TEACHING THE CALIFORNIA GOLD RUSH
THROUGH THE PROCESS OF HISTORICAL THINKING

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Justin A. Sousa

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Justin A. Sousa

Approved by:

______________________________, Committee Chair

Chloe S. Burke

______________________________, Second Reader

Donald J. Azevada, Jr.

______________________________

Date
Student: Justin A. Sousa

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__________________________, Graduate Coordinator

Mona Siegel

Date

Department of History
Abstract

of

TEACHING THE CALIFORNIA GOLD RUSH THROUGH THE PROCESS OF HISTORICAL THINKING

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Justin A. Sousa

The California Gold Rush is an important occurrence within the exploration of the Western Frontier, American expansion during the nineteenth century, and the development of a unique and intriguing social world in the State of California. Currently, this aspect of California history is taught solely in the public schools at the primary grade levels. Although the Gold Rush is not included in the secondary grade level history curriculum, the incorporation of this event in the 8th and 11th grades promotes a further understanding of the history of the state. Additionally, the study of the Gold Rush provides multiple opportunities for teachers to implement historical thinking skills into the curriculum, thereby providing students with the tools necessary to contextualize, interpret, and establish an in-depth historical understanding of this event. Within this project are a variety of methods that provide teachers applicable techniques that encourage students to practice their ability to analyze the historical significance of the California Gold Rush. Utilizing a four-day lesson plan, teachers will find ways to implement Gold Rush content and promote historical thinking skills at the secondary grade levels. Although these methods and activities are demonstrated solely through
teaching the Gold Rush, it is also the goal of this project to encourage the application of historical thinking methodology within all Social Science content. In doing so, this teaching approach develops continuity throughout the grade levels and provides students with a consistent and engaging look at history.

_________________________________________, Committee Chair
Chloe S. Burke

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Date
DEDICATION

To my mother Bev, who diligently attained her Master’s Degree and encouraged me to do the same. Thank you so much for all of the inspiration and motivation.
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INTRODUCTION

It has become commonplace for California teachers in K-12 public schools to encounter a variety of restraints in their lesson planning due to time restrictions, budget cuts, and standardized testing. The result of this is that Social Studies teachers at the secondary grade levels encounter students who have not been exposed to in-depth historical perspectives and historical thinking. By the time students reach the second half of their K-12 educational careers, they have received very few opportunities to practice their skills of historical reasoning, analysis, and interpretation. Research suggests that the inclusion of historical thinking will “engage” students and “improve their knowledge and understanding of history.”¹ By implementing historical thinking skills into the practice of teaching and learning history, students at the secondary educational level are able to move beyond memorizing facts, and instead make sound historical connections.

As a high school history teacher, I encourage students to think beyond just dates and names found in their textbooks. Rather students must establish the necessary skills for historical thinking, which includes, as Sam Wineburg points out in his book *Historical Thinking*, the ability “to see through the eyes of the people who were there.”² At the same time, it is also important that students maintain their content knowledge in order to be successful on the California Standardized Test (CST), which students take at the end of each school year (except in the 12th grade). Incorporating historical thinking and historical knowledge of the curriculum standards can be a difficult task because both

objectives often work against the principles of one another. Historical thinking promotes student analysis and interpretation, while standardized tests, for the most part, ask students to choose a correct answer based on factual recall. However, by teaching both historical thinking skills as well as content, students will obtain extensive skills that they can apply toward thinking, writing, questioning, and even test taking strategies (in multiple subjects).

Applying the historical thinking skills approach to the process of learning history is something that teachers can incorporate at all grade levels and throughout all aspects of historical content. Determining when to apply this approach is something that Frederick Drake suggests occurs “at times when a teacher deems it appropriate.” Drake also suggests that the historical thinking approach “be used judiciously” and “must depend on each teacher’s knowledge of historical narrative and sources.” In addition, Drake advocates that “teachers should implement this approach at a time propitious to their expertise.” Adhering to Drake’s suggestions, I have chosen to apply methods of teaching historical thinking to one particular event in American history. This event includes the social aspects and historical significance of the California Gold Rush. This topic is useful because there are an abundance of primary and secondary sources, helpful in promoting student analysis and interpretation. Its historical relevance, although often overlooked, is significant as this event played an important role in promoting the ideals of Manifest Destiny and the causes of the Civil War. Finally the Gold Rush is a topic with a host of local connections, which allow students living in California the opportunity to build on

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3 Drake and Brown, 466.
prior knowledge and encounter names and places that students can easily identify with.

On a personal level, through research and by implementing the historical thinking process, I have developed a passion for studying the significance of the California Gold Rush and its impact on the formation of the State.

THE CURRICULUM STANDARDS DILEMMA

Unfortunately, as a secondary education teacher, who is interested in this subject, the opportunities to incorporate an in-depth study of the California Gold Rush into the 8th and 11th grade classrooms pose a certain challenge. In California’s History-Social Science teaching standards, the California Gold Rush is covered in detail only at the fourth grade level and is omitted at the secondary grade levels. This creates a problem at the secondary grade levels because teachers are encouraged to “teach to the standards” and stay “on pace” in order to cover the content that students will be tested on the CSTs. This dilemma does not only occur with regards to the Gold Rush. In fact, the California State Standards restrain teachers from promoting comprehensive historical thinking throughout various eras in both American and World history. This dilemma is something Wineburg determines is a result of the “History Wars” of the late 1980s and early 1990s when “the debate over which history to teach so dominated the debate that the more important question of why teach history in the first place was lost.”

By excluding the California Gold Rush from the secondary grade levels, a number of possibilities to promote historical thinking skills are being lost. Because the California Gold Rush played such an important part in the development and diversity of the state of

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4 Wineburg, xii.
California, students should be given the chance to investigate for themselves the significance of this event. Confining the California Gold Rush to the 4th grade level does not promote continuity and therefore, prohibits students from practicing their skills as historical thinkers at older age levels. Since the secondary grade level standards have neglected the inclusion of the Gold Rush, students are missing an in-depth understanding of the social, political, and economic consequences that followed the discovery of gold. By studying this event in further detail at the secondary grade levels, students are able to investigate important aspects of the California Gold Rush; this includes an emphasis on the complex and diverse society that makes this event so intriguing.

With that said, it must be made clear that by no means should the California State Standards be done away with. Instead, the California Gold Rush should be included into the secondary grade level standards as a way to promote historical thinking as well as to bridge the gap between the current curriculum standards. Teaching the California Gold Rush at the secondary level can help students make better connections between important eras of land expansion, Manifest Destiny, and the Civil War (Standard 8.8/11.1), as well as mid-nineteenth century industrialization, urbanization, and immigration (Standard 11.2). If teachers are “teaching to the standards,” they are already incorporating these ideas. Yet, to further enhance the learning experience, putting emphasis on the California Gold Rush will promote student understanding of the consequences of the Mexican-American War, the causes of the Civil War, the importance of the Compromise of 1850, the development of the Transcontinental Railroad, the demographic changes, and the conditions that individuals experienced as they moved West. These specific concepts are
found currently in the standards and sub-standards for both 8th and 11th grades. Only the applicable standards have been provided below to demonstrate where the California Gold Rush should be included and where it would best link adjacent standards:

*Curriculum Standard 8.8:* The students will analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

*Curriculum Standard 11.1:* The students will analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

*Curriculum Standard 11.2:* The students will analyze the relationship among the rise of the industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.⁵

Even within the sub-standards, included in these three content standards, the Gold Rush has been omitted. However, by learning about the Gold Rush, students will make a variety of historical connections including: the impacts of immigration, the rapid period of economic boom to bust, the experiences found within the unique and complex social world of mining towns, and, of course, the establishment of California as the 31st state.

Specifically teaching the California Gold Rush as an aspect of the 8th grade curriculum will help promote learning opportunities that support the idea of Manifest Destiny through landmark events like the Treaty of Guadalupe-Hidalgo and the discovery of gold. Aligning with Standard 8.8, students will also be able to connect the purpose, challenges, and economic incentives linking the California Gold Rush to the concept of Westward Expansion. Teaching the California Gold Rush in the 11th grade year can also act as a link between standards and objectives. In standard 11.1, the students will understand the sequence of events that led to the geographic development of the nation.

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⁵ For a complete look at the California Content Standards see Appendix A.
through land expansion during the middle of the nineteenth century. Standard 11.2 highlights the Industrial Revolution, of which the Gold Rush demonstrates the mechanization of the mining techniques, the number of investments that flowed into the new state, and the massive throngs of immigrants that made their way into the growing state of California. Teaching the California Gold Rush at both the 8th and 11th grades can support the existing standards, but this should be taught through more than just giving students supplemental material. The California Gold Rush should have its own place in the standards that recognize the economic and political impacts that this event established, as well as the controversial social aspects of racism and greed that were equally present. Pointing out the importance of teaching controversial issues, Jeffery D. Nokes explains that “students are typically given a straight-forward list of facts to be remembered… void of the kinds of controversies that are central in historical inquiry.”

Teaching the California Gold Rush also promotes standards-based vocabulary and literacy. By teaching the California Gold Rush, students are given the opportunity to become familiar with certain historical concepts and phrases that are consistent throughout all of the Social Science standards and test questions. The California Gold Rush allows for the introduction of “disciplinary concepts” such as social, economic, political, technological, and environmental. Students also learn what are called “substantive concepts,” which include words that correlate directly with the historical content; in this case words like community, entrepreneur, industrialization, and ethnic

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diversity. For example, students learn the social make up of the mining communities, including that of ethnic groups and gender ratios; the financial gains made by gold seekers, entrepreneurs, and the United States as a whole; the role of the government during the Mexican-American War and the rapid establishment of California as the 31st state; the ever changing mining techniques and the increasing development of industrialization in California; and the short and long term impacts that the Gold Rush and gold mining had on the physical landscape of the state.

For secondary education teachers, it is also important to understand what their students should have learned pertaining to the California Gold Rush before entering either an 8th or 11th grade classroom. Therefore, by taking a look at the following 4th grade content standard, it is evident that students at a young age are required to learn complex, in-depth, and specific themes.

*Curriculum Standard 4.3:* The students will explain the economic, social, and political life of California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and California statehood.

*Sub-standard 3.* The students will describe the effect of the Gold Rush on settlements, daily life, politics, and the physical environment.

*Objective A:* Can the students describe a variety of changes brought upon California by the Gold Rush?

This is definitely an elaborate standard, especially for 4th grade, and clearly suggests that there is some value to teaching the California Gold Rush. However, it is vital to have a specific standard that addresses the California Gold Rush in the secondary classes as well. In fact, if this exact standard were to be applied again at the 8th and 11th grade levels, students will encounter a completely different learning experience. Students at the

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secondary level have a better opportunity to experience the importance of the California Gold Rush due to the fact that they are older and more mature, have the ability to draw from more extensive prior knowledge, and have a better understanding of historical thinking.

The question remains—why has the California Gold Rush been omitted from the state standards beyond 4th grade? The most common reason why many California public school history teachers believe this has happened is because “it is supposed to be taught in 4th grade.” However, since Social Studies curriculum at the elementary grade levels is being reduced in order to focus on more of the “core” standards of English Language Arts (ELA) and Mathematics, school districts are “cutting back” on the time allotted for the subject of Social Studies. The survey results of a study conducted by Y. Zhao and J.D. Hodge (2005) reveal that it is a common belief among Elementary teachers that history “is not important, but is considered an enrichment or second ranked subject.” Therefore, important events like the California Gold Rush are possibly being “watered down,” “glossed over,” or even omitted from the 3rd and 4th grade curriculums. The lack of emphasis on history causes students at a young age to lose interest quickly in the study of the past, causing children to dislike history because “it is boring and useless,” “it’s reading the textbook,” and “it doesn’t apply.” It should also be noted that the level of academic complexity between 3rd and 4th grade students is by far a different caliber than that of 8th and 11th graders. Regardless of the reasoning, students at all grade levels are

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9 Quoted in Brad Burenheide, “I Can Do This: Revelations on Teaching with Historical Thinking,” *The History Teacher* 41, 1 (November 2007): 57.
10 Ibid.
possibly missing their one and only chance to learn about such an important chapter in American history. The Gold Rush is an era that holds a vast amount of teaching opportunities aimed at enhancing students’ skills toward analysis, interpretation, and questioning. This is especially true for students in California who have the opportunity to experience such an important aspect of American history with so many local connections.

HISTORICAL THINKING: A GOLDEN OPPORTUNITY

Once secondary teachers acknowledge the importance of teaching the California Gold Rush and step beyond the ever-challenging curriculum standards obstacle, understanding how to incorporate historical thinking skills is the next step toward promoting student success. As mentioned, the Gold Rush contains a variety of historical impacts from political to social, which give students the opportunity to investigate, judge, and provide their own interpretation of the significance of this event. These aspects promote learning opportunities for students to “do history,” which is based on the ability to “frame questions, gather data from primary and secondary sources, organize and interpret that data, and share their work with different audiences.”

Most importantly, teaching the California Gold Rush provides both students and teachers the chance to establish personal connections to a local event that forever changed the future development of the State of California. In the process of “doing history,” students are encouraged to place themselves within the historical study and take the perspectives of the individuals they are studying. Students are able to do this through analyzing primary sources and as a result, “students learn how to read and manipulate information, look for

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bias, and organize the information.”\textsuperscript{12} This process allows students to practice their skills of historical thinking and to better understand the ways that historians study the past.\textsuperscript{13}

The process of historical thinking can be described as “a way to make choices, to balance opinions, to tell stories, and to become uneasy–when necessary–about the stories we tell.”\textsuperscript{14} Wineburg’s research presents the importance of this process and the challenges that individuals face while practicing these so called “unnatural acts.” Wineburg claims that the study of the past can be found “between the familiar and the strange, between feelings of proximity and feelings of distance in relation to the people we seek to understand.”\textsuperscript{15} Wineburg’s research is particularly useful as he provides data taken from middle and high school classrooms. His work with teachers, historians, and students presents some of the authentic challenges and successes that coincide within the practice of historical thinking.

In addition to the pivotal work presented by Wineburg, studies on historical thinking also have been provided by the National Center for History in the Schools (NCHS) at the University of California, Los Angeles (UCLA). NCHS explains that the purpose of historical study is “to prepare the individual for a career of work, to sustain life; for active citizenship, to safeguard liberty and justice; and for the private pursuit of happiness.”\textsuperscript{16} Historical thinking asks students to go beyond the facts, doing “so imaginatively–taking into account the historical context in which these records were

\textsuperscript{12} Burenheide, 56.
\textsuperscript{13} Donovan and Bransford, 32.
\textsuperscript{14} Wineburg, ix.
\textsuperscript{15} Ibid., 5.
created and comparing the multiple points of view of those on the scene at the time.”

The work presented by NCHS determines that in order for students to attain “real historical understanding,” they must be able to “create historical narratives and arguments” in the form of essays and debates. In order to better assist teachers in practicing historical thinking skills with students, NCHS has built upon the three objectives presented within California’s Social Science Analysis Skills (SSAS) and identified a series of methods within five Historical Thinking Standards. (These five standards will be discussed in further detail in chapter three of this project, where the process of teaching historical thinking is implemented into the teaching of the California Gold Rush.)

In order for educators to teach any aspect of the curriculum to students, they have to understand first what type of background students bring to the classroom. This can make teaching history challenging because students might possess a variety of personal connections, maintain various levels of prior knowledge, and be able to contribute varying degrees of historical understanding. This is indeed true regarding the Gold Rush because some students, especially those in Northern California, might have prior knowledge regarding this topic, while other students know very little. Be it their memory of 4th grade curriculum, a family vacation, a field trip, or their own inquisition about why California is considered the “Golden State,” most secondary education students possess some background understanding of this event. This, of course, is why the California Gold Rush.

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17 Ankeney, 5.
18 Ibid.
19 For a complete look at the California Social Sciences Analysis Skills see Appendix B.
20 For a complete look at the Historical Thinking Skills presented by NCHS see Appendix C.
Rush can be so interesting for students and teachers, as prior knowledge immediately adds awareness and helps build historical connections. However, students’ prior knowledge might also contain images of the Gold Rush that have been shaped by the long-standing mythic tales once told by Bret Harte and others over the last century and a half. Images of an Anglo miner in a plaid shirt panning for gold along a riverbed might immediately come to mind when students are asked to imagine the Gold Rush. Revisiting this myth and developing new perspectives, might evoke challenges for a teacher at first, but these preconceived ideas of the Gold Rush actually can open up multiple opportunities to think historically. The teacher can question the students by first asking them to describe what they think the Gold Rush looked like, then investigate the Gold Rush through the use of sources, and finally compare and contrast their original reasoning with any new interpretations that they might have gained.

When teaching and learning about any event, it should also be made clear that no student or teacher is a master of history. This also holds true for published sources, the textbook, film, and the extensive number of websites that have become the common “go to” sources for student research. Therefore, students should keep in mind that the study of the past consists of interpretations that have been presented by others. For far too long, explains Nokes, history classes over the years have conditioned students “to check their curiosity at the door of the classroom and submit without resistance to the information they hear in class.” Instead, students should question sources, recognize biases, and think critically about the information they are learning. In order to better assist students in

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21 Nokes, 395.
making academically sound interpretations, students should “work with the kinds of texts with which historians work–primary source documents, artifacts, and secondary sources that contain controversial interpretations.”\textsuperscript{22} As Peter Seixas explains, “The history student, like the historian, has an active role, even after the documents and facts are in,” and that “Students go back and forth between the creative narrative construction and the constraining archival documents.”\textsuperscript{23}

As mentioned, teaching the California Gold Rush to California students can generate immediate student interest because of their proximity to the historical locations. Students in California do not always get the opportunity to learn the history of such a local event, but with the Gold Rush, many students are able to visualize quickly some of the local locations like San Francisco, Stockton, and the foothill towns of Placerville, Columbia, and Coloma. Based on the student interest derived from the local connections, teachers can quickly build upon what students might bring into the classroom and generate further enthusiasm for this topic by encouraging students to find other personal historical connections. Ultimately, it is the students’ responsibility to take an interest in what they are learning, but when teachers generate authentic enthusiasm, the students follow suit with their own energy and engagement. In support of this idea, Brad Burenheide points out that “teachers need to bring to their students a level of energy that will propel student interest in historical study” through “excitement and passion.”\textsuperscript{24}

\textsuperscript{22} Nokes, 397.
\textsuperscript{23} Peter N. Stearns, Peter Seixas, and Sam Wineburg, eds., \textit{Knowing, Teaching, & Learning History: National and International Perspectives} (New York, New York University Press, 2000), 32.
\textsuperscript{24} Burenheide, 57.
Highlighting certain questions and activities can also help students make correlations to the past, which often times will lead to group discussions and debates where the teacher becomes merely a moderator. However, the teacher can assist in starting this dialogue by providing specific questions that might spark personal connections such as: “Did your ancestors migrate to California in search of gold (incorporating ethnic groups/gender/age)?” and “What would you have done after you first made your way into California (incorporating the establishment of camps/towns/businesses)?” In this type of activity “students answer questions relevant to their life or relate a personal experience that foreshadows key themes of the upcoming lesson.”

WHAT THIS PROJECT ENTAILS

Ultimately, it is the goal of this project to provide teachers with the opportunities to link the California Gold Rush to both student-enhanced historical thinking as well as relevant curriculum standards for both the 8th and 11th grade levels. Included in this project are a variety of methods, tools, and sources that align with the principles of historical thinking and the study of the California Gold Rush. Although the activities that are included in this project pertain to only one event, it is also the goal of this project to encourage teachers to continually incorporate historical thinking activities into any historical event that would be most applicable. Teachers will find that adequate background information that supports the methodology of historical thinking and content-friendly resources have been provided in order to better assist those interested in teaching the Gold Rush.

Chapter One includes a historiography of the California Gold Rush, provided to demonstrate the ever-changing aspects of historical research regarding this particular event. Over the last 160 years, the writing of Gold Rush history has changed from a glorified and romanticized, “mythical” event in American history, to one that has been looked at through multiple lenses, various themes, and a variety of data. Although the earliest accounts found in diaries and letters, portrayed the emotions and experiences of miners from “hopeful anticipation to the painful acceptance of the harsh realities of life in the diggings,” the stories told by Bret Harte and others painted a different image.26 Bret Harte’s work, first published in 1869, established “his reputation as storyteller of the Gold Rush,” explains contemporary historian Susan Lee Johnson. In many ways, Johnson explains, Harte’s work shaped American memory of the time period for years to come as one of “colorful, unwashed, [and] unshaven men.”27 Yet, in the last two decades countless historians, specifically Susan Lee Johnson and Malcolm J. Rohrbough, have built upon a century and a half worth of sources and established a new chapter in the historiography of the Gold Rush by breathing fresh life into the study of this era. Johnson and Rohrbough provide detailed accounts of individuals and groups, reflecting the various social aspects and unique perspectives of the California Gold Rush. They have built upon the popular work of nineteenth century historian Charles Howard Shinn, as well as Rodman Paul and John Walton Caughey, who first provided a detailed cultural analysis of the Gold Rush around the time of the centennial.

The second chapter of this project entails specific historical research pertaining to the once thriving mining community of Columbia, California. This chapter helps provide a snapshot of what a mother-lode mining community in California might have looked like during the 1850s. The research demonstrates the “rough and tumble” lifestyle as seen in the early years of many mining communities, and traces its social evolution into a “civilized” town. Columbia is a perfect example of a Gold Rush boomtown: lawlessness followed by a “bust” period, the establishment of a variety of businesses, the influence of various ethnic groups, the increasing presence of women, and the ability to withstand as a town after the vast quantity of gold diminished. This chapter addresses a variety of primary sources and historical themes, spanning from ethnic to economic topics. Chapter Two establishes what life was like in the “Gem of the Southern Mines,” depicting a complex and changing society beyond the nostalgic tales of Bret Harte and his “grizzled” image of the Anglo miner.

Secondary history teachers will find Chapter Three especially useful as it includes detailed teaching methods that promote historical thinking as applied to the California Gold Rush. The curriculum being presented is based on both scholarly research and actual lessons that have been used in the classroom. Included are lessons that have been designed for implementation at either the 8th or 11th grade levels and provide opportunities for modification as need be. These applications have been packaged within a four day lesson plan (sixty minute classes), and are linked closely with both the Historical Thinking Standards, provided by NCHS, and the curriculum standards. The
lessons also align with the History-Social Sciences Analysis Skills and the national Common Core Standards, adopted by California in 2010.

The lessons are designed to provide teachers with the necessary resources that will help their students practice the ability to “do history” through historical connections and interpretations of the past. The research and methods provided by both NCHS and education professor Sam Wineburg, act as a cornerstone in this chapter. Their description and implementation of the historical thinking skills are crucial in showing teachers how to practice this approach. Additionally, this chapter evaluates existing educational methods that are also very useful for teaching historical thinking at the middle and high school levels. Examples of this research include: How Students Learn, Bring Learning Alive!, Reading Like a Historian, and Doing History. Utilizing resources such as these allow teachers to develop additional activities and alternative assessments to move students beyond relying solely on the reading of the textbook and evaluating their comprehension through traditional multiple choice exams.

Lastly, the Appendix contains teacher-friendly lessons that promote the process of “doing history,” and aligns with all of the previously recognized Historical Thinking Standards. The Appendix includes a complete and detailed description of each four-day lesson, which incorporates historical thinking skills into various learning activities (see Appendix 1.0 through 4.0). Included in the Appendix are handouts (primary/secondary sources), activities, assessments, and electronic media that enhance the process of historical thinking as taught through the California Gold Rush. Many of the activities are presented in PowerPoint format, allowing teachers to present a number of the sources
visually so that students can best establish their own interpretations of the event. Teachers will find that these activities will enhance the learning environment by providing students the opportunity to express their points of view, stay engaged in the study of history, interpret the past as historians, and practice their ability to use historical thinking methods.

THE SIGNIFICANCE OF TEACHING THE CALIFORNIA GOLD RUSH

The California Gold Rush was a significant event in American history, worthy of being incorporated into the secondary grade level content standards. The event can evoke immediate interest from California students, provide a variety of connections to other historical events, and promote the process of thinking historically by investigating the social world found within the mining communities. Students take immediate interest in learning about the close timing that occurred between the discovery of gold and the signing of the Treaty of Guadalupe-Hidalgo, which resulted in the Mexican Cession of 500,000 square miles of land to the United States. This example of “fortunate luck” for the United States, can generate a great deal of discussion and thought among students. The nearly overnight process from a territory to a state makes the establishment of California unique to any other state in the United States. Plus, the concerns over expansion and the continual debate around slavery highlight future historical events following California’s addition into the Union. Financial gains spark investigation as many, especially the entrepreneurs and the nation, capitalized on the discovery of such a valuable natural resource. Additionally, the rich diversity of people that the discovery of gold brought into California caused the creation of new laws and restrictions brought on
by Anglo-Americans. Controversial topics such as these are abundant throughout the Gold Rush and lend easily to student-led debates and conversations.

The California Gold Rush opens up a variety of opportunities that encourage historical thinking skills in the classroom. These skills include the ability to distinguish between different time frames, differentiate between historical facts and interpretations, evaluate opposing perspectives, correlate cause and effect relations, support investigations through the use of evidence, and clearly describe the historical significance of an event. As the California Gold Rush established a series of impacts that shaped the future of California, students should be able to judge for themselves major outcomes that make this event so important. As described by John Sutter in his memoir just after the discovery of gold: “I declared this to be gold… of the finest quality… [and] thought a great deal during the night about the consequences which might follow such a discovery.”

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CHAPTER ONE

THE HISTORIAN’S LOOK AT THE SOCIAL WORLD OF THE CALIFORNIA GOLD RUSH

Following the discovery of gold in 1848, historians over the past century and a half have devoted more and more attention toward specific aspects of the California Gold Rush. This rapid pace of interest began to truly accelerate during the centennial, and ultimately gained the biggest momentum during the 1980s and 90s. Since the 1940s, historians have placed an emphasis on specific cultural themes associated with this event beyond merely the economic impacts prompted by the discovery of gold. Researchers have also provided further breadth pertaining to the important political, technological, environmental, and social impacts that make the California Gold Rush a key element of the fabric of American history. Since the nineteenth century, the research of historians has evolved from the original narrow depictions of the miner as a grizzled Anglo man, to a broader representation of the Gold Rush and the creation of a diverse and distinct, although short-lived, society. The individuals that made up the Gold Rush society experienced a series of trials and tribulations and poured the foundation for one of the most unique and intriguing histories within the development of the state of California. This chapter traces the historiography of the California Gold Rush, starting first with the “mythical” image of this event that has been sustained for over a century, and then focusing on the current scholarship that emphasizes on the unique social world that developed following the discovery of gold.
The work of author Bret Harte in the 1860s was the first to give a depiction of the Gold Rush through romanticized imagery and exaggerated tales. Although lacking any extensive research, Harte’s work established the “legendary, larger-than-life image of the Gold Rush.”¹ Harte’s gold camps were “mythical towns” full of adventure, violence, and intrigue. In “The Luck of Roaring Camp” (1868), Harte established the mold for how generations of readers would come to perceive those in the mining towns of California, thus creating an engrained image of the gambler, the hero, the scamp, and those considered “roughs.” Harte’s work would also become the basis upon which many historians would expand. Most notably Susan Lee Johnson in the 1990s elaborates on what Harte left out. In her book, Roaring Camp: The Social World of the California Gold Rush (2000), Johnson focuses on the social aspects of disparity, diversity, racism, and the development of mining communities. The work of modern historians, like Johnson, is the culmination of historical research on the social aspects of the California Gold Rush.

