

The Gold Rush and the Central Valley

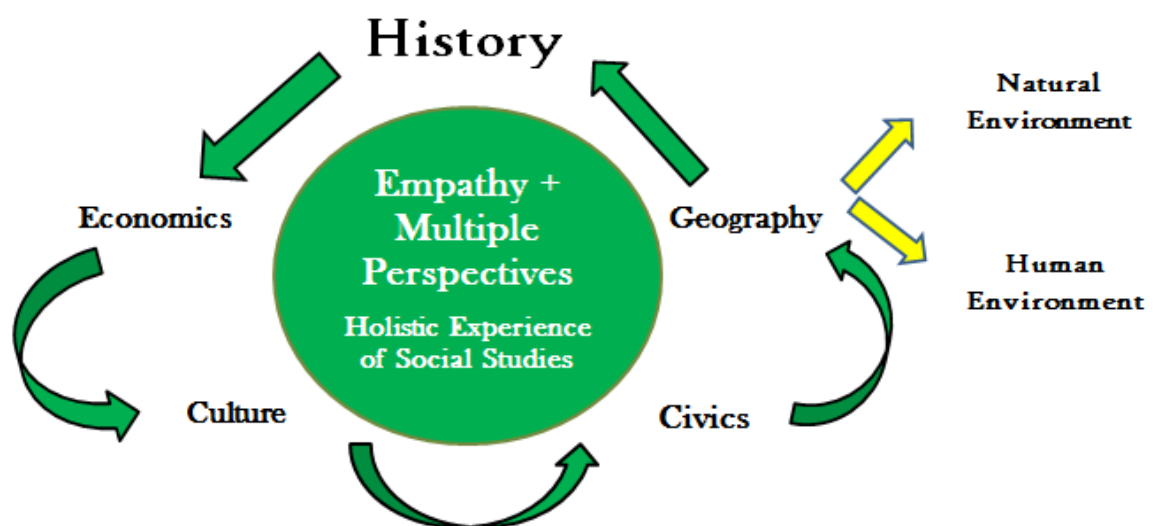


- Our duty as young citizens to preserve the past, the present, and the future of our land.

Lesson Overview:

This four day lesson engages students not only with the history of their local area in Sacramento, but provides them with the opportunity to connect the past with the present day environment in Northern California and the Central Valley. Students review their knowledge the momentous Gold Rush from alternative perspectives allowing them to gain a more holistic experience its effect on the people and environment in the Central Valley.

This richly integrated lesson plan aims to allow the students to creatively and critically engage with their local environment and the past. At the core of this lesson plan are the key roles of empathy and perspective when engaging students with any area of social studies and in this case, the human and natural environment in which they live.



This lesson begins with the students engaging in a guided drama experience. Students empathize with the Native Americans and Native Californian Ranch Farmers (lives) in Northern California during the Gold Rush Era. Days two and three involve students looking at the Gold Rush from an alternative perspective – the natural environment and in particular the land and Sacramento River (earth). The final day of the lesson connects the ‘big idea’ together as students think about the power of people in shaping their natural environment. Students connect the importance of embracing their land’s past and preserving its future through actions in the present. Students use the items they have been working on to create a time capsule for future

fifth graders sharing with them the importance of being aware of the environment you live in.

Candidate/Teacher: Ms. Edel Mooney

Class: Social Studies

Grade Level: 5th Grade

Duration: 4-Day Lesson, 1 block each day, 60 min each block

Number of Students: 29 students (adaptable)

Location: Sr. Charles Borromeo, Sacramento, C.A.

Key Vocabulary:

-Valley, natural environment, human environment, culture, geography, economy, empathy, irrigation,

Instructional Materials:

- All instructional materials to be used are included in this project. Lesson contains a wide range of resources from the books and the internet. The most evident of these is the pictures and primary sources used in the station teaching part of the lesson. A list of references for instructional materials is included.

Enduring Understanding (Big Idea):

-Following this lesson, students will have had an in depth experience of the importance of perspective when learning about our past. By empathizing with people who lived in their area in the past, students develop a sense of empathy towards the history of their land. By learning about the past in a holistic, meaningful way and then connecting it to the present and future, students begin to develop an appreciation for their land. At the end of this lesson, students feel a sense of responsibility to be aware of the natural environment around them and pass this responsibility on to future fifth graders.

Methodologies and Student Activities:

This lesson uses a variety of effective history methodologies including cause and effect, using evidence, continuity and change, synthesizing, etc. Literacy activities include read aloud texts and a variety of writing activities.

Through using primary sources (images), students develop critical thinking skills through visual thinking strategies.

This lesson also allows students to engage with history in a creative way by painting, drawing, and writing in a creative, expressive way.

Essential Questions:

- What is perspective?
- How does perspective affect the way we learn about certain events in our past?
- Why do we need to learn about the Gold Rush from different perspectives?
- What influence did the Gold Rush have on our natural and human environment today?
- How might our lives be different if the Gold Rush had never happened?
- What are our responsibilities as young people of Sacramento in taking care of our environment?
- Why is it important to learn about the land you live in?
- What message do we want to pass on to future students?

Lesson Objectives:

SWBAT: Analyze the effect of the California Gold Rush from alternative perspectives while making a connection to its effect on the environment in Northern California and the Central Valley today.

Day 1- SWBAT: Describe the effects of the California Gold Rush on Native American life and the life of Central Valley Farmers.

Day 2- SWBAT: Illustrate the effects of Western Expansion on the environment surrounding the Sacramento River.

Day 3- SWBAT: Describe the importance of the Sacramento River to the Central Valley today.

Day 4- Analyze the effect of the California Gold Rush from alternative perspectives while making a connection to its effect on the environment in Northern California and the Central Valley today.

Standards:

Fifth Grade California Social Studies:

5.8.4 Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).

Common Core Literacy Standards:

Reading:

CCSS.ELA-Literacy.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Writing:

CCSS.ELA-Literacy.W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

CCSS.ELA-Literacy.W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Background:

-Students in this class have reviewed what they learned about the Gold Rush in fourth grade. They realize the importance of this event in history but cannot quite connect it with California today. Students in this class also have experience of engaging in creative assessments/activities such as postcards, letters, and journal entries.

Suggested Procedure:

-The lesson plan provided suggests a clear procedure for the teaching of this lesson. Each day is structured to last an hour, with the exception of the trip to the river that can be adjusted depending on the class. Lessons begin with an introduction or hook, then a mini lesson, student activity, and finally an assessment. The lesson is structured in a way that the majority of the time is spent with the students actively learning.

Differentiation:

This lesson is adaptable for many different types of learners. Below are some of the types of differentiation evident:

Catering to a Variety of Learners:

-This lesson is engaging with a variety of activities. It appeals to a wide range of learners including linguistic, kinesthetic, naturalist, visual, artistic etc. Students are also given the opportunity to learn and engage with the material in small groups which promotes peer-to-peer learning. Teacher becomes a facilitator of the learning rather than a lecturer.

