

SOC 901 California Gold Rush 49ers/Miners

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Course Units: 2 or 3 Units

Course Description

This course is designed primarily to help classroom teachers become more knowledgeable about California's Gold Rush and capital intensive mining. It focuses on the people and events that made the Northern Mother Lode region in and around Coloma, California, the James Marshal Gold Discovery State Historic Park, Grass Valley, Nevada City, the North Star Mine Powerhouse, and the Empire Mine significant to California's rich heritage. SOC 901 explores how the discovery of gold at Colma led to California's first Gold Rush which required labor intensive mining; then, to capital intensive mining (hard-rock mining) in the Northern Mother Lode region and ultimately to the settlement of California and the west.

SOC 901 is a self-directed travel course that provides participants with on-site learning experiences that can be shared with families, friends, associates, and ultimately in the classroom with students. It uniquely stimulates interest in California's heritage and develops an appreciation for those who contributed to the discovery of gold, hard rock mining, and the development of California as an entrepreneurial state.

The stories of ordinary and extraordinary people describe "concepts of courage, justice, heroism, leadership, and risk-taking." Geographic and economic aspects of life during the Gold Rush are explored, characteristics of California's contemporary society. Terminology, especially as it relates to capital intensive mining, mining equipment, and techniques is introduced. Historic sites where hard-rock mining equipment are discussed and visited as the student travels, via his/her own vehicle, through the Northern Mother Lode region in and around Coloma, California (where the Gold Rush began) and Grass Valley, California.

Historic information is presented by means of an award-winning text, The World Rushed In by Dr. J.S. Holliday, docent tours, video and slide presentations, oral history tapes, written materials, music, photographs, and guided tours. Numerous authorities share their interest in California's history, the Mother Lode, hard-rock mining, and the people and events of the Gold Rush by means of interviews and narratives.

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.

Semester Dates For Center for Professional Development Student

- Spring - January 1 through April 30
- Summer - May 1 through August 31
- Fall - September 1 through December 31

Students receive credit for courses in the semester that assignments are returned to the instructor, satisfactorily completed and a grade is issued by the instructor.

Course Materials

1. Course Booklet written by the instructors contains Student Response Sheets, instructor contact information, maps, other general information.
1. Text – The World Rushed In by Dr. J. S. Holliday
2. Six Audio Oral History/Narrative CDs.
3. One 10” X 13” envelope to be used to return completed materials to the instructor.
4. Booklet or CD: History Social Science Content Standards for California Public Schools K-12, adopted by the California State Board of Education, October 1998. <http://www.cde.ca.gov/be/st/ss/>
5. California Golden Chain Map of the Mother Lode.

Check the materials you receive in your Study Packet. Make certain that you have all materials needed to complete California’s Gold Rush 49ers/Miners. If an item is missing or you need help, email Jeromy Winter at teacherslearningconnection@gmail.com or call at (559) 896-1012. You can also call the School of Professional Studies, Fresno Pacific University, at (559) 453-2015 or 1-800-372-5505.

Full Materials Fee: Teachers who pay the full materials fee are sent Items 1, 2, 3, 4, 5, & 6.

Partial Materials Fee: Teachers who pay the partial materials fee are sent Items 1 and 4. Teachers who plan to pay the partial materials fee must have access to other course materials.

Course Requirements

1. Read History Social Science Content Standards for California Public Schools K-12, and complete Student Response Sheets related to the state publication.
2. Listen to four audio tapes at home; complete Course Booklet Student Response Sheets.
3. Read text, The World Rushed In, and complete Student Response Sheets related to the text.
4. Field Study Assignment: Visit the required information sites, listen to audio tapes; complete Course Booklet Student Response Sheets.
5. Complete a teacher designed plan for Practical Application of information gleaned from SOC 901.
6. Select and complete a Gold Rush Project from a list of suggestions provided by the instructor.
7. Project Assignment: To be completed by teachers enrolled for 3 units of credit who choose to earn an “A” grade.

National Content/Common Core Standards

Teaching History/Social Science Content Standards and “skills” is something that most teachers have always done; however, standards have never before received the emphasis being given to them today. States’ standards are available on the internet, and school districts have copies available for teachers.

California Gold Rush 49ers/Miners, using on-site visitations, docents, taped historical narratives on CD, oral history, slides or video presentations, a text, and photographs, explores events that occurred within the Northern Mother Lode region and the immigrants who made those events happen. Historic events are presented in a chronological and geographic context. Reflection and research skills are encouraged. These are characteristics of the National Standards for History.