Historical research has grown immensely since the mere glimpse of social aspects found within the accounts of Bret Harte and the first academic approach presented by Charles Howard Shinn in the 1880s. In the 1940s the California Gold Rush historiography took a drastic social turn in the research of Rodman Paul and John Walton Caughey. This paved a path for countless modern day historians, including Malcolm J. Rohrbough, Albert Hurtado, and Susan Lee Johnson, who have since dedicated their research to providing agency to all of the individuals who were woven into the social fabric of the California Gold Rush.

THE ORIGINAL GOLD RUSH “HISTORIANS”

Author and poet, Bret Harte became well known for his imaginative accounts of the California Gold Rush, which he published consistently as the first editor of the Overland Monthly. In his heroic and exaggerated tales of the “days of ’49,” Harte portrayed the gold seekers as “adventurers” with “courageous” daily routines. The written literature of the time commonly painted images of gold seekers encountering common experiences, sharing stereotypical adventures of life “out west,” and experiencing the continual pattern of “boom and bust.” These “nostalgic tales,” historian James Rawls claims, formed the imagery that “aging Argonauts” wanted Americans to remember. This imagery or “myth,” Rawls explains, was promoted by miners as they “wished to put the best possible spin on their youthful exploits.” Susan Lee Johnson states the following regarding her thoughts of Harte’s observations:

One can hardly overstate the impact these stories had in codifying collective memory of the Gold Rush for generations of Americans, for whom the event became one of colorful, unwashed, unshaven men who confronted a moral vacuum in the mining camps, and who responded by struggling to build a new moral order appropriate to Gold Rush conditions.

Johnson refers to Harte as “California’s premier teller of tales,” an individual she claims played into the “eastern imaginations.” Many of the early authors knew their target audience, those who lived in the United States’ eastern region, and commonly wrote to meet their preconceived ideas. As Johnson explains, Harte’s fiction “has constituted

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5 Ibid., 316.
square one for popular memory of the California Gold Rush,” neglecting a true depiction “of anything about the people” who played a part in this event. Historian Albert Hurtado states, “California Anglo men and women wanted California history—especially the Gold Rush— to reinforce the values of bourgeois society that they celebrated.” This need caused the early history of California to become “blurred” into a “haze of romantic pioneer recollections.”

In a less romanticized format, Charles Howard Shinn was one of the first historians of the nineteenth century to present an academic study of life in the gold mines. Shinn’s work, *Mining Camps: A Study in American Frontier Government*, deals heavily with how the miners managed to create their own laws within a society that originally fostered lawlessness. He praises the miners’ ability to follow in the American spirit of democracy by creating a set of codes to establish “a judicial mechanism to enforce…, and held trials to punish the guilty and release the innocent.” Shinn describes a peaceful set of conduct codes among miners: “The unwritten, unformulated law that ruled each camp was the instinct of healthy humanity to mete out equal justice to all.” In his discussion, Shinn touches on the diversity of the Gold Rush by claiming that “Anglo American Argonauts” were in search of individual riches among “diverse communities” and intertwined within “organized teams of miners and cooperative dealings.” According to Shinn, the peaceful social structure of the early years of the Gold Rush resulted from

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6 Johnson, 343.
“Social and financial inequalities between man and man were together swept out of sight.”

However, fellow historian Josiah Royce contested the conclusions drawn by Shinn about the character of the Gold Rush. Royce was born in the Gold Rush camp of Grass Valley. Both a historian and philosopher, in 1886 Royce published *California, From the Conquest in 1846 to the Second Vigilance Committee in San Francisco: A Study of American Character*. Royce’s study of the California Gold Rush proves groundbreaking for two reasons. First, he supports a method of study centered on the social conditions of the mines, “whereby a new and great community first came to a true consciousness of itself” and “the individual ceases to have any great historical significance for California life.”

Second, Royce explains that Americans demonstrated “carelessness and overhastiness, an extravagant trust in luck, a previously unknown blindness to our social duties, and an indifference to the rights of foreigners, whereof we cannot be proud.” He portrays the violent side of the Gold Rush. According to Royce, Anglo American miners were full of vice, down on their luck, lawless, and full of racism. Royce warns that those “too tender-souled” to investigate the truth of the Gold Rush, should find their “innocent interests satisfied elsewhere.”

Royce’s investigation of the Gold Rush also proves interesting because he was one of the first to critique Harte and Shinn. Royce blames both authors for presenting information with a lack of accuracy, as they turned an “unflinching gaze” upon the

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10 Shinn, 111.
12 Ibid., 2.
13 Ibid., 222.
violence and lawlessness of the mines. Royce disapproves of Harte for his “perverse romanticism,” which neglected the truth behind the “miners’ brutal habits.” In his analysis of Shinn, Royce explains, “Mr. Shinn has examined only certain aspects of the social life… [and] gives us, therefore, too gentle a view of the discipline to which the gods persistently subject all men.” Royce’s work brought about further discussion among historians, especially for his characterization of the early people of California. Royce criticizes the early Californians for their greed, racism, and “moral shortcomings” in the development of the state.

Another important contribution to the social world of the Gold Rush can be found in Hubert Howe Bancroft’s collection of primary sources titled the History of California. From his own work Bancroft concludes that the Gold Rush left a series of global and local legacies, including industrial, economic, and social consequences. Many of these legacies Bancroft determines to be positive, but he also recognizes “the killing and expulsion of nonwhite groups as ‘disgraceful’ and ‘cowardly.’” Historians since have used Bancroft’s collection as a guide to support their own interpretations of the legacies established by the California Gold Rush. In regards to Bancroft, historian Malcolm Rohrbough claims, “Modern historians still begin their studies of mid-
nineteenth-century California by reading him, for his documents are still central to our work.”

Bancroft’s collection does not, however, come without criticism from those who question the authenticity of Bancroft’s so-called Works. Some say that like Bret Harte, Bancroft was simply acting as an entrepreneur at the time and collected sources to publish mostly for profit. Richard White claims that Bancroft “literally made history pay, and history that pays is often not a particularly critical history.” Other criticisms of his Works are that he gave little credit to the historian Henry L. Oak whom Bancroft hired to research the collection. Beyond the criticisms, Bancroft’s work (and that of Oak’s) contributes to the historiography of the Gold Rush by placing an emphasis on the social impacts of this era.

THE CENTENNIAL AND THE SOCIAL TURN

During the first half of the twentieth century, historians continued to look at the California Gold Rush as “part of America’s triumphant march westward.” A feather in the cap of the United States’ accomplishment to achieve Manifest Destiny, the Gold Rush continued to be “romanticized,” as originally presented in the tall tales of Bret Harte. However, the centennial of the California Gold Rush marked what Rawls calls “a great leap forward,” as a number of historians began to shed new light on this event.

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20 Rohrbough, 297.
22 Further discussion on this issue can be found in Walton Bean and James J. Rawls’ publication of California: An Interpretive History, 9th ed. (Boston: McGraw Hill Press, 2008), 221-223.
23 Rohrbough, 298.
24 Chan, 45.
25 Rawls, 13.
important scholarly studies were Rodman Paul’s work titled *California Gold* (1947), followed by John Walton Caughey’s publication of *Gold is the Cornerstone* (1948). Both historians added great depth to the historiography of the California Gold Rush by presenting the event as having multiple layers, rather than addressing one specific aspect.

Historians truly started to research and analyze the various cultural themes that best depict the California Gold Rush during 1940s. For example, Paul provides a detailed look at the life of the miner, chronicling how the miner lived, worked, and profited. Rohrbough explains that Paul’s work is crucial to the historiography of this era because it establishes a “marked departure in tone from the previous reverential treatments of the Gold Rush.”

Caughey also provides a holistic look at the California Gold Rush, adding an emphasis on the economic and environmental impacts. More importantly, both Paul’s and Caughey’s greatest contributions to this subject pertain to the social world of the Gold Rush. Within each of their respective works, both place an emphasis on the social organization among the miners and the vast network of cooks, shopkeepers, and other entrepreneurs, as well as women and minorities who were part of the early Gold Rush years. It was during this time period that historians began an in-depth investigation of the social interactions and lasting impact of life in the mines.

Paul explains that the purpose of his research is to go beyond the “romance and importance of the search for gold,” and instead describe the impacts that miner’s had on Gold Rush society. He states, “Few authors have sought to explain how the gold miner worked and lived, where he learned his craft, whether he profited from his labor, or how

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26 Rohrbough, 298.
he managed to survive after the passing of the often described flush days of 1849.’”

Although Paul’s book is largely focused on the changing process of the mining industry, one notable chapter, “Camps, Cabins, Cities, Citizens,” reveals a detailed look at the social aspects of the mining communities. In this chapter Paul describes the social dependency that the large proportion of males had on one another, and their daily interactions with others from within the camps. Paul elaborates on the development of towns, describing the changing living situations that the average miner faced within such places. This chapter depicts the harsh conditions that miners experienced and their ability to survive under such limited circumstances.

Caughey admits that at first he felt that so much of the Gold Rush had already been told, but upon further research he realized “that the most useful contribution would be a comprehensive view, beginning with the discovery… and going on to measure the economic, political, social, and cultural outgrowths” of such an important event. Like historians before him, Caughey aims to determine the consequences of the discovery of gold and the momentum “that set California in motion on the course that made her what she is today.” Although he often times looks at the Gold Rush through an economic lens, Caughey places emphasis on specific social aspects such as massive immigration, conflicts and violence, the establishment of California politics, and the cultural diversity within mining communities. Similar to Paul, Caughey’s book includes two chapters that focus specifically on Gold Rush society: “Life in the Diggings” and “Catering to the

28 Ibid., 69-90.
29 John Caughey, Gold is the Cornerstone (Berkeley: University of California Press, 1948), ix.
30 Ibid., 293.
Miner.” These two chapters chronicle the social organization within the camps and the mutual dependency that miners had on one another. Daily routines, economic interactions, the need for commodities, and the influence of individuals from around the world, best describe the social characteristics of the era. Caughey’s research builds upon the work of Shinn, Royce, and Paul, as well as a plethora of previously unused primary sources ranging from the highly acclaimed letters of “Dame Shirley” to the diaries of the miner J.D. Borthwick.\footnote{Caughey, 308-309.}

BEYOND THE “MYTH”

Following the influential work of Paul and Caughey, the pace of published research on the Gold Rush began to increase rapidly during the social movements of the 1970s and the rise of the new social history. California historian Kevin Starr published \textit{Americans and the California Dream, 1850-1915} in 1973. Starr’s book tells the story of California from the days of Spanish colonization, the Mexican-American War, the Gold Rush, the political development of the state, and concludes with the Panama-Pacific International Exposition at San Francisco in 1915.

Historian Michael Kowalewski, describes Starr’s historical methodology as a unique style of “‘immense sensibility,’ sifting through the tiniest details of human behavior for trace elements of historical meaning and implication.”\footnote{Michael Kowalewski, “The Place of Style in Kevin Starr’s History.” \textit{Rethinking History} 11, 1 (March 2007): 151.} Starr’s approach supports previous arguments that the Gold Rush camps were made up of miners that were reliant upon one another. He also provides examples of violence as well as vice, and
demonstrates that various ethnicities helped create a unique mix of cultures in the state of California. He analyzes the social complexity of the mines in greater depth by specifically pointing out that the Gold Rush was not only an international experience, but also one that included a large female presence.

Another important aspect of Starr’s research is based on his analysis of the “mythic” interpretation that shaped the history of California. Starr advances a critique of Bret Harte’s stories, arguing that he sought to attract the attention of his readers, and in the process provided a “quaint comedy and sentimental melodrama, already possessing the charm of antiquity.” Yet, Starr’s criticisms fall not only on Harte and other Gold Rush “storytellers,” but also on those who experienced the Gold Rush first hand, as told through their exaggerated diaries and letters home. Starr points blame at the miners for their lack of accuracy within their accounts as they quickly faced their dreams of gold turn to the tough reality of life as a miner. Starr explains, miners were “anxious to strike it rich, having risked their lives to do so, miners wasted little time in asking who they were.” Simply put, miners embellished their adventures because their “dreams outran their reality.” The tale of the miner was often “recorded without self-consciousness” Starr asserts, “and yet shot through with mythic power.” Compared to a “mixed epic” of sagas, once told by Homer, Starr claims, “Americans of the frontier–returned en masse to primitive and brutal conditions… of journeys, shipwreck, labor, treasure, killing, and

34 Kowalewski, “Romancing the Gold Rush,” 207.
35 Starr, viii.
36 Kowalewski, 207.
chieftainship.” This, of course, led to a series of tales that created an image of the California Gold Rush, not only written, but also photographed, that included biased interpretations, glorified imagery, and mythic qualities. Starr argues that even after the natural minerals had diminished, the mythic impact of the Gold Rush continued to thrive as individuals from around the world made their way to California in search of some symbolic form of gold.

In 1981, J.S. Holliday published *The World Rushed In: The California Gold Rush Experience*, an edited version of the diary of William Swain’s overland journey to California. Holliday chose Swain’s diary because he felt the “record would make an important contribution to the history of the American West,” explaining that it “had the human appeal, the quality of language and the descriptive detail” he was looking for. Holliday cross-references countless other diaries and letters with Swain’s, giving Holliday, according to Rawls, the ability to find a “truly emblematic” story in Swain’s experience. Within Swain’s accounts, Holliday spends a great deal of time analyzing Swain’s trek to California and the social life “In the Diggings” (the title of one of the chapters). Building on Swain’s story, Holliday attempts to create an accurate description of life within the mining camps, depicting what he calls the “total experience” of Gold Rush history.

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38 Starr, *Americans and the California Dream*, 49-68.
40 Rawls, 11.
41 Holliday, 17.
Through Swain’s story, Holliday describes the “mythical past” that Americans established around the symbolic hero of California, the ‘49er. Even before the written tales of Bret Harte, Holliday explains that the myth of the Gold Rush grew through both the miner’s letters and in the consciousness of those in the east. “For an ever-increasing number of Americans,” Holliday explains, “the thirty-first state seemed to offer a robust alternative to their slow, conventional life in the old thirty.” Holliday’s use of Swain’s firsthand accounts depicts an image of the Gold Rush that portrays the common struggles faced by the Anglo miner, claiming “their bright day-dreams of golden wealth vanish like the dreams of night.” Like Starr, Holliday points out the impact created by the Gold Rush myth, although seemingly shattered by those who returned home to the east, did not deter others from continually making their way to California in order to attain their dreams. The myth that drove California’s rush for gold is what many historians claim the state of California was built upon, from economic stability to multiculturalism and diversity. However, as a result of Holliday’s work, the “mythic tales” began their decline as social historians throughout the next two decades have provided research that includes new information acquired through new methods, as well as a growing curiosity to research the Gold Rush in greater depth.

**A SOCIAL EVENT: THE “NEW” INVESTIGATION OF THE GOLD RUSH**

Over the last thirty years, social historians have begun the process of uncovering new sources of data about the Gold Rush by examining information found beyond just

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42 Holliday, 451.
43 Rawls, 11.
44 Holliday, 296-349.
diaries and letters. From census records to marriage licenses, historians’ methods of research provide a better understanding of how Gold Rush society developed. From their efforts, Rawls points out, “historians have extracted information about the age, sex, ethnic origin, occupation, family size, and mobility of the residents of particular towns and communities.” This methodology, coupled with the invention of the computer in the late 1970s, has allowed social historians the ability to better understand the realities of the California Gold Rush as they collect and analyze data.

In Ralph Mann’s book *After the Gold Rush: Society in Grass Valley and Nevada City, California, 1849-1870* (1982), Mann is one of the first historians to incorporate this new methodology. Considered both a social and urban historian, Mann describes the various phases of cultural change that took place within mining communities after the initial rush for gold. Mann’s book compares the growth of two specific cities, that of Grass Valley (which was the city where Josiah Royce was born) and Nevada City. In order to do so adequately, Mann gathered statistical data based on census information, court records, and tax documents.

Mann’s work emphasizes the social chemistry that played a part in developing the two distinct mining communities. He focuses on the “social structure” that developed alongside the years of the mining boom, followed by the struggles found during the years of the mining bust. He emphasizes the economic gains and losses that members of the two communities encountered, highlighting specifically the influence of the business

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46 Rawls, 13.
elite. Mann claims the “townsmen aimed to recreate what they had left behind,” but this was never attained as “their populations would remain much too male, too transient, and later, too foreign for the two towns ever to reach their founders’ expectations.”

The social conditions of the towns remained unstable and violent, especially toward the Chinese.

In order to combat the chaotic social conditions, the town founders encouraged the increasing presence of women. Mann explains that women represented families and families would “eliminate disorder… [and] extend the private morality of the home into the public realm.” As the minority, middle class women found themselves “in demand” within the mines, and the chance to make respectable pay for feeding and housing miners. Mann explains that as the number of women began to increase, reform movements slowly reflected change. Cities began to contain churches, government agencies, schools, and even “sit-down dinners, and dances.” In contradiction to Shinn’s assertion in his work from 1884 that Gold Rush society was civil and peaceful, Mann states that it was not until the women entered the mining towns, that civility began to exist. It was at this time, in the later 1850s, that the cities in California, especially Grass Valley, began to orchestrate an established set of laws, create businesses, and promote a “respectable” social organization within the towns.

Following Mann, social historians continued the process of using hard data to provide a voice not only for women, but also the extensive number of ethnic groups.

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48 Mann, 2.
49 Ibid., 4.
50 Ibid., 45-46.
51 Ibid., 81.
found within the camps. The “New Western History,” an approach that places emphasis on racial and ethnic importance, provides breadth to the Gold Rush historiography by investigating the Chinese, Latino, African American, and Native American influence. New Western historian Albert Hurtado, provides research specifically pertaining to Indians in his book, *Indian Survival on the California Frontier* (1988). Hurtado focuses on the “fates of native people in association with white society.” He chronicles the Indian relations with Mexicans and Americans, describing the harsh conditions that Mexicans held over Indians and the even worse conditions that American gold seekers brought upon the Indians in their lust for gold. With the influx of the early population of gold miners, most of which were American, came racism and violence that often reaped havoc on the California Indians. In his chapter, “A Regional Perspective on Indians in the Gold Rush,” Hurtado states, “the new mining population had no long-term interest in California or its native people.” Whites brought with them “a violent animosity towards Indians… because of past experiences, ignorance, the racist notions of the age, and because of real and imagined fears.” However, Hurtado points out that some Indians saw changes within white society and “made adjustments in their own” lives in order to accommodate Gold Rush conditions. According to Hurtado, the early Gold Rush years did not lead to the immediate decline of the Indian population. Instead, Indians

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52 Rawls, 14.
54 Ibid., 101.
55 Ibid., 107-108.
56 Ibid., 123.
experienced a slow demise as malnutrition brought disease, and infections increased mortality rates over the next two decades.\footnote{Hurtado, \textit{Indian Survival on the California Frontier}, 123.}

Over a decade later, Hurtado published another book titled \textit{Intimate Frontiers: Sex, Gender and Culture in Old California} (1999). In this work, Hurtado again goes into depth discussing the perspectives of the Gold Rush through the eyes of the Indians, elaborating on the harsh conditions that they faced. Hurtado explains that conditions were even worse for Indian women, as the increasing number of male miners committed rape, enslavement, and even murder. Reassessing some of the research from his previous book, Hurtado points out that the lawlessness that occurred during the early 1850s led to a decline in the Indian population “from about 150,000 to 30,000…a circumstance that limited the ability of Indian society to recover demographic losses.”\footnote{Hurtado, \textit{Intimate Frontiers}, 89-90.}

Beyond his second investigation on Indians, Hurtado’s 1999 work provides further depth regarding the role of ethnic groups during the California Gold Rush. He spends a great deal of time establishing the agency of individuals from diverse cultures, including those from Latin America and China. He also elaborates on the role of gender within the early years of the Gold Rush, pointing out the importance of mixed marriages, the role of family, and the distinction between the duties of a “man” or a “woman” in Gold Rush society.\footnote{Ibid., xxii-xxiii.} Hurtado presents his in-depth study of the social history of the Gold Rush as an “intersection” between “nations and the mixture of cultures,” which established a complex history in the development of California.\footnote{Ibid., xxi.}
Published two years prior to Hurtado’s second book is Malcolm J. Rohrbough’s complete social history of the Gold Rush titled *Days of Gold: The California Gold Rush and the American Nation* (1997). Like historians of the past, including Paul fifty years earlier, Rohrbough provides a scholarly overview of the Gold Rush. He explains that his book is an “introduction” because of “the size and complexity of the subject.” However, Rohrbough’s book spans the social gauntlet of this topic by providing chapters that discuss the massive migration to California, the break-up of families, the scarcity of women, life in the camps and the gold fields, and even a chapter on the Gold Rush and memory. He also discusses the consequences of the discovery of gold, claiming the Gold Rush was a ripple that touched “the lives of families and communities everywhere in the Republic.” Therefore, Rohrbough insists that the Gold Rush was not just an event that took place out west composed of male miners, but an American event that “introduced the nation to California.”

Representative of a true New Western historian, Rohrbough describes the social interaction that took place among the various ethnicities and genders in California. Similar to Hurtado’s conclusion, Rohrbough describes not only an intense violence towards Indians, but also cruelty towards non-English speakers. In fact, Rohrbough demonstrates that the violence was often abundant and encouraged by “drunken miners [who] always voted for war… as arriving waves of Americans soon found new objects of

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61 Rohrbough, 1.
62 Ibid.
63 Ibid., 4.
64 Ibid., 229.
hostility in foreign miners competing for the best claims.” Rohrbough points to the fact that foreign groups such as the Chinese were targeted by Americans because of their language, their desire to remain within their tight communities, and their “highly visible” ethnic features. This then caused these groups to become “islands surrounded by an American sea, [and] they increasingly came under attack.” The consequences of these violent actions allowed Anglo-Americans the eternal opportunity to gain political, economic, and social influence within the newly formed state of California.

Like Rohrbough and other New Western historians of the last two decades, Susan Lee Johnson’s book attempts at providing a complete look at the social world of the California Gold Rush. Her work builds upon the historical research that has been presented over the last 150 years, as she approaches the event from multiple angles. It is her goal to offer a more complex perspective of this event and “to interrogate and to dismantle the stories white Americans have told themselves about the California Gold Rush.” In her book, aptly titled Roaring Camp, Johnson gives credit to the early investigations of Shinn and Royce, as well as to the more recent publications of Holliday and Rohrbough. Johnson points out that many of the early historians built up inaccurate images of the miners and the mining camps. Although this is something she does not necessarily want to reconstruct, Johnson instead wants “to take issue with received wisdom” about an era that deserves to be told through “alternative plot lines [and] stories not customarily nourished by the dominant culture.” Working against the typical Gold

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65 Rohrbough, 223.
66 Ibid., 226.
67 Johnson, 11.
68 Ibid., 26.
Rush tale, Johnson’s book reveals an era shaped by the culmination of diverse social relationships, including the complex interaction found around ethnic strife, class struggles, and gender roles.

In order to support her goal of providing alternative stories about the Gold Rush, Johnson narrows her research to a specific region of the California foothills. Johnson takes on the study of the California Gold Rush by focusing on the Southern Mines, a region she claims is the “least studied.” She explains that the “region’s population was more diverse than that of the Northern Mines,” maintaining a strong presence of Mexicans, Chileans, Indians, Chinese, and African Americans. Johnson’s research proves that the demographics of such diverse groups in the Southern Mines “frequently outnumbered Anglo Americans.” Johnson gives us the stories of individuals like Fou Sin, who left behind his recollections of both life in China and his adventures in the southern mining communities; Stephen Spencer Hill, who felt that his status as a slave should be terminated once his owner left him alone in California; and Vicente Pérez Rosales, a “noncitizen” who gave up on mining and business in the mines after continually experiencing racial harassment. Johnson’s use of recollections such as these provide varying perspectives of those who struggled within the social world of the Gold Rush.

Johnson also claims that a shift toward mining industrialization took place at a much slower pace in the Southern Mines, causing class struggles to occur in a different fashion than in the Northern Mines. As placer mining techniques in the Southern Mines

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69 Johnson, 12.
70 Ibid., 316.
remained less capitalized and more “individualized,” Johnson states that she is better able to provide a glimpse of how the Gold Rush was originally experienced: a diverse and low cost mining experience.\textsuperscript{71} Similar to Mann’s research of a specific region, like the towns of Grass Valley and Nevada City (found in the Northern Mines), Johnson’s work also provides a narrowed approach that focuses on the Southern Mines. However, Johnson provides an alternative perspective to that of Mann’s, claiming that without the involvement of large corporations in the area south of the American River, a different version of the Gold Rush story developed. In the Southern Mines class relations were best exemplified, as middle-class Anglo miners grasped onto their control of the mines, not through capitalist ownership and labor, but through the establishment of collective rules, taxes, racism, and chaotic violence.

The second half of Johnson’s book shifts focus from the chaos found within the early years of the rough and tumble society, to a changing lifestyle described as “living ‘in a more civilized way.’”\textsuperscript{72} Like other historians, Johnson accredits this change to the “influx of Anglo American women,” who brought children and family structure, and who helped create what would become “well-established towns of the Southern Mines.”\textsuperscript{73} By the early 1850s, the decreasing availability of gold and the increasing number of women helped create stability, economic growth, social reforms, and a growing white middle class. As Johnson explains through the words written by women in countless diaries and

\textsuperscript{71} Johnson, 12.  
\textsuperscript{72} Ibid., 275.  
\textsuperscript{73} Ibid., 279.
letters, women who wanted change “had their work cut out for them,” and through the formation of women’s groups, the infamous days of “rowdyism” declined.74

Similar to the dilemma that the earliest Gold Rush historians once faced, telling the “story” of the Gold Rush meant telling the story that your clientele wanted to hear. This is why Johnson claims that the Southern Mines have been neglected, as the gold amounts in the south never totaled the same dollar values compared to the north. However, the presence of ethnic, class, and gender dynamics shaped the social world of the California Gold Rush more so in the south. Johnson concludes in her last chapter, “Epilogue: Telling Tales:”

The unruly history of the Southern Mines has proven more difficult to enlist in American narratives of success, stories of progress and opportunity that are linked to financial gain and identified with people racialized as white and gendered as male.75

Johnson points out that the early Gold Rush authors, like Harte, often wrote about scenes more representative of the Northern Mines.76 They neglected the intricate social relations that took place in the Southern Mines and therefore omitted the intriguing stories of so many real life individuals. Harte’s original work, “The Luck of Roaring Camp,” established a false set of memories from a fictionalized story that depicts Anglo American male miners living in nameless camps and without any real names. Johnson, on the other hand, wants people to remember the Gold Rush through a different lens, and to ultimately better understand the social world that gave rise to the state of California.77

74 Johnson, 282-289.
75 Ibid., 316.
76 Ibid., 340.
77 Ibid., 334-344.
CONCLUSION: THE MYTH LIVES ON

What makes the historiography of the social world of the California Gold Rush so intriguing is the ongoing evolution that this field of investigation has witnessed over the past century and a half. Starting with the first academic research presented on the Gold Rush by Charles Howard Shinn and Josiah Royce, to the centennial marked by the cultural overview presented by John Caughey. Although Caughey ascertained that the field of study had been completely researched and that there was no more to discuss, his work prompted a new path for historians over the second half of the twentieth century. Contemporary historians like Johnson, have shed new light on this event by turning the study of the Gold Rush upside down. Johnson’s work has provided alternative perspectives of what happened during this era and what this event “has come to mean.”

