

PERSUASION BY LETTER

Students will be able to:

1. Compare the modes of transportation to California during the Gold Rush, and write a persuasive letter 'back home' describing the best form of transportation.

URL: The Gold Rush page –

<http://projects.edtech.sandi.net/encanto/goldrush/>

MAKE A DIGITAL STORY

Students will be able to use the video camera to:

1. Analyze the effects of the Gold Rush on settlements, and daily life, Students will use research information to re-construct a day in the life of a Gold Rush miner. The digital camera will be used to take photos depicting daily routines. Photos will be presented in a digital story-telling format.

WRITE THE NEWS!

1. Students will use the information gained from the Cyber Hunt at: <http://teacher.scholastic.com/wquest/ushist/usgold.htm> to produce a front-page newspaper article about the events of the Gold Rush.



MAKE A PODCAST

Students will be able to:

1. Create a Podcast explaining what it was like as a miner during the Gold Rush. Present your 3 minute Podcast to the class.

Use this website to gain information:

<http://www.usfca.edu/classes/AuthEd/Glitter%20Gazette/Miner.html>

TECHNOLOGY TASK
CARD
SOCIAL STUDIES

THE GOLD RUSH

CREATE A SLIDESHOW

Students will be able to:

1. Study the lives of women who helped build early California (e.g., Biddy Mason) and produce a presentation /slideshow

URL:

<http://www.lkwopl.org/wihohio/maso-bid.htm>

WRITE A REVIEW

Students will be able to:

1. Experience the Gold Rush through online movies at:

<http://www.museumca.org/goldrush/shock.html>

Write a 1 page movie review of what you viewed.



MAKE A POSTER

1. Students will use the following Resources to design and illustrate a Gold Rush Poster.

<http://www.malakoff.com/gorh.htm>

YOUR TASK

Students! Your task is to choose one activity to complete. You need to use technology to demonstrate what you have learned about the Gold Rush. Have fun!