

Unit 7F: The Gold Rush Collection



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The Gold Rush Collection

When Sam Brannan, savvy shopkeeper and the first gold rush millionaire, proclaimed “Gold! Gold! Gold from the American River!” he sparked a migration of some 300,000 people. The promise of instant fortune drew people from all over the world and from all walks of life. San Francisco grew from a tiny community of about 200 in 1846 to a bustling town of nearly 36,000 in 1852. Roads were laid, railroads were built, and the California legislature was formed. The state was thriving, but most of the miners were not. They struggled with harsh living conditions, disease, and crime. Most of the fortune seekers did not strike it rich; instead, they left the gold fields poorer than they had been when they arrived. And for Native Americans the gold rush was a disaster. Their populations dropped from an estimated 150,000 in 1845 to approximately 30,000 in 1870. In this unit, you’ll discover the good and bad of the California gold rush. It’s the Wild West after all...

Materials

Your assigned text passages for these lessons can be accessed at least one of the following ways. Please follow your teacher's instructions on where to complete your reading.

- Print Student Edition
- Print Amplify ELA Grade 7 Anthology
- Digital eReader, accessible via computer or mobile device*

* **Reminder:** You can access this or any book in the Amplify Library by downloading it onto your device for offline reading.

Your teacher may also assign you Solos for some of these lessons. These Solo assignments can be completed any the following ways. Please follow your teacher's instructions on how to complete Solos.

- On paper in a printed version of the Solo activity
- On your mobile device via Mobile Solos
- On your computer using the digital Solo activity

The Student's Mindset

Take academic and social risks.

Write about one thing that grabs your attention.

Read carefully, observe closely, and share what you think.

Show your classmates the impact they are making.

Write with the reader in mind. Read with the writer in mind.



Rules for Writing Prompts

1. Write for 10 minutes.
2. Keep focused on your writing.
3. Try not to get distracted or take breaks.

Rules for Sharing

You'll be asked to share your writing after some activities in these at-home lessons. You can do this in person with someone in your home, or by calling a friend or classmate over the phone!

When you share, be sure to follow these rules:

1. If you are reading:
 - a. Read loudly and slowly.
 - b. When you're done, ask your listener to respond using the Response Starters.
2. If you are listening:
 - a. Wait until the reader has finished to respond.
 - b. Using the Response Starters, tell the reader which details made an impact on you.

Response Starters

1. I liked when you used the word _____ because _____.
2. You created a clear picture of _____ when you wrote _____.
3. When you wrote _____, it helped me see that _____.

Close Reading Practice

During close reading, be sure to read carefully, observe closely, and share what you think using the following practices:

- Identify words or phrases that you notice.
- Make a note that explains what you noticed.
- Discuss your observations with a classmate over the phone, or with someone at home.

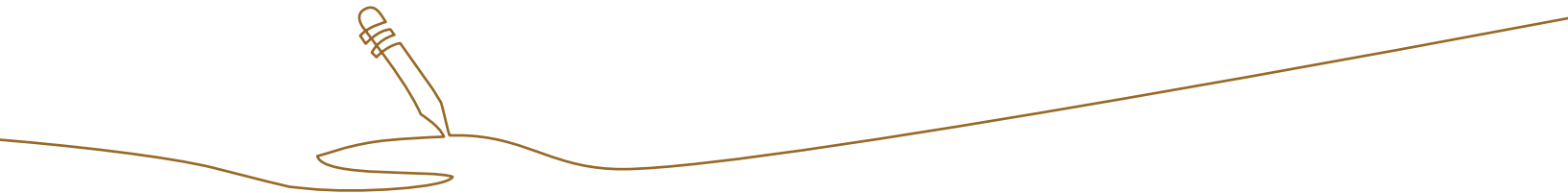


Unit 7F, Sub-Unit 1

Information Literacy



You can find everything you need to know, and more, on the Internet.
Let's get started...



Unit 7F, Sub-Unit 1: Information Literacy

LESSON 1 OVERVIEW

You can find interesting information online. Sometimes the stories are so incredible that they seem unbelievable. Don't you agree?

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.

LESSON 1 A Website's Credibility

You'll work on a research project in this unit, and this lesson is the first step in the process.

The Internet can be a good starting place for a research project, but it's not always easy to tell if the information on a website is factual, or if the site is credible.

Assessing Website Credibility

Ask yourself the following questions when determining a website's credibility:

- Does the website provide information about the author's background? Based on that information, does the author seem credible? How do you know?
- Does the website make any claims? Are the claims supported with evidence?
- Do the links work? Do they take you to credible websites?
- How recently was the source written or updated?
- Is the website operated by a respected organization?
- Is the information on the website mainly facts or opinions?

1. How else might you check on the credibility of a website?

Unit 7F, Sub-Unit 1: Information Literacy

LESSON 1 Evaluating Sources

Using the list of questions you read at the start of this lesson, evaluate the following sources.

1. Complete the chart by reading the description of each source on the left, then ticking the box to indicate if you think this source sounds credible or not credible.

Source	Credible	Not Credible
A 2017 U.S. Fish and Wildlife Service official report on the effects of pollution on marine life		
A pet owner's blog about her sick fish		
A current article about illegal waste disposal, published by a middle school newspaper		
An article in a recent issue of <i>The New York Times</i> about oil spills and bird life		

2. How does not knowing an author's identity affect the credibility of a source?

3. Do you assume that a well-known and respected news source is credible? _____

4. Is that a reasonable assumption? Why?

Although some sources are likely to be more credible than others, you should always question the source. You should corroborate (or validate) the source by double-checking the information with another credible source. You should also look for information about the author to check on their credentials.

Unit 7F, Sub-Unit 1: Information Literacy

LESSON 1 Domain Extensions

The websites listed below all have different domain extensions (the three letters at the end of their URLs).

1. What do you think each domain extension is short for? Write your answers on the line after each URL.

- www.noaa.gov _____
- eps.berkeley.edu _____
- wikipedia.org/wiki/Marine_Life_Protection_Act _____
- www.oceanfdn.org _____
- www.mbgnet.net _____
- www.theguardian.com/environment/georgemonbiot/2016/feb/15/save-uk-seas-from-governments-who-make-a-mockery-of-marine-conservation

2. Is one type of domain extension more credible than another? Explain your answer.

Unit 7F, Sub-Unit 1: Information Literacy

LESSON 2 OVERVIEW

This lesson involves extra practice with websites and requires Internet access. You're going to jump ahead to Lesson 3!

LESSON 3 OVERVIEW

I know *you'd* never copy someone else's work and attempt to turn it in as your own, but this lesson will help your classmates stay honest.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-unit 1, Lesson 2 Solo.

LESSON 3 Avoiding Plagiarism

Plagiarism is stealing someone's words or ideas without crediting the source.

1. What is an example of plagiarism?

2. Is it plagiarism to copy and paste text from Wikipedia? _____

3. Is it plagiarism to sing a popular song in the shower? _____

4. When would it be plagiarism to sing someone else's song?

Now that you know what plagiarism is, take a look at how to avoid it.

It is acceptable to use other people's words and ideas when you're conducting research, as long as you alert the reader that you are sharing someone else's words and ideas and give credit to the original author.

To do this, think of the borrowed words as a picture or photograph and always surround them with a "frame."

LESSON 3 Avoiding Plagiarism

A completed, framed quote has three parts:

1. An introduction to the quote (for example, *According to the text... or Studies have found that...*)
2. The borrowed words (the quote) in quotation marks
3. The citation in parentheses: the author's last name or the source title, followed by the page or paragraph number

Examples of completed, framed quotes

Example 1: Using a source that has the author's name and uses paragraph numbers (for example, an article from The Chocolate Collection)

According to the text, "dark chocolate relieves stress and lowers blood pressure" (Smith 5).

