This instructional unit is aimed at Grade 4, limited-English-proficient (LEP) students in language arts, mathematics, social studies, science, music, art, physical education, and drama. It uses the California "Gold Rush" historical time period to teach students English language, concentrating on pre-production, early production, speech emergence, and intermediate fluency. The lesson plan includes a description of the theme and rationale of the unit, content outline, instructional objectives, and description of assessment. The unit is to be taught over 1 week, in 40-minute lessons, and includes a day-by-day lesson content, with vocabulary building lists. Homework assignments and parent/community involvement are suggested. Instructional components include English language development, primary language instructions, especially designed academic content in English, cross-cultural/self-esteem building, and parent/community involvement. (NAV)
Gold Rush Unit

GRADE: Fourth
TIME LENGTH: One week - 40 minute lessons.
LANGUAGE LEVELS: Pre-production, early production, speech emergence, and intermediate fluency.
INSTRUCTIONAL COMPONENTS: English Language Development, Primary Language instructions, Specially Designed Academic Content in English, Cross Cultural - Self-Esteem, and Parent/Community Involvement.

1. THEME AND RATIONALE

The theme of our unit is the “Gold Rush”. We selected this unit to meet the needs of the Cajon Valley Union School District’s requirement for the Fourth Grade Social Studies curriculum on California. The reading is based on the novel, By the Great Horn Spoon by Sid Fleischman, which is on the CORE literature recommended list for fourth grade. We have provided English Language Development Lessons for each proficiency level, but one may combine two of these adjacent levels if needed. The main concepts of the eight subjects are covered by the primary language teacher in order to provide support for students’ learning in their SDAIE (Specially Designed Academic Instruction in English). The SDAIE lessons are taught heterogeneously so that the more advanced English learners may assist the less advanced ones. The Cross Cultural - Self Esteem component is included in the lessons. Cooperative learning activities are used to promote positive attitudes as children learn to work together.
2. PREVIOUS CONTENT LEARNED
   A. Geography of California
   B. The first Californians/Native Americans
   C. Spanish Settlers in California
   D. Development of Missions
   E. Mexican California
   F. Pioneers in California prior to 1848
   G. Reading of By the Great Horn Spoon in Spanish.

3. OUTLINE OF CONTENT
   A. Discovery of Gold in California
   B. Spread of news about gold
   C. The on-rush of settlers to California
   D. Mining town boom
   E. Life on a Mining Town
   F. Life of a Forty-Niner
   G. Mining Methods
   H. Music: "Oh Susanna", "De Colores", "El Rancho Grande", and "Forty-Niner rap song".
   I. Language Arts: By the Great Horn Spoon by Sid Fleichman.
   Mathematics: Graphs, Weight, Measurement, Estimation.
   K. Science: Gold properties and value.

4. UNIT GOALS WITH INSTRUCTIONAL OBJECTIVES
   A. Students will understand how/when the Gold Rush came about and how it affected the development of California.
      1. Students will be able to identify, discuss and write about events relating to the Gold Rush.
      2. Students will be able to describe and write about the life of a miner.
      3. Students will be able to name and compare/contrast the different methods of mining.
   B. The students will understand how various ethnic groups were treated in a mining town.
      1. Students will name the various ethnic groups that were involved in gold mining.
      2. Students will be able to compare/contrast how each ethnic group was treated.
   C. Parents and Students will participate.
      1. Students and parents will work together to complete home study assignments.
      2. Parents will help out in the classroom.
5. DESCRIPTION OF ASSESSMENT

Students will create a portfolio on the Gold Rush which will include:
   A. Response Journal
   B. Time line
   C. Land maps and sea routes
   D. Art work

The work will be collected daily. Students will demonstrate that they are able to work together successfully in cooperative groups.
Day 1  
GOLD RUSH-Old San Francisco  

ENGLISH LANGUAGE DEVELOPMENT

PRE-PRODUCTION

1. Show large prints (borrowed from media center) of San Francisco during 1848-49.
2. Have students point to and identify buildings, bridges, and other city structures.
3. Students will point to pictures and identify large and small items.

