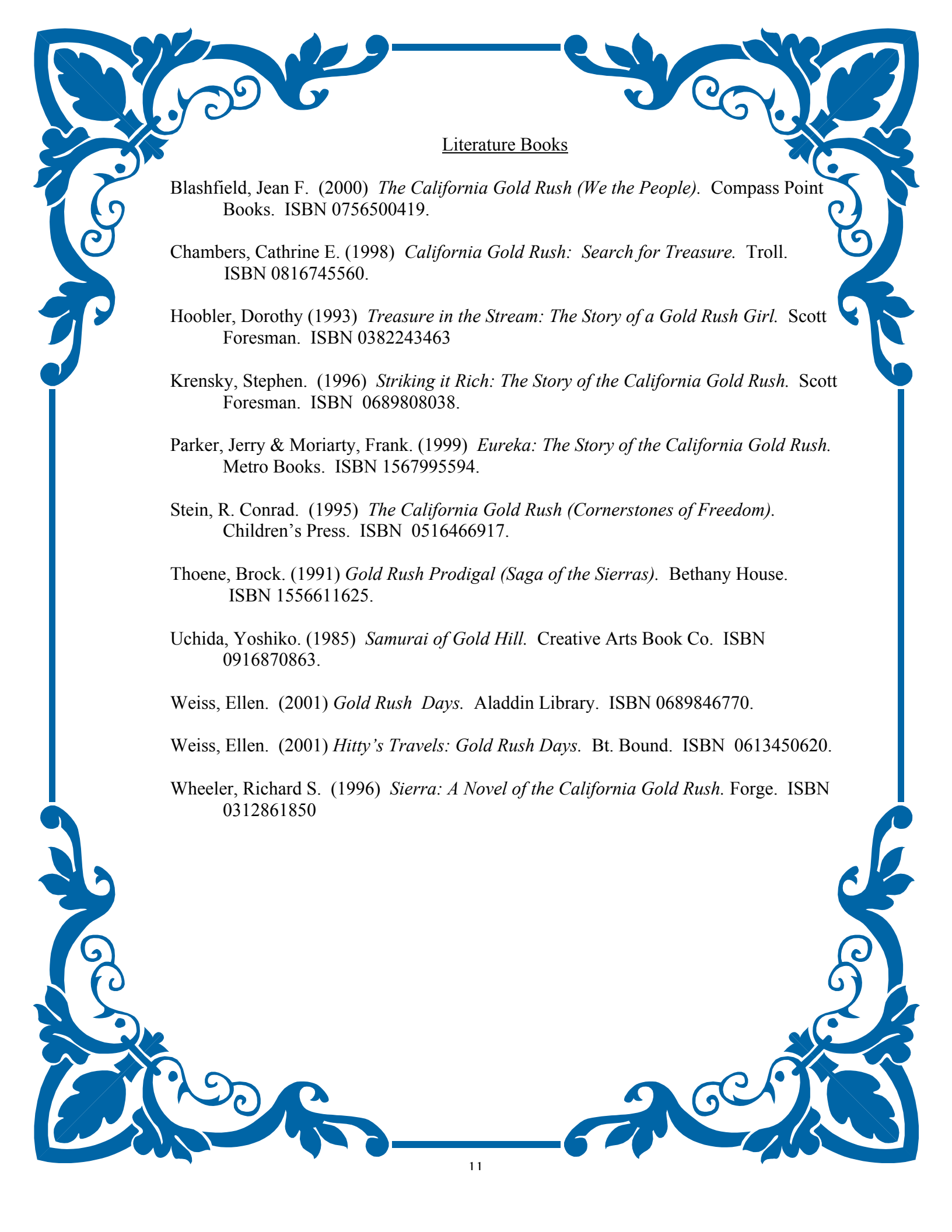
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Diversity Issues

Diverse Populations

Most classrooms in California are full of students who come from diverse backgrounds. This diversity can include cultural, ethnic, and religious background; primary languages; socioeconomic status; learning disabilities; gender; behavioral disorders; gifted students; learning styles; and multiple intelligences. The combinations of possibilities are endless.

