

gold rush!

EL DORADO IN
BRITISH COLUMBIA

Educator Resource Guide



Inside

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Gold Rush! El Dorado in British Columbia is organized by the Royal BC Museum, Victoria, BC, Canada, in collaboration with Canadian Museum of History, Gatineau, QC, Canada. Ruée vers l'or! El Dorado en Colombie-Britannique est réalisée par le Royal BC Museum, Victoria, Colombie-Britannique en collaboration avec le Musée canadien de l'histoire, Gatineau, Québec.

What's In Store?

INTRODUCTION

Prepare your class to catch 'Gold Fever'!

This guide is intended to be used to support educators and students as they explore the Royal BC Museum's feature exhibition: Gold Rush! Eldorado in BC.

BC's Gold rushes were short lived, but definitively changed the people, places and cultures in our province. Gold Rush! explores the attraction of gold and the social/environmental effects that this fascination has created, both here and around the world.

BIG IDEAS EXPLORED

- Gold's influence in BC and around the world
- Gold affecting a diverse range of individuals and communities in BC
- Gold affecting environments and economies
- Connections between how gold shaped the past, and how it has influenced the way people live today

For specific curriculum connections: flip through to the back of this resource.

SOLID-GOLD TIPS

Here at the Royal BC Museum, we strongly suggest you use our exhibitions for experiential learning. This means spending more time looking around to connect with what's inside the galleries and less time writing on a worksheet.

We aren't a classroom, we are an experience. Use this to your advantage! Give students time to explore, let them try out interactive stations, and foster discussion in places that they gravitate towards inside the gallery. This guide will offer you and your chaperones* a few different ways to try this out during your Gold Rush! experience.

* (give those adults a task while they are enjoying the fruits of your field trip labour! Chaperones are at the museum for a reason. Your students' experience is directly affected by the level of participation your chaperones have during the visit)

BEFORE YOUR VISIT

First, give yourself a pat on the back, and a high-five from us at the Royal BC Museum!

You've taken the time to plan and organize a field trip. That is no easy task. Why not make the most out of all your hard work?

Studies have shown that student learning at museums is significantly improved with a pre-visit activity (Anderson, 1999). Prepare your students for their visit. This doesn't have to be complicated or time consuming.

You Can

- Explain to your students your goals/intentions for coming to the museum
- Start a class KWLQ chart about 'gold' or 'BC's gold rush' (...and finish it after your visit)
- Start a class discussion (with the questions suggested in this handy resource) to get their minds activated before they arrive
- If you do want to use a worksheet, why not hand out one 'CHARACTER CARD' to small groups in your classroom beforehand. Have groups spend time to read the information and think about the questions critically inside your classroom rather than the exhibition (in a space that is most likely better suited to focused group work and at a time that doesn't stop them from exploring all that the museum has to offer)

FUN FACT (and something FREE)

If you've confirmed a field trip with the Royal BC Museum, admission is free for you (the educator) to come check the museum and archives out anytime beforehand. Just give us your confirmation number at the front desk and we'll let you in!

This is great for two reasons: you can scout out any content that you might want to highlight during your class visit, and you get to enjoy the gallery at your own pace... which gives you more time to focus on your students during the 'big day'.

WHILE YOU'RE HERE

You know your students better than we do. Choose a way to explore that you think will best help them connect to the objects and ideas they will encounter.

You Can

- Use the 'CHARACTER CARDS' to explore and discuss big ideas in small groups. (If you've already looked at one in class, give them ones they haven't seen)
- Encourage critical thinking in older grades with the 'MIDAS TOUCH' group worksheet after they have had a chance to explore the exhibition
- Give your chaperones/yourself a 'FIELD GUIDE' to foster critical thinking and help with kid-centered communication skills
(because not every chaperone knows how to get conversations rolling like you do)
- Have your students independently go through the gallery in small groups with the 'GOLD MAP', and find their own 'pay dirt'

If you **do** choose a character card or worksheet, use it as a summative part of the field trip: give them enough time to go through the whole gallery first, then save 15-20 minutes at the end to walk through again and complete/discuss the worksheet in their small chaperone groups.

AFTER YOUR VISIT, or WHAT'S NEXT?

The museum shouldn't be the end of your students' learning. We want your class to leave not only with knowledge, but also with questions and a passion to find out more. Encourage formal or informal ways to reconnect with their experiences, and challenge them to find out more.

You Can

- Use the 'DISCUSSION IDEAS' to connect with student observations and debrief their experience
- Encourage students to imagine what they would do during BC's gold rush using the 'WILD CARD' page
- Have students question and research what was left out from the gallery using the 'WHAT'S MISSING?' page
- Use the primary source material found in the 'RESOURCES' section to explore first-hand accounts and infer what information can be uncovered from inspecting primary sources
- Have some fun and review 'parts of speech' by filling in the blanks on the 'MY GOLD RUSH ADVENTURE' page

Discussion Ideas

The following discussion ideas include *Historical Thinking Concepts* that promote historical literacy by addressing six components: establishing *historical significance*, using *primary source evidence*, identifying *continuity and change*, analyzing *cause and consequence*, taking *historical perspectives*, and understanding the *ethical dimension of historical interpretations*.