EARLY PRODUCTION

1. Show large prints (borrowed from media center) of San Francisco during 1848-49. Have students point to and identify buildings, bridges, and other city structures.
2. Students will point to pictures and identify large and small items.
3. Students will break into groups and will draw a town which includes the above items.

SPEECH EMERGENCE

1. Show large prints of San Francisco during 1848-49. Have students point to and identify buildings, bridges, and other city structures.
2. Have students write a sentence naming various structures in San Francisco.
3. Students will break into groups and draw a town with all the above items and label them.

INTERMEDIATE FLUENCY

1. Show large prints of San Francisco during 1848-49. Have students point to and identify buildings, bridges, and other city structures.
2. Have students write a sentence naming various structures in San Francisco.
3. Students will break into groups and draw a town with all the above items and label them.
4. Students will discuss life in a gold mining town.
Day 1

**PRIMARY LANGUAGE INSTRUCTION**

**LANGUAGE ARTS:**
Discuss concepts and events from chapters 1 and 2 of *By the Great Horn Spoon* and have students write about what it would be like to be a stowaway.

Read and discuss chapters 1 and 2. Have students develop a vocabulary chart in groups. Students write in response journals using vocabulary from chart.

**SOCIAL STUDIES:**
Students read pages 121-124 in Social Studies book in which various routes to California are discussed.

Students will be given a map of North and South America. Students draw and label different routes to California on their map.

**MATHEMATICS:**
Students discuss population changes in California before, during, and after the Gold Rush.

Students make a graph showing population changes in California during the years 1848-1852.

**SCIENCE:**
Students will study and discuss the properties of gold.

Students will compare prices of gold per ounce in 1849 and now.

**MUSIC:**
Explain meaning of words to "Oh Susanna" (see attached copy).

Students will sing "Oh Susanna" using a picture of a miner. As the class sings, selected students will come up to the picture and add various items of clothing and other articles.

**ART:**
Show pictures and drawings of various kinds of ships of the 1800's.

Students will begin a guided art lesson in drawing the base and outline of a ship.

**PHYSICAL EDUCATION:**
Explain rules for "relay races for gold".

Students will be divided into teams and race to get Gold nuggets back to starting position.

**DRAMA:**
Students will give a news report on the discovery of gold at Sutter's Mill.

Students will act out how discovery of gold would be reported in our present day news.
Day 2
Gold Rush

ENGLISH LANGUAGE DEVELOPMENT

PRE-PRODUCTION

1. Review vocabulary of the prints in the city.
2. Show students pictures of a modern city.
3. Have students point and identify same/different in both pictures.
4. Students will point and identify buildings, bridges, cars, and people in This is San Francisco by Miroslav Sasek.
5. Students will draw and color Golden Gate Bridge.

EARLY PRODUCTION

1. Review prints of old San Francisco.
2. Show pictures of modern San Francisco.
3. Compare/contrast both pictures.
4. Read This is San Francisco to students.
5. Have students draw and color Golden Gate Bridge.

SPEECH EMERGENCE

1. Review prints of old San Francisco.
2. Show pictures of modern San Francisco.
3. Compare/contrast both pictures.
4. Read This is San Francisco to students.
5. Have students draw a picture of the Golden Gate Bridge and write one or two sentences about it.

INTERMEDIATE FLUENCY

1. Compare and contrast old and new pictures of San Francisco. Discuss how the city has changed.
2. Read aloud This is San Francisco.
3. Focus discussion on Golden Gate Bridge. Have students draw it and write a paragraph describing it.
Day 2

PRIMARY LANGUAGE INSTRUCTION

READING/Writing Workshop:
Discuss concepts of chapters 3 and 4 in *By the Great Horn Spoon*. Have students write a letter to a relative who lives far away.

SOCIAL STUDIES:
Students will be introduced to the various mining techniques and how they worked.

MATH:
Students will discuss cost of food in a mining town compared to now.

SCIENCE:
Students will discuss how the various mining methods affected the natural environment.

ART:
Teacher will explain to students the procedure on how to draw the sails and mast to their ships.

PHYSICAL EDUCATION:
Rules for "gold hunt" will be explained.

