

UNIVERSIDAD DE CONCEPCIÓN
FACULTAD DE EDUCACIÓN
PEDAGOGÍA EN INGLÉS



THE GOLD RUSH : CULTURE-BASED ACTIVITIES FOR THE EFL CLASSROOM

TESIS PARA OPTAR AL GRADO DE LICENCIADO EN EDUCACIÓN

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CONCEPCIÓN, 2016

Acknowledgements

First and foremost, I would like to express my deepest gratitude to God the almighty, for providing me with life and health. I would also like to thank my mother because she was always supporting me and encouraging me with her best wishes. Likewise, I am greatly thankful to my guide professor Maria Loretto Fuentes, for her excellent guidance, caring, patience, continuous support to my work and especially for her understanding with regard to my personal situation.

Finally, I would like to thank all those who encouraged and helped me to believe in myself in those moments when things seemed difficult.

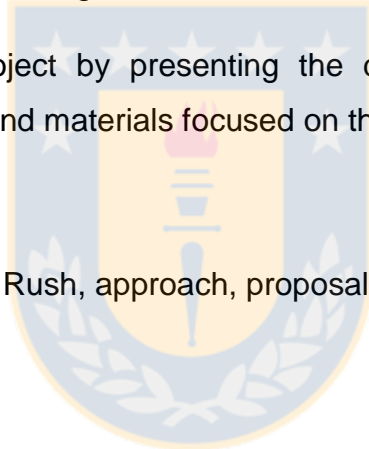


Abstract

The purpose of this research is to make a proposal of lessons with a topic of American culture in the teaching of English as a foreign language. This proposal is aimed to overcome the problem that students face when learning English in a way that is not contextualized. I will build up a theoretical frame by revising different authors on the topic of using the culture of the target language in the teaching of it. I will also discuss the findings in current approaches in the teaching of English as a foreign language. I will build my proposal based on the historical times of the Gold Rush in the US, and according to the Chilean National Curriculum provided by the Ministry of Education and following the national teaching standards.

I will end this project by presenting the didactic proposal containing planned lessons, activities and materials focused on the Gold Rush in the US.

Keywords: culture, the Gold Rush, approach, proposal.



Resumen

El propósito de esta investigación es hacer una propuesta de lecciones con un tema de cultura americana en la enseñanza del inglés como lengua extranjera. Esta propuesta está dirigida a superar el problema que los estudiantes enfrentan a la hora de aprender inglés de una manera que no se contextualiza. Voy a construir un marco teórico mediante la revisión de diferentes autores sobre el tema de la utilización de la cultura de la lengua meta en la enseñanza de la misma. También voy a discutir sobre los hallazgos de enfoques actuales en la enseñanza del inglés como lengua extranjera. Construiré mi propuesta basada en tiempos históricos de la fiebre del oro en los Estados Unidos, y de acuerdo con el plan nacional de estudios de Chile proporcionado por el Ministerio de Educación y siguiendo los estándares de la enseñanza nacional.

Terminaré mi proyecto presentando la propuesta didáctica que contiene lecciones planificadas, actividades y materiales cuyo tópico principal es la fiebre del oro en los Estados Unidos.

Palabras claves: cultura, la fiebre del oro, enfoque, propuesta.

Table of contents

Acknowledgements.....	I
Abstract.....	II
Resumen.....	III
Table of Contents.....	IV
 CHAPTER I RESEARCH DESCRIPTION.....	 1
1.1 Introduction.....	2
1.2 Description of the problem.....	5
1.3 Methodology.....	7
1.4 Objectives.....	8
 CHAPTER II THEORETICAL BACKGROUND.....	 9
2.1 Definition of Culture	10
2.2 The importance of Culture in Language Teaching.....	13
2.3 Historical Background.....	18
2.4 Methods and Approaches in Language Teaching	24
2.5 First Year High School Syllabus.....	39
 CHAPTER III PROPOSAL.....	 56
3.1 Research proposal	57
3.2 Lesson plans	59

CHAPTER IV CONCLUSIONS	90
4.1 Conclusions.....	91
CHAPTER V REFERENCES	94
5.1 Bibliography.....	95
5.2 Linkography.....	96
CHAPTER VI ATTACHMENTS.....	99
Unit 1 The California Gold Rush.....	100
Lesson 1 The Beginning.....	101
Lesson 2 Samuel Brannan, the first millionaire (part 1).....	107
Lesson 3 Samuel Brannan, the first millionaire (part 2).....	112
Lesson 4 Mining techniques.....	119
Lesson 5 How do I get to California?	125
Lesson 6 Women in California Gold Rush	129
Lesson 7 Environmental Disaster in California Gold Rush	133
Lesson 8 Chileans in California Gold Rush (part 1)	138
Lesson 9 Chileans in California Gold Rush (part 2)	143
Lesson 10 Sutter's Mill – Dan Fogelberg	147
Lesson 11 Effects on the Native Americans	152

CHAPTER I

Research description



Introduction

As a result of the process of globalization, which most countries want to be part of, the importance of speaking English has been vital to create better opportunities to succeed, get a better job so we can improve our quality of life. Regarding this, it has become challenging for the governments from all continents to set a standardized plan as part of their national syllabus to support the teaching of English in the schools. In Chile, the reaction to globalization was through a program called “English Open Doors”, created in 2004. This initiative looks for the improvement of English in primary and secondary schools. However, despite the efforts and initiatives to transform Chile in a bilingual country, the reality is still far different and I lived that experience as a high school student.

During secondary education I started to feel interested in English because my teacher promoted the participation of all students in class, she always looked for strategies to motivate students in the teaching of English. However, most of teachers focused on traditional approaches like Grammar Translation Method, with little participation of students as active agents of the learning process. Many of my classmates lost the interest in learning a foreign language because the lessons were focused on the same method and did not have relation to the real world. However, in the university, we learnt that there were diverse approaches and methods on how to teach English to students in a contextualized way.

At the university, I understood that there was a wide difference between learning English at school and at university, professors focused on varied contexts, applying different approaches and methods in order to motivate us to develop our skills. Personally, I like History very much and the PSU of this subject helped me to enter to the university. For this reason, subjects such as American and British culture captured my attention and helped me to improve my level of English. Besides, I could learn more about the historical background of the English speaking countries and the close relation between language and the culture of the target language.

In this level of academic training, we realized that language should be taught within a determined context. Language cannot be taught in an isolated way. In fact, the theory of communicative approach claims that language is communication; therefore the final aim is communicative competence.

When I started my professional practice of the Teacher Training Program, I realized classes were taught with a grammar focus, using repetition tasks and based on obsolete approaches instead of fostering the foreign language, which can be used in real life situations. Furthermore, culture seems to be something nonexistent for most of them, this is worrying because, according to Kramsh (1993), culture is considered the fifth skill and must be taught along with the other skills (reading, listening, speaking and writing). Another important point is the lack of motivation and commitment at the time of learning English.

In order to change the way teachers plan and teach their classes, I will create a proposal of lessons focused on the California Gold Rush, so as to motivate and improve the students' level of English by means of applying authentic material, real life situations and contents related to their interest. My lessons are based on one of the most important events of the history of the USA and of the world. Have you ever heard the expression "The Chilean California"? I come from Calama, the Chilean California. The similarities between California and Calama persuaded me to choose this period of the American history. In fact, the arrival of many people looking for better opportunities, like Peruvians, Bolivians, Ecuadorians and lately Colombians, has changed the north of Chile transforming it into a cosmopolitan and diverse society. In fact, cities like Antofagasta and Copiapo are full of immigrants too. In many aspects we have similarities with the California Gold Rush, for instance the immigration, the xenophobia, the negative effects on Native people, the damage to the environment, etc.

I created a theoretical frame to back up my proposal. In fact, I will discuss the importance of culture and its relation to the process of teaching learning English as a foreign language. Then, I will refer to the historical background of the California Gold Rush in the United States, topic on which I will build up my culture-based

lesson plans because I consider it very relevant for the development of my lesson plans. Furthermore, I will discuss the different approaches and methods which fit better my proposal. Moreover, I will review the most important aspects of the Chilean National Syllabus for the first year high school considered at the time of teaching English as a foreign language in Chile. These aspects include: fundamental objectives, compulsory minimum contents, crosswise fundamental objectives and expected outcomes. I will include the culture-based lessons in the attachment section of this seminar.

These contextualized lessons based on American Culture will fulfill my proposal.



Description of the problem

The importance of the English language in our globalized world is undisputed, not only because it is the second most spoken language, but also because it is present in diverse fields of human life (work, arts, music, business, culture, sports, internet, among others). However, according to the last census, done in Chile in 2012, just 9.5% of the total population (approximately 1,5 million) can start a conversation in English, whereas only a 16,41% of the young, aged between 15 and 29 years old, speak and comprehend the language. The 2014 SIMCE (an evaluation used by the National Agency of the Quality of Education in order to assess learning results in schools) in English for third year high school students shows no gratifying results either, but at least the trend is positive in relation to 2012 SIMCE. With four levels, under A1, A1, A2 and B1, where A2 level represents a standard-eighth-grade student and B1 represents a standard fourth year high school student, the results are the following:

CEFR Level	English SIMCE 2012	
Level B1	8,2%	18%
Level A2	9,6%	
Level A1	26.8%	82%
Under level A1	55.4%	

CEFR Level	English SIMCE 2014	
Level B1	12,6%	25%
Level A2	12,0%	
Level A1	22.3%	75%
Under level A1	53.2%	

(CEFR: Common European Framework of Reference for languages)

This information shows us the poor level of English of our students, only 25% of the students reached an acceptable level. According to the government, the responsibility of these results seems to be divided among teachers, students, families and society in general. Moreover, according to my personal experience as a future teacher, I have noticed that culture and language are distant terms one from the other and despite culture is called the fifth skill, in many classrooms it is absent. This may be caused by some schools that resist to change their traditional methods in order to teach what they think is relevant. This is reflected in boring grammar lessons or repetition exercises students do without understanding what is said, which makes students lose interest in learning a new language and therefore, they get low levels of English in diverse tests. Language must not be taught in an isolated way, language needs to be taught from its background, paying attention to the place where English is spoken, the people who speak it, the way they speak it and many other cultural aspects. “Language is used to convey meaning, but meaning is determined by culture”. (Chastain 1988).

In order to help and improve the levels of English of the students I will present this set of lesson plans based on American Culture and the California Gold Rush. As cultural background, I chose this event in the American history not only because of the similarities between it and the north of Chile but also because this world event is directly related to crosswise fundamental objectives (OFT). The purpose of OFT is to reinforce the formation of fundamental values, the national identity and the social integration that were problems in California and now are problems in the north of Chile.

I believe my proposal will help to make the learning process more dynamic and relevant for students as well as to use English language in context more effectively. It will also contribute the crosswise fundamental objectives making students more tolerant to diversity and being able to appreciate cultural issues in the USA as well as in Chile.

Methodology

The proposal I present will be defined as a qualitative investigation. This implies the research of the activities, relations, subjects, means, materials or instruments in a determined situation or problem. This sort of research has a holistic view, which means that it analyses exhaustively an activity or subject in particular, considering the activity or subject as a whole. The researcher tries to center on in-depth understanding instead of accuracy. It focuses on the occurrence of the process where the problem or subject is located, considering that the natural environment and the context involved are direct and primary sources.

Taking into account these features, I decided to gather information from different sources such as books, magazines, articles and websites that helped me to shape the theoretical background on the concept and the teaching of culture which is the basis to support my proposal. As well as this theoretical background, I will include a historical background, which consists of cultural events in order to contextualize my work, and I will formulate a set of lesson plans that will cover the period of the California Gold Rush in the United States. Also, I will detail the most important aspects of the national syllabus considered to create a proposal as the main purpose of my research. The proposal consists of 11 lessons based on the requirements of the national syllabus for first year high school.

Objectives

General objectives:

- Build up a theoretical basis that supports the creation of a proposal for an EFL class based on culture.
- Develop a proposal of culturally contextualized lessons for an EFL class, according to the first year high school national syllabus.

Specific objectives:

- Define the concept of culture and its importance in language teaching.
- Describe the importance of foreign language culture teaching in the classroom and the benefits that it provides to the students.
- Analyze and describe communicative approaches and the requirements to apply them effectively in the classroom.
- Analyze the first year high school national syllabus.
- Create a set of lessons based on the culture of the target language following the requirements and standards of the first year high school national syllabus.
- Select significant issues of the California Gold Rush in the United States to establish a cultural basis for the contents presented in the set of lessons mentioned before.
- Create authentic material to support the set of culture-based lessons of this proposal.

CHAPTER II

Theoretical background



Definition of culture

Culture is present in every society and at the same time, we are all part of it. We are in constant interaction every day exchanging or showing attitudes, values and beliefs. The values and principles in each individual cause a deep impact on how he/she will cope with life through his/her performance when facing any situation. If we are preparing students to be able to manage the four skills (speaking, reading, writing and listening) in the English language, knowing the target culture is a determining factor in achieving this goal. Culture. *Cultura*. *Kultur*, no matter how you say it, it is an essential part of our languages, our past, our present. Language without cultural relevance is nearly useless. However, what is understood by culture does not have a clear interpretation. The term culture is a very broad concept and has a lot of definitions according to the different field of study.

The etymological meaning of culture comes from some Latin terms such as *cultus*, *cultura* and *colere* which mean “to cultivate” and “to care for”. It evokes man’s activity on physical nature, working the earth, the collective effort to plant vegetables for man and domestic animals need. Therefore, “culture is understood as an act of transforming nature, to serve properly the human ends”. (Blondel 43).

According to Duranti (1997), culture is such a complex notion that it may be neither possible nor desirable to arrive at an all encompassing definition of it. It means different to different people. For some, it refers to an appreciation of good literature, music, art, and food. However, for anthropologists and other behavioral scientists, culture is the *full range of learned human behavior patterns*. The term was first used in this way by the pioneer English anthropologist Edward B. Tylor in his book, *Primitive Culture*, published in 1871. Tylor (1871) said that culture is “that complex whole which includes knowledge, belief, art, law, morals, custom, and any other capabilities and habits acquired by man as a member of society”. Since Tylor's time, the concept of culture has become the central focus of anthropology. Although many authors do not completely agree with this definition, it is nowadays one of the classical and best-known definitions of culture.

In Sociology, Parsons defines “culture consists in those patterns relative to behavior and the products of human action which may be inherited, that is, passed on from generation to generation independently of the biological genes” (Parsons 1949: 8).

In Education, “Culture has been defined in a number of ways, but most simply, as the learned and shared behavior of a community of interacting human beings” (Useem & Useem 1963: 169).

In Psychology, Damen defines culture as the “.... learned and shared human patterns or models for living; day-to-day living patterns. These patterns and models pervade all aspects of human social interaction. Culture is mankind’s primary adaptive mechanism” (Damen 1987: 367).

Culture is also defined in terms of intercultural communication (Lustig & Koester, 1999), the capacity and ability to enter other cultures and communicate effectively and appropriately, establish and maintain relationships, and carry out tasks with people of these cultures. With the rapid increase in foreign language learning/teaching recently, the concept of ‘intercultural competence’ has gained much more significance in relation to the role of culture in EFL learning/teaching. According to Meyer (1991), this competence refers to “the ability of a person to behave adequately in a flexible manner when confronted with actions, attitudes and expectations of representatives of foreign cultures”. This definition, in fact, adds to the notion of communicative competence and enlarges it to incorporate intercultural competence. Kramsch (2009) defines culture as a natural connection between the language spoken by members of a social group and that group’s identity. By their accent, their vocabulary, their discourse patterns, speakers identify themselves as a members of this or that speech and discourse community. In 2009, Kramsch also defines culture as a way of thinking, feeling and believing. It is the group’s knowledge stored up (in memories of men and women; in books and objects).

To sum up, culture is the shared knowledge, way of life models and schemes created by a set of people geographically and historically, formulating perception, interpreting, behaving, expressing, and responding to the social realities around them.



The importance of Culture in Language Teaching

According to Chastain (1988), language and culture are inseparably bound; therefore, complete comprehension during any type of intercultural communication depends upon the participants' awareness of the social and cultural significance of the words and expressions employed. Besides Chastain maintains that "language is used to convey meaning, but meaning is determined by culture. Damen (1987) notes that to be meaningful, language must be culture-bound and culture specific.

When studying formulations of objectives of different foreign language teaching (FLT) methods, we usually encounter such statements as: "to learn the everyday life of the target language speakers", revealing the place of culture in that particular method. Although the place of culture and its role in language teaching has long been present in the thinking of language teachers, the priority given to it may vary from one period to another leading to different viewpoints in different FLT approaches and methods.

The significance of teaching culture in and through language teaching has been recognized and widely discussed over the last two centuries. As research and practice have progressed over these years, the definition of culture and the relationship between language teaching and culture have been defined and redefined. Regarding the relationship between culture and language teaching, there are at least two main viewpoints: the static and the dynamic views. The earlier models including those by Brooks (1975) or Nostrand (1974) among others tended to view culture as unvarying and composed of discrete, concrete facts that can be taught and learnt. Liddicoat (2002) maintains that this static view of culture does not recognize the link between language and culture, it merely transmits cultural information to learners and ignores the constantly developing nature of culture. This view treats cultural knowledge as either facts or artifacts. Students are expected to learn information about a country or people, their lives, their history, their institutions, or their customs or about the cultural icons these people have produced, such as their literature, their art, their architecture, or their music. A

result of this orientation is that the cultural component becomes self-contained and is often very remote from the language itself. Moreover, the cultural component may be further separated from language by being taught and presented in the students' first language rather than in the target language. Although there may be some place for cultural facts in a languages curriculum, it is more important to study culture as a process in which the learner will eventually engage rather than as a closed set of information that he/she will be required to recall (Liddicoat, 2002).

By contrast, the more recent models see culture as a dynamic and variable entity. The dynamic view of culture requires learners to actively engage in culture learning, rather than only learn about the cultural information of the target culture in a passive way. They are encouraged to view cultural facts as situated in time and space and variable across time, regions, classes and generations (Crawford & McLaren, 2003). According to Liddicoat (2002), culture is seen as sets of variable practices in which people engage in order to live their lives and which are continually created and re-created by participants in interaction. These cultural practices represent a contextual framework that people use to structure and understand their social world and communicate with other people. As such, culture is not about information and things; it is about actions and understanding. In order to learn about culture, it is necessary to engage with the linguistic and non-linguistic practices of the culture and to gain insights into the way of living in a particular cultural context. Cultural knowledge is not therefore a case of knowing information about the culture; it is about knowing how to engage with the culture. It is important that the scope of culture learning move beyond awareness, understanding and sympathy, and begin to address the ways in which culture learning will be practiced by learners. Cultural knowledge is, therefore, not limited in its use to a particular task or exercise, but instead it is a more general knowing which underlies how language is used and how things are said and done in a cultural context. As such, it resembles very closely other types of language

knowledge. The dynamic view of culture also requires learners to have knowledge of their own culture and an understanding of their own culturally-shaped behaviors.

This major transformation in perspective has also been characterized by conceptual shifts from culture-specific to culture-general models of intercultural competence. Culture-specific learning refers to the acquisition of knowledge and skills relevant to a given “target culture,” i.e., a particular culture group or community. Culture-general learning, on the other hand, refers to knowledge and skills that are more generalizable in nature and transferable across cultures. This body of knowledge includes, among other things, the concept of culture, the nature of cultural adjustment and learning, the impact of culture on communication and interaction between individuals or groups, the stress associated with intense culture and language immersions (culture and language fatigue), coping strategies for dealing with stress, the role of emotions in cross-cultural, cross-linguistic interactions, and so forth. Culture-general skills include the capacity to display respect for and interest in the culture, the ability to be a self-sustaining culture learner and to draw on a variety of resources for that learning, tolerance and patience in cross-cultural situations, control of emotions and emotional resilience, and the like (Lustig and Koester, 1996, Kelley and Myers, 1995).

