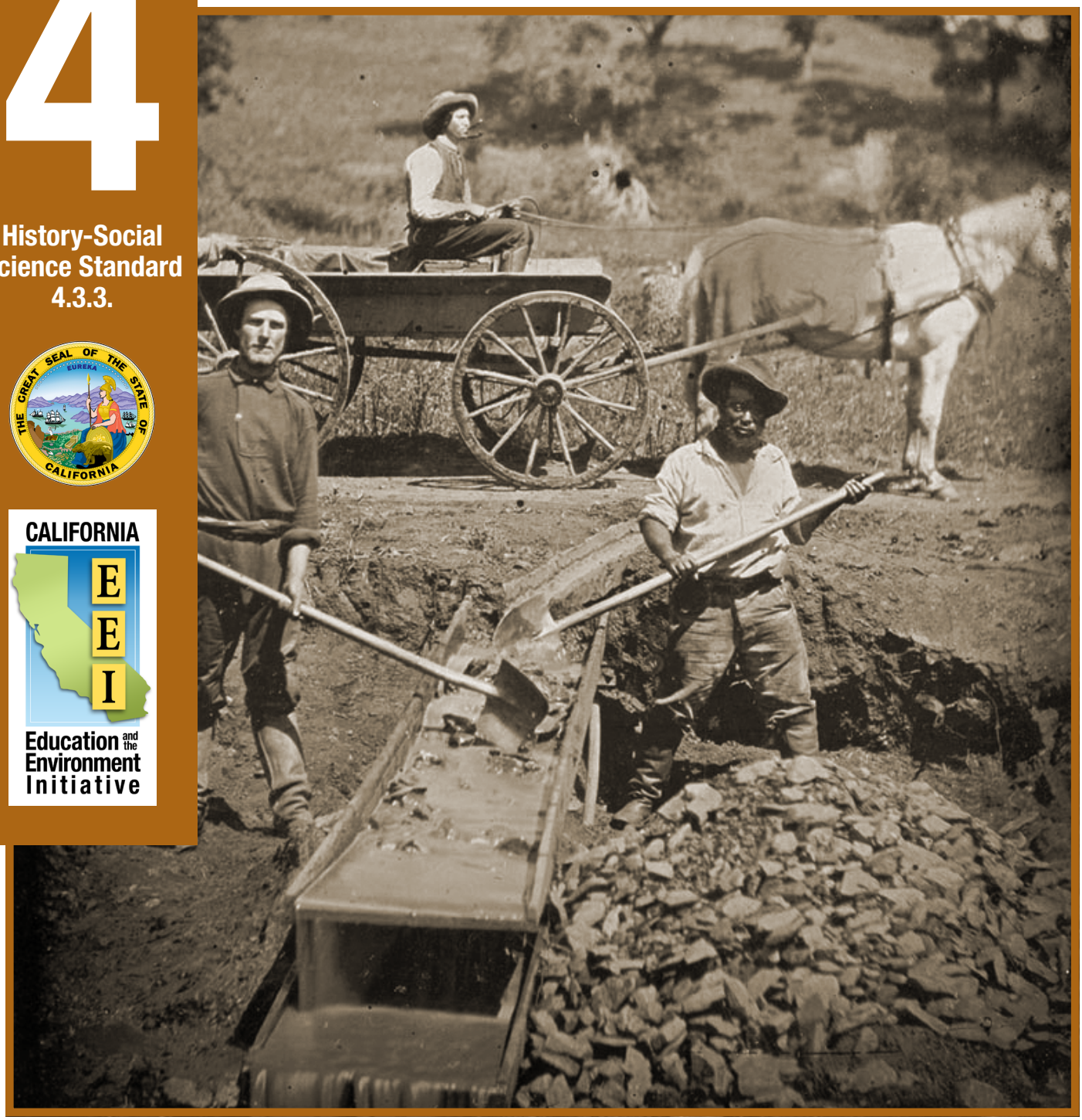
4

History-Social Science Standard 4.3.3.