MUSIC:
Students will sing "De Colores", a traditional Mexican folk song.

SPECIALLY DESIGNED ACADEMIC CONTENT IN ENGLISH

Read and discuss chapters 3 and 4 in *By the Great Horn Spoon*. Add to vocabulary chart. Have students write in response journals about traveling on a ship using vocabulary from the chart.

Students will read pages 125-128 of "Gold mining" in their Houghton Mifflin *Oh California* science text. Students will compare/contrast, panning method, rocker method, and hydraulic mining.

Students will make a menu of a restaurant in a mining town. Students will choose from menu and add up costs for their meal.

Students will simulate an assay office. They will "weigh the gold" (found during P. E. hunt) by using scales and be given fake money for their gold.

Students will continue the guided art lesson and add sails and mast to ships.

Students will have a "gold hunt". Volunteer parents will hide gold nuggets (sprayed rocks) in playground grassy area. Students hunt for gold.

Sing "Oh Susanna" again having volunteers add the various objects and clothing to the miner.
### DAY 3
### GOLD RUSH - TRANSPORTATION

#### ENGLISH LANGUAGE DEVELOPMENT

<table>
<thead>
<tr>
<th>Stage</th>
<th>Activity</th>
</tr>
</thead>
</table>
| **PRE-PRODUCTION**  | 1. Show students pictures of different types of transportation found in a city, ie., cars, buses, horses, trolleys, etc. and introduce vocabulary of each.  
                       2. Read *This is San Francisco* to students. Have students point and name various forms of transportation in book.  
                       3. Students will draw and color favorite form of transportation and label its name on their drawing. |
| **EARLY PRODUCTION**| 1. (Same as above.)  
                       2. (Same as above.)  
                       3. Students will draw and color favorite form of transportation and write a sentence under the picture. |
| **SPEECH EMERGENCE**| 1. Show pictures and review vocabulary of different forms of transportation.  
                       2. Read book *This is San Francisco* and have students focus on different forms of transportation found in book.  
                       3. Have students draw favorite form of transportation and write one or two sentences about their vehicle and why they like it. |
| **INTERMEDIATE FLUENCY**| 1. (Same as above.)  
                       2. (Same as above.)  
                       3. Compare and contrast transportation found in San Francisco and in their own town.  
                       4. Have students draw favorite form of transportation and write a paragraph describing it. |
Day 3

PRIMARY LANGUAGE INSTRUCTION

READING/Writing WORKSHOP:
Discuss the concepts of chapters 5 and 6 in *By the Great Horn Spoon*.

SOCIAL STUDIES:
Discuss the difference in treatment of various cultures; Blacks, Mexicans, Chinese, and women in the mining towns.

MATHEMATICS:
Have students name the important dates leading up to and during the Gold Rush.

SCIENCE:
Discuss preservation of foods and how foods were kept on board ship before the invention of the refrigerator.

MUSIC:
Explain and discuss what a 49er is and what the lyrics are to the 49er rap song.

ART:
Teacher will explain to students how to use watercolors.

PHYSICAL EDUCATION:
Explain the rules of "Overland Route to California" to students.

DRAMA:
Have students divide into two drops and debate whether or not suspects should have a right to a court trial - no matter how small or large their suspected crime.

SPECIALLY DESIGNED ACADEMIC CONTENT IN ENGLISH

Read and discuss chapters 5 and 6 of *By the Great Horn Spoon*. Add to the vocabulary chart. Write in response journals about the food consumed on a boat trip.

Read p. 128-130 in Houghton Mifflin's *Oh California*. Discuss fairness and justice. How did the miners settle disputes?

Make a time line of the important dates leading up to the Gold Rush.

Store potatoes in a wooden box in a dark space in the classroom.

Students will sing the 49er Rap Song (see attached paper).

Using watercolor, continue art lesson by coloring base of ship, sky and water.

Have students go through a "pretend" course through the U.S. When they go over mountains, they do 20 jumping jacks; across a river, they do 10 pushups, etc.

