**Section 4**

**Step-by-Step Instruction**

**Review and Preview**

Students have read how the United States gained territory after the war with Mexico. Now they will explore how Mormon settlement and the discovery of gold transformed the West.

**Section Focus Question**

How did Mormon settlement and the gold rush lead to changes in the West?

Before you begin the lesson for the day, write the Section Focus Question on the board. (Lesson focus: People seeking religious freedom and gold greatly increased the area’s population.)

**Prepare to Read**

**Build Background Knowledge**

In the previous section, students read about how Californians rose up against Mexican rule and formed the Bear Flag Republic. Tell students that after the Mexican-American War a discovery took place that brought people from all around the world flooding into California. Use the Idea Wave strategy (TE, p. T24) to have students discuss how they think a very rapid growth in population might change a place.

**Set a Purpose**

- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements True or False.

- Have students discuss the statements in pairs or groups of four, then mark their worksheets again. Use the Numbered Heads strategy (TE, p. T24) to call on students to share their group’s perspectives. The students will return to these worksheets later.

**Objectives**

- Explain why the Mormons settled in Utah and the issues that divided Mormons and the federal government.
- Discuss the effects of the 1849 California gold rush.
- Describe how California’s population had changed by 1850.

**Ask Questions That Go Beyond the Text**

Research questions should build on the information you learn in your textbook. Use the many strategies you practiced in Sections 1–3 to build questions that link the text topic to larger issues. For example, you might look at how history fits with modern situations or why the people of history made the decisions they made.

**Key Terms and People**

- Joseph Smith
- Brigham Young
- forty-niner
- water rights
- vigilante

**Differentiated Instruction**

**Gifted and Talented**

Poly = many  The vocabulary word polygamy introduces students to the prefix poly-, which means “many.” Have them find at least five other words that begin with poly. As a contest, you could have students work in teams and see who can write the funniest paragraph using as many “poly” words as possible. The key rule for the paragraphs is that students must define the words in the paragraph as well as use them.

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**A Rush to the West**

Chinese Immigrants

“Every immigrant group has its own newspaper except for the Chinese. As a result, although the Chinese merchants are many in number, they have no influence. Because they are uninform[ed], they have no way to exercise their freedom of choice. . . . Since I feel strongly about this situation, I have founded a newspaper called Golden Hills News to record in Chinese the commercial news and government affairs happening every day.”

—William D. M. Howard, announcing a Chinese-language newspaper in San Francisco, 1854

Western miners, including a Chinese immigrant (right)

Mormons Settle Utah

Even before the end of the war, a group of Americans had begun moving into the part of the Mexican Cession that is today Utah. These were the Mormons, members of the Church of Jesus Christ of Latter-day Saints. The church was founded in 1830 by Joseph Smith, a New York farmer. Smith said that heavenly visions had revealed to him the text of a holy book called the Book of Mormon.

Seeking Refuge  The Mormon Church grew quickly, but some of its teachings often placed its followers in conflict with their neighbors. For example, Mormons at first believed that property should be held in common. Smith also favored polygamy, the practice of having more than one wife at a time.

Hostile communities forced the Mormons to move from New York to Ohio and then to Missouri. By 1844, the Mormons had settled in Nauvoo, Illinois. There, Joseph Smith was murdered by an angry mob.

Why It Matters  As a result of the war with Mexico, the United States gained the lands known as the Mexican Cession. Large numbers of Americans began to settle in this vast region.

Section Focus Question: How did Mormon settlement and the gold rush lead to changes in the West?
Brigham Young, the new Mormon leader, realized that Nauvoo was no longer safe. He had heard about a great valley in the Utah desert, which at the time was still owned by Mexico. In 1847, he led a party of Mormons on a long, hazardous journey to the valley of the Great Salt Lake. Over the next few years, some 15,000 Mormon men, women, and children made the trek to Utah.

