Guide Overview

**Historical Focus:** The California Gold Rush

**Subjects:** History, Geography, Writing, and Visual Arts

**Grade Level:** 4th Grade

This teaching guide is a companion resource to the California State Archives’ online exhibit, *The Price of Gold: Looking Back at California’s First Constitution*. It focuses on a historical period related to early statehood featured in the exhibit: the California Gold Rush.

Three lessons follow, each focusing on primary source documents from the California State Archives’ collections: an 1853 foreign miner’s license that resulted from California’s Foreign Miner’s Tax Act of 1850, certificates of incorporation from African American-owned mining companies (1864), a lithograph of the gold mining town of Jackson, CA (1854), and a topographical sketch of California’s gold and quicksilver district (1848). Lessons begin with background information for teacher lectures and are followed by questions, links to other resources, and activities for students. The guide concludes with a list of wrap-up questions.

These lessons may be used over several class sessions. The first two sections may be shared with the class through lecture and provide an overview of the Gold Rush and the importance of primary source documents that apply to each subsequent lesson.

National and California State curriculum standards for history, writing, geography, and the visual arts for the 4th Grade are used to inform the activities and questions in each section. Students will approach each record with inquiry and consider how perspective shapes primary source documents. By working with a variety of sources and considering the different viewpoints they present, students will learn that historians need numerous and diverse perspectives to build a more comprehensive understanding of the Gold Rush or any historical period.
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California Gold Rush Introductory Lecture

**Objective:** Use the Introductory Lecture and Primary Source sections to prepare students for the subsequent lessons.

**Estimated Time:** 20 - 30 minutes.

**Background Information:**
Among the events that altered the land and people of California as it entered statehood, nothing compares to the scope, scale, and impact of the Gold Rush. James Marshall discovered gold in Coloma on January 24, 1848, just days before the U.S. acquired the California territory from Mexico under the Treaty of Guadalupe Hidalgo on February 2, 1848 at the end of the Mexican American War (1846-1848). About two and a half years after the gold discovery in Coloma, California would enter statehood on September 9, 1850 at the height of the Gold Rush. In fact, it was the Gold Rush, with the great population increase and economic boom it brought, that played great part in California’s relatively swift entry into statehood - its succession into the union was far quicker than any state before.

From 1848 and onward, word of the gold discovery in California spread and soon people from across the U.S., Central and South America, China, the Hawaiian Islands, Australia, and Europe would flock to seek their fortune in the fields. Before long, California’s population swelled with diverse groups of people from all over the world. The notion that anyone, no matter their circumstance, could create their fortune with luck and hard work, became an alluring dream for hundreds of thousands of people arriving in the gold fields.

However, the reality of that dream often fell short - and there is much more to the story of California’s Gold Rush. As in any historical period, various peoples experienced the same period very differently:

- California Indigenous peoples suffered genocide, removal from their homes, and immense cruelty at the hands of settler-colonizers and the state and federal governments before and after the Gold Rush took hold. Many fought back, resisted, adapted, and survived through these tragedies, but every aspect of their lives was greatly disturbed.

- Immigrants coming to California from across the globe experienced climates of social, economic, and political injustice.

- The slave labor of marginalized groups, namely African American and Native American people, was exploited in the mining fields to profit wealthy landowners.
• Miners sometimes abandoned their families in other states and countries to pursue gold in the fields. Those left behind often had to find new ways to financially support themselves.

• And although they came in far fewer numbers than men, women actively participated in pursuing fortune during the Gold Rush, and in some cases, chose to lead their lives as men so that they could mine in the fields.

Acknowledging the different experiences of these groups and others help us to gain a more complete view of this period.

In the early days of the Gold Rush, there is some consensus among historians that there was relatively little conflict for gold claims, but new dynamics formed as populations increased from the persistent waves of newcomers. As demographics shifted, the competition for gold Euro Americans perceived became more intense. In the gold mining towns, social injustice and outright violence was inflicted upon foreign newcomers. Many immigrants left because of discriminatory laws such as the Foreign Miner’s Tax Act, which specifically targeted people from Asia and Latin America. However, despite discrimination and hardships, many persevered, such as the groups of African American miners who started their own successful mining companies.

