

The Gold Rush Collection
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Sub-Unit 1 • pages 6–13



Sub-Unit 2 • pages 14–35



Sub-Unit 3 • pages 36–53



Sub-Unit 4 • pages 54–65



Sub-Unit 5 • pages 66–87

ROAD NEWS.

Trains on the Track.
 At four persons were killed by
 on Thursday and Thursday night,
 between Albany and Buffalo. One
 was walking on the track and
 in approaching him, and
 on another. The express
 on that track, and owing
 the freight train, he did
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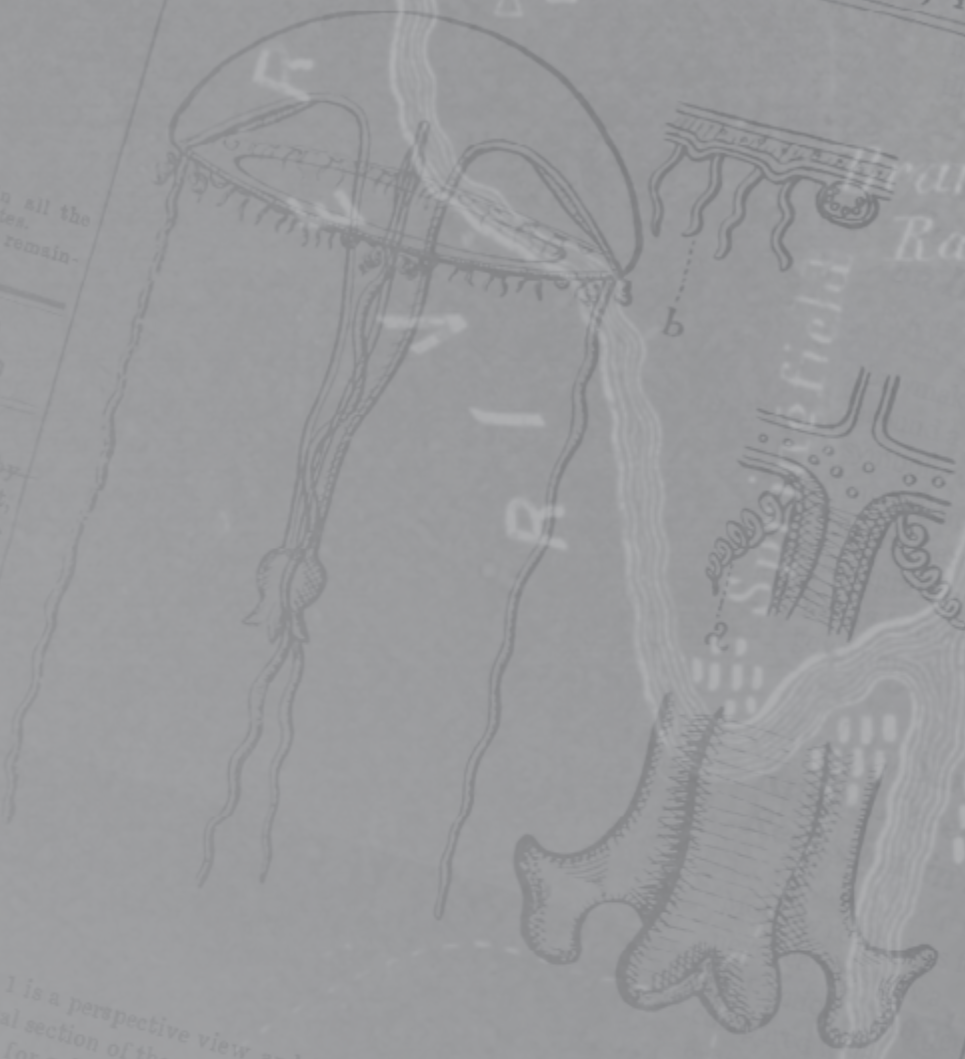


Figure 1 is a perspective view and figure 2, a horizontal section of the magnet cylinder of a machine for gold washing, and separating the iron, &c., from the California ores by magnetism. The inventor is Samuel Gardiner, Jr., late of Milwaukee, Wis., but now of this city, who has taken measures to secure a patent. A is a neat frame; B is a semi-circular trough; F is the shaft of the revolving magnet cylinder; this shaft revolves in bearings on each side of the frame; I I are a series of permanent steel magnets. The magnet cylinder has circular heads, G, one at each side; they

these strips, I, so connected, forms one magnet in the cylinder; the outside extremities being the negative and positive poles. This is a very simple and positive way of making these magnets, and of connecting them on a revolving cylinder; we believe they are the most simple ever constructed.