Example 2: Using a source that has the author's name and uses page numbers, (for example, a book)

As the author indicates, "the Aztecs used cacao seeds in their religious ceremonies, offering the seeds as a sacrifice to the gods" (Smith 23).

Example 3: Using a source with no author or title listed (for example, a website's homepage)

Studies have found that "dark chocolate reduces cholesterol in 53% of adults" (scientificamerican.com).

However, not every idea and fact has to be cited. When you use ideas and facts that are common knowledge (e.g., vegetables are good for your health), well-known historical facts (e.g., George Washington was the first president of the United States), myths, common sense observations (e.g., the ocean is vast), or folklore, you do not need to cite your source.

How do you know if information is common knowledge? If it's something you think your readers will already know or could easily find in general reference materials, then it's probably common knowledge. But, when you aren't sure, always cite!

Examine this properly framed quote alongside the original text:

Original quote or text:

"As a result of Halvorsen's initiative, America's legions of candy bombers dropped about a quarter million tiny parachutes over Berlin with millions of pounds of candy."

Framed quote:

According to the article, "candy bombers dropped about a quarter million tiny parachutes over Berlin with millions of pounds of candy" (ABC News).

LESSON 3 Avoiding Plagiarism

5. Name the following elements of the framed quote:

- The source _____
- The opening frame (or introduction) _____
- The direct quote _____

Now you'll create your own framed quotes!

6. From the bank of options below, create three framed quotes. Each of your quotes should have an opening frame and a direct quote with source.

<p>A. According to the text, B. According to the article, C. As the author states, D. The author argues that E. The text says,</p>	<p>F. "Most of the other children work on their family farms where they need to sell every bean to make money for their families to survive" (Dunn, 3).</p> <p>G. "Christopher Columbus was the first European to come in contact with cacao" (Spadaccini, 6).</p> <p>H. "By purchasing shade-grown coffee and organic chocolate products, consumers can help protect birds and other wildlife" (Lange, 5).</p> <p>I. "A study ties chocolate consumption to the number of Nobel Prize winners a country has and suggests it's a sign that the sweet treat can boost brain power" (Ritter and Marchione, 1).</p>
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• Quote 1: _____

• Quote 2: _____

• Quote 3: _____

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LESSON 3 Avoiding Plagiarism

7. Select a brief direct quote from the sentence below and rewrite it using the framing technique.

Sentence from the article “Prehistoric Americans Traded Chocolate for Turquoise?” by Christine Dell’Amore:

Visiting Mesoamericans may have bartered cacao beans for gems unique to the Southwest, such as turquoise, which is known to have been mined by Puebloans in what’s now New Mexico.

Your framed quote: _____

LESSON 3 Paraphrasing

Properly framing a direct quote is one way to share someone else’s words in your writing.

However, you may also wish to share someone else’s ideas without quoting their exact words. To do this, you must paraphrase the original text.

When you paraphrase, you rewrite text in your own words. You express the author’s meaning without adding anything new or leaving anything out.

Watch out for “patchwork plagiarism.” That’s when you piece together your own words with some of the author’s words without quoting the author. This gives the reader the impression that you wrote the whole paragraph.

The term “patchwork plagiarism” comes from the way patchwork quilts look. These quilts are often made from many different pieces of old clothes. Small pieces of a shirt, a pair of pants, or a sweater may be collected and sewn together into a quilt.

Look at this example of patchwork plagiarism, in which the underlined phrases are taken directly from the text:

Direct Quote	Patchwork Plagiarism
Nearly everyone loves chocolate, creating a high demand for cacao beans. With that popularity comes a high cost to the environment.	Just about <u>everyone loves chocolate,</u> which creates <u>a high demand for cacao beans.</u> With that <u>popularity,</u> there is a <u>high cost to the environment.</u>

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LESSON 3 Paraphrasing

Complete the chart below. Read the original text sentences in the left column, then in the right column write a paraphrase for each sentence.

Original Quote	Paraphrase
<p>From "The Sweet Lure of Chocolate" by Jim Spadaccini</p> <p>While it is likely that Columbus brought the cacao beans he seized back to Europe, their potential value was initially overlooked by the Spanish King and his court.</p>	
<p>From "The Iceberg Was Only Part of It," <i>The New York Times</i>, by William J. Broad</p> <p>On a moonless night in the North Atlantic, the liner hit an iceberg and disaster ensued, with 1,500 lives lost.</p>	

Unit 7F, Sub-Unit 1: Information Literacy

LESSON 4 OVERVIEW

Today is a Flex Day. Your teacher decides what happens today based on your work to date. The way in which your teacher helps you today depends on what they have seen in your work.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Complete the Sub-unit 1, Lesson 3 Solo.

LESSON 4 Flex Day

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.

Unit 7F, Sub-Unit 2

Scavenger Hunt and Internet Research



Ready, set, go and find the answers to the questions as fast as you can...
and discover amazing facts about the gold rush!



Unit 7F, Sub-Unit 2: Scavenger Hunt and Internet Research

LESSON 1 OVERVIEW

Be the first to find the text or image with the answer and win the scavenger hunt (and learn a thing or two).

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-unit 1, Lesson 4 Solo.

LESSON 1 The Gold Rush

Today you're going to begin a unit about the gold rush. Start by writing down what you already know about the gold rush.

1. Create a list of everything you already know about the gold rush.

2. Create a list of everything you would like to learn about the gold rush.

Unit 7F, Sub-Unit 2: Scavenger Hunt and Internet Research

LESSON 1 Scavenger Hunt 1

Welcome to the first Gold Rush Collection scavenger hunt. To find the answer to this scavenger hunt question, you'll have to search through **images** in The Gold Rush Collection.

Scavenger Hunt Question: Who is standing in front of Sutter's Mill?

1. Scan each of the following images to find the answer to the scavenger hunt question. Be sure to read any captions to find additional clues.
 - *Head of Auburn Ravine*, Unknown Artist (1852), page 208 of the Amplify ELA Grade 7 Anthology
 - *Gold Mining at Sutter's Mill, Coloma, California*, Unknown Artist and *James Marshall at Sutter's Mill, Coloma, CA in 1848*, Unknown Artist, page 212 of the Amplify ELA Grade 7 Anthology
 - *The Gold Seeker*, Kelloggs & Comstock (Publisher) (Between 1849 and 1852), page 218 of the Amplify ELA Grade 7 Anthology
2. Once you've found the answer to the question, review that image and answer the close reading questions that correspond to it in the Close Read.

LESSON 1 Close Read 1

NOTE: You only need to answer the close reading questions under the title of the image that provided you with the correct answer to the scavenger hunt question.

Scavenger Hunt Question: Who is standing in front of Sutter's Mill?

Head of Auburn Ravine

1. Describe the landscape of this mining settlement.

2. What do the people's expressions tell you about what it might have been like working at the mine?

LESSON 1 Close Read 1

Gold Mining at Sutter's Mill, Coloma, California and **James Marshall at Sutter's Mill, Coloma, CA in 1848**

1. What things do you learn from the painting (top picture) that you do not learn from the photograph (bottom picture)? And vice versa?

2. If you were a gold seeker on your way to Sutter's Mill, which image would you want to view before your trip and why?

The Gold Seeker

1. Describe two features of this piece that stand out to you and why.

Unit 7F, Sub-Unit 2: Scavenger Hunt and Internet Research

LESSON 1 Close Read 1

2. How many weapons does the gold seeker have? What does this suggest about what life was like during the gold rush?

LESSON 1 Scavenger Hunt 2

Now you'll complete a **text** scavenger hunt! To find the answer to this scavenger hunt question, you'll have to search through texts in The Gold Rush Collection.

