

# STAMPEDE THE KLONDIKE GOLD RUSH OF 1896

## SECONDARY LESSON PLAN



TEACHMEDIA

### SUBJECTS:

History, Native Studies

### DURATION:

2 Classes

### BACKGROUND INFORMATION

The 1896 discovery of gold in Yukon led to a stampede 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 news of the discovery reached the outside world in 1897, it ignited an unprecedented rush to the region. Tens of thousands of would-be prospectors—most of whom were American—headed for the Klondike.

The Tr'ondëk Hwëch'in are one of many Yukon First Nations. They hold a connection to the area that dates back thousands and thousands of years. Despite being impacted by the Klondike Gold Rush, this resilient First Nation continues to thrive.

Today, the Tr'ondëk Hwëch'in government ensures a strong and healthy future for citizens while maintaining connections to traditional knowledge and the land. The First Nation is governed by an elected Chief and four councillors, who rely on



direction from the Elders' Council, a body comprising all Tr'ondëk Hwëch'in people aged 55 and over. The General Assembly—all voting-age citizens—gather at least once a year to pass extraordinary resolutions, approve legislation, and provide direction to political leaders.

Government departments established since the effective date of the Tr'ondëk Hwëch'in agreements include the following:

- Administration: oversees the general operations of the government.
- Finance: administers the financial responsibilities of the Tr'ondëk Hwëch'in.
- Wellness: delivers wellness programming and community support.
- Heritage: cares for Tr'ondëk Hwëch'in heritage resources, both on the land and in government holdings.
- Housing and Infrastructure: manages the Tr'ondëk Hwëch'in housing program and guides new home construction.
- Human Resources, Education, and Training: deals with government staffing and training as well as preschool to adult education issues.
- Implementation: assists the First Nation in exercising their authority under the final and self-government agreements.
- Natural Resources: directs land-based work and wildlife monitoring and conservation programs.

Source: [www.trondek.ca](http://www.trondek.ca)

## 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.

**Nugget:** A fragment of naturally occurring gold, often found in streams.

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

**Potlatch:** A gift-giving feast or ceremony.

**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.



## GLOSSARY

**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.

**Tr'ondëk Hwëch'in:** The Tr'ondëk Hwëch'in are one of many Yukon First Nations. They hold a connection to the area that dates back thousands and thousands of years. Despite being impacted by the Klondike Gold Rush, this resilient First Nation continues to thrive.

## LANGUAGE

Students will encounter terminology that was once used to describe Indigenous people, such as *Indian*, *Injun*, and *Native*. It should be communicated that these terms are no longer appropriate and must be understood in the historical context. These outdated terms have been replaced with the more acceptable term *Indigenous*, or with the names of specific Indigenous First Nations, such as *Tr'ondëk Hwëch'in*.

## LESSON OVERVIEW

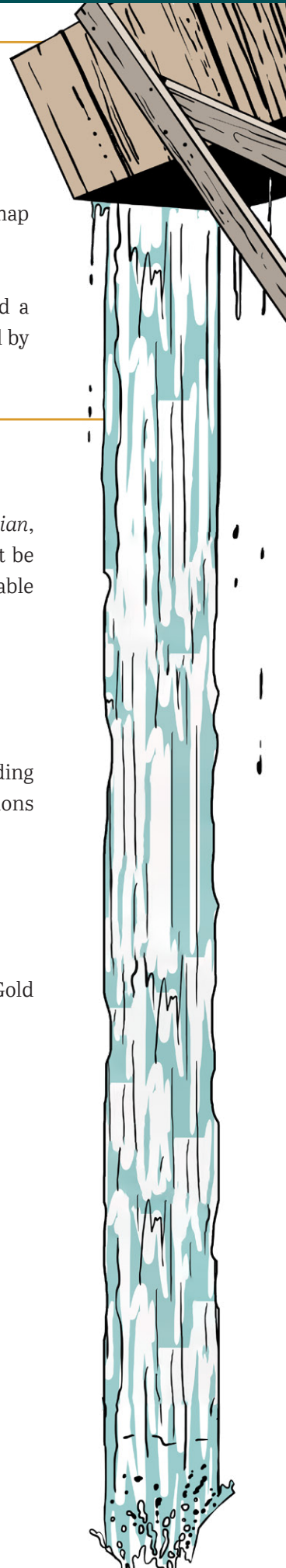
In this lesson, students will evaluate primary and secondary sources to gain a deeper understanding of how the Klondike Gold Rush impacted the Tr'ondëk Hwëch'in people, one of the First Nations of Yukon.