Let us see some different viewpoints of some educators and scholars in respect to the relationship between culture and language teaching. Seelye (1976) claims that learning a language in isolation of its cultural roots prevents one from becoming socialized into its contextual use. Seelye (1976) maintains that knowledge of linguistic structure alone does not carry with it any special insight into the political, social, religious, or economic system.

According to Brown (1994) culture is a deeply ingrained part of the very fiber of our being, but language, the means for communication among members of a culture, is the most visible and available expression of that culture. And so a person's world view, self-identity, and systems of thinking, acting, feeling, and communicating can be disrupted by a change from one culture to another. In a word, culture is a way of

life. It is the context within which we exist, think, feel and relate to others. It is the “glue” that binds a group of people together.

Similarly, Tang (1999) propounds the view that culture is language and language is culture. He suggests that to speak a language well, one has to be able to think in that language, and thought is extremely powerful. Language is the soul of the country and the people who speak it.

Finally, Kramsch (1993) sees culture as a fifth language skill besides the usual four skills of listening, speaking, reading, and writing.

Culture, the fifth language skill

Why should we consider the teaching of a cultural skill set as part of language teaching and why should we consider it a fifth language skill, in addition to listening, speaking, reading and writing? There are two reasons. One is the international role of the English language and the other is globalization.

Many now argue that the role of the English language in the curriculum is a life skill and should be taught as a core curriculum subject like math, and the mother tongue. The reason for this is globalization and the fact that to operate internationally people will need to be able to use a lingua franca. For the next twenty to thirty years at least, that language is likely to be English. That means that English will be a core communicative skill and will need to be taught early in the school curriculum. Many countries now introduce English at eight years old and many parents introduce their children to English at an even younger age, using ‘early advantage’ programs.

The second argument is globalization itself. You could say that we are all internationalists now. We are or will be dealing with foreigners in our community, going abroad more, dealing at a distance with foreigners through outsourcing or

email, phone and video-conferencing. And this isn't just for adults. Kids are interchanging experience and information through travel and networks like Facebook. This is the time to develop the intercultural skills that will serve them in adult life.

Up until recently, it was assumed that if you learned the language, you learned the culture but actually it is not true. You can learn a lot of cultural features but it does not teach you sensitivity and awareness or even how to behave in certain situations. What the fifth language skill teaches you is the mindset and techniques to adapt your use of English to learn about, understand and appreciate the values, ways of doing things and unique qualities of other cultures.



Historical Background

The California Gold Rush is considered by many historians (Henry William Brands and Mary Hill for example) to be the most significant event of the first half of the nineteenth century. Besides, it was one of the most compelling events in the history of westward expansion. The discovery of gold in California in 1848 vastly accelerated changes that had been occurring since 1769. Already a meeting place for Mexicans, Russians, Americans, Europeans, and natives, the gold rush turned California into a truly global frontier where immigrants from every continent on earth now jostled. More than 300,000 gold seekers flooded California by 1850, bringing to the new American state an astonishing variety of languages, religions, and social customs. Many of these visitors had no interest in settling down in California, intending only to make their "pile" and return home with pockets full of gold. The arrival and departure of thousands of immigrants, the intensely multicultural nature of society, and the newness of American institutions made Gold Rush California a chaotic, confusing landscape for natives and newcomers alike.

The real story of the California Gold Rush has to be traced back to the Mexican-American War, which was fought from 1846 to 1848. The war started out as a dispute over Texas. However, under the Treaty of Guadalupe Hidalgo, United States ended up not only with Texas, but also Nevada, Utah, Arizona and California. During this time period, the country was expanding and its transportation improving. Once gold was discovered in California, waves of fortune-seekers, also known as 49ers (because they came during 1849), came from all over the world to California, thus drastically impacting both the economy and social life of California, which in turn impacted the rest of the nation. Even though few of the 49ers actually made a fortune from mining gold, many found other ways to earn a living, especially once the gold became scarce and xenophobia emerged. Nonetheless the incredible number and diversity of people who came to California seeking an easy fortune influenced Californian and American life. John Sutter, on whose lands the gold discovery had occurred, moved to California from

Switzerland in 1830 and obtained a property charter from the Mexican government. During this time, he established a fort at New Helvetia, at the junction of the American and Sacramento rivers. He strove to build an agricultural empire, but the gold discovery was the beginning of the downfall of his dream. Along with James Marshall, Sutter located gold at his mill in 1848.

It may seem odd that James Marshall and John Sutter were quite displeased upon testing the gold and confirming its identity. But Sutter was barely interested in profits to be made from the discovery; his original plan was to establish an agricultural powerhouse, and he stuck to it. He was afraid, however, that if news of the discovery leaked, his workers would abandon him and try to make a profit of their own from the gold fields. He also feared the competition over land and resources that would ensue if a massive rush of immigrants came to California to seek gold. Thus, he and Marshall agreed to keep the discovery secret until the mill's completion, so that Sutter would retain the manpower necessary for the job. Stories circulated the countryside within weeks. However, they were all too often dismissed as wild rumors, until they caught the ears of a new and ambitious Mormon immigrant, Samuel Brannan. Brannan immediately sensed immense riches in store from the potential gold boom, and keenly bought most of the picks, pans, and shovels in California at extremely low prices. Then, *after* he established a colossal stockpile, he ran through the streets of San Francisco, holding up gold, and shouting "Gold, gold in the American River!" He provided enough empirical evidence to be believed and trigger a massive inflow of immigrants as the news spread east. In just the next nine weeks, by selling mining equipment at prices far higher than his costs, he made \$36,000.

The 1849 California Gold Rush was a magnet for ambitious personalities: individuals who would later rise to extraordinary heights in American politics, military, and economic life. The Gold Rush ruined the great landowner John Sutter but served as a testing ground for Richard Barnes Mason and William T. Sherman.

John Sutter was, as he had predicted, economically destroyed by the arrival of gold seekers into California. His ambitions for an expansive enterprise were ruined by

the desertion of his laborers and by squatters overrunning his lands after the discovery of gold. Sutter never extensively attempted to benefit from the Gold Rush, except for one half-hearted expedition which he abandoned almost upon arriving at the gold fields. His losses were never officially compensated.

Another key person in Gold Rush history was Colonel, later General, Richard Barnes Mason, who served as the fifth military governor of California from 1847 to 1849. Governors were changed with extreme rapidity during that time period, but Mason served on his post the longest. He was an astute observer who toured the gold fields with his assistant, Lieutenant William Tecumseh Sherman, and reported to Washington first-hand observations of the social and economic conditions in the state. His writings are an excellent primary source for understanding the Gold Rush phenomenon. The report contained astounding facts: two miners on Weber Creek gathered \$17,000 in gold in seven days; six miners with 50 Indians took out 273 pounds of gold; sales at Sam Brannan's merchandise store near the mines totaled \$36,000 in May, June and early July. Mason sent his report and a tin of gold to Washington, a trip of many months.

As news of the 1848 discovery at Sutter's Mill spread, people all over the world were allured by the prospect of gold. Thousands of people from Mexico, Chile, Peru and China headed for California in the summer and fall of 1848, before Americans on the East Coast had a clue of what was to come. Europeans would soon follow.

On the East Coast newspapers first published accounts of the gold discovery in mid-summer 1848. Skeptical editors downplayed the notion, despite letters from California like the one in the September 14 issue of the *Philadelphia North American* that read, "Your streams have minnows and ours are paved with gold." Not until President James K. Polk announced Colonel Mason's report on December 5, 1848 State of the Union address did Americans become believers. Suddenly, thousands of Americans (mostly men) borrowed money, mortgaged homes, or spent their life savings to take advantage of an opportunity they never dreamed possible. In a society that was becoming increasingly based on wage labor, the idea that a person could alter his destiny by collecting gold off the ground

proved irresistible. Some American women, among them Luzena Wilson, went to California, but most stayed home. The women left behind took on responsibilities they had never anticipated, such as caring for families alone, running businesses, and managing farms. By 1849, the non-native population of California had grown to almost 100,000 people. Nearly two-thirds were Americans. Upon arrival in California, immigrants learned mining was the hardest kind of labor. They moved rock, dug dirt and waded into freezing streams. They lost fingernails, got sick and suffered malnutrition. Many died of disease or by accident. Hiram Pierce, a miner from Troy, New York, conducted a funeral for a young man from Maine who died of gangrene after carelessly shooting himself in the leg.

Part of the difficulty for the individual miner was competition. As the mining region grew more crowded, there was less gold to go around. Anglo-American miners became increasingly territorial over land they considered for them and forced people from other nationalities to leave the mines with violent tactics. As for California's native people, one hundred and twenty thousand Native Americans died of disease, starvation and homicide during the gold rush. Although discrimination and violence were rampant, Gold Rush California was also a place of cross-cultural communication and cooperation. Canadian merchant William Perkins described the mining town of Sonora in 1849: "Here were to be seen people of every nation in all varieties of costume, and speaking 50 different languages, and yet all mixing together amicably and socially." In mining camps and in the crowded streets of San Francisco, previously isolated groups came into contact for the first time. Race, language, religion, and class separated Californians but proximity forced groups to accommodate as well as compete. Multiracial even before it was a state, California would be continuously shaped by its diversity.

After 1850, the surface gold in California largely disappeared, even as miners continued to arrive. Mining had always been difficult and dangerous labor, and striking it rich required good luck as much as skill and hard work. Moreover, the average daily take for an independent miner working with his pick and shovel had by then sharply decreased from what it had been in 1848. As gold became more

and more difficult to reach, the growing industrialization of mining drove more and more miners from independence into wage labor. The new technique of hydraulic mining, developed in 1853, brought enormous profits but destroyed much of the region's landscape.

The peak production of placer gold occurred in 1853. Every year after that, less gold was found, but more and more men were in California to share in the dwindling supply. Thousands of disillusioned gold seekers returned home with little to show for their time, glad to escape with their health. After the boom, many miners returned to San Francisco, rich or more often broke and looking for wages. Like many cities of the 19th century, the infrastructures of San Francisco and other boom towns near the fields were strained by the sudden influx; leftover cigar boxes and planks served as a sidewalk, and crime became a problem, causing vigilantes to rise up and serve the populace in the absence of police. Other miners, instead of returning home sent for their families, turning to agriculture and other businesses as a way of survival. The California Gold Rush is generally considered to have ended in 1858, when the New Mexican Gold Rush began. These hearty pioneers found the land unbelievably productive, and ultimately California's great wealth came not from its mines but from its farms.

Chilean Contribution

According to Anthony M. Belli, a recognized historian on the California Gold Rush, most Chileans arrived late in 1848 long before the 49ers from the U.S. They represented the only experienced mining men in California at the time. They educated the 48ers on how to dig shafts, chase a lead, panning and the best locations to find gold. They introduced the "corvo" a long slender curvy knife used to dig gold from the cracks of rocks, the "poruna" a hollowed cow or steer horn which was used to pour sands when testing for gold, when water became scarce they taught the miners "aventamiento" or dry washing methods. To crush ore they improved the Mexican dragging with the addition of a stone wheel, renaming it the "Chili Mill."

Violence has always been a contingency of American culture and it came with the 49ers. Despite the advances in mining brought by the Chileans, the American 49ers quickly wanted to throw out Chileans and other aliens, even though they had taught the 48ers all they needed to know about extracting gold. Americans simply felt that California belonged to them and anyone not a U.S. citizen was in effect stealing their gold. The situation became worst by late 1849 when mining land had become scarce and the easy "free gold" was gone. Unlike most non-Anglos in the diggings who simply remained passive and moved on when told to do so by the intruding Americans, the Chileans were well educated, they were proud and quickly gained a reputation among Americans as fierce fighters who always stood their ground as equals when threatened.

This perceived arrogance further frustrated the American miners who attacked Chileans with impunity. Murders, whippings, beatings, and mutilations became the Anglo way of dealing with these Spanish speaking communities. For this the Chileans hated all Yankees and called them out as cowards. "The California of 1849 and 1850 is not at all like the California of 1852. Those earlier years were abnormal in almost every aspect, what happened then has little or no significance in terms of the excellent relations that exist today between Chileans and Americans. California in those years was without government, without fixed laws, without society, and without established traditions. It had no predominant religion." (Ramon Gil Navarro, 1852)

The brutal treatment of all non-English speaking people became a trademark of Gold Rush justice. The overwhelming majority of violence resulted from American miners who sought to remove the competition, regardless of race, first with a warning – then with force. Like the Chinese, the Chileans retreated from the mines, settling in San Francisco where they went on to become successful businessmen. Others pursued politics becoming judges, legislators, and Congressmen, their families became among those prominent and wealthy in the new American state of California.

Methods and Approaches in Language Teaching

When teaching, we have to know what we want to do, what for, how we are going to do it, and what we need in order to achieve that. A profession with clear parameters of its optimum exercise is recognized and legitimized in society. This is the goal of the Marco para la Buena Enseñanza (MBE) which establishes what Chilean teachers must know, do and weight to determine how well the teaching is done in the classroom. It is very important to consider the four fields (preparation of the teaching, creation of a favorable atmosphere for the learning, teaching for the learning of all students and professional responsibilities) when we look for new strategies and techniques in order to improve lessons and the knowledge that our students will acquire. Besides, the fields are divided in criteria (20) and descriptors (70), the design of these shows the specific elements on which teachers must be focused.

One method that can help us to fulfill a good learning is through contextualized classes. This kind of classes help students to be prepared to use the language in everyday life situations rather than learning just isolated vocabulary and grammatical structures of the foreign language. There are some approaches that focus on the communicative competence rather than on accuracy of grammar and the use of methods described by these approaches. They will help us to develop communicative competence in our students in order to prepare them to face real situations using the foreign language. Previous generations studied English based on traditional approaches focused on grammar and repetition. The Grammar-Translation Approach is a traditional teaching technique that was used to teach Latin and Greek. The focus was on translation of texts, grammar and the rote learning of vocabulary which provided students with just basic notions of the foreign language, leaving aside a real important aspect of the foreign language learning like the cultural context.

The Communicative Approach

Communicative Approach or Communicative language teaching (CLT) is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. It is assumed that the goal of language learning is communication. It started in the 60's and 70's as a reaction against previous methods which over-focused on teaching grammatical structures and template sentences, and which gave little or no importance to how language is actually used practically.

Communicative approach makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio-lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

Margie S. Berns, an expert in the field of communicative language teaching, writes that "language is interaction; it is interpersonal activity and has a clear relationship with society. In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational context (who are speaking, what their social roles are, why they have come together to speak)" (Berns, 1984, p. 5).

The main features of communicative approach are the following:

- Target language must be used as a normal medium for classroom management and instruction.

- Interaction in the target language in a communicative way for meaningful activities.
- Fluency is an important dimension of communication.
- Communication involves the integration of different language skills (reading, listening, speaking and writing).
- Learning is a process of creative construction and involves trials and errors.
- Classroom should provide opportunities for rehearsal of real-life situations and provide opportunity for real communication.
- Emphasis on: pair work and group-work.
- Grammar can still be taught, but less systematically.
- Language is adapted to interests of students, more easily retained.
- Use of everyday language.
- Communicative approach seeks to use authentic resources.
- Use of visual stimuli, for example: flashcards, power point presentations, etc.

About the role of the teacher, we must consider some important principles:

- The teacher's main role is a facilitator and a monitor rather than leading the class
- To act as an independent participant within the learning-teaching group.
- The teacher is also expected to act as a resource, an organizer, a motivator, a counselor, a guide, an analyst and a researcher.
- Dialogues are used that centre on communicative functions, such as socializing, giving directions, making telephone calls, etc.
- Use of songs and games are encouraged and provide a natural environment to promote language and enhance correct pronunciation.
- Feedback and correction are usually given by the teacher after tasks have been completed, rather than at the point of error, thus interrupting the flow.

Learning Material

The materials have the fundamental role of promoting the communicative use of the language. We have three categories and they can be used as the basis for classroom activities. Not only must the activity be appropriate to the level of the students but the materials used must be appropriate too.

- Text-based materials: for example practice exercises, reading passages, gap fills, recordings, etc. Can be found in almost any course book as well as in books containing supplementary materials. They form an essential part of most lessons.
- Task-based materials: These include game boards, role-play cards, materials for drilling, pair work tasks, etc. They might be used to support real life tasks such as role playing booking in a hotel, or a job interview.
- Realia: This includes such things as magazines, newspapers, fruit and vegetables, maps, etc. Things from real world outside the classroom. They can be used in many activities, for example, fruit and vegetables could be used in a shopping activity.

Classroom activities should be in the target language but on some occasions native language can be used to promote greater understanding.

The communicative characteristics of a language are directly connected with the forms, and such language norms reflect the amount of people for whom such norms are standard norms. Disturbance of discipline most frequently occurs in classes where teaching is carried out only by the frontal method when the student's personality has no significance in the whole mass, and this mass must comply with the criteria of the given materials. Students cannot identify themselves in this mass and lose any interest in studying. The communicative system gives a chance to a student to express himself in a group which is composed of students with similar background. In a communicative class there are also examinations and tests,

including the explanation of material by a teacher, calling the parents, or bad mark to students.

The Natural Approach

The Natural Approach (NA) is a product of Stephen Krashen, an applied linguist at the University of Southern California and Tracy Terrell, a teacher of Spanish in California. Krashen's work on second language acquisition and Terrell's teaching experiences form the bases of the Natural Approach. The principles and practices of this new approach have been published in "The Natural Approach" (Krashen and Terrell, 1983). The book contains theoretical sections prepared by Krashen and sections on implementation and classroom procedures prepared mostly by Terrell. The most striking proposal of the NA theory is that adults can still acquire second languages and that the ability to 'pick up' languages does not disappear at puberty. Thus, Krashen's contribution to Chomsky's LAD (language acquisition device) proposition is that adults follow the same principles of Universal Grammar. The theory behind the NA implies that adults can acquire almost the phonological aspect of any foreign language, by using their ever-active LAD. What makes adults different from children is their abstract problem solving skills that make them consciously process the grammar of a foreign language. Therefore, adults have two paths to follow: Acquisition and learning. However, children have only one: Acquisition.

In their book, Krashen and Terrell refer to their method of picking up ability in another language directly without instruction in its grammar as 'the traditional approach'. They consider their approach as a traditional one whereas many methodologists consider Grammar Translation Method as the traditional method. For Krashen, even Grammar Translation Method is not as old and traditional as the method of acquiring a language in its natural environment, a method which has been used for hundreds of thousands of years. The term 'natural' emphasizes that

the principles behind the NA are believed to conform to the naturalistic principles found in successful second language acquisition. One may think that the Natural Approach and the Natural Method are similar. The Natural Method (or the Direct Method) and the Natural Approach differ in that the former lays more emphasis on teacher monologues, formal questions and answers, and error correction. Krashen and Terrell note that "the Natural Approach is in many ways the natural, direct method 'rediscovered' and it is similar to other communicative approaches being developed today". The Natural Approach, like TPR, is regarded as a comprehension-based approach because of its emphasis on initial delay (silent period) in the production of language. What is novel is that the NA focuses on exposure to input instead of grammar practice, and on emotional preparedness for acquisition to take place.

Krashen regards 'communication' as the main function of language. The focus is on teaching communicative abilities. The superiority of 'meaning' is emphasized. Krashen and Terrell believe that a language is essentially its lexicon. They stress the importance of vocabulary and view language as a vehicle for 'communicating meanings' and 'messages'. According to Krashen, 'acquisition' can take place only when people comprehend messages in the target language. Briefly, the view of language that the Natural Approach presents consists of 'lexical items', 'structures' and 'messages'. The lexicon for both perception and production is considered critical in the organization and interpretation of messages. In Krashen's view, acquisition is the natural assimilation of language rules by using language for communication; this means that linguistic competence is achieved via 'input'.

