

Unit III: Authority

Lesson 2: Trouble in Gold Flats

OBJECTIVES

Students will be able to:

- Identify consequences of a lack of law and authority including examples of destruction of property, fighting, and unresolved conflicts.
- Identify the need for positions of authority to help make laws, enforce laws, and resolve disputes.

PREPARATION

- Conduct this lesson after the class has studied the California Gold Rush or other examples of frontier lawlessness.
- **Handout A: *Gold Flats Gazette***—1 per student
- **Handout B: Editorial**—1 per student (Optional)

Overview

This lesson is the first of a four-lesson sequence examining issues of law and authority in the hypothetical California mining camp of Gold Flats.

In this lesson, students are introduced to the *Gold Flats Gazette*, which describes problems that the camp is experiencing due to a lack of laws and people in positions of authority. First, students discuss the need for authority. Then they read stories and in a directed discussion identify the problems, their causes, and their effects. Finally, in small groups, students generate ideas to solve these problems.

STANDARDS ADDRESSED

National Civics Standard 1: Understands ideas about civic life, politics, and government. (4) Knows possible consequences of the absence of government and rules and laws (e.g., the strong may take advantage of the weak, people may become disorderly or violent, people may feel insecure or be unable to plan for the future).

California History-Social Science Framework: Goal of Skills Attainment and Social Participation: Critical Thinking Skills. (1) Define and clarify problems. (2) Judge information related to a problem. (3) Solve problems and draw conclusions.

California History-Social Science Framework: Goal of Knowledge and Cultural Understanding: Historical Literacy. (3) Analyze cause and effect.

Procedure

A. Focus Activity—The Need for Authority

1. Ask students to imagine what it might be like if there were no one in charge: no parents, no teachers, no police officers, or no priests or ministers. Then ask:
 - What problems might arise if no one had any authority? (Students might answer that there would be no one to make dinner or take care of them.)
 - How would you feel if there was no one in authority? (Students might claim positive feelings because no one would tell them what to do, but others might predict negative feelings such as fear or anxiety.)
2. Note that at different times and places in history, people have experienced what it is like with little or no authority. Mention that students have studied such a period, the California Gold Rush or life on the frontier. Briefly review what they remember from their studies.

B. Oral Reading—The *Gold Flats Gazette*

1. Explain to students that in this lesson they will examine what happened in a fictional Gold Rush camp when there was no one in authority. Then distribute to every student **Handout A: *Gold Flats Gazette***.
2. Read the section titled “Premier Issue” to students out loud. Ask:
 - What is Gold Flats?
 - What seems to be the trouble in Gold Flats?

C. Class Activity—Identifying the Consequences of No Authority

1. Create the following chart on the board:

Trouble	Causes	Effects	Solutions
A.			
B.			
C.			

2. Select a student to read story A, “Fire Destroys the Hollow,” out loud to the class. Then ask:
 - What trouble happened in the story? (A fire.) When the trouble for story A is described, fill in the chart in the appropriate space.
 - What caused the trouble? (Fire too close to tents; no laws or rules against fires in the camp.) When the causes are described, fill in the chart.
 - What were the effects of the trouble? (Part of camp destroyed; property lost). When the effects are described, fill in the chart.
3. Repeat the process with story B and story C until all the chart is filled in except for solutions. (For B, the trouble is the camp fight; its causes were that Shea was sick of being teased and that no one was in authority to stop it; its effects were many injuries. For C, the trouble is claim jumping and a fight; its causes were that they wanted the same property and there was no one in authority to decide which claim was valid; its effects were injuries.)

D. Small-Group Activity—Finding Solutions

1. Tell students they now are going to think up solutions for each of the problems in *Gold Flats*.
2. Divide students into small groups of two to three students. Assign each group one of the articles—A, B, or C. Tell them to think of solutions to that problem and write down their two best solutions on a sheet of paper.
3. When students finish, regroup the class and call on groups to share their solutions. Write them on the chart. (If students do not come up with the following solutions, suggest them: For article A, a law-making body, such as a camp council. For article B, a law-enforcer, such as a sheriff. For article C, a person to decide disputes, such as a judge.)
4. Debrief the lesson by asking: Which solutions do you think are best? Why?

Enrichment (Optional)

- Using **Handout B: Editorial**, have students write letters to the editor of the *Gold Flats Gazette*. Explain to students the purpose and nature of letters to the editor. Tell them their letters should suggest things the camp should do to solve its problems. Explain that their letters should be addressed “To the Editor,” and that their topic sentence should be “I think the camp should . . .” The rest of the letter should give reasons why the camp should do this.
- Have students draw pictures illustrating the problems that arose in the camp coupled by pictures illustrating solutions.
- Have students draw a map of the camp utilizing information from the *Gazette* and their own imaginations.

Gold Flats Gazette

September 15, 1849

Trouble in Gold Flats

PREMIER ISSUE

It has been one year since Miner Juan Carrera discovered gold in Gold Flats Creek. Now we have nearly 1,200 miners living in the camp. We even have three real buildings: the hotel, assay office, and the saloon. We also now have

our own newspaper. Last week, your editor, William Maxwell, got a Bleeker single-sheet hand printing press. It was shipped all the way around the horn. It is our goal to print the news of Gold Flats. We will also tell our readers about the problems that face the camp.

The time has come for Gold Flats to take stock. Miners' Law is just not working. Every community needs laws and authority. We have none. Our once peaceful camp has turned dangerous. The three stories in today's paper show what happens if there is no law or authority.

