



GOLD RUSH

A simulation of life and adventure in a frontier mining camp

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“
... adventure



in a frontier
mining
camp ...

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GOLD RUSH is an exciting simulation of life and adventure in a frontier mining camp. This booklet contains all the information you need to play the simulation, and it has many other gold rush activities your students will enjoy. The booklet is divided into **six** sections. The first two sections explain the simulation, provide the daily lesson plans, and supply most of the materials you will need. The next three sections contain enrichment activities that may be used to enhance your GOLD RUSH unit, and the last section has answers to questions frequently asked about GOLD RUSH. Read the information that follows to find out more about each section.

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Tab 1 Introduction

The introduction gives the purpose, overview, and initial preparation needed for GOLD RUSH. It also includes:

- descriptions of the main simulation elements
- master pages to be duplicated
- answer keys

Tab 2 Daily Lesson Plans

This section contains a Unit Time Chart and the Daily Lesson Plans for this simulation. Each lesson lists the materials needed and gives step-by-step procedures. These lessons, however, are designed to be flexible and may be altered to accommodate your teaching situation.

Tab 3 Multicultural Gold Rush

The Multicultural Gold Rush is a mini-version of GOLD RUSH. Students learn what it was like to be a member of a minority group in the gold fields. They are sometimes attacked, driven off claims, forced to pay a foreign miner's tax, and must endure other obstacles brought on by racial prejudice. This unit takes approximately five hours and may be incorporated in the regular GOLD RUSH simulation. It includes all materials necessary, including an Overview, Setup Directions, Unit Time Chart, and Daily Lesson Plans.

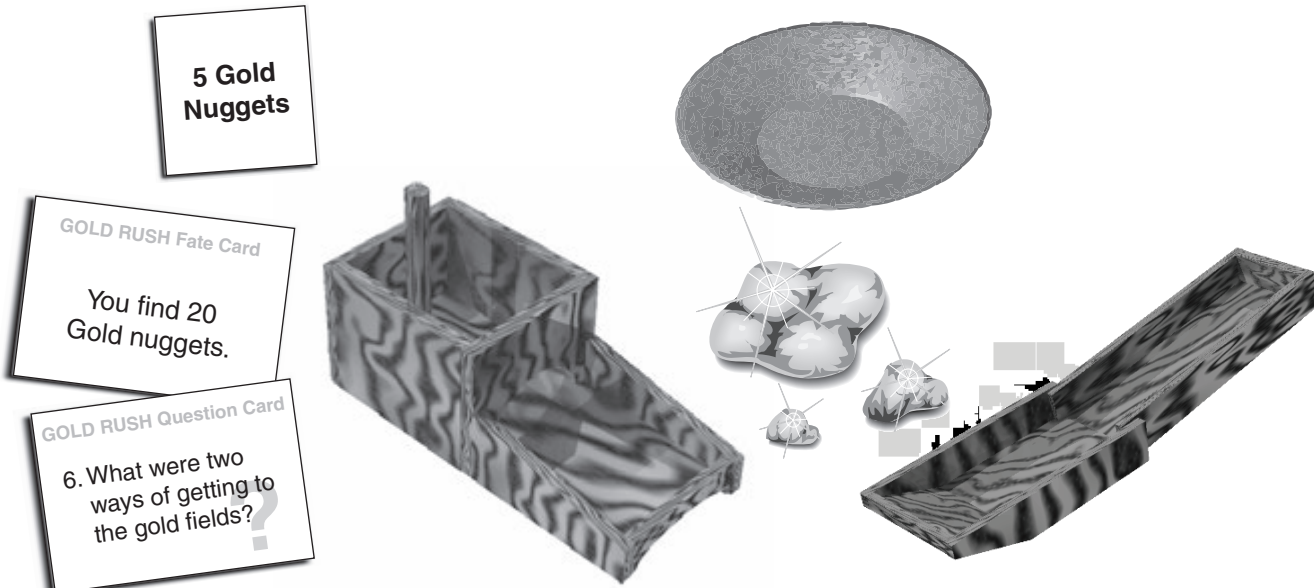


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exciting
activities ...
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Tab 4 Gold Rush Activities

