



Teacher Edition • Grade 7

The Gold Rush Collection



Amplify ELA

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Unit Reading Assessment ASSESSMENT

Assessment and print materials in digital curriculum.

Icon Key:

 Steps: Indicates the order of activities in a lesson

 Audio

 Close Reading

 Differentiation

 Digital App

 Exit Ticket

 Highlight/Annotate

 Image

 Materials

 On-the-Fly

 Pair Activity

 PDF

 Poll

 Projection

 Share

 Spotlight

 Student Edition

 Student Groups

 Teacher-Led Discussion

 Teacher Only

 Teacher Speech

 Video

 Warm-Up

 Wrap-Up

 Writing Journal

The Gold Rush Collection

**“...Men of every nation,
Men of every shade,
Men of every station,
Men of every grade,
Entering together
In the golden race...”**

—From *The Song of the Miner*, by L.F.W. Mountain Democrat, *The* (Placerville, California) Nov 29, 1856

When Sam Brannan, savvy shopkeeper and the first gold rush millionaire, proclaimed “Gold! Gold! Gold from the American River!” he sparked a migration of some 300,000 people. The promise of instant fortune drew people from all over the world and from all walks of life. San Francisco grew from a tiny community of about 200 in 1846 to a bustling town of nearly 36,000 in 1852. Roads were laid, railroads were built, and the California legislature was formed. The state was thriving but most of the miners were not. They struggled with harsh living conditions, disease, and crime. Most of the fortune seekers did not strike it rich; instead, they left the gold fields poorer than when they arrived. And for Native Americans, the gold rush was a disaster. Their populations dropped from an estimated 150,000 in 1845 to approximately 30,000 in 1870. In this unit, students explore primary and secondary source documents and conduct independent research to better understand the complex story of the California gold rush.

In the lessons on information literacy that begin the unit, students learn how to tell the difference between primary, secondary, and tertiary sources; determine if a source is reliable; and understand ethical uses of information. Having practiced these skills, students are ready to develop and sharpen their sourcing abilities in the next lessons in which they construct their own research questions and explore the Internet for answers.

In subsequent lessons, students will conduct research to learn about the wide diversity of people who took part in the California gold rush. They will use the information they gather to write narrative accounts from the point of view of a specific person living through this complex and dynamic era. This lesson informs the next sub-unit, a Socratic Seminar in which students rely on their research to examine the complicated issues inherent in the gold rush story.

As students reach the end of the unit, they synthesize all of the skills they’ve developed to tackle a culminating research assignment—part-essay, part-media project.

Essay Prompt:

Research Option 1: An Argumentative Essay Was the gold rush good for the state of California?

Like all things, it depends on how you look at it. Who benefited from the gold rush (remember to consider different populations such as Native Americans and immigrants)? How and why? How did the gold rush affect California in the short term? How did it shape the California we know today? Conduct research and write an argumentative essay that persuades the reader of your point of view.

Research Option 2: An Informative Essay Who was John Sutter? Who was Elsa Jane Guerin?

Choose one of these two famous figures from the gold rush era and start digging. Where did this person come from? Did he or she strike it rich? Has his or her legacy had a lasting impact on the state of California? Conduct research and write an informative essay on one of these fascinating characters from the Old West.



Information Literacy

SUB-UNIT 1 • 4 LESSONS



Scavenger Hunt and Internet Research

SUB-UNIT 2 • 4 LESSONS



Dear Diary and Collection Research

SUB-UNIT 3 • 4 LESSONS



Socratic Seminar and Internet Research

SUB-UNIT 4 • 4 LESSONS



Write an Essay

SUB-UNIT 5 • 8 LESSONS



The Gold Rush Collection Unit Reading Assessment

1 LESSON

Assessment and print materials in digital curriculum.

Information Literacy



In the Information Literacy sub-unit, students encounter the challenges inherent in online research. They explore a hoax website and learn how to use sourcing criteria to determine whether or not the information on the website is credible and more generally how to identify a trustworthy source. Finally, students are introduced to the concept of plagiarism and learn how to quote, cite, and paraphrase information.

Sub-Unit 1



Lesson 1:
Evaluating Sources:
Part 1



Lesson 2:
Evaluating Sources:
Part 2



Lesson 3:
Avoiding Plagiarism



Lesson 4:
Flex Day 1

Sub-Unit 1 at a Glance

Lesson Objective	Reading
<p>Lesson 1: Evaluating Sources: Part 1</p> <p>Research: Students will work collaboratively to assess the credibility of a variety of provided sources, distinguishing sources that are credible from sources that are not.</p>	<ul style="list-style-type: none">• NOAA website• Earth and Planetary Science, University of California, Berkeley website• Marine Life Protection Act, Wikipedia• The Ocean Foundation website• Missouri Botanical Garden website• The Guardian
<p>Lesson 2: Evaluating Sources: Part 2</p> <p>Research: Students will review several Internet sources and common domain names, working collaboratively to assess their trustworthiness with a credibility checklist.</p> <p>Writing: Students will use evidence from the reviewed sources to explain which sources are the most and least credible.</p> <p> Lesson 2 involves Internet research and should be saved for a class period when students have access to the Internet.</p>	<ul style="list-style-type: none">• NASA website• MIT News website• CNN• Terravivos website
<p>Lesson 3: Avoiding Plagiarism</p> <p>Research: Students will learn how to frame direct quotes, provide basic bibliographic information as references, and paraphrase source information in order to avoid plagiarism.</p>	
<p>Lesson 4: Flex Day 1</p> <p>The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, creating a new piece of writing, practicing close reading and discussion, or working visually with complex texts.</p>	

Writing Prompt

Benchmark Stack

No analytical writing prompt.

ELA.7.C.4.1
ELA.K12.EE.4.1
ELA.7.C.5.2

Which of the four sources (discussed in class) do you think is the most credible? Which source do you think is the least credible? Support your thinking using evidence from one or more of the websites.

ELA.7.C.4.1
ELA.K12.EE.4.1
ELA.7.C.5.2

No analytical writing prompt.

ELA.7.C.4.1
ELA.K12.EE.4.1
ELA.7.C.5.2

Each Flex Day activity provides practice with particular skills and benchmarks. Consult the Flex Day Activities Guide to see what is targeted by each activity.

Sub-Unit 1 Preparation Checklist

Lesson 1

- See directions in Step A.

Note that lesson Solos can be completed in the digital curriculum, through the Amplify Mobile Solos app, or in print. Solo Activities PDFs can be found in the Materials section of the digital Unit Guide, along with a Solo Answer Key.



Pages 10–12

Lesson 2

This lesson involves Internet research and should be saved for a class period when students have access to the Internet.

Lesson 3

- Prepare to project the Paraphrase Chart.
- Plan how you will assign pairs for part of this lesson.
- If you plan to complete the optional teacher activity, research real-life examples of plagiarism online.



Pages 13–15

Lesson 4: Flex Day

- Review each lesson activity to identify which one(s) will best support your students' skill progress.
- Each activity requires distinct preparation. Review the Instructional Guide for each activity you will assign.
- Prepare any texts, materials, or directions you may need to project or distribute.

Note: The Information Literacy lessons are offered as sub-units for each of the Collection research units. These lessons provide instruction on how to validate Internet sources, avoid plagiarism, and properly cite sources. If your students have already learned these skills, you may decide to skip ahead to the next sub-unit.

There may be activities in these lessons that students will revise or refer to in a subsequent lesson. By keeping track of lessons that students complete in a print format, you can have students refer to their print work when they reach these activities. In addition, your students will need to copy any Writing Prompts completed in a print lesson into the corresponding digital writing space if you want that writing to be included in Productivity and other reports.

Before You Begin Lesson 1:

Before class, find a hoax website for your students to explore as they learn about sources that are credible and sources that are not. The site should be convincing but suspicious. Keep an eye out for...

- factual information that seems suspicious.
- embedded links that connect to credible websites.
- an "About" page that provides information about the author.

A Lesson 1: Evaluating Sources: Part 1

Benchmark: ELA.7.C.4.1

Read: Students explore a website as a first step in determining its credibility.

Project: The hoax site.

Tell students that they need to examine the site as a first step in an upcoming research paper. Be careful not to give away that the site is a hoax—students will figure that out for themselves.

Ask students to look for and write down three new things that they learned from this website as you click through.

Writing Journal: Students use page 8 to collect their evidence.

5 min



Information Literacy

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Overview

You can find amazing information online. Sometimes the stories are so amazing that they seem unbelievable. Don't you agree?

Suggested Reading

Is your curiosity sparked? Want to dive deeper into this topic? Check out the list of websites below for a wealth of reference materials. And remember, your school and local libraries are great places to continue exploring your interests.

- Internet Archive
- Library of Congress
- OCLC WorldCat
- Google Books
- HathiTrust Digital Library
- Project Gutenberg
- Digital Public Library of America

A

Explore the website your teacher provides.



Complete 1–3 on page 8 of your Writing Journal.



Lesson 1 Materials

 Discussion Points



Differentiation: Step A

Students who need more support with reading may benefit from exploring this website with a partner.

B

Lesson 1—Evaluating Sources, Part 1

How do you know a source is credible? Use the discussion points and discuss each of the four sources your teacher projects with your partner.

Work with your partner to discuss the following points:

- Who is the author?
- Is the author an expert on this subject?
- Might this author be prejudiced about this subject?
- Is it a well-known and respected organization or website?
- Would a source like this contain facts or opinions?
- How recently was this source written or updated?
- How does not knowing a source's identity affect its believability and trustworthiness?



Use page 9 of your Writing Journal to take notes on these points. Be prepared to talk about your answers during a class discussion.

B

Lesson 1 (continued)

Benchmark: ELA.7.C.4.1

Discuss: Students discuss the hoax website with a partner.



Project: Source Credibility Checklist.



Divide students into pairs. Explain that they will discuss whether the hoax website provided the information listed in the checklist.



Project: Sources listed below. Discuss whether each would be a credible source.

- A 2017 U.S. Fish and Wildlife Service official report on the effects of pollution on marine life
- A pet owner's blog about her sick fish
- A current article about illegal waste disposal, published by a middle school newspaper
- An article in a recent issue of *The New York Times* about oil spills and bird life

20 min



Writing Journal: Students use page 9 to take notes.



Differentiation: Step B

- *ELL(Dev)*: If you have several ELL students in your class, you may want to take some time to discuss and explain the meaning of “credible” to ensure understanding before assessing the credibility of the website.
- *ELL(Dev)*: Plan how you will assign pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level.

C Lesson 1 (continued)

Benchmark: ELA.7.C.4.1

Present Domain Extensions:

Students identify different domain extensions and their credibility.

 **Project:** Each website listed for the activity in the digital lesson and briefly review with the class.

 Discuss the credibility of domain extensions, projecting an example of each (found on the student card of this activity on the digital platform) and briefly reviewing each example as you go.

- **.edu:** academic institution (college, university)
- **.gov:** official U.S. government agency
- **.com:** commercial/company
- **.org:** organization (often nonprofit organizations, but can be commercial)
- **.net:** network (often Internet service providers, but can be commercial)

 URLs (or Universal Resource Locators) can have a variety of different extensions, or endings, and some are more credible than others. In general, any URL ending in .edu or .gov is likely to be credible. URLs ending in .com, .org, or .net are ones that need validating by corroborating information. Of course, you should corroborate information from the .edu and .gov sites as well.

 **Writing Journal:** Students complete page 10.

 **Project:** The hoax website again.

 Reassess it as a whole class using the points discussed in this lesson.

 **Exit Ticket:** Project.

End of Lesson 1**C****Lesson 1—Evaluating Sources, Part 1** (continued)

Assess different domain extensions to determine their meaning and credibility.

URLs (or Universal Resource Locators) can have a variety of endings. Some are more credible than others.

- **.edu:** academic institution (college, university)
- **.gov:** official U.S. government agency
- **.com:** commercial/company
- **.org:** organization (often nonprofit organizations, but can be commercial)
- **.net:** network (often Internet service providers, but can be commercial)



Answer questions 1 and 2 on page 10 of your Writing Journal. Be prepared to share your answers.

15 min

 **570** Space Race Collection • Lesson 1**Differentiation: Step C**

Students who need more support with reading may benefit from exploring these websites in pairs.

D

Lesson 3—Avoiding Plagiarism

Plagiarism

Plagiarism is stealing someone's words or ideas without crediting the source.

To avoid plagiarism, you'll learn how to properly frame a quote. A completed, framed quote has three parts:

1. Introduction to the quote (for example, According to the text...or Studies have found that...)
2. The borrowed words (the quote) in quotation marks
3. The citation in parentheses: the author's last name or the source title, followed by the page or paragraph number

E

Examples of completed, framed quotes

Example 1: Using a source that has the author's name and uses paragraph numbers (for example, an article from The Chocolate Collection):

According to the text, "dark chocolate relieves stress and lowers blood pressure" (Smith 5).

Example 2: Using a source that has the author's name and uses page numbers (for example, a book):

According to the text, "dark chocolate relieves stress and lowers blood pressure" (Smith 23).

Example 3: Using a source with no author or title listed (for example, a website's homepage):

Studies have found that "dark chocolate reduces cholesterol in 53% of adults" (scientificamerican.com).

Before You Begin Lesson 2:

In Lesson 2, use the complete digital lesson so students have access to the Internet to gain a greater understanding of how to choose appropriate research sources as they develop and sharpen their information literacy skills.

D

Lesson 3: Avoiding Plagiarism

Benchmark: ELA.7.C.4.1

Discuss: Students discuss the meaning of plagiarism.

S Direct students to the definition of "plagiarism" on page 571 of the Student Edition.

W Write the definition of plagiarism on the board: "Plagiarism is stealing someone's words or ideas without crediting the source."

W Conversation starters:

- What is an example of plagiarism?
- Do you know anyone who has ever plagiarized?

U **Optional:** Teacher activity in digital lesson for examples and consequences of plagiarism.

5 min

E

Lesson 3 (continued)

Benchmark: ELA.7.C.4.1

Introduce: Students learn how to frame a direct quote to avoid plagiarism.

Q It is acceptable to use other people's words and ideas when you're conducting research, as long as you alert the reader that you are sharing someone else's words and ideas and give credit to the original author.

Q Think of the borrowed words as a picture or photograph and always surround them with a "frame."

S Ask a student to read aloud the 3 parts of a frame on page 571 of the Student Edition.

W Then call on 3 students to point out the parts of the frame for each of the 3 examples given.

Q Not every idea has to be cited, but when you aren't sure, always cite!

7 min



Lesson 3 Materials

Paraphrase Chart



Differentiation: Step D

● **ELL(Dev):** When working with English language learners, it may be helpful to note the following:

1. The use and methods of source writing and paraphrasing can vary by culture. ELLs will likely need additional explicit instruction in order to accurately frame quotes and paraphrase.
2. English language learners are sometimes taught to practice language by rewording short texts phrase by phrase. If this is the case, you may want to discuss the difference between the two further.

F Lesson 3 (continued)

Benchmark: ELA.7.C.4.1

Framing a Quote: Students learn how to frame a direct quote from a text to avoid plagiarism.

 Review the properly framed quote alongside the original text on page 572 of the Student Edition.

 Ask students to identify the source, opening frame, and direct quote from the example as a class.

G Lesson 3 (continued)

Benchmark: ELA.7.C.4.1

Try It On: Students work in pairs to correctly frame a direct quote.

 Divide students into pairs to complete Activities 1 and 2 on page 572 of their Student Editions.

 **Writing Journal:** Students work in pairs to complete questions 1 and 2 on page 11.

 Share answers. Invite 2 students to write their answers on the board.

H Lesson 3 (continued)

Benchmark: ELA.7.C.4.1

Introduce Paraphrasing: Students learn about paraphrasing text to avoid plagiarism.

 **Framing a direct quote** shares someone else's words in your writing. However, you may also wish to share someone else's ideas without quoting their exact words. To do this, you must paraphrase the original text.

 Direct students to the definition of "paraphrasing" on page 573 of their Student Editions.

 Watch out for "**patchwork plagiarism**." That's when you piece together your own words with some of the author's words without quoting the author, giving the reader the impression that you wrote the whole paragraph.

 **Project:** Image of the patchwork plagiarism.

F Lesson 3—Avoiding Plagiarism (continued)**Original quote or text:**

"As a result of Halvorsen's initiative, America's legions of candy bombers dropped about a quarter million tiny parachutes over Berlin with millions of pounds of candy."

Properly framed quote:

According to the article, "candy bombers dropped about a quarter million tiny parachutes over Berlin with millions of pounds of candy" (ABC News).

G

Read the sentence from the article "Prehistoric Americans Traded Chocolate for Turquoise?" by Christine Dell'Amore:

Visiting Mesoamericans may have bartered cacao beans for gems unique to the Southwest, such as turquoise, which is known to have been mined by Puebloans in what's now New Mexico.

1. Select a brief direct quote from the sentence and rewrite it using the frame technique.
2. Share your response with your partner. Determine if each quote is correctly framed, and explain your thinking.



Answer questions 1 and 2 on page 11 of your Writing Journal.

 **572** Space Race Collection • Lesson 3

**Differentiation: Step G**

- *ELL(Dev)*: Plan how you will assign pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level.

H

Paraphrasing

Paraphrasing is rewriting text in your own words, expressing the author’s meaning without adding anything new or leaving anything out.

Example of Patchwork Plagiarism

Direct Quote

Nearly everyone loves chocolate, creating a high demand for cacao beans. With that popularity comes a high cost to the environment.

Patchwork Plagiarism

Just about everyone loves chocolate, which creates a high demand for cacao beans. With that popularity, there is a high cost to the environment.



Complete the paraphrase chart on page 12 of the Writing Journal.

I

Follow along as your teacher compares paraphrases of the two sentences on page 12 of your Writing Journal.

You may volunteer to share one of your paraphrases with the class.

Before You Begin Lesson 4:

Lesson 4 is a Flex Day. Select from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, creating a new piece of writing, practicing close reading and discussion, or working visually with complex texts. Please see instructions in the digital lesson.

The term patchwork plagiarism comes from the way patchwork quilts look. In the past, these quilts were made from many pieces of old clothes.

Direct students to examine the example of patchwork plagiarism on page 573.

As with direct quotes, you should credit the source in parentheses.

Writing Journal: Students complete the chart on page 12.

I Lesson 3 (continued)

Benchmark: ELA.7.C.4.1

Compare Paraphrases: Class compares and discusses paraphrases of 2 different texts.

Project: Paraphrase Chart.

Lead a discussion to compare the paraphrases to understand the original text.

Which paraphrase (1 or 2) seems closer to the original? Why?

Which word choice in the paraphrased text helps it get closer to the author’s original meaning in the text?

Note that the order of the words in the main clause was changed in both paraphrases: the subject, the Spanish king and his court, was placed first in the clause instead of at the end. Explain that changing the order of words can be helpful when paraphrasing.

Repeat this process for the second piece of text, writing paraphrases from 2 different students on the chart.

Wrap-Up: Project.

Exit Ticket: Project.

End of Lesson 3

7 min

9 min

Scavenger Hunt and Internet Research



In the scavenger hunt lessons, students race to find the answer to the hunt question in one of The Gold Rush Collection's texts or images. Once located, students read the asset with the guidance of close reading questions. Particularly challenging primary source documents are selectively edited to provide scaffolded versions for students who are struggling with archaic language, complex syntax, odd punctuation, and unfamiliar phrases. We have created adapted, paraphrased, and Spanish versions to differentiate the reading experience for all learners.

The last lesson in this sub-unit requires students to conduct research on the Internet. This lesson allows students to put their new research and close reading skills to the test as they use a criteria checklist to distinguish sources that are credible from sources that are not.

Sub-Unit 2



Lesson 1:
Scavenger Hunt:
Introducing the
Collection



Lesson 2:
Scavenger Hunt:
Exploring the
Collection



Lesson 3:
Internet Research



Lesson 4:
Flex Day 2

Sub-Unit 2 at a Glance

Lesson Objective

Reading

Lesson 1: Scavenger Hunt: Introducing the Collection

Reading: Students will explore a selection of texts and images in The Gold Rush Collection, practicing scanning a source for relevance and close reading a source for key information.