For more information on the *Historical Thinking Project*, check out historicalthinking.ca

PRE-VISIT

Prior Knowledge/Inferences

- “What do you know about gold? What do people use it for? Why is it important?”
- “What do you know about gold rushes? Who came to try their luck at striking gold? Where did they come from? What happened if they didn’t find any gold? What happened to the people and places after miners stopped finding gold?”

Perspective Taking

- “Imagine you hear news that gold has been found halfway across the world, in a place where you’ve never been to and where you don’t know anyone. Would you risk everything you have for a chance to become rich or have a better life? How would it feel if you didn’t speak the same language as people there? What would happen if you didn’t find any gold?”
- “Imagine if people started to come to your community because they heard gold was buried there. They set up camps, clear away trees, dig up the ground and use local watersheds to help wash dirt away from the rocks they find. How would you feel? What would you do? What if you didn’t speak the same language as them?”

Gold’s Use Today

- “How is gold important to people today? Think about all the ways that gold is used (eg. money, jewelry, science & technology, awards...). Where does gold come from? How is it collected, and who collects it? How far does it travel to get to us/what is done in order for it to look the way it does?”
- “If we were to draw a picture showing every step before gold ends up in a jewelry store/bank/cell phone, what would it look like?”

POST VISIT

Connections

- “What were the big ideas that struck you in the exhibition? What was the most interesting part?”
- “How do you think gold rushes changed the way people live?”
- “How did the gold rush affect environments or communities around mining sites?”
- “What do you think happened when people stopped finding gold in BC? Where did they go, or what do you think they did instead? (Think about other industries they could work in, or other places where work could be)”

Continuity And Change

- “Gold caused the first large scale migrations. People had a chance to seek fortune or try to live a better life than they had before. What influences people to move or immigrate today? How are these examples similar or different than the Gold Rush migrations you learned about in the exhibit?”

Cause And Consequence

- “What would modern life in BC be like if the BC gold rush had never happened?”
- “Mining often left Indigenous communities displaced, environments ruined and resources depleted. This still occurs today. How could this be changed? What could you do personally to stop the adverse effects of our society’s ‘gold fever’?”

Gold Map

1 Introduction: El Dorado, the legendary source of limitless gold, has captured the western world's imagination for centuries. The search for gold has changed BC and the world as we know it.

How is gold important to you?

2 The Allure of Gold: Gold has always been important to people across the globe. In the past, South American communities used gold to display spiritual and symbolic meanings rather than monetary value.

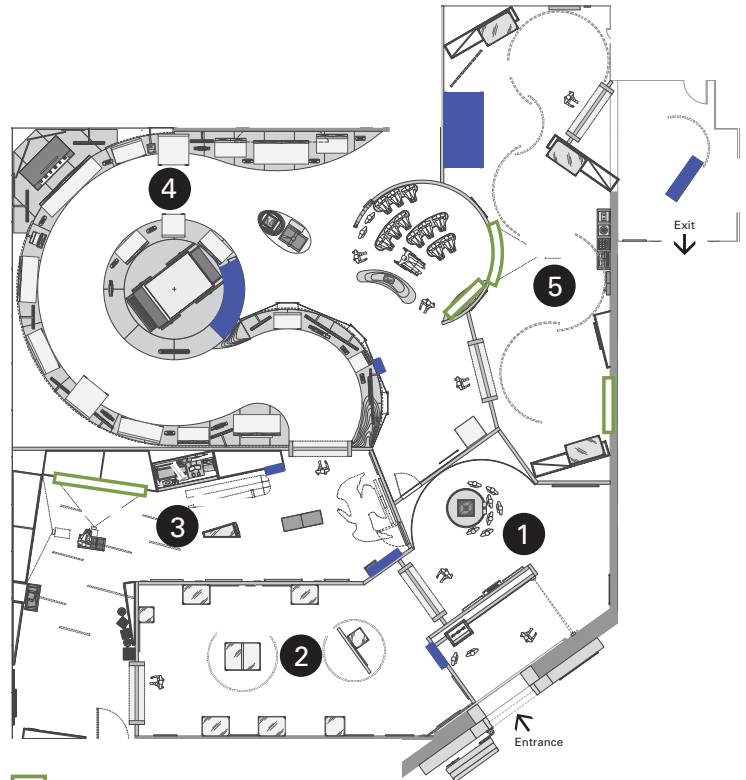
Look around to see the ways in which gold was used. Don't miss the chance to touch gold for yourself!

