

Teacher's Guide

The California Gold Rush

Introduction

This guide will help educators teach children about the personal choices made by ordinary people and the hardships they faced through every step of their journey west seeking their fortunes in gold. From the discovery of gold at Sutter's Mill in 1848 through the growth of San Francisco into a major metropolis, students are presented with information related to the dilemmas faced by those seeking a better life in the west and asked what choice would they make? Each dilemma is followed by an explanation of the actual choices people made and the chain of events that lead to the development of our country as it is today.

National Standards

Go to www.enslowclassroom.com and click on the Curriculum Correlations tab. Click on your state, grade level, and curriculum standard to display how any book in this series backs up your state's specific curriculum standard.

Classroom Activities

Activities for teaching the five curriculum areas: Reading/Language Arts; Math, Science; Social Studies; and the Arts, can be found in this teacher's guide.

Guided Reading Level: O

Reproducible for Educational Use Only

This guide is reproducible for educational use only and is not for resale. © Enslow Publishers, Inc.

Where to Find More Information About Titles in this Series:

Visit www.enslowclassroom.com and/or www.enslow.com to search for other titles and series, as well as download the teacher's guides for other titles in this series:

Titles in this series:	Library Edition ISBN:	Paperback Edition ISBN:
George Washington Crosses the Delaware	978-0-7660-2904-0	978-1-59845-195-5
The Battle of Gettysburg	978-0-7660-2903-3	978-1-59845-192-4
The California Gold Rush	978-0-7660-2901-9	978-1-59845-193-1
The Emancipation Proclamation	978-0-7660-2899-9	978-1-59845-194-8
The Louisiana Purchase	978-0-7660-2902-6	978-1-59845-196-2
The Revolutionary War Begins	978-0-7660-2900-2	978-1-59845-197-9

Titles in this series can be purchased through all major vendors or directly from:

Enslow Classroom, an imprint of
Enslow Publishers, Inc.
40 Industrial Road, Box 398
Berkeley Heights, NJ 07922-0398
Phone: 1-800-398-2504
E-mail: customerservice@enslow.com
Web Page: www.enslowclassroom.com or www.enslow.com

How to Use This Book

The material in this book is presented in a format that allows students the opportunity to think critically about specific events in American history, weigh the advantages and potential consequences of a course of action, then asks students to decide for themselves which way they would proceed. Students should be encouraged to make a personal decision before turning the page to find out the historical outcome of the dilemma. After learning the actual course of events, students should be encouraged to speculate on the ramifications of the other choices presented. In this way students will feel more directly connected with the events that became turning points in American history.

The passing of long periods of time is an abstract concept for students so the creation and maintenance of a physical timeline while using this text would help students gain a better understanding of the amount of time between significant events presented. Register tape or yarn marked at even intervals representing years beginning with 1760 through the present would be displayed in the classroom for reference throughout this American History unit.

Here are some basic facts that you can share about the events noted in this book and in the “What Would You Do?” series:

The Revolutionary War – The origins of the Revolutionary War include disagreements between the British Crown and the American colonists over taxation and other issues. These increasingly bitter disputes led to armed revolt. The conflict initially began in Massachusetts, but eventually involved all thirteen original colonies. When the Revolutionary War began, Britain commanded a well-trained army and the world’s most powerful navy. The American rebels’ forces included a ragtag army and virtually no navy. Yet, the American forces prevailed, with timely assistance from France. Important battles include George Washington’s crossing of the Delaware River, the British defeat at Saratoga and Lord Cornwallis’ surrender at Yorktown. Among the key political events of the war, the most memorable was the signing of the Declaration of Independence in 1776.

Westward Expansion – The series focuses on two important episodes in the history of America’s westward expansion: the Louisiana Purchase and the California Gold Rush. In the early 19th Century, American political leaders such as Thomas Jefferson were keenly interested in expanding into North American territories held by France and Spain. Jefferson especially wanted access to the port of New Orleans and control of the Mississippi River. The purchase of the land, known as the Louisiana Purchase, massively expanded the territory of the young United States, while removing French and Spanish power from North America’s continental land mass.