The object of this magnetic cylinder is the removal of the black oxide of iron from the yellow dust of California and Australia, which is so difficult of separation from feather gold. The magnets attract and lift up the oxide of iron from the trough, D, as the cylinder revolves, but not the gold, which remains in its position on the bottom; C is the trough, in which the unseparated material is placed; it is

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 been sunk 700 feet, and
 pure salt had been disc
 impossible to say to wha
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American and
 It will be reme

Electrician

NEW AND REVER IMPROVEMENTS.

NUMBER 50.

ceive the water and matter that flows over and which passes out at the orifices on the other side of the machine. This machine can be used for the dry separation of the black sands, and it is adapted for a washer and separator also. The water is admitted on the top of the hopper, C, carrying down the finer particles, the revolving magnets agitate the matters therein, the gold sinks and keeps to the bottom, the silicious lighter matters flow over the back opening into the gutter, while the ferruginous matters are taken up on the magnets as has been described. For crushed quartz rock, this is a good separator and washer, and it therefore answers a double purpose, for it can be used both as an agitator and washer, and a magnetic separator also. The gold is removed at the bearings by screw-bolts, it can therefore be lifted off the frame of the trough by turning the bolts. The machine is neat, and anything but complicated, and presents the excellent features.

Information may be obtained by letter, applying on Mr. Gardiner at No. 69 Gold Street, New York.

Salt Mine in Ireland.
 A meeting of the Chemico-Agricultural Society of Ulster, Dr. Hodges gave an address which, with some of the works of the Marquis of Downshire in Carrickfergus, and also analyses of the salt. The salt, of great purity; one sample contained 99 per cent. of chloride of sodium, and did not afford a trace of sulphate. Already the shaft had been more than 64 feet deep, and it was yet to be extended to the extent of this valuable discovery of this valuable mineral of much interest.



Sub-Unit 1

Information Literacy

Johnston's

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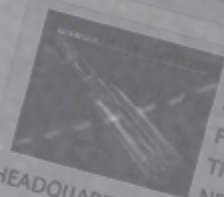
80s is starting

Recent Photos



B-5713 AIRPLANE
 RADIATION EXPERIMENT
 EQUIPMENT MOUNTED ON
 B-5713 AIRPLANE RADIATION
 EXPERIMENT EQUIPMENT
 EXPERIMENT COMPONENTS

MOUNTED ON WINGS - COCKPIT COMPONENTS
 NASA Identifier: C-1967-1574
 Courtesy Photo | NASA | 08.27.2009



TITAN III CENTAUR - ORIGINAL NEGATIVE IS FROM NASA
 TITAN III CENTAUR - ORIGINAL NEGATIVE IS FROM NASA

HEADQUARTERS NASA Identifier: C-1972-485
 Courtesy Photo | NASA | 08.27.2009

American

Leidsdorf

1. Write down the website your teacher projects here:

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2. List three things you learned from this website:

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3. Explain the author's point of view. What evidence do you find convincing? What evidence do you find questionable? Explain why.

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Use this page to take notes on the websites your teacher provides.

1. What do you think each domain extension is short for? Write your answers next to each domain listed below.

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.edu

.org

.com

.net

2. Is one type of domain extension more reliable than another? Use evidence from the website to explain your response.

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1. Select a brief direct quote from the sentence in the article and rewrite it using the frame technique.

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2. Determine if your and your partner's quotes are correctly framed, and explain your thinking. Be sure to explain why or why not.