Scavenger Hunt Question: Where are Ramón Gil Navarro's men when they get sick?

1. Scan each of the following texts to find the answer to the scavenger hunt question. You'll find the answer toward the beginning of one of these texts. If you don't see it quickly, you should move on to the next text.
 - "California Culinary Experiences" from *The Overland Monthly*, page 204 of the Amplify ELA Grade 7 Anthology
 - Preface and Chapter XI from *Sights in the Gold Region, and Scenes by the Way*, pages 227 and 228 of the Amplify ELA Grade 7 Anthology
 - Excerpts from July 22–August 10, 1849, *The Gold Rush Diary of Ramón Gil Navarro*, page 230 of the Amplify ELA Grade 7 Anthology
2. Once you've found the answer to the scavenger hunt question, read just that text and answer the close reading questions that correspond to it in the Close Read.

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LESSON 1 Close Read 2

NOTE: You only need to answer the close reading questions under the title of the text that contains the correct answer to the scavenger hunt question.

Scavenger Hunt Question: Where are Ramón Gil Navarro's men when they get sick?

“California Culinary Experiences” from *The Overland Monthly*

1. How do the men feel when they flip their first flapjack, and why?

2. To what does the author compare the crust of the bread made by miners?

3. Describe the pie making process and the characteristics men needed to be good at this job.

Preface and Chapter XI from *Sights in the Gold Region, and Scenes by the Way*

1. Why does Theodore T. Johnson want to travel to California?

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LESSON 1 Close Read 2

2. Theodore T. Johnson describes “gold fever” in this passage. What are some of these “feverish” scenes he encounters?

3. What are some of the activities Johnson describes people doing that would be illegal today? Do you think there was more illegal activity in California than in other states during the same time period? Why or why not?

Excerpts from July 22–August 10, 1849, *The Gold Rush Diary of Ramón Gil Navarro*

1. What does the author want to do with the gold he finds?

2. Describe how the miners interact when they reach the claim at Mokelumne Hill.

3. Describe some of the hardships the author experiences. Which one of these experiences most deeply affects him, and why?

Unit 7F, Sub-Unit 2: Scavenger Hunt and Internet Research

LESSON 1 Scavenger Hunt 3

Now you'll complete another **text** scavenger hunt!

Scavenger Hunt Question: What happened to the land that the California Indians lived on during the 1850s?

1. Scan each of the following texts to find the answer to the scavenger hunt question.
 - Song Excerpt: "Oh My Darling, Clementine," page 222 of the Amplify ELA Grade 7 Anthology
 - Chapter 3—"The Magic Equation" from *California: The Great Exception*, page 224 of the Amplify ELA Grade 7 Anthology
 - Chapter 8—"Good Haul of Diggers" from *Digger: The Tragic Fate of the California Indians from the Missions to the Gold Rush*, page 232 of the Amplify ELA Grade 7 Anthology
2. Once you've found the answer to the scavenger hunt question, read just that text and answer the close reading questions that correspond to it in the Close Read.

LESSON 1 Close Read 3

NOTE: You only need to answer the close reading questions under the title of the text that contains the correct answer to the scavenger hunt question.

Scavenger Hunt Question: What happened to the land that the California Indians lived on during the 1850s?

Song Excerpt: "Oh My Darling, Clementine"

1. What do we know about Clementine?

2. How does she die?

3. What does Clementine's death imply about the life of a miner?

LESSON 1 Close Read 3

Chapter 3—“The Magic Equation” from *California: The Great Exception*

- 1. Name and explain two pieces of the author's evidence for why the California gold rush was known as the “poor man's gold rush.”

- 2. Choose one piece of evidence that the author provides about the California gold rush that he doesn't explain clearly enough. Quote the part of his explanation that doesn't make sense to you or is less convincing than other parts and explain why.

- 3. Is the author's evidence stronger when he discusses the harm that gold did to California or when he discusses the value of gold to California? Explain your answer.

LESSON 1 Close Read 3

Chapter 8—“Good Haul of Diggers” from *Digger: The Tragic Fate of the California Indians from the Missions to the Gold Rush*

1. How did the forty-niners view the California Indians?

2. How did the public learn of the forty-niners’ attitude toward the California Indians? How would the public learn this news today?

3. Explain this statement: “This was the gold rush as it was known to California Indians, and it was just getting started.” (5)

LESSON 1 Share What You Learned

Examine the following pieces from The Gold Rush Collection. Then identify one interesting or important fact that you learned about the gold rush from each image or text.

- 1. **Gold Mining at Sutter’s Mill, Coloma, California**, Unknown Artist and **James Marshall at Sutter’s Mill, Coloma, CA in 1848**, Unknown Artist, page 212 of the Amplify ELA Grade 7 Anthology

- 2. **Excerpts from July 22–August 10, 1849, *The Gold Rush Diary of Ramón Gil Navarro*** (page 230)

- 3. **Chapter 8—“Good Haul of Diggers” from *Digger: The Tragic Fate of the California Indians from the Missions to the Gold Rush*** (page 232)

Share your observations with a friend, family member, or caregiver.

Unit 7F, Sub-Unit 2: Scavenger Hunt and Internet Research

LESSON 2 OVERVIEW

More questions and more surprising answers...

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-unit 2, Lesson 1 Solo.

LESSON 2 Scavenger Hunt 1

Now it's time to answer a new **text** scavenger hunt question about the gold rush.

Scavenger Hunt 1 Question: Who found gold-dust worth \$3.25?

1. Scan each of the following texts to find the answer to the scavenger hunt question. Remember that you'll find the answer toward the beginning of one of these texts. If you don't see it quickly, you should move on to the next text.
 - Chapter XXVII and Chapter XXVIII from *Roughing It*, pages 213–215 of the Amplify ELA Grade 7 Anthology
 - "Letter the Tenth: Amateur Mining—Hairbreadth 'Scapes, &c." from *The Shirley Letters from California Mines in 1851–1852*, page 209 of the Amplify ELA Grade 7 Anthology
 - "Pioneers! O Pioneers!" from *Leaves of Grass*, page 219 of the Amplify ELA Grade 7 Anthology
2. Once you've found the answer to the scavenger hunt question, read just that text and answer the close reading questions that correspond to it in the Close Read.

LESSON 2 Close Read 1

NOTE: You only need to answer the close reading questions under the title of the text that contains the correct answer to the scavenger hunt question.

Scavenger Hunt 1 Question: Who found gold-dust worth \$3.25?

Chapter XXVII and Chapter XXVIII from *Roughing It*

- 1. What were some of the difficulties faced on the road from Carson to Unionville?

- 2. What are some of the differences between Twain’s experience of travel and how we travel today? Were there any joys on his trip that you might not get traveling today?

- 3. When Twain says at the end, “I still go on underrating men of gold and glorifying men of mica” (37), what do you think he means?

“Letter the Tenth: Amateur Mining—Hairbreadth ‘Scapes, &c.” from *The Shirley Letters from California Mines in 1851–1852*

- 1. What word does Dame Shirley use to describe herself in the beginning instead of “miner”? Why do you think she chooses it?

LESSON 2 Close Read 1

2. How was Dame Shirley’s idea of gold mining different from her experience of gold mining?

3. How did experienced miners trick visiting women miners? Why do you think they did this?

“Pioneers! O Pioneers!” from *Leaves of Grass*

1. List some words and phrases that show violence in the poem. What do you think they say about being a pioneer?

2. When Whitman writes in line 7, “all the rest on us depend,” who are “all the rest,” and for what do they depend on the pioneers?