The National Standards for History generally group grades K-4 and 5-12 to allow for flexibility and overlap. Most states align their standards with the national standards. Some states have specific standards for individual grade levels.

California is a state that has established History/Social Science Content Standards for each grade level. These standards, like those of most other states, are consistent with national standards. California’s classification of its standards differs from the national standards format in that California provides grade-level numerical identification.

Examples of California’s Grade Level Standards

(The following examples are aligned with National Standards K – 4.)

- National History Standards
<http://www.sscnet.ucla.edu/nchs/standards/>
- National Social Studies Standards
<http://www.ncss.org/standards/teachers/vol1/home.shtml>
- State Standards for all curriculum areas and most states
<http://www.education-world.com/standards/state/index.shtml>
- Common Core Standards
<http://www.corestandards.org/>
- National Content and/or National Standards for the Teaching Profession
<http://www.nbpts.org/>

California Grade Level Aligned Examples	Listed below are selected examples of standards covered in SOC 902 which align with National Standards K-12 and State Standards.
K.6	Students 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.
3.3-2	Describe the economies established by settlers and their influence on the present-day economy, with emphasis on private property and entrepreneurship.
4.3-2	Compare how and why people traveled to California and the routes they traveled.

California Grade Level Aligned Examples	These standards are aligned with National Standards 5-12
5.2-4	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 terrain, rivers, etc.

California Grade Level Aligned Examples	These standards are aligned with National Standards 5-12
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.
8.6-1	Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).
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.

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
Key Ideas and Details	<ol style="list-style-type: none"> 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. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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:

- become familiar with Professional Teaching Standards and their application in the classroom.
- gain confidence in teaching history/social science (Kindergarten through Grade 12) in accordance with state and national content/skill standards.
- be introduced to historical thinking and analyzing skills.
- acquire historical understandings of California and its communities - drawn from the record of human aspirations, strivings, accomplishments, and failures.
- come to better understand the significance of California's two Gold Rushes.
- discover that many gold seekers were much like soldiers going to war.
- discover and become acquainted with the typical gold seeker.
- become familiar with world conditions which caused many immigrants to travel to America.
- discover the importance Cornish miners placed on music.
- analyze the Gold Rush impact on those who sought their fortunes in the Mother Lode in 1849 - 1850.
- learn from life-long residents of the Northern Mother Lode region how it was to be born and raised. In the area: schools, daily life, water and electric power, donation days, Cornish immigrants.
- become more aware of safety and health problems faced by hard-rock miners; mules working in the mines, rats, humor in the mines, myths, and pocket hunting.
- come to better understand the influence immigrants had on mining in the Northern Mother Lode.
- review the influence the arrival of women and children had on the Mother Lode area.

- become more knowledgeable of the geography and geology of the Northern Mother Lode region.
- be introduced to ordinary and extraordinary people who affected the history of their state.
- understand “capital intensive mining,” including the progression of mining tools.
- come to understand the influences capital intensive mining had on the ecology of the land.
- be able to describe a typical day in the life of a mine superintendent and hard-rock miners including blasters, trammers, timbermen, muckers, etc. with respect to occupational responsibilities, safety, entertainment, and religion.

Schedule of Topics and Assignments

1. Read History Social Science Content Standards for California Public Schools K-12, and complete Student Response Sheets related to the state publication.
2. Listen to four audio tapes at home; complete Course Booklet Student Response Sheets.
3. Read text, The World Rushed In, and complete Student Response Sheets related to the text.
4. Field Study Assignment: Visit the required information sites, listen to audio tapes; complete Course Booklet Student Response Sheets.
5. Complete a teacher designed plan for Practical Application of information gleaned from SOC 901.
6. Select and complete a Gold Rush Project from a list of suggestions provided by the instructor.
7. Project Assignment: To be completed by teachers enrolled for 3 units of credit who choose to earn an “A” grade.