A

Fire Destroys Hollow

Twenty miners lost their tents and belongings Saturday night last. The men living in the Hollow had been dancing and singing into the wee hours. Around midnight, several men built a huge bonfire. It was too close to a row of tents. The fire caught a tent and rapidly spread. No one was injured, but many lost everything before the fire was put out. Those who lost their goods were angry. But the men who started the fire just laughed. "There are no rules against fires in this camp and no one to make them," said one. "Folks who don't like it should move on."

B

Many Injured in Fights

The bad blood between "Blackpatch" Shea and Max Steiner led to violence Tuesday. Shea said he was tired of Steiner making fun of him. He grabbed an axe handle and went looking for Steiner. He found him near the hotel. The two men argued. When Steiner looked away, Shea smashed him on the head. Several of Steiner's friends jumped him. Shea's friends came to help. This big fight injured many people. Steiner is near death, Shea has a broken jaw. One bystander said, "I thought about trying to break up the fight. But it is not my job."

C

Claim Jumping Charged

Lee Chang, a Chinese miner, arrived in camp on Monday afternoon. He was bloody and bruised. He had been mining on a claim on the upper fork of Gold Flats Creek. Two men showed up at the claim and told him to get off. They said they had staked a claim there. When he refused, they beat him up and chased him away. Some miners felt sorry for him, but did not think it was any of their business. "It's not our job to decide whose claim it is," one of them said.

EDITORIAL

Law and authority come from the people themselves. First, we need to elect leaders and give them the authority to make fair laws. We need to give someone the authority to enforce the laws that are made. We need to give someone the authority to decide who is breaking the law and what should happen if laws are broken. Who can do these jobs?



Letters to the Editor

The editor of the Gold Flats Gazette wants to hear from the people of the camp. Write a letter that describes your ideas about how to solve the problems of the camp. What should the people of the camp do? Be sure to give reasons for your ideas.

Unit III: Authority

Lesson 3: Gold Flats Gets Some Rules

OBJECTIVES

Students will be able to:

- Describe the need for rules and authority.
- Understand the necessity for fair and enforceable rules.
- Evaluate given rules in terms of fairness, effectiveness, and enforceability.

PREPARATION

- **Handouts A-D: Camp Rules** for (A) Fires, (B) Fights, (C) Claims, or (D) General Rules—Each group of 2-3 students will receive either **Handout A, B, C, or D**.
- Write guiding questions on the board:
 - Is the rule effective?
 - What problem does the rule try to solve?
 - Does the rule solve the problem?
 - Is the rule fair?
 - Can the rule be enforced?
 - Should we keep the rule?

Overview

This is the second in a series of four lessons that take place in the hypothetical Gold Flats mining camp of 1849.

In this lesson, students become the Gold Flats camp council and analyze a given set of rules for the mining camp. Students work in small groups to evaluate the rules in terms of fairness, effectiveness, and enforceability.

STANDARDS ADDRESSED

National Civics Standard 3: Understands the sources, purposes, and functions of law, and the importance of the rule of law for the protection of individual rights and the common good. (1) Knows common ways in which rules and laws can be used (e.g., to describe how people should behave; to provide order, predictability, and security; to protect rights; to provide benefits; to assign burdens or responsibilities; to limit the power of people in authority). (2) Knows the characteristics of an effective rule or law (e.g., well designed to achieve its purposes, understandable, possible to follow, fair, designed to protect individual rights and promote the common good).

California History-Social Science Framework: Goal of Skills Attainment and Social Participation: Critical Thinking Skills. (1) Define and clarify problems. (2) Judge information related to a problem. (3) Solve problems and draw conclusions.

California History-Social Science Framework: Goal of Knowledge and Cultural Understanding: Sociopolitical Literacy. Understand the close relationship between society and the law.

Procedure

A. Focus Activity

1. Tell students that today they are going to revisit the mining camp of Gold Flats. Remind students that in the last lesson they learned about some problems Gold Flats was having. Use the following questions to review:
 - What kind of trouble was happening in Gold Flats? (Fires, fights, claim jumping)
 - What did we decide Gold Flats needed to do about its problems? (Get rules, police, judge)
2. Tell students that since their last visit, there have been some big changes in Gold Flats:
 - A lot of people in the camp started talking about needing law and order to stop the fights, fires, and other trouble.
 - Last night, all over the camp, as people sat around their campfires, they talked about different rules they would make to solve the problems.
 - This morning when everyone got up, there were lists of camp rules stuck to everything. The rules were posted on trees, tents, the saloon—everywhere.
 - As everyone started reading the rules, there was a lot of cheering and also a lot of complaining. Almost everyone agreed that most of the posted rules were good, but many thought a few of the rules were unfair or just plain silly.
 - The people in the camp decided they needed some leadership. They picked some people who were leaders in the camp and made them a “camp council.”
 - Everyone in Gold Flats wants the camp council to try to solve the camps’ problems. They want the camp council to decide on some good and fair rules.
3. Inform students that they are the leaders who the people of Gold Flats chose as the camp council. It will be their job, as camp council, to decide on a set of camp rules that will solve problems in the camp and will still be fair to everyone.

B. Class Discussion (Optional)—Concept Building: Fair, Effective, Enforceable

1. Tell students that their job as camp council will be to choose the rules that are fair, effective, and enforceable.
2. If needed, conduct a brief discussion to build these concepts using the following hypothetical. Ask students to imagine that the school is having a problem with people pushing one another at the drinking fountains and that two rules have been proposed. Ask them to critique each rule in terms of fairness, effectiveness, and enforceability.)

Rule #1: Only girls may use the drinking fountains. (Unfair: It assumes that all boys and only boys are causing the problem. Ineffective: If girls are causing the problem, then the rule won’t solve the problem. Enforceable: A monitor could report violators.)

