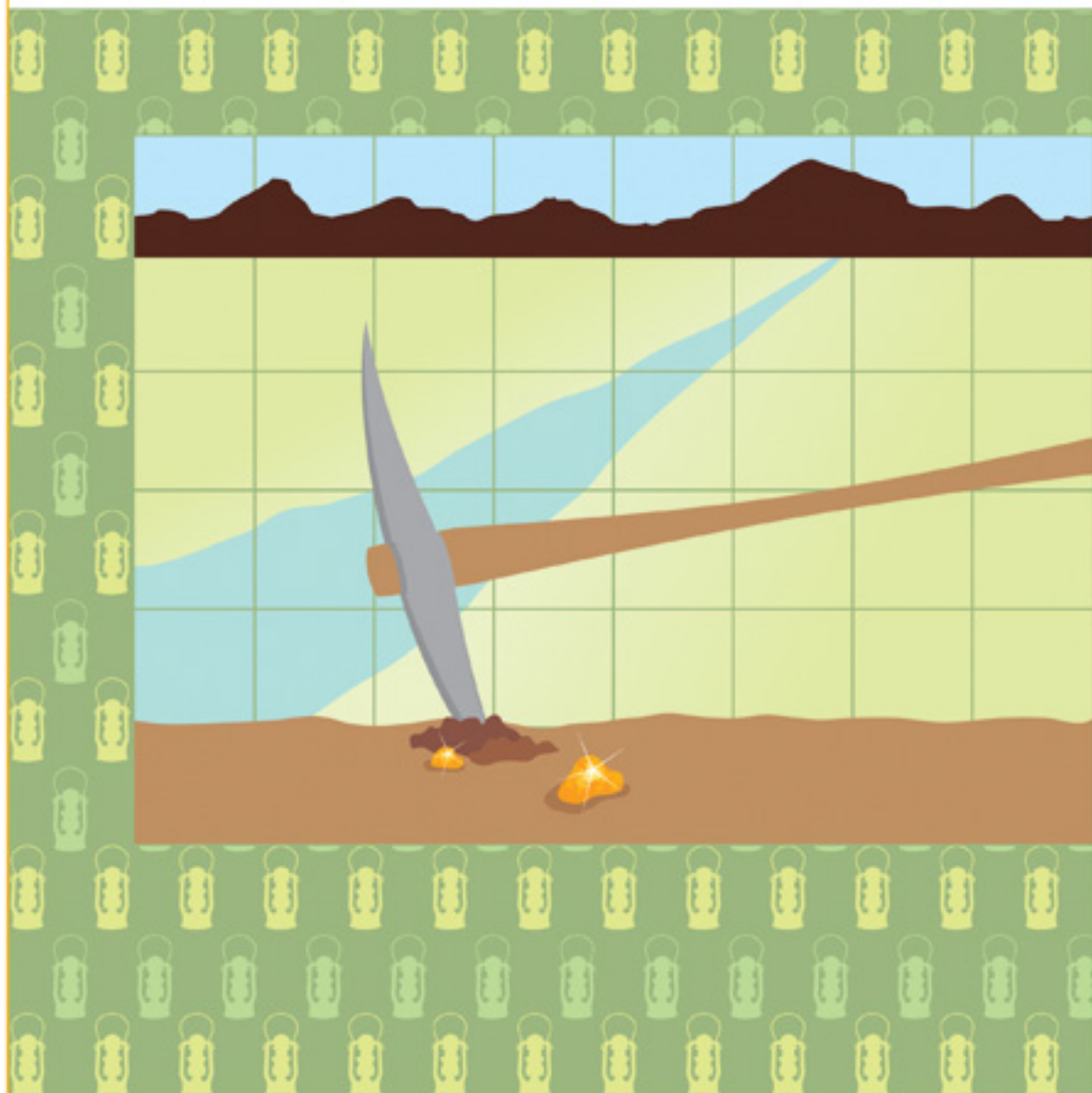


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# GOLD RUSH



A Simulation of Life and Adventure in a Frontier Mining Camp



# GOLD RUSH

**A simulation of life and adventure in a frontier mining camp**

MYRON FLINDT, the author of GOLD RUSH, is one of Interact's most creative and prolific writers for young children. He teaches elementary school in Paradise, California, and has written seven other simulations for Interact: DINOSAUR, FITNESS, FORUM, KING LEXICON, PILGRIMS, SCIENCE FAIR, and ZOO.

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# TABLE OF CONTENTS

“  
... adventure



in a frontier  
mining  
camp ...

”

GOLD RUSH is an exciting simulation of life and adventure in a frontier mining camp. This booklet contains all the information you need to play the simulation, and it has many other gold rush activities your students will enjoy. The booklet is divided into **six** sections. The first two sections explain the simulation, provide the daily lesson plans, and supply most of the materials you will need. The next three sections contain enrichment activities that may be used to enhance your GOLD RUSH unit, and the last section has answers to questions frequently asked about GOLD RUSH. Read the information that follows to find out more about each section.

## TABLE OF CONTENTS

### Tab 1 ..... Introduction

The introduction gives the purpose, overview, and initial preparation needed for GOLD RUSH. It also includes:

- descriptions of the main simulation elements
- master pages to be duplicated
- answer keys

### Tab 2 ..... Daily Lesson Plans

This section contains a Unit Time Chart and the Daily Lesson Plans for this simulation. Each lesson lists the materials needed and gives step-by-step procedures. These lessons, however, are designed to be flexible and may be altered to accommodate your teaching situation.

### Tab 3 ..... Multicultural Gold Rush

The Multicultural Gold Rush is a mini-version of GOLD RUSH. Students learn what it was like to be a member of a minority group in the gold fields. They are sometimes attacked, driven off claims, forced to pay a foreign miner's tax, and must endure other obstacles brought on by racial prejudice. This unit takes approximately five hours and may be incorporated in the regular GOLD RUSH simulation. It includes all materials necessary, including an Overview, Setup Directions, Unit Time Chart, and Daily Lesson Plans.



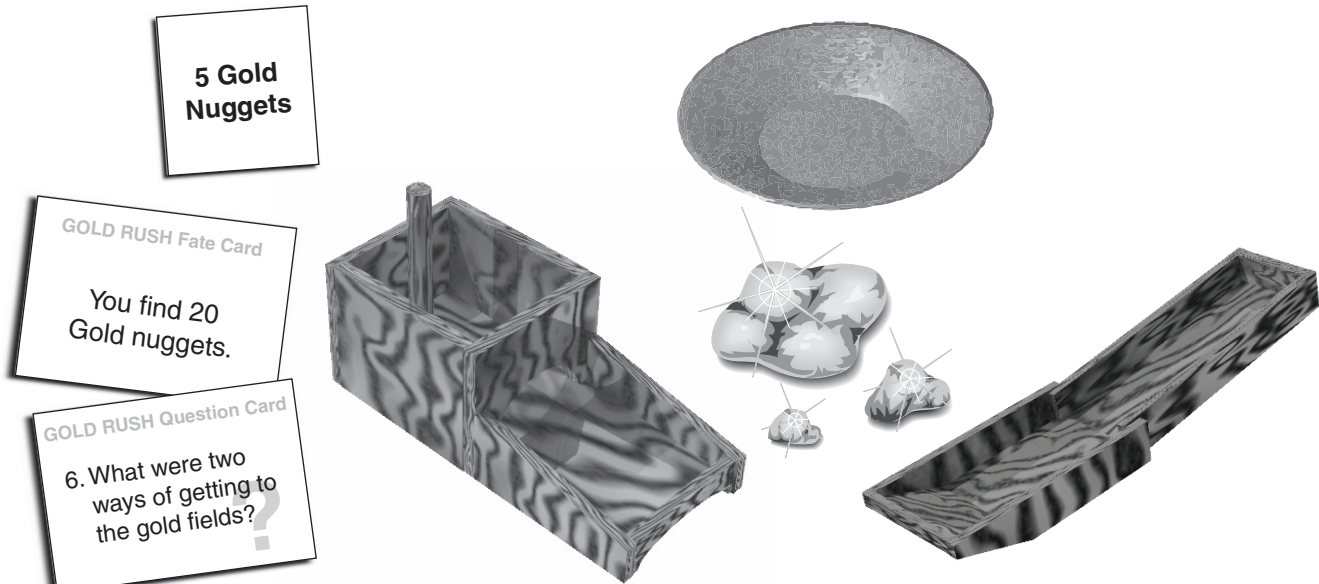


# TABLE OF CONTENTS

“  
... three  
exciting  
activities ...  
”

## Tab 4 ..... Gold Rush Activities

This section contains three exciting activities for your students. The first one is called Gold Rush Math. It has five math activities for the students to work independently or in groups. The second activity is a book-writing project. Each student writes one page of the book (directions and guidelines are provided). When the pages are assembled, students have a Gold Rush Adventure they can share with family and friends. The final activity is a Mini-Gold Rush that can take place in one class period. A list of materials needed, setup directions, and procedures are given.



## Tab 5 ..... A Gold Rush Melodrama

This old-fashioned melodrama provides a fun and exciting conclusion for your gold rush unit. Included in this section is the script (with parts for all your students), a synopsis, and production notes. This is a great way to share the fun of GOLD RUSH with other classes, parents, and members of the community.



## Tab 6 ..... Questions and Answers

The final section of this booklet is devoted to frequently asked questions concerning GOLD RUSH. Even if you don't have any questions at this time, it is recommended that you read this section before beginning the simulation.









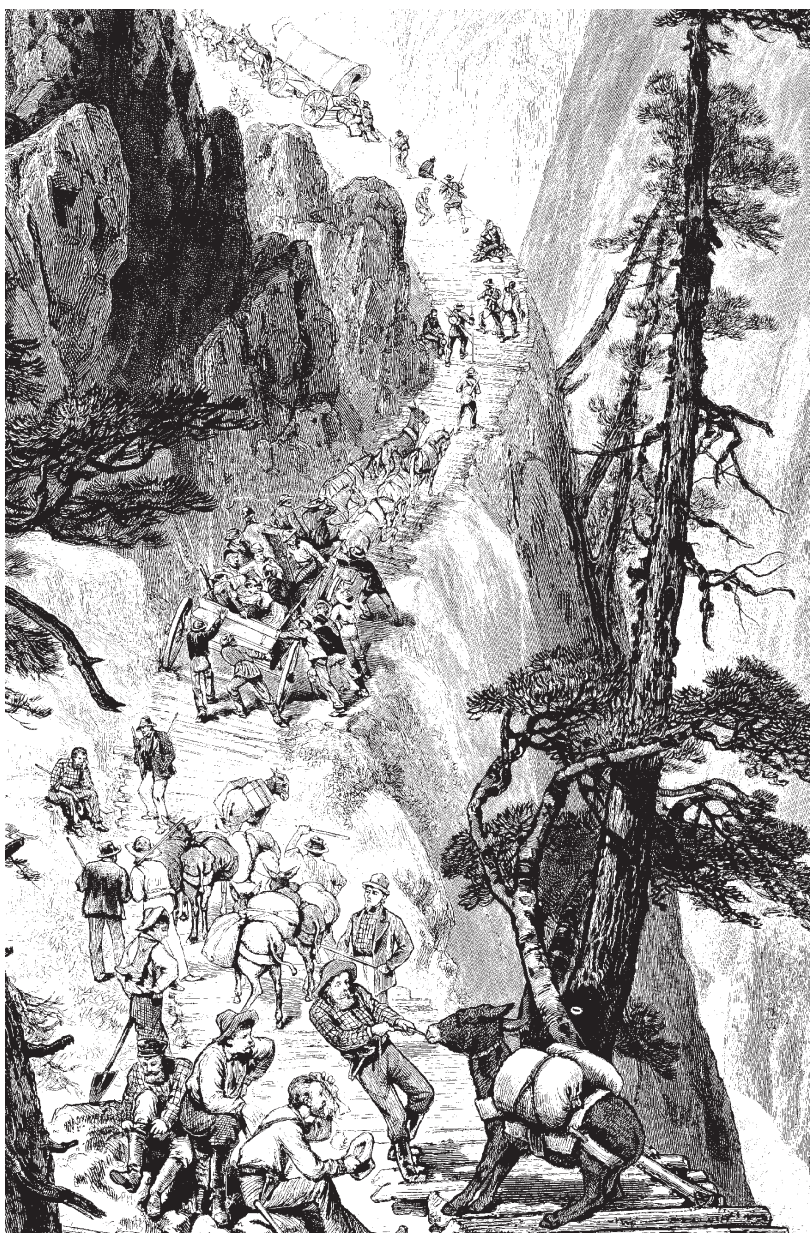


# PURPOSE

“  
... allows  
students  
to vicariously  
experience ...  
”

GOLD RUSH is a simulation which allows students to vicariously experience the excitement, the hardships, and the challenges of a 19th-century gold rush. As members of mining teams, students must overcome obstacles such as disease, lack of food, harsh weather, and crime while they search for gold. These would-be prospectors must alertly capitalize on events and situations in order to increase the amount of gold they find. Sometimes they must make small group decisions (e.g., what to do about a group of miners that has dammed a stream, or how to give a Chinese man a fair trial). These decisions and other events give students a realistic view of life in a mining camp. Through lectures and reading assignments, students learn about gold and gold rushes. While improving their listening skills, they learn how to outline material, take notes, and write a brief research paper.

Specifically, your students will experience the following:



## Knowledge

1. the importance of gold
2. how miners got to the gold
3. 19th-century gold rushes
4. gold mining techniques
5. life in the mining camps
6. what fates awaited the gold rushers

## Feelings

1. a realization of the extent of problems faced by miners
2. an appreciation of a miner's difficult life

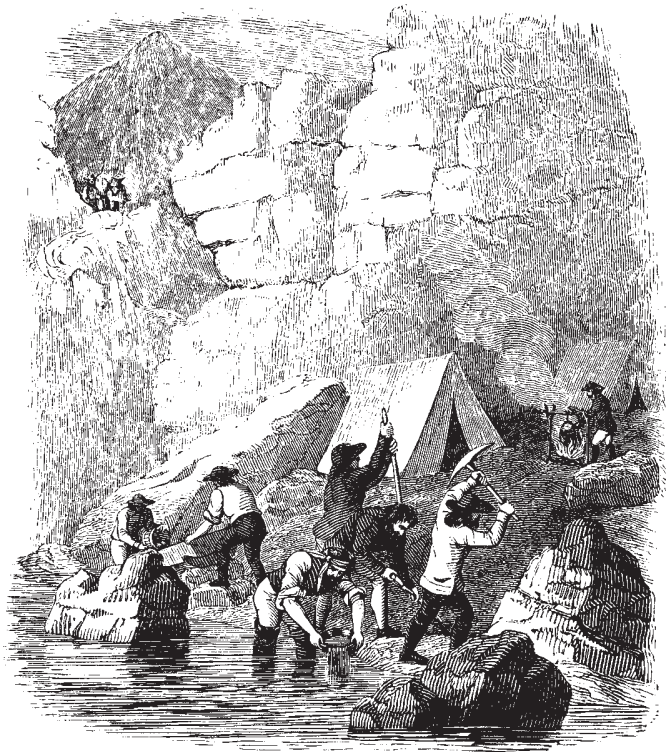
## Skills

1. listening for main ideas, supporting ideas, and details
2. outlining main ideas, supporting ideas, and details
3. cooperating in order to make small-group decisions
4. writing log entries
5. taking notes for, outlining, and writing a brief research paper on a limited topic



## OVERVIEW

GOLD RUSH starts when students, playing the role of miners, learn that gold has been discovered in a western state during the mid-19th century. They form mining companies, head west, and stake claims at Golden Gulch.



Once the claims have been staked, the miners purchase supplies and begin their search for gold. Gold is collected by correctly answering QUESTIONS you ask each mining team. These QUESTIONS are based on lectures and reading assignments given to the students each day. Additional gold is collected by writing a RESEARCH PAPER, by preparing a SATURDAY NIGHT ACTIVITY, by maintaining a MINER'S LOG, and by calculating the consequences of FATE CARDS. (The latter are used to simulate events which might have occurred in the gold fields. They are meant to get the students directly involved in the hardships and good fortunes encountered by the miners.)

“  
... are faced  
with four de-  
cisions ...

”

In addition to the writing activities and FATE CARDS, the mining teams are faced with four decisions that will affect the amount of gold they either find or lose.

Students have to decide what route to take to the gold fields, what to do about a group of miners that has dammed a stream, how to give a Chinese man a fair trial, and whether or not to wager money at the gambling tables. The simulation concludes when mining teams have decided to quit mining or to look for gold elsewhere.



# INITIAL PREPARATION

**T**eaching  
ip →

*Of course, you, a parent, or capable students have colored the map with marking pens. Also laminate it if possible.*

*Copies of the QUESTION CARDS, FATE CARDS, MINER'S LOG COVER and MINING EQUIPMENT masters should be duplicated on different colored papers. Keeping these pages color-coded makes them easier to keep together. (e.g., eight copies of the GOLD NUGGETS should be duplicated using yellow construction paper.)*



Before you begin, a certain amount of preparation is necessary.

1. A few days in advance, attach the 22"x34" GOLD FIELDS OF GOLDEN GULCH map to a bulletin board.
2. Make display copy of the MINERS' RECORD FORM.
3. Draw the MINING TEAMS' ASSETS chart on the chalkboard. It is a scoreboard for GOLD RUSH and is used to keep track of the total number of Gold Nuggets earned by each team. It is also used during the mining/claim jumping rounds to record the daily fate. It should be prominently displayed on a chalkboard so all teams can see it and labeled "save" so that it is not inadvertently erased by the school custodian.
4. Make copies of the **Master Pages** listed below which can be found at the end of **Tab 1: Introduction**. The number of copies to make is in parentheses:
  - MINERS' RECORD FORM (eight copies) ..... page 12
  - MINING TEAMS' ASSETS (one copy or overlay) ..... page 13
  - GOLD NUGGETS (eight copies) ..... page 14
  - MINING EQUIPMENT (eight copies) ..... page 15
  - PRE-TEST (two copies/student) ..... page 16
  - FATE CARDS (one copy) ..... pages 17-22
  - QUESTION CARDS (one copy) ..... pages 23-29
  - RESEARCH PAPER (one copy/student) ..... pages 30-33
  - MINER'S LOG COVER (eight copies) ..... page 34
5. Cut apart the GOLD NUGGETS, QUESTION CARDS, FATE CARDS, and MINING EQUIPMENT.
6. Stack the QUESTION CARDS in numerical order. Keep them separate. You will be told how to use them in the **Tab 2: Daily Lesson Plans**.
7. You will need four small containers to store all the GOLD NUGGETS, the FATE CARDS, and the QUESTION CARDS. Group the pans, the cradles, and the long toms separately within one container for the MINING EQUIPMENT.
8. Study the Student Guide, which contains the student materials and student directions. Then return to this notebook and study **Tab 2: Daily Lesson Plans**. Take special notice of Hours 5-10, which are concerned with a short research paper. You should begin making arrangements early to gather necessary encyclopedias, books, etc.
9. Carefully study other notebook sections for activities you may want to use with GOLD RUSH.
10. This simulation is meant to be flexible, and Interact encourages you to make changes as you wish. You should not be limited to any suggestions in Options. Once you understand the basic concept of GOLD RUSH and how it is played, you may change it to suit your teaching style and the changing conditions of your classroom.



# INITIAL PREPARATION

## BACKGROUND SHEETS



### IMPORTANT:

*Gold Rush Scoring Information:*

*Students earn gold nuggets for the successful completion of various activities. Sometimes gold nuggets are earned by individuals, sometimes by teams.*

*Listed below are the suggested gold nugget awards for each activity:*

### WORKSHEETS

*1-10/person*

### QUESTION CARDS

*5/answer/team*

### MINER'S LOG ENTRIES

*1-5/entry/team*

### SATURDAY NIGHT ACTIVITIES

*1-10/activity*

### RESEARCH PAPERS

*1-20/person*

1. GOLD RUSH contains eight background sheets. These are designed to provide the students with historical knowledge of gold rushes.
2. BACKGROUND SHEETS 1, 2, 5, and 8 are in the Student Guide. These sheets are to be read by the students.
3. BACKGROUND SHEETS 3, 4, 6, and 7 are in this Teacher Guide. You read these sheets to the students or give as separate lectures.
4. The questions in GOLD RUSH are based on information students find in these background sheets.

## WORKSHEETS

1. In the Student Guide are eight worksheets that correspond to the eight background sheets.
2. The worksheets are presented in the form of partially completed outlines. Students are to complete these outlines with the information given to them in the background sheets.
3. The worksheets become progressively more difficult. Each outline requires students to supply a little more information than the one before it. This process continues until WORKSHEET 8, where students make outlines completely on their own.

## QUESTIONS

1. As mentioned above, the questions used in GOLD RUSH come from the background sheets. Each background sheet tells you which questions are being answered. BACKGROUND SHEET 1, for example, contains the answers to QUESTION CARDS 1-5; BACKGROUND SHEET 4 has the answers to QUESTION CARDS 16-21.
2. It is important for you to know which background sheet answers which questions. Whenever students are given information from a background sheet, the corresponding questions must be added to the list (container) of questions they are expected to know. In Hour 1, for example, there are five questions from BACKGROUND SHEET 1 that the students are responsible for knowing. By Hour 4 there are 21 such questions—the total of questions from BACKGROUND SHEETS 1-4, and by Hour 10 there are 56 questions—the total of questions from BACKGROUND SHEETS 1-8.
3. Students will not see any questions before they are first asked.
4. You read questions aloud only once. Do not repeat the questions during one day's Mining/Claim Jumping Round.
5. Asked questions are returned to their container and may be used again and again.

# INITIAL PREPARATION

## MINING COMPANIES (TEAMS)

1. A mining company has a minimum of three students: a leader, a prospector, and a recorder. Each day students assume new roles. A student acting as a leader one day cannot be a leader again until all other members of his/her team have been leaders. This role trading is also true for the prospector and the recorder.
2. Each role has the following duties: The leader stakes claims and maintains the MINERS' RECORD FORM. The prospector pulls the FATE CARD and QUESTION CARD(S). The recorder makes the daily entry in the MINER'S LOG.

## MINING/CLAIM JUMPING ROUNDS

1. The Mining/Claim Jumping Rounds begin after the students have completed their worksheets.
2. Before you begin the Mining/Claim Jumping Rounds, have each team's prospector pull a FATE CARD. Read the fate aloud and record it on the MINING TEAMS' ASSETS chart.
3. Next have the prospector from Claim 1 pull out a QUESTION CARD(s). (**Note:** The number of QUESTION CARDS pulled depends on the team's mining equipment. One question/a pan, two questions/a cradle, and four questions/a long tom.) You read the question aloud, and any team member occupying Claim 1 may answer it *without using any notes or outlines*. If the answer is right, give the prospector five Gold Nuggets. If the answer is wrong, begin the claim jumping sequence (see Claim Jumping below). Continue in the same manner for Claims 2-8. When you have finished asking questions at each claim site, you have completed one round. Complete as many rounds as possible in the time available.



*Students should be aware that there are both benefits and risks to purchasing the more efficient mining equipment. For example, students with long toms can potentially earn 20 gold nuggets during one round, while students with pans can only earn five gold nuggets. They must balance the potential reward of earning more gold against the risk of missing more questions because they have more questions to answer.*

*If the questions are not difficult enough for your students, you may write additional Gold Rush questions or write ones from other units you have studied during the year. Place these questions in the container.*

## CLAIM JUMPING

1. Look at the simulation's map of Golden Gulch which is divided into eight claim areas. At the start of GOLD RUSH each team is allowed to stake one claim area (mining teams may use colored markers to stake their claims). During the course of the simulation mining teams may lose these claims or gain additional claims, depending on their responses to the questions given to them.
2. Whenever a team misses a question, a claim is jumped and is then controlled by whichever team gives the right answer. (**Note:** Teams with cradles and long toms are more likely to lose their claims because they have more questions to answer. To avoid discouraging teams from buying extra mining equipment, you may stipulate that teams with long toms and cradles can have their claims jumped only if they miss the first question during a mining round. This way teams are not penalized for purchasing mining equipment.)

# INITIAL PREPARATION

## CLAIM JUMPING SEQUENCE



*Train your students to listen carefully.*



1. Questions are asked in order from Claim 1 to Claim 8.
2. **Remember:** Questions are never read aloud a second time in the sequence.
3. If the team on Claim 1 misses a question, then the team on Claim 2 has the first chance to answer it correctly. If the team on Claim 2 cannot answer, then the team on Claim 3 has the next chance to answer. This sequence continues until the question is answered, or until all teams have had a chance to answer.
4. A claim is jumped when a team misses a question that is later answered by another team. For example, if team B (on Claim 2) misses a question and team C (on Claim 3) answers it correctly, then team C takes over Claim 2. Team C now has two claims (Claim 2 and Claim 3). Team B no longer has a claim and must remove its marker from Claim 2.
5. When a team no longer has a claim, it is given the first chance to answer any question that has been missed. Continuing the example above, team B, not having a claim, has the first chance to jump the claim of any team missing a question. Let us say the team on Claim 5 misses a question. Team B is then given a chance to answer before the team on Claim 6. If team B misses the question (and there are no other teams without claims), then the team on Claim 6 is entitled to answer.
6. If more than one team is without a claim, then the team that has been out the longest (followed by second to longest, third to longest, etc.) gets the first chance to answer a question and thereby jump a claim when a team does not give a correct answer.
7. A team loses its claim only when it misses a question that its team pulled and another team is able to correctly answer it. If the team on Claim 6 misses a question, but none of the other teams is able to answer correctly, then the team on Claim 6 keeps its claim.
8. Study sample claim jumping by examining the sequence in the five imaginary rounds shown on the opposite page.

## SATURDAY NIGHT ACTIVITIES

You will have some students who want or need additional work. The Student Guide has a page that lists Saturday night activities. This list is intended only to stimulate your students' imagination. You and your students can find additional projects, depending on interests, skills, and available materials.

Have your students work on these projects during free time inside or outside class. Grade these activities (projects) by awarding 1-20 Gold Nuggets. The Gold Nuggets earned are added to a student's mining team assets.

*Consider having a "Saturday Night," if several students complete imaginative projects. Have the class form a large circle and allow students to present their activities or projects to the whole class.*

# FIVE IMAGINARY ROUNDS

## ROUND 1

Claim	Team	Response
1	A	OK
2	B	OK
3	C	OK
4	D	OK
5	E	OK
6	F	OK
7	G	OK
8	H	OK

----->  
move into or  
out of a claim

----->  
keep claim and  
stake another

## ROUND 2

Claim	Team	Response
1	A	OK
2	B	OK
3	C	OK
4	D	OK
5	E	OK
6	F	OK
7	G	misses QUESTION; loses claim to Team H gets own QUESTION OK
8	H	

**NOTE:** Team H now controls Claims 7 and 8. Team G does not have a Claim and cannot mine until it gets a Claim.

## ROUND 3

Claim	Team	Response
1	A	misses QUESTION; loses claim to Team G
2	B	OK
3	C	misses QUESTION; loses claim to Team A
4	D	OK
5	E	OK
6	F	OK
7	H	OK
8	H	OK

## ROUND 4

Claim	Team	Response
1	G	OK
2	B	OK
3	A	misses QUESTION; Team C gets first chance but misses, Team D wins the claim
4	D	misses QUESTION; Teams C, A, E, and F miss Team H wins the claim
5	E	OK
6	F	OK
7	H	OK
8	H	OK

## ROUND 5

Claim	Team	Response
1	G	OK
2	B	OK
3	D	misses QUESTION; loses claim to Team C who gets first chance
4	H	OK
5	E	OK
6	F	misses QUESTION; loses claim to Team A who gets first chance
7	H	OK
8	H	misses QUESTION; Teams D and F both miss; Team G wins the claim

**NOTE:** At Claim 8, Teams D and F had chances but missed. Team G wins the claim. Because Team H still has two claims; it does not pull its marker from the map.

**The only time a team marker goes outside the map is when it is without a claim.** At the start of Round 6, Teams D and F are idle, waiting for a claim to jump.

Action  
During Round 1

1	A	8	H
2	B	7	G
3	C	6	F
4	D	5	E

Situation at  
End of Round 1

1	A	8	H
2	B	7	G
3	C	6	F
4	D	5	E

Action  
During Round 2

1	A	8	H
2	B	7	G
3	C	6	F
4	D	5	E

Situation at  
End of Round 2

1	A	8	H
2	B	7	H
3	C	6	F
4	D	5	E

Action  
During Round 3

1	A	8	H
2	B	7	G
3	C	6	F
4	D	5	E

Situation at  
End of Round 3

1	G	8	H
2	B	7	H
3	A	6	F
4	D	5	E

Action  
During Round 4

1	G	8	H
2	B	7	H
3	A	6	F
4	D	5	E

Situation at  
End of Round 4

1	G	8	H
2	B	7	H
3	D	6	F
4	H	5	E

Action  
During Round 5

1	G	8	H
2	B	7	H
3	D	6	F
4	H	5	E

Situation at  
End of Round 5

1	G	8	G
2	B	7	H
3	C	6	A
4	H	5	E

“

... flexible  
teaching  
and learning  
environment

...

”

# Options

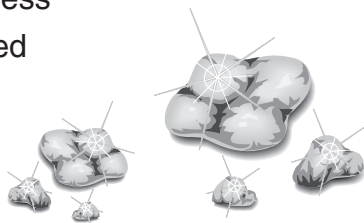
This simulation is meant to be a flexible teaching and learning environment shaped by the needs of you and your students. The Daily Lesson Plans provide one route to follow. Different groups obviously have different needs, interests, and resources. Listed below are just a few ways GOLD RUSH can be modified to meet these needs and to take advantage of your resources. You undoubtedly will think of other ways to change this simulation to better suit your class.

- **Option 1:** Eliminate the worksheets and outlining. Instead, write the questions on the board and have your students find the answers in the BACKGROUND SHEETS. If you are lecturing, you may give a signal, such as tapping the board, to indicate you are about to answer one of the QUESTION CARDS. Award Gold Nuggets the same way you would if students completed the worksheets.
- **Option 2:** Use your language arts time for reading the BACKGROUND SHEETS and completing the WORKSHEETS. Then use your social studies time for mining/claim jumping rounds.
- **Option 3:** Be creative with FATE CARDS. Divide them into groups of good fate and bad fate. Reward teams that are working quietly and cooperatively by letting them take a FATE CARD from the good stack. Have a day where only good fate is selected or only bad fate.
- **Option 4:** Limit the supplies available to the teams. Sell only two cradles and two long toms to the highest bidders.
- **Option 5:** Build a papier mache mountain and keep the questions inside it. Students have to go to the “mountain” to get their gold (questions).
- **Option 6:** Require each student to keep a MINER’S LOG and stress appropriate writing skills (e.g., verisimilitude, the quality of seeming real that results when a writer uses vivid descriptions).
- **Option 7:** Write extra questions about gold rushes and questions from previous units to make finding gold more difficult. This is very effective for classes that know all the answers to the gold rush questions.
- **Option 8:** Include at least one mining/claim jumping round each day of the simulation. It is one of the most popular parts of this simulation.



# ANSWER KEY TO 56 QUESTION CARDS

1. Beauty and softness
2. Scarce but desired
3. 3500 B.C.
4. Alchemists
5. 1828, Georgia
6. Land and sea
7. Any two of the following: leaving at the wrong time of year, contracting disease, taking short cuts, or poor planning.
8. Either unsafe ships or rough seas
9. Any of these: Disease, wait too long for ships, unsafe ships
10. Gold
11. Two or three
12. Long tom
13. Sink shafts into the ground to get gold that has settled on the bedrock
14. Hydraulic mining
15. Hydraulic mining
16. January 24, 1848
17. James Marshall
18. Forty Niners
19. Government and laws
20. Name for California gold fields
21. Population increased
22. Call a camp meeting
23. Rough and quick
24. Mark the land, drive a stake into the land, file the claim with the camp recorder
25. Democratic camp meetings
26. Any two of the following: Indians, Chinese, Mexicans, Latin Americans
27. They ruined the land and scared away game
28. Poorly: they were beaten, robbed, and swindled
29. Mexicans or Latin Americans
30. Non-white, non-English speaking
31. Comstock boasted and talked about his new mine so much that the whole area was named after him.
32. Patrick McLaughlin and Peter O'Riley
33. Virginia City
34. \$400 million
35. Mines were underground and large companies owned them
36. 1858 and 1859
37. Pike's Peak or Bust
38. Guide books
39. Colorado became a territory in 1861 and a state in 1876
40. Colorado and/or Nevada
41. Pork, beans, coffee, flour
42. Prices were very high
43. Danced, drank, gambled, engaged in sports, enjoyed professional entertainers
44. Harsh and unsanitary
45. Scurvy and cholera
46. Named after a California mining camp
47. Hargraves
48. Australia, an English colony, had a government; California did not
49. A gold nugget that weighed 140 pounds
50. Spring and summer of 1897
51. Extreme cold, disease, starvation
52. Miners with gold from Alaska
53. One of the world's largest gold mines
54. Black Hills
55. Sioux Indians
56. South Dakota, Montana, and Idaho



## WORKSHEET ANSWER KEY

### WORKSHEET 1: Gold

---

- I. The gold rush in the 1800s
  - A. Thousands of people rushed for gold in the 19th century.
  - B. They traveled by foot, wagon, horseback, and ship.
  - C. ***Men had dreams of wealth.***
- II. Gold as a mineral
  - A. It is a bright yellow metal.
  - B. It has many qualities that make it popular.
  - C. The mixture of gold and other metals is called an alloy.
  - D. ***Gold is scarce.***
- III. Historic importance of gold
  - A. Cups and jewelry were made from gold in 3500 B.C.
  - B. ***Gold is mentioned in Greek and Roman myths.***
  - C. Alchemists tried to make gold.
  - D. ***European explorers searched for gold.***
  - E. The first American gold rush took place in Georgia in 1828.

### WORKSHEET 2: Getting to the Gold Fields

---

- I. The overland route to the gold fields
  - A. ***Miners had to plan and prepare carefully.***
  - B. Miners formed companies and traveled together.
  - C. ***Travelers had to be lucky.***
- II. The sea route to the gold fields
  - A. Ships to the gold fields were in great demand.
  - B. ***Some miners took the Panama route.***
  - C. ***Some miners sailed around the tip of South America.***
  - D. ***Sea travel was not easy or safe.***
- III. Summary
  - A. ***Getting to the gold fields wasn't easy or safe.***
  - B. ***Gold was a magnet pulling thousands from all over the world.***

### WORKSHEET 3: Mining Techniques

---

- I. ***Panning for gold***
  - A. A mining pan was used to test a new site for gold.
  - B. Gold-bearing gravel and water were swished around.
  - C. The gravel washed out and the gold remained.

### II. ***Cradle***

- A. It was a popular mining device.
- B. Construction
  - 1. It was a wooden box that resembled a cradle.
  - 2. A perforated steel plate covered the top.
  - 3. Strips of wood (riffles) were in the bottom.
- C. Gold collected in riffles.
- D. Two or three men operated it.

### III. ***Long tom***

- A. Construction
  - 1. It was a wooden trough 12-25 feet long.
  - 2. One end widened out at the bottom.
  - 3. A steel plate covered the wider end.
  - 4. There were riffles under the plate.
- B. Water from a stream ran through the trough.
- C. Gold collected in the riffles.
- D. A long tom yielded 4-5 times more gold than a cradle.

### IV. ***Coyote mining***

- A. Some gold could be found underground.
- B. Shafts as deep as 150 feet were dug to find gold.

### V. ***Hydraulic mining***

- A. High pressured water was used.
- B. Only large companies could afford it.
- C. This method ruined the environment.

### WORKSHEET 4: California Gold Rush

---

- I. Discovery of gold
  - A. James Marshall was hired by John Sutter to build a saw mill.
  - B. ***Gold was found at Sutter's Mill on the South Fork of the American River.***
  - C. ***Gold was discovered on Jan. 24, 1848.***
- II. Gold rush began
  - A. ***Sam Brannan rode all around San Francisco shouting about gold.***
  - B. President Polk announced that gold was discovered.
  - C. ***Prospectors going to California were called Forty Niners.***
- III. Wealth of the Mother Lode
  - A. The Calaveras Nugget
    - 1. It weighed 162 pounds.
    - 2. It was valued at \$43,534.
  - B. ***The Rich Bar discovery***
    - 1. In one day \$50,000 worth of gold was found.
  - C. The Mother Lode yielded \$250 million.

- IV. Unique problems
- A. ***There was a sudden increase in population.***
  - B. ***Food and supplies were scarce so prices became very high.***
    - 1. Eggs cost \$3 each.
    - 2. A barrel of flour cost \$800.
- V. Impact of the California gold rush
- A. ***There was a huge population increase in California.***
  - B. ***The Forty Niners established laws and mining techniques that were copied in later gold rushes.***

## WORKSHEET 5: Law and Order

---

- I. ***Miners' Government***
- A. Gold mining territories had no established government.
  - B. ***Miners governed themselves by holding camp meetings.***
    - 1. The miners elected officers in democratic elections.
    - 2. The miners made and enforced laws.
  - C. ***Camp meetings allowed miners to solve problems.***
- II. ***Staking a claim***
- A. ***Camp decisions set rules for how to stake a claim.***
  - B. ***Camp decisions set rules for how large a claim could be.***
  - C. Camp decisions set rules on how to keep a claim.
- III. ***Mining camps had their own system of justice.***
- A. Justice was quick and rough.
  - B. ***Punishments were carried out immediately.***
    - 1. People convicted of murder or grand theft were hanged.
    - 2. ***People convicted of lesser offences were flogged and banished from the camp.***
  - C. Judges were hired later, when towns became more settled.
- IV ***Racial prejudice in the camps***
- A. Minorities were not treated fairly in the mining camps.
    - 1. Indians lost their homes.
    - 2. ***Latin American miners were often beaten, robbed and taxed.***
    - 3. ***Chinese miners were treated very badly.***
  - B. Racial prejudice was a common part of mining life.