This section contains three exciting activities for your students. The first one is called Gold Rush Math. It has five math activities for the students to work independently or in groups. The second activity is a book-writing project. Each student writes one page of the book (directions and guidelines are provided). When the pages are assembled, students have a Gold Rush Adventure they can share with family and friends. The final activity is a Mini-Gold Rush that can take place in one class period. A list of materials needed, setup directions, and procedures are given.



Tab 5 A Gold Rush Melodrama

This old-fashioned melodrama provides a fun and exciting conclusion for your gold rush unit. Included in this section is the script (with parts for all your students), a synopsis, and production notes. This is a great way to share the fun of GOLD RUSH with other classes, parents, and members of the community.



Tab 6 Questions and Answers

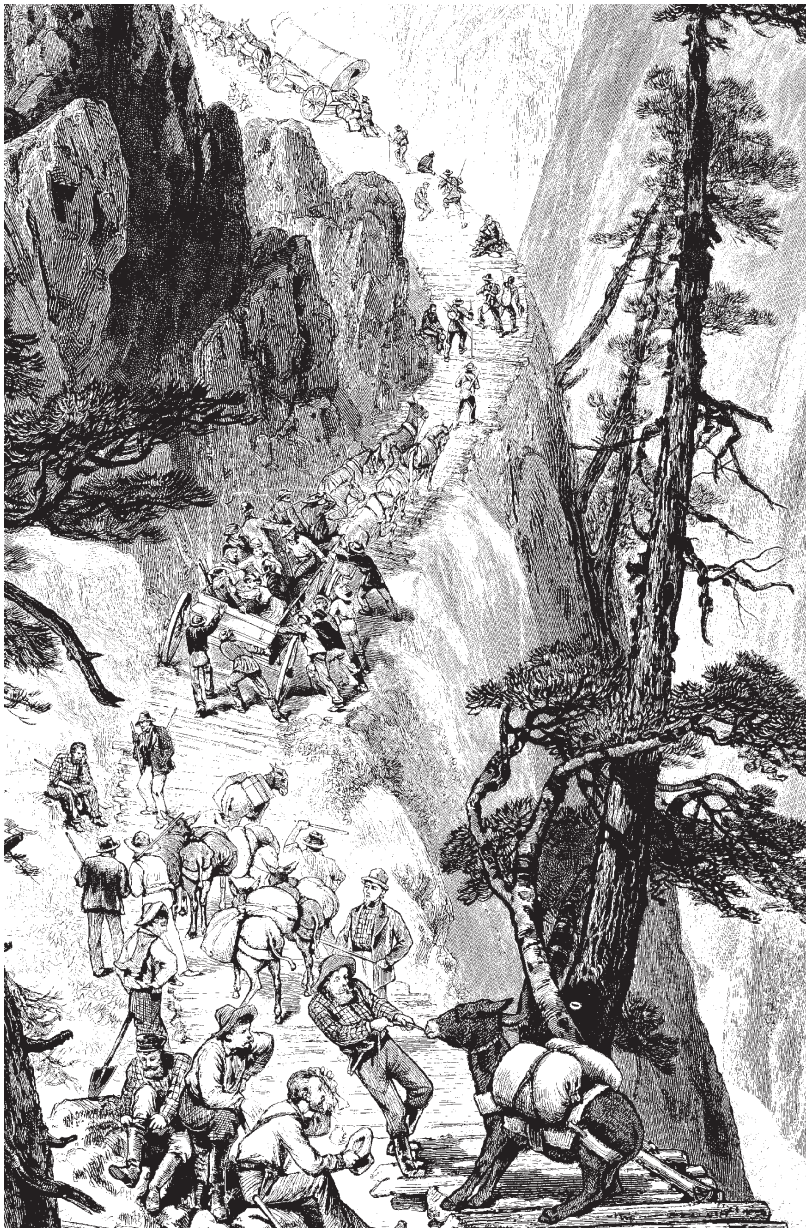
The final section of this booklet is devoted to frequently asked questions concerning GOLD RUSH. Even if you don't have any questions at this time, it is recommended that you read this section before beginning the simulation.



