

STAMPEDE THE KLONDIKE GOLD RUSH OF 1896

ELEMENTARY LESSON PLAN

GRADES: 6 – 8

TEACHMEDIA



SUBJECTS:
Social Studies

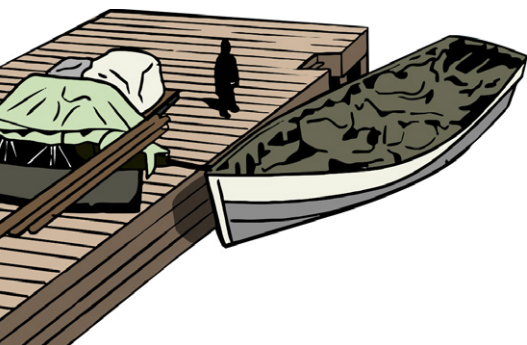
DURATION:
3-4 Classes

BACKGROUND INFORMATION

The 1896 discovery of gold in Yukon led nearly 100,000 people to rush to the Klondike region between 1897 and 1899. The discovery was made on Rabbit Creek, a small tributary of the Klondike River that was later renamed Bonanza Creek. When word of the discovery reached the outside world in July 1897, it sparked an unprecedented stampede. Tens of thousands of would-be prospectors left their homes all over the world, though mainly from the United States, and headed for the Klondike. George Carmack, an American, was originally credited with the discovery of gold that ignited the Klondike Gold Rush. However, there has always been controversy about who really found the gold at Bonanza Creek.

ESSENTIAL QUESTION

Who was the first person to discover gold at Bonanza Creek, setting off the Klondike Gold Rush?



ADDITIONAL QUESTIONS

- What is it about a document that makes it good evidence for answering the Essential Question?
- What is it about a document that might limit its usefulness as evidence for answering the Essential Question?
- Why do different people represent a range of views on a historical issue and/or see the same event in different ways?



GLOSSARY

Claim: A mining claim is an area of land that a miner has taken possession of and/or claimed as their own, giving them the right to take materials from that portion of land.

Gold: A yellow precious metal that is naturally found in the Earth and is considered valuable.

Klondike: A region in Yukon along the Klondike River.

Panning: In mining, it means the act of washing sand or soil in a pan with water to separate out small pieces of gold.

Prospecting: The act of searching an area for gold or other natural and valuable materials. A person doing so was called a prospector.

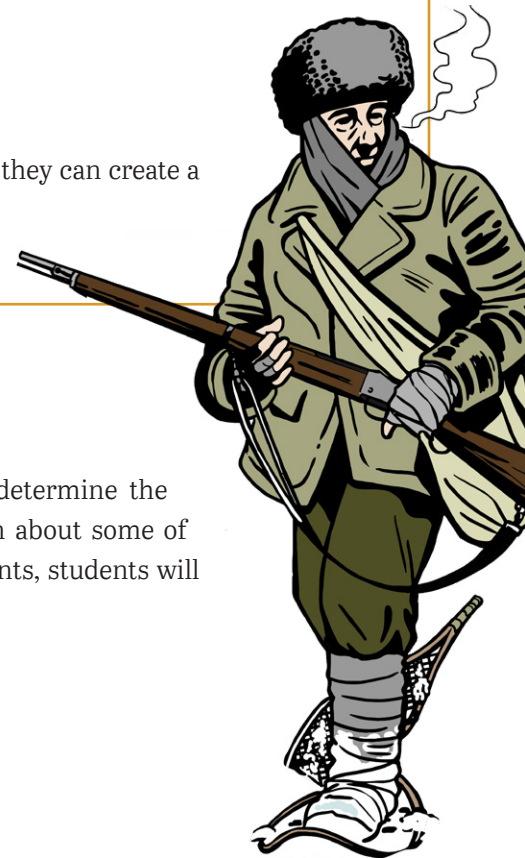
Stake: To stake a mining claim means to mark out the area of land that is being claimed. In the past, miners did this by staking posts in the ground all around their claim.

Stampede: A sudden and large movement of people to a specific place.