For the following worksheets, accept any supporting details that the students add from the BACKGROUND SHEETS. Encourage your students to create detailed outlines, for they will need the information to successfully answer the QUESTION CARDS.

## WORKSHEET 6: Gold Rushes in Nevada and Colorado

---

- I. ***Nevada's Comstock Lode***
- A. ***Discovery of the Comstock***
  - B. ***Wealth of the Comstock***
  - C. ***Problems of the Comstock***
- II. Colorado gold rush
- A. ***First gold rush***
  - B. ***Second gold rush***
  - C. ***Guidebooks***
  - D. ***Gold brings people west***

## WORKSHEET 7: Life in the Mining Camps

---

- I. ***Housing and Food***
- A. Most mining settlements started out as tent cities.
  - B. ***Principal foods***
- II. ***Living conditions***
- A. People lived in unsanitary conditions.
  - B. ***Insects and rodents***
- III. ***Prices of goods in the mining camps***
- A. ***Prices were high.***
- IV. ***Entertainment***
- A. Miners created their own amusements.
  - B. ***Professional entertainers arrived in the 1850s.***

## WORKSHEET 8: Gold Rushes in Australia, Alaska, and the Far West

---

- I. ***Australian gold rush***
- A. ***Discovery of gold***
  - B. ***Established government***
  - C. ***Large nuggets***
- II. ***Alaska gold rush***
- A. ***Discovery of gold***
  - B. ***Hardships***
  - C. ***Amount of gold found***
- III. ***Gold rushes in the Far West***
- A. ***Discoveries of gold in the Far West***
  - B. ***Gold in the Black Hills***
  - C. ***Amount of gold discovered***



# MINERS' RECORD FORM

**Mining Days**      **1**    **2**    **3**    **4**    **5**    **6**    **7**    **8**    **9**    **10**    **11**

Worksheets											
Miner's Log											
Purchases											
Fate											
Mining/Claim Jumping Rounds											
Gold Nuggets Gained											
Gold Nuggets Lost											
Total for the Day											
Yesterday's Cumulative Total											
Today's Cumulative Total											

**Total Cumulative Score** \_\_\_\_\_

**Saturday Night Activity** \_\_\_\_\_

**Research Papers** \_\_\_\_\_

**Multicultural Option** \_\_\_\_\_

**Total Gold Nuggets** \_\_\_\_\_

**Average Earnings** \_\_\_\_\_

# MINING TEAMS' ASSETS

**Directions:**

The chart shown below is the scoreboard for GOLD RUSH. Copy it on a chalkboard where it can be seen by all students, and write “save” by each corner so it will not be accidentally erased. (You may prefer to project or copy it onto a large sheet of butcher paper to place on the bulletin board.)

Mining Team	Number of Gold Nuggets	Fate	Purchases	Miner's Log	Worksheets

# GOLD NUGGETS

**5**  
**Gold Nuggets**

**5**  
**Gold Nuggets**

**5**  
**Gold Nuggets**

**5**  
**Gold Nuggets**

**5**  
**Gold Nuggets**

**5**  
**Gold Nuggets**

**5**  
**Gold Nuggets**

**5**  
**Gold Nuggets**

**5**  
**Gold Nuggets**

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**Gold Nuggets**

**5**  
**Gold Nuggets**

**5**  
**Gold Nuggets**

**5**  
**Gold Nuggets**

**5**  
**Gold Nuggets**

**5**  
**Gold Nuggets**

**5**  
**Gold Nuggets**

**5**  
**Gold Nuggets**

**5**  
**Gold Nuggets**

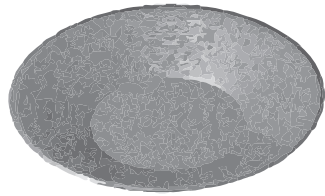
**5**  
**Gold Nuggets**

**5**  
**Gold Nuggets**

# MINING EQUIPMENT

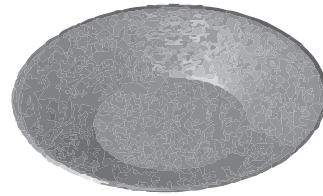
GOLD RUSH Mining Equipment

**Pan**



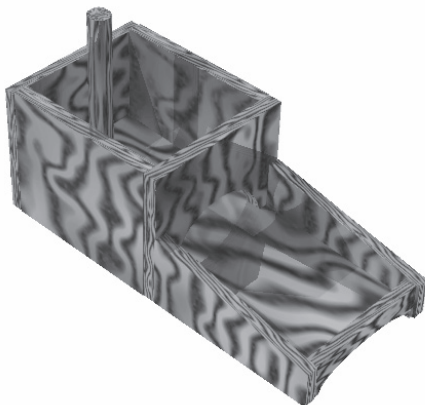
GOLD RUSH Mining Equipment

**Pan**



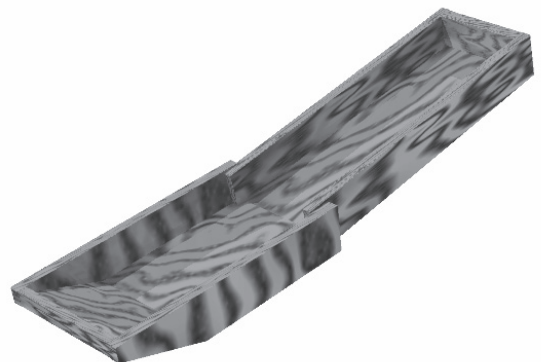
GOLD RUSH Mining Equipment

**Cradle**



GOLD RUSH Mining Equipment

**Long Tom**



# PRE-TEST

**Directions:** Circle the letter before the best answer for each of the 12 questions.

1. Gold is valuable because it is
  - a. very soft.
  - b. used for making jewelry.
  - c. scarce.
  - d. attractive.
2. The first gold rush in the United States took place in
  - a. California.
  - b. Georgia.
  - c. Alaska.
  - d. Colorado.
3. A long tom is
  - a. a wooden trough 12 to 25 feet long.
  - b. a mining box that resembles a cradle.
  - c. a shaft of gold 150 feet deep.
  - d. perforated steel plates.
4. Hydraulic mining is
  - a. another name for coyote mining.
  - b. used by miners to test a new site for gold.
  - c. very inexpensive.
  - d. a process that ruins the environment.
5. Gold was discovered in California in
  - a. 1849.
  - b. 1948.
  - c. 1848.
  - d. 1949.
6. Gold was usually discovered in
  - a. sparsely populated areas.
  - b. heavily populated areas.
  - c. deserts.
  - d. areas near large cities.
7. Camp meetings were usually
  - a. long.
  - b. democratic.
  - c. run by the mayor.
  - d. always fair.
8. More than any other gold rush, the Comstock Lode produced more
  - a. millionaires.
  - b. gold.
  - c. outlaws.
  - d. mining towns.
9. “Pike’s Peak or Bust” was painted on wagons going to
  - a. Montana.
  - b. Colorado.
  - c. Idaho.
  - d. South Dakota.
10. In 1896 and 1897 gold was discovered in
  - a. Alaska.
  - b. Australia.
  - c. South Dakota.
  - d. Montana.
11. The prices of food and supplies in the mining camps were
  - a. the same as everywhere else.
  - b. less than everywhere else.
  - c. very high.
  - d. very inexpensive.
12. Which of the following received the worst treatment?
  - a. Australians
  - b. Latin Americans
  - c. English
  - d. Chinese

# FATE CARDS

## GOLD RUSH Fate Card

You find 20 Gold Nuggets.

## GOLD RUSH Fate Card

You find five Gold Nuggets.

## GOLD RUSH Fate Card

You find 10 Gold Nuggets.

## GOLD RUSH Fate Card

A summer flood destroys all your supplies. Purchase new supplies from the camp store.

## GOLD RUSH Fate Card

You find 15 Gold Nuggets.

## GOLD RUSH Fate Card

You find 25 Gold Nuggets.

## GOLD RUSH Fate Card

Heavy snow today. No mining.  
Miss two mining rounds.

## GOLD RUSH Fate Card

You wager 25 Gold Nuggets on a horse race and lose. Pay 25 Gold Nuggets to the winner.

# FATE CARDS

## GOLD RUSH Fate Card

Two-Fingered Jack steals 20 Gold Nuggets from you.

## GOLD RUSH Fate Card

You break your toe when you trip over a rock. You lose one full day of mining, but the rock you tripped over is worth 25 Gold Nuggets. Collect the nuggets but miss one round.

## GOLD RUSH Fate Card

You hear a rumor that a woman is passing through the camp. Since you haven't seen a woman in 14 months, you quit for the day so you can see what she looks like.  
Miss one mining round.

## GOLD RUSH Fate Card

You surprise a thief taking gold from your cradle. You fire a shot but miss. The thief gets away with 25 Gold Nuggets, but the bullet strikes a mountain-side and uncovers a vein of gold. Lose 25 Gold Nuggets, but double today's gold find.

## GOLD RUSH Fate Card

You sleep most of the afternoon and miss one mining round.

## GOLD RUSH Fate Card

You are down on your luck. You can no longer afford to do any more mining. A saloon keeper agrees to give you a grubstake in return for one-half of everything you find.  
You get to keep only one-half of what you find today.

## GOLD RUSH Fate Card

Saturday was your lucky day. You won a gold mine in a poker game. Call a coin toss correctly and you get 20 Gold Nuggets.  
If wrong, the mine is worthless.

## GOLD RUSH Fate Card

The miners in camp feel sorry for you because you cannot find gold. They take up a collection and give you 20 Gold Nuggets.

# FATE CARDS

## GOLD RUSH Fate Card

Rats and mice get into your food supply. Lose 15 Gold Nuggets.

## GOLD RUSH Fate Card

Cholera is in camp. You are afraid to go out. Miss two mining rounds.

## GOLD RUSH Fate Card

You get rheumatism from working in a cold stream. Miss one mining round.

## GOLD RUSH Fate Card

You lose your footing on a muddy path and fall into a poison oak bed. You miss one mining round while you recover.

## GOLD RUSH Fate Card

A large rock smashes your toe. Miss one mining round.

## GOLD RUSH Fate Card

You get scurvy because you have not eaten enough fresh fruits. Miss two mining rounds.

## GOLD RUSH Fate Card

You find 50 Gold Nuggets.

## GOLD RUSH Fate Card

It is a hot summer day. You get a terrible sunburn. Miss one mining round.



# FATE CARDS

## GOLD RUSH Fate Card

You loan a friend five Gold Nuggets  
in return for half of any gold he finds.

He finds 40 Gold Nuggets.

You collect 20 plus five for the loan.

## GOLD RUSH Fate Card

To earn extra money for a grubstake  
you are hired to sweep out the sa-  
loon floor. Mixed in with the dirt is a  
small amount of gold dust.  
Collect 10 Gold Nuggets.

## GOLD RUSH Fate Card

You find 100 Gold Nuggets,  
but on the way to town to celebrate  
you are robbed and lose all the  
money you just found.

## GOLD RUSH Fate Card

Food shortage.  
You suffer from malnutrition.  
Miss two mining rounds.

## GOLD RUSH Fate Card

You catch a cold while panning in an  
icy stream. Miss one mining round.

## GOLD RUSH Fate Card

You find a small piece of gold quartz  
worth 10 Gold Nuggets.

## GOLD RUSH Fate Card

Your food is rancid, but you eat it  
anyway. You get sick and miss two  
mining rounds.

## GOLD RUSH Fate Card

The gold you found in the riffle box is  
three times what you expected. Triple  
the amount of gold you find today.

# FATE CARDS

## GOLD RUSH Fate Card

Your hand is smashed by falling rocks. Miss one mining round.

## GOLD RUSH Fate Card

You can hardly believe your eyes, but your pan is filled with 25 Gold Nuggets.

## GOLD RUSH Fate Card

An angry miner mistakes you for a thief and shoots you in the arm. Fortunately it is only a scratch, but you miss one mining round.

## GOLD RUSH Fate Card

It is a beautiful warm sunny day. You work longer than you planned. The extra effort nets you 10 Gold Nuggets.

## GOLD RUSH Fate Card

If you have a long tom, it is filled with 20 Gold Nuggets.

## GOLD RUSH Fate Card

Your shovel breaks. Spend 10 Gold Nuggets to replace it.

## GOLD RUSH Fate Card

A fire destroys your tent and supplies. You spend 30 Nuggets to purchase new mining equipment from the store.

## GOLD RUSH Fate Card

You need a good night's rest. Pay 10 Gold Nuggets so you can sleep on a cot.

## FATE CARDS

### GOLD RUSH Fate Card

Your boots have holes in them.  
Pay 20 Gold Nuggets  
for new ones.

### GOLD RUSH Fate Card

Mosquitoes are so thick that your  
pack mule has gone crazy and has  
run off. You lose 20 Gold Nuggets.

### GOLD RUSH Fate Card

You decide to have a good  
breakfast. Pay 10 Gold Nuggets for  
toast and eggs.

### GOLD RUSH Fate Card

Mud is caked so thick on your boots  
that you must stop everything and  
clean them. Mixed with this mud are  
particles of gold dust.  
Collect 10 Gold Nuggets.

### GOLD RUSH Fate Card

After mining for six hard months, you  
decide it is time to take a bath wheth-  
er you need it or not! Pay  
5 Gold Nuggets for a hot bath.

### GOLD RUSH Fate Card

A raccoon got into your supplies.  
Lose 20 Gold Nuggets.

### GOLD RUSH Fate Card

Your hand is nearly frostbitten.  
Stop mining for a day and get out of  
the cold. Miss one mining round.

### GOLD RUSH Fate Card

Indians are angry because the land  
you are mining belongs to them.  
You must be on the lookout  
against a surprise attack.  
Miss one mining round.

# QUESTION CARDS

## GOLD RUSH Question Card

1. Why is gold a popular metal for making jewelry?



## GOLD RUSH Question Card

5. When and where was the first American gold rush?



## GOLD RUSH Question Card

2. Why is gold valuable?



## GOLD RUSH Question Card

6. What were two ways of getting to the gold fields?



## GOLD RUSH Question Card

3. What is the earliest record of cups and jewelry made from gold?



## GOLD RUSH Question Card

7. What were two dangers of the overland route to the gold fields?



## GOLD RUSH Question Card

4. During the middle ages, what men tried to make gold?



## GOLD RUSH Question Card

8. What was one danger of sea travel?



## QUESTION CARDS

### GOLD RUSH Question Card

9. What was one disadvantage of the Panama route?



### GOLD RUSH Question Card

13. What is coyote mining?



### GOLD RUSH Question Card

10. What stayed in the miner's pan after the sand, gravel, and water washed out?



### GOLD RUSH Question Card

14. What mining technique used high-powered hoses to wash off the mountain sides?



### GOLD RUSH Question Card

11. How many men were needed to operate a cradle?



### GOLD RUSH Question Card

15. What mining method was eventually banned because of its damage to the environment?



### GOLD RUSH Question Card

12. What mining device was 12-25 feet long and could trap more gold than a cradle?



### GOLD RUSH Question Card

16. When was gold discovered in California?



## QUESTION CARDS

### GOLD RUSH Question Card

17. Who discovered gold in California?



### GOLD RUSH Question Card

21. What happened to California's population as a result of the gold rush?



### GOLD RUSH Question Card

18. What nickname is given to the men who rushed to California in 1849?



### GOLD RUSH Question Card

22. What could a miner do if he felt mistreated by a group of miners?



### GOLD RUSH Question Card

19. What were miners forced to create when they arrived in California?



### GOLD RUSH Question Card

23. How was camp justice administered?



### GOLD RUSH Question Card

20. What is the Mother Lode?



### GOLD RUSH Question Card

24. How did a miner stake a claim?



## QUESTION CARDS

### GOLD RUSH Question Card

25. How did the miners govern themselves?



### GOLD RUSH Question Card

29. Who were the “Chilenos”?



### GOLD RUSH Question Card

26. What were two non-white groups that worked in the gold fields?



### GOLD RUSH Question Card

30. Justice was fair to everyone except what race?



### GOLD RUSH Question Card

27. Why did the Indians dislike the miners?



### GOLD RUSH Question Card

31. Why was the gold and silver discovery in Nevada called the Comstock Lode?



### GOLD RUSH Question Card

28. How were the Chinese treated in the mining camps?



### GOLD RUSH Question Card

32. Who made the Comstock discovery?



## QUESTION CARDS

### GOLD RUSH Question Card

33. Where was the gold and silver in Nevada discovered?



### GOLD RUSH Question Card

37. What did the early Colorado gold rushers paint on their wagons?



### GOLD RUSH Question Card

34. What was the dollar value of the gold and silver mined from the Comstock?



### GOLD RUSH Question Card

38. What kind of books were first written about the Colorado gold rush?



### GOLD RUSH Question Card

35. How was mining the Comstock different from earlier gold rushes?



### GOLD RUSH Question Card

39. What happened to Colorado as a result of the gold rush?



### GOLD RUSH Question Card

36. When was gold discovered in Colorado?



### GOLD RUSH Question Card

40. Where was gold discovered in 1859?





## QUESTION CARDS

### GOLD RUSH Question Card

41. What was the basic food in the prospectors' diet?



### GOLD RUSH Question Card

45. What two diseases did miners contract?



### GOLD RUSH Question Card

42. What were prices like in mining towns?



### GOLD RUSH Question Card

46. Why did Hargraves name the site of his gold discovery "Ophir"?



### GOLD RUSH Question Card

43. What did the miners do for entertainment?



### GOLD RUSH Question Card

47. Who discovered gold in Australia?



### GOLD RUSH Question Card

44. What were living conditions like in a mining camp?



### GOLD RUSH Question Card

48. How was Australia's government different from California's?



## QUESTION CARDS

### GOLD RUSH Question Card

49. What is “The Welcome Stranger”?



### GOLD RUSH Question Card

53. What is special about the Homestake Mine?



### GOLD RUSH Question Card

50. When was most of the Alaskan gold found?



### GOLD RUSH Question Card

54. Where was gold discovered in South Dakota?



### GOLD RUSH Question Card

51. What hardships did the Alaskan gold rushers face?



### GOLD RUSH Question Card

55. Who owned the Black Hills when gold was discovered there?



### GOLD RUSH Question Card

52. What special people were aboard the *Portland* and the *Excelsior* when they steamed into San Francisco Bay?



### GOLD RUSH Question Card

56. In what three states—other than Alaska, California, Nevada, or Colorado—was gold discovered late in the 19th century?



“  
One key  
to success  
in school ...  
”

**Writing a research paper** As long as you are in school, you will need to do research. One key to success in school is the ability to take brief notes and then to write a short, organized research report. If you learn how to do such simple research, you will have a more satisfying time while you are in school. Even after you leave school, you will find the skills developed while writing research papers useful in organizing and presenting facts and ideas to other people.

**Your own words** As in any type of work, the key to writing a good research report is being organized. First of all, you must take clear, simple notes while you are studying your research materials. If you learn to *take notes in your own words*, and *under clear headings*, writing your paper will be easy, and you will know that *you* wrote the report—you did not copy it out of an encyclopedia. Anyone can copy, but an honest, personal effort is what is expected of you when you write a research paper. Therefore, *take notes in your own words from several sources* such as magazines, books, newspapers, encyclopedias and the Internet.

**Note taking** The best way to organize your thinking so that you can later organize a clear paper is to take notes systematically. There are several ways to take notes. The note card example below represents only one acceptable method. Study it carefully and ask your teacher any questions you have about what is there and why it is there. *Do this before you begin making your own note cards.*

● *Note: If you do not have 3"x5" note cards, simply take notes on 5.5"x8.5" half sheets of paper.*

***Twain's Birth***

*Born November 30, 1835 outside*

*Hannibal, Missouri*

*American Encyclopedia, Vol 12, p. 74*

Notice the following things about **the note card example above**:

1. You place a heading at the top so that you remember to limit your notes on the card to one subject.
2. You take notes only about the heading (in this case—*Mark Twain's birth*).
3. You do not take notes in the exact words that appear in the book you are using. You take notes in your own words.
4. At the bottom of the card you place the name of the source and the page where you found the information.

“  
... took notes  
in his own  
words ...  
”

**Examining the two columns on page 31** When you do research, you are looking for answers to a question you want to answer. Let us imagine, for example, that you have asked this question: ***What did Mark Twain do before he became a famous writer?***

Study both columns on page 31. See how the student took notes in his own words (note cards in right column) while he was reading someone else's words (the encyclopedia in the left column).

Encyclopedia Article  
**Mark Twain (1835-1910)**

Samuel Langhorne Clemens, better known as Mark Twain, is one of America's best and most popular writers. He was born near Hannibal, Missouri, on November 30, 1835. His family was very poor. Because Twain's father died when Mark was 12, the young boy had to quit school and go to work.

At first, Twain worked as a printer setting type on his brother's newspaper, the *Journal*. In 1853 Twain left Hannibal, but he continued to support himself by working as a printer in St. Louis, New York, and Philadelphia.

In 1857 Mark Twain decided to seek his fortune in South America by working along the Amazon River. But during his river boat trip to New Orleans, he was persuaded to give up his South American plan and become a river pilot. Twain worked as a cub pilot for two years. By April 1859 he had his river pilot license. With the outbreak of the Civil War, the Mississippi River was closed to commercial traffic. Twain headed west.

Along with his brother, Orion, Twain went to the Nevada Territory in 1861 where Orion had a job as territorial secretary. Twain tried unsuccessfully to mine gold, gave it up, and began writing for a Virginia City newspaper called the *Territorial Enterprise*. On February 2, 1863, while working for the *Enterprise*, he first used his pen name "Mark Twain." This is a river boat term meaning two fathoms deep (12 feet). While in the West, Twain worked for newspapers in San Francisco and Sacramento. During this time Twain began his celebrated career as a writer.

Most of Twain's early writings were humorous short stories and newspaper accounts. He wrote of life in the frontier mining camps and of his experiences in the West. He first came into prominence with eastern readers when his story "The Celebrated Jumping Frog of Calaveras County" was published in 1865. Mark Twain's rise to world fame began after he left the West and published "Innocents Abroad," an account of his European travels.

***Twain's Birth***

*Born November 30, 1835 outside Hannibal, Missouri.*

*American Encyclopedia, Vol 12, p. 74*

***His family***

*He came from a poor family. When his father died, Twain was forced to go to work.*

*American Encyclopedia, Vol 12, p. 74*

***Jobs as a printer***

*Twain set type for the Journal, a newspaper owned by his brother. He was a printer in other cities after he left Hannibal in 1853.*

*American Encyclopedia, Vol 12, p. 75*

***River pilot***

*Became a river pilot in April of 1859.*

*American Encyclopedia, Vol 12, p. 75*

***Nevada territory***

*He worked as a reporter for the Virginia City Territorial Enterprise.*

*American Encyclopedia, Vol 12, p. 75*

***Pen name***

*Samuel Clemens became "Mark Twain" on Feb 2, 1863. This name, a river term, means two fathoms deep.*

*American Encyclopedia, Vol 12, p. 75*

***Early writings***

*First stories were accounts of frontier life. In 1865 he published "The Celebrated Jumping Frog of Calaveras County," a story that made him famous.*

*American Encyclopedia, Vol 12, p. 76*

1

**Organizing your note cards** After completing your note cards, organize them in a systematic manner. Make an outline. Carefully study your note cards and put them together under three or more main ideas.

Then, after you have the main ideas, use each note card as a supporting idea. (*Study how the student organized his note cards from page 31 into his outline on the right.*)

3

Now study the **sample short research paper** below. Notice how the encyclopedia article and note cards from page 31 helped the student organize the outline on the right, and how the essay follows that outline.

4

### *Samuel Clemens = Mark Twain*

*One of America's best authors, Samuel Clemens, had an interesting early life, then worked at two jobs, and finally went west and became a writer.*

*First of all, Clemens was born on November 30, 1835, just outside Hannibal, Missouri. He was born into a poor family and when his father died, he was forced to go to work.*

*Clemens first had two jobs in the Midwest. He set type for the Journal, a newspaper his brother owned. Clemens worked as a printer in other cities after he left Hannibal in 1853. By April of 1859 he had become a river pilot. The Civil War ended his river pilot career, and he went west to the Nevada Territory.*

*Next Clemens began writing for the Virginia City Territorial Enterprise as a reporter. While he worked for this paper, he started calling himself "Mark Twain." This was a river boat term meaning two fathoms deep. His first stories were funny accounts of life on the frontier. In 1865 he published "The Celebrated Jumping Frog of Calaveras County," a story that started his rise to fame.*

*In summary, after his challenging early life, Mark Twain worked as a type setter and a river boat pilot in Missouri and on the Mississippi River. Finally, he went west to begin his writing career. Before he died, he was one of our most popular writers.*

#### ***Bibliography •***

*"Mark Twain," American Encyclopedia, Vol. 12, pp. 74-78.*

2

### *Mark Twain*

*I. His early years*

*A. Birth*

*B. Family*

*II. First jobs*

*A. Jobs as a printer*

*B. River pilot*

*III. The start of his writing career*

*A. Nevada Territory*

*B. Pen Name*

*C. Early writings*

• (A bibliography tells your reader where you did your research.)

Choose a topic that interests you!

Completing YOUR RESEARCH PAPER

Follow these steps:

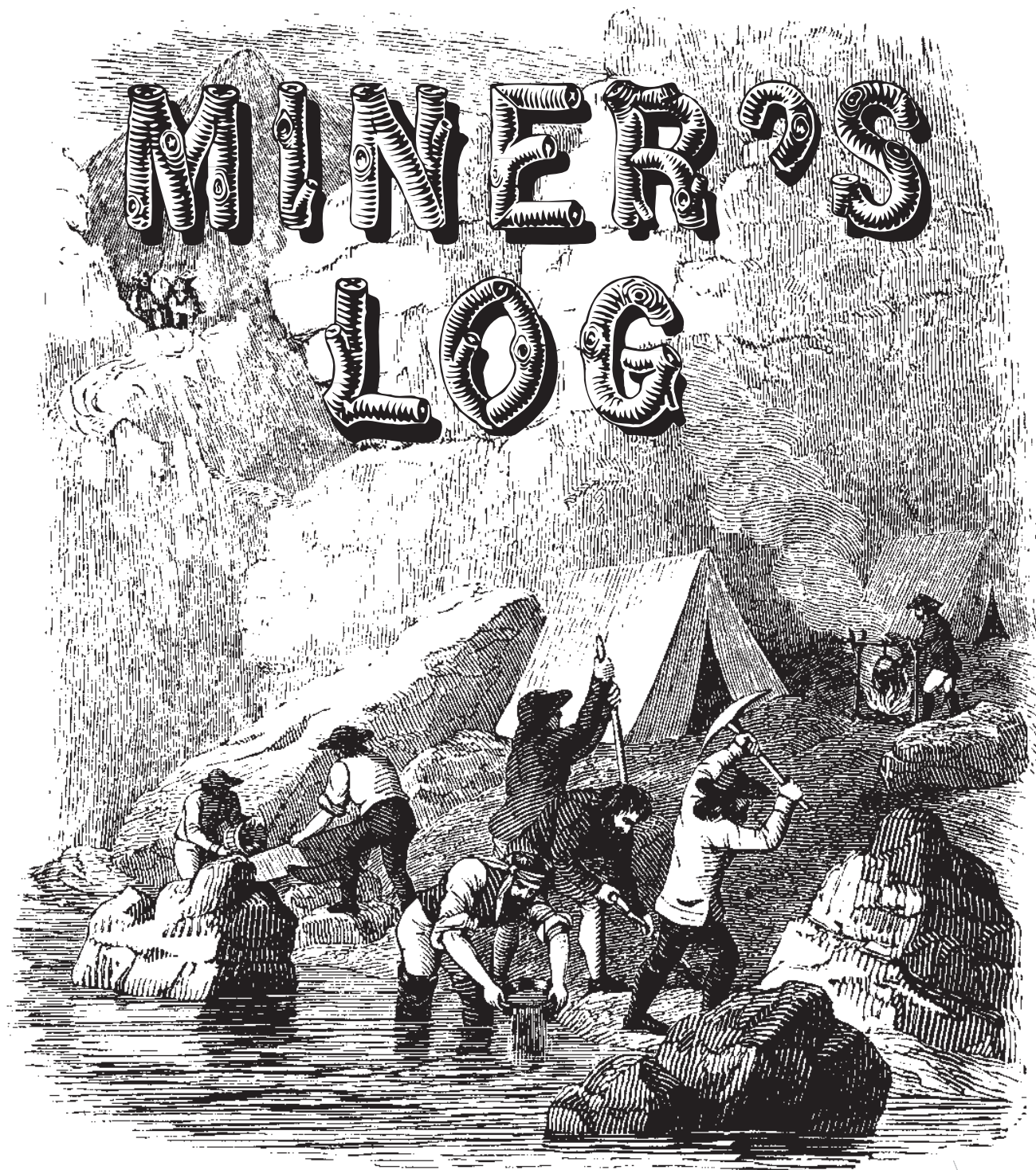
1. **Choose a topic that interests you** and that you feel is an important part of our gold mining history. You may want to choose one of the 36 topics listed below.
2. **Find at least two sources** for your research. One should probably be an encyclopedia article that gives you an overview in a few hundred words.
3. **Read the encyclopedia overview** on your topic to see if the topic still interests you. If it does, go on to Step 4. If it no longer interests you, go back to Step 1 and start over.
4. **Narrow down your topic by creating a focus question** that you wish to answer. For example, if you choose the topic THE ALASKAN GOLD RUSH, you might ask: "What were the biggest hardships miners faced in Alaska?"
5. **Clear your focus question** with your teacher.
6. **Take notes on note cards.** Remember that each note card should contain a heading, one important fact or event, and the source where you found the information.
7. Once you have enough notes to write a paper of 300 or more words, **clear your note cards with your teacher.**
8. **Organize your note cards** by putting them into three or more main categories. Each of these categories becomes a main idea and each note card becomes a supporting idea.
9. **Write your paper.** You will have one question for each of the main ideas you have in your outline. Be sure to include an **introductory paragraph** that tells why you chose the topic and what your FOCUS QUESTION is, and an **ending paragraph** that should again mention the main purpose of your paper and any conclusions you reached.
10. **Write a bibliography under your final paragraph.** If you have two or more sources, they should be listed in alphabetical order based upon their authors' last names.

36 Possible Topics

- |                         |                                |                            |
|-------------------------|--------------------------------|----------------------------|
| 1. Jack London          | 13. Chinese miners             | 25. Wild Bill Hickok       |
| 2. Vigilantes           | 14. Frontier justice           | 26. Calamity Jane          |
| 3. California Gold Rush | 15. Wells, Fargo and Company   | 27. Henry Plummer          |
| 4. Alaska Gold Rush     | 16. Hydraulic mining           | 28. Alchemy                |
| 5. Colorado Gold Rush   | 17. Gold standard              | 29. Gold mining techniques |
| 6. Australian Gold Rush | 18. Gold in South Africa       | 30. Gold deposits          |
| 7. Comstock Lode        | 19. New Zealand Gold Rush      | 31. Boom towns             |
| 8. Bret Harte           | 20. South Dakota Gold Rush     | 32. Mining camp life       |
| 9. History of gold      | 21. Montana Gold Rush          | 33. Uses of gold           |
| 10. Soapy Smith         | 22. British Columbia Gold Rush | 34. Fort Knox              |
| 11. Black Bart          | 23. Ghost towns                | 35. James Marshall         |
| 12. Joaquin Murietta    | 24. Prospecting                | 36. Women miners           |



# MINER'S LOG



TEAM:

MEMBERS:









# INTRODUCTION

This section of GOLD RUSH contains a Unit Time Chart and the Daily Lesson Plans which give a calendar type overview of the unit. The Daily Lesson Plans list the materials you need, and give you the step-by-step procedures to follow for each **hour** or **day** of the simulation. You will find that some lessons take more than an hour and others take less.

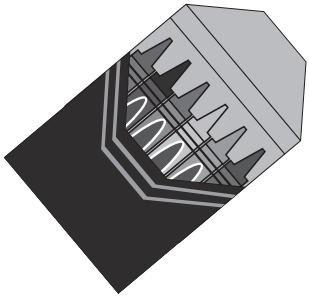
If you are using GOLD RUSH for the first time, you may want to follow the lessons exactly as written, but as you become familiar with the simulation you will want to make changes to it. Such changes are encouraged. The Unit Time Chart and Daily Lesson Plans are not meant to be rigid. Instead they are designed to be flexible so they can best meet the needs of your teaching situation.

## UNIT TIME CHART

<b>PRE-TEST</b> Read/discuss Introduction Organize teams Explain background sheets/worksheets Complete <b>WORKSHEET 1</b>	Do <b>DECISION 1</b> and calculate consequences Discuss <b>MINER'S LOG</b> and <b>MINERS' RECORD FORM</b> Demonstrate claim jumping Complete <b>WORKSHEET 2</b> Begin <b>MINER'S LOG</b>	Discuss <b>SATURDAY NIGHT ACTIVITIES</b> Complete <b>WORKSHEET 3</b> Buy pans, cradles, long toms Begin mining/claim jumping rounds	Complete <b>WORKSHEET 4</b> Mining/claim jumping rounds	Do <b>DECISION 2</b> and calculate consequences Introduce <b>RESEARCH PAPER</b> and help students choose topics and begin research
1	2	3	4	5
Complete <b>WORKSHEET 5</b> Mining/claim jumping rounds Continue work on <b>RESEARCH PAPERS</b>	Complete <b>WORKSHEET 6</b> Mining/claim jumping rounds Continue work on <b>RESEARCH PAPERS</b>	Do <b>DECISION 3</b> and calculate consequences Work on <b>RESEARCH PAPERS</b> and/or <b>SATURDAY NIGHT ACTIVITIES</b>	Complete <b>WORKSHEET 7</b> Mining/claim jumping rounds Continue work on <b>RESEARCH PAPERS</b>	Complete <b>WORKSHEET 8</b> Mining/claim jumping rounds Continue work on <b>RESEARCH PAPERS</b>
6	7	8	9	10
Provide some time for working on <b>RESEARCH PAPERS</b> Work on <b>SATURDAY NIGHT ACTIVITIES</b> presentation	Conclude <b>SATURDAY NIGHT ACTIVITIES</b> Collect <b>RESEARCH PAPERS</b>	Do <b>DECISION 4</b> and calculate consequences Retake <b>PRE-TEST</b> Return all papers and decide the winner Conduct evaluation and debriefing		
11	12	13		

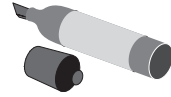
# DAILY LESSON PLANS

## DAY 1



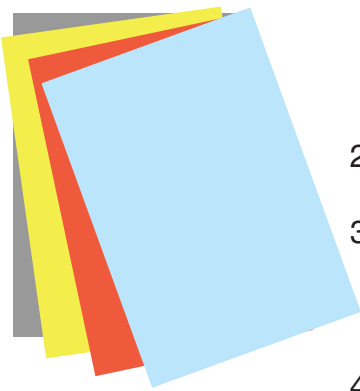
### Materials:

1. Class set of PRE-TEST
2. Class set of Student Guides
3. Construction paper, scissors, crayons, and marking pens
4. MINER'S LOG COVER (one per team)
5. QUESTION CARDS 1-5



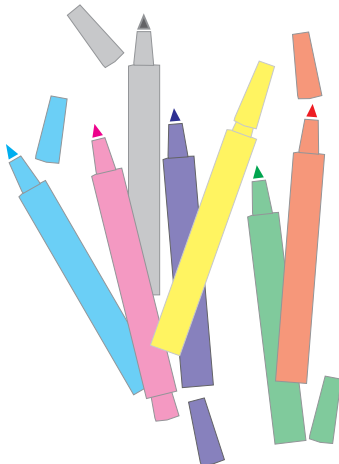
### Procedures:

1. Pass out PRE-TESTS and allow students approximately 10 minutes to complete them. Collect the PRE-TESTS, correct later, and file for use during the final evaluation period. Here is the Answer Key for the PRE-TEST: 1. c, 2. b, 3. a, 4. d, 5. c, 6. a, 7. b, 8. a, 9. b, 10. a, 11. c, 12. d.
2. Give students the Student Guides and have them read the INTRODUCTION together.
3. Discuss the material covered in the INTRODUCTION. Do not go into the history of gold rushes, but do discuss the simulation elements. You will not be able to answer all the students' questions now. Tell them that their questions will be answered as the simulation progresses.
4. Divide the class into eight mining teams. Each mining team must have a minimum of three members. Next, have each team select a leader, a prospector, and a recorder.
5. As members of mining teams, have students do four things:
  - a. Select a team name. They should use names that have a gold rush theme. Here are some suggestions: Miners, Prospectors, 49ers, Gold Nuggets, Mother Lode, Gold Rushers, Claim Jumpers, Hardrock Miners, Placer Miners, Gold Dust, Gold Flakes, Argonauts, Fortune Seekers, Sourdoughs, Dry Diggings, and Bonanzas.
  - b. Once a name is chosen it is written on a piece of paper and given to the teacher by the team leader. The teacher writes the team name on the MINING TEAMS' ASSETS chart as the names are received.
  - c. Make nine team markers. One goes next to the team name on the MINING TEAM ASSETS chart. The second one is used to stake a claim at Golden Gulch. The other seven markers stay with the mining teams and are used to stake additional claims later in the simulation. Since these markers go on the bulletin board, they should be large enough to be seen by the entire class. Colorful, attractive markers will make the simulation even more exciting.