3 History of Gold Rushes: The first large scale human migrations were caused by people trying to find gold. Explore the gallery to find out where people came from, how they travelled, and the ways they tried to find 'pay dirt'.

What would it be like to leave your home and travel across the world (where you might not speak the same language) without knowing if you would strike it rich?

4 BCs Gold Rush: British Columbia as we know it was created by the world's 3rd large gold rush, when people came from all over the globe to seek fortune and a chance for a better life. The gold rush led to co-operation, competition, and sometimes even conflict between individuals and communities.

Try to find examples of people working together during the gold rush for a common goal, as well as a time when a conflict occurred and why.



5 Gold Today: From being used as a status symbol to powering our cell phones, gold is still valuable today. But our desire and need for gold has its consequences.

Find out the properties that make gold so special, and then watch the 'Global Legacy' video to learn about how our gold fever affects the world.

Your 'Pay Dirt': What is the most interesting thing you found out?

Tell your chaperone the most interesting thing you learned and mark an 'x' on the map where you found it.

After the Gold Rush: What are some things about gold you are still wondering about?

Share your questions with your teacher, and try to find out more back in your classroom.

Field Guide

TIPS

- Be an active member of the group during your visit.
- Encourage discussion about what your students notice and experience.
- Give students some time to explore what is around them.
- If one area is occupied, move to another area and go back later.

WAYS TO ENCOURAGE DISCUSSION

- What do you observe?
- Why do you think that is?
- What makes you think that?
- What else do you notice?

1 Introduction / 2 The Allure of Gold

El Dorado, the legendary source of limitless gold, drove the western world's imagination for centuries. While searching for this mythical place, European treasure seekers pillaged South America and Mexico, displacing cultures and devastating populations through disease and warfare.

It took large amounts of time for native inhabitants to find, collect, and shape the raw metal into these displayed objects. Millions of gold fragments were painstakingly amassed over centuries. Why was gold so sought after? It is shiny, doesn't easily corrode, and is soft/pliable. These attributes make gold ideal for jewelers and artists.

South America's golden jewelry and icons had spiritual and symbolic meanings rather than monetary value. To the Inca, gold represented the power of their gods and the sun. It often symbolized the transformative power in all beings.

Have your group find similarities and differences between two gold objects. Think about how they were made, what they represent, when they are from, and what they were used for.

3 History of Gold Rushes

Gold rushes in the 19th century caused the first voluntary large scale world migrations. People from Europe, Asia and the Americas joined each rush, travelling to Australia, New Zealand, California, and British Columbia. All races, ages, and classes felt the pull to seek fortune and a chance at a better life.

Mining techniques varied depending on how easy it was to find gold and how much money a person wanted to invest in their efforts. The first miners to arrive used simple tools, such as a smoke-blackened pan to wash river gravel and expose gold nuggets. Groups of partners built rocker boxes and sluices. Shareholders bought land claims and water rights, hired laborers, and invested in complex sluices, flumes, mine shafts and tunnels. Large companies invested in creek diversions or hydraulic mining that destroyed river banks, valleys or hillsides. The harder it was to access the gold, the more money it cost the operation.

During the gold rush, people had to work together in new ways. A gold rush shook up the social order. Class, race, and cultural differences often mattered less than survival. However, gold rushes also featured the darker aspects of human nature: greed, fraud, racism and violence.

Look around the room and think of some challenges a person would face leaving their home to seek gold in a different part of the world. Find all the mining methods shown. Evaluate the strengths and limitations of each.

4 BCs Gold Rush

When gold was discovered in the Fraser River in 1858, over 30,000 people poured into BC from around the globe in search for gold. Life changed forever as the territory became the colony of British Columbia before the year was up.

Getting here by land or sea was dangerous, and travel was taxing. 'Overlanders' used trade routes from California and other states or pushed west from Canada. Travel by sea was faster, but cholera and scurvy could afflict the gold-seekers on board.

Immigrants arriving to the gold rush didn't encounter an empty land. In BC, First Nations civilizations were thousands of years old. Unlike those in California, Europeans and First Nations had forged stable fur-trading partnerships in the territory. However, these relationships became strained as miners began to be violent and disrespectful to the First Nations people they encountered. First Nations would retaliate in defense. War between miners and First Nations was barely avoided.

The rush extended hundreds of kilometers north along the Fraser River. Miners travelled north along the Cariboo road with wagons, mules, horses and even wheelbarrows. At times, the treacherous road was just two metres wide on the edge of cliffs above a raging river. A gold-seeker's life was tough. Living in a tent, working from dawn to dusk, hoping provisions would last the short

season. On top of this hardship, prices in the small mining towns were extreme – \$12 for a dozen eggs when wages were a dollar a day.

Gold became scarce on the Fraser and in the Cariboo by the mid-1860s. Prospectors moved on – some to other rushes, some back home. But many miners stayed to log, fish, farm or ranch.