Student Workbook

California Education and the Environment Initiative



Witnessing the Gold Rush

California Education and the Environment Initiative

Approved by the California State Board of Education, 2010

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

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

Key Leadership for the Education and Environment Initiative:

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

Key Partners:

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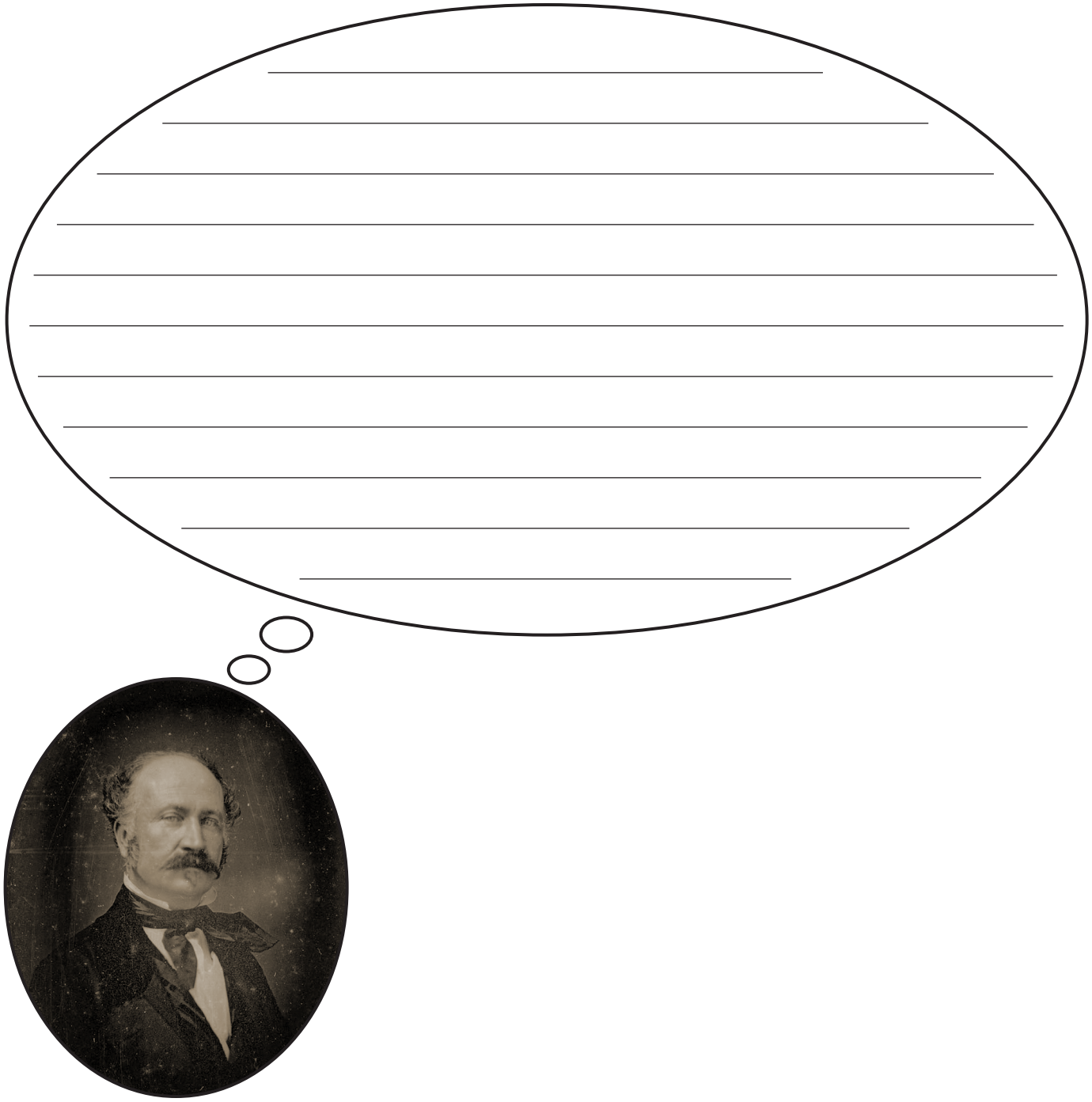
Name: _____

Instructions: Answer the question in the space provided.

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



Name: _____

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

Observations: (2 points each)

