

Historical Literacy Project Unit

Unit Title: Gold Rush

Designed by: Jennifer Wolford and Tracie Brewer

District: Caesar Rodney

Content Area: History

Grade Level(s): 4

Summary of Unit (This should include a brief unit summary including a description of unit goals, rationale for the approach taken, and where it appears in the course of study.)

The goal of this unit is for students to gain an understanding of the Gold Rush; who went, how gold was mined, and the effects it had on Westward Expansion. This unit is an overview of just one aspect that contributed to the migration of settlers west to the California coast line. Students will receive a more in depth study of other aspects that contributed to westward expansion as they progress through American History in the middle school and high school grades. This is a unit that integrates history with technology, reading, and geography. Prior to this unit, students should have a working knowledge of the foundation of the new nation. After completing this unit, students should continue on with westward expansion and the impact it had on the growing United States.

Delaware Content Standards (Write out the Delaware History standard for which instruction is provided in this unit and which are ultimately assessed in the unit.)

History Standard 1: Study historical events and persons within a given time frame in order to create a chronology and identify related cause-effect factors.

Big Idea(s) (This should include transferable core concepts, principles, theories, and processes that should serve as the focal point of curricula, instruction, and assessment. Ex: Manifest Destiny, fighting for peace.)

The Gold Rush and its effect on westward expansion.

Unit Enduring Understanding(s) (This should include important ideas or core processes that are central to the unit and transferable to new situations beyond the classroom. Stated as full-sentence statements, the understandings specify what we want students to understand about the Big Ideas Ex: Students will understand that all sources contain some level of bias.)

Students will understand that the Gold Rush drew various groups of people to the California territory searching for fortune. They were part of Westward Expansion and contributed to the settlement of the western territories of the United States.

Unit Essential Questions(s) (This should include open-ended questions designed to guide student inquiry and focus instruction for “uncovering” the important ideas of the content. Please consult the history clarification documents at http://www.doe.k12.de.us/ddoe/files/pdf/History_Clarifications.pdf for a list of essential questions that the Delaware Department of Education has deemed to be in alignment with the standards.)

What effect did the Gold Rush have on westward expansion?

Knowledge and Skills (This should include key knowledge and skills that students will acquire as a result of this unit. Ex: difference between a primary and secondary source, historians use different sources. It should also include what students will eventually be able to do as a result of such knowledge and skill Ex: analyze a primary source document).

Students will know that one effect of the Gold Rush was an increase in westward expansion of multiple groups of people.

(This should include evidence that will be collected to determine whether or not the Desired Results identified in Stage One have been achieved? [Anchor the unit in a performance task that requires transfer, supplemented as needed by other evidence –quizzes, worksheets, observations, etc.]

Suggested Performance/Transfer Task(s) (Strive for an authentic task that will yield evidence of student mastery of the targeted benchmark. Ex: a book or movie review, closing statement, a Photo Story documentary, a student composed section of a history text, a timeline.)

Essential Question Addressed

How did the Gold Rush contribute to Westward Expansion?

Prior Knowledge

Students should have a basic understanding of the geographical size of the United States following the US/Mexican war. Students should have a working chronology of the expansion of the US from the first colonies to a nation stretching from the Atlantic to the Pacific. Students should also have a working knowledge of the birth of the United States of America from colonization to a new nation. Earlier in the year students had a lesson on primary and secondary sources and are familiar with differentiating between the two.

Scenario

Students will participate in several learning activities based around the California Gold Rush; who went, how miners reached California, basics of how gold was mined, and the effects it had on Westward Expansion.

Requirements

Computers for pairs or small groups of students

KWL Chart (Handout 1)

Die cast cutouts of people representing ethnic groups

Magazine cut outs, further described in lesson 2

Webquest (Handout 2)

Construction paper for handheld signs

Copies of End of Unit Assessment (Handout 3)

Rubric(s) (Be sure to align your rubric to the benchmark. A student should not be able to score well on a rubric if he or she has not mastered the standard/benchmark itself.)