Meeting the needs of a diverse population can be challenging, and various possible strategies and opportunities should be utilized. This includes using a variety of teaching strategies and lesson activities, so that students with diverse abilities can succeed. Students will have varying performances tasks so each student is fairly evaluated. This unit has activities that touch the different learning styles. The students also get to work cooperatively, so that they can learn from each other's strengths. Students will actively participate to enhance their understanding of the gold rush.

English Language Learners

There are a variety of approaches that can be used to instruct English language learners. These strategies allow students to learn subject stated in the state of California framework and standards for their own grade level while improving their language skills. Two such approaches are the 1) Specially Designed Academic Instruction in English or SDAIE and 2) the English Language Development or ELD approach.

The SDAIE approach, as practiced in this Gold Rush Thematic Unit, uses a variety of strategies. These techniques include using visuals and demonstrations. Hand-on activities are common, and repetition is used frequently. Instructions are short and simple, while the lesson focuses on main points. Students often work cooperatively, and outside sources can also help English language learners. All of these techniques are used to lower the learner's affective filter while increasing learning.

The ELD approach is another great way to help an English language learner gain knowledge of grade appropriate materials while improving their language skills. This approach allows students to learn English in context of grade level standards. Students can learn grade level content, such as the gold rush in fourth grade, while practicing the speaking, writing, reading, vocabulary, and comprehension skills through the use of hands-on activities such as singing, finger plays, drama, and art. This keeps a student from falling behind in grade level content while improving their English language skills.

Technology Treasure Hunt

Objective:

The learners will use the internet and computers to navigate through websites to answer basic questions about the Gold Rush.

Standard:

- 4.4 Students explain the economics, social, and political life in California from the Gold Rush.
2. Compare how and why people traveled to California and the routes they traveled
3. Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment

Materials:

Computer with internet

Website: www.museummania.com/treasure4.htm

Anticipatory Set:

Ask the students what they believe they would need to take on a treasure hunt. Inform the students that today they will be going on an internet treasure hunt to learn about early California and the Gold Rush.

Instruction:

Review the computer lab rules before attending the lab session. Once students have found their seats, assist them to find the correct web location. As a whole class, the teacher will go over how to find the first clue and how to input the correct answer on the website.

Guided Practice:

The students will continue to work on the website, and the teacher will assist students with problems as they arise.

Closure:

When students complete their questions, they will print out the website and turn it in to the teacher.

Independent Practice:

Students can create a postage stamp at home about anything they learned from the website.

Mapping Routes

Objective:

Students will demonstrate their understanding of the different routes to California through drawing maps and listing advantages and disadvantages of each route.

Standard:

4.3 Compare how and why people traveled to California and the routes they traveled.

Materials

Handouts

1. Information on different routes.
2. Instructions for Map.
3. Map of North and South America.

Anticipatory Set:

Show the students the map of North and South America. Make sure to point out the starting and ending points of the Westward movement from the east to the west. Ask students to state some of the different ways to go from the East coast to the West coast. Let the students know that they will be learning about how the forty-niners came to California.

Instruction:

As a class, discuss the information found in the handout called “Information on Different Routes”. Review the instructions on the handout called “Instructions for Map”. Check for understanding about the instructions.

Guided Practice:

Students will work on creating their routes on the maps as stated on the handout while the teacher supervises and assists.

Closure:

As a class, discuss which route the students would prefer to take and explain why, making sure to list the advantages and disadvantages of each.

Independent Practice:

Students will draw a picture that will convince gold diggers to take the route chosen by the student to California.

Instructions for Map

1. Draw the compass rose on the edge of your map.
2. Label the following locations on your map.

North America	Pacific Ocean
Gulf of Mexico	Panama City
Charleston	Boston
Cape Horn	Valparaiso
South America	Atlantic Ocean
Caribbean Sea	Philadelphia
New Orleans	Rio de Janero
Straits of Magellan	Callao
3. Include a key in your map showing red arrows for the Cape Horn Route, green dots for the Panama Route, and blue dashes for the Overland Route.
4. Use red arrows to show the Cape Horn Route from New York, south around Cape Horn, and North to San Francisco.
5. Use green dots to show the Panama Route from Boston, across the Isthmus of Panama, and north to San Francisco.
6. Use blue dashes to show the Overland Route from Philadelphia, across the continent into San Francisco.
7. Color the water blue and the continents orange. Please be neat.