Video:

 Introduction to the Gold Rush

California Gold Rush:

- “California Culinary Experiences” from *The Overland Monthly*
- Preface and Chapter XI from *Sights in the Gold Region, and Scenes by the Way*
- July 22–August 10 from *The Gold Rush Diary of Ramón Gil Navarro*
- “Oh My Darling, Clementine”
- The Magic Equation from *California: The Great Exception*
- “Good Haul of Diggers” from *Digger: The Tragic Fate of the California Indians from the Missions to the Gold Rush*

Lesson 2: Scavenger Hunt: Exploring the Collection

Reading: Students will explore a selection of texts and images in The Gold Rush Collection and apply their understanding of the context of the gold rush to analyze the gold rush’s effect on the content of the California Constitution.

California Gold Rush:

- Chapter XXVII and Chapter XXVIII from *Roughing It*
- “Letter the Tenth: Amateur Mining—Hairbreadth ‘Scapes, &c.” from *The Shirley Letters from California Mines in 1851–1852*
- “Pioneers! O Pioneers!” from *Leaves of Grass*

Lesson 3: Internet Research

Research: Students will generate a research question about the gold rush, identify credible Internet sources, and conduct Internet research to find the answer.

Writing: Students will use evidence from multiple credible sources and framed quotes to describe key information about their research topic.



Lesson 3 involves Internet research and should be saved for a class period when students have access to the Internet.

Lesson 4: Flex Day 2

The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, creating a new piece of writing, practicing close reading and discussion, or working visually with complex texts.

Writing Prompt

Benchmark Stack

No analytical writing prompt.

ELA.7.R.3.3

ELA.K12.EE.1.1
ELA.K12.EE.2.1
ELA.K12.EE.3.1
ELA.K12.EE.4.1
ELA.7.R.2.4
ELA.7.R.3.2
ELA.7.V.1.3

No analytical writing prompt.

Extra: Challenge Writing available in the digital lesson.

ELA.K12.EE.1.1

ELA.K12.EE.3.1
ELA.K12.EE.4.1

Write one or two paragraphs providing key information you discovered about your topic. Make sure to include two framed quotes from at least two sources.

Extra: Challenge Writing available in the digital lesson.

ELA.7.C.4.1

ELA.K12.EE.1.1
ELA.K12.EE.3.1
ELA.7.R.2.1
ELA.7.R.2.3
ELA.7.C.1.4

Each Flex Day activity provides practice with particular skills and benchmarks. Consult the Flex Day Activities Guide to see what is targeted by each activity.

Sub-Unit 2 Preparation Checklist

Lesson 1

- Be prepared to project or to write on chart paper.
- Optional: Prepare/plan rewards for students who win the scavenger hunts.
- While all Scavenger Hunt images are found in the Student Edition, you may choose to project them during the Scavenger Hunt as well.



Pages 70–73

Note that lesson Solos can be completed in the digital curriculum, through the Amplify Mobile Solos app, or in print. Solo Activities PDFs can be found in the Materials section of the digital Unit Guide, along with a Solo Answer Key.

Lesson 2

- Be prepared to project or to write on chart paper.
- Optional: Prepare/plan rewards for students who win the scavenger hunts.



Pages 74–75

Lesson 3

Be prepared to project onscreen or to write on chart paper. Students will need access to the Internet in this lesson.

Lesson 4: Flex Day

- Review each lesson activity to identify which one(s) will best support your students' skill progress.
- Each activity requires distinct preparation. Review the Instructional Guide for each activity you will assign.
- Prepare any texts, materials, or directions you may need to project or distribute.

Note: There may be activities in this sub-unit that students will revise or refer to in a subsequent lesson. By keeping track of lessons that students complete in a print format, you can have students refer to their print work when they reach these activities. In addition, your students will need to copy any Writing Prompts completed in a print lesson into the corresponding digital writing space if you want that writing to be included in Productivity and other reports.



Scavenger Hunt and Internet Research

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Overview

Ready, set, go and find the answers to the questions as fast as you can...and discover amazing facts about the gold rush.

Suggested Reading

Is your curiosity sparked? Want to dive deeper into this topic? Check out the list of websites below for a wealth of reference materials. And don't forget, your school and local libraries are great places to continue exploring your interests.

- Internet Archive
- Library of Congress
- OCLC WorldCat
- Google Books
- HathiTrust Digital Library
- Project Gutenberg
- Digital Public Library of America

Image Credits:
Courtesy of the California History Room, California State Library,
Sacramento, California



California Gold Rush

575 

In 1848, gold was discovered near Sacramento, California. A massive migration of people—mostly men—arrived from all over the world with the hope of striking it rich. The new miners had to learn to cook for themselves, often with limited ingredients and crude equipment. This writer experienced the ups and downs of “California amateur cookery,” and lived to tell the tale!

Excerpt: “California Culinary Experiences” from *The Overland Monthly*

Author: Prentice Mulford

Published: 1869 (public domain)

- ¹ I am a survivor of all the different eras of California amateur cookery. The human avalanche **precipitated** on these shores in the rush of “49” and “50” was a mass of **culinary** ignorance. Cooking had always by us been deemed a part of woman’s kingdom. We knew that bread was made of flour, and for the most part so made by woman. It was as natural that it should be made by them as that the sun should shine. Of the knowledge, skill, patience and experience required to conduct this and other culinary operations, we realized nothing. So when the first—the pork, bean and flapjack—era commenced, thousands of us boiled our pork and beans together an equal period of time, and then wondered at the mysterious hardness of the nutritious vegetable. In the fall of “50” a useful scrap of wisdom was disseminated from Siskiyou to Fresno. It was that beans must be soaked over night and boiled at least two hours before the insertion of the pork. And many a **man of mark** to-day never experienced a more cheerful thrill of combined pride and pleasure, than when first he successfully accomplished the **feat** of turning a flap-jack.
- ² We soon tired of wheat cakes. Then commenced the bread era; the heavy bread era, which tried the stomach of California. That organ sustained a daily attack of leaden flour and doubtful pork. The climate was **censured** for a **mortality** which then prevailed, due, in great measure, to this dreadful diet. With the large majority of our amateur cooks, bread-making proved but a series of disastrous failures. Good bread makers,

precipitated:
caused suddenly

culinary: cooking

man of mark:
person of good
reputation

feat: skillful
achievement

censured: blamed

mortality: large
number of deaths

male or female, are born, not made. In flour we **floundered** from the extreme of lightness to that of heaviness. We produced in our loaves every shade of sourness and every tint of orange, from excess of **salæratus**. Our crust, in varying degrees of hardness and thickness, well illustrated the **stratifications** of the earth. Our loaves “did” in spots. Much **prospecting** was often necessary to develop pay-bread.

3 In the early portion of “51,” just preceding the pie period, came an **epoch** of stewed dried apples. Even now, my **stomachic** soul shudders as I recall that trying time. After we had apple-sauced ourselves to **satiety**, with **diabolical ingenuity** we served it up to each other, hidden in thick, heavy **ramparts** of flour. It was a desperate struggle with **duff** and dumplings . . . I can now recall no living **comrade** of the dried apple era.

4 But those who first ventured on pies were men possessed in some degree of taste and refinement. No coarser nature ever troubled itself with pie-making. The preparation and seasoning of the mince meat, the rolling out and manipulation of the crusts, their proper adjustment to the plate, the ornamental **scollops** around the edge, (made with the thumb) and the regulation of the oven’s heat to secure that rich shade of brown, required patience and artistic skill.

5 The early pie-makers of our State were men who as soon as possible slept in sheets instead of blankets, who were skilled in washing linen, who went in clean attire on Sundays, and who subscribed for magazines and newspapers. On remote **bars** and **gulches** such men have kept households of incredible neatness, their cabins sheltered under the evergreen oak, with clear **rivulets** from the mountain **gorges** running past the door, with clothes-lines precisely hung with shirts and sheets, with gauze-covered meat safe hoisted high in the branches of the overshadowing trees, protecting those pies from intruding and **omniverous** ground squirrels and **inquisitive yellow-jackets**; while about their doorway the hard, clean-swept red earth resembled a well-worn brick pavement. There is morality in pies.

6 There was a **canned provision** era, **fruitful** in sardines and oysters. The canned oysters of those days were as destructive as cannister shot. They penetrated everywhere. In remote and seldom-visited valleys of the **Sierras**, I have grown solemn over the **supposition** that mine were the first footsteps which had ever indented the soil. And then I have turned

floundered:
struggled

salæratus: baking
soda

stratifications:
layers

prospecting:
searching for
something good

epoch: long period
of time

stomachic:
stomach’s

satiety: fullness
from eating

diabolical: evil

ingenuity:
craftiness and
creativity

ramparts: walls

duff: a kind of
pudding

comrade: friend,
companion

scollops: curved
edges

bars: strips of land

gulches: narrow
valleys between
mountains or hills,
made by running
water

rivulets: streams
of water

gorges: rocky
opening between
hills with a stream
of water

omniverous: meat-
and-plant eating

inquisitive: curious

yellow-jackets:
wasps

canned provision:
pre-packaged
supplies

fruitful: plentiful

Sierras: mountain
range

supposition: idea

but to behold the **gaping**, ripped and jagged mouth of one of those inevitable tin cylinders scattered like dew over the land, and labelled “Cove Oysters.” One of our prominent officials, giving evidence in a suit relative to the disputed possession of a mining **claim** in a remote district, when asked what, in the absence of a house or shaft, he would consider to be indications of the former presence of miners, answered: “Empty oyster cans and empty bottles.”

Courtesy of University of Michigan Library

Adapted Version

- 7 I am a survivor of all the different eras of California amateur cookery. The human avalanche that fell on these shores in the gold rush of “49” and “50” was a mass of culinary ignorance. We knew that bread was made of flour, and that it was so made by women. It was as natural that it should be made by them as that the sun should shine. We realized nothing of the knowledge, skill, patience and experience required for this and other culinary operations. So when the first “pork, bean and flapjack” era began, thousands of us boiled our pork and beans together for the same length of time, and then wondered at the mysterious hardness of the nutritious vegetable. In the fall of “50” a useful scrap of wisdom spread from Siskiyou to Fresno: that the beans must be soaked overnight and boiled at least two hours before adding the pork. And a man never experienced a more cheerful thrill than when he first successfully accomplished the feat of turning a flapjack.
- 8 However, we soon tired of wheat cakes. Next came the heavy bread era, which strained the stomach of California. For most of our amateur cooks, bread-making proved a series of disastrous failures. Good bread makers, male or female, are born, not made. In flour we floundered from the extreme of lightness to that of heaviness. We produced in our loaves every shade of sourness and every tint of orange, from too much baking soda. Our crust, in varying degrees of hardness and thickness, resembled the layers of the earth. Much prospecting was often necessary to develop “pay bread.”
- 9 Early in “51,” just before the pie period, came an epoch of stewed dried apples. Even now, my stomach’s soul shudders as I recall that trying time.

gaping: wide open

claim: right to mine
land for precious
minerals

After we had apple-sauced ourselves to fullness, we served it up, hidden in thick, heavy walls of flour. It was a desperate struggle with duff [flour pudding] and dumplings. I can't think of anyone who survived the dried apple era.

¹⁰ Those who first tried pie making were men with some degree of taste and refinement. Patience and artistic skill were required for the preparation and seasoning of the mincemeat, the rolling out of the crusts, their proper placement on the plate, the ornamental indents (made with the thumb) around the edge, and the regulation of the oven's heat to produce that rich shade of brown. The early pie makers of our state were men who as soon as possible slept in sheets instead of blankets, who were skilled at washing linen, who wore clean attire on Sundays, and who subscribed to magazines and newspapers. On remote sandbars and gulches such men kept households of incredible neatness, their cabins sheltered under the evergreen oak, their clotheslines precisely hung with shirts and sheets, their meat pies hung safely in the tree branches, protected from intruding ground squirrels and yellow jackets. Around their doorways, the hard, clean-swept red earth resembled a well-worn brick pavement. There is morality in pies.

¹¹ There was a canned provision era, fruitful in sardines and oysters. The canned oysters of those days were as destructive as cannon shot. They penetrated everywhere. In remote and seldom-visited valleys of the Sierras, I have grown solemn over the idea that my footsteps were the first to have ever indented the soil. And then I have turned to behold the gaping, ripped and jagged mouth of one of those tin cylinders scattered like dew over the land, and labeled "Cove Oysters." One of our prominent officials was once asked what, in the absence of a house or shaft, he would consider an indication of the former presence of miners. He answered: "Empty oyster cans and empty bottles."

Courtesy of University of Michigan Library

Paraphrased Version

¹² I survived all the different eras (periods) of California cookery. The men who swarmed these shores in the gold rush of "49" and "50" did not know

how to cook. We knew that bread was made of flour, and that women usually made it. This seemed as natural as sunshine. However, we did not have the knowledge, skill, patience and experience to make bread or anything else.

- ¹³ When the first “pork, bean and flapjack” era began, we boiled our pork and beans together for the same length of time. When the beans turned out hard, we wondered why. Then, in the fall of “50,” we learned that beans must be soaked *overnight* and boiled *at least two hours* before adding the pork. And what a cheerful thrill a man got when he first successfully turned a flapjack.
- ¹⁴ However, we soon grew tired of wheat cakes. Next came the heavy bread era, which strained our stomachs. For most of us, bread making was a series of disastrous (terrible) failures. Good bread makers, male or female, are born, not made. The bread was either much too light or much too heavy. Our loaves were sour and orange in color, from too much baking soda. Our crust had layers of hardness and thickness, like the layers of the earth.
- ¹⁵ Early in “51” came the era of stewed dried apples. Even now, my stomach shudders as I recall that difficult time. After filling ourselves up with applesauce, we served it to each other, hidden in thick, heavy walls of flour. We struggled with puddings and dumplings. I cannot think of anyone who survived the dried apple era.
- ¹⁶ The first pie makers were men of taste and manners. It took patience and artistic skill to prepare the mincemeat, to roll out the crusts, to place them on the plate, and, using the thumb, to make the fancy dents around the edge. Then the oven’s heat had to be controlled to produce that rich, brown crust. The early pie makers of our state slept in sheets instead of blankets, and were skilled at washing them. They wore clean clothes on Sundays. They sent away for magazines and newspapers. Though they lived on far-away sandbars and gulches, they kept their homes incredibly neat. Evergreen oak trees sheltered their cabins. They hung their meat pies in the branches, safe from hungry ground squirrels and yellow jackets. The hard, clean-swept red earth outside their doors looked like worn brick pavement. Good pies make good men.

- ¹⁷ Next came the canned goods era, full of sardines and oysters. The canned oysters of those days were as harmful as cannon balls. They were found everywhere. I have visited far-away valleys of the Sierras where I grew sad knowing my footsteps were the first to break the soil. I have seen the open, jagged mouths of those cans scattered over the land.

Courtesy of University of Michigan Library

Spanish Version

- ¹⁸ Traducción de la versión parafraseada del texto en inglés original escrito por Prentice Mulford
- ¹⁹ Sobreviví todas las épocas (periodos) de cocina californiana. Los hombres que llegamos en masa a estas costas durante la Fiebre del Oro del “49” y del “50” no sabíamos cocinar. Sabíamos que el pan se hacía con harina y que eran las mujeres quienes lo hacían, por lo general. Esto nos parecía tan natural como la luz del sol. Sin embargo, no teníamos los conocimientos, la habilidad, la paciencia ni la experiencia para hacer pan ni ninguna otra cosa.
- ²⁰ Cuando empezó la primera época de “puerco, frijoles y tortas”, poníamos a cocer el puerco y los frijoles juntos al mismo tiempo. Cuando los frijoles quedaban duros, nos preguntábamos por qué. Luego, en el otoño del “50”, nos enteramos de que los frijoles debían quedarse en remojo *toda la noche* y hervir durante *dos horas por lo menos* antes de ponerles el puerco. Y cuánto entusiasmo debió haber sentido el primer hombre que pudo voltear bien una torta en la sartén.
- ²¹ Pero pronto nos cansamos de las tortas de trigo. Luego vino la época del pan pesado, que nos cargaba el estómago. Para casi todos, hacer pan fue una serie de desastrosos (terribles) fracasos. Los buenos panaderos, hombres o mujeres, nacen, no se hacen. El pan era o muy ligero o demasiado pesado. Nuestras hogazas eran amargas y de color anaranjado por haberles puesto demasiado bicarbonato. La corteza de nuestro pan tenía capas de dureza y grosor, como las capas de la Tierra.
- ²² Al principio del “51” vino la época de las manzanas secas cocidas. Todavía hoy, mi estómago tiembla al recordar esos difíciles tiempos. Después de

hartarnos de puré de manzana, unos a otros nos servíamos más todavía, escondiéndolo entre gruesas y pesadas paredes de harina. Batallamos con los pudines y los bollos. No recuerdo a nadie que haya sobrevivido la época de las manzanas secas.

²³ Los primeros fabricantes de tartas eran hombres de buen gusto y buenas maneras. Les llevó mucha paciencia y habilidad artística preparar la fruta picada, estirar la corteza con el rodillo y hacer con el pulgar los dobleces decorativos del borde. Luego tenían que controlar la temperatura del horno para producir esa corteza rica y dorada. Los primeros fabricantes de tartas de nuestro estado dormían en sábanas y no en cobijas, y sabían como lavarlas bien. Se ponían ropa limpia los domingos. Encargaban revistas y periódicos. Aunque vivían en bancos de arena y barrancos, sus casas estaban increíblemente limpias. Los robles protegían sus cabañas. Colgaban sus tartas de carne de las ramas, a salvo de las hambrientas ardillas terrestres y de las avispa amarillas. La dura y barrida tierra roja afuera de sus casas se veía como pavimento de ladrillo gastado. Las buenas tartas hacen hombres buenos.

²⁴ Luego vino la época de la comida en lata, repleta de sardinas y ostras. Las ostras enlatadas de aquellos días eran tan malas como las balas de cañón. Estaban por todas partes. He ido a lejanos valles de las Sierras, y ahí me puse triste pensando que mis huellas eran las primeras en tocar el suelo. Después, al darme la vuelta, he visto las bocas abiertas y erizadas de esas latas regadas por el suelo.

Courtesy of University of Michigan Library

On May 16, 1848, gold was discovered in the river at Auburn Ravine (located in the Sierra Nevada foothills, near Sacramento, California). Auburn was the second mining settlement (after Sutter's Mill at Coloma) of the California Gold Rush. Six million dollars worth of gold was extracted from Auburn and nearby Rich Ravine by the end of 1848.

Head of Auburn Ravine, Unknown Artist

(1852)



Courtesy of the California History Room, California State Library, Sacramento, California



A Charming Girl of New York in the Gold Region

(circa 1849)

While male miners greatly outnumbered female ones, some women did venture to California during the Gold Rush. Some set up camp and prospected for gold, but many stayed in town where they made a living providing services for the miners such as cooking, cleaning, and clothes laundering.

Excerpt: “Letter the Tenth: Amateur Mining— Hairbreadth ‘Scapes, &c.” from *The Shirley Letters from California Mines in 1851–1852*

Author: Dame Shirley (Louise Amelia Knapp Smith Clappe)

Printed by: Thomas C. Russell, San Francisco, CA

Published: 1922 (public domain)

¹ From our Log Cabin, INDIAN BAR, November 25, 1851.

² NOTHING of importance has happened since I last wrote you, except that I have become a *mineress*, that is, if the having washed a pan of dirt with my own hands, and **procured** there from three dollars and twenty-five cents in gold-dust, which I shall **inclose** in this letter, will **entitle** me to the name. I can truly say, with the blacksmith's apprentice at the close of his first day's work at the anvil, that I am sorry I learned the trade, for I wet my feet, tore my dress, spoilt a pair of new gloves, nearly froze my fingers, got an awful headache, took cold, and lost a valuable breastpin, in this my labor of love. After such **melancholy** self-sacrifice on my part, I trust you will **duly** prize my gift. I can assure you that it is the last golden handiwork you will ever receive from Dame Shirley.