What is the most interesting object or idea in this part of the exhibit? Why is it important in telling the story of BC's gold rush?

5 Gold Today

Gold continues to be important today. Often, western societies use the metaphor of gold when talking about a high standard or achievement. Scientifically speaking, gold is an excellent electrical conductor, and is used in electronic devices like your cellphone and computer. Thirty grams of gold can make a thin sheet of nine square metres to deflect radiation in outer space or to protect office windows on Earth.

Gold is also important in today's economy. In the past, a 'gold standard' linked a country's money to a set amount of gold. By 1890, fixed exchange rates applied when trading paper bills for gold coins. However, most nations don't link currency to gold reserves anymore.

Modern mining operations dwarf everything that has come before. But these operations aren't without controversy. Disputes over mining regulations and Indigenous rights continue. Environmental costs trigger passionate public debates.

Discuss as a group the positive and negative aspects/effects that gold has had on BC and the world.

Character Card

NAM SING



Image created by RBCM artist in residence Aimée van Drimmelen

- ◆ One of the first Chinese miners to come to the Cariboo.
- ◆ In 1858, he travelled to the Fraser Canyon, but never had much luck with gold panning. After a few months, he travelled by canoe northwards to the Cariboo, from Yale to Quesnel. (that's a distance of 500 kilometres!)
- ◆ He tried mining again, but once more did not find much gold. He started to grow vegetables in the land nearby and sold his produce to the residents of the town.
- ◆ He acquired more land, and began farming and ranching.
- ◆ He owned and operated a pack train to deliver produce and goods between Quesnel and Barkerville.

Like Nam's story, it wasn't always mining or panning that made people rich during the gold rush. What do you think were other ways people earned a living in gold rush towns?



FIND THE 'BARQUE MARIA TICKETS'

Gold seekers from all around the world left their homelands because of political turmoil, violence or discrimination. They came to find wealth and adventure, but also for better living conditions and social freedoms.

Many Chinese came by ship to BC in search of 'Gold Mountain' (金山, gum saan), a fabled land of promise, opportunities, and wealth.

Why do people migrate or move today? What are they looking for?

FIND THE 'MUD SILK GARMENT'

On their journey to 'Gold Mountain', Chinese miners would be able to bring only a few treasured possessions from their home, like the mud silk garment you see here. Mud-treated silk clothes were designed for work in the humid and warm weather of the Pearl River Delta, the homeland of many early Chinese pioneers.

*What possession would you bring from your home?
What are some challenges you would face trying to adapt to life in a new culture/place?*



Character Card

FLORENCE WILSON



Image created by RBCM artist in residence Aimée van Drimmelen

- ◆ Arrived to BC from England in 1862 on a 'bride ship' that was intended to send more women to the colony. While other women married or found employment in Victoria, Florence was self-reliant and opened her own store on Government Street.
- ◆ In 1864, she sold off everything and left for Barkerville, where she ran a small saloon. In

1868, a great fire swept through the town and destroyed her saloon. She rebuilt it next to the fire hall, and called it The Phoenix, after the mythical bird rising from the ashes.

- ◆ Florence had a lively spirit. In 1865, newspapers reported that she travelled through the snowy Fraser Canyon on snowshoes, returning two months later with 130 books for the town!

What challenges would you face being one of the few women to travel to the gold fields?



FIND THE 'PEMBERTON DRESS'

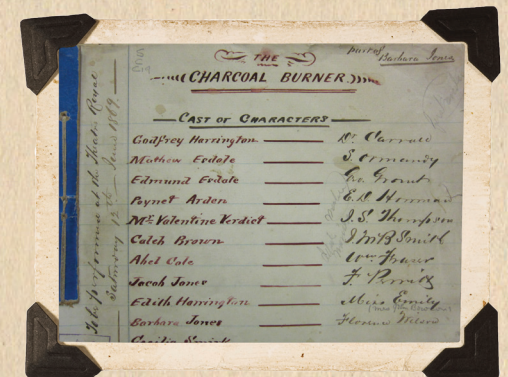
This is a bodice of a silk dress that belonged to a woman from the Pemberton family, and was worn around the time of the Gold Rush. The white sleeves and collar were removable for easy washing when things got dirty. Even so, this was no dress for adventures like when Florence snow-shoed through the Fraser Canyon. Why not?

What can this dress tell you about life in a gold rush town?

FIND FLORENCE WILSON'S 'PLAY SCRIPT'

Florence Wilson had a passion for theatre, and acted in many plays with the Cariboo Amateur Dramatic Association in Barkerville. Her specialty was acting in comedies. Along with plays; music, dancing, gambling, and reading were popular pastimes in gold rush towns.

What would you do for fun in a gold rush town?