“
... allows
students
to vicariously
experience ...
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GOLD RUSH is a simulation which allows students to vicariously experience the excitement, the hardships, and the challenges of a 19th-century gold rush. As members of mining teams, students must overcome obstacles such as disease, lack of food, harsh weather, and crime while they search for gold. These would-be prospectors must alertly capitalize on events and situations in order to increase the amount of gold they find. Sometimes they must make small group decisions (e.g., what to do about a group of miners that has dammed a stream, or how to give a Chinese man a fair trial). These decisions and other events give students a realistic view of life in a mining camp. Through lectures and reading assignments, students learn about gold and gold rushes. While improving their listening skills, they learn how to outline material, take notes, and write a brief research paper.

Specifically, your students will experience the following:



Knowledge

1. the importance of gold
2. how miners got to the gold
3. 19th-century gold rushes
4. gold mining techniques
5. life in the mining camps
6. what fates awaited the gold rushers

Feelings

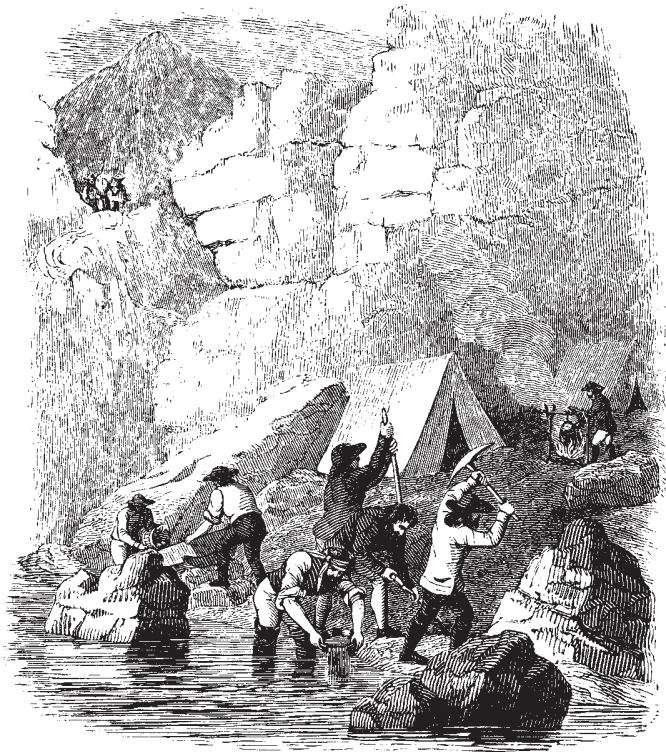
1. a realization of the extent of problems faced by miners
2. an appreciation of a miner's difficult life

Skills

1. listening for main ideas, supporting ideas, and details
2. outlining main ideas, supporting ideas, and details
3. cooperating in order to make small-group decisions
4. writing log entries
5. taking notes for, outlining, and writing a brief research paper on a limited topic

OVERVIEW

GOLD RUSH starts when students, playing the role of miners, learn that gold has been discovered in a western state during the mid-19th century. They form mining companies, head west, and stake claims at Golden Gulch.