The California Gold Rush started in 1848, with the discovery of the precious metal in northern California. Soon after the discovery, thousands of people moved west. By sea, gold seekers faced fierce storms; by land, they endured climatic extremes, disease, and Native American attacks. The Gold Rush also saw an influx of Chinese immigrants to California. While the Gold Rush ended around 1852, it profoundly shaped the nation’s awareness of the region’s natural resources.

The Civil War – Westward expansion and its impact on slavery was a cause of the Civil War. The conflict began in 1861, shortly after the election of Abraham Lincoln to the presidency. Eleven southern states seceded from the Union and formed the Confederate States of America. The Northern states’ military attempts to enforce unification met with sustained Confederate resistance from the war’s origin – the firing upon Fort Sumter in Charleston, South Carolina – to the Confederate surrender in 1865. Among the Civil War’s essential events was Lincoln’s issuance of the Emancipation Proclamation, which freed

slaves in those states in conflict with the Union. The war's most important conflicts included the Battle of Gettysburg in July 1863, in which a Confederate invasion of the North was defeated. Abraham Lincoln would later visit Gettysburg and deliver his famous "Gettysburg Address" to commemorate the battle site.

The Five Curriculum Activities for The California Gold Rush

SAFETY WARNING:

Before any activity, make sure your students do not have any allergies to items that you might use. Never use anything that is sharp or may cut a student. Do not use anything too hot or cold that might injure any student. Always have an adult supervise all activities to ensure the safety of your students.

Reading/Language Arts activity: Illustrated dictionary. Students will each illustrate one of the highlighted vocabulary words to be posted in the classroom for reference throughout the unit.

Math activity: Students will divide to calculate the answers to questions related to the largest gold nugget ever found which contained 906 ounces of gold. If there are 16 ounces in one pound, how many pounds of gold were in that nugget? If gold is selling for \$1,207 per ounce, what would the value of the largest gold nugget be?

Science activity: Gold is most often found in veins running through igneous rock. When the rock is eroded into sand, if there is gold present the gold may become embedded in the sedimentary rock. Students will be presented with a variety of igneous, sedimentary and metamorphic rocks for study. Students will group the rocks based on similar observed properties like shape, color and texture, then use references to identify the rock type.

Social Studies activity: Students will model the process of panning for gold using beads and metal pie plates. The teacher will obtain a variety of solid plastic and metal beads or BBs and mix them with small gravel and sand. Some of the metal BBs may be spray painted to represent the gold nuggets. The sand mixture will be placed in a child's pool and filled with water about six inches deep. Students will then use pie plates to scoop small amounts of sand and water to swirl in the pan in the same manner used by gold panners. When performed correctly the small metal beads (lead shot works best) will be left at the bottom of the pan.

Arts activity: Everyone in blue jeans. Levi jeans were a mainstay of most miners' wardrobes and most only owned one pair. Students will create a design that could be stamped on to all of their belongings in the same way cattle are branded so that the items could be identified in the even of theft. The stamp should be unique to the individual student and bear some clearly identifiable shape. Pictures of cattle brands would be displayed to assist students in their designs.

The California Gold Rush Student handout

1. Sutter's Mill, the location of the first gold discovery, was not a gold mine but
_____.
2. Why were the first wave of people who went to California to find gold called '49ers?
_____.
3. Name three other countries gold miners arrived in California from.
_____.
4. Describe two ways people traveled to California.
_____.
5. What deadly disease did homesteaders bring to the American Indians?
_____.
6. A long box with water flowing through it, used for finding gold in a large amount of sand
is called a _____.
7. How many Chinese people had immigrated to California by the year 1852? _____
8. What are some of the other jobs the Chinese people and women did to earned money
during the gold rush? _____.
9. What job did vigilante groups do in mining towns? _____.
10. What was the most common punishment for murder? _____.
11. How long did the California gold rush last? _____.
12. Which major California city started out as a small Gold Rush coastal town?
_____.