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***California Gold Rush Education Program  
located in Santa Clarita***

Learn about the history of the Gold Rush in your own backyard, not to mention the place where gold was first discovered in California. The first documented discovery of gold in California occurred in 1842 when Francisco Lopez, then a resident at Rancho San Francisco (Later known as Newhall Ranch), found the placer deposits in Placerita Canyon right here in Santa Clarita.

**4<sup>th</sup> Grade California Standards**

**Social Science Content Standards Covered in Our Gold Rush Program**

4.3

Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.

4.3.3

Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).

4.3.5

Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.

4.4

Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

4.4.2

Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.

4.4.3

Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).

#### 4.4.4

Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities

### **Science Content Standards Covered in Our Gold Rush Program**

Earth Sciences (4a, 4b, 5a, 5b and 5c); Investigation and Experimentation (6a)

#### **Earth Sciences**

4. The properties of rocks and minerals reflect the processes that formed them. As a basis for understanding this concept:

4a. Students know how to differentiate among igneous, sedimentary and metamorphic rocks by referring to their properties and methods of formation (the rock cycle).

4b. Students know how to identify common rock-forming minerals (including quartz, calcite, feldspar, mica, and hornblende) and ore minerals by using a table of diagnostic properties.

5. Waves, wind, water and ice shape and reshape Earth's land surface. As a basis for understanding this concept:

5a. Students know some changes in the earth are due to slow processes, such as erosion, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.

5b. Students know natural processes, including freezing and thawing and the growth of roots, cause rocks to break down into smaller pieces.

5c. Students know moving water erodes landforms, reshaping the land by taking it away from some places and depositing it as pebbles, sand, silt and mud in other places (weathering, transport, and decomposition).

#### **Investigation and Experimentation**

6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

6a. Differentiate observation from inference (interpretation) and know scientists' explanations come partly from what they observe and partly from how they interpret their observations.