Character Card

WILLIAM 'BILLY' BARKER



Image created by RBCM artist in residence Aimée van Drimmelen

- ◆ As a young man in England, he lost his job and became broke. He decided to pack up and travel to California to look for gold, leaving behind his wife and child.
- ◆ His search for gold led him to BC in 1858 during the Fraser River gold rush. He worked on a 'claim' near Lillooet, but sold it and left just days before his old partners found 'pay dirt' (gold).
- ◆ In 1862 he found a large amount of gold in the Cariboo, and became very rich. A boomtown named after him, 'Barkerville', sprung up where he found gold.
- ◆ He never found gold again. By 1891, Billy was broke, and lived in a small one room cabin. He became sick, and was buried in an unmarked pauper's grave in Victoria, BC.

How would it feel leaving your family to find gold? Would you have left without knowing if you would strike it rich, or would you have stayed behind? Why?



FIND BILLY BARKER'S 'GOLD POKE'

A gold poke is a small sack used to carry around gold dust and nuggets. Often, dust and nuggets were used as currency in BC instead of money, because there were not enough coins or bills available to use in the province.

What would be the benefits and limitations of using gold dust and gold nuggets to pay for things?

FIND THE 'TUNNEL CART'

Barker and his partners dug deep down into clay beds to find the gold that made them rich. This handmade tunnel cart, used in Barkerville during the 1860s, might have been similar to what Billy would have used in the hopes of finding 'pay dirt' (gold). Miners would try to use natural resources and the environment around them to make mining easier.

Try to find out all the methods miners used to find gold. How would they use natural resources or the environment to help them mine? What method would you choose?



Character Card

CHIEF SPINTLUM

There is no known photograph to let us know what Chief Spintlum looked like.

Why do you think this is?

- ◆ Chief Spintlum was a Nlaka'pamux Chief who helped diffuse a war during the BC gold rush.
- ◆ In 1858, 30,000 people poured into BC looking for gold. It was hard to keep law and order in the small colony. Many American miners who came up from California were violent and disrespectful to the First Nations people they encountered. First Nations would retaliate in defense.
- ◆ The miners formed military-like groups looking

for a resolution, either violent or calm. Near the Thompson River, they met Chief Spintlum, "the war chief of all the tribes for some distance up the Fraser River."

- ◆ Spintlum spoke with all the First Nations leaders that had gathered for a meeting on what to do. Some of the leaders wanted to solve the dispute with war, but due to Spintlum's guidance, a peace treaty was agreed upon between the miners and the First Nations communities.

Discuss the perspectives of both the miners and the First Nations communities involved. What would be upsetting about gold miners coming to BC? What would be hard about reaching an agreement?



FIND THE 'FIRST NATIONS TRADE GOODS'

In BC, First Nations civilizations are thousands of years old. Before the Fraser river rush, First Nations discovered, protected, mined, and traded gold along with a variety of other resources (like the copper, slate and ochre seen here). But nothing was more important than the river's yearly salmon run – a major food source.

How do you think the salmon runs were affected by the gold rush? How are they affected by people today?

FIND THE 'PEACE PIANO'

During the Gold Rush, the grandmother of current Grand Chief Dr Rose Charlie lived at China Bar. Armed miners tried to force out or kill local First Nations families to get control of the gold-filled sand bars on the Fraser River. The miners were surprised to find that Rose's grandmother had the only piano in the area. The family believes that because she played this piano, the miners did not disturb them.

How have you found ways to get out of a conflict or bad situation?



Character Card

WILD CARD

(AFTER YOUR VISIT)

DRAW WHAT YOU WOULD LOOK LIKE.



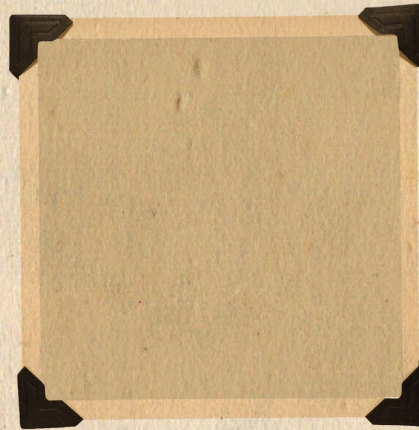
Name: _____

Now's your chance to create a gold rush character! Imagine what life would be like for you, and the adventures or challenges you'd face in the wilderness of BC 150 years ago.

Where did you come from?

How did you travel to BC?

DRAW AN OBJECT THAT WOULD BE IMPORTANT TO HAVE WITH YOU.



WHAT WOULD YOU DO?

What would you do during the gold rush? Would you be a miner, an entertainer, or provide a service?

How would you spend your free time (if you had any)?

What would be hard for you about working and living during the gold rush?

WHAT'S NEXT?

When the gold rush stops and miners begin to leave for other places, what would you do to support yourself? Would you need to move, or find another way to live?

The Midas Touch

In Greek mythology, Midas was a king who was granted his wish to turn whatever he touched into gold. The story warns how the desire for gold can bring wealth and splendor, but also devastation and conflict.