End of Unit Assessment

1. List three different groups that participated in the California Gold Rush. (3 points)

White Americans, African Americans, Latin Americans, Chinese, Native Americans

2. Who originally found gold in California? (1 point)

James Marshall

3. Why did Sutter want to keep the news of the find a secret? (1 point)

He was worried people would destroy the empire he had made for himself.

4. How did people in the east learn about the discovery of gold at Sutter's Mill? (1 point)

Word of mouth and letters sent by ship

5. Give one explanation for why Native Americans were among the largest groups of gold seekers. (1 point)

As more people began to move west, Indians were forced off their lands. They were already in CA at the start of the Gold Rush.

6. List two routes immigrants used to get to California for the Gold Rush. (2 points)

Panama Shortcut, Around Cape Horn, The Oregon Trail

7. Name and describe two methods of mining for gold. (4 points)

Panning: swirling a small amount of water until only black sand remained in the bottom of the pan.

Cradle: It was a hollowed out log or barrel cut in half with open ends. A box or hopper was nailed to the top. As the cradle was rocked by one miner, another miner would pour water into the hopper. As the dirt was washed over wooden riffles, the gold was caught between the riffle bars in the cradle.

Sluice box. The sluice box was used to wash dirt over a long row of riffles. The gold was trapped in the riffles and was gathered when the box was cleaned.

Hydraulic mining: building dams high in the mountains. The water traveled from the reservoirs through a wooden canal called a flume. The water ran swiftly to

the hoses and nozzles called monitors. Miners would aim the monitors at the hillsides to wash the gravel into huge sluice boxes.

Hardrock mining: digging shafts and tunnels into the earth. Miners used dynamite to blast the shafts open. They used mules to haul the heavy carts that hauled dirt to the surface.

8. What was the likely outcome for someone that participated in the California Gold Rush? Support your response with facts learned from this unit. (2 points)

2 points	Response indicates an in-depth knowledge of the hardships of travel, mining, and life in CA at that time. Response states that many miners did not find enough gold to make enough money to make a living off. Many miners lost the money they did make, returned back to the east, or died while mining. Answer is supported by facts and details.
1 point	Response shows some understanding of the difficulties faced by miners. Responses lack support.
0 points	Inaccurate

Other Evidence (This could include tests, quizzes, prompts, student work samples, and observations used to collect diverse evidence of student understanding.)

Webquest, classroom discussions, and end of unit assessment.

Student Self-Assessment and Reflection (This should include opportunities for students to monitor their own learning. Ex: reflection journals, learning logs, pre- and post-tests, editing own work.)

KWL Chart

Handout 1

Name:

What I <u>KNOW</u>	What I <u>WANT</u> to Know	What I <u>LEARNED</u>

(You might consider this the “Procedures” section of your unit plan. Be very specific in describing the procedures you want followed. A unit should consist of 3-5 lessons. This should include instructional activities and learning experiences needed to achieve the desired results (Stage 1) as reflected in the assessment evidence to be gathered (Stage 2). Give special attention to ways that you might differentiate learning so that the activities are broadly accessible, incorporate technology that is accessible broadly, and promote the acquisition of 21st Century skills.

Lesson # 1

Author(s)

Jennifer Wolford and Tracie Brewer

Lesson Description: Students will begin by completing the (K) and (W) section of their KWL chart regarding the Gold Rush. Students will learn briefly the background of the California Gold Rush and begin filling in the (L) section of their KWL chart.

Time Required: 1 class period

Essential Question Addressed: What do you know about the California Gold Rush?

Enduring Understanding: The discovery of gold by James Marshall on John Sutter's saw mill was an unexpected find that presented the fear of being overrun by gold seekers. This created a chain reaction around the world. News was carried by "word of mouth" on ships to Hawaii, China, Mexico, and Chili. Letters carried news to the east coast of the United States and to Europe.