**T**eaching  
tip →

*Colorful, attractive markers will make the simulation even more exciting.*



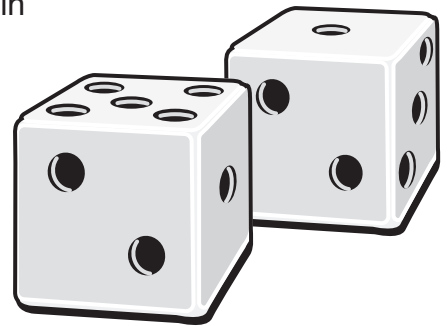
## DAILY LESSON PLANS

- d. Give each team a MINER'S LOG COVER. Explain that the team member who is the recorder writes a daily log entry. See examples on page 9 of the Student Guide.
6. Have the students open their Student Guides to the pages containing BACKGROUND SHEET 1 and WORKSHEET 1. Explain that WORKSHEET 1 is a partially completed outline of the information in BACKGROUND SHEET 1. If your students have never outlined before, review the necessary skills involved.
7. Tell the students to read BACKGROUND SHEET 1. After they have finished reading, have them complete WORKSHEET 1. Since this is the first outlining assignment, you may elect to work it together with the entire class. Remind the students that questions they will be answering come from these background sheets and worksheets.
8. Collect and grade WORKSHEET 1. This assignment and all other worksheets should be graded on a scale of 1-10 Gold Nuggets, with 10 being the highest grade. Each team's score is the sum of the points earned by the team members.
9. Add QUESTION CARDS 1-5 to the question container ("mountain" or box).

### DAY 2

#### Materials:

1. MINERS' RECORD FORM (eight copies)
2. Transparency of MINERS' RECORD FORM
3. DECISION 1, page 5 in the Student Guide
4. BACKGROUND SHEET 2, page 6 in the Student Guide
5. WORKSHEET 2, page 8 in the Student Guide
6. QUESTION CARDS 6-9
7. Pair of dice



#### Procedures:

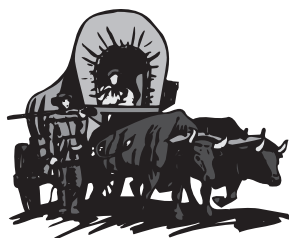
1. Write 100 next to each team's name in the Number of Gold Nuggets column on the MINING TEAMS' ASSETS chart. Tell your students this is the amount of Gold Nuggets each team has at the start of the simulation. In the Worksheet's column write the number of points earned by each team from WORKSHEET 1. Then have the students turn to DECISION 1 in their Student Guide and read the directions at the top of the page.

## DAILY LESSON PLANS

Read  
or  
Tell ▶

“  
... gold is so  
plentiful  
that it is just  
waiting  
for you ...  
”

Read  
or  
Tell ▶



2. Slowly read the following decision aloud to your students. They should take notes as you read. If you feel it is necessary, go back and reread the decision aloud.

### DECISION 1

#### Getting to the Gold Fields

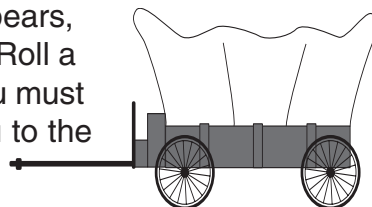
Your mining team has just learned about a fantastic gold discovery in Golden Gulch. The gold is so plentiful that it is just waiting for you to pick it up off the ground, and rumors have it that the main deposits have yet to be discovered. You must get to the gold fields as quickly as possible and stake your claim. Each team has 100 Gold Nuggets to begin with, and the first five teams to stake a claim will receive an additional ten Gold Nuggets. Read the ads given in your Student Guide and select one of the ways to get to the gold fields.

3. When the mining teams have made their choices record their decisions on the MINING TEAMS' ASSETS as follows:
  - a. In the Fate column write the number of the ad that each team chose.
  - b. Compute the cost for each team and write that amount in the Purchases column. Let's say a team with four members chose ad #2. Their cost would be 48 Gold Nuggets (4 team members times 12 Gold Nuggets).

4. Read the following consequences.

#### DECISION 1 Consequences

- **You selected ad number 1.** You left St. Joseph on March 4, 1850. Unfortunately you left too early. The grass was not high enough to feed the oxen that were pulling your wagon. Your chances to reach the gold fields are very slight, and you surely will lose all your supplies. Roll the dice. If a 2 or 12 appears, congratulate yourself and stake your claim in the gold fields. If any other number appears, you lose everything and must try again.
- **You selected ad number 2.** Sailing around Cape Horn was dangerous. Many ships were rotten and crashed into the rocks. Other ships were safe, but the trip took six months or longer. Roll the dice. If a 4, 5, 6, 7, 8, or 9 appears, you may stake a claim, but because the trip took so long, you arrive no earlier than sixth to the gold fields.
- **You selected ad number 3.** Short cuts are dangerous. You are not prepared for what is ahead. There is no grass to feed your animals. You must abandon everything and search for water. Roll the dice. If a 2 or 12 appears, you may stake your claim, but any other number means you must start again.
- **You selected ad number 4.** This is a safe choice. You leave late enough in the spring to provide your animals with food. Still there are dangers on the trail. Roll the dice. If a 2 appears, you get cholera and you must try again. Roll a 12 and your wagon breaks down and you must start over. Any other number will get you to the gold fields.





*Sometimes through a combination of poor choices and bad luck a team runs out of money before reaching Golden Gulch. If this happens, loan the team the necessary Gold Nuggets and place an IOU in the team's Fate column. This IOU is to be paid back as soon as possible.*



- **You selected ad number 5.** This is the fastest route, but not very safe. Roll a 2, 3, or 4 and your ship sinks and you must try again. Roll an 11 or 12 and you get sick while crossing the jungle, and you must start again. Roll a 5, 6, 9, or 10 and you are delayed in Panama because there are no ships going north—and you cannot be the first to reach the gold. Roll a 7 or 8 and you arrive first at the gold fields.
- 5. Teams that failed to reach the gold fields must try again. They make another choice of ads, pay the fees and try again. Be sure to record their choices and fees paid on the MINING TEAMS' ASSETS chart.
- 6. Read together the directions for writing the MINER'S LOG. These are found on page 9 of the Student Guide. Have your students take out their team's MINER'S LOGS. Students should work together to complete the first entry in the MINER'S LOG. Collect the logs when the teams have finished and score them at a later time. Remember, each log entry earns from 1-5 Gold Nuggets.
- 7. Hand out the MINERS' RECORD FORM to each team. Display your copy of the MINERS' RECORD FORM so the class can see it. Explain to the class that they use this form to keep a record of the Gold Nuggets found by their mining team. The team leader is responsible for keeping it accurate. Tell the students to fill in one column a day as follows:
  - **Worksheets:** Total of Gold Nuggets earned from your team's worksheets.
  - **Miner's Log:** Gold Nuggets earned from your daily entry.
  - **Purchases:** Enter Gold Nuggets spent on passage to the gold fields and supplies.
  - **Fate:** Write in the amount of Gold Nuggets gained or lost because of fate, decisions, or any other events. (Use "+" and "-" signs to denote gains or losses.)
  - **Mining/Claim Jumping Rounds:** Total number of Gold Nuggets earned by correctly answering questions.
  - **Gold Nuggets Gained:** Total of Gold Nuggets earned today from WORKSHEETS, LOG ENTRIES, and QUESTION CARDS and picked up from FATE CARDS.
  - **Gold Nuggets Lost:** Total of Gold Nuggets lost or spent today.
  - **Total For Today:** Total of Gold Nuggets earned today minus Gold Nuggets lost today.
  - **Yesterday's Cumulative Total:** Total amount of Gold Nuggets earned up to today.
  - **Today's Cumulative Total:** Total amount of Gold Nuggets earned so far.

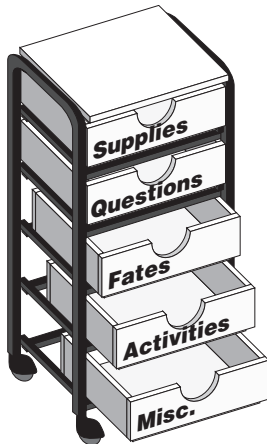


## DAILY LESSON PLANS



*You might want to go over this information more than once with your students.*

8. Tell your students they are now going to complete the MINERS' RECORD FORM under the Mining Day 1 column.
  - a. Have each team write down the total number of Gold Nuggets they earned from their worksheets. This amount is listed on the MINING TEAMS' ASSETS chart. The MINER'S LOG is not yet scored so the teams enter a zero.
  - b. Where it says Purchases, have the teams write the number of Gold Nuggets it cost them to reach Golden Gulch. The number should be written with a minus sign in front of it because it will be subtracted from the team's total number of Gold Nuggets.
  - c. For Fate, have the first five teams to reach Golden Gulch enter 110 (100 Gold Nuggets to start the simulation and 10 extra Gold Nuggets for being in the first group of five to reach the gold fields.). The other teams enter 100 Gold Nuggets. Since the Mining/Claim Jumping Rounds have not begun, the teams enter a zero.
  - d. To compute the number of Gold Nuggets gained, each team adds the Gold Nuggets earned from the WORKSHEET 1 to the Gold Nuggets gained from Fate.
  - e. In the Gold Nuggets Lost row teams enter the cost of reaching the gold fields as listed in Purchases.
  - f. To find the Total For Day, have your student subtract the number of Gold Nuggets Lost from the number of Gold Nuggets Gained. Enter this number again next to Today's Cumulative Total.
  - g. The spaces next to Miner's Log, Mining/Claim Jumping Rounds, and Yesterday's Cumulative Total get zeroes.
9. While the teams compute their scores you update the Number of Gold Nuggets each team has on the MINING TEAMS' ASSET chart. The totals on the MINING TEAMS' ASSET chart should correspond with each team's Today's Cumulative Total. Correct any discrepancies then erase each team's Fate, Purchases, and Worksheet scores from the MINING TEAMS' ASSET chart. Do not erase the team names or the Number of Gold Nuggets.
10. Go over the directions to claim jumping. You may want to collect markers from each team and go through the claim jumping sequence given in the Teacher Guide.
11. Allow students time to read BACKGROUND SHEET 2 and to complete WORKSHEET 2. Circulate around the room to give students extra help.
12. Place QUESTIONS 6-9 in the question container.
13. Collect and grade WORKSHEET 2. Award 1-10 Gold Nuggets for each worksheet.
14. Collect and grade each team's MINER'S LOG. Give 1-5 Gold Nuggets for each log.



### Materials:

1. Mining supplies
2. Questions in a container
3. WORKSHEET 3, page 10 in the Student Guide
4. SATURDAY NIGHT ACTIVITIES, page 16 in the Student Guide
5. QUESTION CARDS 10-15
6. FATE CARDS
7. Gold Nuggets

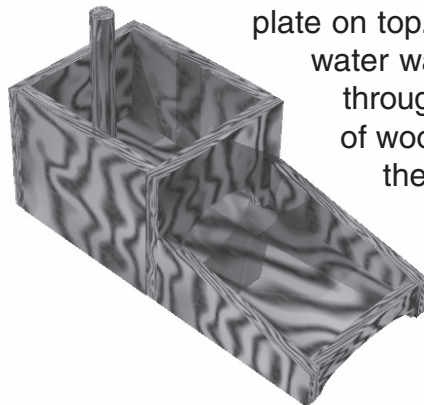
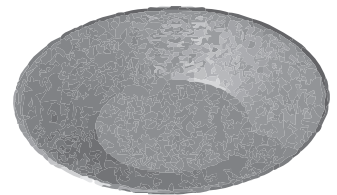
### Procedures:

1. Have each team select a new leader, recorder, and prospector.
2. Read together the directions for WORKSHEET 3. Be sure the students understand that they will not get to read BACKGROUND SHEET 3.
3. Tell them they must make a good outline to help them remember the information.
3. Read BACKGROUND SHEET 3 to your students, or give the information as a lecture. (You might want to go over this information more than once for your students.)

### BACKGROUND SHEET 3: (Questions 10-15)

#### Mining Techniques

- **Panning** Panning for gold was used at the beginning of a gold rush, usually to test a new site for gold. A miner would put gold-bearing gravel in a pan, lower it in the water, and swish it around. The heavy gold stayed at the bottom while the water and lighter pebbles washed out. A single pan usually yielded little gold, but a few fortunate miners sometimes found thousands of dollars worth of gold in a single panning.
- **Cradle** The cradle, or rocker as it was sometimes called, became a popular device for mining gold. It could be purchased in a store or made. It resembled a cradle, and it had a perforated steel plate on top. Sand and gravel were piled on top, and water was poured over it. The gold and sand fell through the holes and lodged themselves in strips of wood called riffles that were in the bottom of the cradle. A cradle required a minimum of two men to operate it, but having three was even better. One man was needed to dig, another to carry dirt, and a third to operate the cradle.

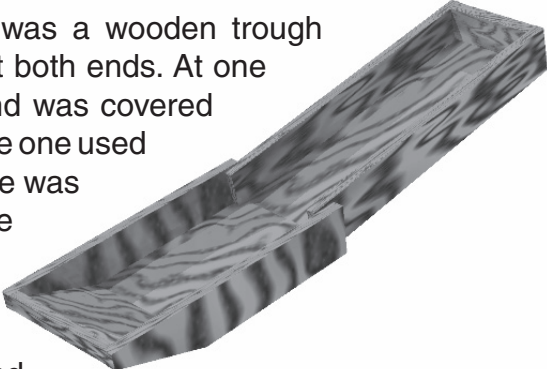


**Read  
or  
Tell** ▶

“  
... heavy gold  
stayed at the  
bottom ...  
”

## DAILY LESSON PLANS

“  
... many  
miners  
died ...  
”

- **Long tom** The long tom was a wooden trough 12-25 feet long and open at both ends. At one end the bottom widened and was covered with a steel plate similar to the one used in the cradle. Under this plate was a box filled with riffles. The miners positioned the trough so the water from a stream could run through it. They shoveled in the dirt, and the water washed away the sand and gravel, leaving the gold trapped in the riffles. A long tom averaged four to five times more gold than a cradle.
- 
- **Coyote mining** Over the centuries heavy gold sifted its way through the sand and gravel until it came to rest on bedrock. Many miners, hoping to get this gold, sunk shafts as deep as 150 feet into the ground or until they hit bedrock. The dirt was hauled up with a rope and bucket, and then washed through a pan or cradle. This method of mining, called coyote mining, was dangerous, and many miners died when these shafts caved in on them.
  - **Hydraulic mining** Hydraulic mining used high-powered hoses that shot powerful streams of water against the sides of a mountain. This process created rivers of mud which were channeled through long toms where the gold collected. Since hydraulic mining required a great amount of capital, only large companies could afford to use it, but it was very profitable. Though profitable, this kind of mining ruined the environment. Rivers of mud polluted streams, ruined farmland, and destroyed the natural beauty of the countryside. Many states banned this form of mining by the end of the 19th century.
3. Allow your students time to complete WORKSHEET 3.
  4. Record each team's score for WORKSHEET 2 and for the MINER'S LOG on the MINING TEAMS' ASSETS chart. Then have each team leader record their team's scores for WORKSHEET 2 and the MINER'S LOG on the MINERS' RECORD FORM in the Mining Days 2 column.
  5. Discuss with your students the corrections you made on their worksheets. Be sure to go over the main ideas and the supporting ideas.
  6. Read over the SATURDAY NIGHT ACTIVITIES page in the Student Guide with your students. Explain to them that they can earn extra Gold Nuggets by completing one or more of these activities.
  7. Add QUESTION CARDS 10-15 to the question container.
  8. Tell the students that before they can do any mining they need to have at least one piece of mining equipment. Store prices are as follows:
    - pans sell for 10 Gold Nuggets
    - cradles sell for 50 Gold Nuggets
    - long toms sell for 100 Gold Nuggets

## DAILY LESSON PLANS



*Since there are no Mining/Claim Jumping Rounds today, this space receives a zero.*

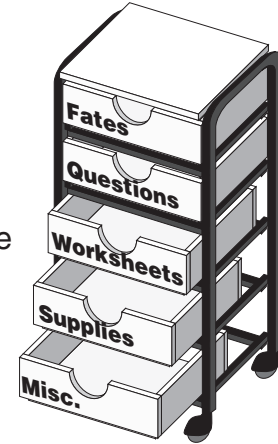
*If the fate is to miss a mining round they enter a zero.*

Remind the students that the prospector pulls one question if his team owns a pan. He pulls two questions if his team has a cradle, and he pulls four questions if his team has a long tom. There is no advantage to owning more than one of these items. Now allow teams time to purchase their supplies.

9. Record the purchases on the MINING TEAMS' ASSETS chart and have each team leader record their Purchase on their MINERS' RECORD FORM in the Mining Days 2 column.
10. Have each team's prospector pull out a FATE CARD. Read the fate aloud and record the results in the Fate column of the MINING TEAMS' ASSETS chart. The team leader also records this Fate on the MINERS' RECORD FORM in the Mining Days 2 column.
11. Start a Mining/Claim Jumping Round with the team on Claim 1. The prospector pulls out a QUESTION CARD(S), and his team answers. If the answer is correct give that team a token that says "5 Gold Nuggets." Each correct response earns 5 Gold Nuggets. If the response is wrong then the team on the next claim (in this case Claim 2) may jump the claim with a correct answer. Continue until each Claim (1-8) has tried to answer their question(s). Before you begin another round, make sure there is enough time to complete it. As claims are jumped, have team markers moved in and out of the various claims on the map of Golden Gulch.
12. After the last round have the team leaders count their Gold Nuggets and record this amount next to the Mining/Claim Jumping Rounds in the column for Mining Days 2 on the MINERS' RECORD FORM. Then have the prospector bring the Gold Nuggets up to you where you count them and record the number on the MINING TEAMS' ASSET chart.
13. Help the team leaders complete the MINERS' RECORD FORM by taking them through it one step at a time. They should have already recorded their fate and the amount of Gold Nuggets spent on Purchases. They also should have entered the Gold Nuggets they received for their Worksheets, MINER'S LOG, and the Gold Nuggets they collected during the Mining/Claim Jumping Rounds. Next, they need to add up all the Gold Nuggets earned and record that amount in the column by the Gold Nuggets Gained. Then they enter the number of Gold Nuggets lost and find the difference between the Gold Nuggets Gained and Gold Nuggets Lost. This gives the Total for Day. Finally, they add together Yesterday's Cumulative Total with the Total For Day to arrive at Today's Cumulative Total.
14. While the team leader fills in the MINERS' RECORD SHEET the recorder, with the help of teammates writes the entry for the MINER'S LOG.
15. Update the MINING TEAM'S ASSETS chart by totaling the Gold Nuggets for each team and erasing all the data except for the names of the Mining Teams and the Number of Gold Nuggets.
16. Collect and grade each student's WORKSHEET 3 and each team's MINER'S LOG.

### Materials:

1. Questions in a container
2. FATE CARDS
3. QUESTION CARDS 16-21
4. WORKSHEET 4, page 11 in the Student Guide
5. MINING SUPPLIES
6. Gold Nuggets



### Procedures:

1. Have each team select a new leader, recorder, and prospector.
2. Add QUESTION CARDS 16-21 to the question container.
3. Read together the directions for WORKSHEET 4. Make sure students understand they will not read BACKGROUND SHEET 4.
4. Slowly read BACKGROUND SHEET 4 aloud to your students. They should fill in WORKSHEET 4 as you read. If you feel it is necessary, go back and read BACKGROUND SHEET 4 a second time.

### BACKGROUND SHEET 4: (Questions 16-21)

#### California Gold Rush

- **Discovery of gold** In 1848 John Sutter hired a carpenter, James Marshall, to build a saw mill. As the work on Sutter's mill neared completion, Marshall made a startling discovery—gold! He had found gold at Sutter's mill on the South Fork of the American River. The date was January 24, 1848.
- **How the gold rush began** Sam Brannan rode up and down the streets of San Francisco with a bottle of gold dust. He was shouting "Gold, gold from the American River!" Soon the city was nearly abandoned, and the news went east. On December 5, 1848, James Polk, the president of the United States, announced to the nation that gold had been discovered in California. This announcement sent thousands of men to California in 1849. These men were called the "Forty Niners."
- **Wealth** In 1854 the Calaveras nugget was unearthed. It weighed 162 pounds and was worth \$43,534. At Rich Bar four men found \$50,000 worth of gold in one day! It was not uncommon for men to find \$1,000 worth of gold in a single panning. In all the Mother Lode (a name for the California gold fields) yielded more than \$250 million.

Read  
or  
Tell ▶

“  
Gold, gold  
from the  
American  
River!  
”

“  
Forty Niners  
”



“  
Eggs cost  
\$3 each, and  
a barrel  
of flour  
was \$800.  
”

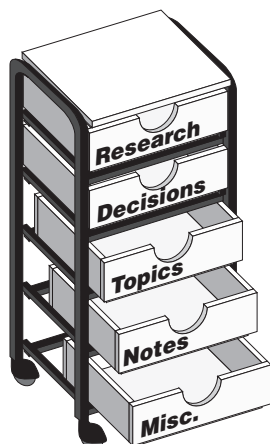
**T**eaching  
tip →

*Use as many  
realistic items in  
the camp store as  
possible.*

- **Unique problems** The sudden increase in population created many problems. California was sparsely populated before gold was discovered. Suddenly thousands of men appeared, and they were forced to create their own laws and government. There was a lack of food and supplies that sent prices skyrocketing. Eggs cost \$3 each, and a barrel of flour was \$800. All of this was at a time when the average working man earned \$4-\$8 a day.
  - **Impact** Gold brought people west. In 1848 San Francisco had 1,000 people. By 1860 there were more than 50,000. The population of California rose from 26,000 in 1848 to 380,000 in 1860. In 1850, California became the 31st state to join the United States. California became an example for other gold rushes. The Forty-Niners' laws and mining techniques were so effective that they were used by other miners at later gold rushes.
5. Allow your students 10 minutes to complete WORKSHEET 4.
  6. Return yesterday's WORKSHEETS and MINER'S LOG entries. Discuss the corrected worksheet with your students. Record these scores on the MINING TEAMS' ASSETS chart while the team leaders record them on the MINERS' RECORD FORM in the Mining Days 3 column.
  7. Open the camp store and let teams purchase MINING SUPPLIES. Remember to record purchases on the MINING TEAMS' ASSETS chart and the MINERS' RECORD FORM in the Mining Days 3 column.
  8. Have each team's prospector pull out a FATE CARD. Read the fate aloud and record the results on the MINING TEAMS' ASSETS chart. The team leader also records this fate on the MINERS' RECORD FORM in the Mining Days 3 column.
  9. Begin the MINING/CLAIM JUMPING ROUNDS, starting with the team that has staked Claim 1. Complete as many rounds as possible during the remainder of the period.
  10. After the last round have the team leaders count their Gold Nuggets and record this amount next to the Mining/Claim Jumping Rounds in the column for Mining Days 3 on the MINERS' RECORD FORM. Then have the prospector bring the Gold Nuggets up to you where you count them and record the number on the MINING TEAMS' ASSET chart.
  11. While the prospectors are bringing you the Gold Nuggets, the recorder, with the help of teammates writes the daily entry for the MINER'S LOG.
  12. Update the MINING TEAM'S ASSETS chart by totaling the Gold Nuggets for each team and erasing all the data except for the names of the Mining Teams and the Number of Gold Nuggets.
  13. Collect and grade WORKSHEET 4 and the MINER'S LOG entries.

# DAILY LESSON PLANS

## DAY 5



Read  
or  
Tell ▶

“  
... a dam  
100 yards  
upstream ...  
”

### Materials:

1. DECISION 2, page 14 in the Student Guide
2. RESEARCH PAPER (See tab 1/pages 30-33.)
3. At least two and preferably four sets of encyclopedias plus as many books related to the research topics as you can find
4. 10-15 lined 3"x5" note cards for each student
5. Pair of dice

### Procedures:

1. Have each team select a new leader, recorder, and prospector.
2. Have the students turn to DECISION 2 and read the directions at the top of the page.
3. Slowly read aloud to your students the following DECISION 2 Camp Problem and four solutions. They should take notes as you read. If you feel it is necessary, go back and read the decision aloud a second time.

#### DECISION 2 Camp Problem

- **Problem** Twenty miners have built a dam 100 yards upstream from your mining claim. Because this dam has reduced the amount of water available to you, you cannot operate your cradle or long tom. Listen to these four solutions and write them down in the proper place.

#### Four solutions to DECISION 2

- **Solution 1:** Meet with the miners who built the dam. Explain the problem to them, and suggest that they allow enough water to flow so you can resume your mining.
  - **Solution 2:** Call a camp meeting and let the other miners decide the case.
  - **Solution 3:** Get together a group of friends and destroy the dam.
  - **Solution 4:** Leave your claim and search for gold elsewhere.
3. Have each mining team meet and decide which solution it will select to solve the problem. Have each team write its decision in the space provided. Record the choices each team makes on the MINING TEAMS' ASSETS chart next to fate.
  4. Read the following consequences. Tell each team to record the consequences that pertain to them.



## Read or Tell

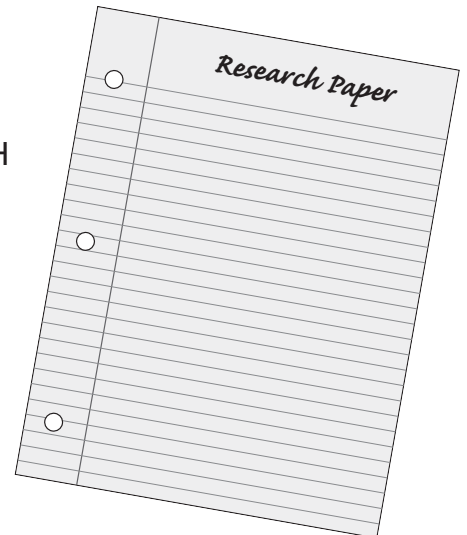
## Teaching Tip

*Discuss any problems the students may have had with these assignments.*

*You may have a specific writing program that will be helpful to your students.*

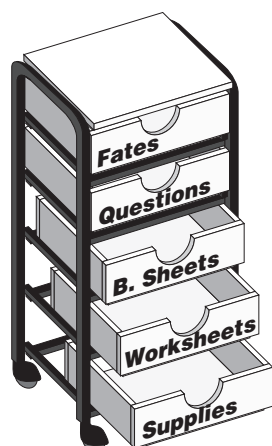
### DECISION 2 Consequences

- **Solution 1:** This might work if the miners are reasonable, but you cannot be sure. Roll the dice. If an odd number appears, you lose 10 Gold Nuggets.
  - **Solution 2:** This is the best solution. The miners in camp do not want dams built. They will most likely vote in your favor and see to it that the dam is destroyed. There is a chance that the vote will go against you. Roll the dice. If a 12 appears, you lose 10 Gold Nuggets.
  - **Solution 3:** This could cause considerable trouble. You would spend more time fighting than mining. Lose 20 Gold Nuggets.
  - **Solution 4:** This choice avoids the problem. By leaving your claim, you lose money. On the other hand, your new claim might be a bonanza. Roll the dice. If you roll a 4, 5, 6, 7, or 8, you lose 10 Gold Nuggets; any other number, you win 10 Gold Nuggets.
5. Record the results of DECISION 2 next to Fate on the MINING TEAMS' ASSETS chart. Have each team leader record these results on their MINERS' RECORD FORM in the Mining Days 4 column.
  6. Record the number of Gold Nuggets earned from WORKSHEET 4 and the MINER'S LOG on the MINING TEAMS' ASSETS chart. Have the team leaders make similar entries on the MINERS' RECORD FORM in the Mining Days 4 column.
  7. Have the team leaders compute Today's Cumulative Total on the MINERS' RECORD FORM in the Mining Days 4 column. Since there are no Mining/Claim Jumping Rounds today, this space receives a 0. While they do this the teams help their recorders make entries in the MINER'S LOG.
  8. Update the MINING TEAM'S ASSETS chart by totaling the Gold Nuggets for each team and erasing all the data except for the names of the Mining Teams and the Number of Gold Nuggets.
  9. Collect and grade the MINER'S LOG entries.
  10. Have the students read WRITING A RESEARCH PAPER.
  11. Have the class discuss research papers. Among the topics to cover:
    - how to outline
    - how to take notes and why
    - how to avoid plagiarism
    - how to write an original paper
  12. Go over the SAMPLE RESEARCH PAPER. Discuss important points. Answer any questions.
  13. Have students read YOUR RESEARCH PAPER. Then help everyone select a research topic and begin research from encyclopedias and available books.
  14. Work with individual students to find materials, write note cards, etc.



# DAILY LESSON PLANS

## DAY 6



### Materials:

1. Questions in a container
2. FATE CARDS
3. QUESTION CARDS 22-30
4. BACKGROUND SHEET 5, page 15 in the Student Guide
5. WORKSHEET 5, page 17 in the Student Guide
6. MINING SUPPLIES
7. Gold Nuggets

### Procedures:

1. Have each team select a new leader, recorder, and prospector.
2. Add QUESTIONS 22-30 to the question container.
3. Have your students read BACKGROUND SHEET 5 silently to themselves before going over the directions to WORKSHEET 5.
4. Give the students 10-20 minutes to complete the outline. Circulate around the room to assist those students who need help.
5. Open the camp store and let teams purchase MINING SUPPLIES. Record purchases on the MINING TEAMS' ASSETS chart and the MINERS' RECORD FORM in the Mining Days 5 column.
6. Return the yesterday's MINING LOGS. Have the team leaders enter the score on the MINERS' RECORD FORM in the Mining Days 5 column.
7. Have each team's prospector pull out a FATE CARD. Read the fate aloud and record the results on the MINING TEAMS' ASSETS chart. The team leader also records this fate on the MINERS' RECORD FORM in the Mining Days 5 column.
8. Start the Mining/Claim Jumping Rounds.
9. After the last round have the team leaders count their Gold Nuggets and record this amount next to the Mining/Claim Jumping Rounds in the column for Mining Days 5 on the MINERS' RECORD FORM. Then have the prospector bring the Gold Nuggets up to you where you count them and record the number on the MINING TEAMS' ASSET chart.
10. While the prospectors are bringing you the Gold Nuggets, teammates help the recorder write the daily entry for the MINER'S LOG.
11. Update the MINING TEAM'S ASSETS chart by totaling the Gold Nuggets for each team and erasing all the data except for the names of the Mining Teams and the Number of Gold Nuggets.
12. Collect and grade WORKSHEET 5 and the MINER'S LOG entries.
13. Allow time for research and work on the SATURDAY NIGHT ACTIVITIES.

**T**eaching  
tip →

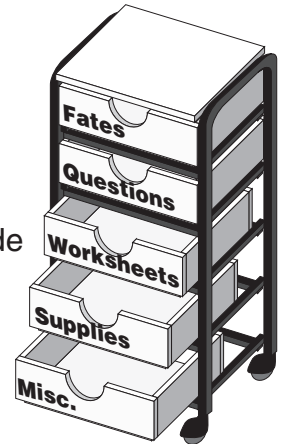
*Your students may comment that there are no lines on WORKSHEET 6. We have omitted the lines to enable your students to add supporting details to their outlines.*

**R**ead  
**T**or  
**T**ell ▶

“  
... four miles  
long,  
3,000 feet  
wide, and  
3,000 feet  
deep ...  
”

### Materials:

1. Questions in a container
2. FATE CARDS
3. QUESTION CARDS 31-40
4. WORKSHEET 6—page 18 in the Student Guide
5. MINING SUPPLIES
6. Gold Nuggets



### Procedures:

1. Have each team select a new leader, recorder, and prospector.
2. Add QUESTION CARDS 31-40 to the question container.
3. Record the number of Gold Nuggets earned from WORKSHEET 5 and the MINER'S LOG on the MINING TEAMS' ASSETS chart. Return these to each team and have the team leaders make similar entries on the MINERS' RECORD FORM in the Mining Days 6 column. Discuss any problems the students may have had with these assignments.
4. Have the students turn to WORKSHEET 6 in the Student Guide and read the directions at the top of the page.
5. Slowly read BACKGROUND SHEET 6 aloud to your students. They should fill in WORKSHEET 6 as you read. If you feel it is necessary, go back and reread BACKGROUND SHEET 6.

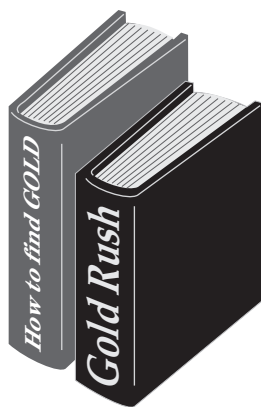
#### BACKGROUND SHEET 6: (Question Cards 31-40)

##### Gold Rushes in Nevada and Colorado

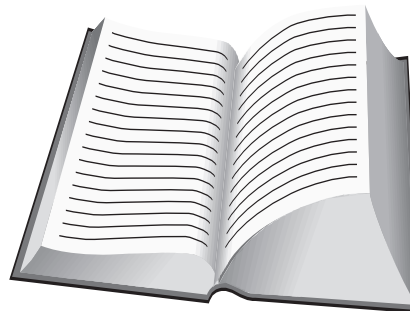
- **Nevada's Comstock Lode** In 1859 Patrick McLaughlin and Peter O'Riley found gold and silver near the present-day site of Virginia City, Nevada. A third man, Henry T.P. Comstock, claimed the discovery was made on his land (it was not) and managed to persuade the other two men to take him in as a partner. Comstock boasted so much about his new mine that the entire region came to be known as the Comstock Lode.
- **Wealth of the Comstock** The Comstock Lode produced more millionaires than any other gold rush. More than \$400 million worth of gold and silver were taken out of the Comstock.
- **Unique problems** The wealth of the Comstock Lode was underground. It was four miles long, 3,000 feet wide, and 3,000 feet deep. It was the richest find of gold and silver ever made, but it was located in hard rock. Not only did the ore have to be dug out, it also had to be crushed to remove the gold and silver. These mining operations required large amounts of capital and most miners worked for large companies.

## DAILY LESSON PLANS

“  
... fifty-niners  
found  
little gold ...  
”



- **Colorado's first gold rush** The first gold rush occurred in 1858 when a prospector named William Green Russell found traces of gold at Cherry Creek. Soon 50,000 men jammed the trails to Colorado with “Pike's Peak or Bust” painted on their wagons. These fifty-niners found little gold, called the whole thing a hoax, and started for home. Their wagons now read “Busted.”
  - **Colorado's second gold rush** While these men—called “go backs”—headed home, George Jackson and John Gregory discovered large amounts of gold at Clear Creek. Their discovery in 1859 was the start of Colorado's second gold rush.
  - **Guidebooks** The discovery of gold in Colorado created a flood of guidebooks. By 1859 there were more than 19 books that advised miners on how to get to the gold fields. Most of these books were reliable, but some were so misleading and so dangerous that an unwary miner could lose everything, even his life, if he followed the books' advice.
  - **Gold brings people west** The Colorado gold rush was responsible for bringing people west and creating towns. Colorado Territory was formed by 1861, and 15 years later Colorado became a state.
6. Give the students 10 minutes to complete WORKSHEET 6.
  7. Open the camp store and let teams purchase MINING SUPPLIES. Record purchases on the MINING TEAMS' ASSETS chart and the MINERS' RECORD FORM in the Mining Days 6 column.
  8. Have each team's prospector pull a FATE CARD. Read the fate aloud and record the results on the MINING TEAMS' ASSETS chart. The team leader also records this fate on the MINERS' RECORD FORM.
  9. Start the Mining/Claim Jumping Round.
  10. After the last round have the team leaders count their Gold Nuggets and record this amount next to the Mining/Claim Jumping Rounds in the column for Mining Days 6 on the MINERS' RECORD FORM. Then have the prospector bring the Gold Nuggets up to you where you count them and record the number on the MINING TEAMS' ASSET chart.
  11. While the prospectors are bringing you the Gold Nuggets the recorder, with the help of teammates writes the daily entry for the MINER'S LOG.
  12. Update the MINING TEAM'S ASSETS chart by totaling the Gold Nuggets for each team and erasing all the data except for the names of the Mining Teams and the Number of Gold Nuggets.
  13. Collect and Grade WORKSHEET 6 and MINER'S LOG entries.
  14. Allow time for research and work on the SATURDAY NIGHT ACTIVITIES.



### Materials:

1. DECISION 3—page 19 in the Student Guide
2. At least two and preferably four sets of encyclopedias plus as many books related to the research topics as you can find

### Procedures:

1. Have each team select a new leader, recorder, and prospector.
2. Have the students turn to DECISION 3 and read the directions at the top of the page.
3. Slowly read the following DECISION 3 aloud to your students. They should take notes as you read. If you feel it is necessary, go back and reread the problem and solutions.

#### DECISION 3

#### Captured Bandit

- **Problem** Lately your camp has been in an uproar. Several miners have been beaten and had their gold stolen. Everyone is very edgy. One man barely escaped injury when his partner mistook him for a thief and took a shot at him. The rumor in camp is that the robberies have been the work of a secret Chinese cult. Although the Chinese keep to themselves, no one seems to like them.

Last night a group of miners caught a Chinese man walking by their claim. On him was a small sack of gold dust bearing the initials of a miner who had been robbed. The miners quickly tied the Chinese man up and dragged him to the mining camp. The Chinese man said he found the sack on the trail one day and was innocent of any wrongdoing.

You have no jails or judges. Many of the miners want to hang him immediately. What should your mining camp do?

3. Allow adequate time for the problem to be summarized. Then read the following solutions. Have each student write down these solutions.

