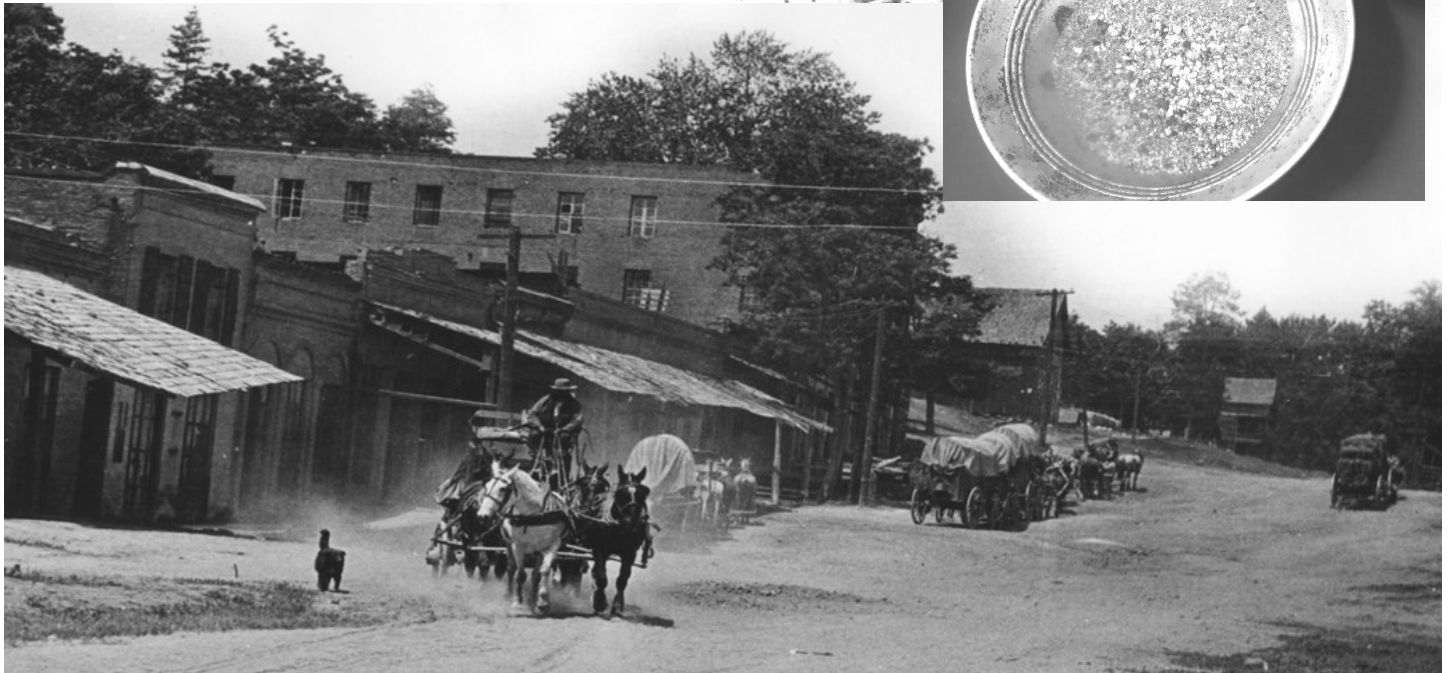


Shasta State Historic Park

Gold Rush to Shasta

Teachers' Guide

Fourth Grade Program



This guide has been designed to complement your field trip to Shasta State Historic Park. You will find field trip information, park information, pre-trip activities, post-trip activities, and Common Core cross-referencing.

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About Your Visit

The signed School Group Reservation Request and \$25 reservation fee must be received to confirm your school field trip.

The field trip will take approximately 3—3 ½ hours. Many teachers add ½ hour for lunchtime in the park.

School groups will experience four activities at the park: time traveling, gold panning, pioneer activities with the junior docents, and touring the pioneer cemetery. There will be a portion when the group is divided into two smaller groups; prearranging this will make the transition easier on site. Weather and staffing may require changes to the activities to comfortably accommodate visiting school groups.