The lure of gold brought an enormous number of new and diverse individuals to California. Marginalized communities faced particularly severe hardships from the new dynamics, but many persisted amid extreme challenges and continued to forge new lives – and their distinct perspectives, cultures and contributions would shape the state long after the Gold Rush ended.

Additional Visuals for Lectures

Additional visuals related to the California Gold Rush from the California State Library are available online and may be used to supplement the lectures in this guide.
Primary Sources

By studying primary source documents, historians learn details about the past that would otherwise be lost. Primary sources are valuable because they provide a direct window into history.

Primary sources can take many shapes. Just a few examples are diaries, paintings, maps, letters, papers, images, and objects. Perhaps someone wrote down their own personal experience of a well-known historical event, designed a blueprint of a building that no longer exists, or wrote their weekly purchases in a ledger. These primary sources provide details about the extraordinary and everyday moments of the past.

Because primary sources in different formats and from different perspectives can provide us with very different information about the same historical period, closely inspecting and questioning primary sources is important. Questions to ask may include:

- Who created this? What text, images, or other information does it contain? Why was it created? What was its purpose? What does it tell us? What does it not tell us? Does the source reveal anything about the creator? How might perspective or experience of the creator influence what we see?

As in any historical period, we never have a complete view of the past. But it is important to learn about the many different experiences and perspectives that existed during the Gold Rush and to examine several types of primary sources so that we might create a more comprehensive understanding of the time. In the following lessons, students will work with primary source documents to investigate the California Gold Rush.
Lesson 1: The Foreign Miner’s Tax Act (1850)

Objective: Familiarize students with the Foreign Miner’s Tax Act through a brief lecture based on the background information provided. Students will consider the impact that this act had on immigrant communities and identify a cause and effect of the law after reading the first section of the act and examining a blank Foreign Miner’s License.

Estimated Time: 45 minutes

Standards: Listed at end of Lesson 1

Directions: Provide students with an overview of the Foreign Miner’s Tax Act of 1850 from the background information below. Then ask students the questions provided in the next section.

Background Information:

The diverse peoples who migrated to California during the Gold Rush brought vibrant culture, ideas, and ways of life to the state. Unfortunately, the new social dynamics caused by the largest mass migration in U.S. history also led to conflict between Euro American citizens of California, who had only recently acquired California citizenship status themselves, and those they saw as foreigners. This tension heightened as the gold fields became increasingly crowded.

The same year that California entered the Union, its new lawmakers enacted a law to tax foreign-born miners in the state, the Foreign Miners’ Tax Act (1850). Passed as the Gold Rush was peaking in activity, this law offers a window into the social and cultural conflicts of the Gold Rush. As more people arrived from countries all over the world to seek opportunity – hailing from Asia, Latin America, Europe, and Australia – the population of newcomers staking claims in the gold fields continued to swell. Many Euro Americans watched in dismay as the fields became more and more occupied, fearing competition.

In a desire to keep the gold fields more exclusive, lawmakers proposed legislation that would discourage foreign-born miners who were not U.S. citizens (at this time Chinese people were not allowed to become U.S. citizens) from participating in gold mining, while also adding to state revenue through the tax. This opportunity to gain by excluding certain groups from easily accessing gold sites motivated the California Legislature to pass the Foreign Miners Tax Act as one of the state’s first laws.

This bill enforced an enormous $20 monthly tax on all foreign-born miners (approximately $700 by today’s standards), but it specifically targeted and was enforced with Chinese and Latino communities, who held significant numbers in mining towns. The outrageous tax on foreign miners, many of whom were not making substantial enough incomes to accommodate such a high tax, caused thousands of foreign-born miners to depart from the mining towns. Historians note that the effect had not only a
negative economic impact but a negative social one as well, contributing to increased hate crimes against communities that the bill targeted.

Many of those who were affected resisted and protested the law. The next year, the law was repealed, and the tax was eventually lowered to $3 and then $4 a month (approximately $130 in today’s currency). Upon paying the fee, the miner would receive the Foreign Miner’s License pictured below.