Materials:

1. KWL Chart for each student.
2. Magazine picture cut outs: 2 men, piece of gold, field of crops, saw mill, ship, crowd of people, shape of California, an envelope or letter

Procedures:

1. Were going to begin a new unit, "The California Gold Rush". Raise your hand if you've heard of the Gold Rush.
2. Distribute the KWL chart (handout #1). Explain that throughout the unit we will fill out a KWL chart with questions we have and information we learn. It will be an ongoing assignment that will be useful at the end of the unit when you have to create a power point presentation with a group of other students in the room.
3. Please write in the title of our new unit, "The California Gold Rush". In the "K" column, I want you to write 1-2 things you know about the Gold Rush. In the "W" section I would like you to write 2 questions you have about the Gold Rush. Please only list 2, as you will have the opportunity to add on later in the unit. Give students approximately 5 minutes for complete this.
4. When time is up, call on volunteers to share their responses. Record on chart paper but don't duplicate responses. Leave hanging up to show ongoing learning.
5. Using your magazine cutouts tell the story of James Marshall and John Sutter. Explain that John Sutter was an immigrant from Switzerland (on the board put up the picture of one of the men) and he moved to California (put up the picture of the state of California). He wanted to create an agriculture empire. He owned 39,000 acres of land which he used to raise livestock, fruits and vegetables. (put up the picture of the field of crops). He also owned several businesses. James Marshall worked for John Sutter at his saw mill. (put up the picture of the other man and the saw mill) On January 24, 1848, Marshall was working at the saw mill checking the ditches and he saw a sparkle in the water. (put up the picture of the gold) He picked up the pea size glittering particle and knew he had found gold.(move the picture of gold so

that it is in Marshall's hand) When Marshall told Sutter he found gold (move the pictures of the two men so they look like they are talking), Sutter swore him to secrecy. Sutter was worried that if word got out, gold seekers would come and destroy his empire. Little by little news spread and gold seekers found their way to the mountain. (put up the picture of the ship and the letter) News of the gold discovery was made by "word of mouth" on ships to Hawaii, China, Mexico, and Chili. Letters were sent to spread the news to the eastern United States and Europe.

Debrief: As you review the main aspects of the lesson, have students add to the "L" section of their KWL chart as you add to the classroom chart.

What do you know about the Gold Rush now? Call on volunteers. If the following aspects are not provided by students, supply the answers.

Who originally found gold? (James Marshall)

Where was the gold found? (Sutter Saw Mill)

Why did Sutter want to keep this a secret? (Fear of gold seekers ruining his empire)

How was news of the gold discovery spread? (word of mouth on ships and letters)

Formative Assessment ("Check for Understanding"): Classroom discussion will provide proof of understanding by students on the basics of what the California Gold Rush is and how it began.

Lesson # 2

Author(s)

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Lesson Description: Students will separate into different ethnic groups giving a visual to the number of different groups participating in the mining of gold and the comparative size of each group. Students will begin filling in the (L) section of their KWL chart.

Time Required: 1 class period

Essential Question Addressed: What groups of people moved to the California territory to mine for gold?

Enduring Understanding: The discovery of gold by John Sutter created a chain reaction around the world. News was carried by “word of mouth” on ships to Hawaii, China, Mexico, and Chili. Letters carried news to the east coast of the United States and to Europe. The Chinese were the largest immigrant group that participated in the Gold Rush. Chileans, Peruvians, and Sonorans (Mexicans) were the most successful which brought on a lot of violence by other groups. Indians began as independent miners but were eventually turned into low-paid laborers for white miners. They were run off their mining claims, had their gold stolen, and were killed. African Americans also participated in the Gold Rush. Although they were often brought to California as slaves, California was a free state and they were able to mine for themselves.