Rule #2: No student could think about pushing another student. (Fair: It applies to all students. Ineffective: This would not stop the problem. Unenforceable: How would you know if someone was thinking about pushing people?)

C. Small-Group Activity—Choosing Rules

1. Divide the class into groups of three to four students. Distribute one of the **Handouts (A, B, C, or D)** to each group.

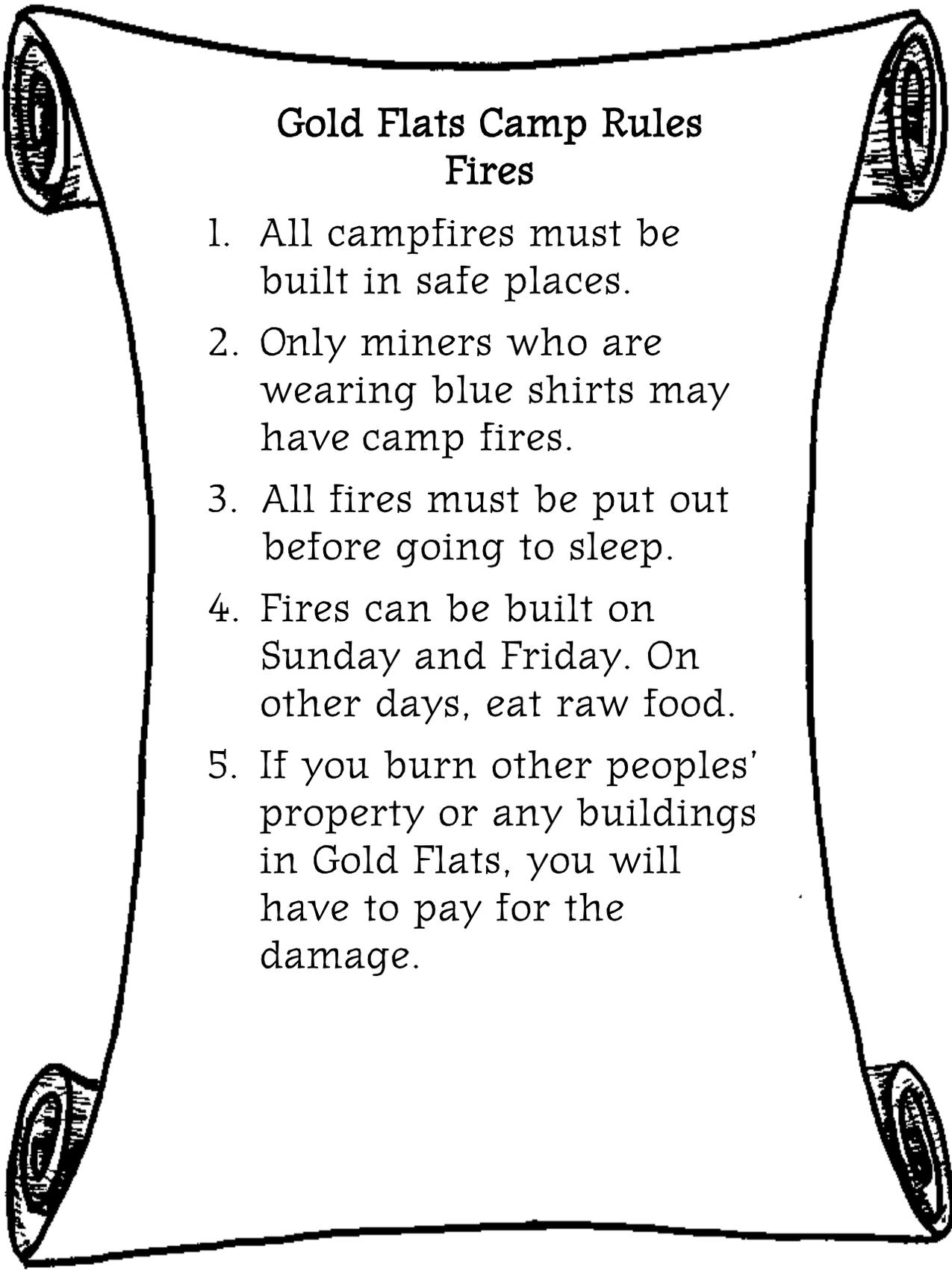
2. Tell students their job, as camp council, is to decide which rules should be kept and which rules should be thrown out. Different groups will be choosing rules for Fires, Fights, Claim Jumping, or General Rules.
3. Tell students that each group should work together, read each rule, and then think about the questions on the board to decide if the rule is fair, effective, and enforceable. One person in each group should be the recorder and write down the reasons each rule is either kept or thrown out.
4. Tell students how much time they will have to choose the best rules.

D. Group Reports—The Camp Council Decides

1. After groups have made their lists of camp rules, ask each group to share one of the rules they kept and one of the rules they threw out. The reasons for these decisions should also be shared. Record the rules groups kept on the board.
2. Be prepared to guide a discussion to help students recognize any rules that should have been included or thrown out. If necessary, hold a “council vote” to establish a final list of camp rules.

