

4

History-Social
Science Standard
4.3.3.



Witnessing the Gold Rush

California Education and the Environment Initiative

Approved by the California State Board of Education, 2010

The Education and the Environment Curriculum is a cooperative endeavor of the following entities:

California Environmental Protection Agency
California Natural Resources Agency
Office of the Secretary of Education
California State Board of Education
California Department of Education
California Integrated Waste Management Board

Key Leadership for the Education and Environment Initiative:

Linda Adams, Secretary, California Environmental Protection Agency
Patty Zwarts, Deputy Secretary for Policy and Legislation, California Environmental Protection Agency
Andrea Lewis, Assistant Secretary for Education and Quality Programs, California Environmental Protection Agency
Mark Leary, Executive Director, California Integrated Waste Management Board
Mindy Fox, Director, Office of Education and the Environment, California Integrated Waste Management Board

Key Partners:

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Office of Education and the Environment
1001 I Street • Sacramento, California 95812 • (916) 341-6769
<http://www.calepa.ca.gov/Education/EEI/>

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Lesson 1 A Treasure Revealed

None required for this lesson.

Lesson 2 Mining Beds of Gold

None required for this lesson.

Lesson 3 The Secret's Out!

None required for this lesson.

Lesson 4 From Treasure Hunt to Industry

None required for this lesson.

Lesson 5 Flattening Mountains, Filling Valleys

None required for this lesson.

Lesson 6 The Transformation Begins

None required for this lesson.

Assessments

Witnessing the Gold Rush—Traditional Unit Assessment Master 2

Postcards from the Gold Rush—Alternative Unit Assessment Master 5

Name: _____

Part 1

Instructions: Decide who might have said each of the following and circle the correct letter. (2 points each)

1. "All the workers at the fort left to find gold, almost overnight!"
 - a. John Sutter
 - b. Louise Clapp
 - c. Mariano Guadalupe Vallejo

2. "At the California Constitutional Convention, we talked about giving rights to Indians and women."
 - a. John Sutter
 - b. Louise Clapp
 - c. Mariano Guadalupe Vallejo

3. "When James showed me the gold, I knew we had to keep it secret."
 - a. John Sutter
 - b. Louise Clapp
 - c. Mariano Guadalupe Vallejo

4. "At Rich Bar they built a flume so large that it changed a whole river's path."
 - a. John Sutter
 - b. Louise Clapp
 - c. Mariano Guadalupe Vallejo

5. "We haven't had butter or beef for many months in the mining camp. But there are lots of holes dug all around."
 - a. John Sutter
 - b. Louise Clapp
 - c. Mariano Guadalupe Vallejo

Name: _____

Part 2

Instructions: Select the best answer and circle the correct letter. (2 points each)

6. How did the Gold Rush change the population of California?
 - a. The number of people increased a lot in a short period of time.
 - b. Many people now lived along the mountains.
 - c. There were more men than women.
 - d. All of the above.

7. _____ was one of the first ways prospectors found placer gold.
 - a. Digging
 - b. Building a flume
 - c. Panning
 - d. All of the above.

8. _____ and _____ were two natural resources that gold miners needed.
 - a. Timber and water
 - b. Debris and mercury
 - c. Tailings and fires
 - d. All of the above.

9. Hydraulic mining made _____.
 - a. rivers and streams shallow
 - b. some fish locally extinct
 - c. farmers angry
 - d. All of the above.

10. _____ is one thing used during the Gold Rush that is still dangerous today.
 - a. The long tom
 - b. Mercury
 - c. Timber
 - d. A sluice box

Name: _____

Instructions: Imagine you have the chance to travel back in time to the California Gold Rush. Where would you like to go? A mining camp? A city? A town? Or some other place? When would you like to be there? During the discovery of gold in 1848? Or later, in the 1850s or 1860s?

Pretend that you took such a trip. Now create a postcard and write to your family telling them about your trip. Your postcard should have a picture on the front that tells something about the place you visited and what was happening there.

Use the spaces below to plan your postcard:

The place I will visit is: _____

How I will show or tell two ways that the Gold Rush changed this place:

The one mining method I will show or tell about is:

How I will show or tell how the mining method changed the environment:

Postcards from the Gold Rush

Name: _____

How I will show or tell about some of the byproducts of the mining methods used in this place:

How I will describe the people and how the population changed in the place I am visiting:

One decision made during the Gold Rush that changed California and the people in the place I am visiting is:

How I will describe that decision and its effects on California:



Postcards from the Gold Rush

Name: _____

Category	3 points	2 points	1 point
How the Gold Rush changed the place visited	Includes three or more accurately described ways that the place visited changed in terms of population, development, or different systems of operation.	Two ways the place changed are accurately described.	One way the place changed is accurately described.
Mining methods used during the time of visit and the associated influences on the natural systems of the area	Mining methods are accurately described in detail, with the associated influences on natural systems.	Mining methods are described with the associated influences on natural systems, but lacking detail.	Either the mining methods are described or the influences on natural systems, but not both.
Byproducts of the mining methods that influenced the place visited	Byproducts of mining methods and their influences on the place visited are accurately described.	Byproducts and their influences are described somewhat accurately.	Descriptions of byproducts have some inaccuracies.
People in the place that was visited during the Gold Rush	Describes that the number of people in the place that was visited had increased, and describes the way they lived.	Describes that the number of people in the place that was visited had increased or describes the way they lived.	Mentions that there are people there and gives a detail or two about the way they lived.
Decisions people made that influenced the place visited	Gives the name of a social, political, economic, or legal decision made during the Gold Rush and describes how it changed California.	Describes how a social, political, economic, or legal decision made during the Gold Rush changed California, but does not give its name.	Gives the name of a social, political, economic, or legal decision made during the Gold Rush, but does not describe how it changed California.



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