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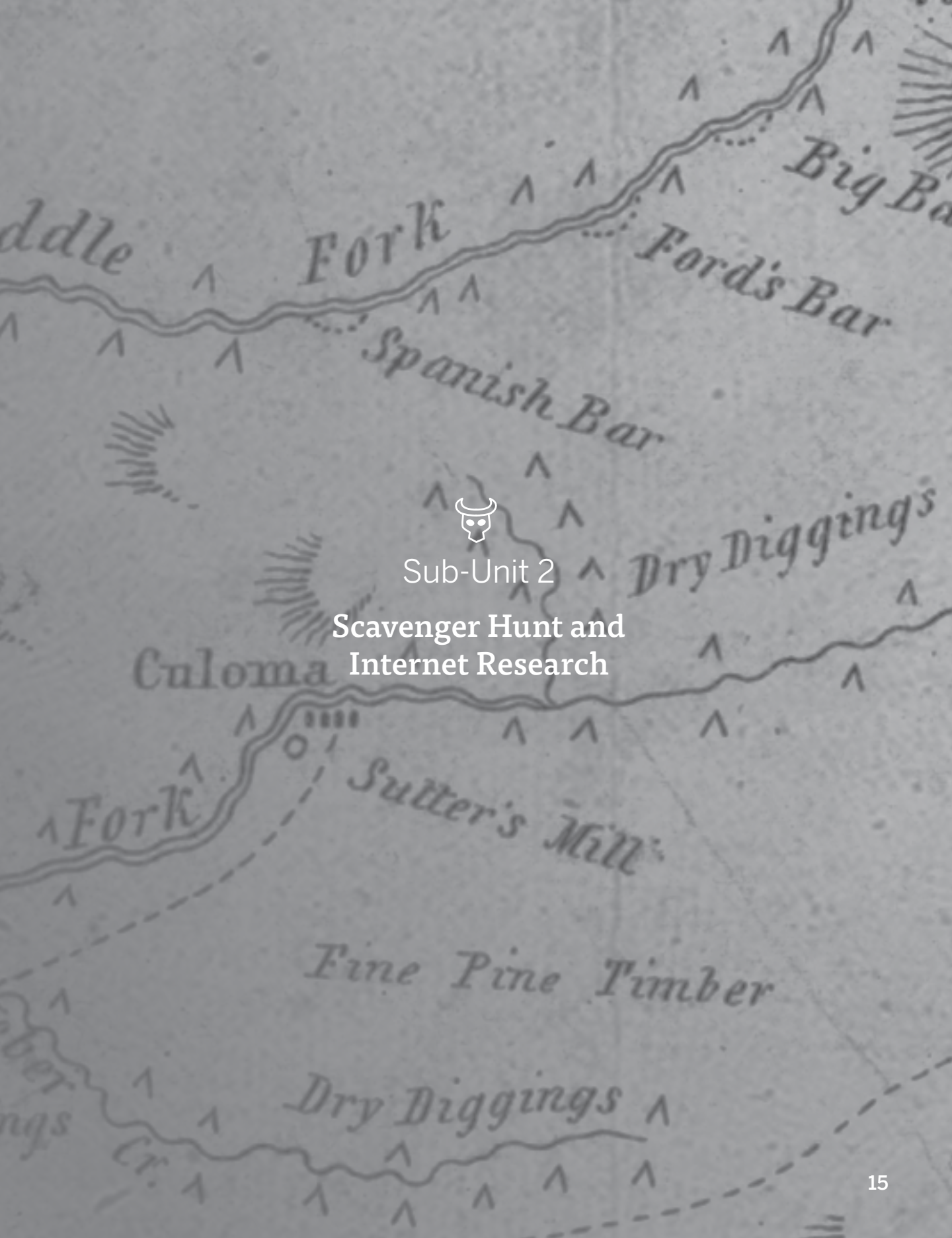
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Paraphrase the original text by restating what the writer is saying.

Original	Paraphrase
<p data-bbox="102 315 611 390">From “The Sweet Lure of Chocolate” by Jim Spadaccini</p> <p data-bbox="102 422 696 577">While it is likely that Columbus brought the cacao beans he seized back to Europe, their potential value was initially overlooked by the Spanish King and his court.</p>	
<p data-bbox="102 1028 654 1140">From “The Iceberg Was Only Part of It,” <i>The New York Times</i>, by William J. Broad</p> <p data-bbox="102 1172 682 1285">On a moonless night in the North Atlantic, the liner hit an iceberg and disaster ensued, with 1,500 lives lost.</p>	





Sub-Unit 2

Scavenger Hunt and
Internet Research

Image Scavenger Hunt—Close Reading Questions

Image 2, *Head of Auburn Ravine, J. D. Starkweather (1852)* (Student Edition, page 583)

1. Describe the landscape of this mining settlement.

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2. Look at the expressions of the workers. What do you think it was like working at the mine?

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Image Scavenger Hunt—Close Reading Questions

Image Set 4, *Gold Mining at Sutter’s Mill, Coloma, California*, Unknown Artist (19th century) and *James Marshall at Sutter’s Mill, Coloma, CA in 1848*, R. H. Vance (Student Edition, page 589)

1. What things do you learn from the painting (top picture)? What things do you learn from the photograph (bottom picture)?