As a result, historians continue to find new avenues to question and new interpretations to analyze regarding this subject; thus, the California Gold Rush lives on.

Over the years the investigation of the Gold Rush has changed, as the approach has slowly evolved and new methods of research have been applied. Historians have gone from telling tales, to an academic approach where the tales tell their own stories. With the inclusion of in-depth research, including the investigation of a variety of sources, historians have developed a new degree of “storytelling.” Found in the culmination of research, analysis, and publications over the last century and a half, historians have provided for a better understanding of this important chapter in American history. Although historians now emphasize the social complexity of the Gold Rush, it still

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78 Caughey, ix.
79 Johnson, 26.
remains commonplace in the American memory to picture the Gold Rush in some of the same ways that Bret Harte once described it. Originally, Americans found disappointment in the outcome of the Gold Rush because their lust for gold never truly panned out from what they had expected. Yet, the same images of the Gold Rush appear within the minds of both adults and children today when asked about their perceptions of this episode in history.

Is it true that Americans are still grasping onto an image of the Gold Rush shaped by a series of authors from the nineteenth century? Does the media, popular culture, and even education perpetually keep the myth alive? In my opinion, a culmination of all of these influences has led to this long-lasting perspective. By teaching the California Gold Rush through the process of historical thinking, students are given the opportunity to evaluate this event through multiple perspectives. It is a goal of this project to encourage students to view the Gold Rush beyond the image of a lone Anglo miner panning for gold. Instead, students are encouraged to consider what Johnson, Rohrbough, and Hurtado describe as a social world made up of racial attitudes, class struggles, and the influential role of women during the California Gold Rush.
CHAPTER TWO

A COSMOPOLITAN SOCIETY: COLUMBIA, CALIFORNIA, 1850-1860

In the foothills of the Sierra Nevada is the small town of Columbia, California, which today has a population of less than 2,500 people. The town of Columbia hosts one of California’s state historic parks, dedicated to the memory of life in the California Gold Rush. While visiting the state park, one can experience a living history of the community that was once considered one of the biggest and most lively cities in California during the early 1850s. Just off Main Street, a few blocks from the park’s brick museum, which is located in the old Knapp Store, is a state park sign erected in 2008. This sign is located outside of the heart of town in an obscure location away from the stagecoach rides, storefronts, and visitors experiencing the reenactment of panning for gold. Found on Columbia Street, between Jackson and Pacific, the sign stands by itself overlooking a partially vacant, grass covered street block, a couple of small buildings, and the fenced in remaining walls of the old “China Store.” From the location of the sign, a visitor looks slightly downhill at an area of town that was once considered the Chinese portion of Columbia.

Of course, there are many historic signs and landmarks within the state park, but the location and history detailed on this particular park sign is quite significant. The location of this sign is intriguing because it is placed where it can easily be overlooked by visitors, with no nearby footpath, monument, or building that might bring anyone to venture upon this sign. Even more interesting is the historical information detailed on the
sign which is titled, “A Cosmopolitan Society: With a Dash of Gold!” The title of the sign leads into a minimal statement concerning the discovery of gold in Columbia in 1850, followed by a more elaborate description of the social scene that quickly shaped the town. The sign also mentions the ethnic diversity, the role of women, and the importance of business, which reads “each added a cosmopolitan quality to life in the ‘Gem of the Southern Mines.’”

As I stood reading the information on this sign, observing its message and obscure location, two concepts occurred to me. First, specifically focusing on the community of Columbia would provide for an alternative perspective to studying the California Gold Rush rather than one large geographic region. Second, the residents of Columbia deserve a voice as they were able to not only establish the town, but also able to sustain a community through a series of racial, economic, and catastrophic events during the boom and bust period of the 1850s. The goal of this chapter aims to tell the story of the California Gold Rush based on the community of Columbia and those involved in the town’s establishment and permanence. Combined, the study will address the experiences of ethnic groups, specifically Chinese and African Americans; the development of businesses, which includes store owners and restaurateurs; the influence of women throughout the community; and the efforts to maintain the survival of the mining town of Columbia, California. Through the stories and perspectives provided by a multitude of primary, as well as secondary sources, the now quiet town of Columbia is revived again, just as it was in the first decade of the California Gold Rush.

As discussed in detail in the previous chapter, historians since the nineteenth century have always devoted a great deal of attention to this enormously important period that provided for the foundation of the state of California. Originally, the writings about the California Gold Rush included works by individuals such as Bret Harte and Hubert Bancroft, who both took similar romanticized approaches of the era. By the time of the centennial anniversary of the Gold Rush, research by historians like Rodman W. Paul and John Walton Caughey began to shed new light on the historical importance of the time period and placed further emphasis on some of the many social aspects of the era beyond the typical “miner’s tale.” However, these historians neglected to mention the importance of women and various ethnic groups that so importantly contributed to the social fabric of Gold Rush California. More recently, historians have adopted a social and cultural history methodology and provided further research to the historiography of the time period. Gold Rush historians such as Albert Hurtado and Susan Lee Johnson describe the culture of the mining towns beyond what Johnson terms as “the stories that white Americans have told themselves about the California Gold Rush.”² Their works have uncovered a more complex and complete history of the Gold Rush that considers ethnicity, gender, violence, lawlessness, and the social life within the mining camps.

Among historians, Susan Lee Johnson is one of the few to attempt a micro-approach to studying the California Gold Rush. Johnson narrows her research to individual sub-regions and specific mining towns of the Mother Lode. Taking such an approach is significant because each mining camp had specific factors that shaped

various social conditions for each community. Factors such as the geographic proximity to San Francisco, and to the overland routes, the availability of water sources, and geologic conditions all led to the ultimate success or failure of each town. Columbia, located in Tuolumne County, an area considered part of the sub-region called the Southern Mines, was extensively discussed by Johnson in her book *Roaring Camp*. Like many Gold Rush towns, Columbia experienced a period of “boom” immediately following the discovery of gold in the area, followed by lawlessness and rapid, disorganized growth. However, as the availability of gold diminished and Columbia experienced a period of “bust,” the people of Columbia worked to keep the town alive. Even after a series of fires and other crises, Columbia established itself as a reputable and diverse town with flourishing businesses, schools, churches, political organizations, and a supporting infrastructure. The intrigue of this former “cosmopolitan society,” combined with the fact that Columbia has managed to maintain its original physical charm, make the town of Columbia a special community that exemplifies the history of the region.

The history of the California Gold Rush must include two important historical contingencies: the original discovery of gold in Coloma during January of 1848 and the signing of the Treaty of Guadalupe-Hidalgo in February of the same year, which ended the Mexican-American War. These two events, simultaneously brought individuals from all over the world into the region and as a result quickly allowed California to join the Union in September of 1850. From that moment on, the history of California would be affected forever both economically and socially as the population of the state continued
to grow. Immediately, mining communities began to take on unique cultures and quickly established into wild communities and booming camps throughout the Mother Lode.

THE FOUNDING OF COLUMBIA, 1850-1854

Before the founding of the town and the discovery of gold, the area now known as Columbia consisted of a few Spanish miners living on the outskirts of the predominantly Mexican town of Sonora. However, once George and Thaddeus Hildreth and a group of miners known as the “Maine Boys” discovered gold in March of 1850, the area started to grow at an alarming rate with individuals from around the world finding their way into the small valley.³ Upon mention of the “Hildreth strike,” miners, followed by merchants, entertainers, and entrepreneurs quickly populated the camp. Those of the booming community first called their settlement American Camp, but eventually changed the name to Columbia, in honor of the explorer, Christopher Columbus. After one month, the camp grew to about seven thousand miners causing the demand for goods and entertainment to continually grow.⁴ The following month the San Francisco newspaper the *Daily Alta California* reported the announcement of the city by declaring: “Columbia City—This is the name which has been given to a new city, situated about 5 miles above the town of Sonora, and already contains a population of 5,000 persons.”⁵ However, the rapid boom period in Columbia quickly dried up as the town faced a series of problems regarding a lack of water. Columbia had quickly fallen on its first “bust” period and the town was in danger of disappearing just as quickly as it had begun.

⁴ *Images of America: Columbia*, 35.
⁵ “Columbia City,” *Daily Alta California*, May 14, 1850.
The town’s lack of an adequate water source had quickly become evident to the miners in Columbia. Columbia’s geographic and geologic location in a flat and open valley two miles in diameter at the foot of the Sierra Nevada, allows for ideal conditions for gold to collect. Unfortunately, the snow and rain runoff only occurs in this area for about three to four months of the year, thus limiting the amount of gold being mined due to the lack of a consistent source of water. In addition to the limited water supply, the foreign miners’ tax from 1850, which taxed foreigners twenty dollars a month to mine, quickly diminished the town’s population to ten people by that summer. However, the town managed to stay alive and the population returned the following spring, as did the snow and rain runoff. Once again, the entrepreneurs followed the miners, this time with the addition of families also making their way into Columbia. The camp became a bustling and lively town, again boasting a population of over one thousand permanent residents according to the Federal Census taken between April and May of 1851.

Immediately, those in Columbia agreed that in order for the town to continue to thrive, there needed to be a consistent source of water. A committee was established quickly and by June of 1851, the Tuolumne County Water Company was formed; however, it initially lacked the funds to provide the miners with the large volume of water needed. Under the leadership of Joseph Dance and J.D. Patterson, the twenty-one

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9 *Images of America: Columbia*, 25.
member committee each invested five dollars. Yet, this was not enough money, so the members of the TCWC set out to collect more money from the people of Columbia to expand their business operation. Their collections proved successful as the TCWC was able to build a ditch by May of 1852, which brought water to Columbia via a tributary of the Stanislaus River. Following the completion of the ditch, the Alta California reported, “Their race is complete at last! – and the water is actually running through it! Hundreds, we say thousands of miners are rejoicing.” The article continued to explain that as a result of Columbia’s new water source, the “real estate in Columbia has advanced considerably in price” and will “greatly increase the population of Columbia” as well. According to the Weekly Alta California paper from October of 1852, the number of businesses and miners “appears to be on the increase in this stirring town, in the way of building and other preparation for full supply of water in the race.” With the town’s new access to water, Columbia was now on its way; city planners quickly mapped out streets, and make-shift buildings quickly sprang up.

As the town grew, the water demand increased, and so did the increasing number of water “capitalists,” according to historian Susan Lee Johnson. In a Certificate of Incorporation of the TCWC from September 4th, 1852, Johnson explains that a joint stock valued at $200,000 was formed between a group of TCWC members. Even with an increase in profits, the water capitalists of the TCWC continued to raise water rates, claiming that they had to endure unexpected costs. Many of the miners began to complain

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10 Heckendorn and Wilson, 6-7.
12 Weekly Alta California, October 9, 1852.
13 Heckendorn and Wilson, 7.
14 Johnson, 250.
that water prices were too high. Anywhere from 50-75 percent of a miner’s daily earnings ended up being turned over to the water company. Eventually, miners began to protest, strike, and begin the process of forming a second water company called the Columbia and Stanislaus River Water Company. Although this second company would not be established until 1858, the fight over water would continue in Columbia, fortunately never threatening the establishment of the town. Due to the combined efforts made by many of the members in Columbia, including merchants, miners, and those involved in the water companies, Columbia continually showed signs of development and growth.

By 1852 Columbia had illuminated street lamps with gas distributed through wooden pipes. Although service was discontinued when the pipes quickly deteriorated, oil lamps eventually replaced this common amenity. In 1852 the Sonora Herald reported: “Citizens of Columbia are displaying their usual public spirit in laying out new streets.” The town’s infrastructure continued to grow and by February of 1855, Columbia put itself on the grid as telegraph lines connected the city. One of the biggest developments came in 1854, when town officials met with plans to incorporate Columbia. Members on the board included influential businessmen such as P.G. Ferguson, C. Brown, and Sewell Knapp. In May of 1854 their efforts proved successful as Columbia was incorporated just before one of two great fires nearly destroyed the town. Although the fire was said to have caused half a million dollars in damages, this

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15 Images of America: Columbia, 25.
17 Sonora Herald, October 23, 1852.
18 Collection, Columbia State Park, item 5 box 1.
did not slow down the progress by those in Columbia as “the place was speedily rebuilt by much better and more permanent buildings,” which included some necessary precautions for fire-proofing the buildings in case of another fire. Unfortunately, a second fire ripped through Columbia in 1857, but once again, Columbians showed no signs of giving up, and rebuilt the town again.

By the middle of the 1850s, Columbia had established itself as a reputable and flourishing town. The large quantities of gold being mined from the region propelled the city to grow both economically and socially. In 1853 the Columbia Gazette reported: “Probably more gold now being bought and received on deposit by banks than at any previous period in the history of Columbia.” With the gold came further gains for the entrepreneurs of Columbia. In 1855 the Gazette reported, “The taverns, saloons and boarding houses all appear to be thronged with visitors, merchants are selling quantities of goods and produce, [and] the saloons are doing an excellent business.” Hubert Howe Bancroft, who documented Columbia’s development in a collection of notes written during the nineteenth century, stated, “Columbia was rapidly developing into one of those living metropolises characteristic of the Sierra Nevada foothill region in the 1850s.”

THE INFLUENCE OF THE CHINESE

By 1860, the Chinese “made up one-fifth of the population of the four counties that constituted the Southern Mines.” Although the Chinese comprised a large

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19 Heckendorn and Wilson, 7.
20 Columbia Gazette, March 26, 1853.
21 Ibid., June 25, 1855.
23 Johnson, 241.
percentage of the population, mining communities throughout the southern region, including Columbia, did not allow the Chinese fair representation in the political process. The *Sonora Herald* reported that Columbia cast 1,230 votes in an election held in November of 1852, “more than neighboring towns of Sonora and Murphy’s.”

That same month, a Tuolumne County census was taken, which boasted a total population of about 16,000 individuals. Therefore, the difference between the election and the census information demonstrates a rough idea of the number of people in the area who did not vote due to specific factors of gender and ethnicity. The drastic difference between votes and population correlates with the number of “white” men who were able to vote, compared to all others that were excluded from voting. Women, those born in foreign countries, and those of “other” ethnicities, formed a large percentage of the population, but were unable to vote. Foreign born individuals included persons from around the world including: German, Irish, French, Mexican, Chilean, and Chinese. In the State Census of 1852, Tuolumne County totaled 361 pages, of which the last forty pages document the Chinese population, totaling about 1,800 Chinese in the area. The personal names of Chinese individuals were neglected by the census takers. Instead, they were simply labeled as “Chinaman,” and most of the occupations were listed only as “miner.”

As such, the census reflects the presence of the Chinese in Columbia as well as the anti-Chinese sentiment by the Anglos from the region.

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24 *Sonora Herald*, November 20, 1852.
Johnson explains that the Chinese populations grew throughout the Southern Mines in early 1852 due to affordable placer mining techniques. In addition, the Chinese were able to continue to mine in the Southern Mines as the large mining companies remained focused on the larger veins of the Northern Mines.\(^{26}\) In Columbia, many Chinese miners took on claims that others had given up on, lived on the outskirts of town, and started businesses like laundries and restaurants as they saw a need for such accommodations. Their presence can be found throughout the town, especially on store and water receipts under the name “Chinaman A” or “Chinaman John.” Often used, these names were common among those issuing receipts or completing a census, not wanting to “spare the time, or did not care, to learn the miner’s name.”\(^{27}\) However, by the middle of the 1860s things began to change as it seems that those issuing receipts to their customers began to have a greater respect for their patrons.\(^{28}\)

From the moment California entered statehood, disrespect toward the Chinese and other foreigners was present throughout the mines and the state. Originally established in 1850, California passed the foreign miners’ tax specifically targeting Spanish and French miners. However, with the increasing number of Chinese in the mines, local citizens discussed the idea of reinforcing the tax in 1852.\(^{29}\) The Anglo miners of Columbia, individuals like J.A. Palmer and Thadeus Hildreth, quickly dedicated their support to the tax. On the other hand, many Columbian merchants or “capitalists” grew concerned that the tax might hurt their businesses and claimed, “The Chinese, in this city alone, must

\(^{26}\) Johnson, 249.
\(^{27}\) *Images of America: Columbia*, 31.
\(^{28}\) Ibid.
\(^{29}\) Johnson, 125.
expend, and thus throw into circulation, money to the amount of $500 a day, at the very smallest calculation.”

The overall sentiment of the town became very divisive over the issue of the foreign miners’ tax as miners and businessmen, including members of the TCWC, were consistently at odds. “In the minds of the white miners,” Susan Lee Johnson concludes, the presence of the Chinese miners and the high rates charged by the water companies “shaded into one another and drew in common from emerging languages of classes.” At a town meeting held on May 8th, 1852, headed by Palmer and Hildreth, an anti-Chinese resolution was adopted by the meeting’s attendees. The resolution not only showed disrespect for the Chinese, but also included distaste for the businessmen of Columbia. This type of anger toward the local entrepreneurs occurred not only because many businesses often sold goods to the Chinese, but also because many miners felt businesses were charging outlandish rates. This dynamic is present in the following meeting minutes from 1852:

Whereas, Not withstanding the failure of the infamous ‘Cooley Bill’ to receive the sanction of the Senate of the Commonwealth, a disposition still exists among certain ship owners, capitalists and merchants, to flood the State with degraded Asiatics, and fasten, without the sanction of law, the system of peonage on our social organization; and whereas, it is useless to expect at present any efficient action either on the part of Congress or the Legislature of California.

This story caught the attention of the Daily Alta California in San Francisco. The publication reported the resolution as a showing of Columbia’s “hatred and hostility for the Chinese” who were denounced “as traitors, knaves, and public enemies.” The article

30 San Joaquin Republican, April 12, 1852.
31 Johnson, 249.
32 Daily Alta California, May 14, 1852.
points out that the miners of Columbia, “in their wisdom and majesty,” have pledged to form a Vigilance Committee and, “among other acts, exclude all Chinese laborers from their district in which they have staked their claims.” California’s politicians must have agreed with many of the fellow Anglos from the Southern Mines who wanted to do something about the Chinese in the region and eventually set the new Foreign Miners Tax at three dollars per month, which was far less than the twenty dollars originally established in 1850. However, as Johnson points out, “The 1852 tax did not scare the Chinese miners away,” and in many cases they simply did not pay the fee.

During the first years of the Columbia Gold Rush, the Chinese established the first Chinatown on the north side of Gold Spring Road, just outside of town. In the early 1850s, the Chinese began to obtain leases from French land owners and took control of a more centralized portion of town between Jackson and Pacific Streets, according to Hubert E. Brady, a native to Columbia. This area of the town had fish and meat markets, laundries, and brothels—typical of Chinatowns throughout California. Columbia historian Otheto Weston describes this area of Columbia as “filthy” and a “public nuisance,” which prompted the Anglos in Columbia to attempt to push the Chinese to other parts of town by the end of 1853. Hubert Brady, who wrote a collection of notes during the 1940s, explains that “When the Chinese ‘Red Light’ girls moved in ‘The China War’ was on.” Brady continues, stating that “The Chinese girls sat on the outside

33 Daily Alta California, May 14, 1852.
34 Johnson, 248.
35 Hubert Brady, “Chinese in Columbia- File” (Curator’s transcribed notes of the original handwritten copy by Hubert Brady of Columbia, who died in 1951), Columbia State Historic Park Archives, Columbia, California.
of their brothels and plied their trade openly,” which caused the “respectable women” (a phrase used by Brady and others of the time) to protest.\textsuperscript{37} The Anglos demonstrated their desire to remove the Chinese via riots, protests, “and several unsuccessful attempts to fire the quarters,” states Weston. However, it was not until the fire of 1857, which was blamed on the Chinese, that a temporary removal of the Chinese from Columbia occurred.\textsuperscript{38}

The story of the origin of the 1857 fire is told again and again throughout the primary and secondary sources pertaining to this event. Many of the accounts include a variety of specifics, but all agree, the fire \textit{apparently} started in Chinatown and spread to the rest of the city, causing extensive destruction to Columbia. Most newspaper accounts, like that in the \textit{San Joaquin Republican} state that the fire started in a Chinese brothel, which “was caused by an opium smoker.”\textsuperscript{39} Other sources suggest that the fire was started by a Chinese man who was home cooking his dinner when his rice caught fire and then engulfed his canvas tent.\textsuperscript{40} Whatever the cause of the fire might have been, the winds on that August evening caused the fire to spread rapidly through the Chinese section of the town and then to the wooden buildings throughout the rest of Columbia.\textsuperscript{41} Following the fire, the Anglos in Columbia expressed their anger against the Chinese by running them out of town. By the end of the decade, however, prostitution had decreased, as did the amount of gold being found and the number of miners in the area, thereby

\textsuperscript{37} Brady notes, Columbia State Historic Park Archives.
\textsuperscript{38} Weston, 7.
\textsuperscript{39} Johnson, 299.
\textsuperscript{40} Hal Noehren, “Columbia Fire Story” from “Fire Folders” (Collected notes by Ranger Noehren, taken mostly from the Barbara Eastman Collection), Columbia State Historic Park Archives, Columbia, California, 2.
\textsuperscript{41} \textit{Images of America: Columbia}, 69.
allowing the Chinese to reestablish themselves again in the location on upper Main Street between Jackson and Pacific Streets.

AFRICAN AMERICANS IN COLUMBIA

Never totaling the same number of Chinese miners in California, individuals of African ancestry comprised an equally influential ethnic group in Columbia. As historian Rudolph M. Lapp points out, although “persons of color” totaled only a few dozen in 1848, by 1850 962 individuals were recorded in the California State Census. Lapp explains that “blacks” came from around the world, including New England, the slave states of the south, Jamaica, the West Indies, and Latin America. According to Susan Lee Johnson, many of the Southern mines witnessed a large migration of African Americans due to the region’s close proximity to the overland southern trails. However, Johnson points out that the number of African Americans was not by any means “overwhelming,” with only a small percentage of “blacks” in Tuolumne County in 1850. Of those of African ancestry in the mining camps, Lapp suggests that “Over half of the Afro-Americans in the Mother Lode by the beginning of 1850 were free persons.” For those who found their way into Columbia, either voluntarily or as slaves, conditions were similar across the state. Although California entered the Union in 1850 as a “free” state, the question of what would happen to slaves who entered the state with their slaveholders remained unanswered, especially in the diggings. A number of accounts can be found throughout California that describe the stories of African

43 Johnson, 189-190.
44 Lapp, 49.
Americans buying or finding their way to freedom, including an important story about the gains and losses of one man in Columbia named Stephen Spencer Hill, or “Black Steve.”

Hill’s story not only demonstrates his personal gains and losses as a former slave in the California Gold Rush, but also indicates the prejudice and compassion that many of Columbia’s citizens had toward other individuals like him. Hill, who accompanied his Arkansas master Wood Tucker to California in 1849, eventually settled just outside of Columbia, in Gold Springs. By 1853, Tucker returned to Arkansas and Hill remained on Tucker’s property. Tuolumne County historian, Carlo M. De Ferrari comments, “How the slave managed to remain in California is not known, but he later claimed that he had been a free man since the first of April, 1853.”45 Hill, an intelligent “man full of ambition,” filed claim to the 160 acres of land once belonging to Tucker. He cleared the land, planted wheat, built a cabin, and kept mining for gold. De Ferrari claims that “By the early spring of the following year, Stephen Spencer Hill had one of the most prosperous ranches in the county.” Things changed in April of 1854, when Hill found what the Columbia Gazette reported as “a beautiful specimen” of pure gold weighing nine ounces.46 With his land now valued at $4,000, a friend of Hill’s former owner, Owen Rozier took notice of Hill’s property. Rozier quickly asserted that Hill had never been freed and that the land Hill was on was actually the property of Hill’s master.47

Rozier sent notice to Tucker in Arkansas and pronounced himself Hill’s agent in California. Rozier then claimed the land and everything on it for himself, including the

47 Lapp, 140.
gold Hill found. Although Hill claimed that Tucker had given him his freedom, he was unable to provide the documentation to prove such, and tried to sell the property before Rozier took action. As pressure mounted, Hill eventually fled the property and was later arrested under California’s Fugitive Labor Act of 1852, which had been reinstated from the original Fugitive Slave Law of 1850. This law declared that the owner or his agent “was empowered to have an escaped slave arrested and brought before a magistrate.” As De Ferrari points out, the act also denied slaves the right to testify at their own hearings.48

What makes this story more interesting and also demonstrates some of the character of Columbia, is the addition of Hill’s Anglo neighbors who took a great deal of concern for Hill’s situation. Neighbors harvested Hill’s crops and cleared the ranch from anything from which Rozier could profit. Some of the neighbors even harassed Rozier so much that one day he finally “pistol-whipped” one of them, which put Rozier in jail temporarily alongside Hill.49 Lawyers also fought to save Hill and his property, but the court ruled that since Hill could not prove his freedom, Rozier could transport the former slave back to Arkansas. Rozier made it as far as Stockton with Hill, detained Hill for the evening, and went off to enjoy the night before continuing the journey the next day. During the night, Rozier had a few drinks with some friendly “strangers” from Gold Springs and in the meantime, Hill made his final escape.50 Although Hill would never return to Columbia, his story indicates the opportunities that African Americans might

49 Ibid., 133-134.
50 Lapp, 141.
have had in Columbia, their treatment by Anglos from the area, and the lack of protection that the law provided them in the state of California.

