Looking at the California Gold Rush! What caused people migrated to California! Look at lost and living cities of the California Gold Rush era. Students will also be looking at how the Gold Rush affected Oregon, Nevada and Colorado!

Grade Levels: 5 Time: 5 class periods 60 minutes each day

Overview:
This lesson teaches students about the California Gold Rush. It asks why the miners came to California. It will be a part of a Westward Expansion unit which will be taught during a month long unit. In this lesson the students will be asked to make a map of the California Gold Rush region and a poster. They will be giving group presentations based on what they have found and learned. Attached you will find photos, political cartoons, the rubric’s, maps, an article and a short video clip as an introduction to the lesson.

Geographic Question:
6. Essential Elements
What factors influenced westward expansion and why did people migrate west? What were the push and pull factors for migration to the gold fields of California?

National Geography Standards:
3. People move for a variety of reasons
The students will be to:
Describe why and how people moved west during the California Gold Rush.

Oregon Geography Content Standards:
Geography
5.7. Identify, locate, and describe places and regions in the United States.
5.8. Use various types of maps to describe and explain the United States.
5.9. Explain migration, trade, and cultural patterns in the United States.

Oregon Social Science Content Standard:
Historical Thinking
5.6. Use primary and secondary sources to formulate historical questions, to examine an historical account about an issue of the time, and to reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, and what events led to these developments and what consequences or outcomes followed.
Connections to Common Core: Grade 5
Reading Standards for Informational Integration of Knowledge and Ideas
7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
9. Integrate information from several texts on the same topic in order to write or speak

Speaking and Listening Standards Presentation of Knowledge and Ideas
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Writing Standards Research to Build and Present Knowledge
7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Core Knowledge: Westward Expansion Before the Civil War
• Pioneers
Getting there in wagon trains, flatboats, steamboats
Many pioneers set out from St. Louis (where the Missouri and Mississippi Rivers meet).
Land routes: Santa Fe Trail and Oregon Trail
Gold Rush, ’49ers

Objectives:
1. In completing this activity, students should be able to and understand how migration occurred during this time in history.
2. Why did people migrate to California during the gold rush? NGE Standard
3. How did they get to California (modes of transportation as well as the different trails they may have taken to get to their destinations)? OGC Standard 5.9
4. What landmarks and places did they encountered on the trip west? OGC Standard 5.7
5. The students will make a map of the Gold Rush Region. OGC Standard 5.8, CK
6. The students will give a group presentation of their finding. CC

Materials:

Day 1 and 2
1. Watch History Channel video on the Gold Rush as an introduction for this lesson.
   http://www.history.com/topics/gold-rush-of-1849 (2.37 minutes long)
2. Read article from the History Channel http://www.history.com/topics/gold-rush-of-1849/print (Appendix A)
3. Political cartoons from the Library of Congress, photograph of a California mining town (Appendix D)
4. Primary Source Analysis Tool (Appendix B)
5. Paper for writing the brain storm session questions
6. Markers
7. Tape
8. Analysis Tools for the photo and the political cartoon (Appendix C & D)
10. Rubric for both the poster/presentation (Appendix E) as well as the map (Appendix F)
11. Artifacts from the Gold Rush era around the classroom

Procedures:

Students will be presented with three pictures/cartoons (separately) to analyze in groups of four. Class size is approximately thirty two students. There will be a total of eight groups for this project. The students will be assigned randomly to groups by counting off by eights.