As you travel through the exhibition, think critically about the positive and negative ways that gold has impacted both the environment and communities around the world.

Look for information everywhere in the exhibition! Not just from objects and text, but from the interactives and videos as well.

After you have explored the whole gallery, fill in the following table in partners or as a group:

Environmental Effects

(habitats, plants & animals, landscapes, natural resources)

Effects On People & Communities

(status, economy, standards of living, cross cultural experiences, conflicts...etc)

What's Missing? (AFTER YOUR VISIT)

Exhibitions can't tell every story. With limited space and time for a visitor to look at artifacts and text, museums must choose what they think is important to display and how best to display it.

Is there a story or issue that you think was left out or not talked about enough? Research more about gold to find out. How could you best connect this story/issue to museum visitors? (Think about how the exhibit could be designed)

What is the missing story/issue? Why is it important?

What are key pieces of information you would want to get across?

How would you design a display/exhibit to get this information across?

WE WANT TO HEAR YOUR IDEAS!

Tell us what you thought was missing. Let us know of any research or information you would want to add in an exhibition about gold, and how you would display it.

Send your findings to coconnor@royalbcmuseum.bc.ca

Using Primary Sources

All history is an interpretation of 'what really happened', based on the amount of primary source records available, their credibility, and the author's point of view. Having your class look at primary source documents cuts out the middle man, allows them to critically gather information, and helps them make their own inferences to build an understanding of the past.

So get to it! We've provided a few primary source documents relating to the BC gold rushes, and some key points to raise while discussing them as a class.

OVERVIEW OF PRIMARY SOURCES

A Glimpse of Cariboo

This letter to the editor of 'The Daily Colonist' details the ongoings of a Cariboo town.

have groups of students read one section of the article, and share their findings to the class

Discuss: daily life, different aspects of gold rush communities.

Stranger Than Fiction

These are a series of excerpts from 'The Daily Colonist', spanning from October 6 – 13, 1862. They detail a disappearance, a suspected gruesome murder, and a retraction once the victim is found alive and well.

Discuss: communication (or lack thereof) in BC during the gold rush, gender roles, risks involved with the gold rush, differences between then & now.

Photographs

Both photographs show life in the gold fields and different mining methods.

Discuss: impact of mining on the environment, different methods of mining, daily life, technology, safety.

KEY QUESTIONS

First Impressions

What are your first impressions? What information can you gather just from looking at the source (think about the small stuff too)? Who made it? Who was it made for? Is there a date? If not, how can you infer when it's from (visual clues)?

Looking Closer

What is the purpose of the document? Does the creator have a point of view or bias? (For photographs: is it staged, or candid?)

Thinking Further

What can you infer from reading this document? Do any big ideas or feelings jump out at you? What do you want to know more about?

A Glimpse of Cariboo

The Daily Colonist, August 24, 1866

Sometimes primary sources are difficult to read! Because of the condition of this 150 year old newspaper, we've transcribed the article for your reading pleasure.

Were you ever in Cariboo Mr Editor? If not, you ought to visit it once in your life time, you would become acquainted with a phase in human life, unknown but to those who visit this isolated mining region of the earth.

If you do undertake the journey, procure an outside seat on the stage, if you fail to get accommodated outside, then curl yourself up in a dry goods box, get someone to nail you down and address "right side up with care" to Barnards Express Office Williams Creek, it will be all the same to you, and your passage will come somewhat cheaper.

THE MINER AND HIS ATTRIBUTES

The gold miner is rather an enigmatical character, pecuniarily speaking he is generous to a fault, his purse and cabin are alike open to friend and stranger, countryman and cosmopolite, but sad is the havoc made upon the finer attributes of the human soul by a few seasons in the mines. The man in the mines and the same man at home, with influence of a loving mother, wife or virtuous sisters around him – bear no analogy to each other.

The young man on starting for the mines casts into his trunk, the broadcloth coat, linen shirt and kid glove, and into the same trunk, he deems it necessary to cast his code of ethics, to be resumed only with the fine clothing. Now I can see the congruity in change of apparel, but the mutation of character, why this? Why should a man on changing his location, slip his character, as a serpent casts his skin? ...

DOG MANIA

'It is not good for man to be alone' and the dog mania here would create the impression that the miner thought the sage had reference to the canine species as his companion, for every man has 1 dog and some 3 or 4; the actual use of any of these brutes, I fail to see. The best fighting dog is the highest prized, and they all have to fight as much as they are able, little and big, young and old, halt and sound, all must fight; indeed so frequent are the poor brutes urged to fight, that when 2 meet they seem to look upon an encounter as inevitable, so they pitch in at once, and an unearthly yell from the 1st observer is the signal for all the animal creation to muster (biped and quadruped) and as long as the fight continues, the yells of the crowd would out rival the war cry of any tribe of savages. The infernal regions broke loose could not produce a greater tumult; such disgusting brutal amusement is a disgrace to any semi-civilized community.