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

_____

_____

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

_____

_____

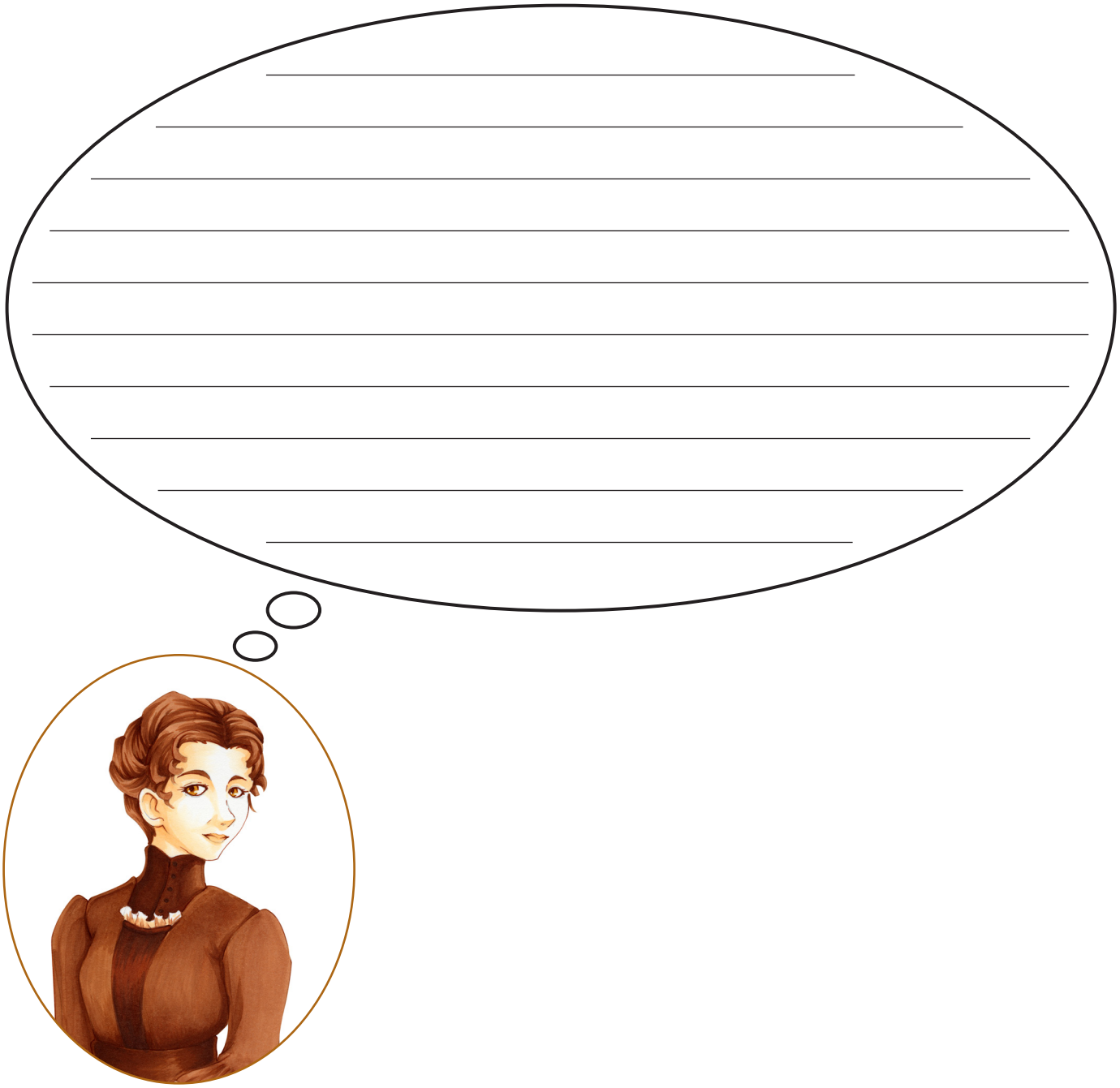
Effects of Panning for Gold: Fill in two effects for each cause below. (1 point for each effect)

	Causes	First Effects	Second Effects
3.	**Cause:** Water is taken out of the stream and not replaced		
4.	**Cause:** Sand and rocks from the stream are piled on the stream's banks		
5.	**Cause:** Muddy water		

Name: _____

Instructions: Answer the question in the space provided.

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



Name: _____

Part 1

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

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

_____

_____

_____

_____

Part 2

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

Question for Piece 1:
Compare the new mining methods with panning for gold. Were there differences in the number of men it took to mine in the new way?

_____

_____

_____

_____

Question for Piece 2:
Compare the new mining methods with panning for gold. Were there differences in the way the new mining methods changed the land?

_____

_____

_____

_____

Name: _____

Question for Piece 3:

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

_____

_____

_____

_____

Questions for Piece 4:

Why did prospectors use mercury in mining?

_____

_____

_____

_____

Question for Piece 5:

Why was using mercury a problem?