3. How do you know Whitman thinks remembering the past is important for future generations?

LESSON 2 Scavenger Hunt 2

Are you ready for another **image** scavenger hunt? Go!

Scavenger Hunt 2 Question: What direction are the people in this picture headed?

1. Scan each of the following images to find the answer to the scavenger hunt question. Remember to read any captions to find additional clues.
 - *The Last War-Whoop* by A. F. Tait (1856), page 221 of the Amplify ELA Grade 7 Anthology
 - *California Gold Diggers. Mining Operations on the Western Shore of the Sacramento River*, Kelloggs & Comstock (Publisher), page 223 of the Amplify ELA Grade 7 Anthology
 - *San Francisco Past and Present* by George Holbrook Baker, page 226 of the Amplify ELA Grade 7 Anthology
 - *Westward the Course of Empire Takes Its Way*, W.J. Morgan & Co. (Lithographer), page 229 of the Amplify ELA Grade 7 Anthology
2. Once you've found the answer to the question, review just that image and answer the close reading questions that correspond to it in the Close Read.

LESSON 2 Close Read 2

NOTE: You only need to answer the close reading questions under the title of the image that provided you with the correct answer to the scavenger hunt question.

Scavenger Hunt 2 Question: What direction are the people in this picture headed?

The Last War-Whoop

1. Describe this scene.

2. What questions do you have about this scene?

LESSON 2 Close Read 2

California Gold Diggers. Mining Operations on the Western Shore of the Sacramento River

- 1. Describe the different types of people you see depicted in this image.

- 2. The gold diggers in this image seem to be working together. If you were a gold digger, would you want to work with other people or prospect by yourself? What would be the advantages of each?

San Francisco Past and Present

- 1. Describe the differences between the San Francisco of the “past” and the San Francisco of the “present.”

- 2. Some might say that San Francisco is a city defined by its harbor (a place by the water for storing boats). Why would it be useful for a city to grow around a harbor?

LESSON 2 Analyzing the California Gold Rush

Think about the people who were in California before the gold rush, the people who moved west during the gold rush, the impact on the environment, and any conflicts that arose.

1. Based on what you have learned in this unit so far, what do you know about how the California gold rush affected different aspects of society?

Recall that in 1849 California was not yet a state. However, people realized that they needed to form a government that could deal with all of the issues that arose. A group of leaders produced a constitution for the future state of California.

Excerpt from the Constitution of the State of California 1849 Article IV

Legislative Department

Sec. 31. Corporations may be formed under general laws, but shall not be created by special act, except for municipal purposes. All general laws and special acts passed pursuant to this section may be altered from time to time, or repealed.

Sec. 32. Dues from corporations shall be secured by such individual liability of the corporators, and other means, as may be prescribed by law.

Sec. 33. The term corporations as used in this article shall be construed to include all associations and joint-stock companies, having any of the powers or privileges of corporations not possessed by individuals or partnerships. And all corporations shall have the right to sue, and shall be subject to be sued, in all courts, in like cases as natural persons.

Sec. 34. The Legislature shall have no power to pass any act granting any charter for banking purposes; but associations may be formed, under general laws, for the deposit of gold and silver, but no such association shall make, issue, or put in circulation, any bill, check, ticket, certificate, promissory note, or other paper, or the paper of any bank, to circulate as money.

Sec.35. The Legislature of this State shall prohibit, by law, any person or persons, association, company, or corporation, from exercising the privileges of banking, or creating paper to circulate as money.

Sec. 36. Each stockholder of a corporation, or joint-stock association, shall be individually and personally liable for his proportion of all its debts and liabilities.

LESSON 2 Analyzing the California Gold Rush

2. The excerpt on the previous page shows that the document is broken up into sections. What are some of the words and ideas that all or most of the sections seem to have in common?

3. What do the authors seem to want the new government to do?

4. Why might people mining for gold be focused on the sorts of things that you discovered in questions 2 and 3?

Unit 7F, Sub-Unit 2: Scavenger Hunt and Internet Research

LESSON 2 Share What You Learned

Examine the following text and image from The Gold Rush Collection. Then identify one interesting or important fact you learned about the Gold Rush from each piece.

1. **“Letter the Tenth: Amateur Mining—Hairbreadth ’Scapes, &c.”** from *The Shirley Letters from California Mines in 1851–1852*, page 209 of the Amplify ELA Grade 7 Anthology

2. ***Westward the Course of Empire Takes Its Way***, W.J. Morgan & Co. (Lithographer), page 229 of the Amplify ELA Grade 7 Anthology

Share your observations with a friend, family member, or caregiver.

LESSON 2 Author's Point of View

Read **Chapter XXVII and Chapter XXVIII from *Roughing It*** on pages 213–215 of the Amplify ELA Grade 7 Anthology.

- 1. What is the author's point of view in this passage?

- 2. How does the author distinguish his point of view? List some specific words or phrases that show his point of view.

Unit 7F, Sub-Unit 2: Scavenger Hunt and Internet Research

LESSON 3 OVERVIEW

This lesson has more information about the gold rush, but it requires Internet access. You're going to jump ahead to Lesson 4 or Sub-unit 3!

LESSON 4 OVERVIEW

Today is a Flex Day. Your teacher decides what happens today based on your work to date. The way in which your teacher helps you today depends on what they have seen in your work.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Complete the Sub-unit 2, Lesson 3 Solo.

LESSON 4 Flex Day

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.

Unit 7F, Sub-Unit 3

Dear Diary and Collection Research



Get ready to become a person living during the California gold rush era.
Who will you be? Will you survive?



Unit 7F, Sub-Unit 3: Dear Diary and Collection Research

LESSON 1 OVERVIEW

People came from all over the world and from every walk of life to search for gold. Will you write from the point of view of a Native American? A Chinese immigrant? Perhaps a woman from the East Coast?

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-unit 2, Lesson 4 Solo.

LESSON 1 People of the Gold Rush

Today you'll take the first step toward developing a character who might have lived during the gold rush era. The character you create does not have to be a miner; they can be a saloon keeper, a cook, the wife of a miner, or any other role you can think of that fits the time period.

You'll begin by conducting research about a specific group of people who lived during the gold rush era. If your teacher has assigned a group of people to you, research that group. If your teacher has not assigned a group to you, choose one from the following list:

- American women or men
- Native Americans, male or female
- Hispanic immigrants, male or female
- Chinese immigrants, male or female
- European immigrants, male or female

Write the name of your group:

Unit 7F, Sub-Unit 3: Dear Diary and Collection Research

LESSON 1 Working with The Gold Rush Collection

Look through a selection of texts and images from The Gold Rush Collection for information about your group of people. Start with these sources:

- “Letter the Tenth: Amateur Mining—Hairbreadth ‘Scapes, &c.” from *The Shirley Letters from California Mines in 1851–1852*, page 209 of the Amplify ELA Grade 7 Anthology
- Excerpts from July 22–August 10, 1849, *The Gold Rush Diary of Ramón Gil Navarro* (page 230)
- Chapter 8—“Good Haul of Diggers” from *Digger: The Tragic Fate of the California Indians from the Missions to the Gold Rush* (page 232)

As you find good sources, fill in the chart on the following page with useful information for the journal entries that you’ll write during the next lesson.

1. Write the name of your group at the top of the chart. (example: Native American women)
2. If you can find a person in that group when you research, write his or her name. Otherwise, make one up!
3. Fill in the chart with your research.
4. Remember to use only reliable sources and copy your source information onto the chart.
5. Include maps, artifacts, and images—anything that you might want to use in your journal entries.

