



Passage One

The California Gold Rush

The discovery of gold in what is now California started one of the largest migrations of people in history. In just a few years, San Francisco changed from a town of about 800 people to a city of 35,000. Many thousands of people, often desperate but hoping to get rich, participated in the California Gold Rush.

On January 24th, 1948, John Sutter hired many people to build a sawmill on the southern end of the American River, which is now the California town of Coloma. One person he hired was James Marshall. While digging at the site, Marshall saw some tiny golden flakes, and reported his findings to Sutter. Sutter tested the small nuggets and they were gold. No one is sure about who actually found the first gold, but Marshall first reported it, so he was given credit. Soon after Marshall found gold, other workers had found more gold. This started what is now called "Gold Fever". Soon news had spread that gold was discovered, and a gold rush had started.

Word spread quickly about the discovery of gold. Samuel Brennan, who was a businessman and journalist, left San Francisco and traveled to Coloma to see if the stories were true. After confirming the story and

Gold Rush Poetry Unit

Karen S. Ivers, Ann E. Barron



Gold Rush Poetry Unit:

An Educational Guide to the National Park System Carol Smallwood, 1989 A guide to the unique resources available from 327 national park system facilities *Structure and Improvisation in Creative Teaching* R. Keith Sawyer, 2011-06-27 With an increasing emphasis on creativity and innovation in the twenty first century teachers need to be creative professionals just as students must learn to be creative And yet schools are institutions with many important structures and guidelines that teachers must follow Effective creative teaching strikes a delicate balance between structure and improvisation The authors draw on studies of jazz theater improvisation and dance improvisation to demonstrate that the most creative performers work within similar structures and guidelines By looking to these creative genres the book provides practical advice for teachers who wish to become more creative professionals History Comes Alive Teaching Unit Susan Moger, 2001-02 A complete ready to go resource filled with background information primary sources hands on activities literature and internet links mapping activities a read aloud play and more *The Collected Poetry of Robinson Jeffers Vol 5* Robinson Jeffers, Tim Hunt, 1988 This final volume of the first comprehensive edition of all of Robinson Jeffers s completed poems both published and unpublished consists of commentary various procedural explanations and textual evidence for the edition s texts transcriptions of working notes for the poems and of alternate and discarded passages a chronology of Jeffers s career appendixes and indexes **The Prose and Poetry Series** James Kenner Agnew, Harriet Marcelia Lucas, Herman M. Ward, 1950 **Critical Reading Activities for the Works of Gary Paulsen** Bernice Golden, 1999 A collection of activities including reproducible pages teacher notes synopses discussion questions and comprehension assessments designed to help students understand five works by author Gary Paulsen Challenging the Classroom Standard Through Museum-based Education Ian Pumpian, Douglas Fisher, Susan Wachowiak, 2006-08-15 School in the Park is an innovative museum based educational effort to engage students in their community during the school day Since 1999 several hundred students have been educated each year in museums and the zoo in San Diego This is more than a field trip it is changing the way that education is provided Challenging the Classroom Standard Through Museum Based Education School in the Park presents the experience of School in the Park from the perspective of different disciplines oral language reading writing social studies math science and the arts to determine how students are learning content within museums and the zoo It provides a number of examples case studies references scenarios and recommendations for teaching and learning outside of the traditional classroom The perspectives of teachers museum educators and students are represented Importantly this book offers ideas that readers can use in their own communities ranging from long term partnering with cultural institutions to one day trips to ensure that students have authentic experiences with the curriculum With the current increased focus on accountability and achievement less attention and importance is given to community based learning experiences This book demonstrates the viability of merging formal and informal learning and using community venues as an extension of the classroom All those

interested in and charged with educating children will find this book useful in exploring powerful learning experiences that occur outside traditional classroom settings Digital Content Creation in Schools Karen S. Ivers, Ann E. Barron, 2014-12-17 Discover how digital content creation supports 21st century learning providing new insights into organizing synthesizing and evaluating information This practical guide will make it easy for you to engage your students through this powerful communications medium Digital content creation supports the Common Core State Standards CCSS and 21st century learning skills by helping students use their knowledge to analyze create solve problems communicate collaborate and innovate This update of the popular Multimedia Projects in Education Fourth Edition emphasizes digital content creation and the use of the CCSS as benchmarks to help you create cutting edge classroom instruction The book begins by presenting research on student learning through multimedia and digital content creation This introduction is followed by outlines of each stage of the practical easy to use Decide Design Develop and Evaluate DDD E model which is designed specifically for classroom use Content also includes discussion of multiple intelligences constructivist learning and cooperative grouping blackline masters to guide you and your students through the DDD E process and assessment and management strategies In addition you ll find sample activities using an array of development tools information on mobile and web apps and numerous other resources to support digital projects in your classroom The book which is most applicable to students in grades 4 through 12 will also serve as an ideal resource for media specialists who work with teachers and students Westward Expansion and Migration, Grades 6 - 12 Cindy Barden, Maria Backus, 2011-01-03 Bring history to life for students in grades 6 12 using Westward Expansion and Migration This 128 page book is perfect for independent study or use as a tutorial aid It explores history geography and social studies with activities that involve critical thinking writing and technology The book includes topics such as Lewis and Clark the Santa Fe Trail the Gold Rush and San Francisco It also includes vocabulary words time lines maps and reading lists The book supports NCSS standards and aligns with state national and Canadian provincial standards People, Land & Water ,2002 *Resources in Education* ,1999-10 Integrating Literature in the Content Areas Sharon Kane, 2017-05-12 This practical accessible resource will help future and practicing teachers integrate literature into their middle school or high school classrooms while also addressing content area standards and improving the literacy skills of their students Two introductory chapters are followed by five chapters that each cover a different genre Chapter 3 Informational Books Chapter 4 Fiction Chapter 5 Biography Autobiography and Memoir Chapter 6 Poetry and Chapter 7 How to and Hands on Books Each genre chapter consists of four parts Part 1 Discusses the genre and how content area teachers can use books within that genre to further content learning and enhance literacy skills Part 2 Offers hands on instructional strategies and activities using literature with activities for use in a variety of disciplines Part 3 Presents individual author studies three or four per chapter with bibliographies and guidelines for using the authors books in content area courses Part 4 Features an annotated bibliography of specially selected children and young adult literature for that