Like any historical event, the Foreign Miners Tax Act was experienced very differently by different individuals and groups. U.S. citizens may have supported or protested the Act, but they were not directly impacted. Many of the miners affected by it were not able to pay such a high monthly tax and left gold country because of it. Others paid it and lived with the financial impact, while some refused to pay it in the first year, protested, and continued to mine.
Lesson 1: Questions

Imagine that you are a miner during the California Gold Rush who made a long journey from another country in the hopes of improving your circumstances because you were struggling to make a living for you and your family back home. Examine this Foreign Miner’s License closely and read Section 1 of the Foreign Miner’s Tax Act and then answer the following questions listed below.

Above: A blank Foreign Miner’s License dated 1853, California State Archives, Office of the Secretary of State, Sacramento, California.


The People of the State of California, represented in Senate and Assembly, do enact as follows:

Sec. 1. No person who is not a native or natural born citizen of the United States, or who may not have become a citizen under the treaty of Guadalupe Hidalgo (all native California Indians excepted), shall be permitted to mine in any part of this State, without having first obtained a license so to do according to the provisions of this Act.”
How would you feel when you learned about the new law and the hefty tax you would be asked to pay? Remember, the original tax was $20 ($700 today) - the license pictured appeared only after it was repealed and eventually lowered to $4 ($140 today).

Would you decide to leave the gold fields or to stay, pay the tax, and receive your license? Would you protest the tax?

This license and the Foreign Miner’s Tax Act resulted from legislation by California’s newly established state government. Name one cause (focus on the lawmakers’ motivation to create the tax) and one effect (focusing on the impact the law had on immigrant miners) of the license.
Lesson 1.2: African Americans in the Gold Rush

Objective: Introduce students to African American experiences during the California Gold Rush through a lecture and activity centered on certificates of incorporation from African American-owned mining companies from the California State Archives.

Time: 40 minutes

Standards: Listed at end of Lesson 1.

Directions: Provide a brief lecture on African American experiences during the Gold Rush with the background information below. Then ask students to read excerpts from the articles of incorporation and answer the questions below.

Background Information:

During the California Gold Rush, African Americans reached the gold fields and participated in mining and the economy of towns in different ways. Some African American miners were brought as enslaved peoples by slaveholders from Southern states, forced to mine for gold and sometimes contracted out by their slaveholders to labor for other people. Some enslaved individuals were able to find enough gold on their own time to buy their freedom and the freedom of their loved ones back home. Free African American miners from Northern states also journeyed to California to mine for gold.

One of the laws from a compact known as the Compromise of 1850 stated that California would enter the Union as a free state - however, slavery still existed in California. Anywhere from 200 to 300 enslaved African Americans may have lived in California by 1852.

There were close to a thousand African Americans, free and enslaved, in California at the beginning of the Gold Rush. African Americans faced incredible challenges and danger in California Gold Rush towns. In addition to experiencing the horrors of enslavement, the possibility of being captured and re-enslaved, and hate crimes, African Americans were not allowed to testify in court, vote, or go to school with white children.

Despite numerous difficulties, many African Americans found opportunities to gather practical professional knowledge through the businesses they worked for and worked hard to save enough money for future endeavors. Some were able to save enough from mining or working in town to start their own companies.

Two such examples of successful African American-owned companies in California included the Sweet Vengeance Mining Company, started in 1864 in Yuba County, and the Rare, Ripe Gold and Silver Mining Company, established the same year in Brown’s Valley. Entrepreneurs such as Edward Duplex were part of the group of African American miners who started the Sweet Vengeance Mining Company. Duplex would
also become Secretary Treasurer on the Board of Directors for the Rare, Ripe Gold and Silver Mining Company. Years later, Duplex made history when he was elected as Mayor of Wheatland, very likely becoming the first African American mayor in the West.

The founders of the Rare, Ripe Gold and Silver Mining Company were able to purchase the expensive equipment needed to mine for gold, silver, and quartz, an impressive achievement. At least once the company experienced an attack from white miners who tried and failed to take over the mine.

The California State Archives houses the articles of incorporation for the Sweet Vengeance and Rare, Ripe mining companies. Articles of incorporation are the founding papers of a company or other organization that are filed with the Secretary of State to lawfully form it and register it with the state.

The original handwritten articles of incorporation excerpts for each company may be viewed on the State Archives website:

- Sweet Vengeance Mining Company articles of incorporation excerpt
  
  Sweet Vengeance Mining Company, 1863, Inactive Articles of Incorporation, California State Archives, Office of the Secretary of State, Sacramento, California.

