Week 1

Lesson 1:

Circle Map:

1. Introduce the Gold Rush by having the students make a circle map. This will allow students to draw on prior knowledge and illustrate, write, and phrase information that they already know about the Gold Rush.
2. Have the students work independently for about 5 minutes and then allow them to talk it off the map with a partner.
3. Once they have shared with a partner, have the students share out about what they already know about the Gold Rush.
4. Ask the students why they think it is important for fourth graders to study the Gold Rush
5. Now students are ready to do the Internet Scavenger Hunt (Separate document under Gold Rush Worksheets)
6. Once students have completed the Scavenger Hunt, they can watch the youtube video, <http://youtu.be/vp_cgiHBX1Q> The History Channel- The History of the Gold Rush (first 11 minutes)
7. Have the students add notes to their circle map. Model how to take notes by pausing the video and providing hints and information on what notes students should add to their circle maps. Have the students watch the video twice.

Lesson 2:

1. Circle Map: Students will make another circle map, using the multiple meaning word rush in the middle of the circle. Have the students use a dictionary. Students must draw a picture, write a sentence, write the definition, and the part of speech. Students can work individually or in a group. If students are working in groups, give each group a different meaning and then have them share out to the class. Students can add to their circle maps as each group shares.
2. Have the students watch the next youtube video, <http://youtu.be/Rv6HETOYf3I> Secrets of the Gold Rush Revealed, have the students take notes, they can add to their circle map from the previous day, or make a new page of notes.
3. Have students take out their social studies textbooks and read the chapters on the gold rush.
4. Have students answer questions with a partner at the end of the chapter

Week 2:

Have the students create a persuasive advertisement poster to try and persuade people to come west to California for the gold rush.

1. Review persuasive strategies. What is to be persuasive? What are key words that people may use to persuade?
2. Have the students discuss with elbow partners phrases and words they might be able to say that persuade people to travel to California. Have a class discussion and have the students share out their ideas.
3. Have the students create a partial multi-flow map. The event is people traveling to California. The causes will be the reasons, or persuasive phrases, as to why people should travel to California.
4. Come together as a whole class and make sure that each student has at least three persuasive phrases and reasons. Next, students will need to add evidence to support their reasons. They will need to add their evidence in their partial multi-flow map. This evidence can be from their textbook, the you tube videos, and/or any other articles that they have read on the Gold Rush.
5. Students will now start their posters. Share examples with students on how to lay out their posters. Organization, color, pictures, bold words..etc are key.
6. Have students work in pencil before they start outlining with sharpie and coloring with crayons/colored pencils.
7. When the students are done with their posters, pass out the posters randomly and have the students critique the posters on how convincing and persuasive they are. Students must think like people from the east and if they saw that poster, would it convince them to move west to California. Students will rate the poster on a scale of 1-4, 4 being the best and explain why they gave it that score. Review persuasive strategies (evidence, supportive details, clear comments, etc) before the students critique the posters. Instead of passing out the posters. Students can also do a gallery walk. The posters can be placed around the classroom with a number on them, and students have to critique them and name them by their poster number.

Week 5:

Assessment:

In week 5 or 6 students will need to write an essay on the effects of the Gold Rush on California. Their prompt will be How did the Gold Rush effect California and was it greed or opportunity?

 In order to prepare for this essay, have the students complete a multi-flow map with the Gold Rush as the event and the effects on the right side. Students can work with a partner or on their own. There should be some discussion.

 After the multi-flow map, the students should create a flow map to plan their writing. This should be a five paragraph essay with an introduction, three body paragraphs, and a conclusion. Students are encouraged to use their worksheets, textbooks, and other articles as evidence to support their writing.