



Name _____

Date: _____

Course: US History/Ms. Brown

Homeroom:

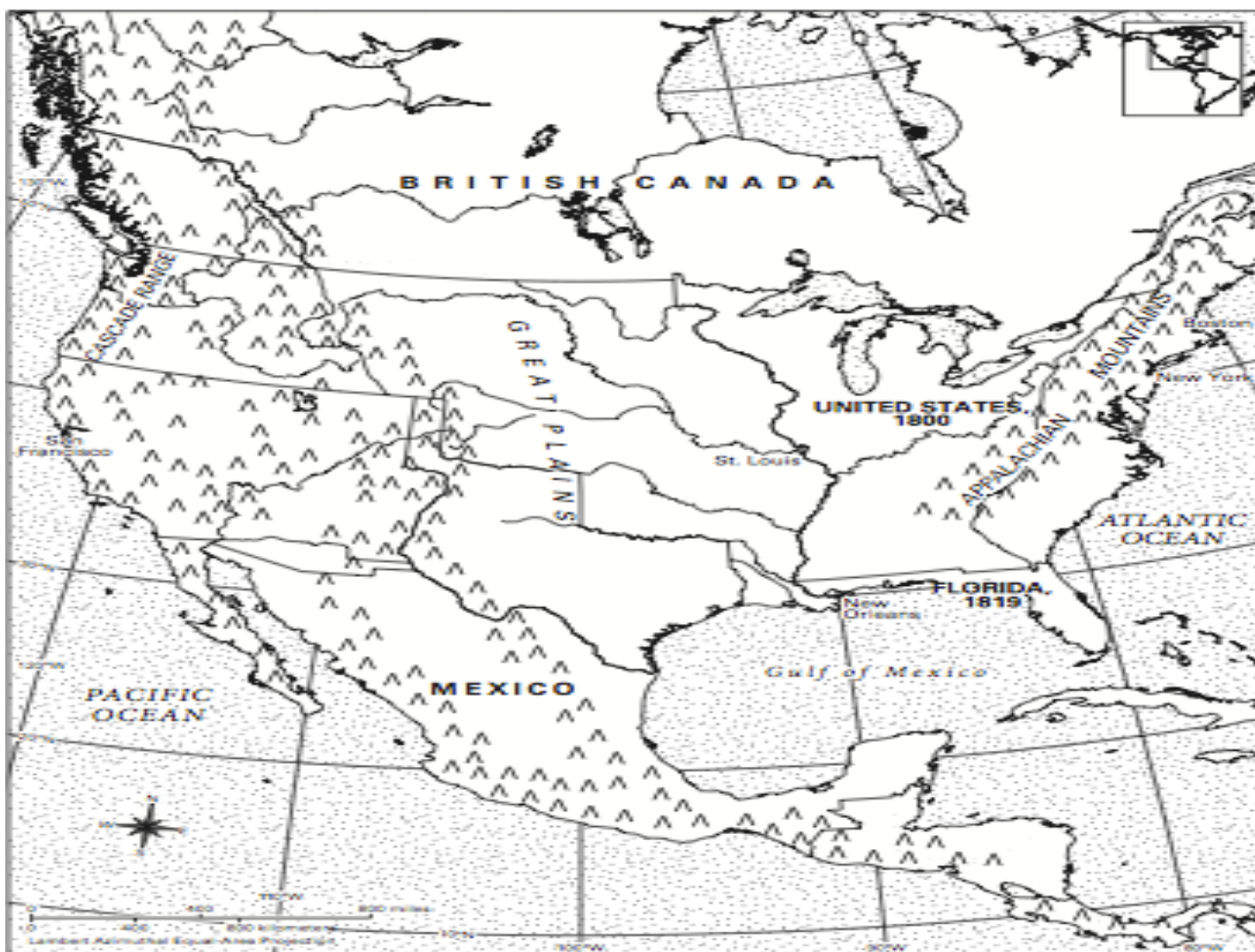


7th Grade US History
Standard # - Do Now - Day #103

Aims: SWBAT

DO NOW - Geography Challenge

Directions: Analyze the maps provided to you on your desk, then answer the following questions and fill out the map as directed

U.S. Territorial Acquisitions, 1803–1853

US History, Ms. Brown

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Name _____ Date: _____ Homeroom: _____

1. Label the Louisiana Territory on your map and highlight its borders. What year was it added to the United States? How did adding this region change the size of the nation?

2. What three trails crossed the Louisiana Territory from Independence, Missouri? Draw and label each trail.

Locate and label the cities at the ends of each trail. Also locate and label the city of Independence.

3. Lightly shade Oregon Country. When did it become part of the United States?

4. Draw and label the Old Spanish Trail. Locate and label its Western end.

5. Which rivers and mountain ranges did settlers have to cross when following the Santa Fe Trail and the Old Spanish Trail to California? Label those rivers and mountains.

6. Locate and label Sacramento. Where did the trail that settlers took to reach this city leave the Oregon Trail? Locate and label that place on your map.