³ **Apropos** of lady gold-washers in general, it is a common habit with people residing in towns in the **vicinity** of the diggings to make up pleasure-parties to those places. Each woman of the company will exhibit, on her return, at least twenty dollars of the **oro**, which she will gravely inform you she has just panned out from a single basinful of the soil. This, of course, gives strangers a very **erroneous** idea of the average richness of **auriferous** dirt. I myself thought (now, don't laugh) that one had but to **saunter** gracefully along romantic streamlets on sunny afternoons, with a **parasol** and white kid gloves perhaps, and to stop now and then to admire the scenery, and carelessly rinse out a small panful of yellow sand (without **detriment** to the white kids, however, so easy did I fancy the whole process to be), in order to fill one's workbag with the most beautiful and rare **specimens** of the precious mineral. Since I have been here I have discovered my mistake, and also the secret of the brilliant success of former gold-washeresses.

⁴ The miners are in the habit of flattering the **vanity** of their fair visitors by scattering a handful of "salt" (which, strange to say, is *exactly* the color of gold-dust, and has the remarkable property of often bringing to light very curious lumps of the **ore**) through the dirt before the dainty fingers touch it, and the dear creatures go home with their treasures, firmly believing that mining is the prettiest pastime in the world.

⁵ I had no idea of permitting such a costly joke to be played upon me; so I said but little of my desire to "go through the motions" of gold-washing, until one day, when, as I passed a deep hole in which several men were at work, my companion requested the owner to fill a small pan, which

procured: got
inclose: include
entitle: give a right to
melancholy: sad
duly: correctly
apropos: on the subject
vicinity: surrounding area
oro: gold
erroneous: wrong
auriferous: gold-filled
saunter: walk in a relaxed way
parasol: umbrella
detriment: damage
kids: goat-leather gloves
specimens: samples
vanity: pride
ore: mineral

I had in my hand, with dirt from the bed-rock. This request was, of course, granted, and the treasure having been **conveyed** to the edge of the river, I succeeded, after much awkward maneuvering on my own part, and considerable assistance from friend H., an experienced miner, in gathering together the above-specified sum. All the diggers **of our acquaintance** say that it is an excellent “prospect,” even to come from the bed-rock, where, naturally, the richest dirt is found. To be sure, there are, now and then, “lucky strikes,” such, for instance . . . where a person took out of a single basinful of soil two hundred and fifty-six dollars. But such luck is as rare as the winning of a hundred-thousand-dollar prize in a lottery. We are acquainted with many here whose gains have *never* amounted to much more than wages, that is, from six to eight dollars a day. And a claim which yields a man a steady income of ten dollars *per diem* is considered as very valuable.

Photo: Courtesy of The Bancroft Library, University of California, Berkeley.

Adapted Version

- 6 Since I last wrote you, I have become a “mineress.” I have washed a pan of dirt with my own hands and produced \$3.25 in gold-dust, which is enclosed in this letter. I am sorry I learned the trade, for I wet my feet, tore my dress, spoiled a pair of new gloves, nearly froze my fingers, got an awful headache, and caught cold. After such melancholy sacrifices, I trust you will appreciate my gift. I can assure you that it is the last golden handiwork you will ever receive from Dame Shirley.
- 7 People who live near the digs often visit them. Each woman who goes will come back with at least \$20 in gold, which she will say she has just panned out from a single basinful of soil. This gives strangers the wrong idea of the average richness of gold-bearing dirt. I myself thought (now, don’t laugh) that one had but to stroll along romantic streamlets, stop now and then to admire the scenery, and rinse out a small panful of yellow sand. I have since discovered my mistake, and also the secret of the former gold “mineresses” success. The miners trick their fair visitors by scattering a handful of “salt” (which is *exactly* the color of gold-dust) through the dirt.

conveyed: carried
of our acquaintance: that we know
per diem: each day

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- 8 I had no desire for such a joke to be played upon me. One day, I passed a deep hole in which several men were at work. My companion asked the owner to fill my small pan with bedrock dirt. With much assistance from my friend (an experienced miner), I gathered \$3.25 worth. All the diggers we know say that it is an excellent “prospect” to come from the rich bedrock. There are, now and then, “lucky strikes.” Once, a person took \$256 out of a single basinful of soil. But most gains *never* amount to more than \$6 to \$8 a day. A claim that yields a steady income of \$10 per day is considered very valuable.

Photo: Courtesy of The Bancroft Library, University of California, Berkeley.

Paraphrased Version

- 9 I have become a miner! Here is some gold dust I found. It is worth \$3.25. Getting it was hard. I ruined my clothes and got sick too. So I hope you will be grateful for the gift!
- 10 Women who visit the digs often come home with at least \$20 in gold. They will say they got it from one pan of dirt. This makes it seem as if all of the dirt is full of gold. But it isn't. The miners trick them. They mix some gold-colored stuff called “salt” into the dirt. It makes the dirt look rich in gold.
- 11 I would not let anyone play this joke on me.
- 12 One day, I took a walk with my friend, a real miner. We passed a deep hole in which several men were working. My friend asked the owner of the dig site to fill my small pan with dirt. I gathered \$3.25 in gold dust. All the diggers said this was a lot of money.
- 13 Some people get lucky. One person got \$256 in gold dust from a single pan of soil. But most people make only \$6 to \$8 a day. Digs that produce \$10 per day are very valuable.

Photo: Courtesy of The Bancroft Library, University of California, Berkeley.

Spanish Version

- ¹⁴ Traducción de la versión parafraseada del texto en inglés original escrito por Dame Shirley
- ¹⁵ Señora Shirley
- ¹⁶ Carta #10
- ¹⁷ 25 de noviembre de 1851
- ¹⁸ ¡Ya soy gambusina! Te envió el polvo de oro que encontré. Vale \$3.25. Fue muy difícil sacarlo. Arruiné mi ropa y además me enfermé. De modo que espero que aprecies mi regalo.
- ¹⁹ Las mujeres que vienen a las excavaciones (minas) a menudo regresan a casa con \$20 en oro, por lo menos. Luego dicen que lo sacaron de una sola bandeja de tierra. Como si toda la tierra estuviera llena de oro, pero no es así. Los gambusinos les toman el pelo. Le ponen “sal” dorada a la tierra para que se vea como si estuviera cargada de oro.
- ²⁰ Yo no voy a dejar que nadie me haga eso.
- ²¹ Un día salí a caminar con mi amigo, un gambusino de verdad. Pasamos por un profundo agujero donde trabajaban varios hombres. Mi amigo le pidió al dueño de la concesión que llenara mi bandeja con tierra. Saqué \$3.25 en polvo de oro. Todos los cavadores dijeron que era mucho dinero.
- ²² Unos tienen suerte. Alguien sacó \$256 en polvo de oro de una sola bandeja de tierra. Pero la mayoría sólo sacan de \$6 a \$8 al día. Las concesiones que producen \$10 al día son muy valiosas.

Photo: Courtesy of The Bancroft Library, University of California, Berkeley.

Sutter's Mill, Coloma, California

image
4

Gold Mining at Sutter's Mill, Coloma, California, Unknown Artist

(19TH CENTURY)



James Marshall at Sutter's Mill, Coloma, CA in 1848, Unknown Artist



Images: Courtesy of The Bancroft Library, University of California, Berkeley;
Miriam and Ira D. Wallach Division of Art, Prints and Photographs/The New
York Public Library

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Roughing It **chronicled** Mark Twain's adventures traveling westward across the country. In these excerpts, he describes the **extremities** of life on the trail, with exhausted horses, endless hikes, frozen nights, and undrinkable water. When he and his companions finally reach Nevada, Twain gets a taste of prospecting fever, but is soon awakened to the fact that "all that glitters is not gold."

Excerpts: Chapter XXVII and Chapter XXVIII from *Roughing It*

Author: Mark Twain

Publisher: American Publishing Company, Hartford, CT

Published: 1872 (public domain)

Chapter XXVII

- ¹ HURRY, was the word! We wasted no time. Our party consisted of four persons—a blacksmith sixty years of age, two young lawyers, and myself. We bought a wagon and two miserable old horses. We put eighteen hundred pounds of **provisions** and mining-tools in the wagon and drove out of Carson on a chilly December afternoon. The horses were so weak and old that we soon found that it would be better if one or two of us got out and walked. It was an improvement. Next, we found that it would be better if a third man got out. That was an improvement also. It was at this time that I volunteered to drive, although I had never driven a harnessed horse before, and many a man in such a position would have felt fairly excused from such a responsibility. But in a little while it was found that it would be a fine thing if the driver got out and walked also. It was at this time that I resigned the position of driver, and never resumed it again. Within the hour, we found that it would not only be better, but was absolutely necessary, that we four, taking turns, two at a time, should put our hands against the end of the wagon and push it through the sand, leaving the feeble horses little to do but keep out of the way and hold up the tongue. Perhaps it is well for one to know his fate at first, and get **reconciled to** it. We had learned ours in one afternoon. It was plain that we had to walk through the sand and shove that wagon and those horses two hundred miles. So we accepted the situation, and from that time forth we never rode. More than that, we stood regular and nearly constant watches pushing up behind.

chronicled:
recorded

extremities:
greatest difficulties

provisions: food
supplies

reconciled to:
ready to accept

- ² We made seven miles, and camped in the desert. Young Claggett (now member of Congress from Montana) unharnessed and fed and watered the horses; Oliphant and I cut sage-brush, built the fire and brought water to cook with; and old Mr. Ballou, the blacksmith, did the cooking. This division of labor, and this appointment, was adhered to throughout the journey. We had no tent, and so we slept under our blankets in the open plain. We were so tired that we slept soundly.
- ³ We were fifteen days making the trip—two hundred miles; thirteen, rather, for we lay by a couple of days, in one place, to let the horses rest. We could really have accomplished the journey in ten days if we had towed the horses behind the wagon, but we did not think of that until it was too late, and so went on shoving the horses and the wagon too when we might have saved half the labor. Parties who met us, occasionally, advised us to put the horses *in* the wagon, but Mr. Ballou, through whose iron-clad **earnestness** no sarcasm could pierce, said that that would not do, because the provisions were exposed and would suffer, the horses being “**bituminous** from long **deprivation**.” The reader will excuse me from translating. What Mr. Ballou customarily meant, when he used a long word, was a secret between himself and his Maker... .
- ⁴ We four always spread our common stock of blankets together on the frozen ground, and slept side by side; and finding that our foolish, long-legged hound pup had a deal of animal heat in him, Oliphant got to admitting him to the bed, between himself and Mr. Ballou, hugging the dog’s warm back to his breast and finding great comfort in it. But in the night the pup would get stretchy and brace his feet against the old man’s back and shove, grunting complacently the while; and now and then, being warm and snug, grateful and happy, he would paw the old man’s back simply in excess of comfort; and at yet other times he would dream of the chase and in his sleep tug at the old man’s back hair and bark in his ear. The old gentleman complained mildly about these familiarities, at last, and when he got through with his statement he said that such a dog as that was not a proper animal to admit to bed with tired men, because he was “so **meretricious** in his movements and so organic in his emotions.” We turned the dog out.
- ⁵ It was a hard, wearing, **toilsome** journey, but it had its bright side; for after each day was done and our wolfish hunger appeased with a hot supper of fried bacon, bread, molasses, and black coffee, the pipe-smoking,

earnestness:
seriousness,
honesty

bituminous: fiery
or over-excited

deprivation: period
of having food
withheld

meretricious:
falsely attractive

toilsome: tiring
because of difficult
work

solitudes:
aleness

culmination: end point

potent: powerful

nomadic:
wandering

alkaline water:
water that contains certain harsh minerals

lye: a strong chemical used for cleaning

execrable: awful

alkali: bitter salts

unameliorated:
unimproved

constrained:
forced

indorse: endorse, recommend

frankly: honestly

mar: ruin

grandeur:
magnificence

rivulet: thin stream of water

counterpart: twin

song-singing, and yarn-spinning around the evening camp-fire in the still **solitudes** of the desert was a happy, care-free sort of recreation that seemed the very summit and **culmination** of earthly luxury. It is a kind of life that has a **potent** charm for all men, whether city or country bred. We are descended from desert-lounging Arabs, and countless ages of growth toward perfect civilization have failed to root out of us the **nomadic** instinct. We all confess to a gratified thrill at the thought of “camping out.”

- 6 Once we made twenty-five miles in a day, and once we made forty miles (through the Great American Desert), and ten miles beyond—fifty in all—in twenty-three hours, without halting to eat, drink, or rest. To stretch out and go to sleep, even on stony and frozen ground, after pushing a wagon and two horses fifty miles, is a delight so supreme that for the moment it almost seems cheap at the price.
- 7 We camped two days in the neighborhood of the “Sink of the Humboldt.” We tried to use the strong **alkaline water** of the Sink, but it would not answer. It was like drinking **lye**, and not weak lye, either. It left a taste in the mouth, bitter and every way **execrable**, and a burning in the stomach that was very uncomfortable. We put molasses in it, but that helped it very little; we added a pickle, yet the **alkali** was the prominent taste, and so it was unfit for drinking. The coffee we made of this water was the meanest compound man has yet invented. It was really viler to the taste than the **unameliorated** water itself. Mr. Ballou, being the architect and builder of the beverage, felt **constrained** to **indorse** and uphold it, and so drank half a cup, by little sips, making shift to praise it faintly the while, but finally threw out the remainder, and said **frankly** it was “too technical for *him*.”
- 8 But presently we found a spring of fresh water, convenient, and then, with nothing to **mar** our enjoyment, and no stragglers to interrupt it, we entered into our rest.

Chapter XXVIII

- 9 **AFTER** leaving the Sink, we traveled along the Humboldt River a little way. People accustomed to the monster mile-wide Mississippi, grow accustomed to associating the term “river” with a high degree of watery **grandeur**. Consequently, such people feel rather disappointed when they stand on the shores of the Humboldt or the Carson and find that a “river” in Nevada is a sickly **rivulet** which is just the **counterpart** of the Erie canal

in all respects save that the canal is twice as long and four times as deep. One of the pleasantest and most **invigorating** exercises one can **contrive** is to run and jump across the Humboldt River till he is overheated, and then drink it dry.

- ¹⁰ On the fifteenth day we completed our march of two hundred miles and entered Unionville, Humboldt County, in the midst of a driving snow-storm. Unionville consisted of eleven cabins and a liberty pole. Six of the cabins were strung along one side of a deep canyon and the other five faced them. The rest of the landscape was made up of bleak mountain walls that rose so high into the sky from both sides of the canyon that the village was left, as it were, far down in the bottom of a **crevice**. It was always daylight on the mountain-tops a long time before the darkness lifted and revealed Unionville.
- ¹¹ We built a small, **rude** cabin in the side of the crevice and roofed it with canvas, leaving a corner open to serve as a chimney, through which the cattle used to tumble occasionally, at night, and mash our furniture and interrupt our sleep. It was very cold weather and fuel was scarce. Indians brought brush and bushes several miles on their backs; and when we could catch a **laden** Indian it was well—and when we could not (which was the rule, not the exception), we shivered and bore it.
- ¹² I confess, without shame, that I expected to find masses of silver lying all about the ground. I expected to see it glittering in the sun on the mountain summits. I said nothing about this, for some instinct told me that I might possibly have an exaggerated idea about it, and so if I betrayed my thought I might bring **derision** upon myself. Yet I was as perfectly satisfied in my own mind as I could be of anything, that I was going to gather up, in a day or two, or at furthest a week or two, silver enough to make me satisfactorily wealthy—and so my fancy was already busy with plans for spending this money. The first opportunity that offered, I **sauntered** carelessly away from the cabin, keeping an eye on the other boys, and stopping and **contemplating** the sky when they seemed to be observing me; but as soon as the coast was **manifestly** clear, I fled away as guiltily as a thief might have done and never halted till I was far beyond sight and call. Then I began my search with a feverish excitement that was **brimful of** expectation—almost of certainty. I crawled about the ground, seizing and examining bits of stone, blowing the dust from them or

invigorating:
energizing

contrive: come up with

crevice: narrow opening

rude: roughly put together

laden: overloaded

derision: teasing

sauntered: walked slowly and easily

contemplating: thinking about

manifestly: obviously

brimful of: full to the very top

bounded: jumped
scrutinized: looked closely at
pronounced: noticeable
afforded: given
augmenting: increasing
unmarred: unspoiled
ecstasy: extreme happiness
delirious: highly emotional
revel: celebration
deposit: collection
forsook: abandoned
content: happy
vulgar: common
overwrought: easily excited
circuit: circular trip
knoll: hill
reconnoiter: explore
fortifying: strengthening or bracing
toiled: worked hard
nobler: more impressive and more valuable
sordid: nasty
privations: hardships
hilarity: laughter
oppress: oppress
exultation: joy

rubbing them on my clothes, and then peering at them with anxious hope. Presently I found a bright fragment and my heart **bounded!** I hid behind a boulder and polished it and **scrutinized** it with a nervous eagerness and a delight that was more **pronounced** than absolute certainty itself could have **afforded**. The more I examined the fragment the more I was convinced that I had found the door to fortune. I marked the spot and carried away my specimen. Up and down the rugged mountainside I searched, with always increasing interest and always **augmenting** gratitude that I had come to Humboldt and come in time. Of all the experiences of my life, this secret search among the hidden treasures of silver-land was the nearest to **unmarred ecstasy**. It was a **delirious revel**. By and by, in the bed of a shallow rivulet, I found a **deposit** of shining yellow scales, and my breath almost **forsook** me! A gold-mine, and in my simplicity I had been **content** with **vulgar** silver! I was so excited that I half believed my **overwrought** imagination was deceiving me. Then a fear came upon me that people might be observing me and would guess my secret. Moved by this thought, I made a **circuit** of the place, and ascended a **knoll** to **reconnoiter**. Solitude. No creature was near. Then I returned to my mine, **fortifying** myself against possible disappointment, but my fears were groundless—the shining scales were still there. I set about scooping them out, and for an hour I **toiled** down the windings of the stream and robbed its bed. But at last the descending sun warned me to give up the quest, and I turned homeward laden with wealth. As I walked along I could not help smiling at the thought of my being so excited over my fragment of silver when a **nobler** metal was almost under my nose. In this little time the former had so fallen in my estimation that once or twice I was on the point of throwing it away.

¹³ The boys were as hungry as usual, but I could eat nothing. Neither could I talk. I was full of dreams and far away. Their conversation interrupted the flow of my fancy somewhat, and annoyed me a little, too. I despised the **sordid** and commonplace things they talked about. But as they proceeded, it began to amuse me. It grew to be rare fun to hear them planning their poor little economies and sighing over possible **privations** and distresses when a gold-mine, all our own, lay within sight of the cabin, and I could point it out at any moment. Smothered **hilarity** began to **oppress** me, presently. It was hard to resist the impulse to burst out with **exultation** and reveal everything; but I did resist. I said within myself that I would

filter the great news through my lips calmly and be **serene** as a summer morning while I watched its effect in their faces. I said:

14 “Where have you all been?”

15 “Prospecting.”

16 “What did you find?”

17 “Nothing.”

18 “Nothing? What do you think of the country?”

19 “Can’t tell, yet,” said Mr. Ballou, who was an old gold-miner, and had likewise had considerable experience among the silver-mines.

20 “Well, haven’t you formed any sort of opinion?”

21 “Yes, a sort of a one. It’s fair enough here, maybe, but overrated. Seven-thousand-dollar ledges are scarce, though. That Sheba may be rich enough, but we don’t own it; and, besides, the rock is so full of base metals that all the science in the world can’t work it. We’ll not starve, here, but we’ll not get rich, I’m afraid.”

22 “So you think the prospect is pretty poor?”

23 “No name for it!”

24 “Well, we’d better go back, hadn’t we?”

25 “Oh, not yet—of course not. We’ll try it a riffle, first.”

26 “Suppose, now—this is merely a supposition, you know—suppose you could find a ledge that would yield, say, a hundred and fifty dollars a ton—would that satisfy you?”

27 “Try us once!” from the whole party.

28 “Or suppose—merely a supposition, of course—suppose you were to find a ledge that would yield two thousand dollars a ton—would *that* satisfy you?”

29 “Here—what do you mean? What are you coming at? Is there some mystery behind all this?”

30 “Never mind. I am not saying anything. You know perfectly well there are no rich mines here—of course you do. Because you have been around

serene: calm

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and examined for yourselves. Anybody would know that, that had been around. But just for the sake of argument, suppose—in a kind of general way—suppose some person were to tell you that two-thousand-dollar ledges were simply **contemptible**—contemptible, understand—and that right yonder in sight of this very cabin there were piles of pure gold and pure silver—oceans of it—enough to make you all rich in twenty-four hours! Come!”