Multilevel Grouping:

-Students are grouped in a way that promotes student thinking. Varied, multilevel groups allow the students to ask questions of each other and be exposed to alternative perspectives. In structuring groups in this way, reading material is also able to be differentiated as students read aloud to each other.

Choice:

-Offering students a choice is an important part of differentiation. This lesson can be easily adapted to offer a range of choices to students when showing their learning. During their station teaching, students are asked to choose three more resources that they would like to study to learn more about the concept. This promotes students to think about a) researching the topic more and b) choosing their own learning. When students look at the Gold Rush Era from the perspective of the environment, students choose which part of the environment they would like to focus on.

Extensions:

-Higher order thinking skills are developed throughout this lesson. Learning can be extended both critically and creatively. To extend students critical thinking, students could use the images from the station teaching and generate their own critical thinking questions rather than using the questions given by the teacher. Students thinking could also be extended both critically and creatively by recreating one of the primary sources with a view on what it would look like today. To extend students' thinking even further (perhaps an extension lesson), students could relate the Gold Rush Era to a big event happening in the world today, and predict a possible effect that will come in the future.

Evaluations:

Assessment:

SW: Connect a number of perspectives of the California Gold Rush to create a time capsule for future fifth grade environmentalists and historians.

-Rubric for time capsule is included (Appendix M)

-Students will use the products they created each day and to create their time capsule.

Appendix A: Native Americans



<http://www.missionscalifornia.com/content/native-americans-santa-clara-de-asis.html>

Appendix B: Californian Ranch Farmers '*Californios*'



http://www.geog.ucsb.edu/~joel/g148_f09/lecture_notes/rancho_period/rancho_period.html

Appendix C:

California Population					
Native Americans		Non-Native Americans		Chinese	
1769	300,000	1821	3,500		
1821	200,000	1848	14,000	1848	100
1848	150,000	1849	100,000	1849	100
1860	30,000	1852	225,000	1852	25,000

<http://www.huntington.org>

Appendix D: Guided Drama Activity

Introduction/Warm Up:

-Students gather on the floor of a spacious classroom (alternatively, this activity may be done outside). Students are asked to walk around the room at different speeds. Teacher provides students with scenarios “Now we are going to walk as if we are strolling through a beautiful park on a warm sunny day”. “When I say walk at a number three speed, we are going to walk as if we are late for the bus but we are not allowed to run!” Teacher models speed for students also.

-Teacher pauses walking at random times and asks students to get into groups of three, groups of two, etc. changing the number of people each time. When students join together as a group, teacher provides discussion questions that students will discuss at various stages:

- If a Native American from Northern California in 1850 walked into our classroom today, how would we be able to recognize him/her?
- What are three things you think you would find in the bag of a Californian Ranch Farmer? Why do you think he/she would have these items?
- Imagine that you had no food left in your house. Instead of going to the store, you must do something else. You have no parents to help you – you must do this alone. What ways might you think about getting your own food? Remember – you live in California!

Guided Drama Activity:

-Fifth grade, we have some exciting news today. Look around you – you are in the company of Native Americans and Ranch Farmers. (Students are placed into pairs of Native Americans and Ranch Farmers).

-Firstly, teacher will set the scene for Native Americans along the river:

Native Americans! Feel free to get up and move around and bring your friend who is a farmer with you! This is no longer your classroom but the Sacramento Valley. Native Americans, remember – you have a spear in your hand because you are on your way to the river. How are you getting there? Do you have to push through thick forest? Do you have to jump over rocks? Be sure to take care of your friend as you journey through the valley. What can you smell? Describe this smell to your friend. You are getting close; you can hear the water gushing and the chirping of loud birds along the riverside. The thick forest is becoming slimmer as light gets brighter – you can feel the warmth of the sun on your face. The gushing is getting louder when you reach it. Look around you. Describe this beautiful river to your farmer friend. How important is it in your life? Why?

Oh no! Just as you were about to begin your fishing you hear some terribly loud noise. It is a group of people. Listen. There are more than five. They don't sound like Natives. Turn to your farmer friend and tell him/her who you think this could be. Suddenly, another member of your tribe comes rushing towards you. "Something is wrong! People have come here in search of Gold! They do not realize this is our land. They are digging with all their might to strike rich. I'm worried for us – some tribes have left, some have been forced to leave, and many have fallen very ill. Others have fought back and the results have not been good. What are we going to do? These people are not Natives. They are from many different lands." Tell your farmer friend what you think is happening. You know that this is not a small event. You look down at your spear, and you look at your reflection in the river. How are you going to leave this all behind? As you turn from the river filled with healthy salmon and make your way back through the thick forest, you almost feel as if you have said goodbye to a friend. "We must get out of

here”, you tell your farmer friend. Will this land be the same if and when you return?

Students will return to sitting in their pairs.

-Secondly, teacher will set the scene for Ranch Farmers in the Central Valley.

-Ranch Farmers! We are no longer by the river but in the lands of the central valley. Look around you at the vast landscape that you own. Take your Native American friend around – you are traveling by horse today. As you move slowly through the land, show your friend three things that you have in your bag that you will use as you farm the land today. The sun is beaming down from the wide, cloudless sky. Wearing all of your thick farming clothes and boots, you can feel beads of sweat dripping down the side of your temple. As you slowly make your way through the land, you look left and right ensuring the safety of your livestock. Hundreds of cattle are lazily snoozing in the sunshine. Your Native American friend is not used to the strong, STRONG smell of livestock. The buzzing of insects is louder than anything else on this sleepy morning. As your horses footsteps gently walk through the land, they suddenly freeze as you jolt to a halt. What is that in the distance? You can see people – and they don’t look like farmers. You nudge your horse slowly forward to get a better look at who is in the distance. As you get closer, you realize they are not alone. You must stay strong. You feel protected with your horse. What in the world? It becomes clearer that these people have some sort of shack put up. Are there people living on your land? What have they done to this precious farmland? Just then, you hear galloping coming from behind and turn to see your friend coming towards you. As he/she gets closer, you see the look of concern on his face. “It is not a good morning. We have what looks like squatters! I have heard they are coming from all over. They are even digging up north in search of Gold! We cannot let them take over our farms – this is our life! We don’t know all the places they have come from and all the diseases they could carry!” What are you going to do now? Should you confront these settlers? They could be dangerous....

Wrap Up:

-Students return to their seating area to complete their letter.

It is three weeks later and you have not heard anything about your Native American/Farmer friend. Things have changed dramatically in the past couple of weeks. Your life as you knew it has been turned upside down. You are going to write a letter to your friend telling him/her about what has happened in the last three weeks since you met. Time is precious – you can only find ten minutes to write to your friend so you have to make sure everything you say is worthwhile.

Appendix E: Letter Assignment:

You are a **Native American/Californian Ranch Farmer** living along the **Sacramento River/Central Valley** during the **Gold Rush Era**.