#### Four solutions to DECISION 3

- **Solution 1:** Give him the fairest trial you can in the mining camp even though most of the miners are prejudiced against the Chinese. If he is proven innocent, let him go. If he is proven guilty, punish him immediately.
- **Solution 2:** Take him to the nearest court of law, about 200 miles away, where he will receive a fair trial.
- **Solution 3:** As a foreigner, he is not entitled to a trial. He is obviously guilty so punish him and get back to work.
- **Solution 4:** Because the man is too small to make these attacks, and since he was not caught in the act of stealing, just let him go and resume your mining. A trial now would waste valuable time best spent mining.

**Read  
or  
Tell** ▶

“  
... quickly  
tied the  
Chinese  
man up and  
dragged  
him ...  
”



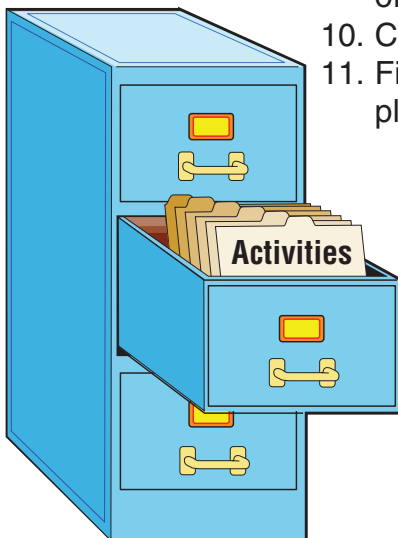
## DAILY LESSON PLANS

Read  
or  
Tell ▶

4. Have each mining team meet and decide which solution it will select to solve the problem. Have each team write its decision in the space provided. Record the choices each team makes on the MINING TEAMS' ASSETS chart next to fate.
5. Read the following consequences. Have each team write the consequences that pertain to their decision.

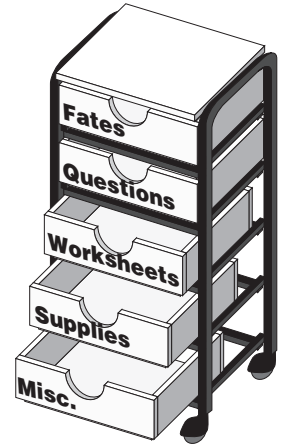
### DECISION 3 Consequences

- **Solution 1:** This is a good choice. You are applying the law the best way you can under the circumstances, and you are not wasting valuable time that could be spent looking for gold.
  - **Solution 2:** This is an honorable choice but an expensive one. It would take about two weeks traveling time that could have been spent mining. Lose 20 Gold Nuggets.
  - **Solution 3:** Many miners felt this way and many innocent people suffered needlessly. Lose 30 Gold Nuggets.
  - **Solution 4:** This seems like a good choice, but he might be guilty and you could be his next victim. Lose 15 Gold Nuggets.
6. Record the results of DECISION 3 next to Fate on the MINING TEAMS' ASSETS chart. Have each team leader record these results on their MINERS' RECORD FORM in the Mining Days 7 column.
  7. Record the number of Gold Nuggets earned from WORKSHEET 6 and the MINER'S LOG on the MINING TEAMS' ASSETS chart. Have the team leaders make similar entries on the MINERS' RECORD FORM in the Mining Days 7 column. Discuss any problems the students may have had with these assignments.
  8. Have the team leaders compute Today's Cumulative Total on the MINERS' RECORD FORM. Since there are no MINING/CLAIM JUMPING ROUNDS today, this space receives a 0. While they do this the teams help their recorders make entries in the MINER'S LOG. Remind students to include their decision and its consequences in the MINER'S LOG.
  9. Update the MINING TEAM'S ASSETS chart by totaling the Gold Nuggets for each team and erasing all the data except for the names of the Mining Teams and the Number of Gold Nuggets.
  10. Collect and grade MINER'S LOG entries.
  11. Finally, have students work on writing their research papers and/or planning SATURDAY NIGHT ACTIVITIES.



### Materials:

1. Questions in a container
2. FATE CARDS
3. QUESTIONS 41-45
4. WORKSHEET 7, page 20 in Student Guide
5. MINING SUPPLIES
6. Gold Nuggets



### Procedures:

1. Have each team select a new leader, recorder, and prospector.
2. Add QUESTION CARDS 41-45 to question container.
3. Slowly read BACKGROUND SHEET 7 aloud to your students. They should fill in WORKSHEET 7 as you read. If you feel it is necessary, go back and reread BACKGROUND SHEET 7.

#### BACKGROUND SHEET 7: (Questions 41-45)

##### Life in the Mining Camps

Read  
or  
Tell

- **Housing and Food** When a gold strike was first made, the miners set up a tent city. Everyone lived and operated out of tents. If the strike lasted for a long time, permanent buildings and lean-to shacks replaced the tents. The principal foods eaten by the miners were salt pork, some form of cooked flour, beans, and coffee. Food was often scarce and extreme hunger was common.



- **Living conditions** Life in a mining camp was harsh and most living conditions were unsanitary. There was lack of nutritious food. Lack of food and unsanitary living conditions led to malnutrition, scurvy, and cholera. Thousands died from disease. Others had to bear cold, fires, and floods. Insects and rodents got into all the food and constantly annoyed the miners. In the Klondike the mosquitoes were so thick that a man couldn't see more than a few feet in front of himself.
- **High prices** Prices in the mining camps were very high. In California flour sold for \$800 a barrel, eggs for \$3 each, and two spools of thread were \$7.50. In Alaska a pound of nails cost \$8, soap \$1, and a can of tomatoes \$2. Anywhere else these items cost only a few cents.

“  
... mosquitoes were so thick that a man couldn't see more than a few feet ...  
”



## DAILY LESSON PLANS

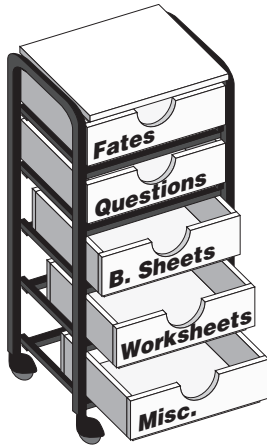
- **Entertainment** During the early days of a gold rush, men had to create their own amusements. They drank, gambled, and danced. Since women were scarce, men danced with each other. Half of the men would tie a bandanna around their arms and be the “ladies” for the evening. Gambling was another favorite pastime. Everyone bet on foot races, horse races, dog fights, and fights between a bear and a bull. Nothing was exempt from a wager.



“  
... men  
danced with  
each other ...  
”

During the 1850s professional entertainers began visiting the camps. Plays such as *Hamlet* were performed, as well as melodramas and operas. Many cities built theaters and opera houses.

4. Allow 10 minutes for the students to complete WORKSHEET 7. Circulate around the room to assist students in need of help.
5. Return the MINING LOGS and have the team leaders enter the scores on the MINERS' RECORD FORM in the Mining Days 8 column.
6. Open the camp store and let teams purchase MINING SUPPLIES. Remember to record purchases on the MINING TEAMS' ASSETS chart and the MINERS' RECORD FORM in the Mining Days 8 column.
7. Have each team's prospector pull out a FATE CARD. Read the fate aloud and record the results on the MINING TEAMS' ASSETS chart. The team leader also records this fate on the MINERS' RECORD FORM in the Mining Days 8 column.
8. Start the Mining/Claim Jumping Round.
9. After the last round have the team leaders count their Gold Nuggets and record this amount next to the Mining/Claim Jumping Rounds in the Mining Days 8 column of the MINERS' RECORD FORM. Then have the prospector bring the Gold Nuggets up to you where you count them and record the number on the MINING TEAMS' ASSET chart.
10. While the prospectors are bringing you the Gold Nuggets the recorder, with the help of teammates, writes the daily entry for the MINER'S LOG.
11. Update the MINING TEAM'S ASSETS chart by totaling the Gold Nuggets for each team and erasing all the data except for the names of the Mining Teams and the Number of Gold Nuggets.
12. Collect and grade WORKSHEET 7 and the MINER'S LOG entries.
13. Allow time for research and work on SATURDAY NIGHT ACTIVITIES.



### Materials:

1. Questions in a container
2. FATE CARDS
3. QUESTION CARDS 46-56
4. BACKGROUND SHEET 8, page 21 in the Student Guide
5. WORKSHEET 8, page 23 in the Student Guide
6. MINING SUPPLIES
7. Gold Nuggets

### Procedures:

1. Have each team select a new leader, recorder, and prospector.
2. Add QUESTION CARDS 46-56 to the question container.
3. Record the number of Gold Nuggets earned from WORKSHEET 7 and the MINER'S LOG on the MINING TEAMS' ASSETS chart. Have the team leaders make similar entries on the MINERS' RECORD FORM in the Mining Days 9 column. Discuss any problems the students may have had with these assignments.
4. Have your students read BACKGROUND SHEET 8 silently to themselves. When everyone has finished, go over the directions.
5. Give the students 20-30 minutes to outline BACKGROUND SHEET 8. Circulate around the room to assist students who need help.
6. Have each team's prospector pull out a FATE CARD. Read the fate aloud and record the results on the MINING TEAMS' ASSETS chart. The team leader also records this fate on the MINERS' RECORD FORM in the Mining Days 9 column.
7. Start the Mining/Claim Jumping Rounds.
8. After the last round have the team leaders count their Gold Nuggets and record this amount next to the Mining/Claim Jumping Rounds in the column for Mining Days 9 on the MINERS' RECORD FORM. Then have the prospector bring the Gold Nuggets up to you where you count them and record the number on the MINING TEAMS' ASSET chart.
9. While the prospectors are bringing you the Gold Nuggets the recorder, with the help of teammates, writes the daily entry for the MINER'S LOG.
10. Update the MINING TEAM'S ASSETS chart by totaling the Gold Nuggets for each team and erasing all the data except for the names of the Mining Teams and the Number of Gold Nuggets.
11. Collect and grade WORKSHEET 8 and the MINER'S LOG entries.
12. Allow time for research and work on SATURDAY NIGHT ACTIVITIES.

# DAILY LESSON PLANS

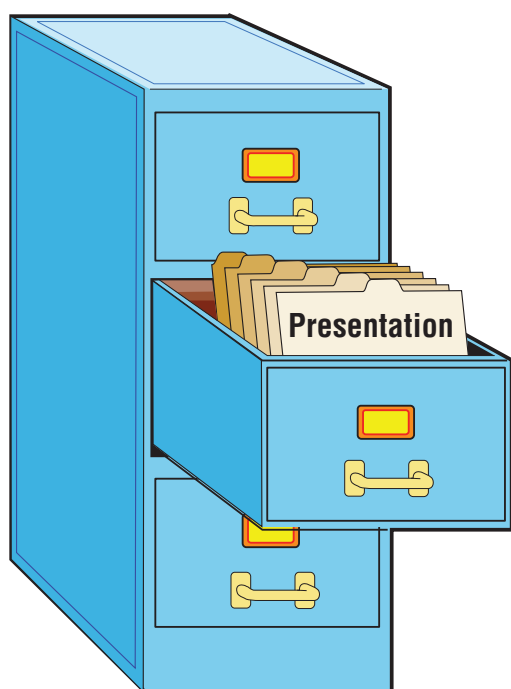
DAYS 11-12

## Materials:

1. At least two and preferably four sets of encyclopedias plus as many books related to the research topics as you can find.
2. Props for SATURDAY NIGHT ACTIVITIES.

## Procedures:

1. Record the number of Gold Nuggets earned from WORKSHEET 8 and the MINER'S LOG on the MINING TEAMS' ASSETS chart. Have the team leaders make similar entries on the MINERS' RECORD FORM in the Mining Days 10 column. They should also compute "Today's Cumulative Total" which is the sum of the scores from the MINER'S LOG and Worksheet 8. Discuss any problems the students may have had with these assignments.
2. Students should finish writing their research papers, which are due at the end of the Day 12.
3. Have your students make their SATURDAY NIGHT presentations. Score them on a scale of 1-10 Gold Nuggets per activity.
4. Keep track of the number of Gold Nuggets each team earns for these activities and record this number on the MINING TEAMS' ASSETS chart. Also, give this number to the team leader so it can be recorded on the Saturday Night Activity line at the bottom of the MINERS' RECORD FORM. (Note: Additional time may be needed for all teams to complete their presentations.)
5. Collect all the research papers by the end of Day 12. Grade them on a scale of 1-20 Gold Nuggets.



### Materials:

1. DECISION 4, page 24 in the Student Guide
2. Class set of PRE-TEST
3. Deck of playing cards (optional)
4. You must have corrected all the Research Papers before starting this Day's activities.

### Procedures:

1. Have the students turn to DECISION 4 and read the directions at the top of the page.
2. Slowly read DECISION 4 aloud to your students. They should take notes as you read. If you feel it is necessary, go back and reread everything aloud.

**Read  
or  
Tell** ▶

“  
Gambling  
fever  
has taken  
over ...  
”

### DECISION 4 Gambling

- **Problem** Gambling fever has taken over the mining camp. Hard-working miners, normally sensible, go into town, start gambling, and before the night is over have lost all their gold. So far you have stayed away from the gambling tables, but lately things have been rather dull and you could use some excitement so you decide to try your luck. You walk into the mining camp. The gambling tables are crowded especially at one of the card games. You recognize one of your friends playing. He is dealt an ace and a four. Money is tossed on the table during a betting frenzy as the miners bet on what card will come up first, an ace or a four. Your friend bets 100 Gold Nuggets the four will come up first. After the bets are made the dealer turns over the cards from the deck one at a time. A five comes up followed by a Jack, a ten, an eight, and finally a four. Your friend roars with approval. He

has just doubled his money. The deck is shuffled and two cards are dealt, a king and a three. Your friend encourages you to make a bet. What do you do?





## DAILY LESSON PLANS

Read  
or  
Tell ▶



- **Solution 1:** You bet 50 Gold Nuggets putting them on the table. Place your bet on either the king or three (choose one). If you are right you get 100, but if you are wrong you lose your 50 Gold Nuggets.
  - **Solution 2:** You bet 100 Gold Nuggets on either the king or three (choose one). If you are right you get 200 Gold Nuggets, but if you are wrong you lose your 100 Gold Nuggets.
  - **Solution 3:** You bet half of your team's Gold Nuggets on either the king or three (choose one). If you are right you win double your team's bet, but if you are wrong your team loses half of its Gold Nuggets.
  - **Solution 4:** You decide to keep your money and watch the others gamble. You spent several days earning your Gold Nuggets, and don't want to lose them in a few minutes.
3. Have each mining team meet and decide what solution it will take to solve the problem. Have each team write its decision in the space provided. Record the choices each team makes on the MINING TEAMS' ASSETS chart next to fate. Be sure to include the card chosen and the amount of Gold Nuggets wagered.
  4. Read the following consequences. Have each team write the consequences that pertain to their decision.

### DECISION 4 Consequences Solutions 1-3

- **Using a deck of cards** Take out a three and a king. Shuffle the deck then starting at the top of the deck turn over the cards one at a time until a three or a king comes up.
  - **Without a deck of cards** The dealer takes the deck and begins turning over the cards. The first card is an ace, followed by a queen, then a jack, a seven, a two, an eight, a three. The winner is a three.
  - **Solution 4**  
This is the safest choice. You may miss out on the excitement of making a bet, but you do not lose any Gold Nuggets. There are many stories of miners who found thousands of dollars worth of gold only to lose it all in a night's gambling.
5. Record the results of DECISION 4 on the MINING TEAMS' ASSETS chart and have the team leaders make their team's entries on the MINERS' RECORD FORM in the Mining Days 11 column across from Gold Nuggets Lost or Gold Nuggets Gained. This number is combined with "Yesterday's Cumulative Total" to reach "Today's Cumulative Total." This number is entered at the bottom of the page on the line next to "Total Cumulative Score."
  6. Give the PRE-TEST to your students.
  7. While your students take the PRE-TEST total the number of Gold Nuggets each team received on their research papers and add this to their totals on the MINING TEAMS' ASSETS chart. Then return the corrected research papers to your students.
  8. Tell the team leaders to add the scores from their team's research

## Read or Tell

papers to the MINERS' RECORD FORM on the line next to Research Papers. Then have the leaders find the Total Gold Nuggets earned during this simulation. Finally have each team compute its Average Earnings by dividing the Total Gold Nuggets by the number of members on their mining team. The team with the highest average wins the simulation.

9. Read or tell the following:

Very little gold is being found nowadays. You're lucky if you find 5 Gold Nuggets a day. Since you have been offered a job in town that pays 10 Gold Nuggets a day, you are considering taking it. Suddenly you hear of a new gold strike 1,200 miles away. At this new site men are finding 30 Gold Nuggets a day. What are you going to do?

10. Give your students time to discuss this problem. Use it as a starting point for a teacher-student discussion of the knowledge gained during GOLD RUSH. Among topics to cover are:

### Pre-Test

How did your final answers compare with your first answers?

### Life in the mining camps

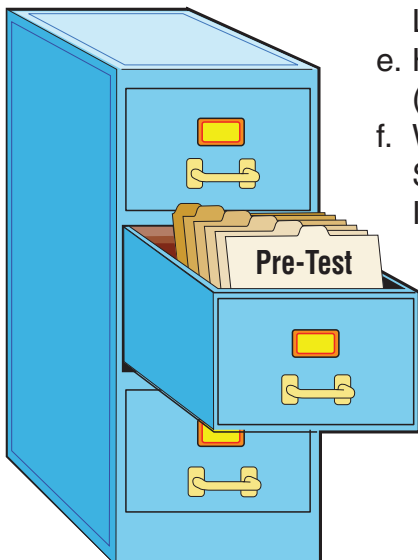
What surprised you about life in a mining camp?

### Gold rushes

- How were the gold rushes alike? How were they different?
- What one gold rush would you have liked to take part in? Why?
- Are you more aware now than you were previously of the dangers and hardships faced by the gold rushers?
- What would you do differently if you were to play this simulation again?

### Miscellaneous

- Which of your decisions were good decisions? Why?
- Which were bad decisions? Why?
- Did individual or group decisions tend to be wiser?
- Did you grow in any of these skill areas: Note-taking? Outlining? Listening? Writing a research paper?
- How does this simulation compare with other ways of learning (texts, lectures, films, etc.)?
- What were the strengths of GOLD RUSH? its weaknesses? Should next year's students play this simulation? If No, why not? If Yes, Why? (Also if Yes, what would improve it?)











## MULTICULTURAL GOLD RUSH

### A mini version of GOLD RUSH—Introduction

“  
... no longer  
the typical  
white male ...

”



The MULTICULTURAL GOLD RUSH begins when your students learn they are no longer the typical white male from the United States. Instead, they are members of a minority group that has just arrived in Golden Gulch. They already have their supplies and must now choose a mining site. They do this with MULTICULTURAL DECISION 1. The next three days they read and/or listen to information about minorities in the gold fields. They complete MULTICULTURAL WORKSHEETS and collect gold during mining/claim jumping rounds that use special MULTICULTURAL QUESTION CARDS and MULTICULTURAL FATE CARDS. On the fifth day students complete MULTICULTURAL DECISION 2 in which they decide what to do about some newly arrived miners who have forced them off their claims. This is followed by a debriefing period in which students share their knowledge and feelings about being a member of a minority group in the gold fields.

The MULTICULTURAL GOLD RUSH is played the same as the GOLD RUSH simulation except for the following changes:

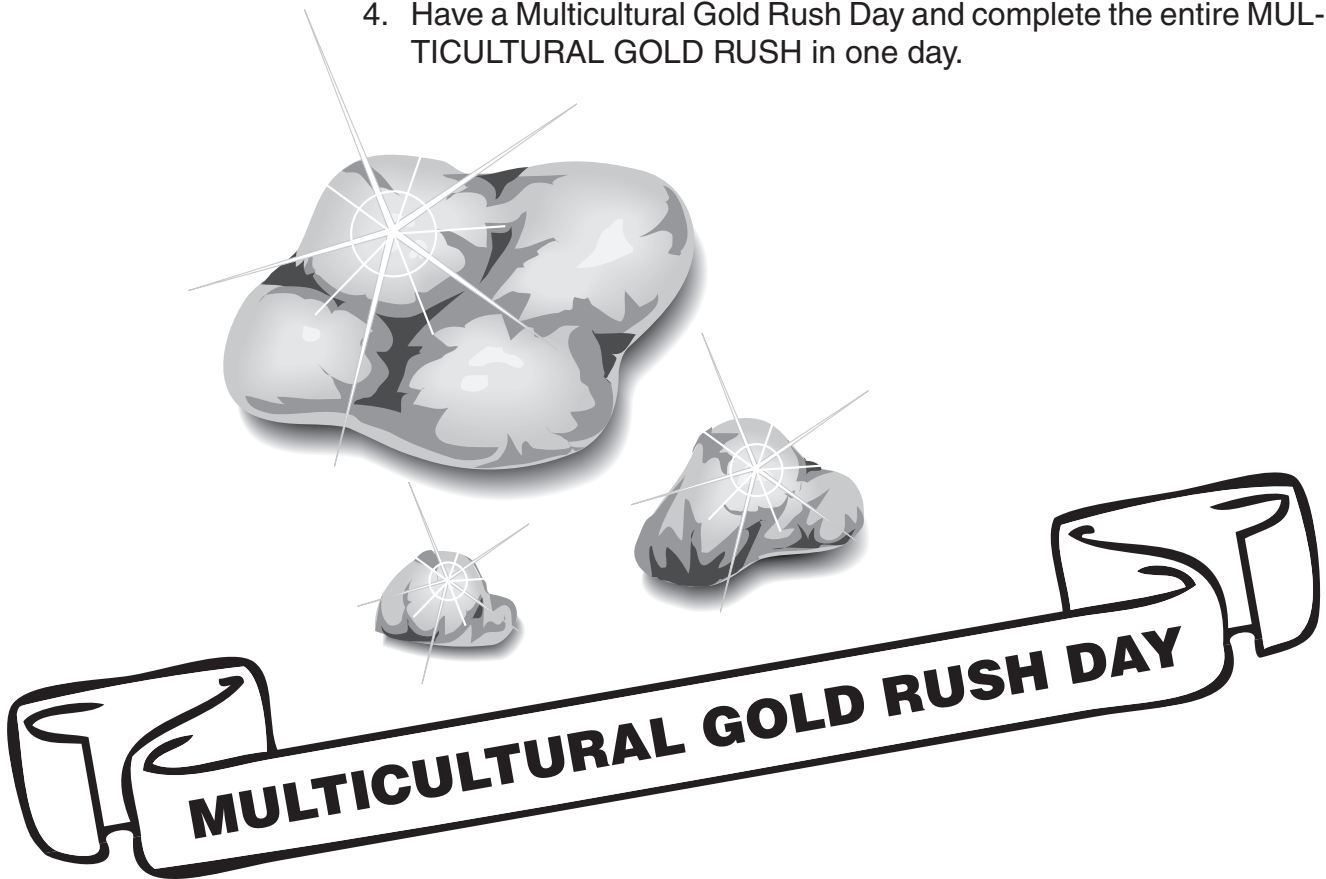
1. Teams get only one question for each claim site and receive only 2 Gold Nuggets for each correct answer during the mining claim/jumping rounds. Teams cannot buy cradles or long toms, or use the ones they have already purchased. *(Note: This equipment was used by minority miners, but there will not be enough time or money for them to purchase these supplies during the MULTICULTURAL GOLD RUSH)*
2. The worksheets earn 2-5 Gold Nuggets instead of 1-10 Gold Nuggets.
3. MULTICULTURAL FATE CARDS and MULTICULTURAL QUESTION CARDS are used instead of the regular FATE CARDS and QUESTION CARDS.
4. Each team receives an envelope in which they keep their gold nuggets. The MINERS' RECORD FORM and MINING TEAMS' ASSETS are not used.
5. The amount of gold each team has remaining at the end of the MULTICULTURAL GOLD RUSH is added to the team's gold supply for the regular GOLD RUSH simulation.



## Scheduling Options

There are many options available for scheduling the MULTICULTURAL GOLD RUSH. Listed below are some suggestions to consider. Alter as needed for what works best in your teaching situation.

1. Add five additional days for the MULTICULTURAL GOLD RUSH to the end, or middle, of the regular GOLD RUSH simulation.
2. Replace the time spent on Saturday Night Activities, BACKGROUND SHEET 8, and WORKSHEET 8 with the MULTICULTURAL GOLD RUSH.
3. Reduce the number of days spent on the MULTICULTURAL GOLD RUSH by making only one MULTICULTURAL DECISION, and by having fewer days spent on MULTICULTURAL BACKGROUND SHEETS and MULTICULTURAL WORKSHEETS.
4. Have a Multicultural Gold Rush Day and complete the entire MULTICULTURAL GOLD RUSH in one day.



## Set Up Directions

1. Duplicate a class set of MULTICULTURAL PRE-TEST. (Tab 3/ page 10)
2. Make one copy of MULTICULTURAL DECISION 1 and one copy of MULTICULTURAL DECISION 2 for each team. (Tab 3/ pages 11 and 21)
3. Duplicate a class set of the MULTICULTURAL WORKSHEETS 1, 2, and 3. (Tab 3/pages 18-20)
4. Make one copy of the MULTICULTURAL FATE CARDS. Cut out each card and place them in a container. (Tab 3/pages 22-24)
5. Make one copy of the MULTICULTURAL QUESTION CARDS. Cut out each card and set aside for future use. (Tab 3/pages 25-28)
6. Duplicate two copies of MULTICULTURAL GOLD NUGGETS for each team (Tab 3/pages 24 and 28). Cut out the individual gold nuggets. Put five “20 Gold Nuggets” in an envelope for each team. Save the other gold nuggets for later use. You may also use some of the gold nuggets from the regular GOLD RUSH simulation, if necessary.
7. You need to decide how you want to use the MULTICULTURAL BACKGROUND SHEETS. You may read aloud the information, make copies and have the students read it, or a combination of the two. Decide on the number of BACKGROUND SHEETS you want duplicated and do it at this time. (Tab 3/pages 12-17)
8. Write a note to yourself that describes which team is on which claim then remove all claim markers from the Map of Golden Gulch and give them back to the teams.

## MULTICULTURAL UNIT TIME CHART

(Intended as example; alter as desired)

Take MULTICULTURAL PRE-TEST Introduce the MULTICULTURAL GOLD RUSH Do MULTICULTURAL DECISION 1 and determine the consequences	MULTICULTURAL BACKGROUND SHEET 1 is presented Complete MULTICULTURAL WORKSHEET 1 Mining and claim jumping rounds	MULTICULTURAL BACKGROUND SHEET 2 is presented Complete MULTICULTURAL WORKSHEET 2 Mining and claim jumping rounds	MULTICULTURAL BACKGROUND SHEET 3 is presented Complete MULTICULTURAL WORKSHEET 3 Mining and claim jumping rounds	Do MULTICULTURAL DECISION 2 and determine the consequences Review the MULTICULTURAL PRE-TEST Conduct a discussion and debriefing of the MULTICULTURAL GOLD RUSH
1	2	3	4	5



# DAILY LESSON PLANS

## DAY 1

### Materials:

1. MULTICULTURAL PRE-TEST (class set)
2. MULTICULTURAL DECISION 1 (one for each team)
3. One envelope per team with 100 Gold Nuggets
4. Coin and pair of dice



### Procedures:

1. Pass out the MULTICULTURAL PRE-TESTs and allow students approximately 10 minutes to complete them. Collect the tests, correct later, and file for future use. Here is the Answer Key for the MULTICULTURAL PRE-TEST: 1. a, 2. d, 3. a, 4. c, 5. d, 6. c, 7. c, 8. c, 9. d, 10. b.

2. Read aloud the following to your students:

In the GOLD RUSH simulation you are experiencing the search for gold from the point of view of a typical white male miner from the eastern part of the United States. Now you will experience the gold rush from the point of view of the minorities who were also in the gold fields. You will be representing women, African Americans, Chinese, Indian, and Spanish speaking miners. Their experiences were often quite different from those of the average American miner. It will not be easy and don't expect to be treated fairly. Non-white miners were often beaten, robbed and driven from their claims.

Each team will start with 100 Gold Nuggets. Whatever money is left after this multicultural part of the simulation will be added to your team's gold. Since you are afraid your gold may be stolen you must keep all your gold hidden in this envelope.

3. Give each team an envelope with 100 Gold Nuggets.
4. Tell your students that as of this moment they are no longer the typical white male miners from the United States, but members of a minority group that just arrived in Golden Gulch. They already have supplies and are now looking for a mining site.
5. Read or tell the following:

You are a member of a minority group that has just arrived in Golden Gulch. As you walk by the different claims the miners stop what they are doing and stare at you. They talk among themselves. Some start laughing. Others just stare. The looks they give make you feel uncomfortable. The leader of your group says it is best to stay away from these miners. He says they get the best claims and that you should stake your claims in an area they don't want. While in Golden Gulch you learn about five possible mining sites along Ophir Creek. You must choose one of these sites and begin looking for gold.

**T**eaching  
tip →

*This is a suggested amount. You may wish to give more or less to each team depending on the amount of gold that the teams have already earned. You may also put a cap on the amount of money a team can lose. You may have to loan teams money.*

*Tell your students they will get their original claims back after their multicultural gold rush experience.*

## Read or Tell

“  
Playing tricks  
on foreigners  
was a favorite  
pastime  
for many  
miners ...  
”

6. Give each team a copy of MULTICULTURAL DECISION 1 and have them read the five choices. Then allow them time to select one of these choices and circle it. Remind your students they are minorities in the gold fields and do not have the same rights and privileges as most miners. Then, in the space provided, each team should write a sentence that explains why they made the decision they did.
7. After the mining teams have made their decisions, read the following consequences.

### MULTICULTURAL DECISION 1 CONSEQUENCES

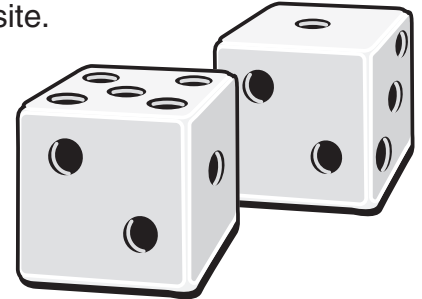
- **You selected site number 1.** In some mining areas foreigners were not allowed to take an abandoned claim if it was near a mining camp. You will get to keep your claim, but since you are close to the other miners they may raid your camp to steal your gold and



destroy your mining supplies. Select one of the claims in Golden Gulch. Call a coin toss correctly and nothing bad happens, at least for a while. If you are wrong your camp is raided the first night and you must buy new supplies at a cost of 20 Gold Nuggets.

- **You selected site number 2.** The men who told you this know the mining site is worthless and are just playing a trick on you. They will have a good laugh thinking of all the troubles you will have trying to reach this mining site.

Playing tricks on foreigners was a favorite pastime for many miners, but sometimes these “worthless” mines proved quite valuable. Roll the dice. If a two or twelve comes up the mining site is not worthless at all. You collect 50 Gold Nuggets.



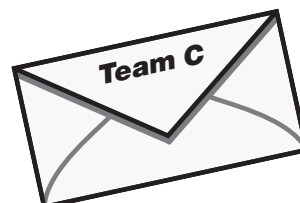
When the other miners find out about your success they chase you off the claim and you must now stake a claim in Golden Gulch. If any other numbers come up you lose 10 Gold Nuggets for wasting your time. You now go back to Golden Gulch and stake a claim.

- **You selected site number 3.** You have to pay the recorder 10 Gold Nuggets to have the claim recorded. Then he begins laughing and tells you that foreigners can’t have good claims in this mining camp. He says you should be thankful that they even let you mine at all. Your money is not returned. You may choose another site in Golden Gulch.
- **You selected site number 4.** Choose one of the claim areas in Golden Gulch. These mining areas are the only places you can look for gold without being harassed. If you do find gold keep it a secret or the other miners will take the claim right back.

# DAILY LESSON PLANS

“  
... the men  
who took  
your money  
are not  
miners but  
swindlers ...  
”

- **You selected site number 5.** You pay 20 Gold Nuggets for the claim. The next day an angry white miner and some of his friends see you panning for gold and demand that you leave. You tell them you bought the rights to the claim. These men say you were tricked and that whoever sold you the claim did not own it. They force you to leave. Later that day you learn that the men who took your money are not miners but swindlers. Since foreigners are not allowed to testify in court against a white man there is nothing you can do. You lose the 20 Gold Nuggets and must choose one of the claim areas in Golden Gulch.
8. Have the teams put their envelopes of Gold Nuggets in a safe place.



## DAY 2

### Materials:

1. MULTICULTURAL BACKGROUND SHEET 1 for each student (only if you are not reading it aloud).
2. MULTICULTURAL WORKSHEET 1 for each student.
3. MULTICULTURAL QUESTION CARDS 1-8 in a container.
4. MULTICULTURAL FATE CARDS and MULTICULTURAL GOLD NUGGETS (the 2 Gold Nugget cards).

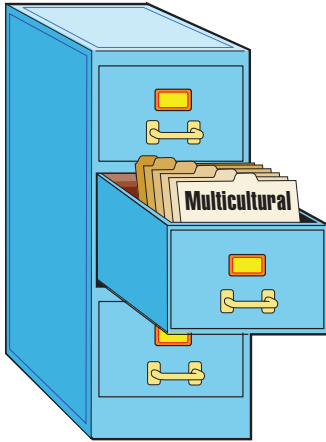
### Procedures:

1. Put MULTICULTURAL QUESTION CARDS 1-8 in a container that does not contain the questions from the regular GOLD RUSH simulation.
2. Give each student a copy of MULTICULTURAL WORKSHEET 1. Explain to your students that they will complete this outline just as they completed the outlines in the GOLD RUSH simulation.
3. Either read aloud MULTICULTURAL BACKGROUND SHEET 1 or give copies of it to your students to read.
4. Students complete MULTICULTURAL WORKSHEET 1. Set it aside to correct at a later time. Award 2-5 Gold Nuggets for each worksheet.
5. Have the prospector from each team draw a MULTICULTURAL FATE CARD. Read the fate aloud and give or take the required Gold Nuggets from each team.
6. Start the mining/claim jumping rounds using the MULTICULTURAL QUESTION CARDS 1-8. Remember, correct responses earn 2 Gold Nuggets.
7. After the last round have the team leaders put their envelopes with the gold nuggets in a safe place.



# DAILY LESSON PLANS

## DAY 3



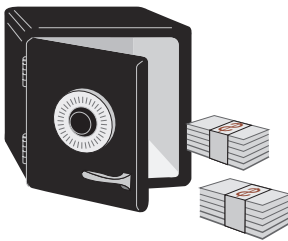
### Materials:

1. MULTICULTURAL BACKGROUND SHEET 2 for each student (only if you are not reading it aloud).
2. MULTICULTURAL WORKSHEET 2 for each student.
3. MULTICULTURAL QUESTION CARDS 9-16.
4. MULTICULTURAL FATE CARDS and MULTICULTURAL GOLD NUGGETS (the 2 Gold Nugget cards).
5. Corrected copies of MULTICULTURAL WORKSHEET 1.

### Procedures:

1. Add MULTICULTURAL QUESTION CARDS 9-16 to the container.
2. Return the corrected copies of MULTICULTURAL WORKSHEET 1 and review the correct answers. Give each team the Gold Nuggets they have earned from the worksheets.
3. Give each student a copy of MULTICULTURAL WORKSHEET 2. Explain to your students that they will complete this outline just as they completed the outlines in the GOLD RUSH simulation.
4. Either read aloud MULTICULTURAL BACKGROUND SHEET 2 or give copies of it to your students to read.
5. Students complete MULTICULTURAL WORKSHEET 2. Set it aside to correct at a later time. Award 2-5 Gold Nuggets for each worksheet.
6. Have the prospector from each team draw a MULTICULTURAL FATE CARD. Read the fate aloud and give or take the required Gold Nuggets from each team.
7. Start the mining/claim jumping rounds.
8. After the last round have the team leaders put their envelopes with the gold nuggets in a safe place.

“  
... put their  
envelopes  
with the gold  
nuggets



in a safe ...

”

## DAY 4

### Materials:

1. MULTICULTURAL BACKGROUND SHEET 3 for each student (only if you are not reading it aloud).
2. MULTICULTURAL WORKSHEET 3 for each student.
3. MULTICULTURAL QUESTION CARDS 17-25.
4. MULTICULTURAL FATE CARDS and MULTICULTURAL GOLD NUGGETS (the 2 Gold Nugget cards).
5. Corrected copies of MULTICULTURAL WORKSHEET 2.

# DAILY LESSON PLANS

## Procedures:

1. Add MULTICULTURAL QUESTION CARDS 17-25 to the container.
2. Return the corrected copies of MULTICULTURAL WORKSHEET 2 and review the correct answers. Give each team the Gold Nuggets they have earned from the worksheets.
3. Give each student a copy of MULTICULTURAL WORKSHEET 3. Explain to your students that they will complete this outline just as they completed the other outlines in the GOLD RUSH simulation.
4. Either read aloud MULTICULTURAL BACKGROUND SHEET 3 or give copies of it to your students to read.
5. Students complete MULTICULTURAL WORKSHEET 3. Set it aside to correct at a later time. Award 2-5 Gold Nuggets for each worksheet.
6. Have the prospector from each team draw a MULTICULTURAL FATE CARD. Read the fate aloud and give or take the required gold nuggets from each team.
7. Start the mining/claim jumping rounds.
8. After the last round have the team leaders put their envelopes with the gold nuggets in a safe place.



“

... put their envelopes with the gold nuggets



in a safe ...

”

## DAY 5

## Materials:

1. Corrected copies of the MULTICULTURAL PRE-TEST.
2. One copy of MULTICULTURAL DECISION 2 for each team.
3. Corrected copies of MULTICULTURAL WORKSHEET 3.

