

The California Gold Rush, 1848–1856

by Spencer Burrows

Spencer Burrows has over fifteen years of experience as a middle and high school history teacher. He teaches high school history at Pacific Ridge School in Carlsbad, CA.

GRADE LEVEL(S): 7–12

RECOMMENDED TIME FOR COMPLETION: Five 45-minute class periods

UNIT OVERVIEW

This unit is one of the Gilder Lehrman Institute’s Teaching Literacy through History™ (TLTH) resources, designed to align with the Common Core State Standards. Students will learn and practice skills that will help them analyze, assess, and develop knowledgeable and well-reasoned points of view on primary source materials. These skills will enable students to understand, summarize, and evaluate original documents of historical significance.

Over the course of five lessons the students will investigate the California Gold Rush and its history. They will do a gallery walk to analyze primary and secondary source images and examine documents related to California’s development as a multiracial society during this time period. Then, students will participate in a debate based on what they have learned through the primary and secondary sources. You will assess what students have learned in the unit through their use and comprehension of the sources in a dramatic presentation of a mock news conference.

Students will be able to

- Close-read informational text
- Collaborate effectively with classmates during small-group discussion
- Observe details about images
- Present findings in an organized manner, with a thesis statement, supporting evidence, and a conclusion
- Develop public-speaking skills through debate

ESSENTIAL QUESTIONS

- Why did people migrate to California?
- What was life like in a Gold Rush mining camp?

- What contributed to a sense of lawlessness in the Gold Rush—era mining camps, boomtowns, and the city of San Francisco?
- What types of people lived in California between 1848 and 1856?

COMMON CORE STATE STANDARDS

CCSS.ELA-LITERACY.RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

MATERIALS

- Source 1: Historical Background: "The California Gold Rush" by Elliott West, Alumni Distinguished Professor of History Emeritus, University of Arkansas
- Source 2: "James Marshall, Discoverer of Gold, at Sutter's Mill," Coloma, California, ca. 1850, a reproduction of a daguerreotype by R. H. Vance, Library of Congress Prints and Photographs Division, loc.gov/item/2007676072
- Source 3: Excerpt from James K. Polk, *Message from the President of the United States to the Two Houses of Congress, December 5, 1848*, Washington DC, 1848, James K. Polk Papers: Series 5: Messages and Speeches, 1833–1848, Library of Congress, loc.gov/item/mss365090106/

- Source 4: “Gold and Quicksilver District of California” map and headlines from “El Dorado of the United States of America,” *California Herald*, December 26, 1848, The Gilder Lehrman Institute of American History, GLC00496.260, p. 1, gilderlehrman.org/collection/glc00496260
- Source 5: Excerpt from James Buchanan’s Advice on Travel to California to an unknown recipient, February 5, 1849, The Gilder Lehrman Institute of American History, GLC04575
- Source 6: Map from Hosea B. Horn, *Horn’s Overland Guide, from the US Indian Sub-Agency, Council Bluffs, on the Missouri River, to the City of Sacramento, in California*, New York: J. H. Colton, 1852, The Gilder Lehrman Institute of American History, GLC04152.02
- Activity Sheet 1: Gold Rush News Conference Organizer
- Source 7: Broadside by James M. Hutchings, *Hutchings’ California Scenes.—Methods of Mining*, San Francisco, 1855, The Gilder Lehrman Institute of American History, GLC09830, gilderlehrman.org/collection/glc09830
- Source 8: Lettersheet by Harrison Eastman and Ben Kutcher, artists, and Anthony & Baker, engraver, *The Miner’s Ten Commandments*, San Francisco: Sun Print, 1853, J. M. Hutchings, Library of Congress Prints and Photographs Division, loc.gov/item/2011661688/
- Source 9: “Abe Warner’s Cobweb Palace, a Saloon (formerly a butcher shop) Built 1856,” San Francisco, n.d., Roy D. Graves Pictorial Collection, UC Berkeley, Bancroft Library, oac.cdlib.org/ark:/13030/tf4n39p15q/?brand=oac4
- Source 10: Henry Bacon, “The Luck of Roaring Camp,” *Harper’s Weekly*, May 7, 1881, Haverhill Public Library Digital Archive, Courtesy of the Trustees of the Haverhill Public Library, Special Collections Department, haverhill.pastperfectonline.com/Photo/EE984EA8-ODC1-4269-89B0-324350321110
- Activity Sheet 2: Gallery Walk
- Source 11: Engraving from a lettersheet by Charles Christian Nahl, artist, and Anthony & Baker, engraver, “A Road Scene in California,” Wide West Office, San Francisco, 1856, The Bancroft Library, University of California, Berkeley, oac.cdlib.org/ark:/13030/hb509nb0dj
- Source 12: Excerpt from “Foreign Miners Tax,” *Daily Alta California*, March. 7, 1851, Courtesy of the California Digital Newspaper Collection, Center for Bibliographic Studies and Research, University of California, Riverside, cdnc.ucr.edu/?a=d&d=DAC18510307

- Source 13: Joseph B. Starkweather, “Head of Auburn Ravine,” 1852, California State Library, California History Room, Online Archive of California, dp.la/item/d9e8e5e2be427a306e776137fde59deb
- Activity Sheet 3: Debate Evidence Organizer
- Activity Sheet 4: News Conference Script

HISTORICAL BACKGROUND

The California Gold Rush

by Elliott West, University of Arkansas

On the morning of January 24, 1848, James W. Marshall, a New Jersey carpenter, was inspecting a mill he was building along the American River in northern California. Looking down, he noticed a glittering speck under the water. He picked it up and wondered if it might be gold. It was a small flake worth about fifty cents. Marshall's lucky find set off a series of strikes in California that by 1900 produced more than \$300,000,000 in gold. It was by far the richest gold rush in history up to that time.

By chance Marshall's discovery came just nine days before the United States and Mexico signed the Treaty of Guadalupe Hidalgo that ended the war between them (1846–1848) and gave the United States California and the Southwest. At the time California was home to around 150,000 Native Americans and only about 10,000 non-Natives, nearly all of them Hispanics who were formerly Mexican citizens. Most American Indians lived in scattered groups by hunting, gathering, and fishing. Non-Natives lived by a ranching and farming economy, exporting hides, horns, and hooves of cattle. San Francisco was a sleepy port with fewer than a thousand people.

That quickly changed. As the word of gold got out, tens of thousands of people from around the Pacific, from Europe, and from the eastern United States flocked to California's gold fields. The great rush set in motion profound changes across North America.

One immediate effect was catastrophic for California's Native peoples. Their economies were upended, thousands were effectively enslaved, and they were victims of genocidal assaults. Their population dropped by approximately 90 percent by 1900, to around 16,000.

The sudden burst of growth and wealth in the far West also deepened the conflict between slave and free states in the East, in particular over whether to allow African American slavery into the new lands acquired in 1848. More than any other single issue, the possible extension of slavery led to the Civil War, the emancipation of four million enslaved people, and the death of three-quarters of a million Americans.

Other developments spun off by the gold rush worked greatly to the advantage of the nation. California developed a rapidly expanding economy of large-scale agriculture, ranching, manufacturing, and urban commerce, especially in San Francisco. With new gold strikes in Oregon and the Pacific Northwest, then the discovery of silver in Nevada's Comstock Lode, a substantial population and mature economy blossomed on the far western edge of the expanded nation.

That, in turn, triggered efforts to forge connections to the Pacific coast. In the twenty years after the rush began, thousands of miles of road were surveyed, a transcontinental railroad was built, and ships crowded the sea lanes to California. Those connections then fed a rapid

development of lands crossed by the new roads and rails—the Great Plains, Rocky Mountains, and Southwest.