Once the claims have been staked, the miners purchase supplies and begin their search for gold. Gold is collected by correctly answering

QUESTIONS you ask each mining team. These QUESTIONS are based on lectures and reading assignments given to the students each day. Additional gold is collected by writing a RESEARCH PAPER, by preparing a SATURDAY NIGHT ACTIVITY, by maintaining a MINER'S LOG, and by calculating the consequences of FATE CARDS. (The latter are used to simulate events which might have occurred in the gold fields. They are meant to get the students directly involved in the hardships and good fortunes encountered by the miners.)

“
... are faced
with four de-
cisions ...

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In addition to the writing activities and FATE CARDS, the mining teams are faced with four decisions that will affect the amount of gold they either find or lose.

Students have to decide what route to take to the gold fields, what to do about a group of miners that has dammed a stream, how to give a Chinese man a fair trial, and whether or not to wager money at the gambling tables. The simulation concludes when mining teams have decided to quit mining or to look for gold elsewhere.



INITIAL PREPARATION

Teaching
tip →

Of course, you, a parent, or capable students have colored the map with marking pens. Also laminate it if possible.

Copies of the QUESTION CARDS, FATE CARDS, MINER'S LOG COVER and MINING EQUIPMENT masters should be duplicated on different colored papers. Keeping these pages color-coded makes them easier to keep together. (e.g., eight copies of the GOLD NUGGETS should be duplicated using yellow construction paper.)



Before you begin, a certain amount of preparation is necessary.

1. A few days in advance, attach the 22"x34" GOLD FIELDS OF GOLDEN GULCH map to a bulletin board.
2. Make display copy of the MINERS' RECORD FORM.
3. Draw the MINING TEAMS' ASSETS chart on the chalkboard. It is a scoreboard for GOLD RUSH and is used to keep track of the total number of Gold Nuggets earned by each team. It is also used during the mining/claim jumping rounds to record the daily fate. It should be prominently displayed on a chalkboard so all teams can see it and labeled "save" so that it is not inadvertently erased by the school custodian.
4. Make copies of the **Master Pages** listed below which can be found at the end of **Tab 1: Introduction**. The number of copies to make is in parentheses:
 - MINERS' RECORD FORM (eight copies) page 12
 - MINING TEAMS' ASSETS (one copy or overlay) page 13
 - GOLD NUGGETS (eight copies) page 14
 - MINING EQUIPMENT (eight copies) page 15
 - PRE-TEST (two copies/student) page 16
 - FATE CARDS (one copy) pages 17-22
 - QUESTION CARDS (one copy) pages 23-29
 - RESEARCH PAPER (one copy/student) pages 30-33
 - MINER'S LOG COVER (eight copies) page 34
5. Cut apart the GOLD NUGGETS, QUESTION CARDS, FATE CARDS, and MINING EQUIPMENT.
6. Stack the QUESTION CARDS in numerical order. Keep them separate. You will be told how to use them in the **Tab 2: Daily Lesson Plans**.
7. You will need four small containers to store all the GOLD NUGGETS, the FATE CARDS, and the QUESTION CARDS. Group the pans, the cradles, and the long toms separately within one container for the MINING EQUIPMENT.
8. Study the Student Guide, which contains the student materials and student directions. Then return to this notebook and study **Tab 2: Daily Lesson Plans**. Take special notice of Hours 5-10, which are concerned with a short research paper. You should begin making arrangements early to gather necessary encyclopedias, books, etc.
9. Carefully study other notebook sections for activities you may want to use with GOLD RUSH.
10. This simulation is meant to be flexible, and Interact encourages you to make changes as you wish. You should not be limited to any suggestions in Options. Once you understand the basic concept of GOLD RUSH and how it is played, you may change it to suit your teaching style and the changing conditions of your classroom.

INITIAL PREPARATION

BACKGROUND SHEETS

1. GOLD RUSH contains eight background sheets. These are designed to provide the students with historical knowledge of gold rushes.
2. BACKGROUND SHEETS 1, 2, 5, and 8 are in the Student Guide. These sheets are to be read by the students.
3. BACKGROUND SHEETS 3, 4, 6, and 7 are in this Teacher Guide. You read these sheets to the students or give as separate lectures.
4. The questions in GOLD RUSH are based on information students find in these background sheets.



