

CALIFORNIA GOLD RUSH UNIT

GRADE 4

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Introduction

A KWL chart will be placed on the board, students sitting in a circle in the front of the room, and the students are asked what they know about the Gold Rush. Teacher directed questions.

1. Have you heard about the Gold Rush?
2. Do you know when the Gold Rush occurred?
3. Did everyone get rich who panned for gold?
4. Do you know of any mining areas in the Sacramento or Placer region?
5. What impact do you think gold mining did to the environment, including habitats of animals?

Title & Grade Level:

Gold Rush, 4th grade

Description of academic content areas:

This integrated unit focuses on cross curricular academics including social studies/geography, science, language arts, technology, art, and math

Student Outcomes:

Students will study and participate in the following activities throughout the unit:

- Technology/ the use of the internet for research and creating google slides and documents
- Cultural music of the time period
- Mathematical problem solving
- Multicultural literature
- Geography and mapping
- Drama (Readers Theater and roll playing)
- Writing skills-The journey from Missouri to California creative writing.
- Comparing and contrasting

- Artistic creativity-creating a mural of the Gold Rush at the back of the classroom
- Physical activity (learning the dances of the time)
- Science experiments
- A guest historian to teach the children the games of the Gold Rush children played.
- Pioneer Day at school
- Field trip to Empire Mines in Grass Valley, California

The Learner Will:

- Cooperatively work together
1. Research the various routes miners took to California
 - a. creating maps to demonstrate different travel routes to California
 - b. List the advantages and disadvantages of each of the travel routes through research on the internet and historical literature
 2. Research what the miners and families brought with them on their wagons to California
 3. Students will do a comparison of what they would need to bring if they were on the wagon coming to California versus what was actually needed to survive the long journey.
 4. Students will explore the effects of the gold rush on the environment of California and the different ethnic groups of people, American Indians, Rancheros and Californios, White American, Asian Immigrants, and women
 5. Design a Gold Rush mural representing what they have learned about.
 - 6.. Participate in Readers Theater and allow opportunities to create their own reader’s theater stories.
 - 7.. Read factual and historical fiction stories about the Gold Rush
 - 8.. Students will learn the games the children played during the gold rush.
 9. Students will create their historical fiction story on google docs, and a google slide presentation.
 10. Evaluate the different mining methods, hydraulic, panning, blasting mountain sides.
 - a. Advantages of each method of mining.
 - B. Environmental impact, is it evident today?

After the KWL chart discussion, and to excite the students about discovering gold, gold foil chocolate coins have been hidden around the room, and the students will use a classroom treasure map to try and find the coins. Students will work in pairs and identify what solving techniques they used to try to find the gold. (None will be in the snake tanks, but maybe close by)

This unit will be introduced by an animated YouTube video on the Gold Rush. The video, [Gold Rush Animated Short Film](#), is 4 minutes long the video reviews who the first man was to discover gold and how the word of gold spread causing the Gold Rush. Students will then be involved in a “Technology Treasure Hunt” to help them find the start of information on the gold rush. It assists students to work on their research skills cooperatively as well as help students navigate through a website and using a computer. At the end of the 6-week unit, the students will have a class “gold rush” party where they can eat food the miners ate (students cooking) and enjoy watching the movie *The Adventures of Bullwhip Griffin* after they have finished reading [By the Great Horn Spoon](#). Other activities are a field trip to

Empire Mine, a writer's workshop celebration; pioneer day and sharing their stories or PowerPoints they have created.

Differentiated Instruction/Cultural Response:

I will be incorporating as many of the multiple intelligences as possible. We will be doing activities that are bodily/kinesthetic as well as musical. There will be activities that are both intrapersonal as well as interpersonal and lessons that are logical/mathematically based. I have included lessons that also are built around visual/spatial learners. By taking the students outside and having students go on a "travel of routes" around our school I am also reaching naturalistic learning and this learner will also thrive on our field trip to Empire Mine, the last operating Gold Mine in California. Students will also have read, studied, discussed, and researched Native Americans, Chinese immigrants working on the Railroad, and the original Californios and Hispanics that had residence in California before the Gold Rush frenzy.

I have also incorporated the use of group discussions, expert groups, KWL charts, visual aids, demonstrations, and front-loading vocabulary for students who will benefit from mini lesson prior to large group lessons. Adaptations will be implemented for writing and projects for students who may be second language learners, or who struggle with tasks and assignments. The same learning outcome will be with these adaptations. Students will collaboratively create a mural depicting pioneers travelling west.