This acquisition-focused approach sees communicative competence progressing through three stages:

- Aural comprehension
- Early speech production
- Speech activities, all fostering "natural" language acquisition, much as a child would learn his/her native tongue.

Following an initial “silent period”, comprehension should precede production in speech, as the latter should be allowed to emerge in natural stages or progressions.

In the NA the teacher speaks only the target language and class time is committed to providing input for acquisition. Students may use either the language being taught or their first language. Errors in speech are not corrected; however, homework may include grammar exercises that will be corrected. Goals for the class emphasize the students being able to use the language “to talk about ideas, perform tasks and solve problems”. This approach aims to fulfill the requirements for learning and acquisition and does a great job in doing it. The techniques recommended by Terrell and Krashen are borrowed from other methods and adapted to the principles of NA, for example:

- Activities based on command (Total Physical Response)
- Comprehensible input is presented in the target language using techniques such as mime and gesture (Direct Method)
- Group techniques are similar to Communicative Language Teaching. Learners start to talk when they are ready.

The Natural Approach belongs to a tradition of language acquisition where the naturalistic features of L1 acquisition are utilized in L2 acquisition. It is an approach that draws a variety of techniques from other methods and approaches to reach this goal which is one of its advantages. But the originality of this approach does not lie in these techniques but on the emphasis on activities based on comprehensible input and meaningful communication rather than on only grammatical mastery of language.

Cooperative Language Learning

“Without the cooperation of its members society cannot survive, and the society of man has survived because the cooperativeness of its members made survival possible.... It was not an advantageous individual here and there who did so, but the group. In human societies the individuals who are most likely to survive are those who are best enabled to do so by their group” (Ashley Montagu, 1965).

How students interact with each other is a neglected aspect of instruction. Much training time is devoted to helping teachers arrange appropriate interactions between students and materials (i.e., textbooks, curriculum programs) and some time is spent on how teachers should interact with students, but how students should interact with one another is relatively ignored. It should not be. How teachers structure student-student interaction patterns has a lot to say about how well students learn, how they feel about school and the teacher, how they feel about each other, and how much self-esteem they have.

In the mid-1960s, cooperative learning was relatively unknown and largely ignored by educators. Elementary, secondary, and university teaching was dominated by competitive and individualistic learning. Cultural resistance to cooperative learning was based on social Darwinism, with its premise that students must be taught to survive in a “dog-eat-dog” world, and the myth of “rugged individualism” underlying the use of individualistic learning. While competition dominated educational thought, it was being challenged by individualistic learning largely based on B. F. Skinner’s work on programmed learning and behavioral modification. Educational practices and thought, however, have changed. Cooperative learning is now an accepted and often the preferred instructional procedure at all levels of education. Cooperative learning is presently used in schools and universities in every part of the world, in every subject area, and with every age of students. It is difficult to find a text on instructional methods, a teacher’s journal, or instructional materials that do not discuss cooperative learning. Materials on cooperative learning have been

translated into dozens of languages. Cooperative learning is now an accepted and highly recommended instructional procedure.

In Cooperative learning, students' learning goals may be structured to promote cooperative, competitive, or individualistic efforts. In every classroom, instructional activities are aimed at accomplishing goals and are conducted under a goal structure. A learning goal is a desired future state of demonstrating competence or mastery in the subject area being studied. The goal structure specifies the ways in which students will interact with each other and the teacher during the instructional session. Each goal structure has its place (Johnson & Johnson, 1989, 1999). In the ideal classroom, all students would learn how to work cooperatively with others, compete for fun and enjoyment, and work autonomously on their own. The teacher decides which goal structure to implement within each lesson. The most important goal structure, and the one that should be used the majority of the time in learning situations, is cooperation.

Cooperation is working together to accomplish shared goals. Within cooperative situations, individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. It may be contrasted with competitive (students work against each other to achieve an academic goal such as a grade of "A" that only one or a few students can attain) and individualistic (students work by themselves to accomplish learning goals unrelated to those of the other students) learning. In cooperative and individualistic learning, you evaluate student efforts on a criteria-referenced basis while in competitive learning you grade students on a norm-referenced basis.

While there are limitations on when and where you may use competitive and individualistic learning appropriately, you may structure any learning task in any subject area with any curriculum cooperatively.

General characteristics of cooperative language are the following:

- Raise of achievements of all students.
- Positive relationship among students
- Experience on healthy social, psychological and cognitive development
- Replace competition for cooperation
- Replace teacher-fronted lessons for student-centered
- Interactive pair and group activities
- Development of learning and communication strategies
- Reduce learner stress and create a positive affective classroom climate

Types of learning and teaching activities

Johnson et al. (2008) describe three types of cooperative learning groups.

1. Formal cooperative learning groups: These last from class period to several weeks and involve students working together to achieve shared learning goals.
2. Informal cooperative learning groups: These are ad-hoc groups that last from a few minutes to a class period and focus student attention or to facilitate learning during direct teaching.
3. Cooperative based groups: These are long term, lasting for at least a year and consist of heterogeneous groups with stable membership. These allow members to give each other the support, help, encouragement and assistance they need to succeed academically.

The key elements of successful group-based learning in cooperative learning are the following (Olsen and Kagan 1992)

- Positive interdependence: building a spirit of mutual support within the group.
- Group formation: Deciding on the size of the group, assigning students to groups and roles for them.
- Individual accountability: This involves both group and individual performance.
- Social skills: This determines the way students interact with each other as teammates.
- Structuring and structures: the way of organizing student interaction.

Learner roles

- The learner is a member of a group who must work collaboratively on tasks with other group members. They have to learn teamwork skills.
- Learners are also directors of their own learning. They are taught to plan, monitor and evaluate their own learning.
- Alternate roles involve partners in the role of tutors, checkers, recorders and information sharers.

Teacher roles

- The teacher has to create a highly structured and well-organized learning environment in the classroom, setting goals, planning and structuring tasks, establishing the physical arrangement of the classroom, assigning students to group and roles, and selecting materials of learning (Johnson et al. 1994)
- The teacher is the facilitator of learning.
- Teachers speak less than in teacher-fronted class.

- They provide broad questions to challenge thinking.
- They prepare students for the tasks they will carry out.
- They assist students with the learning tasks and they give few commands, imposing less disciplinary control.
- They restructure lessons so that students can work on them cooperatively.

The role of instructional materials

- Materials play an important part in creating opportunities for students to work cooperatively.
- Materials might be specially designed for CLL learning, modified from existing materials or borrowed from other disciplines.

To sum up, in Cooperative Language Learning, group activities are the major mode of learning and are part of a comprehensible theory and system for the use of group work in teaching. Group activities are carefully planned to maximize students' interaction and to facilitate students' contributions to each other's learning. Proponents of CLL stress that it enhances both learning and learners' interaction skills.

Content Based Instruction

Content-Based Instruction is an approach to language teaching that focuses not on the language itself, but rather on what is being taught through the language; that is, the language becomes the medium through which something new is learned. In the CBI approach the student learns the TL by using it to learn some other new content. For example, by studying the French Revolution while using the French language or by studying the California Gold Rush while using the English language. The language being learned and used is taught within the context of the content. The theory behind CBI is that when students are engaged with more content, it will promote intrinsic motivation. Students will be able to use more advanced thinking skills when learning new information and will focus less on the

structure of the language. This approach is very student-centered as it depends entirely on the students' ability to use the language. Although CBI is not new, there has been an increased interest in it because it has proven very effective in ESL and EFL programs around the world.

Content-based teaching differs from traditional language classes because language comes second to the content. In other words, the teacher runs a course on current affairs, or American history, or fiction writing, through which students also learn English. It's important to note that English ends up as subordinate to the material, although the teacher must recognize and be prepared to help students with language skills.

Types of content based instruction

- The Sheltered Model: the goal is to enable ESL students to study the same content materials as regular English L1 students. It is called “sheltered” because learners are given special assistance to help them understand regular classes.
- The Adjunct Model: The aim of Adjunct classes is to prepare students for “mainstream” classes where they will join English L1 learners.
- The Theme Based Model: These classes can be taught by EFL teachers who create content material based on the needs and interests of the students.

Content based lesson

Because of the nature of the content, all four skills get integrated. It's important to note that the content continues through the whole course, not just a handful of lessons. A course on shopping one day, using the bank on another day, and

making hotel reservations in English at a different class session is an example of a CBI class. An example of CBI lesson can be approached following these steps:

Preparation

- A subject of interest is chosen.
- Finding suitable sources that deal with different aspects of the subject. These could be websites, reference books, audio or video of lectures or even real people.

The lesson

- Using small groups
- Assigning each group a small research task and a source of information in the target language to use to help them fulfill the task
- Groups sharing and comparing information.
- A result in the form of an end product such as a report or presentation of some kind.

Learner roles

- Become autonomous
- Support each other
- Are active interpreters of input
- Willing to explore alternative learning strategies and sources of content
- Both study academic subject matters and learn a foreign language

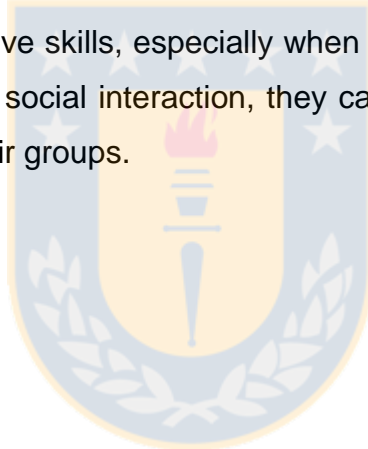
Teacher roles

- A good language teacher
- Knowledgeable in the subject matter
- Be able to draw out that knowledge from students

The role of Materials

- As with other elements in CBI, the materials that facilitate language learning are the materials that are used typically with the subject matter of the content course.
- Comprehensibility and authenticity are both important in CBI. In addition, instructional media enriches the context.

To summarize a learner is more successful when the focus is on the content rather than the language itself. When learners become aware of the relation between language learning and their favored goals, they become even more motivated to learn. Learners feel that learning is a kind of impressive thing because they know that they are studying authentic content material in the target language. Besides, they can develop collaborative skills, especially when using group work, which can have great social value. By social interaction, they can learn from each other and bring their strengths into their groups.



First Year High School Syllabus

The following proposal has been taken from the National English Syllabus for First Year High School, developed by the Chilean Ministry of Education and approved by the National Council of Education. This syllabus offers a proposal to organize and guide the pedagogical work of the school year. This proposal aims to promote the achievement of the Fundamental Objectives and the development of the Compulsory Minimum Contents that the Curricular Framework defines.

Furthermore, a set of elements is presented to guide the pedagogical work that is done from the syllabus and to promote the achievement of the objectives that the program proposes. The great variety of objectives, contents and activities seeks the enrichment and the opening of new opportunities for students, paying attention to its flexibility. In some cases, it is important the teacher discerns what is appropriate for students, taking into account their characteristics and the context they are in.

Another important point is about the approaches chosen by the teacher in order to organize the lessons in an appropriate way. For this reason I have created lesson plans in accord with the National English Syllabus and using as a guide the textbook “Teen Club” for first year high school. This Syllabus guarantees students’ progressive advance in their different levels of knowledge and it is expected they improve their communicative skills. It is important to note a problem that occurs in several levels of primary and secondary school, in some cases there is no concordance between the National Syllabus and the students’ texts. This is a major problem when teachers have to plan, so the teacher has to find the way to link the National Syllabus and the textbooks.

The following items represent the main features of the first year high school syllabus.

Fundamental Objectives (OF)

Fundamental objectives are expected outcomes that students must achieve at the end of the different levels of primary and secondary school. They refer to knowledge, skills and attitudes that have been selected considering that they promote the integral development of students and their development in several areas, which is the goal of the educational process. For first year high school the fundamental objectives are the following:

The students will be able to:

1. Listen and show comprehension of explicit information and of the main points in simple texts related to the level topics.
2. Read and discriminate explicit information and deduce the main ideas in simple texts related to the level topics.
3. Express themselves in communicative situations of frequent use related to the level topics, using phrases, idiomatic expressions and brief and simple sentences interconnected and intelligible pronunciation of the level sounds.
4. Write brief texts with descriptive and narrative purposes related to the level topics, using simple sentences linked by several connectors.
5. Read and listen to texts, (1.500 words) that include the thematic vocabulary and the vocabulary of frequent use and use part of this vocabulary in oral and written form, in accordance with their needs and communicative purposes.

6. Discover the expressive richness of the English language as a means of global communication, from the valuation of expressive richness of their own language, reflecting both, on the cultural heritage and the uniqueness of the character.

Compulsory Minimum Contents (CMO)

The Compulsory Minimum Contents specify the knowledge, skills and attitudes implied in the fundamental objectives and that the process of learning must transform in opportunities of learning for each student in order to achieve the fundamental objectives. If the fundamental objectives are from the perspective of the learning that each student must achieve, the compulsory minimum contents are done from the perspective of what each teacher must teach, cultivate and promote in the classroom to develop learning. For first year high school, the compulsory minimum contents are the following:

1. Themes

The skills in this level will be developed guarantee of the incorporation of the sixth fundamental objective and in the context of themes that are representative of the young culture and of the student world, and selecting according to criteria of familiarity, relevance and pertinence.

2. Listening comprehension

- a. The development of listening comprehension is achieved through the frequent interaction with teachers and peers, and the audition every class of oral texts of several extension that have the following characteristics:
 - They are adapted, simple and authentic and present an authentic use of the language, produced by native and non native speakers.
 - They are produced by people and audiovisual aids, live or recorded.
 - They are clearly stated and include some characteristics of conversational language.

- They include monologues such as: warnings, anecdotes, news, recorded messages, poems, songs, tongue twisters.
- They include dialogues such as: interviews, talk shows, telephone conversations that present the communicative functions of the previous level and adds the following of the corresponding level: inform and make predictions about the future, give reasons, express preferences, indicate quantity, deny and confirm information, correct information.
- They include the morphosyntactic elements of the previous year and adds the associated items to the communicative functions of the level, such as: present continuous to refer to the future, relatives clauses with *because*; adjectives and adverbs of quantity, e.g.: *a lot (of)*, *not very much*, *many*, *some*, *a few*; modal verbs *might* and *may* to make simple predictions; connectors such as *either...or*, *that*, *when*, *who*, *which*.

b. Identification and use of the following strategies and techniques to show comprehension of explicit information and the main points of the oral texts of the level:

- Discrimination between key and secondary information
- Relation of information to identify the communicative purpose of the message
- Use of their knowledge of the topic and their increased lexical and syntactic knowledge of the language to anticipate the possible development of the message
- Discrimination of the sounds of the English language that interfere with comprehension, in words such as: *bed*, *bad*, *bud*
- Recognition and identification of some characteristics of conversational language, such as: pet words, reduced forms, pauses

- Identification of expressions and phrases associated to the communicative functions of the level
- Integration of the oral expression to show comprehension

3. Reading Comprehension

a. The development of reading comprehension is carried out through reading, class to class, of texts of several extension of the informative, instructive, descriptive and narrative kind , such as: e-mails, web pages, news, instrument descriptions, games, and others; manuals, letters, anecdotes, short tales, comics, biographies, itineraries and legends. These texts have the following characteristics:

- They are adapted samples
- They are authentic samples that present an authentic use of the language
- They include the morphosyntactic elements of the previous year and add the associated elements to the kinds of texts (informative, descriptive and narrative), such as: present continuous to refer to the future, relative clauses with *because*; adjectives and adverbs of quantity, e.g.: *a lot (of)*, *not very much*, *many*, *some*, *a few*; modal verbs *might* and *may* to make simple predictions, the passive voice, connectors such as *either...or*, *that*, *when*, *who*, *which*.

b. Identification and use of the following strategies and techniques to discriminate explicit information and deduce the main ideas of the texts that were read.

- Application of techniques of rapid and focused reading
- Identification of time markers, space, sequence and relative pronouns such as: *which*, *that*, *who*;

- Use of their increased knowledge of the language, like syntactic example, word formation, elements of relation of sentences to deduce the meaning of unknown words, to anticipate the possible development of the message, to infer suggested information;
- Integration of the oral and written expression to show comprehension

4. Oral Expression

a. The development of oral expression is carried out through the frequent interaction in communicative situations, short and simples. The texts that students produce have the following characteristics:

- Dialogues of up to 12 extension exchanges;
- Monologues of up to 2 minutes approximately of extension
- They include the communicative functions of the previous level and it is added the following: inform and make predictions about the future, give reasons, express preferences, indicate quantities;
- They include the morphosyntactic elements of the previous year and add the associated elements to the communicative functions of the level, such as: present continuous to refer to the future; adjectives and adverbs of quantity, e.g.: *a lot (of)*, *not very much*, *many*, *some*, *a few*; the modal verbs related to the communicative functions of the level, *may* and *might* to make simple predictions, connectors such as *that*, *when*;
- They use an intelligible pronunciation of the sounds of the English that interfere with the communication present in words such as: *had*; *head*; *hut*.

b. Identification and use of the following strategies and techniques that allow expressing orally in several communicative situations, using series of phrases and sentences, short and simple:

- Integration of the audition as a basic skill for the interaction;
- Give linguistic signals of attention and comprehension to initiate and maintain a conversation;
- Request of clarification or help to reformulate their statements;
- Self-correction and reformulation of their statements
- Relation between the written version and the oral version of the sounds of the level to apply patterns of pronunciation.

5. Written expression

a. The development of the written expression is carried out through the production of the short and simple texts, such as e-mails, application letters, informative letters, anecdotes, short stories, biographies, itineraries. The texts that students produce have the following characteristics:

- They have up to 100 words of extension;
- They include the morphosyntactic elements of the previous year and are added the associated elements to the kinds of texts (descriptive and narrative), such as: present continuous to refer to the future; adjectives and adverbs of quantity, e.g.: *a lot (of)*, *not very much*, *many*, *some*, *a few*; modal verbs *might* and *may* to make simple predictions; connectors such as *who*, *which*, *that*, *when*;
- They include spelling elements such as: question and exclamation marks, the full stop and the capital letter.

b. Identification and use of the following strategies and techniques that favor the production of series of phrases and sentences, short and simple, connected to each other:

- Composition of short sentences;
- Discrimination and use of the proper connectors to relate logically sentences;
- Correction of the connectors and markers of sequence according to the communicative purpose of their sentences.

Crosswise Fundamental Objectives (OFTs)

The Crosswise Fundamental Objectives are expected outcomes that have an understanding and general character and point to the personal, ethical, social and intellectual development of the students. They are constitutive part of the national syllabus and, therefore, the schools must assume the task of promoting their achievement.

These objectives (OFT) are not achieved through an area of learning in particular; achieving them depends on the whole syllabus. They must be promoted through the several disciplines and in the different dimensions of the educational work (for example, through the educational and institutional project, teaching practice, organizational environment, the discipline or the school ceremonies). It is not only objectives that include attitudes and values. They are integrated with the development of knowledge and skills.

From the update to the Curricular Framework, done in 2009, these objectives are organized under a common outline for primary and secondary school. In accord with this outline, the OFTs are grouped in 5 fields:

- personal growth and assertiveness
- development of thought
- ethical formation
- the person and the environment
- technologies of information and communication

Expected Outcomes

Learning that promote the Curricular Framework and the Syllabuses point to an integral development of the students. For such purposes, those processes involve the own knowledge of the discipline as well as skills and attitudes. It is expected that students use these knowledge, skills and attitudes to face several challenges, as in context of the learning area as in the development of their environment. The skills, knowledge, and the attitudes are not acquired spontaneously studying the disciplines. They need to be promoted in a methodical way and be explicit in the purposes that articulate the work of teachers.