Have students act out a mock trial of someone who is suspected of stealing another miner's gold.
DAY 4
GOLD RUSH-
PEOPLE AND BUILDINGS

PRE-PRODUCTION

1. Show students pictures of different types of buildings, houses, apartments, skyscrapers, schools, churches, and discuss what people do in those buildings.
2. Read This is San Francisco and have students point and identify different people and buildings in book.
3. Draw and color favorite type of building (house, skyscrapers, school, etc.). Have students write name of building.

EARLY PRODUCTION

1. Same as above.
2. Same as above.
3. Draw and color favorite type of building (house, skyscrapers, school, etc). In addition, students write a sentence about drawing.

SPEECH EMERGENCE

1. Show pictures and review vocabulary of the different types of buildings.
2. Read book This is San Francisco and have students focus on different types of buildings found in the book.
3. Have students draw favorite type of building and write 1 or 2 sentences about their building.

INTERMEDIATE FLUENCY

1. Same as above.
2. Same as above.
3. Students compare and contrast buildings found in San Francisco and in their own town.
4. Have students draw favorite form of transportation and write a paragraph describing what the building is for and what people do in it.
DAY 4
GOLD RUSH

PRIMARY LANGUAGE INSTRUCTION

READING WRITING WORKSHOP:
Discuss concepts of Chapters 7 and 8 in By the Great Horn Spoon. Make a list of the main characters in the book.

SOCIAL STUDIES:
Discuss the three main cultural groups who were involved in the gold rush era. Compare/Contrast the treatment of each group by the other groups. Review how each group came to California.

MATHEMATICS:
The three languages of the main cultural groups in the gold mining era in California were Spanish, Chinese and English. Using an encyclopedia, discuss what portion/fraction of the world population speaks English, Spanish and Chinese.

MUSIC:
Explain the “Farmer in the Dell” G.L.A.D. strategy and how students choose adjectives, nouns, verbs, and prepositional phrases to go with subject as teacher makes a chart on board. Have students pick from each column and sing words to the tune of “Farmer in the Dell”.

ART:
Discuss what life was like on a long voyage to California during the Gold Rush.

SPECIALY DESIGNED ACADEMIC INSTRUCTION IN ENGLISH

Read and discuss Chapters 7 and 8 of By the Great Horn Spoon and add to vocabulary chart. Do a character analysis of the three main characters on butcher paper. Students copy on their paper. They write in response journals about their favorite character.

Read and discuss “Exploring Concepts” page 130 of Houghton Mifflin’s Oh California Social Studies book. Students make a chart of examples of people who came to California, the year they came, and the reasons they came.

Using reference material, make a pie graph showing what portion of the world population speaks Spanish, Chinese, English and others.

Have students choose adjectives to describe a miner, then choose verbs and prepositional phrases to go with subject as teacher makes a chart on board. Have students pick from each column and sing words to the tune of “Farmer in the Dell”.

Complete ship lesson by outlining mast and sails, and ship in black felt tip pen.
<table>
<thead>
<tr>
<th>DAY 5 - GOLD RUSH</th>
<th>ENGLISH LANGUAGE DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOOD AND MEASUREMENT</td>
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</tbody>
</table>

**PRE-PRODUCTION**

1. Teacher will show examples and name different types of liquid measurement.
2. Working in cooperative groups, students pour water into gallon, half-gallon, quart, pint, and cup measurements.
3. Students will compare/contrast size and identify which items hold more or less water.
4. Students will color, cut out, and staple together the different types of liquid measurement in order of size.

**EARLY PRODUCTION**

1. Teacher will show examples and name different types of liquid measurement.
2. Working in cooperative groups, students pour water into gallon, half-gallon, quart, pint, and cup measurements.
3. Students will identify and name different types of measurement.
4. Students will discuss the difference in sizes of each measurement.

**SPEECH EMERGENCE**

1. Same as above.
2. Same as above.
3. Students will identify and name different types of measurement.
4. Students will discuss which products come in the different size containers and make a list.

**INTERMEDIATE FLUENCY**

1. Same as above.
2. Same as above.
DAY 5

PRIMARY LANGUAGE INSTRUCTION

READING/WRITING WORKSHOP:
Discuss the concepts of Chapters 9 and 10 in *By the Great Horn Spoon*.