Although Utah was a safe refuge, the land was not hospitable. Farming was difficult in the dry desert. Then, in the summer of 1849, enormous swarms of crickets nearly destroyed the Mormons’ first harvest. But a flock of seagulls flew in from the Pacific and devoured the crickets. The Mormons then set out to make the desert bloom. Under strict church supervision, they enclosed and distributed farmland and set up an efficient system of irrigation.

**Conflict With the Government** In 1848, as a result of the Mexican Cession, Utah became part of the United States. Congress then created the Utah Territory. Mormon leaders immediately came into conflict with officials appointed to govern the territory.

Three issues divided the Mormons and the federal government. First, the Mormon Church controlled the election process in the Utah Territory. Non-Mormons had no say. Second, the church supported businesses that were owned by Mormons. “Outsiders” had difficulty doing business. The third issue was polygamy, which was illegal in the rest of the country.

These issues were not resolved for more than 40 years. In time, Congress passed a law that took control of elections away from the Mormon Church. Church leaders agreed to ban polygamy and to stop favoring Mormon-owned businesses. Finally, in 1896, Utah became a state.

**Checkpoint** Why did the Mormons leave Illinois?

**Vocabulary Builder**

<table>
<thead>
<tr>
<th>High-Use Word</th>
<th>Definition and Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>efficient, p. 463</td>
<td>adj. done in a way that increases production with the least amount of waste. The cotton gin provided a more efficient way of processing cotton.</td>
</tr>
<tr>
<td>prospect, p. 464</td>
<td>n. promise; something looked forward to. The prospect of owning good farmland attracted many settlers to the West.</td>
</tr>
</tbody>
</table>

**Answers**

**Identify Benefits** Possible answers:
- freedom of religion; no outside interference in family life; could hold land in common
- Joseph Smith was murdered and they feared for their safety.
The California Gold Rush

p. 464

Instruction

- Have students read The California Gold Rush. Remind students to look for causes and effects.
- Ask: How did California’s population change in 1849? (More than 80,000 miners came to California.)
- Ask: Why was lawlessness a problem in California mining towns? (There was no official law enforcement.)
- Discuss with students the social dislocation caused by the gold rush. Ask students to suppose that the class is starting its own town 100 miles away. Have them list what they will need, problems they might face, and help they might have. Write the ideas on the board. Then compare them to the conditions of the gold rush.

Independent Practice

Have students continue filling in the study guide for this section.

Interactive Reading and Notetaking Study Guide, Chapter 13, Section 4 (Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate and make sure that individuals understand the immediate impact of the gold rush. Provide assistance as needed.

The California Gold Rush

When California was ceded to the United States in 1848, about 10,000 Californios, or Mexican Californians, were living in the territory. A handful of wealthy families owned most of the land. They lived an elegant, aristocratic life. Their ranches were worked by poorer Californios or by Native Americans.

After the Mexican Cession, easterners began to migrate to California. The wealthy Californios looked down on the newcomers from the East, and the newcomers felt contempt for the Californios. The two groups rarely mixed or intermarried.

Gold Is Discovered

An event in January 1848 would bring a flood of other settlers to California. James Marshall was building a sawmill on John Sutter’s land near Sacramento. One morning, he found a small gold nugget in a ditch. Sutter tried to keep his discovery a secret. But the news spread like wildfire throughout the country and abroad. By 1849, the California gold rush had begun. The prospect of finding gold attracted about 80,000 fortune seekers. The nickname “forty-niners” was given to these people who came to California in search of gold. In just two years, the population of California zoomed from 14,000 to 100,000.

Sutter’s Mill was just the beginning. Prospectors, or gold seekers, searched throughout the Sacramento Valley for gold. They dug into the land using picks and shovels. They also looked in streams. This process, called placer mining, did not take much labor, money, or skill. Miners washed dirt from a stream in a pan, leaving grains of gold in the bottom. Finding gold was called “hitting pay dirt.”