Each dog attends his master to the saloon in the evening, and when the quadrille is formed each couple is backed by one of the animals, and it is truly laughable to see the creatures following their masters through the intricate evolutions of the dance, but like 'Old Dog Tray' they are faithful and kind, and kicks cannot drive them away.

A Glimpse Of Cariboo *continued*

August 24, 1866

HURDY GURDY DAMSELS

There are 3 descriptions of above named 'ladies' here, they are unsophisticated maidens of Dutch extraction, from 'poor but honest parents' and morally speaking, they really are not what they are generally put down for. They are generally brought to America by some speculating, conscienceless scoundrel of a being commonly called a 'Boss Hurdy.' This man binds them in his service until he has received about 1,000 % of his outlay. The girl's receive a few lessons in the terpsichorean art, are put into a kind of uniform, generally consisting of a red waist, cotton print skirt, and half mourning headdress resembling somewhat (in shape) the topknot of a male turkey, this uniform gives them quite a grotesque appearance. Few of them speak English, but they soon pick up a few popular vulgarisms, and like so many parrots, they use them indiscriminately on all occasions; if you bid one of them good morning, your answer will likely be, 'itsh sphlaid out' or 'bet your life.'

The hurdy style of dancing differs from all other schools. If you ever saw a ring of bells in motion, you have seen the exact positions these young ladies are put through during the dance, the more muscular the partner, the nearer the approximation of the ladies pedal extremities to the ceiling, and the gent who can hoist his gal the highest is considered the best dancer; the poor girls as a general thing earn their money very hardly.

SALOONS AND PROPRIETERS

The 3 principal saloons here, would really be no disgrace to Montgomery St, San Francisco, they don't 'keep on hand' the best liquors and

cigars, as is generally the case, but they serve it out to their customers. The proprietors are gentlemen, each of these saloons have a bevy of the terpsichorean damsels, and they have gay times every evening.

The dapper landlord of the Gazelle Saloon is quite the 'ne plus ultra' of his profession, courteous, funny, the leader of the fashion, and quite the lady's man; he is a little annoyed sometimes by a descendant of Ham following him a little too close in the hat line, but 'Tommy' is regarded as a jolly little fellow, and his dog 'Cox' is the champion of the creek.

FEMININE

We have amongst us a sprinkling of daughters of Eve, but I am sorely afraid they have digressed a little further from the path of rectitude than their erring mother; however, let those who are impeccable cast the first stone. 'Scorn not the vilest, they once were pure;' cruel deception with a concatenation of unfortunate circumstances (and not innate depravity) having placed many of them in the depths, and it would be almost as hard for one of them to recover the lost track of virtue, 'as for a camel to pass through the eye of a needle.' Poor, unhappy woman!... I never look upon one of these women but I think of the poor mother who through suffering brought her into the world, watched, wept and smiled over the tiny bed for years; what a blessing that the loving mother is not prescient of her little fondling's future. Signed, C Sharp, Richfield, Williams Creek, Cariboo, BC.

Stranger Than Fiction

THE BRITISH COLONIST

Monday Morning, Oct. 6, 1862.

Later from Cariboo.

The steamer *Enterprise*, with 140 passengers and \$40,000 in gold dust, arrived from New Westminster on Saturday night last.

MINING NEWS.

The mining news is mixed. Some rich new strikes are reported on Williams, and several claims heretofore paying moderately have begun to yield the *cro* in great plentitude. The Point claim, above Steele's has proved very rich. Abbott's is weakening a little. Adams' and Cunningham's are doing as well as ever. The owners of the rich claims will leave about the 20th of the present month for Victoria, with their treasure. They will form a large party, and woe to the highwaymen who may attack them.

Several claims on Lightning and Antler have been abandoned by their owners, who found the amount of capital required to reach the hidden treasure too heavy for their limited purses. The Montgomery claim, on Antler, is paying an ounce a day to the hand, with a prospect of doing better in future. A claim below the town on the same creek, yields 40 ounces a day to the company.

Snow falls daily on Williams, Antler, and Lightning, and the country has assumed a wintry appearance.

MURDERS AND ROBBERIES.

Another horrible murder has just come to light near Antler Creek. On the 12th September, a Cyprian known as Johanna Maguire, started from Williams Creek with \$3000 in dust in her possession, for the purpose of bailing out her "man," who was in prison at the Forks of Quesnelle. She reached Antler on the same day, and getting drunk there spoke of the object of her journey. The next morning she left Antler and reached an hotel seven miles beyond. There she rested until afternoon, and again continued on in company with an unknown man. She was never afterwards seen alive; but four days subsequently, her corpse is reported to have been discovered in the bushes near the trail, with the throat cut from ear to ear, and the dust gone.

The report of the murder of Johanna Maguire is confirmed by this arrival. Her body was found four miles this side of Antler Creek with the throat cut from ear to ear. The perpetrators were not tracked.

