

Cobblestone™

GOLD IN THE KLONDIKE!

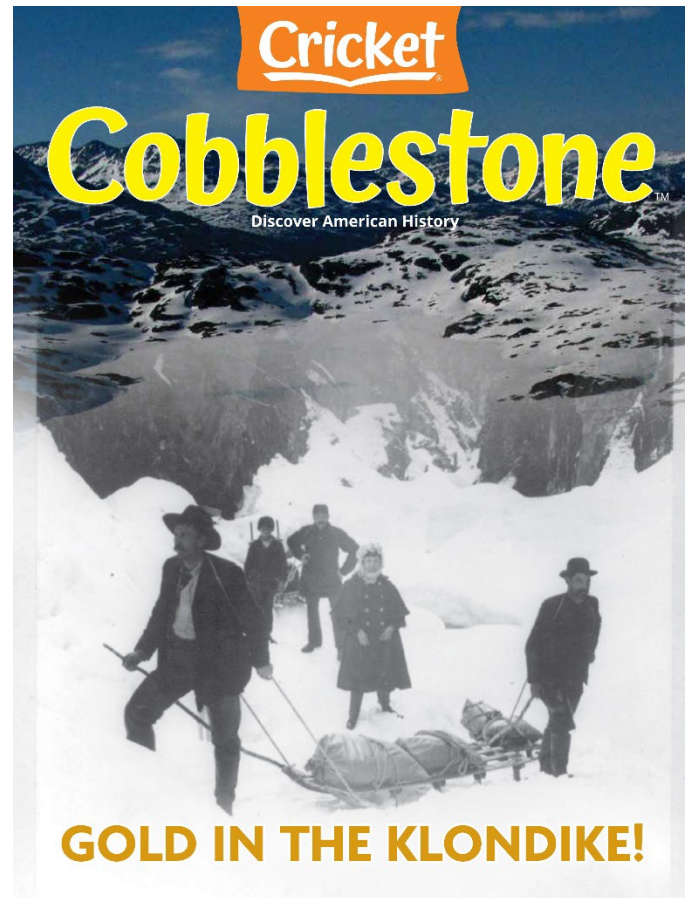
Use the articles, lessons, and activities in this Teacher Guide to help students understand the gold rush in the goldfields of Yukon's Klondike region.

CONVERSATION QUESTION

How did the prospect of discovering gold affect the settlement of the frontier?

TEACHING OBJECTIVES

- Students will learn about the Klondike gold rush.
- Students will create and use a chronological sequence of events.
- Students will explain how culture influences the way people change and adapt to their environments.
- Students will explain how human movements and settlements are related to the locations of various natural resources and how they are used.
- Students will conduct research.
- Students will create a map.
- Students will participate in debate.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- **Discovery**
Expository Nonfiction, ~940L
- **To the Goldfields**
Expository Nonfiction, ~960L
- **To Nome and Beyond**
Expository Nonfiction, ~940L

Cobblestone® Teacher Guide: March 2022

Discovery

pp. 10–13, Expository Nonfiction

Use this article about the discovery of gold in the Yukon region of Canada to learn about the events that led to the Klondike gold rush.



RESOURCES

Sequence of Events

OBJECTIVES

- Students will learn about the Klondike gold rush.
- Students will create and use a chronological sequence of events.
- Students will conduct research about the Klondike gold rush.

KEY VOCABULARY

- **indigenous (p. 11)** the people who originally lived in a place, rather than people who moved there from somewhere else
- **placer gold (p. 12)** loose gold nuggets deposited in riverbeds
- **panning (p. 10)** a method of separating gold from other deposits by washing it in a pan of water

ENGAGE

Conversation Question: How did the prospect of discovering gold affect the settlement of the frontier?

Ask students if they have ever learned or discovered something that other people might be interested in. Then ask them if they shared that discovery with someone, and what happened after. Help them explore how news can travel from a close group of people to a much larger group, then introduce how the first gold discovery in the Yukon led to a huge rush of people from all over the world seeking gold there.

INTRODUCE VOCABULARY

Define each word with students. Then arrange students in small groups and have them practice using two, or even three of the words in a single sentence. Remind students to notice these words in the reading.

READ & DISCUSS

Have students read the article. Then use the following questions for discussion.

1. Why did Keish's group move so quickly to file claims at Rabbit Creek?
2. How did the news about the gold found at Rabbit Creek spread?
3. What was a major reason why so many people went to the Klondike?

CONCEPT/SKILL FOCUS: Sequence of Events

INSTRUCT: Explain to students that this article describes the sequence of events from the first discovery of gold in Rabbit Creek to the Klondike Gold Rush that lasted for two years. Discuss how the initial news of the find spread from Rabbit Creek to Forty Mile and then beyond, and how it reached the wider world.

ASSESS: Working in pairs, have students identify the events of the article and then fill in the *Sequence of Events* graphic organizer as a timeline of those events. Have students compare their timelines with the rest of the class and discuss any differences, especially what each student chose to include.

EXTEND

Language Arts Invite students to use print and digital sources to find an eyewitness narrative of someone who learned about the Klondike gold rush, how they traveled to the Yukon, the difficulties they encountered, and how long it took. Have them use this information to create journal entries detailing the adventure using the first-person perspective. Encourage the class to switch journals and read about a fellow traveler's experience. What can be learned by reading such accounts in history?

Sequence of Events

Understanding the sequence of events helps us to understand how a historical event often develops from a single incident or circumstance. The Klondike gold rush in Canada's Yukon Territory began with the discovery of gold in an isolated creek, but would have lasting effects. Look at the chart below. Starting with that first gold discovery at Rabbit Creek, create a timeline of important events through Alaska's development as a state.

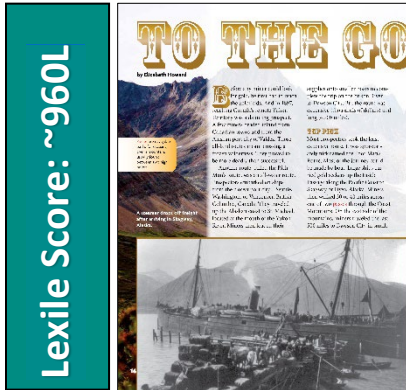
Event	<ul style="list-style-type: none">• 1896• Gold is discovered at Rabbit Creek.
Event	<ul style="list-style-type: none">• 1897• The first ships arrive with prospectors.
Event	
Event	
Event	<ul style="list-style-type: none">• 1900• Alaska's population reaches 30,000.

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To the Goldfields

pp. 16–20, Expository Nonfiction

Use this article to learn how prospectors traveled to the Klondike and how they adapted to the environment they encountered.



OBJECTIVES

- Students will learn about the Klondike gold rush.
- Students will explain how culture influences the way people adapt to and modify their environment.
- Students will create maps.

KEY VOCABULARY

- **ascend** (p. 17) to move or climb upward
- **tramways** (p. 18) systems for hauling passengers and cargo in vehicles suspended from a cable
- **altitude** (p. 18) the height of something in relation to sea level

ENGAGE

Conversation Question: How did the prospect of discovering gold affect the settlement of the frontier?

Ask students to discuss the most difficult trip they ever took. How long was the trip? What did they have to pack? Where did they get food? Where did they sleep? Did they have to use unfamiliar methods to travel, or adjust to conditions they weren't used to? Have students make a connection between the most difficult trip they ever took, and the journey that prospectors took to reach the Yukon.

INTRODUCE VOCABULARY

Read the vocabulary words and definitions. Then display the sentences below and have students use the key terms to complete them. Finally, remind students to look for the vocabulary words as they read.

1. The first traveler to _____ the mountain will plant a flag at the peak.
2. Hoists and _____ were installed so that the climbers could avoid having to carry heavy gear to such high _____.

READ & DISCUSS

Have students read the article. Then use these questions for discussion:

1. What were some of the different routes for traveling to the remote Yukon Territory?
2. What was the best time of the year to travel, and why?
3. What were some of the dangers of the routes taken to get to the goldfields?

CONCEPT/SKILL FOCUS: Influence of Environment

INSTRUCT: Explain to students that this article describes the difficulties and dangers of any travel to the Yukon Territory, regardless of what route was taken. The environment through which the prospectors traveled was often much different from what they were used to and required specific skills and adaptations for survival and success.

ASSESS: Working in groups, have students identify the specific types of environmental conditions that prospectors faced in traveling to the Yukon, and how they dealt with these conditions. Have groups compare their answers with the rest of the class and also discuss how modern travel has or has not overcome these same conditions.

EXTEND

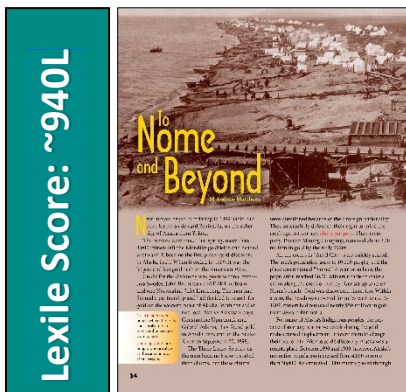
Geography Invite students to use print and digital sources to find reference maps of the routes to the Yukon, and draw their own map to show these routes. Maps should be tagged with locations and students should create a key and mark the terrain with features.

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To Nome and Beyond

pp. 34–35, Expository Nonfiction

Use this article to explain how Nome, Alaska became the next gold rush destination, and how the gold rush helped develop Alaska's economy as a state rich in natural resources.



OBJECTIVES

- Students will learn about the Klondike gold rush.
- Students will explain how human movements and settlements are related to the location of various natural resources.
- Students will conduct a debate.

KEY VOCABULARY

- **stake (p. 34)** to claim or reserve a piece of land
- **displacement (p. 34)** removing someone from their usual place so that someone else can occupy it
- **nonnative (p. 34)** a person or thing that is not indigenous or native to a particular place

ENGAGE

Conversation Question: How did the prospect of discovering gold affect the settlement of the frontier?

Ask students to discuss what they think it would have been like to travel to Alaska when gold was discovered on the Seward Peninsula. Would they have been happy to find gold and then go home? What other findings might have caused the prospectors to remain in Alaska?

INTRODUCE VOCABULARY

Read the vocabulary words and definitions. Then display the sentences below and have students use the key vocabulary to complete them. Finally, remind students to look for the terms as they read.

1. Miners _____ claims on the creeks and rivers of “Anvil City.”
2. The _____ of the indigenous people who lived in the area made way for _____ settlements.

READ & DISCUSS

Have students read the article. Then use these questions for discussion:

1. How did the gold rush contribute to the settlement of Alaska?
2. How did the presence of miners in Nome affect the lives of indigenous people living in the area?
3. What other industries developed in Nome as a result of the gold rush?

CONCEPT/SKILL FOCUS: Impact of Location

INSTRUCT: Discuss with students how the discovery of gold in Alaska eventually helped it move from a frontier known as “Seward’s Folly,” considered to have little value to the United States, to a modern state with valuable natural resources to contribute to the economy.

ASSESS: Working in groups, have students make a list of the natural resources found in Alaska, based on digital and print resources as well as the article text. Then ask them to discuss why these resources are valuable, what they might be used for, and if they are more valuable in the long term than finding gold.

EXTEND

Social Studies Invite students to use print and digital sources to learn about Alaska’s earlier nickname of “Seward’s Folly” and the circumstances of that name. Then have students form into two groups to debate. The debate will take place as if it were the same time period (1867) as when the treaty for the purchase of Alaska was finally ratified by the Senate. One side will take the position of defending why the acquisition of Alaska is a folly, and the other side will argue why it is not.