

# 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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## What Sutter Saw

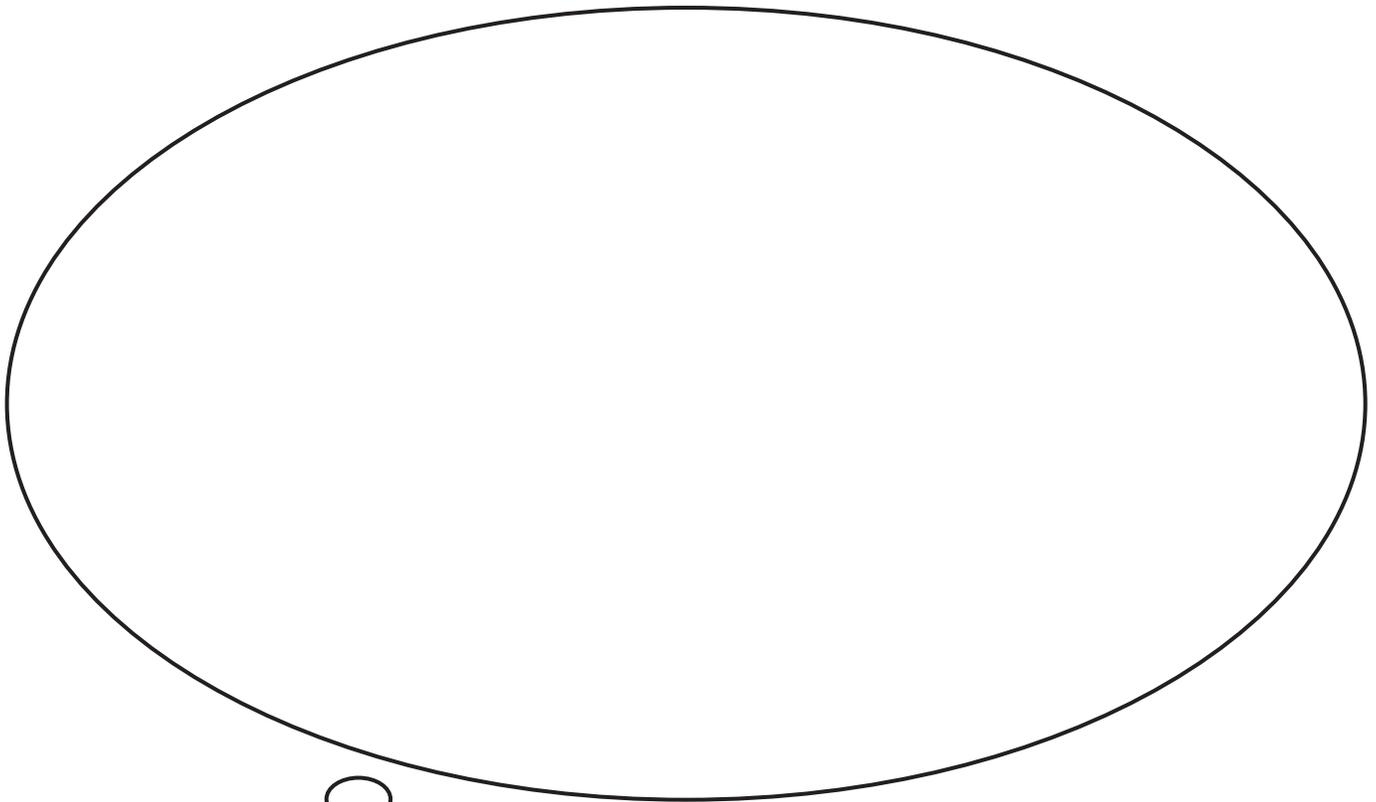
### Lesson 1

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Name: \_\_\_\_\_

**Instructions:** Answer the question in the space provided.

What do you think John Sutter thought about the discovery of gold? Imagine that you are John Sutter and you are writing in your journal. Fill in what he might have thought in the bubble below. (For example, "I think that...")



**Panning for Gold Results**

Lesson 2

Name: \_\_\_\_\_

**Instructions:** Record what you observe as you are panning for gold. Also, identify some of the effects your activity is having on the environment.