With your shoulder partners discuss and write the following

7. Why do you think the Mormon, Oregon and Santa Fe trails each followed rivers for such a long distance? What benefit would such a route have for travelers?

8. How might the United States' purchase of the Louisiana Territory from France have helped encourage American settlers to later travel to Oregon and California?



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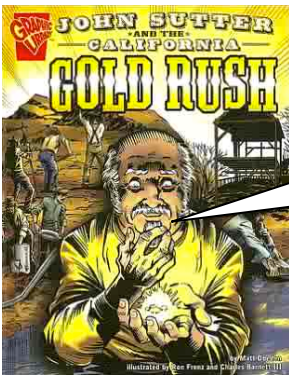
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Introduction to the task: The remarkable ethnic and racial diversity that exists in California today was forged (created) in this founding decade. Native American inhabitants of California and the resident Californians – be they of Latin or Anglo-American stock (or mixture thereof) – could not have anticipated the wave that broke upon the region. All manner of Americans – both white and black, and mostly male – arrived in droves (large numbers), as did Europeans, Mexicans, Chileans, Peruvians, and Asians (mainly Chinese), among others.

California Gold Rush JigSaw

Directions: You will work in groups to decode a series of documents relating to the California Gold Rush. You will become experts on either Chinese culture or American Indian culture during this time. We will complete the first two documents together. Experts will share out their findings to the rest of the class at the end of the period. We will be annotating the pictures and answer the questions that follow each document.



I'm in the US History library! Read me!!



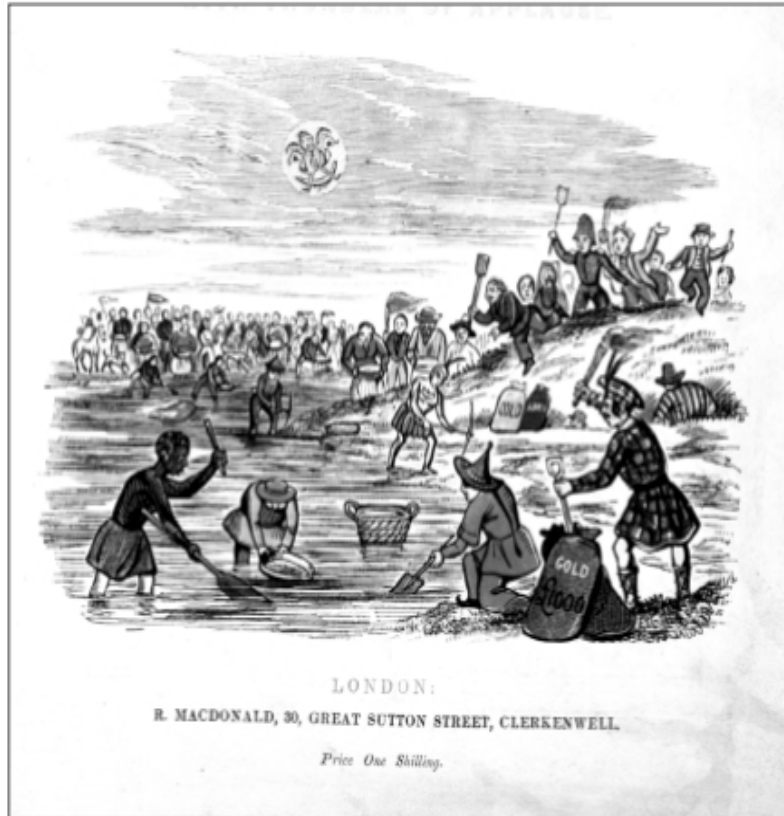
Heard of my team? We're named after the California Gold Rush. Side note Ms. Brown chose my picture (Vernon Davis) because we went to college together at the University of Maryland!

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Document #1
“California; or the feast of Gold”
Henry Valentine, London, c. 1849