## Procedures:

1. Return the corrected copies of MULTICULTURAL WORKSHEET 3 and review the correct answers. Give each team the Gold Nuggets they have earned from the worksheets.
2. Give each team a copy of MULTICULTURAL DECISION 2 and read the directions together. Allow the teams to discuss the options and make their decisions.
3. Read aloud the following consequences to MULTICULTURAL DECISION 2:

This problem is based on an actual event called the “Chilean War” that happened in California just after Christmas in 1849. The Chileans made decisions 1 and 2. They got legal permission from a judge to attack the claim jumpers. During the fight two Americans were killed and 16 were

“  
Chilean War  
”





captured. On the way to court the 16 Americans overpowered the Chileans and took them to a miner's court instead of the official court in Stockton. They were quickly convicted of murder. Two were hanged and the others were flogged. If you chose 1 or 2 you lose all the gold you earned in the Multicultural Gold Rush (Note: This is a harsh consequence and you may choose to modify the amount of gold lost) and your claim.

If you chose 3 or 4 you may keep the gold you have but give up your claim and leave Golden Gulch.

4. Return the corrected copies of the MULTICULTURAL PRE-TEST. Have your students correct the questions they missed.
5. Have a teacher-student discussion of the knowledge gained by playing the MULTICULTURAL GOLD RUSH. Among the topics to cover are:

## **Pre-Test**

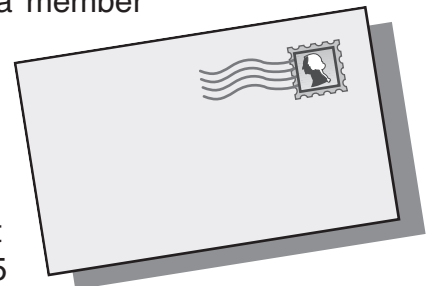
How did your final answers compare with your first answers?

## **Life in the gold fields**

- a. How was looking for gold different in the MULTICULTURAL GOLD RUSH than the regular gold rush? How was it similar?
- b. What made life hard for the minority miners?
- c. How did minority miners take advantage of the gold rush?
- d. What did you like least about being a minority miner in the gold fields?
- e. Knowing what you now know, would you still go to the gold fields if you were a member of a minority group? Explain.
- f. What surprised you the most about the minority miners in the gold fields?

## **Miscellaneous**

- a. Did participating in the MULTICULTURAL GOLD RUSH change your view of gold rushes?
- b. How would your view of gold rushes be different if you did not do this part of the simulation?
- c. Do you think other classes should do this part of the simulation or should they skip it?
6. Tell your students that tomorrow they will return to the regular GOLD RUSH game. They receive their old claims, and any gold nuggets they have remaining from the MULTICULTURAL GOLD RUSH will be added to their team's total.
7. **Option:** Have each student write a letter home describing their experiences in Golden Gulch as a member of a minority group. Included in this letter should be the treatment they received, the treatment of other groups in the gold fields, the amount of gold they found, and one or two events that they thought were especially unfair. Award 2-5 gold nuggets for these letters.





# MULTICULTURAL PRE-TEST

**Directions:** Circle the letter before the best answer for each of the 10 questions.

1. Which group of people were **not** part of the American gold rushes?
  - a. Japanese
  - b. Hawaiians
  - c. African Americans
  - d. Women
2. Which of the following is **not** true about the California Indians?
  - a. In 1848 Indians were used by California ranchers to look for gold.
  - b. Many Indians were attacked and killed for no reason.
  - c. Indians were not counted as people during the 1850 census.
  - d. Indians never tried finding gold on their own.
3. The miners from Mexico and South America
  - a. were experts at removing gold from hard rock quartz
  - b. left women and children at home
  - c. found less than \$5 million worth of gold
  - d. were treated fairly by the American miners
4. Which of the following is **not** true?
  - a. African American miners were driven off good paying claims.
  - b. Some African American slaves used the gold they found to buy freedom for themselves and their families.
  - c. All the African American miners were once slaves.
  - d. Some African Americans found they could make more money cooking than looking for gold.
5. In a court of law which group could testify against a white miner?
  - a. Chinese
  - b. African Americans
  - c. Spanish speakers
  - d. None of the above
6. Which of the following was **not** a cause of the anti-Chinese movement?
  - a. The Chinese found gold in areas other miners had left.
  - b. The Chinese population was increasing.
  - c. The foreign miner's tax
  - d. Gold was getting hard to find.
7. In the gold fields, women
  - a. never worked on the mining claims
  - b. never washed or ironed clothes
  - c. could make as much as the average miner doing other kinds of work
  - d. were chased off good paying claims
8. Some of the white miners helped protect the
  - a. Indians
  - b. African Americans
  - c. Both a and b
  - d. None of the above
9. Which of the following is **not** true?
  - a. Indians sometimes attacked Chinese miners.
  - b. Spanish-speaking miners sometimes attacked white miners.
  - c. African-American miners sometimes fought with the Indians.
  - d. The non-white miners got along well with each other.
10. All miners in the gold fields wanted
  - a. the foreigners to leave
  - b. to better their lives
  - c. foreigners to stop stealing American gold
  - d. fair treatment for everyone

# MULTICULTURAL DECISION 1

**Directions:** Listed below are five sites where your team can start mining. Read the descriptions of the five sites, have a team discussion, and write your solution in the DECISION space. Next, listen to your teacher read the consequences of your decision.

## FIVE SITES

1. You discover what looks like an abandoned claim. There are no tools and the claim has not been worked for several weeks. It is close to where the white miners are working, but they are not interested in this claim. You realize that with a little patience you can find a small amount of gold each day.
2. A group of miners tells you about a mining site that would be just perfect. They describe the natural beauty of the area and its potential for gold, and they even draw you a map on how to get there. These men seem serious, but you get the feeling they are trying really hard not to laugh.
3. You realize the white miners have taken all the good claims. You decide to leave the area. As you are leaving you find a spot that was overlooked by the other miners. It yields a good amount of gold. You stake this claim immediately then go into town to have the claim officially recorded.
4. Along the banks of Ophir Creek, near Miner's Island, you see many deserted mining claims. The white miners have given up on these claims because they believe all the gold has been taken out. You spend an afternoon panning and get very little gold.
5. A group of miners offers to sell you their claim for 20 Gold Nuggets. They say there is still a lot of gold to be found, but they are tired of mining and are going back home.

## DECISION

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# MULTICULTURAL BACKGROUND SHEET 1

(Questions 1-8)

## MULTICULTURAL MINERS

“  
...  
Mexico,  
South America,  
China,  
Hawaii,  
Europe,  
and even  
Tahiti  
...  
”

**People from all over the world** More than 25 different countries were represented in the gold fields. There were miners from Mexico, South America, China, Hawaii, Europe, and even Tahiti. Only the Russians and Japanese, whose governments banned foreign travel, did not participate. Women and African Americans also joined the gold rush and for one group, the Indians, the gold rush came to them.

The mixture of people from around the world and the ratio of men to women varied from mining camp to mining camp. Young white males from the United States made up the majority of miners. The next largest group was determined by the location of the gold. Some gold sites, especially in the southern mines of California had large numbers of Spanish speaking miners. Other mining camps had large Chinese populations. In California there were 1000 African American miners in the Mother Lode. Women were there too. Their numbers were small at first, then grew as the mining camps grew. The Indians, on whose land much of the gold was found, were among the first gold miners.



**Anti-foreign feelings** At first the miners got along with one another. The gold fields were not crowded. Most people were finding gold and there were few foreign miners. Then as gold got scarce and the gold fields got more crowded, American miners became angry. They accused the foreigners of coming to America to steal its gold.

They passed laws that made it difficult for a foreigner to earn money looking for gold. One of these laws was called the foreign miner's tax. This tax was so high that many foreign miners were forced to leave the gold fields. The legal system served the white male miners from the United States. Indians had no rights. Foreigners and African Americans could not testify in court against a white man. Unsavory miners took advantage of these laws to steal claims and rob the foreign miners.

The white miners, however, were not the only ones who made life difficult for the foreigners. There were skirmishes between Indians and African Americans, Chinese and Indians, and Spanish and whites. Some groups, like the Chinese, even fought among themselves. All the different groups in the gold fields, to some degree, had anti-foreign feelings.

“  
... skirmishes  
between  
Indians and  
African  
Americans,  
Chinese and  
Indians ...  
”

# MULTICULTURAL BACKGROUND SHEET 1



rich ...  
”

**Contributions** Life in the gold fields was harsh. For the minority groups in the mining camps, life was even more difficult. They had few legal rights and were frequently chased off high yielding claims. Despite these obstacles, some managed to “strike it rich,” but others gave up mining. They found they could make more money by providing services to the other miners. They started laundries, restaurants, stores, and boarding houses. They took jobs in mining towns and helped to build communities. Some were successful, some failed; but all contributed to the colorful history of the gold rush.

**Indian workers** One group in the gold fields that did not fare well was the Indians. Before the discovery of gold in the far west, there were constant conflicts between the Indians and the new settlers moving onto their lands. In many places these two groups of people had agreed to live in peace, but when gold was discovered on Indian land, the Indians were usually driven away.

In California, large land owners used Indians as laborers to find gold for them. These Indians discovered more than \$150,000 worth of gold for their employers. During the early stages of the gold rush, the relations between the Indians, native Californians, and American settlers were generally peaceful. By 1850 this situation had changed. The miners who came for gold did not respect the Indians. One government official described them as backward and subhuman. They were not even counted as people in the census of 1850.

“  
... Indians  
were attacked  
and killed ...  
”

**Attacks against Indians** At first the Indians did not understand the value of gold. Once they understood its power, they tried finding it on their own. Sometimes the Indians were followed to places where they had found gold and were then chased away. Many Indians were attacked and killed for little or no reason. Some were hunted by miners and soldiers for committing imaginary crimes. Sometimes entire villages were destroyed. Many residents who knew the Indians, such as James Marshall, protested this treatment, but to no avail.



The Indians soon left the mining camps. By 1850 they had moved to the high Sierras. No longer did they look for gold or trade the gold they found with the local store keepers.

In other gold mining areas the Indians received similar treatment. In Colorado and South Dakota Indian land, guaranteed to be theirs by treaties with the United States Government, was overrun with miners. Other agreements with the Indians were overlooked by gold-hungry miners. The discovery of gold on Indian land almost always meant it would be stolen, or ruined, and the Indians' way of life changed forever.

# MULTICULTURAL BACKGROUND SHEET 2

(Questions 9-16)

## SPANISH SPEAKING MINERS AND AFRICAN AMERICAN MINERS

**Spanish-speaking miners** The largest foreign group of miners to reach the gold fields at the start of the gold rush were Latin Americans. The number of Spanish speakers was so great that the Americans lumped all of them together into one group called “Chilenos.” In reality they were from Mexico and many South American Countries. They were hard-working, and experts at removing gold from hard rock quartz. By July of 1849 they had taken out more than \$15 million worth of gold.

**Mexican Miners** The miners from Mexico were the ones who gave the name “Mother Lode” to the California gold fields. It comes from the Spanish words “vera madre” which was the name they gave to large veins of gold-bearing quartz. Unlike other miners, they came with their wives and children. They settled in a mining camp they called Sonora. Soon it became the center of the southern mines with a population of 10,000, which included some whites, Peruvians, Chileans, and other Spanish-speaking peoples.

**Chileans** Chile was one of the leading trade nations on the Pacific Ocean at the time of the gold rush. Miners from Chile called themselves “Chilenos” and they arrived in California by ship. Some of these miners were wealthy and well educated. They brought servants, called peons, to work in the gold fields for them. Like the Mexicans, they were experts at removing gold from hard rock quartz.

**African-American workers** When the discovery of gold in California was reported in the Eastern newspapers, it was also read by members of the African American community. In January, 1849 one New York newspaper wrote, “The merest Negro could make more than our present governor.” Later reports told of African American men earning \$100-\$500 a month in the gold fields. Stories like these encouraged African Americans to go west in search of riches.

Another group of African Americans who went west were runaway slaves. They escaped from their masters and went to the gold fields with the hope of finding enough gold so they could return home and buy freedom for themselves, their wives, and their children.

Some slave owners brought slaves with them to search for gold. At one time as many as 600 slaves were finding gold for their masters. Some of these masters allowed their slaves to work on their own time so they could buy their freedom. Some historians estimate that \$750,000 was spent by African Americans to buy freedom for themselves and their

“  
... Mother  
Lode ...  
”

“  
... Negro could  
make more  
than our present  
governor ...  
”



## MULTICULTURAL BACKGROUND SHEET 2

families. Slavery was very unpopular with the other miners and was soon outlawed in the gold fields.

“  
... worthless  
site ...  
”

Tales of riches discovered by African Americans abound. A successful miner could earn five to six dollars a day. In 1850, 37 African American men announced they were earning \$100-\$500 a month. As a joke a group of white miners sent an African-American man named Livingston to a spot where there was supposedly no gold. During the next four months he earned \$80,000 from this “worthless site.” Another African American miner was reported to have found \$100,000 worth of gold. Like most other miners, the majority of African Americans did not “strike it rich” and gave up mining for other jobs. One of the highest paying jobs for African Americans was being cooks who could earn as much as \$125 a month.

**Conflicts with whites** The white American miners believed the gold belonged to them and did not like African Americans or foreigners coming in and taking it. African Americans and Spanish-speaking miners were frequently driven from their claims. Their legal rights were limited; neither group could testify against a white man in court. When the foreign miner’s tax became law, most Chileans and many Mexicans gave up mining and returned to their homelands.

African Americans sought safety in mutual aid groups, joined up with white miners from New England, or isolated themselves from the other miners as much as possible. Since some African Americans found they were accepted more often in other jobs, they gave up mining altogether.





# MULTICULTURAL BACKGROUND SHEET 3

(Questions 17-25)

## CHINESE AND WOMEN IN THE GOLD FIELDS

**First Chinese** When gold was first discovered in California, the news quickly spread across the Pacific Ocean to China. Ship owners in China soon realized they could make a good deal of money by taking Chinese to the gold fields. Their advertisements described the abundance of gold, how easy it was to reach the gold fields, and how quickly fortunes could be made. During the first year a thousand miners arrived in San Francisco from China. They stayed just a few days then went off to the gold fields.

**In the Gold Fields** The first Chinese miners arrived wearing baggy clothes, straw hats, and heavy wooden shoes. The Americans found them amusing because they dressed differently and spoke a strange language, but the Chinese were also respected. The local newspapers described them as honest, hard working, quiet, and good citizens.

The Chinese settled in areas that had already been worked by the American miners. In some camps they were not allowed to have mining claims, and in others they could mine only in areas that had been abandoned by other miners. They stayed together, working in groups of fifty or more, and patiently extracted gold from claims that others had abandoned. Their success in the gold fields and their increasing numbers soon led to a strong anti-Chinese movement.

**Anti-Chinese movement** By 1852 the Chinese population had swelled to 21,000. In a two-day period more than 2,000 Chinese arrived in San Francisco. The white miners did not like the increasing numbers

of Chinese who were in the gold fields then. With gold becoming harder to find, the American miners did not want more miners in the gold fields. They resented the fact that the Chinese could find gold in areas they had abandoned.

For these reasons the Chinese were frequently attacked and driven from their claims. It was not uncommon for their camps to be looted and burned. One Chinese

“  
... white miners  
did not like  
the increasing  
numbers of  
Chinese ...  
”



## MULTICULTURAL BACKGROUND SHEET 3

mining camp was raided by white miners and had \$30,000 worth of gold stolen. The Chinese appealed to the local authorities, but since the Chinese were not allowed to testify against a white person in court, the thieves went unpunished. It wasn't only the whites who committed these crimes. The Chinese were attacked by other foreigners and sometimes by the local Indians.

**Chinese contributions** Despite the mistreatment by the other miners, many Chinese continued to search for gold. They moved from one gold strike to another in hope of finding enough gold so they could return to China. Others gave up mining. They opened restaurants, stores, and laundries. Some Chinese returned to China, but most never did.

**Women head west** When gold was discovered in California, women also went west. Some estimates show that women made up 10 percent of the 49ers. In 1849, 25,000 people crossed the plains and 6,000 of them were women. Most traveled with their husbands, but sometimes the wives came later, usually taking the Panama route.



**Female endeavors** Many women worked in the gold fields alongside their husbands, using both rockers and pans. In 1855, at French Ravine, Mrs. H. H. Smith discovered a lump of gold that was worth nearly \$13,000. Other women soon discovered they could earn as much as an average miner doing different kinds of work. They sewed, cleaned, ironed, and washed. Good cooks were in great demand. One woman made \$200 a month just baking pies. There were also women doctors, lady barbers, and even a female bullfighter.

Female entertainers were especially popular in the mining camps. Those who could sing, dance, and play musical instruments were in great demand. Some made fortunes. Singer Catherine Hayes made an estimated quarter of a million dollars while working in San Francisco. Lotta Crabtree made her first stage appearance at the age of 8 and miners showered her with gold after her performance. At her death she was worth \$4 million.

“  
... miners  
showered her  
with gold ...  
”

**Lasting contributions** Women made many lasting contributions to gold mining communities. They became active in building schools, churches, and hospitals. They organized social events and community activities. They helped change rough mining camps into civilized communities. Their letters, and diaries such as those written by Louisa Clapp (better known as “Dame Shirley”), give readers of today a first-hand knowledge of life in the gold fields.

# MULTICULTURAL WORKSHEET 1

**Directions:** Complete the outline by filling in the supporting details from MULTICULTURAL BACKGROUND SHEET 1.

## MULTICULTURAL MINERS

### I. Multicultural miners

- A. \_\_\_\_\_
- B. The mixture of miners varied.

### II. Anti-foreign feelings

- A. Before the gold fields got crowded most miners got along with each other.
- B. \_\_\_\_\_
- C. \_\_\_\_\_

### III. Minorities in mining camps

- A. Life was difficult for minority groups.
- B. \_\_\_\_\_
- C. \_\_\_\_\_

### IV. Indians in the gold rush

- A. Indians were harmed by the gold rush.
- B. \_\_\_\_\_
- C. \_\_\_\_\_

### V. Attacks on Indians

- A. Indians were driven from the gold fields.
- B. \_\_\_\_\_

# MULTICULTURAL WORKSHEET 2

**Directions:** Complete the outline by filling in the main ideas and supporting details from MULTICULTURAL BACKGROUND SHEET 2.

## SPANISH SPEAKING MINERS AND AFRICAN AMERICAN MINERS

### I. Spanish-speaking miners

- A. This was the largest group of non whites to reach the gold fields at the start of the gold rush.
- B. \_\_\_\_\_
  - 1. Mexican miners gave the name Mother Lode to the California gold fields.
  - 2. \_\_\_\_\_
- C. \_\_\_\_\_

### II. \_\_\_\_\_

- A. There were three groups of African American miners.
  - 1. There were African Americans who were already free.
  - 2. \_\_\_\_\_
  - 3. \_\_\_\_\_
- B. Many African American miners became rich.
  - 1. There were reports of African Americans finding \$100-\$500 worth of gold a month.
  - 2. \_\_\_\_\_

### III. Conflicts with whites

- A. White American miners believed the gold belonged to them.
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. The foreign miner's tax forced many Spanish speaking miners to leave.
- E. \_\_\_\_\_

# MULTICULTURAL WORKSHEET 3

**Directions:** Complete the outline by filling in the main ideas and supporting details from MULTICULTURAL BACKGROUND SHEET 3.

## CHINESE AND WOMEN IN THE GOLD FIELDS

### I. Chinese miners

A. \_\_\_\_\_

B. The treatment of Chinese miners changed over time.

1. \_\_\_\_\_

2. \_\_\_\_\_

C. Strong anti-Chinese attitudes made life difficult for the Chinese miners.

1. \_\_\_\_\_

2. \_\_\_\_\_

D. \_\_\_\_\_

### II. Women in the gold fields

A. \_\_\_\_\_

B. Women worked many jobs in the gold fields.

1. \_\_\_\_\_

2. Women had many other jobs besides mining.

3. \_\_\_\_\_

C. Women made many lasting contributions while living in mining communities.

1. \_\_\_\_\_

2. \_\_\_\_\_

## MULTICULTURAL DECISION 2

**Directions:** Read the problem given below. Then read the solutions. Discuss the solutions with your teammates and choose the one that your team believes best solves the problem. Write the solution you chose and a brief explanation in the DECISION space.

**Problem:** You are a wealthy miner from Chile. You are a gentleman and an honorable person. You have been very successful in finding gold. One day a large group of newly arrived miners from the United States come to your claim and force you to leave it.

**Solutions:**

1. You leave your claim and go to the nearest judge. He gives you permission to forcibly remove the claim jumpers.
2. You attack the American claim jumpers at night, capture them, and take them to the judge.
3. You feel lucky that the claim jumpers have not taken the gold you have already found. Therefore, you leave your claim and return to Chile.
4. You leave your claim and search for gold in an area where there are more Chileans and fewer American miners.

## DECISION

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# MULTICULTURAL FATE CARDS

## GOLD RUSH Multicultural Fate Card

Pay a foreign miners tax of  
20 Gold Nuggets

## GOLD RUSH Multicultural Fate Card

Your camp is looted and burned. You  
lose 20 Gold Nuggets and  
must pay another 10 Gold Nuggets  
to replace your supplies.

## GOLD RUSH Multicultural Fate Card

Pay a foreign miners tax of  
20 Gold Nuggets

## GOLD RUSH Multicultural Fate Card

You work hard all day and  
find 5 Gold Nuggets.

## GOLD RUSH Multicultural Fate Card

Pay a foreign miners tax of  
20 Gold Nuggets

## GOLD RUSH Multicultural Fate Card

An angry group of miners is jealous  
of your success. They force you off  
your claim then leave when  
they can't find much gold.  
Lose one mining round.

## GOLD RUSH Multicultural Fate Card

Pay a foreign miners tax of  
20 Gold Nuggets

## GOLD RUSH Multicultural Fate Card

You are in camp getting some  
supplies. Some miners there decide  
to help you load your wagon.  
They laugh, make fun of your  
clothes, and manage to damage your  
supplies. Pay 15 Gold Nuggets  
to replace the ruined supplies.

# MULTICULTURAL FATE CARDS

## GOLD RUSH Multicultural Fate Card

You are driven off your claim for one day and sent to a worthless piece of land up river where you find 50 Gold Nuggets.

## GOLD RUSH Multicultural Fate Card

During the night your camp is attacked. Members of your mining group need two days to recover from their injuries. Miss two mining rounds. You form a large group for protection. The safety provided allows you to

## GOLD RUSH Multicultural Fate Card

Two Fingered Jack steals  
10 Gold Nuggets

## GOLD RUSH Multicultural Fate Card

work hard. You find 20 Gold Nuggets.

## GOLD RUSH Multicultural Fate Card

There is sickness in camp.  
Miss one mining round.

## GOLD RUSH Multicultural Fate Card

Everyone in your camp saw a miner named Henry Jackson steal your group's gold. Since none of you are white, Henry Jackson was set free because only a white man can testify against a white man in a court of law. Lose 20 Gold Nuggets.

## GOLD RUSH Multicultural Fate Card

You find 10 Gold Nuggets.

## GOLD RUSH Multicultural Fate Card

You work patiently on claims that others have abandoned and find 5 Gold Nuggets.

## MULTICULTURAL FATE CARDS

### GOLD RUSH Multicultural Fate Card

An angry mob enters your camp and hauls off three of your miners.

They are accused of robbing a white miner down stream. You know this is impossible because these miners have not left camp in weeks.

A collection is taken up and given to the angry miners in hopes of saving your friends. The mob takes the money and the prisoners. They say there will be a fair trial. The next day you learn that your friends were hanged before they even got to town.

Lose 20 Gold Nuggets.

### GOLD RUSH Multicultural Fate Card

You spend some extra time washing clothes for the white miners and earn 10 Gold Nuggets.

### GOLD RUSH Multicultural Fate Card

A lonesome miner buys a pie from your wife for 15 Gold Nuggets.

## MULTICULTURAL GOLD NUGGETS

*(You can find more MULTICULTURAL GOLD NUGGETS on tab 3/page 28.)*

**2**  
**Gold Nuggets**

**2**  
**Gold Nuggets**

**2**  
**Gold Nuggets**

**2**  
**Gold Nuggets**

**2**  
**Gold Nuggets**

**2**  
**Gold Nuggets**

**2**  
**Gold Nuggets**

**2**  
**Gold Nuggets**

# MULTICULTURAL QUESTION CARDS

## GOLD RUSH Multicultural Question Card

1. About how many countries were represented in the gold fields?



## GOLD RUSH Multicultural Question Card

5. Name two kinds of businesses minority group members had in mining camps.



## GOLD RUSH Multicultural Question Card

2. Name two minorities in the gold fields who were not from a foreign country.



## GOLD RUSH Multicultural Question Card

6. What happened to the Indians when gold was found on their land?



## GOLD RUSH Multicultural Question Card

3. At first the white American miners got along with the foreign miners. What happened to change this?



## GOLD RUSH Multicultural Question Card

7. Who used Indians as laborers to help them find gold?



## GOLD RUSH Multicultural Question Card

4. What was the foreign miner's tax?



## GOLD RUSH Multicultural Question Card

8. How much gold did Indians discover while working for others?



# MULTICULTURAL QUESTION CARDS

## GOLD RUSH Multicultural Question Card

9. Which group of miners named the California gold fields the Mother Lode?



## GOLD RUSH Multicultural Question Card

13. About how much money did African-American slaves spend on buying freedom for themselves and their families?



## GOLD RUSH Multicultural Question Card

10. Name a group of miners who were experts at removing gold from hard rock quartz.



## GOLD RUSH Multicultural Question Card

14. What was one of the highest paying jobs for African Americans in the mining camps?



## GOLD RUSH Multicultural Question Card

11. About how much gold did the Spanish-speaking miners take out of the California gold fields by July of 1849?



## GOLD RUSH Multicultural Question Card

15. What law forced many Spanish-speaking miners to leave the gold fields?



## GOLD RUSH Multicultural Question Card

12. Name two of the three different groups of African Americans in the gold fields.



## GOLD RUSH Multicultural Question Card

16. How did African American miners protect themselves and their claims?



# MULTICULTURAL QUESTION CARDS

## GOLD RUSH Multicultural Question Card

17. Who made money taking the Chinese to the gold fields?



## GOLD RUSH Multicultural Question Card

21. Give an example of how the Chinese miners were treated.



## GOLD RUSH Multicultural Question Card

18. How did the Americans treat the first Chinese miners to arrive in California?



## GOLD RUSH Multicultural Question Card

22. Name two kinds of work the Chinese did besides mining.



## GOLD RUSH Multicultural Question Card

19. Give two reasons for the anti Chinese feelings in the mining camps.



## GOLD RUSH Multicultural Question Card

23. About what percent of the 49ers were women?



## GOLD RUSH Multicultural Question Card

20. Where were the Chinese allowed to mine?



## GOLD RUSH Multicultural Question Card

24. Women worked alongside their husbands, but soon found they could make more money at other jobs. Name one of these other jobs.





# MULTICULTURAL QUESTION CARDS

## GOLD RUSH Multicultural Question Card

25. How did women help mining communities become better places to live?



## MULTICULTURAL GOLD NUGGETS

**20  
Gold Nuggets**

**20  
Gold Nuggets**

**20  
Gold Nuggets**

**20  
Gold Nuggets**

**20  
Gold Nuggets**

**10  
Gold Nuggets**

**10  
Gold Nuggets**

**10  
Gold Nuggets**

**5  
Gold Nuggets**

**5  
Gold Nuggets**

**5  
Gold Nuggets**

**5  
Gold Nuggets**

**2  
Gold Nuggets**

**2  
Gold Nuggets**

**2  
Gold Nuggets**

**2  
Gold Nuggets**

## ANSWER KEY TO 25 QUESTION CARDS

1. About 25 different countries
2. Any two of the following: Women, Indians, or Blacks
3. Gold got scarce and the gold fields were more crowded
4. A monthly tax each foreign miner had to pay
5. Any two of the following: restaurants, laundries, stores, or boarding houses
6. They were driven from and forced to leave their land.
7. Ranchers
8. \$150,000
9. Mexican miners
10. Chileans or Mexicans
11. More than \$15 million worth of gold
12. Any two of the following: Free Blacks, runaway slaves, or slaves
13. Estimates go as high as \$750,000
14. Cook
15. Foreign miner's tax
16. They formed mutual aid groups, joined white miners from New England, or isolated themselves from white miners.
17. Chinese ship owners
18. With respect, as honest, hardworking, quiet, good citizens
19. A dramatic increase in the number of Chinese at a time when gold was hard to find, and resentment that the Chinese could find gold in places that other miners had abandoned
20. In areas that had already been worked and abandoned by the white miners
21. Any of the following: they were attacked and driven from their claims, their camps were looted and burned, or their gold was stolen
22. Any two of the following: opened restaurants, stores, or laundries
23. As many as 10 percent
24. Any one of the following: baking, cooking, performing on stage
25. They were active in starting schools, churches, hospitals, and social events.



## WORKSHEET ANSWER KEY

### WORKSHEET 1: Multicultural Miners

---

- I. Multicultural miners
  - A. ***Miners came from all over the world.***
  - B. The mixture of miners varied.
- II. Anti-foreign feelings
  - A. Before the gold fields got crowded most miners got along with each other.
  - B. ***Laws making mining difficult for foreigners were passed.***
  - C. ***The different groups in the gold fields mistreated each other.***
- III. Minorities in mining camps
  - A. Life was difficult for minority groups.
  - B. ***Some minority miners “struck it rich.”***
  - C. ***Minority miners earned money by providing services for other miners.***
- IV. Indians in the gold rush
  - A. Indians were harmed by the gold rush.
  - B. ***Ranchers used Indians to find gold.***
  - C. ***By 1850 Indians were not respected or even considered human.***
- V. Attacks on Indians
  - A. Indians were driven from the gold fields.
  - B. ***The discovery of gold on Indian land changed the Indian’s way of life.***

### WORKSHEET 2: Spanish Speaking Miners and Black Miners

---

- I. Spanish speaking miners
  - A. This was the largest group of non-whites to reach the gold fields at the start of the gold rush.
  - B. ***Many miners came from Mexico.***
    - 1. Mexican miners gave the name Mother Lode to the California gold fields.
    - 2. ***They came with their wives and children.***
  - C. ***Miners from Chile were expert at removing gold from quartz.***
- II. ***African American miners***
  - A. There were three groups of African American miners.
    - 1. There were African Americans who were already free.
    - 2. ***There were runaway slaves.***
    - 3. ***There were slaves brought to work for their masters.***
  - B. Many African American Miners became rich.
    - 1. There were reports of African Americans finding \$100-\$500 worth of gold a month.

- 2. ***One African American miner was reported to have found \$100,000 worth of gold.***
- III. Conflicts with white miners
  - A. White American miners believed the gold belonged to them.
  - B. ***African Americans and Spanish speakers were driven from their claims.***
  - C. ***African Americans and Spanish speakers had few legal rights.***
  - D. The foreign miner’s tax forced many Spanish speaking miners to leave.
  - E. ***African Americans did many things to protect themselves.***

### WORKSHEET 3: Chinese and Women in the Gold Fields

---

- I. Chinese miners
  - A. ***Chinese ship owners encouraged Chinese miners to join the gold rush.***
  - B. The treatment of Chinese miners changed over time.
    - 1. ***The first Chinese miners were respected.***
    - 2. ***Anti-Chinese feelings developed within a short time.***
  - C. Strong anti-Chinese attitudes made life difficult for the Chinese miners.
    - 1. ***It was made worse by increasing numbers of Chinese in the gold fields.***
    - 2. ***Chinese miners were attacked and driven from their claims.***
  - D. ***Chinese miners started other businesses and made many contributions to their mining communities.***
- II. Women in the gold fields
  - A. ***Almost 10 percent of the Forty Niners were women.***
  - B. Women worked many jobs in the gold fields.
    - 1. ***Women mined claims alongside their husbands.***
    - 2. Women had many other jobs besides mining.
    - 3. ***Women could earn a lot of money as musical entertainers.***
  - C. Women made many lasting contributions while living in mining communities.
    - 1. ***Women were active in building schools, churches, and hospitals.***
    - 2. ***Women often kept diaries that describe daily life in a mining community.***





# ACTIVITIES

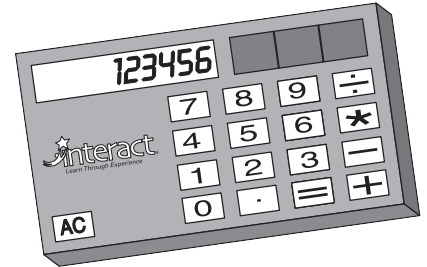
This section contains three sets of gold rush activities you may use to enrich your unit. These activities are not part of the GOLD RUSH simulation. Instead they are activities that allow the teacher to integrate the gold rush theme into other areas of the curriculum.



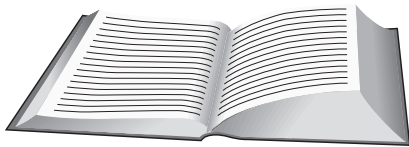
*Duplicate  
pages 4:3 to 4:6 as  
needed.*

## Gold Rush Math

There are five math activities in this section. They may be done individually or in small groups. The first two involve logic, the next two require the use of a calculator, and the final one—a lengthy story problem—asks the student to decide whether it is cost-effective to operate a gold mine.



## Gold Rush Adventure

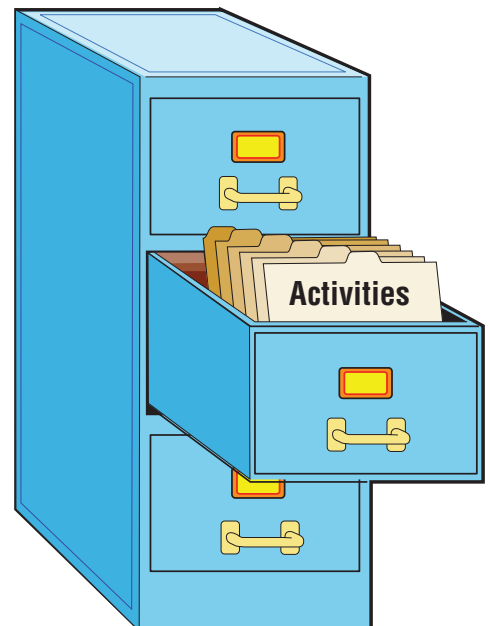


In this section your students write and publish a 30-page fictional adventure about life in the gold fields. The entire book can be completed in a week, and each student gets a copy to keep. This is a great way for your students to share the gold rush experience with family and friends.

Duplicate one copy of tab 4/pages 10-15. Cut these pages into strips and hand one to each student. Duplicate a class set of tab 4/page 16 and distribute to your students as an example of what is expected for this writing assignment.

## Mini Gold Rush

Do you want your students to experience a real gold rush? This “hands on” activity does just that. It can be done in one class period. Students rush to the “gold fields,” stake claims, and pan for gold.





# ANSWER KEY—MATH

## MATH #1: Prospectors' Gold

Jack	\$5
John	\$5
Alex	\$25
Rosa	\$30
Ida	\$15
Henry	\$20
Juan	\$40

## MATH #2: Miners on the Trail

1st Willie  
2nd Leroy  
3rd Calvin  
4th Jane  
5th Sarah  
6th Sam  
7th Edward

## MATH #3: Calculators

1. 330
2. \$16.80
3. \$851,200
4. 20
5. 83,333
6. 64
7. \$8,320
8. 29
9. \$1,230.77
10. Answers will vary.

## MATH #4: Gold-Producing States

1. 254,000
2. Yes
3. Utah, California, and Nevada
4. 517,000
5. 414,167 troy ounces
6. 566,720 ounces

## MATH #5: Gold Lake Mine

1. \$81,900
2. About 11 months
3. When the dollar amount reaches \$5 per ton, the owner of the mine breaks even. Accept any reasonable answer. For example, at \$6 a ton the owner makes \$1,300 a month profit, but this might not be enough money for all the time and trouble involved in operating the mine. Other considerations include the impact of closing the mine on the community and the impact on the workers who will lose their jobs.
4. Again, answers will vary. The mine will show a \$2 profit for each ton of gold-bearing quartz processed. This may or may not be enough money to keep the mine open. Students may consider the time involved, whether or not they want to stay in the area, and what impact closing the mine will have on the workers and the community.

# MATH #1: PROSPECTORS' GOLD

**Directions:** Read the story problem and the five clues. Then find out how much money each miner earned. Write this amount next to the miner's name.

Jack, John, Alex, Rosa, Ida, Henry, and Juan found \$140 worth of gold in one day.

1. Rosa found twice as much as Ida who found three times more than John.
2. Juan found \$10 more than Rosa.
3. Jack and John found the same amount of gold.
4. Henry found half as much gold as Juan.
5. Juan and Rosa together found half of all the gold.

What is the value of the gold each of the miners found?

Jack \_\_\_\_\_

John \_\_\_\_\_

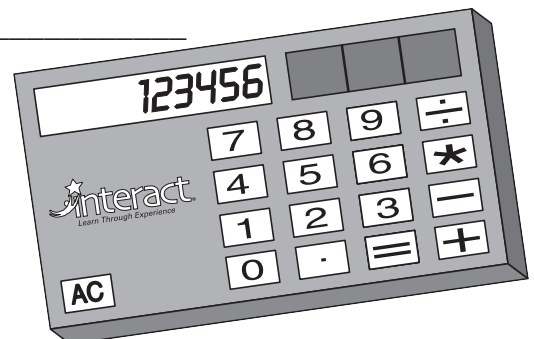
Alex \_\_\_\_\_

Rosa \_\_\_\_\_

Ida \_\_\_\_\_

Henry \_\_\_\_\_

Juan \_\_\_\_\_



## MATH #2: MINERS ON THE TRAIL

**Directions:** Read the story problem and the four clues. Solve the problem by writing the seven names in pencil in their order along the trail. Then write in the seven spaces below the order the miners were in as they walked along the trail.

