

The Musical  
**GOLD HILL**

*SAN DIEGO CITY SCHOOLS APPROVED  
ASSEMBLY PROGRAM  
San Diego historic, interactive, humorous,  
musical fun for all ages!!!!*

**A HISTORIC RECOUNTING  
OF  
JULIAN'S GOLD RUSH**

**A DAY IN THE LIFE OF THE WITCH CREEK SCHOOL HOUSE OF 1890  
ADDRESSES MULTIPLE STATE STANDARDS  
TARGETS 4TH GRADE, CALIFORNIA HISTORY**

Celia Lawley's new musical, **Gold Hill** is based on historic fact about Julian's 1870's gold rush. Both students & teachers read lines in the play & participate in the miner's talent show. Celia packs 9 original songs into this 45 minute, fast paced show, where she sings, acts, dances & plays fiddle, guitar, mandolin, accordion, banjo & tin flute.

The play is set in 1890, at the Santa Ysabel school house at Witch Creek, California (in San Diego county, between Ramona & Julian) where the teacher, Miss Blanche Boring (Celia) recounts stories about Julian's gold rush, as told to her by her Uncle Newt (L.N.) Bailey who was a local miner during Julian's gold rush.

**The Gold Hill lesson plan focuses on these California Standards for 4<sup>th</sup> graders.**

### **4.3.3**

**4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.**

3. Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment

**4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.**

1) Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.

#### **4.4.2**

- 2) Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.

#### **4.4.3**

- 3) Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).

#### **4.4.4**

- 4) Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).

Gold Hill is the perfect interactive assembly for San Diego 4th grade history students, or a combination of 3rd through 5th grade, or any classes involving drama, dance, or music and addresses state standards 3.3.3, 3.3.5, 4.3.3 and 5.4.6. Gold Hill also touches on state standards 3.3.2, 3.3.4, 4.3.3, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4.

For musical samples and details, please see:

<http://www.fiddlegirl.com/goldhill.html>

**Booking info: 760/782-9202**

High Energy Productions

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