



## Independent Studies Course Syllabus

**Course Number and Name: SOC 900 History of the Mother Lode**

**Instructor's Name: Jeromy Winter**

**Contact Information:**

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**Number of Units: 2 or 3 Units**

### **Course Description**

This course is designed primarily to help classroom teachers become more knowledgeable about California's past. It focuses on the people and events that made the Southern Mother Lode region in and around Mariposa, Agua Fria, Hornitos, and La Grange, such a significant part of California's rich history. The course provides the bridge necessary for classroom teachers to better understand the role this region played in the settlement of the west and, more specifically, California.

SOC 900 is a self-directed travel course that provides participants with on-site learning experiences which can be shared with families, friends, and associates at actual points of historical significance. It uniquely stimulates interest in California's heritage and develops an appreciation for those persons who contributed to the development of California as it exists today.

The stories of ordinary and extraordinary people help describe and bring in "concepts of courage, justice, heroism, and leadership." Geographic and economic aspects of life during the Gold Rush are explored, including the arrival of immigrants and the impact they had on Native Americans and in forming characteristics of our contemporary society. Terminology, especially as related to "labor intensive mining," placer mining equipment, and techniques is introduced. Historical sites where miners panned and hydraulic mined for gold, ecological ruins, dredge sites, museums, churches, cemeteries, and historical buildings are visited as the student travels, via his/her own vehicle, through the Southern Mother Lode region.

Historical information is presented by docents, written materials, photographs, audio tapes (oral history, dramatizations, narratives, guided tours), and a text. Distinguished Californians who share a common love for California history and the Mother Lode contributed to the preparation of this course.

### **Course Dates**

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

### **Course Materials**

- One History Social Science Content Standards for California Public Schools Kindergarten through Grade Twelve, adopted by the California State Board of Education, October 1998.

- One Text: *Mariposa County Courthouse* by Scott Pinkerton, 1989, or *The Call of Gold* by Newell Chamberlain (some students may have access to this earlier text), March 1977.
- One *History of the Mother Lode Course Booklet* written by the instructors. It contains Student Response Sheets, instructor contact information, maps, directions, and other general information.
- Four Audio CDs.
- One Golden Chain Council Map of the Mother Lode.
- One 10" X 13" envelope to be used to return completed materials to the instructor.
- One California Golden Chain Map of the Mother Lode.

**Course Requirements**

- Listen to the introductory audio-cassette and complete Student Response Sheets covering information presented on the tape
- Read *History Social Science Content Standards for California Public Schools K-12*, and complete Student Response Sheets related to that state publication
- Read text and complete Student Response Sheets related to the text
- Spend at least two days in the Southern Mother Lode region; listen to taped oral history interviews, discussions, and dramatizations; take taped and docent guided tours; visit Dial’s Rock Shop, museums, cemeteries and other points of interest in the vicinity Agua Fria, Mariposa, Hornitos, Merced Falls, La Grange, and a Dredge Site. Complete Student Response Sheets contained in the *Course Booklet* during site visitations. Verify, in the *Course Booklet*, attendance at the required historic Information Sites.
- Listen to a final CD assignment at home after visiting all required field sites. Complete Student Response Sheets contained in the *Course Booklet*.
- Teachers enrolled for three units must satisfy a project requirement utilizing information presented in the course. Suggested projects include preparation of a Mother Lode bulletin board or mining device followed by a formal presentation to a group of students or peers; research a topic relating to the Mother Lode, and write an overview summarizing that research; visit the California State Mineral Exhibit located in Mariposa, and write a review of the exhibits; submit written plans for a field trip to the Mother Lode; or, make a comparison between instructor-selected “individuals” of the Gold Rush to show what each had in common, and how they were associated with California, and the Gold Rush
- Or, a student–selected project will be satisfactory -- with prior instructor approval

**National Content / Common Core Standards**

<b>California Grade Level Aligned Examples</b>	<b>Listed below are selected examples of standards covered in SOC 902 which align with National Standards K-12 and State Standards.</b>
K.6	Understand that history relates to events, people, and places of other times
1.5-2	Understand the ways in which American Indians and immigrants have helped define California and American culture.
2.1-1	Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.
3.1-2	Trace the ways in which people have used the resources of the local region and modified the physical environment.