## ESSENTIAL QUESTION

What can be learned from the experiences of the Tr'ondëk Hwëch'in people about how the Klondike Gold Rush impacted them and other First Nations of Yukon ?

## ADDITIONAL QUESTIONS

- How did the Gold Rush impact the First Nations of Yukon?
- Who was Chief Isaac?
- How did Chief Isaac's decisions impact the Tr'ondëk Hwëch'in people?
- How did the Tr'ondëk Hwëch'in people resist the ways of the newcomers?
- How do you know that the Tr'ondëk Hwëch'in are resilient?
- What are the strengths and limitations of oral histories?



## LESSON OBJECTIVES

Students will:

- Analyze and interpret first- and second-hand accounts from Indigenous peoples;
- Draw evidence from oral histories;
- Learn about the people who've lived in Yukon for thousands of years before the Gold Rush;
- Understand the impact of the Gold Rush on the First Nations of Yukon;
- Support a position with relevant evidence.

## MATERIALS

- Stampede: The Klondike Gold Rush website
- **Documents A–F**
- **Photos 1–6**
- Copies of **Worksheets 1–3**

## ACTIVITIES

### 1. THE TR'ONDĖK HWĖCH'IN VIDEO

Students will watch the “Tr'ondĖk HwĖch'in” video on the Klondike Gold Rush website. After they've finished viewing it, engage in a class discussion.

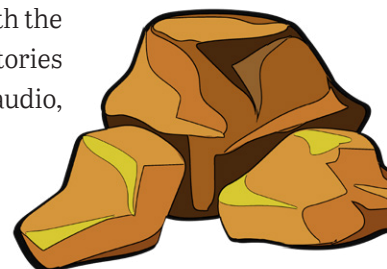
- Who is narrating the video? Why is that important?
- What are the most important things you learned about the Tr'ondĖk HwĖch'in people from this video?
- How did the newcomers impact the Tr'ondĖk HwĖch'in people?
- What surprised you about this video?
- What quote stood out the most to you? Why?
- What evidence from the video highlights the fact that the Tr'ondĖk HwĖch'in people resisted the ways of the newcomers?

After the discussion, let students know that they will be hearing from Indigenous voices on how the Klondike Gold Rush impacted them. Far too often, these voices have been silenced.

### 2. JIGSAW ACTIVITY

\*Please note: The content of the texts has not been altered, so there may be grammar and spelling errors.\*

- Arrange students into six groups. Explain to students that they will become “experts” on a specific text related to the Klondike Gold Rush and will then share that material and new knowledge with the rest of the class. Inform students that they will engage with transcribed oral histories. Oral histories are an important collection of historical information about people, families, or events, using audio,





video, or transcriptions of interviews. These memories can be preserved for future generations.

- Let students know that they will participate in a class discussion at the end of the activity.
- Each group will receive one of **Documents A–F**. Group 1 will receive Document A, Group 2 will receive Document B, and so on.
- Distribute a copy of **Worksheet 1** to each student. Each group will read their document and respond to the Guiding Questions on the worksheet. Every student is responsible for answering the questions on their own worksheet.
- Each group will present their specific text to the class. Then, they will share the responses to the Guiding Questions.
- Debrief the activity.

## CLASS DISCUSSION

Ask students the following questions:

- What new information did you learn about how the Gold Rush impacted the Tr'ondëk Hwëch'in people?
- What are the strengths and limitations of oral histories?

## 3. USING PHOTOGRAPHS AS HISTORICAL EVIDENCE

- Explain to students that photographs are an excellent way to learn about the past. They are visual records of a specific moment in time. Students are going to play the role of historians and examine photographs taken during the Gold Rush era.
- Distribute **Photos 1–6** between the groups. Group 1 will receive Photo 1, Group 2 will receive Photo 2, and so on. Ask students to study their photo for a few minutes. (These photos and others are also available on the Klondike Gold Rush website.)
- Distribute **Worksheet 2** to every student. Students will respond to the questions based on their first impressions of the photo.
- Distribute **Worksheet 3** to every student. Students will examine their photo again and respond to the questions.
- Have each group give a caption to their photo. The photo sources may be hidden for this activity, to allow students to create their own captions.
- Each group will present their photo to the class and discuss how it could be used as evidence to explain the impact of the Gold Rush on the First Nations of Yukon.

## 4. THE FIRST NATIONS IMPACT VIDEO

As a class, watch the “First Nations Impact” video on the Klondike Gold Rush website. After students have viewed the video, ask the following question:

- How does information in this video support or extend information you learned from the texts and photographs?