Preparing for Your Trip

Incorporate the pre-trip activities into your curriculum. This will help the students to better understand the terminology being used during their field trip.

Please **review the Park Rules** with your class before your visit:



Visitor safety is our highest priority at the park.

While touring the park:

Stay with your group.

Watch your footing—outside areas may be uneven.

Leave historic objects where you find them.

Leave food and drinks outside of museums and classrooms.

Leave no trace—clean up after lunch and activities.

Report emergencies and unsafe situations to park staff.

Stay behind barriers and do not climb on equipment, building ruins, or museum displays.

Be respectful of other park visitors.

On the day of the field trip, each student should:

- ◆ Bring a lunch
- ◆ Wear closed-toe shoes
- ◆ Boys wear long pants or jeans
- ◆ Present their best manners
- ◆ Be prepared to learn about the Gold Rush as a pioneer child

Park Information

Directions: Travel west on Highway 299 from Redding. Shasta State Historic Park is 6 miles from Buenaventura Boulevard. When you begin to see the brick buildings and ruins, look for the Courthouse Museum on the right. Park near the Courthouse Museum and gather with your class on the porch.

Courthouse Museum Phone Number: 243-8194 **Museum Hours:** Thursday-Sunday, 10:00 a.m.—5p.m.

Pre-trip Classroom Activities

Included in this guide is a lessor, Introduction to the Gold Rush & Shasta City, that will provide good background information for preparing for the field trip activities. It also can be used as a reading assignment for students. Other pre-trip activities are included and recommended to enhance your field trip. Lesson handouts and answer keys for the below activities are on the following pages.

Vocabulary List Gold Rush Word Match Gold Rush Word Search Map Making

Post-Trip Classroom Activities

STUDENTS

Language Arts

- ◆ Write “a letter home” on the included letter sheet describing your life in Shasta.
- ◆ Write a thank you letter to the park. Write about something you learned and found particularly interesting about Gold Rush times. Write about something that you thought was fun on the trip. Our mailing address is : Shasta State Historic Park, PO Box 2430, Shasta, CA 96087.
- ◆ Write about something related to early immigrants or the Gold Rush that you would like to learn more about. Research the topic in books or online.
- ◆ Make a list of items you would take with you if you went to the mine fields.
- ◆ Research the environmental impacts of gold mining and write a newspaper article.

Art & Drama

- ◆ Create a storyboard illustrating the journey of an immigrant to California for the Gold Rush.
- ◆ Draw a picture of what you remember about your field trip to Shasta State Historic Park.
- ◆ Write a song about your journey to Shasta and your time there. You can use tunes from the songs *Clementine*, *Oh! Susannah*, *Home on the Range*, or *Camp Town Races*. Consider performance; either solo or leading the group with lyrics.

TEACHERS

Please take time to fill out the evaluation form contained within this guide. Be honest, and let us know how we can serve you better. We have enclosed a self-addressed envelope for convenience. Our goal is to provide high quality, meaningful, educational experiences. Your feedback and correspondence from students will help us better our program and meet our goals.

Introduction to the Gold Rush & Shasta City

The California Gold Rush

John Marshall's discovery of gold in a sawmill ditch near Coloma, California, on January 24, 1848 ignited one of the most massive migrations in human history. Although Marshall and his boss, John Sutter, tried to keep the discovery quiet, word soon got out. On March 15, 1848, a San Francisco newspaper, *The Californian*, reported, "Gold has been found in considerable quantities." Following this announcement, people throughout California abandoned their homes, stores, and set out to find gold. Rumors of gold in California soon reached the east coast, but few people believed them. It was not until President Polk confirmed the discovery of gold in his December 1848, State of the Union address that Gold Fever swept through the rest of the United States and all over the world. By the end of 1848, 6,000 to 8,000 newcomers had reached California. The following year, an additional 80,000 people had made the long and often dangerous trip to California. By 1854, more than 300,000 people had come to California.

People came to California not just to find gold, but also to find a better life. In the 1840s, Europe and China were wracked by war. Ireland was struck by a great famine when the potato crops failed. For people already living in North America, going to California was seen as part of Manifest Destiny. The arrival of people from all over the world set the stage for the multi-ethnic character of California today.