SOCIAL STUDIES:
Teacher will outline the history of the discovery of gold in Julian and how it affected the development of El Cajon.

MATH/SCIENCE:
Discuss how Julian is today famous for apples, as well as for being the first San Diego county location in which gold was discovered. Teacher reviews concept for fractions and then reads the recipe for making applesauce.

MUSIC:
Talk about how jump rope jingles are very basic chants. Have students make up miner jump rope chants.

PHYSICAL EDUCATION:
Have students jump rope to their own 49er jingles.

SPECIALTY DESIGNED ACADEMIC CONTENT IN ENGLISH

Read and discuss Chapters 9 and 10 of *By the Great Horn Spoon*. Add to the Vocabulary chart. Write in response journals about the life of a miner.

Students will read the History of El Cajon pamphlet, pages 8-10 and 19-22 on the discovery of gold in the mountains beyond El Cajon near Julian.

Students will work together in cooperative groups. Each group will read and follow instructions for making applesauce. Parent volunteers will work with each group to assist in the cooking of the applesauce. Students will eat applesauce after it is cooled.

Have students work in cooperative groups to make up jump rope jingles about gold or life in a mining town using vocabulary chart.

Have students jump rope to their own 49er jingles.
**DAY 1 - VOCABULARY DEVELOPMENT TALKING CHART**

<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>OCCUPATIONS</th>
<th>PLACES</th>
<th>CLOTHING</th>
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<td>judge</td>
<td>tropic zones</td>
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<td>horse doctor</td>
<td>Cape Horn</td>
<td>heavy woolens</td>
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<td>man</td>
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<td>Boston</td>
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<td>aunt</td>
<td>tradesmen</td>
<td>gold fields</td>
<td>bowler hat</td>
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<th>BODY PARTS</th>
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<td>pudding</td>
<td>leg</td>
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<td>hog</td>
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<td>plum duff</td>
<td>arm</td>
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<td>squeal</td>
<td>smoked fish</td>
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# DAY 2 - VOCABULARY DEVELOPMENT TALKING CHART

<table>
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<th><strong>LADY WILMA</strong></th>
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<th><strong>SKY</strong></th>
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<tr>
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<td>porker</td>
<td>constellations</td>
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<tr>
<td>afterdeck</td>
<td>fat rump</td>
<td>star clouds</td>
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<tr>
<td>stern</td>
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<td>night</td>
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<td>sunny</td>
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<tr>
<td>brass porthole</td>
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<td>meat cleaver</td>
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<tr>
<td>machinery</td>
<td>animal pens</td>
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<td>shipboard</td>
<td>pig hunt</td>
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<td>snorts</td>
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### SLEEPING

<table>
<thead>
<tr>
<th><strong>SLEEPING</strong></th>
<th><strong>PASSENGERS</strong></th>
<th><strong>BELONGINGS</strong></th>
<th><strong>MINER</strong></th>
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<tbody>
<tr>
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<td>black umbrella</td>
<td>bandana</td>
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<td>cabin mates</td>
<td>alarm trumpet</td>
<td>suspenders</td>
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<td>harmonica</td>
<td>jipajapa hat</td>
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<td>Yankee Trader</td>
<td>treasure map</td>
<td>washpan</td>
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<td>nap</td>
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### MORNING