Those lands were brimming with other resources of great value to the growing nation. More gold and silver were found in Colorado, Arizona, Idaho, and Montana. Deep deposits of copper, essential for America’s new factories, were discovered in Arizona and Montana. The rich soils and vast pastures of the plains hosted modern agricultural and ranching industries. The great timberlands in the Northwest fed the nation’s hungry need for lumber.

During those same years the large and growing population on the West Coast encouraged an increasingly vigorous commerce and cultural connections westward into the Pacific world and Asia. This too would contribute mightily to the nation’s expanding economy and global influence.

All this played a crucial role in providing what the United States needed as it was remade into a modern industrial nation that, within only a few generations, would emerge as the wealthiest and most powerful in the world. The spreading consequences also brought to Native peoples across the West the same destruction and dispossession suffered by those in California. Looking back, that chance discovery on a frosty morning in 1848 was a trigger to momentous changes of the greatest significance in the nation’s history.

Elliott West is Alumni Distinguished Professor Emeritus of History at the University of Arkansas. He is the author of numerous books about the American West, including Continental Reckoning: The American West in the Age of Expansion (2023), which won the Bancroft Prize and was a finalist for the Pulitzer Prize.

LESSON 1: WHY MIGRATE TO CALIFORNIA? (1848–1856)

by Spencer Burrows

OVERVIEW

In this lesson the students will read a secondary source, a historical background essay by a scholar, about California before and after the Gold Rush. They will participate in a whole-class activity and small-group discussions while analyzing the historical background essay. Students' learning will be measured by their participation in a reciprocal learning exercise.

Students will be able to

- Close-read informational text
- Collaborate with classmates during small-group discussions

MATERIALS

- Source 1: Historical Background: "The California Gold Rush" by Elliott West, Alumni Distinguished Professor of History Emeritus, University of Arkansas

PROCEDURE

1. Distribute Source 1, an essay on the California Gold Rush by historian Elliott West. You may have the whole class "share read" the essay, divide the class into small groups, or have them read the essay independently. You may also have them read the essay before class.
2. To share read the essay, begin by asking the students to follow along silently while you (or a lead reader in the small groups) begin to read aloud, modeling prosody, inflection, and punctuation. Then ask the class or group to join in with the reading after a few sentences while you (or the lead reader) continue to read aloud, still serving as the model. This technique will support struggling readers as well as English language learners (ELL).
3. In a class or small-group discussion, bring out some facts and issues that students found important in the essay.
4. The class will now conduct a discussion around the topic *Why did people migrate to California, and what were the consequences?* This discussion will employ reciprocal

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teaching, a practice whose purpose is to increase students' reading comprehension skills using specific strategies. Teachers and students alternate leading a discussion about the text. You will model the discussion at the early stage. Then the students take more responsibility going forward.

- a. To set up the discussion, you may start with the whole class or split the class into groups at any point during the discussion. You may choose the size of the groups depending on the size of the class and the time available.
 - b. Assign students discussion roles (you decide how many of each role to assign based on group sizes):
 - i. Facilitator: Lead the discussion. Ask questions to keep the discussion moving, but interject as little as possible.
 - ii. Contributor: Add your opinion to the discussion by citing from the text, or sharing commonly held knowledge.
 - iii. Questioner: Only ask questions during the discussion.
 - iv. Summarizer: Summarize what the previous two or three students said in the discussion, then add your opinion.
 - v. Connector: Connect what the previous student said to a new or relevant point.
 - c. Once the students have their roles, give them five minutes to take notes and prepare what they want to share from the text. They should use their assigned role to guide their contribution to the discussion.
 - d. Have the facilitators begin the group discussion. Let the discussion continue for 10–20 minutes (or however long you think appropriate). Take notes regarding how and what students contributed during the discussion.
5. Wrap-Up: Have a short debrief with the class. What were the most important observations made about this time period? What worked well in the discussion? How did you perform your role? Were students able to share discussion time equally?
6. You may use the whole-class discussion as a formative assessment or you may circulate between groups while the individual discussions are taking place and grade participation in the group work.

LESSON 2: THE DISCOVERY OF GOLD (1848–1852)

by Spencer Burrows

OVERVIEW

In this lesson, students will scrutinize images, correspondence, and newspaper articles. Working in small groups, they will prepare for their end-of-unit mock news conference by analyzing sources and filling out their Gold Rush News Conference Organizer. You will evaluate student learning by collecting the organizers.

Students will be able to

- Collaborate with classmates during small group discussion
- Observe details about images (e.g., photographs and maps)

MATERIALS

- Source 2: “James Marshall, Discoverer of Gold, at Sutter’s Mill,” Coloma, California, ca. 1850, a reproduction of a daguerreotype by R. H. Vance, Library of Congress Prints and Photographs Division, loc.gov/item/2007676072
- Source 3: Excerpt from James K. Polk, *Message from the President of the United States to the Two Houses of Congress, December 5, 1848*, Washington DC, 1848, James K. Polk Papers: Series 5: Messages and Speeches, 1833–1848, Library of Congress, loc.gov/item/mss365090106/
- Source 4: “Gold and Quicksilver District of California” map and headlines from “El Dorado of the United States of America,” *California Herald*, December 26, 1848, The Gilder Lehrman Institute of American History, GLC00496.260, p. 1, gilderlehrman.org/collection/glc00496260
- Source 5: Excerpt from James Buchanan’s Advice on Travel to California to an unknown recipient, February 5, 1849, The Gilder Lehrman Institute of American History, GLC04575
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New York: J. H. Colton, 1852, The Gilder Lehrman Institute of American History, GLC04152.02

- Activity Sheet 1: Gold Rush News Conference Organizer

PROCEDURE

1. Divide the class into groups of four to six students. Ensure that the mix of students in each group encourages participation by all the students.
2. Explain to the students that at the end of the unit, the class will conduct a mock news conference addressing the question *Why did people migrate to California, and what were the consequences?* Their work today is in preparation for the news conference activity in Lesson 5.
3. Hand out Activity Sheet 1: Gold Rush News Conference Organizer. Explain that when students receive a new document, they should first write the document title next to the source number. Then, the students will develop a question about the document. For example, “What does this image show about life in a mining camp?” After writing the question in that section, the students will write answers to that question in the answer section. The students should be careful to cite words from the texts and details from the images.
4. Revisit key points from Lesson 1 and ask students to see how those key points might be revealed using questions about these images and texts to help them refine some of their questions and answers.
5. Distribute copies of all the five documents to each group or set up one station for each of the five documents for the groups to rotate through (making sure you have no more than five groups), giving them a set amount of time to stop at each station.
6. Wrap-Up: At the end of the activity, pull the class back together. Ask each group to share with the class their most important observation from each document (five observations total). Give the students two minutes to discuss in their group what to share with the whole class.
7. Collect the Activity Sheet 1 from students to use as a formative assessment for today’s work. Return students’ work at the end of the unit so that they can reference it while completing the summative news conference.

LESSON 3: MINING CAMPS, BOOMTOWNS, AND SAN FRANCISCO (1848–1856)

by Spencer Burrows

OVERVIEW

In this lesson the students will do a gallery walk in groups to analyze primary and secondary source images. These materials will help them address the question “What contributed to a sense of lawlessness in Gold Rush–era mining camps, boomtowns, and the city of San Francisco?” Then, each group will present to the class their analysis of one of the documents. Students are building further evidence for the news conference at the end of the unit. Student learning will be measured through Activity Sheet 2: Gallery Walk at the end of the lesson.