Surveying: The act of studying or measuring land, usually done by a surveyor so they can create a map of it.

LESSON OVERVIEW

This lesson encourages students to evaluate source information so that they can determine the strengths and limitations of a document as evidence of the past. Students will learn about some of the key players in the discovery of gold in the Klondike. By examining multiple accounts, students will determine who discovered the gold first and provide evidence to justify their claim.



LESSON OBJECTIVES

Students will:

- Analyze and interpret first- and second-hand accounts to gather information about the various individuals and their roles in the discovery of gold at Bonanza Creek;
- Compare and contrast documents by demonstrating an understanding of similarities and differences in multiple accounts of the same historical event;
- Communicate how point of view and/or perspective influence how events are described;
- Summarize information from primary and secondary sources;
- Provide a logical response supported by textual evidence.

MATERIALS

- Stampede: The Klondike Gold Rush of 1896 website
- Copies of **Documents A–D**
- Copies of **Worksheets 1–2**

STEP ONE

TEACHER-LED DISCUSSION

- Ensure that students have background knowledge about the Klondike Gold Rush.
- Ask students: Has someone ever taken credit for something you've done?
- Have students discuss their experience and how it made them feel.
- Explain that they will be analyzing multiple documents related to the discovery of gold, which set off the Klondike Gold Rush in 1896.

STEP TWO

WORD WEBS

- Arrange students into pairs.
- Distribute **Documents A–D** and **Worksheet 1** to each pair of students.
- Create two word webs on the board with “Primary Source” written in the centre of one and “Secondary Source” written in the other. Remind students that primary sources are original, first-hand accounts or records about a person, place, object, or event, while secondary sources are accounts or records derived from a primary source. Ask students to give examples of primary and secondary sources and write their responses in the word webs.



STEP THREE

INQUIRY

- In pairs, have students examine and analyze **Documents A–D** and answer the corresponding Guiding Questions for each document.
- While they are analyzing the documents, they must keep in mind the Essential Question: Who was the first person to discover gold at Bonanza Creek?
- After they've analyzed all documents and responded to the questions, students will answer the Essential Question by completing **Worksheet 1**. They must support their position with three pieces of evidence and explain why the evidence was convincing.



STEP FOUR

THINK, PAIR, SHARE

- Once the Essential Question has been answered, each pair of students will partner with another pair.
- In their small groups, pairs will share their responses to the Essential Question.
- When the class reconvenes as a whole, ask pairs to report back on their conversations.

STEP FIVE

FRONT PAGE ACTIVITY

- Distribute **Worksheet 2** to each student.
- Students will analyze the front page of the *Klondike News* featuring George Carmack, on which he is listed as the discoverer of gold in the Klondike. Students will answer the Response Questions.
- Have students recreate the front page of the *Klondike News* featuring the individual that they believe first discovered the gold. They can search online for a photo of the individual, or they can draw a picture. Students must include the date, headlines, and important information.

STEP SIX

GALLERY WALK

- If students created their front pages on paper, display them around the room.
- Allow students to disperse themselves around the room to view the front pages.
- Ask students to identify similarities and differences among the front pages.
- After the students have finished the gallery walk, debrief the activity as a class.