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## DAY 3 - VOCABULARY DEVELOPMENT TALKING CHART

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<tr>
<th>WEATHER</th>
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<tbody>
<tr>
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<td>swells</td>
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<tr>
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<td>cracked</td>
<td>waves</td>
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<td>Pacific</td>
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<table>
<thead>
<tr>
<th>LOCATIONS</th>
<th>POTATOES</th>
<th>EARTH</th>
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<tbody>
<tr>
<td>Strait of Magellan</td>
<td>barrels</td>
<td>latitude</td>
</tr>
<tr>
<td>Tierra del Fuego</td>
<td>spoiled</td>
<td>horizon</td>
</tr>
<tr>
<td>Callao</td>
<td>raw</td>
<td>north</td>
</tr>
<tr>
<td>Chile</td>
<td>juicy</td>
<td>direction</td>
</tr>
<tr>
<td>California</td>
<td>ruined</td>
<td>air</td>
</tr>
<tr>
<td></td>
<td>plump</td>
<td>sea</td>
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<table>
<thead>
<tr>
<th>WATER</th>
<th>TRANSPORTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>snow</td>
<td>cable car</td>
</tr>
<tr>
<td>rushing</td>
<td>trucks</td>
</tr>
<tr>
<td>raindrops</td>
<td>buses</td>
</tr>
<tr>
<td>waterfalls</td>
<td>automobiles</td>
</tr>
<tr>
<td></td>
<td>street cars</td>
</tr>
<tr>
<td></td>
<td>overland stages</td>
</tr>
<tr>
<td></td>
<td>Wells Fargo Co.</td>
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<table>
<thead>
<tr>
<th>WINDS</th>
<th>CABLE CAR</th>
</tr>
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<tbody>
<tr>
<td>winds</td>
<td></td>
</tr>
<tr>
<td>misty sky</td>
<td></td>
</tr>
<tr>
<td>fat raindrops</td>
<td></td>
</tr>
<tr>
<td>head winds</td>
<td></td>
</tr>
<tr>
<td>inclement storms</td>
<td></td>
</tr>
<tr>
<td>gale</td>
<td></td>
</tr>
<tr>
<td>brightness</td>
<td></td>
</tr>
<tr>
<td>lightning</td>
<td></td>
</tr>
<tr>
<td>hailstones</td>
<td></td>
</tr>
</tbody>
</table>
DAY 4 - VOCABULARY DEVELOPMENT TALKING CHART

**CLEANLINESS**
- laundry
- wash pan
- baths
- starched shirts
- washed
- changed
- ironing
- dirty ears
- soap
- fresh clothes
- tub bath
- shower
- white gloves

**HAIR**
- cuttings
- sideburns
- shorn locks
- beard
- barber
- whiskers
- trimmings
- shear
- itchin'
- scissors
- snip

**ANIMALS**
- grizzly bear
- bull
- chickens
- mules
- bloodhound
- bear meat
- dog
- cat

**WEDDING**
- bride
- fiancee
- met
- married
- presents

**SMELLS**
- perfume
- nostrils
- fish
- hot grease
- nose
- breathe
- cookin'
- scent
- restaurant
- dirty

**GOLD**
- yellor dust
- wash pan
- residue
- panned
- color
- grains
- flake
- diggins
- gold pan

**LANDSCAPE**
- hills
- scenery
- foothills
- gold fields
- barren islands
- dry land
- pine forest
DAY 4 - (CONT.)

BUILDINGS AND STRUCTURES
Broadway Tunnel
Coit Tower
Golden Gate Bridge
Ferry Building
Maritime Museum
World Trade Center
Oakland Bay Bridge
Presidio
Mission Dolores
Cliff House
Federal Penitentiary
San Quentin State Prison
St. Mary's Church
Telephone Exchange
Union Square
St. Francis Hotel
City Hall
Civic Center
## DAY 5 - VOCABULARY DEVELOPMENT TALKING CHART