Cassie's Journey Reader's Theater

Objective:

The learner will work with a group to read aloud with emotion a reader's theater script to demonstrate their understanding of difficulties of the travel west for the Gold Rush.

Standard:

4.3 Compare how people traveled to California

Materials:

Script of Cassie's Journey Reader's Theater Script (attached)

Costumes

KWL Chart

Anticipatory Set:

Show the class a drawing of the overland route to California. Ask the class what they know about the overland trail to California. Fill in their responses on the KWL chart. Ask the students what they want to learn about the overland trail and fill in their answers on the KWL chart. Inform the class that they will be performing a reader theater skit and then writing their own skit.

Instruction:

As a whole class, read through the script once and discuss how the characters could be feeling and why. Instruct the class that they will be getting into four groups of 7 or 8 students. Everyone will have a part and there will be one director and a props manager. All of the groups will have some time to practice, and then they will perform for another group. Each group can add their own special touch to the skit, so that each group will be different.

Guided Practice:

Give the groups some time to practice. When the groups are ready, each group can have a chance to perform. If time is limited, group #1 can perform for group #2 while group #3 performs for group #4. After the first performance, group #2 performs for group #1 while group #4 performs for group #3. This way each group gets to perform for another group.

Closure:

As a class, the students can complete the KWL chart. Then they can share what they liked or disliked about being part of a play. Students could also share how they would feel if they were Cassie.

Independent Practice:

Students could write their own play about Cassie's life in California.

Cassie's Journey

Cast

Narrator 1	Cassie
Mama	Plato
Papa	Narrator 2

Narrator 1: Cassie's Journey

Narrator 2: A period in American history when a quarter of a million people migrated westward across the continent in hopes of finding a better life.

Cassie: We're on our way to California! Mama, look how high we're riding in the wagon. Look behind us Papa, the twelve wagons look like a snake in the dust.

Papa: Life will be good to us in California with Aunt Rose. I'm glad Mama agreed to go.

Mama: It is a far journey, but you were right, Papa, we should take a chance on a new life and a new place.

Plato: Mama! Papa! I love our new home! The feather bed quilts are soft to ride on, and everything is in its place...thanks to Mama.

Mama: Yes, I sewed pockets in the canvas to hold our Bible, the quinine water, citric acid and the jar of matches sealed with a tight cap.

Papa: And then Plato and I loaded the wagon with flour, sugar, bacon, dried meat, vegetables, yeast, vinegar and wild plum and blackberry jam.

Narrator 1: The journey was hard, just as Papa had said it would be. Every day on the trail begins at 5 a.m.

Narrator 2: The wagon train moves out at six and no family wants to be the last wagon in the caravan.

Cassie: Oh Mama, breakfast is almost ready. I am hungry.

Mama: We're lucky to be eating this morning, as it was hard to light the fire with the wind blowing a gale. Watch, don't burn the bacon.

Cassie: Oh, the smoke is stinging my eyes!

Mama: Well, run along then. Go call your Papa and brother and tell them the pancakes, bacon and coffee are ready.

Narrator 1: Many hardships were endured along the trail...not the least being the weather. The dry hot desert was filled with a kind of white dust that burns your nose and eyes and throat.

Narrator 2: Then the rains came. Wet, wet, wet sheets of gray needles pouring from the skies for two days.

Cassie: Will the rain ever stop?

Plato: I hope so. Supper last night was gold coffee and soggy bread.

Mama: But, at least this morning I was able to build a fire. Thank you, Plato, for holding the umbrella over the fire while I cooked.

Cassie: Mama, the swaying motion of the wagon makes me feel seasick.

Plato: And the screeching sound of the wheels is scary.

Mama: Well, lets drill your multiplication tables. That will get you minds of the weather.

Cassie: $4 \times 4 = 16$ $5 \times 5 = 25$ $6 \times 6 = 36$

Plato: $7 \times 7 = 49$ $8 \times 8 = 64$ $9 \times 9 = 81$

Narrator 1: All week the wagon train had been waiting to cross the Platte River, but the river was dangerously high and fast moving.