**Observations:** (2 points each)

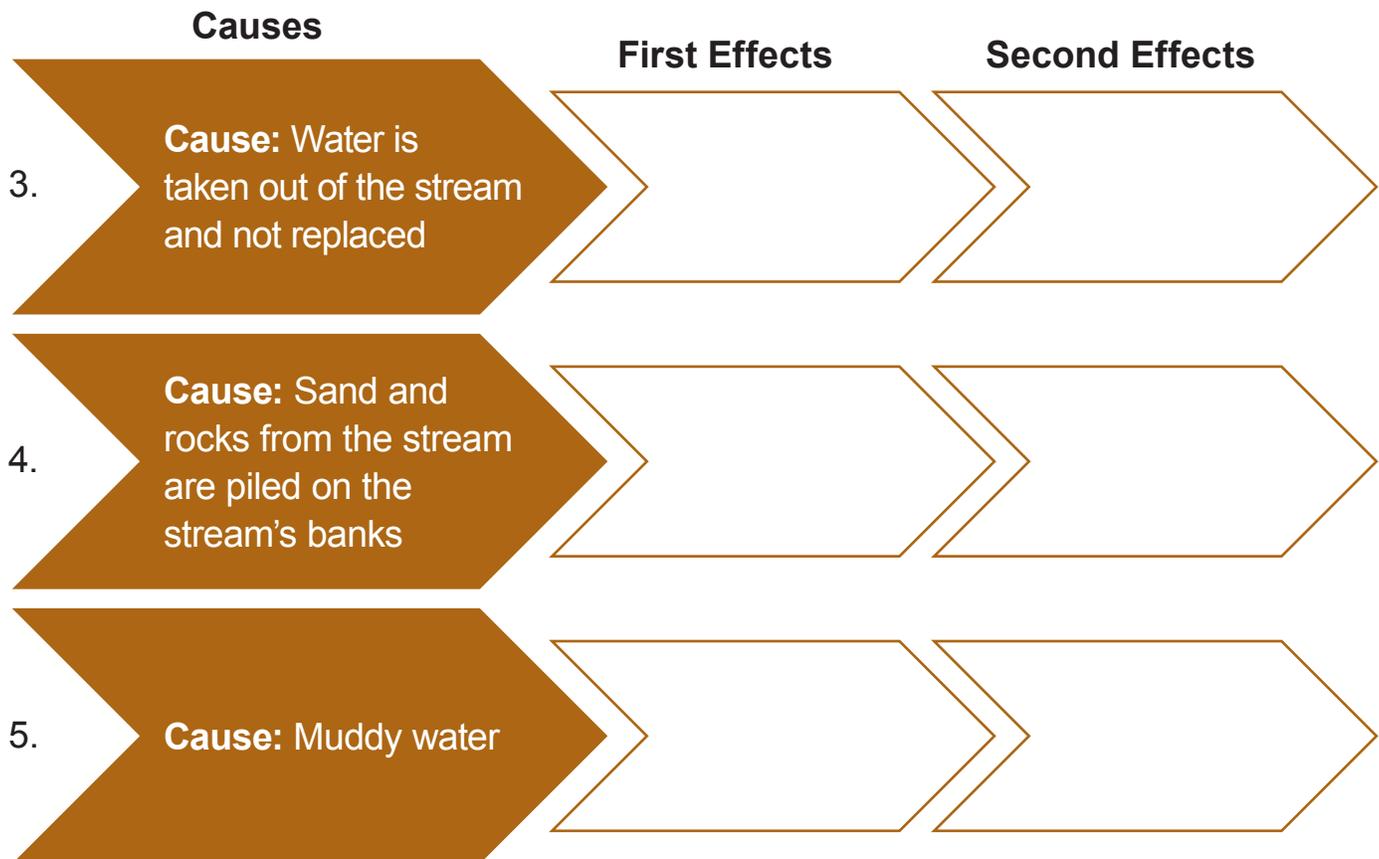
1. What were the water and soil like before panning for gold?