- Rare, Ripe Gold and Silver Mining Company articles of incorporation excerpt
  
  Rare, Ripe Gold and Silver Mining Company, 1864, Inactive Articles of Incorporation, California State Archives, Office of the Secretary of State, Sacramento, California.

Ask students to read the transcribed excerpts from the mining companies' articles of incorporation:

- Transcript of the Sweet Vengeance Mining Company articles of incorporation excerpt
  
- Transcript of the Rare, Ripe Gold and Silver Mining Company articles of incorporation excerpt
Lesson 1.2 Activity: Articles of Incorporation

**Directions for Students:** Pretend that you are in a mining town during the California Gold Rush and, after working for years, have finally saved enough money to start your own mining operation. Think about some of the information you will need to start your company - including the name, location, and the other people you will work with. Fill out the blank sections below with information for your certificate of incorporation for your mining company.

______________________________ (company name) Mining Company

No. 4321

Certificate of the corporation of the “____________________________” (company name) Mining Company

Certified Copy

Filed in Office of Secretary of State ___________ (month, day, and year between 1850 – 1870). Fees $6.70 paid

State of California

City of _____________ (California city) and County of _____________ (California county)

The Undersigned having this day formed a corporation for the purpose of mining, do hereby certify that the name of said corporation shall be _______________ (company name) Mining Company.

That the object of said corporation is to carry on and conduct the foremost of mining on certain vein or lode and situated and recorded in the District, of county known as ____________ (name of district) District, ___________ (California county) County, California.

The said corporation shall exist for the term of ______ (number) years, and its concerns shall be managed by a board composed of mine trustees.

The principal place of business of said corporation shall be in the city and county of ______________ (county), where an office shall be kept for the purpose.

The following persons, to wit; __________________ (name of person), __________________ (name of person), and ___________________ (name of person) shall be the trustees to manage the concerns of said corporation for the first three months.
Lesson 1.2: Questions

Student Directions: After completing the activity, reflect on the additional challenges that an African American miner would have faced to start a mining company during the California Gold Rush and answer the questions below.

- Name some of the reasons that African Americans came to California during the Gold Rush. Did they all travel to Gold Country by their own free will?

- What are some obstacles that African American miners often had to overcome to get what they needed to start mining companies? What challenges did they face?

- Name some things that African Americans were able to accomplish in the California Gold Rush era despite the challenges they faced.
Lesson 1: Related Curriculum Standards

California History-Social Science Content Standards: Grade Four

4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.
2. Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).
3. Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment.

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.
2. Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.
3. Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).
4. Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).

California History-Social Science Framework Questions: Grade Four

California: A Changing State CH 7, P 67. Why did different immigrants decide to move to California? What were their experiences like when they settled in California? How did the region become a state, and how did the state grow?

Gold Rush and Statehood CH 7, 77-78. How did the discovery of gold change California? How did California become part of the United States? Why did people come to California?

College, Career, and Civil Life (C3) Framework for Social Studies State Standards

By End of Grade Five:

History, Dimension 2 – Perspectives:
D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.
D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time.
Lesson 2: Lithograph of Jackson, California

**Objective:** Students will use a lithographic print of the city of Jackson, California to practice analyzing and gathering information from a visual record.

**Estimated Time:** 40 minutes.

**Standards:** Listed at end of Lesson 2.

**Directions:** Introduce lithography with a lecture based on the following background information. Teachers may use the video detailing the process of lithography to supplement the lecture. Students will then analyze the lithograph and answer questions. You may review or share the resources in the next section to supplement the lecture, then students will spend time close-looking at the image to answer questions.

**Background Information:**

This lithograph was printed in 1854 by the Britton and Rey Lithograph Company of San Francisco. Lithographer Joseph Britton (b. England 1825-1901) briefly tried his luck mining during the Gold Rush but soon moved on to San Francisco where he started the company with partner and fellow lithographer Jacques Joseph Rey (b. France 1820-1892). The business was a success and became known for producing images of California. The respected printing business was even referred to as the “Currier and Ives of the West.”*

Lithographs such as this one that depicted captivating or sought-after destinations were often enjoyed by armchair tourists. Armchair tourism rose to prominence in the middle of the 19th century alongside developments in transportation and travel. It refers to the concept of people experiencing far-off destinations by viewing images or descriptions in travel publications such as books, newspapers, and magazines from the comfort of their home. Distant viewers could look at lithographic prints such as the one below and transport themselves to the famed and unfamiliar region of California, an area that certainly held fascination for those who might never visit the epicenter of the Gold Rush.