Integrating Technology:

Students will be using their chrome books to do research, and to create their historical fiction about travelling to California from Missouri or PowerPoint

Unit Explanation:

This unit is to take place over 6 weeks. I have chosen to include the first two weeks and two final weeks of instruction for the purpose of this unit presentation. I chose to do this because I wanted to include the activities that would be completed in the final week of the unit. The first two weeks of the unit introduces the Gold Rush and allows the students to really begin to dive into the unit of study through the use of technology as well as language arts, social studies, science and math. I wanted to have my students excited about the weeks to come through incorporating the Gold Rush into as many subject areas as possible. The weeks not presented, students will increase their understanding of the Gold Rush by continuing activities that were started in week 1 as well as continuing to read books about the Gold Rush, mining experiments, games, and begin their PowerPoint or google docs historical fiction/story. During the third week we will begin reading By the Great Horn Spoon and maintain a daily journal, summarizing the adventure. Students will also learn how to Square Dance and start their Mapping Routes Project. The students will finish this lesson in the last week after we have experienced "traveling" different routes by creating different routes around the school and physically going around trying to figure out which routes were easier than others and talking about the advantages and disadvantages to each route we took as a class on our own travels.

I included the final week because I waited to have our field trip to Empire Mine during the last week when students would have learned the most about the Gold Rush. They could then comprehend and experience what they have been working on and learning. I think that field trips should be in a sense something that helps tie up the end of units because the students have a lot of background knowledge when they are able to visit. I also chose to do the reader's theater in the last week instead of doing it in the previous 3 weeks because I wanted to challenge the students to create a mural that ties into the performance and give them a sense of ownership. I also wanted to give students the chance to learn more information about the time period and add to the script if the groups wanted to challenge themselves. This allows the students to challenge themselves by memorizing the lines instead of just reading them off.

I am a firm believer when a unit ends that students should feel a sense of accomplishment for all the hard work that they have put in over the weeks that the unit was studied. Gold Rush day the students will need to present their adventures to the class or if they do not feel comfortable speaking in front of the class, they can share their story with me. Our Gold Rush Day will also be celebrated by eating our homemade Calico Stew, cornbread with homemade butter. Square Dancing, and watching The Adventures of Bullwhip Griffin, which corresponds to the book the students read, By the Great Horn Spoon.

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Week 1	
Monday technology	Introduction to the unit, Show You tube video on the Gold Rush. 4 min Treasure Hunt, Students will use the internet and computers, search approved websites to answer basic questions about the Gold Rush. (45 min)
Tuesday Language Arts Social studies	Students will look through articles, and books both in the classroom and school library, sharing the text with one another, becoming more familiar with the Gold Rush. (30 min) Students will do a shared reading from the Gold Rush Unit, Social Studies Weekly. (25 min)
Wednesday Language Arts	Students will complete a KWL chart on what they already know about the Gold Rush, and what they want to know. Students will be instructed to add more to the chart as the unit progresses (45 minutes)
Thursday	Independent choice, work on Readers Theater script, mural, group work on different activities, vocabulary work. Research impact Gold mining did on the environment. (40 minutes).
Friday Science and Social Studies	Expert groups will be formed with all students to explore and define the different types of mining for gold. (Panning, hard-rock mining, hydraulic meninges,) (45 minutes-students will continue on week two) doing research and beginning their PowerPoint/google slide presentations. Students will create a visual aid to assist them with their expert report.