Most new arrivals to California came via three routes: overland from the eastern U.S., by boat around the tip of South America, or by boat and land travel through Panama. Most overland voyagers followed the Mormon or Oregon trails. The major trailheads for these routes were in Council Bluffs, Iowa; St. Joseph, Missouri; or Independence, Missouri.

The overland trip typically took five to six months. Ten to fifteen miles of travel in one day was considered a good day. The cost for a family of four to make the journey was around \$600 to \$700. Groups organized and agreed to travel together. Any given train of wagons

would have people with different occupations, and the more varied the abilities, the more comfortable the journey was likely to be. However, the trip was always difficult. Cholera epidemics killed young and old alike. Reports of dying people and livestock and abandoned wagons were common.

A voyage by sea was often seen as being easier and faster. However, the many diaries kept by the Argonauts indicate that captains were often incompetent and the promised travel time of thirty days was rarely met. 15,000 people came to California around South America or through Panama in 1849. The cost of the trip ranged from under \$600 to over \$1,200.

Traveling by sea was often not without its own hardships as well. Food often went bad, and was infested by rats and weevils. Diseases including scurvy, cholera, malaria, yellow fever, and dysentery were common. Most Chinese immigrants to the California Gold Rush crossed the ocean in small boats, or "junks." These boats were packed with bunks and had little or no ventilation. The cost of the four to eight week voyage by steamer from Canton to San Francisco was \$50.

Shasta—Queen City of the Northern Mines

The California Gold Rush occurred in three distinct regions. The mines in the Sierras were the richest and best known. Two smaller strikes also occurred, one in Northern California and one in Southern California. The Northern Mines, located in Shasta County as well as the Siskiyou-Klamath-Trinity mountain region, were the sites of the second richest strike made in California. The town of Shasta was the primary supply center for those Northern Mines. In its heyday, Shasta was known as the "Queen City of the Northern Mines."

While in many ways Shasta was a typical boom-bust California Gold Rush town, its role as the main supplier of the Northern Mines created a thriving, cosmopolitan community not often associated with rough and tumble

mining towns. Dozens of shops, seven hotels, and numerous saloons lined Main Street. The stores on Main Street did not just sell everyday goods, but luxury items as well. Books, musical instruments, fine silks, brandy, champagne and imported food could all be purchased in Shasta. Most of the commercial establishments were located along Main Street, which at one point boasted the longest row of brick buildings north of San Francisco.

Shasta's location was the key to its initial settlement and its later success as a commercial center. Abundant natural resources and proximity to gold made Shasta an ideal place to build a town. The hills were covered with trees that provided lumber for building, fuel for fire, and shade on hot summer days. Natural springs flourished in the area. In fact, Shasta was originally called "Reading Springs," named for the man who discovered gold in the region and for the waters that were essential to the town's survival. Although little gold was found in the immediate vicinity, Shasta was near numerous gold bearing creeks, rivers, and streams.

For over a decade (approximately 1848-1862) Shasta flourished as the transportation and commercial hub for the Northern Mines. In the early years, all roads to the Northern Mines ended in Shasta. Stagecoaches unloaded new gold seekers and wagon trains brought supplies to the town. From that point, miners went by foot or on horseback to their claims. Pack trains, comprised of mules and/or horses, transported goods to the miners working in the Trinity and Siskiyou mountains. The number of mules and horses working out of Shasta earned it another of its nicknames, "the Head of 'Whoa!' Navigation." In the summer of 1854, over 2,000 mules worked in Shasta transporting supplies out to the mines. It is estimated that in that summer alone, mules carried over two million pounds of supplies from Shasta to the mines. Shasta's importance was further reflected by its role as county seat for Shasta County until the late 1870s.

People from all over the world settled in Shasta. It was a diverse community, home to people of many nationalities, religions, and

ethnicities. The 1860 census showed people living in Shasta who had been born in sixteen different states and thirteen foreign countries. However, not everyone was equally welcome. Prejudice ran particularly strong against California Native Americans and Chinese miners. Relations between black and white settlers were somewhat smoother. Although white and black children initially attended segregated schools, in the 1860s Shasta opened the first integrated school in California.