Materials:

1. KWL Chart which each student began the previous day
2. people shaped cutouts to represent various ethnic groups with the first letter of the ethnic group written on the cutout. Example of approximate number needed for a class of 27: 8-Indians, 8-Chinese, 3-Latin Americans (which includes Mexico, Peru, Chili), 5-White Man (which includes Europeans), 3-African American.

Procedures:

1. Yesterday, we discussed the discovery of gold at Sutter Mill. Gold attracted those settlers wanting to “get rich quick”. A good farmer might make \$200-\$300 a year while a good miner could make \$25-\$35 a day. Today were going to discuss what groups of settlers participated in the mining of gold. Who do you think came to California to mine for gold? Record answers on the board.
2. Distribute people cut outs prepared beforehand. If you have an “I” on your person stay where you are. Everyone else find others with the same letter on their person as you. You have 30 seconds. Go! After they have found those with the same letter, make sure each group is separated enough so that everyone is able to tell the difference in the groups.
3. The group of people sitting at their desk have an “I” on their person. What do you think that stands for? Call on volunteers. If no one guesses it provide the answer Indian. Why do you

think they stayed at their desk? Call on volunteers. Explain that it is because they were already in California, they did not migrate there. How did we usually treat Indians? Call on volunteers. Explain that they were treated poorly since the beginning of the 13 colonies and this time was no different. Indians suffered having their land and gold stolen, as well as being killed. How many people in this classroom were in this group? Record the answer on the board.

4. Who has a person with an "A.A." on it? What do you think that stands for? Call on volunteers. It stands for African American. Many were brought as slaves but were free to mine for their own fortune in California. Any guesses why? Call on volunteers. California was considered a free state and no one was allowed to own a slave. How many people in this classroom were in this group? Record the answer on the board.
5. Who has a person with an "L.A." on it? Any guesses what this stands for? Call on volunteers. It stands for Latin America. Latin America consists of Mexico and the countries in the Caribbean. Those individuals from South American were also grouped in this category, particularly those individuals from Chili and Peru. Now these individuals had been mining in their countries for years which made them very successful in California. Well no one wanted to see someone else finding their fortune when they weren't, so this group of people became extremely disliked and were eventually pushed out of the area. How many people in this classroom were in this group? Record the answer on the board.
6. Who has a person with a "C" on it? What do you think this stands for? Call on volunteers. The "C" stands for Chinese. Remember when gold was found, word traveled by ship to other continents. Chinese were very serious about their work and their attention to detail made them successful at mining. How many people in this classroom were in this group? Record your answer on the board.
7. The last group had a "W.M." on it? Who is in that group? What do you think the "W.M" stands for? Call on volunteers. "W.M." stands for the white man. This includes European immigrants, as well as settlers from across the United States.
8. Direct student attention to the number of people in each group. Ask students the following questions, calling on volunteers to answer.

Which groups are the largest? (Chinese and Indians)

Explain that the Chinese were the largest immigrant group

Why do you think the Indian group is so large?

Explain that they lived there before we moved in but eventually their numbers decreased.

Which groups were the smallest? (Latin Americans and African Americans)

Why do you think that might be? (Slave owners did not want to bring their slaves because technically in California they couldn't own them and they didn't want their slaves freed. Latin Americans were small in number because they were quickly run out.)

Which group became the largest? Why do you think that happened?

(The "White Man" because the largest as they stretched across the United States and settled more and more land that they felt entitled to. In the process they pushed everyone else out.)

Debrief: As you review the main aspects of the lesson, have students add to the "L" section of their KWL

chart as you add to the classroom chart.

What groups of people moved to the California territory to mine for gold? (Chinese, African Americans, Latin Americans and the White Man, Indians also mined for gold but they were already living in the California territory.)

What immigrant group was the largest? (Chinese)

Which group of miners lost the most over all? (Indians)

Formative Assessment (“Check for Understanding”): Classroom discussion will provide proof of the understanding by students on who participated in the mining of gold in California.