The expected outcomes are organized by semesters and units:

Semester 1, Unit 1

Characters and places that set trends among the young

AE 01 Listening comprehension

Show comprehension of explicit information and main ideas in simple texts related to characters and places that set trends among the young and include the communicative functions of informing, giving reasons and expressing preferences:

- Recognizing thematic vocabulary of the unit and key words
- Identifying sentences that express reasons
- Identifying the use of expressions of preference
- Identifying physical and personality descriptions
- Recognizing relation among ideas through connectors *that, when, who* and *which*
- Discriminating sounds of English that interfere with the comprehension of the text, in words such as *bed, bad, bud*

AE 02 Reading comprehension

Read and show comprehension of main ideas and explicit information in instructive, informative and descriptive texts, related to people and places that set trends among the young:

- Recognizing the thematic vocabulary of the unit and key words
- Identifying expressions that indicate reasons
- Identifying expressions that indicate preferences
- Recognizing descriptions of physical and personality characteristics
- Recognizing relation among ideas through the connectors (*that, when, who, which*)
- Reading aloud with fluency and proper pronunciation

AE 03 Oral expression

Oral expression through monologues and dialogues (12 exchanges) short and simples incorporating the communicative functions of informing, giving reasons and expressing preferences

- Using phrases already done, idiomatic expressions and short and simple sentences
- Applying the thematic vocabulary of the unit
- Describing characters through adjectives related to physical and personality features
- Applying the use of *because* to give reasons
- Using phrases and expressions such as *I'd prefer, I'd rather, What would you prefer?*
- Expressing coherence in the ideas, through the connectors *that* and *when*
- Pronouncing in an intelligible way sound of English that interfere with the communication, present in words such as *had, head* and *hut*.

AE 04 Written expression

Write descriptive and narrative texts, short and simple, related to characters and places that set trends among the young:

- Applying the thematic vocabulary of the unit
- Expressing the preferences and the reasons of them in sentences such as *I'd rather... o because*
- Describing places or characters, applying the use of adjectives
- Relating ideas in a coherence way through connectors such as *that, when, who, which*
- Applying the use of spelling elements, such as questions and exclamation marks, full stops and capital letter

Semester 1, Unit 2

Sports and healthy life

AE 01 Listening comprehension

Show comprehension of explicit information and main ideas in simple texts related to sport and healthy life and that consider the communicative functions of informing and indicating quantities:

- Recognizing thematic vocabulary of the unit
- Identifying expressions of quantity in words and phrases
- Recognizing relation among ideas through connectors *that, when, who* and *which*
- Discriminating sounds of English that interfere with the comprehension of the text, in words such as *bed, bad, bud*

AE 02 Reading comprehension

Read and show comprehension of main ideas and explicit information in simple texts (informative, descriptive and instructive) related to sport and healthy life:

- Recognizing the thematic vocabulary of the unit and key words
- Identifying the use of expressions that indicate quantity
- Identifying the use of descriptions of actions in a process
- Recognizing relation among ideas through the connectors (*that, when, who, which*)
- Reading aloud with fluency and proper pronunciation

AE 03 Oral expression

Oral expression through monologues and dialogues (12 exchanges) short and simple incorporating the communicative functions of informing and indicate quantities:

- Using phrases already done, idiomatic expressions and short and simple sentences
- Applying the thematic vocabulary of the unit
- Using structures that indicate quantity, such as *a lot of, much* or *many*
- Expressing coherence in the ideas, through the connectors *that* and *when*
- Pronouncing in an intelligible way sound of English that interfere with the communication, present in words such as *had, head* and *hut*

AE 04 Written expression

Write descriptive and narrative texts, short and simple, related to sports and healthy life:

- Applying the thematic vocabulary of the unit
- Making reference to quantities, with expressions, phrases and questions such as *a lot of, much, many, How much? How many?*
- Relating ideas in a coherence way through connectors such as *that, when, who, which*
- Applying the use of spelling elements, such as questions and exclamation marks, full stops and capital letter

Semester 2, Unit 3

The youthful life in other countries

AE 01 Listening comprehension

Show comprehension of explicit information and main ideas in simple texts (related to youthful life in other countries) that consider the communicative functions of informing and expressing simple predictions and present and future possibilities:

- Recognizing thematic vocabulary of the unit and key words
- Identifying words and phrases that express predictions and present and future possibilities
- Recognizing relation among ideas through connectors *that, when, who* and *which*
- Discriminating sounds of English that interfere with the comprehension of the text, in words such as *bed, bad, bud*

AE 02 Reading comprehension

Read and show comprehension of main ideas and explicit information in informative, descriptive and narrative texts related to the youthful life in other countries:

- Recognizing thematic vocabulary of the unit and key words associated to the topic of the unit
- Indicating phrases and expressions that indicate predictions and present and future possibilities
- Recognizing relation among ideas through the connectors (*that, when, who, which*)
- Reading aloud with fluency and proper pronunciation
- Recognizing literary elements, characters, environment and plot of a narrative text

AE 03 Oral expression

Oral expression through monologues and dialogues (12 exchanges) short and simples incorporating the functions of informing and expressing simple predictions and present and future possibilities:

- Using phrases already done, idiomatic expressions and short and simple sentences
- Applying the thematic vocabulary of the unit
- Using the structures *may* and *might* to express predictions and possibilities
- Using pet expressions and phrases to achieve better fluency in conversation, such as *well, I think* or *I mean*
- Expressing coherence in the ideas, through the connectors *that* and *when*
- Pronouncing in an intelligible way sound of English that interfere with the communication, present in words such as *had, head* and *hut*

AE 04 Written expression

Write descriptive and narrative texts, short and simple, related to youthful life in other countries:

- Applying the thematic vocabulary of the unit
- Expressing predictions and present and future possibilities through modal verbs *may* and *might*
- Relating ideas in a coherence way through connectors such as *that, when, who, which*
- Applying the use of spelling elements, such as questions and exclamation marks, full stops and capital letter

Semester 2, Unit 4

Exploring other cultures

AE 01 Listening comprehension

Show comprehension of explicit information and main ideas in simple texts (related to the culture in other countries) that consider the communicative functions of denying, confirm and correct information and expressing plans:

- Recognizing thematic vocabulary of the unit and key words
- Identifying the use of expressions about future planes
- Identifying the use of expressions that deny, confirm or correct information
- Recognizing relation among ideas through connectors *that, when, who* and *which*
- Discriminating sounds of English that interfere with the comprehension of the text, in words such as *bed, bad, bud*

AE 02 Reading comprehension

Read and show comprehension of main ideas and explicit information in simple texts (informative, descriptive and narrative) related to the culture in other countries:

- Recognizing thematic vocabulary of the unit and key words
- Identifying expressions refer to future plans
- Identifying expressions of negation, confirmation or correction of information
- Recognizing relation among ideas through the connectors (*that, when, who, which*)
- Reading aloud with fluency and proper pronunciation
- Recognizing literary elements in a narrative text (main character, secondary characters, environment, plot, conflict and solution)

AE 03 Oral expression

Oral expression through monologues and dialogues (12 exchanges) short and simples incorporating the functions of denying, confirming and correcting information and express plans:

- Using phrases already done, idiomatic expressions and short and simple sentences
- Applying the thematic vocabulary of the unit
- Applying the use of present continuous
- Using phrases already done and expressions such as *I agree, I disagree or yes, you are right*
- Expressing coherence in the ideas, through the connectors *that* and *when*
- Pronouncing in an intelligible way sound of English that interfere with the communication, present in words such as *had, head* and *hut*

AE 04 Written expression

Write descriptive and narrative texts, short and simple, related to the culture of other countries:

- Applying the thematic vocabulary of the unit

- Making references to future plans through the present continuous
- Denying, confirming or correcting information with done phrases and expressions such as *I agree, I disagree* or *yes, you are right*
- Relating ideas in a coherence way through connectors such as *that, when, who, which*
- Applying the use of spelling elements, such as questions and exclamation marks, full stops and capital letter

The estimated time for each unit is 38 pedagogical hours



CHAPTER III

Proposal



Research proposal

This pedagogical proposal that I have created is complementary and alternative to the topics that the Ministry of Education proposes in the national syllabus. The lessons I am going to present, are designed exclusively for first year high school students, following the requirements of the Chilean national syllabus.

Teachers may feel free to modify this planning the way they consider appropriate, taking into account school calendar, number of students, specific school request, among others.

I decided to create my proposal about one of the most remarkable events of the American history: the California Gold Rush. The following proposal consists of one unit with eleven lessons of three pedagogical hours each one. The unit, called *The California Gold Rush*, covers topics such as *Sam Brannan, the first millionaire, mining techniques, women in California, environmental disaster, effects on Native Americans, Chileans in California*, among others.

The approaches used to develop the lessons of this proposal are focused to improve, stimulate and motivate our students in the learning of a foreign language.

The model I used to build each lesson is an adaptation of the Pre, While and Post activities lesson plan, in which I considered its relevant points, complementing it with the guidelines suggested in the national syllabus.

The detail of the lessons is the following:

- Lesson 1 The beginning
- Lesson 2 Sam Brannan, the first millionaire (part. 1)
- Lesson 3 Sam Brannan, the first millionaire (part. 2)
- Lesson 4 Mining techniques

- Lesson 5 How do I get to California?
- Lesson 6 Women in the California Gold Rush
- Lesson 7 Environmental disaster in the California Gold Rush
- Lesson 8 Chileans in the California Gold Rush (part.1)
- Lesson 9 Chileans in the California Gold Rush (part.2)
- Lesson 10 “Sutter’s mill” by Dan Fogelberg
- Lesson 11 Effects on the Native Americans



Lesson Plans

The lesson plans that I have created in this pedagogical proposal have the following format:

Lesson 1	
Name of the Unit: Lesson Name: Skills: Time:	Materials
Expected Outcomes	
Students will be able to:	
Linguistic Contents	
Functions: Structure: Vocabulary:	
Procedure	
Pre-activity While-activity Post-activity	
Evaluation	

The material for every lesson can be found in the Attachment, chapter VI (page 99) and also in the CD.

Lesson 1	
Name of the Unit: The California Gold Rush Lesson Name: The Beginning Skills: listening, reading, writing and speaking Time: 3 pedagogical hours (2 sessions)	Materials <ul style="list-style-type: none"> • Power point presentation with images related to the lesson to introduce the topic • Worksheets (Attachment 1) • Dictionaries • A laptop and a data projector
Expected Outcomes	
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Familiarize with the Gold Rush through a reading about the beginning of California Gold Rush • Extract general and specific information from the text • Show comprehension by discriminating correct and incorrect information and answering questions • Exchange opinions related to the topic of the lesson 	
Linguistic Contents	
Functions: identify, understand and express opinions Structure: connectors Vocabulary: <ul style="list-style-type: none"> • Nouns: wealth, prospector, emigrant, citizen, sawmill, spread, hysteria, grant • Verbs: infuse, reshape, impact, hire, spread • Adjectives: fictitious, 	
Procedure	
Pre-activity: <p>Students will answer some questions related to the topic of the unit and the lesson by watching a series of images about the Gold Rush and its beginning.</p> <p>Students will register their ideas in their notebooks and then they will brainstorm.</p>	

While-activity

Students will read in silence the text about the beginnings of westward exploration provided by the teacher (attachment 1).

After finishing the reading, students will work in the vocabulary of the reading; they will use dictionaries to know the meaning of unknown words.

Students will work in the activities of the worksheet.

Post-activity

Students will interchange their answers with other students

Each student will select the most important slide from the power point presentation and then he will give the reasons of his choice.

Finally the teacher will explain the correct use of connector (Language Spot section) and the students will do the exercises.

Evaluation

Answer questions from the slides and personal opinion.

The teacher will choose 5 students randomly and then the teacher will give them a pop quiz which will have 3 questions.

Lesson 2	
Name of the Unit: The California Gold Rush Lesson Name: Samuel Brannan, the first millionaire (part 1) Skills: reading, listening, speaking and writing Time: 3 pedagogical hours (2 sessions)	Materials <ul style="list-style-type: none"> • Worksheets (Attachment 2) • Dictionaries
Expected Outcomes	
Students will be able to: <ul style="list-style-type: none"> • express their opinions about Samuel Brannan • extract general and specific information from the text • show comprehension by choosing the best alternatives 	
Linguistic Contents	
Functions: identify, predict, comprehend and express opinions Structure: simple past tense Vocabulary: <ul style="list-style-type: none"> • Nouns: kingdom, fall, shovel, pan, pickaxe, supply • Verbs: sail, settle, print, reject, publicize, yell, spread • Adjectives: ambitious, nearby, 	
Procedure	
Pre-activity: Students will read the explanation about the use of cognates. Then they will identify and underline the cognates in sentences. Students will predict the topic of the text.	

While-activity

Students will read the text about Samuel Brannan, the first millionaire (attachment 2).

After finishing the reading, students will check their predictions in exercise 2. Then they will work in exercises of alternatives. The teacher will help students with the vocabulary.

Post-activity

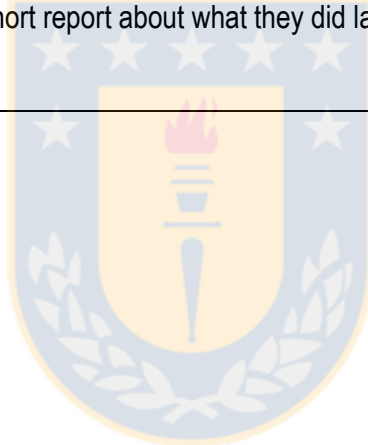
Students will interchange their answers with other students

Finally the teacher will explain the simple past tense (language spot section) and the difference between regular and irregular verbs.

Then, students will work in exercises related to the topic of "language spot"

Evaluation

Students will be able to write a short report about what they did last weekend using Simple Past tense (regular and irregular verbs)



Lesson 3	
Name of the Unit: The California Gold Rush Lesson Name: Samuel Brannan, the first millionaire (part 2) Skills: listening, reading, writing and speaking Time: 3 pedagogical hours (2 sessions)	Materials <ul style="list-style-type: none"> • Power point presentation with images to introduce the topic of the lesson. • Worksheets (Attachment 3) • Dictionaries • A laptop and speakers • A data projector
Expected Outcomes	
<p>Students will be able to:</p> <ul style="list-style-type: none"> • find general and specific information • discriminate between correct and incorrect information • express ideas in short dialogues about Samuel Brannan 	
Linguistic Contents	
<p>Functions: relate, listen, comprehend, decide and express opinions</p> <p>Structure: Like vs. As</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Nouns: sunrise, tick, fort, goldfield, supply store, jar. • Verbs: know, hear, set up, yell, whip. • Adjectives: great, rich, close. 	
Procedure	
<p>Pre-activity:</p> <p>Students will answer the questions showed in the power point presentation to introduce the lesson.</p> <p>Then they will relate the pictures with the names in box writing the proper name in each line</p> <p>Before watching the video students will predict the topic of the video</p>	

While-activity

Students will watch a video about Samuel Brannan and the discovery of gold (attachment 3).

Then they will solve the exercises of alternatives and answer the questions about the video.

Post-activity

Finally the teacher will explain the correct use of *like* and *as* through examples from the video (language spot section).

Then students will solve the exercises related to “language spot”.

Activity will be checked with the participation of the whole class.

Evaluation

Activities will be checked with the participation of the whole class.



Lesson 4	
Name of the Unit: The California Gold Rush Lesson Name: Mining techniques Skills: listening, reading, writing and speaking Time: 3 pedagogical hours (2 sessions)	Materials <ul style="list-style-type: none"> • Worksheets (Attachment 4) • Dictionaries • Laptop with speakers • A data projector
Expected Outcomes	
<p>Students will be able to:</p> <ul style="list-style-type: none"> • know some mining techniques and express their opinions • read and show comprehension finding explicit ideas and specific information • discriminate between correct and incorrect information • listen and identify elements from the recording 	
Linguistic Contents	
<p>Functions: relate, read, comprehend, identify, listen, write.</p> <p>Structure: Connectors (addition, alternative and contrast)</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Nouns: pick, kettle, pan, tent, shovel, bacon, beans, rocker, cradle, dirt, gravel • Verbs: lie, pick up, require, sell, extract, • Adjectives: heavy, worthless, light, 	
Procedure	
<p>Pre-activity:</p> <p>Students will answer some questions related to the topic of the lesson (mining techniques).</p> <p>Then they will relate the pictures with the proper word through a line (Pictionary)</p>	

While-activity

Students will read the text about mining techniques used in California Gold Rush, provided by the teacher (attachment 4).

After finishing the reading, students will work in the exercises of true or false and justifying the false statements. Besides they will answer some questions related to the text.

Post-activity

Students will interchange their answers with other students

Students will express their opinions about the technique that they like most.

The teacher will explain the correct use of connectors of addition, alternative and contrast (Language Spot section).

Then students will solve the exercises related to "language spot".

Finally students will listen to a recording about different elements used in California Gold Rush, circling them.

Evaluation

Activity will be checked with the participation of the whole class.

Students will be able to recognize the different mining techniques, then they will write a short report describing the technique they like most.

Lesson 5	
Name of the Unit: The California Gold Rush Lesson Name: How do I get to California? Skills: : reading, listening, speaking and writing Time: 3 pedagogical hours (2 sessions)	Materials <ul style="list-style-type: none"> • Worksheets (Attachment 5) • Dictionaries
Expected Outcomes	
Students will be able to: <ul style="list-style-type: none"> • show comprehension of explicit information in brief and simple texts, related to the life in other countries and communities. • extract general and specific information from the text • show comprehension by choosing the best alternatives and answering questions. 	
Linguistic Contents	
Functions: relate, read, comprehend and express opinions Structure: linking words Vocabulary: <ul style="list-style-type: none"> • Nouns: overland, stove, fork, knife, ox, cattle, starvation, gust, isthmus, cholera • Verbs: prefer, cross, die, stay • Adjectives: long, difficult, dangerous, safe, 	
Procedure	
Pre-activity: <p>Students will answer some questions related to the topic of the lesson.</p> <p>Then students will relate some American states with the correct location in the map provided by the teacher (attachment 4). It's important that they notice how far California is from the other states.</p>	

While-activity

Students will read the text “How do I get to California? After finishing the reading. Then they will work in exercises of alternatives and questions.

Post-activity

Students will interchange their answers with other students

Finally the teacher will explain the correct use of linking words (language spot section).

Then, students will work in exercises filling the blanks with the proper linking word.

Evaluation

Students will be able to answer questions related to the different routes to arrive in California.



Lesson 6	
Name of the Unit: The California Gold Rush Lesson Name: Women in the California Gold Rush Skills: reading, listening, speaking and writing Time: 3 pedagogical hours (2 sessions)	Materials <ul style="list-style-type: none"> • Worksheets (Attachment 6) • Dictionaries
Expected Outcomes	
Students will be able to: <ul style="list-style-type: none"> • express their opinions about the role of the woman in the California Gold Rush • read and show comprehension of main ideas and explicit information in informative, descriptive and narrative texts • show comprehension by numbering sentences in chronological order and answering questions 	
Linguistic Contents	
Functions: identify, predict, comprehend and express opinions Structure: conjunction (because) Vocabulary: <ul style="list-style-type: none"> • Nouns: cabin, frontier, forty-niner, stake, blacksmith, debtors • Verbs: bake, realize, purchase, remind, • Adjectives: rare, unable, 	
Procedure	
Pre-activity: In the worksheet students will see some pictures of three famous women, they will answer the questions about these women and the things in common among them Students will make a list of other important women in history and their important contribution. Besides they will predict the topic of the text.	

While-activity

Students will read the text about women in California Gold Rush (attachment 6).

After finishing the reading, students will check their predictions in exercise 3 and 4. Then they will work in exercises of sequences in the both texts (Luzena Stanley and Sara Pierce). The teacher will help students with the vocabulary to solve the exercises.