Students will be able to

- Collaborate with classmates during small-group discussions
- Observe details about images (e.g., broadsides and photographs)
- Present findings in an organized manner, with a thesis statement, supporting evidence, and a conclusion

MATERIALS

- Source 7: Broadside by James M. Hutchings, *Hutchings’ California Scenes.—Methods of Mining*, San Francisco, 1855, The Gilder Lehrman Institute of American History, GLC09830, gilderlehrman.org/collection/glc09830
- Source 8: Lettersheet by Harrison Eastman and Ben Kutcher, artists, and Anthony & Baker, engraver, *The Miner’s Ten Commandments*, San Francisco: Sun Print, 1853, J. M. Hutchings, Library of Congress Prints and Photographs Division, loc.gov/item/2011661688/

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- Source 9: “Abe Warner’s Cobweb Palace, a Saloon (formerly a butcher shop) Built 1856,” San Francisco, n.d., Roy D. Graves Pictorial Collection, UC Berkeley, Bancroft Library, oac.cdlib.org/ark:/13030/tf4n39p15q/?brand=oac4
- Source 10: Henry Bacon, “The Luck of Roaring Camp,” *Harper’s Weekly*, May 7, 1881, Haverhill Public Library Digital Archive, Courtesy of the Trustees of the Haverhill Public Library, Special Collections Department, haverhill.pastperfectonline.com/Photo/EE984EA8-0DC1-4269-89B0-324350321110 (Note: This secondary source was created more than thirty years after the discovery of gold at Sutter’s Mill.)
- Activity Sheet 2: Gallery Walk

PROCEDURE

1. Set up Sources 7–10 as a Gallery Walk in the classroom with space around each of the four documents.
2. Distribute copies of Activity Sheet 2: Gallery Walk (4 per student). Students will be gathering evidence to answer the guiding question “What contributed to a sense of lawlessness in Gold Rush–era mining camps, boomtowns, and the city of San Francisco?”
3. Divide the class into four groups.
4. Give the groups 4–5 minutes to analyze each document before rotating to the next. Students will fill in an activity sheet for each document. Have students cite image observations that can support the answers to their questions.
5. When the gallery walk rotation is complete, bring the class back together. Tell the students that each group will now give a brief, two-minute presentation on one of the documents. You can assign the documents or have the groups choose which document to focus on, ensuring that all four are selected. The group should tell the class how their document addresses the question “What contributed to a sense of lawlessness in Gold Rush–era mining camps, boomtowns, and the city of San Francisco?” In the presentation, the group should be organized, with a thesis statement, supporting evidence, and conclusion.
6. Give the groups five minutes to develop their presentation. Then each group will present to the class. As students listen to the other groups, they can add notes and details to their own activity sheets.
7. Once all groups share, ask them to answer the guiding question, either orally in a class discussion or in writing.
8. Collect Activity Sheet 2: Gallery Walk as the lesson’s formative assessment. You will return these activity sheets to the students for Lesson 5.

LESSON 4: THE MINING CAMP DEBATE (1848–1856)

by Spencer Burrows

OVERVIEW

In this lesson the students will examine documents about Gold Rush–era mining camps. Then, they will debate the prompt “If I were alive in 1850, would I have chosen to live in a mining camp and hunt for gold?” using the SPAR (Spontaneous Argumentation) debate format as described in the Procedure. In this lesson the students will work in groups to analyze documents, and then debate in pairs. They will demonstrate their understanding through their Debate Evidence Organizers.

Students will be able to

- Collaborate effectively with classmates during small-group discussions
- Observe details about images (e.g., photographs)
- Present findings in an organized manner, with a thesis statement, supporting evidence, and a conclusion
- Develop public-speaking skills through debate

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MATERIALS

- Source 11: Engraving from a lettersheet by Charles Christian Nahl, artist, and Anthony & Baker, engraver, “A Road Scene in California,” Wide West Office, San Francisco, 1856, The Bancroft Library, University of California, Berkeley, oac.cdlib.org/ark:/13030/hb509nb0dj
- Source 12: Excerpt from “Foreign Miners Tax,” *Daily Alta California*, March. 7, 1851, Courtesy of the California Digital Newspaper Collection, Center for Bibliographic Studies and Research, University of California, Riverside, cdnc.ucr.edu/?a=d&d=DAC18510307

- Source 13: Joseph B. Starkweather, “Head of Auburn Ravine,” 1852, California State Library, California History Room, Online Archive of California, dp.la/item/d9e8e5e2be427a306e776137fde59deb
- Activity Sheet 3: Debate Evidence Organizer

PROCEDURE

1. Put students in groups of 3–4 to analyze the documents.
2. Assign each group one of the three documents. These documents require three kinds of analysis: visual, interpretive, and textual.
3. Next, have the students identify the following elements in their document using Activity Sheet 3: Debate Evidence Organizer.
 - a. What is the document?
 - b. Who do you think the audience for this document was? What evidence supports your claim?
 - c. Does this document support the argument that living in a mining camp and hunting for gold was or wasn’t a good idea? List at least three pieces of evidence from the document that support your position.
4. Give groups 8 minutes to analyze their document, then switch documents. Continue until all the groups have analyzed all 3 documents. You may also choose to have them include documents from the previous lessons in their analysis.
5. Debate preparation:
 - a. Assign each student a side, either Pro or Con. Ideally, there should be an even number of students. If not, the last student out can pair with another student to prepare together or take the role of outlining the closing arguments in a group of three.
 - b. Pro students will be arguing that hunting for gold was a good reason to live in a mining camp. Con students will be arguing that the mining camps were too dangerous to justify taking the chance to hunt for gold.
 - c. Give students 5 minutes to write down at least 3 arguments supporting their side, based on evidence they collected on Activity Sheet 3.
6. Debate (all pairs will be debating at the same time)
 - a. Pair each Pro student with a Con student. They should now sit next to each other. All pairs will debate at the same time. Review the following directions with students before debating.

- b. The Pro students will stand up and face their opponent. They now have 2 minutes to deliver the arguments they prepared in support of their side. After two minutes, they will sit down. The Con students then stand up and have 2 minutes to present their three arguments.
 - c. The Pro student now stands up and has 1 minute to ask their opponent questions. These questions should attempt to poke holes in their opponents' arguments. After 1 minute, Pro sits down and Con stands up to respond to Pro's questions.
 - d. Con now has 1 minute to ask questions and Pro has one minute to respond.
 - e. Students now have 1 minute to silently outline a closing argument. This argument should tie together the strong points supporting their side, as well as any strong criticisms of their opponent's arguments.
 - f. Pro stands up and has 1 minute to deliver their argument. After they sit down, Con stands up, and has 1 minute to deliver their argument.
7. Wrap-Up: As a class, recap the debate.
 - a. Who "won"? Is it possible to determine a "winner"?
 - b. What good points did you make? What good points did your opponent make?
 - c. What is the strongest evidence to support the argument that hunting for gold was a good reason to live in a mining camp?
 - d. What is the strongest evidence to support the argument that the mining camps were too dangerous to justify taking the chance to find gold.
 - e. If time allows, repeat the debate simulation by making all Pro students now Con, and vice versa. Conduct the debate exercise again.
8. Collect Activity Sheet 3 as the lesson's formative assessment. Those sheets will be distributed back to students for Lesson 5.
9. Optional: Circulate during the debate period and take notes on the students' performance to assign participation grades.

LESSON 5: THE MOCK NEWS CONFERENCE

by Spencer Burrows

OVERVIEW

For the summative assessment, students will demonstrate what they have learned through their analysis of the sources. They will write and then stage a dramatic presentation of a mock news conference. The writing of the news conference script, as well as the actual presentation to the class, will reinforce previous learning. Student learning will be measured through the news conference presentations.