Week 2	California Gold Rush
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Monday Language Arts Math Art	Students will begin listening to the audio book, <u>By the Great Horn Spoon</u> and following along in their own books. Chapters 1,2 (20 minutes) Respond to literature Explain to students about the prices of items miners had to pay because of the scarcity of supply. Students broken up into groups, given 600.00 to spend from the Store chart, (45 minutes). Begin creating our mural Free read from book list.
Tuesday Social Studies Language Arts	Presentation by Izzy Tooinsky (games of the Gold Rush) 45-minute presentation to all 4th graders, then students are divided into groups of 15 and rotate through the games. (2 hours) BGH, audio book Chapters. 3,4 (20 minutes) respond to literature
Wednesday Language Arts/ Writing Math Social Studies	BGH audio book Chapters 5,6,7, (20 minutes) respond to literature Begin creative writing assignment, about a pioneer coming from Missouri to California, what supplies, who travels, and the adventure. Look at the routes, figure the distance and time. Brainstorm ideas to help students get started. (40 minutes)
Thursday	BGH audio book Chapters. 8, 9 (20 minutes) respond to literature Begin google docs Gold Rush Adventure story. Expert Groups will be formed to cover the different types of mining for gold. (panning, hard-rock, hydraulic, etc.)
Friday	BGH audio book Chapters. 10, 11 (20 minutes) respond to literature Work on google docs Gold Rush Adventure story (30 minutes) Student will assemble a stream table, observe and take notes of the change in land after water had caused erosion, creating rivers and pathways.

WEEK 5	California Gold Rush
Monday	Introduce Readers Theater to the students, chart responses,

ELA/ART	distribute poem demonstrate how text can become RT.
Tuesday ELA/ART	Freeze activity, imagination, visualization Distribute literature to each group of students
Wednesday ELA/ART	Use highlighter to distinguish individual text, student is responsible for. Practice reading specific parts, ask for suggestions on how to make presentation interesting for listeners.
Thursday ELA/ART	Rehearse readers theater scrips. Chart student's responses on struggles for pioneers and compare with struggles for people of today.
Friday ELA/ART	Readers Theater Presentation for classmates.

WEEK 6	California Gold Rush
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Monday	Rehearse Readers Theater performance for primary grade next week. Work on Gold Rush Adventure.
Tuesday	Student will be able to compare how and why people traveled to California and the routes they took. (40 minutes)
Wednesday	Field trip to Empire Mine 8am-3 pm
Thursday	Recap the Empire Mine field trip, write thank you letters to parents for volunteering to chaperone. Finish Gold Rush Adventure stories. Make homemade butter Put ingredients in Slow Cooker for Calico Stew
Friday	Writers Workshop celebration Movie: The Adventure of Bullwhip Griffin Food of the Pioneers Square Dancing Finish KWL chart

Weeks 3, 4, 5 will consist of
 Students will be finishing Great Horn Spoon,
 Vocabulary and discussion groups
 Reading Gold Rush books,
 Discussion of indigenous people of California and how did the

Gold Rush affect them.

Cooperative groups working on Readers Theater scripts

Completing the mural for the back wall

Students will be reading about the Railroad and the Chinese who helped build it.

Example of group work,

Viewing a copy of the San Francisco Custom Ledger and describing the goods on the ship, what items are luxury, analyze about the shipments and what changed in 1849

Map work using compasses

Mapping Routes to California

Over the next few days, you will be mapping out the different routes to California that miners/gold diggers took. It is your job to make sure that you include the following things on your map while being creative with the materials that you use to construct the routes taken.

1. Draw a compass rose on the bottom left hand side 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 for your map. Make sure you have different materials or colors to label the different routes taken. (Cape Horn Route, Panama Route, Overland Route)
 - a. Cape Horn Route: From New York go south around Cape Horn and North to San Francisco.
 - b. Panama Route: From Boston go across the Isthmus of Panama and North to San Francisco.
 - c. Overland Route: From Philadelphia go across the continent into San Francisco.
4. Make sure to have indicated the water in blue whether you color it in blue or use paper to make the water blue.
5. Be neat and creative.

The “Right” Route to Choose

Now that we have learned about the advantages and disadvantages of the 3 different routes that people could take to come to California to discover gold it is your job to pick **one route** and convince others to take that same route.

You will be writing a short persuasive/opinion essay on the route that you would chose to travel to California.

Make sure to include:

- The route that you have chosen
- The advantages to the route
- Why the route you chose is the best option to getting to California

GOLD RUSH BOOK LIST available in class and also library

1. [Witnessing the Gold Rush](http://www.calrecycle.ca.gov/eei/unitdocs/grade04/433/433se.pdf) /;www.calrecycle.ca.gov/eei/unitdocs/grade04/433/433se.pdf
free download
2. [By The Great Horn Spoon](#) by Sid Fleishman
3. [Ballad of Lucy Whipple](#) by Karen Cushman
4. [California Gold Rush](#) by May McNeer
5. [Chang's Paper Pony](#) by Eleanor Coerr