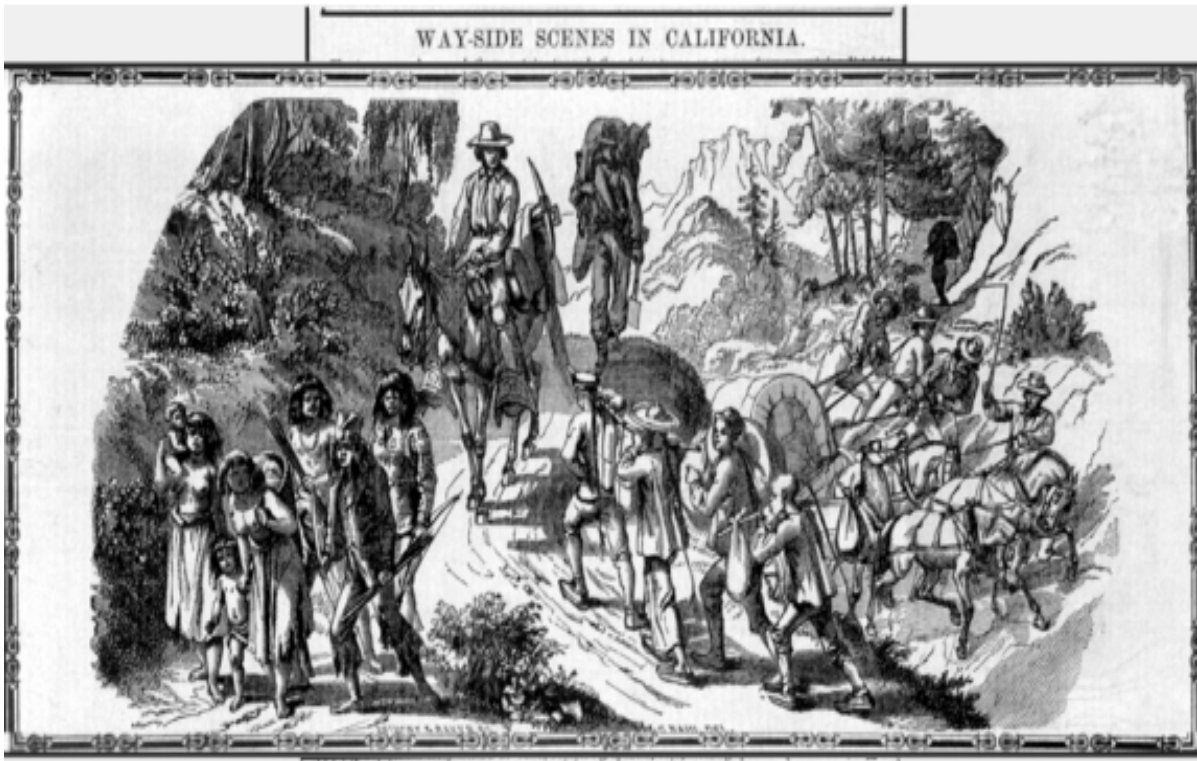
Questions to Consider

How does the image relate to the title of the song?

What is depicted in the image?

How many different types of tools and methods of gold mining are discernible (recognizable)?

How many different groups – ethnic, social and gender – are depicted?



“Way-side Scenes in California”

Questions to Consider

What does the scene illustrate?

Can you find images of people from four different ethnic groups in the scene? Identify them.

What similarities and/or differences are depicted between different groups?





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The California Gold Rush EXIT TICKET/HOMEWORK

_____/15 Mastered/Passing/Not Mastered

Statistical Summary Exercise

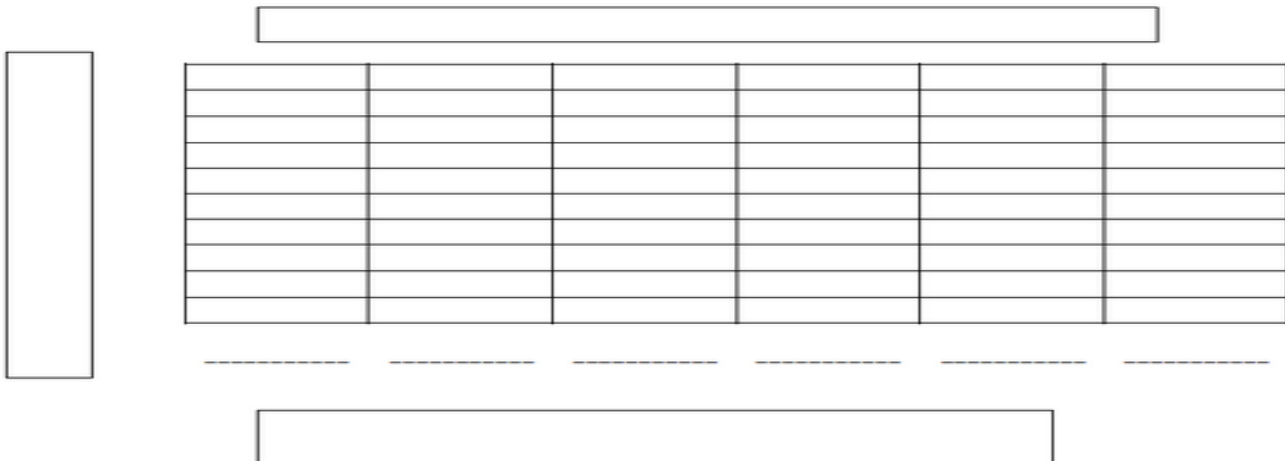
1. Analyze and discuss the population data in the table below

California Population					
Native Americans		Non-Native Americans		Chinese	
1769	300,000	1821	3,500		
1821	200,000	1848	14,000	1848	100
1848	150,000	1849	100,000	1849	100
1860	30,000	1852	225,000	1852	25,000

Discussion Questions

1. What were the trends in Native American population growth/decline in the decades leading to the Gold Rush? To what extent did the Gold Rush affect these trends? Create a line graph to help assess the growth or decline of the Native American population, 1848 – 1860.

Bar Graph





2. In order to appreciate the rapid growth of the non-Native American population in the first few years of the Gold Rush, create a bar graph using the statistics above.

3. Analyze the pie chart that shows the percentage of Chinese people in the non-Native American population in the year 1852. How significant is this statistic? Why?