Evidence of Learning

Students demonstrate evidence of learning by means of accurate and reflective SOC 901 California’s Gold Rush 49ers/Miners Course Booklet responses. This includes showing evidence of learning about standards-based instruction, responding to the questions for The World Rushed In, listening to the six audio CDs and visiting and correctly answering student response sheet questions based on the visitation points. 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 http://www.cde.ca.gov/be/st/ss/ and complete the Course Booklet assignment.
15 Points	2. Listen to Audio CDs at home and or on the field study trip and complete the Course Booklet assignments.
20 Points	3. Reading Assignment: Read the text, <u>The World Rushed In</u> ; and complete the Course Booklet assignment.
40 Points	4. Field Study Travel Assignment: Visit required field study “Information Sites,” and complete the Course Booklet assignments.
20 Points	5. 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.
10 Points	6. Gold Rush Project Assignment: Select and complete a project assignment. (Suggested Projects are indicated in the Course Booklet.)

Point Value	Assignment and Topic
10 Points	7. Bonus Assignment: Teachers enrolled for 3 units of credit who elect to work for an “A” grade are required to complete a bonus assignment. The Course Booklet contains bonus assignment suggestions.

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.

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 – 7. 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
99 Points - 110 Points = A	108 Points - 120 Points = A
88 Points - 98 Points = B or Credit	96 Points - 107 Points = B or Credit
87 Points or below = No Credit	95 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, Oral History Interviews, and Narrations

by previous instructors Bob Kirchner and Dr. J. D. Dorough

- Dr. J. S. Holliday, author (two award winning books about the Gold Rush) and Public Speaker. Topics California’s First Gold Rush; Calironia’s Second Gold Rush; immigration; hazards of the journey to California by sea and overland; comparison of 49ers to soldiers; SOC 901’s text *The World Rushed In*; gold seekers who stayed in California and those who returned back home.
- Dr. J. D. Dorough and Bob Kirchner, university instructors. Topic: Gold Rush interview with Dr. J.S. Holliday.
- Leslie Bromall, M.S. in archaeology and an authority on Cornish Miners. Topics: Cornish Miners and world conditions which caused them to immigrate to America; Cornish contributions to hard-rock

mining, their community involvement, sense of humor, forms of entertainment, and their health problems resulting from working in the mines.

- Harold George, retired Grass Valley music teacher. Topics: Cornish miners' love of music and original recordings of Christmas songs sung by Cornish miners.
- Marian Foote Conway, daughter of early hard-rock mining engineer. Topics: Her early childhood education; the Pelton Wheel; donation day; and water power vs. electricity.
- Ray Conway, husband of Marian Foote Conway and lifelong resident of Grass Valley. Topics: Life in Grass Valley and the Cornish immigrants.
- Art Kendall, North Star Mine Superintendent. Topics: A typical day working in a mine; timberman; trammers; blasters; tunnels; drifts; stopes; drillers; earnings and mine terminology.
- Harry Odgers, hard-rock mine employee and owner. Topics: Mine mules and rats; dangers working in a mine; bosses; safety precautions; pay; Cousin Jacks/Cornish miners and their entertainment.
- John Bacoccini, hard-rock mine employee. Topics: Mine jobs; blasting with dynamite dangers; wages; waterliner drills; silicosis; carbide lamps; muckers; wages and hours.
- Earl F. Schmidt, gold mining authority. Topics: James Marshall; John Sutter; the discovery of gold at Coloma; John Sutter and James Marshall testing for gold; towns in the Mother Lode
- Allen Davies, North Star Mine Powerhouse docent. Topics: Mining equipment; Cornish Pump; Pelton Water Wheel; ore trucks; Portal-to-Portal law; Idaho-Maryland Mine; serpentine and granite; donkey steam engine; extracting gold from quartz; carbide lamp; dry drills; retort; Kimber Machine; core samples and the blacksmith shop.
- Charles Steinfeld, Empire Mine State Historic Park docent. Topics: Empire Mine; power sources; trees/forest decimation; Bourn Cottage; headframe; hard-rock mining; highgrading; mining dangers; placer mining tools; Cornish miners; adit; the dry room; damming of streams; hydraulic mining; and, Judge Sawyer's Decision.
- Downey Clinch, Empire Mine State Historic Park docent. Topics: Miner's philosophy; Mill Street; result of the U.S. Government placing a value on the price of gold; miner's salary; cyanide vats; first aid room; gold theft (highgrading); and the first miner's strike.
- Joe Gomes, cinnabar miner. Topics: Cinnabar mines in California; mining dangers; mercury and its use in recovering gold.

Policy on Plagiarism

Fresno Pacific University has a policy on Academic Integrity/Honesty. 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