In its prime (1853-1862), Shasta was a wealthy, busy town. However, as time progressed and transportation changed, Shasta gradually declined from its prominence and splendor. In the early years, roads did not go any further at Shasta, making it the point where merchandise and people transferred from wagons and stages to pack trains or foot travel. However, as time passed and engineering techniques improved, roads were built to the north and west, some of which bypassed Shasta completely. In 1872, the railroad line was built five miles east of Shasta, through the town of Redding, known then as Poverty Flats. In 1878, a fire swept through the town, destroying many structures. Although the commercial district on Main Street survived, many homes burned and many chose to relocate to Redding rather than rebuild. The final blow to Shasta came in 1887, when the county seat moved to Redding.

Shasta never became a complete ghost town. People continued to live in Shasta, and nearly 1,200 still do so today. The historic center of Shasta, the old commercial district, has been preserved and is today managed by California State Parks. Every brick, iron door, and artifact serves to remind us of the town that once stood there and was a brief, but important, chapter in the creation of the California we have today.

Main
Street
Shasta
c1860s



Vocabulary List

Boomtown: a town that experiences a sudden growth in business and population: a booming town

Immigrant: a person who has left his or her home country and recently settled in a new one

Migrant: a person that moves from one region to another

Emigrant: a person who is leaving his or her home country to settle in a new one

Forty-niner (49er) : a person who traveled to California in search of gold in 1849

Argonauts: name that people who came to California seeking gold gave to themselves. The original Argonauts were sailors and adventurers in Greek mythology

Panning: to wash material (such as dirt or gravel) in a pan in search of metal (such as gold)

Haversack: a single-shouldered bag worn over one shoulder and used for carrying supplies

Voyage: a long journey to a distant or unknown place, especially over water or through outer space

Poke: bag or sack

Gold Rush: a situation in which many people go quickly to a place where gold has been discovered because they hope to find more gold and become rich

Manifest Destiny: a future event accepted as inevitable. In the mid-19th century, expansion to the Pacific was regarded as the Manifest Destiny of the United States

“Mining the Miners” or “Yellow Pockets”: a common practice among businessmen and others in a gold rush town, known today as *price gouging*. The idea was to charge miners who had recently returned from the gold fields with “yellow pockets”, or pockets full of gold, more than the average citizens simply because they had the money

Northern Mines: gold mines in historic Shasta County, and the Siskiyou and Trinity mountains.

Oregon Trail: trail that began in Missouri and ended in Oregon. The trail went up the Missouri River, crossed Nebraska, went across Wyoming to Idaho, and finally came to Oregon. Many gold miners followed the Oregon Trail only as far as Fort Hall, Idaho

California Trail: trail that began in Idaho and continued across Nevada and into California. The trail had many spurs, the most famous of which were the Lassen Trail, the Carson Trail, the Applegate Trail, and the Nobles Trail. More than 250,000 people came to California between 1840 and 1860 via the California Trail

Nobles Trail: In 1852, merchants in Shasta hired William Nobles to establish a direct route to Shasta City and the northern Sacramento Valley. The Nobles Trail branched off the Applegate-Lassen Trail. Nobles’s route was used heavily in the 1850s and 1860s

Cape Horn: many people who came to California by sea sailed around Cape Horn at the tip of South America. Despite storms and high winds, many considered this route safer than crossing the American prairie

Isthmus of Panama: instead of sailing all the way around South America, some people sought a short cut across the Isthmus of Panama, a narrow piece of land that connected North and South America

Gold Rush Word Match

Name _____

Draw a line from the word or phrase to the matching definition.