Day 1 Procedures
2. The students will take three-five bullet notes on this video clip about what they learned about the Gold Rush. Bullet points should include some of the following points:
   - Who found gold first? The Mexicans did in 1830. However they didn’t discover the fields that would come to be known as The Gold Rush fields.
   - How the Gold Rush inspired people to move out west? With the discovery of gold California was able to draw enough people west so that it could become a state.
   - The transformation of the west began during The Gold Rush. Why?? People came for the quick money they thought they would find when gold mining.
   - Who were the people that were exploited during the Gold Rush? Mexicans, Native Americans and Asian’s.
   - The mind set was different in regard to what failure meant at the time. On the East coast if you failed you were determined not to be in with God. Gold mining changed that with the people that migrated to the west coast because they realized that they could fail even with hard work. Luck was a factor in gold mining.
3. Read article from the History Channel [http://www.history.com/topics/gold-rush-of-1849/print](http://www.history.com/topics/gold-rush-of-1849/print) (Appendix A) (5-10 minutes) The students will add five additional bullet points after reading the article The Gold Rush of 1849.
• What is the city/location of present day Shutter’s Mill? Sacramento, California
• Who discovered the gold in the American River at the base of the Sierra Nevada Mountain range? James William Marshall and John Shutter
• What Treaty was signed days after the discovery of gold and how did that impact The Gold Rush? The Treaty of Guadalupe Hidalgo with this treaty California was in the hands of the United States. This lead to more people being able to come to the west to look for gold.
• Who were the first miners to come to the area and why? People from Oregon, the Sandwich Islands (now Hawaii), Peru, Chili, Mexico and China. They were able to be some of the first gold miners because they could get to California by boat.
• What year did gold mining reach its peak in California? 1852 with some 81 million pulled from the hills of the area.

4. Students will partner share/discuss the information that they have (5 minutes)
5. Students will split into groups as discussed above (5 minutes)
   • At this time students will be shown the photograph from the Library of congress and asked to use the Primary Sources Analysis Tool (Appendix B) to come up with questions about the photograph
   • The students will come up with as many questions as they can in about a 10 minute time period (Observe)
   • The students will come up with as many questions as they can in about a 10 minute time period (Reflect)
   • The students will come up with as many questions as they can in about a 10 minute time period (Question)

1. Gold miners, El Dorado, California (Appendix C)

   https://www.loc.gov/item/2012646445/

   • Students will have a scribe, who will be chosen by the teacher. That person will write down each question as students come up with the questions without discussion or judging.
   • The students will be asked to review their questions and to change any question that is a statement to a question. (2-5 minutes)
   • When finished they will be asked to decide if each of their questions are either open ended (O for open) or a closed ended (C for closed) questions. (2-5 minutes)
• Ask the students to change one of their open ended questions to a closed question as well as turning a closed question into and open ended question. (2-5 minutes)
• When done ask the students to prioritize their questions. (2-5 minutes) Which three are the most important and why? (2-5 minutes) When the students are done with this activity they will share with the class! (5 minutes)

Day 2 Procedures

1. Review the lesson with students. Review and answer any questions the students may have regarding lesson. Ask the students if any of the procedures from the previous day need to be reviewed for better understanding.
2. Repeat Day One highlighted section with question and answer procedure for the other two photos on Day 2.
3. Political Cartoons (Appendix D)

• At this time students will be shown the political cartoons from the Library of congress and asked to use the Primary Sources Analysis Tool (Appendix B) to come up with questions about the political cartoon
• The students will come up with as many questions as they can in about a 10 minute time period (Observe)
• The students will come up with as many questions as they can in about a 10 minute time period (Reflect)
• The students will come up with as many questions as they can in about a 10 minute time period (Question)
• Students will have a scribe, who will be chosen by the teacher. That person will write down each question as students come up with the questions without discussion or judging.
• The students will be asked to review their questions and to change any question that is a statement to a question. (2-5 minutes)
• When finished they will be asked to decide if each of their questions are either open ended (O for open) or a closed ended (C for closed) questions. (2-5 minutes)
• Ask the students to change one of their open ended questions to a closed question as well as turning a closed question into and open ended question. (2-5 minutes)
• When done ask the students to prioritize their questions. (2-5 minutes) Which three are the most important and why? (2-5 minutes) When the students are done with this activity they will share with the class! (5 minutes)

3. The place we hear about

Materials:

Day 3-4:
1. Political cartoons from the Library of Congress, photograph of a California mining town (Appendix C & D)
2. Completed brain storm sheet sheets from day 1 and 2
3. Use the Analysis Tools for the photo and the political cartoon (Appendix B)
4. Map of the gold rush regions from text book and listed sources (Appendix G-J)
5. Rubric (Appendix E & F)

Day 3-4 Procedures
1. Start day three by clarifying questions the students have regarding the lesson to this point
2. Give the students the rubric for the projects that will go with this lesson. (Appendix E & F) http://haynes.jpschools.org/wp-content/uploads/sites/119/2015/08/Poster-Project-Rubric.pdf
3. Ask if the students have any questions about the project or the rubrics?
4. Over the next two days the students will be making a Map and Poster of the California Gold Rush region, as well as Oregon, Colorado and Nevada during this same time period. Students will be assigned regions by the teacher. The map must meet the Rubric requirements (Appendix F). The poster must have photos (LOC or other historical) now and then of the location/camps/cities.
5. The students will be required to have at least five different gold mining camps on their map/poster. One of these camps must be a present day town/cities. The
students will get this information while doing the research in the computer lab. I have provided links below as to where I want the students to start looking when doing the researching for this project.

6 The students will answer at least two questions/comments from each section (Observe, Reflect, and Question) that they produced from day one and two’s work in the classroom. (Appendix B)

7 The students may add additional information that they find during the research.

8 In the presentation each student must have a part that they present to the class.
   a. Part 1: Map presentation
   b. Part 2: location/camp/city, Is the camp/city alive, why or why not did this area continue to thrive?
   c. Part 3: Photos drawings and why they choose to include those in the project
   d. Part 4: Westward Expansion how did the people that migrated get to the location show examples?

9 The students will figure out who will be presenting each topic area, unless the teacher believes that the assignments are not representative of the overall project and work involved.

10 On the poster the students will need to identify the locations where people migrated to during the Gold Rush.

11 Each group will choose a topic related to the California Gold Rush (from their brain storming session) and will do research in the computer lab in preparation for giving a group presentation at the end of the lesson. The students will choose a question from day 1 and 2 (from the poster paper) to research a location in depth.

12 The students will be doing research in the computer lab looking for locations of several different mining camps, did many of these camps become towns or cities?? Why and why not did some of these camps evolve?

13 The question that we are answering is how did migration affect California, Oregon, Nevada and Colorado during the Gold Rush era? How have these states been affected and how has their population grown to present day?

14 The students will have black lined maps from the teacher’s guide. (Appendix G-J)

15 As the students are doing research in the computer lab other group mates can be working on the poster or map.

16 Students will be allowed to practice giving the presentations, if they are finished with all research.

17 The students will put together a group project based on what they learned in this lesson and through their research. Why do they think it’s important to learn about the Westward Expansion? How are we affected today by Westward Expansion from the past?

Websites for student research:
Not limited to these sites, teacher approval is required for additional sites

1  http://www.eyewitnesstohistory.com/californiagoldrush.htm
2  http://www.malakoff.com/goldcountry/campmap.htm
Materials:

Day 5:
1. Students will begin giving group presentations on the gold miners and what they learned about Westward Expansion and migration.

Day 5 Procedures:
1. Students will begin the presentation part of this lesson.
2. When students are listening to other presentations they need to be taking notes.
3. The students will be asked how can this group improve in the future on other projects like this. Constructive criticism, improvement.
4. The students will be asked to rate the poster and the map according to the rubrics. (Appendix E & F)
5. The students will need to write about why they think this is an interesting presentation.
6. Students will present their posters and research to the rest of the class.
7. Presentations should be 5-10 minutes long.

Background: Students have been studying the westward expansion. How and why people migrated to the west, what brought them there and why? The California Gold Rush, Oregon Trail, Applegate Trail, exedra.