DIGITAL GALLERY WALK SLIDESHOW

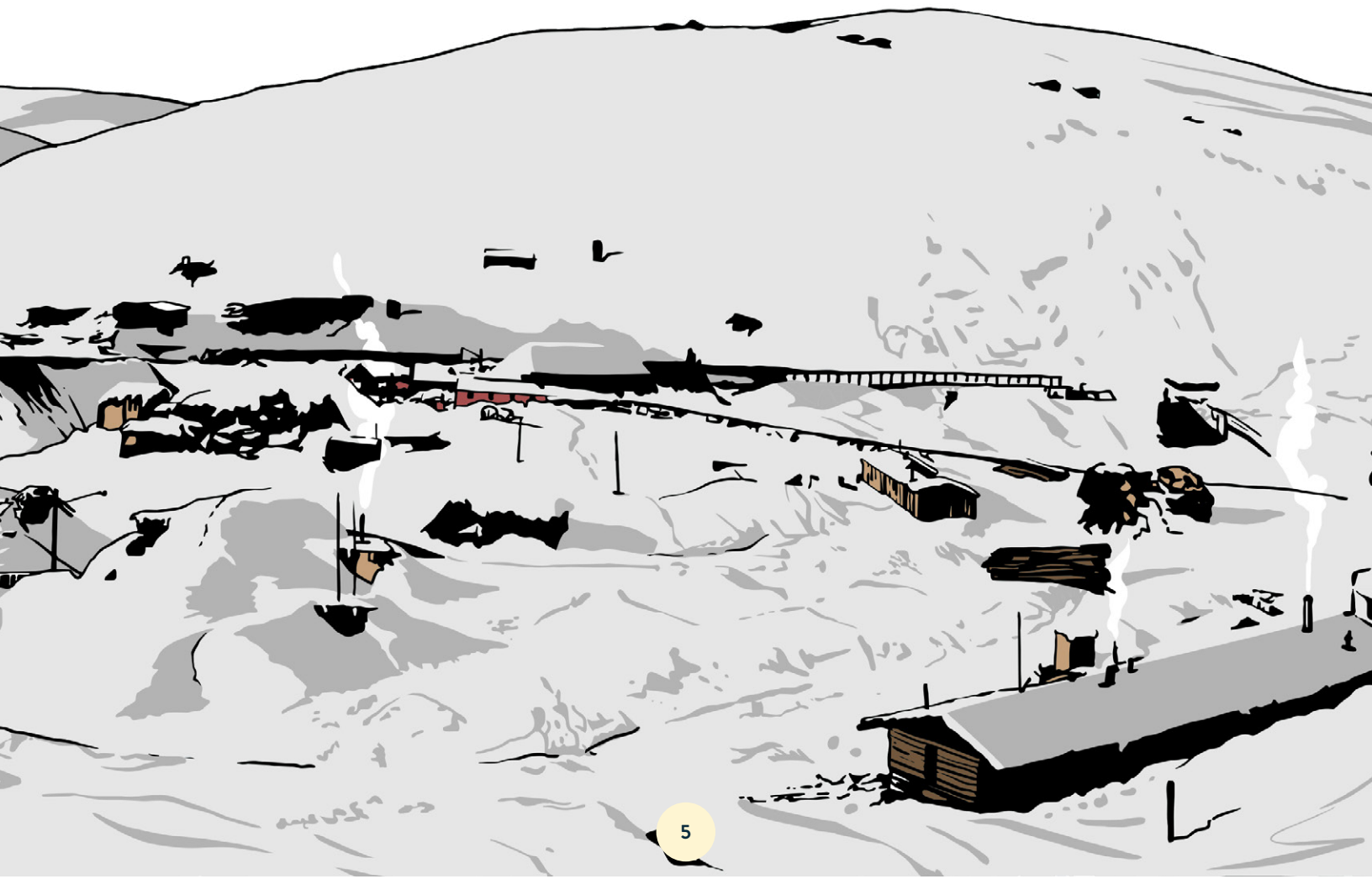
- If students created digital front pages, create a slideshow of their work.
- Share the slideshow with students, asking them to pay close attention to the similarities and differences among the front pages.
- Once students have finished viewing the slideshow, debrief the activity together. Ask students to share their impressions in small groups or as a class.

STEP SEVEN DISCUSSION

- Students discuss and share their answers to the Essential Question.
- Ask students to explain what made certain documents more reliable and trustworthy than others.