genre organized by content area The annotations provide information about the book which can be used to prepare booktalks and teaching ideas for using in a specific content area Altogether these sections contain more than 600 annotated entries tabbed by subject area including art English language arts languages and culture math and technology music PE health science and social studies history

The Teacher's Book of Days Susan Clark Studer,2010-12-01 The Teacher s Book of Days is a motivational and inspirational book for all individuals who work with young people whether in public or private schools youth organizations sports tutoring or for parents The book is authored by Susan Clark Studer Ph D a professor of education who has taught all ages worked with children in clubs scouts and sports currently teaches teachers enrolled in education programs and who is the parent of two grown children This book is for all adults who are entrusted with young lives Written in a readable format The Teacher s Book of Days is a combination of informative and thought provoking daily readings designed to encourage the reader and help educators through their busy and often times stressful days Placing the Book of Days in perspective it is a combination of short uplifting motivational and informative thoughts gleaned from the writings of educators past and present and personal experience The daily passages are not written for any particular year and dates are generic therefore it will be salable year after year Teachers are a very valuable resource members of society who often do not receive the encouragement they need This is even truer today in a school atmosphere of test scores shrinking budgets and children growing up in less than ideal educative circumstances This book is designed to not only encourage but to empower educators to become strong teachers of society s children Teachers can buy this book for themselves or give it as gifts to colleagues and friends Parents may buy this book as teacher gifts or as tokens of appreciation for their child s teacher School districts may give it to teachers during teacher appreciation week or have it available in on site libraries for staff members to read or to quote from for daily announcements Universities may give it to graduating future teachers The potential is great for this book s success

The Elementary School Library Collection, Phases 1-2-3 ,1992 **Targeting Society and Environment** Bev Stubbs,1999 Targeting society and environment lower primary book

The Yukon Gold Rush Gr. 4-6 Jane Minshull,1997-01-01 In the Yukon Gold Rush students journey North into the Land Of The Midnight Sun and learn about the famous Yukon Gold Rush of 1896 Our unit is divided into three parts with teachers choosing to do all three sections or simply selecting the parts that best meet the needs of each individual class Part one is a structured section focusing on the historical facts of the Yukon Gold Rush Students learn about the discovery of gold in 1896 and the explosion of events that followed Each lesson is also accompanied by a meaningful activity designed to compliment the factual knowledge based information conveyed by the reading passage This Canada lesson provides a teacher and student section with a variety of reading passages activities crossword word search and answer key to create a well rounded lesson plan

Teaching Reading in the Middle School Anna J. Small Roseboro,2013-12-20 More than 670 000 middle school teachers grades 6 8 are responsible for educating nearly 13 million students in public and private schools

Thousands more teachers join these ranks annually especially in the South and West where ethnic populations are ballooning Teachers and administrators seek practical time efficient ways of teaching language arts to 21st century adolescents in increasingly multicultural technologically diverse socially networked communities They seek sound understanding practical advice and proven strategies in order to connect diverse literature to 21st century societies while meeting state and professional standards like the Common Core State Standards for English Language Arts This book offers strategies and resources that work *Multimedia Projects in Education* Karen S. Ivers, Ann E. Barron, 2010-09-13 This practical and easy to use resource will help teachers and library media specialists effectively integrate multimedia projects into their curriculum Like the three earlier editions *Multimedia Projects in Education Designing Producing and Assessing Fourth Edition* addresses the need to help students use their knowledge to analyze create solve problems communicate collaborate and innovate With 40 percent new materials and updates to everything else it offers the perfect hands on approach to using multimedia in everyday practice The book is centered around the easy to use DDD E model Decide Design Develop and Evaluate coupled with practical advice on how to effectively integrate the development of multimedia projects into classrooms Focus is on student learning outcomes and such issues as classroom management grouping alternatives computer scheduling options design stages and assessments Readers will learn how to select and plan multimedia projects use hypermedia programs and presentation and development tools manage graphics audio and digital video and create webpages Project suggestions come complete with a scenario overview topics and reproducible worksheets and can be easily adapted for different grade levels

The Elementary School Library Collection Lauren K. Lee, 1992 *Not Just Play* Meryl Nadel, Susan Scher, 2019-05-20 Camps often provide children with a first taste of independence and freedom from the restrictions of home and school while offering a milieu full of opportunities for psychosocial development creative interaction and mutual aid Though summer camps have simultaneously given current and future social workers educational practice research and theory development opportunities as they direct staff attend and provide supervision the field has received limited scholarly attention *Not Just Play* focuses on the relationship between social work and the summer camp movement and provides a comprehensive treatment of this underappreciated area of practice Social workers and camp professionals will value the many advantages and connections explored in the volume which also incorporates case vignettes and core scholarly research The text offers readers a multifaceted examination of social work and summer camp that broadens their professional and scholarly perspective

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