Looking at this lithograph of Jackson, California, we see a thriving mining town. You might observe that the land has been changed from its former state in several ways – structures dot the landscape and we see signs of farming and agriculture on the hills. We can gather more information from noting the different buildings and their names, the people crowded in the town center, the workers mining in the foreground, and the animals in the fields.

Moving to the textual information beneath the bottom border of the lithograph, we can read these lines to gather identifying information about where the lithograph came from. The artist’s name begins with “C.L. Par…”, but the rest of it is obscured from a tear on the page.

Above: Lithograph of the California gold mining town of Jackson, California, printed in 1854 by the Britton & Rey Company of San Francisco, California State Archives, Office of the Secretary of State, Sacramento, California.
Lesson 2: Resources to Supplement Lecture

1) For more information on the Britton and Rey Lithograph, read this [Britton & Rey Biographical Entry from the Fine Arts Museums of San Francisco](#).

2) This short video on the process of stone lithography provides information on how lithographs such as the one above were made (the exact process and chemical materials used may vary slightly, but many steps are the same as they were in the 1800s): [Printmaking Process: Lithography](#).
Lesson 2: Questions

After the lecture, students will take a few minutes to closely examine the image and text for themselves, answering the following questions based on their observations:

- Record the words you find on the outside the border of the image.

- Summarize what you see in the illustration.

- Answer the following questions based on your observations:

  How would you describe the landscape?

  What are the animals and people doing in the picture?

  Can you read the names of any of the buildings?

  What might be a difference between this lithograph of the city of Jackson and a photo you took with your phone of the city during this time? Do you think that the artist depicted everything exactly as it was?

- By what you can tell from this image, how did new cultures change the land to adapt to the environment in Jackson? What changes to the natural environment do you think occurred to build the town?
What did you learn from looking at this lithograph? What would you still like to know about the city of Jackson that this lithograph does not tell you?
Lesson 2: Related Curriculum Standards

California 4th Grade Curriculum Framework Text

CH 7, P 69 “In grade four, emphasis is also placed on the regional geography of California. Students analyze how regions of the state have developed through the interaction of physical characteristics, cultural forces, and economic activity and how the landscape of California has provided different resources to different people at different times, from the earliest era to the present. Through an understanding of maps, geographic information, and quantitative analysis, students should come away from their California history course with an understanding of the important interactions between people and their environment”

CH 7, P 70 “During their study of California history, students will use maps, charts, and pictures to describe how California communities use the land and adapt to it in different ways. As they examine California’s physical landscape, students should be encouraged to ask and answer questions about the role of geographic features in shaping settlement patterns, agricultural development, urbanization, and lifestyle in the state. For example, students can investigate the relationship between climate and geography and day-to-day human activity with questions like these: How does the natural environment affect the type of house you build and how many neighbors you have? or How does the environment affect the type and quantity of food you eat?”

College, Career, and Civil Life (C3) Framework for Social Studies State Standards

Geography - Dimension 2, Human-Environment Interaction, By end of Grade 5
D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments.

History – Dimension 2, Change, Continuity, and Context
D2.His.2.3-5. Compare life in specific historical time periods to life today

California Arts Standards for Visual Arts: Pre-K-12

Responding: Understanding and evaluating how the arts convey meaning.
7. Perceive and analyze artistic work.
8. Interpret intent and meaning in an artistic work.
Lesson 3: Topographical Sketch of the Gold and Quicksilver Mining District of California

**Objective:** Familiarize students with topographic maps from this period through the *Topographical Sketch of California’s Gold and Quicksilver Mining Districts*.

**Estimated Time:** 15-20 minutes.

**Standards:** Listed at end of lesson.

**Directions:** Provide this background information to students through lecture before the following map-reading activity.