LESSON 1 Working with The Gold Rush Collection

I am a _____

My name is _____

Source information	How I arrived in California—with the pros and cons of this type of travel	Where I lived and what my accommodations were like	What it was like to live through the gold rush experience, and what my fate was (rich or poor?)

Unit 7F, Sub-Unit 3: Dear Diary and Collection Research

LESSON 2 OVERVIEW

People came from all over the world and from every walk of life to search for gold. Will you write from the point of view of a Native American? A Chinese immigrant? Perhaps a woman from the East Coast?

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-unit 3, Lesson 1 Solo.

LESSON 2 Close Read

You'll use your research from the last lesson to write journal entries about the gold rush from your character's point of view. You will write at least five entries, with five different dates. Navarro wrote his entries over the course of just a few weeks. You have the option of using a longer time span between your entries to provide a broader sense of life during this era, if you choose. Or, you can follow the example of Navarro and use a short time span. Take a few minutes now to reread Navarro's diary to see how he showed the reader what life was like for a miner.

Reread **Excerpts from July 22–August 10, 1849, *The Gold Rush Diary of Ramón Gil Navarro***.

1. What do you notice about this writing style, including how it is organized?

LESSON 2 Close Read

2. How does the organization help you understand the writing?

3. What phrases or sentences help you to understand what Navarro's experience might have been like for him?

Unit 7F, Sub-Unit 3: Dear Diary and Collection Research

LESSON 3 OVERVIEW

There's more to learn, dig into The Gold Rush Collection and see for yourself.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-unit 3, Lesson 2 Solo.

LESSON 3 Working with the Text

In your Scavenger Hunt lessons, you looked at many images and read several texts from The Gold Rush Collection. Now you'll choose one additional text that you're interested in reading.

Review the following list of texts from The Gold Rush Collection. Choose ONE that you have not yet worked with.

- "California Culinary Experiences" from *The Overland Monthly*, page 204 of the Amplify ELA Grade 7 Anthology
- Preface and Chapter XI from *Sights in the Gold Region, and Scenes by the Way* by Theodore T. Johnson (pages 227 and 228)
- Song Excerpt: "Oh My Darling, Clementine" by Percy Montrose (page 222)
- Chapter 3—"The Magic Equation" from *California: The Great Exception* by Carey McWilliams (page 224)
- Chapter XXVII and Chapter XXVIII from *Roughing It* (pages 213–215)
- "Pioneers! O Pioneers!" from *Leaves of Grass* (page 219)

Circle the title of the text that you have chosen to read.

LESSON 3 Close Read 1

Read the text you selected, then answer the accompanying close reading questions.

NOTE: You only need to answer the close reading questions for one text.

“California Culinary Experiences” from *The Overland Monthly*

1. How do the men feel when they flip their first flapjack, and why?

2. To what does the author compare the bread made by miners?

3. Describe the pie making process and the characteristics men needed to be good at this job.

LESSON 3 Close Read 1

Preface and Chapter XI from *Sights in the Gold Region, and Scenes by the Way*

1. Why does Theodore T. Johnson want to travel to California?

2. Theodore T. Johnson describes “gold fever” in this passage. What are some of these “feverish” scenes he encounters?

3. What are some of the activities Johnson describes people doing that would be illegal today? Do you think there was more illegal activity in California than in other states during the same time period? Why or why not?

LESSON 3 Close Read 1

Song Excerpt: “Oh My Darling, Clementine”

1. What do we know about Clementine?

2. How does she die?

3. What does Clementine’s death imply about the life of a miner?

Chapter 3—“The Magic Equation” from *California: The Great Exception*

1. How was the California gold rush different from other gold rushes?

LESSON 3 Close Read 1

2. What specifically made it possible for everyone to be a gold miner in California?

3. What are some of the ways that the gold rush could have harmed California?

Chapter XXVII and Chapter XXVIII from *Roughing It*

1. What were some of the difficulties faced on the road from Carson to Unionville?

2. What are some of the differences between Twain's experience of travel and ours today? Were there any joys on his trip that you might not get traveling today?

LESSON 3 Close Read 1

- 3. When Twain says at the end, "I still go on underrating men of gold and glorifying men of mica," (37) what do you think he means?

"Pioneers! O Pioneers!" from *Leaves of Grass*

- 1. List some examples of violence in the poem. What do you think they indicate about being a pioneer?

- 2. Why do you think Whitman describes the work of the pioneer as "needed"?

- 3. How do you know Whitman thinks remembering the past is important for future generations?

Unit 7F, Sub-Unit 3: Dear Diary and Collection Research

LESSON 3 Work Visually

For this activity, you'll choose one additional image from The Gold Rush Collection to examine. Review the following list of images. Choose ONE that you have not yet worked with.

- *Head of Auburn Ravine*, Unknown Artist page 208 of the Amplify ELA Grade 7 Anthology
- *The Gold Seeker*, Kelloggs & Comstock (Publisher) (page 218)
- *The Last War-Whoop* by A. F. Tait (page 221)
- *California Gold Diggers. Mining Operations on the Western Shore of the Sacramento River*, Kelloggs & Comstock (Publisher) (page 223)
- *San Francisco Past and Present* by George Holbrook Baker (page 226)

Circle the title of the image that you have chosen to examine.

LESSON 3 Close Read 2

Examine the image you selected, then answer the accompanying close reading questions.

NOTE: You only need to answer the close reading questions for one image.

Head of Auburn Ravine

1. Describe the landscape of this mining settlement.

LESSON 3 Close Read 2

2. What do the people’s expressions tell you about what it might have been like working at the mine?

The Gold Seeker

1. Describe two features of this piece that stand out to you and why.

2. How many weapons does the gold seeker have? What does this suggest about what life was like during the gold rush?

LESSON 3 Close Read 2

The Last War-Whoop

1. Describe this scene.

2. What questions do you have about this scene?

California Gold Diggers. Mining Operations on the Western Shore of the Sacramento River

1. Describe the different types of people you see depicted in this image.

LESSON 3 Close Read 2

- 2. The gold diggers in this image seem to be working together. If you were a gold digger, would you want to work with other people or prospect by yourself? What would be the advantages of each?

San Francisco Past and Present

- 1. Describe the differences between the San Francisco of the “past” and the San Francisco of the “present.”

- 2. Some might say that San Francisco is a city defined by its harbor (a place by the water for storing boats). Why would it be useful for a city to grow around a harbor?

Unit 7F, Sub-Unit 3: Dear Diary and Collection Research

LESSON 4 OVERVIEW

Today is a Flex Day. Your teacher decides what happens today based on your work to date. The way in which your teacher helps you today depends on what they have seen in your work.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Complete the Sub-unit 3, Lesson 3 Solo.

LESSON 4 Flex Day

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.

Unit 7F, Sub-Unit 4

Socratic Seminar and Internet Research



Socrates was a famous Greek philosopher. He was a deep thinker who believed in the power of asking questions and thoughtful discussion. In these lessons, you'll be the one asking the questions and discussing the answers.



Unit 7F, Sub-Unit 4: Socratic Seminar and Internet Research

LESSON 1 OVERVIEW

Do you think texting during the seminar is acceptable? You and your classmates make the rules.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Complete the Sub-unit 3, Lesson 4 Solo.

LESSON 1 The Socratic Seminar

Today you're going to learn about a type of discussion called a **Socratic seminar**. A Socratic seminar is a formal discussion based on a text in which students ask and answer a series of open-ended questions designed to promote critical thinking, questioning, and conversation.

This type of discussion is not a debate. It depends on a spirit of cooperation and responses that grow from the thoughts of others.