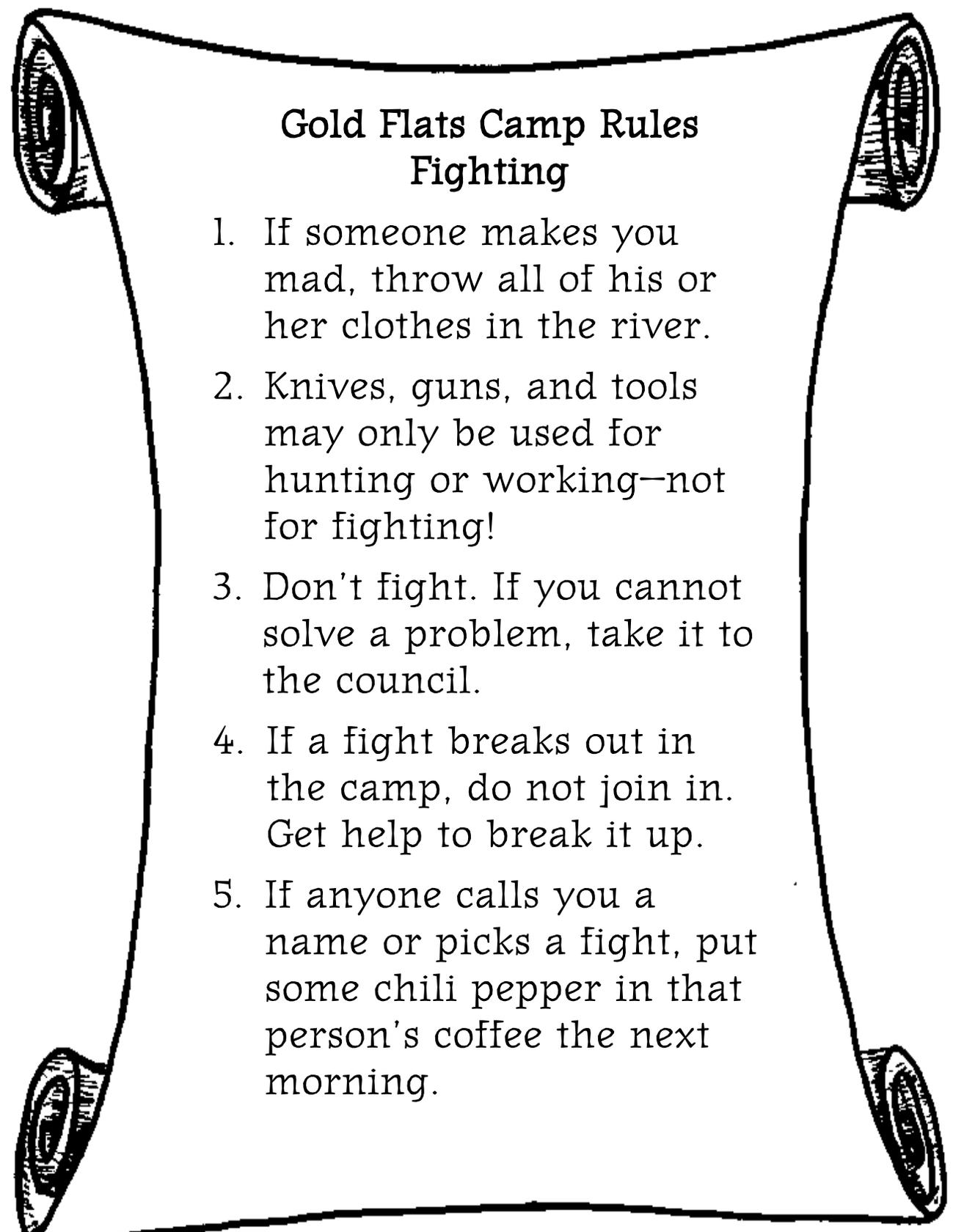
E. Debriefing

Tell students that the people of Gold Flats thank them for helping establish law and order in the camp. Explain that in the next Gold Flats lesson, they will learn what happens in Gold Flats when citizens don't follow the rules.