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2. You are a gold seeker on your way to Sutter’s Mill. Which image would you want to see before your trip and why?

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Image Scavenger Hunt—Close Reading Questions

Image 6, *The Gold Seeker*, Kelloggs & Comstock (Publisher) (Between 1849 and 1852)
(Student Edition, page 597)

1. Describe two things in this picture that stand out to you and why.

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2. How many weapons does the gold seeker have? What does this say about what life was like during the gold rush?

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Text Scavenger Hunt—Close Reading Questions

Text 1, Excerpt: “California Culinary Experiences” from *The Overland Monthly* by Prentice Mulford (Student Edition, page 576)

1. How do the men feel when they flip their first flapjack, and why?

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2. To what does the author compare the crust of the bread made by miners?

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3. Describe the pie-making process and the characteristics men needed to be good at this job.

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Text Scavenger Hunt—Close Reading Questions

Text 13, *Sights in the Gold Region, and Scenes by the Way* by Theodore T. Johnson
(Student Edition, page 608)

1. Why does Theodore T. Johnson want to travel to California?

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2. Theodore T. Johnson describes “gold fever” in this passage. What are some of these “feverish” scenes he encounters?

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3. What are some of the activities Johnson describes people doing that would be illegal today? Do you think there was more illegal activity in California than in other states during the same time period? Why or why not?

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Text Scavenger Hunt—Close Reading Questions

Text 15, *The Gold Rush Diary of Ramón Gil Navarro* by Ramón Gil Navarro
(Student Edition, page 611)

1. What does the author want to do with the gold he finds?

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2. Describe how the miners interact when they reach the claim at Mokelumne Hill.

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3. Describe some of the hardships the author experiences. Which one of these experiences most deeply affects him, and why?

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Text Scavenger Hunt—Close Reading Questions

Text 9, “Oh My Darling, Clementine” by Percy Montrose (Student Edition, page 601)

1. What do we know about Clementine?

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2. How does she die?

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3. What does Clementine’s death imply about the life of a miner?

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Text Scavenger Hunt—Close Reading Questions

Text 11, Chapter 3—“The Magic Equation” from *California: The Great Exception* by Carey McWilliams (Student Edition, page 603)

1. Name and explain two pieces of the author’s evidence for why the California gold rush was known as the “poor man’s gold rush.”

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2. Choose one piece of evidence that the author provides about the California gold rush that he doesn’t explain clearly enough. Quote the part of his explanation that doesn’t make sense to you or is less convincing than other parts and explain why.

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3. Is the author’s evidence stronger when he discusses the harm that gold did to California or when he discusses the value of gold to California? Explain your answer.

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Text Scavenger Hunt—Close Reading Questions

Text 16, Excerpt: Chapter 8—“Good Haul of Diggers” from *Digger: The Tragic Fate of the California Indians from the Missions to the Gold Rush* by Jerry Stanley (Student Edition, page 614)

1. How did the forty-niners view the California Indians?

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2. How did the public learn of the forty-niners' attitude toward the California Indians? How would the public learn this news today?

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3. Explain this statement: “This was the gold rush as it was known to California Indians, and it was just getting started.” (5)

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Text Scavenger Hunt—Close Reading Questions

Text 3, Excerpt: “Letter the Tenth: Amateur Mining—Hairbreadth ‘Scapes, &c.” from *The Shirley Letters from California Mines in 1851–1852* by Dame Shirley (Louise Amelia Knapp Smith Clappe) (Student Edition, page 584)

1. What word does Dame Shirley use to describe herself in the beginning instead of “miner”? Why do you think she chooses it?

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2. How was Dame Shirley’s idea of gold mining different from her experience of gold mining?

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3. How did experienced miners trick visiting women miners? Why do you think they did this?

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Text Scavenger Hunt—Close Reading Questions

Text 5, Excerpts: Chapter XXVII and Chapter XXVIII from *Roughing It* by Mark Twain
(Student Edition, page 590)

1. What were some of the difficulties faced on the road from Carson to Unionville?

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2. What are some of the differences between Twain's experience of travel and how we travel today? Were there any joys on his trip that you might not get traveling today?

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3. When Twain says at the end, "I still go on underrating men of gold and glorifying men of mica," (37), what do you think he means?