IMPORTANT:

Gold Rush Scoring Information:

Students earn gold nuggets for the successful completion of various activities. Sometimes gold nuggets are earned by individuals, sometimes by teams.

Listed below are the suggested gold nugget awards for each activity:

WORKSHEETS

1-10/person

QUESTION CARDS

5/answer/team

MINER'S LOG ENTRIES

1-5/entry/team

SATURDAY NIGHT ACTIVITIES

1-10/activity

RESEARCH PAPERS

1-20/person

WORKSHEETS

1. In the Student Guide are eight worksheets that correspond to the eight background sheets.
2. The worksheets are presented in the form of partially completed outlines. Students are to complete these outlines with the information given to them in the background sheets.
3. The worksheets become progressively more difficult. Each outline requires students to supply a little more information than the one before it. This process continues until WORKSHEET 8, where students make outlines completely on their own.

QUESTIONS

1. As mentioned above, the questions used in GOLD RUSH come from the background sheets. Each background sheet tells you which questions are being answered. BACKGROUND SHEET 1, for example, contains the answers to QUESTION CARDS 1-5; BACKGROUND SHEET 4 has the answers to QUESTION CARDS 16-21.
2. It is important for you to know which background sheet answers which questions. Whenever students are given information from a background sheet, the corresponding questions must be added to the list (container) of questions they are expected to know. In Hour 1, for example, there are five questions from BACKGROUND SHEET 1 that the students are responsible for knowing. By Hour 4 there are 21 such questions—the total of questions from BACKGROUND SHEETS 1-4, and by Hour 10 there are 56 questions—the total of questions from BACKGROUND SHEETS 1-8.
3. Students will not see any questions before they are first asked.
4. You read questions aloud only once. Do not repeat the questions during one day's Mining/Claim Jumping Round.
5. Asked questions are returned to their container and may be used again and again.

INITIAL PREPARATION

MINING COMPANIES (TEAMS)

1. A mining company has a minimum of three students: a leader, a prospector, and a recorder. Each day students assume new roles. A student acting as a leader one day cannot be a leader again until all other members of his/her team have been leaders. This role trading is also true for the prospector and the recorder.
2. Each role has the following duties: The leader stakes claims and maintains the MINERS' RECORD FORM. The prospector pulls the FATE CARD and QUESTION CARD(S). The recorder makes the daily entry in the MINER'S LOG.

MINING/CLAIM JUMPING ROUNDS

1. The Mining/Claim Jumping Rounds begin after the students have completed their worksheets.
2. Before you begin the Mining/Claim Jumping Rounds, have each team's prospector pull a FATE CARD. Read the fate aloud and record it on the MINING TEAMS' ASSETS chart.
3. Next have the prospector from Claim 1 pull out a QUESTION CARD(s). (**Note:** The number of QUESTION CARDS pulled depends on the team's mining equipment. One question/a pan, two questions/a cradle, and four questions/a long tom.) You read the question aloud, and any team member occupying Claim 1 may answer it *without using any notes or outlines*. If the answer is right, give the prospector five Gold Nuggets. If the answer is wrong, begin the claim jumping sequence (see Claim Jumping below). Continue in the same manner for Claims 2-8. When you have finished asking questions at each claim site, you have completed one round. Complete as many rounds as possible in the time available.



Students should be aware that there are both benefits and risks to purchasing the more efficient mining equipment. For example, students with long toms can potentially earn 20 gold nuggets during one round, while students with pans can only earn five gold nuggets. They must balance the potential reward of earning more gold against the risk of missing more questions because they have more questions to answer.

If the questions are not difficult enough for your students, you may write additional Gold Rush questions or write ones from other units you have studied during the year. Place these questions in the container.