- | | |
|--|---|
| Boomtown | ◆ the tip of South America. This immigrant route to California was by sea around South America. |
| Immigrant | ◆ person who traveled to California in search of gold in '49 |
| Migrant | ◆ a person who is leaving his or her home country to settle in a new one |
| Emigrant | ◆ to wash material (such as dirt or gravel) in a pan in search of metal (such as gold) |
| Forty-niner (49er) | ◆ a single-strapped bag worn over one shoulder and used for carrying supplies |
| Argonauts | ◆ small bag or sack |
| Panning | ◆ a situation in which many people go quickly to a place where gold has been discovered because they hope to find gold and become rich |
| Haversack | ◆ a town that experiences a sudden growth in business and population |
| Voyage | ◆ name of gold mining region in historic Shasta County, and the Siskiyou and Trinity mountains |
| Poke | ◆ trail that began in Missouri and ended in Oregon. The trail went up the Missouri River, crossed Nebraska, went across Wyoming to Idaho, and finally came to Oregon. Many gold miners followed the Oregon Trail only as far as Fort Hall, Idaho |
| Gold Rush | ◆ a person who has left his or her home country and recently settled in a new one |
| Manifest Destiny | ◆ trail that began in Idaho and continued across Nevada and into California. The trail had many spurs, the most famous of which were the Lassen Trail, the Carson Trail, the Applegate Trail, and the Nobles Trail. |
| Northern Mines | ◆ a person that moves from one region to another |
| Oregon Trail | ◆ instead of sailing all the way around South America, some people sought a short cut across the _____ |
| California Trail | ◆ name that people who came to California seeking gold gave to themselves. The original people were sailors and adventurers in Greek mythology |
| Nobles Trail | ◆ a long journey to a distant or unknown place, especially over water or through outer space |
| Cape Horn | ◆ a future event accepted as inevitable. In the mid-19th century, expansion to the Pacific was regarded as the inevitable future of the United States |
| Isthmus of Panama | ◆ Immigrant route established in 1852 by William Nobles. The route went directly to Shasta City and the northern Sacramento Valley. This trail branched off the Applegate-Lassen Trail, and was used heavily in the 1850s and 1860s |
| "Mining the Miners" or "Yellow Pockets" | ◆ a common practice among businessmen and others in a gold rush town, known today as price gouging. The idea was to charge miners who had recently returned from the gold fields with "yellow pockets", or pockets full of gold, more than the average citizens simply because they had the money |

Gold Rush Word Search

Name _____

Find the Gold Rush terms or phrases listed below. Words can be normal (forward), backwards, or diagonal. Letters can be used more than once.

C M G N I N N A P V O Y A G E H
A K I N I H C W L P J Q L B B O
L U T N A R G I M M I P R F G O
I M A N I F E S T D E S T I N Y
F L F S E N I M N R E H T R O N
O I O M K D G K T N A R G I M E
R A R L I G T T G O L D R U S H
N R T M F N R O H E P A C X A M
I T Y C S N O B L E S T R A I L
A N N M I G R A N T M L Q P K Y
T O I T A N U O W T G I H O T A
R G N A R G O N A U T S N K W L
A E E Y E L L O W P O C K E T S
I R R K C A S R E V A H I I R E
L O B O O M T O W N Z Y I X S S
X A M A N A P F O S U M H T S I

Boomtown

Argonauts

Gold Rush

Oregon Trail

Immigrant

Panning

Manifest Destiny

California Trail

Migrant

Haversack

Mining the Miners

Nobles Trail

Emigrant

Voyage

Yellow Pockets

Cape Horn

Forty-niner

Poke

Northern Mines

Isthmus of Panama

Map Making

Using a world map, discuss with students the different routes that pioneers took to travel to the gold fields of California.

Traveling across the country in wagon trains.

Most overland voyagers followed the Mormon or Oregon trails. The major trailheads for these routes were Council Bluffs, Iowa; St. Joseph, Missouri; and Independence, Missouri. The overland trip typically took five months. Ten to fifteen miles of travel in one day was considered a good day. The cost for a family of four to make the journey was around \$600 to \$700. Groups organized and agreed to travel together. Any given train of wagons would have people with different occupations, and the more varied the abilities, the more comfortable the journey was likely to be. However, the trip was always difficult. Cholera epidemics killed young and old alike in the early 1860s. Reports of dying people and livestock and abandoned wagons were common. Travelers across the plains and mountains were subject to frightening weather and hostile Native Americans defending their lands.