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Text Scavenger Hunt—Close Reading Questions

Text 7, Excerpt: “Pioneers! O Pioneers!” from *Leaves of Grass* by Walt Whitman
(Student Edition, page 598)

1. List some words and phrases that show violence in the poem. What do you think they say about being a pioneer?

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2. When Whitman writes in line 7, “all the rest on us depend,” who are “all the rest,” and for what do they depend on the pioneers?

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3. How do you know Whitman thinks remembering the past is important for future generations?

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Image Scavenger Hunt—Close Reading Questions

Image 8, *The Last War-Whoop* by A. F. Tait (1856) (Student Edition, page 600)

1. Describe this scene.

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2. What questions do you have about this scene?

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Image Scavenger Hunt—Close Reading Questions

Image 10, *California Gold Diggers. Mining Operations on the Western Shore of the Sacramento River*, Kelloggs & Comstock (Publisher) (Student Edition, page 602)

1. Describe the different types of people you see in this image.

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2. The gold diggers in this image seem to be working together. If you were a gold digger, would you want to work with other people or by yourself? Why?

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Image Scavenger Hunt—Close Reading Questions

Image Set 12, *San Francisco Past and Present* by George Holbrook Baker

(Student Edition, page 606)

1. Describe the differences between the San Francisco of the “past” and the San Francisco of the “present.”

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2. San Francisco is a city known for its harbor (a place by the water for storing boats). Why would it be useful for a city to grow around a harbor?

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Image Scavenger Hunt—Close Reading Questions

Image 14, *Westward the Course of Empire Takes Its Way*, W.J. Morgan & Co. (Lithographer) (Student Edition, page 610)

1. Describe what the people in this picture are doing.

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2. In *Westward the Course of Empire Takes Its Way*, a caravan (group traveling together) of settlers reaches the Pacific Ocean. Does it look like it was an easy journey? Explain your answer.

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Richardson
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Sub-Unit 3

Dear Diary and Collection Research

1. What details helped you to identify *The Gold Rush Diary of Ramón Gil Navarro* as a primary source?

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2. What is one challenge that the narrator faced while searching for gold in California?

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3. What is the narrator's response to this challenge?

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1. Who is Buck?

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2. What is one detail that supports your answer?

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3. What is one challenge that the group faces trying to survive on the frontier?

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4. How do the dogs respond to this challenge?

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5. How do the humans respond to this challenge?

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6. What are the types of realistic details in *The Gold Rush Diary of Ramón Gil Navarro* that Jack London uses in his fictional portrayal of life on the frontier?

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7. How does Jack London's fictionalized portrayal of frontier life contrast with Ramón Gil Navarro's historical account?

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1. Write the name of your assigned group at the top of this chart.
2. If you can find a person in that group when you research, write his or her name.
3. Fill in the chart with your research.
4. Remember to use only reliable sources and copy your source information onto the chart.
5. Include maps, artifacts, and images—anything that you might want to use in your journal entries.

I am a

My name is

Source information	How I arrived in California—with the pros and cons of this method of travel	Where I lived and what my accommodations were like	What it was like to live through the gold rush experience, and what was my fate (rich or poor?)

1. What do you notice about Navarro's writing style, including how it is organized?

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2. How does the organization help you understand the writing?

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3. What phrases or sentences help you to understand what his experience might have been like?

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Text Close Reading Questions

Text 9, “Oh My Darling, Clementine” by Percy Montrose (Student Edition, page 601)

1. What do we know about Clementine?

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2. How does she die?

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3. What does Clementine’s death imply about the life of a miner?

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Text Close Reading Questions

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2. Choose one piece of evidence that the author provides about the California gold rush that he doesn’t explain clearly enough. Quote the part of his explanation that doesn’t make sense to you or is less convincing than other parts and explain why.

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3. Is the author’s evidence stronger when he discusses the harm that gold did to California or when he discusses the value of gold to California? Explain your answer.

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Text Close Reading Questions

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2. Theodore T. Johnson describes “gold fever” in this passage. What are some of these “feverish” scenes he encounters?

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3. What are some of the activities Johnson describes people doing that would be illegal today? Do you think there was more illegal activity in California than in other states during the same time period? Why or why not?

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Image Close Reading Questions

Image 2, *Head of Auburn Ravine*, J.D. Starkweather (1852) (Student Edition, page 583)

1. Describe the landscape of this mining settlement.

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2. Look at the expressions of the workers. What do you think it was like working at the mine?