Although Hill did not become financially prosperous, some accounts of African Americans tell of economic and social success while living in Columbia. As described by Barbara Eastman in her extensive research on Columbia from the 1950s, a number of “colored men” can be found in census data and tax records from the area. Eastman explains that most African Americans “were obviously accepted as individuals for themselves as men, and no one was concerned over their color.” One specific story is that of William (Billy) O’Hara, who was best known in Columbia as the “Prince of Caterers.” O’Hara owned the Jenny Lind Restaurant, which was originally located in the third building north of Fulton Street on the east side of Main Street. Unfortunately, the fire of 1854 destroyed O’Hara’s original establishment, but thanks to popular demand, he rebuilt the restaurant in the rear of Ferguson’s Saloon. Located at the southeast corner of Main and Fulton Streets, the new Jenny Lind Restaurant continued to attract customers throughout the 1850s.51

O’Hara and his wife Charlotte were able to profit via the restaurant business and eventually purchased land on the south end of Gold Springs Road where they built a home and ranch.52 It was on this ranch that he and his wife held what the Tuolumne Courier titled a “Grand Jubilee of the Colored Population of Tuolumne County” on August 1st, 1859. The purpose of the party was to celebrate the 25th anniversary of the

52 Marguerite Sprague, Bodie’s Gold: Tall Tales and True History from a California Mining Town (Reno: University of Nevada Press, 2003), 19.
abolishment of slavery in the West Indies by the British government. Over one hundred African Americans attended the celebration outside Columbia, traveling from the neighboring towns of Angels Camp, Jamestown, and Sonora, as well as from other places from around the state. During the gathering, individuals spoke about the importance of the abolishment of slavery and led the crowd in various heart-felt prayers. Observers of the event spoke highly of the keynote speaker, an African American named James R. Starkey of Columbia, who delivered “a very eloquent oration, abounding historical facts, and patriotic sentiments.” The party continued on into the evening where the well-dressed crowd danced and ate a finely cooked meal prepared by the owner of the ranch, Billy O’Hara. Since such an elaborate celebration was not a common occurrence, the local event managed to attract the attention of a number of white men and women, “who sat about the outskirts of the crowd enjoying the proceeding.” The Tuolumne Courier described the event as a “rare thing for so large a party, to last so long with so few incidents to mar its pleasures.” Sadly, O’Hara only stayed in Columbia for three more years after the Jubilee. He left for another mining town, Bodie, California, where he continued his skills as a chef and entrepreneur. O’Hara’s story depicts an example of a successful and influential African American in Columbia. His story is interesting also because of the respect he gained from others in Columbia during an era when ideas of racism were dominant throughout the United States.

53 Tuolumne Courier, August 6, 1859, (Eastman Collection, August, 1958), H1.
54 Lapp, 256.
55 Tuolumne Courier, H6.
56 Sprague, 19.
BUSINESSES AND ENTREPRENEURS

Businesses like O’Hara’s restaurant were established throughout Columbia the moment word spread that the Hildreth brothers had found gold in 1850. Entrepreneurs made their way into Columbia simultaneously with the miners to supply food, goods, and entertainment. In the area where the town now stands, the first business opened in the summer of 1850 within a tent structure. The business was a blacksmith shop and a card house that sold whiskey. In September of 1850, the first wooden built store was established at the corner of Main and Washington Streets. A second wooden structure was built by C. Brown the following month and Main Street started to take on a look of prosperity and establishment. 57

Store owners played a very important role in the early development of Columbia as people from within the town and the surrounding area purchased their much needed supplies locally. In 1851, Sewell Knapp opened his store, selling goods to many pioneers and miners of all ethnic backgrounds including Mexicans and Chinese. His store withstood a number of devastating fires that ripped through Columbia and can still be seen today. Knapp, himself a ‘49er, moved from the state of Maine, found $118,000 worth of gold nuggets in just three lucky days, and used his money to purchase a store. After a short trip back to Maine, Knapp returned to California with his wife Caroline. The Knapps became one of the more influential business families in the early years of Columbia. 58

Mr. Knapp not only played an important role in business, but also was a

57 Heckendorn and Wilson, 6.
significant player in local politics and helped to incorporate the city in 1854. By 1860 the census shows the forty-one year old Sewell Knapp not only had become a successful businessman with a personal value of $10,000, but also became a family man with his wife and their three children. Sewell Knapp’s story not only demonstrates his role in business and politics, but also his part in the establishment of Columbia through family and personal connections.

In the Tuolumne County census taken in 1852, most jobs were labeled as “miner,” but a variety of other occupations like lawyer, physician, and barber also were recorded. In 1852, the Columbia Gazette reported a list of business establishments in Columbia that included thirty saloons and restaurants, four banking and exchange offices, three drug stores, and two barber shops. Most barbershops in Columbia came and went over the years and many of the barbers were ethnically diverse (French, German and African-American). Charles Koch, a Prussian born immigrant, worked as a barber for forty-seven years and played a role in the business culture of Columbia. He moved to the United States in 1851 and started his shop on Main Street in 1854, doing a “lucrative trade of cutting hair, trimming beards, giving shaves, pulling teeth and using his own leeches for bloodletting.” Although Koch was a limited English speaker, his business continued to

59 Heckendorn and Wilson, 7.
60 United States Federal Census, “Schedule I. Free Inhabitants in the Township No. 2 in the County of Tuolumne, State of California,” Dwelling house number: 2658: Sewell Knapp, July 17th, 1860. Over the course of the 1860s, the Knapps would have three more children, including Caroline, their only daughter.
62 A History of Tuolumne County, California (San Francisco: B.F. Alley, 1882), 102.
63 Images of America: Columbia, 44.
grow as he bought his own shop and held a net worth of $300 by the age of thirty-one.64 Like Knapp, Koch was a businessman who, like a number of other entrepreneurs, devoted himself to his profession, as well as to the town of Columbia.

Saloons and parlor houses also did a bustling business in Columbia, especially in the early years before Columbia became incorporated. One specific establishment, the Lone Star Saloon, was owned and operated by a “beautiful, cultured, intelligent” businesswoman named Martha Carlos.65 Her story is important to the fabric of Columbia because not many women of her “background” owned saloons in the area. Moreover, Martha and her husband were at the center of one of the major crises to hit Columbia, which some consider to be one of the “most shocking” and “utterly horrifying” demonstrations of mob violence to hit the entire Mother Lode.66

A thesis paper by Marianne B. Schick-Jacobson describes Martha Carlos in detail, providing evidence of her background and her involvement in Columbia. Schick-Jacobson explains that Martha was “likely of Spanish heritage, though may also have been French, Cajun, or Anglo.”67 She sailed to California from Louisiana in 1849 and gained her wealth as a prostitute in the parlor houses of San Francisco. In 1854, Martha made her way into the Mother Lode and eventually into Columbia where she was able to purchase property at the corner of Main and Jackson Streets for $200. At this location, Martha established her own

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67 Schick-Jacobson, 1.
saloon, often called “Martha’s Saloon,” which became very successful for selling drinks and providing prostitution.\textsuperscript{68}

In September of 1855, Martha married a successful miner named John Barkley from the neighboring town of Chinese Camp. Before marrying Martha, John asked that Martha change her ways by giving up prostitution; she obliged, and began tending her bar instead. All went well for the two for one month until a crisis unfolded for the Barkley couple and the town of Columbia. This event involved the murder of a patron who was harasing Martha within the saloon. As Barkley went to protect his wife, he shot and killed a man named John Smith. Barkley, now considered a murderer for his actions, was immediately taken to jail. Outside the jail cell an angry mob gathered calling for the trial of John Barkley. Provoked by the words of a local politician named James Coffroth, he explained “…the occurrence was of a character to warrant the people taking the law into their own hands, and to mete out punishment on the spot.”\textsuperscript{69} Although a few individuals tried to stop the angry mob, the individuals were eventually overpowered by about 1,000 angry vigilantes who, once they got their hands on Barkley, quickly pulled him out into the streets. Without giving Martha or John the chance to speak, John was tried and convicted by a mock court and was strung up quickly by a rope and hanged by his neck from a TCWC flume.\textsuperscript{70}

Although the reasons why the lynch mob rose up in such hatred against John Barkley is unknown, it is possible that the people of Columbia might have had some hatred toward the Barkley couple as a result of Martha’s former business practice and their marriage. What

\textsuperscript{68} Schick-Jacobson, 3.  
\textsuperscript{69} Columbia Gazette, October 13, 1855.  
\textsuperscript{70} Barton, 4.
is clear is that even after the people of Columbia killed Martha’s husband, they refused to leave her alone. One month after the lynching, a letter by Martha was published in the Columbia Gazette explaining her sadness “to bear patiently and calmly the insults which have been heaped upon me…the most malicious and vilifying of which have emanated from the Columbia Clipper, its editor and the Honorable J.W. Coffroth.” Saddened by the treatment of those in Columbia, Martha eventually sold her property and moved to the neighboring town of Sonora, remarried a few years later, and died of old age in 1876. The story of the Barkley couple finds a significant place in the establishment of Columbia because it is one of the last extreme forms of lawlessness to play out in the town. The story is also interesting and ironic, because even though the people of Columbia made attempts at living “in a more civilized way” during the middle of the 1850s, as Susan Lee Johnson notes, an angry mob took matters into their own hands by not only killing a man via hanging, but also causing physical damage to their own town.

THE ROLE OF ANGLO WOMEN

Although the number of white women in Columbia increased very slowly between 1850 and 1852, more and more white women made their way into the town. With the increasing role of women, Columbia began to appear more “civilized” as most white women began to implement their ideas of reform. However, as Johnson points out, “Reform minded women had their work cut out for them.” In the spring of 1851, it is said that A.W.C. DeNoielle and his wife opened the first boarding house in Columbia.

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71 Martha Carlos Barclay, “A Notice to the Public,” Columbia Gazette, November 17th, 1855.
72 Schick-Jacobson, 13.
73 Johnson, 275.
74 Ibid., 282.
Mrs. DeNoielle is said to have been “the first white woman that came into Columbia, and the second in the county.”\textsuperscript{75} With such skewed ratios, women were welcomed enthusiastically, as men sought out the services performed by women including, “quite simply, proximity to women.”\textsuperscript{76} The women who came to the mining towns were family members, wives and daughters, entrepreneurs, miners, and even prostitutes. Some of the women found that they could also become business-women by using their practical skills like preparing and selling food to the miners.\textsuperscript{77}

Anglo women also were influential in the establishment of Columbia by promoting religion. In 1851, the first Methodist Episcopal Church held services, and by 1854, the first Catholic Church in Columbia had been built.\textsuperscript{78} Over the course of the next two years, a group of Catholic families and miners in Columbia agreed that they wanted a “real” church and brought their donations together to build St Anne’s, which can still be found overlooking Columbia from Kennebec Hill.\textsuperscript{79} During that same year, the “Ladies of Columbia” were busy encouraging merchants and businesses to close their doors on Sundays to honor the Sabbath.\textsuperscript{80} Coinciding with the promotion of churches brought the establishment of schools, but funds and an interest in education did not come as easily as did funds for churches.

Most of the original settlers of Columbia were more concerned with survival and finding gold than they were with education, but discussions regarding the establishment

\textsuperscript{75} Heckendorn and Wilson, 6.
\textsuperscript{76} Johnson, 163.
\textsuperscript{77} Ibid., 164.
\textsuperscript{78} \textit{Images of America: Columbia}, 83.
\textsuperscript{79} Ibid., 87.
\textsuperscript{80} Johnson, 286.
of an education system did start to circulate among the few families in Columbia in as early as 1852. During that summer, the first private school was assembled by Mrs. Betsy Haley. Due to a lack of funds, however, the schools quickly faltered. Support for education increased as the town rapidly began to grow and flourish with children. In order to promote interest in the establishment of a public school, the Columbia Gazette published the following request: “Parents of children who are running the streets should try to interest property owners to appoint a board of trustees to elect a teacher and operate a school.” The next year, another private school was opened by Mrs. Susan Chamberlain, “a highly educated and accomplished lady.” The Columbia Gazette reported, “A correspondent who has visited Mrs. Chamberlain’s school, conducted in the church, praises her efficiency in training the eighteen pupils whom she teaches.”

By 1855, months after the town was incorporated, the state of California did start to contribute specified monies toward the schools. Therefore, Columbia officially was able to open two public schools, one of which was under the leadership of Mrs. Chamberlain. In addition, due to a lack of personal funds, Miss Anna Marie Carr began another private school in an available dining room. Over the years many school teachers played a part in educating the children of the town, but Miss Carr has been most commonly remembered for her role as a teacher. Miss Anna Marie Carr moved to Columbia in 1854 from the state of Maine. While living in Maine, she was a teacher and

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81 Heckendorn and Wilson, 7.
82 Columbia Gazette, November 20, 1852.
83 Ibid., January 22, 1853.
84 Ibid., April 23, 1853.
86 Ibid., 26.
immediately began to build a positive reputation for herself as a teacher in Columbia. Many in Columbia considered her a “very religious” and “cultured lady of the East.” In the classroom she was known for sitting in a rocking chair on a raised platform and keeping an eagle eye on all the students.

Although Miss Carr was a well-liked teacher in Columbia, she quit her job in January of 1859. She claimed to have resigned from her job “for other engagements of a more pleasing character.” During the holiday break of 1858, Miss Carr became Mrs. Dealy as she married a fellow Columbian, Samuel Dealy. At this time, many female teachers stopped teaching after marriage as it was deemed inappropriate for a woman to be a married teacher. It was said that, “The little ones were sad,” but not for long because Mrs. Dealy, despite the social norms against married female teachers, returned to teaching a few years later. While Mrs. Dealy never taught in the brick public school house that opened in 1861, and that still stands near the cemetery, her job as a private school teacher was important to many of the children who were under her instruction. Her death in April of 1887 was mourned by many, and ended some thirty years of education provided to the children of Columbia. Mrs. Dealy, and all of the other female teachers, played an important role in providing an education to the children of Columbia during the town’s establishment. They represent a group of women who sought to better the town.

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87 Hubert Brady, “Schools- File” (Original handwritten copy by Hubert Brady of Columbia, found in the Eastman Collection, September, 1850), Columbia State Historic Park Archives, Columbia, California.
88 Images of America: Columbia, 85.
89 Tuolumne Courier, January 1, 1859.
90 Eastman, 29.
Women not only played an important role in business, education, and religion, their presence and activities helped to “civilize” Columbia. As historian Johnson explains, “The arrival of white women from the eastern United States” began a push “in 1852 to curtail public amusements.”91 Places like the fandangos, brothels, and gambling saloons were first priorities, as women “felt that social conditions in the diggings demanded their attention.”92 By 1854, more and more white men had sent for their wives and families from the East, and in 1856, the population totaled around five thousand people with about two hundred families.93 As a result of the growing number of families in Columbia, historian Rodman Paul explains, “It was said that the lawless Mexican population, the bloody Sunday bear-and-bull fights, and the crowded gambling houses were all disappearing.”94 According to the Miners and Business Men’s Directory published in 1856, Columbia was “fast filling up with families–a surety of a permanent population and of improvement in society.”95 In 1858, a female observer of Columbia stated that the town had “beautiful homesteads, cosily nestled in flowering gardens, and in the midst of growing fruit.”96 By the end of the decade it had become clear that the booming, wild, early years of Gold Rush Columbia had died and in its place stood a town of strong public morals brought on by the involvement of women, examples of established businesses, laws, and the permanence of families.

91 Johnson, 279-280.
92 Ibid., 282.
93 Heckendorn and Wilson, 8.
94 Paul, 312.
95 Heckendorn and Wilson, 8.
96 Paul, 312-313.
Families such as the Daegeners and the Newells are two such examples of the changing social scene of Columbia during the latter half of the 1850s. William Daegener, a Prussian born immigrant who would later become Columbia’s first Wells Fargo Agent, sent for his love Maria Schultz in 1854. After meeting with her upon arrival in 1855 in San Francisco, the two married and made their way to Columbia, eventually having five children, (four of whom died at young ages during the 1860s).

In a similar story, William Newell, who had been in Columbia for five years and who was once the secretary for the TCWC, encouraged his wife Mary Harrison Newell to make the journey to Columbia in 1854. Upon arrival Mary quickly found interest in William’s merchant business as well as in the establishment of the town. According to Mrs. Newell, “Society is now growing a great deal better here a good many merchants and miners and others are sending for their Families.” Tragedy struck just eighteen months after Mary moved to Columbia when William Newell died. However, Mary quickly remarried Joseph Pownall in 1857, a rent collector and also a secretary for the TCWC. Pownall, like his new wife, had once described the changing social structure of Columbia in 1854 as “fast setting up with families of respectability wives… which assist so much in giving character and a healthy moral tone to the machinery regulating what is termed society.” Johnson explains, although there is no direct evidence that demonstrates Mary’s concern with Columbia’s “moral tone,” her actions and that of other women, portray the role of “moral arbiters” of a society, “encouraging men to exercise

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97 *Images of America: Columbia*, 40.
98 Ibid., 95.
99 *Images of America: Columbia*, 33.
100 Johnson, 280.
101 Ibid., 281.
self-control.”

As a result of the role women played, the town of Columbia had become established by the middle of the 1850s, but two crises would be the ultimate test of the town’s foundation.

FIRE!

The destructive fires of 1854 and 1857 tested the strength and endurance of the town of Columbia during a time period when the amount of gold and the population were vastly starting to decline. Although countless smaller fires had tested the town’s survival in the past, these two fires caused the most damage, each about half a million dollars, and yet after each fire, the people of Columbia always rebuilt. The July 10th fire of 1854 is said to have started in a store where burning canvas walls quickly spread to neighboring buildings igniting them and eventually setting the entire city ablaze. The fire destroyed every store except the Donnel & Parson’s brick building, which was said to be “the first fire-proof building, and the only one at that time.”

“With true California enterprise,” the town was quickly rebuilt to a more “substantial character” as fireproof buildings were constructed with greater concern for Columbia’s future.

These extra steps only helped a few business owners during Columbia’s second big fire on August 25, 1857. For example, Sewell Knapp had rebuilt his store with brick and installed steel window shades, both of which helped protect his building for the most part from the blaze. However, many buildings that were also considered fireproof, “disappeared like magic,” causing the deaths of five individuals and a whole slew of

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102 Johnson, 281.
103 Heckendorn and Wilson, 7.
104 A History of Tuolumne County, California, 113-114.
property losses, including $12,000 for I. Shotwell, $10,000 for Donnell & Parsons, and $6,000 for William Daegener. Soon, Columbia was rebuilt “with energy worthy of the early times, she proceeded to eradicate the traces of the fire.” Businessmen like William Daegener led the way in the rebuilding process. He completed a new Wells Fargo and Company Express Building made of brick in less than a year, with his office on the street level and living quarters for his family upstairs. Other merchants were quick to rebuild, and Columbia was soon reestablished as “an almost entirely new city, exulting in the hope of a prosperous future.”

Questions about fire safety and fire prevention became of great concern after the second destructive fire in 1857. Although the Hook and Ladder Company and the newly formed Hose Company tried their best to fight the fire and “confine it to the immediate vicinity,” their attempts were unsuccessful. Fortunately, the Hose Company from the local town of Sonora provided assistance as the Companies “fought the flames like veterans by pulling down buildings and clearing away the ruins.” Almost immediately a great deal of discussion regarding the purchase of proper fire-fighting equipment arose. Many people, including a fireman named John Haskell, demanded that Columbia purchase water pumping engines to prevent future crises. Precautions were quickly taken with the appointment of the town’s first Fire Warden, safety measures were put in place, and reforms were made for the storing of gun powder. However, the people of

105 “Tremendous Conflagration!,” *Tuolumne Courier*, Evening of August 26, 1857, courier extra.
106 *A History of Tuolumne County, California*, 222-223.
108 *A History of Tuolumne County, California*, 223.
109 “Tremendous Conflagration!,” August 26, 1857.
110 Ibid.
111 *Images of America: Columbia*, 72.
Columbia demanded better equipment and finally the town trustees proposed purchasing two fire engines and constructing appropriate houses for each.\textsuperscript{112}

This announcement incited a new discussion about finding the funds to pay for two new fire engines. Although everyone agreed that the engines were necessary, the funds for the equipment could not be garnered, until the “Ladies of Columbia most unexpectedly and nobly came to the rescue!” As an unknown letter writer explains, these women “formed the plans, went energetically into the work, [and] in spite of much mean and unmanly derision, raised the funds and have actually consummated the purchase of a most splendid FIRE ENGINE!”\textsuperscript{113} After having an Engine Festival on September 16, 1859, the Ladies of Columbia managed to raise close to $2,000. Now having the appropriate funds, representatives like Harry Tinkum were then sent to San Francisco to buy a proper fire engine. After correspondence and approval from those in Columbia, Tinkum purchased a hand pumper known as “Papeete.”\textsuperscript{114} Upon Papeete’s arrival in Columbia, everyone was ecstatic to see their very own machine that Tinkum had described in his letters written from San Francisco.\textsuperscript{115} Before the excitement of Papeete’s purchase could die down, the people of Columbia were already prepared to purchase a second engine in 1860. Again the funds were raised by the Ladies of Columbia and representatives were sent to San Francisco to buy “Monumental,” a machine that was said

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\textsuperscript{112} Noehren, “Columbia Fire Story,” 3.
\textsuperscript{113} “Engine ‘Columbia No. 1!’” from “Fire Folders” (Published in the Tuolumne Courier, October 22, 1859, Barbara Eastman Collection), Columbia State Historic Park Archives, Columbia, California.
\textsuperscript{114} Images of America: Columbia, 73.
\textsuperscript{115} Letters from Harry Tinkum in San Francisco to the people of Columbia describing Papeete before purchase, October 11, 1859 (Eastman Collection), Columbia State Historic Park Archives, 1-2.
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to be much larger and heavier than Papeete.\textsuperscript{116} It can be said that although the fires of 1854 and 1857 sadly destroyed Columbia, the rebuilding process after the second fire also helped unite the Anglos in Columbia. This event not only caused the Chinese to be pushed further outside of town, but also solidified, once and for all, Columbia’s permanence.

COLUMBIA TODAY

Over a century and a half has passed since the discovery of gold in California. Some of the mining towns throughout the Mother Lode have either disappeared or turned their wooden structures into modernized twentieth century towns. Fortunately, a number of the towns can still be enjoyed by visitors traveling along California’s “historic” Highway 49, if they slow down a bit while driving along the newly paved bypasses of the highway. Towns like Columbia can still be found by following the signs marked “historic route.” When visitors do find their way into Columbia, they will be pleased to find a town that provides glimpses of scenes from the 1850s and 60s. As a result of efforts made by organizations and individuals during the 1920s and 30s, the Columbia State Historic Park was established in 1945. Since Governor Earl Warren signed the park bill in July of that year, a great deal of hard work has gone into continuously preserving the living history of Columbia. Today, visitors can still enjoy the brick buildings, wooden walkways, iron doors, and period clothing from the Gold Rush years.

When visiting Columbia, it is not very difficult for a person to find the many remaining historical aspects of a community that at one point exemplified diversity,

\textsuperscript{116} Noehren, “Columbia Fire Story,” 4.
prosperity, and permanence. The Columbia of today offers a number of physical reminders the town that once was. Easily recognizable are the massive limestone boulders that were exposed after the gold-rich soil had been washed away by the water companies. When visiting the Columbia Cemetery, one can find a single tombstone dedicated to all the Chinese who had once lived and died in the area. In the park’s museum, which is located in the old Knapp Store, a number of artifacts can be found, including a flyer for the Ferguson Saloon and Jenny Lind Restaurant once operated by William O’Hara. At the end of Main Street, sitting on a counter inside of the Wells Fargo office is a beautiful scale that is said to have weighed over $50 million worth of gold claims from the region. The women’s influence can be reflected through St. Anne’s Church and the brick schoolhouse, which overlook Columbia from two adjacent hills. Located inside of one of Columbia’s fire houses sits the town’s first water pumper known commonly as Papeete. And, if one looks hard enough, a state park sign can be found describing a once energetic and colorful “cosmopolitan” community. Among these examples of living history are the voices of a diverse society, which once played a role in creating a thriving community during an important era in California history. By focusing on specific communities such as Columbia, rather than generalizing from the larger area known as the Mother Lode, historians can take an alternative approach toward analyzing the California Gold Rush through a more localized perspective of a society committed to endure.

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117 Paul, 102.
CHAPTER THREE

TEACHING HISTORICAL THINKING SKILLS THROUGH LESSONS ABOUT THE GOLD RUSH

Historical thinking can be applied to any history class, no matter the topic or grade level. It can be implemented within a discussion on the Afrikaners or within an activity on the Zimmerman Note. No matter the historical subject, thinking historically invites students “to explore historical issues, problems, ideas, values, behaviors, interests, motives and personalities.”\(^1\) Simply put, historical thinking is the process of studying the past beyond simply knowing what happened, and instead implementing the ability to determine why and how it happened. Similar to the tasks of historians, the process of historical thinking encourages students to judge, analyze, interpret, and reason while studying the past. Included in this chapter is a four-day lesson plan that incorporates historical thinking skills as applied to the diverse social world of the California Gold Rush (see Appendix 1.0 to 4.0). Through this lesson, students will be able to answer the overarching questions: How did various social groups influence the development of the California Gold Rush? How is the traditional image of the Gold Rush challenged by incorporating multiple perspectives?

However, as Sam Wineburg points out, historical thinking is not the easiest objective to achieve because it “is neither a natural process nor something that springs automatically from psychological development.” Wineburg explains that the process of

\(^1\) Kirk Ankeney et al., *Bring History Alive: A Sourcebook for Teaching United States History*, revised ed. (Los Angeles: University of California, 2011), i.
historical thinking “actually goes against the grain of how we ordinarily think.”² His research determines that students struggle to view the past beyond “the lens of the present,” a perspective he calls “presentism.”³ Therefore, students must first be able to differentiate between the past and the present, and then be able to contextualize “the motives and actions of individuals who lived in conditions very different from modern times.”⁴ For example, when applying their thinking to the Gold Rush, students living in California may incorrectly place this event in the context of the heavily populated and developed society that they are familiar with today. Students must instead place themselves in the landscape of small, underdeveloped, and sporadic mining communities that were truly representative of the years following 1848. Helping students avoid the practice of “presentism” is an important task for teachers. Teaching through the interconnected objectives laid out within the Historical Thinking Standards presented by the National Center for History in the Schools (NCHS), teachers can encourage students to interpret history through the perspectives of the past.

As with any topic, teachers should never assume that all students entering an 8th grade or 11th grade United States History classroom have encountered the opportunity to learn and think historically. Therefore, it is important that teachers realize that students possess a multitude of ability levels and varying degrees of prior knowledge pertaining to the past. This dilemma, according to Jeffery Nokes, a Professor of History Education at Brigham Young University, causes students to struggle with the ability to think

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³ Ibid., 19.
historically. Nokes emphasizes the need for teachers to realize that students “have limited historical background knowledge,” “hold unsophisticated views of the world,” and “have a false sense of what it means to study history.” Yet, even with the challenges that students and teachers might face, there are a variety of techniques and strategies that will help students approach history through a more structured historical perspective.