<b>California Grade Level Aligned Examples</b>	<b>Listed below are selected examples of standards covered in SOC 902 which align with National Standards K-12 and State Standards.</b>
4.4-2	Explain how the Gold Rush transformed the economy of California, including types of products produced and consumed, changes in towns, economic conflicts between diverse groups of people.
5.8	Students trace colonization, immigration and settlement patterns of America from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.
Grades Six through Eight - United States and World History	Students in grades six through eight study ancient civilizations, medieval and early modern times, and United States growth and conflict, respectively. Students must possess the skills necessary to reflect on ideas as they impacted the United States as a young republic and today. Students must be able to explain how historical ideas and events result in the emergence of new patterns. Students develop an appreciation of the continuity of human experience, the great debt owed to those who lived in earlier times, and the responsibility owed to those who will follow.
Grades Nine through Twelve - Developmental Considerations	Students in grades nine through twelve study the modern world, continuity and change in the twentieth century, and principles of American democracy and economics. Students must understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions. Students in these grades must be able to interpret past events and issues within the context in which an event unfolded rather than solely in terms of present day norms and values. Change is complicated and affects not only technology and politics but also values and beliefs. An understanding of social controls and governmental policies is important if students are to become active participants in the economic, political, and social development of their state and country.

<b>English Language Arts &amp; Literacy in History/ Social Studies, Science, and Technical Subjects</b>	<b>These are Broad Common Core Standards : College and Career Readiness Anchor Standards for Reading</b>
Key Ideas and Details	<ol style="list-style-type: none"> <li>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> </ol>

English Language Arts & Literacy in History/ Social Studies, Science, and Technical Subjects	These are Broad Common Core Standards : College and Career Readiness Anchor Standards for Reading
Craft and Structure	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity	10. Read and comprehend complex literary and informational texts independently and proficiently.

**Learning Objectives / Outcomes**

Students will:

- review and gain confidence in teaching history/social science (Kindergarten through Grade 12) in accordance with state and national content/skill standards.
- become more familiar with Professional Teaching Standards and their application in the classroom.
- utilize historical thinking skills that differentiate between past, present, and future; seek and evaluate evidence; interpret historical records; and construct a historical narrative.
- acquire historical understandings of California and its communities -- drawn from the record of human aspirations, strivings, accomplishments, and failures by means of oral history.
- describe the impact the Gold Rush had on California.
- identify and describe Native Americans living in the Southern Mother Lode during the Gold Rush.
- describe the impact the Gold Rush had on Native Americans.
- describe the influence the arrival of women and children had on the history of the state.
- describe the geography and geology of the Southern Mother Lode region.
- identify ordinary and extraordinary people who affected the history of their state.
- describe “labor intensive mining techniques,” including tools and equipment.
- analyze the influences “labor intensive mining” had on the ecology of the land.
- compare the life of the prospector with that of the farmer back home.

**Schedule of Topics and Assignments**

1. Read the information and instructions given on pages i, ii, iii, and iv of the *Course Booklet*.
2. Read the *History-Social Science Content Standards for California Public Schools K-12* booklet, and complete *Course Booklet* Student Response Sheets.

3. Read the text, *Mariposa County Court House* **or** *The Call of Gold* and complete the appropriate Course Booklet Student Response Sheets.
4. Listen to Information CD #1 (Tracks 1–4) at home, and complete the appropriate Student Response Sheets at home before you begin your Field Study Assignment.

**Evidence of Learning**

Students demonstrate evidence of learning by means of accurate and reflective SOC 900 History of the Mother Lode Course Booklet responses. This includes showing evidence of learning about standards-based instruction, responding to the questions for The Call of Gold, and completion of field study questions. Students will design a plan for practical use in the classroom and successfully complete the practical use project assignments.

**Grading Policies and Rubrics**

Point Value	Assignment and Topic
5 Points	1. Read the <u>History-Social Science Content Standards</u> at <a href="http://www.cde.ca.gov/be/st/ss/">http://www.cde.ca.gov/be/st/ss/</a> and complete the Course Booklet assignment.
15 Points	2. Read text, <u>The Call of Gold</u> and complete the Course Booklet assignment.
39 Points	3. Visit the required field study “Informational Sites,” complete the <i>Course Booklet</i> assignment.
15 Points	4. Complete a Teacher Designed Plan for Practical Application of information garnered from the course which might be shared with students in partial fulfillment of state/national standards. Refer to <i>Course Booklet Page</i>
15 Points	5. Use notes taken at each information stop to describe the field study trip. Refer to Course Booklet.
11 Points	6. Select and complete an Optional Project Assignment in the Course Booklet related to History-Social Science.