Sam, Leroy, Sarah, Willie, Jane, Edward, and Calvin are seven miners making the overland journey from Skagway to the Klondike gold fields. They are walking in a single file line along the narrow trail.

1. Edward is the third person behind Jane.
2. Leroy is the next person in line behind Willie.
3. Sam is between Edward and Sarah.
4. Jane is the second person after Leroy.

Write the order of the seven miners.

1st \_\_\_\_\_

2nd \_\_\_\_\_

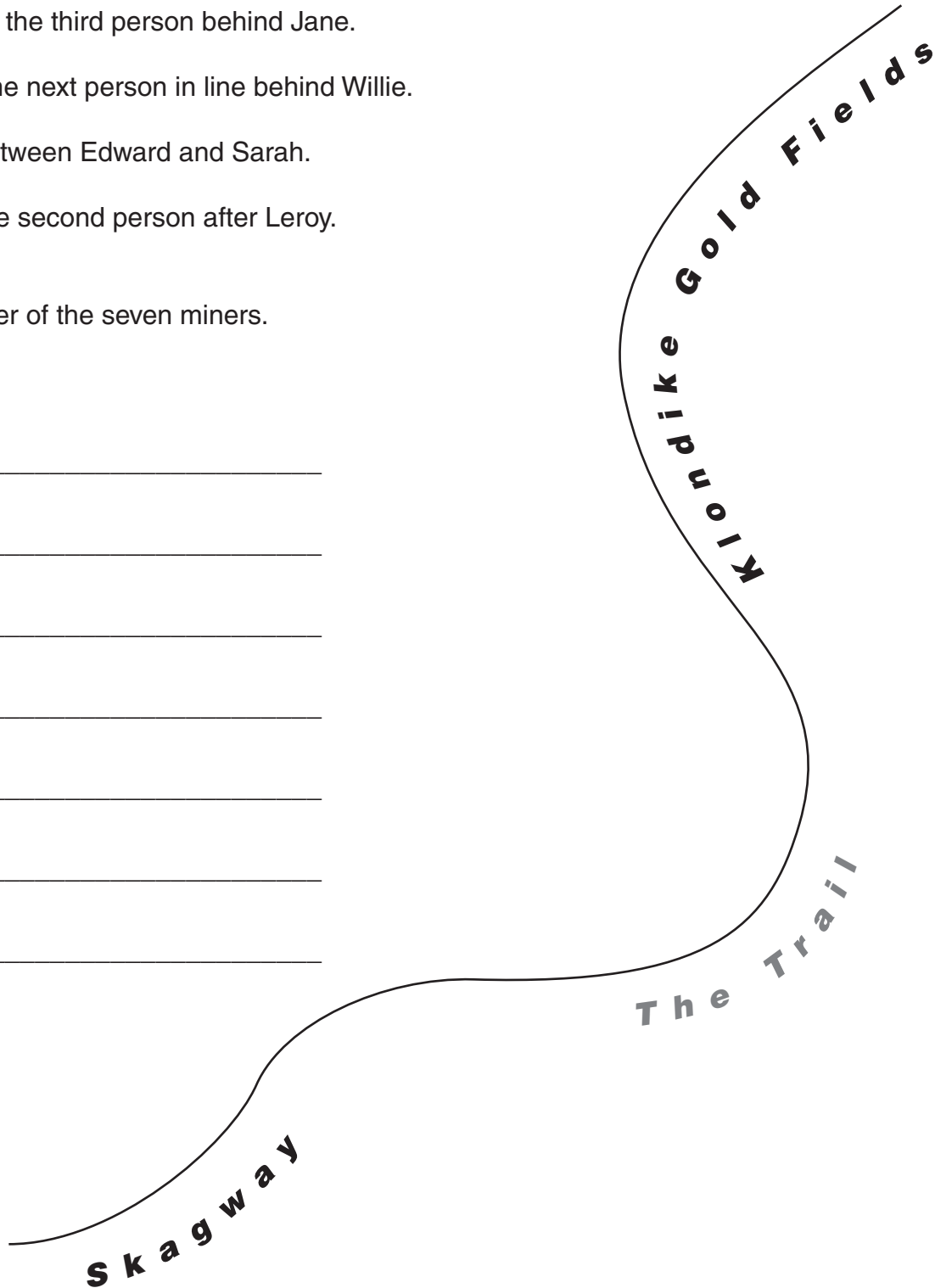
3rd \_\_\_\_\_

4th \_\_\_\_\_

5th \_\_\_\_\_

6th \_\_\_\_\_

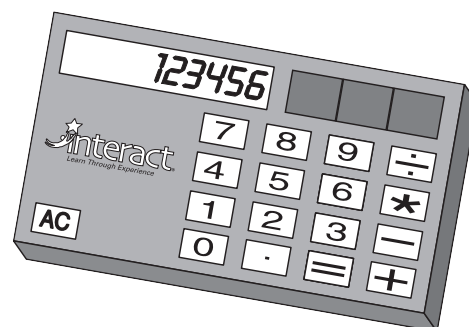
7th \_\_\_\_\_



## MATH #3: CALCULATORS

**Directions:** Use a calculator to solve these 10 problems.

1. In 1879 55 tons of pianos, organs, stoves, and sewing machines were sent to Virginia City on the railroad. In that same year 385 tons of whiskey were sent to Virginia City. How many more tons of whiskey were shipped than pianos, organs, stoves, and sewing machines?
2. The Calaveras Nugget weighed 162 pounds and was worth \$43,534. How much is this per ounce?
3. If the price of gold is \$380 per ounce, what is the value of the 140-pound Welcome Stranger gold nugget?
4. The mining claims along a 400 yard stretch of Ophir Creek are 30 feet wide. The newcomers want the mining claims to be reduced in size to a 20-foot width so there will be more claims available. How many more claims will there be if the claim size is reduced from a 30-foot width to a 20-foot width?
5. At the Plumas Eureka Mine gold-bearing quartz was crushed, and the gold was removed. The owners of the mine knew they could get \$12 worth of gold from a ton of rocks. How many tons of rock would have to be crushed for them to get \$1 million worth of gold?
6. Two hundred fifty thousand people crossed the plains between 1840 and 1860. The Indians killed 362 of these people, and the pioneers killed 426 Indians. How many more Indians were killed than pioneers?
7. Women who played musical instruments earned good wages in the mining camps. A female violinist earned about \$32 a day. If a female violinist played her violin five days a week for one year, how much money would she make?
8. In 21 states of the United States, placer gold has *not* been found. In how many states has placer gold been found?
9. Sixty-five Indians worked for a California rancher. They found \$80,000 worth of gold for him. If the Indians had been working for themselves, how much would each of them have received?
10. Gold was discovered in California in 1848. How many years ago was that?



## MATH #4: GOLD-PRODUCING STATES

**Directions:** Use a calculator and the chart shown below to answer the questions.

### LEADING GOLD-PRODUCING STATES

Nevada	4, 970,000	troy ounces	(154,600 kilograms)
California	958,000	troy ounces	(29,800 kilograms)
Utah	772,000	troy ounces	(20,000 kilograms)
South Dakota	518,000	troy ounces	(16,100 kilograms)
Montana	374,000	troy ounces	(11,600 kilograms)
Washington	321,000	troy ounces	(10,000 kilograms)

1. How much more gold is produced in Utah than South Dakota? \_\_\_\_\_
2. Is more gold produced in Nevada than in the other five states combined? \_\_\_\_\_
3. Which states produce more gold than Montana and Washington combined? \_\_\_\_\_
4. How much more gold is produced in California and Utah than in South Dakota, Montana, and Washington? \_\_\_\_\_

### CALCULATOR CHALLENGE

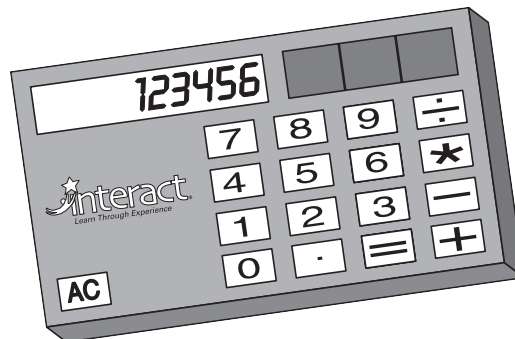
In order to answer the next two problems you need to use a calculator and you need to know the following:

12 troy ounces = 1 troy pound

1 troy pound = .37 kilogram

16 ounces = 1 pound

2.2 kilograms = 1 pound



5. How many troy pounds of gold are produced in Nevada? \_\_\_\_\_
6. How many ounces of gold are produced in South Dakota? \_\_\_\_\_

## MATH #5: GOLD LAKE MINE

**Directions:** Read the information given below. Then write the answers to the questions that follow and explain how you got each answer.

You just purchased the Gold Lake Mine for \$50,000. The gold-bearing quartz is taken from the mine to a stamp mill where the rock is crushed and the gold is removed. You spent another \$50,000 to make repairs on the stamp mill. You have determined that it costs you \$5 to process a ton of rock. This \$5 includes the wages you pay your employees and all other expenses.

During the winter there is too much snow, and you must close the mine for three months each year. During the other nine months your workers are able to process 1,300 tons of rock each month. You get \$12 worth of gold from every ton of gold-bearing quartz you process.

1. After paying all of your expenses, how much money will you have left at the end of one year?

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2. How many months will it take you to pay off the \$100,000 you spent on the mine and stamp mill?

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3. During your third year of operation the price of gold is beginning to drop. Instead of getting \$12 from each ton of gold-bearing quartz, you get only \$9. If the drop in price continues, when will you have to close the mine? Explain your answer.

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4. If you receive \$3 from each ton of gold-bearing quartz but are able to reduce the cost of processing a ton from \$5 to \$1, will you make enough money to keep the mine open? Explain your answer.

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The GOLD RUSH ADVENTURE is a writing project for your entire class. It uses the same format as the books in the Choose Your Own Adventure Series. If you are not familiar with this series **you** can find it in the children's section of most book stores. Unlike other books that are read from beginning to end, these books give the reader two or three choices to make. Each choice sends the reader to a different part of the book.

Each student  
writes

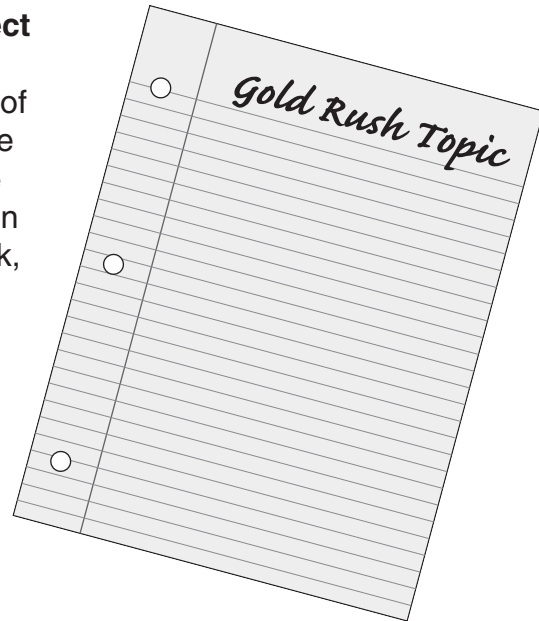


one page of  
the book.

For this project your class will produce a 30-page fictional book about the gold rush in which the reader gets to choose what happens next. Each student writes one page of the book. At the end of each page is a decision to make or the end of the adventure. At this project's completion each student receives a copy of the GOLD RUSH ADVENTURE to take home to share with parents and friends.

## Brief Overview of the Project

Each student receives a slip of paper that describes what the student is to write about. The student writes about the given topic. Students edit their work, make a final copy, and turn it in. The final copies are duplicated, collated, and made into books.



## Initial Preparation:

1. Make one copy of each page of the GOLD RUSH ADVENTURE Writing Instructions found on pages 4:10-4:15.
2. Cut apart the instructions. There will be 30 strips of paper.
3. Duplicate one copy of the GOLD RUSH ADVENTURE Sample Pages for each student. (You may duplicate fewer copies and have students share.)

## Procedure:

1. Obtain a copy of a book from the CHOOSE YOUR OWN ADVENTURE series or one from another series that uses the same format. Read aloud from this book and let your class vote on the decisions to make. Do this for about ten minutes.
2. Tell your students they are going to be writing a book that uses the same format. Explain to them that each student will receive directions for writing one page of the book.
3. Give each student a strip of paper containing individual Writing Instructions. One student will receive instructions for page one of the class book. Another student will receive instructions for page two, and so forth. More than one student will have Writing Instructions that end their page with “The End.” Have your students read their Writing Instructions.
4. Next give them a copy of the GOLD RUSH ADVENTURE Sample Pages. Point out where the page number goes and where they put their names. Read the samples aloud. Tell your students they will be writing in the second person. Explain to them this means they use “you” for the main character as demonstrated in the examples from the Sample Pages.
5. Discuss with your students the importance of being descriptive and realistic so the story sounds believable.
6. Have your students begin writing. Circulate around the room giving help as needed.
7. When the students have finished have them peer edit their work and make the necessary corrections. You may want to proofread their work and see that each page meets your standards of acceptable writing.
8. Have the students (or an aide, parent volunteer, etc.) type each story into a computer. It may be printed out on a ditto paper and run off or printed out on a printer and copied on a copy machine. You will need one copy of each page per student.
9. Give each student the copies of the 30 pages and have them make a cover and title page for the book.
10. Give students time to read their books and see what fate(s) awaits them in the GOLD RUSH ADVENTURE. Be sure they take their books home and share their creation with their family and friends.



# GOLD RUSH ADVENTURE WRITING INSTRUCTIONS



You are to write **page 1** of the book. Describe your life in the Eastern part of the United States. Include information about your family, job, and living conditions. Tell how you learn about the discovery of gold in Golden Gulch and the three ways to reach the gold fields. Show how excited you are to be part of the gold rush. Finish your story with these three lines:

If you decide to go the Panama route, turn to page 2.

If you decide to go the Cape Horn route, turn to page 3.

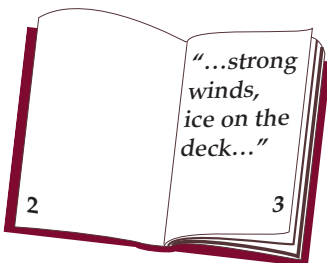
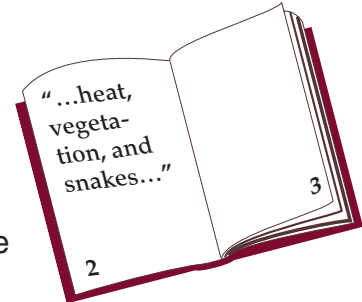
If you decide to go overland, turn to page 4.



You are writing **page 2** of the book. You choose the Panama route. Describe the hardships you experience hiking through the jungles of Panama. You can describe the heat, vegetation, and snakes. When you reach the Pacific Ocean there is only one ship. It is in terrible condition. Describe it. Then tell how the captain of this ship says it is safe and that if you don't take it you will have to wait six weeks for another ship to arrive. Finish your story with these two lines:

If you decide to go on the ship with the captain, turn to page 5.

If you decide to wait six weeks for another ship, turn to page 6.



You are writing **page 3** of the book. You choose the Cape Horn route. Describe the condition of your ship. Describe the difficulty going around Cape Horn. You can tell about strong winds, ice on the deck, freezing temperatures and the fear of crashing into rocks. Next tell how you make it to Peru where you learn that the bottom of the ship is rotten. Explain that you can stay in Peru and wait for another ship or continue on. Finish your story with these two lines:

If you decide to stay in Peru, turn to page 7.

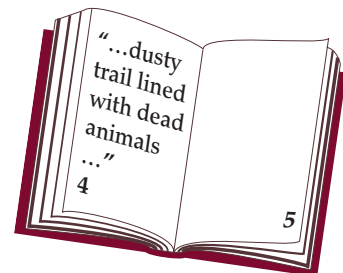
If you decide to stay on the ship, turn to page 8.



You are writing **page 4** of the book. You choose to take the overland route. Describe the dusty trail lined with dead animals and abandoned furniture. Tell about the heat during the day and the mosquitoes at night. Then describe an evening around the campfire when the leader of your group mentions a shortcut and your group is split. Half want to stay on the trail as planned and half want to take the shortcut. Explain that you must make the deciding vote. Finish your story with these two lines:

If you decide to go on as planned, turn to page 10.

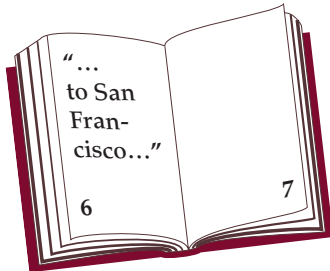
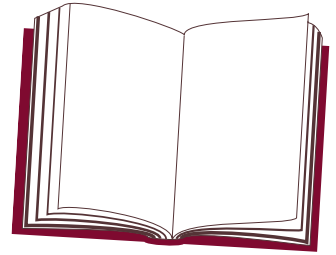
If you decide to take the shortcut, turn to page 9.



# GOLD RUSH ADVENTURE WRITING INSTRUCTIONS

You are writing **page 5** of the book. You decide to go on a ship that is in terrible condition. Begin by describing the old dirty ship and how rotten it is. Tell how when you get out to sea it begins to leak. Describe how you and the crew try to patch it. Explain how water rushes in and the ship sinks.

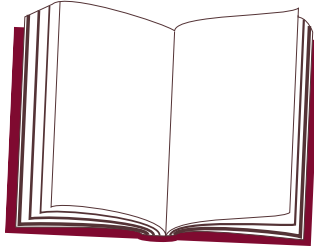
Tell how there are no life boats and you can't swim. Finish the story with: The End.



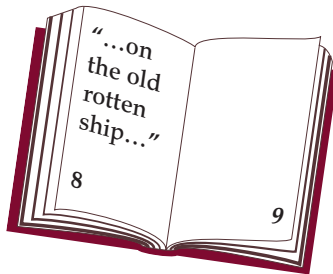
You are writing **page 6** of the book. You wait for six weeks and finally another ship arrives. Describe what you do while waiting. Then tell about your voyage to San Francisco. Include descriptions of the weather and the food you eat and how excited you are to arrive in San Francisco. Tell how you go to a store to buy mining supplies and find the prices very high. Explain that you must decide between buying supplies here or waiting until you get to the gold fields. Finish your story with these two lines:

If you decide to buy your supplies in San Francisco, turn to page 11.

If you decide to buy your supplies in a mining camp, turn to page 12.



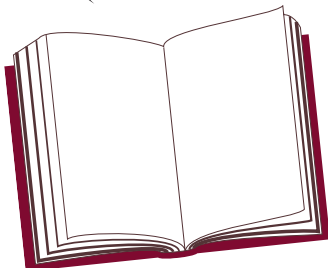
You are writing **page 7** of the book. You decide to stay in Peru. Describe the town you are in and how relieved you are to get off that old rotten ship. Explain that no other ships stopped in the last month and tell how you like it here. Explain how you decide to stay in Peru and tell what job you get. You may make a happy ending or a sad one. Finish your story with: The End.



You are writing **page 8** of the book. You decide to stay on the old rotten ship. Tell how well the ship is staying together and that you expect to arrive safely. Then describe the boring time you are having aboard the ship. Tell what you do such as writing letters and eating rancid food. Then describe how you find a group of men gambling and they ask you to join them. Finish your story with these two lines:

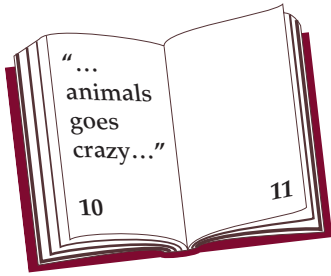
If you want to gamble, turn to page 13.

If you don't want to gamble, turn to page 14.



You are writing **page 9** of the book. You are traveling overland and decide to take a short cut. Describe the harsh conditions. Describe the suffering you go through. There is no water. The heat is unbearable. You have to kill your animals to drink their blood. Your companions are dying. Soon you are the only one left and your life ends. Finish your story with: The End.

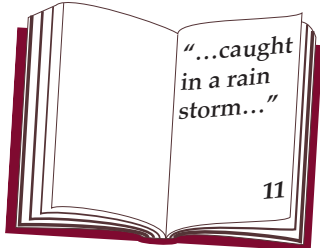
# GOLD RUSH ADVENTURE WRITING INSTRUCTIONS



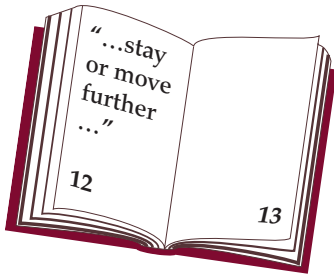
You are writing **page 10** of the book. You are on the overland route and decide against taking a shortcut. Describe the hardships you encounter including heat, dust, mosquitoes, and fear of Indian attacks. Tell how one of your animals goes crazy because of the mosquitoes and overturns your water supply. Explain how you plan on stopping at a fort that is just ahead so you can get more water when a rider comes up to you and says there is cholera in the fort. Finish your story with these two lines:

If you decide to go to the fort and get water, turn to page 15.

If you decide to go on and look for water elsewhere, turn to page 16.



You are writing **page 11** of the book. You arrive in San Francisco by ship and are ready to buy supplies. Explain how you load up on supplies in San Francisco. Then describe your trip to the gold fields. Tell how you get caught in a rain storm and find shelter under a tree next to a stream. Then describe how you see something yellow in the water and that you need a shovel to dig it out. It is an enormous gold nugget. Explain that you have struck it rich. Finish your story with: The End.



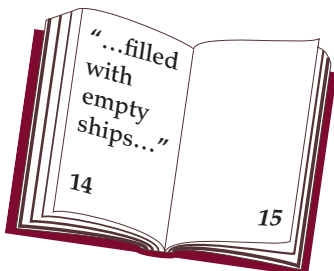
You are writing **page 12** of the book. You arrive in San Francisco by ship and decide to buy supplies in the mining camps. Tell what you buy and tell how much you spend. Be sure to mention the supplies would have been cheaper in San Francisco. Describe the mining camp you are in and tell how the claims are small and how crowded it is. Explain that you are not sure if you should stay or move further up stream. Finish your story with these two lines:

If you decide to stay, turn to page 17.

If you decide to go up stream, turn to page 18.



You are writing **page 13** of the book. You are on a ship and decide to join a group of men that invites you to gamble with them. Tell how you win some hands and lose others. Then describe how you catch one of them cheating. There is a fight. By the time the fight is over one person is shot and another stabbed. The captain of the ship decides to put all of you ashore at the next port. Explain that you never reach the gold fields. Finish your story with: The End.



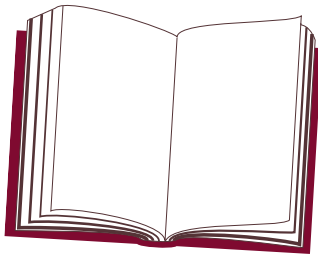
You are writing **page 14** of the book. You are on a ship. Some men invite you to gamble and you decline. Explain how you tell the others you don't want to gamble and you go below decks to read. Describe what you do. When you arrive in San Francisco, tell how you see the bay filled with empty ships. Describe the prices of food and supplies. Then explain that you must decide if you want to get supplies here or in the mining camps.

If you want to buy supplies now, turn to page 11.

If you want to buy supplies in the mining camps, turn to page 12.



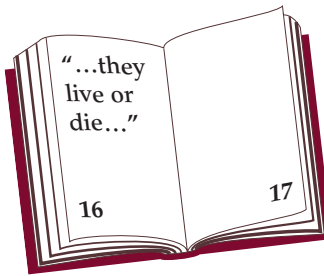
# GOLD RUSH ADVENTURE WRITING INSTRUCTIONS



You are writing **page 15** of the book. You are on the overland trail and are low on water. You arrive at a fort that has water, but also has people with cholera. Explain that you decide to go into the fort. Describe all the sick people you see. Describe the unsanitary conditions. Explain that you get the water you need, but feel you should stay and help since most of the people there are sick. Finish your story with these two lines:

If you decide to go on, turn to page 16.

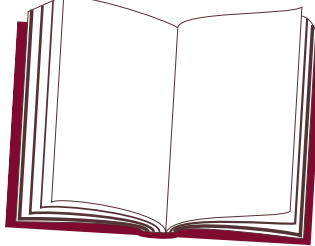
If you decide to stay and help, turn to page 19.



You are writing **page 16** of the book. You are on the overland trail. You decide to avoid the fort where there is cholera and continue even though you are low on water. Describe the journey and the hardships along the trail. Tell what happens to your oxen. Do they live or die? Explain the difficulty crossing the Sierra Nevada Mountains. Tell how you arrive at Golden Gulch and find it very crowded. Tell how you consider going further upstream. Finish your story with these two lines:

If you decide to stay, turn to page 17.

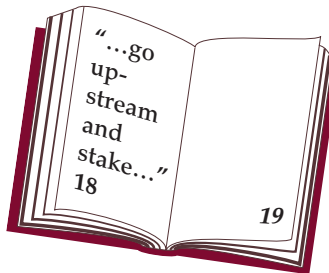
If you decide to go upstream, turn to page 18.



You are writing **page 17** of the book. You are in Golden Gulch and decide to stay. Describe how you search for a good claim. Tell how you find a spot where there is plenty of gold and this spot is not claimed. Explain how you stake your claim and go to register it with the camp recorder, but there is a mean looking guy there and he says the claim belongs to him. Finish your story with these two lines:

If you want to stay and fight, turn to page 20.

If you want to give up the claim, turn to page 18.



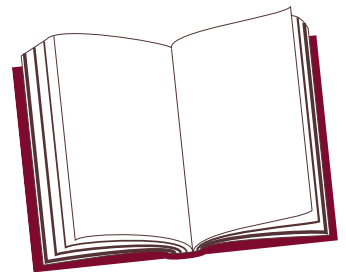
You are writing **page 18** of the book. You are in the gold fields of Golden Gulch. Explain how you go upstream and stake a claim. Tell about how hard mining is and that you barely find any gold. Describe how cold it gets and how icy the water feels. Explain that you are bored and lonely and are thinking about going to town to gamble. Finish your story with these two lines:

If you go to town and gamble, turn to page 21.

If you stay and work, turn to page 22.

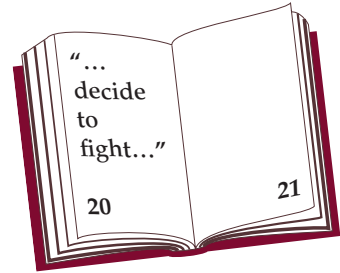


You are writing **page 19** of the book. You stop at a fort on the overland trail where many people are sick with cholera. Explain how you decide to stay in the fort and help the sick people. Describe how you help them. Then tell how you meet another person and the two of you decide to open a store in the fort and sell medicine and food and supplies to people that come through the fort. Explain that you eventually become a rich merchant. Finish your story with: The End.

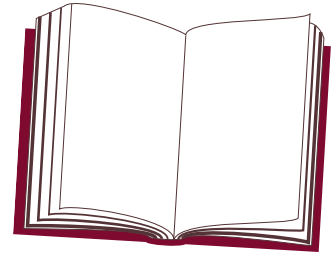


# GOLD RUSH ADVENTURE WRITING INSTRUCTIONS

You are writing **page 20** of the book. You are trying to record a claim you stake and a mean looking guy says it's his. Explain that you decide to fight this guy. You tell him the claim is yours and you're not going to give it up. Describe the fight. It ends when you are shot in the heart. Finish your story with: The End.

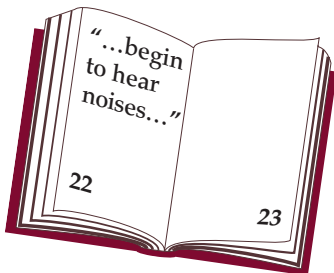


You are writing **page 21** of the book. You pan for gold and feel lonely. You decide to go to town to gamble. Explain that you go to town and bet on a horse race. Describe the race and the horse you bet on. Tell how you win the bet and are offered a gold mine instead of the \$100 worth of gold nuggets you won. Finish your story with these two lines:



If you decide to take the \$100, turn to page 23.

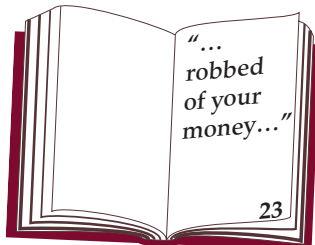
If you decide to take the worthless gold mine, turn to page 24.



You are writing **page 22** of the book. You are working your claim and feeling lonely, but decide against going to town to gamble. Explain how you decide to stay and work your claim. Tell how you find a gold nugget that has to be worth a \$100. Explain that while you are hiding it you begin to hear noises so you reach for your gun. Tell how a stranger comes into camp and says he's not a thief and just wants some companionship and a little food. Finish your story with these two lines:

If you decide to feed him, turn to page 25.

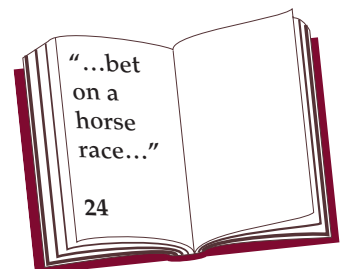
If you decide to send him away, turn to page 26.



You are writing **page 23** of the book. You win \$100 betting on a horse race and decide to keep the money instead of taking a worthless gold mine. Explain that you decide to keep the \$100 and use the money to buy new boots and some extra food. Tell how you are robbed of your money and boots while going back to your mining claim. Describe the robber and tell how you feel. Explain that you will continue to work at your claim and hope to strike it rich. Finish your story with: The End.



You are writing **page 24** of the book. You win a bet on a horse race and have the choice of getting \$100 worth of gold or a worthless gold mine. Explain that you decide to take the worthless mine instead of the \$100. Then describe the mine. Show how it is falling apart and is too dangerous to work in. Explain that the worthless gold mine is just that-worthless, and you go back to mining your original claim. Finish your story with: The End.





# GOLD RUSH ADVENTURE WRITING INSTRUCTIONS



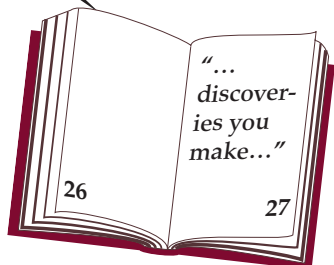
You are writing **page 25** of the book. A stranger enters your camp. You think he is a thief and pull out your gun. He says he just wants food and companionship. You decide to help him. Explain how you put your gun away and decide to feed the stranger. Tell what you feed him. Explain how the two of you become good friends and work together on the claim but don't find much until one day you strike it rich. Finish the story with: The End.



You are writing **page 26** of the book. A stranger enters your camp. You think he is a thief and pull out your gun. He says he just wants food and companionship. You don't believe him and tell him to leave. Describe how you make the stranger leave your mining claim, and how you are worried that he might come back and rob you. Explain how you stay up late guarding the camp, but one night fall asleep and awake to find your supplies have been stolen. Finish your story with these two lines:

If you decide to stay in camp, turn to page 27.

If you decide to go after the thief, turn to page 28.



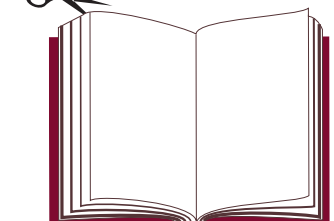
You are writing **page 27** of the book. You are robbed of gold and supplies, but decide to stay in camp instead of going after the thief or thieves. Explain how you decide to keep mining the claim. Show some of the discoveries you make but explain that they are never enough to make you rich. Tell how you decide to take the gold you have and find another kind of work. Explain what this work is. Finish your story with: The End.



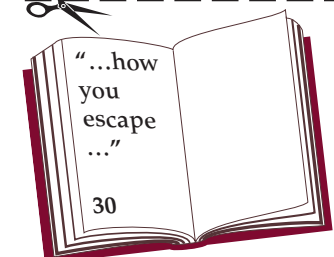
You are writing **page 28** of the book. You are robbed of gold and supplies. You decide to leave camp and pursue the thief. Explain how you follow the tracks he left on the trail. While on the trail, you meet two other miners who have also been robbed. Describe how they mistake you for the thief and tie you up. Explain how you are able to get loose. Finish your story with these two lines:

If you decide to stay, turn to page 29.

If you decide to run away, turn to page 30.



You are writing **page 29** of the book. Describe how the two miners take you back to camp for a trial. Describe the trial and how you are proven innocent. Then tell how you borrow some supplies so you can keep mining. Finish the story with: The End.



You are writing **page 30** of the book. Two miners mistake you for a thief and tie you up, but you manage to get loose. You decide to run away from them. Describe how you escape from the two miners. Describe the trail you are running on and how branches hit you as you flee. Tell what the two miners are doing and how you hear gun shots and then feel something hit you in the back. Finish the story with: The End.

# GOLD RUSH ADVENTURE SAMPLE PAGES

	<p><i>Gold Rush Adventure</i> <i>SAMPLE of Page 30</i></p>
	<p><i>At last you've worked free, but you have to be careful not to let them know. You pretend to be tied up until you can figure a way to escape. One of the miners has unpacked his mule and is headed to the creek for some water. The other miner is sitting up against a tree to rest. He looks like he's falling asleep. Yes, he is asleep. Now is your chance! You light out running down the trail. Branches from the trees are hitting you in the chest and the arms, but you have to keep going. You can't slow down. The fellow from the creek must have seen you. You can hear him shouting. A bullet whizzes by. You dodge and keep running. Something just hit you in the back. It feels as if Joe Wheeler took his sledge hammer and hit you between the shoulder blades. Things are getting black . . .</i></p>
	<p><i>The End</i></p>

*Written by Ryan Balkan*

	<p><i>Gold Rush Adventure</i> <i>SAMPLE of Page 1</i></p>
	<p><i>April 3, 1849</i> <i>You have been working in Joe Wheeler's blacksmith shop for 5 years now, and your prospects are not good. The work is hot and dirty, and the pay is too low. You've been working 12 hour days, six days a week for the last 2 years, and can barely feed Sarah, little Jenny, or Seth Junior. You've been wanting to change, but smithing is all you know how to do. Last week the newspaper had a story about the prospectors heading out to the California territory to find gold. Thomas Johnson says his cousin says there are gold nuggets lying on the ground just waiting to be picked up. Maybe this is the chance you've been waiting for. You can get rich out in the gold fields, just like Thomas Johnson's cousin. You talk it over with Sarah, and decide to head out to California. Thomas says there are three ways to reach the gold fields: Take a ship to Panama, sail around Cape Horn, or travel overland in a wagon.</i></p>
	<p><i>If you decide to go the Panama route, turn to page 2.</i> <i>If you decide to go the Cape Horn route, turn to page 3.</i> <i>If you decide to go the overland route, turn to page 4.</i></p>
	<p><i>Written by Shannon Wells</i></p>

# MINI GOLD RUSH

This “hands on” activity simulates a gold rush. It can be completed in one class period. The students rush to the “gold fields,” stake their claims, and begin panning for “gold.”

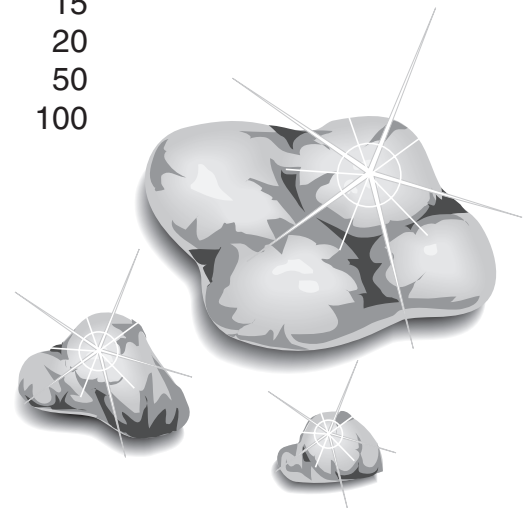
## Materials:

- Eight paper cups per mining team
- Fishing weights (“gold nuggets”) spray painted yellow :
  - 60-70 small BB size split shots
  - 30 medium size split shots (size 7)
  - 10 oval fishing weights (size 10)
  - 5 oval fishing weights (size 8)
  - 3 oval fishing weights (size 6)
  - 1 large fishing weight (larger than the others)
- Sand to fill the paper cups
- Mining pans or pie pans for every other student
- Water (plastic milk cartons work fine) for each team

## Setup directions:

1. Select a group of students to fill the paper cups with sand.
2. Later, when no students are around, bury one of the BB size gold nuggets in the sand of each paper cup. Add the remaining gold nuggets to the cups so that the number of gold nuggets per cup ranges from many to just a few. Keep all the gold nuggets buried in the sand.
3. Fill the plastic containers with water.
4. Select a site on the playground or field for your mini gold rush.
5. Determine the value of the “gold nuggets.”  
Here is a suggested list:

Size	Value in Gold Nuggets
BB size	5
Medium	10
Small oval	15
Medium oval	20
Large oval	50
Largest	100



# MINI GOLD RUSH

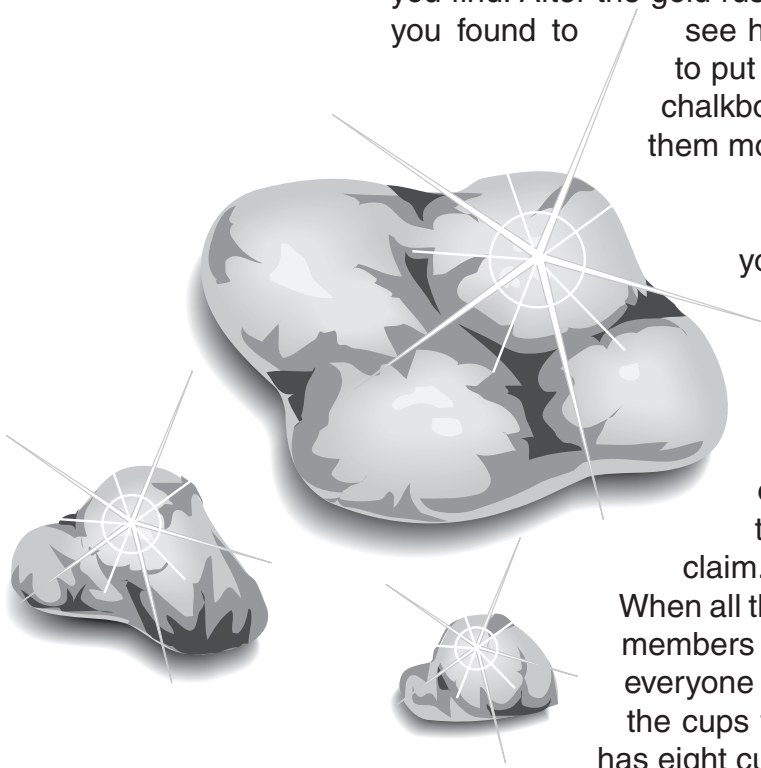
## Procedures:

**Read  
or  
Tell** ▶

1. Just before you begin, have an aide, parent volunteer, or a small group of students take the papers cups with the gold nuggets to the site of the Mini Gold Rush. Have them distribute the cups into “claim sites” so that each site has eight cups. There should be one “claim site” per team.
2. Read your students the following:

“In just a few minutes you are going to participate in a gold rush. You will stake a claim and pan for gold. It won’t be real gold; it will be pieces of lead that have been painted yellow. Lead, like gold, is heavy and will stay in the bottom of your pan. Save all the gold you find. After the gold rush we will add up the value of the ‘gold’ you found to

see how much you earned. (A good idea is to put the values of the ‘gold nuggets’ on the chalkboard so the students can see them. It gets them motivated to start the mini gold rush.)



