

Lesson 4: The Effects of the Gold Rush

Focus Questions

- What effect did the gold rush have on California’s economy, people, settlements and politics?
- How did the gold rush change California’s physical environment?

Activity # 1 *Entrepreneurs (E), Miners (M), or California Indians (I)*

Materials needed for students:

A set of the 3 EMI cards for each student. Refer to page 35 *Entrepreneurs (E), Miners (M), or California Indians (I)* (Handout # 4.1); Harcourt *Reflections*: Chapter 6, Lesson 2, pages 236-245

Procedure:

Step 1: Seek and Use Vocabulary Have students scan Lesson 2 (pages 236-245) to find the meaning of *entrepreneurs* and then use the term in a sentence that illustrates the word’s meaning in context.

Step 2: Photographs, Illustrations and Captions: Read aloud the “What to Know” questions at the beginning of Chapter 6, Lesson 2 (pages 236-245). Examine the photographs, illustrations, population graph, cartoon, and captions and use each as a springboard to discuss how each one relates to the “What to Know” questions.

Step 3: Provide time for students to read the lesson individually or in pairs.

Step 4: Provide each student with a set of E, M and I cards. Read the statements listed on *Entrepreneurs (E), Miners (M), or California Indians (I)* (Handout # 4.1). Pause after reading each statement before you ask students to decide which card best describes the statement. Students hold up the correct card when the teacher says, “Show Me.”

Note: A great gold rush website: <http://www.usfca.edu/classes/AuthEd/Glitter%20Gazette/Title.html>

Activity # 2 Living History Bio-Sketches

Have the 3 students who are portraying the entrepreneur, Levi Strauss, and a California Indian present their *Living History Oral Presentation* to the class.

Activity # 3 Found Poem

Materials needed for students: A set of 6 notecards cards for each student or small group of students. A copy of *Found Poem* (Handout # 4.2) Harcourt *Reflections*: Chapter 6, Lessons 1 and 2, pages 226-245

A *Found Poem* is a collection of meaningful phrases quoted or rephrased from a fiction or non-fiction text. The poem should be at least 6 lines and each line should contain a minimum of 5 words. The *Found Poem* should reflect the theme of the gold rush. Students may work individually or in groups. For directions, refer to *Found Poem* (Handout # 4.2) The teacher may wish to assign each group of students a different set of textbook pages to use for their *Found Poem*.

Entrepreneurs (E), Miners (M), or California Indians (I)

Read the statements below. Decide whether each statement best describes entrepreneurs (E), miners (M), or California Indians (I).

1. Women and African Americans in California often belonged to this group. (E)
2. Members of this group often earned a living by opening stores or hotels. (E)
3. Many people in this group eventually gave up on their dreams of finding gold but decided to stay in California anyway. (M)
4. The places where they hunted, fished, and gathered food were sometimes ruined by mining. (I)
5. The methods they used to do their jobs sometimes hurt the environment. (M)
6. Of the three groups, they often had the best chance of becoming rich. (E)
7. Members of this group came to seek gold but many thought that only people from the United States should look for gold in California. (M)
8. Levi Strauss was one of these people. (E)
9. They were often forced off their land by the miners. (I)
10. These people set up new businesses. (E)
11. These people usually stayed in dirty camps with other forty-niners. (M)
12. It was sometimes said that they “mined the miners.” (E)
13. These people sold goods and services. (E)
14. In this group, women could often make more money than men. (E)

E	M	I
E	M	I
E	M	I
E	M	I
E	M	I
E	M	I
E	M	I
E	M	I

Found Poem

Description: A found poem is a collection of meaningful phrases quoted or rephrased from a fiction or non-fiction text. The poem should be at least 6 lines and each line should contain a minimum of 5 words. Your found poem should reflect the theme of the gold rush.

Directions:

1. Select a section of the text about the historical time period of the Gold Rush.
2. On 6 separate note cards, make notes of factual information, interesting thoughts, or meaningful phrases quoted or rephrased from the text.
3. Each note should have a minimum of 5 words. Begin each note with a capital letter.
4. Arrange the notecards in an order you find interesting.
5. Give your poem a title.

by _____

Example:

GOLD RUSH DAYS
Gold at Sutter's Mill
Rumors spread to the east coast
Polk confirmed gold in California
Gold fever hit the world in 1849
Overland in covered wagons
By sea around Cape Horn or through Panama
Forty-niners staked claims
Many people stayed in California

Extended Activities – Gold Rush

These activities were developed by Tina Rasori, San Diego Unified School District

Our purpose is for students to learn about California History by making history come alive. Throughout the 3-week unit, students have *gold pouches* and earn fake *gold nuggets* to spend during the Gold Rush Day at the end of the unit. In addition, students purchase *bandannas* to wear during our social studies time in order to dress more authentic for the time period.