Narrator 2: Finally the wagon master called them all together and said they could not wait any longer. They were to cross now, if they were to get through the mountains before the snow came.

Papa: I've taken the wheels off the wagon. Now, Plato, help me wrap the canvas over the boxes in the wagon. We have to keep everything dry as we pull the boxes across the river.

Plato: I wish I could go now Papa.

Papa: No, son, this is a job for the men and the older boys. You will be pulled over later with Mama and Cassie.

Cassie: Oh, Mama, I am scared.

Mama: Don't worry Cassie. I'll be right here with you.

Narrator 1: Cassie kept her eyes squeezed shut and held onto Mama for dear life while they bumped and lurched across the river.

Narrator 2: Finally the men floated the oxen and livestock across the river. Papa had tied a rope around the neck of Portia, their milk cow.

Plato: Papa, look, I think Portia's in trouble!

Cassie: The rope has floated loose from around her neck.

Papa: I'll try to lasso her again!

Mama: She is getting away! The current is too swift! It's carrying her down stream!

Papa: I can't reach her! I can't swim against the current!

Cassie: Oh, Papa, poor Portia will drown.

Narrator 1: The wagon train reached Independence Rock a week early.

Narrator 2: It looked like a giant turtle rising out of the plain.

Papa: There in the distance you can see the Rocky Mountains. It will take all our strength and courage when the time comes.

Mama: Well for now we are safe and secure. I love camping here at Sweetwater River.

Cassie: Papa, this morning Mama and I washed the clothes in the river and then spread them on the rocks to dry.

Mama: And tonight we'll have the fish Papa caught. Who likes fried fish?

Cassie, Plato, and Papa: I do! I do! I do!

Plato: Mama, you are happy here, aren't you?

Mama: Yes Plato. Tomorrow is the Sabbath and we'll celebrate it for the first time on our journey without traveling.

Narrator 1: The wagon train celebrated the fourth of July at Independence Rock.

Narrator 2: Everyone put on their best clothes and made a bonfire in the middle of the wagon circle.

Cassie: I love it when everyone sings and dances and laughs! Listen to the music. They can really play those fiddles!

Plato: Look! There's Mama and Papa dancing the jig!

Cassie: Oh, Plato, aren't they funny?

Plato: Tonight Papa said we could stay up until after midnight.

Cassie: That's the latest I've ever been up!

Narrator 1: The celebration was made complete by everyone singing OH! SUZANNA! and lots of other favorite songs.

Narrator 2: The Sierra Nevadas were the hardest mountains the caravan had to conquer.

Narrator 1: Along the trail they saw chairs, chests, books, china, sewing machines, and barrels. The wagonloads had to be lightened if they were to cross the mountains.

Narrator 2: Wagons tipped and swayed as they slowly climbed the steep slippery path across the range.

Mama: I think I'll go calling on the Crocketts this evening. Perhaps there's something we can do to help.

Papa: Yes, it was a terrible day for the whole family. Just as their wagon was at the top of the range he ropes broke and their wagon went crashing down the mountainside.

Cassie: They lost everything, Mama. What will they do? How will they live?

Mama: Friends will help them out. The Johnsons have offered to share their wagons with them.

Plato: The nights are bitter cold. Why don't we share some of our blankets with them?

Cassie: And let's give them a pot to cook in, too!

Mama: Good, children. Let's gather up what we can spare and take them over at once.

Narrator 1: At last eh travelers reached the top of the Sierra Nevadas. They gazed out across the valley below.

Narrator 2: Everyone knew they would be successful in going down the other side of the terrible mountain. Their journey was almost over.

Cassie: Look at the soft green valley down there, Papa.

Papa: Yes, Cassie, that's where we're going to build our new home.

Cassie: Close your eyes, Papa. Can you see it? There's a little house with windows and doors and it sits still on the ground and doesn't go anywhere. And there's Aunt Rose waiting for us. She's standing on the front porch and waving. Can you see, Papa? Can you see it?

Papa: Yes, Cassie. We're almost home!