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Image Close Reading Questions

Image 6, *The Gold Seeker*, Kelloggs & Comstock (Publisher) (Between 1849 and 1852)
(Student Edition, page 597)

1. Describe two things in this picture that stand out to you and why.

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2. How many weapons does the gold seeker have? What does this say about what life was like during the gold rush?

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Image Close Reading Questions

Image 8, *The Last War-Whoop* by A. F. Tait (1856) (Student Edition, page 600)

1. Describe this scene.

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2. What questions do you have about this scene?

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Image Close Reading Questions

Image Set 12, *San Francisco Past and Present* by George Holbrook Baker

(Student Edition, page 606)

1. Describe the differences between the San Francisco of the “past” and the San Francisco of the “present.”

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2. San Francisco is a city known for its harbor (a place by the water for storing boats). Why would it be useful for a city to grow around a harbor?

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Discuss the text and the image you reviewed today with your group. Work together to identify one or two interesting or surprising facts and connections between the text and the image. Be prepared to share your response with the class.

1. What facts did you uncover about this topic?

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2. What is one surprising connection you found between the text and at least one of the images?

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3. What do these images communicate that you might not have been able to learn by reading a text?

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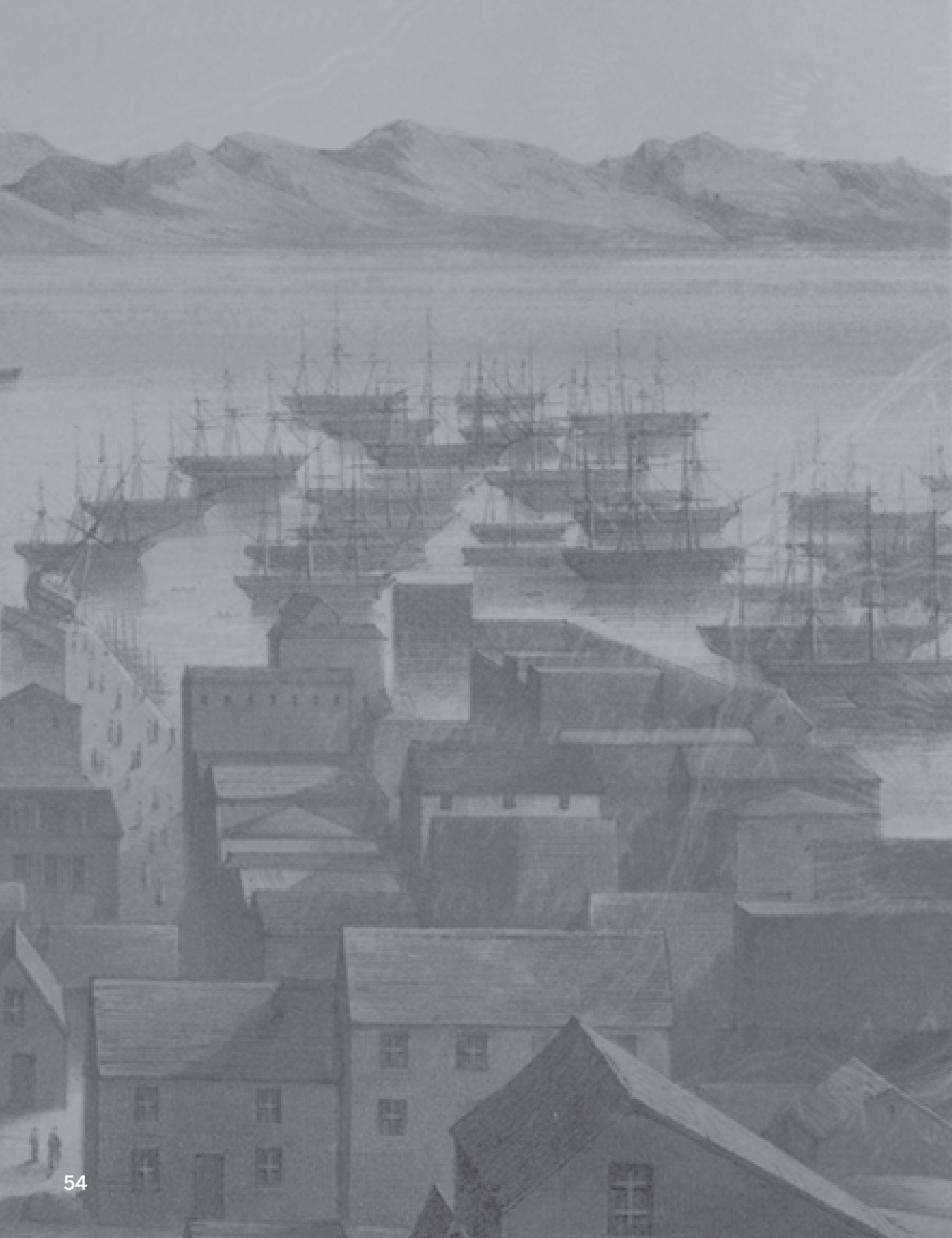
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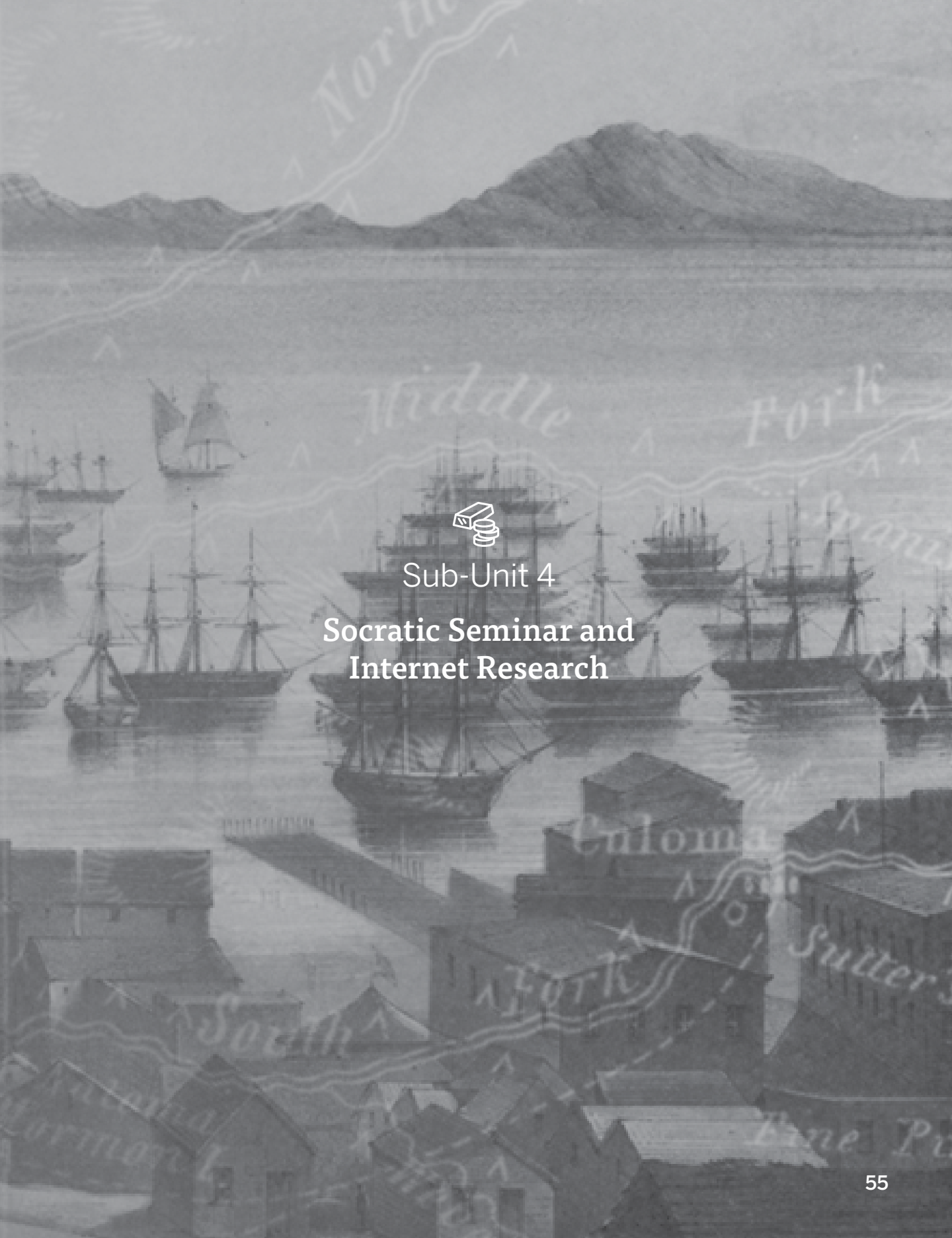
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Sub-Unit 4

Socratic Seminar and Internet Research

Work with your group to write three or four rules for a class discussion. Think about what speakers and listeners should do.