**Grading Options**

**Two Units of Credit:** Teachers enrolled for TWO UNITS of credit must complete assignments 1 – 5 for a grade of Credit or “B.” In order to obtain an “A” grade, the teacher must complete assignments 1 – 6. Refer to the Course Booklet for additional information.

**Three Units of Credit:** Teachers enrolled for THREE UNITS of credit must complete assignments 1 – 5 for a grade of Credit or “B.” In order to obtain an “A” grade, the teacher must complete assignments 1 – 6. Refer to the Course Booklet for additional information. Keep a copy of your course work in the event something is lost in the mail. If you would like your materials returned, include a stamped, self addressed envelope for that purpose.

Two Units of Credit Enrollees	Three Units of Credit Enrollees
90 Points - 100 Points = A	101 Points - 111 Points = A
80 Points - 89 Points = B or Credit	89 Points - 100 Points = B or Credit
79 Points or below = No Credit	80 Points or below = No Credit
The discernment between an “A” or a “B” grade is at the discretion of the instructor based on the quality of the completed assignment. Teachers demonstrate Evidence of Learning by means of accurate and reflective Course Booklet responses.	

### **Instructor/Student Contact**

I encourage students to make contact with me anytime questions arise. Please feel free to contact me via email at teacherslearningconnection@gmail.com. You may also contact me at 559-896-1012. Remember I am an elementary school teacher, so give me a call after regular school hours and on weekends. I look forward to speaking to students.

### **References/ Resources**

#### **Course Presenters And Taped Oral History Interviews**

- Bob Kirchner: California prior to the Gold Rush; narrative
- Ralph Dials: Owner of Dials Rock Shop (topic: gold mining in Mariposa area; oral history)
- Jim Trapp: College Instructor, California History (topic: gold, its uses, and properties; narrative)
- Beth Dorough: Authority on Women of the West (topic: women of the west; narrative)
- Eleanor Trapp: Teacher (topic: Indian life during the Gold Rush; dramatization)
- Neil Stinson: Docent (topic: Guided Tour of Mariposa Museum and History Center)
- Scott Pinkerton: Docent and author (topic: gold mining tools and Miwok Indians; narrative)
- Bob Jervy: Docent (topic: Guided tour of Mariposa county courthouse - the oldest courthouse continuously in use west of the Mississippi River.)
- John Bacoccini: Retired miner (topic: working in a hard rock mine; oral history)
- Father Francis Walsh: Guided tour Catholic Church cemetery (topic: religion during the Gold Rush)
- Bill Keeler: Retired gold mining dredge worker (topic: The Old Gray Goose dredge and life in Merced Falls, California where the dredge was used to recover gold; oral history)
- Harry Odgers: Retired hard rock miner and gold mine owner (topic: searching for gold; oral history)

#### **Historic Sites Within The Southern Mother Lode Region That Require Visitation**

Sites include Dials Rock Shop and Agua Fria; Mariposa’s Historic Museum, County Court House Catholic Church and cemetery; Hornitos’: cemetery, Joaquin Murrieta’s tunnel, site where Hornitos Hotel stood and had as guests many notables including VP of US Shuyler Colfax, the plaza, jail, and its early IOOF hall; Merced Fall’s lumber mill, first school, and dredging ruins; the “Old Grey Goose Dredge” site where remnants of the dredge lay at rest among the ruins it created; La Grange’s Post Office and other historic buildings important during California’s early days.

### **Policy on Plagiarism**

*All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue.*

### **Fresno Pacific University Desired Student Outcomes**

*Graduate level course work reflects Fresno Pacific University's Desired Student Learning Outcomes as it applies to professional development to demonstrate the following:*

- *Oral and written communication in individual and group settings*
- *Content knowledge, and application of such knowledge in the student's area of interest to affect change*
- *Reflection for personal and professional growth*
- *Critical thinking*
- *Computational/methodological skills to understand and expand disciplines, including an understanding of technological systems*