Post-activity

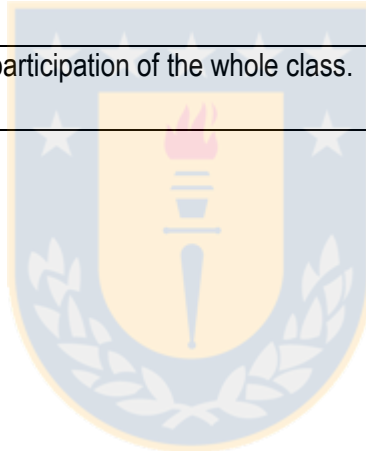
Students will interchange their answers with other students

Finally the teacher will explain the use of the conjunction “because” (language spot section) through examples from the text.

Then, students will work in exercises related to the topic of “language spot”

Evaluation

Activity will be checked with the participation of the whole class.



Lesson 7	
Name of the Unit: The California Gold Rush Lesson Name: Environmental disaster in the California Gold Rush Skills: reading, listening, speaking and writing Time: 3 pedagogical hours (2 sessions)	Materials <ul style="list-style-type: none"> • Worksheets (Attachment 7) • Dictionaries
Expected Outcomes	
Students will be able to: <ul style="list-style-type: none"> • distinguish general and specific information • discriminate between correct and incorrect information 	
Linguistic Contents	
Functions: identify, find, and comprehend. Structure: passive voice Vocabulary: <ul style="list-style-type: none"> • Nouns: aqueduct, acre, boiler, hose, track. • Verbs: flatten, gouge out, displace, affect, reroute, restore. • Adjectives: harmful, extensive, 	
Procedure	
Pre-activity: Students will complete the word search puzzle with the names of the pictures.	

While-activity

Students will read the text about environmental disaster. (Attachment 7).

After finishing the reading, students will work in exercises relating unknown words with the proper meaning. Then they will answer the questions.

Post-activity

Students will interchange their answers with other students

Finally the teacher will explain the use of the passive voice through examples from the text and the difference with the active voice.

Then they will work in exercises related to this topic.

Evaluation

Students use passive voice to describe actions in the classroom.

Activity will be checked with the participation of the whole class.



Lesson 8	
Name of the Unit: The California Gold Rush Lesson Name: Chileans in the California Gold Rush (part 1) Skills: listening, reading, writing and speaking Time: 3 pedagogical hours (2 sessions)	Materials <ul style="list-style-type: none"> • Worksheets (Attachment 8) • Dictionaries • Laptop with speakers • Projector
Expected Outcomes	
<p>Students will be able to:</p> <ul style="list-style-type: none"> • read and show comprehension of main ideas and explicit information. • discriminate between correct and incorrect information • listen and fill in the blanks 	
Linguistic Contents	
<p>Functions: relate, read, comprehend, identify, listen, write, express opinion.</p> <p>Structure: modal verbs (obligation / necessity)</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Nouns: merchant, brig, cattle, acquaintance, arsonist. • Verbs: raid, drive off, pose, sprout, dig. • Adjectives: unharmed, financial, available. 	
Procedure	
<p>Pre-activity:</p> <p>Students will answer some questions related to living in another country. Also they discuss about this topic.</p> <p>After answering questions they will write the names of the countries according to the corresponding flag. Then they will write something that they know about three countries.</p>	

While-activity

Students will read the text about Vicente Perez Rosales provided by the teacher (attachment 8). The teacher will help students with the new vocabulary.

After finishing the reading, students will complete a fact file about Vicente Perez Rosales. Then they will solve exercises of true or false about the text.

Post-activity

Students will interchange their answers with other students

The teacher will explain the correct use of modal verbs, in this case “have to” and “need to”. The teacher uses examples from the text.

Then students will solve the exercises using modal verbs.

Finally students will listen to a recording about people from other countries that arrived in California, they will listen and fill in the blanks.

Evaluation

Students answer questions related to explicit information from the text. Identify vocabulary related to people who arrived in California.

Lesson 9	
Name of the Unit: The California Gold Rush Lesson Name: Chileans in the California Gold Rush (part 2) Skills: listening, reading, writing and speaking Time: 3 pedagogical hours (2 sessions)	Materials <ul style="list-style-type: none"> • Worksheets (Attachment 8) • Dictionaries
Expected Outcomes	
<p>Students will be able to:</p> <ul style="list-style-type: none"> • read and show comprehension of main ideas and explicit information. • discriminate between correct and incorrect information • infer meaning of words in context. 	
Linguistic Contents	
<p>Functions: read, comprehend, identify, write, express opinion.</p> <p>Structure: expressing quantity</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Nouns: foreigner, expertise, cutthroat, vengeance, act, culprit, • Verbs: refuse, search, seek, rob, murder, strike back, rustle • Adjectives: swashbuckling, infamous, 	
Procedure	
<p>Pre-activity:</p> <p>Students will answer some questions about living in another country and discrimination. Besides they will discuss about the best superhero according to the opinion of each student.</p> <p>After answering questions they will write a list about positive and negative experiences of living in another country. Then they will guess the topic of the text.</p>	

While-activity

Students will read the text about Joaquin Murieta provided by the teacher (attachment 9). The teacher will help students with the new vocabulary.

After finishing the reading, students will solve the exercises by choosing the best alternative. Then they will answer the questions related to the text.

Post-activity

Students will exchange their answers with other students

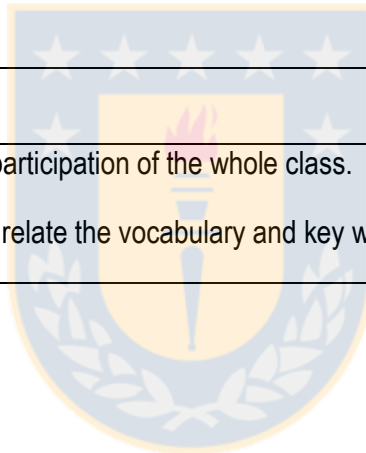
The teacher will explain how to express quantity through examples from the text.

Then students will solve the exercises.

Evaluation

Activity will be checked with the participation of the whole class.

Students identify main ideas and relate the vocabulary and key words.



Lesson 10	
Name of the Unit: The California Gold Rush Lesson Name: Sutter's Mill – Dan Fogelberg Skills: listening, reading, writing and speaking Time: 3 pedagogical hours (2 sessions)	Materials <ul style="list-style-type: none"> • Worksheets (Attachment 10) • Dictionaries • Laptop with speakers • Projector
Expected Outcomes	
<p>Students will be able to:</p> <ul style="list-style-type: none"> • listen and discriminate between correct and incorrect information • identify correct sequence • infer meaning of words in context. 	
Linguistic Contents	
<p>Functions: listen, read, comprehend, identify, write, express opinion.</p> <p>Structure: expressing quantity</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Nouns: herd, conestoga, locust, arrow, plain, plowed, prey, reins, wildfire. • Verbs: prosper, rest, spread. • Adjectives: unsettled, hostile, lumbering, 	
Procedure	
<p>Pre-activity:</p> <p>Students will answer some questions about country music.</p> <p>After answering questions they will match some pictures with their proper name. Students will use dictionaries if they need.</p>	

While-activity

Students will watch and listen to a song called Sutter's Mill by Dan Fogelberg and then they will fill in the blanks. The teacher will help students with the new vocabulary.

Post-activity

Students will exchange their answers with other students

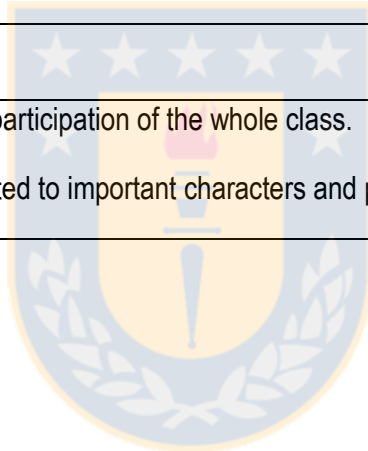
The teacher will explain the use of the modal verb "would" through examples from the song.

Then students will work in the exercises putting in order the sentences.

Evaluation

Activity will be checked with the participation of the whole class.

Students identify vocabulary related to important characters and places in California Gold Rush.



Lesson 11	
Name of the Unit: The California Gold Rush Lesson Name: Effect on the Native Americans Skills: reading, writing and speaking, listening Time: 3 pedagogical hours (2 sessions)	Materials <ul style="list-style-type: none"> • Worksheets (Attachment 11) • Dictionaries
Expected Outcomes	
<p>Students will be able to:</p> <ul style="list-style-type: none"> • read and show comprehension of main ideas and explicit information. • discriminate between correct and incorrect information • infer meaning of words in context. 	
Linguistic Contents	
<p>Functions: read, comprehend, identify, write, express opinion.</p> <p>Structure: relative pronouns</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Nouns: starvation, measles, Patwin, gravel, smallpox, indenture. • Verbs: struggle, succumb, deny, spread, allow, echo, plummet. • Adjectives: environmental, substantial, destructive. 	
Procedure	
<p>Pre-activity:</p> <p>Students will answer some questions to introduce the topic about Native Americans.</p> <p>After answering questions they will match some words with their proper definition. Students will use dictionaries if they need.</p>	

While-activity

Students will read the text about the effect of California Gold Rush on Native Americans. The teacher will help students with the new vocabulary.

Then they will work in exercises of true or false, justifying the false ones. Finally they will answer some questions related to the text.

Post-activity

Students will exchange their answers with other students.

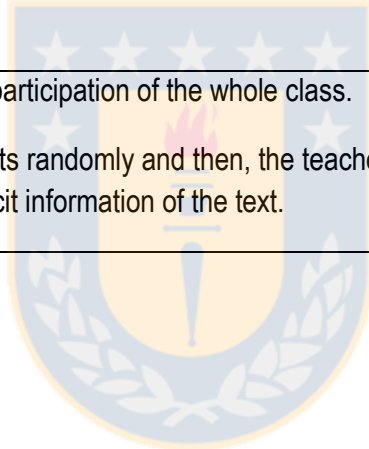
The teacher will explain the use of relative pronouns (who, which, that) through examples from the text.

Then students will work in the exercises by choosing the suitable pronouns.

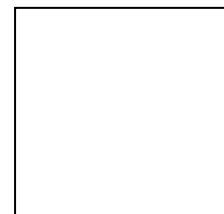
Evaluation

Activity will be checked with the participation of the whole class.

The teacher will choose 5 students randomly and then, the teacher will give them a pop quiz which will have 3 questions related to explicit information of the text.



EVALUATION



STUDENT'S NAME					
GRADE	1° medios A / B				
SUBJECT	English	TEACHER	Juan Carvajal Jofré		
UNIT 1 The California Gold Rush	Lesson 1 The beginning, lesson 2 Sam Brannan, the first millionaire (part.1), lesson 3 Sam Brannan, the first millionaire (part.2)				
EXPECTED LEARNING	<ul style="list-style-type: none">• Extract general and specific information from the text• express their opinions about Samuel Brannan• discriminate between correct and incorrect information				
APPLICATION DATE		IDEAL SCORE	47	pts.	REAL SCORE

I. Complete the following sentences with the vocabulary in box (8 pts.)

Citizens	Spread	Grant	Wealth
Sawmill	Prospectors	Immigrants	Hysteria

1. You could see that they had _____ by their expensive vacations.
2. The _____ of this town are against the idea of building a shopping mall.
3. Christianity gradually _____ across Europe.
4. One woman, close to _____, grabbed my arm
5. Last summer I worked in a _____.
6. Up to 500 _____ have been looking for a job in the mines.
7. The west side of the city is full of _____.
8. The student received a _____ to finish his studies.

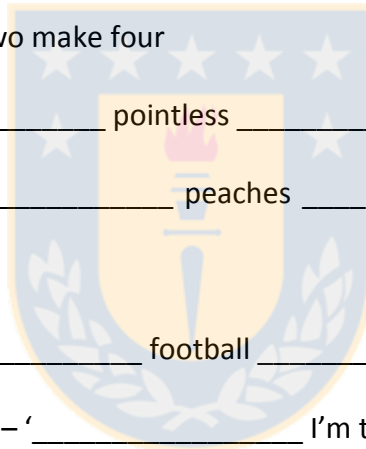


II. Complete the sentences using the connectors in box (13 pts.)

Because	Not only...but also	and
---------	---------------------	-----

"because"

- I phoned _____ I needed to talk to you.
- We were tired _____ hungry.
- I can't come out tonight _____ I've got too much homework
- I got dressed _____ had my breakfast
- John couldn't go to work _____ he was ill.
- Two _____ two make four
- It would be _____ pointless _____ risky
- I bought oranges _____ peaches _____ I like them very much.
- Pedro plays _____ football _____ tennis.
- 'Why can't you come?' – ' _____ I'm too busy'



III. Complete the sentences with the past form of the verbs in brackets (12 pts.)

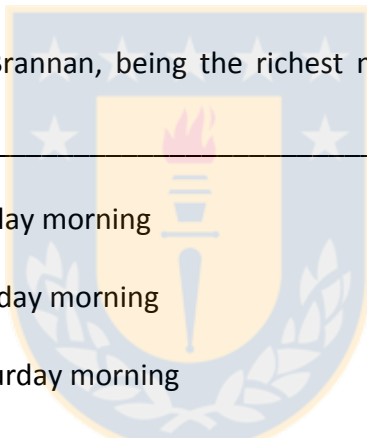
- During the six months the Brooklyn ship was at sea, the United States _____ to war with Mexico (go).
- At the beginning Brannan _____ a promoter of his church (be).
- Brannan _____ in California and _____ the Mormon Church (stay / reject).
- Mary _____ his boyfriend a present (buy)



5. Yesterday I _____ down and I _____ my left knee (fall / hurt)
6. She _____ a good impression in the interview (make)
7. Robert _____ all his money in the casino (lose)
8. Natalia _____ his car in a very good price (sell)
9. Thousands of forty-niners _____ in San Francisco (arrive)
10. Brannan _____ the first millionaire west of the Mississippi (become).

IV. Listen to the recording and choose the correct alternative (6 pts.)

1. According to Samuel Brannan, being the richest man during the California Gold Rush was like a _____
 - a) Sunset in a Sunday morning
 - b) Sunrise in a Sunday morning
 - c) Sunrise in a Saturday morning
2. When the gold was discovered, Brannan was as happy as a _____
 - a) Tick on a duck
 - b) Flea on a dog
 - c) Tick on a dog
3. In Sutter's mill, Brannan found the way of getting rich quickly because _____
 - a) He showed the precise locations to the newcomers and sold maps.
 - b) He was an expert miner and besides he has a lot of men working with him
 - c) He set the only store in Sutter's mill and obviously the miners needed tools to find gold.



V. Read the following text and answer the questions (8 pts.)

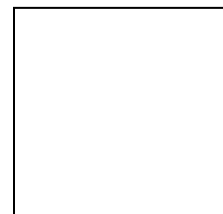
John Sutter was a Swiss immigrant who arrived in California in 1839. He became a Mexican citizen and received a land grant of 50.000 acres in Sacramento Valley. He built Sutter's Fort at the site of present day Sacramento. At Sutter's Fort he developed farming and other businesses. Sutter's fort became a rest station for travelers and immigrants to California. In 1847 John Sutter hired James Marshall because he wants to build a sawmill at a site named Coloma. On January 24, 1848 James Marshall picked up a piece of metal at the mill that looked like gold. He took the metal to Sutter. They tested it and confirmed that it was gold. Sutter was afraid that the discovery of gold would take his workers away from the fields. He was also concerned that gold would bring prospectors onto his land. He asked Marshall and the others to keep the gold a secret. But word got out! By late 1848, word had spread across the country. On December 5, 1848, President James Polk speaking to Congress confirmed the existence of gold. The discovery of gold in California became national news.

1. Who was John Sutter?
2. What happened on January 24, 1848?
3. Who discovered gold in Sutter's mill?
4. Where was located the Sutter's mill?



John A. Sutter

EVAUVALUATION



STUDENT'S NAME					
GRADE	1° medios A / B				
SUBJECT	English	TEACHER	Juan Carvajal Jofré		
UNIT 1 The California Gold Rush	Lesson 4 Mining Techniques Lesson 5 How do I get to California?, Lesson 6 Women in California Gold Rush				
EXPECTED LEARNING	<ul style="list-style-type: none">• Extract general and specific information from the text• Know some mining techniques and express their opinions• discriminate between correct and incorrect information• recognize relations among ideas through connectors				
APPLICATION DATE		IDEAL SCORE	pts.	REAL SCORE	

VI. Look at the pictures and draw a line from them to the words

a)



pick

b)



pan

c)



shovel

d)



sugar

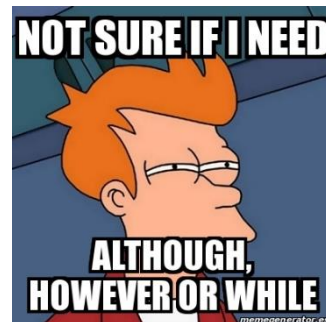
e)



kettle

**VII. Complete the sentences using the linking words in brackets
(ALTHOUGH, HOWEVER, WHILE)**

9. It was very expensive travelling to visit my sister and her family; _____,
it was completely worth it.
10. Despite its small size, a sparrow has 14 bones in its neck, _____ a
giraffe only has seven.
11. My sister's hand-writing is always so neat, _____ mine is a total mess.
12. He says that he saw nothing. _____, I don't believe in him
13. _____ Tom is sick, he's planning on going to school.
14. We lost the game _____ we had the best team.
15. Tom has money. _____, he's not all that happy.
16. _____ we didn't want to, we had to go.
17. He likes broccoli, _____ his wife hates it.
18. I drink coffee _____ she prefers tea.



**VIII. Use the connectors OR, AND, BUT to join the following sentences and
write them below**

1. Do you want the green? Do you want the blue?
_____.
2. I may be old. I can still ride a bike.
_____.
3. I would drive you there. I don't have my car.
_____.

4. We were tired. We were hungry.

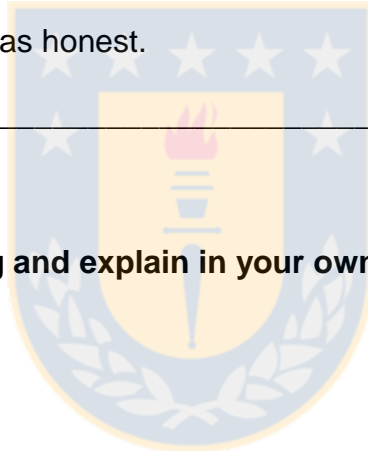
5. The islands are known as The Falklands. The islands are known as the Islas Malvinas.

6. Tim lives in Calama. Anne lives in Concepcion.

7. I got dressed. I had my breakfast.

8. She was poor. She was honest.

IX. Listen the recording and explain in your own words the process of panning for gold



X. Read the following text and answer the questions

Luzena Stanley Wilson (1820-1902) In the spring of 1849 Luzena and Mason Wilson packed their wagon and drove west from their log cabin on the Missouri frontier with their two young sons. Luzena's husband decided to become a forty-niner, someone who went to California to find gold. Most forty-niners left their families behind, but Luzena traveled to California with her husband. She soon discovered that women and their homemaking skills were rare in California.



Shortly after she arrived, a miner offered her five dollars for the biscuits she was baking. Shocked, she just stared at him. He quickly doubled his offer and paid in gold. Luzena realized she could make money by feeding miners, so she sold their oxen to purchase a stake in a hotel. In the six months she lived in Sacramento, she saw only two other women. Therefore, she was able to gain a lot of money from the men because they desired a meal cooked by a woman. In 1850 there were only 800 immigrant women in a sea of 30.000 men. Because she was a married American woman, Luzena reminded many miners of home, of their mothers, wives and sisters so she was treated like a "queen".

1. Where did Luzena Stanley live?
2. Why homemaking skills were rare in California?
3. How many women lived in California in 1850?
4. Why was Luzena treated like a "queen"?

CHAPTER IV

Conclusions



Conclusions

The present proposal based on California Gold Rush as authentic sources is expected to be a useful, innovative and appealing means of teaching English as a foreign language. The conclusion will be based on the analysis of the objectives previously suggested, which will be divided in two sections: the conclusion on the general and specific objectives.