**Background Information:**

Before computers, cell phones, and GPS existed, people relied primarily on maps to navigate and record information about routes and other important spatial information of the lands around them. All maps provide spatial information between certain features of an area, but there are many types of maps. The process of mapmaking is known as cartography.

A topographic map such as the one below represents the topography, or geographic features, of an area using contour lines. Topographic maps often display a high level of detail and may include features such as waterways, borders, and mountains, to name a few.

As the U.S. government’s territory expanded in the mid-nineteenth century, surveying, or learning about an area and recording information about it, became a priority for the government to better understand and control its newly acquired land. At the time, of course, today’s satellites and digital mapping technology that provides aerial views did not exist. Instead, information was gained through human observation on foot or from shared knowledge. Settler-colonizers often used indigenous knowledge in combination with land surveying to identify natural resources and create maps. We will learn more about this in the following lesson.

The map below was made by Edward Otho Cresap Ord (1818-1883) to record information about the gold mining areas in California. Ord, who served as a Lieutenant and Major General in the U.S. Army, was stationed in Monterey, California as the Gold Rush began. In 1848, he was employed by John Sutter to create some of the first surveys of the Sacramento area. He also created this topographical sketch of California’s mining districts featuring the major centers of the Gold Rush.

Just months before he made the map, the U.S. had acquired the California territory on February 2, 1848. As visible on the map below, Ord recorded geographic features by way of topographic contour lines, and identified bodies of water, cities, a mountain
range, plain, landmarks, and natural resources that were found within Gold Rush regions.

We can learn many important details by examining historical maps such as this one. Before we can collect information, though, we must first learn how to read the map. In the following activities, we will learn how to read the map, gather the information it provides, and learn how maps can differ based on perspective and purpose.
Above: Topographical sketch of the Gold and Quicksilver Mining District of California created by General Edward Otho Cresap Ord, July 24, 1848, California State Archives, Office of the Secretary of State, Sacramento, California.
Lesson 3. Activity 3.1: Practice Reading a Map

**Objective:** Students will learn how to read a map and practice identifying key information in the *Topographical Sketch of the Gold and Quicksilver Mining District of California*.

**Estimated Time:** 60 minutes.

**Standards:** Listed at end of Lesson 3.

**Directions:** After providing the initial lecture on maps above, provide the below instructions on how to read a historical map to students. Students will then practice their map reading and information gathering skills as they look at the *Gold and Quicksilver Mining District* map and answer questions in the following sections.

**Instructions:**

How do we read a historical map such as the one below? Looking for clues about the context, or background information, is a helpful first step towards understanding what the map depicts. We can begin by looking at the readable text, if given, such as at the title, location, author, and date, to learn about the “who, what, where, when, and why” questions we have about the map.

After gathering the textual information, we may move to the visual. To understand certain visual information on maps, you need to know how to use the assistive tools that they feature, such as a key, compass rose, distance scale, and longitude and latitude lines. These devices help orient viewers with the North, South, East, and West orientation of a map and provide an idea of the real-life distance between two or more places on the map.

This map also features longitude and latitude lines. Latitude lines run parallel to the equator, while longitude lines are perpendicular to the equator. Together, they help indicate the global location of a mapped area.

The scale key for this map is located in the top right corner. It is a bar of measurement representing ten leagues (one league is approximately three miles on land). This indicates that if the bar was superimposed anywhere on the map, the distance between its left and right ends would cover the equivalent of ten leagues on the actual location of the map.

We will practice recording and applying this information as we read the map in the following activity.

Take five minutes to look more closely at the *Topographical Sketch of the Gold and Quicksilver Mining District of California* (a written transcription of the map has also been provided for visually impaired students). Then identify the following information:
- The title, location, author, and date of the map.

- Two bodies of water, a mountain range, one city, an area where gold was discovered, and an area where another natural resource was discovered.

- Measure the distance between the mouth of San Francisco Bay and Sacramento using the scale key – first locate the scale key on the map. Then make note of the distance of the bar. You can do this by marking a small piece of paper with lines or using a map compass if you have one.

  Then find the two points: Point A – Sacramento and Point B – the mouth of San Francisco Bay. Take your form of measurement and move it from one point to the other, counting how many times you had to move the measurement to get to point B. Record the number of leagues you measure between the points.
Lesson 3: Activity 3.1: Questions

- What type of information does this map tell us about the area? Can you think of any information that was left out?