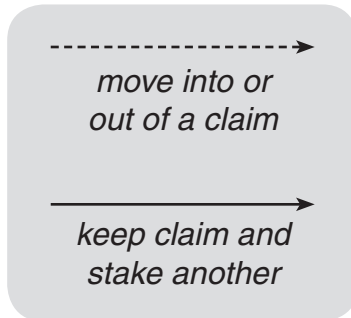
CLAIM JUMPING

1. Look at the simulation's map of Golden Gulch which is divided into eight claim areas. At the start of GOLD RUSH each team is allowed to stake one claim area (mining teams may use colored markers to stake their claims). During the course of the simulation mining teams may lose these claims or gain additional claims, depending on their responses to the questions given to them.
2. Whenever a team misses a question, a claim is jumped and is then controlled by whichever team gives the right answer. (**Note:** Teams with cradles and long toms are more likely to lose their claims because they have more questions to answer. To avoid discouraging teams from buying extra mining equipment, you may stipulate that teams with long toms and cradles can have their claims jumped only if they miss the first question during a mining round. This way teams are not penalized for purchasing mining equipment.)

FIVE IMAGINARY ROUNDS

ROUND 1

Claim	Team	Response
1	A	OK
2	B	OK
3	C	OK
4	D	OK
5	E	OK
6	F	OK
7	G	OK
8	H	OK



Action During Round 1

1	A	8	H
2	B	7	G
3	C	6	F
4	D	5	E

Situation at End of Round 1

1	A	8	H
2	B	7	G
3	C	6	F
4	D	5	E

ROUND 2

Claim	Team	Response
1	A	OK
2	B	OK
3	C	OK
4	D	OK
5	E	OK
6	F	OK
7	G	misses QUESTION; loses claim to Team H
8	H	gets own QUESTION OK

NOTE: Team H now controls Claims 7 and 8. Team G does not have a Claim and cannot mine until it gets a Claim.

Action During Round 2

1	A	8	H
2	B	7	G
3	C	6	F
4	D	5	E

Situation at End of Round 2

1	A	8	H
2	B	7	H
3	C	6	F
4	D	5	E

ROUND 3

Claim	Team	Response
1	A	misses QUESTION; loses claim to Team G
2	B	OK
3	C	misses QUESTION; loses claim to Team A
4	D	OK
5	E	OK
6	F	OK
7	H	OK
8	H	OK

Action During Round 3

1	A	8	H
2	B	7	G
3	C	6	F
4	D	5	E

Situation at End of Round 3

1	G	8	H
2	B	7	H
3	A	6	F
4	D	5	E

ROUND 4

Claim	Team	Response
1	G	OK
2	B	OK
3	A	misses QUESTION; Team C gets first chance but misses, Team D wins the claim
4	D	misses QUESTION; Teams C, A, E, and F miss Team H wins the claim
5	E	OK
6	F	OK
7	H	OK
8	H	OK

Action During Round 4

1	G	8	H
2	B	7	H
3	A	6	F
4	D	5	E

Situation at End of Round 4

1	G	8	H
2	B	7	H
3	D	6	F
4	H	5	E

ROUND 5

Claim	Team	Response
1	G	OK
2	B	OK
3	D	misses QUESTION; loses claim to Team C who gets first chance
4	H	OK
5	E	OK
6	F	misses QUESTION; loses claim to Team A who gets first chance
7	H	OK
8	H	misses QUESTION; Teams D and F both miss; Team G wins the claim

Action During Round 5

1	G	8	H
2	B	7	H
3	D	6	F
4	H	5	E

Situation at End of Round 5

1	G	8	G
2	B	7	H
3	C	6	A
4	H	5	E

NOTE: At Claim 8, Teams D and F had chances but missed. Team G wins the claim. Because Team H still has two claims; it does not pull its marker from the map.

The only time a team marker goes outside the map is when it is without a claim. At the start of Round 6, Teams D and F are idle, waiting for a claim to jump.