Students will be able to

- Close-read informational texts (e.g., newspaper articles, letters, broadsides)
- Collaborate effectively with classmates during small-group discussions
- Observe details about images
- Present findings in an organized manner, with a thesis statement, supporting evidence, and a conclusion
- Develop public-speaking skills through debate

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MATERIALS

- Sources from previous lessons
- Completed Activity Sheets 1–3
- Activity Sheet 4: News Conference Script

PROCEDURE

1. Distribute Activity Sheets 1–3 back to the students and ask them to pull out Sources 1–13.

2. Divide the students into groups of four to six students. One of the students will play the role of a fictional State of California spokesperson while the rest of the group will be reporters. The “event” is the 50th anniversary of the discovery of gold in California. The “spokesperson” will begin with a few short remarks. The “reporters” will ask the “spokesperson” questions about the 1848 discovery of gold and the impact of the numbers of people who arrived looking for gold. This group presentation is a scripted production. The introductory remarks and all the questions and answers will be written as a group. The answers to the questions should reference, as much as possible, the documents and sources analyzed in earlier lessons.
3. If possible, have the students watch a recording of an actual news conference before this activity.
4. Hand out Activity Sheet 4: News Conference Script. The students should now write the spokesperson’s brief initial remarks, the reporters’ questions, and the spokesperson’s answers. The questions should address the most important points of this topic. The students should be careful to cite evidence from the unit’s sources and access the analysis they completed on the activity sheets.
5. Each group takes a turn presenting their news conference in front of the class. Have another group take notes and deliver peer feedback after the conference.
6. News Conference Presentation:
 - a. The “spokesperson” delivers the remarks.
 - b. The “reporters” raise their hands and are selected by the spokesperson to ask a question. This continues until all of the questions have been asked, one per reporter, or the students could script follow-up questions, if time permits.
7. Repeat the process with all of the groups.
8. Have the class debrief the presentations. Which were the most effective? What made them effective? How could the presentations have been improved?
9. Collect the Activity Sheet 4: News Conference Script as the summative assessment.

Source 1: Historical Background

The California Gold Rush

by Elliott West, University of Arkansas

On the morning of January 24, 1848, James W. Marshall, a New Jersey carpenter, was inspecting a mill he was building along the American River in northern California. Looking down, he noticed a glittering speck under the water. He picked it up and wondered if it might be gold. It was a small flake worth about fifty cents. Marshall's lucky find set off a series of strikes in California that by 1900 produced more than \$300,000,000 in gold. It was by far the richest gold rush in history up to that time.

By chance Marshall's discovery came just nine days before the United States and Mexico signed the Treaty of Guadalupe Hidalgo that ended the war between them (1846–1848) and gave the United States California and the Southwest. At the time California was home to around 150,000 Native Americans and only about 10,000 non-Natives, nearly all of them Hispanics who were formerly Mexican citizens. Most American Indians lived in scattered groups by hunting, gathering, and fishing. Non-Natives lived by a ranching and farming economy, exporting hides, horns, and hooves of cattle. San Francisco was a sleepy port with fewer than a thousand people.

That quickly changed. As the word of gold got out, tens of thousands of people from around the Pacific, from Europe, and from the eastern United States flocked to California's gold fields. The great rush set in motion profound changes across North America.

One immediate effect was catastrophic for California's Native peoples. Their economies were upended, thousands were effectively enslaved, and they were victims of genocidal assaults. Their population dropped by approximately 90 percent by 1900, to around 16,000.

The sudden burst of growth and wealth in the far West also deepened the conflict between slave and free states in the East, in particular over whether to allow African American slavery into the new lands acquired in 1848. More than any other single issue, the possible extension of slavery led to the Civil War, the emancipation of four million enslaved people, and the death of three-quarters of a million Americans.

Other developments spun off by the gold rush worked greatly to the advantage of the nation. California developed a rapidly expanding economy of large-scale agriculture, ranching, manufacturing, and urban commerce, especially in San Francisco. With new gold strikes in Oregon and the Pacific Northwest, then the discovery of silver in Nevada's Comstock Lode, a substantial population and mature economy blossomed on the far western edge of the expanded nation.

That, in turn, triggered efforts to forge connections to the Pacific coast. In the twenty years after the rush began, thousands of miles of road were surveyed, a transcontinental railroad was

built, and ships crowded the sea lanes to California. Those connections then fed a rapid development of lands crossed by the new roads and rails—the Great Plains, Rocky Mountains, and Southwest.

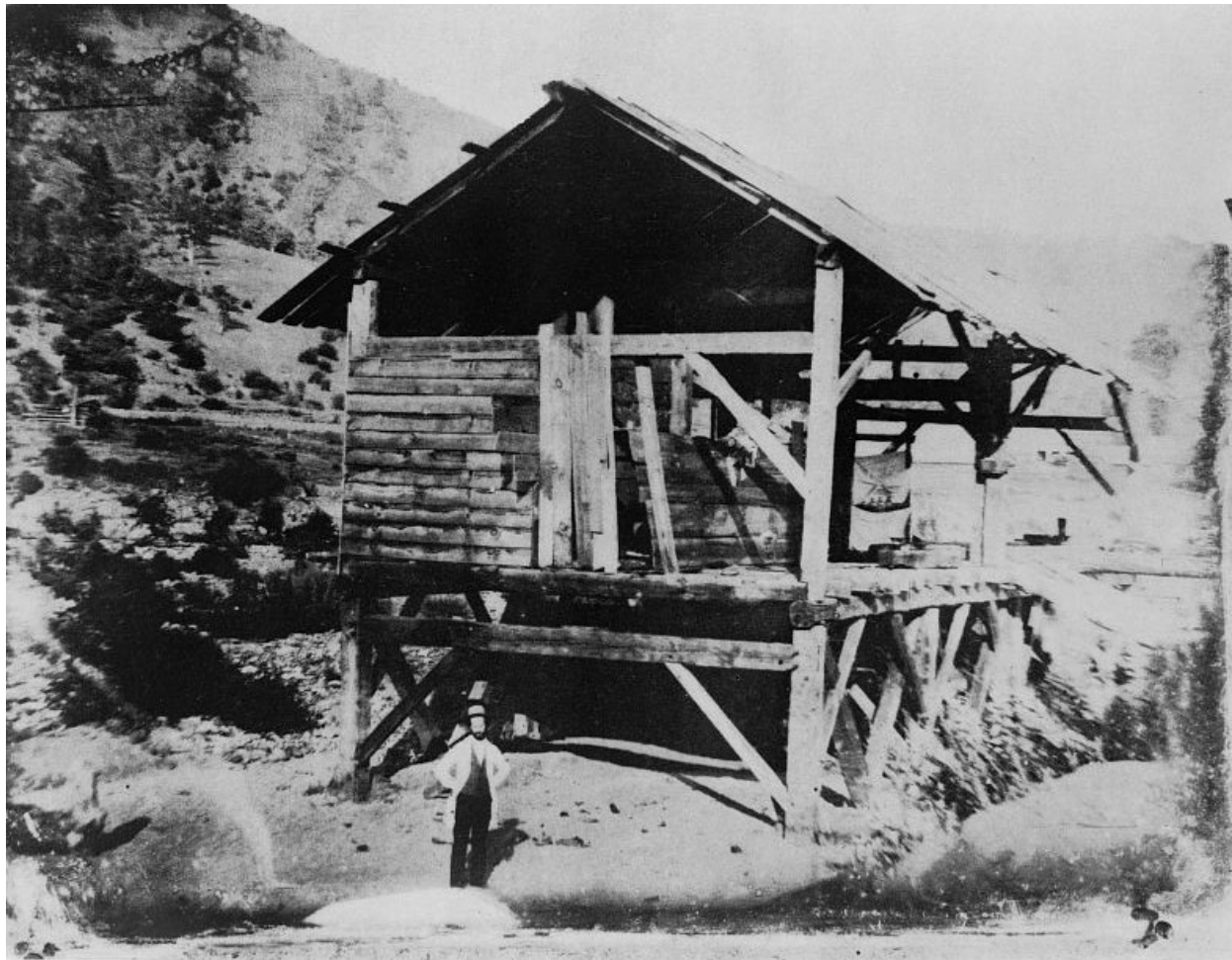
Those lands were brimming with other resources of great value to the growing nation. More gold and silver were found in Colorado, Arizona, Idaho, and Montana. Deep deposits of copper, essential for America’s new factories, were discovered in Arizona and Montana. The rich soils and vast pastures of the plains hosted modern agricultural and ranching industries. The great timberlands in the Northwest fed the nation’s hungry need for lumber.