You have been asked to **write a letter** to a **Californian Ranch Farmer/Native American** in order to tell him/her of the **ways** in which **this event is affecting your life**.

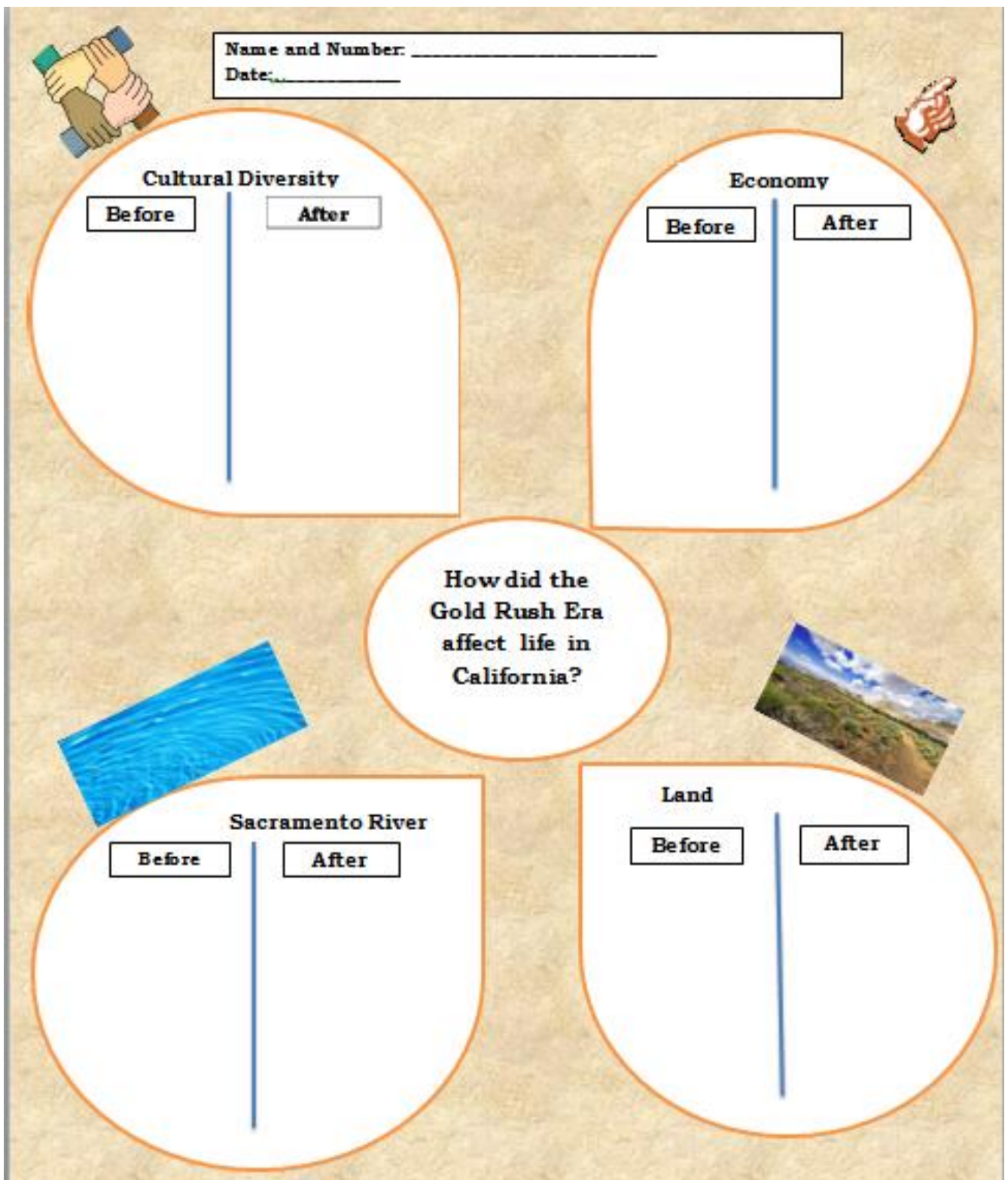
Additional Details:

- Your letter should be in correct letter format.
- You may use your own address or make an address up.

What you NEED to include:

- Description of three affects the Gold Rush is having on your life in California.
- Description of how they are making you feel.
- Description of why you are concerned.

Appendix F: Graphic Organizer for Jigsaw Groups



This graphic organizer is designed for jigsaw groups to explore the impact of the Gold Rush Era on California. It features a central circle with the question "How did the Gold Rush Era affect life in California?" and four surrounding circles, each representing a different aspect of life: Cultural Diversity, Economy, Sacramento River, and Land. Each of these four circles is divided into "Before" and "After" sections for comparison. The organizer is decorated with illustrations of hands, a map of California, a river, and a landscape.

Name and Number: _____
Date: _____

Cultural Diversity

Before | **After**

Economy

Before | **After**

How did the Gold Rush Era affect life in California?

Sacramento River

Before | **After**

Land

Before | **After**

Appendix G: Materials for Jigsaw Groups

Discussion sheet given to each student:

In your group, examine the tables/pictures and answer the following discussion questions:

Name and Number: _____

Date: _____

Group: _____



What conclusions can you draw about the changes the Gold Rush Era brought in ____ (insert group here) _____?

Do you think the pictures you examined are the only sources we could use to learn about this topic? List 3 more resources you would like to have to learn more.

What three things are you going to teach your group?

- _____
- _____
- _____

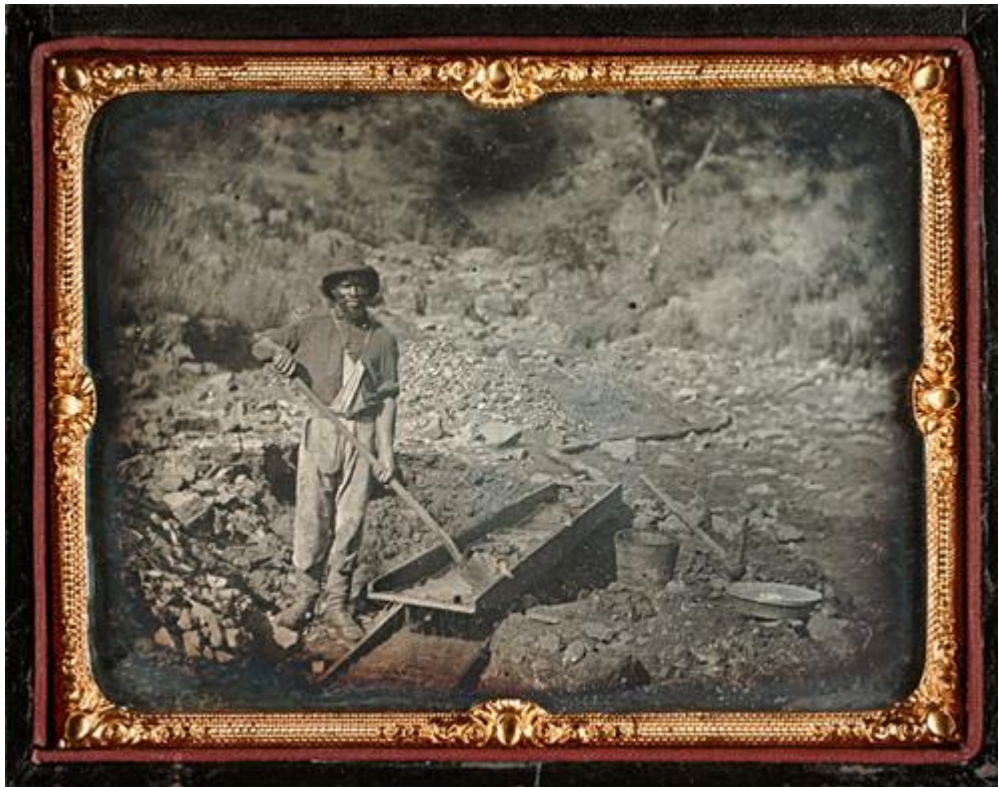
Materials to promote student discussion in each group:

Jigsaw Group 1: Changes in Cultural Diversity



http://www.weareca.org/index.php/en/era/precontact/yana_yahi.html

- What can you see in this picture?
- When do you think this picture was taken? Why?
- What culture do you think is represented in this picture? How do you know?



http://www.weareca.org/index.php/en/era/1820s-1850s/argonauts_3.html

- What can you see in this picture?
- When do you think this picture was taken? Why?
- What culture do you think is represented in this picture? How do you know?
- What are the similarities/differences in this picture compared to the previous picture?



- What can you see in this picture?
- What do you notice about the people?
- What culture(s) do you notice in this picture?



- What can you see in this picture?
- What do you notice about the people?
- Are there any differences between the people in this picture and the people in the previous picture? If yes, what are they?

After examining the pictures, begin to complete your graphic organizer.

When each member is ready, one group leader will read the following article while other students continue to fill in their organizer.

They came from everywhere for **GOLD!**

In March 1848, there were around 157,000 people in the California territory; 150,000 Native Americans, 6,500 of Spanish or Mexican descent known as Californios and fewer than 800 non-native Americans. Just 20 months later, following the massive influx of settlers, the non-native population had soared to more than 100,000. And the people just kept coming! By the mid-1850s there were more than 300,000 new arrivals—and one in every 90 people in the United States was living in California.

In fact, by 1850 more than 25 percent of California's population had been born outside the United States! Many of these people came from South America and Asia. By 1852, more than 25,000 immigrants from China alone had arrived in America. As the amount of available gold began to run low, miners began to fight with one another. Violence became very common. However no ethnic group suffered more than California's Native Americans. Before the Gold Rush, its native population numbered roughly 300,000. Within 20 years, more than 100,000 would be dead. Most died from disease or mining-related accidents, but more than 4,000 were murdered by angry miners.

<http://www.history.com>

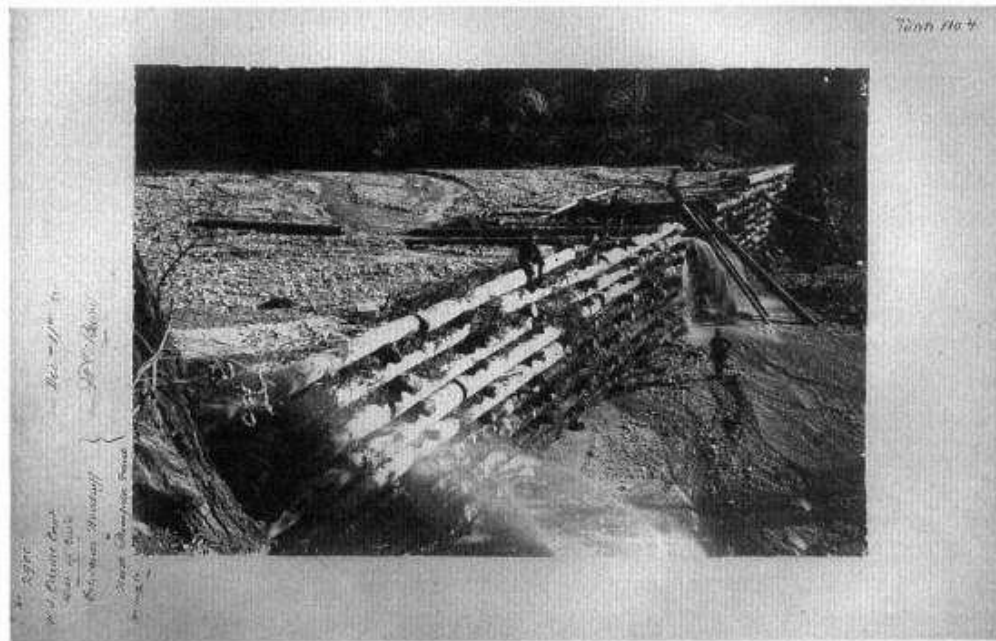
Jigsaw Group 2: Changes in Land



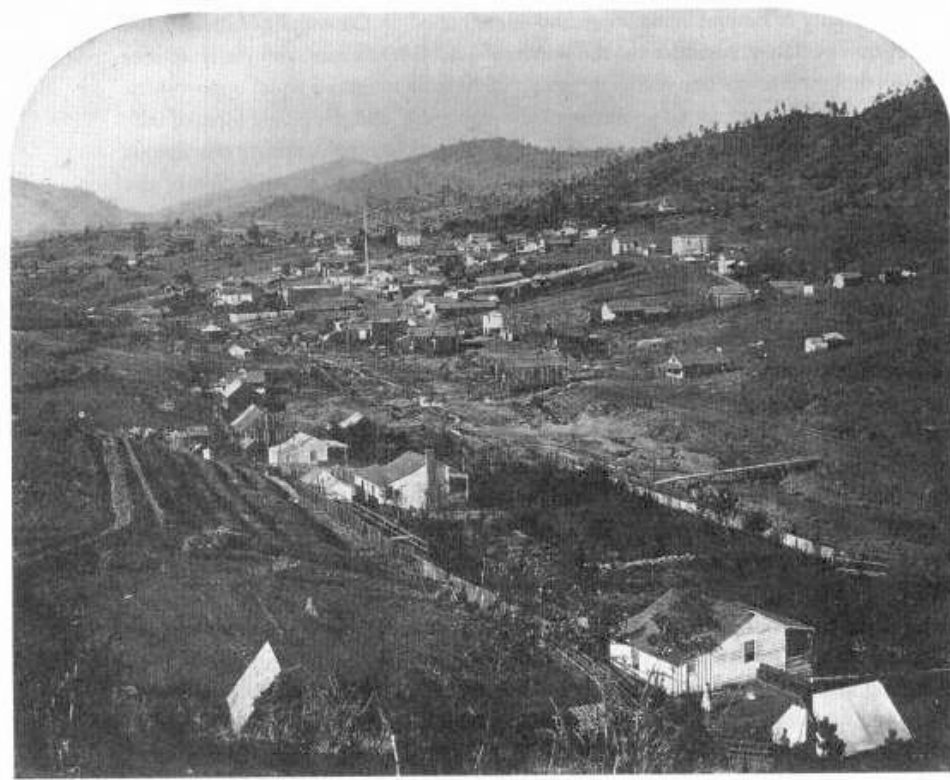
- What is happening in this picture?
- Why do you think they are acting this way?
- What do you think they are saying to each other?
- Predict what you think is going to happen next.