6. One-Eyed Charley, The California Whip by Randall Reinstedt
7. Wagons West-Trail Tales 1848 by Robert Schellenberg
8. California Gold Rush, SIGHTSEERS by Julie Ferris
9. California Gold Rush – Moments in History by Shirley Jordan
10. California Gold Rush- Search for Treasure by Catherine E. Chambers
11. California Gold Rush Trail by Lynda Hatc
12. The California Gold Rush-MATH by Kerri O'Donnell
13. Gold Country: The Story Behind the Scenery, Stanley W. Paher, 1996
14. Gold Fever by Rosalyn Schanzer
15. The Gold Rush by Bobbie Kalman
16. Gold Rush Adventure by Linda Lyngheim
17. Iron Dragon Never Sleeps by Stephen Krensky
18. Life of a Miner by Bobbie Kalma
19. Sierra: A Novel of the California Gold Rush. By Richard S. Wheeler
20. Treasure of the Stream by Scott Foresman

Websites:

1. http://www.ducksters.com/history/westward_expansion/california_gold_rush.php
2. <http://www.kidport.com/reflib/usahistory/calgoldrush/calgoldrush.htm>
3. <http://www.museumca.org/goldrush/>

Teacher Reference Materials:

4. California Gold Rush by Eugene R. Hart
5. California Gold Rush – ACTIVITIES Across the Curriculum by Shirley Jordan
6. Gold Rush – History in the Headlines by Douglas M. Rife
7. Gold Rush – Interact by Myron Flindt
8. The Gold Rush – Themes by Betty Egan
9. Gold Rush Adventures for Kids by Silvia Anne Sheaffer
10. Oregon – California Trails (Reading, Writing, and Riding) by Wm. E. Hill
11. Art of the Gold Rush by Janice T. Driesbach
12. The California Gold Rush by Mary McNeer
13. Chinese and the Gold Rush by Silvia Anne Sheaffer
14. Diary of a 49er by C.L. Canfield
15. Eldorado by Dale L. Walker
16. Gold Discovery by William C. Dillinger
17. Gold Fever by Oakland Museum of California
18. Gold Rush-An Urban Prospector's Guide by Silvia Anne Sheaf
19. Hunting for Gold by Major William Downie
20. Guide to the California Gold Rush by Eugene R. Harte

21. Hands-on History, Tales and Treasures of the California Gold Rush by Randall A. Reinstedts History and Happening of California Series

Websites:

1. <http://www.pbs.org/wgbh/amex/goldrush/tguide/>
2. http://www.america101.us/gold_rush/home.html
3. <http://www.shmoop.com/california-gold-rush/websites.html>
4. <http://www.nps.gov/klgo/historyculture/index.htm>
5. <http://www.freetech4teachers.com/2009/02/gold-rush-lesson-plans-and-resources.html#.U1HY7-ZdVLc>
6. <http://www.teachinteract.com/c/product.html?nocache@4+s@nculnR8UrEZoI+record@TF26565>
7. <http://www.sandi.net/cms/lib/CA01001235/Centricity/Domain/217/History%20Documents/Additional%20Resource%20Documents/Fourth%20Grade%20Gold%20Rush%20Unit.pdf>

Multimedia:

- *The Adventures of Bullwhip Griffin* (Walt Disney Movie)
- GOLD RUSH: A Simulation of Life and Adventure in a Frontier Mining Camp (cd-rom)
- Sacramento Historical Society
Museum Suitcase material
- <https://www.youtube.com/watch?v=-0KjeUDoqxY> (Introduction to Gold Rush)

Community and Curriculum Resources:

Field Trips

Sutter's Fort (free)

Coloma Mill (4.50 per student)

Empire Mine, Grass Valley (4.25 per student)

Onsite Field Trips

- Monterey Jack, a pioneer from Coloma, does reenactment of a pioneer student involvement (free)
- Izzy Toinsky, Educator, teaching Gold Rush games to students, students actively involved in small groups. (180.00 per 60 students)
- Experience California Gold Rush: This suitcase exhibit introduces students to the challenges and experiences of the California Gold Rush by providing material related to the everyday life of a '49er. Suitcase contents include: replica Gold Rush era artifacts, including a gold pan, musket,

clothing, writing materials, and more. Music, video, and a suitcase user's manual that provides information about replica objects and suggestions for the classroom activities.