It is important to recall that this proposal intends to achieve the objectives previously mentioned; the development of a theoretical background to support the research proposal, which corresponds to the general objectives. The specific objectives aimed to analyzing the concept of culture, the revision of approaches and methods, the creation of lesson plans and the analysis of the official program for first year high school.

Conclusions on General Objectives

The first general objective was intended for the creation of a theoretical basis that supports the creation the proposal of lessons. This helps us to have a better comprehension of the importance of introducing culture in the English class.

The second general objective was to innovate on the elaboration of a proposal of lessons that supports the development of culturally contextualized lessons for an EFL class, according to the first year high school national syllabus.

The proposal was designed for providing teachers with appealing and novel project to be implemented within the classroom. Which provides the novelty of using culture issues using for teaching the target language. Thus not only teachers but also students will enjoy a friendly, motivated, and relaxed classroom atmosphere.

As previously indicated in the introduction, there is a vital importance and principal challenge for English teachers to change the vision, attitude and disposition

towards the teaching of English language. Teachers and students need to be active class participants, making choices and taking decisions. When students are interested, involved and responsible, they become motivated students who will enjoy culture-based lessons.

This proposal aims to show that teaching English is more than simple language instruction; indeed, students need communicative and critical thinking skills that can be developed by studying the history of California which is very much alike to the history of our Chilean mining regions up north. It is possible that not all the students will be interested from the start in learning about foreign cultures. The teacher's task is to convince them that intercultural training is in fact an indispensable element of modern education. When we teach a new language and we do not teach the culture in which it operates, we will be teaching meaningless symbols that can be given a wrong meaning.

Conclusions on Specific Objectives

When investigating about the concept of culture, I realized that is vitally important that students get to know and understand different cultures because this knowledge and comprehension are indispensable for successful cross-cultural communication. If we expect our students to become bilingual, it is necessary that students also become in some degree bicultural. The acquisition of the cultural baggage goes with the learning of the target language allowing a more successful learning process.

The approaches and methods for teaching a foreign language researched in this proposal were described to give a wide vision of different techniques and characteristics of the most common approaches and methods in language teaching. I based my proposal mainly on the Content-Based Instruction which focuses not on the language itself, but rather on what is being taught through the language; that is, the language becomes the medium to learn a new subject. e.g., by studying the California Gold Rush while using the English language. The theory

behind CBI is that when students are engaged with more content, it will promote intrinsic motivation. This approach is very student-centered as it depends entirely on the students' ability to use the language.

After examining the official program of First Year High School and the textbook used in the same level, I developed my lessons in accordance with the requirement established. The main purpose of my proposal was to design cultural based lessons using an important episode of the United States history called the California Gold Rush. The proposal was completed with lessons plans and the material needed, which include worksheets, videos, audios and PowerPoint presentations.

I believe that motivating and engaging students in the learning of a foreign language is a demanding task for a language teacher. A way to achieve this task would be to implement cultural based lessons using American history. Teaching culture leads to the acceptance of values, beliefs and behaviors from different societies. As teachers we are an important model and educational guide who must apply cultural based lessons in a tactful, skillful and conscious way for educating a new generation of adolescents who will not only tolerate but also understand, accept and respect people from different world cultures.

Finally, I have to say that while doing research and reading about the California Gold Rush I realized of amazing similarities about those times and the present situation in the copper mines up north. In fact, the immigration from Peru, Bolivia and Colombia reminds me of those times in the California Gold Rush. For instance, the xenophobia, the damage to the environment and the negative effects on native people.

CHAPTER V

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CHAPTER VI

Attachments



Unit
one

1

The California Gold Rush



Lesson 1 The beginning



What do you know about the
Gold Rush?



Where is California located?



What happened in Sutter's mill?



Lesson 1 The beginning

Pre-reading



1) Answer these questions in your group

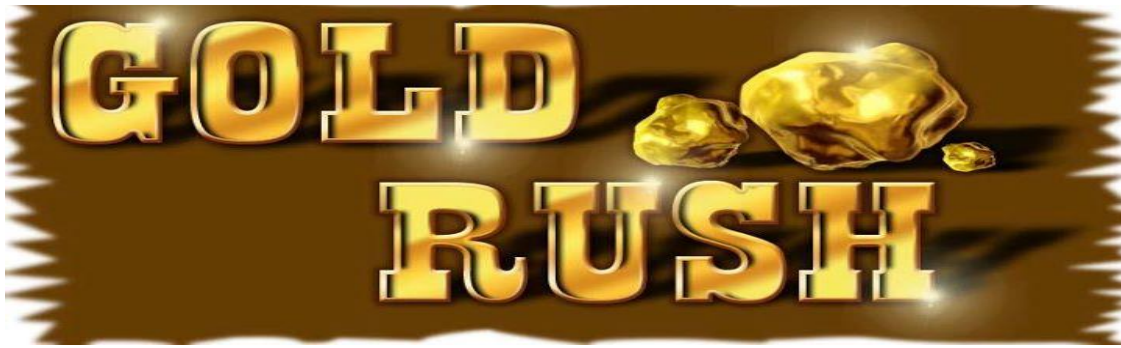
- a) What do you understand by the Gold Rush?
- b) What do you think the text is about?
- c) What do you know about the Gold Rush?

2) Match the words in the box with their meaning

Wealth	Prospectors	Immigrant	Citizen
Sawmill	Spread	Hysteria	Grant

- a) _____ a person who leaves one country to settle permanent in another
- b) _____ a large amount of money and valuable possessions
- c) _____ a person who searches for the natural occurrence of gold, oil, coal, etc
- d) _____ a wild, violent or uncontrollable emotional behavior, as from fear of grief
- e) _____ an amount of money given especially by the government to a person or organization for a special purpose
- f) _____ a place where wood is cut into boards or other forms, usually with heavy machinery
- g) _____ to become widely known
- h) _____ an inhabitant of a city or town

GOLD RUSH



The California Gold Rush infused images of opportunity and individual glory to thousands of prospectors who travelled west, creating an event that was more by fictitious ideas of wealth than of the actual possibility. The hysteria created by the Gold Rush, first appearing in San Francisco and then throughout the entire state of California, reshaped not only the region, but also the entire country. The Gold Rush impacted not only the country, but also the world, as prospectors became so engrossed with the idea of wealth and glory that they were willing to give up almost anything in order to have a shot at the “American Dream”.

How it started?

John Sutter was a Swiss immigrant who arrived in California in 1839. He became a Mexican citizen and received a land grant of 50,000 acres in Sacramento Valley. He built Sutter's Fort at the site of present day Sacramento. At Sutter's Fort he developed farming and other businesses. Sutter's fort became a rest station for travelers and immigrants to California. In 1847 John Sutter hired James Marshall because he wanted to build a sawmill at a site named Coloma. On January 24, 1848 James Marshall picked up a piece of metal at the mill that looked like gold. He took the metal to Sutter. They tested it and confirmed that it was gold. Sutter was afraid that the discovery of gold would take his workers away from the fields. He was also concerned that gold would bring prospectors onto his land. He asked Marshall and the others to keep the gold a secret. But word got out! By late 1848, word had spread across the country. On December 5, 1848, President James Polk speaking to Congress confirmed the existence of gold. The discovery of gold in California became national news.



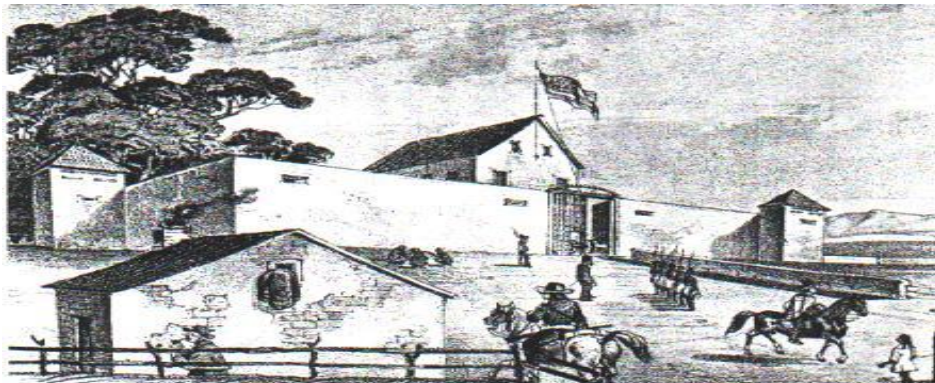
While- reading

3) Say true (T) or false (F) to the following statements. Correct the false statements.

- a) _____ The hysteria created by the Gold Rush first appeared in San Francisco.
- b) _____ The Gold Rush impacted only California.
- c) _____ John Sutter was from Switzerland.
- d) _____ Sutter's fort was built with the objective of searching gold.
- e) _____ Marshall and the others kept the secret about the gold.

4) Read the text again. Number the actions in chronological order

- a) President Polk confirmed the existence of gold. _____
- b) John Sutter arrived in California. _____
- c) James Marshall discovered gold in Coloma. _____
- d) The discovery of gold spread across the country. _____
- e) John Sutter hired James Marshall to build a sawmill. _____



Language Spot

Connectors

1. Read the sentences. Pay attention to the words in bold.

- a) The Gold Rush impacted **not only** the country, **but also** the world
- b) Sutter hired James Marshall **because** he wanted to build a sawmill
- c) Sutter's fort became a rest station for travelers **and** immigrants to California.

2. Match and write the word in bold with its proper use

- I. A reason _____
- II. To relate 2 things _____
- III. To join 2 ideas, things, etc. _____

5) Complete the sentences using the connectors in box

Because	And	Not only ... but also
---------	-----	-----------------------

- a) I was late _____ I forgot to set my alarm clock
- b) Camila _____ Javiera are friends
- c) He couldn't go _____ he was ill
- d) It would be _____ pointless _____ risky
- e) I bought bananas _____ apples _____ I like them very much
- f) Mary plays _____ the guitar _____ the violin

Lesson 2 Samuel Brannan, the first millionaire (part 1)



Pre-reading

1. Notice

Cognates are words in English that are similar in Spanish and have the same meaning.

Examples: Invitation = invitación
Visit = visitar
Vacations = vacaciones

Identify and underline the cognates in each sentence

- a) They were bound for the Mexican territory of California
- b) The conflicts they had experienced in the United States
- c) He would soon make a vast fortune.
- d) Brannan was a promoter of his church.
- e) He thought that California's abundance might attract other settlers.
- f) Rumors circulated that gold had been found nearby at Coloma.
- g) Brannan was the first millionaire west of the Mississippi.

**2. Have a quick look at the text. What do you think the text is about?
Discuss your answer with your classmates.**

- a) Samuel Brannan, a man who won the lottery
- b) Samuel Brannan, a man who inherited a lot of money
- c) Samuel Brannan, a man who won a lot of money with his stores.

Samuel Brannan, the first millionaire

On February 4, 1846, 27-year-old Samuel Brannan sailed from New York City aboard the *Brooklyn*. On board were 238 fellow Mormons. They were bound for the Mexican territory of California, where they hoped to build a Mormon kingdom without the conflicts they had experienced in the United States. During the six months the *Brooklyn* was at sea, the United States went to war with Mexico. When the Mormons sailed into San Francisco Bay, they were dismayed to learn the Americans were in control. Elder Brannan settled his people in California anyway. He would soon make a vast fortune.

At the beginning Brannan was a promoter of his church. In California he was an ambitious leader. He printed the *California Star*, the first newspaper of San Francisco. Besides Brannan hoped the arrival of Brigham Young with 15,000 Mormons but Young preferred Salt Lake because he thought that California's abundance might attract other settlers.

Gold! Gold!

Brannan stayed in California and rejected the Mormon Church. In the fall of 1847 he opened a store at John Sutter's Fort. A few months later, rumors circulated that gold had been found nearby at Coloma. In early May, Brannan headed to the mines to see for himself. He learned there was more gold than all the people in California could take out in fifty years. But instead of racing into hills in search of gold, he bought every shovel, pan and pickaxe he could find, creating a monopoly over the mining supplies in California. He then publicized the find, running through the streets of San Francisco yelling, "Gold! Gold! Gold from the American River!"

News spread quickly. Thousands of forty-niners arrived in San Francisco; every miner had to stop at Brannan's store to buy supplies. Thus, Brannan became the first millionaire west of the Mississippi.



While-reading



3. Read the text and check your prediction in exercise 2.

4. Read the text carefully and choose the correct alternative

a) On _____ 4, 1847 Samuel Brannan sailed from New York City

- A. January
- B. February
- C. November

b) The travel lasted _____ months

- A. Seven
- B. Eight
- C. Six

c) Sam Brannan printed the first newspaper of San Francisco, the _____

- A. California Star
- B. California News
- C. California Sun

d) When Sam Brannan learnt of the existence of gold, he _____

- A. was in search of gold using different techniques like “panning”.
- B. bought every shovel, pan and pickaxe he could find.
- C. wasn’t interested because he was a millionaire

e) Sam Brannan became the first millionaire in California because _____

- A. He created a monopoly over the mining supplies in California
- B. He found an important vein of gold
- C. He inherited many lands located in California

Language Spot

Simple past tense

1. Study these examples from the text

Past Tense - Regular verbs

Samuel Brannan saileded from New York

He printeded the California Star

Past Tense - Irregular verbs

The United States went to war with Mexico

He bought every shovel, pan and pickaxe

2. Complete the rule:

To form the Simple Past tense of regular verbs we often add _____
to the root of the verb. Examples: play - played; stay – stayeded

3. Some verbs are irregular and you have to learn them by heart

Examples: Have – **had**; become – **became**

5. Complete the text with the past form of the verbs in brackets

The success of Brannan _____ (make) him California's first millionaire. In

1849 he _____ (return) to San Francisco, where he _____

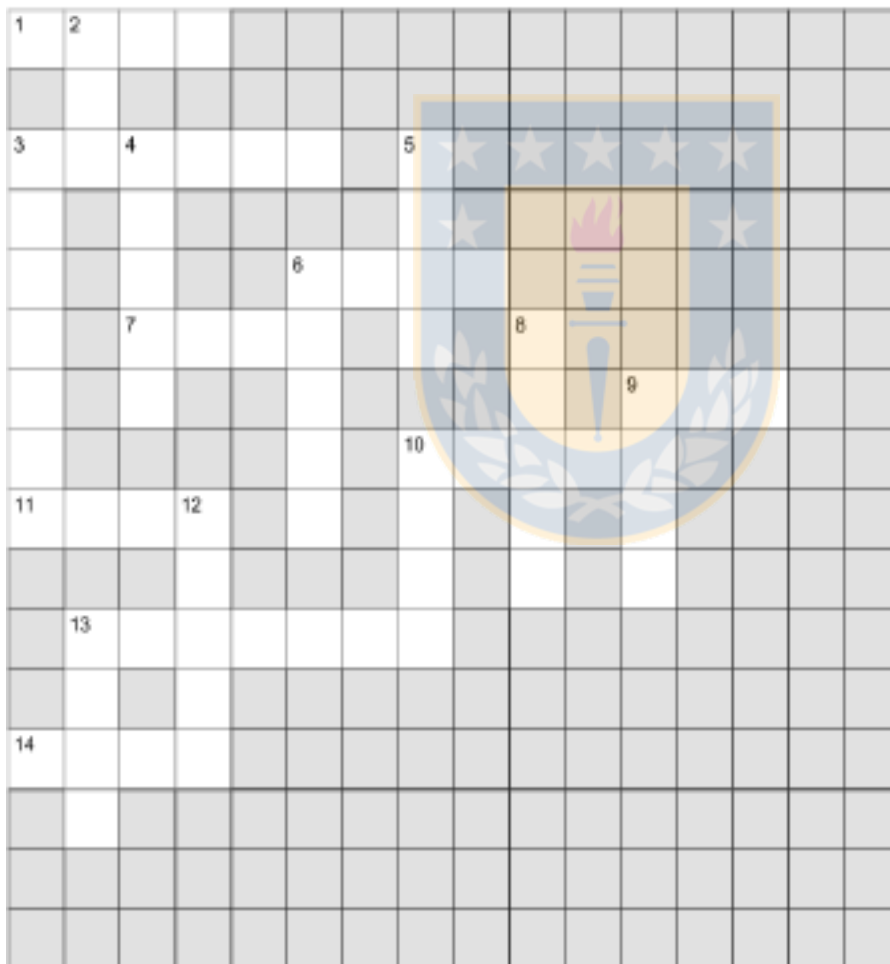
(continue) his business activity and _____ (play) a leading role in

organizing the controversial Committee of Vigilance, which _____ (serve)

as a citizen's police force. Throughout the 1850's his wealth and influence

_____ (grow); he _____ (become) a major California landowner and
 _____ (help) to establish several banks, railroad and telegraph companies.
 Serious alcoholism and a volatile temperament _____ (lead) Brannan to his
 eventual undoing. He _____ (lose) his fortune and health. Finally he
 _____ (have) an unnoticed death in rural San Diego County.

6. Complete the Crossword puzzle with the Past form of the verbs in the clues. Use a dictionary if necessary.



Across

- 1. make
- 3. become
- 6. sell
- 7. leave
- 9. run
- 10. write
- 11. tell
- 13. think
- 14. ride

Down

- 2. eat
- 3. bring
- 4. can
- 5. fall
- 6. steal
- 8. speak
- 9. read
- 10. go
- 12. drive
- 13. take

Lesson 3 Samuel Brannan, the first millionaire (part 2)



What will be the relation among these pictures?







**STRIKE
IT RICH!**



*What do you understand by
“strike it rich”*

*SAMUEL
BRANNAN,
THE FIRST
MILLIONAIRE*



Lesson 3 Samuel Brannan, the first millionaire (part 2)

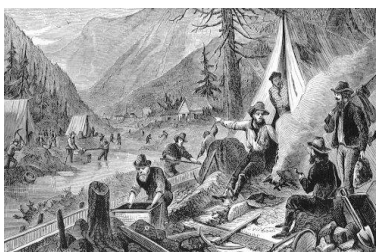
Pre-listening



Att 3 Samuel
Brannan.pptx

1. Look at the pictures and write the name below each one. Use the words in box.

Sunrise	Tick	Fort
Goldfield	Supply store	jar













2. You are going to watch a video about the first millionaire of California, look at the pictures again and predict the topic of the video

While- listening



3. Watch the video and check your prediction in exercise 2.



Att 3 S.
Brannan.pptx

4. Listen to the recording again and choose the correct alternative

a) According to Samuel Brannan, being the richest man during the California Gold Rush was like a _____

- A. Sunset in a Sunday morning
- B. Sunrise in a Sunday morning
- C. Sunrise in a Saturday morning

b) Samuel Brannan felt lucky because the gold was discovered, he was happy as a _____

- A. Tick on a dog
- B. Flea on a dog
- C. Tick on a duck

c) Samuel Brannan found the way of getting rich quickly. How did he do it?

- A. He was an expert miner and besides he had a lot of men working with him.
- B. He set up the only store in Sutter's mill and obviously the miners needed tools to find gold.
- C. Showing the precise location of the goldfields to the newcomers and selling maps.

5. Listen again to the recording and answer these questions.

- a. Who discovered gold in Sutter's mill?
- b. Where was Sutter's mill located?

Language Spot

1. Pay attention to these examples from the text

It was **like** a sunrise in a Sunday morning
I was happy **as** a tick on a dog

2. What do the words in bold express?

3. We use **like** to talk about similarities, for example:
*He uses the computer **like** a programmer (but he's not one)*
On the other hand we use **as** to talk about the role of
somebody/something, for example: *He works **as** a computer
programmer (He is one).*



6. Complete the sentences using *like* or *as*.

- a. She sings _____ an angel.
- b. I'm better _____ you can see.
- c. My daughter is just _____ my sister.
- d. I'm attending the meeting _____ an observer.
- e. My friend Rob looks _____ Bruno Mars.
- f. I want to join the air force _____ a pilot.
- g. We need a strong leader _____ Winston Churchill.