History teachers have developed their thought process through years of schooling, reading, interpreting, analyzing, and applying historical skills. These common skills, consistent among historians, can also assist students if practiced throughout their elementary, middle, and high school years. Although learning facts, dates, and names are important in establishing foundational historical knowledge, teaching historical thinking skills will promote further student engagement by way of examining, questioning, and thoughtful decision making. Educators may wonder how to go about this process. High school history teacher, Mark Pearcy, and college professor, James A. Duplass, explain that the first step toward practicing the skills of historical thinking can be found by teaching the “right mixture of breadth and depth.” Of course, this requires a delicate balance, as students need a certain level of content knowledge in order to implement historical thinking skills. With activities like timelines, primary and secondary source analysis, classroom debates, and written responses, teachers can find the right blend of content and skills based learning. Focusing student learning around specific themes and core concepts, can also assist in finding the right blend between breadth and depth. When

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5 Nokes, 382.
applied to the California Gold Rush, students will be able to take a stand and establish a historical perception of the social world that made up the mining communities.

Over the last two decades there has been a vast amount of research that supports secondary education history teachers who aim to implement historical thinking skills into their curriculum. One specific body of work that is used within this chapter is the Historical Thinking Standards produced by NCHS. These five standards are similar in principle to many historical thinking methods, but their layout and description best accommodate the teacher in a clear and concise manner. The Historical Thinking Standards are included below:

1) *Chronological Thinking*: the student is able to distinguish between past, present, and future; identify temporal structure of narratives and the temporal order of their own narratives; measure and calculate calendar time; interpret data in timelines; and explain historical continuity and change.

2) *Historical Comprehension*: students identify sources and access its credibility; identify central questions; differentiate between historical facts and interpretations; read historical narratives imaginatively; and draw upon historical sources in order to organize data.

3) *Historical Analysis and Interpretation*: the students can compare and contrast different ideas and perspectives; analyze cause-and-effect relationships; challenge arguments of historical inevitability; hold interpretations as tentative; and evaluate major debates among historians.

4) *Historical Research Capabilities*: the student is able to formulate historical questions; obtain historical data; identify gaps in the available sources; and support interpretations with historical evidence.

5) *Historical Issues-Analysis and Decision-Making*: the students will be able to identify issues and problems in the past; collect evidence of antecedent circumstances; identify relevant historical antecedents; evaluate alternative courses of action; formulate a position; and evaluate the implementation of a decision.

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7 For a complete version of the Historical Thinking Standards refer to *Bring History Alive: A Sourcebook for Teaching United States History*, 6-14. This can be found online at: http://www.nchs.ucla.edu/Standards/historical-thinking-standards-1.
This chapter discusses how these five standards will be incorporated into a series of activities pertaining to the California Gold Rush. Within these lessons, teachers are given the instructional methods to help implement the related Historical Thinking Standards and the corresponding activities found in the Appendix. The lessons in this chapter are designed to implement the research available on teaching historical thinking skills and demonstrate the effectiveness of this approach.

In addition to teaching to meet the expectations of the History-Social Science content standards, Historical Thinking Standards must be imbedded in lesson plans. According to NCHS, these five Historical Thinking Standards cannot be “practiced, in a vacuum” independent of historical content. Instead, these five standards should be used routinely by teachers throughout the historical curriculum and drawn upon when appropriate “to develop their teaching plans and to guide students through challenging programs of study.” 8 Although the discussion here pertains specifically to the social aspects of the Gold Rush, the overall goal of this project is to provide methods that foster historical thinking skills that can be applied to any historical event. Teaching the California Gold Rush acts both as an avenue to highlight the importance of a neglected event in the secondary-level American history curriculum, and to provide an example of how to integrate historical teaching methodology into the classroom.

For California students, the local connections derived from the investigation of the California Gold Rush can be used to attract the attention of most 8th and 11th grade students. In addition, many students may possess some prior knowledge pertaining to this

8 Ankeney, 6.
historic event. A combination of these attributes provides teachers the opportunity to incorporate historical thinking skills. As mentioned in Chapter One, the Gold Rush “myth” has influenced many individuals’ perceptions of this event, but this aspect is what can make teaching the social history of this event so thought provoking for students. Wineburg explains that “once students realize that the story they’ve been told may be more myth than history,” they take a new interest in the subject and what can become a “raucous debate about evidence and argument.”

Students learn important reading and analysis skills through the use of abundant primary sources, such as letters, diaries, census data, and a variety of images. Considered the first event to be visually documented extensively, the introduction of the daguerreotype, or photograph, adds another media type for students to analyze, question, and contextualize. Teachers should remind students to incorporate what they might know about this event into their interpretations of specific sources, but be cautious of the “exaggerated role-playing and dramatic gestures,” as many individuals commonly depicted themselves through glorified imagery. When working with sources from the past, students will learn to identify how documentation can be exaggerated and manipulated. Students will also practice working with secondary sources, which allows them to experience historical research presented by historians. Through evaluating historians’ interpretations, students learn to form their own judgments and realize that research is something that remains questionable. Over the course of four detailed lessons

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9 Sam Wineburg, Daisy Martin, and Chauncey Monte-Sano, Reading Like a Historian: Teaching Literacy in Middle and High School Classrooms (New York: Teachers College Press, 2011), 5.
outlined below and provided in the Appendix, students will be able to draw upon a variety of sources and provide their own analysis of the ethnic and gender roles, class struggles, and the development of mining communities within the early years of the California Gold Rush.

DAY ONE: PLACING THE GOLD RUSH IN TIME AND BUILDING INTERPRETATION

ACTIVITIES: A TIMELINE, HISTORICAL BACKGROUND, PRIMARY SOURCE ANALYSIS, AND REVIEW QUESTIONS (WHEN? WHO? WHERE?)

On day one, students will be introduced to the California Gold Rush through a timeline activity. In this lesson, students will practice Historical Thinking Standard (HTS) 1: Chronological Thinking, which specifically addresses the objectives of understanding the concept of time, contextualizing events in relationship to the present day, and establishing the order of historical developments. Activity two asks the students to read through two primary sources, and analyze the significance and purpose of each. This activity aligns with HTS 2: Historical Comprehension and meets the following goals: identify a source’s credibility, read historical documents imaginatively, and appreciate historical perspectives. Lastly, the students will practice HTS 3 by developing their own historical analysis and interpretation in a peer discussion that requires the students to consider multiple perspectives, evaluate cause-and-effect relationships, and provide supporting evidence.

When starting a new topic or unit, it is important to provide students with enough historical content knowledge to help them contextualize information that they might already know. Timelines help students answer the question of *when* by placing an event
in comparison with other events. As Avishag Reisman and Sam Wineburg point out, “one need not know everything about a historical moment, but a basic chronology and some familiarity with key developments are fundamental.” According to Reisman and Wineburg timelines can also provide teachers with the opportunity to introduce key aspects of an event and remind students “that historical events cannot be viewed in isolation.”  

An effective timeline is taught as a “running” activity that asks students to constantly update in order to best experience continuity and change over the course of multiple eras and events. To make the most out the use of timelines, the concept of the present should appear within the chronology. This of course, helps students better place themselves in relationship to a given event. This type of hands on, “working” activity, allows students “to see the topics as issues of ongoing importance rather than isolated units of study.”

When teaching the California Gold Rush, teachers will have the students first focus on the years 1848-1850 as a reference point. From this point teachers emphasize this past event compared with the overall history of the United States. The teacher then will have the students compare these years through the present year and have the students acknowledge this year as “present.” Teachers ask students questions that incorporate the use of the concepts like past, present, and future, as well as ask students to mathematically determine the difference in years between different events. Through this

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activity students discover that the California Gold Rush followed the Texas Revolution, the Mexican-American War, and preceded the Civil War and Reconstruction. Incorporating the use of interactive timelines, allows students to visualize the temporal relationship with corresponding events and “provides the mental scaffolding for organizing historical thought.”¹³

Creating timelines also helps students differentiate between the concepts of decades, centuries, and millennia.¹⁴ By building upon these concepts, students are able to then place the Gold Rush in context with other historical events. This establishes the California Gold Rush as a cornerstone time period that students can continuously build upon when learning about other events. This also helps students understand that the Gold Rush was not the only factor in the establishment of California. Instead, students are introduced to the importance of identifying multiple causes by making connections with previously learned concepts like Manifest Destiny and events like the Mexican-American War, which were integral to the development of California as a state. In addition, teachers can also use this opportunity to teach the consequences of the Gold Rush by previewing specific events that will play an important role in upcoming lessons such as the Compromise of 1850 and the outbreak of the Civil War in 1861.

For this particular activity, students not only place the Gold Rush in the context of historical events in American history, but also create a separate timeline based on specific details within the Gold Rush itself. This topical timeline includes the years 1845-1855, and is completed by students as they read a brief summary that provides an overview of

¹³ Ankeney, 6.
¹⁴ Ibid., 6-7.
the historical aspects that took place prior to the Gold Rush and the years following the discovery of gold (Appendix 1.1A). Pre-reading activities such as this can be relatively easy to do and help students become “familiar with the overall content and organization of the material before they begin serious reading.”\textsuperscript{15} From this activity, students will be able to “reconstruct patterns of historical succession and duration,” as well as practice the ability to “record events according to the temporal order in which they occurred.”\textsuperscript{16}

As the students work at completing their detailed timeline, teachers can help their students evaluate historical information by pointing out that timelines are not always based on decades, can take on many forms, and overlap with different eras. Teachers can also encourage their students to compare their lifespan to that of the Gold Rush and determine how long ago the event took place. By completing the timeline activities, students will be able to conceptualize time, eras, order, and the placement of the Gold Rush compared to other events.

The second activity on day one incorporates the method of “historical comprehension” into the learning lesson. This approach addresses the concepts of who and where to support student learning of contextual thinking. When studying historical narratives, students need to attempt to place themselves within the mindset and location of historical figures from the past. In order to do this, students are required to be able to read historical data and understand primary sources “imaginatively” and through an open mind. By taking this route, students must “take into account what the narrative reveals of the humanity of the individuals involved, their motives and intentions, their values and

\textsuperscript{15} Ankeney, 90.
\textsuperscript{16} Ibid., 7.
ideas, their hopes, doubts, fears, strengths, and weaknesses.”\textsuperscript{17} This task is important for students in order to recognize historical perspectives and “describe the past on its own terms, through the eyes and experiences of those who were there.”\textsuperscript{18} Primary sources help students think beyond the present and experience the colorful voices of those “caught up in the event” through “interests, beliefs, and concerns of people with differing backgrounds and opposing viewpoints.”\textsuperscript{19}

Fortunately, for students learning about the California Gold Rush, there are a variety of primary sources, including maps, diaries, business transactions, and photographs. Through the use of these primary sources, students can practice breaking the tendency of thinking in present-mindedness, and instead think historically by placing themselves in the event. Encouraging students to think from the mind-set of those involved in the California Gold Rush promotes student comprehension of the event. By utilizing the available primary sources, students will first witness a description of the political, environmental, and economic conditions in California before the Gold Rush. Then, over the course of daily lessons, students will compare those conditions to what miners experienced during the years following the discovery of gold. Students will also analyze sources to better understand the diverse societies that emerged within the camps and towns. The case study of the mining community of Columbia, California during the early 1850s (the subject of Chapter Two) is incorporated into the lessons and activities provided in the Appendix.

\textsuperscript{17} Ankeney, 8.
\textsuperscript{18} Ibid.
\textsuperscript{19} Ibid., 11.
Research has proven that when students work with primary sources, “an intellectual activity that now appears to be synonymous with historical thinking,” students are able to do more than just find information. Using historical thinking skills requires students to delve deeper into the sources, paying “attention to features within and outside of the text, such as who wrote the source, when was it created, in what circumstances and context, with what language, and for what reasons.”

However, teachers play an active role in choosing, preparing, and helping students understand the validity of using primary source documents. First, teachers decide on the specific source to be used by the students. This alone is an act of interpretation on the teacher’s part, as sources are deliberately chosen to represent both “historical value and its potential contribution to students’ historical knowledge and thinking.” Frederick Drake encourages teachers to ask themselves questions when choosing historical documents: Will this document interest my students?; Will this document incorporate my students’ prior knowledge?; How will this document affect the students’ preconceived historical narrative?; In what ways might the document deepen students’ contextual understanding?

Secondly, teachers can edit sources to help with student engagement and to allow the source to become comprehensible for student analysis. This means that sources can be “trimmed” so that they remain to the point and “convey the essence of a historical

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22 Ibid., 468-469.
problem.”\textsuperscript{23} They can also be manipulated to meet appropriate reading levels for middle and high school students to understand. Wineburg suggests highlighting key terms and providing their definitions at the bottom of the page, which provides students with better content comprehension.\textsuperscript{24} Nokes points out that these are important elements for teachers when selecting and using primary sources because it then “can allow students to devote their working memory to strategy use and analysis rather than to basic decoding.”\textsuperscript{25}

Lastly, the teacher also prepares the students by clarifying the importance of primary sources, stressing that the reason for doing such activities is to help readers “recapture the spirit of the times.”\textsuperscript{26} Through the information gained in primary sources, students are able “to appreciate the peculiar situation of the individual event and at the same time to see its broader significance.”\textsuperscript{27} Unlike the use of the textbook or “school text,” according to Wineburg, historical documents encourage students to think about the subject of history in a different manner than they would in their science or language arts class.\textsuperscript{28} This is something that Levstik and Barton point out in their survey of student responses, claiming that students enjoy studying historical sources because they were not “just reading about it from a book or writing about it on paper.” Instead, students stated history was “acting things out—pretending to be people in the past,” and “it gives you a chance to be in their place… like the real thing.”\textsuperscript{29} Therefore, by consistently utilizing

\textsuperscript{23} Wineburg, \textit{Reading Like a Historian}, vii.
\textsuperscript{24} Ibid.
\textsuperscript{25} Nokes, 384.
\textsuperscript{26} Ankeney, 20.
\textsuperscript{27} Ibid.
\textsuperscript{28} Wineburg, \textit{Historical Thinking}, 79.
\textsuperscript{29} Levstik and Barton, 160.
historical documents, students are able to practice interpreting texts through the eyes of
the author and approach documents as living stories that help teach us about the past.

The primary sources chosen for this activity introduce students to important
historical thinking skills while evaluating documentation of the discovery of gold. The
students first read an excerpt from an official report describing the California gold fields
sent from Colonel Mason to Washington D.C. during the summer of 1848 (Appendix
1.2A). Next, students flip the reading over and read an excerpt from President Polk’s last
state of the Union Address from December of 1848, officially confirming the rumors of
gold in California (Appendix 1.2B). These two primary sources have been specifically
chosen to provide students with detailed accounts of California from the year that gold
was discovered. This will give students the chance to read about a geographic region that
may be familiar to them in name, but appear differently in description. The documents
have been edited in length in order to focus students’ attention on the key points, but not
edited in wording to encourage students to grapple with the vernacular of the era. Also, a
few terms have been defined in a word bank at the bottom to aid students with
understanding the content, rather than getting caught up in grammatical differences.

To assist in an analysis of these two readings, students will complete a graphic
organizer that highlights key aspects of each source (Appendix 1.3). By completing
graphic organizers that coincide with reading primary sources, students are practicing the
ability to “pay attention to features within and outside of the text, such as who wrote the
source, when was it created, in what circumstances and context, with what language, and
for what reasons.”

This type of activity allows students to comprehend the primary sources through the perspectives of those involved. Comprehending the past in this manner “contributes to democratic participation… by encouraging students to think about ways of life other than their own.”

To conclude the class period, and briefly practice HTS 3 (Historical Analysis and Interpretation), students quickly share their analysis of the primary sources among their peers. In small groups, students discuss what they have read and demonstrate their skills of historical comprehension. At this level of historical thinking, students will be able to determine the author’s point of view and purpose. Students will use evidence to describe Colonel Mason’s and President Polk’s perspectives and develop a historical understanding of their motives within each document. Through the use of evidence, students will practice taking a stand and support their positions in response to discussion prompts posted on the board (Appendix 1.1B). The prompts ask the students to determine the purpose behind Mason’s and Polk’s sources. Students are first asked: What was Colonel Mason’s purpose behind his letter from the gold mines? Did he have any specific intentions? Requiring further thinking and interpretation, students respond to a similar second question asking: What was President James K. Polk’s intention in his State of the Union Address, declaring that gold had been found in California? Lastly, students are asked to make connections between both sources by responding to the following question: Are there any examples of Colonel Mason’s report within President Polk’s Address? While discussing their responses to these questions, it is recommended that the

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30 Donovan and Bransford, 202.
31 Levstik and Barton, 55.
teacher make the students aware that the responses of their peers may differ from their own. Providing this insight of how history works encourages students to think like historians, discussing “not only what happened but about why and how it happened, and how it affected other happenings.”

DAY TWO: WORKING WITH MULTIPLE PERSPECTIVES ON THE GOLD RUSH

ACTIVITIES: CENSUS DATA ANALYSIS, WORKING WITH A SECONDARY SOURCE PRESENTATION, AND REVIEW QUESTIONS (WHO? HOW?)

During day two, the students will continue to practice their newly acquired historical comprehension skills and further incorporate their ability to analyze and interpret historical information. The students will first evaluate data found in a primary source document and demonstrate their ability to utilize that information to construct an interpretation of the past. Activity two asks the students to analyze a series of secondary sources regarding the complex society depicted in the Gold Rush. The sources vary in the year of their publication and include multiple perspectives, which provide students the ability to compare differing points of view. This activity will encourage students to experience the work of historians and evaluate major debates between them. The third activity requires the students to begin the process of practicing HTS 4, Historical Research Capabilities. This standard will be introduced through a class discussion that requires students to draw upon evidence presented in a PowerPoint lecture. During this presentation, students are asked to formulate a historical argument regarding their interpretation of the diversity that existed within the Gold Rush. Students will draw on historical evidence to advance their own conclusions by answering the questions: What

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32 Ankeney, 9.
were the characterizations of those in the mining communities and which individuals were the most influential?

Students will first analyze a selected listing found in the “Miners and Business Men’s Directory” from the “General Directory of the Citizens of Columbia District” of 1856. The directory lists a number of names, their jobs, and the location from which the individuals moved (Appendix 2.1A). At this point, teachers should point out how directories and census data are effective primary sources that can depict history in the same way as narratives and pictures. Data found in census information helps determine the make-up of a group of people, but with all historical sources, students must keep in mind that even government documents might exclude or misrepresent information. Being able to identify, question, and explain this dilemma is what sound historical thinking entails, and it is the job of the teacher to encourage this process.

This historical analysis activity encourages students to “utilize visual, mathematical, and quantitative data presented in charts and tables… to clarify, illustrate, or elaborate upon information presented in the historical narrative.”33 From the directory, the students will be able to interpret historical evidence by drawing conclusions about commonalities among the data. This process encourages students to “look carefully at the ways people use facts to form and support historical accounts.”34 Students will also be able to determine information or groups that were left out, such as specific ethnic groups and women. Ultimately, students will make comparisons from the sources read the previous day (the description of California by Colonel Mason in 1848), and be able to

33 Ankeney, 9.
34 Donovan and Bransford, 186.
determine the changing social make up of towns and the rapid transformation of the region.

After the opening activity, the bulk of day two aims to sustain continual practice of the skills of HTS 3, Historical Analysis and Interpretation. This standard revolves around answering the question “how?” as students come to understand that historians not only determine what happened, but also evaluate “how it happened, how it affected other happenings, and how much importance it ought to be assigned.” Similar to the activity on day one, students are required to read and interpret sources, but instead of analyzing primary documents, students will be working with various secondary sources regarding the California Gold Rush. Wineburg encourages teachers to use these types of sources, explaining that when working with “secondary historical interpretations” students are introduced to more complex and challenging “interpretation of modern-day historians.”

As demonstrated in chapter one, the historiography of the Gold Rush has evolved into an in-depth analysis of a diverse social network that best represents the mining communities. Students also need to experience this characterization and therefore, will view the written history of the California Gold Rush beyond what is simply found in their textbooks. As Wineburg points out, teaching students to think historically becomes challenging when solely using the textbook since “the textbook speaks in the omniscient third-person. No visible author confronts the reader; instead a corporate author speaks from a position of transcendence.” Wineburg encourages students to look beyond their history textbook in

35 Ankeney, 9.
36 Wineburg, Reading Like a Historian, 5.
37 Wineburg, Historical Thinking, 13.
order to find multiple interpretations and perspectives of a similar event. NCHS encourages teachers to help students work with historians and interpret the past “as ongoing explorations and debates with other historians.” By actively playing a part in the historical environment, “students will learn for themselves why historians are continuously reinterpreting the past, and why new interpretations emerge” from constantly uncovering new evidence.\(^{38}\)

In order to promote historical analysis and interpretation, students consider the various sources that are available regarding the Gold Rush. For this activity the work of specific historians has been highlighted in order to demonstrate the changing interpretations of the social world of the Gold Rush. Students should be encouraged to recognize that similar to their teacher’s decision to choose and edit primary sources, their teacher’s interpretation is again being incorporated into the selection of these specific secondary sources. Therefore, it is up to the students to delve further into the research driven by their own curiosity. The PowerPoint presentation includes excerpts from a variety of secondary sources published over the last 150 years, allowing the students to “hold interpretations of history as tentative, subject to changes as new information is uncovered, new voices heard, and new interpretations broached.”\(^{39}\) The sources that have been chosen for this activity start with the fictional tales of Bret Harte, the fact-filled research of Josiah Royce, the academic research of John Walton Caughey, and the contemporary work of historians Malcolm Rohrbough and Susan Lee Johnson.

\(^{38}\) Ankeney, 12.

\(^{39}\) Ibid., 11.
The method used to present these sources and encourage student engagement is a PowerPoint presentation utilizing the teaching approach of direct instruction (Appendix 2.1B). As with all teacher driven activities, teachers need to promote enthusiasm in order to encourage historical thinking and learning among students. Although often referred to as a lecture, this activity can also be described as a presentation led by a “historical thinking facilitator.” In Suzanne M. Wilson’s chapter from *Historical Thinking*, she calls this process the “visible teacher.” Wilson describes the teaching method of high school history teacher John Price, who demonstrates “pure energy” in his classroom, constantly “laughing, pacing, bantering with students, [and] gesturing excitedly.” Price explains, “My mission is to really get [students] excited about some of the characters along the way… [and] for them to realize that there is a real excitement in how this information was discovered.” Wilson describes Price’s teaching strategy as being on stage, “responding to student questions, interjecting anecdotes from his notebook, and using analogies and examples to illustrate his points.” Compared to acting, teaching requires teachers to be “sensitive” to their audience by interacting with what students already know and playing into their understanding. Lecturing has been criticized as “boring, dull, and a bunch of facts,” but if done enthusiastically and through interaction, direct instruction can be very effective by allowing teachers to check for understanding while promoting historical interest and thinking among students.

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40 Wineburg, *Historical Thinking*, 165.
41 Ibid., 167.
42 Ibid., 166.
This tactic reinforces the idea of historical thinking by allowing students to analyze and interpret information on their own. As discussed in *Doing History*, “the task of the teacher is to help students judge the interpretations appearing in narrative, to make sense out of alternative points of view, and to make careful historical judgments.” This activity prepares students with the ability to draw conclusions by comparing and contrasting different ideas, perspectives, and explanations within an ongoing interactive class discussion. Throughout the presentation, the teacher should present the students with questions, and also encourage the students to ask questions, thus demonstrating their ability to participate in active historical conversation. Although this activity is mostly teacher driven, the process follows what Larry Cuban has labeled as “persistent instruction.” He uses this idea to describe teaching as “whole-group instruction with the teacher at the center, leading discussions, calling on students, and writing key phrases on the chalkboard.”

Incorporating this type of presentation into a Gold Rush unit will provide students with the opportunity to witness the social diversity of this event through historical research. Students will be able to experience the influential role of ethnic groups, evaluate the presence of women, describe the social interactions within towns and camps, and define the importance of class struggles within an ever-changing society. In order for students to best support their interpretations, they will also need to collect evidence and facts. Regarding facts, Suzanne Wilson states, “History is interpretation, but

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43 Levstik and Barton, 127.
44 Wineburg, *Historical Thinking*, 168.
interpretation must be backed by solid knowledge of facts." Therefore, students will be required to take notes from the presentation, which will provide them with many of the tools necessary to support their evidence. Additionally, a California Gold Rush summary has been included in the Appendix to support further understanding of the event (Appendix 2.2). When utilizing these resources, students should keep in mind “why we should (or whether we should) consider particular sets of facts important” and “look carefully at the ways people use facts to form and support historical accounts.” Students should then establish their own interpretations of the Gold Rush, while “arriving at usable, even if tentative, conclusions based on the available evidence.”

Following the presentation, the teacher can informally assess the students by asking the students to provide their interpretation of the social diversity within the mining communities. Discussions give students the opportunity “to engage actively” in their thoughts and, “they also provide examples from other students’ thinking” in the terminology that students best learn. This discussion should include student-crafted historical narratives based on the evidence attained in the history that was just presented, including evidence found within the different sources. Historical narratives are linguistic representations of the past, and since narratives are told “within a particular sociocultural context,” no historical narrative can describe history “the way it really was.” Students should keep this in mind as they aim to provide their own narrative by listening to their peers, making historical contributions, formulating their input in their own words,

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45 Wineburg, *Historical Thinking*, 203.
46 Donovan and Bransford, 186.
47 Ankeney, 9.
48 Donovan and Bransford, 579.
49 Levstik and Barton, 116.
interpreting the past, and demonstrating their understanding of chronological thinking. Students should also realize that when participating in historical narratives, they are incorporating interpretation: “someone decides how to tell the story… deciding which events to include and which to leave out.” In addition, this activity invites students to understand that historical interpretations entail more than just retracing aspects of the past, as this skill also encourages students to be able to relate given events with one another. Through this interpretive narrative, the students will be able to retrace the major themes found in the presentation by describing the social world that developed within the California Gold Rush and the consequences that followed.

DAY THREE: IDENTIFYING CAUSATION AND DRAWING CONCLUSIONS ABOUT THE SOCIAL DIVERSITY IN THE CALIFORNIA GOLD RUSH

ACTIVITIES: CAUSE-AND-EFFECT QUESTIONS, PRIMARY/SECONDARY SOURCE ANALYSIS, AND GROUP DISCUSSION (WHO? WHY?)

The activities on day three will encourage students to continue practicing the first three Historical Thinking Standards and begin the process of implementing HTS 4, Historical Research Capabilities. They will build upon their ability to determine when the Gold Rush took place (Chronological Thinking), explain the event through narratives (Historical Comprehension), and understand how the event fits into the study of the past (Contextualization). In standard four, students will apply the “why” aspect of historical thinking and ask “Why did this event occur?” (Causation) and “Why is the California Gold Rush significant?” (Historical Inquiry). With a solid foundation of historical knowledge to build on, students can begin delving into standard four by answering these

50 Levstik and Barton, 6.
questions and creating their own questions about the Gold Rush; thus providing examples of their ability to think historically. HTS 4 can be considered the turning point in historical thinking, as this phase goes beyond understanding historical content and starts to move toward historical questioning. Once students understand the “when, what, who, where, and how,” they are able to build upon their understanding of historical events and start to become inquirers, as they begin questioning historical evidence to answer “why?”.