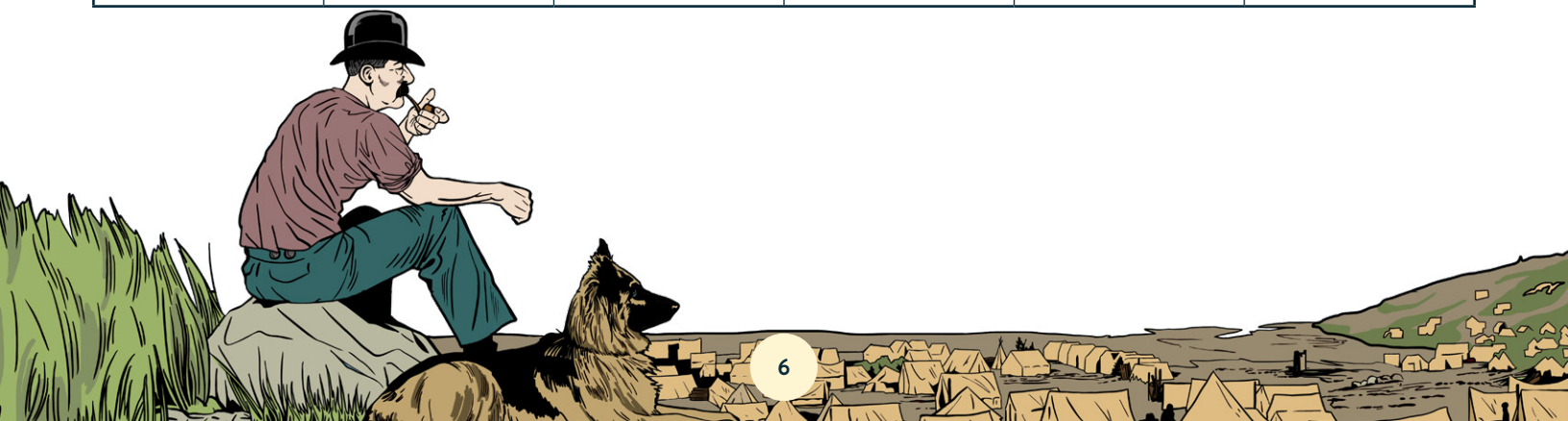
EXTENSION ACTIVITY

- Students will create a timeline of the Klondike Gold Rush either on paper or in a digital format.



RUBRIC - GENERAL

ASSESSMENT	LEVEL 1 (50 - 59%)	LEVEL 2 (60 - 69%)	LEVEL 3 (70 - 79%)	LEVEL 4 (80 - 89%)	LEVEL 4+ (90 - 100%)
Knowledge & Understanding	Student demonstrated little knowledge and comprehension of the key concepts, issues, and themes.	Student demonstrated some knowledge and comprehension of the key concepts, issues, and themes.	Student demonstrated good knowledge and comprehension of the key concepts, issues, and themes.	Student demonstrated great knowledge and comprehension of the key concepts, issues, and themes.	Student demonstrated outstanding knowledge and comprehension of the key concepts, issues, and themes.
Thinking & Inquiry	Student's planning and processing skills were not evident; student demonstrated critical and creative thinking processes to a small degree.	Student's planning and processing skills were somewhat evident; student demonstrated critical and creative thinking processes to a satisfactory degree.	Student's planning and processing skills were clearly evident; student demonstrated critical and creative thinking processes to a good degree.	Student's planning and processing skills were very evident; student demonstrated critical and creative thinking processes to a great degree.	Student's planning and processing skills were extremely evident; student demonstrated critical and creative thinking processes to an outstanding degree.
Communication	Student communicated their understanding of the key concepts, issues, and themes with little degree of proficiency.	Student communicated their understanding of the key concepts, issues, and themes with some degree of proficiency.	Student communicated their understanding of the key concepts, issues, and themes with a good degree of proficiency.	Student communicated their understanding of the key concepts, issues, and themes with a great degree of proficiency.	Student communicated their understanding of the key concepts, issues, and themes with an outstanding degree of proficiency.
Application	Student used knowledge and understanding of the key concepts, issues, and themes to complete their assignments with little proficiency.	Student used knowledge and understanding of the key concepts, issues, and themes to complete their assignments with some proficiency.	Student used knowledge and understanding of the key concepts, issues, and themes to complete their assignments with a good degree of proficiency.	Student used knowledge and understanding of the key concepts, issues, and themes to complete their assignments with a great degree of proficiency.	Student used knowledge and understanding of the key concepts, issues, and themes to complete their assignments with an outstanding degree of proficiency.



