

GOLD RUSH

The nationwide movement for high standards has not only determined what students should learn, but also has mandated that students demonstrate what they know. Teachers who choose GOLD RUSH will find it is a standards-based program addressing National History, Social Studies, and English Language Arts Standards. The content and skills presented in this unit are the targets of most state frameworks for American history and research skills. GOLD RUSH provides many opportunities for performance assessment. Student teams, organized as mining companies, demonstrate their understanding of the lives and hardships of miners in the 19th century gold rushes. The simulation activities require listening, outlining, and writing, all essential language arts skills. Applied Learning Standards are addressed when student teams cooperatively complete assignments, or when they must determine their best solutions to problems that the miners faced.

National Standards for History Standards in Historical Thinking

Standard 2: The student comprehends a variety of historical sources.

The student is able to:

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

Standard 3: The student engages in historical issues-analysis and interpretation

The student is able to:

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

Standard 5: Historical issues-analysis and decision-making

The student is able to

- Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.

United States History Standards

Era 4: Expansion and Reform (1801-1861)

Standard 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.

NCSS Curriculum Standards for Social Studies

Strand 5: Individuals, Groups, & Institutions

The learner can:

- demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups.
- identify and analyze examples of tensions between expressions of individuality and group or institutional efforts to promote social conformity.

Strand 6: Power, Authority, & Governance

The learner can:

- analyze and explain the ideas and mechanism to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing concepts of a just society.
- examine conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.

NCTE Standards for the English Language Arts

Standard 6. Students will understand how to apply communication skills and techniques.

Students will demonstrate ability to communicate orally and in writing.

Standard 7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems, They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

California Applied Learning Standards

Standard 6. Students will understand how to apply communication skills and techniques.

Students will demonstrate ability to communicate orally and in writing.

Standard 7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems, They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

Standard 8. Students will understand the importance of teamwork. Students will work on teams to achieve project objectives.