In the opening activity of day three, the students will practice their Historical Analysis and Interpretation skills by completing a cause-and-effect activity. According to NCHS, one specific tool of historical analysis and interpretation is the ability to “analyze cause-and-effect relationships, bearing in mind multiple causations including: the importance of the individual, the influence of idea, and the role of chance.” As historians understand, students also must realize that historical events were not inevitable and aspects of the past might have easily gone in a different direction. By keeping in mind the idea of “what if,” students are better able to demonstrate their understanding of the causes and outcomes of events. Practicing this skill allows students to analyze and determine that actions lead to reactions, as this is true for every aspect of their lives as well.

In this lesson, teachers first model the concept of cause-and-effect and then ask students to provide personal examples. Students must understand that a cause is defined

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51 Ankeney, 11.
52 Levstik and Barton, 135-136.
as an event that produces a result and an effect is the result produced.\textsuperscript{53} First, the students will see three causes that they will be required to respond to with correlating effects. Next, the students will see three effects, which they will be required to respond to by describing three causes (Appendix 3.1).\textsuperscript{54} This type of activity allows students to think and write about the various causes and consequences that played a part in the California Gold Rush.

As Ankeney states, “few challenges can be more fascinating to students than unraveling the often dramatic complications of cause.”\textsuperscript{55} The first task in this activity will be to investigate the various causes of the California Gold Rush. Building on their chronological knowledge and historical knowledge established on the previous days, students will determine how ideas and events such as Manifest Destiny, the signing of the Treaty of Guadalupe-Hidalgo, the discovery of gold, and President Polk’s State of the Union Address caused the Gold Rush. In their investigations of causation, students should realize that the Gold Rush did not simply begin with the discovery of gold by James Marshall. Instead students should question why James Marshall was in Coloma in the first place. Addressing this question can take students back as far as understanding the geological process behind the formation of gold. John Lewis Gaddis describes this aspect of the study of history in his discussion on causation by stating, “There’s no precise rule that tells historians where to stop in tracing the causes of any historical event.” Gaddis does, however, state that at some point the “principle of diminishing relevance” steps in,

\textsuperscript{55} Ankeney, 10.
which he explains to be “the greater the time that separates a cause from a consequence, the less relevant we presume the cause to be.”

While teaching consequences to students in the middle of a unit of study might pose difficulties because students are not familiar with the upcoming content, teaching the causes of an event allows students to build on their prior understanding. When determining the effects, the teacher must intervene by providing additional information. However, even with the lack of historical content, students should be able to think ahead and make sound historical connections to an event. When applying this activity to the California Gold Rush, students are given the opportunity to practice incorporating what they know and think ahead to the many consequences that were a result of the discovery of gold. Teachers can also effectively utilize this activity to preview upcoming content. For example, students can ponder the consequences that followed the discovery of gold such as: the massive influx of individuals into the newly acquired territory, the rapid development of California as a state, the Compromise of 1850, and the coming of the Civil War. With this activity, students should realize that cause and effect are two different historical concepts that are essential to our understanding of the past. Studying the cause of an event can be traced back through time continuously, while effects can only be traced to the present.

The second objective on day three incorporates the fourth standard for historical thinking by applying students’ skills in “historical research.” Taking historical thinking to the fourth level requires greater depth and a solid understanding of historical

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interpretation. Successfully acquiring HTS 4 requires students to formulate historical questions, analyze/question historical data, identify gaps in available records, and support interpretations through historical evidence. Students will complete all of these tasks by working in groups, investigate a packet of primary and secondary sources, and fill in a “Historical Research Investigation” worksheet (Appendix 3.2). Each group of students will be assigned to a specific diverse social group and be required to determine the historical significance that their group had on the shaping of the Gold Rush. This activity requires all of the students to investigate their sources and build upon their interpretations of the diversity within the mining communities.

As Brad Burenheide explains, the process of “doing history” involves students working “with materials rather than memorizing parts of the textbook” and “having students understand and participate in the process of historical thought.” Robert Bain suggests that the best tactic “to assist students in analyzing, contextualizing, sourcing, and corroborating historical material” is through classroom interactions and group activities. He explains that in order to create a similar scenario practiced by historians, teachers should promote student procedures “to read and question sources together in ways they [would] not on their own.” It should be noted that any type of group work requires preparation, instruction, and management on the part of the teacher, but with

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57 Ankeney, 11-12.
58 Brad Burenheide, “I Can Do This: Revelations on Teaching with Historical Thinking,” The History Teacher 41, 1 (November 2007): 59-60.
59 Donovan and Bransford, 203.
practice and established rules, student discussion and historical thinking can flourish among students in a group setting.⁶⁰

The source documents used for this activity will specifically pertain to the various ethnic groups and other key groups that contributed to the shaping of the many Gold Rush mining communities, including that of Columbia. The groups consist of African Americans, Hispanics, Chinese, Native Americans, women, and the influential role of entrepreneurs. The role of the “Anglo miner” has been intentionally left out, not to exclude a group that played a large part in Gold Rush society, but to provide greater agency to six other groups that were also influential. Teachers should use this opportunity to elaborate on the concept of “agency” by explaining to students that agency “refers to the power to act.” As stated in the research found in Doing History, “we are all participants in the ongoing drama of history” and by incorporating this idea into the classroom, students are more likely to see themselves as having agency.⁶¹

The six groups that have been chosen for this activity have been included because of their role in the Gold Rush and their influence on U.S. history. All individuals, as Levstik and Barton explain, “should be included as full and active participants rather than marginal ‘contributors.’”⁶² By working with the provided sources, students will determine the social contributions that each of these groups had on the Gold Rush. This activity helps students develop their skills as historical thinkers and encourages them “to raise new questions about the event, to investigate the perspectives of those whose voices

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⁶⁰ Levstik and Barton, 132.
⁶¹ Ibid.
⁶² Ibid., 8.
do not appear in the textbook accounts, or to plumb an issue that the textbook largely or in part bypassed.”

The organization of this activity allows each student group an allotted amount of time to analyze one of the six social groups. The primary sources that the students will be investigating consist of diary entries, newspaper articles, census pages, paintings, engravings, and photos. Students will also analyze accompanying secondary sources, which will be used to demonstrate the historian’s interpretation of the same primary sources that the students are investigating (Appendix 3.3). The students will practice historical thinking skills by “evaluating the records they have available, and imaginatively constructing a sound historical argument.” In order to best accomplish this with students, the authors of the book *How Students Learn*, suggest that curriculum be organized around “big ideas and central questions;” this promotes content that is both historically significant and “interesting to students.” When working with the Gold Rush content, the overarching goal is for students to apply their historical thinking skills and determine the influence of the various diverse social groups within the mining communities. Teachers should ask the students to respond to the following prompt by identifying evidence from within their sources: *Explain the role of the various diverse social groups in the shaping of the California Gold Rush.*

For the remainder of day three, each group of students will display their sources to the class and present their research. The teacher will emphasize to the six groups the

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63 Ankeney, 12.
64 Ibid., 11.
65 Donovan and Bransford, 183-184.
importance of responding to the central question being asked. The students should share their comments respectfully and give other students a chance to contribute their ideas or questions. The teacher, acting as a facilitator, must maintain the structure of the activity and also stress the need for a respectful learning environment. Best said by Wineburg, “Either the classroom becomes a site where we learn to talk to one another, or we will suffer the enduring consequences of never having learned to do so.”66

This aspect of the discussion encourages students to build an appreciation for other’s perspectives and “become more aware of how others have used evidence… that have led to particular selections, interpretations, and representations.”67 Students will understand that every “historical interpretation must be substantiated by the skillful use of evidence.”68 As Levstik and Barton point out, “Students should be better prepared to use evidence as they consider a variety of social issues, not only in school but throughout their lives.”69 According to the research included by Burenheide, students’ use of evidence must correctly support their interpretation in an effective and consistent manner.70

By reading and evaluating the sources provided in this project, students will be able to draw evidence that will support their interpretation of the role of social groups within the mining communities and acquire a greater understanding of the social world of the Gold Rush. For example, students will be able to identify the influence of Chinese businessmen recorded in receipts and transactions from the town of Columbia. They will

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66 Wineburg, Historical Thinking, 230.
67 Levstik and Barton, 43.
68 Nokes, 392.
69 Levstik and Barton, 43.
70 Burenheide, 59.
also read about the violence and racism directed toward Native Americans as the number of Anglos increased in California. Students arguing the importance of women in the mining communities will evaluate evidence of women cooks and teachers. Students will also draw upon evidence that illustrates how women brought “civility” to towns like Columbia. Various sources will be made readily available for each of the six diverse social groups. From these sources, students will first analyze these documents and then present their interpretations, thus finding evidence of the agency of each diverse social group within the California Gold Rush.

DAY FOUR: IDENTIFYING HISTORICAL PROBLEMS AND DETERMINING OUTCOMES

ACTIVITIES: WRITTEN RESPONSE, PEER EDITING, AND GROUP DISCUSSION (CULMINATING GOLD RUSH ASSESSMENT)

The fifth and final standard of historical thinking (HTS 5), Historical Issues-Analysis and Decision-Making, encourages students to identify problems from the study of the past and evaluate the consequences that followed. In order to do this, students on day four are required to place themselves “squarely at the center of historical dilemmas and problems faced at critical moments” in history.71 According to the research provided by NCHS, this aspect of historical thinking asks students to practice the “capacities vital to democratic citizenry” by fostering their “deep and personal involvement” within the study of the past.72 By encouraging students to identify with historical problems on a personal level, students will find history more engaging.73

71 Ankeney, 13.
72 Ibid.
73 Donovan and Bransford, 181.
In standard five, students build upon their historical research skills “to bring sound historical analysis to the service of informed decision making.” This standard also promotes the students’ ability to connect historical dilemmas with modern topics and other issues currently facing our society today. Students will demonstrate their ability to correlate historical narratives with the present, draw their own conclusions, and then support their ideas with evidence. Similar to the “big” questions that historians work with, teachers will focus the students’ attention around one specific prompt, to which the students will respond in written form (Appendix 4.1A). After the allotted time for a written response, the students will join with a partner and develop a peer review. As the culminating activity, students will participate in a group discussion, which will also act as an assessment for the Gold Rush unit of study (Appendix 4.1B).

Students in day four will complete the mini-unit on the California Gold Rush by first writing a written response regarding the following historical questions and problem:

Why is it important to study the diversity of people involved in the Gold Rush? Did the Gold Rush encourage diversity in California? How did the diversity within the Gold Rush promote problems? How did the Gold Rush diversity bring about positive change? This activity gives the students a chance to identify problems from the past, express what they have learned through written form, and after they have finished, have the opportunity to critique the perspectives of their peers. This enables students to actively engage in the study of the past, similar to the way historians: “write articles and monographs [and]

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74 Ankeney, 14.
75 Donovan and Bransford, 181.
comment on other historians’ writing.”

The goal of this activity is to encourage historical thinking, through both historical thought and in written form. As previously mentioned, historical narratives allow students an opportunity to present their interpretation of the past. As Gaddis points out, the purpose of the narrative “is to simulate what transpired in the past… [narratives] vary in purpose, but not in their methods.” Bain explains that by writing, students demonstrate thinking on paper, which “allows students to explore connections, speculate about historical phenomena, and develop understanding of the past.”

As a culminating activity for the four-day mini-unit, students will participate in a group discussion demonstrating what they have learned and practice the ability to express their ideas in written form as well as verbally. After the allotted time for the written response and the peer review, the students will be able to participate in a “reflective discussion.” According to the authors of the educational guide book *Content Area Reading*, a reflective discussion asks students to form and defend positions and “presumes that students have a solid understanding of the important concepts they are studying.” Nokes points out that in order for students to “do history” they must be able to communicate, which demonstrates their ability to also effectively engage in sophisticated historical reading, reasoning, and thinking.

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76 Burenheide, 59.
77 Gaddis, 105.
80 Nokes, 386.
It is important to point out that student responses to questions about the social world of the Gold Rush may evoke controversial conversations around the ideas of racism and prejudice. However, this is something that should be promoted, according to Diana Hess, a professor at the University of Michigan argues. “Controversial issues,” Hess explains, “by their very nature can create passionate responses,” as students “become more interested in and tolerant of views different from their own.”\(^{81}\) This is especially true when teachers select sources for this activity that include topics of race, gender, or class. Levstik and Barton point out that controversy over these topics has continued, “as defenders of the status quo argue that these attempts minimize the achievements of the men who made our country great.”\(^{82}\) Students and teachers alike should realize that “conflict is built into the fabric of public and private lives [and] is both the foundations of democracy and the nature of much of the world.”\(^{83}\) It is important for teachers to orchestrate controversial topics, but it should be noted that an extensive amount of preparation time is necessary in order “to achieve both quality and equality of participation.”\(^{84}\)

Additionally, this activity provides a second purpose, which gives the teacher the opportunity to assess student learning both informally (as students orally present historical interpretations) and formally (when students submit their written responses). Nokes points out that instead of traditional tests, which “give the impression that history is a matter of remembering facts [the] teacher should assess students’ understanding of

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\(^{82}\) Levstik and Barton, 8.

\(^{83}\) Levstik and Barton, 130.

\(^{84}\) Hess, 72.
events through open-ended questions that allow expressions of substantiated opinions.”

Wineburg admits that the process of “scrutinizing, marking, and correcting of the student products is the teacher’s greatest bugbear.” However, this process of grading is necessary for teachers to formally assess their students’ learning.

CONCLUSION

The California Gold Rush took place over a century and a half ago, but historical issues remain prevalent in the way Americans remember this event. For students, investigating the available sources and analyzing multiple perspectives, provides them with the opportunity to think historically and develop their own evidence-based interpretations of the diverse social world that made the California Gold Rush so complex. Based on the activities within the four-day lesson plan, students will have a better understanding of why the Gold Rush is such an important event and which individuals helped shape California’s unique culture. Ultimately, as with all aspects of history, students will have a more insightful understanding of a given event and see the need to question, investigate, and judge how the past has been retold. After viewing the Gold Rush through an wider lens, the students will be able to determine their own perspectives of the past, acknowledging the fact that the Gold Rush narrative should consist of more than just a story about Anglo miners. Alternatively, the history of the California Gold Rush consists of a diverse population that paved the foundations for the present social world of today’s Golden State.

85 Nokes, 394.
86 Quoted in Burenheide, 58.
APPENDICES

The materials in the Appendix have been included to support teaching the California Gold Rush at the 8th and 11th grade levels. Appendix 1.0 coincides with the lesson plan for day one and the activities that follow are labeled Appendix 1.1, 1.2, and so forth. Day two, three, and four can be found under the same identifying number system.

The activities within the Appendix can be reproduced and utilized by fellow educators.

For use of the PowerPoint files, please contact the author.
## APPENDIX ITEMS

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Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America’s role in the war. After reviewing the development of America’s democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.
1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.
2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”).
3. Analyze how the American Revolution affected other nations, especially France.
4. Describe the nation’s blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.
1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.
2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.
3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.
4. Describe the political philosophy underpinning the Constitution as specified in the Federalist Papers (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.
5. Understand the significance of Jefferson’s Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.

6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.

7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.

8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.
1. Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.
2. Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.
3. Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution’s clauses on interstate commerce, common coinage, and full-faith and credit.
4. Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).
5. Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays’ Rebellion, the Whiskey Rebellion).
6. Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).
7. Understand the functions and responsibilities of a free press.

8.4 Students analyze the aspirations and ideals of the people of the new nation.
1. Describe the country’s physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.
2. Explain the policy significance of famous speeches (e.g., Washington’s Farewell Address, Jefferson’s 1801 Inaugural Address, John Q. Adams’s Fourth of July 1821 Address).
3. Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson’s opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).
4. Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).
8.5 Students analyze U.S. foreign policy in the early Republic.
1. Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.
2. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.
3. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.

8.6 Students analyze the divergent paths of the American people from 1800 to the mid 1800s and the challenges they faced, with emphasis on the Northeast.
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).
2. Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay’s American System).
3. List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).
4. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.
5. Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann’s campaign for free public education and its assimilating role in American culture.
6. Examine the women’s suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).
7. Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).

8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.
1. Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.
2. Trace the origins and development of slavery; its effects on black Americans and on the region’s political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).
3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.
4. Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.
1. Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).
2. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees’ “Trail of Tears,” settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.
3. Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).
4. Examine the importance of the great rivers and the struggle over water rights.
5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.
6. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.
1. Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).
2. Discuss the abolition of slavery in early state constitutions.
3. Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.
4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California’s admission to the union as a free state under the Compromise of 1850.
5. Analyze the significance of the States’ Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay’s role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the Dred Scott v. Sandford decision (1857), and the Lincoln-Douglas debates (1858).
6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.
8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.
1. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.
2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.
3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.
4. Discuss Abraham Lincoln’s presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his “House Divided” speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).
5. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.
6. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee’s surrender at Appomattox.
7. Explain how the war affected combatants, civilians, the physical environment, and future warfare.

8.11 Students analyze the character and lasting consequences of Reconstruction.
1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.
2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).
3. Understand the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and “Jim Crow” laws.
4. Trace the rise of the Ku Klux Klan and describe the Klan’s effects.
5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.
1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.
2. Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.
3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.

4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).

5. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).

6. Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.

7. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.

8. Identify the characteristics and impact of Grangerism and Populism.

9. Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).

CONTENT STANDARDS: GRADE ELEVEN
United States History and Geography: Continuity and Change in the Twentieth Century

Students in grade eleven study the major turning points in American history in the twentieth century. Following a review of the nation’s beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.
2. Analyze the ideological origins of the American Revolution, the Founding Fathers’ philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.

3. Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.

4. Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.

11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.
1. Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair’s *The Jungle*.
2. Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.
3. Trace the effect of the Americanization movement.
4. Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.
5. Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.
6. Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.
7. Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., using biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody).
8. Examine the effect of political programs and activities of Populists.
9. Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children’s Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson).

11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.
1. Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, antimonarchy and self-rule, worker protection, family-centered communities).
2. Analyze the great religious revivals and the leaders involved in them, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in the nineteenth
century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times.

3. Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism).

4. Discuss the expanding religious pluralism in the United States and California that resulted from large-scale immigration in the twentieth century.

5. Describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state.

11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.

1. List the purpose and the effects of the Open Door policy.
3. Discuss America’s role in the Panama Revolution and the building of the Panama Canal.
5. Analyze the political, economic, and social ramifications of World War I on the home front.
6. Trace the declining role of Great Britain and the expanding role of the United States in world affairs after World War II.

11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.

1. Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.
2. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey’s “back-to-Africa” movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.
3. Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).
4. Analyze the passage of the Nineteenth Amendment and the changing role of women in society.
5. Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).
6. Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.
7. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.
11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.

1. Describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s.

2. Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.

3. Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.

4. Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).

5. Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.

11.7 Students analyze America’s participation in World War II.

1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.

2. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.

3. Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).

4. Analyze Roosevelt’s foreign policy during World War II (e.g., Four Freedoms speech).

5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler’s atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.

6. Describe major developments in aviation, weaponry, communication, and medicine and the war’s impact on the location of American industry and use of resources.

7. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).
8. Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy.

11.8 Students analyze the economic boom and social transformation of post–World War II America.
1. Trace the growth of service sector, white collar, and professional sector jobs in business and government.
2. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.
3. Examine Truman’s labor policy and congressional reaction to it.
4. Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.
5. Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.
6. Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.
7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.
8. Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).

11.9 Students analyze U.S. foreign policy since World War II.
1. Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order.
2. Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.
3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:
   - The era of McCarthyism, instances of domestic Communism and blacklisting
   - The Truman Doctrine
   - The Berlin Blockade
   - The Korean War
   - The Bay of Pigs invasion and the Cuban Missile Crisis
   - Atomic testing in the American West, the “mutual assured destruction” doctrine, and disarmament policies
   - The Vietnam War
   - Latin American policy
4. List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the “nuclear freeze” movement).
5. Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.
6. Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.
7. Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.

11.10 Students analyze the development of federal civil rights and voting rights.
1. Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt’s ban on racial discrimination in defense industries in 1941, and how African Americans’ service in World War II produced a stimulus for President Truman’s decision to end segregation in the armed forces in 1948.
3. Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.
4. Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcom X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr.’s “Letter from Birmingham Jail” and “I Have a Dream” speech.
5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.
6. Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.
7. Analyze the women’s rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.
1. Discuss the reasons for the nation’s changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.
2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).

3. Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.

4. Explain the constitutional crisis originating from the Watergate scandal.

5. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.

6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.

7. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.
APPENDIX B

HISTORICAL AND SOCIAL SCIENCES ANALYSIS SKILLS

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through twelve. They are to be assessed only in conjunction with the content standards for each specific grade level.

In addition to the standards for each designated grade level, students demonstrate the following intellectual reasoning, reflection, and research skills:

GRADERS 6–8

1. Chronological and Spatial Thinking
   A. Students explain how major events are related to one another in time.
   B. Students construct various time lines of key events, people, and periods of the historical era they are studying.
   C. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

2. Research, Evidence, and Point of View
   A. Students frame questions that can be answered by historical study and research.
   B. Students distinguish fact from opinion in historical narratives and stories.
   C. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
   D. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
   E. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author’s perspectives).

3. Historical Interpretation
   A. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
   B. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.
   C. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
   D. Students recognize the role of chance, oversight, and error in history.
E. Students recognize that interpretations of history are subject to change as new information is uncovered.

F. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

GRADES 9–12

1. Chronological and Spatial Thinking
   A. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
   B. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
   C. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
   D. Students relate current events to the physical and human characteristics of places and regions.

2. Historical Research, Evidence, and Point of View
   A. Students distinguish valid arguments from fallacious arguments in historical interpretations.
   B. Students identify bias and prejudice in historical interpretations.
   C. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors’ use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
   D. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

3. Historical Interpretation
   A. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
   B. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
   C. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
   D. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
E. Students analyze human modifications of landscapes and examine the resulting environmental policy issues.

F. Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.
APPENDIX C

HISTORICAL THINKING STANDARDS
Presented by the National Center for History in the Schools

1. Chronological Thinking

   Student are able to:

   A. Distinguish between past, present, and future time.
   B. Identify the temporal structure of a historical narrative or story: its beginning, middle, and end (the latter defined as the outcome of a particular beginning).
   C. Establish temporal order in constructing their [students'] own historical narratives: working forward from some beginning through its development, to some end or outcome; working backward from some issue, problem, or event to explain its origins and its development over time.
   D. Measure and calculate calendar time by days, weeks, months, years, decades, centuries and millennia, from fixed points of the calendar system: BC (before Christ) and AD (Anno Domini, "in the year of our Lord") in the Gregorian calendar and the contemporary secular designation for these same dates, BCE (before the Common Era) and CE (in the Common Era); and compare with the fixed points of other calendar systems such as the Roman (753 BC, the founding of the city of Rome) and the Muslim (622 AD, the hegira).
   E. Interpret data presented in time lines and create time lines by designating appropriate equidistant intervals of time and recording events according to the temporal order in which they occurred.
   F. Reconstruct patterns of historical succession and duration in which historical developments have unfolded, and apply them to explain historical continuity and change.
   G. Compare alternative models for periodization by identifying the organizing principles on which each is based.

2. Historical Comprehension

   Student are able to:

   A. Identify the author or source of the historical document or narrative.
   B. Reconstruct the literal meaning of a historical passage by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.
   C. Identify the central question(s) the historical narrative addresses and the purpose, perspective, or point of view from which it has been constructed.
   D. Differentiate between historical facts and historical interpretations but
acknowledge that the two are related; that the facts the historian reports are selected and reflect therefore the historian's judgment of what is most significant about the past.

E. Read historical narratives imaginatively, taking into account what the narrative reveals of the humanity of the individuals and groups involved--their probable values, outlook, motives, hopes, fears, strengths, and weaknesses.

F. Appreciate historical perspectives--the ability (a) describing the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, and the like; (b) considering the historical context in which the event unfolded-the values, outlook, options, and contingencies of that time and place; and (c) avoiding "present-mindedness," judging the past solely in terms of present-day norms and values.

G. Draw upon data in historical maps in order to obtain or clarify information on the geographic setting in which the historical event occurred, its relative and absolute location, the distances and directions involved, the natural and man-made features of the place, and critical relationships in the spatial distributions of those features and the historical event occurring there.

H. Utilize visual and mathematical data presented in graphs, including charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers to clarify, illustrate, or elaborate upon information presented in the historical narrative.

I. Draw upon the visual, literary, and musical sources including: (a) photographs, paintings, cartoons, and architectural drawings; (b) novels, poetry, and plays; and, (c) folk, popular and classical music, to clarify, illustrate, or elaborate upon information presented in the historical narrative.

3. Historical Analysis and Interpretation

Student are able to:

A. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions by identifying likenesses and differences.

B. Consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.

C. Analyze cause-and-effect relationships bearing in mind multiple causation including (a) the importance of the individual in history; (b) the influence of ideas, human interests, and beliefs; and (c) the role of chance, the accidental and the irrational.

D. Draw comparisons across eras and regions in order to define enduring issues as well as large-scale or long-term developments that transcend regional and temporal boundaries.

E. Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.

F. Compare competing historical narratives.
G. Challenge arguments of historical inevitability by formulating examples of historical contingency, of how different choices could have led to different consequences.
H. Hold interpretations of history as tentative, subject to changes as new information is uncovered, new voices heard, and new interpretations broached.
I. Evaluate major debates among historians concerning alternative interpretations of the past.
J. Hypothesize the influence of the past, including both the limitations and opportunities made possible by past decisions.

4. Historical Research Capabilities

Student are able to:
A. Formulate historical questions from encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.
B. Obtain historical data from a variety of sources, including: library and museum collections, historic sites, historical photos, journals, diaries, eyewitness accounts, newspapers, and the like; documentary films, oral testimony from living witnesses, censuses, tax records, city directories, statistical compilations, and economic indicators.
C. Interrogate historical data by uncovering the social, political, and economic context in which it was created; testing the data source for its credibility, authority, authenticity, internal consistency and completeness; and detecting and evaluating bias, distortion, and propaganda by omission, suppression, or invention of facts.
D. Identify the gaps in the available records and marshal contextual knowledge and perspectives of the time and place in order to elaborate imaginatively upon the evidence, fill in the gaps deductively, and construct a sound historical interpretation.
E. Employ quantitative analysis in order to explore such topics as changes in family size and composition, migration patterns, wealth distribution, and changes in the economy.
F. Support interpretations with historical evidence in order to construct closely reasoned arguments rather than facile opinions.

5. Historical Issues Analysis and Decision Making

Student are able to:
A. Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.
B. Marshal evidence of antecedent circumstances and current factors contributing to contemporary problems and alternative courses of action.
C. Identify relevant historical antecedents and differentiate from those that are inappropriate and irrelevant to contemporary issues.
D. Evaluate alternative courses of action, keeping in mind the information available at the time, in terms of ethical considerations, the interests of those affected by the decision, and the long- and short-term consequences of each.