<table>
<thead>
<tr>
<th>VALUABLES</th>
<th>MINING NECESSITIES</th>
<th>NATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>watches</td>
<td>pick</td>
<td>mountains</td>
</tr>
<tr>
<td>chains</td>
<td>shovel</td>
<td>morning</td>
</tr>
<tr>
<td>belts</td>
<td>gold pan</td>
<td>Sierra Nevadas</td>
</tr>
<tr>
<td>ring</td>
<td>carpet bags</td>
<td>sand bar</td>
</tr>
<tr>
<td>ruby</td>
<td>mining tools</td>
<td>valley</td>
</tr>
<tr>
<td>gold dust</td>
<td>left glove</td>
<td>Pacific</td>
</tr>
<tr>
<td>guns</td>
<td>gun</td>
<td>valley flats</td>
</tr>
<tr>
<td>gold pouches</td>
<td>hat</td>
<td>pines</td>
</tr>
<tr>
<td>buckskin</td>
<td>gold camps</td>
<td>cool water</td>
</tr>
<tr>
<td></td>
<td>money</td>
<td>isthmus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>foothills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FEAR &amp; ANGER</th>
<th>CLOTHING</th>
<th>TRANSPORTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>fearful</td>
<td>checked shirts</td>
<td>big wheels</td>
</tr>
<tr>
<td>frightened</td>
<td>coat</td>
<td>bongo boat</td>
</tr>
<tr>
<td>growled</td>
<td>red flannel shirt</td>
<td>four horse team</td>
</tr>
<tr>
<td>cold steel</td>
<td>linen suit</td>
<td>ox-drawn</td>
</tr>
<tr>
<td>scared</td>
<td>shirts</td>
<td>wagon</td>
</tr>
<tr>
<td>struck</td>
<td></td>
<td>boat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>driver</td>
</tr>
<tr>
<td></td>
<td></td>
<td>stagecoach</td>
</tr>
<tr>
<td></td>
<td></td>
<td>riverboat</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEAPONS</th>
<th>PROFESSIONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>firearms</td>
<td>tooth extractor</td>
<td></td>
</tr>
<tr>
<td>pistol</td>
<td>dentist</td>
<td></td>
</tr>
<tr>
<td>four-shooter</td>
<td>undertaker</td>
<td></td>
</tr>
<tr>
<td>revolver</td>
<td>line of work</td>
<td></td>
</tr>
<tr>
<td>gun shots</td>
<td>services</td>
<td></td>
</tr>
<tr>
<td>shooting</td>
<td>butler</td>
<td></td>
</tr>
<tr>
<td>rifle shots</td>
<td>outlaw</td>
<td></td>
</tr>
<tr>
<td>whip</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reloaded</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dueling pistol</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DAY 5 - (CONT.)

MEASUREMENT

gallon
half-gallon
quart
pint
cup
three-fourths
one-half
one-fourth
teaspoon
tablespoon
HOMEWORK ASSIGNMENTS

Students will be given two homework assignments throughout the week. The first one will be to interview a parent, grandparent, or an adult relative and ask questions about their ancestors. Questions that might be asked would be “When did you or your parents come to this country?” or “What country did they come from?” Students will share their findings with the class. The other assignment will be for students to pretend they live in the 1850’s and are packing up to go to California to hunt for gold. Students must write about what items they would bring with them. The items must all fit in one suitcase. Students will share paragraphs with the class.

PARENT/COMMUNITY INVOLVEMENT

Parent and community involvement is stressed in this unit during class instruction and in homework assignments. Actively involved parents improve school morale and help students to feel more “at home” at school.

SELF-ESTEEM

The following self-esteem adjective/action chart will be displayed on the wall throughout the year. This not only improves students’ vocabulary, but gives students a concrete goal to work towards. Teacher will use adjectives from the chart throughout the year in making verbal and written comments to students.
SELF-ESTEEM ADJECTIVES/ACTIONS

1. ATTENTIVE:
   - Sits up straight
   - Listens actively
   - Follows directions

2. CAPABLE:
   - Follows rules
   - Turns in homework on time
   - Works independently

3. CONSCIENTIOUS:
   - Recycles paper
   - Keeps desk area clean
   - Picks up trash

4. COOPERATIVE:
   - Shares
   - Waits turn in group
   - Helps others

5. COURTEOUS:
   - Says "please" and "thank you"
   - Waits his/her turn to speak
   - Listens to others

6. OPEN-MINDED:
   - Tries new ideas
   - Accepts change
   - Is tolerant of others
   - Is friendly

7. ORGANIZED:
   - Keeps desk clean
   - Keeps work in folders/notebook
   - Comes to class prepared
   - Follows directions

8. PATIENT:
   - Waits his/her turn
   - Raises hand to be called on
   - Walks in line

9. RESPONSIBLE:
   - Completes work on time
   - Keeps promises
   - Respects classmates and teachers

10. SELF-DIRECTED:
    - Stays on task
    - Completes work
    - Helps others when own work is complete
    - Problem solves
HALF GALLON