Student Learning Plan

Name: Patti Jo Kalvesmaki

Subject: Reading and Social Studies

Grade: 4

Goal: The goal of this lesson is for the students to use primary sources, secondary sources, and informational text to understand how the United States was expanding in the 1800’s.

Importance of the lesson, relevance for students

This lesson is important because it shows how the gold rush played an important role in American History. The students will gain an understanding of how people left their homes and families to travel west. This lesson will also show how the miners mined for gold and how California grew.

Related Primary and Secondary Sources:

(Numbers 1 thru 15 will be made into Transparencies for the Lesson)

1. San Francisco, California, before the Gold Rush

2. San Francisco, California, after the Gold Rush

3. John Sutter
4. Sutters Mill: TITLE: [California-Coloma-Sutter’s Mill, where gold was discovered, January 1848]
   CALL NUMBER: Lot 4390-A [item] [P&P]
5. James Marshall
8. Panama City Route http://pbskids.org/wayback/goldrush/journey_panama.html
10. The Way They Come From California
    Digital ID: cph 3b45208  Source: b&w film copy neg.  LC-USZ62-99158
    Reproduction Number: LC-USZ62-99158 (b&w film copy neg.), LC-USZ62-4236 (b&w film copy neg.)
11. Poster of ship leaving New York to California
12. The 49er’s
    Digital ID: cph 3b45208  Source: b&w film copy neg.  LC-USZ62-99158
    Reproduction Number: LC-Usz62- 99158 (b&w film copy neg.) LC-USZ62-(b&w film copy neg.)
13. Panning Gold
   **Digital ID:** (digital file from b&w film copy neg.) 3b08488
   [http://hdl.loc.gov/loc.pnp/cnp/cph.3b08488](http://hdl.loc.gov/loc.pnp/cnp/cph.3b08488)
   **Card #:** 2005683472

14. Cradle Rocking
   **Digital ID:** chp 3b08486 Source: digital file from b&w film copy neg.
   **Reproduction Number:** LC-USZ62-60770 (b&w film copy neg.)

15. Washing With the Long Tom
   **Digital ID:** cph 3b09847 Source: digital file from b&w copy neg.
   **Reproduction Number:** LC-USZ62-60771 (b&w film copy neg.)

16. Song by Sidney Robertson Cowell: The Days of Forty-Nine
   **Call Number:** AFC 1940/001: AFS 3365 A2
   **Digital ID:** afcc a 3365a2

17. California Gold Rush Filmstrip
   **LC Control No.:** fi 56001264

18. World Wall map of the United States

19. Harcourt Reading Series, Grade 4 Trophies 2005

**Expected Duration:** This will be a 45 minute class for 5 days.

**Objectives**

**Social Studies:**

- John Sutter builds an empire.
- John Marshall discovers gold
- That people traveled to California by land or sea.
- Three different ways people mined for gold and the equipment that was used.
- The difference in California before and after the gold rush.

**Reading:**

- To distinguish between facts and opinions in a nonfiction text.
- To read and understand a nonfiction selection.
- To understand primary and secondary sources.
- To use information from the text to write a descriptive paper.
Academic Standards:

X Pennsylvania  __ National (SPA)

History Standards:

**Historical Analysis and Skills Development**

8.1.3A Understand chronological thinking and distinguish between past, present, and future time.

8.1.6D Describe and explain historical research.

**US History**

8.3.3.A Identify contributions of individuals and groups to United States history.

8.3.C Identify important changes in United States History.

**Reading Standards**

1.2 Reading Critically in all content areas

1.4 Types of Writing

1.5 Quality of Writing

**Geography Standards**

7.1.3 Basic Geography Literacy

7.2.3 Physical Characteristics of Places and Regions

**Assessment method:**

Reading: Test on the story *The Gold Rush*

Social Studies: Test on the information discussed during the oral/visual presentation.

English: Grade will be given on the final paper assigned at the end of the unit.

**Objectives are:**

X Cognitive  __X__ Affective   X___ Psychomotor
**Student Objectives:** *(related to assessment)* As a result of this lesson, the students will be able to:

**Reading:**

1. To distinguish between facts and opinions in a nonfiction text.
2. To read and understand a nonfiction selection.
3. To gather information to write a paper.

**Social Studies:**

1. To develop an understanding of the westward expansion by using multiple resources.
2. To realize that miners had a very difficult life.
3. Compare the ways that people traveled to California.
4. Understand the different ways that miners panned for gold.

**Content Notes and Questions for Students:**

**Procedure:**

A. Students will view Transparency 1 (Before the Gold Rush) and describe what they see.
B. Students will then view Transparency 2 (After the Gold Rush) and describe what they see.
C. We will have a class discussion comparing the two pictures to see how they were related. Once students realize it is the same place, we will discuss what caused such a big change in the town.  
   **** Students will be given a study guide to work on while we are completing the oral and visual presentation.
D. Students will be given information about John Sutter (Transparency 3) and his land (Transparency 4).
E. Transparency 5: Why do you think James Marshall is important?
F. *Discussion on how Marshall found gold and Sutter didn’t want people to find out. We will continue to discuss how people all over the world found out about the gold and wanted to head west.
G. Using the World Wall Map (in my room). The students will have to locate where we live and where the gold rush was happening.
H. Transparency 6 (map of Overland Routes in the United States) Students will discuss how people would travel across the land. How would they travel across the United States? What obstacles would the settlers face in their travels? What things would they make with them? Use Transparency 7 (Travel by land) to show what the wagon train looked liked.
I. If a person wanted to travel by water, what route would they take? Transparency 8 (Panama City Route) and Transparency 9 (Cape Horn Route). We would also use the World Wall Map to show the distance they would have to travel. Class discussion on conditions of traveling by
water. Transparency 10 (Traveling by Water) will let the students see the ships that people would travel on. Transparency 11 (Poster of ship leaving New York to California.)

J. Using a three circle Venn diagram (drawn on board) the students would compare and contrast the three ways that the people could travel. If you (the student) were traveling to California, what route would you take?

K. What tools would miners need to start panning for gold? Use Transparency 12 (49er with tools) to discuss what the miners would need.

L. Discuss with the class the different ways that miners panned for gold. Transparency 13 (Panning), Transparency 14 (Cradle Rocking), and Transparency 15 (Long Tom). From viewing each Transparency, the class will be able to explain the procedure for each.

M. Students will listen to the audio.

N. The class will go over the study guide to make sure that all of the students have the correct information. (This is what the Social Studies Test will be made from.)

O. Students will watch: California Gold Rush Filmstrip

P. Using our reading book, the students will orally read and discuss the story, The Gold Rush Life in the Old West by Bobbie Kalman (pages 612-637); Harcourt Reading Series, Grade 4 Trophies.

Q. Upon completion of the story, the students will be required to answer the following question: Imagine that you are living in New York City and you want to go search for gold in California. Write a diary entry on your journey to California. Include what route you used to get there and give details about the trip. Tell us what San Francisco was like when you arrived and what life was like being a “49er”. Describe what method you used to pan for gold. After the Gold Rush, did you stay in California or did you go back to New York City? How did San Francisco change after the Gold Rush was over? (Remember........details!!)

Professional Development

Thoughts before/after Teaching the Lesson:

I think that the students will be very excited about this lesson! Having the pictures of the people and places will help the student understand what life was like in 1849.