During those same years the large and growing population on the West Coast encouraged an increasingly vigorous commerce and cultural connections westward into the Pacific world and Asia. This too would contribute mightily to the nation’s expanding economy and global influence.

All this played a crucial role in providing what the United States needed as it was remade into a modern industrial nation that, within only a few generations, would emerge as the wealthiest and most powerful in the world. The spreading consequences also brought to Native peoples across the West the same destruction and dispossession suffered by those in California. Looking back, that chance discovery on a frosty morning in 1848 was a trigger to momentous changes of the greatest significance in the nation’s history.

Elliott West is Alumni Distinguished Professor Emeritus of History at the University of Arkansas. He is the author of numerous books about the American West, including Continental Reckoning: The American West in the Age of Expansion (2023), which won the Bancroft Prize and was a finalist for the Pulitzer Prize.

Source 2: James Marshall at Sutter's Mill, 1850



4. JAMES MARSHALL, DISCOVERER OF GOLD, AT SUTTER'S MILL

"James Marshall, Discoverer of Gold, at Sutter's Mill," Coloma, California, ca. 1850, a reproduction of a daguerreotype by R. H. Vance (Library of Congress Prints and Photographs Division)

Source 3: Excerpt from President James Polk's Annual Message to Congress, 1848

. . . It was known that mines of the precious metals existed to a considerable extent in California at the time of its acquisition. Recent discoveries render it probable that these mines are more extensive and valuable than was anticipated. The accounts of the abundance of gold in that territory 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, who have visited the mineral district, and derived the facts which they detail from personal observation. Reluctant to credit the reports in general circulation as to the quantity of gold, the officer commanding our forces in California visited the mineral district in July last, for the purpose of obtaining accurate information on the subject. His report to the War Department of the result of his examination, and the facts obtained on the spot, is herewith laid before Congress. When he visited the country, there were about four thousand persons engaged in collecting gold. There is every reason to believe that the number of persons so employed has since been augmented. The explorations already made warrant the belief that the supply is very large and that gold is found at various places in an extensive district of country.

Information received from officers of the navy and other sources, though not so full and minute, confirms the accounts of the commander of our military force in California. It appears, also, from these reports, that mines of quicksilver are found in the vicinity of the gold region. One of them is now being worked, and is believed to be among the most productive in the world.

The effects produced by the discovery of these rich mineral deposits, and the success which has attended the labors of those who have resorted to them, have produced a surprising change in the state of affairs in California. Labor commands a most exorbitant price, and all other pursuits but that of searching for the precious metals are abandoned. Nearly the whole of the male population of the country have gone to the gold districts. Ships arriving on the coast are deserted by their crews, and their voyages suspended for want of sailors. Our commanding officer there entertains apprehensions that soldiers cannot be kept in the public service without a large increase of pay. Desertions in his command have become frequent, and he recommends that those who shall withstand the strong temptation, and remain faithful, should be rewarded. . . .

From James K. Polk, *Message from the President of the United States to the Two Houses of Congress, December 5, 1848*, Washington DC, 1848, p. 10 (James K. Polk Papers: Series 5: Messages and Speeches, 1833–1848, Library of Congress)

Source 4: "Gold and Quicksilver District Map of California" and "El Dorado of the United States of America"

THE CALIFORNIA HERALD.

PUBLISHED BY JAMES GORDON BENNETT. NEW YORK, TUESDAY, DECEMBER 26, 1848. NORTHWEST CORNER OF NASSAU STS. FULTON AND.

GOLD AND QUICKSILVER DISTRICT OF CALIFORNIA

EL DORADO OF THE UNITED STATES OF AMERICA.

THE DISCOVERY OF INEXHAUSTIBLE GOLD MINES IN CALIFORNIA.

Tremendous Excitement among the Americans.

The Extensive Preparations TO MIGRATE TO THE GOLD REGION. &c. &c. &c.

The great discovery of gold, in dust, scales and lumps, of quicksilver, platina, cinnabar, &c., &c., on the shores of the Pacific, has thrown the American people into a state of the wildest excitement. The intelligence from California, that gold can be picked up in lumps, weighing six or seven ounces, and scooped up in tin pans at the rate of a pound of the pure dust a scoop, whilst rich supplies of quicksilver, platina, &c., &c., are so plentiful as to be entirely neglected for the more precious metal, has set the inhabitants of this great republic almost crazy. "Ho! for California," is the cry every where. "Ho! for California," heads columns of advertisements in all the newspapers of

DISTANCES FROM MONTEREY:

To Murphy's	58 Miles.
Forbes' Mine	68 "
San Jose	81 "
San Francisco	131 "
Sonoma (Water)	144 "
San Rafael	155 "
Sonoma	160 "
Napa	230 "
Sutcliffe	248 "
Sutter's	267 "
Lower Mines	334 "
Upper Mines (Saw Mill)	357 "
Walker's (Store)	371 "

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"El Dorado of the United States of America," *California Herald*, December 26, 1848, p. 1 (The Gilder Lehrman Institute of American History, GLC00496.260)

Source 5: James Buchanan's Advice on Travel to California, 1849

Washington 5 Feb: '49

My dear Sir,

I have received your favor of the 30th ultimo I take pleasure in assuring you that I have no friend whom I would more gladly serve than yourself. Should you determine to go to California I shall furnish you strong letters of introduction to General Smith, Colonel Fremont & others & do all in my power to give you a fair start in that remote territory. I cannot, however, assume the responsibility of advising you as to this expediency of your emigration; but I may say I do not believe that the accounts which we have received in regard to the gold in that county have been exaggerated. Still I possess no information upon the subject which has not been published & you are abundantly capable of judging for yourself.

I cannot inform you at the present moment which is the best route by land. Before your departure, however, this may probably be ascertained. The most expeditious & best route will be to take the steamer to Chagres, cross from thence to Panama & then take the steamer to San Francisco; as soon as it shall be ascertained that there is a regular connection between the Atlantic & Pacific steamers. This had not been effected by the last advices; but doubtless will be within a brief period. . . .

From your friend
Very respectfully
James Buchanan

From a letter from James Buchanan to an unknown recipient, February 5, 1849 (The Gilder Lehrman Institute of American History, GLC04575)

Source 6: *Horn's Overland Guide to California and Oregon, 1852*



Map from Hosea B. Horn, *Horn's Overland Guide*, from the US Indian Sub-Agency, Council Bluffs, on the Missouri River, to the City of Sacramento, in California, New York: J. H. Colton, 1852. (The Gilder Lehrman Institute of American History, GLC04152.02)

Activity Sheet 1: Gold Rush News Conference Organizer

News Conference Topic: Why did people migrate to California, and what were the consequences?

Source 2:	
Write your question here:	
Answer:	Evidence from the source:

Source 3:	
Write your question here:	
Answer:	Evidence from the source:

NAME _____ PERIOD _____ DATE _____

Source 4:

Write your question here:

Answer:

Evidence from the source:

Source 5:

Write your question here:

Answer:

Evidence from the source:

NAME _____ PERIOD _____ DATE _____

Source 6:

Write your question here:

Answer:

Evidence from the source:

Source 7: Hutchings' California Scenes: Methods of Mining, 1855

HUTCHINGS' CALIFORNIA SCENES.—METHODS OF MINING.



CANALS.
The above is intended to represent a Canal, by means of which the water of a river or creek, after winding among the hills for many miles, supplies the mining districts with water. They are built at great cost, and are a great public convenience, for without them the mines would be comparatively useless. The time may come when the whole of the water from our mountain streams will be needed for mining and manufacturing purposes, and will be sold at a price within the reach of all.