Assessment:
Students with giving a presentation (5-10 minutes long) on the questions they developed on the first two days of the lesson, from the photos. What conclusions did they come to about why people migrated to California? The students will be asked to make a map/poster to show where the various mines/camps were and if modern day cities developed from these mining camps. They will be mapping mines and the towns associated with them. The students will be asked to compare the mining camps/towns with cities/towns of today.
Extensions and/or Adaptations: This lesson can be adapted for the second grade level by presenting one photo. You can also extend for seventh grade by doing a gallery walk of photos asking the students to fill out a blank analysis tool for each photo.

Sources

   http://www.history.com/topics/gold-rush-of-1849

   http://www.history.com/topics/gold-rush-of-1849/print

3. Gold miners, El Dorado, California]. (1848) [Between Ca. and Ca. 1853] [Image] Retrieved from the Library of Congress,
   https://www.loc.gov/item/2012646445.

   https://www.loc.gov/item/2011661679.


14 http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf

15 Johnston, Phillip (1948) Lost and living cities of the California gold rush: a motoring and historical guide to the principal early mining camps. First issued at the Coloma, California, Jan 24, 1948, on the centenary of the disc, California Historical Society. Call Number: PAM 979.4 J6461

http://www.loc.gov/teachers/primary-source-analysis-tool/
http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf

WORLD HISTORY AND GEOGRAPHY, PUPIL EDITION, GRADE 5 (Core Knowledge) by Core Knowledge Programs (Author)

California State Map http://www.50states.com/maps/print/california.htm
Nevada State Map http://www.50states.com/maps/print/nevada.htm
Oregon State Map http://www.50states.com/maps/print/oregon.htm
Colorado State Map http://www.50states.com/maps/print/colorado.htm
Rubric http://www.readwritethink.org/classroom-resources/printouts/

http://www.eyewitnesshistory.com/californiagoldrush.htm
http://www.malakoff.com/goldcountry/campmap.htm
http://www.westernmininghistory.com/towns/california/nevada-city
http://www.oregongeology.org/sub/milo/ohmi-union.htm
http://www.oregon.desert4wd.com/
http://www.ghosttowns.com/states/or/or.html
http://www.mininghistoryassociation.org/Tonopah.htm
http://www.aboutnevadacounty.com/history/goldrush/
http://www.explore-old-west-colorado.com/colorado-gold-rush.html
http://www.westernmininghistory.com/articles/11/page1
http://shelledy.mesa.k12.co.us/staff/computerlab/Western_CO_History_Gold_Rush.html
Appendix

A. The Gold Rush of 1849 History Channel

B. Primary Source Analysis Tool [http://www.loc.gov/teachers/primary-source-analysis-tool/]

C. Image (Photo, Print, Painting, etc.) Analysis Tool with a Geographic Lens Image 1

D. Political Cartoon Analysis Tool with a Geographic Lens Images 2 and 3

E. Poster Project Rubric

F. Map of the California Gold Rush Camps Rubric (1849)

G. Oregon State Map

H. California State Map

I. Colorado State Map

J. Nevada State Map
THE GOLD RUSH OF 1849

The discovery of gold nuggets in the Sacramento Valley in early 1848 sparked the Gold Rush, arguably one of the most significant events to shape American history during the first half of the 19th century. As news spread of the discovery, thousands of prospective gold miners traveled by sea or over land to San Francisco and the surrounding area; by the end of 1849, the non-native population of the California territory was some 100,000 (compared with the pre-1848 figure of less than 1,000). A total of $2 billion worth of precious metal was extracted from the area during the Gold Rush, which peaked in 1852.

CONTENTS
- Discovery at Sutter’s Mill
- News Spreads
- The ’49ers Come to California
- Lasting Impact of the Gold Rush

DISCOVERY AT SUTTER’S MILL

On January 24, 1848, James Wilson Marshall, a carpenter originally from New Jersey, found flakes of gold in the American River at the base of the Sierra Nevada Mountains near Coloma, California. At the time, Marshall was working to build a water-powered sawmill owned by John Sutter, a German-born Swiss citizen and founder of a colony of Nueva Helvetia (New Switzerland). (The colony would later become the city of Sacramento.) As Marshall later recalled of his historic discovery: “It made my heart thump, for I was certain it was gold.”