- What do you see in this picture?
- What do you notice about the landscape?
- Why do you think they are doing this?



- Discuss three things you notice about this picture.
- What is the purpose of the structure in this picture? Why do you think it was built?
- How do you think this area looked before they built this?



-Do you think this picture was taken before or after the Gold Rush? Why/Why not?

<http://publishing.cdlib.org/ucpressebooks/view?docId=ft758007r3;chunk.id=d0e5520;doc.view=print>

Group 3: Changes in the Sacramento River and Wildlife



Malakoff Diggings, Nevada County

- Discuss three things you can see in this picture.
- What do you think they are trying to do?
- How do you think this landscape looked before human intervention?
- How do you think this affected the natural wildlife living in this area?

Our River is not the same!

If mining had not been stopped, the gold hunters might well have washed all the soil and loose rock from the Sierra into the Central Valley! As it was, enough rock was washed down the rivers to cause serious damage! The especially heavy rains of 1861—62 brought the first severe flooding that was made worse by hydraulic mining to the Sacramento Valley. These once clear streams were full of debris and rock from the effects of mining. William Brewer, who was in California during the flood and the following drought, wrote in January 1862 that "The Central Valley of the state is under water—the Sacramento and San Joaquin valleys—a region 250 to 300 miles long and an average of at least twenty miles wide." In September he wrote from the area of Red Bluff:

"Although the channel of the Sacramento is insufficient to carry off all the water of wet winters, yet it is rapidly filling up, each year increasing the difficulty. Previous to 1848 the river was noted for the purity of its water, flowing from the mountains as clear as crystal; but, since the discovery of gold, the "washings" render it very muddy."



K Street in Sacramento during the great flood of January 1862

-What do you think were some of the causes of this flood?

<http://www.pbs.org>

Why did they do this?

A Funnel and a Hose

In March 1853, a miner from Connecticut, Edward Matteson, and his partners created a three-foot metal funnel to which they attached a canvas hose. They pumped water through the hose and pointed it at the hill from which they were trying to extract gold. The water shot through with a strong force, quickly turning the hill into a pile of gravel and providing plenty of pay dirt from which to separate gold!

Hydraulic Mining

The new technique caught on fast! The roar of water cannons and the crumbling of hills soon echoed through the mining district, as hundreds of gallons of water fired into the hills! *"I am at a loss to illustrate the tremendous force with which the water is projected from the pipes. The miners assert that they can throw a stream four hundred feet into the air. ..."* wrote a reporter for the *San Francisco Daily Alta*.

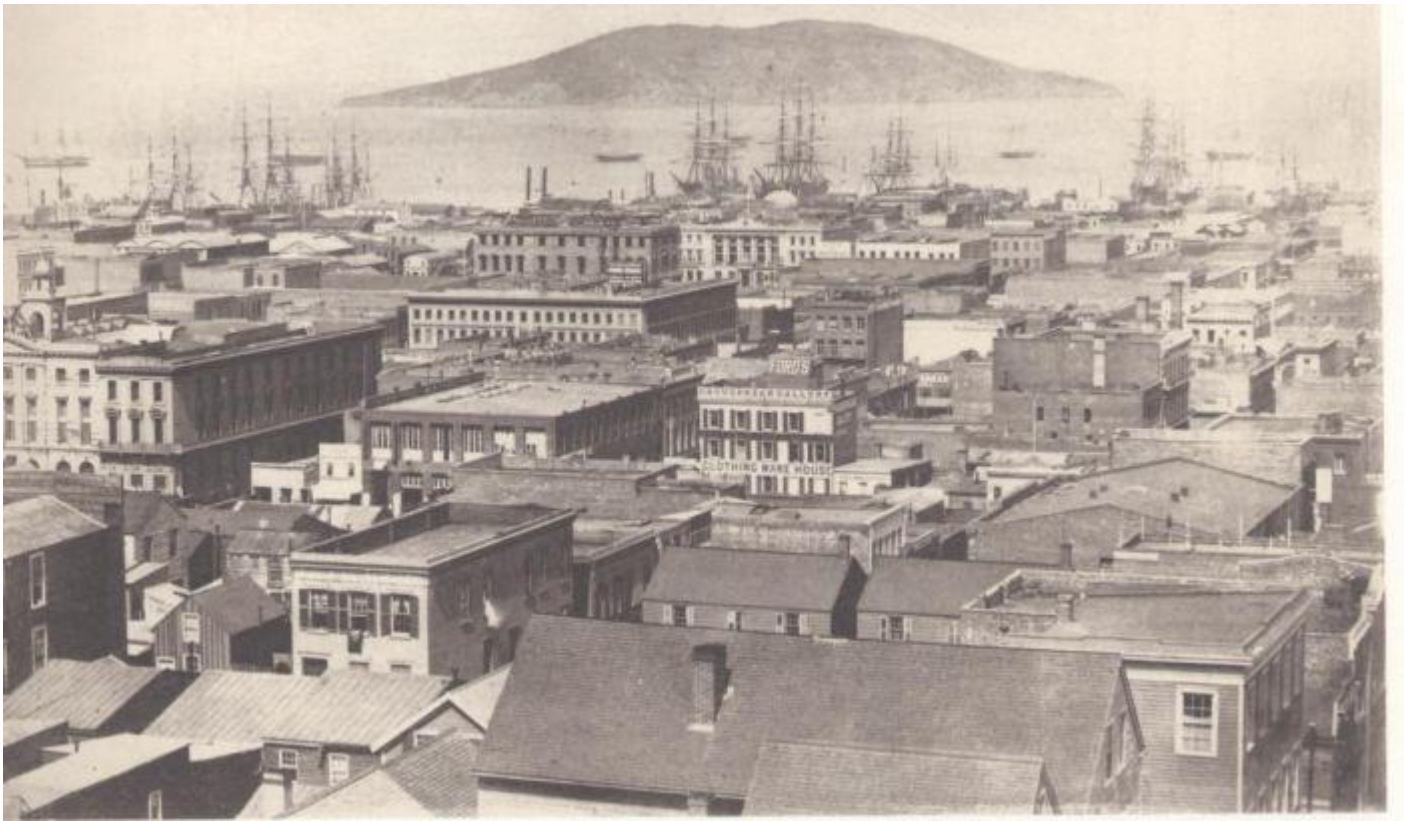
Millions of Gallons!