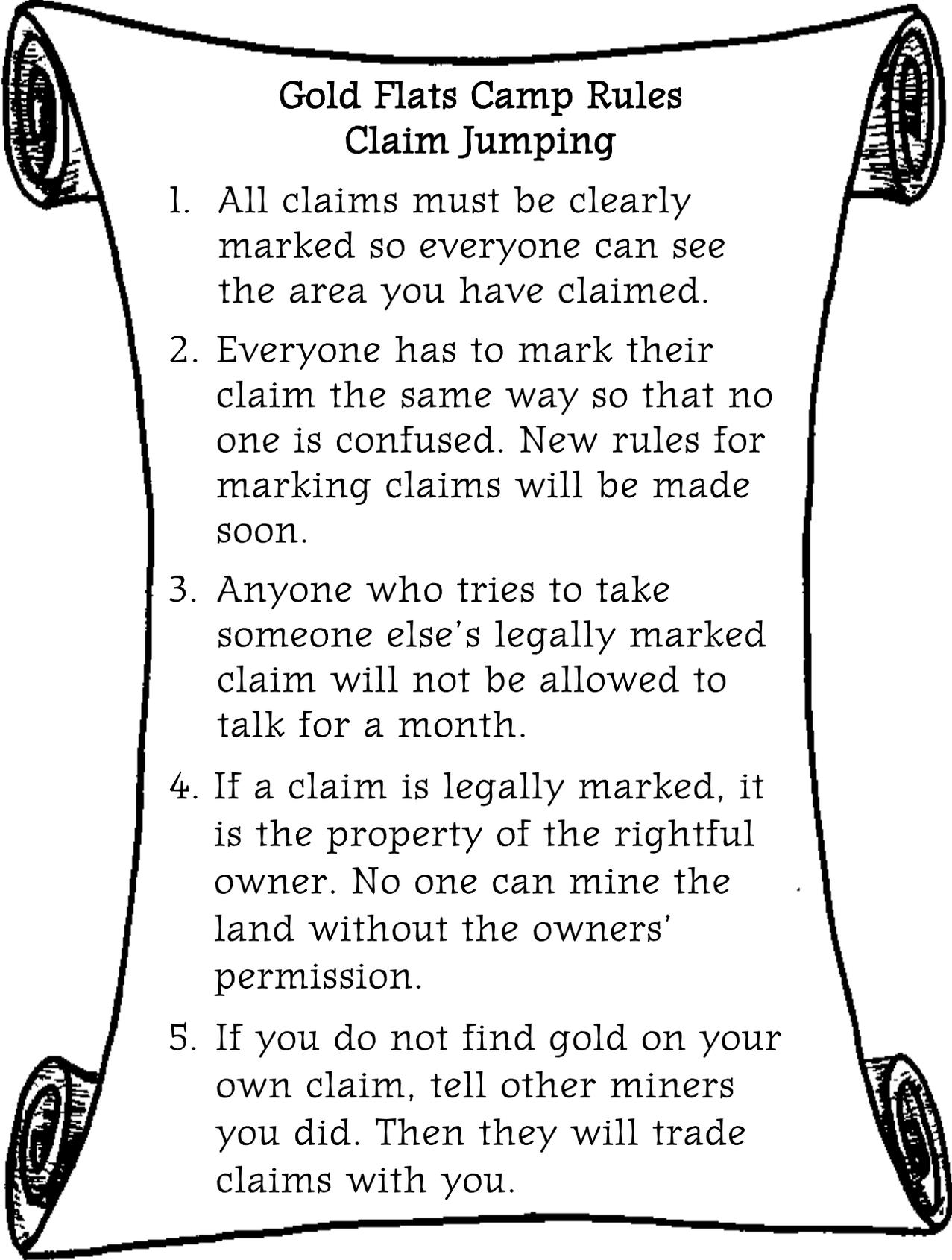
Gold Flats Camp Rules Fires

1. All campfires must be built in safe places.
2. Only miners who are wearing blue shirts may have camp fires.
3. All fires must be put out before going to sleep.
4. Fires can be built on Sunday and Friday. On other days, eat raw food.
5. If you burn other peoples' property or any buildings in Gold Flats, you will have to pay for the damage.



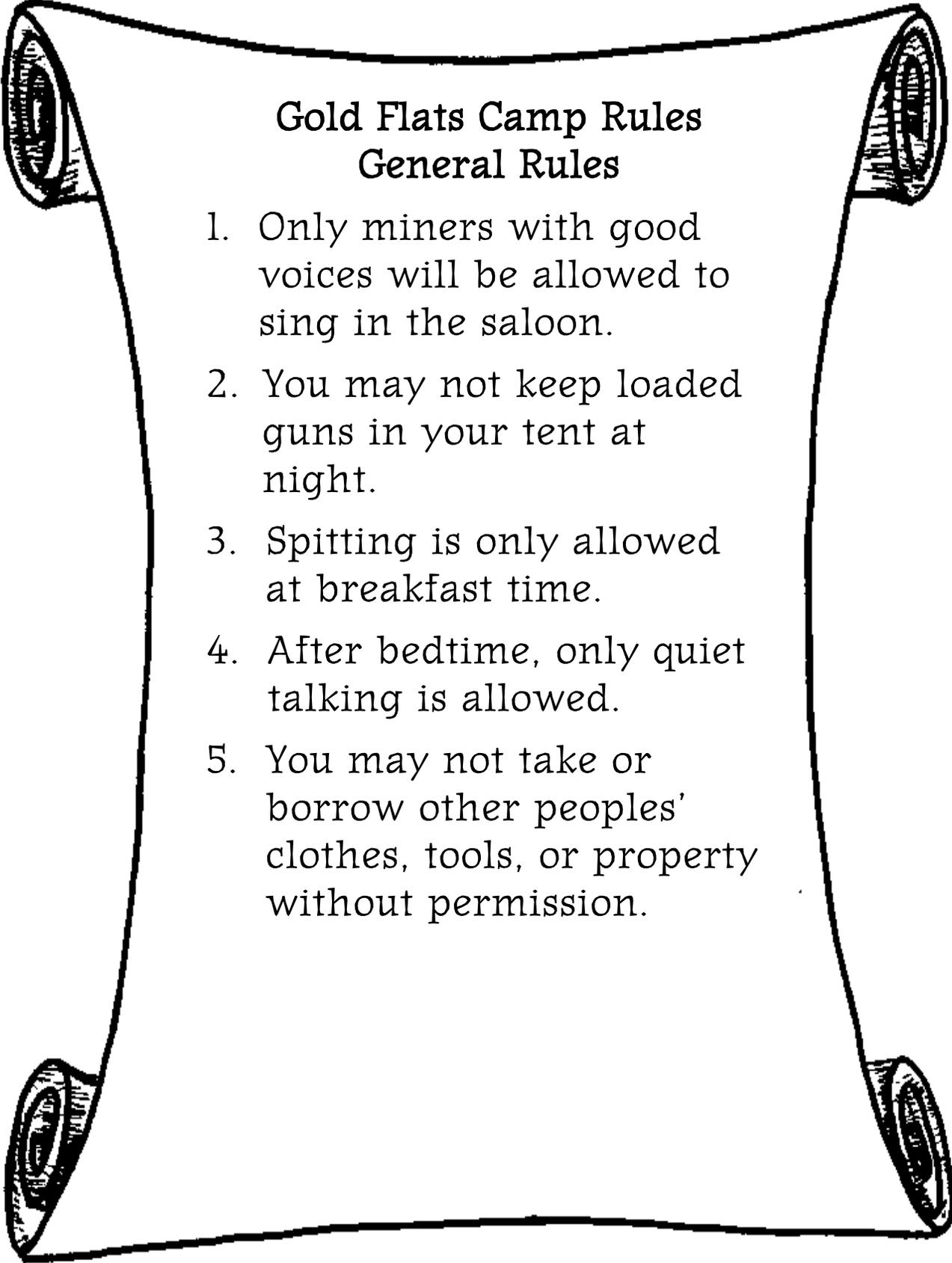
Gold Flats Camp Rules Fighting

1. If someone makes you mad, throw all of his or her clothes in the river.
2. Knives, guns, and tools may only be used for hunting or working—not for fighting!
3. Don't fight. If you cannot solve a problem, take it to the council.
4. If a fight breaks out in the camp, do not join in. Get help to break it up.
5. If anyone calls you a name or picks a fight, put some chili pepper in that person's coffee the next morning.