Making a Shopping List

Objective:

The learner will increase their understanding of the influence the Gold Rush had on the economy of California.

Standard:

4.3 Analyze the effects of the Gold Rush on daily life.

4.4 Explain how the gold rush transformed the economy of California, including the types of products produced and consumed.

Materials:

Paper

Pencils

A chart like the one attached

Anticipatory Set:

Show the class a weekly ad from the local grocery store or department store and find the prices for some common necessities such as eggs, flour, shoes, blankets, etc. Discuss whether or not the class feels that the prices are reasonable. Explain to the class that prices were very different during the Gold Rush and that this activity will help them see what forty-niners had to pay for common goods.

Instruction:

Read any book about life during the Gold Rush such as *The Gold Rush (Daily Life)* by Stuart Kallen (2001). Explain that the scarcity of supplies and high demand for basic necessities caused prices to increase.

Guided Practice:

Divide the class into groups of three or four. Have each group imagine they are forty-niners who have run out of supplies and need to make some purchases at the mining camp store. Display the chart with the stores' items and their prices. Explain that the list shows prices miners actually had to pay in 1849. Have each group decide what they would buy with \$600.00. The teacher can monitor the groups to make sure they are on task and working cooperatively.

Closure:

Groups should present to the class what they decided to purchase and why. The class can also discuss how they would feel if they were a miner in 1849 and how they would feel if they were a storeowner in California in 1849.

Independent Practice:

For independent practice students can do the activity sheet called "Free Enterprise and the Gold Rush." This activity helps students compare today's prices for basic goods to those of 1849.

GENERAL STORE

Jar of Pickles \$5
each

Sweet Potatoes \$3
each

1 needle and 2 spools of
thread \$7.50

_ barrel of flour
\$400

Eggs \$3
each

Onions \$2
each

Molasses 1 _ pints
\$1

Vinegar 1 _ pints

\$1

Hat

\$100

Blanket

\$100

Shovel

\$50

Hydraulic Mining

Objective:

The learner will demonstrate their understanding of the effects of hydraulic mining on the environment by building a model of the mountains, performing a hydraulic mining simulation, and recording their observations in writing.

Standard:

4.3 Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment

Materials:

Moisten potting soil	Small pebbles painted gold	Water
Sand	Toothpicks	Journals and pencils
Large plastic trays	Clay	Markers
Gravel	Water bottles with sport tops	Chart paper

Information on mining from www.pbs.org/goldrush/changes.html

Anticipatory Set:

Show the class a gold pan and discuss the pros and cons of panning for gold. The teacher may write the students responses on a piece of chart paper. Let the students know that they will be learning about another type of mining called hydraulic mining in this activity by building a model and performing some simulations.

Instruction:

Read and discuss any book on hydraulic mining. PBS has a great site on the gold rush and has some great information on mining. It can be located at the address listed in the materials section. After reading this information to the students, the teacher can demonstrate how the students will create the model of hydraulic mining by building mountains of moistened soil and sand in large plastic trays. The students will mix the gravel and gold pebbles into their mud mountains. Next students can build miniature houses, fences, and animals from toothpicks and clay and place them in the tray to represent near by farms. Then the group members will squirt streams of water on their mountains by using the squirt bottles.

Guided Practice:

After checking for understanding about the directions, the teacher can place the students into groups of three or four students. Each group can collect their materials and begin on their project. Give the groups enough time to construct their models and perform their mock hydraulic mining experiments. The teacher should walk around and monitor the groups to ensure safety and proper behavior.

Closure:

When the students have completed their activity and cleaned the class, students can come back together as a whole and discuss some of the observations, including advantages and disadvantages, they made during their experiments. Students can write and draw their observations in a journal.

Independent Practice:

Students can compare and contrast panning for gold and hydraulic mining in a Venn diagram format

Samurai of Gold Hill

Objective:

The learner will work with classmates to create a mural from the book *Samurai of Gold Hill*.

Standard:

Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns, and economic conflicts between diverse groups of people.

Materials:

Book *Samurai of Gold Hill*

Butcher Paper

Colored chalk

Anticipatory Set:

As a whole class discuss how two people have very different accounts of the same situation. Talk about how different people can have different perspectives of the same circumstances. For example, discuss how the Big Bad Wolf in the Three Little Pigs would tell his version of the fairy tale.