Lesson 4 Mining techniques

Panning for Gold



CIRCLE THE ELEMENT THAT YOU HEAR



Lesson 4 Mining techniques

Pre-reading

1. Answer the following questions

- a) What do you know about mining techniques?
- b) What do you understand by “panning for gold”?



2. Look at the pictures and draw a line from them to the words

a)



Pick

b)



Kettle

c)



Pan

d)



Tent

e)



Shovel

Mining techniques in the California Gold Rush

Many people, who arrived in California, thought the gold was just lying around on the ground waiting to be picked up but the situation was totally different. They were not ready for the hard work required in mining for gold.

Supplies

All these thousands of miners needed supplies. Typical supplies for a miner included a mining pan, a shovel, and a pick for mining. They also needed food and living supplies such as coffee, bacon, sugar, beans, flour, bedding, a tent, lamp, and a kettle. The store and business owners who sold supplies to the miners often became wealthier than the miners. They were able to sell items at very high prices but the miners were willing to pay. However in some cases they had to decide between the tools or food.



What is “panning for gold”?

One method miners used to separate gold from dirt and gravel was called panning. When panning for gold, miners put gravel and water into a pan and then shook the pan back and forth. Because gold is heavy it will eventually work its way to the bottom of the pan. After shaking the pan for a while, the gold will be on the bottom of the pan and the worthless material will be at the top. Then the miner can extract the gold and set it aside.



The Long Tom

Once the easy gold was found, more inventive ways were needed to get gold. The Long Tom was an 8 to 20 foot rocker. It typically took up to four men to operate a Long Tom. Two miners would shovel dirt into it, the third miner poured water over it, and a fourth man rocked it like a cradle. Lighter dirt and gravel was washed away, leaving heavier gold.



While-reading

3. Read the text again and decide if the statements are True (T) or False (F). Justify the false statement.

- a) _____ People who arrived in California thought the gold was just lying on the ground
- b) _____ Miners needed food and living supplies such as coffee, bacon, sugar, bedding, tents, lamps, etc.
- c) _____ Business owners sold items at low prices
- d) _____ To separate gold from dirt and gravel there was a method called panning.
- e) _____ A Long Tom needed seven men to get started.
- f) _____ Gold is lighter than dirt and gravel



4. Read the text and answer these questions

- a. Name the three typical supplies the miners needed

- b. Why did business owners become wealthier than miners?

- c. How long was a Long Tom?

5. Watch the video and explain briefly in your own words the process of panning for gold



Att 4 Panning for
Gold.pptx

Language Spot

Connectors

(Addition, alternative and contrast)

1. Read these examples from the text.

- a) They were able to sell items at very high prices **but** the miners were willing to pay.
- b) Typical supplies for a miner included a mining pan, a shovel **and** a pick for mining.
- c) However, in some cases they had to decide between the tools **or** food.

2. Complete these general rules using the words in **bold**

- I. We use _____ when we want to express a contrast between two ideas
- II. We use _____ when we want to express additional ideas
- III. We use _____ when we want to express alternative ideas.

6. Use **AND, OR, BUT**, to connect the following pairs of sentences

- a. I can drive a car. Tom can't drive a car
- b. Typical supplies for a miner included a shovel. Typical supplies for a miner included a pick.
- c. It's now. It's never.
- d. The third miner poured water over the Long Tom. A fourth miner rocked it like a cradle.
- e. She told him a joke. He didn't laugh.
- f. Do you have any brothers? Do you have any sisters?

7. Listen to the recording and circle the elements that you hear and create sentences using three of them.



Att 4 Mining techniques.pptx



i. _____

ii. _____

iii. _____

Lesson 5 How do I get to California?

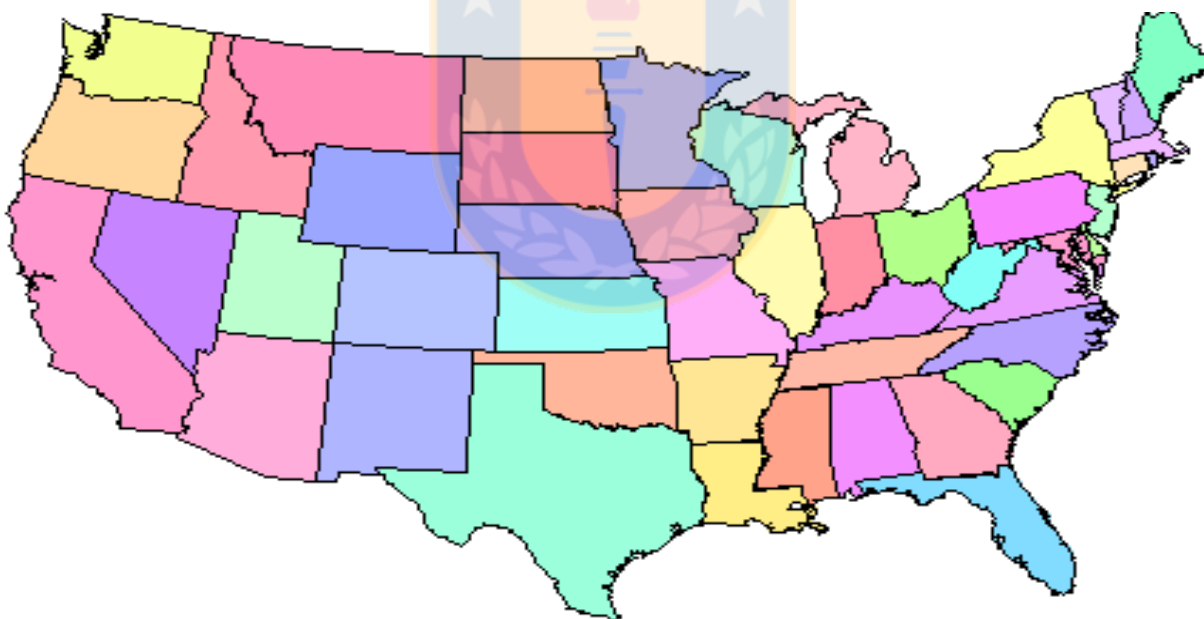
Pre-reading

1. Answer the following questions

- c) Do you like travelling?
- d) What do you know about the United States?
- e) What do you know about California?

2. Guess and draw a line from the states in the box to the corresponding location in the map. Use the clue below each state to solve this activity.

Missouri	Massachusetts	California	New York
Midwestern	Northeastern	Southwestern	Northeastern



3. Notice the great distance among the states. What state is the farthest from west?

How do I get to California?



There were three main routes during Gold Rush:

Overland Route (California trail)

Distance: 3,000 miles

Estimated travel time: 3 to 7 months.

This route was a long and difficult journey; however, some people preferred it because they could bring a lot of things such as cooking stove, plates and cups, forks and knives. They needed to cross the desert and climb the mountains in covered wagons with mules and oxen. They could carry food and supplies for a 6 months journey. Food was usually bacon, ham, rice, dried fruits, bread, flour, sugar, rice, butter, coffee and tea. Some travelers also brought cattle and chickens. However, most of people were often poorly prepared and died during the trip from illnesses and starvation.



Water Route (around South America)

Distance: 15,000 miles

Estimated travel time: 4 to 8 months

Those who traveled this route did not enjoy the travel. The cost was from one hundred to one thousand dollars. People had small rooms to stay for eight months. The dangerous part of this route was the enormous waves, cold temperatures and high gusts of wind. However, this route was probably the safest trip with thousands arriving safely to California.



Water and land route (The Panama Shortcut)

Distance: 7,000 miles

Estimated travel time: 2 to 3 months

A third route combined land and sea travel. While the water route was the safest, the water and land route was the most dangerous. People sailed to Central America and crossed the Isthmus of Panama by riverboat and mule. After reaching the Pacific Ocean, travelers took ships to California. This journey took about three months. Many people died from diseases like Malaria, yellow fever and cholera.



While-reading



4. Read the text carefully and circle the best alternative

- a. The estimated travel time of overland route to California was _____
- i. 2 to 3 months
 - ii. 3 to 7 months
 - iii. 4 to 8 months
- b. In the overland route, to cross the desert and climb mountains people needed _____
- i. horses and donkeys
 - ii. carriages and horses
 - iii. wagons with mules and oxen
- c. The safest trip was _____
- i. the overland route
 - ii. the water route
 - iii. the water and land route
- d. In the water and land route, many people died because of _____
- i. malaria, yellow fever and cholera
 - ii. starvation
 - iii. the cold

5. Answer the following questions

- a. In overland trip, people could bring a lot of things, name the things and the food that they brought to California
- b. What was the cost of the water route?

Language Spot

Linking words

1. Read these sentences from the text. Pay special attention to the words in **bold**.
 - a. **Although** this route was a long and difficult journey, some people preferred it because they could bring a lot of things.
 - b. The dangerous part of this route was the enormous waves, cold temperatures and high gusts of wind. **However**, this route was probably the safest trip.
 - c. **While** the water route was the safest, the water and land route was the most dangerous.
2. Linking words such as **although**, **however** and **while** indicate a relationship of contrast between ideas.
3. **Although** is generally placed at the beginning of a supporting idea. **However** goes at the beginning of the second sentence and is followed by a comma. **While** is placed either at the beginning or in the middle of two independent clauses expressing contrasting ideas.

6. Complete the sentences using the linking words in brackets (Although, However, While)

- a) _____ it was raining, we went for a walk
- b) I've been running for an hour. _____, I'm not tired
- c) _____ she doesn't enjoy her job, she works hard.
- d) I like tennis, _____ my brother prefers football
- e) _____ I liked the sweater, I didn't buy it
- f) I liked the sweater. _____, I didn't buy it

Lesson 6 Women in the California Gold Rush

Pre-reading



1) Answer these questions.

- a. Do you know the women in the pictures?
- b. What do they have in common?

2) Do you know other important women in history? Make a list of at least 4 important women and write a short text for each one about their most important contribution.

- I. _____
- II. _____
- III. _____
- IV. _____

3) Look at the title of the lesson. Predict what the text is about

- a) The importance of the woman in California.
- b) The discrimination against women.
- c) Women's hard life in California.

4) What do you think that Luzena Stanley and Sara Pierce have in common?

- a. They were famous writers.
- b. They suffered the lack of opportunities in a world ruled by men.
- c. They were smart women during the California Gold Rush.

Women in the California Gold Rush

Luzena Stanley Wilson (1820-1902) In the spring of 1849 Luzena and Mason Wilson packed their wagon and drove west from their log cabin on the Missouri frontier with their two young sons. Luzena's husband decided to become a forty-niner, someone who went to California to find gold. Most forty-niners left their families behind, but Luzena traveled to California with her husband. She soon discovered that women and their homemaking skills were rare in California. Shortly after she arrived, a miner offered her five dollars for the biscuits she was baking. Shocked, she just stared at him.



He quickly doubled his offer and paid in gold. Luzena realized she could make money by feeding miners, so she sold their oxen to purchase a stake in a hotel. In the six months she lived in Sacramento, she saw only two other women. Therefore, she was able to gain a lot of money from the men because they desired a meal cooked by a woman. In 1850 there were only 800 immigrant women in a sea of 30,000 men. Because she was a married American woman, Luzena reminded many miners of home, of their mothers, wives and sisters so she was treated like a "queen".

Sara Pierce (1814- ?) In the winter of 1849 Hiram and Sara Pierce were living in Troy, New York with their seven children. Hiram was a blacksmith, but in poor health. Like many Americans, Hiram and Sara read reports about the discovery of gold in California. The Pierces began the difficult conversation about whether or not Hiram should go to California to improve the family's fortunes.



For Sara Pierce, Hiram's absence would mean she would become the head of household and assume the responsibility of looking after her family. Unfortunately Hiram had bad luck in California and instead of getting rich; he was in debt because in California everything was very expensive, so he had been unable to send money home to his family. Faced with difficult prospects, Sara Pierce rented out the blacksmith shop, called in debt owed to Hiram and borrowed money from family members. Fortunately, most of the debtors paid Sarah so she could bear the time in which Hiram was in California.

While-reading

5) Read the text and check your predictions in exercises 3 and 4.

6) Number the events as they appear in the reading

Luzena Stanley Wilson

- _____ Luzena realized she could make money by feeding miners
- _____ Luzena's husband decided to become a forty-niner
- _____ a miner offered Luzena five dollars for the biscuits she was baking
- _____ Luzena sold their oxen to purchase a stake in a hotel

Sara Pierce

- _____ Sara Pierce rented out the blacksmith shop
- _____ Hiram and Sara read reports about the discovery of gold in California
- _____ Hiram had bad luck in California
- _____ The Pierces began the difficult conversation about whether or not Hiram should go to California

7) Read the text once more and answer these questions

- a. Where did Luzena Stanley live?
- b. Why homemaking skills were rare in California?
- c. In 1850, how many women lived in California?
- d. Where did Sara Pierce live?
- e. How many children did Sara have?



Language Spot



1. Check these sentences from the text. Pay special attention to the word in **bold**.
 - a. Therefore, she was able to gain a lot of money from the men **because** they desired a meal cooked by a woman.
 - b. **Because** she was a married American woman, Luzena reminded many miners of home, of their mothers, wives and sisters.
 - c. Unfortunately Hiram had bad luck in California and instead of getting rich; he was in debt **because** in California everything was very expensive.
2. What does the word **because** introduce?
 - I. A contrast
 - II. A reason
 - III. A consequence
3. We can use the word **because** to join two ideas. These ideas express a reason and a cause. We use **because** to introduce the sentence that expresses the reason.

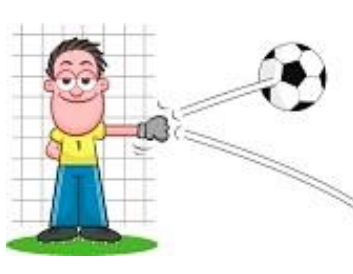
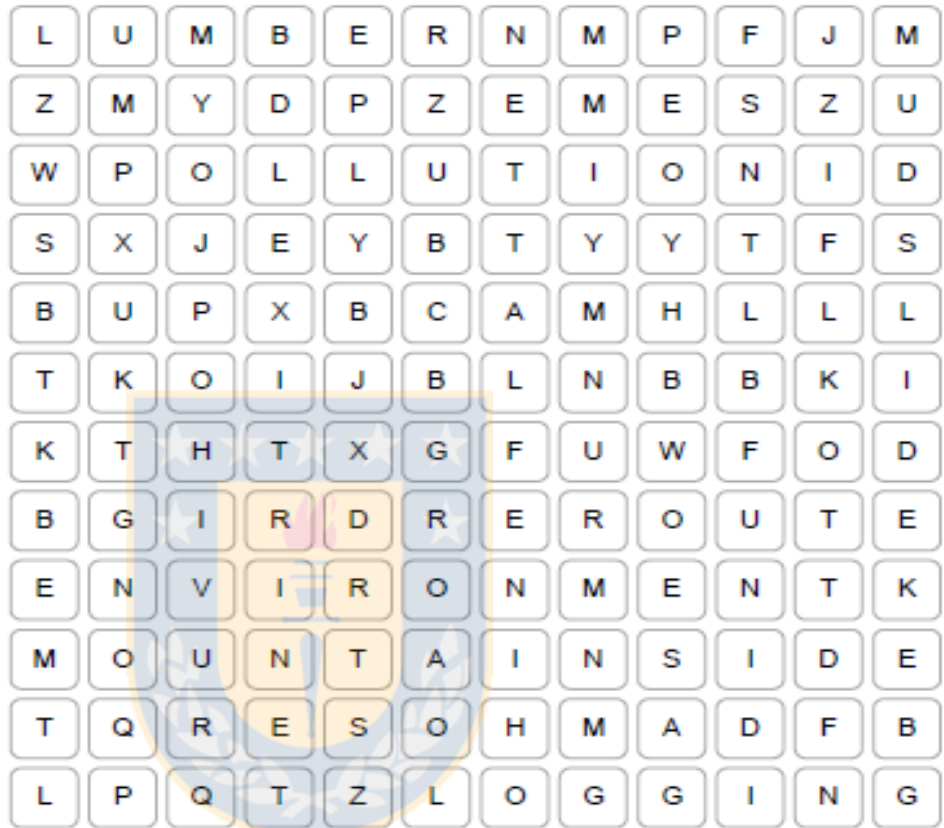
8) Decide which is the right sequence in which they should go and then join the sentences using “because”

- a. Paul's car didn't start. It broke down
- b. It's too big. I can't eat that sandwich.
- c. Sarah went to bed late. She is sleepy
- d. The children can't go to the beach. It's raining.
- e. Mary has to study. She got up early.

Lesson 7 Environmental Disaster in the California Gold Rush

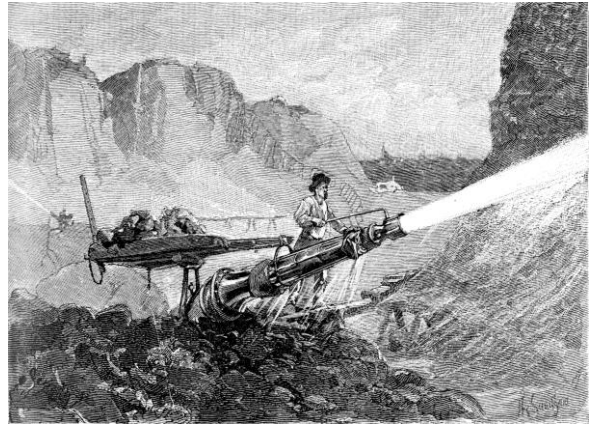
Pre-reading

1. In the Word Search Puzzle, find the names of these pictures related to Environmental Disaster in California Gold Rush.



Environmental Disaster

The Gold Rush had a devastating effect on the environment. These problems were directly related to gold-mining technology. The process of hydraulic mining caused irreparable environmental destruction. Entire hills were flattened and mountainsides were gouged out by the immense force of the high-powered hoses, many of which could displace as 4,000 cubic yards of earth per day.



Another problem with hydraulic mining was the immense volume of water used. Mining companies rerouted entire streams using series of aqueducts and dams. After the water was used to blast the mining area, it was allowed to flow freely resulting in flooding and mudslides. A mix of trees, bushes, rocks and water known as “slickens”, was the result of unregulated hydraulic mining. These slickens could flow over towns and farms causing massive destruction of everything in their paths. They not only affected the natural habitats of wildlife, but also acres of crop fields.

Along with the problem of water, chemical waste was also a destructive factor of gold mining. In order to free gold from the quartz veins, corrosive agents such as mercury and arsenic were often used by the miners. Mercury and arsenic were not carefully handled and as a result were often allowed to run into water sources and soil. This pollution was very harmful to wildlife and vegetation.



Besides, the mining industry also needed a great deal of wood, both to fuel the boilers at the mines and to build extensive canal systems. This demand for lumber helped to create the logging industry. This resulted in the clearing of hundreds of acres of land and logging thousands of trees. Along with clearing areas for people to live, forests also had to be cleared to make room for agriculture. Although this resulted in a major boost for the economy, it also displaced wildlife from their natural habitats. Once the miners were finished with a particular mine, it was simply abandoned with no effort to cover their tracks or restore the site to its state.

While-reading

2. Read the text. Find the words in bold in the text (a – e) and match them with their meanings (i – v)

- a. Entire hills were flattened and mountainsides were **gouged out** by the immense force of the high-powered hoses.
- b. Mining companies rerouted entire streams using series of **aqueducts** and dams.
- c. After the water was used to **blast** the mining area, it was allowed to flow freely resulting in flooding and mudslides.
- d. They not only affected the natural habitats of wildlife, but also **acres** of crop fields.
- e. Besides, the mining industry also needed a great deal of wood, both to fuel the **boilers** at the mines and to build extensive canal systems.