SINKING A SHAFT
Is represented in the above engraving. These are sunk to ascertain if there is pay dirt upon the bed rock, or in any strata of gravel above it; or to find the basin or hollow in the rock upon a hill before commencing to tunnel. Sometimes all the pay dirt is thus hoisted by the windlass. These shafts are frequently very deep; one at Weaverville, Trinity Co., is 625 feet in depth.



The Hydraulic Telegraph.
The above represents the manner of constructing the "Hydraulic Telegraph," as it is named. A small flume is placed upon poles or high tressels, through which the water is conveyed from the canal or ditch to a barrel or square wooden funnel at the end, to which is attached the hose. These Telegraphs are generally from 80 to 130 feet above the pipe from which the water escapes, thus creating the required force for washing down banks of earth into the sluice.



SLUICING.
To the right a company of miners are "sluicing;" those at the upper end are throwing in the pay dirt, and the man at the lower end is tending the sluice. Several lengths of sluice-boxes, or troughs with the ends out, supported by tressels, form the sluice: across the bottom, inside, are riffles or false bottoms, to save the gold; a stream of water being turned down, the gold is separated from the dirt, which is washed out.



Hydraulic Washing.
The scene above represents a company of miners washing down the hill by the Hydraulic process. The water from above being confined in a strong hose, is played through a pipe upon the bank of sand and gravel, with great force and effect. By this process, great quantities of earth are washed down, and is there saved. Sometimes where the gold is very fine, the *Guyakutus* is of great value to the miner, saving nearly enough to pay his weekly water bill.



THE Guyakutus.
The above is an illustration of a gold-saving machine, recently invented by Mr. Jas. Taitianen of Placerville, by whom a similar one is patented, in which the finest particles of scale or flour gold are saved. The rocks are seen rolling over the end, while the dirt and gold water pass thro' a tom iron into the machine, where the gold is separated by means of quicksilver, and being washed over patent riffles.



TOMING.—The above represents three men working with a Tom; two are vigorously picking down and shoveling the dirt into the upper part of the Tom,—and the other is moving it about with a hoe or shovel, to wash it and throw out the larger rocks or riddings. The gold, dirt and water passes thro' a sieve or tom-iron at the lower end into a riffle box underneath, where the gold is saved.



GROUND SLUICING.
This illustrates one of the many methods of ground sluicing. A trench is first dug down the hill-side, into which a small stream of water is turned; miners then stand across or in the stream, and with their picks loosen the gravel and dirt, while the force of the water carries it into a sluice below. Sometimes a stream of water is made to run by the side of a bank, and by undermining or picking down the bank, it falls into the water, by which it is removed, and the pay dirt afterwards carefully washed.



TURNING THE RIVER.
This view represents the building of a dam across the river, to turn it into a flume. From ten to twenty men form themselves into a joint stock company, for the purpose of draining and working the bed of the river. Sometimes several companies will unite, and by their enterprise build a flume several miles in length, into which the whole stream is turned. Wheels are placed in the flume to pump out the remaining water, or elevate rocks or dirt from below, after which the dirt is washed in a sluice, tom or cradle. The "Sailors' Claim" on Feather River, cost over \$200,000, and employed three hundred men daily.



PANNING OUT.
The above represents the primitive method of mining. A pan filled with earth is set into the water, and by shaking it from side to side, the dirt is washed out, and the gold gradually sinking to the bottom of the pan, is there saved. This method is still used by every company to wash out the product of the days' labor; while the Chilian or Mexican uses the pan or bowl exclusively.



TUNNELING.
The strata of gravel or pay dirt lying upon the bed rock is generally the richest, and is taken out as represented above. Sometimes tunnels are made through the solid rock, to drain the water off, and work to the inside of the hill to advantage. The Table Mountain Tunnel near Jamestown, is 90 ft through solid rock, upon which, 2,566 days labor have been expended.



ROCKING THE CRADLE.
The earth to be washed is carried in buckets to the cradle, and emptied into the sieve or hopper, when water from a dipper is poured upon it, as the cradle is rocked from side to side, the earth and water falls through the sieve upon an apron sloping towards the back of the cradle, and passing over the bottom, is washed out at the end—while the gold remains on the apron, or at the end of the cradle. Chinamen are the principal operators now with this machine.

Entered according to Act of Congress, in the year 1855, by Jas M. Hutchings, in the Clerk's Office of the U. S. District Court for the Northern District of California. Published by J. M. Hutchings, San Francisco.

A broadside (or poster) published by James M. Hutchings, *Hutchings' California Scenes.—Methods of Mining*, San Francisco, 1855 (The Gilder Lehrman Institute of American History, GLC09830)

Source 8: *The Miner's Ten Commandments, 1853*

THE MINER'S TEN COMMANDMENTS.

I. Thou shalt not make unto thyself any false claim, nor any likeness to a man's man, or jumping one: whatever thou findest on the top above, or on the rock beneath, or in a crevice underneath the rock - or I will wait the mine's award to invite them on my side; and when they decide against thee, thou shalt take thy pick and thy pan, thy shovel, and thy blankets, with all that thou hast, and "go prospect" to seek good diggings; but thou shalt not return, in sorrow shalt thou find that mine - I'll claim is worked out, and yet no pile made there, to hide in the ground, or in an old boot beneath the bunk, or in a buckskin or bottle, or under the cabin, but hast paid all that was in the mine away, worn out thy back and thy commandments, so that there is nothing left about thee but the pickaxe, and thy pickaxe is likened unto thy garments; and at last thou shalt hire thy body out to make thy board and save thy bones.

II. Thou shalt not prospect before thy claim is given out. Neither shalt thou take thy money, nor thy gold dust, nor thy good name, to the running table in vain; for none, twenty-one, twenty-two, twenty-three, nor twenty-four, will prove to thee that the more thou puttest down the less thou shalt take up; and when thou thinkest of thy wife and children, thou shalt not hold thyself guiltless, but - inane.

III. Thou shalt not remember what thy friends do at home on the Sabbath day, lest the remembrance may not compare favorably with what thou dost here; six days thou mayest dig or pick all that thy body can stand under; but the 7th day is Sunday; yet thou wastest all thy dirty shirt, darrest all thy stockings, tap thy boots, mend thy clothing, clap thy whole week's firewood, make up and bake thy bread, and tell thy pick and shovel, that thou wast not when thou returnedst from thy luckless, weary. For in six days' labor only thou canst not work enough to wear out thy body in two years; but if thou wastest hard on Sunday also, thou canst do it in six months; and then, and thy son, and thy daughter, thy male friend and thy female friend, thy morals and thy conscience, be none the less for it; but reproach thee, shouldst thou ever return with thy worn-out body to thy mother's bedside, and thou

IV. Thou shalt not kill thy body by working in the rain, even though thou shalt make enough to buy physic and attendance with. Neither shalt thou sell thy neighbor's body in a fine; for, by "keeping cool," thou canst save his life and thy conscience. Neither shalt thou destroy thyself by getting "tight," nor "sloved," nor "bliss," nor "craved," nor "half-sot-over," nor "three sheets in the wind," by drinking smoothly down - "brandy-sling," "gin-cocktail," "whisky-punch," "rum toddies," nor "egg-nogs." Neither shalt thou suck "minic-alp," nor "sherry-cobbler," through a straw, nor gurgle from a bottle the "raw material," nor "raw meat" from a decanter, for, while thou art swallowing down thy purse, and thy coat from off thy back, time is passing the coat from off thy stomach; and if thou canst see the horses and rands, and gold dust, and some comforts already lying there - "a huge pile," - thou shalt feel a choking in thy throat; and when to that thou addest thy crooked walk and hissing talk, of "oldies in the gutter," of "rollups in the sun," of prospect-holes half full of water, and of shafts and ditches, from which thou hast emerged like a drowning rat, thou wilt feel disgusted with thyself, and inquire - "In thy servant a dog, that he doth these things?" well, I will say, Farewell, old bottle, I will kiss thy gurgling lips no more. And thou, sinner, cocktail, punch, minic-alp, cobbler, nogs, toddies, sangarees, and jules, forever farewell. Thy remembrance shames me, henceforth, I'll cut thy acquaintance, and break thee, breakings, heart burnings, blow-downs, and all the unwholesome catalogue of evils that follow in thy train. My wife's smiles and my children's merry-hearted laugh, shall charm and reward me for having the manly firmness and courage to say NO. I wish that an eternal farewell.