October 9, 1862

'THE DEAD ALIVE'—Johanna Maguire, the Cariboo cyprian reported murdered and robbed, has returned to life. It turns out that while on the trail from Antler City to the Forks, she lost herself in the woods and was several days without a morsel of food. She finally reached a Chinaman's hut on Swift River, where she was generously supplied with food. Her horse and \$3000 in gold dust were left somewhere in the forest, and will probably never be recovered.

October 13, 1862

October 6, 1862

Photographs



Men posed on a flume, William's Creek, Frederick Dally ca. 1868 (BC Archives)

Photographs *continued*



Shaft entrance of Neversweat Tunnel Co. Claim, Williams Creek – Frederick Dally ca. 1868, (BC Archives)

Cariboo Slang

On August 6, 1863, The Daily Colonist (the grandparent of the modern newspaper Times Colonist) printed a list of 'Cariboo Slang' often heard by miners in the Cariboo gold fields. Here are some of the wackiest words:

"PAY DIRT" ----- dirt containing gold

"SLUM-GULLION" ----- clay

"IN A HOG'S EYE!" ----- never!

"YOU BET YOUR BOOTS" ----- definitely yes

"VAMOOSE THE RANCH" ----- leave for parts unknown

"GOT THE DEAD WOOD ON THEM" ----- to have an advantage over someone

"GONE UP A FLUME" ----- to get into trouble

Try out some 'Cariboo Slang' on your classmates, family and friends!

Will it be fun? *You bet your boots!* Will they understand what you are saying? *In a hog's eye!!*

CARIBOO CAMELS



***No Horsing Around!**

Travelling on the muddy trails to get to the Cariboo gold fields was very hard for the mules and horses that carried supplies. In 1862, 25 camels were imported to BC for use on the trails instead. Things did not go well. They scared mules and horses off the trails. Also, because camels are used to walking through sand, they were injured by the muddy and rocky roads. After 2 years, miners had learned their lesson and stopped using the desert dwellers to do their dirty work.

Image: BC Archives A-00347

My _____ Gold Rush Adventure

Ask someone to fill in the blank words to create an adventure about finding 'pay dirt' in BC's gold rush (and don't show them the sheet!). Once they've given you all the words you need, read the story out loud!

Ever since I was _____ years old, the shine of
(number)

gold has always _____ me. When I heard there
(verb ending in -ed)

was a gold rush in BC, I couldn't believe my _____!
(plural body part)

I found myself saying " _____ " I decided to leave my
(cariboo slang)

home in _____ for the Cariboo to try my luck at finding gold.
(place)

Before I left, I had to gather all of the supplies that

would help me strike it rich; like my trusty _____, a
(noun)

handy dandy _____, and who could survive in BC's
(noun)

wilderness without _____s!!!
(piece of clothing)

After travelling by boat and _____*, I finally got
(animal)

to the gold fields. I spent over _____ looking for
(amount of time)

gold, but with no luck! What was I to do? I decided that I

could make more money _____, so I sold off my
(verb ending in -ing)

mining supplies, and began my very successful career selling

_____ to the other miners around!
(plural noun)

Curriculum Connections

GRADE 5 SOCIAL STUDIES (2006 curriculum)

- B1 – describe the significance of key events and factors in the development of BC and Canada, including the fur trade, the railroad, the Fraser/Cariboo gold rush
- B2 – assess why immigrants came to Canada, and the individual challenges they faced, and their contributions to Canada
- D1 – analyse the relationship between the economic development of communities and their available resources
- D2 – analyse the development of transportation systems in BC and Canada
- E2 – describe the location of natural resources within BC and Canada
- E4 – analyse environmental effects of settlement in early BC and Canada

GRADE 4 SOCIAL STUDIES (2013 draft curriculum)

Big Ideas

- Social, economic, and political power shift over time
- The nature of European expansion into North America was influenced by a variety of geographic factors
- Economic interdependence can lead to co-operation, competition, and conflict between societies
- Cultures changes as they become integrated into a larger society

Concepts and Content

- Economic and political factors that influenced the colonization of British Columbia, including the BC gold rushes

GRADE 10 SOCIAL STUDIES (2006 curriculum)

- B1 – analyse Canadian society from 1815 to 1914 in terms of genders roles, ethnicity, daily life, and the arts
- B2 – evaluate the impact of interactions between Aboriginal peoples and European explorers and settlers in Canada from 1815 to 1914
- B3 – evaluate the influence of immigration on Canadian society from 1815 to 1914
- C2 – analyse political, economic, social, and geographical factors that led to Confederation and to the development of Canada’s provinces and territories
- D2 – analyse the influence of the following on Canada’s economy from 1815 to 1914: resource development and decline, technological innovations
- D3 – describe the development of British Columbia’s economy from 1815 to 1914