Hydraulic mining required millions of gallons of water. People dammed streams and built complex systems of ditches and wooden flumes to direct water to the mining operations.



William R. Hutton, San Francisco in September 1847

- Describe three things you can see in this picture.
- What natural resources (if any) can you see in this picture?



1851 San Francisco & Harbor taken by Wm Shew

<http://freepages.genealogy.rootsweb.ancestry.com/~godfreyshefamily/index.htm?ssmain=p39.htm>;

- Describe three differences and similarities between this picture and the last picture.
- How do you think this area changed during this time? Why do you think it changed so drastically?
- Describe some possible positive and negative effects of these changes.

Booming Economy!

The profits from hydraulic mining were enormous and the state economy boomed. From 1860 to 1880, California's mining operations yielded \$170 million. San Francisco had more millionaires than New York or Boston. While mining remained the cornerstone of the economy, farmers like George Briggs were doing well too. They fed the thousands of men who blasted California's hillsides and exported millions of bushels of wheat to world markets.

Appendix H: Photographs of Natural Environment around the Sacramento River



Buffleheads

<http://www.fws.gov/sacramentovalleyrefuges/photography.html>



Waterfowl

<http://www.fws.gov/sacramentovalleyrefuges/>



Sesbania Punicea

<http://www.sacriver.org/aboutwatershed/plants/invasive-plants-sacramento-river>



The Sacramento River

<http://www.sacriver.org/aboutwatershed/roadmap/sacramento-river-basin>



Salmon in the Sacramento River

<http://www.sfgate.com/opinion/editorials/article/Keep-the-salmon-boom-going-3777110.p>

Appendix I: Journal Entry Assignment

You are a **plant/fish/the river**. You have been asked to **write a journal entry** to describe your **thoughts and feelings** of how the effects of the **Gold Rush** on your life.

Additional Details:

-Your journal entry should be in the correct format.

What you NEED to include:

- A description of three changes in your life since the Gold Rush.
- A description of one concern you have for the future of your life.

Appendix J: PowerPoint and on Sacramento Valley today

Where is the Central Valley?

- In between the Sierra Nevada and rocky coastal cliffs.
- Central California.
- We are



What makes the Central Valley special?

- About 450 miles long.
- Produces $\frac{1}{4}$ of all America's produce.
- Home to $\frac{1}{2}$ of the U.S.'s fruit and vegetables.



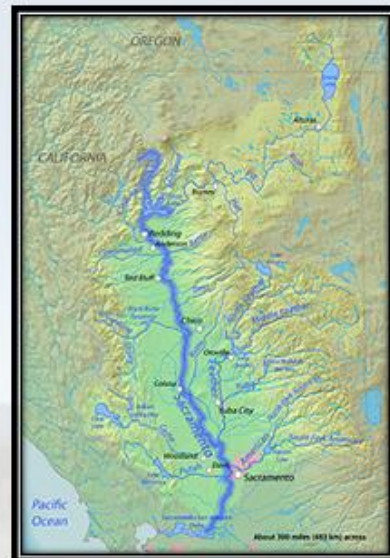
Mmmmm...

- 230 crops are grown in the valley
- Melons, lettuce, asparagus, cabbage, broccoli, chard, collards, prickly pears, almonds, pistachios, grapes and more tomatoes



The Role of Our River

- The Sacramento River is the largest river and watershed system in California.
- The Sacramento River carries 31% of the state's total surface water runoff.



Irrigation



- By the building of dams the water use of the Sacramento River changed.
- The Sacramento River is one of the primary sources of water to the Central Valley

Other Use of Our River

- Drinking water for residents of California.
- Provides life for hundreds of wildlife species.
- Boating and fishing activities.



Challenges

- Pollution
- Toxic Waste
- Scarce water
- Fertilizing and non-organic produce



<http://www.sacriver.org>

<http://shaskyfarm.com/shaskyphotogallery.php>

Appendix K: Moral Dilemma

Imagine that you are a golden nugget lying in the earth before you are discovered. You have a lot of friends, a good family, but unfortunately you do not have any job and so feel that you are worthless. All you hope for is to feel some sort of worth and to help others have a better life. You have heard that there is a man that might be able to help you do this - James Marshall. However, you have heard of some crazy stories of what might happen if you accept his offer. One - your natural environment and a lot of people living in it will be destroyed. Two - you will bring a lot of industrial growth and success to your area. Three - your natural environment will eventually be one of the most important in the land, providing water and natural produce to more than you can imagine. What would you do? Would you remain hidden or would you meet James Marshall?

Appendix L: Time Capsule Assignment:

You are a **fifth grade student** living in **Sacramento** in **2013!**

You have been asked to **create a time capsule** for a **future fifth grader** telling him/her **what is important to know** about **our river and landscape** in the Sacramento valley to **preserve** its past, present, and future in California.

Additional Details:

- You will use the materials provided to create your time capsule.
- All time capsules will contain five 'items' (pictures or drawings of these items) with a description of a) **why you are choosing that item** and b) **what part of social studies your item is linked with.**

What you NEED to include:

- Please see attached rubric for scoring information.

Appendix M: Time Capsule Rubric

Rubric for Time Capsule

Student Name: _____

CATEGORY	4	3	2	1
Letter	All details of effects were accurate from the perspective of which the letter was written.	Details were accurate for almost all the letter.	Details were accurate for most (~75%) of the letter.	Details and perspective were often inaccurate in the letter.
Journal Entry	The journal entry contained at least 4-6 feelings/thoughts from an alternative perspective relevant to the effects of the Gold Rush.	The journal entry contained at least 3-5 thoughts/feelings from an alternative perspective relevant to the effects of the Gold Rush.	The journal entry contained at least 2 feelings/thoughts from an alternative perspective related to the effects of the Gold Rush.	The journal entry contains 1 feeling/thought from an alternative perspective relevant to the effects of the Gold Rush.
Visual	The picture has a creative title that accurately describes the material, shows appreciation, and is easy to locate.	The picture has an effective title that accurately describes the material, shows appreciation, and is easy to locate.	The picture has a title that is easy to locate.	The title is missing or difficult to locate.
Postcard	The student can provide a description for future fifth graders that captures 75% (or more) of the big idea by writing a message on a postcard.	The student can provide a description for future fifth grader that captures 50% of the big idea by writing a message on a postcard.	The student can provide a description for future fifth graders but does not capture the main idea.	The student cannot provide any description for future fifth graders of the big idea.

A: 16-14 B: 13-10 C: 9-6 F :< 5

Bibliography:

Internet Sources for Research, Information, and Instructional Materials:

<http://www.missionscalifornia.com/content/native-americans-santa-clara-de-asis.html>

http://www.geog.ucsb.edu/~joel/g148_f09/lecture_notes/rancho_period/rancho_period.html

<http://www.huntington.org>

http://www.weareca.org/index.php/en/era/precontact/yana_yahi.html

http://www.weareca.org/index.php/en/era/1820s-1850s/argonauts_3.html

<http://publishing.cdlib.org/ucpressebooks/view?docId=ft758007r3;chunk.id=doe5520;doc.view=print>

<http://www.pbs.org>

<http://freepages.genealogy.rootsweb.ancestry.com/~godfreyshefamily/index.htm?ssmain=p39.htm>

<http://www.fws.gov/sacramentovalleyrefuges/photography.html>

<http://www.sacriver.org/aboutwatershed/plants/invasive-plants-sacramento-river>

<http://shaskyfarm.com/shaskyphotogallery.php>

<http://www.sacriver.org>

Storybook:



Scieszka, Jon. The True Story of the Three Little Pigs.

<div> <div>Unit 2: Click for Cover Page</div> <div> <h2>The Gold Rush and The Sacramento Valley</h2> <p>Our duty as young citizens to preserve the past, the present, and the future.</p> </div> </div>			
# of Days	4		
LP Prior Knowledge	Natural resources of the west, Natural landforms of the west, California Gold Rush (Fourth Grade),	Differentiation	Students engage in active learning, mixed level grouping, graphic organizers used, tactile resources, reading material differentiated, variety of output and input methods etc.
Lesson Objective	SWBAT: Analyze the effect of the California Gold Rush from alternative perspectives while making a connection to its effect on the environment in Northern California and the Central Valley today.		
Lesson Assessment	SW: Connect a number of perspectives of the California Gold Rush to create a time capsule for future fifth grade environmentalists and historians.		
Benchmarks or Standards	5.8.4 Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).		<p><u>Common Core Literacy Standards:</u> CCSS.ELA-Literacy.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described. CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>CCSS.ELA-Literacy.W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). CCSS.ELA-Literacy.W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic. CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are</p>

			appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
Materials Needed	The True Story of the Three Little Pigs by Jon Scieszka, variety of primary resources including pictures (included), computer, projector, graphic organizers, paint, pencils etc.		
Time	Student Learning Task or Activity	METHOD	Teacher Activity
Day One	Native Americans and Californian Ranch Farmers		
LO:	SWBAT: Describe the effects of the California Gold Rush on Native American life and the life of Central Valley Farmers.	LA:	SW: Give examples of the effects of the California Gold Rush on Native American life and the life of Central Valley Farmers by writing a letter.
10 min	Students will discuss and share answers to teacher's questions. Students will recall the story of The Three Little Pigs. Students will then settle in the reading area for read aloud of The Three Little Pigs from the wolf's perspective. It will be elicited from students how important perspective is when telling a story.	Read Aloud - Hook	As students gather in the reading area, teacher will question students: What can you tell me about the story of the Three Little Pigs? (Story will be recalled). Further questions: Have you ever wondered how the wolf was feeling throughout this story? What do we learn about Teacher will engage students in a read aloud of The Three Little Pigs - From the wolf's perspective. Throughout the story teacher will pause to ask students questions; What do we notice about this part of the story? Can we see anything different? Why do you think it is different? Teacher will relate the importance of perspective to the students' lives; Has there ever been a time where you parents wanted to hear the "two sides of the story"?

2 min	Students will begin a discussion on the importance of perspective when learning social studies. Students will acknowledge that they have learned about The Gold Rush, but only from perspective of their textbook. Students will think, pair, and share, of other perspectives they could focus on.		Teacher will facilitate student discussion on perspective in social studies in particular with regards to the California Gold Rush. Teacher will record possible points of view that the students are interested in focusing on. Students will be told that today they will be looking at the effect of the Gold Rush on the Native Americans who were living in Sacramento at the time of the Gold Rush, particularly the Native Americans who lived on the Sacramento River.
25 min	Students will revise their social studies warm up which prepares them to dive into the world around them with open minds and hearts. Students will see a picture of Native Americans living along the Sacramento River and a picture of Central Valley farmers (Californios) prior the Gold Rush. Students will analyze both photographs. Students will then analyze data describing the population of Native Americans and Central Valley farmers (Californios) in California during the years of the Gold Rush (the decline). Class will then be divided in half and be provided with the role of a Native American person or a Californio. Students will participate in a guided drama activity.	Guided Drama Activity	Teacher will show students picture (primary source) and facilitate discussion; What can you see in this photograph? What do you notice about what they are wearing? What are they doing beside the river? Does this picture tell us anything about their culture? What parts of social studies can we learn about in this photograph? What kind of role do you think the river plays in their lives? Teacher will then engage students in guided drama activity which will involve the students trying to escape from the effect of the Gold Rush on their tribe.
10 min	Students will write a letter to a farmer or a Native American living in another part in California affected by the Gold Rush explaining to them what has happened and describe three concerns that they have in their lives as a result of this event.	Independent Work	Teacher will monitor students independently working.
5 min	Students will exchange the letters.	Share	Teacher will provide students instructions for swapping letters and sharing.

8 min	Students will draw conclusions that although the Gold Rush had many positive effects on California, it changed the life of Native American life in California in a dramatic way with many negative effects. Students will also draw the conclusion of the effects the Gold Rush had on the environment for both the Californios and the Native American people - the river and the land. Students will be given the opportunity to come up with three questions they would ask a Native American person/a Californio in their area around the time of the Gold Rush. Students will formulate possible answers as a group.		
		Wrap up	Teacher will model what types of questions we could as our Native American friend if we were given the opportunity. Teacher will thank students for their excellent job at showing empathy and assuming the role of Native American people.
Day Two	The Environment		
LO:	SWBAT: Illustrate the effects of Western Expansion on the environment surrounding the Sacramento river.	LA:	SW: Explain the effects of the Gold Rush on the Sacramento River and ecosystem from the perspective of the natural environment by writing a journal entry.
2 mins	Students will revise that yesterday they learned of some of the effects of the California Gold Rush on life of the Native Americans and Californios. Students will be told that today they are going to learn about the effects of the Gold Rush from another perspective.	Revision	Teacher will facilitate revision by using the questions the students came up with the previous day.