_____

_____

_____

_____

Name: _____

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

Farmers' Point of View

_____

_____

_____

_____

Merchants' Point of View

_____

_____

_____

_____

Townspeople's Point of View

_____

_____

_____

_____

Miners' Point of View

_____

_____

_____

_____

Name: _____

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

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

_____

_____

_____

2. How were they affected by hydraulic mining?

_____

_____

_____

_____

_____

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

_____

_____

_____

4. How did they try to stop hydraulic mining?

_____

_____

_____

5. What was the court's decision?

_____

_____

_____

Name: _____

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

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

_____

_____

_____

_____

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

_____

_____

_____

_____

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

_____

_____

_____

_____

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

_____

_____

_____

_____

Name: _____

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

_____

_____

_____

_____

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

_____

_____

_____

_____

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

_____

_____

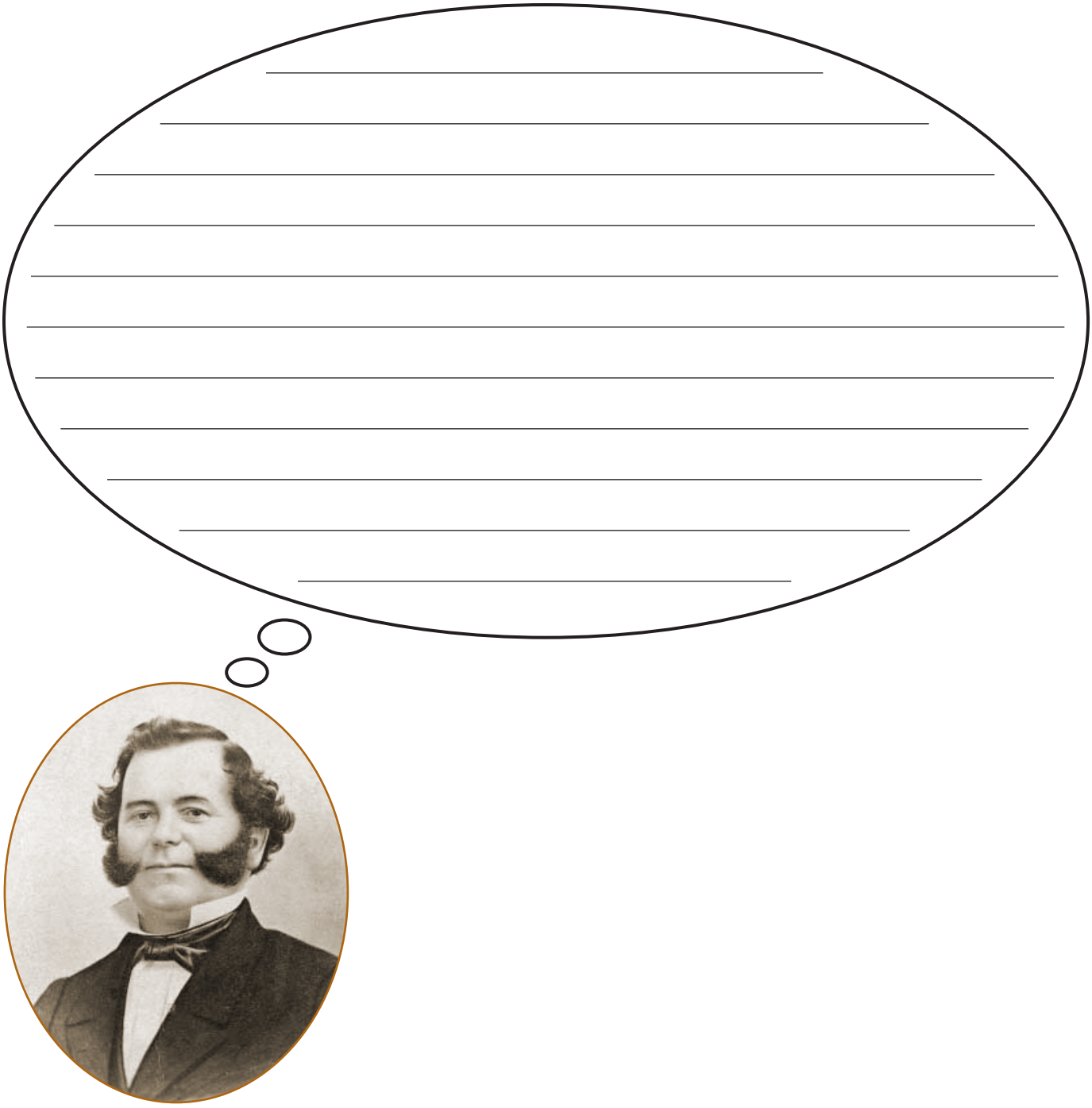
_____

_____

Name: _____

Instructions: Answer the question in the space provided.

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



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