DID YOU KNOW?

Miners extracted more than 750,000 pounds of gold during the California Gold Rush. Just days after Marshall’s discovery at Sutter’s Mill, the Treaty of Guadalupe Hidalgo was signed, ending the Mexican-American War and leaving California in the hands of the United States. At the time, the population of the territory consisted of 6,500 California’s (people of Spanish or Mexican decent); 700 foreigners (primarily Americans); and 150,000 Native Americans (barely half the number that had been there when Spanish settlers arrived in 1769).
NEWS SPREADS
Though Marshall and Sutter tried to keep news of the discovery under wraps, word got
out, and by mid-March at least one newspaper was reporting that large quantities of gold
were being turned up at Sutter’s Mill. Though the initial reaction in San Francisco was
disbelief, storekeeper Sam Brannan set off frenzy when he paraded through town
displaying a vial of gold obtained from Sutter’s Creek. By mid-June, some three-quarters
of the male population of San Francisco had left town for the gold mines, and the number
of miners in the area reached 4,000 by August.
As news spread of the fortunes being made in California, the first migrants to arrive were
those from lands accessible by boat, such as Oregon, the Sandwich Islands
(now Hawaii), Mexico, Chile, Peru and even China. Only later would the news reach the
East Coast, where press reports were initially skeptical. Gold fever kicked off there in
earnest, however, after December 1848, when President James K. Polk announced the
positive results of a report made by Colonel Richard Mason, California’s military
governor, in his inaugural address. As Polk wrote, “The accounts of abundance of gold
are of such an extraordinary character as would scarcely command belief were they not
corroborated by the authentic reports of officers in the public service.”

THE ’49ERS COME TO CALIFORNIA
Throughout 1849, people around the United States (mostly men) borrowed money,
mortgaged their property or spent their life savings to make the arduous journey to
California. In pursuit of the kind of wealth they had never dreamed of, they left their
families and hometowns; in turn, women left behind took on new responsibilities such as
running farms or businesses and caring for their children alone. Thousands of would-be
gold miners, known as ’49ers, traveled overland across the mountains or by sea, sailing to
Panama or even around Cape Horn, the southernmost point of South America.

By the end of the year, the non-native population of California was estimated at 100,000,
(as compared with 20,000 at the end of 1848 and around 800 in March 1848). To
accommodate the needs of the ’49ers, gold mining towns had sprung up all over the
region, complete with shops, saloons, brothels and other businesses seeking to make their
own Gold Rush fortune. The overcrowded chaos of the mining camps and towns grew
ever more lawless, including rampant banditry, gambling, prostitution and violence. San
Francisco, for its part, developed a bustling economy and became the central metropolis of the new frontier.

The Gold Rush undoubtedly sped up California’s admission to the Union as the 31st state. In late 1849, California applied to enter the Union with a constitution preventing slavery, provoking a crisis in Congress between proponents of slavery and abolitionists. According to the Compromise of 1850, proposed by Kentucky’s Senator Henry Clay, California was allowed to enter as a free state, while the territories of Utah and New Mexico were left open to decide the question for themselves.

LASTING IMPACT OF THE GOLD RUSH

After 1850, the surface gold in California largely disappeared, even as miners continued to arrive. Mining had always been difficult and dangerous labor, and striking it rich required good luck as much as skill and hard work. Moreover, the average daily take for an independent miner working with his pick and shovel had by then sharply decreased from what it had been in 1848. As gold became more and more difficult to reach, the growing industrialization of mining drove more and more miners from independence into wage labor. The new technique of hydraulic mining, developed in 1853, brought enormous profits but destroyed much of the region’s landscape.

Though gold mining continued throughout the 1850s, it had reached its peak by 1852, when some $81 million was pulled from the ground. After that year, the total take declined gradually, leveling off to around $45 million per year by 1857. Settlement in California continued, however, and by the end of the decade the state’s population was 380,000.