E. Formulate a position or course of action on an issue by identifying the nature of the problem, analyzing the underlying factors contributing to the problem, and choosing a plausible solution from a choice of carefully evaluated options.

F. Evaluate the implementation of a decision by analyzing the interests it served; estimating the position, power, and priority of each player involved; assessing the ethical dimensions of the decision; and evaluating its costs and benefits from a variety of perspectives.
### APPENDIX 1.0

**HISTORICAL THINKING AND THE CALIFORNIA GOLD RUSH: FOUR DAY LESSON PLAN (SIXTY MINUTE CLASSES)**

**8th and 11th Grade Levels**

**DAY 1: PLACING THE GOLD RUSH IN TIME AND BUILDING INTERPRETATION**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Description of Activity</th>
<th>Historical Thinking Standard (NCHS)</th>
<th>Social Science Analysis Skills/Common Core Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Appendix #) (allotted time)</td>
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</tbody>
</table>

#### Warm Up:

**Timeline (ppt)**

(Appendix 1.1A)

(20 min.)

| Warm Up: Timeline (ppt) (Appendix 1.1A) | By creating a timeline, students will place the CGR into perspective with other important eras (practicing past, present, and future). This activity will help students contextualize this event. Students will also read a brief description of the GR and create a separate timeline that specifically highlights key events during the 1840s and 50s. | HTS 1: Chronological Thinking
A. Distinguish between past, present, and future time
D. Measure and calculate calendar time
E. Interpret data presented in timelines and create timelines | SSAS 1: The students will demonstrate the skills necessary for chronological and spatial thinking |

#### Activity 1:

**Primary source analysis**

(Appendix 1.2A/B-Primary documents & Appendix 1.3A/B-Source analysis worksheet)

(30 min.)

| Activity 1: Primary source analysis (Appendix 1.2A/B-Primary documents & Appendix 1.3A/B-Source analysis worksheet) | Students will read a first-hand description from within the mining camps and then read President Polk’s State of the Union regarding the discovery of gold (both excerpts, 1848). Students will complete a primary source graphic organizer for each of the documents. | HTS 2: Historical Comprehension
A. Identify the author or source of the historical document or narrative and assess its credibility
E. Read historical narratives imaginatively | CCS 5: Describe how a text presents information and analyze in detail how a complex primary source is structured |

#### Closure:

**Discussion questions (ppt)**

(Appendix 1.1B)

(10 min.)

| Closure: Discussion questions (ppt) (Appendix 1.1B) | Through the use of evidence, students will discuss their thoughts regarding the two documents. Students will determine the purpose of each source and listen respectfully to the interpretations of their peers. | HTS 3: Historical Analysis and Interpretation
A. Compare and contrast differing sets of ideas
B. Consider multiple perspectives | SSAS 3: The students will demonstrate the skills necessary for historical interpretation |
APPENDIX 1.1A

HISTORICAL THINKING APPLIED TO THE CALIFORNIA GOLD RUSH

DAY ONE
Warm up: Timeline
Activity 1: Primary Source Analysis (2)
Closure Question: Peer Discussion

1) WARM UP: TIMELINE
• Take out a piece of binder paper
• Label 1-26 down the paper (2 inches right of margin)
• Next to #1, start with the year 1770 and label down in increments of 10 years to 2020
• QUESTION: How would you define each of these time frames?
• Create sections for each of the following: “past,” “present,” and “future.”
• Draw in a line for the current year
• Draw in and highlight the year of your birth
• Your timeline should look like this...

2) IDENTIFYING MAJOR ERA
(1770-1900)
• Identify the first era in American history by drawing a bracket between 1770 and 1800 to the left of the years
— Label this “American Foundations”
• Identify the second major era by drawing a bracket on the left of 1800 to 1860
— Label this “Land Expansion”
• Next, identify a third era by drawing a bracket to the left between 1860 and 1880
— Label this “Civil War and Reconstruction”
• Finally, put a bracket to the left of 1880 and 1900
— Label this era “Industrialization”

3) EXPANDING UPON SPECIFIC YEARS
• To the right of the timeline, in the center of the page, label the years 1845-1854 down your paper
— Title these years the “California Gold Rush”
• How might the idea of Manifest Destiny have caused the California Gold Rush?
— Next to 1845, label “John L. O’Sullivan coins the idea of Manifest Destiny”
— Manifest Destiny was an idea that encouraged American westward expansion
• QUESTION: How might the idea of Manifest Destiny have caused the California Gold Rush?
• Your timeline should look like this...
In 1846, the Mexican-American War began over boundary disputes near the newly acquired territory of Texas. Once the war ended in February of 1848 with the signing of the Treaty of Guadalupe-Hidalgo, a huge territory, including California, was ceded (given) to the United States. Only a few weeks earlier, gold was discovered at Sutter’s “milseit,” in a valley known as Coloma. By 1849, approximately 25,000 gold seekers came to California. One year later, a second massive migration of roughly 45,000 people entered California by land and sea. Travelers from all over the world came in search of gold. In fact, the territory grew so quickly that California became the 31st state in September of 1850. In 1852, hydraulic mining quickly became popular, but was much more detrimental to the environment than pan mining. Two years later, Sacramento was chosen as the state’s capital and gold production hit a peak total of $70 million, declining in price from 1854 on.

APPENDIX 1.2A/B

**PRIMARY SOURCE ANALYSIS (2)**

- Primary sources are original artifacts or evidence of the past. They help us as historians better understand the past from an insider’s perspective.
- **QUESTION:** What are some specific types of primary sources that someone in 100 years from the present might rely on?
- Please read the handout with two primary sources:
  1. Col. Mason reports from the mines to Washington D.C.
  2. President James K. Polk verifies gold in California

Complete “The Six Cs” primary source worksheet

NOTE: Words and grammar have not been changed

APPENDIX 1.1B

**Closure Questions: Peer Discussion**

- Discuss your interpretations of both primary sources by completing the following questions:
  1. What was Colonel Mason’s purpose behind his letter from the gold mines? Did he have any specific intentions?
  2. What was President James K. Polk’s intention in his State of the Union Address, declaring that gold had been found in California?
  3. Are there any examples of Colonel Mason’s report within President Polk’s Address?
APPENDIX 1.2A

Official Report on the Gold Mines by Colonel R.B. Mason
August 17, 1848 (account of the gold region sent from Monterey to Washington D.C.) (excerpt from complete report- spelling and grammatical errors remain unchanged)

Sir,—I have the honour to inform you that, accompanied by Lieut. W. T. Sherman, 3rd Artillery, A.A.A. General, I started on the 12th of June last to make a tour through the northern part of California. We reached San Francisco on the 20th, and found that all, or nearly all, its male inhabitants had gone to the mines. The town, which a few months before was so busy and thriving, was then almost deserted. Along the whole route mills were lying idle, fields of wheat were open to cattle and horses, houses vacant, and farms going to waste. At Sutter's [Fort] there was more life and business.

On the 5th we arrived in the neighbourhood of the mines, and proceeded twenty-five miles up the American Fork, to a point on it now known as the Lower Mines, or Mormon Diggings. The hill sides were thickly strewn with canvas tents and bush-harbours; a store was erected, and several boarding shanties in operation. The day was intensely hot, yet about 200 men were at work in the full glare of the sun, washing for gold—some with tin pans, some with close woven Indian baskets, but the greater part had a rude machine known as the cradle. A party of four men, thus employed at the Lower Mines, average 100 dollars a-day. The Indians, and those who have nothing but pans or willow baskets, gradually wash out the earth, and separate the gravel by hand, leaving nothing but the gold mixed with sand, which is separated in the manner before described. The gold in the Lower Mines is in fine bright scales, of which I send several specimens.

As we ascended the south branch of the American fork, the country became more broken and mountainous, and twenty-five miles below the lower washings the hills rise to about 1000 feet above the level of the Sacramento Plain. Here a species of pine occurs, which led to the discovery of the gold. Captain Sutter, feeling the great want of lumber, contracted in September last with a Mr. Marshall to build a saw-mill at that place. It was erected in the course of the past winter and spring—a dam and race constructed…and a large bed of mud and gravel was carried to the foot of the race. One day Mr. Marshall, as he was walking down the race to this deposit of mud, observed some glittering particles at its upper edge; he gathered a few, examined them, and became satisfied of their value. He then went to the fort, told Captain Sutter of his discovery, and they agreed to keep it secret until a certain grist-mill of Sutter's was finished. It, however, got out and spread like magic. Remarkable success attended the labours of the first explorers, and, in a few weeks, hundreds of men were drawn thither.¹

Word descriptions
idle: not working or not in use
shanties: a quickly and poorly built hut or shelter

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 4,000 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 can not 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.

This abundance of gold and the all-engrossing pursuit of it have already caused in California an unprecedented rise in the price of all the necessaries of life.²

Word descriptions
acquisition: to gain something through purchase or by taking (in this case referring to land)
corroborate: to confirm, to represent evidence of the truth
augment: to increase, to add something to make it more substantial
quicksilver: the metallic element mercury
desertion: to abandon, the act of leaving

APPENDIX 1.3A

Name:________________________

Primary Source Analysis Worksheet
“The Six C’s” (based on the ideas presented by The History Project at U.C., Irvine)

<table>
<thead>
<tr>
<th>CONTENT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Idea</td>
<td>Summarize the primary source in detail. Use facts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CITATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Author/Creator</td>
<td>Who is the author/creator? To whom was the source directed? What was the author’s purpose behind creating this source?</td>
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</table>

<table>
<thead>
<tr>
<th>CONTEXT</th>
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</thead>
<tbody>
<tr>
<td>Historical Placement</td>
<td>How does this source fit in to what is happening in the world, country, region, or the local area when this was created?</td>
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<tr>
<th>CONNECTIONS AHEAD</th>
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<tbody>
<tr>
<td>Future Impacts</td>
<td>How will this source have future impacts on the world, country, region, or local area after this source was created?</td>
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<tr>
<th>COMMUNICATION</th>
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<tbody>
<tr>
<td>Point-of-view or Bias</td>
<td>Is this source reliable? Why or why not?</td>
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<th>CONCLUSIONS</th>
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<tr>
<td>Historical Importance</td>
<td>How does this source help historians better understand a particular event?</td>
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If you could ask the author of this source any particular question, what might you ask? Explain. ____________________________________________________________

________________________________________________________________
**Primary Source Analysis Worksheet**

“The Six C’s” (based on the ideas presented by The History Project at U.C., Irvine)

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If you could ask the author of this source any particular question, what might you ask? Explain. ____________________________________________________________

______________________________________________________________________

______________________________________________________________________
### APPENDIX 2.0

**DAY 2: WORKING WITH MULTIPLE PERSPECTIVES ON THE GOLD RUSH**

<table>
<thead>
<tr>
<th>Objectives (Appendix #)</th>
<th>Description of Activity</th>
<th>Historical Thinking Standard</th>
<th>Social Science Analysis Skills/Common Core Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm Up: Census data analysis (ppt) (Appendix 2.1A)</td>
<td>Students will look through a “Miners and Business Men’s Directory” from 1856 and answer related questions. Students will provide their observation of the data, determining which groups of individuals (gender/ethnic) were included on the list and which were left off.</td>
<td>HTS 2: Historical Comprehension H. Utilize visual, mathematical, and quantitative data I. Draw upon visual, literary, and musical sources</td>
<td>CCS 7: Integrate and evaluate visual information presented in diverse formats and media</td>
</tr>
<tr>
<td>Activity 1: Lecture (ppt) (Appendix 2.1B)</td>
<td>With this teacher driven activity, the aspect of enthusiasm, question/answer interaction, and the use of visuals (primary and secondary sources), students will be able to demonstrate their understanding of various historical interpretations of the complex social world found in California during the GR. This activity will give students the opportunity to work with historical narratives and experience how these interpretations have changed.</td>
<td>HTS 3: Historical Analysis and Interpretation B. Consider multiple perspectives F. Compare competing historical narratives H. Hold interpretations of history as tentative J. Hypothesize the influence of the past</td>
<td>CCS 9: Analyze the relationship between a primary and secondary source within the same topic, noting discrepancies among sources</td>
</tr>
<tr>
<td>Closure: Group discussion-questions (ppt) (Appendix 2.2 and Appendix 2.1C)</td>
<td>Based on their analysis of the sources and a supplemental reading, students will discuss their interpretation regarding how the effects of the Gold Rush can be seen today. Through the use of evidence, students will determine how the Gold Rush left lasting impacts. (This will be a quick discussion, one that will continue into next two lessons).</td>
<td>HTS 4: Historical Research Capabilities B. Obtain historical data from a variety of sources C. Interrogate historical data F. Support interpretations with historical evidence</td>
<td>SSAS 1: The students will demonstrate the skills necessary for chronological and spatial thinking</td>
</tr>
</tbody>
</table>
APPENDIX 2.1A

HISTORICAL THINKING APPLIED TO THE CALIFORNIA GOLD RUSH

DAY TWO
Warm up: Data Analysis
Activity 1: “A DIVERSE SOCIETY”
Closure Activity: Summary Discussion

WARM-UP: TAKE A LOOK AND ANALYZE

1. Of the nearly 60 names listed, how many were miners?
2. What types of impacts (positive or negative) might have occurred with such a large number of miners in one area?
3. Other than “miner,” which types of jobs can be found? Which of these jobs are a necessity for a community?
4. From which region of the country were most people born?
5. “C. and S. Knapp,” Caroline and Sewell, are a married couple. Based on the little evidence, what questions would you ask the couple to learn more about them?

CAROLINE KNAPP
- Sewell & Caroline, age 41 & 31, from Maine, merchants, 3 boys
- Personal worth: $5,000

CHARLES KOCH
- Koch, pronounced cook was born in Germany in 1829
- Moved to the U.S. and started a barber shop in Columbia in 1854
- Spoke limited English
- Possibly Protestant or maybe Jewish
- 1860 census: age 31, personal worth $100
- Sold store in 1898
- Died in 1902
CALIFORNIA GOLD RUSH: A DEVELOPING SOCIETY

1. THE RUSH!

In the newly made raceway of the Saw Mill recently erected by Captain Sutter, on the American Fork, gold has been found in considerable quantities (Californian, March 15, 1848).

In May of 1848, entrepreneur Sam Brannan was back at San Francisco with a quinine bottle of the precious dust and a great zeal to spread the news. Flourishing his hat, holding high the glinting bottle, he promenaded the streets, bellowing, ‘Gold, gold, gold from the American River’ (Caughey, 19-20, 1848).

Discovery of gold would have a powerful effect on the experiences and expectations of hundreds of thousands of individual Americans, their families, and their communities (Rohrbough, 7, 1997).

Stories of quick fortunes—most of them exaggerated—men quit their jobs, sold their businesses, and moved to California. They caught ‘gold fever,’ a term that seemed appropriate since many observers thought of it as a contagious disease (Gillon, 63, 2006).

2. THOSE WILD CAMPS

3. LIFE IN THE 31st STATE

4. RACIAL STRUGGLES

5. CONSEQUENCES

QUESTIONS

1. Why do you think Sam Brannan was so eager to share his knowledge of the discovery of gold in the streets of San Francisco?

2. Discuss the idea of “gold fever.” Can you think of any modern day examples of society catching a “fever?”

Describe the imagery included in this primary source.

Long packtrain of miners, wagons, and oxen crossing a mountain pass (possibly from 1849).

2. Why is this primary source NOT considered a political cartoon?
THE RUSH!

• No other series of events produced so much movement among peoples (Rohrbough, 2, 1997).
• "Yankees of every possible variety, native Californians in serapes and sombreros, Chilians, Sonorians, Chinese with long tails, Malays, and others in whose... bearded [faces] it was impossible to recognize any special nationality" (Baynard Taylor, 1849).
• Apparently the number of persons in the province, other than Indians, increased from about 14,000 in the summer of 1848... [by] 1849, the population, exclusive of Indians, was probably several thousand short of 100,000 (Paul, 24, 1947).
• By the time gold was discovered in 1848, 150,000 native people lived within the current boundaries of the state. During the 1850s, after California became a state, the native population fell by 80 percent to about 30,000 (Hurtado, 1, 1988).

QUESTIONS

• 1. If the non-native population went from 14,000 to 100,000 in the first two years of the Gold Rush, what percent did this group increase by?
• 2. What percentage does historian Hurtado list the native population decreasing over the first few years?
• 3. Do you think the increasing non-native population had an impact on the decreasing size of the natives? If so, how and why?

THOSE WILD CAMPS

• The most common [of communities] was the 'camp': a straggling settlement that might vary in size from a few houses to a small town (Paul, 72, 1947).
• The first gold towns were little more than clusters of canvas tents and ramshackled wood cabins, with colorful names like Whiskey Slide, Suckertown, and Helltown. A few of these early towns would outlive their disreputable beginnings to become settled communities like Marysville, Placerville, and Coloma (Altman, 51, 1997).
• "Sonora is a fast place and no mistake. We have more gamblers, more drunkards, more ugly, bad women, and larger lumps of gold, and more of them, than any other place of similar dimensions within Uncle Sam's dominions" (Sonora Herald, 1851).
• It is probably no accident that gambling and entertainment were also the most profitable occupations in the mines and mining camps (Rohrbough, 154, 1997).
Each of the foreign groups shared common characteristics: they did not speak English, they tended to remain together, and their cultural and ethnic differences were highly visible. As these groups became islands surrounded by an American sea, they increasingly came under attack (Rohrbough, 226, 1997).

Lacking jails, they specialized in quick punishment: whipping, hanging, cropping, branding, or banishment (Caughey, 234, 1948).

According to a San Francisco newspaper, during the year 1855 forty-seven men were executed illegally in California... as one would expect, most of the lynching took place in the mines and other rural areas (Paul, 206, 1947).

Foreigners often fell prey to the primitive system of justice that governed many mining towns (Gillion, 71, 2006).

Each of the foreign groups shared common characteristics: they did not speak English, they tended to remain together, and their cultural and ethnic differences were highly visible. As these groups became islands surrounded by an American sea, they increasingly came under attack (Rohrbough, 226, 1997).

"Lynch law is not the best law that might be, but is better than none," (Alta California, March 8, 1851).

The marriage certificate between John Barkley and Martha Carlos- September 18th, 1855
One month after their marriage, John Barkley killed a miner who was threatening Martha. The townspeople of Columbia were outraged and hanged John from a flume the very same day.

Miners, merchants, entertainers, and opportunists poured into the little flat and began pulling riches out of the ground or the pockets of the miners. The citizens voted to change the name of the settlement from Hildreth's Diggings to American Camp and finally to Columbia.

Columbia was a boomtown. The population exploded from a little camp to 6,000 or 7,000 permanent citizens. In the spring of 1853, extracted gold was valued at $100,000 per week and claims averaged a rich one ounce per day.

Many California Gold Rush towns had passed their peak by 1857, but gold was still being taken out in large amounts at Columbia... [miners] reported earning $8 to $10 per day.

From the first discovery of glittering flakes through the exciting sparkle of the boontown era, Columbia earned her nickname, "Gem of the Southern Mines" (Images of America: Columbia, 35, 2005).
**Questions**

1. Why do you think camps developed in certain locations? Describe what you think the first camps looked like.
2. How did the general lack of law enforcement affect daily life?
3. Why do you think ethnic groups became targets of violence as the amount of available gold quickly diminished?

**LIFE IN THE 31ST STATE**

The Gold Rush introduced the nation to California, a remote and exotic prize of the recent war against Mexico (Rohrbough, 4, 1997).

The explosion in population in the West translated into demands for statehood... (Gillon, 4, 2006).

Congress, however, was deadlock over the slavery issue and hence was unable to provide for California. Without waiting for the approval of Congress, they [Anglo populations] put the new administration into power in December of 1849 (Paul, 200, 1947).

Known as the Compromise of 1850... California entered the Union as a free state... and the federal government would enact a Fugitive Slave Act, thus appeasing both the north and the south (Gillon, 74, 2006).

Congress could grant California statehood, but it couldn’t civilize the place... California in the early 1850s remained very much a wild child (Brands, 305, 2002).

**Sacramento City, California. Waterfront looking from Sacramento River towards city down J Street; busy commercial waterfront district with numerous buildings and businesses. 1850**

How was the Sacramento River used to help establish the town of Sacramento during the Gold Rush? Do you think the Sacramento River is used for the same purpose today? Why or why not?

**Discovery of rich gold mines in Sacramento, California. Gold mining scene with men gold panning, digging with picks, and transporting ore along a narrow stream; group of men at left line up to weigh gold (date unknown, not before 1848).**

1. How might this scene be accurate?
2. How might this scene be exaggerated?

**LIFE IN THE 31ST STATE**

The federal census of 1850 reflected that in California, the male proportion of the entire population was 92.5 percent; for several mining counties, the proportion of women was less than three in a hundred (Rohrbough, 94, 1997).

Although some women came to California on their own in the 1850s, many more came to join their husbands or brothers or fathers already resident in the diggings... not all were equally able to send for their womenfolk; merchants, professionals, and water company officials, for example were more able than most miners (Johnson, 280, 2000).

Letters, diaries, and newspapers year after year lamented that without the ladies’ civilizing presence, California would remain an unfinished country, lawless and immoral (Holliday, 1998, 13).

“This country… is fast settling up with families of respectability wives daughters & other permanent fixtures of this class which assist so much in giving character & a healthy moral tone to the machinery regulating what is termed society” (Joseph Pownall, letter labeled “Dear Friend,” 1854).
1. What impact did the Gold Rush have on the development of California?
2. Why do you think historian Brands considers California a “wild child” even after the Compromise of 1850?
3. Describe the role of women in the Gold Rush? How did women change the culture of the state?

RACIAL STRUGGLES
- Native Americans were hunted down like so much vermin, including their extermination by state-supported militia operation. Latino, Chinese, and, in many instances, African-American miners were drawn from the most promising of the gold fields or otherwise suppressed, beaten, or outright murdered, excluded from the protection of the court system, degraded in their fundamental rights and humanity (Starr, 6, 2000).
- In April 1850, the new state legislature imposed a tax of twenty dollars a month on all non-American miners (Rohrbough, 228, 1997).
- California law before 1852 was silent on the question of what would happen to slaveholders who entered the state with enslaved blacks; and attention to the question was minimal, especially in the diggings (Johnson, 189, 2000).
- The misbehavior of Anglo-Americans during the Gold Rush against their fellow nonwhite miners and immigrants, in other words, serves as a dark and ominous warning that there was something very wrong in the American national character and only a great Civil War could even begin to set it right (Starr, 6, 2000).

QUESTIONS
1. Name five different ethnic groups that made up the mining camps. Which group often times made up the majority? Why did this group become the majority?
2. Why do you think there was little attention given to slaveholders and their slaves within the mines?
3. Evaluate your thoughts to historian Starr’s statement: “There was something very wrong in the American national character and only a great Civil War could even begin to set it right.”

CONSEQUENCES
- The Compromise of 1850 only temporarily delayed the march to civil war by the end of the Mexican-American War and California’s insistence on entering the Union as a free state (Gillon, 76, 2006).
- The rise of population centers in California and the other mining commonwealths had been one of the several factors that inspired the railroad boom which in 1869 joined the Atlantic to the Pacific (Paul, 339, 1947).
- Two billion dollars’ worth of gold was to come out of the California gold fields, the first part in a torrent, the rest more gradually and regularly. The ultimate fate of this metal was to be sterilized and buried at Fort Knox (Caughey, 292-293, 1948).
- California’s population increased 2,500 percent from 1848-1852; the 1860 census totaled 380,000. Most significant in appraising California’s uniqueness was the fact that 24 percent of the population as 1850 had come from foreign lands, and that percentage increased to 39 percent in 1866 (Holliday, 455, 1981).
- The Gold Rush is not something that took place in time. The Gold Rush is everywhere around us, even in the tragic consequences. The Gold Rush is who we are as a people (Starr, 60, 1998).
APPENDIX 2.1C

QUESTIONS

1. Which consequence of the Gold Rush do you think have left the biggest impact on the state? How about the country?

2. Which consequences of the Gold Rush directly impact YOU today? Think about it as a Californian, there are examples...

Photograph of Columbia State Historic Park today. The town was established as a state park in 1945 and slowly was rebuilt to represent the same scene as it once had in the 19th century.
APPENDIX 2.2

CALIFORNIA: A GOLDEN STATE

Gold! In 1848, that magic word started a whole nation dreaming. Gold was discovered in California—enough for everybody, with plenty left to spare. The news spread across the country, triggering one of the most amazing migrations in history.

People came by sea in anything they could get to float from sleek clipper ships to converted whalers. They came by wagon, over the prairies and through the mountains. One enterprising fellow piled all his worldly possessions in a wheelbarrow and walked, whistling “Yankee Doodle” as he went. He whistled and walked and pushed his way to Salt Lake City, Utah, where he finally joined the wagon train rather than cross the Sierra Mountains alone.

Hundreds, even thousands, who started the trip did not live to finish it. Those who made it all the way to “Californy” found a harsh reality, which failed to match their dreams. The mining towns were rude and crude, the work was backbreaking.

People from many places and many walks of life came together in a common enterprise. All too often, they met as competitors rather than friends. Lawlessness and trickery ran rampant, and non-whites were especially vulnerable to attack. In the mid-1800s most white Americans considered themselves superior to African Americans, Asians, Latinos, Native Americans, and anybody else whose appearance and culture differed markedly from their own. Racist language that would shock us today was part of part of the normal vocabulary. In this atmosphere, minorities struggled to just survive, let alone prosper.

Everything seemed fast in gold country. The population boomed. Businesses came and went. Miners made a fortune one day and lost it the next. Whole towns grew up overnight and disappeared just as quickly. People lived hard, played hard, and too often, died hard.

California made a magnificent stage for this drama. With deserts and mountains along its eastern border and an ocean to the west, it possessed a larger-than-life, mythic quality that went beyond the lure of gold. Even its name was the stuff of legend. Thinking they had found the island domain of Calafia, “beautiful black-skinned queen of the Amazons,” the Spanish conquistadors named their discovery in her honor.

The story of the hardy dreamers of 1849 is shot through with outrageous legends, epic adventures, and facts that seem a good deal stranger than fiction. Perhaps that is why it remains as fascinating today as it was when a generation of Americans set off to conquer those golden hills.

THE CONSEQUENCES THAT FOLLOWED

“We are on the brink of the age of gold,” Horace Greely had said in 1848. The reforming editor wrote better than he knew. The discovery at Coloma commenced a revolution that rumbled across the oceans and continents to the end of the earth, and echoed down the decades to the dawn of the third millennium. The revolution manifested itself demographically, in drawing hundreds of thousands of people to California; politically, in propelling America along the path to the Civil War; economically, in spurring the construction of the transcontinental railroad. But beyond everything else, the Gold Rush established a new template for the American dream. America had always been the land of promise, but never had the promise been so decidedly—so gloriously—material. The new dream held out the hope that anyone could have what everyone wants: respite from toil, security in old age, a better life for one’s children.

