In groups of 6, give the students an article or journal entry. Have the students read it independently, take notes, highlight. Have the students read at least twice adding to their notes and underlining key details and words. Once the students have read the article, have the students talk about what their article’s main idea is and what it says about the Gold Rush. Once the students have had time to talk, the students will count off one through six. The students will join their new number groups, so the ones will all be together, the twos with all be together, and so on. This way, at their new groups, each student will have an article that they will introduce, summarize, and discuss. Each student will then share the main ideas and points about their article. After each student in the group has shared, the students will work together to write a summary about the Gold Rush, life during the Gold Rush, and the points of view of the Gold Rush. Students must use their articles together to create one summary. Students can share their summaries as a class when they are done.

1. john sutter journal entry<http://www.sfmuseum.org/hist2/gold.html>
2. journal entry of david lewis drew<http://lineagekeeper.blogspot.com/2009/06/gold-rush-diary-of-david-lewis-drew.html>
3. The Advice of a 49er to new prospectors

<http://nevada-outback-gems.com/gold_rush_tales/california_gold_rush-tale54.htm>

1. Background on the Gold Rush

<http://www.america101.us/gold_rush/teachers_guide.html>

1. True Tales of a 49er

<http://nevada-outback-gems.com/gold_rush_tales/california_gold_rush1.htm>

1. Mining Picture during the Gold Rush <http://kpbs.media.clients.ellingtoncms.com/img/croppedphotos/2013/01/23/2_Mining_the_American_River_t614.jpg?a3ca5463f16dc11451266bb717d38a6025dcea0e>