- 31 “I should say he was as crazy as a loon!” said old Ballou, but wild with excitement, nevertheless.
- 32 “Gentlemen,” said I, “I don’t say anything—I haven’t been around, you know, and of course don’t know anything—but all I ask of you is to cast your eye on *that*, for instance, and tell me what you think of it!” and I tossed my treasure before them.
- 33 There was an eager scrabble for it, and a closing of heads together over it under the candle-light. Then old Ballou said:
- 34 “Think of it? I think it is nothing but a lot of granite rubbish and nasty glittering **mica** that isn’t worth ten cents an acre!”
- 35 So vanished my dream. So melted my wealth away. So toppled my airy castle to the earth and left me **stricken** and **forlorn**.
- 36 **Moralizing**, I observed, then, that “all that glitters is not gold.”
- 37 Mr. Ballou said I could go further than that, and lay it up among my treasures of knowledge, that *nothing* that glitters is gold. So I learned then, once for all, that gold in its native state is but dull, **unornamental** stuff, and that only **low-born** metals excite the admiration of the ignorant with an **ostentatious** glitter. However, like the rest of the world, I still go on underrating men of gold and **glorifying** men of mica. Commonplace human nature cannot rise above that.

contemptible:
shameful

mica: a kind of
shiny mineral

stricken: troubled

forlorn: sad

moralizing:
explaining
goodness and
badness

unornamental: not
decorative

low-born: not
valuable

ostentatious:
showy and fancy

glorifying: praising

The Gold Seeker, Kelloggs & Comstock (Publisher)

(Between 1849 and 1852)

image
6



Courtesy of The Bancroft Library, University of California, Berkeley

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Written in a poetic form known as an ode, "Pioneers, O Pioneers" is a tribute to the pioneering men, women, and children of the 19th century. Note its forward-moving rhythm, which almost seems to gallop off the page.

Excerpt: "Pioneers! O Pioneers!" from *Leaves of Grass*

Author: Walt Whitman

Printed by: Rome Brothers, Brooklyn, NY

Published: 1865 (public domain)

- 1 Come my tan-faced children,
2 Follow well in order, get your weapons ready,
3 Have you your pistols? have you your sharp-edged axes?
4 Pioneers! O pioneers!
- 5 For we cannot tarry here,
6 We must march my darlings, we must bear the **brunt** of danger,
7 We the youthful **sinewy** races, all the rest on us depend,
8 Pioneers! O pioneers!
- 9 O you youths, Western youths,
10 So impatient, full of action, full of manly pride and friendship,
11 Plain I see you Western youths, see you **tramping** with the foremost,
12 Pioneers! O pioneers!
- 13 Have the elder races halted?
14 Do they droop and end their lesson, **wearied** over there beyond the seas?
15 We take up the task eternal, and the burden and the lesson,
16 Pioneers! O pioneers!
- 17 All the past we leave behind,
18 We **debouch** upon a newer mightier world, varied world,
19 Fresh and strong the world we seize, world of labor and the march,
20 Pioneers! O pioneers!
- 21 We **detachments** steady throwing,
22 Down the edges, through the passes, up the mountains steep,
23 Conquering, holding, daring, venturing as we go the unknown ways,
24 Pioneers! O pioneers!

tarry: stay longer

brunt: most of the force

sinewy: thin and muscular

tramping: stamping

wearied: tired or worn out

debouch: come out into open space

detachments: squads or groups of soldiers

25 We **primeval** forests **felling**,
26 We the rivers **stemming**, **vexing** we and piercing deep the mines within,
27 We the surface broad **surveying**, we the virgin soil upheaving,
28 Pioneers! O pioneers!

29 Colorado men are we,
30 From the peaks gigantic, from the great sierras and the high **plateaus**,
31 From the mine and from the **gully**, from the hunting trail we come,
32 Pioneers! O pioneers!

33 From Nebraska, from Arkansas,
34 Central inland race are we, from Missouri, with the continental blood
intervein'd,
35 All the hands of comrades clasping; all the Southern, all the Northern,
36 Pioneers! O pioneers!

37 O **resistless** restless race!
38 O beloved race in all! O my breast aches with tender love for all!
39 O I mourn and yet exult, I am **rapt** with love for all,
40 Pioneers! O pioneers!

primeval: very old and from the beginning of time

felling: chopping down

stemming: damming or stopping up

vexing: troubling

surveying: looking over and measuring

plateaus: flat lands

gully: ditch usually where water runs through

intervein'd: flowed together in veins

resistless: overpowering

rapt: carried away with delight

A trapper observes a wounded Native American after a skirmish.

The Last War-Whoop by A. F. Tait



(1856)

Courtesy of The Bancroft Library, University of California, Berkeley

This popular song was written in 1884 and was based on the 1863 song "Down by the River Lived a Maiden" by H. S. Thompson. In this Montrose version, Clementine was "light" and "like a fairy." In Thompson's original, "Her lips were like two **luscious** beefsteaks / Dipp'd in tomato sass and **brine**." In 1946, John Ford directed the Western *My Darling Clementine*, using the song as part of his score. During the 1950s, it was the trademark of cartoon dog Huckleberry Hound to howl the song out of tune.

Song Excerpt: "Oh My Darling, Clementine"

Author: Percy Montrose

Published: 1884 (public domain)

- 1 In a cavern, in a canyon
 - 2 **Excavating** for a mine
 - 3 Lived a miner **forty-niner**
 - 4 And his daughter, Clementine.

 - 5 Light she was and like a fairy
 - 6 And her shoes were number nine
 - 7 Herring boxes without **topses**
 - 8 Sandals were for Clementine.

 - 9 Drove the ducklings to the water
 - 10 Every morning just at nine
 - 11 Hit her foot against a splinter
 - 12 Fell into the foaming brine.

 - 13 In my dreams she still **doth** haunt me
 - 14 Robed in **garments** soaked in brine
 - 15 Though in life I used to hug her
 - 16 Now she's dead, I'll draw the line.

 - 17 Oh, my darling, oh, my darling
 - 18 Oh, my darling Clementine
 - 19 You are lost and gone forever
 - 20 Dreadful sorry, Clementine.
-

luscious: juicy or sweet

brine: salt water

excavating: digging into the earth

forty-niner: a person who dug for gold in California in 1849

topses: tops

doth: does

garments: clothes

California Gold Diggers. Mining Operations on the Western Shore of the Sacramento River, Kelloggs & Comstock (Publisher)

(1849–1852)



Courtesy of The Bancroft Library, University of California, Berkeley

California was launched by the Gold Rush of 1849–50. A tremendous flood of people rushed out West seeking gold, giving the state a “flying start,” in the words of this author.

Excerpt: Chapter 3— “The Magic Equation” from *California: The Great Exception*

Author: Carey McWilliams

Publisher: University of California Press

Published: 1976

¹ IF ASKED to name the most important respect in which California differs from the other forty-seven states, I would say that the difference consists in the fact that California has not grown or evolved so much as it has been hurtled forward, rocket-fashion, by a series of chain-reaction explosions. The rhythm of the state’s development is unlike that of the other states, and the basic explanation is to be found in a set of peculiar and highly exceptional **dynamics**. The existence of these underlying dynamics accounts for the **tempo** of social change, the **foreshortening** of economic processes, the speed of development. Europeans have long **marveled** at the driving force, the “restless energy,” of America; but it is only in California that this energy is **coeval with** statehood. Elsewhere the tempo of development was slow at first, and gradually accelerated as energy accumulated. But in California the lights went on all at once, in a blaze, and they have never been dimmed. It was, of course, the discovery of gold that got California off to a flying start, and set in motion its chain-reaction, explosive, **self-generating** pattern of development. Not gold alone, but the magic equation “gold-equals-energy,” is the key to the California puzzle... .

Poor Man’s Gold Rush

² The California gold rush was unique, first of all, in that the discovery of gold in California coincided with a revolution in the means of transportation and communication which made possible a mass migration from all points on the compass... .

dynamics: ways that things work

tempo: speed

foreshortening: speeding up

marveled: been amazed

coeval with: happening the same time as

self-generating: caused by itself

public domain: land owned by the government

prudently: wisely

revenue: money earned

squatters: people who live on a piece of land without permission

claimants: people who state a right

title: a legal document that proves ownership

promptly: quickly

yield: result

per capita: for each person

outset: beginning

preeminently: above all

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3 Furthermore, the California gold rush was the first, and to date the last, poor man's gold rush in history. The gold-fields were located in California on the **public domain**. Every miner in California was a trespasser on the public domain and nearly every ounce of gold produced in the state belonged to the federal government. But, in the confusion of the period, the American military commander "**prudently** decided that he would permit all to work freely" in the diggings. In sixteen years of "free mining" in California, over \$100,000,000 was taken from the public domain without a dollar's **revenue** passing to the federal treasury. There were no **squatters**, no prior **claimants** to the gold lands in California; and, since there were no regulations, it was quite impossible for anyone to acquire **title** to a mining claim other than by holding it and working it. This made for an extraordinarily *rapid* development, and a truly amazing democracy in production... .

4 ... Not only were wages high, but a vast number of miners made individual fortunes (and, of course, **promptly** lost them). Four hundred men, working on the American River in 1849, produced an average daily **yield** from \$30,000 to \$50,000 in gold. Governor Mason reported that he knew of two men who had produced \$17,000 in gold in seven days and of a woman who had "washed" \$2,125 in 46 days. Within a few years, as Dr. Caughey has pointed out, the "Californians came to have more money **per capita** in hand and in circulation than any other people anywhere."

5 Since there was no "law of mines" in 1848, the California miners adopted their own rules and regulations in which they were careful to safeguard the equality of opportunity which had prevailed at the **outset**. California was **preeminently** the home of what has been called "the small mines claim" system. The rules adopted in the California camps carefully emphasized the policy of "one miner, one claim": barred slavery from the mines; and based rights, not on ownership, which could not be established, but on prior discovery and use. These same rules also narrowly limited the size of mining claims... .

The "Something for Nothing" Business

6 ... One can make a most impressive case in support of the point that gold production did more harm than good to the economy of California. The senseless explorations and wasteful methods used did irreparable damage to forests, farm lands, and river systems. Much of the labor that

went into the production of gold was completely wasted. In the long run, most of the miners got a very small **return** for their labors. Indian villages in California were engulfed and destroyed by the spread of the mining **frontier**. Furthermore the gold produced was not valuable, in the sense that iron is valuable; for gold is only useful, writes Dr. Caughey, “for beauty and dentistry.” But gold production is the incomparable stimulant to trade and business and industry, for it involves **manifold** activities. It is the very best economic **pump-primer**. For example, one **flume** and **aqueduct** constructed in northern California during the gold rush was 70 miles long, cost a million dollars to build, and its construction kept a large crew busy for a year. The production of gold created more problems for California than it solved; but it was nevertheless “the **touchstone**” that set California in motion towards greatness and power. From 1848 to 1860, eastern coal miners were lucky to receive a wage of \$1 a day; but the average daily wage in the California mines was \$3, and, for most of the period, \$5 a day. This, again, is another measure of the value of gold as a pump-primer.

7 But by far the greatest value of gold to California was its value as a symbol. Overnight California became a world-famous name and, as a name, California meant gold. It was the discovery of gold that catapulted California into the national **limelight**; that increased its population 2,500 per cent in four years; that gave it statehood within two years after the discovery. A state that gets off to this sort of flying start possesses advantages that do not disappear with time and changed conditions. The tide of migration which the discovery of gold set in motion is still running strong. The world-wide publicity which the discovery gave the state is still a potent factor in its development. The plain fact is that it is quite impossible to **appraise** the importance of the discovery of gold in California, for the **ramifications** are endless. Examine any phase of California life—agriculture, labor, government, industry, social organization—and the examination inevitably involves some consideration of the importance of the discovery of gold. Nothing is more exceptional about this exceptional state than the unique combination of factors and conditions produced by the discovery of gold. Nothing quite like it has ever occurred, or is ever likely to occur again, in world history.

Carey McWilliams, *California: The Great Exception*, © 1976 by Carey McWilliams, published by University of California Press.

return: payment

frontier: border area

manifold: many different kinds of

pump-primer: way to boost the economy

flume: man-made tube or slide that carries water from place to place

aqueduct: bridge used to move water from place to place

touchstone: standard

limelight: attention

appraise: decide the value of

ramifications: consequences

San Francisco Past and Present by George Holbrook Baker

(circa 1854)





Courtesy of The Bancroft Library, University of California, Berkeley

Theodore T. Johnson explored and chronicled his experiences during the Gold Rush era in California and Oregon. *Sights in the Gold Region, and Scenes by the Way* is the first published book that let readers know what life was really like during this unique time.



California, Oregon, Washington, Utah & New Mexico (1858)

Excerpts: Preface and Chapter XI from *Sights in the Gold Region, and Scenes by the Way*

Author: Theodore T. Johnson

Publisher: Baker and Scribner, New York, NY

Published: 1849 (public domain)

Preface

¹ SEIZED with the *gold fever* and resolved to judge of the wealth of **El Dorado** by *actual observation*, I embarked in one of the first steamers which sailed from New York, after the public announcement of the wonderful and extensive gold discoveries. Thus having obtained much information as well as considerable experience, I have written the following narrative during the leisure of a brief **sojourn** in the country, since my recent return from California.

Chapter XI

² Our high fever of excitement, amidst such a state of affairs, would be difficult to define. Wandering everywhere, eyes and ears were constantly **employed**. The bar-rooms and hotels were crowded with revellers—money, wines, and liquor flowed like water. Gold dust, **doubloons**, and dollars were the only currency men would look at, old miners often scattering smaller coins in the streets by handfulls, rather than to count or carry them. A French *café* was **thronged** with hungry customers, at three dollars for a cup of coffee, bit of ham, and two eggs. Gambling prevailed to an extent **heretofore** unheard of and unknown. The *monté* and *roulette* tables, encircled continually day and night by a dense mass, were covered with bags of gold dust and heaps of doubloons and Mexican dollars, which were incessantly changing hands in enormous amounts. Pistols and revolvers, fired in recklessness or fun sometimes, made the air musical with loud reports or whistling **messengers**, while, at other hours, intoxicated men, mounted on **fleet** horses, were rushing to and fro through the streets, or tramping over the **portico** of the City Hotel.

³ Leaving these wild scenes, we strolled among the tents in the outskirts of the town. Here was “**confusion worse confounded**” chiefly among Mexicans, Peruvians and Chilians. Every kind, size, color and shape of tent, pitched **helter skelter** and in the most awkward manner, were stowed full of everything under the sun. Outside, innumerable articles were exposed for sale or stored in the open air, while the smoke of the cook’s fire and greasy pork, **overpowered both olfactory and visual organs...**

El Dorado:

mythical city of gold

sojourn: temporary stay

employed: busy

doubloons:

Spanish gold coins

thronged: crowded

heretofore: before now

messengers:

bullets

fleet: fast

portico: porch

confusion worse

confounded:

something more disordered than before

helter skelter:

all over the place

olfactory and

visual organs:

the nose and eyes

Westward the Course of Empire Takes Its Way, W.J. Morgan & Co. (Lithographer)

After the 1861 mural by Emanuel Gottlieb Leutze in the U.S. Capitol Building
(19TH CENTURY)



Courtesy of The Bancroft Library, University of California, Berkeley

Ramón Gil Navarro, originally from Argentina, wrote about his experiences during the California Gold Rush in his diary entries of 1849. The entirety of Navarro's diary spans 1845–1856. He began the diary when he was 18 and was 22 in 1849.

Excerpts from July 22–August 10, 1849, The Gold Rush Diary of Ramón Gil Navarro

Author: Ramón Gil Navarro

(edited and translated by María del Carmen Ferreyra and David S. Reher)

Publisher: University of Nebraska Press, Lincoln, NE

Published: 2000

SUNDAY, 22 JULY.

At the placer on the Calaveras River

- Well, I am now here. Three of the men are sick. So far they have only taken out 1,200 pesos' worth of gold. It would be worse if we had found nothing at all. The time will come when we will not find anything, just like all of the rest of Eve's children who are around here. It is all a matter of pure luck, like with all mines. Before you know it, the lode has dried up and there is not a bit of gold left. I am going to do some panning myself, because I need some ounces of gold that I alone have mined. They will be a souvenir . . . and can be made into a wedding ring ... or some other crazy thing like that.³¹
- This afternoon I tried my hand for the first time, and the place where I washed the first shovelfuls of soil **rendered up** almost one-fourth of an ounce. Today is Sunday, and I should not have worked, but God knows that this gold will be destined for something other than just making me rich. It is to be spent on too sacred an object for God not to forgive my having forgotten one of his commandments. Well, now I have more than enough for that wedding ring. But I still need more.

lode: store of metal
in the earth

rendered up:
produced

MONDAY, 23 JULY. *Sickness*

- 3 Today four of my men are ill, and one of them has fever. We probably lose three or four ounces of gold for every day one of the men does not work. The gold for my rings is growing; today I got a bit more than yesterday. There is no power on earth that will make me work at this once I have secured the small amount I need for my museum of souvenirs and curiosities. There is no job that is more difficult than panning for gold. You have to work bent over in water up to your knees, and after a quarter of an hour your body feels all beaten up. Today the eleven laborers working here have taken out a total of 220 pesos.

WEDNESDAY, 25 JULY. *Mokelumne Hill*

- 4 They have discovered a very rich claim about five leagues from here. It seems as though it was Mexicans who discovered it, but about 200 Americans made up an armed force and, as is custom among them, shamefully threw out all the Chileans, Peruvians, Mexicans, and anybody else who speaks Spanish. They especially have it in for the Chileans, though I do not know exactly why. Every day there are people coming by who have been thrown out of their claims. There is no other tyranny or arbitrariness as great as that carried out by this nation of free and **republican people**. There were groups of men who were told to leave within fifteen minutes or else their lives would be at risk. They have gotten rid of anyone who was in their way.
- 5 Despite all this, today I sent two miners there with supplies for an entire week. They will work under the orders of Mr. Alfredo, who is English but who passes for American. We shall see what happens. If they are allowed to work I shall send another two, and then another three, and so on, until the doctor comes back, and then he will be the American who goes there with my men.

FRIDAY, 27 JULY. *I lost my wife!*

- 6 Today a **fatality** happened to me that is one of the worst I could ever have imagined here. I lost my only consolation, my distraction, my love. I lost my guitar. This is a tragedy for me, an event that will mark my entire diary, a loss that I will lament as the greatest loss of all if I lose, as I think I shall, all hope of remedying it. First, the back of the guitar came unglued

republican people: people who support a government made up of elected representatives
fatality: horrible event

because of all of the heat, and I mistakenly gave it to the first person who offered to fix it. He put it in water to straighten it, and by today it was totally destroyed, broken into 9,999 pieces. I am like a widower or, better, like a lover who has just lost the illusions of his loved one. My God! At first I could only think of where I might find another guitar and how I could get it here if it came from San Francisco. Well, I have just written to Samuel and feel a little bit better now.

FRIDAY, 10 AUGUST. *The reptiles of California*

7 Last night the two men I had sent to the gulch discovered by the laborers of Don Maximo Peiro returned. All of it was false. They have been looking for gold ever since they left and have not found anything richer than this. The fact is that right now discoveries of gold are few and far between, just like the water in the rivers. I cannot wait for the doctor to come so that I can take off with half the men to try my hand at Lady Luck, who so far has been **remiss** with all the others.

8 There are probably few countries in the world with more snakes and other poisonous animals than California. A few days ago we killed an immense rattlesnake right next to the tent, and the day before yesterday we killed another one we found in the kitchen, which was nearly a yard and a half long. Yesterday on my way back from the wash, as I came into the sunlight near some large rocks about six paces from the tent, my arm brushed up against the head of an immense snake that, at my jump of surprise, retreated into a **crevasse** in the rock. I threw hot water on it, and it came out furiously showing a long tongue covered with froth. We killed it right away, but it was not easy. It was nearly two yards long. This is another of these epidemics they have around here, where the Yankees, the Indians, yellow fever, or something else is always threatening your life. Fortunately, up till now I have come through all of these plagues pretty much **unscathed**. I escaped the Yankees in Stockton, and it will be pretty hard for them to take me by surprise the next time around.