To be sure, the new dream had a dark side; it destroyed even as it created. The Indians of California lost far more. Considering the grim fate of aboriginal peoples almost everywhere the American flag was raised, the destruction of the tribes of California may not have depended on the discovery of gold there, but the gold certainly hastened the process—as it hastened the demise of the plains tribes corralled onto reservations to allow the Pacific railroads to go through. Of a different nature was the damage mining operations did to the ecology (environment) of California, from the modest excavations of the placermen to the mountain-moving of the hydraulickers. (Eventually the silting caused by the latter provoked an outcry that compelled the water cannons to cease fire.) The speculative scandals of the post-Civil War era and emergence of monopolies weren’t the work of the California experience alone, but to the extent the Gold Rush mentality migrated east along the route of the Pacific railroad, they too might be fairly charged against the new American dream.

As for the carpenter who set everything in motion, he never reached El Dorado. The sawmill at Coloma cut longs intermittently for three years before river miners diverted the American River and left the mill dry and powerless. Anyway, by then James Marshall had managed to lose the money he made from the cutting, for even less than his partner, Sutter, was the unlucky and unworldly Marshal able to accomplish the transition from the old era to the new. He spent the next thirty-five years trying to win acknowledgement of his role in creating the new California. But his neighbors were in too much of a hurry exploiting his discovery to notice, and he died forgotten and nearly destitute. Yet he was remembered after his death, and a statue was erected in his honor.

APPENDIX 3.0

DAY 3: IDENTIFYING CAUSATION AND DRAWING CONCLUSIONS ABOUT THE SOCIAL DIVERSITY IN THE CALIFORNIA GOLD RUSH

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Description of Activity</th>
<th>Historical Thinking Standard</th>
<th>Social Science Analysis Skills/Common Core Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Appendix #)</td>
<td>(allotted time)</td>
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<td></td>
</tr>
</tbody>
</table>

**Warm Up:**
Practicing Cause-and-Effect (ppt) (Appendix 3.1A) (10 min.)

The teacher will provide the cause and the students will fill in the effect. Then the teacher will give the effect and the students will fill in the cause. Students will determine the causation of different GR events and the consequences that followed.

**Activity 1:**
Group Analysis (Appendix 3.2-Graphic organizer & Appendix 3.3-Group Packets) (20 min.)

Students will be organized into 6 groups identifying and analyzing primary/secondary sources depicting a variety of social groups from the CGR (Natives, Hispanics, African-Americans, Chinese, women, and the entrepreneurs). Each student group will analyze one of the social groups and determine the influence that their group had on the CGR. Students will be asked to complete a graphic organizer that demonstrates their interpretation of their group’s sources.

**Closure:**
Group presentations-question (ppt) (Appendix 3.1B) (30 min.)

Each set of students will present their social group by describing the influence that their particular group had on the CGR. Students will draw their evidence from the sources that they have been provided and discuss the prompts from the accompanying graphic organizer. (Note: additional time has been given to day 4 to finish the day 3 presentations)

**Homework:**
(optional) Students can view all of the sources and discuss the impact of each group via an online blog (ppt. must be uploaded and blog set-up by the teacher).

HTS 3: Historical Analysis and Interpretation
C. Analyze cause-and-effect relationships

SSAS 3: The students will demonstrate the skills necessary for historical interpretation

HTS 4: Historical Research
B. Obtain historical data from a variety of sources
C. Interrogate historical data
E. Employ quantitative analysis
F. Support interpretations with historical evidence

CCS 7: Integrate and evaluate visual information presented in diverse formats and media

SSAS 2: The students will demonstrate the skills necessary for historical research, evidence, and point of view

SSAS 3: The students will demonstrate the skills necessary for historical interpretation
HISTORICAL THINKING
APPLIED TO THE
CALIFORNIA GOLD RUSH

DAY THREE
Warm up: Cause and Effect
Activity 1: Source Analysis (Groups)
Closure: Group Presentations

WARM UP: CAUSE AND EFFECT
Remember: A cause is an event that produces a result
• Cause: James Marshall discovered gold in 1848.
  • Effect: ______________________________
• Cause: The Treaty of Guadalupe-Hidalgo was signed in 1848, ending the Mexican American War.
  • Effect: ______________________________
• Cause: Those arriving by sea, first entered the city of San Francisco.
  • Effect: ______________________________


WARM UP: CAUSE AND EFFECT
Remember: An effect is the result produced
• Cause: ______________________________
• Effect: California was added into the Union in 1850.
• Cause: ______________________________
• Effect: Racism and violence occurred toward non-whites, including Mexicans, Chinese, and Natives.
• Cause: ______________________________
• Effect: Businesses such as supply stores, saloons, restaurants, and banks prospered the most during the early years of the Gold Rush.


SOCIAL DIVERSITY IN THE CALIFORNIA GOLD RUSH
1. NATIVE AMERICANS 2. CHINESE
3. AFRICAN AMERICANS 4. HISPANICS
5. WOMEN 6. BUSINESS

HISTORICAL RESEARCH INVESTIGATION
Document Analysis (Group Activity)

1. Students should look through the sources as a group, and together provide a theme/name for your packet of sources: ________________________________

2. Each student in the group should have a document in front of them. Study items one at a time and record your observations next to the matching item #. Work as a group.

<table>
<thead>
<tr>
<th>Item #</th>
<th>Provide a description of each source (what, when, who)</th>
<th>From each source, list two (2) examples of direct evidence that supports a specific idea or overall question</th>
<th>On a scale of 1-6 (1 being highest), rate the value of each source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item #1</td>
<td></td>
<td>a.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b.</td>
<td></td>
</tr>
<tr>
<td>Item #2</td>
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<td>a.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>b.</td>
<td></td>
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<tr>
<td>Item #3</td>
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<td></td>
<td></td>
<td>b.</td>
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<td>b.</td>
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<td>Item #5</td>
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<td>b.</td>
<td></td>
</tr>
<tr>
<td>Item #6</td>
<td>is on the back</td>
<td></td>
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</tr>
</tbody>
</table>
3. What do all of the items have in common?
________________________________________________________________________

4. Which item did you determine holds the greatest value and why?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. What did you learn from looking at these six items? Support your answer with the use of evidence.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

6. Determine the significance of your packet of sources. Collectively, what are the voices in your documents aiming to express?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
**N.A. #1 Indian Survival on the California Frontier**  
by Albert Hurtado, 1988

Note: Primary source statements used by the author are in quotation marks.

- “When we begun to find gold on the Yurber [Yuba] River, we could git ’em to work for us day in and day out, fur next to nothin’. We told ’em the gold was stuff to whitewash houses with, and give ’em a hankecher for a tin-cup full” (107).

- “After the emigrants begun to come along and put all sorts of notions in their heads, there was not gettin’ them to do nothin’” (107).

- A message to the California State Legislature, 1851: “A war of extermination will continue to be waged between the races until the Indian race becomes extinct” (135).

- In 1854, Thomas J. Henley described the Nisenan and Miwok Indians to be “in a most miserable and destitute condition” (145).
<table>
<thead>
<tr>
<th>County</th>
<th>Non-Indians</th>
<th>Indians</th>
<th>Indians as percentage of total population</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Central District</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Butte</td>
<td>8,542</td>
<td>30</td>
<td>0.3</td>
</tr>
<tr>
<td>Calaveras</td>
<td>28,936</td>
<td>1,982</td>
<td>6.4</td>
</tr>
<tr>
<td>El Dorado*</td>
<td>40,900</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Nevada</td>
<td>18,130</td>
<td>3,226</td>
<td>15.1</td>
</tr>
<tr>
<td>Placer</td>
<td>10,867</td>
<td>730</td>
<td>6.3</td>
</tr>
<tr>
<td>Sierra</td>
<td>4,808</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Tuolumne</td>
<td>25,780</td>
<td>593</td>
<td>2.2</td>
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<tr>
<td>Yuba</td>
<td>20,593</td>
<td>120</td>
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<tr>
<td>Subtotal</td>
<td>157,615</td>
<td>6,678</td>
<td>4.1</td>
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<tr>
<td>Subtotal w/o El Dorado</td>
<td>117,615</td>
<td>6,678</td>
<td>5.4</td>
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<tr>
<td><strong>Southern District</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Mariposa</td>
<td>4,231</td>
<td>4,533</td>
<td>51.7</td>
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<tr>
<td>Tulare</td>
<td>175</td>
<td>8,607</td>
<td>98.0</td>
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<tr>
<td>Subtotal</td>
<td>4,406</td>
<td>(2,940)</td>
<td>74.6</td>
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<td><strong>Northern District</strong></td>
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<tr>
<td>Klamath</td>
<td>523</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Shasta</td>
<td>3,855</td>
<td>73</td>
<td>1.8</td>
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<tr>
<td>Siskiyou</td>
<td>2,214</td>
<td>25</td>
<td>1.2</td>
</tr>
<tr>
<td>Trinity</td>
<td>1,933</td>
<td>4</td>
<td>0.2</td>
</tr>
<tr>
<td>Subtotal</td>
<td>8,528</td>
<td>103</td>
<td>1.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>170,546</td>
<td>19,721</td>
<td>10.4</td>
</tr>
<tr>
<td><strong>Total w/o El Dorado</strong></td>
<td>130,546</td>
<td>19,721</td>
<td>13.1</td>
</tr>
</tbody>
</table>

Source: 1852 California Special Census, California State Archives.

*El Dorado County returned a population estimate of 40,000 that was not broken down by age, race, or sex.
Indian women commonly panned gold in the mining regions. They used shallow baskets of their own manufacture until iron pans became more widely available. Sometimes whole communities—including children—helped with the task of gathering gold. Evidently this woman did not intend to remain long at the task, for she did not remove her carrying basket. Perhaps white animosity towards Indian miners meant that she had to be prepared to quickly leave the diggings should her furtive mining be discovered.

*Indian Survival on the California Frontier*

by Albert Hurtado, 1988
“California gold diggers, mining operations on the western shore of the Sacramento River,” Kelliegs & Comstock (1849-1852), UC Berkeley, Bancroft Library
Chinese #1

Exploring the Mother Lode: Gold Country
By Silvia Anne Sheafer

Note: Primary source statements used by the author are in quotation marks.

• According to one old timer, “The Chinese were industrious people, but were certainly not calculated for gold-digging. They did not work with the same force as the American or European miners and handled their tools like so many women, as if they were afraid of hurting themselves.”

• “But in such places as yielded them a dollar or two a-day they were allowed to scratch away unmolested. Had they happened to strike a rich lead, they were driven off their claim immediately” (13-14).
As the easily recovered gold was quickly appropriated, many of the early placer mining areas were reclaimed by Chinese miners from Guandong Province in southeastern China. In this scene, some are hard at work mining, while others are occupied with their daily activities. When artist J.D. Borthwick visited the camps, he noted, “The Chinese invariably treated in the same hospitable manner anyone who visited their camps, and seemed rather pleased than otherwise at the interest and curiosity excited by their domestic arrangements.” After the gold was exhausted, the ever-declining population pursued non-mining employment, becoming cooks, laundrymen, produce peddlers, domestics, and menial laborers.
A Gold Rush-era Chinese emigrant. His name is unknown. The daguerreotypist Isaac Wallace Baker may have asked this man to display his queue, thereby creating a more exotic image for Anglo American viewers.

Columbia had many Chinese residents. Blamed for the 1857 fire, they were forced to move north of town, only being allowed to return when the population began declining during the town’s economic downturn. Although subject to much prejudice, the Chinese were allowed burial in the public cemetery in what was called the “Chinese plot.” Although no original markers remain, a monument dedicated to the Chinese people of Columbia is located a few hundred feet from inside the gate.

*Images of America: Columbia, 2005*
By 1852, Chinese immigrants had settled in Columbia. The rules of the mining district did not allow Chinese to own a claim or work a claim for another person. They could and did, however, own businesses in town and work for the water company. By the time these two receipts were issued, the regulations had changed and these miners were finding a fair amount of gold. More interesting about these receipts is that the rent collector either could not spare the time, or did not care, to learn the miner’s name as the collectors often used the name “Chinaman” or “Chinamen.”

*Images of America: Columbia, 2005*
In 1843, Richard Fulton from Missouri, questioned a friend in California about an increasingly important concern: “Is California a slave state and could our citizens bring their slaves with them” (Hurtado, 73)?

Charles Davis declared, “Everybody here knows that I am a friend to the slave, but for all this, his master is a friend to me” (Johnson, 189).

Daniel Langhorne, who came to California as a slave from Virginia, recalled that he “went gold prospecting to buy his freedom,” he did well but had to “defend his claim on the Yuba River against a white man.” He was fortunate in coming before a fair-minded judge who ruled in his favor” (Lapp, 59).

“…two colored men named Perkins and Oscar made a rich strike in a small ravine a short distance from Mariposa [they] struck a lead or vein of decomposed slate, out of which they took in two days the sum of $1,300” (Lapp, 55).
This page is from the Columbia Businessman’s Directory of 1856. Ferguson’s Saloon was advertised as being “the largest and most elegant of any other in the Southern Mines.” It boasted beautiful decorations, billiard tables, a restaurant, good lodging. The Ferguson Saloon’s restaurant, called the Jenny Lind, was operated by an African American by the name of William O’hara, who became popular in Columbia and later a prosperous businessman in Bodie.

Images of America: Columbia, 2005
Mr. Editor: The celebration was held on the place owned and occupied by that of prince of caterers, Billy O’Hara, and was gotten up in his best style, which is saying all that need be said where Billy is known. If Billy was known in other parts of the State, as he is here, no important public dinner would be prepared without having him to superintend it.

Early in the day, handsome carriages began to arrive, freighted with the joyous throng from many parts of the country and State, and as they aligned and congratulated each other on the return of another anniversary, one was led, almost, to envy them their happiness. They appeared to experience more heartfelt joy than a large portion of our white population evince when they meet to celebrate the 4th of July.
A Brief History of
Stephen Spencer Hill: Fugitive From Labor
By Carlo M. De Ferrari (1966)

Stephen Spencer Hill came to Columbia with his master, Wood Tucker from Arkansas in 1849. When Tucker returned home, Hill did not accompany him. Hill claimed he had purchased his freedom in 1853. “Intelligent, literate, he was a man of ambition in an era when such traits in a Negro were considered by many to be non-existent—and if evidenced, to be dangerous.” “Black Steve” as he was called, worked the land at Gold Spring and built a cabin there. Things changed for Hill in 1854 when the Columbia Gazette reported: “On ‘Steve’s’ claim, a beautiful specimen was taken out, weighing 9 ounces, pure gold.” However, Steve’s luck quickly faded as one of his neighbors, Owen Rozier grew jealous of Steve’s claim and through a dramatic process managed to remove Steve from his property and from Columbia (126-128).
This daguerreotype is of a white and African miner near Spanish Flat, 1852.
Peter Anderson (1822-1879)

Born in Pennsylvania, little is known about Peter Anderson before he arrived in California at the end of the California Gold Rush. In 1854, Anderson established a tailor shop in San Francisco and plunged into the city’s small but energetic African American community, participating in California Colored Citizen’s Conventions.

As California law then denied African Americans the rights to vote, send their children to public schools, or even testify in court, delegates at the first Colored Citizens’ Convention in 1855 demanded civil rights for African Americans and proposed establishing a newspaper to voice black protest. The Civil War provided new energy to African American political protest in the 1860s. By 1862, Anderson established the Pacific Appeal under the slogan, “He who would be free, himself must strike the blow.”
Hispanics #1

Roaring Camp: The Social World of the California Gold Rush
by Susan Lee Johnson, 2000

Note: Primary source statements used by the author are in quotation marks.

• “If an American meets a Mexican,” one account explained, “he takes his horse, his arms, and bids him leave.” Other accounts called for more sweeping measures: “The duty of every American citizen…to exterminate the Mexican race from the country” (36).

• Theodore Johnson noted, “We met a large party of Peruvians and Chilians, with their Indian peones or slaves, besides a considerable number of Mexicans from Sonora” (193).

• In the town of Sonora, Mexican women made a magnificent display of their culinary talents, cooking in open-air kitchens, and carrying buckets of iced drinks on their heads, singing out, “aqua fresca, aqua fresca, cuatro reales” (120).
The first report of the gold strike in California reached Chile in August 1848, bringing Chileans to the area, where they eventually played a significant role in local affairs. The population soon reached 7,000, the second-largest contingent after the Mexicans from Sonora. Many Chileans brought their wives and families to California. Chile quickly became a major supplier of mining equipment, as well as liquors, foods, apparel, cutlery, building materials, and other supplies.
In May of 1853, California newspapers had been running stories about “the notorious outlaw, Joaquin” and his band of desperadoes (34).

For Anglo men, Joaquin was like their own worst selves set loose in the diggings—dark, sensual, impulsive, out of control (35).

On May 17, 1853, Governor Bigler approved “An Act to authorize the Raising of a Company of Rangers,” designating Harry Love as commander (37).

**SAN JOAQUIN REPUBLICAN**

*August 6, 1853*

**THE HEAD of the renowned Bandit!**

**JOAQUIN! AND THE HAND OF THREE FINGERED JACK!**

**THE NOTORIOUS ROBBER AND MURDERER.**
"The California Vaqueros Returned from the Chase" engraving by H. Eastman, 1854

Intimate Frontiers by Albert L. Hurtado, 1999
Juanita, also known as Josefa, was the only woman known to have been lynched in the mines during the Gold Rush. Little is known of her except that she was Mexican. She killed a popular white man who burst into her room in Downieville. At the "kangaroo court" that judged her, she claimed that the man had violated her honor, but the drunken men who presided hanged her anyhow. The witnesses claimed that she went to her death in a brave and dignified manner that shamed her executioners.
“The Bar of a Gambling Saloon” by Francis Samuel Marryat (artist) and J. Brandard (lithographer), 1855

Hispanics #6
Alonzo Delano, a keen observer of Gold Rush life, provided this sketch of a newly arrived woman in the mines in his *Pen Knife Sketches*. The miners are highly enthusiastic and show their appreciation by firing pistols, dancing, and waving their hats. The comely woman, perhaps the wife of the man who proudly presents her to mining-camp society, demurely drops her eyes while standing before a tent and cooking fire—symbols that represent a more elaborate home and hearth and fully developed domesticity to come.
Private School Opened

Mrs. Chamberlain, a “highly educated and accomplished lady” has opened a private school in Columbia.

The school was opened on Monday last, (Jan. 17) under the charge of Mrs. Chamberlain, a Lady every way qualified to discharge those high and important duties devolving upon her.

June 10, 1854

We had the pleasure of being present at the examination of our school in Columbia, yesterday by invitation of the teacher, Mrs. Chamberlain, and must confess that we were unprepared to fund such assembly of young children, looking so neat and orderly.
One of Alonzo Delano’s *Pen Knife Sketches*, or Chips off the Old Block (Sacramento Union Office, 1853), shows the rugged society of mining camps that women had to fit into. Drunken men, quarreling dogs, and dancers complete for space on the floor as the musicians play in the background. One dancer, evidently Delano himself, finds himself prostrate while a dog gnaws on his leg.
Roaring Camp: The Social World of the California Gold Rush
by Susan Lee Johnson, 2000

Note: Primary source statements used by the author are in quotation marks.

• French women not only gambled but tended gaming tables, overseeing men’s winnings and losings, for which William Perkins dubbed them “the forms of angels in the employ of Hell” (167).

• Under the pen name Lenita, worried about “vice and immorality” and looked to “WOMAN” as the star that would finally brighten California’s “social horizon” (282).

• In a letter to his friend, Joseph Pownall described Columbia in 1854: “This country...is fast setting up with families of respectability wives daughters & other permanent fixtures of this class which assist so much in giving character & a healthy moral tone to the machinery regulating what is termed society” (281).
### Table 4.3 Sacramento City Population in 1860 by Race and Sex

<table>
<thead>
<tr>
<th>Race</th>
<th>No. Males</th>
<th>No. Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>8,113</td>
<td>4,265</td>
<td>12,378</td>
</tr>
<tr>
<td>Asian</td>
<td>808</td>
<td>180</td>
<td>988</td>
</tr>
<tr>
<td>Free Colored</td>
<td>253</td>
<td>141</td>
<td>394</td>
</tr>
<tr>
<td>Indian</td>
<td>13</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9,187</strong></td>
<td><strong>4,598</strong></td>
<td><strong>13,785</strong></td>
</tr>
</tbody>
</table>


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*Intimate Frontier* by Albert L. Hurtado, 1999
Arriving in mid-August of 1849, Ted Bayard of the New York *Tribute*, described the harbor as “crowded with deserted ships, of which several had now been dragged up to the muddy waterfront and converted into warehouses, to shelter cargoes dumped out on the beach.”
Business #2

Gold is the Cornerstone
by John Walton Caughey, 1948

Note: Primary source statements used by the author are in quotation marks.

• The sudden pyramiding of population in the diggings created a large market for goods and services where previously there had been an economic void (203).

• A frequent plaint was that the miners were doing all the hard work while the merchants were the only ones getting ahead (205).

• Since their customers were restless and footloose, here today and off to some other gulch on the morrow, they could not extend credit, but had to insist that purchases “come down with the dust” (205).
Perez Mann Batchelder, a daguerreotypist, arrived in California in 1851 and operated a travelling studio/wagon in Sonora. He grew convinced that the best way to take advantage of the miners' increased appetite for photography was to take the studio into the field. Isaac Wallace Baker, an important California photographer and one of Batchelder's business partners and protégés, poses here in front of his mentor's "Daguerrian Saloon."
Dear Uncle

Sonora Dec. 9th 1851

Your letter from the month of September and October I did not get into my hands until yesterday. As I see you are doing fine. In every letter you write you tell me that I should sell, even if I lose money. I already found out that you loose a lot here. In the month of August and September I sold Summer Fants and Parrasolls at auction, and lost a lot on that. So I thought if I do have something left over, I would stay here for the winter to do well, and I really thought that we would have better times this winter. If it is not so I at least have fulfilled my obligation. As I could read out of your last letter you think I have eaten up everything. Until now I have not lived grand as every proper man should. Right now I dunk my dry bread in black coffee. Also I can read out of your letter that you wish I should stay here, if I can make money in California, but you want me to send you your money. I will do it with a lot of pleasure. You do not have to think that I will consume your money. The cent—should melt on my heart. You should know me better than that. I was around you 6 or 7 years. I must say you wrote me a nice letter as an uncle. I will try to send you some money as soon as possible, and after a while I will try and send you all of it. And if God wants it I will not stay in a strange country forever. The balance from Moses Abrams $72.60 doles I received. Right now I have a store in the mines, but business is bad. This is all for this time.

Respectful greetings

A. Mayer
Business #5

New York merchant Levi Strauss went west to sell tents in 1853, but miners preferred his rugged pants, made from serge woven in Nimes, France. “Serge de Nimes” soon became “denim”—and Americans had found the “Levi’s” that remain their national uniform and emblem. At right is the oldest known pair, which sold for $46,500 on eBay in 2003.
## APPENDIX 4.0

### DAY 4: IDENTIFYING HISTORICAL PROBLEMS AND DETERMINING OUTCOMES

<table>
<thead>
<tr>
<th>Objectives (Appendix #)</th>
<th>Description of Activity</th>
<th>Historical Thinking Standard</th>
<th>Social Science Analysis Skills/Comm on Core Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>(allotted time)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Finish previous day presentations:**
(Time: TBD)

If students were unable to finish their group presentations from the previous lesson, additional time has been allotted to day 4.

**Activity 1:**
Writing prompts & peer review discussion (ppt)
(Appendix 4.1A)

(25 min.)

Students will see a “big” historical investigation type question that has been discussed in different forms over the first three days. Students will first create a brief outline or graphic organizer and then write a response to the question. Following this activity the students will participate in a peer review and discuss the interpretations of other students around them. These activities and the closure discussion serve as an end of the unit assessment.

HTS 5: Historical Issues-Analysis and Decision-Making
A. Identify issues and problems in the past
E. Formulate a position or course of action on an issue
F. Evaluate the implementation of a decision

CCS 3: Evaluate various explanations for actions or events

SSAS 3: The students will demonstrate the skills necessary for historical interpretation

**Closure:** Wrap up activity-discussion and teacher assessment (ppt)
(Appendix 4.1B)

(20 min.)

Students will take a stand and determine their responses to all of the following questions: Which diverse social group played the biggest role in the development of mining communities? Why should greater agency be given to this particular group? If this group is so influential, why have these individuals been left out of the typical historical narratives? Students will provide their interpretation to these responses by supplying evidence and displaying their ability to make sound historical judgments. This culminating activity will demonstrate the students’ ability to think historically about the CGR.

HTS 3: Historical Analysis and Interpretation
F. Compare competing historical narratives

HTS 4: Historical Research
C. Interrogate historical data
F. Support interpretations with historical evidence

HTS 5: Historical Issues-Analysis and Decision-Making
F. Evaluate the implementation of a decision

SSAS 2: The students will demonstrate the skills necessary for historical research, evidence, and point of view

SSAS 3: The students will demonstrate the skills necessary for historical interpretation
APPENDIX 4.1A

HISTORICAL THINKING
APPLIED TO THE
CALIFORNIA GOLD RUSH

DAY FOUR
Activity 1: Write About It
Activity 2: Peer Review
Closure Activity: Reflective Discussion

1) WRITTEN RESPONSE
• In order to demonstrate your thinking process regarding the Gold Rush, students are required to provide an essay style narrative that addresses the following prompt:
  • Why is it important to study the diversity of people involved in the Gold Rush? Did the Gold Rush encourage diversity in California? How did the diversity within the Gold Rush promote problems? How did the Gold Rush diversity bring about positive change?
  • Students are encouraged to start first by creating a brief outline. The response should be include a clear thesis statement and conclusion. Equally important, your response MUST include supporting details and evidence.
  • Be prepared to discuss your responses with a peer and share your ideas with the rest of the class.

2) PEER REVIEW
• After the allotted time, and both students have finished their written portions, students should partner with another student and read/discuss responses.
• Answers are likely going to differ in the overall thesis, but similar traits should exist such as having a clear thesis, valuable details, and accurate points.
• The point of a peer review is not to criticize every aspect of someone else’s work, but instead respectfully provide support and “talk historically” about the perspectives held between two people.

APPENDIX 4.1B

REFLECTIVE DISCUSSION
• Students will respond to an additional question: *Which diverse social group played the biggest role in the development of mining communities during the Gold Rush?*
• Students will discuss their thoughts aloud in a class discussion in a respectful and mature way.
• When dealing with social interpretations, controversial topics may arise as students will need to be able to continue the discussion through a fair and open-minded approach.
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V. Unpublished Secondary Sources


VI. Journal and Magazine Articles


VII. Published Sources