\_\_\_\_\_  
\_\_\_\_\_

2. What were the water and soil like after panning for gold?

\_\_\_\_\_  
\_\_\_\_\_

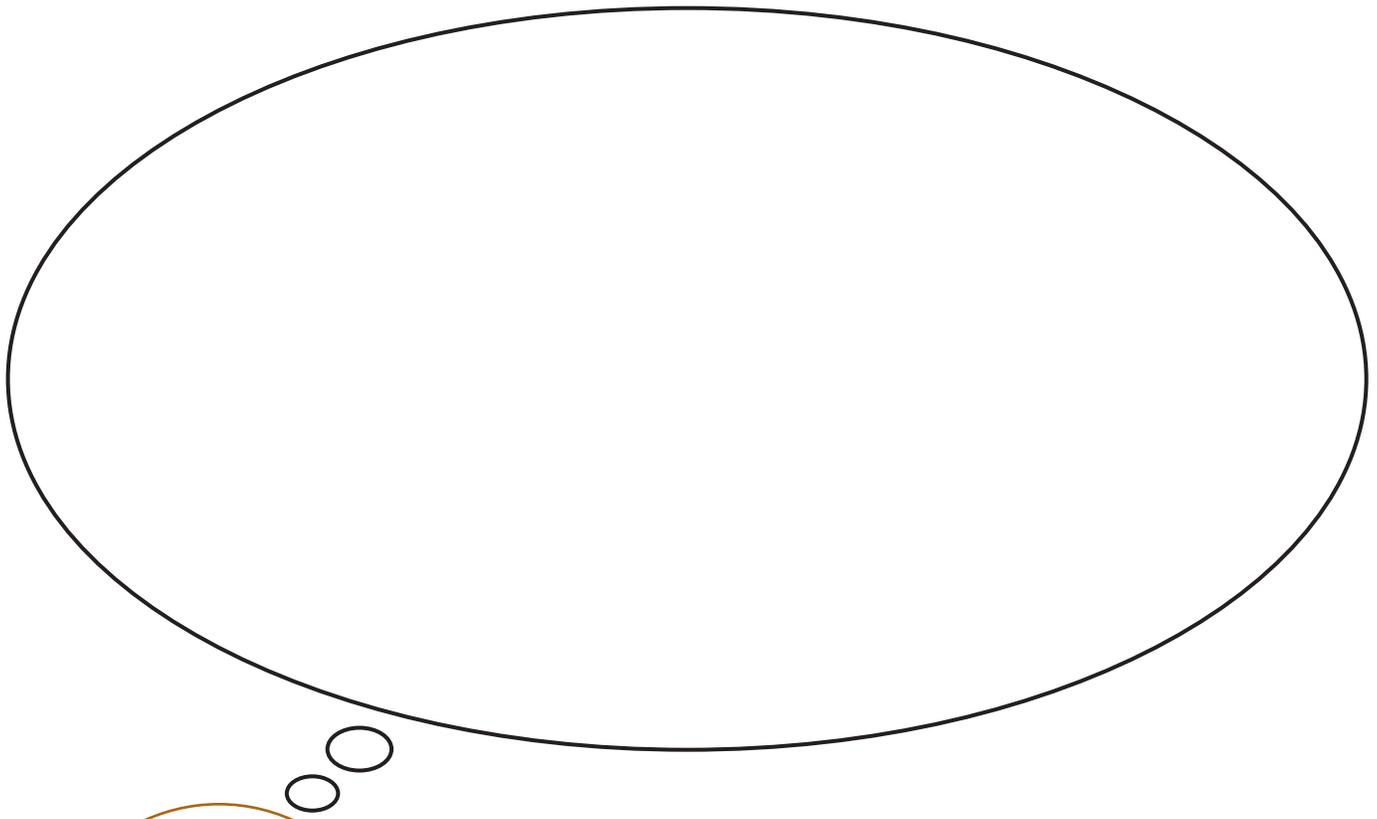
**Effects of Panning for Gold:** Fill in two effects for each cause below. (1 point for each effect)



Name: \_\_\_\_\_

**Instructions:** Answer the question in the space provided.

What do you think Louise Clapp thought about life in the gold-mining camps? What did she notice about how the prospectors, the new mining methods they used, and their camps were changing the ecosystems in California? Fill in what she might have thought in the bubble below. (For example, “I think that...”)



Name: \_\_\_\_\_

**Part 1**

**Instructions:** Look at the photos of the new ways of mining used by large mining companies during the Gold Rush, then answer the question. (3 points)

How were these new ways of mining different from the old ways of finding gold?

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**Part 2**

**Instructions:** Read **Hydraulic Mining Process Pieces** (Student Edition, pages 11–12) with your group. After reading each piece, answer the question below that goes with that piece. (3 points each)

**Question for Piece 1:**

Compare the new mining methods with panning for gold. Were there differences in the number of men it took to mine in the new way?

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**Question for Piece 2:**

Compare the new mining methods with panning for gold. Were there differences in the way the new mining methods changed the land?

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**Mining Comparisons**

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Name: \_\_\_\_\_

**Question for Piece 3:**

Compare the new mining methods with panning for gold. Were there differences in the amount of timber needed to make the tools used in mining the new way?

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**Questions for Piece 4:**

Why did prospectors use mercury in mining?

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**Question for Piece 5:**

Why was using mercury a problem?

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Name: \_\_\_\_\_

**Instructions:** After hearing all the testimony, describe how each of the following people felt about hydraulic mining and its effects in the spaces provided.

**Farmers' Point of View**

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**Merchants' Point of View**

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**Townpeople's Point of View**

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**Miners' Point of View**

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## Reaching a Decision

### Lesson 5

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Name: \_\_\_\_\_

**Instructions:** Use what you learned in this lesson to answer the questions below.  
(3 points each)

1. Who was affected by hydraulic mining during the Gold Rush?

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2. How were they affected by hydraulic mining?