- i. _____ a large, closed container in which water is heated to make steam
- ii. _____ a pipe or channel designed to transport water from a remote source
- iii. _____ to shatter by explosion
- iv. _____ to remove something by digging or cutting it out of a surface
- v. _____ a unit of land measure, equal to 43.560 square feet

3. Read the text once more and answer the questions

- a. How many cubic yards of earth could the high-powered hoses displace per day?
- b. Name the corrosive agents used by the miners
- c. Why did the mining industry need a lot of wood?

PASSIVE VOICE

1. Read these sentences paying special attention to the verb form **in bold**.
 - a. Entire hills **were flattened** out by the immense force of the high-powered hoses.
 - b. Mountainsides **were gouged out** by the immense force of the high-powered hoses.
 - c. Corrosive agents such as mercury and arsenic **were used** by the miners.
2. Discuss these questions in pairs
 - a. What is special about this structure?
 - b. Why is it used?
 - c. What is the pattern?
3. The passive voice is used when the focus is on the **object**. It is not important who or what is performing the action.
4. Look at these examples of the Active Voice and the Passive Voice. Are the subjects performing or receiving the action? Discuss with your partner

<div style="background-color: #e67e22; color: white; padding: 5px; margin-bottom: 10px;">ACTIVE VOICE</div>  <p style="text-align: center;">Wild penguins attacked my sister .</p> <div style="display: flex; justify-content: center; gap: 20px;"> <div style="border: 1px solid black; padding: 2px;">action</div> <div style="border: 1px solid black; padding: 2px;">subject</div> </div>	<div style="background-color: #27ae60; color: white; padding: 5px; margin-bottom: 10px;">PASSIVE VOICE</div>  <div style="display: flex; justify-content: center; gap: 20px; margin-bottom: 5px;"> <div style="border: 1px solid black; padding: 2px;">subject</div> <div style="border: 1px solid black; padding: 2px;">action</div> </div> <p style="text-align: center;">My sister was attacked by wild penguins.</p>
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4. Complete these sentences using the Passive Voice in past tense and the verb in brackets.

a.



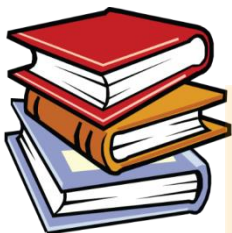
Letters _____
(deliver) by the postman at midday

b.



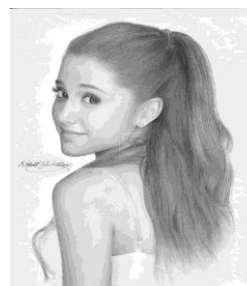
This backpack _____
(find) at the bus-stop yesterday

c.



A lot of English grammar books _____
_____ (sell) last year

d.



This portrait of Ariana Grande _____
_____ (paint) by R. Moy.

e.



Last night, the thief _____
_____ (catch) by the police.

f.



The door _____
_____ (open) by the child

Lesson 8 Chileans in the California Gold Rush (part 1)








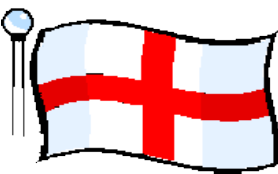

Pre-reading

1. Answer the following questions

- Have you met people from other countries?
- What is your opinion about living in a foreign country? Is it positive or negative?
- What do you know about immigration? Discuss with your partner.

2. Write the names of these English speaking countries below their corresponding flag. Use the countries in the box.

Australia	Germany	Canada
England	USA	New Zealand
Wales	Scotland	Ireland

a. 	b. 	c. 
_____	_____	_____
d. 	e. 	f. 
_____	_____	_____
g. 	h. 	i. 
_____	_____	_____

3. What do you know about these countries? Complete the exercises.

- Something you know about England _____
- Something you know about Ireland _____
- Something you know about United States _____

Chileans in the California Gold Rush

Vicente Perez Rosales (1807-1866) Vicente Perez Rosales (Santiago, April 5, 1807) was a politician, traveler, merchant, miner and Chilean diplomat. As a young man, his parents sent Perez Rosales to Paris to study literature and arts, but the family experienced financial trouble in 1830 and lost their estate. Thereby Perez Rosales had to work at small business, digging gold in Chile, and even smuggling cattle from Argentina. In the fall of 1848, the brig J. R. S. sailed into Valparaiso carrying California gold. The news of California's riches captivated Chileans.



Perez Rosales was 41 years old when he sailed for California on December 28, 1848, in the company of three half-brothers, a brother-in-law, two paid laborers and three servants. The journey took six weeks and finally Rosales arrived in San Francisco on February 18, 1849. Optimistic, Perez Rosales set off for Sacramento and then to Coloma, where he began the hard work of digging for gold. Using a rocket, he and his party, had moderate success, taking in between 10 and 20 ounces a day.

Anti-Chilean Sentiment The anti-Chilean sentiment spread San Francisco when a gang of whites attacked Chilean business. In the mines, Yankees raided Chileans and drove them off. Perez Rosales had to pose as French for his own protection. In April 1849 Perez Rosales had to leave his brothers in camp and travel to San Francisco because he needed to pick up his mail. He found the city had grown tremendously since his arrival. New buildings and business sprouted on every available place. He realized that those getting rich in California were not the miners, but those who served the gold seekers. Miners needed to a great deal of supplies while they work in the mines. In San Francisco an acquaintance told Perez Rosales a wild story of atrocities against Chileans in the area where he had left his brothers so he had to go back to Sacramento. There he found his brothers robbed blind but unharmed. Thousands of other Chileans simply packed up and went home; however they agreed not to return to Chile but did give up mining. So the brothers worked in different things such as trading goods, digging graves and carrying freight. Soon they saved enough money to open a restaurant in San Francisco. Business was steady but an arsonist set fire to a nearby house of prostitution, then the flames spread and the restaurant was engulfed. Finally Perez Rosales went back Chile and became a writer and a politician. Perez Rosales died on September 6, 1866.

While-reading

4. Read the text and complete the following fact file about Vicente Perez Rosales.

Name	
Date of birth	
Place of birth	
Studies	
Occupations	
Arrival in California	
Place of work (gold)	
Date of death	

5. Are these statements true (T) or false (F)? Correct the false statements.

- a. _____ Vicente Perez Rosales was born on April 5, 1807 in Valparaiso.
- b. _____ Perez Rosales was 41 years old when he sailed for California.
- c. _____ Perez Rosales and his party, using a long Tom, found a great deal of gold.
- d. _____ Perez Rosales posed as French for his own protection because of the anti-Chilean sentiment.
- e. _____ When Perez Rosales traveled to San Francisco to pick up his mail, he realized that the richest people were the miners who work harder.
- f. _____ Because of the anti-Chilean sentiment, Perez Rosales decided to return to Chile.



Language Spot

Obligation

/

NECESSITY

1. Read the sentences from the text, paying special attention to the words in bold.
 - d) Thereby Perez Rosales **had to** work at small business.
 - e) Perez Rosales **had to** pose as French for his own protection
 - f) Perez Rosales **had to** leave his brothers in camp and travel to San Francisco because he **needed to** pick up his mail.
 - g) Miners **needed to** a great deal of supplies while they work in the mines.
2. Answer these questions.
 - a. Which of these sentences expresses an obligation?
 - b. Which of these sentences expresses a necessity?
 - c. Which verbs are used for each purpose?
3. We use “**need to**” to express necessity.
We use “**have to**” to express obligation
(the examples are in Past tense)

6. Complete these sentences with *have to* or *need to*.

- a. You _____ talk to your brother and try to solve that problem.
- b. You _____ take a break and come with us to the cinema.
- c. You are a bit overweight. You _____ do more exercise.
- d. If you want to watch TV, first you _____ finish your homework.
- e. You _____ study more. The exam is going to be very difficult.

7. To California arrived people from all over the world.
Listen to the recording and fill in the blanks.



Att 8 Chileans in
California Gold Rush



We had around _____ people from all over the world, they
came from _____, and they came from _____,
_____, _____, _____ and
even _____.

Lesson 9 Chileans in the California Gold Rush (part 2)

Pre-reading

1. Answer these questions in your group

- Would you live in a foreign country? Which one?
- What do you know about “discrimination”?
- Who is the best superhero? Why? Discuss the reasons with your partner.



2. With your partner, think about positive and negative things about living in another country and complete the chart

Positive	Negative

3. You are going to read a text about Joaquin Murieta. Read the titles, can you guess what the text is about?

Chileans in the California Gold Rush

White Americans vs. “Foreign Miners”

Mexicans and Chileans were among the first foreigners who arrived in California during the Gold Rush. Their mining expertise gave them advantage in the cutthroat competition of the mines. Their early success led the California legislature to create an anti-foreign immigration law called Foreign Miners Tax Act. The Act demanded every foreign miner to pay \$20 dollars each month, which was much money. When Latin American miners refused to pay, white Americans had an excuse to drive them out of rich mining areas. In the mining town of Sonora, some Mexicans, Chileans and Peruvians joined with French and German miners, all of them protested against the tax. Rumors began to spread throughout gold country about a swashbuckling Chilean or Mexican bandit named Joaquin Murieta who was striking back against American injustices.

Joaquin Murieta (1829-1853)

Joaquin Murieta called the Robin Hood of El Dorado, was a famous figure in California during the California Gold Rush. He was considered as infamous bandit or a Mexican patriot. For many people of that time, Murieta symbolized the Latin resistance against the American domination. According to the Chilean version, Joaquin Murieta was born in Quillota, Chile. In 1848 he traveled to San Francisco, in search of his brother who had traveled one year ago. Other versions consider that Murieta was born in Sonora, Mexico. In 1849 he went to California in search of gold. Legend says that he, his wife and his brother were attacked by American miners who envied his success and hated Mexicans. They raped his wife and hanged his brother. Seeking vengeance, Murieta formed a gang, hunting down and killing six culprits. His outlaw band was named The Five Joaquins. In the Sierra Nevada, they rustled cattle and horses, robbed banks and murdered no fewer than 19 men. On July 25, 1853, a group of Rangers encountered the band, in the confrontation, three were killed and one of them would be Murieta. The legend of Joaquin Murieta inspired the writer Johnston McCulley to create the first superhero, before Superman, Spiderman, Batman, etc. He was “The Zorro”



While-reading

4. Read the text carefully and circle the best alternative

- a. The first foreigner miners were from _____
- i. Chileans and Peruvians
 - ii. French and German
 - iii. Chileans and Mexicans
- b. The cost of the Foreign Miners Tax was _____
- i. 20 dollars per week
 - ii. 20 dollar each month
 - iii. 20 dollar each fortnight
- c. Joaquin Murieta symbolized _____
- i. the Latin resistance against the American domination
 - ii. the suffering of Latin Americans.
 - iii. an infamous bandit called Zorro.
- d. Joaquin Murieta wanted to revenge of Americans because _____
- i. they create an anti-foreign immigration law called Foreign Miners Tax Act
 - ii. they raped his wife and hanged his brother
 - iii. he was a Mexican patriot



5. Answer the following questions

- a. Where was Joaquin Murieta born?
- b. How many people did Joaquin Murieta kill in Sierra Nevada?
- c. Johnston McCulley created a superhero inspired in Murieta. What was the name of that hero?



Language Spot

Expressing QUANTITY

1. Read these sentences from the text, paying attention to the words in **bold**.
 - a. The Act demanded every foreign miner to pay \$20 dollars each month, which was **much** money
 - b. **All** of them protested against the tax.
 - c. In the mining town of Sonora, **some** Mexicans, Chileans and Peruvians joined with French and German miners
 - d. For **many** people of that time, Murrieta symbolized the Latin resistance against the American domination.
2. What do the words in bold express?
 - a. quality b. quantity c. frequency
3. We use words such as **much, all, some, many**, to express **quantity**. (Note: we use **many** to refer to countable things and **much** to refer to uncountable things).

6. Fill in the blanks with suitable adjectives of quantity from the box

Much	All	Some	Many
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- a. He spent _____ his money.
- b. Only _____ children were playing in the park because it was too hot.
- c. I have told you this _____ times already.
- d. There was so _____ traffic, that's why we were late.
- e. _____ students are welcome.
- f. There are _____ car parks in the downtown of Concepcion.

Lesson 10 Sutter's Mill – Dan Fogelberg



Lesson 10 Sutter's Mill – Dan Fogelberg

Pre-listening

1. Answer these questions in your group

- Do you like listening to music? What is your favorite music style?
- Have you ever heard country music? What do you know about country music?

2. Match the words in the box with the pictures and write the proper name.

Herd	Conestoga	Locust
Arrow	Plain	Plowed
Prey	Reins	wildfire



While- listening

3. Now you are going to watch a video about a song called Sutter's Mill by Dan Fogelberg. Fill in the blanks with the words from the box.

deliverance	riverbed	prosper	mountains	lumbering
site	hostile	railroad	unsettled	rest

Sutter's Mill – Dan Fogelberg



Att 10 Sutter's
Mill.pptx

In the spring of forty-seven,
so the story, it is told,
Old John Sutter went to the mill _____
Found a piece of shining gold.

Well, he took it to the city
where the word, like wildfire, spread.
And old John Sutter soon came to wish he'd
Left that stone in the _____

For they came like herds of locusts _____
every woman, child and man
In their _____ conestogas
They left their tracks upon the land.

[Chorus:]
Some would fail and some would _____
Some would die and some would kill
Some would thank the lord for their _____
And some would curse John Sutter's mill.

Well, they came from New York city,
And they came from alabam'
With their dreams of finding fortunes
In this wild _____ land.

Well, some fell prey to _____ arrows
As they tried to cross the plains.
And some were lost in the rocky _____
With their hands froze to the reins.

Oh...

[Chorus:]

Well, some pushed on to California
And others stopped to take their _____
And by the spring of eighteen-sixty
They had opened up the west.
And then the _____ came behind them
And the land was plowed and tamed,
When old John Sutter went to meet his maker,
He'd not one penny to his name.

Oh...

[Chorus:]

And some would curse John Sutter's mill. Some men's thirsts are never filled.

Post-listening

Language Spot

WOULD

1. Read these sentences from the song, paying attention to the words in **bold**.
 - a. Some **would** fail and some ...
 - b. Some **would** die and some **would** kill.
2. What do the words in bold express?
 - a. Conditionality
 - b. necessity
 - c. possibility
3. We use the modal verb **would** to:
 - Talk about the past.
I thought I **would** be late so I **would** have to take the train.
 - To talk about hypotheses, things that are imagined rather than true.
It **would** be very expensive to stay in a hotel.
 - For politeness.
Would you like another drink?

4. Put in order in the correct order to make sentences.

a. love / I / visit / to / Amsterdam / would / summer / next

b. My / professional / brother / to / like / would / be / footballer / a

c. you / favor? / do / Would / me / a

d. be / to / it / would / It / a / miss / pity

e. wouldn't / my / She / hand / shake

f. buy / I / a / would / enough / car / money / had / if / I

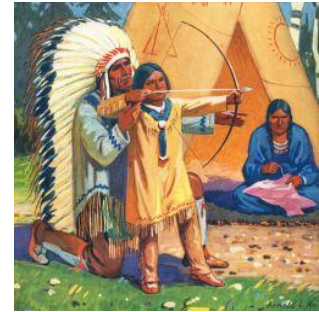
g. wouldn't / what / he / me / They / believe / told

h. me, / help / Would / please? / you



Lesson 11 Effects on the Native Americans

Pre-reading



1. Answer the following questions

- a. Who lived in America before Columbus arrived?
- b. What is the meaning of the word “mapuche”?

2. Match the words in the box with their corresponding meaning

starvation	succumb	indenture	Patwin
struggle	measles	gravel	smallpox

- a) _____ a condition of great weakness or death due to lack of food
- b) _____ an infectious, often fatal disease with high fever and red spots
- c) _____ a contract binding one group into the service of another for a specified term.
- d) _____ to fight hard against an attacker
- e) _____ a contagious disease usually occurring in childhood and characterized by eruption of red spots.
- f) _____ small rough calculi in the kidneys or bladder
- g) _____ to give way to superior force
- h) _____ a member of the North American Indian people living in Sacramento valley in California

Effects on the Native Americans



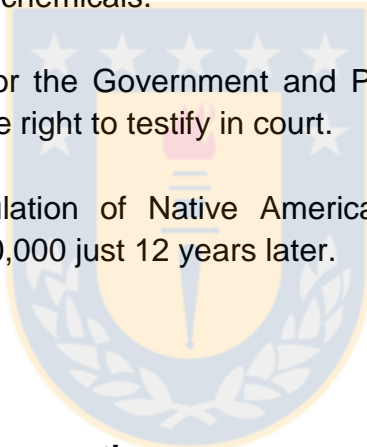
The human and environmental costs of the Gold Rush were substantial. Native Americans, who depended on traditional hunting, gathering and agriculture, became the victims of starvation, as gravel and toxic chemicals. Besides prospecting operations killed fish and destroyed habitats. The surge in the mining population resulted in the disappearance of hunting and food gathering. Farming spread to supply camps, taking more land which was inhabited for Native Americans. Also Native Americans succumbed in large numbers to introduced diseases such as smallpox, influenza and measles. By far the most destructive element of the Gold Rush on California Amerindians was the violence that was practiced on them and their environment by miners and settlers. Natives began raiding mining camps for subsistence. This led to cycles of violence as American miners supported by the state government organized war groups and sometimes slaughtered entire native groups.

The Act for the Government and Protection of Indians, passed by the state legislature in 1850, denied native Californians the right to testify in court and allowed white Americans to keep natives as indentured servants. "I do not like the white man because he is a liar and a thief", Isidora Filomena de Solano, a Patwin-speaking woman from the Bay Area, told an interviewer in 1874. She echoed the sentiments of many native Californians who continued struggling to preserve traditional ways in the midst of holocaust. The population of Native Americans plummeted from about 150,000 in 1848 to 30,000 just 12 years later.

While-reading

3) Say true (T) or false (F) to the following questions. Correct the false statements.

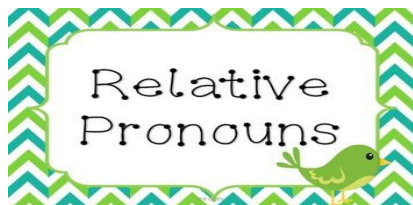
- a. _____ The surge in the mining population resulted in the appearance of hunting and food gathering.
- b. _____ Farming spread to supply camps, taking more land from the use of Native Americans
- c. _____ Native Americans succumbed in large numbers to introduced diseases such as smallpox
- d. _____ The most destructive element of the Gold Rush on California Indians was the toxic chemicals.
- e. _____ The Act for the Government and Protection of Indians allowed native Californians the right to testify in court.
- f. _____ The population of Native Americans plummeted from about 150,000 in 1848 to 30,000 just 12 years later.



4) Answer the following questions

- a) Name the diseases that affected Native Americans
- b) How did affect to Native American the Act for the Government and Protection of Indians?
- c) Explain in your own words the following expression "I do not like the white man because he is a liar and a thief".

Language Spot



1. Read these sentences paying special attention to the verb form **in bold**.
 - a) Native Americans, **who** depended on traditional hunting, gathering and agriculture, became the victims of starvation.
 - b) Farming spread to supply camps, taking more land **which** was inhabited for Native Americans.
 - c) By far the most destructive element of the Gold Rush on California Indians was the violence **that** was practiced on them.
2. A relative pronoun is a pronoun that introduces a relative clause. It is called a “relative” pronoun because it “relates” to the word that its relative clause modifies.
 - a) **Who** is used only for people
 - b) **Which** is used for things
 - c) **That** can be used for things and people.

5) Choose one of the following relative pronouns (who, which) to complete the sentences

- a. The man _____ robbed you has been arrested
- b. The car _____ I hired broke down
- c. This is the picture _____ caused such a sensation.
- d. My neighbor, _____ is very pessimistic, says there will be no apples this year.
- e. I don't like people _____ never stop talking.