Gold above ground was quickly found. But there was more gold in underground deposits, or lodes. Gold in lodes was difficult and expensive to mine. It required heavy and expensive machinery. As a result, large companies took over the mining of underground lodes.

Water Rights

In the gold fields, disputes over water rights were common. Water rights are the legal rights to use the water in a river, stream, or other body. California has an abundance of land, but much of it is desert. Settlers needed water for irrigation and mining.

California had kept older Mexican laws regarding water rights. Landowners had the right to use the water that flowed through their land. At the same time, it was illegal to cut off water to one’s neighbors. In most gold rush territories, though, the law was ignored. The first people to reach a stream used as much water as they wanted—sometimes even the whole stream! Disputes over water rights often erupted into violence.

Life in Mining Towns

Mining towns were not very permanent places. Most sprang up overnight and emptied just as quickly when miners heard news of a gold strike in another place.

Mining towns attracted both miners and people hoping to make money from miners. Miners were often willing to pay high prices for food and supplies. They also needed entertainment. A typical mining town was made up of a row of businesses with a saloon at its center.

Vocabulary Builder

prospect (prahk) n. promise; something looked forward to

Panning for Gold

Forty-niners, like the man in this picture, spent many back-breaking hours sifting through sand at the edge of the river. If they were lucky, their reward was a glimmer of gold in their pan.

Critical Thinking: Apply Information
Based on your reading, what method of gold mining did this prospector use?

Word Derivation

Spanish-speaking students should recognize the word vigilante because it comes from Spanish, but in English it has a very different meaning. Work with students so that they see that in Spanish, vigilante means “watchman,” or one who is vigilant, whereas in English it means someone who takes the law into his or her own hands. Have students use the English word in a sentence and then share the origin of the word with the class.
Much of California is desert. Water rights were important for irrigation and mining.

**Answer**

**History Background**

**Levi Strauss**  The most famous success story of the gold rush was Levi Strauss, a German-Jewish immigrant who arrived in San Francisco with canvas fabric to make tents. Strauss quickly saw that there were plenty of tent suppliers. What miners really needed was sturdy pants that could stand up to the rigors of mining. So Strauss hired a tailor to use his canvas, later denim fabric, to make sturdy pants. He not only sold a lot of pants but also started a business that has become an American institution. His pants later became known as blue jeans.

**Checkpoint**  Why were water rights an important issue?

**Links Across Time**

**Water Rights in the West**

- **1849** During the gold rush, California law generally gave water rights to the first person to make use of a body of water.
- **1905** Los Angeles, still a small city, won rights to the Owens River, 200 miles away. Engineers later built aqueducts and dams to carry the water to the city. This water helped Los Angeles grow rapidly. But ranchers and farmers in the Owens Valley protested the loss of their water rights.

**1913** Workers opened the gates of the newly completed Los Angeles aqueduct.

**Link to Today Online**

Connection to Today  Water rights remain an issue in many areas of the nation today. Farms and communities still compete to win access to clean, available water.

For: Water rights in the news
Visit: PHSchool.com
Web Code: myc-4094
Have students read California’s Changing Population. Remind them to look for the sequence of events.

Ask: Why did groups such as Irish, Jewish, and Italian workers often have an easier time in California? (Mining towns were more egalitarian than American society in general, so they often faced less prejudice.)

Ask: Which groups did face prejudice in mining communities? (Chinese, African Americans, Native Americans)

Ask students how everyone being new to the area and having to work hard to find gold affected mining communities. (Mining towns were more democratic because people in the gold fields had to depend on one another.)

Independent Practice
Have students continue filling in the study guide for this section.

Monitor Progress
As students fill in the Notetaking Study Guide, circulate and make sure that they understand the impact of the gold rush on California’s population. Provide assistance as needed.

Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.

Have students go back to their Word Knowledge Rating Form. Rerate their word knowledge and complete the last column with a definition or example.