V. Thou shalt not grow discouraged, nor think of going home before thou hast made thy "pile," because thou hast not "struck a lead," nor found a "rich crevice," nor cut a hole upon a "pocket," lest in going home thou shalt leave four dollars a day, and go to work, ashamed, at fifty cents, and worse than right; for thou knowest by staying here, thou might'st strike a lead and fifty dollars a day, and keep thy manly

VI. Thou shalt not tell any false tales about "good diggings in the mountains," to thy neighbor, but thou mayest benefit a friend who hath no mine, and provisions, and tools, and blankets, he cannot sell - lest in deceiving thy neighbor, when he returns through the mine, he'll knock away his ribs, be a "black dog," thou shalt fall down and die.

VII. Thou shalt not commit unseemable matrimony, nor covet "single blessedness," nor forget about maidens; nor neglect thy "first love" - but thou shalt consider how faithfully and patiently she awaits thy return; yet, and covetous each apple that thou endest with kisses of kindly welcome - until she hath herself. Neither shalt thou covet thy neighbor's wife, nor trade with the seductions of life's daughter; yet, if thy heart be free, and thou love and covet each other, thou shalt "prop the question" like a man, let another more manly than thou art, should step in before thee, and thou love her in vain, and in the smother of thy heart's disappointment, thou shalt quote the language of the great, and say, "rich is life"; and thy future lot be that of a poor, lonely, despaired and comfortless bachelor.

VIII. A new Commandment give I unto thee - if thou hast a wife and little ones, that thou loves, lower than thy life - that thou keep them continually before thee, to cheer and urge thee onward until thou canst say, "I have enough - God bless them - I will return." Then as thou journeyest towards thy much loved home, with open arms and falling upon thy neck, weep tears of unnumbered joy that thou art come; then in the fallow of thy heart's gratitude, thou shalt kneel before thy Heavenly Father together, to thank him for thy safe return. AMEN - So ends it be.

IX. Thou shalt not tell any false tales about "good diggings in the mountains," to thy neighbor, but thou mayest benefit a friend who hath no mine, and provisions, and tools, and blankets, he cannot sell - lest in deceiving thy neighbor, when he returns through the mine, he'll knock away his ribs, be a "black dog," thou shalt fall down and die.

X. Thou shalt not commit unseemable matrimony, nor covet "single blessedness," nor forget about maidens; nor neglect thy "first love" - but thou shalt consider how faithfully and patiently she awaits thy return; yet, and covetous each apple that thou endest with kisses of kindly welcome - until she hath herself. Neither shalt thou covet thy neighbor's wife, nor trade with the seductions of life's daughter; yet, if thy heart be free, and thou love and covet each other, thou shalt "prop the question" like a man, let another more manly than thou art, should step in before thee, and thou love her in vain, and in the smother of thy heart's disappointment, thou shalt quote the language of the great, and say, "rich is life"; and thy future lot be that of a poor, lonely, despaired and comfortless bachelor.

FORTY-NINE.

Entered according to Act of Congress, in the year 1853, by JAMES M. HUTCHINGS, in the Clerk's Office of the U. S. District Court for the Northern District of California. Orders, pre paid, addressed "Box H, Placerville, El Dorado Co., Cal."

A lettersheet depicting images by Harrison Eastman and Ben Kutcher, engraved by Anthony & Baker, *The Miner's Ten Commandments*, San Francisco: Sun Print, J. M. Hutchings, 1853 (Library of Congress)

Excerpts from The Miner's Ten Commandments

- I. Thou shalt have no other claim than one.
- II. Thou shalt not make unto thyself any false claim, nor any likeness to a mean man, by jumping one: whatever thou findest on the top above, or on the rock beneath, or in a crevice underneath the rock—or I will visit the miners around to invite them on my side; and when they decide against thee, thou shalt take thy pick and they pan, thy shovel, and the blankets, with all that thou hast, and “go prospecting.” . . .
- III. Thou shalt not go prospecting before thy claim gives out. Neither shalt thou take thy money, nor thy gold dust, nor thy good name, to the gaming table in vain. . . .
- IV. Thou shalt not remember what thy friends do at home on the Sabbath day, lest the remembrance may not compare favorably with what thou doest here. . . .
- V. Thou shalt not think more of all thy gold, and how thou canst make it fastest, than how thou will enjoy it, after thou hast ridden, rough-shod, over thy good old parent’s precepts and examples. . . .
- VI. Thou shalt not kill thy body by working in the rain, even though thou shalt make enough to buy physic and attendance with. Neither shalt thou kill thy neighbor’s body in a duel. . . .
- VII. Thou shalt not grow discouraged, nor think of going home before thou hast made thy “pile,” . . . for thou knowest by staying here, thou might’est strike a lead and fifty dollars a day, and keep thy manly self-respect, and then go home with enough to make thyself and others happy.
- VIII. Thou shalt not steal a pick, or a shovel, or a pan from thy fellow miner; nor take away his tools without his leave; nor borrow those he cannot spare. . . . Neither shalt thou pick out specimens from the company’s pan to put them in thy mouth, or in thy purse; nor cheat thy partner of his share. . . .
- IX. Thou shalt not tell any false tales about “good diggings in the mountains,” to thy neighbor, that thou mayest benefit a friend. . . .
- X. Thou shalt not commit unsuitable matrimony, nor covet “single blessedness”; nor forget absent maidens; nor neglect thy “first love”;—but thou shalt consider how faithfully and patiently she awaiteth thy return. . . .

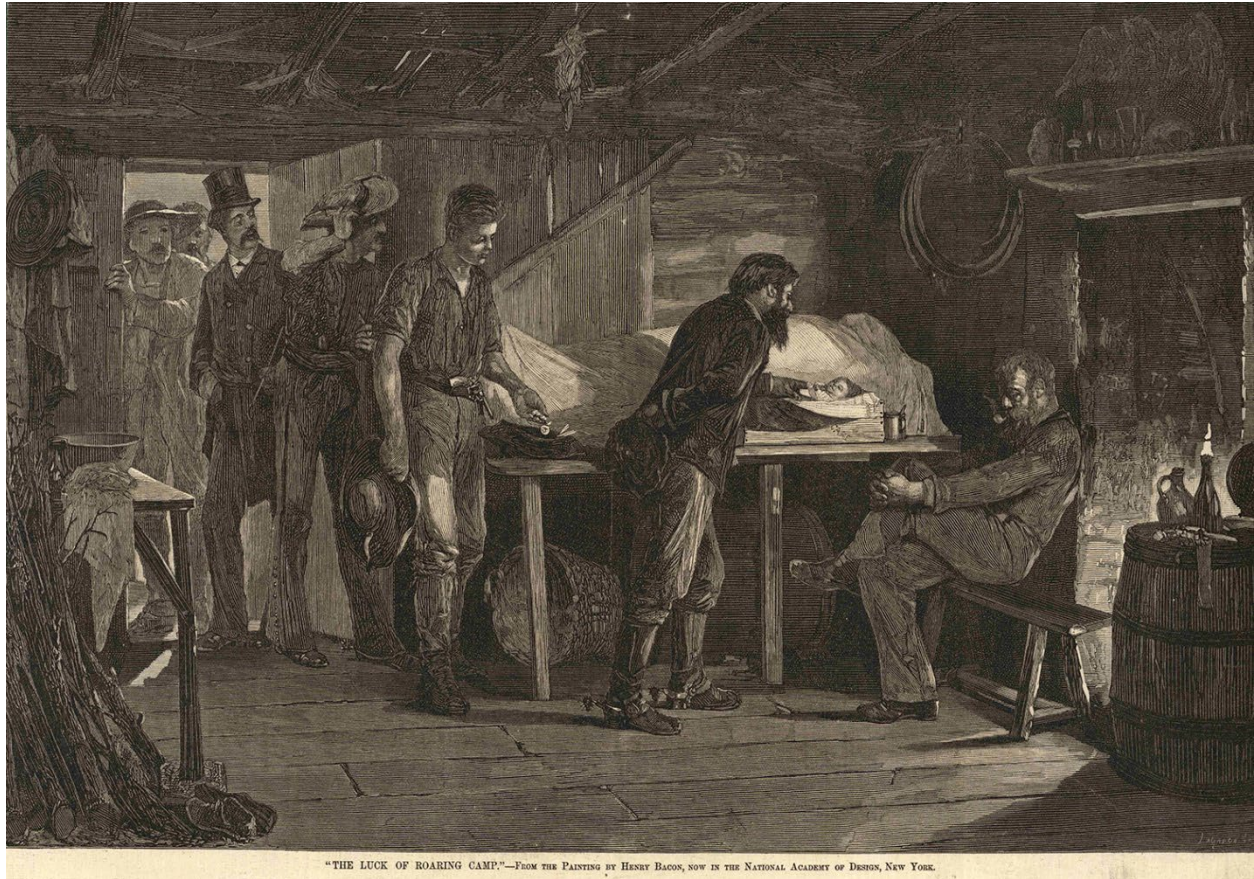
From *The Miner's Ten Commandments*, San Francisco: Sun Print, J. M. Hutchings, 1853 (Library of Congress)