31. According to family tradition, Navarro actually made his wedding ring from the gold he brought from California.

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remiss: careless and neglectful

crevasse: crack

unscathed: unharmed

This text provides an overview of what happened to the California Indians during the gold rush years of 1849 and 1850.

Excerpt: Chapter 8— “Good Haul of Diggers” from *Digger: The Tragic Fate of the California Indians from the Missions to the Gold Rush*

Author: Jerry Stanley

Publisher: Random House, New York, NY

Published: 1997

- ¹ DURING THE 1850s, the California Indians didn't know they were participating in the color and excitement of the gold rush decade. They were too busy fighting for their lives. America—whatever “America” was—had laid claim to their land. The forty-niners arrived, swamped the valleys and streams, and the “gold rush” was on—whatever that was. Americans believed in “Manifest Destiny,” the idea that it was God's plan to expand America from the East to the West Coast, but the California Indians hadn't heard it. They hadn't signed any treaty giving up their land. They hadn't issued invitations to have their home destroyed. And as far as they knew, they hadn't done anything to deserve being driven from their homes.
- ² The forty-niners had a different view. The forty-niners had read about the savages out west, and they brought to California a certain image of what the Indian was like: naked, dirty, wild, and bloodthirsty. He was forever wandering about, with no real home and no claim to the land. He didn't farm, he didn't have a written language, and with no knowledge of morality he was a thief, a liar, and a cheat. A godless heathen forever bent on war, he raped white women and scalped white men. Uncivilized and subhuman, he was seen as a natural obstacle to be overcome, like a dangerous river or a steep mountain pass. As President Andrew Jackson said in 1830: “What good man would prefer a country covered with forests and ranged by a few thousand savages to our extensive Republic ... with all the blessings of liberty, civilization, and religion?”

- 3 As fast as a rifle's bullet, the image the "Digger" Indian was created so he could be killed or driven away. The *San Francisco Chronicle*, one of the state's leading newspapers, said the California Indians "grazed in the fields like beasts and ate roots, snakes, and grasses like cattle, like pigs, like dogs . . . and like hungry wolves." One forty-niner said they slept "like animals in a pigsty." Another likened them to reptiles, saying they were "coiled up like a parcel of snakes." When he encountered some Maidu in 1850, a miner from Connecticut exclaimed, "What heathens they are!" Referring to Modoc in 1853, a Humboldt County newspaper declared, "We can never rest in security until the red skins are treated like the other wild beasts of the forest." As early as April 1849, the newspaper *Alta California* predicted that in order for whites to mine gold "it will be absolutely necessary to exterminate the savages."
- 4 The war against the California Indians started when the first forty-niners rushed in. Early in 1849 white miners from Oregon entered a Maidu village, raped several women, and shot the men who tried to resist. When the Maidu killed five of the Oregon men **in retaliation**, the Oregon miners struck back by attacking the village, killing a dozen Indians and executing seven more afterward. During the summer of 1849 other miners from parts unknown attacked a Southern Maidu village, killing thirty natives and wounding ten more, who were then knifed to death. In August five miners disappeared from a camp in the land of the Wintun; although there was no proof that Indians were involved, the miners formed a **posse** and attacked a Wintun tribelet. They killed twenty and captured eighty; when the captives tried to escape, all eighty were shot to death.
- 5 In 1849 the Pomo killed two white ranchers for raping Pomo women and mistreating Indian workers. To stop future attacks by the Pomo, in May 1850 the U.S. Army was dispatched to the home of the Pomo at Clear Lake. The Pomo met the army in peace, but the soldiers attacked, killing 135 men, women, and children. Captain N. Lyon, who led the troops, ordered his men to encircle the Pomo village and move in firing their rifles. He described the result as "a perfect slaughter pen." The Pomo fell, one observer said, "as grass before the sweep of the scythe." This was the gold rush as it was known to California Indians, and it was just getting started.

in retaliation: as
payback

posse: group of
people gathered to
enforce the law

- 6 In 1850 it hit them like a tidal wave. Whites overran their land by the thousands, and during the 1850s and 1860s the Indians were swept away like unwanted **debris**. Red Bluff, Marysville, and other towns offered bounties for Indian scalps, arms, and hands, or other proof of a dead Indian; there was no discussion of whether a severed limb had belonged to a peaceful or hostile Indian. Whites formed unofficial militia units to kill Indians and submitted claims for expenses to the state. In 1851 and 1852 the state paid \$1 million in such claims, and in 1857 issued \$400,000 in bonds to pay the expenses of volunteers engaged in “the **suppression** of Indian hostilities.”

Excerpt(s) from *Digger: The Tragic Fate of the California Indians from the Missions to the Gold Rush* by Jerry Stanley, copyright © 1997 by Jerry Stanley. Used by permission of Alfred A. Knopf, an imprint of Random House Children's Books, a division of Random House LLC. All rights reserved. Any third party use of this material, outside of this publication, is prohibited. Interested parties must apply directly to Random House LLC for permission.

debris: loose
broken pieces
suppression:
forcing and keeping
down

•

eras: periods of time**natural:** normal**flapjack:** pancake**insertion:** addition**doubtful:** possibly spoiled**extreme:** greatest degree**excess:** too much**illustrated:** showed**portion:** part**preceding:** before**shudders:** shakes**nature:** personality, way of being**overshadowing:** tall and shade-giving**resembled:** looked like**destructive:** damaging**inevitable:** unavoidable**possession:** ownership**absence:** lack**indications:** signs**presence:** existence**assure:** promise**scattering:** throwing in different directions**trail:** path**plain:** clear**mildly:** gently**summit:** highest point**supreme:** excellent**summits:** highest points**wealth:** riches**poetic:** poem**tribute:** honor**gallop:** move quickly, like a way a horse runs**task:** job or chore**mightier:** stronger**conquering:** defeating**daring:** being brave**surface:** outer layer**peaks:** mountain tops**inland:** middle of a land, away from the sea or ocean**howl:** cry out like a dog**cavern:** cave**seeking:** looking for**rocket-fashion:** like a rocket**peculiar:** special**gradually:** by small amounts**accelerated:** sped up**accumulated:** built up**blaze:** a large fire**dimmed:** made less bright**unique:** one of a kind**furthermore:** additionally**extraordinarily:** extremely**democracy:** government in which all people have an equal say**individual:** personal**reported:** said**emphasized:** called special attention to**dentistry:** treatment and care of teeth**possesses:** has**factors:** partial causes**steamers:** steam boats**souvenir:** something kept as a reminder of a person or place

••

migration: movement from one place to live in another**amateur:** beginner**mass:** large amount**deemed:** considered**operations:** actions**commenced:** began**nutritious:** healthy to eat**disseminated:** spread around**tried:** tested**sustained:** underwent, dealt with**leaden:** heavy**prevailed:** existed and succeeded**diet:** way of eating**tint:** shade**recall:** remember**ventured on:** dared to try**possessed:** who had**refinement:** good manners and style**coarser:** bad-mannered**manipulation:** moving or handling**adjustment:** fitting**ornamental:** decorative**regulation:** maintaining**secure:** guarantee**linen:** cloth sheets, shirts, and underwear**attire:** clothing**remote:** far away**precisely:** exactly**gauze:** a kind of net cloth**hoisted:** lifted with a rope

•• (continued)

intruding: uninvited and unwanted

morality: knowledge of right and wrong

penetrated: went through

solemn: serious

behold: look at

dew: wetness in the air seen on the grass in the morning

prominent: highly respected

suit: legal conflict

relative: related

disputed: argued over

shaft: a mineshaft, or man-made tunnel

prospected: searched

apprentice: student in training

anvil: metalworker's hammering block

labor: work

residing: living

exhibit: show

gravely: seriously

fancy: imagine

fair: pretty

curious: strange

pastime: activity

companion: friend

maneuvering: movement

acquainted: familiar

wages: payment for work

companions: friends

consisted: was made up

drove: pushed

resigned: gave up

feeble: weak

adhered to: followed exactly

sarcasm: teasing insults

exposed: uncovered

complacently: with satisfaction

organic: natural or physical

gratified: happy

viler: more disgusting

presently: soon

stragglers: people who've fallen behind

accustomed to: used to

consequently: because of this

driving: heavily falling

scarce: rare

exception: example different from the rest

halted: stopped

gratitude: thankfulness

deceiving: lying to

ascended: climbed

groundless: not based on reality

descending: setting

former: first of the two

despised: hated

commonplace: everyday

proceeded: continued

smothered: held back

effect: result

toppled: collapsed

native: natural

ignorant: people who know nothing

pioneering: exploring

pistols: guns

bear: accept and deal with

stern: strict

elder: older

droop: hang down

eternal: endless

burden: heavy load

varied: mixed

seize: hold firmly

holding: staying

venturing: taking risks

piercing: breaking through

virgin: never plowed

upheaving: lifting up

continental: North American

comrades: friends

clasping: holding together

restless: nervously active

tender: sensitive

mourn: feel sad because of a death

maiden: young unmarried woman

sass: sauce

score: music written for a movie or a play

trademark: brand

herring: kind of fish

splinter: thin sharp piece of wood

foaming: bubbling

respect: way

consists: is made up

evolved: slowly developed

hurtled: thrown

chain-reaction: an event that causes another event to happen, and so on

exceptional: out of the ordinary

underlying: basic

accounts for: explains

economic: having to do with money

revolution: drastic change

communication: the way that people share information such as by mail, telegraph, or telephone

trespasser: person who enters without permission

prior: earlier

acquire: get

rapid: fast

•• (continued)

vast: huge**circulation:** moving back and forth**adopted:** took on**safeguard:** protect**senseless:** pointless**irreparable:** impossible to fix**labors:** work**engulfed:** swallowed up**incomparable:** unmatched**stimulant:** boost**constructed:** built**construction:** building**measure:** way to understand**catapulted:** hurled or launched**seized with:** controlled or possessed by**resolved:** determined**embarked:** set off**narrative:** story**leisure:** free time**amidst:** surrounded by**revellers:** party-goers**currency:** types of money**encircled:** surrounded**incessantly:** constantly**recklessness:** carelessness**reports:** bangs**intoxicated:** drunk**mounted on:** sitting on top of**articles:** things**pesos:** units of money in Mexico**destined:** intended or meant to be**commandments:** orders or laws**leagues:** units of measurement equal to around three miles**tyranny:** cruel, unjust rule**arbitrariness:** unfairness**consolation:** comfort**lament:** cry about**remedying:** correcting**illusions:** misleading images**froth:** foam**epidemics:** widespread diseases**plagues:** sources of trouble**issued:** given out**savages:** uncivilized people**morality:** awareness of right and wrong**heathen:** person viewed as uncivilized and unholy**scalped:** cut off the top of the head**subhuman:** less-than-human**ranged:** wandered on**coiled:** curled**parcel:** package**exterminate:** kill**dispatched:** sent out**slaughter:** killing**scythe:** sharp-bladed tool used for harvesting wheat**bounties:** rewards**hostilities:** unfriendly behavior

•••

precipitated: caused suddenly**culinary:** cooking**man of mark:** person of good reputation**feat:** skillful achievement**censured:** blamed**mortality:** large number of deaths**floundered:** struggled**salæratus:** baking soda**stratifications:** layers**prospecting:** searching for something good**epoch:** long period of time**stomachic:** stomach's**satiety:** fullness from eating**diabolical:** evil**ingenuity:** craftiness and creativity**ramparts:** walls**duff:** a kind of pudding**comrade:** friend, companion**scollops:** curved edges**bars:** strips of land**gulches:** narrow valleys between mountains or hills, made by running water**rivulets:** streams of water**gorges:** rocky opening between hills with a stream of water

••• (continued)

omnivorous: meat-and-plant eating**inquisitive:** curious**yellow-jackets:** wasps**canned provision:** pre-packaged supplies**fruitful:** plentiful**Sierras:** mountain range**supposition:** idea**gaping:** wide open**claim:** right to mine land for precious minerals**procured:** got**inclose:** include**entitle:** give a right to**melancholy:** sad**duly:** correctly**apropos:** on the subject**vicinity:** surrounding area**oro:** gold**erroneous:** wrong**auriferous:** gold-filled**saunter:** walk in a relaxed way**parasol:** umbrella**detriment:** damage**kids:** goat-leather gloves**specimens:** samples**vanity:** pride**ore:** mineral**conveyed:** carried**of our acquaintance:** that we know**per diem:** each day**chronicled:** recorded**extremities:** greatest difficulties**provisions:** food supplies**reconciled to:** ready to accept**earnestness:** seriousness, honesty**bituminous:** fiery or over-excited**deprivation:** period of having food withheld**meretricious:** falsely attractive**toilsome:** tiring because of difficult work**solitudes:** aloneness**culmination:** end point**potent:** powerful**nomadic:** wandering**alkaline water:** water that contains certain harsh minerals**lye:** a strong chemical used for cleaning**execrable:** awful**alkali:** bitter salts**unameliorated:** unimproved**constrained:** forced**indorse:** endorse, recommend**frankly:** honestly**mar:** ruin**grandeur:** magnificence**rivulet:** thin stream of water**counterpart:** twin**solitudes:** aloneness**culmination:** end point**potent:** powerful**nomadic:** wandering**alkaline water:** water that contains certain harsh minerals**lye:** a strong chemical used for cleaning**execrable:** awful**alkali:** bitter salts**unameliorated:** unimproved**constrained:** forced**indorse:** endorse, recommend**frankly:** honestly**mar:** ruin**grandeur:** magnificence**rivulet:** thin stream of water**counterpart:** twin**invigorating:** energizing**contrive:** come up with**crevice:** narrow opening**rude:** roughly put together**laden:** overloaded**derision:** teasing**sauntered:** walked slowly and easily**contemplating:** thinking about**manifestly:** obviously**brimful of:** full to the very top**bounded:** jumped**scrutinized:** looked closely at**pronounced:** noticeable**afforded:** given**augmenting:** increasing**unmarred:** unspoiled**ecstasy:** extreme happiness**delirious:** highly emotional**revel:** celebration**deposit:** collection**forsook:** abandoned**content:** happy**vulgar:** common**overwrought:** easily excited**circuit:** circular trip**knoll:** hill**reconnoiter:** explore**fortifying:** strengthening or bracing**toiled:** worked hard**nobler:** more impressive and more valuable**sordid:** nasty**privations:** hardships**hilarity:** laughter**oppress:** crush**exultation:** joy**serene:** calm**contemptible:** shameful**mica:** a kind of shiny mineral**stricken:** troubled**forlorn:** sad**moralizing:** explaining goodness and badness

... (continued)

unornamental: not decorative

low-born: not valuable

ostentatious: showy and fancy

glorifying: praising

tarry: stay longer

brunt: most of the force

sinewy: thin and muscular

tramping: stamping

wearied: tired or worn out

debouch: come out into open space

detachments: squads or groups of soldiers

primeval: very old and from the beginning of time

felling: chopping down

stemming: damming or stopping up

vexing: troubling

surveying: looking over and measuring

plateaus: flat lands

gully: ditch usually where water runs through

intervein'd: flowed together in veins

resistless: overpowering

rapt: carried away with delight

luscious: juicy or sweet

brine: salt water

excavating: digging into the earth

forty-niner: a person who dug for gold in California in 1849

topsies: tops

doth: does

garments: clothes

dynamics: ways that things work

tempo: speed

foreshortening: speeding up

marveled: been amazed

coeval with: happening the same time as

self-generating: caused by itself

public domain: land owned by the government

prudently: wisely

revenue: money earned

squatters: people who live on a piece of land without permission

claimants: people who state a right

title: a legal document that proves ownership

promptly: quickly

yield: result

per capita: for each person

outset: beginning

preeminently: above all

return: payment

frontier: border area

manifold: many different kinds of

pump-primer: way to boost the economy

flume: man-made tube or slide that carries water from place to place

aqueduct: bridge used to move water from place to place

touchstone: standard

limelight: attention

appraise: decide the value of

ramifications: consequences

El Dorado: mythical city of gold

sojourn: temporary stay

employed: busy

doubloons: Spanish gold coins

thronged: crowded

heretofore: before now

messengers: bullets

fleet: fast

portico: porch

confusion worse

confounded: something more disordered than before

helter skelter: all over the place

olfactory and visual organs: the nose and eyes

lode: store of metal in the earth

rendered up: produced

republican people: people who support a government made up of elected representatives

fatality: horrible event

remiss: careless and neglectful

crevasse: crack

unscathed: unharmed

in retaliation: as payback

posse: group of people gathered to enforce the law

debris: loose broken pieces

suppression: forcing and keeping down



Use the Vocab App to play mini games related to the words in this lesson.

A Lesson 1: Scavenger Hunt: Introducing the Collection

Present: Play the video to introduce students to The Gold Rush Collection.

Project & Play: The Gold Rush video.

Today, we're going to begin a unit about the gold rush. But first, let's see what you already know about it. Make a list of everything you already know about the gold rush.

Writing Journal: Direct students to complete the activity on page 16. Give them a minute to write, then ask them to share with the class.

What would you like to learn about the gold rush?

List student responses on chart paper and set aside as possible research topics for Lesson 3.

7 min

A Lesson 1—Scavenger Hunt: Introducing the Collection



The Gold Rush, Created by Shaun Bailey

1. Wait for your teacher to play the Gold Rush Collection video.
2. Discuss with your class.



Complete the activity on page 16 of your Writing Journal.

Lesson 1 Materials

- Introduction to the Gold Rush
- Head of Auburn Ravine*, Unknown Artist (1852)
- Gold Mining at Sutter's Mill, Coloma, California*, Unknown Artist (19th century)
- James Marshall at Sutter's Mill, Coloma, CA in 1848*, Unknown Artist
- The Gold Seeker*, Kelloggs & Comstock (Publisher) (Between 1849 and 1852)

Differentiation: Step A

- *ELL(Dev)*: You may choose to play this video more than once to support students reading below grade level.
- ELL students, students who are shy, or students who hesitate to participate in group discussions will benefit from discussing their responses with a partner first, then sharing their thoughts with the group.

B

Welcome to the gold rush scavenger hunt. To find the answers to the scavenger hunt questions, you'll have to explore the texts and images in The Gold Rush Collection.

Image Scavenger Hunt Question: Who is standing in front of Sutter's Mill?

1. Scan each image to find the one that contains the answer to the scavenger hunt question.

- 2 *Head of Auburn Ravine*, J. D. Starkweather (page 583)
- 4 *Gold Mining at Sutter's Mill, Coloma, California*, Unknown Artist (19th century) and *James Marshall at Sutter's Mill, Coloma, CA in 1848*, R. H. Vance (page 589)
- 6 *The Gold Seeker*, Kelloggs & Comstock (Publisher) (page 597)

2. Once your teacher has confirmed the answer to the question, complete the corresponding close reading questions in the Writing Journal.



Complete the image scavenger hunt close reading questions that correspond to the correct image(s) on pages 17–19 your Writing Journal.

B Lesson 1 (continued)

Work Visually: Students explore images from The Gold Rush Collection to find the answer to a scavenger hunt question, then answer questions to show their understanding of the image.

-  Introduce the scavenger hunt question: **Who is standing in front of Sutter's Mill?**
-  Instruct students to search through the images and raise their hands when they've found the answer. When everyone has raised their hands, share the correct answer: **James Marshall. (from James Marshall at Sutter's Mill, Coloma, CA in 1848, R. H. Vance)**
-  Allow all students to find the image or images that answer the question.
-  **Writing Journal:** Direct students to page 18 to answer the close reading questions that accompany the correct image or images.
-  Call on a few students to share their responses and discuss the close reading questions.

6 min

C Lesson 1 (continued)

Benchmarks: ELA.K12.EE.1.1,
ELA.K12.EE.3.1

Read: Students explore texts from The Gold Rush Collection to search for the answer to a scavenger hunt question, then answer questions to show their understanding of the text.

- 11 min
-  Introduce the scavenger hunt question: **Where are Ramón Gil Navarro's men when they get sick?**
 -  Instruct students to raise their hands when they've found the answer. When everyone has raised their hands, share the correct answer: **Along the Calaveras River (from *The Gold Rush Diary of Ramón Gil Navarro*).**
 -  Direct all students to go to the correct passage. Read the text aloud or have students take turns.
 -  **Writing Journal:** Once all students have found the text that answers the question, direct them to page 22 to answer the close reading questions that accompany the text.
 -  Call on a few students to share their responses and discuss the close reading questions.