LESSON 1 Establishing Seminar Protocol

Before beginning a Socratic seminar, it is important to establish a set of rules for proper behavior during a discussion.

1. Which rule will help during a discussion? Circle your answer.
 - a. Send a text message to at least two friends during the seminar.
 - b. Feel free to call out answers at any time.
 - c. Listen carefully to the student speaking.
 - d. Find a point to argue against.

Now it's your turn to come up with two more rules for a successful discussion. Use these questions to guide your thinking:

- How will people take turns talking?
- What do you do if you have a question or answer to share?
- How can we show that we're listening to one another?
- What do we do if someone is talking too much? What if someone isn't talking?
- How do we agree, disagree, or build on what someone else says?

Unit 7F, Sub-Unit 4: Socratic Seminar and Internet Research

LESSON 1 Establishing Seminar Protocol

2. What are your two rules for a Socratic seminar?

LESSON 1 Seminar Questions

During Socratic seminars, participants are expected to ask and answer thoughtful questions. There are different types of questions a person could ask during a discussion.

A closed-ended question is a question that may be answered with a very limited (or “closed”) response, such as “yes” or “no.” An open-ended question is a question that requires more thought and an explanation.

- Which type of question is better for having a discussion?
 - A closed-ended question
 - An open-ended question
- Indicate whether each question on the chart below is either closed-ended or open-ended by marking the correct column.

Questions	Closed-ended	Open-ended
Did you like the movie?		
What did you like about the movie?		
What were the best scenes in the movie?		
Why do you think they were the best?		
Who was the main character of the movie?		
What was likable about the main character?		

Unit 7F, Sub-Unit 4: Socratic Seminar and Internet Research

LESSON 1 Seminar Questions

3. Write an open-ended question about a song or movie you like.

Check that your question is open-ended by asking a friend, family member, or caregiver to answer it.

LESSON 1 Working with the Text

Now you will write two or three **open-ended** questions about a text from The Gold Rush Collection to ask during a discussion with a classmate over the phone for the next lesson. If your teacher has assigned a text to you, use that one. Otherwise choose which text you would like to use for this activity.

1. Title of The Gold Rush Collection text that you will use: _____

Review your text and then write two or three open-ended questions about the text that you will ask. Make your questions thought-provoking, so that the other participant will have a lot to think about and discuss.

2. My questions are:

Unit 7F, Sub-Unit 4: Socratic Seminar and Internet Research

LESSON 2 OVERVIEW

How were women treated during the gold rush era? What lasting effects did the gold rush have on California? What open-ended questions would you like to ask?

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Review the Rules for Sharing and Response Starters.
3. Complete the Sub-unit 4, Lesson 1 Solo.

LESSON 2 The Socratic Seminar

Refer to the rules that you came up with for the Establishing Seminar Protocol activity during the previous lesson.

If your teacher was able to arrange for you to have a discussion with a classmate, share your rules and listen to the rules that your classmate thought of. (If you are not able to connect with a classmate, share your rules with a friend, family member, or caregiver and ask them to think of one or two more rules for a successful discussion.)

1. Write down any rules you heard from your classmate (or friend, family member, or caregiver) that are different from the rules you came up with earlier.

Now refer to the open-ended questions that you came up with for the Working with the Text activity during the previous lesson.

Take turns with your classmate asking your questions and answering theirs. If you are having your discussion with a friend, family member, or caregiver (or if the discussion with your classmate slows down), take turns asking and answering these other questions:

- How did the gold rush influence California today?
- Was the gold rush good for California?
- How might California be different if the gold rush hadn't happened?

Unit 7F, Sub-Unit 4: Socratic Seminar and Internet Research

LESSON 2 The Socratic Seminar

Use the following chart to record any thoughts, ideas, and additional questions you have about the discussion topics.

Question topic	My thoughts, ideas, and additional questions

LESSON 2 Reflecting on the Seminar

Now that you've completed your discussion, take a few moments to review the notes in your chart.

1. Choose one topic or idea that you would like to learn more about and list it here:

Research questions should be open-ended. They often, but not always, begin with "how" or "why." They should also be arguable or open to debate.

An example of a good research question is:

- Why were Native Americans killed during the gold rush?

An example of a poor research question is:

- What Native American tribes lived in California during the gold rush?

2. Write one new question about the topic or idea you identified in your response to question 1 that you would like to answer:

Now that you've come up with an intriguing research question, consider how you might be able to answer it. You will not conduct the research during this unit, but you may find it rewarding to answer your question on your own.

Unit 7F, Sub-Unit 4: Socratic Seminar and Internet Research

LESSON 3 OVERVIEW

This lesson requires Internet access. Jump ahead to Lesson 4 or Sub-unit 5!

LESSON 4 OVERVIEW

Today is a Flex Day. Your teacher decides what happens today based on your work to date. The way in which your teacher helps you today depends on what they have seen in your work.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Complete the Sub-unit 4, Lesson 3 Solo.

LESSON 4 Flex Day

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.

Unit 7F, Sub-Unit 5

Write an Essay



The pieces of writing you do over the next few classes will build on each other to create an essay that is longer and more polished than the short writing you normally do in these Amplify lessons. Putting these pieces together into a finished product will take all of the skill and thought you usually bring to your writing, plus extra attention to careful organization.



ESSAY LESSONS: OVERVIEW

Calendar of Essay Lessons

What you'll be doing to write your essay:

<p>Lesson 1</p>	<p>Step 1: Choose an essay prompt: Choose from two research essay topics.</p> <p>Step 2: Gather evidence: Collect evidence from The Gold Rush Collection that will be useful in your essay.</p>
<p>Lesson 2</p>	<p>Step 3: Make a claim: Write a claim statement in response to the essay prompt you chose.</p> <p>Step 4: Write the first body paragraph: Write the first body paragraph, explaining pieces of evidence that support your claim.</p>
<p>Lesson 3</p>	<p>Step 5: Write the remaining body paragraphs: Finish writing the body paragraphs. Describe and explain more evidence for your claim.</p> <p>Step 6: Write an introduction: Review the Elements of an Introduction, then write your introductory paragraph.</p>
<p>Lesson 4</p>	<p>Step 7: Revise your body paragraphs: Add more evidence or more explanation to the evidence in your body paragraphs.</p> <p>Step 8: Write a conclusion: Review the Elements of a Conclusion, then write your conclusion.</p>
<p>Lesson 5</p>	<p>Step 9: Edit your essay: Edit your essay using the Editing Process.</p> <p>Step 10: Write the final copy: Rewrite your essay to create a final copy.</p>
<p>Lesson 6</p>	<p>Step 11: Create citations: Make sure you've properly cited the quotes and information in your essay.</p> <p>Step 12: Create a works cited list: Make a list of the works you cited in your essay.</p>

ESSAY LESSONS: OVERVIEW

Essay Prompts

Research Option 1: Argumentative Essay

Was the gold rush good for the state of California?

Like all things, it depends on how you look at it. Who benefitted from the gold rush (remember to consider different populations such as Native Americans and immigrants)? How and why? How did the gold rush affect California in the short term? How did it shape the California we know today? Conduct research and write an argumentative essay that persuades the reader of your point of view.

Research Option 2: Informative Essay

Who was John Sutter? Who was Elsa Jane Guerin?

Choose one of these two famous figures from the gold rush era and start digging. Where did this person come from? Did he or she strike it rich? Has his or her legacy had a lasting impact on the state of California? Conduct research and write an informative essay on one of these fascinating characters from the Old West.

Unit 7F, Sub-Unit 5: Write an Essay

LESSON 1 OVERVIEW

Explore the texts and images in The Gold Rush Collection for information about your topic. Double check your sources as you go.