“Before you start panning for gold you must stake a claim. You do this by making a sign that says MINING CLAIM then having each team member sign it. When this is done one member of your team takes the sign to one of the mining claims. The first one to a claim gets it, but if there is a tie the team with the neatest sign gets the claim. Each team gets only one mining claim. When all the claims are taken the rest of the team members join the one that staked the claim and everyone begins panning. You can only pan from the cups that are on your claim and each claim has eight cups.”

3. Take your class outside to the mining sites. Each team should have its water and mining pans. Give each team a piece of paper and a pencil and have them get started. The teams have two jobs. First they have to write “mining claim” on the paper and sign it. Then they have to select someone to take the sign and stake their claims.
4. When all the claims are staked and recorded, the rest of the class go to their claim sites and begin panning for gold. Move from team to team giving help as needed.

## MINI GOLD RUSH

5. Watch carefully and pick a time when the students are about half way done and tell them it is time to line up and go back to class. Be sure to make them hurry. Quickly start back to class then stop and have your students look at the mining sites. Typically the students leave behind quite a mess. Point this out to the students and explain to them that during the gold rush many miners ruined the land in search of gold. They were not concerned about the environment and the impact mining had on it. After this brief lesson let your students go back to the mining.
6. When the students have finished, have them save their gold and return to the classroom, but only after they have cleaned up the mining sites. Once back in the classroom, have the teams bring you the gold they collected. Add it up to find out which group earned the most money.
7. Explain to your students that some miners like the Chinese were not always allowed to have a claim unless it had been abandoned by the other miners. Ask your students the difference between mining the claims when gold was first found and what it would be like after the miners had left. Then tell your students that they may pretend they are Chinese miners and that they can go back to any of the mining sites at recess and sift through the sand to see if they can find any more gold nuggets.

### Teaching Option

You may have the teams add the value of gold they find in the mini gold rush to their team's score on the MINING TEAMS' ASSET chart. You will need to determine the value of the "gold nuggets." You don't want them to be so valuable that a last place team can soar ahead of all the others, but you don't want them to be of so little value that they will not have an impact on the simulation results. You may use the sample values given above (Setup Directions #5) or create your own.









# MELODRAMA SYNOPSIS

The gold miners were an eager audience for any kind of theatrical performance. They especially liked melodramas during which they showed their enthusiasm with stomps, whistles, cheers, boos, and good-natured heckling. My play “Villains in the Gold Fields” captures this spirit. It has cheering, booing, heckling and a surprise ending. The play is 14 minutes long and has enough parts for each member of your class.

A performance of this melodrama is a great way to culminate the GOLD RUSH simulation. Parents enjoy seeing their children perform. After the performance invite them to stay for a cast party. In addition to refreshments, have samples of the students’ work from the GOLD RUSH simulation on display. Be sure to make the QUESTION CARDS and FATE CARDS available for the children to share with their parents.

A synopsis of the play is given below, but to catch its spirit you need to read the entire script. Once you do, you will shout “Hooray.” If you don’t, “Boo! Hiss!”

## Synopsis:

Jack, the owner of the Last Chance Mine, owes Cheatin Charley \$1,000 and has until sundown of the next day to pay off the debt or lose the mine. Jack’s wife and daughter—Kate and Little Nell—whom he has not seen in five years, arrive later in the day because the stagecoach they were on was robbed. Upon their arrival Jack learns that Little Nell is engaged to a young doctor, Handsome Henry, whom she met on the stage. When Cheatin Charley comes to look at the mine, he sees Little Nell and wants her for his wife. He offers to forgive the debt if Little Nell marries him. At first the offer is rejected, but Little Nell agrees to the marriage after she learns that Handsome Henry, who has gone to Placer Creek to cure the miners of gold fever, is dying and will not return. The marriage ceremony is interrupted when Handsome Henry returns with enough money to pay off the debt. Cheatin Charley leaves, and Handsome Henry is about to marry Little Nell, when the ceremony is interrupted by a group of miners. They have a prisoner they believe has been robbing the stages, and they want to hang him. The wedding is allowed to continue, but before the hanging can take place, one of hecklers from the audience stops them. The heckler shows the miners (and the audience) the evidence that proves the accused thief is innocent and points out the real thief.

“  
... Cheatin  
Charley  
wants  
her for  
his wife ...  
”



# MELODRAMA SCRIPT



## *Villains in the Gold Fields*

by Myron Flindt

### **Characters**

Director

Heckler 1

Heckler 2

Heckler 3

Extra Hecklers

Narrator, *a female*

Grubby, *Jack's friend*

Rattlesnake, *Jack's friend*

Jack, *a miner*

Kate, *his wife*

Little Nell, *Jack and Kate's daughter*

Handsome Henry, *the hero*

Cheatin Charley, *the villain*

Miner 1

Miner 2

Miner 3

Miner 4

Extra miners (to escort prisoner)

Prisoner

Messenger

Minister

# MELODRAMA SCRIPT

## SCENE 1

**Time:** Late 1850s

**Setting:** *On the left side of the stage there are two rows of chairs for the hecklers. The center of the stage shows the entrance to the Last Chance Mine. Near the entrance are several bags of luggage and mining supplies. To the left of the mine is a sign that says “Cheatin Charley’s” and to the right is a tree with a rope and hangman’s noose. The play begins when the Director comes on stage to give last minute instructions to the cast.*



**Director:** Places everyone. We’re about to begin. Remember these miners are a rowdy group, but they appreciate good entertainment so let’s not disappoint them. *(Looks to back of theater)* Okay, you can let them in now! *(Hecklers enter from the back of the audience. They are loud and rowdy as they walk toward the stage)*

**Hecklers:** Yahoo!

**Heckler 1:** It’s about time ya’ opened up!

**Heckler 2:** This’d better be good!

**Heckler 3:** I haven’t seen a play in ten years! *(The hecklers sit in the two rows of chairs that are on the left side of the stage.)*

**Director:** Good evening gentlemen!

**Heckler 1:** *(Standing and interrupting)* Gentlemen! He thinks we’re gentlemen! *(All the hecklers laugh.)*

**Heckler 2:** Sit down and let the man speak, ya’ old fool!

**Heckler 1:** Who are you callin’ a fool?

**Heckler 2:** You, ya’ old goat! *(All the hecklers laugh.)*

**Heckler 3:** Quiet!

**Director:** This evening’s program is a melodrama entitled “Villains in the Gold Fields.” We hope you enjoy it. *(The Director exits and the narrator walks on stage.)*

**Heckler 1** *(Stands and says to hecklers:)* We’d better enjoy it right fellas, or else ... *(Sees the narrator, stops talking, and faints. The hecklers all laugh. Heckler 2 gently lifts him back to his chair.)*

**Narrator:** *(Talking to the hecklers)* Is the gentleman all right?

**Heckler 2:** He’s fine ma’am. He just ain’t used ta’ seein’ a woman. Ain’t many in these parts.

**Heckler 1:** *(In a daze, he mumbles)* She called me a gentleman. *(To others)* She called me a gentleman! *(Gets on knees and says to Narrator)* Ma’am would you marry me? *(All the hecklers laugh as they help him back to his seat.)*

**Narrator:** *(Shakes head “no” and continues)* Our story begins in a mining camp. Jack, the owner of the Last Chance Mine, is a poor but hard-working miner who has gone to town to meet his wife and daughter who are arriving on the afternoon stage. He has not seen them in five years. Working the claims next to him are his friends Grubby and Rattlesnake. Before we begin I have one favor to ask



*Look at your audience right in the eye.*

# MELODRAMA SCRIPT



Make certain the hecklers respond to the signs.



Wink at audience.

Be dramatic!

of you. Would you be so kind as to boo when I hold up this sign? *(Hold up a sign with a large **Boo**, and the hecklers boo.)* And hiss when I hold up this sign? *(Hold up a sign with a large **Hiss**, and the hecklers hiss.)* And shout hooray when I hold up this sign? *(Hold up a sign with **Hooray** and the hecklers shout hooray.)* I will be right over there. *(Point to the right of the stage.)* Please be watching for these signs. *(The narrator smiles and moves to the right of the stage.)*

**Heckler 1:** *(Standing)* You're a sight for sore eyes and my eyes will be stuck to you like a fly to molasses. You're so sweet. *(All hecklers laugh.)*

**Heckler 2:** Cut the yappin' and watch the show ya' lovesick puppy! *(Stage lights go off then come on. Grubby is panning for gold and Rattlesnake runs in from the right. He is slightly out of breath.)*

**Grubby:** Wher've ya' been, Rattlesnake? I was beginnin' to worry. With all the thieves on the trails these days I feared ya' met with some evil doin's.

**Rattlesnake:** Now, Grubby you know better than to fret about me. I was jest walkin' and thinkin'.

**Grubby:** Thinkin'! Whattya' doin' a fool thing like that fer?

**Rattlesnake:** It's somethin' I should've done a long time ago. There's gotta be an easier way to earn a livin'. I'm gonna pull up stakes and go back home. *(Exits)*

**Grubby:** Ah come on. Don't leave. *(He shrugs his shoulders, shakes his head, and goes back to panning)*

**Jack:** *(Enters, head down with flowers at his side.)* Woe is me. Woe is me.

**Grubby:** Is somethin' wrong, Jack?

**Jack:** *(Sadly)* No, I'm okay.

**Grubby:** That's good. *(Continues panning)*

**Jack:** *(Louder)* Oh woe is me! Woe is me. I am such a fool!

**Grubby:** *(To audience)* I think Jack is troubled.

**Heckler 2:** It's about time ya' started thinkin'! *(All the hecklers laugh.)*

**Grubby:** Jack, what's wrong?

**Jack:** The stage was late. I started worryin' somethin' awful, so to pass the time I decided to play a few hands of cards. Well I just kept losin' and losin' and losin', and now I have to pay Cheatin Charley \$1,000. I have until the day after tomorrow at sundown to buy back my IOU or he gets the Last Chance Mine.

**Grubby:** That's horrible. Cheatin Charley is the most evil man in these gold fields. Didn't you know he cheated at cards?

**Jack:** No, I didn't have a clue!

**Heckler 3:** And you still don't have a clue! *(All the hecklers laugh.)*

**Grubby:** And where's yer wife and daughter?

**Jack:** They're missin'. Oh what a dark day it is. My family and gold mine both lost in one day.

**Rattlesnake:** *(Enters, picks up his baggage, and sees that Jack is upset)* Jack, what's wrong? Where's your wife and daughter?

**Jack:** They never arrived. I fear the worst!



# MELODRAMA SCRIPT



All of the characters should be very dramatic with voices and gestures.



Walk in a circle, rubbing your hands together.

Walk down stage, hold your hand beside your mouth, and speak secretly to the audience.



**Rattlesnake:** Don't worry, Jack. The stage robbers in these parts just want gold. They don't harm passengers. I'm sure yer wife and daughter'll show up soon. *(He grabs a bag and exits.)*

**Jack:** *(Yelling at Rattlesnake)* Hey, where ya' going? *(To Grubby)* How come he ain't workin' his claim?

**Grubby:** He's callin' it quits and is packin' up to leave. *(From off stage voices call "There he is. There he is." Kate and Little Nell enter.)*

**Kate:** My faithful husband!

**Jack:** My beautiful wife! *(They shake hands.)*

**Little Nell:** Father!

**Jack:** Daughter!

**Kate:** I thought I would never see you again. We were robbed. Fortunately Handsome Henry helped us find our way here.

**Jack:** Handsome Henry?

**Little Nell:** Yes Father. Handsome Henry is the man I am to marry *(Henry enters flexing his muscles. Narrator holds up Hooray sign.)* I met him on the stage. Isn't he sweet?

**Jack:** Marry?

**Little Nell:** That's right. He came west to practice medicine.

**Heckler 2:** I wouldn't want him practicin' on me. *(All the hecklers laugh.)*

**Handsome Henry:** I am fully trained in the healing arts. Here's my diploma. *(Shows diploma)* It took me only two years to pass this three year correspondence course.

**Jack:** Welcome to the family, Doc! *(Shake hands)* But unfortunately all is lost to Cheatin Charley.

**All:** Cheatin Charley! *(Cheatin Charley enters. Narrator holds up Boo sign.)*

**Cheatin Charley:** Did someone mention my name?

**Grubby:** Whaddya want, ya no good evil skunk?

**Cheatin Charley:** I came by to see my gold mine. The day after tomorrow this will all be mine! Ha Ha Ha! *(Stops)* And what have we here? *(He looks at Little Nell, walks up, and takes her hand.)*

**Jack:** Unhand my daughter ya tricky knave!

**Cheatin Charley:** Your daughter?

**Little Nell:** That's right you cur! *(She struggles to get free.)* I am to marry Handsome Henry.

**Handsome Henry:** She adores my biceps. *(He holds up his arms and flexes his muscles.)*

**Kate:** And he's a doctor.

**Cheatin Charley:** *(To audience)* If I play my cards right, I will get the gold mine and marry Jack's daughter. She'll make a perfect wife. She can cook, clean, iron, polish my boots, and work the claims I steal from the miners. Ha Ha Ha Ha! *(Narrator holds up Boo sign.)* *(Cheatin Charley speaks to Jack)* Jack, there may be a way for you to keep your mine. Come by my office tomorrow at noon. Bring your daughter and Handsome Henry. We should be able to reach a most satisfactory agreement. Ha Ha Ha Ha! *(Exits. Narrator holds up Boo sign, then Hiss sign.)*



# MELODRAMA SCRIPT

## SCENE 2

**Time:** Noon the next day

**Setting:** Cheatin Charley's office

**Narrator:** Jack and his family worked all night trying to think of a way to raise \$1000. But by morning they did not have a single idea. They decide to visit Cheatin Charley and see what he has to offer.

**Cheatin Charley:** *(Working at a desk, he looks up, smiles, and says to audience)* They're here just as I planned. Caught in my clever trap! Ha Ha Ha Ha! *(Looks off stage)* Come in, come in. *(Jack, Little Nell, and Handsome Henry enter.)*

**Jack:** Ya said ya had an offer to make?

**Cheatin Charley:** That's right. You can have your mine back in exchange *(Long pause)* for your daughter's hand in marriage. *(Narrator holds up Boo sign.)*

**Jack:** How dare you make such an offer!

**Handsome Henry:** You cad!

**Little Nell:** Never could I marry you. My heart belongs to Handsome Henry.

**Cheatin Charley:** But he has no money, and your father will lose everything unless ... *(To audience)* notice how cleverly I close my trap ... *(To Henry)* unless you save the people of Placer Creek.

**Handsome Henry:** Placer Creek?

**Cheatin Charley:** The folks there are suffering from gold fever.

**Heckler 2:** We're all suffering from it! *(All the hecklers laugh.)*

**Cheatin Charley:** A smart young fellow like yourself could make a fortune there in no time.

**Handsome Henry:** Then there's no time to waste. It is my duty to serve. I must leave immediately.

**Little Nell:** But what about our marriage? What about the mine?

**Handsome Henry:** Do not fear! Although I am not rich, I have a heart of gold. I will save the people of Placer Creek, and return with enough money to buy back the mine and take your hand in marriage. Farewell. *(Exits)*

**Cheatin Charley:** *(To Nell)* Marry me and your father keeps the mine.

**Little Nell:** Never! My Handsome Henry will rescue us.

**Jack:** Let's go, Nell. *(Exit)*

**Cheatin Charley:** Remember you have until sundown tomorrow or the mine will be mine. Ha Ha Ha Ha! *(To audience)* There is no cure for gold fever. Handsome Henry will never return. By tomorrow Little Nell will be my bride, and the mine will be mine. You see, I have the real IOU and a fake one. *(Holds up the real IOU and the fake one)* I will show Jack the fake one and tear it up. What a fool! He will never know the difference, and after the wedding I will still own the mine. Ha Ha Ha Ha Ha! *(As he exits, Narrator holds up Boo sign and then Hiss sign.)*



Little Nell takes a deep breath, staggers, sighs, and almost faints.



Slowly ... deliberately

Smile at Little Nell. Dramatically gesture with both arms in the air.



Your final Ha Ha Ha! should sound really evil.

# MELODRAMA SCRIPT

## SCENE 3

**Time:** *Just before sundown*

**Setting:** *Same as Scene 1*

*Kate is pacing back and forth across the stage while Grubby is panning. Jack and Little Nell enter.*



*Squeeze your nose as you say "skunk."*

*Little Nell sighs and carries on like it's the end of the world.*

**Kate:** What happened? Do you get to keep the mine?

**Jack:** That no good skunk said I could keep the mine if Little Nell marries him!

**Kate:** Why that scoundrel deserves a good beating. Where's Handsome Henry?

**Jack:** He went off to Placer Creek to cure the camp of gold fever and to make a fortune, but he will never get back in time.

**Kate:** So we're no better off than before.

**Little Nell:** It's worse 'cause Henry is gone. *(Begins sobbing and blows her nose, making a loud noise. Rattlesnake enters. He picks up a bag and stares at everyone.)*

**Rattlesnake:** What's goin' on here? Why is everyone so sad? *(To Jack)* Is this your wife and daughter?

**Jack:** Yes, this is my wife Kate, and my daughter Little Nell. They arrived safely. *(Little Nell sobs loudly and makes a loud noise while blowing her nose.)*

**Rattlesnake:** *(Scratching head in confusion)* If they arrived safely why does everyone look so sad?

**Grubby:** 'Cause Jack owes Cheatin Charley \$1,000 and unless he pays it by sundown tomorrow he will lose the Last Chance Mine. *(Little Nell sobs loudly again.)*

**Grubby:** And Little Nell's fiancée, Handsome Henry, has left.

**Jack:** All is lost.

## SCENE 4

**Time:** *The next day just before sundown*

**Setting:** *Same as Scene 1*

**Narrator:** It is the next day just before sundown. Handsome Henry is still gone. Jack has not raised the money. Rattlesnake is ready to leave camp. *(Jack, Kate, Little Nell, and Grubby are standing in front of the Last Chance Mine. Rattlesnake enters. From off stage voices are heard and a group of miners enter with a prisoner and a bag that contains a handkerchief, a purse, and a medical book.)*

**Miner 1:** Come on fellas, bring 'im over here.

**Grubby:** What's goin' on?

**Miner 2:** We caught the thief that's been robbing the stages.

# MELODRAMA SCRIPT

**Miner 3:** We found this miserable creature going through the bags the stage company uses to carry the money, and we found some things stolen from the passengers. *(Rattlesnake looks through the stolen items.)*

**Prisoner:** Me no thief. Me find on trail.

**Miner 1:** Keep quiet!

**Kate:** He's not the same size as the man who robbed our stage. Did you find the gold?

**Miner 2:** No ma'am, but he's the thief.

**Little Nell:** I don't think it was him either, but the thief wore a mask so I could be mistaken.

**Rattlesnake:** *(Going through the bags, he yells out:)* Kate, here's your purse, *(Gives the purse to Kate.)* and Little Nell, here's your handkerchief. *(Gives her the handkerchief.)*

**Little Nell:** Oh thank you! *(She blows her nose loudly.)*

**Rattlesnake:** Look, here's Handsome Henry's medical book. *(He holds it up.)*

**Miner 3:** That proves it for sure. Let's take him into town so we can give him a fair trial before we hang him.

**Miners:** Yeah, yeah!

**Prisoner:** Me no thief. Me no rob.

**Miner 4:** Keep quiet. *(Miners and prisoner leave the stage. A messenger enters.)*

**Messenger:** Excuse me, folks but do any of you know the whereabouts of a beautiful young lady known as Little Nell?

**Little Nell:** I'm Nell.

**Messenger:** This is for you. A sick and dying man gave it to me. He wanted you to have it. *(He hands Nell a letter.)*

**Little Nell:** *(Reading from letter)* It's from Henry. Oh no! *(She hands the letter to Jack and begins crying.)*

**Jack:** Oh no! Handsome Henry is dying from gold fever. He will not return. We are doomed. All is lost! *(Cheatin Charley and the Minister enter. The Narrator holds up Boo sign.)*

**Cheatin Charley:** I could not help but hear about the untimely demise of Handsome Henry, but all is not lost. *(To Little Nell)* Marry me and the debt will be forgiven.

**Jack:** Never, you evil rascal!

**Little Nell:** Wait! He's right. Handsome Henry is gone. I will sacrifice my happiness for the good of the family.

**Kate:** No, don't do it!

**Little Nell:** I must! *(To Cheatin Charley:)* I will marry you.

**Cheatin Charley:** We shall be wed at once.

**Little Nell:** Not until you give back my father's IOU!

**Cheatin Charley:** Here it is, my dear. *(He shows the fake IOU, tears it up, and then turns to audience and says:)* Little do they know that I tore up the fake one.



Really blow that nose!

The prisoner holds his throat as he leaves the stage.

Fall to your knees and weep as if you are going to die.



Your arms across your chest

# MELODRAMA SCRIPT



Minister enters.



Shake both fists  
at the sky.

But first look  
lovingly into one  
another's eyes.

In unison with  
great passion

**Heckler 3:** You no good cheat. I'm going to give you a good thrashing.  
(*He tries to get up but other miners restrain him.*)

**Cheatin Charley:** (*To minister*) We're ready to be married.

**Minister:** Dearly beloved. We are gathered here this evening to join this man and this woman together in holy matrimony. If there is any man who says this wedding should not take place, let him speak now or forever hold his tongue.

**Heckler 3:** (*Trying to get on stage, but held back by the other hecklers*) Don't marry them, Reverend. Cheatin Charley is a no good crook.

**Minister:** Then by the power invested in me, I now pronounce you ...  
(*From off stage Handsome Henry shouts "Stop! Stop this wedding!" Handsome Henry enters. Narrator holds up Hooray sign.*)

**Handsome Henry:** (*Gives a sack of gold to Cheatin Charley*) Here's your gold. Now sign this saying the debt is paid in full. (*Henry gives the paper to Cheatin Charley, who signs it. Narrator holds up Hooray sign.*)

**Little Nell:** My hero!

**Cheatin Charley:** Curses foiled again! (*Exits*)

**Jack:** What happened? We thought you died from gold fever.

**Handsome Henry:** I had a bad case of gold fever, but fortunately I found a cure.

**All:** A cure?

**Handsome Henry:** That's right. The cure is to find a whole lot of gold. And that's what I did. I am a rich man. But we can talk about that later. There's a marriage to finish. Reverend, will you do us the honor?  
(*Little Nell and Handsome Henry turn to face the Minister.*)

**Minister:** I certainly will. Dearly beloved. We are gathered here today to join ... (*From off stage a voice yells "There's a tree we can string him up on." Enter the group of miners, and the prisoner.*)

**Minister:** There will be no hanging during my marriage ceremony.

**Miner 1:** We'll wait, but you be quick about it or you might find yerself hangin' from a rope! (*Minister begins to shake.*)

**Minister:** Yes sir! Yes sir! I'll be quick. I will get right to it. (*To Handsome Henry and Little Nell*) Do you two want to be married?

**Nell and Henry:** Oh yes!

**Minister:** Then by the power vested in me you're married! Congratulations!  
(*Nervously shakes their hands*) Now, let's get on with the hanging!  
(*Miners start to put the rope around the prisoner's neck.*)

**Heckler 3:** (*Going up on stage*) What kind of a play is this? You can't hang him!

**Miner 2:** He's a thief.

**Miner 3:** We caught 'im with the goods.

**Miner 4:** Now get back into the audience where you belong. (*Miner 4 tries to get Heckler 3 back into the audience, but Heckler 3 breaks free.*)





## MELODRAMA SCRIPT

**Heckler 3:** I will not! I am not going to sit here and watch you hang an innocent man. Kate and Little Nell both said he didn't look like the thief. If you had been watchin' this play the way you're supposed to, you would know who the real thief is: *(Pause, then he points to Rattlesnake)* Rattlesnake.

**All:** Rattlesnake?

**Heckler 3:** He sure is. Remember when you brought in the bags from the stage and there were some purses and articles of clothing? Rattlesnake knew exactly what belonged to Kate, Little Nell, and Handsome Henry. The only way he could've known that is if he were the one who robbed them. I bet if you look through his bags you'll find the missin' gold. *(Rattlesnake runs offstage, and the miners give chase, yelling "Get him, get him!")*

**Heckler 3:** *(Unties prisoner)* You can go now. They won't be botherin' you anymore. *(To audience)* And now you can go too. The show is over. And thanks to me it has a proper ending.

*(Narrator holds up Applause card.)*



# MELODRAMA PRODUCTION NOTES

## Characters:

- 5 male
- 3 female
- 11 male or female
- Students without speaking parts are extra hecklers and miners

## Playing Time:

- Around 14 minutes

## Costumes

- The director, Grubby, Rattlesnake, Jack, the prisoner, the messenger, the miners and the hecklers all wear jeans and long-sleeved shirts.
- The Narrator, Kate, and Little Nell wear long frilly dresses.
- Handsome Henry wears jeans and a brightly colored shirt with padding in the arms to exaggerate the size of his muscles.
- Cheatin Charley wears black pants, a white shirt, and a long black cape.
- The Minister wears slacks, a white shirt, and a tie.

## Properties



These consist of the following: bags of luggage, a mining pan (a pie pan will do), four signs large enough to be read by the audience (Boo, Hiss, Hooray, Applause), a few flowers, Handsome Henry's medical diploma, a paper which reads "Fake IOU," and another paper that reads "Real IOU," a large sack (or pillow case), a small purse, a large handkerchief, a very small medical book, a piece of paper with the word "Message" printed on it, a small book for the wedding ceremony, a "sack of gold," a rope with a hangman's noose, a pen, and a piece of paper.



A small desk and a chair, in front of the Cheatin Charley' sign on stage. Signs large enough to be read by the audience (Boo, Hiss, Hooray, Applause)

## Stage Design

See Setting, Lighting, and Stage Design suggestions on the next page.



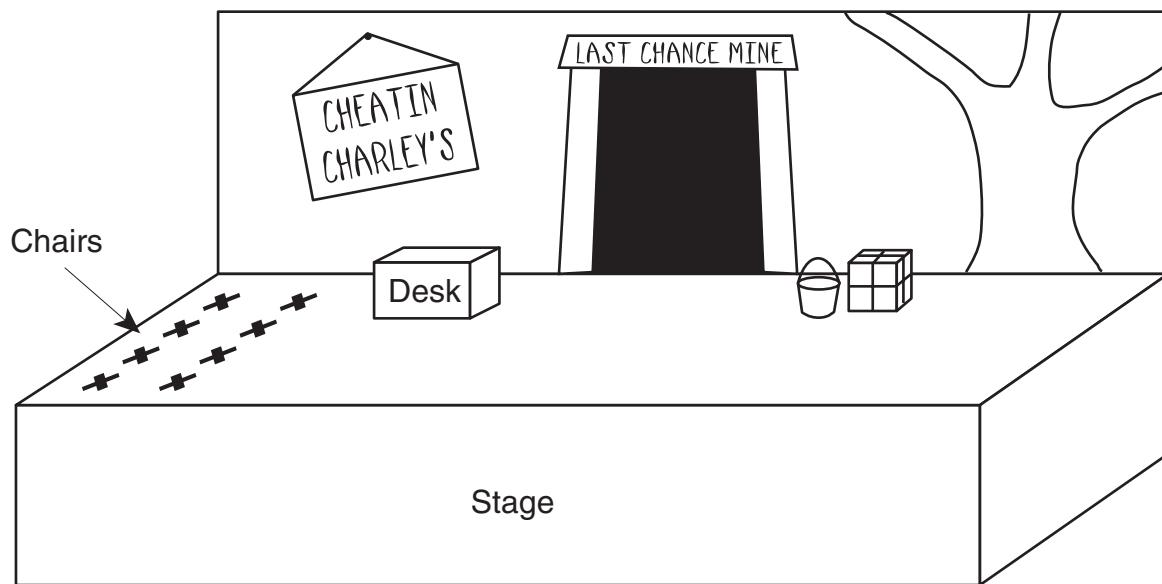
# MELODRAMA PRODUCTION NOTES

## Setting

At the far left of the stage are two rows of chairs for the hecklers. Just to the right of the chairs is a small desk. Behind the desk is a sign that says “Cheatin Charley’s.” The backdrop at the center of the stage shows the entrance to the Last Chance Mine and to the right of that is a bare tree. At the foot of the tree is a pile of luggage and mining equipment.

## Lighting

There are no special effects, but you may use a spotlight on the Narrator, and you should dim the stage lights for Scene 2 (Cheatin Charley’s office).







# QUESTIONS AND ANSWERS

## GOLD RUSH 2 NOTEBOOK



- **Does the GOLD RUSH 2 Notebook contain only the GOLD RUSH 2 simulation?**

*No, only Tab sections 1 and 2 contain the GOLD RUSH 2 simulation. The other sections are enrichment activities to supplement your gold rush unit.*



- **Should I do everything in the notebook?**

*Although it is possible to do all the activities in the notebook, most teachers prefer to supplement the GOLD RUSH 2 simulation with just a few of the activities in this notebook.*

## BACKGROUND SHEETS AND WORKSHEETS



- **The reading and outlining are too difficult for my students. What can I do?**

*You can read aloud the BACKGROUND SHEETS and complete the worksheets together. Display copies of the worksheets will make this task easier. Award Gold Nuggets based on how neatly students complete the WORKSHEETS.*

*If this doesn't work, you may decide not to use the WORKSHEETS. Instead, list on the board the questions that go with each BACKGROUND SHEET. Have your students copy them. Then read aloud the information from the BACKGROUND SHEETS and have students write the answers. To make this challenge easier, you may give a signal, such as tapping on the board, when you are about to give an answer. Award Gold Nuggets based on how accurately your students answer the questions.*



- **How detailed should the students' WORKSHEETS be?**

*The first two worksheets are quite basic, because they are designed to teach your students how to outline. Later worksheets become more detailed. Your answer keys for WORKSHEETS 6, 7, and 8 show only main ideas. The students are expected to include many details from their BACKGROUND SHEETS in their outlines. Inform your students that the more details they include in their outlines, the more successful they will be at answering the many QUESTION CARDS that accompany BACKGROUND SHEETS 6, 7, and 8. Encourage them to make detailed outlines on these WORKSHEETS.*

# QUESTIONS AND ANSWERS

## MINING AND CLAIM JUMPING



- **By the time we finish outlining, there is very little time left for the mining/claim jumping rounds. What should I do?**

*Here are three suggestions. First, give more help on the outlining so your students can finish it sooner. Second, try completing the WORKSHEETS during another part of the day such as a language arts time. Finally, consider having one day devoted to work on the BACKGROUND SHEETS and WORKSHEETS, and another day just for mining/claim jumping.*



- **What if a team gets off a claim and can't get back because the other teams know the answers so well?**

*You can add extra questions from other subjects. You can forbid teams from discussing answers and require individuals to answer. Sometimes teams have one or two students that know all the answers. You can prevent these students from answering until another member of their team answers a question. Finally, you can have a camp meeting to make a rule or law that allows a team that has been without a claim for a given time period to take a claim from the team with the most claims.*



- **The same students are answering the questions. How can I get more students involved?**

*If one or two students are answering all the questions, make a rule that each team member must correctly answer a question before another team member can have a turn.*



- **What can I do when teams get discouraged because they are not getting as much gold as the other teams?**

*Empathize with the students on these teams. Explain to them that gold mining was difficult and not very rewarding except for a few lucky miners. Further explain that this simulation tries to recreate the hardships as well as the excitement of a gold rush. Tell them they must keep trying and maybe their luck will change. If this doesn't help, you can try removing all the "bad" FATE CARDS for a few days and mix in with the QUESTIONS a few hand made cards that say "You find 20 Gold Nuggets." These changes will keep the teams motivated.*

# QUESTIONS AND ANSWERS



- **What can I do about the noise level?**

*Students can easily get caught up in the excitement of the simulation and become quite noisy. One of the reasons QUESTION CARDS are not repeated is to control the noise level, but sometimes one or two teams are so noisy that the teams that are listening cannot hear the question. There are several ways to handle this situation. If most of the teams are quiet and only a few are noisy, have a “camp meeting” and let your students decide what should be done. You can also give out Gold Nuggets to the quiet teams and fine the noisy ones. Another suggestion that sometimes works is to make a second copy of the FATE CARDS and divide them into groups of **good fates** and **bad fates**. Noisy teams must select from the “bad” group if they continue to be noisy while the other teams select from the “good” stack.*



- **Long toms seem to be a bad investment. Why should teams buy them?**

*Long toms are good investments. Teams can earn four times as much gold as a team with just a pan. Problems occur when you have too few mining/claim jumping rounds. To solve the problem you need to have more mining/claim jumping rounds. If this still doesn't work, then reduce the price of the long tom to one that will make purchasing it a good investment.*



- **The questions are too easy (or too hard). What can I do?**

*If the questions are too easy have the teams make up additional ones that are very difficult. You can also add questions from other subjects your class is studying. If the questions are too hard, reduce their number by using only the ones you target as the most important to know.*



- **If I move a student from one team to another, how do I adjust the scoring?**

*You want to avoid moving students from one team to another, but there are times when it is necessary. The easiest thing to do is make the switch without changing the scoring. If students complain about this (usually they do not), have a camp meeting to decide what to do. Although not recommended, you can go back and recalculate each team's score on the MINING RECORD FORM. Remove the points of the student leaving the group and replace them with the points earned by the student joining the group.*



# QUESTIONS AND ANSWERS



- **What if the information on the MINING TEAMS' ASSETS chart is accidentally erased from the board?**

*You can get this information from each team's MINER'S RECORD FORM. If there is any disagreement, have a camp meeting to resolve the problem.*



- **You have mentioned “camp meeting” several times. What is a “camp meeting”?**

*A camp meeting was a simple method used by miners to solve problems in their mining camps before there was a formal legal system. Problems were discussed and solutions were proposed; then a vote was taken to decide what to do. Majority rule prevailed. Sometimes during the course of this simulation, a problem will arise. If you are not sure how to handle the situation, call a meeting of your students and follow the wishes of the majority.*

## GRADES



- **How do I grade my students in GOLD RUSH 2?**

*There are several ways to grade your students. You can use scores on WORKSHEETS, SATURDAY NIGHT ACTIVITIES, RESEARCH PAPERS, and the second time you give the PRE-TEST. Some teachers print out a sampling of the GOLD RUSH 2 QUESTION CARDS for their students to answer and use them to determine their grades. It is not a good idea to base grades on how the teams finish in the simulation since students have limited control over their teammates and no control over the fate they experience.*

# TEACHER FEEDBACK FORM

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# RELEASE FORM FOR PHOTOGRAPHIC IMAGES

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To help illustrate to others the experiential activities involved and to promote the use of simulations, we like to get photographs and videos of classes participating in the simulation. Please send photos of students actively engaged so we can publish them in our promotional material. Be aware that we can only use images of students for whom a release form has been submitted.

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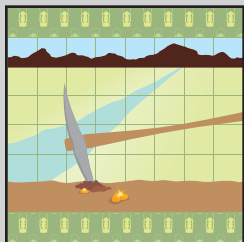
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# GOLD RUSH

A simulation of life and adventure in a frontier mining camp

## INTRODUCTION

In 1848 gold was discovered in California. The news thrilled the nation. Men quit their \$4 to \$8 a day jobs and went west. They planned to strike it rich, then return home to live the life of wealthy gentlemen. Many of these men did become wealthy, and some returned home, but most of the miners found very little gold. Some men gave up mining, resumed their careers, and settled down in one of the Western states. Other men had gold fever. They moved from mining camp to mining camp. Every time they heard of a new gold strike, they packed their meager belongings and left in search of that big bonanza. You will soon take part in a gold rush and share the joys and frustrations experienced by the thousands of men who searched for gold.