Article Details:

The Gold Rush of 1849

- **Author**
  History.com Staff
- **Website Name**
  History.com
- **Year Published**
  2010
- **Title**
  The Gold Rush of 1849
Appendix B


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FURTHER INVESTIGATION
Appendix C

Image (Photo, Print, Painting, etc.) Analysis Tool with a Geographic Lens

Image 1

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
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<tbody>
<tr>
<td>What is the form of the image (painting, print, photograph, drawing)?</td>
<td>What languages do the words represent?</td>
<td>How do the clothing, buildings, transportation and/or landscape reflect the economic, political, or societal conditions for the time when the image was created?</td>
</tr>
<tr>
<td>Can you determine who created the image?</td>
<td>If there is no date, when do you think the image was made?</td>
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<tr>
<td>What words are on the image?</td>
<td>What place or region does this image show?</td>
<td></td>
</tr>
<tr>
<td>What dates are on the image?</td>
<td>What year is the image from?</td>
<td></td>
</tr>
<tr>
<td>Is the image black and white or in color?</td>
<td>Can you identify a geographic theme (region, place, movement, physical system, human/environment interaction, etc.) for this image?</td>
<td></td>
</tr>
<tr>
<td>Describe who is in the image.</td>
<td>Describe the spatial patterns illustrated in this image. These patterns might be in the people, transportation, buildings, or landscape.</td>
<td></td>
</tr>
<tr>
<td>What types of buildings are in the image?</td>
<td>What is the most likely purpose of this image?</td>
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</tr>
<tr>
<td>What types of transportation are in the image?</td>
<td>How does this image compare to current image on the same topic?</td>
<td></td>
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<tr>
<td>Are there objects in the image? You recognize them? What are they used for?</td>
<td>What seems to be missing from the image?</td>
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<tr>
<td>Describe the landscape and physical features in the image.</td>
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Appendix D

Political Cartoon Analysis Tool with Geographic Lens Images 2 and 3
Appendix E

Poster Project Rubric

DIRECTIONS: This form is designed to help you evaluate student-created posters. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student’s or group’s work.

1 = Weak  2 = Moderately Weak  3 = Average  4 = Moderately Strong  5 = Strong

1. The poster contains appropriate items and information.
   1 2 3 4 5

2. The poster is clean and neat, and the information on it is well organized.
   1 2 3 4 5

3. The poster is colorful and creative.
   1 2 3 4 5

4. The spelling, punctuation, and grammar of any text on the poster are accurate.
   1 2 3 4 5

5. Any artwork on the poster is appropriate and carefully executed.
   1 2 3 4 5

6. The information on the poster is appropriate to the topic.
   1 2 3 4 5

7. The poster shows an understanding of the topic and related concepts.
   1 2 3 4 5

8. The poster fulfills the requirements of the assignment.
   1 2 3 4 5

9. The student or group did a good job presenting the poster to the class.
   1 2 3 4 5

10. Overall, the final result represents the student’s or group’s full potential.
    1 2 3 4 5

Additional Comments: ________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Total Points/Grade: ________

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<th>Presentation</th>
<th>Awareness</th>
<th>Enthusiasm</th>
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<tbody>
<tr>
<td>Improves over time</td>
<td>Knowledgeable of some points</td>
<td>Shows some enthusiasm</td>
</tr>
<tr>
<td>Poor, not easy to follow</td>
<td>Present points poorly</td>
<td>Rarely uses visual aids</td>
</tr>
<tr>
<td>Baby steps toward improvement</td>
<td>Knowledgeable of some points</td>
<td>Shows some enthusiasm</td>
</tr>
<tr>
<td>Requires frequent reminders</td>
<td>Present points poorly</td>
<td>Rarely uses visual aids</td>
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<table>
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<tr>
<th>Content</th>
<th>Organization</th>
<th>Delivery</th>
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<tbody>
<tr>
<td>Well written and logical</td>
<td>Clear and well-organized</td>
<td>Shows clear introduction and conclusion</td>
</tr>
<tr>
<td>Has clear goals and objectives</td>
<td>Clearly states problem and solution</td>
<td>Provides clear introduction and conclusion</td>
</tr>
<tr>
<td>Uses effective visual aids</td>
<td>Clearly states problem and solution</td>
<td>Provides clear introduction and conclusion</td>
</tr>
<tr>
<td>Maintains audience interest</td>
<td>Clearly states problem and solution</td>
<td>Provides clear introduction and conclusion</td>
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**Oral Presentation Rubric**