Lesson # 3

Author(s)

Jennifer Wolford and Tracie Brewer

Lesson Description: Students will separate into different ethnic groups giving a visual to the number of different groups participating in the mining of gold and the comparative size of each group. Students will begin filling in the (L) section of their KWL chart.

Time Required: 1 class period

Essential Question Addressed: How did miners reach the California territory?

Enduring Understanding: Miners traveled to California by land and sea. The land travel was along the Oregon Trail. It put miners living in conditions and meeting needs in ways they weren't use to. Those traveling by sea had two routes to choose from: the Panama shortcut or around the tip of Cape Horn. The Panama shortcut cut 8,000 miles off the trip to California and involved not only traveling by water, but also a rugged journey through the jungle. Traveling around the tip of Cape Horn proved to be the safest route but also took 8 months and was a 15,000 mile trip.

Materials:

1. KWL Chart which each student began the previous day
2. Webquest (handout 2)
3. computer for pairs of students

Procedures:

1. Review lesson from previous day.

What groups of people moved to the California territory to mine for gold? (Chinese, African Americans, Latin Americans and the White Man, Indians also mined for gold but they were already living in the California territory.)

What immigrant group as the largest? (Chinese)

Which group of miners lost the most over all? (Indians)

2. Today were going to find out a little bit more about how miners reached the California territory. What are some ways that people may have traveled during this time period? Call on volunteers. Explain that this was prior to the railroad and airplanes. Most people traveled one of two ways, by land or by water.
3. Put students in pairs and distribute the webquest. Students should use the website at the top of the webquest to answer the questions listed. The website is child-friendly and in easy-to-read language. The webquest should be able to be completed easily within in 30 minutes.
4. At the end of the class period, collect the webquests and debrief.

Debrief: As you review the main aspects of the lesson, have students add to the “L” section of their KWL chart as you add to the classroom chart.

How did miners reach the California territory? (by land and sea)

What was the trail miners took to reach California? (Oregon Trail)

What are the two routes that were traveled by water to reach California? (Panama shortcut and Tip of Cape Horn)

Which route was the safest? (Around the tip of Cape Horn)

Formative Assessment (“Check for Understanding”): The webquest will be used to evaluate student understanding of how miners reached California, as well as the obstacles they faced.

Handout 2

Name: _____

The California Gold Rush Webquest

Use the following website to locate the information needed to answer the following questions.

<http://pbskids.org/wayback/goldrush/goldfever.html>

Oregon Trail

How did most miners from the Midwest and the east coast travel west?

Why didn't they travel by ship?

How did they travel on the trail?

What had many miners never done that they had to do along the trail?

What weather elements did they experience?

What was their biggest fear?

What was their biggest killer?

What was the last obstacle they crossed before reaching California?

Panama Shortcut

Why was the Panama shortcut appealing to some miners traveling by sea?

Where did the Panama journey begin?

Did they only travel by boat? How else did they travel?

When they made it through the jungle, was their trip done?

Cape Horn

Where is Cape Horn?

What was ship life like?

How many miles was the trip?

What did they do with people that died along the way?

Why was sailing around the tip of Cape Horn dangerous?

All 3 passages

Which route was the safest: Panama shortcut, around Cape Horn, or the Oregon Trail?

Lesson # 4

Author(s)

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Lesson Description: Students will be introduced to the various methods of mining as a whole group. They will use self made signs identify the type of mining being used while viewing photos and artwork from the time period. Students will also evaluate whether they are primary or secondary sources and how we can tell.

Time Required: 1 class period

Essential Question Addressed: How did miners find gold?

Enduring Understanding: Miners used several methods to locate gold. They used basic forms such as panning, a cradle, and a sluice box. They also used sophisticated methods such as hydraulic mining and hard rock mining. The type of mining used depended on what stage of the gold rush they began mining in.

Materials:

1. KWL Chart which each student began the previous day
2. Construction paper and markers(handout 2)
3. Internet access and LCD projector.