Each week has a different focus of the Gold Rush. In addition, each lesson of the Gold Rush Unit has a reading focus, social studies focus, and an activity to make the social studies content come alive. The culminating project is a Gold Rush Day that can be implemented in your classroom.

Items marked with an asterisk (*) are part of the Harcourt *Reflections* textbook series

Week One: Discovery and Migration

- Sutter’s Mill: (circle map for discovery)
-Snap Shut Bag: *Social Studies in Action* (page 48)*
- Gold: (add to circle map)
-Poem: *Success for English Learners* (page 88)*
- Ready, Set, Rush! (add to circle map)
-Primary Source: Gen. William Sherman
- Bound for California (new circle map for migration)
-Primary Sources: Bryant and Ship Advertisement
- Around the Horn/The Journey West (add to circle map)
- What route would you take? Why? *HW and Practice Book* (pg 59)*

Week Two: Way of Life (new circle map with this title)

- Staking a Claim
-Make Claim Poster
- The Mining Camps
-Games of the Gold Rush
- Matted Beards and Long Toms
-Ways to find Gold Wheel
- Life of a Forty-Niner
-Panning for gold
- Settlement Growth and Change
-Boomtown Posters
- Law of the Land (pg. 242-243 last paragraph*)
-Wanted Posters

Week Three: People in the Gold Rush (new circle map)

- The New Economy
-Cost of Things Activity/People who were entrepreneurs
- New Opportunities: Women/African American
-Primary Sources: Louise Clappe and Bidly Mason*
- A Changing Population: Chinese Americans

- Chinese American excerpts
- Biographies of People of the Gold Rush
- Jigsaw Activity and Effects of the Gold Rush HW and Practice Book (pg. 60)*

The Last Day is Gold Rush Day! (The Gold Rush Day Activity takes about two hours!)

Objective: To give students an authentic experience at a Gold Rush boomtown!



Set Up: Arrange your room into different stations/table groups/areas. Students rotate throughout the stations learning about life in a boomtown! Each station is about 15 minutes and the total station time takes about one hour and fifteen minutes! After the stations, the class participates in eating at a restaurant and bidding on items at an auction. The restaurant and auction take about 30-45 minutes.

Boomtown Stations

Station One: Saloon

- Students play the different mining games that they were taught throughout the unit such as: 21, Ante Up, Poker, Close to 100, PIG

Station Two: Assay Office

- Students weigh their gold nuggets they have earned throughout the 3 weeks and trade them in for Gold Rush money to spend at the auction.

Station Three: Post Office

- Students write a postcard home describing life in the Gold Rush!

Station Four: Gold Fields

- Students pan for gold to earn more money to spend at the auction.

Station Five: Newspaper Office

- Students write the daily news in the boomtown based on their prior knowledge about the Gold Rush.

Early Finisher Activities

- Mining Word Search- students find various vocabulary words
- Crossword Puzzle- students use vocabulary words to fill out the crossword
- California Poster- students make an advertisement to bring people to CA

Other Optional Stations

- Barber Shop: An adult uses whipping cream on student's chins then scraps it off with a Popsicle stick. The adult can use Band-Aids if they accidentally "knick" the student's skin
- Oregon Trail: Students play the computer game Oregon Trail trying to make their way to Oregon
- Gold Rush Game: Students play the Gold Rush Game



Grub and Auction

After the station rotations, students participate in Gold Rush Grub and an Auction.

Students eat authentic food that miners would have eaten during the Gold Rush era.

During their mealtime, students bid on various items with their earned gold nuggets/money that they exchanged at the assay office!

Sample Menu

Barbeque Beans, Cornbread, Pickles, Pie. Root Beer

Sample Auction Items

Pencils, Paper, Licorice, Peppermint Patties, Cookies, Pretzels, Extra Free Time, Free Homework Pass, Anything Else!!!

Additional enhancements/resources:

Read Aloud: *By the Great Horn Spoon* (vocabulary enrichment)

Play: “Gold Fever” in *Social Studies in Action* (pg. 50)

Independent Study: Gold Rush Project

Games: 21, Ante Up, Poker, Close to 100, PIG

Songs: Clementine, Buffalo Gals, and Oh Susanna

Simulations: PBS Strike it Rich (www.pbs.com)

Movie: *Clementine*