C

Lesson 1—Scavenger Hunt: Introducing the Collection (continued)

Text Scavenger Hunt Question 1: Where are Ramón Gil Navarro's men when they get sick?

- Scan each text to find the one that contains the answer to the scavenger hunt question.
 - Excerpt: "California Culinary Experiences" from *The Overland Monthly* (page 576)
 - Excerpts: Preface and Chapter XI from *Sights in the Gold Region, and Scenes by the Way* (page 608)
 - Excerpts from July 22–August 10, 1849, *The Gold Rush Diary of Ramón Gil Navarro* (page 611)
- Is the answer to your scavenger hunt question in the text? If so, raise your hand. If not, keep reading.



Complete the text scavenger hunt close reading questions that correspond to the correct text on pages 20–22 of your Writing Journal.

Tip: You will find the answer at the beginning of the text.



Differentiation: Steps C & D

You may choose to read all passages aloud before students complete the scavenger hunt or the close reading questions.



D

Text Scavenger Hunt Question 2: What happened to the land that the California Indians lived on during the 1850s?

1. Scan each text to find the one that contains the answer to the scavenger hunt question.
 - 9 Song Excerpt: "Oh My Darling, Clementine" (page 601)
 - 11 Excerpt: Chapter 3—"The Magic Equation" from *California: The Great Exception* (page 603)
 - 16 Excerpt: Chapter 8—"Good Haul of Diggers" from *Digger: The Tragic Fate of the California Indians from the Missions to the Gold Rush* (page 614)
2. Is the answer to your scavenger hunt question in the text? If so, raise your hand. If not, keep reading.



Complete the text scavenger hunt close reading questions that correspond to the correct text on pages 23–25 of your Writing Journal.

E

Share: What You Learned

Reflect on what you learned from reading and viewing materials from the Collection in this scavenger hunt.



Complete the activity on page 26 of your Writing Journal.

D

Lesson 1 (continued)

Benchmarks: ELA.K12.EE.1.1,
ELA.K12.EE.3.1

Read: Students explore texts from The Gold Rush Collection to search for the answer to a scavenger hunt question, then answer questions to show their understanding of the text.



Introduce the scavenger hunt question: **What happened to the land that the California Indians lived on during the 1850s?**



Instruct students to raise their hands when they've found the answer. When everyone has raised their hands, share the correct answer: **Their land was taken from them by the forty-niners during the gold rush (from Excerpt: Chapter 8—"Good Haul of Diggers" from *Digger: The Tragic Fate of the California Indians from the Missions to the Gold Rush*).**



Direct all students to go to the correct passage. Read the text aloud or have students take turns.



Writing Journal: Once all students have found the text that answers the question, direct them to page 25 to answer the close reading questions that accompany the text.



Call on a few students to share their responses and discuss the close reading questions.

11 min

E

Lesson 1 (continued)

Benchmark: ELA.7.R.3.3

Share: Students share what they learned from the Collection.



Writing Journal: Tell students to write down 1 or more interesting or important facts that they learned while exploring the Collection on page 26.



Prompt students who finish early to explain why the fact is important/interesting.



When students are finished, call on 1 or 2 to share their responses with the class.



Wrap-Up: Project.



Exit Ticket: Project.

15 min

End of Lesson 1

F Lesson 2: Scavenger Hunt: Exploring the Collection

Share: Students share what they've learned about the gold rush.

Assign student partners.

Tell students they will continue reviewing the texts and images from The Gold Rush Collection today. Ask them to turn to their partner and discuss a few new facts they learned or ideas they developed about the gold rush in the last lesson or in their reading.

5 min

G Lesson 2 (continued)

Benchmark: ELA.K12.EE.1.1

Read: Students explore texts from The Gold Rush Collection to search for the answer to a scavenger hunt question, then answer questions to show their understanding of the text.

Introduce the scavenger hunt question: **Who found gold-dust worth \$3.25?**

Instruct students to raise their hands when they've found the answer.

Remind them they will find the answer toward the beginning of the text. When everyone has raised their hands, share the correct answer: **The mineress (from Excerpt: "Letter the Tenth: Amateur Mining—Hairbreadth 'Scapes, &c." from *The Shirley Letters from California Mines in 1851–1852*).**

Direct all students to go to the correct passage. Read the text aloud or have students take turns.

Writing Journal: Once all students have found the text that answers the question, direct them to page 27 to answer the close reading questions that accompany the text.

15 min

F Lesson 2—Scavenger Hunt: Exploring the Collection

Work with a partner to list new things that you learned about the gold rush in the last lesson or in your reading.

G Text Scavenger Hunt Question: Who found gold-dust worth \$3.25?

- Scan each text to find the one that contains the answer to the scavenger hunt question.
 - Excerpt: "Letter the Tenth: Amateur Mining—Hairbreadth 'Scapes, &c." from *The Shirley Letters from California Mines in 1851–1852* (page 584)
 - Excerpts: Chapter XXVII and Chapter XXVIII from *Roughing It* (page 590)
 - Excerpt: "Pioneers! O Pioneers!" from *Leaves of Grass* (page 598)
- Is the answer to your scavenger hunt question in the text? If so, raise your hand. If not, keep reading.



Complete the text scavenger hunt close reading questions that correspond to the correct text on pages 27–29 of your Writing Journal.

Tip: You will find the answer at the beginning of the text.

626 The Gold Rush Collection • Lesson 2

Lesson 2 Materials

- The Last War-Whoop* by A. F. Tait (1856)
- California Gold Diggers. Mining Operations on the Western Shore of the Sacramento River*
- San Francisco Past*
- San Francisco Present*
- Westward the Course of Empire Takes Its Way*



Differentiation: Step F

● *ELL(Dev)*: Plan how to assign pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level.

Differentiation: Step G

● *ELL(Dev)*: You may choose to read all passages aloud before students complete the scavenger hunt or the close reading questions.

H

Image Scavenger Hunt Question: What direction are the people in this picture headed?

- Scan each image to find the one that contains the answer to the scavenger hunt question.
 - 8 *The Last War-Whoop* by A. F. Tait (page 600)
 - 10 *California Gold Diggers. Mining Operations on the Western Shore of the Sacramento River*, Kelloggs & Comstock (page 602)
 - 12 *San Francisco Past and Present* by George Holbrook Baker (page 606)
 - 14 *Westward the Course of Empire Takes Its Way*, W.J. Morgan & Co. (page 610)
- Once your teacher has confirmed the answer to the question, complete the corresponding close reading questions in the Writing Journal.



Complete the image scavenger hunt close reading questions that correspond to the correct photo set in your Writing Journal.

I

Share: What You Learned

Reflect on what you learned from reading and viewing materials from the Collection in this scavenger hunt.



Complete the activity on page 34 of your Writing Journal.

H Lesson 2 (continued)

Work Visually: Students explore images from The Gold Rush Collection to find the answer to a scavenger hunt question, then answer questions to show their understanding of the image.

Introduce the scavenger hunt question: **What direction are the people in this picture headed?**

Instruct students to search through the images and raise their hands when they've found the answer.

When everyone has raised their hands, share the correct answer: **To the West (from *Westward the Course of Empire Takes Its Way*, W.J. Morgan & Co. [Lithographer]).**

Writing Journal: Direct students to page 33 to answer the close reading questions that accompany the correct image or images.

10 min

I Lesson 2 (continued)

Benchmark: ELA.K12.EE.1.1

Share: Students share what they learned from the Collection.

Writing Journal: Tell students to write down 1 or more interesting or important facts that they learned while exploring the Collection on page 34.

Prompt students who finish early to explain why the fact is important/interesting.

When students are finished, call on 1 or 2 to share their responses with the class.

Exit Ticket: Project.

10 min

End of Lesson 2

Before You Begin Lesson 3:

In Lesson 3, use the complete digital lesson so students have access to the Internet to gain a greater understanding of how to choose appropriate research sources as they develop and sharpen their information literacy skills.

Before You Begin Lesson 4:

Lesson 4 is a Flex Day. Select from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, creating a new piece of writing, practicing close reading and discussion, or working visually with complex texts. Please see instructions in the digital lesson.

Dear Diary and Collection Research



This sub-unit requires students to research one group of people that took part in the gold rush experience. Students examine primary and secondary source documents for the information they need to write journal entries from a specific person's point of view such as a Native American or an immigrant. After completing their writing, students sharpen their close reading skills as they explore the texts in The Gold Rush Collection.

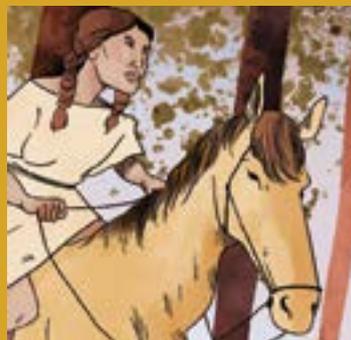
Sub-Unit 3



Lesson 1:
Research: Up-Close
and Personal



Lesson 2:
Writing: Dear
Diary...



Lesson 3:
Collection Research



Lesson 4:
Flex Day 3

Sub-Unit 3 at a Glance

Lesson Objective	Reading
<p>Lesson 1: Research: Up-Close and Personal</p> <p>Research: Students will research an assigned group from the gold rush era in the Collection and on the Internet to find key information.</p>	<p>California Gold Rush:</p> <ul style="list-style-type: none">• “Letter the Tenth: Amateur Mining—Hairbreadth ‘Scapes, & c.” from <i>The Shirley Letters from California Mines in 1851–1852</i>• “July 22–August 10” from <i>The Gold Rush Diary of Ramón Gil Navarro</i>• “Good Haul of Diggers” from <i>Digger: The Tragic Fate of the California Indians from the Missions to the Gold Rush</i>
<p>Lesson 2: Writing: Dear Diary...</p> <p>Writing: Students will use information from their research along with narrative techniques such as descriptive details to write a journal from the point of view of a person participating in the gold rush.</p>	<p>California Gold Rush:</p> <ul style="list-style-type: none">• “July 22–August 10” from <i>The Gold Rush Diary of Ramón Gil Navarro</i>
<p>Lesson 3: Collection Research</p> <p>Reading: Students will independently read one text and examine one image for understanding, then work with a group to identify and summarize key findings from the text.</p>	<p>California Gold Rush:</p> <ul style="list-style-type: none">• “California Culinary Experiences” from <i>The Overland Monthly</i>• Chapter XXVII and Chapter XXVIII from <i>Roughing It</i>• “Oh My Darling, Clementine”• “Pioneers! O Pioneers!” from <i>Leaves of Grass</i>• “The Magic Equation” from <i>California: The Great Exception</i>• Preface and Chapter XI from <i>Sights in the Gold Region, and Scenes by the Way</i>
<p>Lesson 4: Flex Day 3</p> <p>The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, creating a new piece of writing, practicing close reading and discussion, or working visually with complex texts.</p>	

Writing Prompt

Benchmark Stack

No analytical writing prompt.

ELA.7.C.4.1
ELA.7.R.3.3
ELA.K12.EE.2.1
ELA.K12.EE.4.1

Using information in your research chart, write at least five journal entries telling of your experiences during the gold rush. Your entries should help readers to understand what it felt like to live during the gold rush era. If possible, use information from all four columns of the chart. Remember to include maps and images.

Your entries should be organized chronologically and help readers to understand what it felt like to live during the gold rush era, so add descriptive details to show the reader what you are experiencing.

Extra: Challenge Writing available in the digital lesson.

ELA.K12.EE.5.1
ELA.K12.EE.6.1
ELA.7.R.2.1
ELA.7.C.1.2
ELA.K12.EE.1.1
ELA.K12.EE.3.1
ELA.7.C.5.2

No analytical writing prompt.

ELA.7.R.3.3
ELA.K12.EE.1.1
ELA.K12.EE.3.1
ELA.K12.EE.4.1
ELA.7.C.4.1

Each Flex Day activity provides practice with particular skills and benchmarks. Consult the Flex Day Activities Guide to see what is targeted by each activity.

Sub-Unit 3 Preparation Checklist

Lesson 1

- If possible, prepare students to use the Internet to conduct research later in this lesson.



Pages 83–87

Note that lesson Solos can be completed in the digital curriculum, through the Amplify Mobile Solos app, or in print. Solo Activities PDFs can be found in the Materials section of the digital Unit Guide, along with a Solo Answer Key.

Lesson 2

No additional prep.



Page 88

Lesson 3

- Plan to arrange students in small groups.



Pages 89–90

Lesson 4: Flex Day

- Review each lesson activity to identify which one(s) will best support your students' skill progress.
- Each activity requires distinct preparation. Review the Instructional Guide for each activity you will assign.
- Prepare any texts, materials, or directions you may need to project or distribute.

Note: There may be activities in this sub-unit that students will revise or refer to in a subsequent sub-unit. By keeping track of lessons that students complete in a print format, you can have students refer to their print work when they reach these activities. In addition, your students will need to copy any Writing Prompts completed in a print lesson into the corresponding digital writing space if you want that writing to be included in Productivity and other reports.



Dear Diary and Collection Research

628

Overview

Get ready to become a person living during the California gold rush era. Who will you be? Will you survive?

Suggested Reading

Is your curiosity sparked? Want to dive deeper into this topic? Check out the list of websites below for a wealth of reference materials. And remember, your school and local libraries are great places to continue exploring your interests.

- Internet Archive
- Library of Congress
- OCLC WorldCat
- Google Books
- HathiTrust Digital Library
- Project Gutenberg
- Digital Public Library of America

A

Lesson 1—Research: Up-Close and Personal

1. Review the source definitions with your class.

Primary sources are original documents, creative works, and artifacts created during a specific period. They include eyewitness accounts and published articles that report information and/or events for the first time, such as:

- Original documents: diaries, letters, speeches, autobiographies, interviews, film documentation, official records, and newspaper and journal articles
- Creative works: poetry, fiction, music, and visual art
- Artifacts: pottery, furniture, buildings, clothing, tools, and maps

Secondary sources are created later by those who did not experience firsthand the events you are researching. They often provide interpretations and analyses of primary sources, and may even include images and/or quotes from primary sources.

Examples include:

- Publications: newspapers, magazines, and journal articles
- Histories: biographies, textbooks, and web pages

Tertiary sources provide an overview or summary of primary and secondary sources.

Examples include:

- Encyclopedias, almanacs, timelines, dictionaries

2. Look at the two sources your teacher presents to decide which is a primary source and which is a secondary source.
3. Read each source example. With a partner, decide if each example is a primary, secondary or tertiary source.
 - A dictionary of mining terms
 - A book on the history of Sutter's Mill
 - A map drawn by and depicting the journey of a group of prospectors
 - A website about the later lives of successful prospectors
 - A page from Ramón Gil Navarro's diary
 - A timeline of the gold rush
4. Follow along as the excerpts from July 22–August 10, 1849, *The Gold Rush Diary of Ramón Gil Navarro* (paragraphs 1–3), on pages 611–612 of the Student Edition are read aloud.



Answer questions 1–3 on page 38 of your Writing Journal.

A

Lesson 1: Research: Up-Close and Personal

Benchmarks: ELA.7.C.4.1, ELA.7.R.3.3

Discuss: Students review selections from *The Gold Rush Diary of Ramón Gil Navarro*.

S Direct students to Activities 1 and 2 on page 629 of the Student Edition.

👤 Ask a student to read aloud the definitions of “primary source,” “secondary source,” and “tertiary source.”

📺 **Project** the photograph *Head of Auburn Ravine* (1852) and then the introduction to the text “Excerpt: Chapter 3—‘The Magic Equation’ from *California: The Great Exception*.”

👤 Talk about which is a primary source and which is a secondary source and why.

🗨️ For this photograph of Auburn Ravine, we know the photographer was there and witnessed this scene—it was clearly created at the time of the events. It is a primary source. The book excerpt is from a work published in 1976. It might contain valuable factual information, but it was still written by someone who did not experience the events firsthand, so it is a secondary source.

👤👤 Assign partners.

👤👤 Students discuss with their partners Activity 3 on page 629 of the Student Edition.

👤👤 Discuss student responses.

👤👤 Read aloud the excerpts from July 22–August 10, 1849, *The Gold Rush Diary of Ramón Gil Navarro* (paragraphs 1–3), on pages 611–612 of the Student Edition.

📖 **Writing Journal:** Students answer questions 1–3 on page 38.

👤👤 Discuss student responses.

10 min



Lesson 1 Materials

No materials.



Differentiation

If students in your class have difficulty reading these texts, you may choose to read them aloud instead of having students read them independently.

The Call of the Wild

by Jack London

Chapter 5—The Toil of Trace and Trail

Paragraphs 37–41

- ³⁷ Buck felt vaguely that there was no depending upon these two men and the woman. They did not know how to do anything, and as the days went by it became apparent that they could not learn. They were slack in all things, without order or discipline. It took them half the night to pitch a slovenly camp, and half the morning to break that camp and get the sled loaded in fashion so slovenly that for the rest of the day they were occupied in stopping and rearranging the load. Some days they did not make ten miles. On other days they were unable to get started at all. And on no day did they succeed in making more than half the distance used by the men as a basis in their dog-food computation.
- ³⁸ It was inevitable that they should go short on dog-food. But they hastened it by overfeeding, bringing the day nearer when underfeeding would commence. The Outside dogs, whose digestions had not been trained by chronic famine to make the most of little, had voracious appetites. And when, in addition to this, the worn-out huskies pulled weakly, Hal decided that the orthodox ration was too small. He doubled it. And to cap it all, when Mercedes, with tears in her pretty eyes and a quaver in her throat, could not cajole him into giving the dogs still more, she stole from the fish-sacks and fed them slyly. But it was not food that Buck and the huskies needed, but rest. And though they were making poor time, the heavy load they dragged sapped their strength severely.
- ³⁹ Then came the underfeeding. Hal awoke one day to the fact that his dog-food was half gone and the distance only quarter covered; further, that for love or money no additional dog-food was to be obtained. So he cut down even the orthodox ration and tried to increase the day's travel. His sister and brother-in-law seconded him; but they were frustrated by their heavy outfit and their own incompetence. It was a simple matter to give the dogs less food; but it was impossible to make the dogs travel faster, while their own inability to get under way earlier in the morning prevented them from travelling longer hours. Not only did they not know how to work dogs, but they did not know how to work themselves.

⁴⁰ The first to go was Dub. Poor blundering thief that he was, always getting caught and punished, he had none the less been a faithful worker. His wrenched shoulder-blade, untreated and unrested, went from bad to worse, till finally Hal shot him with the big Colt's revolver. It is a saying of the country that an Outside dog starves to death on the ration of the husky, so the six Outside dogs under Buck could do no less than die on half the ration of the husky. The Newfoundland went first, followed by the three short-haired pointers, the two mongrels hanging more grittily on to life, but going in the end.

⁴¹ By this time all the amenities and gentlenesses of the Southland had fallen away from the three people. Shorn of its glamour and romance, Arctic travel became to them a reality too harsh for their manhood and womanhood. Mercedes ceased weeping over the dogs, being too occupied with weeping over herself and with quarrelling with her husband and brother. To quarrel was the one thing they were never too weary to do. Their irritability arose out of their misery, increased with it, doubled upon it, outdistanced it. The wonderful patience of the trail which comes to men who toil hard and suffer sore, and remain sweet of speech and kindly, did not come to these two men and the woman. They had no inkling of such a patience. They were stiff and in pain; their muscles ached, their bones ached, their very hearts ached; and because of this they became sharp of speech, and hard words were first on their lips in the morning and last at night.

B Lesson 1 (continued)

Benchmark: ELA.7.R.3.3

Partner: Students compare a passage from *The Call of the Wild* to Navarro's diary to consider how historic details influenced London.

Now we will turn our attention to a fictional account of frontier life. Jack London was an author who became famous for writing novels and short stories that portrayed the hardships and adventure of life in the American West and the gold territories. He traveled extensively and relied upon his experiences and work as a journalist to give his stories credibility.

S Students complete Activity 1 on page 632 of the Student Edition.

Writing Journal: Students answer questions 1–2 on page 39.

Discuss responses.

Assign partners.

Writing Journal: Students answer with their partners questions 3–5 on page 39.

Discuss student responses.

S Students complete Activity 2 in the Student Edition.

Writing Journal: Students answer questions 6–7 on page 40.