Sailing around Cape Horn, the southern tip of South America.

A voyage by sea was often seen as easier and faster. However, the many diaries kept by the Argonauts indicate that captains were incompetent and the promised travel time of thirty days around “the Horn” was rarely met. 15,000 people came to California around South America or through Panama in 1849. The cost of the trip ranged from under \$600 to over \$1,200. Traveling by sea was not without its own hardships. Food often went bad, and was infested by rats and weevils. Diseases including scurvy, cholera, malaria, yellow fever, and dysentery were common. Most Chinese immigrants to the Gold Rush crossed the ocean in small boats, or “junks.” These boats were packed with bunks and had little light or ventilation. The cost of the four to eight week voyage by steamer from Canton to San Francisco was \$50. Ships were also at the mercy of the weather, and at times encountered fierce storms at sea, and weeks of being becalmed when the winds ceased.

Sailing to Panama and crossing the Isthmus.

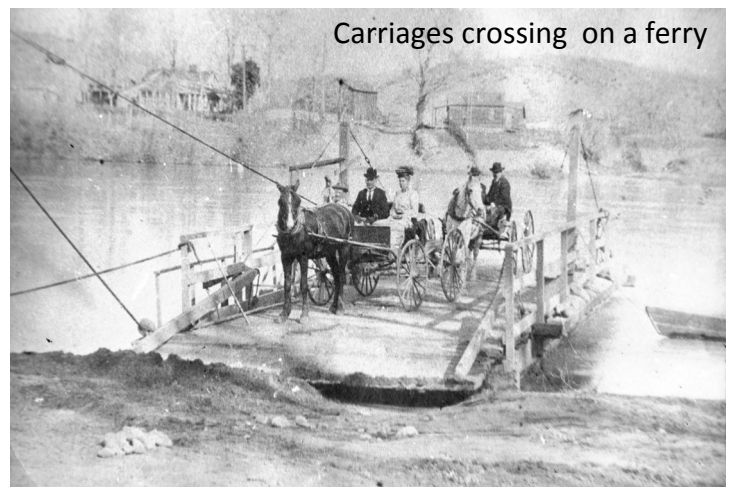
This journey had all the dangers that could be encountered at sea, as well as those found when crossing unfamiliar terrain through the jungle: snakes, wild animals, disease-carrying insects, and hostile natives. The voyagers sailed through the Atlantic Ocean to the Caribbean coast of Panama, and trekked fifty miles overland to the Pacific side where another ship would pick them up. People often waited for weeks or months for the ship from Panama to California. When a ship finally did arrive, passage might cost \$500 or \$1000. Sometimes there was no space at any price.

Journey of an Argonaut

Have the students pick a route to take with their family to travel to the gold fields of California. They can choose to come from other countries, perhaps from where their actual ancestors came. They should draw a map of their journey and label at least five geographical landmarks. On their map, they need to mark two places where their family met with disaster or some calamity. Students then write two to three paragraphs describing the journey, and how they overcame the dangerous situations they encountered.

Back to the Future

Together as a class, trace the route that you are going to take to get from school to Shasta. Note stream crossings. It would have taken about an hour to travel by stagecoach from Redding to Shasta during the Gold Rush Era.



Carriages crossing on a ferry

Major Emigrant Trails



The three stars indicate the main “jumping off” or starting points at the beginning of the California and Oregon emigrant trails: Council Bluffs, St. Joseph, and Independence. Merchants in these cities made their living supplying the pioneers who were leaving the established United States and entering into wild territory.

Nobles Trail

Shasta is the end of the Nobles Trail, an emigrant trail that was routed by William Nobles. Nobles was hired by local Shasta businessmen in 1852 to chart a more direct route to Shasta than the Lassen Trail. The California-Nevada Chapter of the Oregon-California Trails Association has an interactive trail map that shows the branches of the California Trail into Northern California. It clearly demonstrates how Nobles’ Trail was a much more direct route than the Lassen Trail. Today, the Nobles Trail primarily runs along Highway 44 from Shasta to Susanville. From Susanville, the Nobles Trail travel roughly east until it intersects with the Applegate Trail.