Answer
Distinguish Relevant Information People in the street are wearing clothes from different cultures and ways of life.

San Francisco During the Gold Rush
This painting shows San Francisco in the 1850s. “Where there was a vacant piece of ground one day,” wrote one witness, “the next saw it covered with half a dozen tents or shanties.” Critical Thinking: Distinguish Relevant Information What information in this picture supports the conclusion that San Francisco had a diverse population?

California’s Changing Population
Many gold rush towns were temporary, but some grew and prospered. San Francisco had only 200 inhabitants in 1848. During the gold rush, immigrants who sailed to California passed through San Francisco’s harbor. Its merchants provided miners with goods and services. Many newcomers remained in the city. Others returned to settle there after working in the mines. By 1870, San Francisco had a population of more than 100,000.

An Unusual Mix of People The gold rush brought enormous ethnic diversity to California. People came from Europe, Asia, Australia, and South America. By 1860, the population of California was almost 40 percent foreign-born.

European immigrants often enjoyed more freedom in California than in Europe. They also faced less prejudice than in the East. In some ways, mining societies were more democratic, as men in the gold fields had to rely on one another. One immigrant wrote home:

“We live a free life, and the best thing . . . is that no human being here sets himself up as your lord and master. It is true that we do not have many of the luxuries of life, but I do not miss them.”

—quoted in Land of Their Choice (Blegen)

Chinese Immigrants China’s economy was in trouble in the 1840s. After news reached China of a “mountain of gold,” about 45,000 Chinese men went to California. Most hoped to return home to China with enough money to take care of their families. Chinese laborers faced prejudice. They generally were not given higher-paying jobs in the mines. Instead, they were hired to do menial labor. Some cooked or did laundry. Despite many difficulties, the Chinese worked hard. They helped build railroads and worked on farms. Their labor also helped cities like San Francisco to prosper.
African Americans Several thousand free African Americans lived in California by 1850. They had their own churches and newspapers. Many ran their own businesses. However, they did not have equal rights. They could not vote or serve on juries.

Native Americans For Native Americans, the gold rush brought even more tragedy. Miners swarmed onto Indian lands to search for gold. Vigilante gangs killed Indians and stole their land. About 100,000 Indians, nearly two thirds of the Native American population of California, died during the gold rush.

Impact on Californios By 1850, only 15 percent of Californians were Mexican. The old ruling families did not have a strong say in the new territorial government. When a constitutional convention was held, only 8 of the 48 delegates were Californios.

California politicians could not stop the passage of laws that discriminated against their people. The legislature levied a high tax on ranches and required rancheros to prove that they owned their land. This was often difficult, because most had received their land grants from Spain or Mexico. By the time many Californios could prove ownership, they had had to sell their land to pay legal bills.

Checkpoint What effects did the gold rush have on Californios?

Looking Back and Ahead California had enough people by 1850 to apply for admission to the Union as a free state. As you will read in the next chapter, California’s request for statehood would cause a national crisis.

Assess and Reteach

Assess Progress

Have students complete Check Your Progress. Administer the Section Quiz.

All in One Teaching Resources, Unit 4, Section Quiz, p. 93

To further assess student understanding, use the Progress Monitoring Transparency.

Progress Monitoring Transparencies, Chapter 13, Section 4

Reteach

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying question.

Interactive Reading and Notetaking Study Guide, Chapter 13, Section 4 (Adapted Version also available.)

Extend

Have students suppose they are forty-niners recently arrived in California. Have them research life in the time. Ask them to write a diary entry about what they have found in the gold fields. Provide students with the Web Code below.

Extend Online For: Help in starting the Extend activity Visit: PHSchool.com Web Code: mye-0266

Progress Monitoring Online

Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

Answers

Reading Skill Possible question: In what ways did Californios face discrimination after 1849?

Checkpoint Californios lost political power and faced discrimination.