Procedures:

1. Review lesson from previous day.
 - How did miners reach the California territory? (by land and sea)
 - What was the trail miners took to reach California? (Oregon Trail)
 - What are the two routes to travel by water to reach California? (Panama shortcut and Tip of Cape Horn)
 - Which route was the safest? (Around the tip of Cape Horn)
2. Today were going to find out a little bit more about how miners found gold. Does anyone have any ideas how they went about this? Call on volunteers. Pull up the following website on the LCD projector: <http://www.ncgold.com/goldrushtown/mining.html>.

The first type of mining is **panning**. One way of panning was swirling a small amount of water until only black sand remained in the bottom of the pan. If done correctly, the gold stayed in the bottom with the black sand and the color shone while swirling. Do you think a person with a lot or a little amount of money would use this method? Why do you think that way? Call on volunteers.

The second type of mining involved using a **cradle**. It was a hollowed out log or barrel cut in half with open ends. A box or hopper was nailed to the top. As the cradle was rocked by one miner, another miner would pour water into the hopper. As the dirt was washed over wooden riffles, the gold was caught between the riffle bars in the cradle.

Another type of mining was the use of a **sluice box**. The sluice box was used to wash dirt over a long row of riffles. The gold was trapped in the riffles and was gathered when the box was cleaned.

A fourth type of mining was **hydraulic** mining. After mining the streams for an extended amount of time, finding gold in the streams became rare. Miners started finding gold on mountainsides but it was difficult to move the dirt to a place where there was water. They solved this problem by building dams high in the mountains. The water traveled from the reservoirs through a wooden canal called a flume. The water ran swiftly to the hoses and nozzles called monitors. Miners would aim the monitors at the hillsides to wash the gravel into huge sluice boxes. This method was effective but bad for the environment. Why do you think that was?

The final method of mining was **hardrock** mining. This type of mining involved digging shafts and tunnels into the earth. Miners used dynamite to blast the shafts open. They used mules to haul the heavy carts that hauled dirt to the surface.

3. Students should now be familiar with five different types of mining. Distribute a piece of construction paper to each student. Have students cut the paper in 7 fairly equal pieces. On each of the pieces of paper, students are to write one of the following words on it in marker or black crayon: panning, cradle, sluice box, hydraulic, hardrock, primary, secondary.
4. On the same website click the yellow button on the left side labeled “photo album”, then on the right side click “Art of the Gold Rush”. As you go through each drawing, have students identify the type of mining they think it is. Also ask students to identify whether the picture is a primary or secondary source and explain how they know. The response should ultimately be a secondary source because they are not photos of actual miners, they are drawings by a outside source.
5. Once the number of drawings are viewed that you desire, click back to the “photo album” menu and just below where you clicked for the artwork, click the place for “early photography-people”. You will continue with the same procedure used for step 4. It is ultimately up to you how many pictures you use depending on how short or long you desire the lesson to be. Students should choose primary source for these photographs, as the photographs are first hand accounts of actual mining.

Debrief: As you review the main aspects of the lesson, have students add to the “L” section of their KWL chart as you add to the classroom chart.

What were the various types of mining used by miners? (panning, cradle, sluice box, hydraulic, hardrock)

Which mining was bad for the environment? (Hydraulic)

Which type of mining was the most basic? (panning)

Which documents were primary sources? (photographs)

Which documents were secondary sources? (drawings)

Formative Assessment (“Check for Understanding”): Student understanding will be evaluated informally through responses during the mining identification process.

Lesson # 5

Author(s)

Jennifer Wolford and Tracie Brewer

Lesson Description

Time Required: 1 class period

Essential Question Addressed: What was a typical outcome for a miner during the Gold Rush?

Enduring Understanding: People set out for the Gold Rush hoping to make their fortunes. It was a difficult journey and most people were unsuccessful at mining.

Materials:

1. KWL Chart which each student began the previous day
2. Construction paper and markers (handout 2)
3. Internet access and LCD projector.

