



Primary Source Lesson Plan - Mining and the Environment

Name of Primary Source

- Tearing Up the Mountain. Excerpts from descriptions of Central City from 1859 and 1866.

How primary source ties into text

- **Qualifies:** Firsthand accounts of the effects on the land from human migration, mining, and cattle.
- **Elaborates:** This primary source gives detailed accounts and personal perspectives of the devastation of the land due to the gold rush in the Central City, CO area.
- **Raises questions:** Through these primary sources students will be able to complete a cause and effect t-chart graphic organizer.
- **Corresponding Lesson:** Use as an in-depth learning activity after Lessons 18 & 19, Pike's Peak or Bust. The primary sources will provide essential details to help students see connections within what they are learning.

Colorado Standards

- **Social Studies Standard 1 History:** History develops moral understanding, defines identity, and creates and appreciation of how things change while building skills in judgment and decision making. History enhances the ability to read varied sources and develop the skills to analyze, interpret, and communicate.
 - **Grade level expectation:** People in the past influence the development and interaction of different communities or regions.
- **Reading and Writing 1:** Read and understand a variety of materials
- **Reading and Writing 3:** Write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling

Big Idea

- Literacy - Cause and Effect
- History - Mining had (caused) devastating effects on Colorado's natural environment.
- Read and respond to Tearing Up the Mountain primary source and complete the Causes and Effects graphic organizer.

Critical thinking

- Why do you think the miners cared so little about the environment?
- What are some of the effects of mining that we still see today?

Mini-Lesson

Teaching

Discuss the meaning of cause and effect with students. Give a simple example of cause and effect such as: Cause - I didn't set my alarm clock, Effect- I was late for school. Have students turn and talk with a partner sharing their own examples of cause and effect. Give each student a copy of the primary source Tearing Up the Mountain. Discuss with students how these are four different accounts regarding the effect that mining had on the land.

Active Engagement

Students read the primary source document independently. Once they have completed the reading, students will

Lesson Plan	Primary Sources	Lessons 18 - 19 Pikes Peak or Bust/Cause and Effect
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complete the Causes and Effects graphic organizer finding three causes and three effects of mining on the land in the Central City, CO area.

Sharing/Closing

Bring students back together to share their Cause and Effects graphic organizer.

TEARING UP THE MOUNTAIN: First-Hand Accounts from a Mining Camp

CENTRAL CITY, 1859

...We then came over the mountains to Gregories [sic] Diggings [Central City]...and found a large amount of people at these diggings and scattered over the Mountains. We then pitched our tent and commenced [began] prospecting and searching for gold and found by investigation that there was and is large quantities of gold in these mountains, but I am further satisfied that it costs more labor and harder to be got at than in California....

We have opened our claim and nearly ready to put our sluice in operation. We have found a little gold and our prospect is fair.

Source: L. D. Crandall to Arminia and Avelia Hubbard, July 17, 1859; State Historical Society of Wisconsin, Madison.

CENTRAL CITY, 1859

This narrow valley is densely wooded, mainly with the inevitable yellow pine, which, sheltered from the fierce winds which sweep the mountaintops, here grows to a height of sixty or eighty feet, though usually but a foot to eighteen inches in diameter. Of these pines, log cabins are constructed with extreme facility, and probably one hundred are now being built, while three or four hundred are in immediate contemplation.

Source: Horace Greeley, *An Overland Journey* (New York: Alfred A. Knopf, 1964), pp. 103-104.

CENTRAL CITY, 1859

The large number of cattle led into the mountains during the rush in June had resulted in an entire consumption of the grass that grows on the mountainsides, so that during the latter part of the season scarcely a spear remained anywhere.

Source: Henry Villard, *The Past and Present of the Pike's Peak Gold Regions* (St. Louis: Sutherland & McEvoy, 1860), p.80

CENTRAL CITY, 1866

The timber has been wholly cut away, except upon some of the more distant steeps, where its dark green is streaked with ghastly marks of fire. The great, awkwardly rounded mountains are cut up and down by the lines of paying "lodes," and pitted all over by the holes and heaps of rocks made either by prospectors or to secure claims. Nature seems to be suffering from an attack of confluent small-pox.... This hideous slashing, tearing, and turning upside down is the surest indication of mineral wealth.

Source: Bayard Taylor, *Colorado: A summer Trip* (New York: G. P. Putnam & Sons, 1867), p. 56.

Name _____ Date _____

Causes and Effects

Write your own definition of cause and effect.

Write a personal cause and effect statement about something that happened to you this week. Example: *Cause: I forgot to pack my lunch. Effect: I was hungry at lunch time.*

Complete the following T-Chart with three causes for the event and three effects of the event.

EVENT:

Cause

1. _____
2. _____
3. _____

Effect

1. _____
2. _____
3. _____