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson

LESSON 1 Review Essay Prompt and Calendar

Step 1: Choose an essay prompt

You will now be working on a research paper based on topics from The Gold Rush Collection. Your essay will...

- be either argumentative or informative.
- consist of 5 paragraphs: an introduction, 3 body paragraphs, and a conclusion.
- be written about a topic you select from the 2 options.
- include a Works Cited page that lists the resources you cited in your research.

Your final essay will include these elements:

Elements of Your Response to Text Essay

An introduction to the essay and claim. It includes:

- A lead
- Relevant background or context of the topic and the texts
- A statement of the claim

Body paragraphs to develop the reasoning and evidence. Each includes:

- Specific textual evidence that supports the claim
- Description of the key parts of your evidence
- Clear explanation of how this evidence supports the claim
- In-text citations

A conclusion that wraps up the ideas about the claim/argument. It includes:

- A restatement of the claim
- A final thought

A Works Cited page

- Source information for Collection texts

Unit 7F, Sub-Unit 5: Write an Essay

LESSON 1 Review Essay Prompt and Calendar

Both informative and argumentative essays require a claim to be made in the first paragraph, so once you have chosen your research question, you should not change your topic—or you will have to do a lot of rewriting.

1. Take a few minutes to review the two research options in the Essay Lessons Overview. Which one would you like to explore further? Circle your choice.
 - Research Option 1: Argumentative Essay: Was the gold rush good for the state of California?
 - Research Option 2: Informative Essay: Who was John Sutter? Who was Elsa Jane Guerin?

LESSON 1 Gathering Evidence

Step 2: Gather evidence

Review The Gold Rush Collection in the Amplify ELA Grade 7 Anthology to see which resources will be useful in completing your essay. Choose valid and relevant sources, and use the skills you learned in the Information Literacy lessons when assessing sources.

1. Complete the chart below, filling in source information (author, title, publisher, date, place of publication, and line number for texts; or artist, title, and date of creation for images) in the left column and relevant information for your essay in the right column.

Collection Source	Information for My Topic

Unit 7F, Sub-Unit 5: Write an Essay

LESSON 1 Gathering Evidence

Collection Source	Information for My Topic

LESSON 1 Wrap-Up

Answer the following questions to determine whether you are ready to start your research paper.

1. Have I found two or three valid sources that provide useful information about my topic?
 - a. Yes
 - b. No

2. Is the information I've gathered focused on my topic?
 - a. Yes
 - b. No

3. Do I have enough information to write an introduction, three body paragraphs, and a conclusion?
 - a. Yes
 - b. No

4. Are there any gaps in my research?
 - a. Yes
 - b. No

LESSON 2 OVERVIEW

Stake a claim and back it up with evidence. But be sure to frame your quotes properly...beware of plagiarism!

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
 - Any writing you've completed for your essay in previous lessons and Solos

LESSON 2 Claim Statement

Step 3: Make a claim

You're going to use the evidence from your research to write the body paragraphs for your essay. But first, you need to decide on the claim you will make for your essay.

A claim is a statement, written as a complete sentence, that makes a clear point that can be supported by evidence. To write your claim statement, think about your research for your chosen topic, then state your main point about what the evidence in your research showed you.

What idea are you trying to explain in your research essay? Write a claim statement that answers the question for the research option you chose. Your claim statement should be written as a complete sentence and make a clear point that can be supported by the evidence you have gathered.

When you write your body paragraphs, you should only focus on one general idea, or claim, for each paragraph. You'll also need to describe and explain how the textual evidence you chose in Lesson 1 supports your claim, and write a transition sentence at the start of each new body paragraph to show how it relates to the one before it.

LESSON 2 Body Paragraph 1

Step 4: Write the first body paragraph

Eventually you will write three body paragraphs. Today you'll focus on the first one. Remember that you should focus on describing one or two key pieces of evidence in each body paragraph and explain how the evidence supports your claim.

Write the first body paragraph for your essay, using one or two pieces of textual evidence to support your claim or explain your topic. Label it "Body Paragraph #1."

Remember to describe and explain your evidence and to show how it supports your claim.

Any time you reference a text directly, mark the spot with the author's last name, for example: (Smith). In a later lesson, you will come back to these spots to add proper in-text citations.

LESSON 3 OVERVIEW

Today you'll finish writing your body paragraphs and craft an introduction.

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
 - Any writing you've completed for your essay in previous lessons and Solos

LESSON 3 Body Paragraphs 2 and 3

Step 5: Write the remaining body paragraphs

In the last lesson, you worked on developing the first body paragraph of your essay by describing and explaining evidence to support your claim. Now you will finish writing your body paragraphs.

In each of your body paragraphs, you'll use one or two pieces of textual evidence to support your claim or explain your topic. You should also remember to describe the key parts of your evidence and explain how the evidence supports your claim or what it shows about your topic.

When you've completed your three body paragraphs, make sure that you write transition sentences to establish a connection between the first and second and the second and third body paragraphs.

Reread your writing from the last lesson, then write your second and third body paragraphs below. Label them "Body Paragraph #2" and "Body Paragraph #3."

LESSON 3 Write an Introduction

Step 6: Write an introduction

Above your body paragraphs, you will need a paragraph to introduce your essay. These are the elements that you will include in the introduction you write today:

ELEMENTS OF AN INTRODUCTION

- An engaging lead to grasp the reader’s attention and give the reader a sense of what your essay is about
- Key background or context to help the reader understand the topic of your essay
- Your claim/argument

Now that you know the basic elements of an introduction, it’s time to write your own.

1. Write two or three leads for your introductory paragraph. Leave a space in between each lead so that you can see each one clearly. Your lead can...
 - ask a question.
 - quote the text.
 - help the reader relate to the topic of the essay.
 - include an interesting detail from the text.

The point is to experiment and have fun writing an engaging opening line for your essay. You’re going to write more than one lead so that you can choose which one you like the best.

LESSON 3 Write an Introduction

2. Write your introductory paragraph below, beginning with your favorite lead. Label this paragraph "Introduction." Make sure you include all of these elements:
 - A lead
 - One or two sentences explaining the key background information or context to your reader
 - Your claim statement

Your introductory paragraph should end with your claim statement. (You may decide to revise your claim statement to fit the introduction.)

3. Read the complete introduction silently to yourself and make any changes needed so that the sentences flow well together.

Unit 7F, Sub-Unit 5: Write an Essay

LESSON 4 OVERVIEW

A strong conclusion ties your essay together and leaves the reader with something to think about.

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
 - Any writing you've completed for your essay in previous lessons and Solos

LESSON 4 Revise Body Paragraphs

Step 7: Revise your body paragraphs

Today you are going to spend some time revising your body paragraphs. You will work on adding more explanation to your evidence, or adding new evidence to help support your claim.

1. Underline two places in each of your body paragraphs to revise. One could be a place where you can add more evidence to support the claim in your essay, and another could be a place where you can develop your evidence further in order to support your claim.
2. For each place you have identified as needing revision, write 3–5 sentences that present additional evidence or describe your evidence further. Reread your body paragraphs with the new sentences and then revise so the sentences connect clearly with one another.
3. When you are done, compare what you wrote before and after your revision. Which version do you think supports your claim most effectively? Circle your choice.
 - I prefer my original version without revisions.
 - I prefer the revised version.
 - I would like to keep some parts of the revised version, but not all.

LESSON 4 Write a Conclusion

Step 8: Write a conclusion

You've worked hard on the introduction and body paragraphs of your essay. Now it's time to write the last piece of your essay—the conclusion.