Instruction:

Read the story *Samurai of gold Hill* to students. As the teacher reads the story a load, the students can take some notes on the major events and characters of the story. When the teacher is done reading for the day, each student will spend about 20 minutes drawing what he or she heard in the chapter.

Guided Practice:

At the end of the book, students can be put into groups of 5-6. Each group must sketch a rough draft of their version of the mural. After the teacher approves it, the students will have to create the mural putting together all the chapters from the book. Each student must write a one-paragraph caption of his or her part of the mural.

Closure:

Students will present their murals to their classmates and explain their caption. The murals and their captions can be posted or displayed around the school for others to admire.

Independent Practice:

Students can read about another perspective from another culture during the Gold Rush and present it in their own format.

Square Dancing

Objective:

The learner will work with a partner to learn the Buffalo Dance.

Standard:

4.3 Students explain the social life in California from the Gold Rush.

Materials:

Copy of the Dance Instructions

Copy of the music “Buffalo Gals”

Anticipatory Set:

Ask the students what they think people who traveled to California did for fun and hold a discussion. Inform the students that they will be participating in a social activity that early settlers performed for fun.

Instruction:

Read the lyrics to the Buffalo Gals song. Read dance steps without the music.

Guided Practice:

Practice the dance steps as many times as necessary without the music. Once the students can perform the step rather well they can practice with the music.

Closure:

Students can perform the dance the last time without mistakes. Students will be evaluated on their cooperation and active participation.

Independent Practice:

Students can write their own lyrics to the same tune or create their own dance steps to the same song.

Buffalo Gals Dance Steps

1. Boys form outer circle.
2. Girls form inner circle.
3. Partners hold hands and face clockwise.
4. Walk clockwise (8 counts) “As I was walking down the street, down the street, down the street.”
5. Face partner and bow to partner (4 counts) “a pretty girl I chanced to meet.”
6. Partners hook right arms and skip around (4 counts) “under the silvery moon.”
7. Partners face each other and hold both hands
8. Moving clockwise with your partner STEP-HOP-STEP (3 times or 4 counts) “Buffalo Gals, won’t you come out tonight.”
9. Partners swing hand above head and turn under each others arms (4 counts) “come out tonight, come out tonight”
10. Repeat #7, #8, #9 going in the opposite direction (4 counts) “and dance by the light of the moon.”
11. Repeat the entire dance 2 more times.