2 mins	Students will engage in a chalk talk about the role of an environmentalist and their share their ideas. Students will be divided into groups where they come up with a group name. Students will then be told that the area they are focusing on today is...The Sacramento River! Students will be told that their goal today is to learn as much as they can about the history of the Sacramento River and the effect major events (The Gold Rush) in order to be able to be the best environmentalist they can be.	Teacher Instruction	Teacher will welcome students to today's learning space. In social studies today, the students will become environmentalists. Teacher will elicit from students that when working as environmentalists, it is very important that they learn a lot about the history of their land and the events/people that had any effect on the environment they are working with.
25 mins	Students will then work in jigsaw groups where they will look at the effects on the natural and human environment that the Gold Rush era had on the Sacramento Valley. Each group will contain four people one of which will focus on a particular area -cultural diversity, uses of the land, uses of the Sacramento River and the changes in the economy.	Jigsaw Groups	Teacher will provide materials for student learning. As teacher circulates classroom, he/she will question students: Why do you think it is important to note that California became culturally diverse at this time? What do you think the effect of the Native Americans move away from the river? etc.
12 mins	Students will return to their groups with their graphic organizers completed to share information with their group. Environmentalists will complete a group chart to draw conclusions of the effect of the Gold Rush Era on the environment of the Sacramento River.	Student Discussion	Teacher will provide students with chart to draw conclusions. Teacher will provide students with a question to begin their next activity: As environmentalists, who do you think you should represent the most? Whose perspective do you think you should be really concerned about?
2 mins	Students will be given photographs of various flora and fauna that live around the Sacramento Valley. Students will choose from the photographs to tell their perspective on the events of the Gold Rush Era.	Student Discussion	Teacher will provide students with pictures and facilitate discussion on reasons for choosing certain pictures.

10 mins	Students will take on the role of the river, a plant, an animal, or fish etc. to write about the effect the Gold Rush Era had on their lives. When students complete their writing, whole class will engage in a discussion about the importance of looking at certain events from an environmental perspective. Students will discuss questions such as: Why is this important? How might you act different now that we have looked at this event from the perspective of the environment itself?	Student Independent Work	Teacher will facilitate student writing. Teacher will hold student discussion on the environment and record answers on chart paper.
Day Three	Linking to Today		
LO:	SWBAT: Describe the importance of the Sacramento River to the Central Valley today.	LA:	SW: Illustrate the importance of the Sacramento River to the Central Valley by creating a piece of art work showing their appreciation of the river.
5 mins	Students will revise that yesterday they worked really well on looking at the effects of the California Gold Rush on the environment. Students will be told that today, they will be assuming the role of a person who lives in California! Students will engage in a think, pair, share, of ways they think the Sacramento River is used today. Today, students will be told that they will be traveling to the river.	Introduction	Teacher will tell students that because we are live in Sacramento, it is important that we know a lot about the natural resources around us, especially the river. Teacher will acknowledge that we have learned a lot about the river's history, and now we must learn about the river today. Teacher will tell students that today they will visit one of the most important natural resources in Sacramento - the river. Before visiting, it is important that students connect all the history of the river they have learned to the river today.

15 mins	Students will be provided with a variety of fruits, vegetables, etc. produced in the central valley. Students will discuss whether they have seen the items in their shopping cart, in their homes or other places. Students will discuss how these are foods that are very common to us as students who live in California. Students will complete a graphic organizer on The Sacramento River today. It will be elicited from the students that it is important that we learn about the river today so we can understand our environment better and use it considering different perspectives.		
		Mini Lesson	Teacher will elicit from students that the Central Valley is one of the most productive regions in the U.S. and that from living in California, we are fortunate to have a plentiful, fresh supply of a lot of natural produce. Teacher will present information to the students about the importance of the Sacramento River today. At the end of the presentation, teacher will question students: Why do you think it is important that we learn about the river today?
	Students' attention will be drawn back to why we learn social studies. Students will discuss that as humans, we are automatically connected to the earth. After this introduction, students will prepare to visit the river. Students will be told that when at the river, the students will be creating paintings to show their appreciation for all the natural resource does for them as students who live in California. Students will be told that they must also give their painting a title that shows appreciation. Students will return to school with their art work which will be displayed outside the classroom.	Art	Teacher will instruct students on work that they are to complete by the river. Students will be given the chance to explore (with chaperons) the environment by Discovery Park until they choose their spot to complete their art work. Teacher will facilitate student work.
Day Four	The Power of People		
LO:	Analyze the effect of the California Gold Rush from alternative perspectives while making a connection to its effect on the environment in Northern California and the Central Valley today.	LA	SW: Connect a number of perspectives of the California Gold Rush to create a time capsule for future fifth grade environmentalists and historians.

15 mins	Students will begin revising what they have learned so far. As the students revise the past few days, they will create a circular 'timeline' on the board. As students revise, it will be elicited that although the Gold Rush Era had a lot of negative effects on the Sacramento River and Valley, the river is used in a positive way today as it provides water to most of California and Central Valley.	Revision Discussion	Teacher will aid students in reviewing what they have learned in the past few days. Teacher will provide pictures and call students to help create the timeline on the board. As students discuss the past negative effects of the Gold Rush Era, students come to realize the positive resource the river is for people in California today.
10 mins	Students will revise the various roles that they took on during this lesson - native people, the river, and a student from California. Students will participate in the whole class interview. Students will come to realize the power of people in shaping (historical) events and the environment around them.	Role Play	Teacher will invite students up to be interviewed from the various perspectives. Teacher/other students will interview the students in role about the effect of the Gold Rush Era on this area. At the end of the interview, teacher will elicit from students the 'big idea' that people can be very powerful.

10 mins	Students will be presented with a moral dilemma that they will read alone, discuss in pairs, small groups, and whole class.	Moral Dilemma	<p>Teacher will present the students with a moral dilemma that links to the topic of this whole lesson: Imagine that you are a golden nugget lying in the earth before you are discovered. You have a lot of friends, a good family, but unfortunately you do not have any job and so feel that you are worthless. All you hope for is to feel some sort of worth and to help others have a better life. You have heard that there is a man that might be able to help you do this - James Marshall. However, you have heard of some crazy stories of what might happen if you accept his offer. One - your natural environment and a lot of people living in it will be destroyed. Two - you will bring a lot of industrial growth and success to your area. Three - your natural environment will eventually be one of the most important in the land, providing water and natural produce to more than you can imagine. What would you do? Would you remain hidden or would you meet James Marshall?</p>
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25 mins	<p>After the discussion, students' attention will be again drawn to the circular timeline. Students will be told that to communicate their learning to future fifth graders, they will be writing a postcard. Students will use the materials they created all week journal entry, letter, art work, and postcard to create their time capsule for future fifth graders/environmentalists. Students will be encouraged to remember that whatever they put in the time capsule is what they believe to be the most important message for the future of their area. Activity will allow students to experience the importance of learning and embracing the past and preserving the future.</p>	Independent Student Work	<p>Teacher will tell students that we are forgetting a very important group of part of our timeline. Teacher will elicit from students that they must also include students/people of the future. Teacher will provide instructions for students on creating their postcard which future fifth graders will read. Teacher will explain to the class that their final part of this lesson will be to create a time capsule of what they think future fifth graders need to know about the area they are living in. Teacher will return materials to students that they created during the week and students will get time to make any changes (looking the rubric) before submitting. Students will be reminded that the students in the future may also forget to look at the area around them from a number of perspectives as we did before this lesson.</p> <p>Teacher will affirm and thank students for learning.</p>
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