## 5. EXIT CARD

At the end of class, ask students to write the following details on an index card or a sheet of paper:

- Three things they have learned from the lesson/text.
- Two questions they still have.
- One aspect of the lesson/text that they enjoyed.

## EXTENSION ACTIVITY

**Found Poem** – Explain to students that a “found poem” is one that is created using only words, phrases, or quotations that have been selected and rearranged from another text. They will read their specific Document again and choose language that is particularly meaningful or interesting to them. They will then organize that language around a theme or message.

- Have them read their Document a second time and write down words, phrases, or quotations that are meaningful or interesting. Students should choose between 15–20 words or phrases. They are not required to use every word/phrase when they write their poems.
- Students will identify a theme and message that represents some or all of the language they have selected.
- Students will then create their found poems by arranging the language they have selected from their text. Students cannot add their own words when creating their found poems, but they can repeat words or phrases as often as they like.
- Students will read their poems aloud to the class.

## CLASS DISCUSSION

Ask students the following questions:

- What did you enjoy about this activity?
- What stood out about the poems?
- What did the poems have in common?
- How were the poems different?
- What surprised you while listening to them?



## 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%)
Activity One	Student demonstrated a limited understanding of the Tr'ondëk Hwëch'in peoples.	Student demonstrated a basic understanding of the Tr'ondëk Hwëch'in peoples.	Student demonstrated a good understanding of the Tr'ondëk Hwëch'in peoples.	Student demonstrated a great understanding of the Tr'ondëk Hwëch'in peoples.	Student demonstrated an outstanding understanding of the Tr'ondëk Hwëch'in peoples.
Activity Two	Student demonstrated little ability in interpreting the transcribed oral histories.	Student demonstrated some ability in interpreting the transcribed oral histories.	Student demonstrated a good ability in interpreting the transcribed oral histories.	Student demonstrated a great ability in interpreting the transcribed oral histories.	Student demonstrated an outstanding ability in interpreting the transcribed oral histories.
Activity Three	Student demonstrated little ability in interpreting the photographs as historical evidence.	Student demonstrated some ability in interpreting the photographs as historical evidence.	Student demonstrated a good ability in interpreting the photographs as historical evidence.	Student demonstrated a great ability in interpreting the photographs as historical evidence.	Student demonstrated an outstanding ability in interpreting the photographs as historical evidence.
Activity Four	Student demonstrated little ability in interpreting the First Nations Impact video and connecting it to the information learned from the historical documents and photographs.	Student demonstrated some ability in interpreting the First Nations Impact video and connecting it to the information learned from the historical documents and photographs.	Student demonstrated a good ability in interpreting the First Nations Impact video and connecting it to the information learned from the historical documents and photographs.	Student demonstrated a great ability in interpreting the First Nations Impact video and connecting it to the information learned from the historical documents and photographs.	Student demonstrated an outstanding ability in interpreting the First Nations Impact video and connecting it to the information learned from the historical documents and photographs.





**RUBRIC - SPECIFIC**

ASSESSMENT	LEVEL 1 (50 - 59%)	LEVEL 2 (60 - 69%)	LEVEL 3 (70 - 79%)	LEVEL 4 (80 - 89%)	LEVEL 4+ (90 - 100%)
Activity Five	Student demonstrated little overall understanding of the experiences of the Tr'ondëk Hwëch'in peoples and how the Klondike Gold Rush impacted them and other First Nations of the Yukon.	Student demonstrated a basic overall understanding of the experiences of the Tr'ondëk Hwëch'in peoples and how the Klondike Gold Rush impacted them and other First Nations of the Yukon.	Student demonstrated a good overall understanding of the experiences of the Tr'ondëk Hwëch'in peoples and how the Klondike Gold Rush impacted them and other First Nations of the Yukon.	Student demonstrated a great overall understanding of the experiences of the Tr'ondëk Hwëch'in peoples and how the Klondike Gold Rush impacted them and other First Nations of the Yukon.	Student demonstrated an outstanding overall understanding of the experiences of the Tr'ondëk Hwëch'in peoples and how the Klondike Gold Rush impacted them and other First Nations of the Yukon.
Extension Activity	Student demonstrated little ability in interpreting their historical document and then choosing key words to create their Found Poem.	Student demonstrated some ability in interpreting their historical document and then choosing key words to create their Found Poem.	Student demonstrated a good ability in interpreting their historical document and then choosing key words to create their Found Poem.	Student demonstrated a great ability in interpreting their historical document and then choosing key words to create their Found Poem.	Student demonstrated an outstanding ability in interpreting their historical document and then choosing key words to create their Found Poem.