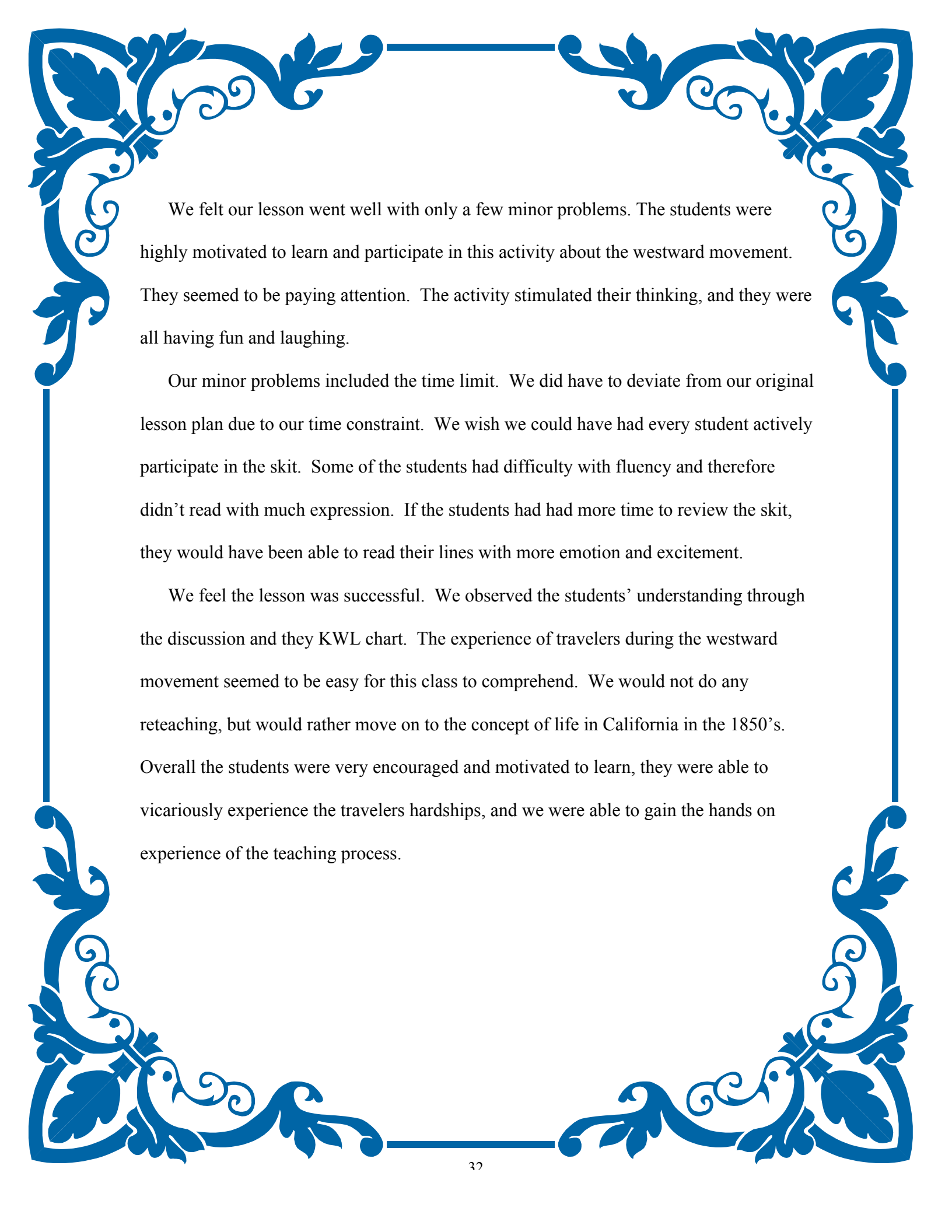
Reflection

On Thursday April 24, 2003, we, Lucia Costa and Sandra Oliveira, presented our Cassie's Journey Lesson to a combination class of fourth and fifth grade students at Julien Elementary School in Turlock, California. Before starting our lesson, we reviewed proper classroom conduct for our activity. We reminded students to raise their hands if they had a question, remain seated, and encouraged them to participate.

We started the lesson with a KWL chart and gather the students knowledge of the Westward Movement and travel to California. The students came up with a lot of facts and were very interested in participating. Luckily, the students had had prior knowledge of the Overland Trail.

After the anticipatory set, we summarized the story to the students before performing the entire skit. Because of time limit, we only had one performance while the rest of the class was the audience. Six volunteers sat in chairs and put on the simple costumes provided. As we went through the script, the students read their lines with expression. The play wasn't free from mistakes but they seemed to enjoy it and even laughed at the mishaps.

We concluded our lesson by regrouping and completing the KWL chart from the beginning of the lesson. The students were able to come up with new information to add to the chart and it motivated them to learn more. Finally, we lead a discussion about how it would feel if the students were in Cassie's situation. Many said that they could imagine how Cassie felt on her journey west.



We felt our lesson went well with only a few minor problems. The students were highly motivated to learn and participate in this activity about the westward movement. They seemed to be paying attention. The activity stimulated their thinking, and they were all having fun and laughing.

Our minor problems included the time limit. We did have to deviate from our original lesson plan due to our time constraint. We wish we could have had every student actively participate in the skit. Some of the students had difficulty with fluency and therefore didn't read with much expression. If the students had had more time to review the skit, they would have been able to read their lines with more emotion and excitement.

We feel the lesson was successful. We observed the students' understanding through the discussion and their KWL chart. The experience of travelers during the westward movement seemed to be easy for this class to comprehend. We would not do any reteaching, but would rather move on to the concept of life in California in the 1850's. Overall the students were very encouraged and motivated to learn, they were able to vicariously experience the travelers hardships, and we were able to gain the hands on experience of the teaching process.