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Write an open-ended question about a song or movie you like.

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Opening, Deeper, and Closing Questions

1. Which set of questions asked about your personal opinion?

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2. Which questions talked about the main ideas of the image?

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3. Which questions needed evidence to support them?

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Two questions I'd like to ask my classmates during today's Socratic seminar:

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For each question asked during the seminar, write brief notes about the topic as your classmate speaks. Then, write down thoughts, ideas, and additional questions you have about the topic.

Question topic	My thoughts, ideas, and questions about it

You can use this page to take additional notes throughout the seminar.

Review the notes you took during the discussion on the previous page. Choose three or four topics or questions you would like to learn more about. List them here.

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Write one new question you would like to answer about the topic that you and your partner chose.

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Source Credibility Checklist—Source One

Name of website/URL

1. Is the author or company/organization/website clearly identified?

If yes, who is it?

2. Are they a well-known, trustworthy, and respected source?

Why/Why not?

3. Is it a government (.gov), an academic/ educational institution (.edu), or a nonprofit website (.org)?

If it is a commercial site (.com), is it a respected and well-known organization?

4. Is the author qualified to write about this subject?

What is the author's or organization's qualification level, education and training, or professional area of expertise?

5. Is the article free of any prejudice or personal points of view?

6. Is the information current and up-to-date?

What is the publication date or date that the site was last updated?

7. Does the source rely on fact, or opinion?

8. Can the information be proven and verified elsewhere?

Source Credibility Checklist—Source Two

Name of website/URL

1. Is the author or company/organization/website clearly identified?

If yes, who is it?

2. Are they a well-known, trustworthy, and respected source?

Why/Why not?

3. Is it a government (.gov), an academic/ educational institution (.edu), or a nonprofit website (.org)?

If it is a commercial site (.com), is it a respected and well-known organization?

4. Is the author qualified to write about this subject?

What is the author's or organization's qualification level, education and training, or professional area of expertise?

5. Is the article free of any prejudice or personal points of view?

6. Is the information current and up-to-date?

What is the publication date or date that the site was last updated?

7. Does the source rely on fact, or opinion?

8. Can the information be proven and verified elsewhere?





Nicholas
P...



Sub-Unit 5

Write an Essay

New York
Manhattan
Tacey's Bar
Mormon Bar
Smith's Bar
Beal's Bar

Willow
Springs

Lordsburg

Essay Prompt

Research Option 1: An Argumentative Essay

Was the gold rush good for the state of California?

Like all things, it depends on how you look at it. Who benefited from the gold rush (remember to consider different populations such as Native Americans and immigrants)? How and why? How did the gold rush affect California in the short term? How did it shape the California we know today? Conduct research and write an argumentative essay that persuades the reader of your point of view.

Research Option 2: Argumentative Essay

Who was John Sutter? Who was Elsa Jane Guerin?

Choose one of these two famous figures from the gold rush era and start digging. Where did this person come from? Did he or she strike it rich? Has his or her legacy had a lasting impact on the state of California? Conduct research and write an informative essay on one of these fascinating characters from the Old West.

Essay Text

The Gold Rush Collection

Notes

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Take a few minutes to review the two research options. Do you have any questions about either of the options? Which one would you like to explore further?

Write any notes here.

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Conduct Research

Look through the Collection to see which resources will be useful in completing your project.

Complete your research chart using the information you find about your topic.

In the left column, write the source information: author, title, publisher, date, place of publication, line number, plus the URL for Internet sources. You'll need this information in a later lesson when you create a Works Cited page.

Write information relevant to your project in the right column.

Collection or Internet Source	Information for My Topic

Review Sample Essay Introduction

1. Review the introduction to the Sample Essay.
2. Highlight or underline each of the following elements using a different color/line for each:
 - Lead
 - Key background or context
 - Claim

Notes

A series of horizontal dotted lines for writing an essay.

A series of horizontal dotted lines for writing an essay.

A series of horizontal dotted lines for writing an essay.

A series of horizontal dotted lines for writing an essay.



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