Visit the Trails Association website at: <http://www.canvoct.org/trailsmpa.php>



Gold Rush Word Match

***** KEY *****

Draw a line from the word or phrase to the matching definition.

Boomtown	◆	the tip of South America. This immigrant route to California was by sea around South America.
Immigrant	◆	person who traveled to California in search of gold in '49
Migrant	◆	a person who is leaving his or her home country to settle in a new one
Emigrant	◆	to wash material (such as dirt or gravel) in a pan in search of metal (such as gold)
Forty-niner (49er)	◆	a single-strapped bag worn over one shoulder and used for carrying supplies
Argonauts	◆	small bag or sack
Panning	◆	a situation in which many people go quickly to a place where gold has been discovered because they hope to find gold and become rich
Haversack	◆	a town that experiences a sudden growth in business and population
Voyage	◆	name of gold mining region in historic Shasta County, and the Siskiyou and Trinity mountains
Poke	◆	trail that began in Missouri and ended in Oregon. The trail went up the Missouri River, crossed Nebraska, went across Wyoming to Idaho, and finally came to Oregon. Many gold miners followed the Oregon Trail only as far as Fort Hall, Idaho
Gold Rush	◆	a person who has left his or her home country and recently settled in a new one
Manifest Destiny	◆	trail that began in Idaho and continued across Nevada and into California. The trail had many spurs, the most famous of which were the Lassen Trail, the Carson Trail, the Applegate Trail, and the Nobles Trail.
Northern Mines	◆	a person that moves from one region to another
Oregon Trail	◆	instead of sailing all the way around South America, some people sought a short cut across the _____
California Trail	◆	name that people who came to California seeking gold gave to themselves. The original people were sailors and adventurers in Greek mythology
Nobles Trail	◆	a long journey to a distant or unknown place, especially over water or through outer space
Cape Horn	◆	a future event accepted as inevitable. In the mid-19th century, expansion to the Pacific was regarded as the inevitable future of the United States
Isthmus of Panama	◆	Immigrant route established in 1852 by William Nobles. The route went directly to Shasta City and the northern Sacramento Valley. This trail branched off the Applegate-Lassen Trail, and was used heavily in the 1850s and 1860s
"Mining the Miners" or "Yellow Pockets"	◆	a common practice among businessmen and others in a gold rush town, known today as <i>price gouging</i> . The idea was to charge miners who had recently returned from the gold fields with "yellow pockets", or pockets full of gold, more than the average citizens simply because they had the money

Gold Rush Word Search

***** KEY *****

Find the Gold Rush terms or phrases listed below. Words can be normal, backwards, or diagonal. Letters can be used more than once.

Word search grid with words highlighted:

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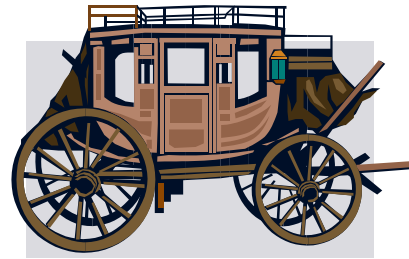
C | M | G | N | I | N | N | A | P | V | O | Y | A | G | E | H
A | K | I | N | I | H | C | W | L | P | J | Q | L | B | B | O
L | U | T | N | A | R | G | I | M | M | I | P | R | F | G | O
I | M | A | N | I | F | E | S | T | D | E | S | T | I | N | Y
F | L | F | S | E | N | I | M | N | R | E | H | T | R | O | N
O | I | O | M | K | D | G | K | T | N | A | R | G | I | M | E
R | A | R | L | I | G | T | T | G | O | L | D | R | U | S | H
N | R | T | M | F | N | R | O | H | E | P | A | C | X | A | M
I | T | Y | C | S | N | O | B | L | E | S | T | R | A | I | L
A | N | N | M | I | G | R | A | N | T | M | L | Q | P | K | Y
T | O | I | T | A | N | U | O | W | T | G | I | H | O | T | A
R | G | N | A | R | G | O | N | A | U | T | S | N | K | W | L
A | E | E | Y | E | L | L | O | W | P | O | C | K | E | T | S
I | R | R | K | C | A | S | R | E | V | A | H | I | I | R | E
L | O | B | O | O | M | T | O | W | N | Z | Y | I | X | S | S
X | A | M | A | N | A | P | F | O | S | U | M | H | T | S | I
  