Discuss student responses.

15 min

B

Lesson 1—Research: Up-Close and Personal (continued)

1. Read the excerpt from Jack London's *The Call of the Wild* on pages 630–631.



Answer questions 1 and 2 on page 39 of your Writing Journal.



With your partner, answer questions 3–5 on page 39 of your Writing Journal.

2. Review *The Gold Rush Diary of Ramón Gil Navarro*, paragraphs 1–3, on pages 611–612.



Answer questions 6–7 on page 40 of your Writing Journal.

C

After your teacher assigns you to a group who participated in the gold rush, conduct research in the Collection.



Complete the chart on page 41 with your research findings.

D

Raise your hand to share your research experience. Refer to your chart if you need to.



Differentiation: Step C

● *ELL(Dev)*: Allowing groups who are researching the same group to sit together will be particularly helpful for ELL students and students who have difficulty reading these texts.

C

Lesson 1 (continued)

Benchmark: ELA.7.C.4.1

Research: Students research the Collection to find information from the gold rush era.



Now, it's your turn to walk in the shoes of a person living during the gold rush era. But first, you'll need to do some research.



Tell students they will be conducting independent research on specific groups of people from the gold rush era. After they learn about what life was like for their assigned group, they'll use that research to invent a character from the era to write diary entries from that person's point of view.



Look through The Gold Rush Collection for information about your assigned group. As you find sources, fill in the chart.



Writing Journal: Direct students to complete the chart on page 41.

15 min

D

Lesson 1 (continued)

Benchmark: ELA.7.R.3.3

Share: Students share their research with the class.



Ask for student volunteers to share their research experiences with the class. Encourage students to express any difficulties or frustrations they encountered finding good sources. Ask students who succeeded in finding good sources to share their research strategies.

10 min



Wrap-Up: Project.



Exit Ticket: Project.

9 min

End of Lesson 1

E Lesson 2: Writing: Dear Diary...

Benchmarks: *ELA.7.R.2.1, ELA.K12.EE.5.1, ELA.K12.EE.6.1*

Discuss: Students analyze the features of a diary and how the organizational structure contributes to its meaning.

In this lesson, you'll use your research from the last lesson to write journal entries about the gold rush from your character's point of view. Let's take a few minutes to review Navarro's diary to see how he showed what life was like for a miner.

S Direct students to review the diary entry on pages 611–613 of their Student Edition.

Navarro wrote his entries over a few weeks. You can use a longer time span to give a broader sense of life during this era, or follow Navarro's example.

Writing Journal: Students answer questions 1–3 on page 42.

5 min

F Lesson 2 (continued)

Benchmarks: *ELA.7.C.1.2, ELA.K12.EE.5.1, ELA.K12.EE.6.1*

Write & Share: Students use their research information and narrative techniques to write a journal from the perspective of the person/group they researched and give their classmates feedback.

Think of the types of events and the descriptive details included in Ramón Gil Navarro's diary that helped you picture his life as a gold miner.

Discuss student responses.

Your journal entries should bring the gold rush to life for the reader. Make sure you show your readers the "big picture" of family and work life, but also provide descriptive details, such as food, weather, people, or the setting.

Direct students to page 41 of their Writing Journal to look at their research chart as they write their entries.

Warm-Up: Use the digital lesson to make sure students have language to start writing.

32 min

E Lesson 2—Writing: Dear Diary...

Take a few minutes to review Navarro's diary on pages 611–613 of your Student Edition to see how he showed the reader what life was like for a miner.



Answer questions 1–3 on page 42 of your Writing Journal.

F

Review your research chart on page 41 of your Writing Journal prior to writing your journal entries.



Write at least five journal entries telling of your experiences during the gold rush on pages 43–45 of your Writing Journal.

634 The Gold Rush Collection • Lesson 2

Lesson 2 Materials

No materials.

Differentiation: Step F

- *ELL(Dev)*: ELL students and students who have difficulty organizing their thoughts or writing coherently will benefit from discussing their journal entries with a partner before writing.
- *ELL(Dev)*, ■ *Moderate*: Alternate Writing Prompt simplifies the language and breaks the prompt into smaller chunks.

G

Lesson 3—Collection Research

Look through the texts listed below and select one that interests you.

- 9 Song Excerpt: "Oh My Darling, Clementine" (page 601)
- 11 Excerpt: Chapter 3—"The Magic Equation" from *California: The Great Exception* (page 603)
- 13 Excerpts: Preface and Chapter XI from *Sights in the Gold Region, and Scenes by the Way* (page 608)



After reading your chosen text, answer the close reading questions that correspond to it on pages 46–48 of your Writing Journal.



Writing Prompt: Students write their entries on pages 43–45.



Differentiation: Digital PDF.



On-the-Fly: Circulate around the room to support students.



Share: Call on 2 or 3 volunteers to share. The volunteers should call on 1–3 listeners to comment.

T
9 min
I



Wrap-Up: Project.



Exit Ticket: Project.

End of Lesson 2

G

Lesson 3: Collection Research

Benchmark: ELA.7.R.3.3

Read: Students choose a text to read in The Gold Rush Collection.



In your scavenger hunt lessons, you've seen many images and read several texts in The Gold Rush Collection. Now, you'll choose one additional text you're interested in reading.



Students look through the texts listed on page 635 of the Student Edition and choose one.



When you finish reading, answer the close reading questions that correspond to the text you chose.



Writing Journal: Students complete the close reading questions that correspond to their chosen text.

5 min



Lesson 3 Materials

- Head of Auburn Ravine*, J. D. Starkweather (1852)
- The Gold Seeker*, Kelloggs & Comstock (Publisher) (Between 1849 and 1852)
- The Last War-Whoop* by A. F. Tait (1856)
- California Gold Diggers. Mining Operations on the Western Shore of the Sacramento River*
- San Francisco Past and Present*



Differentiation: Step G

If students are having difficulty reading you may choose to have them work in pairs or with someone who is reading the same text.

H Lesson 3 (continued)

Benchmark: ELA.7.R.3.3

Work Visually: Students choose an image to explore in The Gold Rush Collection.

S Students look through the images listed on page 636 of the Student Edition and choose one.

When you've selected your image, answer the close reading questions that correspond to it.

Writing Journal: Students complete the close reading questions that correspond to their chosen image.

5 min

I Lesson 3 (continued)

Benchmark: ELA.7.R.3.3

Discuss: Students are organized into groups to compare and contrast the information and ideas they drew from both texts and images.

Organize students who read the same text into groups to discuss what they learned from reading that text and what connections they can make to the image they chose.

It is often said that "a picture is worth a thousand words." What do pictures reveal about this topic that would be harder to understand through text alone? Is there something you understand about the image that you would not without the reading?

Writing Journal: Students complete the activity on page 53 with their groups.

Call on a student from each group to share. Write the name of the text being discussed on the board.

15 min

Wrap-Up: Project.

Exit Ticket: Project.

9 min

End of Lesson 3**H****Lesson 3—Collection Research** (continued)

Look through the following images, and choose one that you haven't already examined:

- 2 *Head of Auburn Ravine*, J. D. Starkweather (page 583)
- 6 *The Gold Seeker*, Kelloggs & Comstock (Publisher) (page 597)
- 8 *The Last War-Whoop* by A. F. Tait (page 600)
- 12 *San Francisco Past and Present* by George Holbrook Baker (page 606)



After examining your chosen image, answer the accompanying close reading questions on pages 49–52 of your Writing Journal.

I

Discuss the text and the image you reviewed today with your group. Work together to compare and contrast the information and ideas from the texts and images.



Write down these facts and connections on page 53 of your Writing Journal.

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Before You Begin Lesson 4:

Lesson 4 is a Flex Day. Select from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, creating a new piece of writing, practicing close reading and discussion, or working visually with complex texts. Please see instructions in the digital lesson.

Socratic Seminar and Internet Research



In this lesson, students prepare for a Socratic seminar. Class discussion focuses on the importance and power of open-ended questions when engaging in a thoughtful discussion. Students learn that a successful Socratic seminar requires an emphasis on inquiry and thoughtful discussion over debate.

The Internet research lesson allows students to put their new research and close reading skills to the test as they conduct research online.

Sub-Unit 4



Lesson 1:
Preparing for the
Socratic Seminar



Lesson 2:
Conducting the
Socratic Seminar



Lesson 3:
Internet Research



Lesson 4:
Flex Day 4

Sub-Unit 4 at a Glance

Lesson Objective	Reading
<p>Lesson 1: Preparing for the Socratic Seminar</p> <p>Speaking & Listening: Students will review the format and goals of a Socratic seminar. Then they will collaborate to develop a protocol of rules, procedures, and roles based on their goals for this discussion. Finally, students will generate open-ended questions for discussion.</p>	<p>California Gold Rush</p>
<p>Lesson 2: Conducting the Socratic Seminar</p> <p>Speaking & Listening: Students will use the Socratic method to discuss the gold rush, following class-established protocol.</p>	<p>California Gold Rush</p>
<p>Lesson 3: Internet Research</p> <p>Research: Students will generate a research question about the gold rush, identify credible Internet sources, and conduct Internet research to find the answer.</p> <p>Writing: Students will use evidence from multiple credible sources and framed quotes to describe key information about their research topic.</p> <p> Lesson 3 involves Internet research and should be saved for a class period when students have access to the Internet.</p>	
<p>Lesson 4: Flex Day 4</p> <p>The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, creating a new piece of writing, practicing close reading and discussion, or working visually with complex texts.</p>	

Writing Prompt

Benchmark Stack

No analytical writing prompt.

ELA.K12.EE.1.1
ELA.K12.EE.4.1
ELA.7.C.2.1

No analytical writing prompt.

ELA.K12.EE.4.1
ELA.7.C.2.1
ELA.7.C.4.1

Write one or two paragraphs providing key information you discovered about your topic. Make sure to include two framed quotes from at least two sources.

ELA.7.C.4.1
ELA.K12.EE.1.1
ELA.K12.EE.3.1
ELA.7.R.2.1
ELA.7.R.2.3

Each Flex Day activity provides practice with particular skills and benchmarks. Consult the Flex Day Activities Guide to see what is targeted by each activity.

Sub-Unit 4 Preparation Checklist

Lesson 1

- Plan to arrange students in small groups and assign each group a text (text options are listed in Materials in the digital lesson).
- Have chart paper ready.

Note that lesson Solos can be completed in the digital curriculum, through the Amplify Mobile Solos app, or in print. Solo Activities PDFs can be found in the Materials section of the digital Unit Guide, along with a Solo Answer Key.



Pages 99–103

Lesson 2

- Post the chart paper with rules for the Socratic seminar.
- Plan to put students in pairs for the second part of the lesson.
- If possible, prepare for students to use the Internet later in this lesson to conduct research. You may choose to save this lesson until students have access to the internet.



Pages 104–105

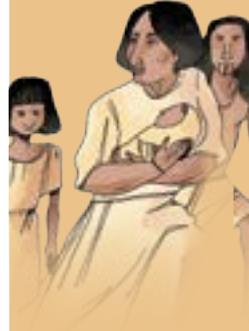
Lesson 3

This lesson involves Internet research and should be saved for a class period when students have access to the Internet.

Lesson 4: Flex Day

- Review each lesson activity to identify which one(s) will best support your students' skill progress.
- Each activity requires distinct preparation. Review the Instructional Guide for each activity you will assign.
- Prepare any texts, materials, or directions you may need to project or distribute.

Note: There may be activities in this sub-unit that students will revise or refer to in a subsequent sub-unit. By keeping track of lessons that students complete in a print format, you can have students refer to their print work when they reach these activities. In addition, your students will need to copy any Writing Prompts completed in a print lesson into the corresponding digital writing space if you want that writing to be included in Productivity and other reports.



Socratic Seminar and Internet Research

638

Overview

Socrates was a famous Greek philosopher. He was a deep thinker who believed in the power of asking questions and thoughtful discussion. In these lessons, you'll be the ones asking the questions and discussing the answers.

Suggested Reading

Is your curiosity sparked? Want to dive deeper into this topic? Check out the list of websites below for a wealth of reference materials. And remember, your school and local libraries are great places to continue exploring your interests.

- Internet Archive
- Library of Congress
- OCLC WorldCat
- Google Books
- HathiTrust Digital Library
- Project Gutenberg
- Digital Public Library of America

A Lesson 1: Preparing for the Socratic Seminar

Benchmarks: ELA.7.C.2.1, ELA.K12.EE.4.1

Discuss: Students collaborate to develop rules, procedures, and roles for seminar discussions.

- Tell students that they will participate in a Socratic seminar about the gold rush, with some questions generated by you and some by them. Emphasize that this is not a debate.
- A debate focuses on defending your beliefs and proving others wrong. A Socratic seminar is a dialogue focused on building deeper understanding through cooperation.
- Before beginning the seminar, tell students they need to establish a set of rules for proper behavior.
- Direct students to circle the correct answer to the question on page 639 of the Student Edition. Call on a few students to share their responses.
- Draw a “Rules for Seminar” T-chart on chart paper and label the columns “Rules for speaking” and “Rules for listening.” Have volunteers share suggestions and write them in the chart.
- Divide students into small groups.
- If we follow some simple rules, procedures, and roles, our discussions can be more interesting and productive. You already know some of the basics. How many ideas can you come up with to make our discussions really strong?
- Have students work in small groups to draft more guidelines for a class discussion.
- Writing Journal:** Students complete the activity on page 56.
- Call on each group to share a rule they have written.
- Work with students to create and display a class list called “Rules for Seminar.” Save this for reference during the next lesson.

11 min

Lesson 1—Preparing for the Socratic Seminar



A **Socratic seminar** is a formal discussion based on a text in which students ask and answer a series of open-ended questions designed to promote critical thinking, questioning, and conversation.

Everyone is expected to answer at least one question and to generate at least one question to ask other students.

Socrates,
Greek philosopher,
470 BCE–399 BCE

Which rule will help during a class discussion?

- A. Send a text message to at least two friends during the seminar.
- B. Feel free to call out answers at any time.
- C. Listen carefully to the student speaking.
- D. Find a point to argue against.

Collaborate with your group to write down three or four rules for a class discussion on page 56 of your Writing Journal.

Use these questions as a guide to help your group create rules for the Socratic seminar.

1. How will people take turns talking?
2. What do you do if you have a question or answer to share?
3. How can we show that we’re listening to each other?
4. What do we do if someone is talking too much? What if someone isn’t talking?
5. How do we agree, disagree, or build on what someone else says?

Lesson 1 Materials

No materials.

Differentiation: Step A

- ELL(Dev):** Plan how you will assign groups for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level.
- ELL(Dev):** If you have several ELL students who are below grade level in reading, you may want to point out that rules are often written as commands (e.g., “Raise your hand to respond”), or with modal verbs such as “must” and “should.”

B Lesson 1 (continued)

Benchmarks: ELA.7.C.2.1, ELA.K12.EE.4.1

Discuss: Students consider the difference between open-ended and closed-ended questions, then work in pairs to write an open-ended question.

5 min

 Define closed-ended questions (requiring only a yes/no or one-word answer) and open-ended questions (requiring an explanation) for students.

 Assign student partners.

 Direct students to work with their partners to complete the activity on page 640 of the Student Edition.

 Discuss why open-ended questions might be better for discussion.

 **Writing Journal:** Students write an open-ended question on page 56, then share it with their partners to make sure it's open ended.

B

Lesson 1—Preparing for the Socratic Seminar (continued)

Which questions are closed-ended? Which are open-ended? Discuss with your partner and check the correct answer.

- | | |
|--|--|
| <p>1. Did you like the movie?
 <input type="checkbox"/> Open-Ended
 <input type="checkbox"/> Closed-Ended</p> <p>2. What did you like about the movie?
 <input type="checkbox"/> Open-Ended
 <input type="checkbox"/> Closed-Ended</p> <p>3. What were the best scenes in the movie?
 <input type="checkbox"/> Open-Ended
 <input type="checkbox"/> Closed-Ended</p> | <p>4. Why do you think they were the best?
 <input type="checkbox"/> Open-Ended
 <input type="checkbox"/> Closed-Ended</p> <p>5. Who was the main character of the movie?
 <input type="checkbox"/> Open-Ended
 <input type="checkbox"/> Closed-Ended</p> <p>6. What was likable about the main character?
 <input type="checkbox"/> Open-Ended
 <input type="checkbox"/> Closed-Ended</p> |
|--|--|



Write an open-ended question about a song or movie you like on page 56 of your Writing Journal.

Share your question with your partner to make sure that it's open ended.



Differentiation: Step B

 *ELL(Dev):* You may choose to write a few examples of open- and closed-ended questions on the board to support ELL students before they complete the activity on their own.

C See the next page for
instructions for Step C.

C

Take part in a brief practice seminar about this image, making sure to follow your classroom's established Socratic seminar guidelines. Turn to the next page for further instructions.



The Gold Seeker, Kelloggs & Comstock (Publisher) (Between 1849 and 1852)

Image: Courtesy of The Bancroft Library, University of California, Berkeley

C Lesson 1 (continued)

Benchmarks: ELA.7.C.2.1, ELA.K12.EE.4.1

Review: Students participate in a brief practice seminar.

Let's look at what Socratic seminar questions are like, and then have a mini-seminar to practice the format. Socratic seminar questions are:

- open-ended
- thought-provoking (making people think seriously about something)
- easy to understand

Project: *The Gold Seeker* image.

Have students who studied this image in past lessons share what they remember about the image.

Study the questions on page 642 of your Student Edition for a preview of the type of questions you might see in a Socratic seminar. Practice the Socratic seminar discussion style with your classmates, using the image as evidence.

Students ask one another the questions on page 642 of the Student Edition, using the rules the class created.

Ensure students are referring back to the image as their evidence.

Point out the appropriate seminar behaviors—such as disagreeing politely, building off of one another's ideas, and turn taking—when you see them.

Writing Journal: Students answer questions 1–3 on page 57.

Call on students to share their responses and initiate a discussion of the question types.

8 min

C Lesson 1—Preparing for the Socratic Seminar (continued)

Study these three types of questions and practice the Socratic seminar discussion style by asking and answering them with your classmates. Use the image on page 641 as your evidence.

Opening Questions

1. What is the image about?
2. What is the most important element in the image?
3. What is interesting or surprising in the image?

Deeper Questions

1. Why do you think the artist created this image?
2. What do you think the artist is trying to say about what life was like during the gold rush?

Closing Questions

1. Do you like the image? Why or why not?
2. Does the image tell a story about the gold rush? What story does it tell?



Answer questions 1–3 on page 57 of your Writing Journal.

D

Read the text assigned to your group.

Work together to write two or three open-ended questions about this text to ask the class during the Socratic seminar.

Make sure your questions are thought-provoking, so that your classmates have a lot to think about and discuss.



Go to page 58 in your Writing Journal to record your group's open-ended questions.

D Lesson 1 (continued)

Benchmark: ELA.K12.EE.1.1, ELA.7.C.2.1, ELA.K12.EE.4.1

Brainstorm: Students work in small groups to read an assigned text and generate open-ended questions.

Assign one text from The Gold Rush Collection to each group.

Divide students into small groups.

Direct students to page 643 of the Student Edition.

Instruct students to work together to create 2 or 3 open-ended questions for their text.

Writing Journal: Students record their groups' open-ended questions on page 58.

Instruct students to share their questions, then choose a few exemplar open-ended questions to write on the board.

19 min

Wrap-Up: Project.

Exit Ticket: Project.

5 min

End of Lesson 1



Differentiation: Step D

If students are below grade level in reading and have a favorite text or a text they would like to review, you may choose to allow students to work with that text as opposed to assigning a text to them.

E Lesson 2: Conducting the Socratic Seminar

Benchmark: ELA.7.C.2.1, ELA.K12.EE.4.1

Discuss: Students write questions they would like to ask during the Socratic seminar, then participate in the seminar.

Prepare for Socratic Seminar:

- Arrange desks in a circle, allowing students to clearly see one another during the seminar.
- Post chart paper with Rules for Seminar from the last lesson. Review the rules.
- Remind students they are required to pose a question or respond to a question—or both—during this seminar.
- Tell students to listen carefully and take notes on important people and events addressed during the discussion.

 Students complete Activity 1 on page 644 of the Student Edition.