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3. Which groups of people came together to try to end hydraulic mining?

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4. How did they try to stop hydraulic mining?

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5. What was the court's decision?

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Name: \_\_\_\_\_

**Instructions:** Take notes about what General Vallejo says, in the spaces provided.

**Question 1:** What did you think when people first started coming to California to look for gold?

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**Question 2:** What happened to you when the Mexican-American War began?

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**Question 3:** What happened at the first California Constitutional Convention?

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**Question 4:** Where did you want the state capital to be, and why?

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Name: \_\_\_\_\_

**Question 5:** What happened to your lands after the Gold Rush?

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**Question 6:** How did the Gold Rush change farming in the state?

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**Question 7:** How did the Gold Rush change people's rights in California?

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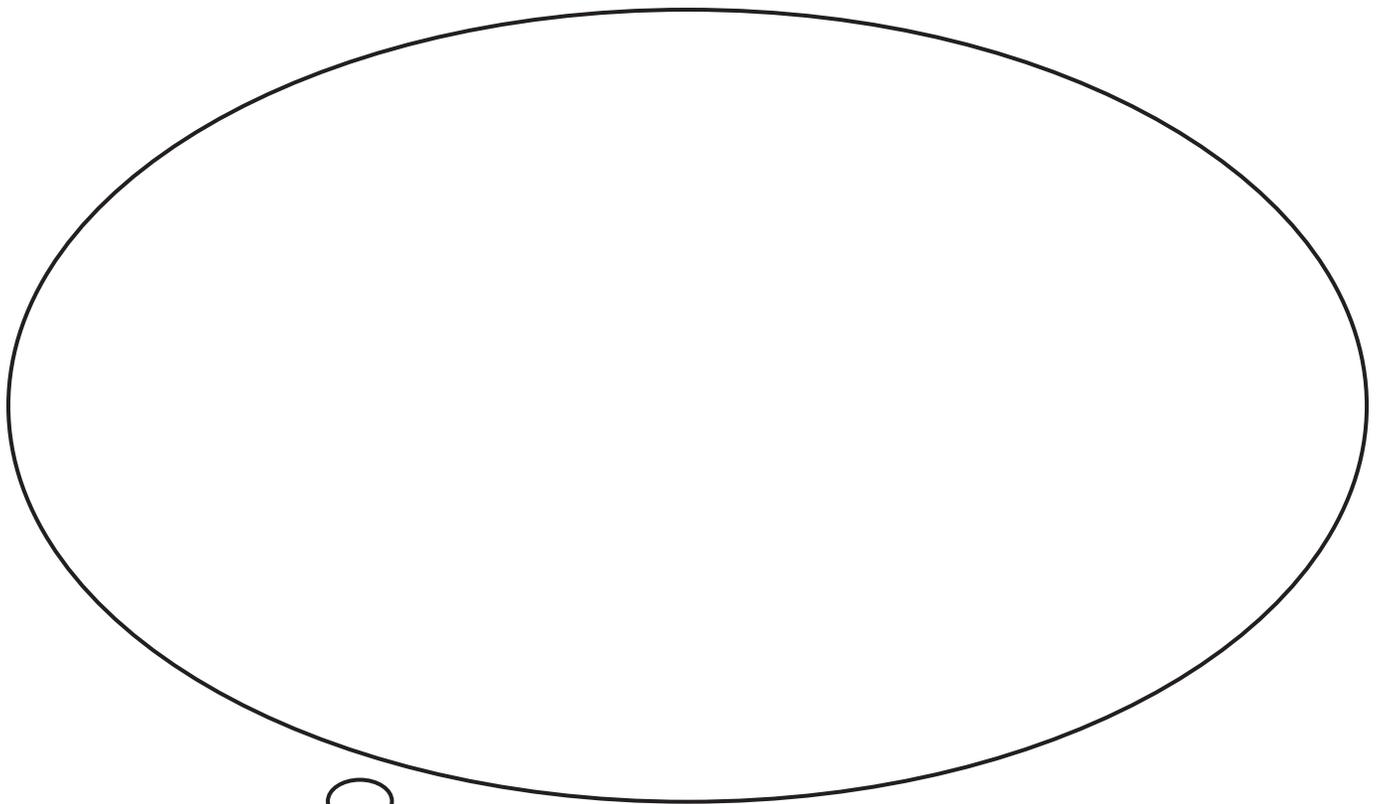
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Name: \_\_\_\_\_

**Instructions:** Answer the question in the space provided.

What do you think Mariano Guadalupe Vallejo thought about the Gold Rush and how it changed California? Fill in what he might have thought in the bubble below. (For example, "I think that...")









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