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- | | | | |
|-------------|-----------|-------------------|-------------------|
| Boomtown | Argonauts | Gold Rush | Oregon Trail |
| Immigrant | Panning | Manifest Destiny | California Trail |
| Migrant | Haversack | Mining the Miners | Nobles Trail |
| Emigrant | Voyage | Yellow Pockets | Cape Horn |
| Forty-niner | Poke | Northern Mines | Isthmus of Panama |



View of Shasta City.

Common Core Cross-Reference Charts



LANGUAGE ARTS

Core Standard Number		Pre-Trip	Field Trip	Post-Trip
Reading				
Integration of Knowledge and Ideas				
7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	X	X	X
9	Compare and contrast the treatment of similar themes and topics and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures	X		
Reading Standards for Informational Text				
Key Ideas and Details				
1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	X	X	
3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	X		
Craft and Structure				
4	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	X		X
5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	X	X	
Presentation of Knowledge and Ideas				
4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		X	X
Integration of Knowledge and Ideas				
7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	X	X	
Writing Standards				
2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X		X
6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation)	X		

HISTORY/SOCIAL SCIENCE

To bring California history, geography, and economy to life for students and promote respect and understanding, teachers emphasize the ethnic, racial, and cultural diversity of California’s population. Fourth-grade students learn about the **daily lives, adventures, accomplishments**, cultural traditions, and dynamic energy of the laborers and entrepreneurs who formed the state and shaped its varied landscape.

Historical and Social Sciences Analysis Skills Kindergarten Through Grade Five

Core Standard Number	Standard Text	Pre-trip	Field Trip	Post-Trip
	Research, Evidence, and Point of View			
2	Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.	X	X	X
	Historical Interpretation			
1	Students summarize the key events of the era they are studying and explain the historical contexts of those events.			X
2	Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.		X	
3	Students identify and interpret the multiple causes and effects of historical events.	X		
	Chronological and Spatial Thinking			
1	Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.		X	
2	Students correctly apply terms related to time, including past, present, future, decade, century, and generation		X	
4	Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.	X		
5	Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.	X	X	

EDUCATION AND THE ENVIRONMENT INITIATIVE

Core Standard Number	Standard Text	Pre-Trip	Field Trip	Post-Trip
4.3.3	Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment		X	
4.4	Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.		X	

MORE RESOURCES

The curriculum packet, *Witnessing the Gold Rush*, can be used to further educate students about the California Gold Rush. It can be found online at:

www.calepa.ca.gov/education/eei/Curriculum/Grade04/433/433VA.pdf

Peter Hoff's Butcher Shop c1870s



Children in pictures of Shasta's Main Street in the 1800s





Shasta State Historic Park




Name of School _____




Contact _____




No. of Students _____ Grade _____




Mark the face that expresses how you feel about the following.

PRE-VISIT




Knowledge and availability of park staff regarding reservations and park resources.   







Availability of park for your trip.   







Usefulness of Teachers Guide to prepare you for your trip.   







Additional feelings/comments regarding the pre-visit portion of your trip:   







DURING YOUR VISIT

Knowledge and availability of park staff to answer questions and assist your class.   




The rotation schedule    Park facilities (bathrooms, grounds)   




Group size    Exhibits   




Activities from Teachers Guide    Safety of Children   




Additional feelings/comments regarding your time spent at the park:      

POST-VISIT

Students learned something about history    _____

Students remembered what they learned    _____

Students enjoyed their time spent at the park    _____

Please Return To:    _____

Suggestions for next year: _____

Shasta SHP, PO Box 2430, Shasta CA 96087