 **Writing Journal:** Direct students to page 59 to write 2 open-ended questions to ask during the seminar.

 **On-the-Fly:** Circulate around the room to support students.

 Pose the first guided question (or ask a volunteer to pose a question) and allow a discussion to ensue. Be mindful of keeping the discussion on topic; ask a new question when the discussion fades or digresses. Sample discussion questions can be found in the digital lesson.

 **Writing Journal:** Students fill out the chart on page 60 throughout the seminar, taking notes in the blank space on page 61.

 All students must participate, either by posing or responding to a question, or both.

20 min

E Lesson 2—Conducting the Socratic Seminar

1. Think of two open-ended questions you'd like to ask during today's seminar.



Write your two questions on page 59 of your Writing Journal.

2. As you participate in the seminar, take notes in your Writing Journal. For each question asked, write down the main topic and your thoughts about it.



Fill out the chart on page 60 with your notes on the seminar.

F

Now that you've completed the seminar discussion, take a few moments to review the notes in your chart and choose a few topics to research further.



Record three or four topics you'd like to learn more about on page 62.

 644 The Gold Rush Collection • Lesson 2

F Lesson 2 (continued)

Benchmark: ELA.7.C.2.1, ELA.K12.EE.4.1

Review: Students reflect on key issues raised during today's seminar.

 Following the seminar, have students review their notes.

 Students should choose 3 or 4 topics or questions they would like to explore further.

 **Writing Journal:** Students note 3 or 4 topics or questions they'd like to research further on page 62.

2 min



Lesson 2 Materials

No materials.



Differentiation: Step E

● *ELL(Dev)*: ELL students or students who are below grade level in reading/writing may benefit from brainstorming open-ended questions with a partner before writing them down.

You can encourage participation by using a set number of chips or other markers per student that they must set aside each time they speak. Students who run out of chips cannot speak until all other students use their chips.

G

Share with your partner the three or four topics that you would like to learn more about. Together, decide on one person, topic, or issue to investigate further.



Write a question about your chosen topic on page 62.

H

Conduct research to find the answer to the new question you composed. Use at least two sources. Use the information literacy criteria you learned for evaluating credible research sources. Fill in the Source Credibility Checklist for both your first and second sources to make sure they are valid.



Working with your partner, complete the Source Credibility Checklist for both sources on pages 63–64 of your Writing Journals and write the answer to your research question on page 65.



Differentiation: Step G

● *ELL(Dev)*: Plan how you will assign pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level.

Before You Begin Lesson 3:

This lesson involves Internet research and should be saved for a class period when students have access to the Internet.

Before You Begin Lesson 4:

Lesson 4 is a Flex Day. Select from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, creating a new piece of writing, practicing close reading and discussion, or working visually with complex texts. Please see instructions in the digital lesson.

G

Lesson 2 (continued)

Benchmark: ELA.7.C.4.1

Brainstorm: Students work in pairs to generate a research question based on today's seminar.

- Assign pairs for this activity.
- Have students compare the topics that interest them. Ask them to choose one topic that they will both investigate further.
- Together, pairs create one gold rush-related research question (based on their chosen topic) that they will research together.

Writing Journal: Direct students to write their question on page 62.

- Remember that a good research question...
- is open ended.
 - may begin with "how" or "why."
 - is arguable or open to debate.

Example of a good research question: "Why were Native Americans killed during the gold rush?" Example of a poor research question: "What Native American tribes lived in California during the gold rush?"

5 min

H

Lesson 2 (continued)

Benchmark: ELA.7.C.4.1, ELA.7.C.2.1, ELA.K12.EE.4.1

Select Text: Students work in pairs to research their questions.

Students search through the Collection, then use the Internet if devices are available to find answers to their new questions.

Note: We highly recommend students have access to the Internet to conduct research for this step.

Writing Journal: Students work in pairs to complete the Source Credibility Checklist for both sources on pages 63–64 and write the answer to their research question on page 65.

Wrap-Up: Project.

Exit Ticket: Project.

12 min

5 min

End of Lesson 2

Write an Essay



Students spend six lessons researching and writing a five-paragraph essay. This lesson sequence reinforces skills learned in earlier units including writing a compelling introduction and a strong conclusion. Students also learn how to create in-text citations, frames for quotes, and a Works Cited Page.

The unit concludes with a media project and presentation. Students will create an interactive timeline using myHistro.com. This project requires students to revisit their research to find relevant information for the timeline. It will also require them to use devices for Lesson 1 to conduct their research, and Lessons 7 and 8 to create and present their media projects.

Essay Prompt:

Research Option 1: An Argumentative Essay

Was the gold rush good for the state of California?

Like all things, it depends on how you look at it. Who benefited from the gold rush (remember to consider different populations such as Native Americans and immigrants)? How and why? How did the gold rush affect California in the short term? How did it shape the California we know today? Conduct research and write an argumentative essay that persuades the reader of your point of view.

Research Option 2: An Informative Essay

Who was John Sutter? Who was Elsa Jane Guerin?

Choose one of these two famous figures from the gold rush era and start digging. Where did this person come from? Did he or she strike it rich? Has his or her legacy had a lasting impact on the state of California? Conduct research and write an informative essay on one of these fascinating characters from the Old West.

Note:

Each Print essay sub-unit follows the same developmental path as the digital lesson, although there are digital-only activities specific to each sub-unit's Essay Prompt and text(s). We recommend you prepare and project as needed as you work through the Print essay activities to get the most out of essay lessons.

This is a group of lessons in which students are drafting a polished essay in clear stages. Therefore, if students do not have access to the digital lesson as they begin the essay, or will not have access during portions of the essay lessons, it is best to have them complete their writing for all lessons in print, rather than the digital writing space.

However, as with other writing assignments, your students will need to copy their final essay into the corresponding digital writing space if you want that writing to be included in Productivity and other reports.

Sub-Unit 5



Lesson 1



Lesson 2



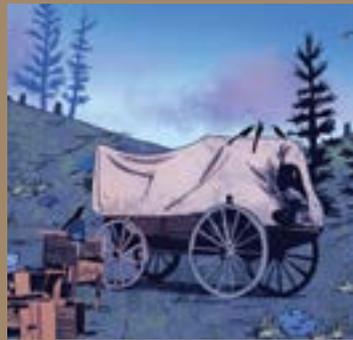
Lesson 3



Lesson 4



Lesson 5



Lesson 6



Lesson 7



Lesson 8

Sub-Unit 5 at a Glance & Preparation Checklist

Lesson Preparation

Reading

Lesson 1

Students should have completed the Information Literacy lessons before starting this Internet research project.

- ❑ Prepare for students to use the Internet while working on their research.
- ❑ Review the essay rubric found in the Materials section so you are aware of the skills that will be emphasized through the essay writing process of this unit. After students finish writing their essays, you will use this rubric to assess each essay.

If you are following the comprehensive path of instruction, students should develop essay option 1: An Argumentative Essay.

Note that lesson Solos can be completed in the digital curriculum, through the Amplify Mobile Solos app, or in print. Solo Activities PDFs can be found in the Materials section of the digital Unit Guide, along with a Solo Answer Key.

California Gold Rush

Lesson 2

- ❑ Plan to put students in pairs for part of this lesson.
- ❑ Write the claim statement for the sample essay on the board: “Visitors can learn the town’s history, which demonstrates both the heady excitement of gold-seekers and the negative effects these fortune-seekers had on some people.”

If you are following the comprehensive path of instruction, students should develop essay option 1: An Argumentative Essay.

California Gold Rush

Lesson 3

If you are following the comprehensive path of instruction, students should develop essay option 1: An Argumentative Essay.

California Gold Rush

Writing Prompt

Benchmark Stack

Essay Prompt:

Research Option 1: An Argumentative Essay

Was the gold rush good for the state of California?

Like all things, it depends on how you look at it. Who benefited from the gold rush (remember to consider different populations such as Native Americans and immigrants)? How and why? How did the gold rush affect California in the short term? How did it shape the California we know today? Conduct research and write an argumentative essay that persuades the reader of your point of view.

Research Option 2: An Informative Essay

Who was John Sutter? Who was Elsa Jane Guerin?

Choose one of these two famous figures from the gold rush era and start digging. Where did this person come from? Did he or she strike it rich? Has his or her legacy had a lasting impact on the state of California? Conduct research and write an informative essay on one of these fascinating characters from the Old West.

ELA.7.C.4.1

ELA.K12.EE.1.1

ELA.K12.EE.3.1

ELA.K12.EE.5.1

ELA.K12.EE.6.1

ELA.7.R.2.1

ELA.7.R.2.2

ELA.7.C.1.3

ELA.7.C.1.4

The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.

ELA.7.C.1.3

ELA.7.C.1.4

ELA.K12.EE.1.1

ELA.K12.EE.5.1

ELA.K12.EE.6.1

The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.

ELA.K12.EE.5.1

ELA.7.C.1.3

ELA.7.C.1.4

ELA.K12.EE.1.1

ELA.K12.EE.3.1

ELA.K12.EE.6.1

Lesson Preparation

Reading

Lesson 4

California Gold Rush

- Prepare to show examples of places where students provided strong evidence to support their claims in the work you collected yesterday.
- Identify students who may struggle to identify two places in their writing where they could revise. Mark one place in their writing where they could revise, then let them use that as a model to find the second place.

If you are following the comprehensive path of instruction, students should develop essay option 1: An Argumentative Essay.

Lesson 5

California Gold Rush

If you are following the comprehensive path of instruction, students should develop essay option 1: An Argumentative Essay.

Lesson 6

California Gold Rush

- Prepare examples of four student essays.
- When students finish writing their essays, use the essay rubric found in the Materials section to assess them.

If you are following the comprehensive path of instruction, students should develop essay option 1: An Argumentative Essay.

- In Activity 4, students create their Works Cited page. If you require students to create links to web-based sources, prepare to provide instruction for this type of citation.

Lesson 7

California Gold Rush

This lesson involves extensive use of a timeline-generating website and should be saved for a class period when students have access to the Internet.

- Plan to arrange students in small groups to create their timelines.
- Prepare to project the sample timeline you chose from myHistro.com and for students to work with the website to create their timelines.

Writing Prompt

Benchmark Stack

The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.

ELA.7.C.1.3
ELA.7.C.1.4
ELA.7.C.1.5
ELA.K12.EE.5.1
ELA.K12.EE.6.1

The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.

ELA.K12.EE.5.1
ELA.K12.EE.6.1
ELA.7.C.1.3
ELA.7.C.1.4
ELA.7.C.1.5
ELA.7.C.3.1
ELA.7.C.5.2
ELA.K12.EE.1.1

The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.

ELA.K12.EE.1.1
ELA.7.C.4.1
ELA.7.C.5.2
ELA.K12.EE.5.1
ELA.K12.EE.6.1
ELA.7.C.1.3
ELA.7.C.1.4

The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.

ELA.7.C.2.1
ELA.7.C.5.1
ELA.7.C.5.2
ELA.K12.EE.5.1
ELA.7.C.1.3
ELA.7.C.1.4
ELA.7.C.4.1

Lesson 8

California Gold Rush

This lesson involves extensive use of a timeline-generating website and should be saved for a class period when students have access to the Internet.

- Prepare for students to present their timeline projects using myHistro.com.

Writing Prompt

The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.

Benchmark Stack

ELA.7.C.2.1

ELA.7.C.5.1

ELA.K12.EE.5.1

ELA.K12.EE.6.1

Sub-Unit 5 Essay Lessons

Lesson 1: Gathering Evidence

A Present: Students review the Essay Prompt and the work they will do on the essay in this lesson.

 Tell students that they will be working on a research paper based on topics from the Collection.

 Their essays will...

- be either argumentative or informative.
- consist of 4 paragraphs: an introduction, 2 body paragraphs, and a conclusion.
- be written about a topic they select from the 2 options.
- include a Works Cited page that lists the resources they cited in their research.

NOTE: *If some students want to research a question they generated in either of the Internet Research lessons, they may do so, as long as you judge the question worthy of researching.*

 **Writing Journal:** Direct students to page 68 in the Writing Journal.

 Read aloud the Research Options.

 Review the Calendar of Essay Days and Elements of a Research Essay on page 650 and 651 of the Student Edition.

7 min

Lesson 1 (continued)

B Select: Students select an option to research and write about for their essay.

 Students review the two research options on page 68 of their Writing Journal.

 Both informational and argumentative essays require a claim to be made in the first paragraph.

3 min

C Research: Students conduct research on their selected topic.

 If possible, students should use online resources for their research during this activity.

 Have students review the Collection and the Internet if possible to choose credible sources for their essays.

 **Writing Journal:** Students fill out the chart on page 70 for each source they find.

 **Wrap-Up:** Project.

35 min

End of Lesson 1

Lesson 1 Materials

-  Research Option 1 Projection
-  Research Option 2 Projection
-  Grade 7 Essay Rubric
-  Essay Graphic Organizer
-  The Gold Rush Collection Essay Sentence Starters

Lesson 2: Making a Claim and Writing a Body Paragraph

D **Review:** Students review the research project options and the calendar to see what work they have completed and preview the work to do in this lesson.

  Review the Elements of a Research Essay on page 651 of the Student Edition.

 Review the calendar to preview the work students will complete in today's lesson.

E **Select Text & Share:** Students identify places in the sample essay where the writer describes and explains the evidence and makes a transition between paragraphs, then share what they found.

 You are going to use the evidence from your research to write 2 body paragraphs and a transition sentence.

 Remember to write a transition sentence at the start of the second paragraph to show how it relates to the first. Let's take a look at how this was done in the sample essay.

 **Project:** Sample Essay.

 Use the Sample Essay to support the discussion.

 Read the Sample Essay aloud.

Lesson 2 (continued)

  Ask volunteers to locate:

- sentences the writer describes and explains the textual evidence in the two body paragraphs.
- transition sentences between body paragraphs.
- the central claim sentence.

 Discuss student responses.

F **Write:** Students write claims for their essays.

  **Writing Journal:** Students complete Activities 1 and 2 on page 71.

 **On-the-Fly:** Circulate around the room to support students.

G **Write:** Students write body paragraphs for their essays.

  If you finish your first body paragraph early, you can choose another point and start your second body paragraph.

 **Writing Journal:** Students write their body paragraphs on page 72.

 **On-the-Fly:** Circulate around the room to support students.

 **Wrap-Up:** Project.

End of Lesson 2

Lesson 2 Materials

-  Sample Essay with Highlighted Body Paragraphs
-  Elements of a Research Essay
-  Sample Essay

Lesson 3: Writing a Body Paragraph and an Introduction

H

Check-In & Write: Students answer questions to check the progress of their essays, then write the second body paragraph for their essays.



Project: Self-Assessment activity from the digital lesson.



Writing Journal: Students note which things they say no to.



Circulate to review student responses to the Self-Assessment. Make a note to revisit during writing any students who need help.



Project: Elements of a Research Essay.



Review the elements of a body paragraph so students can make sure they have all of the components.



Writing Journal: Students write their second and third body paragraphs on page 73.



On-the-Fly: Circulate around the room to support students.

I

Present & Select Text: Students review the Elements of an Introduction, then identify the elements of an introduction in the sample essay to prepare for writing their own essay introductions.



Read aloud the Elements of an Introduction on page 651 of the Student Edition.



Let's look for the elements of an introduction in the sample essay: lead, key background or context, and claim.

Lesson 3 (continued)



Project: Sample Essay.



Writing Journal: Students complete Activities 1 and 2 on page 74 as a class, using the projected Sample Essay.



Share responses.



Ask students if they agree or disagree with an answer, and have them explain why.



Project the introduction with the elements already highlighted to allow students to check their answers.

J

Write: Students write their introductions.



Writing Journal: Students write 2 or 3 leads on page 75.



On-the-Fly: Circulate around the room to support students.



Writing Journal: Students write their introductions on page 76.



Students who finish early have the option of adding a counterargument and a reason for disagreeing with it to their introductions if they are writing an argumentative essay.



Wrap-Up: Project Polls 1 and 2.

End of Lesson 3

Lesson 3 Materials

- Elements of a Research Essay
- Highlighted Sample Essay Introduction
- Sample Essay

Lesson 4: Revising and Writing a Conclusion

K

Spotlight: Students analyze the Spotlights showing supporting evidence for claims to prepare for their own revisions.



Project: Spotlight app and read aloud the samples prepared or the samples selected from students' Writing Journals.



Call on students to discuss how the evidence in each Spotlight supports the writer's claim.

4 min

L

Select Text & Revise: Students identify places to revise their body paragraph, then write additional evidence or describe evidence further.



Writing Journal: Students revise and rewrite their body paragraphs on pages 78–79.



Discuss responses.

13 min

M

Present & Select Text: Students read the Elements of a Conclusion and identify and discuss the conclusion in the sample essay.



Read aloud the Elements of a Conclusion on page 651 of the Student Edition.



OPT: Project: Digital activity for Select Text.



Use the Sample Essay to highlight the claim and final thought with students.

12 min

Lesson 4 (continued)

N

Write & Share: Students restate their claim and write a final thought to draft their essay conclusions, then share with the class.



Writing Journal: Students write their conclusions on page 80.



On-the-Fly: Circulate around the room to support students.



Share: Select 2 or 3 students to read aloud their favorite 1 or 2 conclusions.

16 min

End of Lesson 4

Lesson 4 Materials

- Sample Claim Statement and Conclusion projection
- Sample Essay

Lesson 5: Finishing and Editing the Essay

O **Check-In & Revise:** Students answer questions about the progress of their essays, then review the Elements of a Research Essay to help them complete all the elements of their essay.

 **Project:** Self-Assessment activity from the digital lesson.

 **Writing Journal:** Students note which things they say no to.

 Circulate to review student responses to the Self-Assessment. Make a note to revisit during writing any students who need help.

 Read aloud the Elements of a Research Essay on page 651 of the Student Edition.

 You can complete whatever parts of your essay still need some work. Focus on revising your introduction, body paragraphs, or conclusion to make your essay stronger.

 **Writing Journal:** Students make improvements to their essay components, then write a complete draft on page 81.

 If devices are available, direct students to type their revised essays into their digital workspace.

12 min

P **Revise:** Students use Editing Process guidelines to edit their essays.

 Go over the steps of the Editing Process on page 652 of the Student Edition.

 **Writing Journal:** Students use the Editing Process to edit their essays on page 83.

20 min

Lesson 5 (continued)

Q **Write:** Students write a final draft of their essay.

 **Writing Journal:** Students write the final copy of the essay on page 85.

10 min

R **Share:** Students share their writing, demonstrating command of formal English, and provide feedback to others.

 Reading your writing aloud is a great way to catch errors and look for new writing opportunities.

 Give students a few minutes to find one moment in their essay—no more than a paragraph—that they want to share.

 **Share:** Call on 2 or 3 volunteers to share. The volunteers should call on 1–3 listeners to comment.

 As you read, pay attention to the spelling, punctuation, and grammar, and note any changes you might want to make.

10 min

End of Lesson 5

Lesson 5 Materials

-  Elements of a Research Essay
-  Editing Process

Lesson 6: Creating Citations and a Works Cited List

S

Spotlight Intros & Conclusions:

Spotlight student writing to provide examples of strong leads in introductions and restatements of the claims in conclusions.



Read aloud 2 strong introductions and 2 strong conclusions from student essays.



What are the claims in these introductions?



What are the leads? What makes them effective?



What are the restatements of the claims in the conclusions? What makes them effective?

5 min

T

Revise: Students write their in-text citations to show where their evidence comes from.



Read aloud the Guidelines for In-Text Citations on page 653 of the Student Edition.



Answer any questions students may have. Explain that when citing texts from the Collection, students should include paragraph (par.) numbers from the text in parentheses at the end of the quotation.



Writing Journal: Students review and finalize the in-text citations in their essays on page 85.

10 min

Lesson 6 (continued)

U

Write: Students create a Works Cited page to show sources used in their essay



Read aloud the Guidelines for a Works Cited page.



Explain that students also need a complete list of citations titled “Works Cited” below their essay.



Writing Journal: Students create their Works Cited page on page 70.

20 min

End of Lesson 6

Lesson 6 Materials



Guidelines for a Works Cited Page



Essay Rubric

Before You Begin Lessons 7 & 8:

These lessons involve extensive use of a timeline-generating website and should be saved for a class period when students have access to the Internet.

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