- How does this map compare to the maps you have seen on a computer or phone? Is it easier or more difficult for you to read?

- What do you notice about where gold was usually found - is there a certain type of geographic feature you notice that gold was often found near?

- What does this map tell us about the Gold Rush that is different from the information we see in the lithograph? Think about the lithograph from the previous lesson, and how the two sources are similar and different from each other.
Lesson 3. Activity 3.2: The Catawba Deerskin Map: Maps and Perspectives

Objective: Familiarize students with the *Catawba Deerskin Map* and introduce Native American cartography with the background information below. Compare and contrast it with the map from the previous Activity 3.1.

Estimated Time: 30 minutes.

Standards: Listed at end of Lesson 3.

Directions: Provide the information below and share the image of *The Catawba Deerskin Map* in a lecture. Students will then read the entries from the Library of Congress’s website and answer questions in the next section.

Background Information:

During the nineteenth century, the U.S. government produced numerous maps, such as the *California Gold and Quicksilver Mining District Map* in the previous activity. But they were not the only entity in the country creating maps. Native American peoples had their own traditions of mapmaking long before settler-colonizers arrived on their lands, and indigenous geographic and cartographic knowledge was in fact often used by the newcomers for their own maps.

*The Catawba Deerskin Map* we are looking at is a copy based on an original map thought to be designed by people from the Catawba Nation. It was originally given to the governor of South Carolina circa 1721. The map was drawn on deerskin and depicts relationships among tribes in the area between Charleston, South Carolina and the Virginia colony.

English labels have been superimposed on the map in black ink, presumably after it was gifted to the governor. The map created by the Catawba Nation focuses on a different type of spatial information than the other map we just looked at - rather than focusing on geographic features, the map represents the relationships of tribes to each other and the English colony in the area.
Lesson 3. Resources to Supplement Lecture

1) Ask students to view the image and read this entry on the Library of Congress’s website: [Celebrating Native American Cartography: The Catawba Deerskin Map](#)

2) Ask students to visit this web page to [read more about Native American mapmaking](#)

Lesson 3. Activity 3.2: Questions

- Consider the *Gold and Quicksilver District Mining Map* from the previous activity and the *Catawba Deerskin Map*. What kind of information does each map depict?

- What is one difference and one similarity between the two maps?

- How did settler-colonizers benefit from Native American geographic and cartographic knowledge?

- Why is it important to learn about Native American cartography?
Lesson 3: Related Curriculum Standards

CA History-Social Science Content Standards:

K-5 Historical and Social Sciences Analysis Skills
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.

College, Career, and Civil Life (C3) Framework for Social Studies State Standards

By End of Grade Five:

Geography - Dimension 2, Geographic Representations
D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

Geography - Dimension 2, Human Population: Human Patterns and Movement
D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.

History – Dimension 2, Perspectives
D2.His.6.3-5. Describe how people’s perspectives shaped the historical sources they created.
D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.
D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time.

History – Dimension 2, Change, Continuity, and Context
D2.His.2.3-5. Compare life in specific historical time periods to life today.
Gold Rush Records: Wrap Up Questions

Objective: Review the important takeaways of the previous lessons with students.

Estimated Time: 20 minutes.

Standards: Listed at end of guide.

Directions: Ask students the following questions in a class discussion.

- Thinking back on the primary sources we looked at, name one of the most interesting things that you learned and at least one question you still have.

- Can we be sure that the gold and quicksilver mining map and the lithograph of Jackson depicted California exactly as it was? Why or why not?

- Think about perspective as it relates to primary sources. What do we know about the people who made the sources we looked at? What primary sources made by other people who lived in the Gold Rush would you be curious to look at?

- Why should we look at several types of primary sources that were made by people with varied perspectives when studying the Gold Rush?
Wrap Up: Related Curriculum Standards

College, Career, and Civil Life (C3) Framework for Social Studies State Standards

By End of Grade Five:

History, Dimension 2 - Historical Sources and Evidence

D2.His.10.3-5. Compare information provided by different historical sources about the past., D2.His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments.

History, Dimension 2 – Perspectives

D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.
D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time.
D2.His.6.3-5. Describe how people’s perspectives shaped the historical sources they created.