Procedures:

1. Review lesson from previous day.
What were the various types of mining used by miners? (panning, cradle, sluice box, Hydraulic, hardrock)

Which mining was bad for the environment? (Hydraulic)

Which type of mining was the most basic? (panning)
2. Go to <http://www.eyewitnesstohistory.com/californiagoldrush.htm> Project the web page for the students using the LCD projector. Explain that they will be reading a letter written by Sheldon Shufelt about his experiences during the CA Gold Rush. Inform students that the purpose for analyzing this document is to draw some conclusions about why Mr. Shufelt joined the Gold Rush, how he traveled to CA, whether his experiences could be seen as positive, negative, or both AND justify reasoning, which method(s) he used to find gold, and how he felt the gold rush effected life morally.
3. Read the letter in sections. Begin with "Passage to California". After reading this section, ask the following discussion questions. (Some questions will have no "correct" answers; however, students must support their answers with reasons.)
 - * What method of transportation did Mr. Shufelt use to travel to CA? (ship)
 - * Which passage did he take? (Panama Shortcut- inferred both by the mention of the Panama in his letter, the probability he was in the jungle {howling monkeys, chattering of parrots}, 85 days of travel)
4. Read "Mishap on the Way to Sacramento".
 - *What happened on the Sacramento River? (boat ran aground and started taking on water, several

men swam to shore but were almost flooded by the tide, the men were brought back to the boat which was able to sail as the high tide came back in and righted it)

* Imagine you were Mr. Shufelt at this point in the journey. How do you think he felt about his decision to go searching for gold in CA? (students must support their responses with reasons)

5. Read “Onto the old Fields”

* Think about Mr. Shufelt’s description of Sutters fort (“an old lookin heap of buildings surrounded by an high wall of unburnt brick, & situated in the midst of a pleasant fertile plain, covered with grass and a few scattering oaks, with numerous tame cattle and mules”). What do you picture life was like at Sutters fort when Mr. Shufelt passed by it? (Responses need to be supported)

*How did the land change as they continued to travel? (fertile fields to hills that looked dry and barren)

*Was their journey over land long or short? (long- inferred because of the changes in land forms. Short- inferred because he mentions it was four days by wagon) Either answer is acceptable as long as students use reasons to support their answer.

6. Read “Getting the Gold”

*Which methods did Mr. Shufelt use to dig for gold? (panning and sluice box)

*Why did he prefer using the sluice box? (one man can wash as fast as two men can use a pick and ax)

7. Read “Life in Camp”

*According to this letter, what happens to most men who went searching for gold? (They are not successful and many will die)

*What do you think Mr. Shufelt means when he writes “But this does not alter the fact about the gold being plenty here, but shows what a poor frail being man is, how liable to disappointments, disease & death.”? (Many inferences can be made by this statement- students need to support answers with their reasons.)

*Why do you think Mr. Shufelt thought it was important to establish and enforce laws in the boomtowns? (answers will vary)

Debrief: Ask students: What was the typical outcome for a gold miner during the old Rush? Students should be able to surmise that many miners were not successful and often lost everything they had, including their lives.

Formative Assessment (“Check for Understanding”): Add to the L section of the KWL.

Handout 3

Name:

Date:

End of Unit Assessment

1. List three different groups that participated in the California Gold Rush. (3 points)

2. Who originally found gold in California? (1 point)

3. Why did Sutter want to keep the news of the find a secret? (1 point)

4. How did people in the east learn about the discovery of gold at Sutter's Mill? (1 point)

5. Give one explanation for why Native Americans were among the largest groups of gold seekers. (2 points)

6. List two routes immigrants used to get to California for the Gold Rush. (2 points)

7. Name and describe two methods of mining for gold. (4 points)

8. What was the likely outcome for someone that participated in the California Gold Rush? Support your response with facts learned from this unit. (4 points)