<table>
<thead>
<tr>
<th>Score</th>
<th>1—Needs Improvement</th>
<th>2—Fair</th>
<th>3—Good</th>
<th>4—Excellent</th>
</tr>
</thead>
</table>

**Name:**

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(Translation of headings and descriptions as needed for readability and coherence.)
Appendix F

Map of the California Gold Rush Camps (1849)

Due:

A map is a picture of a place. Different maps show different information.

**DIRECTIONS**: Your grade will be based on the checklist and *The Map of the California Gold Rush Camps*. Your map can be any size equal to or larger than a standard 8x11 piece of paper (do not use lined paper). This will be in addition to your poster when you present your research.

**Map of the California Gold Rush (1849)**

**REQUIRED FEATURES**:
- A compass rose
- A title and purpose/content of the Map
- A key/legend to explain any colors or symbols on your map
- Neatness and Spelling
- At least 5 different mines located on the map

**Resources**
You can use the information that you gathered from your research on the California Gold Rush.

You can use information from your text book as well as from your research you completed in the computer lab.
Map of the California Gold Rush

Student Names: __________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Title tells the purpose/content of the map, is clearly distinguishable as the title (e.g. larger letters, underlined, etc), and is printed at the top of the map.</td>
<td>Title tells the purpose/content of the map and is printed at the top of the map.</td>
<td>Title tells the purpose/content of the map, but is not located at the top of the map.</td>
<td>Purpose/content of the map is not clear from the title.</td>
</tr>
<tr>
<td>Labels &amp; Features - Neatness</td>
<td>90-100% of the labels/features can be read easily.</td>
<td>89-80% of the labels/features can be read easily.</td>
<td>79-70% of the labels/features can be read easily.</td>
<td>Less than 70% of the labels/features can be read easily.</td>
</tr>
<tr>
<td>Color Choices</td>
<td>Student always uses color appropriate for features (e.g. blue for water; black for labels, etc.) on map.</td>
<td>Student usually uses color appropriate for features (e.g. blue for water; black for labels, etc.).</td>
<td>Student sometimes uses color appropriate for features (e.g. blue for water; black for labels, etc.).</td>
<td>Student does not use color appropriately.</td>
</tr>
<tr>
<td>Neatness of Color and Lines</td>
<td>All straight lines are ruler-drawn, all errors have been neatly corrected and all features are colored completely.</td>
<td>All straight lines are ruler-drawn, most errors have been neatly corrected and most features are colored completely.</td>
<td>Most straight lines are ruler-drawn, most errors have been neatly corrected and most features are colored completely.</td>
<td>Many lines, corrections of errors and/or features are not neatly done.</td>
</tr>
<tr>
<td>Spelling/ Capitalization</td>
<td>95-100% of words on the map are spelled and capitalized correctly.</td>
<td>94-85% of the words on the map are spelled and capitalized correctly.</td>
<td>84-75% of the words on the map are spelled and capitalized correctly.</td>
<td>Less than 75% of the words on the map are spelled and/or capitalized correctly.</td>
</tr>
</tbody>
</table>

_____ / 5 Total points from Checklist
_____ / 25 Total Points from Rubric
_____ / 30 Total Points _____ Letter Grade
Appendix J

COLORADO
www.50states.com
Appendix K

NEVADA
www.50states.com
REMEMBER: each lesson must include at least one primary source, at least one Geography analysis tool, and be geographic in focus.