GOLD RUSH begins with the news that gold has been discovered in a Western state during the mid-19th century. Your goal is to accumulate as much gold (Gold Nuggets) as possible during the course of the simulation. Your first task is to form a mining company. When your mining company is formed, you receive 100 Gold Nuggets. Use this money to purchase passage to the gold fields (Golden Gulch). When you arrive in Golden Gulch, you stake a claim and start your search for gold. You collect gold by answering daily questions, by writing a research report, and by maintaining a MINER'S LOG. Danger is ever present in FATE CARDS, and you must make several important decisions during the course of the simulation.



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# BACKGROUND SHEET 1

(Questions 1-5)

## GOLD

“

Gold is a



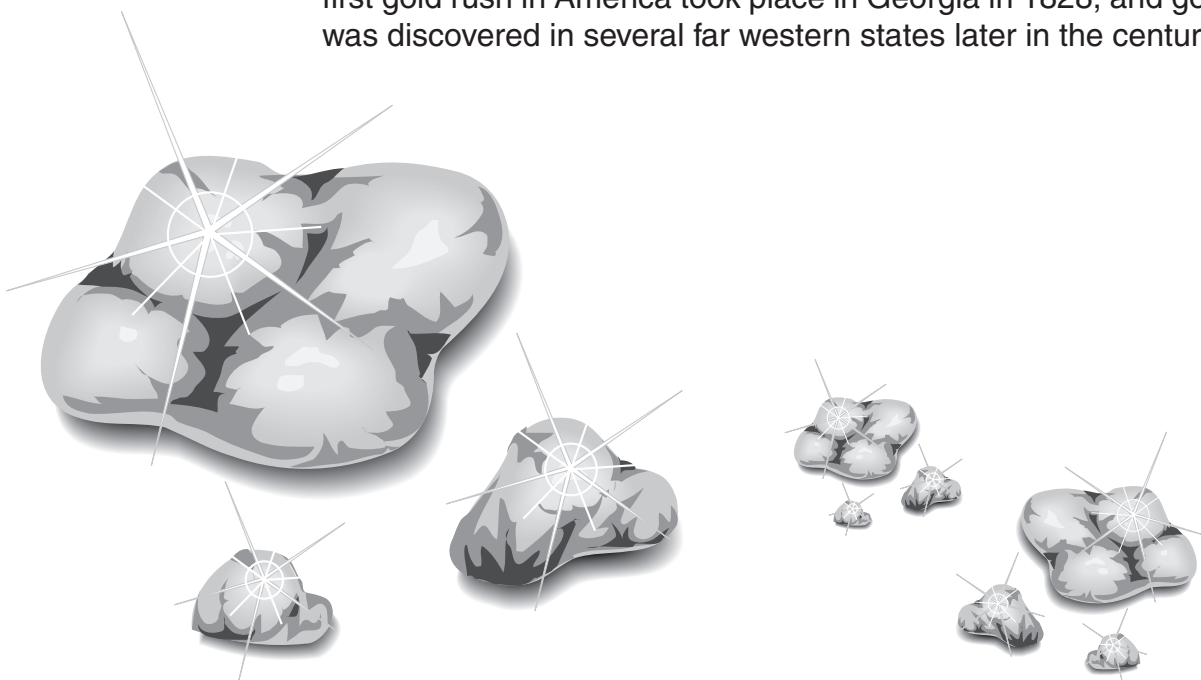
bright yellow  
metal.

”

**THE GOLD RUSH IN THE 1800s** “Gold! Gold!” These words drew thousands of people from all over the world. During the 1800s fortune seekers rushed to American gold fields by foot, horseback, wagon, or ship. Gold rushers lined the trails, and towns sprang up almost overnight. Each person carried a dream of wealth and was willing to endure tremendous hardships while searching for gold.

**GOLD AS A MINERAL** Gold is a bright yellow metal. It has many qualities which make it popular. Gold will not tarnish or rust. It is very soft, easy to work with, and can be shaped into any form desired. Gold can be combined with other metals to make hard objects such as jewelry and cups. The mixture of gold and other metals is called an alloy. Gold alloys are measured in Karats. Jewelry that is pure gold is said to be 24 Karat (24K). Jewelry that is half gold and half other metals is 12 Karat (12K). Gold, however, is not valuable just because it has many good qualities. It is valuable because it is scarce. Possession of gold has been a sign of wealth for thousands of years.

**HISTORIC IMPORTANCE** No one knows when gold was first discovered, but gold cups and gold jewelry made as early as 3500 B.C. have been found in ancient tombs and ruins. Greek and Roman myths refer to gold in stories like “King Midas” and “The Golden Fleece.” During the Middle Ages gold became so scarce that men called alchemists tried unsuccessfully to make gold from other metals. When gold was discovered in the new world in the 1500s, Europeans explored and conquered these new lands to get gold. The Aztecs in Mexico and the Incas in Peru had their gold and land taken from them by gold-hungry explorers. These early explorers didn’t find gold in the present day boundaries of the United States, but it was there. The first gold rush in America took place in Georgia in 1828, and gold in vast amounts was discovered in several far western states later in the century.





# WORKSHEET 1

(Questions 1-5)

## DIRECTIONS:

1. Read the story of GOLD found in BACKGROUND SHEET 1 on page 2.
2. Notice how the information is partially outlined below. The main ideas are listed next to the Roman numerals. Under each main idea are the supporting examples beginning with the letters A, B, C, etc.
3. Complete the outline by filling in the supporting examples that are missing.

## GOLD

### I. The gold rush in the 1800s

- A. Thousands of people rushed for gold in the 1800s.
- B. They traveled by foot, wagon, horseback, and ship.
- C. \_\_\_\_\_

### II. Gold as a mineral

- A. It is a bright yellow metal.
- B. It has many qualities that make it popular.
- C. The mixture of gold and other metals is called an alloy.
- D. \_\_\_\_\_

### III. Historic importance of gold

- A. Cups and jewelry were made from gold in 3500 B.C.
- B. \_\_\_\_\_
- C. Alchemists tried to make gold.
- D. \_\_\_\_\_
- E. The first American gold rush took place in Georgia in 1828.



## SIMULATION ELEMENTS

**MINING COMPANIES** A mining company has a minimum of three students. Each student must take turns being the leader, the recorder, and the prospector. The team leader stakes claims and fills in the MINER'S RECORD FORM. The recorder writes the daily entry in the MINER'S LOG. The prospector pulls the FATE and QUESTION CARDS, which will determine the wealth of the team.

**QUESTION CARDS** The QUESTION CARDS used in GOLD RUSH come from information given to you in BACKGROUND SHEETS. To help you organize and remember this information, you are required to outline it on WORKSHEETS. As the number of BACKGROUND SHEETS and WORKSHEETS increases, so does the number of questions. At the start of GOLD RUSH there are few questions; therefore, remembering the answers is easy. However, by the end of GOLD RUSH, there are more than 50 questions, and it is more difficult to remember all the answers.

**MINING FOR GOLD** Every day the prospector will pull one or more QUESTION CARDS. If the team owns a pan, one QUESTION CARD may be pulled. If the team owns a cradle, two QUESTION CARDS may be pulled. If the team owns a long tom, the prospector may pull four cards. Your teacher asks the prospector's team to answer the question(s). Each correct response earns the team five Gold Nuggets. The team members must answer these questions from memory; they cannot consult any WORKSHEETS or BACKGROUND SHEETS.

**CLAIM JUMPING** You cannot do any mining for gold unless you have a staked claim area. If your team misses a question and another team is able to correctly answer it, your team loses its claim area. The only way to get a claim area (after you have lost your original claim) is to correctly answer a question that another team has missed. Then you get to occupy the claim of the team that couldn't answer the question. Since questions are read aloud only *once* during any single CLAIM JUMPING round, you must always be listening. Your teacher will explain the claim jumping rules in more detail.

**FATE CARDS** The prospector pulls a FATE CARD at the start of each round. These cards represent things that can happen while you are searching for gold. They can increase or decrease the amount of Gold Nuggets you earn.

**CAMP STORE** Before a prospector can do any mining, the team must own a pan, a cradle, or a long tom. At the camp store pans sell for 10 Gold Nuggets, cradles sell for 50 Gold Nuggets, and long toms sell for 100 Gold Nuggets. The cradle and long tom can be purchased only at the beginning of each mining day. A pan may be purchased at any time.

**DECISIONS** Miners often had difficult decisions to make. While searching for gold, you, too, will be faced with problems that must be solved. Your team's solutions to these problems will affect how many Gold Nuggets you earn or lose.

5 Gold  
Nuggets

GOLD RUSH Fate Card

You find 20  
Gold nuggets.

GOLD RUSH Question Card

6. What were two  
ways of getting to  
the gold fields?

# DECISION 1

## DIRECTIONS:

1. Listen carefully as your teacher explains the choices confronting your mining team for DECISION 1.
2. In the appropriate space copy the problem and any background information that will help your team make the best decision.
3. Read the five advertisements, have a team discussion, and write your team's decision in the proper space.
4. Listen to your teacher read the consequences of your decision.
5. Copy these consequences in the appropriate space.
6. Your recorder should write your team's reaction to these consequences in your MINER'S LOG entry.

**PROBLEM:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## FIVE ADVERTISEMENTS:

1. **MINING COMPANY NOW BEING FORMED** Leaving St. Joseph on March 4, 1850. Expert guides. Wagons and supplies provided. Cost only 10 Gold Nuggets per person!
2. **FORTUNE SEEKERS** Sail aboard the *Golden Princess*. Take as many supplies as you need—no limit. Sail around beautiful Cape Horn in comfort and luxury. Only 12 Gold Nuggets per person. **ALL ABOARD!**
3. **SHORTEST-FASTEST-SAFEST ROUTE TO THE GOLD FIELDS EVER DISCOVERED!** Leave St. Joseph on June 5, 1850 and arrive by July 29, 1850. Be the first to take the Dead Man's cut off. Why wait? Cost: 11 Gold Nuggets per person.
4. **GOING WEST? JOIN US FOR A SAFE TRIP. EXPERIENCED GUIDES** Bring your own wagon and three months' supplies. We leave St. Joseph on June 5, 1850. The cost is 12 Gold Nuggets per person.
5. **QUICKEST ROUTE YET TO THE GOLD!** Passage now being booked. Sail to Panama, walk to the Pacific side, and catch a ship heading north. All for a modest price of 10 Gold Nuggets per person. Departure date is May 5, 1850.

**DECISION:** \_\_\_\_\_

\_\_\_\_\_

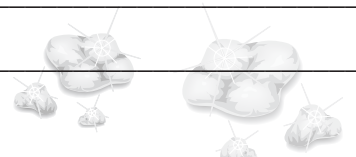
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**CONSEQUENCES:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## BACKGROUND SHEET 2

(Questions 6-9)

“  
... two ways of  
getting to the  
gold ...  
”

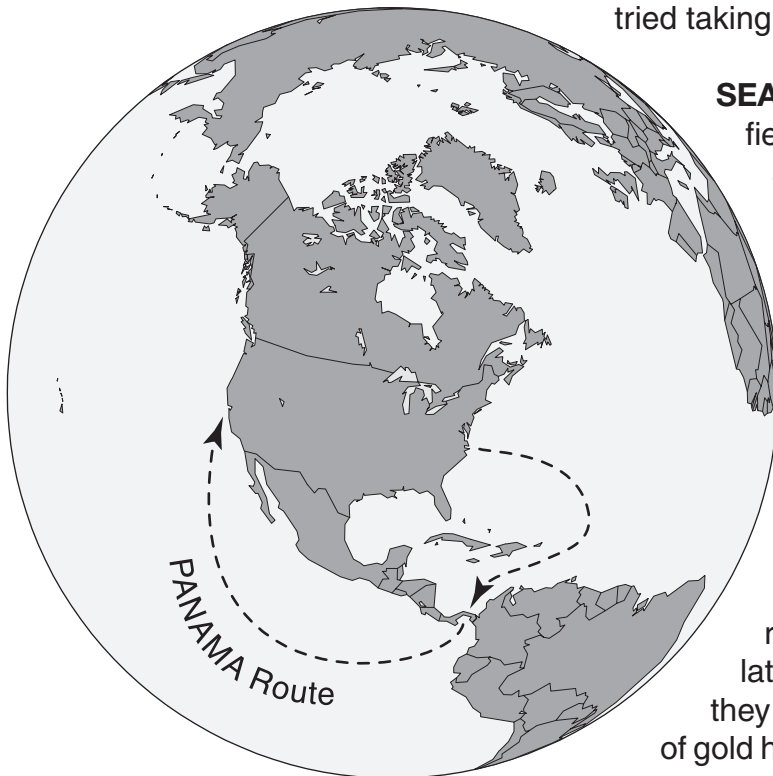
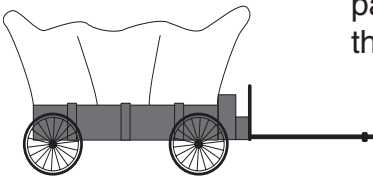
### GETTING TO THE GOLD FIELDS

Gold was discovered in sparsely populated areas of western states and territories, sometimes thousands of miles from large population centers. Fortune seekers could spend months just trying to reach the gold fields, and the hardships they faced were at times unbearable. But still they came. They had two ways of getting to the gold—by land and by sea.

**OVERLAND** The overland journey required careful planning and preparation. No matter where the gold was found, a traveler had to wait until spring to leave for the gold fields. By spring there was enough grass on the plains to feed the animals pulling their supply wagons. If travelers left too early, their animals would starve to death and the supplies, with nothing to haul them, would be left behind. Leaving too late in the spring could also be dangerous. A gold rusher could get caught in an early snow while crossing the mountains and quickly perish.

Many miners purchased supplies and wagons and then formed mining companies so that they could travel together. Some people paid \$300 to join one of these companies.

Even with careful planning a traveler still needed some luck. The overland trails were lined with broken wagons, abandoned supplies, and the carcasses of dead animals. Thousands of people died along the way from disease, especially cholera, and many miners, in their haste to get to the gold, tried taking short cuts that had disastrous consequences.

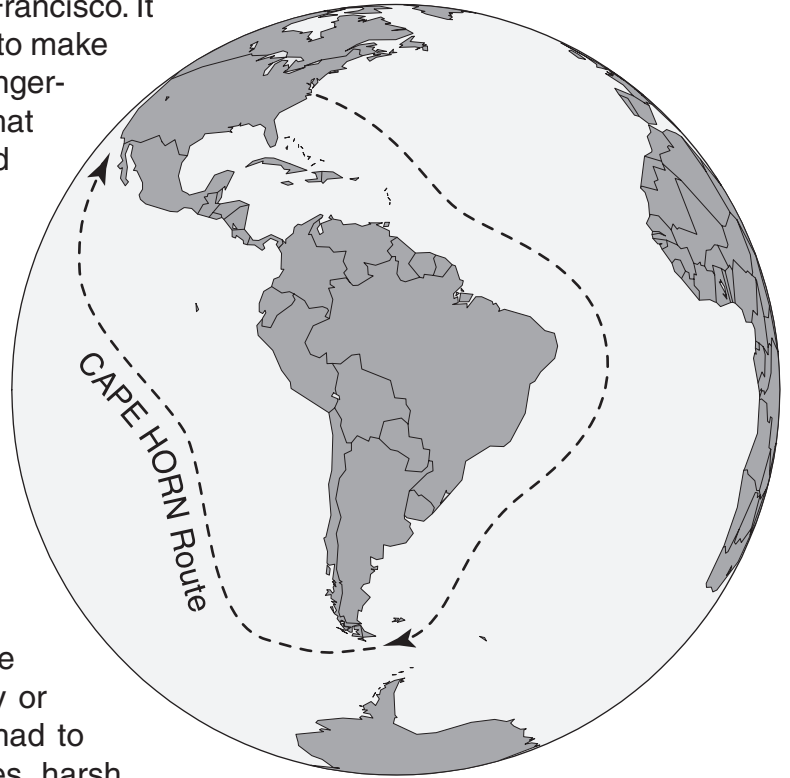


**SEA** Another way to the California and Alaskan gold fields was by sea. Ships were in great demand. When all the safe, sturdy vessels were filled, unscrupulous merchants began to book passage on ships that had been abandoned for years. Many were not seaworthy, with rotting hulls. Anything that could stay afloat was pressed into service. All the ships took either the Panama route or the Cape Horn route.

**PANAMA ROUTE** Gold rushers taking the Panama route sailed to Panama, marched through jungle to the Pacific side, and caught a ship going north to San Francisco. At first, this route was the fastest way to the gold fields, but later, the travelers experienced long delays. When they reached the Pacific Ocean, they found thousands of gold hunters waiting there for a ship to take them north!

Many of the sailors who brought the miners to San Francisco did not want to sail back to Panama. Instead, they joined the gold rush. Ship captains had a difficult time getting crews to sail south. Meanwhile, the gold rushers stranded in Panama had to wait weeks, even months, for a ship to take them north.

**CAPE HORN ROUTE** Ships taking the Cape Horn route sailed from the East Coast, around the tip of South America (Cape Horn) and north to San Francisco. It took six to eight months to make this voyage, and it was dangerous. Many of the ships that attempted to sail around the Horn crashed into the rocks and were destroyed. For most miners this route was too slow, and they avoided it, but for voyagers who needed to get large amounts of supplies to the Pacific Coast, it was the best choice.



“

Gold



was a  
magnet.

”

**SUMMARY** Getting to the gold fields was not easy or safe. The gold rushers had to cope with great distances, harsh weather, poor transportation, and disease. Perhaps the greatest danger came from dishonest people who promised quick, safe transportation but did not honor their promises. In spite of the many difficulties and hardships, the miners continued to come. Gold was a magnet drawing thousands of fortune seekers from all over the world.

# WORKSHEET 2

(Questions 6-9)

## DIRECTIONS:

1. Read BACKGROUND SHEET 2 on pages 6-7 and complete the outline given below.
2. Remember to begin each idea with a capital letter.

### GETTING TO THE GOLD FIELDS

#### I. The overland route to the gold fields

A. \_\_\_\_\_

B. Miners formed companies and traveled together.

C. \_\_\_\_\_

#### II. The sea route to the gold fields

A. Ships to the gold fields were in great demand.

B. \_\_\_\_\_

C. \_\_\_\_\_

#### III. Summary

A. \_\_\_\_\_

B. \_\_\_\_\_





# MINER'S LOG

**DIRECTIONS:** (All team members take daily turns as team recorder and write a log entry.) The first log entry must include a description of all team members, the reasons all of you are looking for gold, and your gold rush expectations. **Remember:** Write your team's **reactions** to all important experiences. Be sure to note any changes in team attitudes concerning the search for gold. All team members should proofread each log entry and suggest how to make the entry more interesting and more accurate. Your teacher will pick up your log entry at the end of the hour. (Later your teacher will return all entries to place in your team's actual MINER'S LOG.)

## BONANZAS Miner's Log Entry

December 27, 1851

It was freezing cold today. My entire body is still numb. Both of my partners are wrapped in blankets and huddled around our small fire. All we do is work and freeze. We aren't finding much gold. I am about ready to quit. A lot of miners have already left, and I will join them if things don't get better soon.

## BONANZAS Miner's Log Entry

December 29, 1851

Struck it rich! We found pay dirt! Today we took out 300 Gold Nuggets. Everyone came by to see us. First, we will get as much gold from this claim as we can. Then we will move on or retire like kings. Coming out west was the best decision I ever made. You would have to be a fool not to try this.

## BONANZAS Miner's Log Entry

December 28, 1851

When we got up this morning, we found out that someone had stolen some of our supplies, and to make things worse, our cradle was broken during a landslide. I was ready to quit this foolishness, but my partners talked me into staying for a couple more days. We spent the morning building a new cradle. By the time we started mining, it was late afternoon and we only found five Gold Nuggets. That's not enough money to buy us a decent meal nowadays. I wish I had stayed home. I am sick of the cold and the crime. How could I have been so stupid as to give up a good job to look for gold?



# WORKSHEET 3

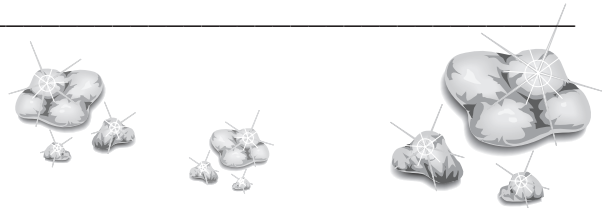
(Questions 10-15)

## DIRECTIONS:

1. As your teacher reads BACKGROUND SHEET 3, listen carefully for the five main ideas.
2. Write these main ideas in the spaces provided below.
3. Notice that details can be added to an outline under the supporting ideas. (For example, supporting idea IIB, "Construction," has three numbered details.)

## MINING TECHNIQUES

- I. \_\_\_\_\_
- A. A mining pan was used to test a new site for gold.
  - B. Gold-bearing gravel and water were swished around.
  - C. The gravel washed out and the gold remained.
- II. \_\_\_\_\_
- A. It was a popular mining device.
  - B. Construction
    1. It was a wooden box that resembled a cradle.
    2. A perforated steel plate covered the top.
    3. Strips of wood (riffles) were in the bottom.
  - C. Gold collected in riffles.
  - D. Two or three men operated it.
- III. \_\_\_\_\_
- A. Construction
    1. It was a wooden trough 12-25 feet long.
    2. One end widened out at the bottom.
    3. A steel plate covered the wider end.
    4. There were riffles under the plate.
  - B. Water from a stream ran through the trough.
  - C. Gold collected in the riffles.
  - D. A long tom yielded four to five times more gold than a cradle.
- IV. \_\_\_\_\_
- A. Some gold could be found deep underground.
  - B. Shafts as deep as 150 feet were dug to find gold.
- V. \_\_\_\_\_
- A. High pressured water was used.
  - B. Only large companies could afford it.
  - C. This method ruined the environment.



# WORKSHEET 4

(Questions 16-21)

## DIRECTIONS:

1. Listen carefully while your teacher reads BACKGROUND SHEET 4.
2. Complete the outline by filling in the supporting ideas that are missing.

## CALIFORNIA GOLD RUSH

### I. Discovery of gold

A. James Marshall was hired by John Sutter to build a saw mill.

B. \_\_\_\_\_

C. \_\_\_\_\_

### II. Gold rush began

A. \_\_\_\_\_

B. President Polk announced that gold was discovered.

C. \_\_\_\_\_

### III. Wealth of the Mother Lode

A. The Calaveras Nugget

1. It weighed 162 pounds.

2. It was valued at \$43,534.

B. \_\_\_\_\_

1. In one day \$50,000 worth of gold was found.

C. The Mother Lode yielded \$250 million.

### IV. Unique problems

A. \_\_\_\_\_

B. \_\_\_\_\_

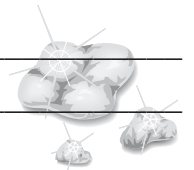
1. Eggs cost \$3 each.

2. A barrel of flour cost \$800.

### V. Impact of the California gold rush

A. \_\_\_\_\_

B. \_\_\_\_\_



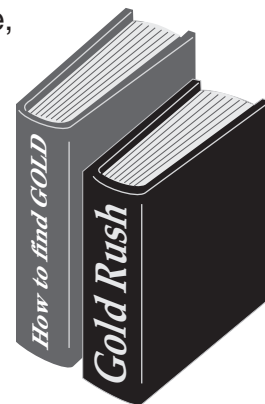
## SATURDAY NIGHT ACTIVITIES

Saturday night was special for the miners. They went to town, met their friends, swapped stories, raised a little ruckus, and generally entertained themselves. You might like to work on one of the following SATURDAY NIGHT ACTIVITIES during your spare time inside or outside class. You will earn extra Gold Nuggets for yourself by completing one of these activities. (If you dream up some activity other than those listed below, make sure it is related to either gold or gold rushes. Clear with your teacher any activity you think up on your own.) If several students take the time to do SATURDAY NIGHT ACTIVITIES, your teacher may have a “Saturday Night” when the class will meet together and persons will entertain the whole class by explaining or demonstrating their SATURDAY NIGHT ACTIVITY.



### SPEAKING

1. Read a novel or story written by Mark Twain, Bret Harte, or Jack London. Tell the story to the class. You may also make up an original story to tell the class.
2. Tell the story of “King Midas” (or any other myth or fairy tale related to gold) to your class.
3. Read a story on the gold rush. With your friends act out the story before the class.
4. Bring in actual mining equipment or photographs of real miners. Explain these to the class.

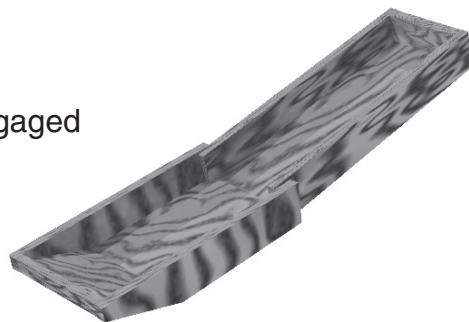
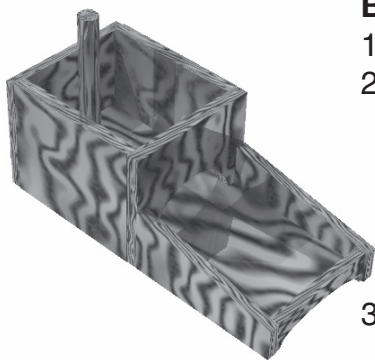


### VIDEO PRESENTATION

1. Make a single concept video. A single concept video shows one thing and lasts about a minute. Show something that happened to a miner, or a mining activity. For example, show how a miner pans for gold.

### BUILD A MODEL

1. Make a model of a cradle or a long tom.
2. Make a diorama of a group of miners engaged in some mining activity. You may, for example, show one of the following: a group of miners operating a cradle, a camp meeting, the inside of a camp store, a scene from a miner’s saloon.
3. Make a three-stage model of a mining town. Show the town as a tent city, then as a cluster of shacks, and finally as a city with permanent buildings.
4. Build a miniature flume system used by companies to carry water for hydraulic mining.



## **WRITING**

1. Write an original story or narrative poem that takes place in a mining camp.
2. Write a book report on a novel, biography, or work of nonfiction that is related to gold rushes.

## **ILLUSTRATING**

1. Illustrate different types of mining equipment.
2. Research the major gold strikes in the United States and draw their locations on a map.
3. Make before and after drawings of a mining boom town. In one drawing show the town at the peak of a gold rush. In another drawing show it as a ghost town after the gold and miners are gone.
4. Make two drawings. One should be an old, worn-out prospector still looking for that big bonanza. Make the second a drawing of a wealthy gentleman who has already struck it rich.

## **MULTIMEDIA**

1. Use a computer to make a multimedia presentation about gold rushes. There are many software programs that allow you to make “slide shows.” These programs provide drawing tools, pictures, sounds, and a variety of transitions to move from one slide to the next. Many of the ideas suggested on pages 12-13 can be done with a computer using multimedia software.



## DECISION 2

### DIRECTIONS:

1. Listen carefully as your teacher explains the PROBLEM.
2. Copy the PROBLEM and any background information that will help you make the best decision.
3. Write down in the numbered spaces the four possible SOLUTIONS that your teacher gives you.
5. After a team discussion, write your team's DECISION in the proper place.
6. Listen while your teacher reads the CONSEQUENCES of your decision. Copy these consequences in the appropriate space.
7. Your recorder should write your team's reaction to these consequences in your MINER'S LOG entry.

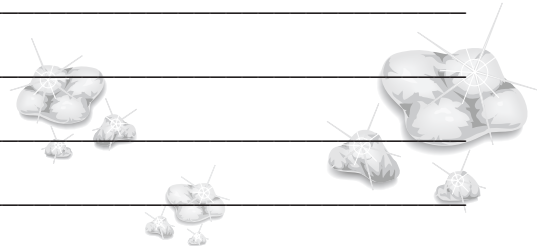
**PROBLEM:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### FOUR SOLUTIONS:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

**DECISION:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**CONSEQUENCES:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





# BACKGROUND SHEET 5

(Questions 22-30)

## LAW AND ORDER

**MINERS' GOVERNMENT** Gold was usually found in sparsely populated areas that had little or no government. The miners were forced by necessity to create their own laws. They would call a camp meeting, elect a presiding officer, a recorder, and sometimes a marshal. The meetings were democratic and had two purposes: first, they made laws; second, they enforced these laws. If a miner

felt mistreated or wanted a problem solved, he could call a meeting by posting a notice. A judge and jury would be selected, hear the miner's case, and render a decision. This decision was backed up by other miners in the camp.



**STAKING A CLAIM** The most important laws to the miners were those that governed the staking of a mining claim. The first task in any mining community was to decide how much land a miner could claim. The size of a claim varied from camp to camp, depending on the amount of gold. Usually a miner could claim 100 square feet at the richer sites and as much as 10,000 square feet at the poorer sites. Once a miner had selected a claim, he had to mark it so that other miners knew it was taken. This procedure was usually done by driving a stake into the ground (hence the term “staking a claim”) and filing the claim with a camp recorder. A miner could keep a claim as long as he worked it. Generally this meant the miner had to be present one day out of three. If a claim went unworked for more than 10 days, another miner could claim it.

“  
... punishment  
was hanging.”

**CAMP JUSTICE** Justice in the camps was quick and rough. Trials were short, and punishments were handed out immediately. For capital crimes such as grand theft and murder, the punishment was hanging. Lesser offenses such as petty theft usually resulted in a flogging and banishment from the camp. Eventually legal systems replaced the miners' version of camp justice. Sheriffs and judges were hired, and jails were built. Most of the judges were fair, but there were some exceptions. One judge, for example, seemed interested only in collecting fines. In one case this judge fined a man \$110 for robbing a miner of his gold. Since the thief didn't have any money to pay the fine, the judge ordered the man who had been robbed to pay it! Until a standard legal system was established, the miners' brand of justice was fair and reasonable for those in the mining camps, although there were exceptions, especially for minorities.





**RACIAL PREJUDICE** The mining camps were populated by people from all over the world. Although most of the miners were white-skinned and English-speaking, the camps had many minorities, including Native Americans, Latin Americans, Chinese, and nationals from all over the world. These people were frequently mistreated and not protected by the miners' system of justice. Native Americans were driven from their land. They saw their beautiful landscape destroyed, their streams polluted, and wildlife scared away. The miners who came from Mexico and South America were called "Chilenos." They were beaten, robbed, and had to pay high taxes. Although they were allowed to stake a claim, they were forced to leave any claim that proved to be rich. Chinese miners came to the gold fields by the thousands even though they received the worst treatment of any non-white group. They could mine only where the whites had already mined or where no one else wanted to mine. Frequently they were beaten, run out of town, or had their homes and businesses destroyed. Many miners were hostile and cruel to people who were not like them. Racial prejudice was a common part of mining life.





# WORKSHEET 5

(Questions 22-30)

## DIRECTIONS:

1. Read carefully BACKGROUND SHEET 5.
2. Complete the outline by filling in the main ideas, the supporting ideas, and some supporting details.

## LAW AND ORDER

I. \_\_\_\_\_

A. Gold mining territories had no established government.

B. \_\_\_\_\_

1. The miners elected officers in democratic elections.

2. The miners made and enforced laws.

C. \_\_\_\_\_

II. \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

C. Camp decisions set rules on how to keep a claim.

III. \_\_\_\_\_

A. Justice was quick and rough.

B. \_\_\_\_\_

1. People convicted of murder or grand theft were hanged.

2. \_\_\_\_\_

C. Judges were hired later, when towns became more settled.

IV. \_\_\_\_\_

A. Minorities were not treated fairly in the mining camps.

1. Indians lost their homes.

2. \_\_\_\_\_

3. \_\_\_\_\_

B. Racial prejudice was a common part of mining life.



# WORKSHEET 6

(Questions 31-40)

## DIRECTIONS

1. Listen carefully while your teacher reads BACKGROUND SHEET 6.
2. Complete the outline by filling in the main ideas, the supporting ideas, and some supporting details.
3. **Note well:** Your teacher will likely suggest that you fill in some supporting details to help you with questions 31-40.

## GOLD RUSHES IN NEVADA AND COLORADO

*(This page has no lines so that you have enough space to write supporting details under supporting ideas and main ideas.)*

I.

A.

B.

C.

II. Colorado Gold Rush

A.

B.

C.

D.



## DECISION 3

### DIRECTIONS:

1. Listen carefully as your teacher explains the PROBLEM.
2. In the appropriate space copy the PROBLEM and any background information that will help you make the best decision.
3. Write down the FOUR SOLUTIONS that your teacher gives you.
5. Have a team discussion. Then write your team's DECISION in the proper place.
6. Listen while your teacher reads the CONSEQUENCES of your decision. Copy these consequences in the appropriate space.
7. Your recorder should write your team's reaction to these consequences in your MINER'S LOG entry.

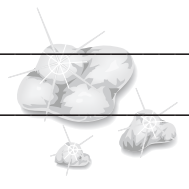
**PROBLEM:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### FOUR SOLUTIONS:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

**DECISION:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**CONSEQUENCES:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# WORKSHEET 7

(Questions 41-45)

## DIRECTIONS:

1. Listen carefully while your teacher reads BACKGROUND SHEET 7.
2. Fill in the main ideas and the supporting ideas.
3. Begin listing the supporting ideas with the letter A. Your teacher may also require you to fill in supporting details.
4. Begin listing the supporting details numbers such as 1 and 2 under each of the supporting ideas.

## LIFE IN THE MINING CAMPS

I. \_\_\_\_\_

A. Most mining settlements started out as tent cities.

---

---

II. \_\_\_\_\_

A. People lived in unsanitary conditions.

---

---

III. \_\_\_\_\_

---

---

IV. \_\_\_\_\_

A. Miners created their own amusements.

---

---



## BACKGROUND SHEET 8

(Questions 46-56)

### GOLD RUSHES IN AUSTRALIA, ALASKA, AND THE FAR WEST

**AUSTRALIAN GOLD RUSH** In 1851, after a year working in the California gold fields, Edward Hargraves returned to Australia and discovered gold in New South Wales. He named the site of his discovery “Ophir” after a California mining camp.

Australia, being an English colony, had magistrates, governors, and laws in effect when the gold rushers arrived. Each camp had a gold commissioner, a constable, and two clerks. Miners had to register their claims and pay a monthly tax. Because of this orderly government, the mining camps had very few problems.

A remarkable aspect of the Australian gold rush was the enormous size of some of the gold nuggets. Between 1853 and 1854 several large pieces of solid gold weighing as much as 82 pounds were found. In 1868 one of the largest nuggets ever found, “The Welcome Stranger,” weighed in at 140 pounds. In all, Australia produced 39% of the world’s gold between 1851 and 1860.

**ALASKA GOLD RUSH** In the summer of 1897 two ships, the *Portland* and the *Excelsior*, steamed into San Francisco Bay. When the gangplanks were lowered, a group of heavily clothed and bearded miners came down carrying bags filled with gold. By day’s end telegraph wires were humming: “Gold in Alaska! Gold found in the Klondike!” This was the start of the Alaska Gold Rush.

Of all the gold rushes, the one to Alaska confronted the miners with the greatest hardships. The miners faced extreme cold, disease, lack of supplies, and starvation. Two hundred thousand men tried to reach the gold fields in Dawson, but because of the many hardships, only 30,000 reached their destination.

Most of those who reached the gold fields in Alaska were disappointed because very few of them struck it rich. However, some were fortunate. There is a story about a Swede named Anderson who got drunk and was swindled out of \$600 in exchange for a worthless gold mine. Because he couldn’t find the men who swindled him, he worked the “worthless” mine. It yielded \$1.2 million! Most of the gold was found in the spring and summer of 1897.

“

Gold in  
Alaska!



Gold found in  
the Klondike!

”





**GOLD RUSHES IN THE FAR WEST** Gold rushes continued throughout the nineteenth century. Discoveries of gold were made in South Dakota, Montana, and Idaho. These discoveries brought in thousands of gold hunters and populated hundreds of towns.



“  
... for as long  
as the sun  
shall set.  
”

The problems the miners faced in these gold rushes were usually the same ones that plagued all the mining camps. The gold rush to the Black Hills of South Dakota, however, was an exception. The gold found there was on land belonging to the Sioux Tribe. It had been given to them by the United States Government “for as long as the sun shall set.” The discovery of gold attracted hordes of miners who resisted the Army’s attempts to keep them out. Soon the Army gave up trying to stop the miners and began protecting them. There were many skirmishes with the Sioux, including the famous Battle of the Little Big Horn, where General George Armstrong Custer and his troops were killed. Eventually the Sioux were forced to give up their land, and by 1877 the miners were in control of the Black Hills.

The gold rushes in the Far West yielded millions of dollars in gold. Within a span of two years, Alder Gulch, Montana, produced \$20 million worth of gold dust. In South Dakota, the Homestake Mine became one of the largest gold mines ever discovered, and like all the other gold rushes, there were tales of instant millionaires and big bonanzas.



# WORKSHEET 8

(Questions 46-56)

## DIRECTIONS:

1. Carefully read and outline BACKGROUND SHEET 8.
2. Remember to start each main Idea with a Roman Numeral.
3. Start each supporting idea with a capital letter.
4. Use numbers to list the supporting details. Your teacher may or may not require you to include such supporting details in this outline. Remember: the details will help you answer questions 46-56.

## **GOLD RUSHES IN AUSTRALIA, ALASKA, AND THE FAR WEST**

*(This page has no lines so that you have enough space to write supporting details under supporting ideas and main ideas.)*



## DECISION 4

### DIRECTIONS:

1. Listen carefully as your teacher explains the PROBLEM.
2. In the appropriate space copy the PROBLEM and any background information that will help you make the best decision.
3. Write down the four SOLUTIONS that your teacher gives you.
4. Make a team discussion.
5. Write your team's DECISION in the proper place.
6. Listen while your teacher reads the CONSEQUENCES of your decision.

**PROBLEM:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### FOUR SOLUTIONS:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

**DECISION:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**CONSEQUENCES:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