Source 9: Abe's Saloon, San Francisco, n.d.



"Abe Warner's Cobweb Palace, a Saloon (formerly a butcher shop), Built 1856," San Francisco, n.d. (Roy D. Graves Pictorial Collection, UC Berkeley, Bancroft Library)

Source 10: "The Luck of Roaring Camp" (Secondary Source), 1881



Engraving based on a painting by Henry Bacon, "The Luck of Roaring Camp," *Harper's Weekly*, May 7, 1881 (Haverhill Public Library Digital Archive, Courtesy of the Trustees of the Haverhill Public Library, Special Collections Department)

NAME _____ PERIOD _____ DATE _____

Activity Sheet 2: Gallery Walk

Source # _____

Title:

What is the significance of the central figure(s) or object(s)?

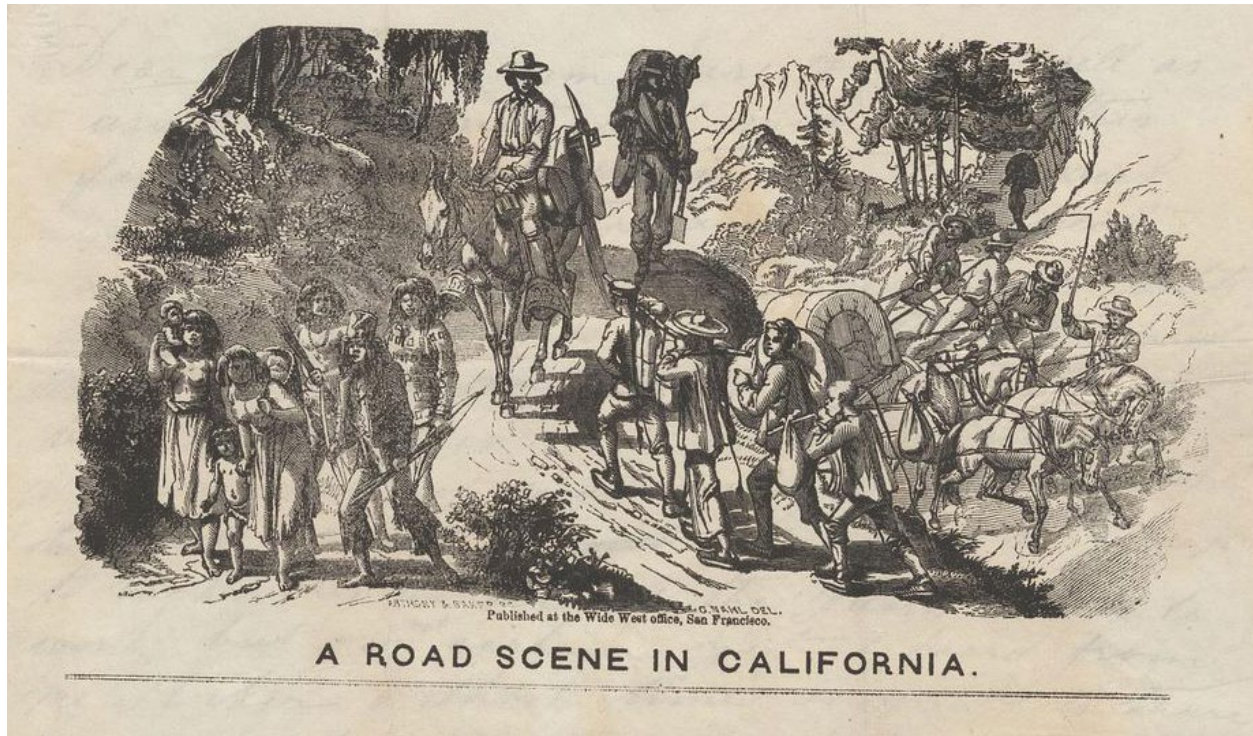
What action is taking place in the document?

What mood or tone is created by the document? What in the image is creating that mood or tone?

What message does the document give to the viewer?

How does this document address the question, What contributed to a sense of lawlessness in Gold Rush—era mining camps, boomtowns, and the city of San Francisco?

Source 11: Road Scene, 1856



Charles Christian Nahl, artist, and Anthony & Baker, engraver, "A Road Scene in California," Wide West Office, San Francisco, 1856 (The Bancroft Library, University of California, Berkeley)

Source 12: Excerpt from “Foreign Miners Tax,” 1851

. . . It has been the policy of the United States Government, and the State Governments also, and should have been particularly so of this State, to encourage immigration. We have said to the world, we are free, come and enjoy freedom with us. Induced by this generous, wise, and fortunate policy, millions have settled among us, and helped not only to clear away the forrest, make the earth rich with teeming crops and glorious in improvements, but they have added also a full share of intellectual contribution to our mental progress.

Knowing this, tens of thousands of miners came to California in the full belief that they would not only meet with gold, but what is far better, justice and kindness. From Mexico and Peru and Chile they flocked here, better miners than our own people. They dug, they got gold, and they spent it freely. They purchased provisions and clothing and tools. We wanted people to work and to purchase, and they furnished the supply. They usually expended nearly all of their gold as they lived onward. Even those who occasionally left for their homes, generally purchased a good stock of various articles before leaving. For instance, in China goods their trade was very great. Our own countrymen came here only to make a pile and carry it all out of the country. They seldom purchased anything to take away, and expended just as little as possible in the country while they remained here.

From “Foreign Miners Tax,” *Daily Alta California*, March. 7, 1851 (Courtesy of the California Digital Newspaper Collection, Center for Bibliographic Studies and Research, University of California, Riverside)

Source 13: Head of Auburn Ravine, 1852



Joseph B. Starkweather, "Head of Auburn Ravine," 1852 (California State Library, California History Room, Online Archive of California)

ACTIVITY SHEET 4: News Conference

State of California spokesperson's remarks on the 50th anniversary of the discovery of gold in 1848 and the impact of the numbers of people who arrived looking for gold:

Question 1:	
Answer:	Evidence from the text:
Question 2:	
Answer:	Evidence from the text:
Question 3:	
Answer:	Evidence from the text: