



4TH **GRADE**

VOLUME 4.4

Narrative Non-Fiction ***Children of the Gold Rush***

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Welcome to the C. I. A. Unit of Study for the book *Children of the Gold Rush*

This unit of study was put together for the purpose of teaching students how to read longer, more complex text. Unfortunately, in classrooms where only basal readers are used, many students do not learn how to make the transition from picture books, to series books, to more complex chapter books. As a result, students struggle during independent reading. This unit of study will teach students the fundamental processes of reading text, specifically longer, more complex nonfiction. It follows an approach described in its companion text, *Raising the Standards through Chapter Books: The C. I. A. Approach*. I hope you enjoy guiding your students through the authentic work of expert readers!

Children of the Gold Rush is an anthology of stories that tell about the adventures of children who lived in Alaska boomtowns during the gold rush era. Authors Claire Rudolf Murphy and Jane G. Haigh beautifully weave the children's stories with photographs, maps, and memorabilia from each child's life. Your students will connect to the stories of these children and marvel at their adventures.

This book connects well to the third unit in the C. I. A. series for fourth grade, *Streams to the River, River to the Sea*. Like Lewis and Clark and Sacagawea, the gold rush pioneers made a grueling journey. Their trek to the Alaskan goldfields was fraught with danger, and they had to learn to survive in the harsh conditions of the remote Alaskan wilderness. It took bravery, hard work, and a spirit of optimism to be a gold rush adventurer.

Students will learn about the genre historical nonfiction, analyzing the nuances of character, setting, and plot. They will also study the text structure of an anthology and learn that an anthology is a collection of stories with a common theme. Students will learn how to read text features to increase understanding and how to utilize the glossary and index.

The text structure of an anthology is not the same as that of a chronological story. Students will learn that the stories in an anthology can be read in any order. This fact eliminates the need to divide the text into four equal quadrants. However, students will still move through the stages of C. I. A as they read, as they will collect critical information from the introduction, interpret the text throughout the middle chapters, interpret the author's message at the end of quadrant three, and enjoy the experience of reading the text without interruption as they complete the book.

Children of the Gold Rush will provide a challenge for fourth-graders because they will be reading about a topic that they likely have little background knowledge of. Students will spend the first six days building their background knowledge about the Klondike gold rush by studying the introduction, maps, videos, and outside text. I've also included a section at the end of this unit in which I make suggestions for additional related projects and lessons that might be conducted during your content area literacy block. If time allows, I highly recommend participating in some or all of these activities or using your own resources to further students' understanding of westward expansion and the Klondike gold rush.

Throughout this unit, it will be really important to keep charts easy to read, colorful, and displayed on the classroom wall, as they will be used often for referencing and for monitoring comprehension. A map of the routes to the Yukon is given to you in this book. I suggest making an enlarged copy of this map and mounting it on your wall to be used as a reference throughout the unit of study. In addition, I suggest having a United States history timeline displayed somewhere in your classroom. Mark historical events already covered in your school-wide social studies curriculum on the timeline, along with the Klondike gold rush. This offers students a visual representation of the relationship between events throughout history. I have used the U.S. History Timeline Topper Bulletin Board Set found at Mark Twain Media Publishing Company (#CD 1921).

You and your students will have fun as you become prospectors on your own gold rush adventure! Remember, the purpose is to bring history alive for your students by letting them see history through the eyes of the people who experienced it. Use all the resources available to you to help students visualize and understand this time period. For them, the experience will be memorable!

Before starting this unit of study with your students, you will want to read and label a copy of the book *Children of the Gold Rush*, to be used as a teacher guide. You will also want to acquire a class set of books for students to use during read-aloud. These books are available at a discount on my website, readsidebyside.com. Take time to get to know the scope and sequence, and input lessons into your plan book ahead of time. Plan for social studies connections in your content-area literacy block.

At the back of this unit you will find a vocabulary handbook. Please print a copy of this handbook for each student. It will be used almost daily and is an essential component of this unit of study.

If this is your first time teaching a C. I. A. unit, you will want to first familiarize yourself with the C. I. A. approach. You will then need to lay the groundwork for optimizing your success with this unit in your classroom by:

- Designating a read-aloud block in your daily schedule
- Setting up a meeting area
- Planning for turn and talk
- Preparing reader's notebooks
- Preparing for assessment

Children of the Gold Rush—Distribution of Standards

Distribution of Common Core State Standards		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26–32
Reading Standards for Literature		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26–32
Days																											
Key Ideas and Details																											
#1	Read closely																										
	Monitor comprehension																										
	Support thinking																										
#2	Determine theme																										
	Author's message																										
	Summarize																										
#3	Story elements																										
Craft and Structure																											
#4	Author's craft																										
	Intertextuality																										
#5	Text structure																										
	Genre																										
	Compare multiple genres																										
#6	Point of view																										
	Author's perspective																										
Integration of Knowledge																											
#7	Connect to other representations of the topic (visual, oral)																										
#8	(N/A to literature)																										
#9	Compare/contrast themes across 1 genre																										

Distribution of Common Core State Standards

Reading Standards for Information	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26-32
Days																										
Key Ideas and Details																										
#1 Read closely Monitor comprehension Support thinking		X					X	X	X	X		X	X	X		X	X	X	X	X		X			X	
#2 Main idea Details Summarize								X		X	X											X			X	
#3 Sequence Cause and effect	X	X		X			X	X	X	X	X	X	X	X	X	X	X	X		X		X				
Craft and Structure																										
#4 Author's craft																										
#5 Text structure Compare/Contrast Problem/Solution Cause/Effect	X				X	X	X	X	X	X			X	X		X	X	X	X	X						
#6 Point of view Author's perspective									X				X	X									X	X	X	
Integration of Knowledge																										
#7 Connect to other representations of the topic (visual, oral)			X	X	X	X						X														
#8 Explain author's use of reasons/evidence																										
#9 Integrate on 1 topic												X			X											

Distribution of Common Core State Standards

Writing Standards	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26-32
Days																										
Text Types and Purposes																										
#1 Opinion piece																							X			X
#2 Expository piece											X				X											X
#3 Narrative piece																										
Production and Distribution																										
#4 Write clearly Organize Task, purpose, audience											X				X									X		X
#5 Strengthen writing Writing process																										X
#6 Produce and publish Use technology																										X
Research																										
#7 Investigate different aspects of one topic																										
#8 Recall information Gather information Take notes/categorize		X									X		X	X	X	X	X	X		X	X	X	X	X		X
#9 Draw evidence											X				X									X		X
Range of Writing																										
#10 Extended time																										X
#10 Short time											X				X									X		

Distribution of Common Core State Standards

Language Standards	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26-32
Days																										
Conventions																										
#1 Grammar and usage																										
#2 Capitalization, punctuation, and spelling																										
Knowledge of Language																										
#3 Convey ideas precisely Formal English	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Vocabulary																										
#4 Monitor meaning of unknown words: Context Morphemes Reference materials		X	X	X	X	X		X	X	X		X				X	X	X	X		X	X	X		X	
#5 Figurative language Word relationships Idioms, adages, proverbs Synonyms Antonyms		X	X	X	X	X		X	X	X		X				X	X	X	X		X	X	X		X	
#6 Acquire and use grade-level vocabulary in speaking and writing	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Distribution of Common Core State Standards

Speaking and Listening Standards	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26-32
Days																										
Comprehension and Collaboration																										
#1 Express ideas clearly Build on others' ideas Respond to questions Summarize discussions	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
#2 Paraphrase after listening	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
#3 Identify reasons and evidence given by speaker																										
Presentation																										
#4 Speak clearly Speak with a good pace	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
#5 Present with media																										X
#6 Use formal English when appropriate	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Children of the Gold Rush Text Complexity

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p>Levels of Meaning Multiple themes throughout the book increase the challenge for readers of this text. Themes include but are not limited to culture, overcoming hardships, the spirit of optimism, and the historical importance of how a group of people lived in past times. These themes are conveyed through a collection of stories. These themes will be generalized across the stories.</p> <p>Structure This narrative nonfiction text is organized as an anthology of stories. While each story is told chronologically, the collection of stories can be read in any order. In addition, each story is also told through the pictures, maps, and memorabilia that the authors have collected and showcased in the book. Cause and effect relationships contribute to the overall structure of this text.</p> <p>Language Conventionality and Clarity Historical language and primary documents add depth to the language of this text. Domain-specific vocabulary also increases the text complexity.</p> <p>Knowledge Demands Students will need to have a great deal of background knowledge about the time period before, during, and after these stories.</p>	<p>The Lexile level for <i>Children of the Gold Rush</i> is 1070, based on word frequency and sentence length. This is in the middle of the range of the complexity band for 6th–8th grade according to the Common Core State Standards.</p>
	<p>READER TASK CONSIDERATIONS</p> <p>These should be determined locally with reference to motivation, knowledge, and experiences as well as to the purpose and complexity of the tasks assigned and the questions posed.</p>

Instructional Read-Aloud

In this section of the text...the authors give information they believe is necessary for the reader to know prior to reading the stories that follow. Murphy and Haigh build the reader’s background knowledge about the setting of this historical event.

In this lesson...you be modeling how readers focus on the historical setting. You will demonstrate how readers use outside text and text features (the map on page 11) to help them visualize and analyze the setting.

To prepare for this lesson, photocopy the map “The Gold Rush in the North” found on page 11 of *Children of the Gold Rush*. Have students glue or tape this map into their reader’s notebooks. You may also want to enlarge this map and post it on the wall in your meeting area.

Students will need a blue and a brown colored pencil or crayon to complete this lesson.

In addition, you will want to photocopy the outside text “Gold Discovered” for each student.

Learning Targets:

Read closely to monitor comprehension (RI 1)

- Visualize
- Infer

Show understanding of important story elements (RI 3)

- Setting
- Plot

Understand text structure (RI 5)

- Introduction

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers analyze the text structure and the text features in order to determine how to read the text for understanding.

Teach:

Today I am going to teach you...

...that good readers gather important information about the historical setting from the introduction, text features, and outside text.

Today we will be using the introduction to help us think about the place and time of the stories in our book. The purpose of the introduction is to give the reader an overview of what the book will be about and introduce key information the author believes is necessary for the reader to know prior to reading the story.



Begin reading the introduction for *Children of the Gold Rush*, starting on page 7.



Stop after: “As a result, many children grew up in these gold rush settlements.”
(paragraph 2)

The introduction for *Children of the Gold Rush* tells us about what happened throughout the Yukon and Alaska territories over 100 years ago.

To help us understand the setting of this book, we will be coloring and labeling a map of the Yukon and Alaska territories as they were in late 1800s.

Open up your reader’s notebooks to the map “The Gold Rush in the North.”

Watch me as I model how I locate important information on the map.

Notice how I use the map to help me understand the setting.

Today we will be using this stem for turn and talk:

The map/article explains _____. I think this is important because _____.

Model:

The map explains the geographical features of the Yukon and Alaska territories. The map shows many rivers, including the Yukon River and the Klondike River. **I think this is important because** it helps me understand where people had to go to pan for gold.

Let’s trace the rivers with our blue colored pencil or crayon.

Guided Practice:

What other geographical features does our map show?

Turn and talk to your partners using this stem:

The map/article explains _____. I think this is important because _____.

(Model shading the mountain ranges brown. Discuss how the mountain ranges may have made it difficult for people to travel to the goldfields.)

Model:

After reading the first two paragraphs of the introduction, I am wondering, “Who was the first person to discover gold?” I am also wondering, “What is an economic depression?”

Today we are going to read an outside text titled “Gold Discovered.” We will be gathering important information from this text that will help us answer these questions.

Watch me as I model how I identify important information in this text.

We will continue to use the stem:

The map/article explains _____. I think this is important because _____.



Begin reading the article “Gold Discovered.”

Model:



Stop after: “The two men staked their claim and were instantly rich!” (paragraph 1)

The article explains how Skookum Jim and George Carmack found more than $\frac{1}{4}$ ounce of gold in Rabbit Creek. **I think this is important because** they were the first people to discover gold in the Klondike.

I noticed the word ‘claim’ is written in bold print. I can go to the end of the article to read what a claim is. A claim is a plot of ground staked by a miner to show where he or she can mine. I predict that the two men found a lot more gold after staking their claim.

Guided Practice:



Stop after: “These local prospectors became known as the ‘Klondike Kings’ because of the tremendous amount of gold they found over the next year.” (paragraph 2)

Turn and talk to your partners using this stem:

The map/article explains _____. I think this is important because _____.

Discuss: What does the term ‘prospector’ mean?

Guided Practice:



Stop after: “The depression that lasted from 1893 to 1897 had people praying for a miracle.” (paragraph 3)

Turn and talk to your partners using this stem:

The map/article explains _____. I think this is important because _____.

Discuss: What does the term ‘economic depression’ mean?

Guided Practice:



Stop after: “Within ten days, over 1,500 people would leave Seattle for the Klondike—they had gold fever!” (paragraph 4)

Turn and talk to your partners using this stem:

The map/article explains _____. I think this is important because _____.

Discuss: What does the word ‘provisions’ mean? What does the term ‘gold fever’ mean?

Link:

Today and every day when you read...

...I want you to gather important information from a variety of sources in order to understand the setting of the text better.

Gold Discovered!

by Sarah Collinge

On August 16, 1896, two **prospectors**, Skookum Jim and George Carmack, discovered gold nuggets while panning on Rabbit Creek. Their discovery pan yielded more than ¼ ounce of gold. The two men staked their **claim** and were instantly rich!

Within a matter of days, Rabbit Creek was renamed “Bonanza,” and the creek was staked by local prospectors from end to end. These local **prospectors** became known as the “Klondike Kings” because of the tremendous amount of gold they found over the next year.

During the time of the Klondike gold rush, many people were experiencing tight times as a result of the **economic depression**. This was a time when Americans experienced low pay and high unemployment. The depression that lasted from 1893 to 1897 had people praying for a miracle.

A year after the discovery of gold on Rabbit Creek, the people of Seattle believed they had been given their miracle. On July 17, 1897, the *SS Portland* docked in Seattle carrying at least two tons of gold. That same morning, people quit their jobs and began buying **provisions** for their journey to the Klondike. Within ten days, over 1,500 people would leave Seattle for the Klondike—they had **gold fever**!

Claim: a plot of ground staked by a miner to show where he or she can mine

Economic depression: a period of decreased business activity and high unemployment

Gold fever: greed and excitement over the possibility of finding gold

Prospectors: people who are looking for gold or other mineral deposits

Provisions: a stock of necessary supplies—especially food

References:

Edwards, R. (2000). The depression of 1893. Online article retrieved on March 20, 2012 from <http://projects.vassar.edu/1896/depression.html>.

Mills, M. (1996). The Klondike gold rush of 1898: A resource guide to “The last grand adventure”. Seattle, WA: National Park Service.

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Mini-Lesson

Vocabulary Routine: *native* vs. *immigrant* (L 4, 5)

The definition of the word ‘native’ is *belonging by birth to a people or place*. The definition of the word ‘immigrant’ is *a person who goes from one country or region to another*.

Instructional Read-Aloud

In this section of the text...the authors give information they believe is necessary for the reader to know prior to reading the story. Murphy and Haigh build the reader’s background knowledge about the people who were affected by the Klondike gold rush. Attention is given to the immigrants, the natives, and the children.

In this lesson...you be modeling how readers focus on important groups of people in the text.

Learning Targets:

Read closely to monitor comprehension (RI 1)

- Visualize
- Infer

Show understanding of important story elements (RI 3)

- Character

Understand text structure (RI 5)

- Introduction

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers identify important information about the setting prior to reading and use additional sources to build background knowledge.

Teach:

Today I am going to teach you...

...that good readers gather important information about the people who were influenced by the central historical event of a historical nonfiction text.

Today we will be using the introduction to help us recognize the important groups of people in our text and gather important information about them.

Watch me as I model how I locate important information about the groups of people in our text.

Today we will be using this stem for turn and talk:

When the book said _____, I thought this was important because _____. This helps me understand _____.

Open up your reader's notebooks to a clean page. Title the page **Groups of People Affected by the Gold Rush**. This is where we will be keeping track of the important groups of people in our text and what we learn about them.



Begin reading the introduction on page 7.

Model:



Stop after: "As a result, many children grew up in these gold rush settlements." (p. 7)

When the book said that thousands of people traveled to the Alaska and Yukon territories, **I thought this was important because** it tells me that a lot of people were affected by the discovery of gold. The people who traveled to the goldfields were not just from the United States—they were from all over the world. **This helps me understand** how diverse the people affected by the gold rush were.

(Model adding "immigrants" to the "Groups of People" list. Add that these immigrants came from all over the world.)

When the book said many children grew up in these gold rush settlements, **I thought this was important because** it reminds me that people of all ages were affected by the gold rush. **This helps me understand** that the children of the gold rush probably had a very different childhood than my own.

(Model adding "children" to the "Groups of People" list.)

Guided Practice:



Stop after: “Many were members of Native Alaskan or Yukon First Nations bands who had lived in the North for thousands of years.” (p. 7)

What groups of people were affected by the gold rush?

Turn and talk to your partners using this stem:

When the book said _____, I thought this was important because _____. This helps me understand _____.

(Model adding “Native Americans” to the “Groups of People” list. Add that they had lived in the North for thousands of years.)

Guided Practice:



Stop after: “As these children grew up, they had to choose between the new world of mining and towns, and the traditional Native lifestyle of fishing, trapping, and hunting.” (p. 7)

What effect did the gold rush have on Native Americans?

Turn and talk to your partners using this stem:

When the book said _____, I thought this was important because _____. This helps me understand _____.

(Model adding important information about Native Americans to the “Groups of People” list.)

Link:

Today and every day when you read...

...I want you to gather important information about groups of people in your book.

The following list is an example of what your co-created list *might* look like:

Groups of People Affected by the Gold Rush:

Immigrants

Thousands of people came to the Yukon Territory from all over the world.

Children

Some children traveled with their parents. Other children were born in the gold rush towns. Some were Native Indians.

Native Indians

They had lived in the Alaska and Yukon territories for thousands of years before the gold rush. To survive they would fish, trap, and hunt.

Instructional Read-Aloud

In this chapter...you will learn about Robert Farnsworth, a ten-year-old boy who travels with his father and stepmother to Alaska during the time of the gold rush. Robert's father is the lieutenant commander of the U.S. Army Company E. He is sent to Alaska to set up a military post on the Yukon River, in hopes that this will reduce the wild crime in that area. Robert has to adjust to the different lifestyle of long winters, cold temperatures, and isolation from the outside world.

In this lesson...you be modeling how a good reader compares his or her own life to the lives of the characters in the book. You will help students understand how the time and place in which we live impacts our lives. Also in this lesson, you will model how to use the glossary and the index to read further about the aurora borealis.

Learning Targets:

Read closely to monitor comprehension (RI 1)

- Visualize

Show understanding of important story elements (RI 3)

- Setting

Examine the importance of text structure (RI 5)

Compare and contrast (RI 6)

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers use outside text to help them gather important information about the setting.

Teach:

Today I am going to teach you...

...that good readers compare their own lives to the lives of the characters in the book. Doing this helps readers understand how the time and place in which we live impacts our lives.

Watch me as I model how I look for similarities and differences between the circumstances of the characters and my own life circumstances.

Notice how I pay attention to how the children of the gold rush's lives were unique.

Also notice how I consider how the children of the gold rush had to learn to be positive, even during times of misfortune.

Today we will be using this stem for turn and talk:

I am thinking gold rush children lived in a unique place and time because _____. This is different from my own life because _____. This helps me understand _____.

Open up your reader's notebooks to a clean page. At the top of the page write "The children of the gold rush's lives were unique." Below that, draw a T-chart. Label the left side "Yukon Territory 1897." Label the right side with information about your own place and time.



Begin reading chapter 4 of *Children of the Gold Rush*, starting on page 41.

Model:



Stop after: “The aurora borealis hung in the skies like washing on a line, waving around.” (p. 41)

I am thinking gold rush children lived in a unique place and time because they had to wear a suit of fur to keep warm in temperatures that were 70 degrees below zero. **This is different from my own life because** it never gets that cold here. **This helps me understand** that it would be hard to keep warm in such cold temperatures.

(Model adding this information to the T-chart.)

I also noticed that the authors mention the northern lights and the aurora borealis. I am not sure I know what these things are. When I read nonfiction, I can use resources at the back of the book to help me fix up my comprehension when I see a word or idea mentioned in the text that I don't understand. I can look in the glossary to see if the authors give me a definition of the word. I can also look in the index to see if there are other places in the text where this word or idea is described.

First, let's look up these words in the glossary. The term “northern lights” is not defined in the glossary, but a definition of the aurora borealis, also known as the northern lights, is given on page 91. (Read and discuss the definition.)

Now let's look up aurora borealis in the index. It tells us to turn to page 18. On page 18, we see a text box that highlights an excerpt from the poem “Crystal Snow.” Listen as I read the poem out loud. As I read, try to visualize the northern lights.

Discuss: What did you picture?

Guided Practice:



Stop after: “There was enough meat to feed the whole town and the post throughout the winter.” (p. 41)

How were the children of the gold rush's lives unique?

Turn and talk to your partners using this stem:

I am thinking gold rush children lived in a unique place and time because _____. This is different from my own life because _____. This helps me understand _____.

(Model adding this information to the T-chart.)

Guided Practice:



Stop after: “The army hoped that a military post on the Yukon River would help maintain order.” (p. 42)

How were the children of the gold rush’s lives unique?

Turn and talk to your partners using this stem:

I am thinking gold rush children lived in a unique place and time because _____. This is different from my own life because _____. This helps me understand _____.

(Model adding this information to the T-chart.)

Guided Practice:



Stop after: “...played all night and slept during the day.” (p. 42)

How were the children of the gold rush’s lives unique?

Turn and talk to your partners using this stem:

I am thinking gold rush children lived in a unique place and time because _____. This is different from my own life because _____. This helps me understand _____.

(Model adding this information to the T-chart.)

Guided Practice:



Stop after: “Later he wrote a manuscript about his adventures in the North Country and the interesting people he had met.” (p. 45)

How were the children of the gold rush’s lives unique?

Turn and talk to your partners using this stem:

I am thinking gold rush children lived in a unique place and time because _____. This is different from my own life because _____. This helps me understand _____.

(Model adding this information to the T-chart.)

Model:

Robert's story is also told in the captions beside photographs and memorabilia collected from his life. Let's read these captions.

Read the captions on pages 40, 41, 42, 44, 45, 46, and 47.

I am thinking the gold rush children lived in a unique place and time because some children, like Robert, had a dog team and dog sled for traveling across the snow. **This is different from my own life because** I use a bicycle to travel and it rarely snows where I live. **This helps me understand** that the weather impacted their lives.

Model:

Today as we read, I noticed that despite the cold temperatures, ice, and snow, Robert learned to enjoy this climate. Even in midwinter he enjoyed snowshoeing and dog sledding. I believe the authors of this book want us to know that Robert represents many children who lived during the time of the gold rush. I think this is strong evidence to support our line of thinking.

Please open up your reader's notebooks to the evidence collection box. Please write:
"Children enjoyed snowshoeing and dog sledding during the harsh winters."

Link:

Today and every day when you read...

...I want you to compare the circumstances of the characters to those of your own life in order to understand how our lives are impacted by where and when we live.

The following chart is a sample showing what your co-created chart *might* look like:

The children of the gold rush's lives were unique.	
Yukon Territory 1897	Pacific Northwest 2012
<ul style="list-style-type: none">• fur coats• temperatures of 70° below Zero in the winter• aurora borealis• caribou hunting• snowshoes• wild place of crime• Summer sun doesn't set• no mail is delivered in the winter• No phone or telegraph	<ul style="list-style-type: none">• raincoats• mild winters• grocery shopping• sneakers• laws enforced by police officers• Summer sun sets around 8:30pm• mail is delivered daily• cell phones & email

Mini-Lesson:

Vocabulary Routine: *optimism* (L 4, 5)

The base word 'opt' means *best* and the suffix 'ism' means *belief in*.

Instructional Read-Aloud

In this chapter...you will learn about Klondy Nelson, who was named after the Klondike. Two weeks after she was born, her father left South Dakota to go to the Klondike in search of gold. Klondy and her mother joined him when Klondy was five years old. While living in the Yukon, Klondy took violin lessons and hoped to go to Seattle one day to study the violin. However, every time her father made money, he spent it on more mining equipment. She organized a benefit concert to pay for her trip to Seattle and eventually became a working musician. Later, she married a wildlife biologist and traveled with him across the state of Alaska.

In this lesson...you be modeling how readers look for and identify strong evidence of the author's message at the end of the third quadrant. Students will focus on looking for examples of hardship or misfortune and considering how the children remained positive during these difficult times.

Learning Targets:

Read closely to monitor comprehension (RI 1)

Determine central ideas or themes (RI 2)

Show understanding of important story elements (RI 3)

- Character
- Setting
- Plot

Understand text structure (RI 5)

Determine the author's message (RI 2, 6)

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers focus on the characters' circumstances while reading in order to understand their experiences better.

Teach:

Today I am going to teach you...

...that good readers focus on identifying the author's message at the end of the third quadrant.

We have been learning that the author clearly points to his or her message at the end of the third quadrant. Today we will be reading the story that the authors purposely placed at the end of the third quadrant. We know that this story is going to reveal the author's message.

Please open up your reader's notebooks to your copies of the evidence collection box. Our line of thinking while reading this anthology has been that the children of the gold rush learned to be positive, even during times of misfortune.

Watch me as I model how I look for examples of misfortune or hardship.

Notice how I consider how the main character in this chapter remains positive, even during these times of misfortune.

Today we will be using this stem for turn and talk:

When the book said _____, I was thinking _____. This helps me understand _____.

Open up your reader's notebooks to the T-chart we made yesterday. We will continue to record evidence that the people experienced both hardship and ease on their gold rush adventures.



Begin reading chapter 6 of *Children of the Gold Rush*, starting on page 56.

Model:



Stop after: "Many nights he did not get home until Klondy was already asleep." (p. 58)

When the book said that Klondy had no children to play with but still found many things to do, **I was thinking** that she is like the other children we have read about. Klondy learned to find activities that made her happy despite her loneliness. **This helps me understand** that the children of the gold rush overcame their loneliness by staying positive.

Guided Practice:



Stop after: “Her papa made her a tiny dollhouse out of a syrup tin.” (p. 59)

How does Klondy stay positive even during times of misfortune?

Turn and talk to your partners using this stem:

When the book said _____, I was thinking _____. This helps me understand _____.

Guided Practice:



Stop after: “There he finally struck it rich and bought the family a beautiful white house in Nome.” (p. 59)

How does Klondy stay positive even during times of misfortune?

Turn and talk to your partners using this stem:

When the book said _____, I was thinking _____. This helps me understand _____.

Guided Practice:



Stop after: “Blueberry Pete found money for Ophir to join her in Seattle.” (p. 63)

How does Klondy stay positive even during times of misfortune?

Turn and talk to your partners using this stem:

When the book said _____, I was thinking _____. This helps me understand _____.

Guided Practice:



Stop after: “When her children were grown, Klondy wrote a book about her Alaskan childhood.” (p. 63)

How does Klondy stay positive even during times of misfortune?

Turn and talk to your partners using this stem:

When the book said _____, I was thinking _____. This helps me understand _____.

Model:

I think the author's message in the story of Klondy Nelson is that gold rush children learned to make their own dreams come true. Klondy worked hard to learn violin and become a working violinist. Other children of the gold rush had similar successes.

Crystal Snow—professional singer and dancer, legislator

Helen Cherosky—teacher

Ethel Anderson—author

Ben Moore—Hollywood cameraman

Let's add this information to the evidence collection box.

Link:

Today and every day when you read...

...I want you to focus on identifying strong evidence of the author's message at the end of the third quadrant.

The following chart is a sample showing what your co-created chart might look like:

- Gold rush children learned to make their own dreams come true
- Klondy Nelson - violinist
Crystal Snow - professional singer and dancer, legislator
Ethel Anderson - author
Ben moore - Hollywood cameraman

Mini-Lessons

In these lessons...your students will be practicing expository writing. Students will work on a formal writing project that requires them to go through all phases of the writing process. Documents are given in this lesson to help your students organize and draft their writing. However, you will need to use your own resources for teaching the other phases of the writing process. You will need at least five days for this project.

Suggested Lesson Sequence:

- Day 1 – Draft
- Day 2 – Continue drafting
- Day 3 – Revise
- Day 3 – Edit and begin publishing
- Day 4 – Continue publishing
- Day 5 – Share
- Day 6 – Share

To prepare for this assignment, make a copy of the drafting organizer for each student. Students will use the drafting organizer as a scaffold for their first drafts.

Learning Targets:

Write an expository piece (W 2)

- **Literary essay**
- **Opinion piece (W 1)**

Write clearly and coherently for task and audience (W 4)

Practice all stages of the writing process, including publishing (W 5, 6)

Recall information and experiences to build and present knowledge (W 8, 9)

Write for an extended period of time (W 10)

Apply and use key vocabulary (L 6)

Present ideas (SL 4, 5, 6)

Connect:

We have been learning...

...that good readers write in order to monitor their comprehension while reading and get to deeper thinking. We have also learned that readers write in order to synthesize and reflect on their thinking.

Teach:

Today I am going to teach you...

...that good readers write in order to share their thinking about a book with someone else. Today we will be starting a formal writing project. We will be writing literary essays in response to the book *Children of the Gold Rush*. The formal writing prompt will give you an opportunity to form your own opinions and support your opinions with evidence from the book.

For our formal writing, we will be working outside of the reader's notebook. We will need to use loose-leaf paper as we go through all stages of the writing process:

- Pre-writing
- Drafting
- Revising
- Editing
- Publishing
- Sharing

Introduce and hand out the draft sheet. Guide students through reading the prompt and the writing frame. Explicitly state your expectations for the assignment.

Scaffold:

(Depending on your students' levels of readiness, you will need to decide whether the assignment will be done as :

- Shared writing—written as a group on chart paper or a document camera while students copy this writing into their reader's notebooks.
- Guided writing—started as a group on chart paper or a document camera and then released to be completed collaboratively or independently.
- Collaborative writing—each student works collaboratively with a partner, but is responsible for his or her own writing.
- Independent writing—completed by the student with limited or no guidance.)

Share-out:

(After students complete their writing, have them share their essays with partners or the class. If this were set up as a formal presentation with media support, this activity would meet the requirements of SL 5.)

Formal Essay Prompt

How did the Yukon gold rush impact both the people and the environment? Do you believe the gold rush had a more positive or negative effect on the people and the environment?

Formal Writing (Student Sample): The Gold Rush's Impact

Gold was discovered in the Yukon Territory in 1896. This event caused thousands of people from all over the world to give up their jobs and travel to the goldfields hoping to strike it rich. This major historical event impacted both people and the environment. After reading about the Yukon gold rush, I conclude that overall, the gold rush had a positive impact on the people, but a negative impact on the environment.

Generally, I believe the gold rush had a positive impact on the people of the gold rush because the gold rush not only made some people rich, it also taught children to follow their dreams. When the gold rush happened, many people were unemployed because of the economic depression. People moved to where they might find gold. The first prospectors made millions of dollars in gold. As a result, new towns, schools, and trading posts were built that I believe made life better for many people. Some people didn't find gold, but they did make money selling lumber, supplies, and food to the prospectors. The towns grew. Children received an education. Many children grew up to be famous authors. The gold rush didn't always have positive effects on the people. A lot of parents got divorced. Natives gave up their traditional lifestyle. Overall, I do believe the gold rush had a positive impact on the people.

Furthermore, I believe the gold rush had a negative impact on the environment because the gold rush changed the land and caused damage to animal habitats. Mining is harsh on the environment. Prospectors took sand and gravel out of the streams in order to sift it through sluice boxes. This disrupted the habitats of plants and animals. It also changed the flow of the water. When prospectors returned the murky water to the streams, they became polluted. Also, boomtowns were built near the goldfields. Trees were cut down to build businesses, houses, and docks. Many animals lost their homes. However, the effects of the gold rush weren't entirely negative. Mining has some benefits to the environment because gold can be used to improve lives and people's health. But, as you can see, mining has mostly negative effects on the environment.

In conclusion, I believe the gold rush was positive for the people but negative for the environment. Children learned to work hard and achieve their dreams, but the habitats of animals were damaged. As you can see, the gold rush changed the lives of both people and animals.

Supplementary Materials for Social Studies Connections

While conducting this unit of study you may want to take advantage of your students' interest in the Klondike gold rush and conduct a study of this historical event and related topics during your content area literacy block. There are an incredible number of resources available to you online, in local libraries, and in your community. I encourage you to seek out these resources and possibly even plan a field trip related to the topic. I also offer a list of suggested titles to incorporate into your classroom library and teacher library.

Classroom Library Suggestions:

Gold Rushes:

Friedman, M. (2010). *The California gold rush*. A true book. New York, NY: Children's Press.

Jones, C. F. (1999). *Yukon gold: The story of the Klondike gold rush*. New York, NY: Holiday House.

Nobleman, M. T. (2006). *The Klondike gold rush*. We the people. Minneapolis, MN: Compass Point Books.

Schanzer, R. (2007). *Gold fever! Tales from the California gold rush*. Des Moines, IA: National Geographic Children's Books.

Alaska:

Gill, S. (2007). *Alaska*. Watertown, MA: Charlesbridge Publishing.

Johnston, J. (2001). *Alaska*. Hello U. S. A. Minneapolis, MN: Lerner Publications.

Miller, D. S. (2007). *Arctic lights, arctic nights*. Somerville, MA: Walker Children's Books.

Murphy, C. R. (2012). *A Child's Alaska*. Anchorage, AK: Alaska Northwest Books.

Rocks and Minerals:

Edwards, R., and Gladstone, J. (2004). *Gold*. New York, NY: Crabtree Publishing Company.

Tomecek, S. (2011). *Everything rocks and minerals*. National geographic kids. Des Moines, IA: National Geographic Children's Books.

Possible Book Club Titles:

Avi. (2009). *Hard gold: The Colorado gold rush of 1859*. I witness. New York, NY: Hyperion Books.

Duncan, S. F. (2004). *Gold rush orphan*. Vancouver, BC: Ronsdale Press.

Klein, J. (2004). *Gold Rush! The young prospector's guide to striking it rich*. Berkeley, CA: Tricycle Press.

Waldorf, M. (2008). *The gold rush kid*. New York, NY: Clarion Books.

Teacher Library Suggestions:

Berton, P. (2005). *The Klondike quest*. Buffalo, NY: Firefly Books.

Cheney, M. (2003). *History pockets: Moving west, Grades 4-6*. Monterey, CA: Evan Moore Educational Publishers.

Eagan, R. (2001). *Gold rush*. History—hands on. Carthage, IL: Teaching & Learning Co.

National Park Service. (2011). *The Klondike gold rush 1898: A resource guide to "The last grand adventure"*. Seattle, WA: Klondike Gold Rush National Historical Park.

Quasha, J. (2001). *Gold rush: Hands-on projects about mining the riches of California*. Great Social Studies Projects. New York, NY: Powerkids Press.

Shape, W. (1998). *Faith of fools: A journal of the Klondike gold rush*. Pullman, WA: Washington State University Press.

Optional Lessons and Activities

The following lessons and activities are suggestions I am offering you. There is certainly a wealth of materials available, and you may have access to materials or curriculum that is even stronger than what I have outlined here. Feel free to use these ideas, but do not feel limited by them. The most important thing is to listen to your students' questions and offer opportunities for them to answer those questions through extended learning!

Learn More about the Gold Rush:

Online Articles:

The following online articles are great resources for learning more about the Klondike gold rush:

University of Washington Libraries. (2011). *The Klondike gold rush*. Retrieved on April 1, 2012, from <http://content.lib.washington.edu/extras/goldrush.html>.

Yukon Archives. (2009). *Klondike gold rush*. Retrieved on April 1, 2012, from <http://www.tc.gov.yk.ca/archives/klondike/>.

Klondike Gold Rush National Historical Park, Seattle, WA:

The National Park Service website has wonderful resources for extending student learning about the Klondike gold rush. This is because the park service has a unit of the Klondike Gold Rush National Historical Park in downtown Seattle. If you are able to book a field trip to this historical park, your students will enjoy participating in a scavenger hunt as they explore the many exhibits. However, there are printable activities on the park's website that students who cannot visit the museum can participate in.

One such activity is the newspaper activity provided by the National Park Service. In this activity, students create their own gold-seeker and determine a list of supplies for a gold rush adventure. They then plan a route to the goldfields. This newspaper activity can be downloaded from the National Park Service's website: <http://www.nps.gov/klse/forteachers/newspaper-activity.htm>.

A series of lessons provided by the National Park Service focuses on how Seattle's economy improved as a result of the Klondike gold rush. In this series of lessons, students map the routes people took from Seattle to the goldfields. They learn about how businesspeople used advertising that portrayed Seattle as a major port city to lure people to there from all over the country. They will look closely at the "Special Klondike Edition" of the *Seattle Post-Intelligencer* and analyze the author's message. Finally, they will read the "Legacy of the Klondike Gold Rush." Also in these lessons, students will be provided with photographs of Seattle during the gold rush. This series of lessons and its activities can be found at this website: <http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/55klondike/55klondike.htm>.

Research Project:

As a suggestion, I am outlining a research project in which students would work in groups of 2–4 to research and present information about one famous person associated with the Klondike gold rush.

People students might research include:

- Wyatt Earp
- Anna Fulcomer
- Soapy Smith
- Jack London
- Eric Hegg
- John W. Nordstrom

Research might focus on the following categories: place of birth, why the person traveled to Alaska, how the person traveled to Alaska, the person's experiences in Alaska, and how the gold rush influenced the person's life. Students might also be responsible for gathering other unique facts about each person.

Writing Activity:

After reading several primary documents from the time of the Yukon gold rush, have students select one story as the subject of an article to be published on the front page of an imaginary newspaper. Students will need to come up with the heading, article, and images.

The following primary documents might be used for this project:

- A letter about a bear attack during the gold rush days
Alaska Department of Education. (1999). *A second-hand bear story during gold rush days*. Retrieved on April 1, 2012, from http://www.eed.state.ak.us/temp_lam_pages/library/gold-rush/ARCHIVES/sarchive/resp49_1.htm.
- News articles about the avalanche on Chilkoot pass
Canada Library Archives. (2006). *Chilkoot Pass avalanche, April 3, 1898*. Retrieved on April 1, 2012, from <http://www.collectionscanada.gc.ca/sos/002028-5200-e.html>.
- A news article about the grounding of the Princess Sophia
Kiffer, D. (2005). *The grounding of the Princess Sophia*. Retrieved on April 1, 2012, from http://www.sitnews.us/Kiffer/PrincessSophia/120505_princess_sophia.html.

Science Connection:

Compare gold to fool's gold:

National Park Service. (2011). *What is gold?* Retrieved on April, 1, 2012, from <http://www.nps.gov/klse/naturescience/what-is-gold.htm>.

National Park Service. (2011). *What is fool's gold?* Retrieved on April, 1, 2012, from <http://www.nps.gov/klse/naturescience/what-fools-gold.htm>.

Learn about the density of gold:

Elert, G. (2004). *Density of gold*. Retrieved on April 1, 2012, from <http://hypertextbook.com/facts/2004/RuwanMeepagala.shtml>.

Capital Region Science Education Partnership. (2003). *The story of Archimedes, part 1*. Retrieved on April 1, 2012, from <http://www.crsep.org/PerplexingPairs/StoryofArchimedesPart1.pdf>.

Learn about how miners use a gold pan or a sluice box to separate gold from silt:

How to use a gold pan. Retrieved on April 1, 2012, from http://goldprospectorstore.com/1_9_How-to-Use-a-Gold-Pan.html.

How to use a sluice box. Retrieved on April 1, 2012, from http://goldprospectorstore.com/1_8_How-to-use-a-sluice-box.html.

Music Connection:

Music provided a way to ease the burdens prospectors faced on their journey to the goldfields. Once prospectors arrived in boomtowns, dance halls provided musical entertainment that eased prospectors' loneliness and helped them get through long, dark winters.

Students can learn about and hear typical gold rush songs at the following website:
<http://www.alaska-klondikemusic.com/>.

Students will enjoy singing along to these musical reflections of Alaska's history. The songs on this website are sung to well-known tunes:
<http://www.alaskamusic.net/Parody%20Songs%20Lesson%20Plan.htm>.

Prefix List

PREFIX	DEFINITION	PREFIX	DEFINITION
anti	against	sub	under, to yield
con, com, col	together	super	above
de	opposite of	sur	to give up
dis	not / opposite of	trans	across
em	cause to be	un	not / opposite of
en	cause to		
entre	undertaking		
ex	away from		
fore	before		
il	not		
im	not		
in	not		
inter	between / among		
ir	not		
mid	middle		
mis	wrongly		
non	not		
over	in / into		
pre	before		
re	again		
semi	half		

Roots List

ROOT	DEFINITION	ROOT	DEFINITION
audi	hear	man	hand
auto	self	ped, pede, pedi, pedo	foot
bio	life	phon	sound
cap, capere	to take	photo	light
ceal, celare	to hide	port	bring or carry
chrono	time	render	to give, to yield
cur	to run	rupt	break
dict	say	scope	see
dign	worthy	sect	cut or divide
fer	carry	struct	build
fix	fasten	tele	far off
flict	strike	tract	pull / drag
form	shape or form	tort	twist
fus(e)	flow		
gen	give birth		
geo	earth		
graph	write		
ject	to throw		
jur, jus	law		
liber	free		

Suffix List

SUFFIX	DEFINITION	SUFFIX	DEFINITION
able	can be done	ious	possessing the qualities of
ade	makes the word a noun	ism	belief in
al	having characteristics of	ition	act / process
ance	makes the word a noun	ity	state of
ant	serving in the capacity of	itive	adjective form of a noun
ation	act / process	ive	adjective form of a noun
ative	adjective form of a noun	less	without
ed	past tense	ly	characteristic of
en	made of	ment	action / process
ence	makes the word a noun	ness	state of / condition of
eous	possessing the qualities of	or	person connected with
er	person connected with	ous	possessing the qualities of
er	comparative	s	plural
es	plural	ship	a condition or circumstance
est	comparative	tion	act / process
ful	full of	ure	act of, process of
ial	having characteristics of	ty	state of
ible	can be done	y	characterized by
ic	having characteristics of		
ing	verb form / present participle		
ion	act / process		

Vocabulary: Making Connections

Target Word:

stampede

Context:

“More than 100,000 people set off on the Klondike Stampede in the winter of 1897–1898, but fewer than half made it.” (p. 18)

“The richest concentration of gold ever discovered, this find set off the Klondike Stampede.” (p. 29)

What it is...

What it is not...

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)