Gold Flats Camp Rules Claim Jumping

1. All claims must be clearly marked so everyone can see the area you have claimed.
2. Everyone has to mark their claim the same way so that no one is confused. New rules for marking claims will be made soon.
3. Anyone who tries to take someone else's legally marked claim will not be allowed to talk for a month.
4. If a claim is legally marked, it is the property of the rightful owner. No one can mine the land without the owners' permission.
5. If you do not find gold on your own claim, tell other miners you did. Then they will trade claims with you.



Gold Flats Camp Rules General Rules

1. Only miners with good voices will be allowed to sing in the saloon.
2. You may not keep loaded guns in your tent at night.
3. Spitting is only allowed at breakfast time.
4. After bedtime, only quiet talking is allowed.
5. You may not take or borrow other peoples' clothes, tools, or property without permission.

Unit III: Authority

Lesson 4: Gold Flats Gets a Judge

OBJECTIVES

Students will be able to:

- Describe the different roles of a legislative body (camp council) and a judge.
- Interpret the meaning of a rule and apply it to a hypothetical case.

PREPARATION

- **Handout A: Here Comes the Judge**—1 to the 4 students and yourself performing the readers theater
- **Handout B: Gold Flats Judge Form**—1 per student
- Select four good readers and have them practice their parts in **Handout A**. Make signs for each to wear saying, “Narrator,” “Sluggish,” and “Venal.”

Overview

This is the third in a series of four lessons that take place in the hypothetical Gold Flats mining camp of 1849.

In this lesson, students learn about the role and function of judges in interpreting laws and deciding cases. First, students discuss what the camp council and judge do in the hypothetical mining camp of Gold Flats. Then students perform a readers theater about a trial in the mining camp and students in the audience act as judge of the trial.

STANDARDS ADDRESSED

National Civics Standard 15: Understands how the United States Constitution grants and distributes power and responsibilities to national and state government and how it seeks to prevent the abuse of power. (6) Knows that the judicial branch, headed by the Supreme Court, makes decisions concerning the law that aim to protect individual rights (e.g., the right to a fair trial, to vote, to practice one’s religious beliefs) and promote the common good (e.g., upholding laws that protect the rights of all people to equal opportunity)

National Civics Standard 17: Understands issues concerning the relationship between state and local governments and the national government and issues pertaining to representation at all three levels of government. (2) Knows the major responsibilities of the legislative, executive, and judicial branches of his/her state government.

California History-Social Science Framework: Goal of Knowledge and Cultural Understanding: Sociopolitical Literacy. Understand the close relationship between society and the law.

California History-Social Science Framework: Goal of Skills Attainment and Social Participation: Critical Thinking Skills. (1) Define and clarify problems. (2) Judge information related to a problem. (3) Solve problems and draw conclusions.

California History-Social Science Standard 3.4: Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government. (4) Understand the three branches of government

California History-Social Science Framework: Goal of Knowledge and Cultural Understanding: Sociopolitical Literacy. Understand the close relationship between society and the law.

Procedure

A. Focus Activity—Here Comes the Judge

1. Tell students that today they are going to take part in the first trial in Gold Flats. If much time has elapsed since the last lesson, ask what they remember about Gold Flats.
2. Tell students that the following has happened in Gold Flats:
The mining camp Gold Flats used to be a dangerous place. Miners were careless with fires and sometimes parts of the camp burned down. Miners argued over claims and fights often broke out. The place had no law or authority. So the miners got together and formed a camp council, which made rules for everyone to follow. The council also chose a judge. The judge runs trials, listens to arguments, and decides who is right. A judge must decide what rules mean and whether someone has broken a rule. A judge must listen carefully, think clearly, be fair, and follow the rules.
3. Tell students that today they are going to role play judges and it's important they understand the role of the camp council and judge. Ask students:
 - What is the job of the camp council? (To make rules and appoint the judge.)
 - What's the judge's job? (To run trials, decide cases, interpret laws.)
 - How must the judge do? (Listen carefully, think clearly, be fair, and follow the rules.)

B. Readers Theater—Mock Trial

1. Tell students that each of them is going to pretend to be the judge of Gold Flats and hear a case. Remind them that a judge must listen carefully, think clearly, be fair, and follow the rules. Distribute **Handout B: Gold Flats Judge Form** to all students. Explain that **Handout B** is a Judge Form that they will fill out after they hear the case and that it also has a rule that is important to the case.
2. Perform the readers theater (using **Handout A**).
3. When the readers theater finishes, ask students:
 - What does a person have to do to stake a claim in Gold Flats?
 - What reasons support Sluggish?
 - What reasons support Venal?
4. Tell students to use the Judge Form and decide the case. Ask them to write down their reasoning.

C. Debriefing

1. Collect the Judge Forms. Ask: How many judges ruled in favor of Sluggish? How many ruled in favor of Venal? Ask a few judges to share their reasons.
2. Debrief the role play by asking:
 - What were the best arguments in favor of Sluggish?
 - What were the best arguments for Venal?
 - Why does Gold Flats need a judge? (Be sure they mention that before the judge came to Gold Flats, fights resolved disputes.)

Here Comes the Judge

Narrator #1: Today will be the first trial ever in Gold Flats.

Narrator #2: Gold Flats is a mining camp. A month ago, it was a dangerous place.

Narrator #1: There were a lot of fires, fights, and claim jumping. The place had no law or authority.



Narrator #2: So the miners got together and formed a camp council. To make the camp safe, the council made many rules.

Narrator #1: The council also chose a judge.

Teacher: That's you. (Look at the class.) Each of you today is the judge.

Narrator #1: A judge runs trials, listens to arguments, and decides who is right. A judge must often decide questions like . . .

Narrator #2: What do the rules mean? Did someone break a rule?

Narrator #1: A judge must listen carefully . . .

Narrator #2: think clearly . . .

Narrator #1: be fair . . .

Narrator #2: and follow the rules.

Narrator #1: It's not an easy job.

Narrator #2: At today's trial, the judge will decide an argument between two miners . . .

Sluggish: Jan Sluggish, that's me.

Narrator #1: . . . and another miner . . .

Venal: Lynn Venal, that's me.

Narrator #2: Both miners say they own the same claim.

Sluggish: It's my claim!

Venal: No, it's not! It's my claim!

Narrator #1: In the old days . . .

Narrator #2: when there were no rules and there was no judge . . .

Narrator #1: this argument would have led to a fight.

Narrator #2: But with the new rules and a judge, the argument has ended up in court.

Teacher: The judge—that's each of you—must decide whose claim it is. Is it Sluggish's?

Sluggish: It's mine! It's mine! It's all mine!

Teacher: . . . or Venal's?

Venal: It's mine! It's mine! It's all mine!

Teacher: As you can see, they both think they own it. The judge—that's you—will soon decide who owns it and why. Listen carefully to the story and then decide.

Narrator #1: This is one of the first rules the camp council made. It says that to make a claim, a miner must do three things.

Narrator #2: First, a miner must put a tall stake at each of the four corners of the claim.

Narrator #1: Second, the miner must put three large rocks around each stake.

Narrator #2: Third, the miner must put a tall stake with a white cloth at the middle of the claim.

Teacher: As a judge, you, of course, have a copy of this rule. It's on this handout that we passed out. (Hold up the handout.) O.K., let's get on with the story.

Narrator #1: After the council made this rule, Jan Sluggish went out to stake a claim.

Sluggish: I found a great place. It was near the river. I pounded in four stakes at the corners of my claim. I pounded in another stake at the center of my claim. I then put a white cloth on it. This was a lot of work. It was about two in the afternoon. I hadn't eaten all day. So I decided to go to the saloon, have a drink, and get some grub. Then I'd come



back and carry the heavy rocks to the stakes.

Narrator #2: About a half hour after Sluggish left, Lynn Venal came to the claim.

Venal: I saw this great place right by the river. Someone had left some stakes behind. I figured they didn't want the claim, but I sure did. I wanted to do it right. So I pulled the stakes out and pounded them in again myself. Then I carried large rocks and put them around the stakes. Just as I put the last heavy rock in place, Sluggish showed up and started screaming.



Sluggish: It's my claim!

Venal: No, it's not! It's mine!

Narrator #1: Would you both please explain to the judge why you think it's your claim.

Sluggish: Sure. It's my claim because I got there first. I put in all the stakes and the white cloth.

Venal: But you didn't carry the rocks.

Sluggish: I would have, but you didn't let me finish.

Venal: You shouldn't have left. I did everything I was supposed to. I put in the stakes, put up the white cloth, and carried the rocks. That means it's my claim.

Sluggish: It should be my claim. I should have had time to finish. What Venal is saying means that someone could watch another person stake a claim and then race in at the last minute, finish staking the claim, and the claim would be that person's. That wouldn't be right.

Gold Flats Judge Form

I, the Honorable _____, judge of Gold Flats,
(your name)

hereby decide the case of *Sluggish v. Venal* in favor of

(Sluggish or Venal)

This is the reason for my decision: _____

Dated: _____

Signed: _____

This is a copy of the rule important to this case:

To make a claim, a miner must do three things:

- 1. Put a tall stake at each of the four corners of the claim.*
- 2. Put three large rocks around each stake.*
- 3. Put a tall stake with a white cloth at the middle of the claim.*

Unit III: Authority

Lesson 5: The Sheriff Deputies of Gold Flats

OBJECTIVES

Students will be able to:

- Describe the different legislative, judicial, and executive functions of a camp council, a judge, and sheriff deputies.
- Create rules to prevent misbehavior by sheriff deputies.
- Evaluate which rules are most effective.

PREPARATION

Handout A: *Gold Flats Gazette*—1 per student

Overview

This is the last in a series of four lessons that take place in the hypothetical Gold Flats mining camp of 1849.

In this lesson, students learn that law-enforcement officers need rules to follow.

First, students read about and discuss the different roles of the camp council, sheriff deputies, and judge. Then after reading a story about deputies doing a good job of stopping a fight, students brainstorm rules so deputies will perform as well in the future. Finally, in pairs students read problem incidents involving deputies and think up rules to solve the problems.

STANDARDS ADDRESSED

National Civics Standard 1: Understands ideas about civic life, politics, and government. (1) Knows various people and groups who make, apply, and enforce rules and laws for others (e.g., adult family members, teachers, city councils, governors, tribal governments, national governments) and who manage disputes about rules and laws (e.g., courts at all levels) (2) Knows the difference between power (e.g., the capacity to direct or control something or someone) and authority (e.g., power that people have the right to use because of custom, law, or the consent of the governed). (3) Knows ways in which authority is used (e.g., parents have authority to direct and control their children, governors of states have the authority to carry out and enforce laws) and ways in which power can be used without authority (e.g., a bully forcing smaller children to give up their lunch money, a robber holding up a bank). (4) Knows possible consequences of the absence of government and rules and laws (e.g., the strong may take advantage of the weak, people may become disorderly or violent, people may feel insecure or be unable to plan for the future).

National Civics Standard 3: Understands the sources, purposes, and functions of law, and the importance of the rule of law for the protection of individual rights and the common good. (1) Knows common ways in which rules and laws can be used (e.g., to describe how people should behave; to provide order, predictability, and security; to protect

(Continued on next page.)

Procedure

A. Focus Activity—*Gold Flats Gazette*

1. Tell students that you have another edition of the *Gold Flats Gazette*. Tell them things seem to be getting better in Gold Flats. Read aloud to students the first paragraph of the editorial on **Handout A: *Gold Flats Gazette***. Ask them:
 - Who helped restore law and order to Gold Flats? (Judge, camp council, and sheriff deputies. Write these answers down the side of the board.)
 - What is the job of each? (Judge runs trials, decides cases, interprets laws. Camp council makes rules. Sheriff’s deputies enforce the rules. Write what each does on the board.)
2. Tell students that Gold Flats still has some problems. Read aloud the second paragraph of the editorial. Ask students:
 - Who were the problems with? (Sheriff’s deputies.)
 - Why were there problems? (The deputies had no rules.)
 - What is the camp council going to do? (It is going to meet and make rules for the deputies.)
3. Tell students that the deputies don’t always do things wrong. Read aloud the third paragraph of the editorial. Ask students:
 - What did the deputies do right? (They broke up fight without using excessive force. They treated everyone the same.)
 - What rules could the council make so deputies will act like this in the future? (Accept various answers, but students should come up with “don’t use too much force” and “treat everyone the same.”)

B. Paired Activity—Camp Council

1. Tell students that they are going to pretend to be members of the camp council and make rules for deputies to follow. Distribute **Handout A: *Gold Flats Gazette***.
2. Divide the class into pairs. Assign pairs one of the three stories—A, B, or C. Tell students that they should write one rule for deputies that would solve the problem in the story.
3. Give students about 10 minutes to read the story and write down a rule.
4. Then read aloud to students story A, “Deputies Search Camp.” Call on pairs who had story A to read their rules to the class. Write them on the board. Then discuss which of these rules is the best.
5. Repeat the process in step 4 for stories B and C.
6. Debrief the activity by asking: Why do law enforcement officers need rules?

Standards Addressed (Continued)

rights; to provide benefits; to assign burdens or responsibilities; to limit the power of people in authority). (2) Knows the characteristics of an effective rule or law (e.g., well designed to achieve its purposes, understandable, possible to follow, fair, designed to protect individual rights and promote the common good).

California History-Social Science Framework: Characteristic # 10 of the Framework: This framework emphasizes the importance of the application of ethical understanding and civic virtue to public affairs. At each grade level, the teacher of history and social sciences will encourage students . . . to examine the role of law in society.

Gold Flats Gazette

November 12, 1849

Council Meeting Tonight

EDITORIAL

Gold Flats has come a long way. Just two months ago, the camp was in trouble. We had no rules and no authority. Fights broke out and nobody stopped them. Campers built fires in dangerous places. Miners fought over claims. Now we have law and order. A judge hears cases. A camp council makes rules. And sheriff's deputies enforce the rules.

But there have been some problems with the deputies. The three stories in today's paper tell about the problems. We believe these problems took place because the deputies had no rules to follow. At a meeting tonight, the camp council will make rules for the deputies. These rules should solve the problems.

While we must solve these problems, let's not forget the good job the deputies usually

do. Just last week, deputies broke up a brawl. They didn't use their guns. They didn't beat up anyone. They just used enough force to stop the fight. As one miner said, "They did a great job. They didn't use too much force. They didn't play any favorites. They just broke up the fight."

Let's hope the new rules help the deputies do an even better job.

A

Deputies Search Camp

Last Thursday night, sheriff deputies searched all the tents in camp. Deputies said they were looking for three rifles stolen from the hotel. They said they were sure someone in the camp had stolen the rifles. The search turned up nothing.

Miners were angry. "It was awful," said miner David Gallo. "They woke us up and made us go outside. It was cold. Then they went through all our stuff. We hadn't done anything. Nobody had even said we'd done anything. They just searched everybody. That's not right."

B

Miner Confesses to Crime He Didn't Do

Late Tuesday night, Joe Smith confessed to deputies. He said he stole Sam Murdock's gold. But Wednesday morning Murdock told deputies he had found his gold under his bunk. Nobody had stolen it.

Why did Smith confess? Smith says, "The deputies questioned me all night and all the next day. They took turns. They did not let me sleep. They kept saying, 'We know you did it. Just tell us and we'll leave you alone.' I got so tired that I told them I did it. I needed to sleep. They shouldn't question people like that. It's not right."

C

Deputy Acts as Judge

Monday night at the Lucky Star Saloon a fight broke out. Deputy Tim Lane quickly stopped it. He took two men into custody, "Hammer" Jones and "Mousy" Malone. After Deputy Lane spoke to both men, he let "Mousy" go. Then Deputy Lane said to Jones, "You started that fight. You're always picking on 'Mousy.' I find you guilty of disturbing the peace. I fine you \$25. That will make you think twice before you start another fight."

Jones paid the \$25 and left. But he says Deputy Lane was wrong. "He had no right to fine me. He's not a judge. I didn't even get a trial. It's not right."