LESSON 4 Write a Conclusion

Keep these elements in mind as you write the conclusion to your essay:

ELEMENTS OF A CONCLUSION

- A restatement of the claim
- A final thought for the reader to take away

When you restate your claim, go beyond simply repeating what you’ve already said. Use new and interesting language and add details to give your reader a more complete understanding of your point.

Final thoughts can be questions or statements. A good final thought is a new idea that flows logically from your essay. It should give the essay an ending that leaves the reader with something more to think about.

Now that you know the elements of a conclusion, it’s time to write one of your own.

Experiment with more than one final thought and then choose the one you like best.

Reread the introduction and body paragraphs of your essay, then write a conclusion to your essay. Label it “Conclusion.”

Unit 7F, Sub-Unit 5: Write an Essay

LESSON 5 OVERVIEW

Edit your essay!

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
 - Any writing you've completed for your essay in previous lessons and Solos

LESSON 5 Edit Your Essay

Step 9: Edit your essay

You have worked on all the elements of your essay. Today you can complete whatever parts of your essay still need some work. Focus on revising your introduction, body paragraphs, or conclusion to make your essay stronger.

Make any necessary changes to your essay, following the Editing Process guidelines on the following page.

LESSON 5 Edit Your Essay

Editing Process

1. Read each part of your essay aloud to yourself, quietly and slowly.
2. Arrange what you have written in the appropriate order. Make sure to incorporate your revisions into your body paragraphs or delete them if you don't want to use them. This list shows you how the pieces you have written will go together:
 - Introduction
 - Body paragraphs with revisions and in the order you prefer
 - Conclusion
3. Reread your essay to correct any errors in spelling, punctuation, and grammar. Follow these basic rules:
 - The first letter of every sentence is capitalized.
 - Every sentence ends with a period, a question mark, or an exclamation point.
 - There are no obvious spelling errors.
 - The word "I" is capitalized.
4. Refer to the following guidelines to make sure you have written your direct quotes correctly:
 - Make sure you have an introduction to your quote (e.g., According to the text,).
 - Use double quotation marks to show where the quote begins and ends.
 - Use single quotation marks around any dialogue within the direct quote.
 - Only include the end punctuation of your quote if it is a question mark or exclamation point.
 - At the end of the sentence, cite the source you are using in parentheses with the author's last name or source title, followed by the paragraph or page number (if available). For example: (Smith 10) or (ABC News)
 - Add the period after the parentheses (Smith 10).

LESSON 5 Write Final Draft

Step 10: Write the final copy

On the following pages, rewrite your draft to create a final copy. Label it “Final Draft.” Make sure your essay is in the right order and that you’ve incorporated any edits you made to the rough draft.

When you’ve finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

LESSON 5 Write Final Draft

Unit 7F, Sub-Unit 5: Write an Essay

LESSON 6 OVERVIEW

You used evidence from the text to back up your claim—now you'll make sure you credit your sources!

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
 - Any writing you've completed for your essay in previous lessons and Solos

LESSON 6 In-Text Citations

Step 11: Create citations

Now you're going to edit the citations in your essay, following the Guidelines for In-Text Citations.

1. Reread your essay and check that your citations are complete and correct. (See Guidelines for In-Text Citations below.)
2. Make sure you have an opening frame, that you quoted the text, and that you have cited the text used.

GUIDELINES FOR IN-TEXT CITATIONS

An in-text citation has three parts:

1. Introduction to the quote (for example, *According to the text...* or *Studies have found that...*)
2. The borrowed words (the quote) in quotation marks
3. The citation in parentheses: the author's last name or the source title, followed by the page or paragraph number

How to write a direct quote:

- Make sure you have an introduction to your quote.
- Use double quotation marks to show where the quote begins and ends.
- Use single quotation marks around any dialogue within the direct quote.
- Only include the end punctuation of your quote if it is a question mark or exclamation point.
- At the end of the direct quote, cite the source you are using in parentheses with the author's last name or source title, followed by the paragraph or page number, for example: (Smith 10) or (ABC News).
- Add the period after the parentheses: (Smith 10).

LESSON 6 In-Text Citations

Examples of properly formatted in-text citations:

A source with an author and a page or a paragraph number: As the author explains, “He was born on December 8, 1886, in the beautiful old silver town of Guanajuato, capital of the Mexican state of the same name” (Hamill 11). According to the 2007 *Chicago Tribune* article, “This sort of commercialization has outraged many intellectuals and Kahlo devotees” (Avila 3).

A quotation that ends in a question mark or exclamation point: Early in their relationship, Diego wondered “Why didn’t she trust my judgment? Hadn’t she come herself to ask for it?” (Rivera 7).

A source that has an author but no page or paragraph number: According to the text, “Named for the valley in which it was situated, called Cullumah, meaning ‘beautiful’ to the native Nisenan Indians, the new ‘town’ was called Coloma” (Weiser).

A source with no author, but there is a title: According to this article, “A visit to the Museo Frida Kahlo is like taking a step back in time” (“A Tribute to Frida Kahlo: Biography”).

If your sentence already includes the title of the text and the author’s name, provide just the name of the website in the citation: In “Art lovers fret as kin cashes in on Frida Kahlo name,” Oscar Avila writes that “This sort of commercialization has outraged many intellectuals and Kahlo devotees” (chicagotribune.com).

A quotation that contains dialogue (or any quoted text): After seeing the response to his candy drops, “Halvorsen called the airlift the ‘healing balm on the wounds of war’” (abcnews.com).

LESSON 6 Works Cited List

Step 12: Create a works cited list

Refer to the guidelines below as you create a works cited list for your essay.

NOTE: These guidelines reference Internet sources and digital word processing functions such as double spacing. You can disregard those references for your written Works Cited page.

GUIDELINES FOR A WORKS CITED PAGE

1. Title the page “Works Cited.” Center this title.
2. Double space all citations.
3. Indent the second line of each citation one-half inch.
4. Capitalize the first word and the last word in a title, as well as any nouns, verbs, adjectives, and adverbs.
5. Put your citations in alphabetical order by author’s last name.
6. Do your best to follow the punctuation and formatting styles in the examples below.

Examples of Citations:

Citing a Book

Author’s last name, first name. *Title of book*. City of publication: Publisher’s name, year. Format.

Herrera, Hayden. *Frida: A Biography of Frida Kahlo*. New York: Harper Perennial, 2002. Print.

If only the name of the editor is available, start with the editor’s name and put “ed.” Or “eds.” after the name as follows: *Lapham’s Quarterly*, eds. *Titanic Collection*. 2014. Web.

Citing a Newspaper or Magazine Article

Author’s last name, first name. “Title of Article.” *Name of Newspaper/Magazine*. Day Mo. Year, Edition: Pages. Format.

Kennedy, Randy. “‘Frida Kahlo’s Garden’ to Sprout in New York City.” *The New York Times*. 17 June 2014, late ed.: C.3. Print.

Citing an Article From a Website

Author’s last name, first name. “Title of Article.” *Name of site*. Name of sponsor or publisher. Posting date. Format. Date you viewed the article.

Zimmermann, Kim Ann. “Mexican Culture: Customs & Traditions.” *livescience.com*. Purch, 10 Feb. 2015. Web. 18 Feb. 2015.

If there is no date available include “n.d.” as follows:

Weiser, Kathy. “California Legends: Coloma - Gold Town to Ghost Town,” *legendsofamerica.com*. n.d. Web. 18 Feb. 2015.

Citing an Image From a Website

Artist’s last name, first name. Title of Work. Date of creation. Name of website.

Kahlo, Frida. *Still Life with Parrot and Fruit*. 1951. *fridakahlofans.com*.