RUBRIC - SPECIFIC

ASSESSMENT	LEVEL 1 (50 - 59%)	LEVEL 2 (60 - 69%)	LEVEL 3 (70 - 79%)	LEVEL 4 (80 - 89%)	LEVEL 4+ (90 - 100%)
Step One	Student demonstrated a limited understanding of the main idea and details related to the Klondike Gold Rush and the first discoverers of gold.	Student demonstrated a basic understanding of the main idea and details related to the Klondike Gold Rush and the first discoverers of gold.	Student demonstrated a good understanding of the main idea and details related to the Klondike Gold Rush and the first discoverers of gold.	Student demonstrated a great understanding of the main idea and details related to the Klondike Gold Rush and the first discoverers of gold.	Student demonstrated an outstanding understanding of the main idea and details related to the Klondike Gold Rush and the first discoverers of gold.
Step Two	Student demonstrated a limited understanding of the difference between primary and secondary sources.	Student demonstrated a basic understanding of the difference between primary and secondary sources.	Student demonstrated a good understanding of the difference between primary and secondary sources.	Student demonstrated a great understanding of the difference between primary and secondary sources.	Student demonstrated an outstanding understanding of the difference between primary and secondary sources.
Step Three	Student demonstrated little ability in interpreting the primary and secondary sources and then using them to support and answer the Essential Question.	Student demonstrated some ability in interpreting the primary and secondary sources and then using them to support and answer the Essential Question.	Student demonstrated a good ability in interpreting the primary and secondary sources and then using them to support and answer the Essential Question.	Student demonstrated a great ability in interpreting the primary and secondary sources and then using them to support and answer the Essential Question.	Student demonstrated an outstanding ability in interpreting the primary and secondary sources and then using them to support and answer the Essential Question.
Step Four	Student demonstrated little ability in discussing their answers to the Essential Question with their peers.	Student demonstrated some ability in discussing their answers to the Essential Question with their peers.	Student demonstrated a good ability in discussing their answers to the Essential Question with their peers.	Student demonstrated a great ability in discussing their answers to the Essential Question with their peers.	Student demonstrated an outstanding ability in discussing their answers to the Essential Question with their peers.

RUBRIC - SPECIFIC

ASSESSMENT	LEVEL 1 (50 - 59%)	LEVEL 2 (60 - 69%)	LEVEL 3 (70 - 79%)	LEVEL 4 (80 - 89%)	LEVEL 4+ (90 - 100%)
Step Five	Student demonstrated little ability in analyzing the newspaper front page and then recreating their own version based on who they believe first discovered gold.	Student demonstrated some ability in analyzing the newspaper front page and then recreating their own version based on who they believe first discovered gold.	Student demonstrated a good ability in analyzing the newspaper front page and then recreating their own version based on who they believe first discovered gold.	Student demonstrated a great ability in analyzing the newspaper front page and then recreating their own version based on who they believe first discovered gold.	Student demonstrated an outstanding ability in analyzing the newspaper front page and then recreating their own version based on who they believe first discovered gold.
Step Six	Student demonstrated little ability in identifying the similarities and differences among the newspaper front pages.	Student demonstrated some ability in identifying the similarities and differences among the newspaper front pages.	Student demonstrated a good ability in identifying the similarities and differences among the newspaper front pages.	Student demonstrated a great ability in identifying the similarities and differences among the newspaper front pages.	Student demonstrated an excellent ability in identifying the similarities and differences among the newspaper front pages.
Step Seven	Student demonstrated little understanding of the reliability and trustworthiness of different types of sources and their strengths and limitations as evidence of the past.	Student demonstrated some understanding of the reliability and trustworthiness of different types of sources and their strengths and limitations as evidence of the past.	Student demonstrated a good understanding of the reliability and trustworthiness of different types of sources and their strengths and limitations as evidence of the past.	Student demonstrated a great understanding of the reliability and trustworthiness of different types of sources and their strengths and limitations as evidence of the past.	Student demonstrated an outstanding understanding of the reliability and trustworthiness of different types of sources and their strengths and limitations as evidence of the past.

