

Children of the Gold Rush Scope and Sequence

NOTE: The lessons for this unit give page references for the Alaska Northwest Books paperback edition of *Children of the Gold Rush* published in 2001.

Unit of Study: *Children of the Gold Rush*

Genre: Historical Nonfiction

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
1		Use the genre chart to help students understand what to expect from historical nonfiction. Analyze the text structure of an anthology.	
2	Blurb	Vocabulary: <i>stampede</i> (pp. 18, 29)	Search for key story elements in the blurb. <ul style="list-style-type: none"> • Complete story elements handout together • Make a prediction
3		Vocabulary: <i>memorabilia</i> (blurb) Good readers generate questions from the text features prior to reading.	
4	Video: “1898 Alaska Klondike Gold Rush Story” (YouTube)	Vocabulary: <i>misfortune</i> (p. 9) Focus on gathering important information about the topic prior to reading.	
5		Vocabulary: <i>pioneers</i> (p. 8) Analyze the purpose of text features in nonfiction.	
6		Vocabulary: <i>indomitable</i> (blurb) Analyze the purpose of text structure in nonfiction.	

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
7	Introduction p. 7, paragraphs 1–2 Outside Text: “Gold Discovered!”		Focus on identifying the historical setting. • Setting map
8	Introduction p. 7, paragraphs 1–3	Vocabulary: <i>native vs. immigrant</i> (p. 7)	Focus on identifying the important groups of people in the text. • Character list
9	Introduction pp. 7–8, paragraphs 4–7 Photographs pp. 14, 15, 53	Vocabulary: <i>expeditions</i> (p. 8)	Focus on identifying the important events. • Important events list • Setting map
10	Introduction pp. 8–9 paragraphs 8–14	Vocabulary: <i>positive</i> (p. 9)	Focus on identifying the author’s message. • Evidence collection box
11		Retell summary of the introduction.	

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
12	Outside Text: “Top Ten Unique Facts About Alaska”	Vocabulary: <i>uniqueness</i> (p. 89)	Identify important information about the topic.
13	Chapter 4 pp. 40–47		Focus on the setting. Identify the differences between Alaska and your own home.
14	Chapter 7 pp. 68–77		Focus on the setting. Identify the differences between Alaska and your own home.
15		Contrast Writing	

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
16	Chapter 2 pp. 22–27 pp. 20–21	Vocabulary: <i>influx</i> (p. 25)	Identify cause and effect relationships. <ul style="list-style-type: none"> • Cause and effect chart
17	Chapter 5 pp. 48–55	Vocabulary: <i>adapted</i> (pp. 9, 54)	Identify cause and effect relationships. <ul style="list-style-type: none"> • Cause and effect chart
18	pp. 29 and 39	Vocabulary: <i>roots</i> (p. 39)	Identify cause and effect relationships and draw conclusions. <ul style="list-style-type: none"> • Cause and effect chart
19	pp. 28, 36, 67, 79	Vocabulary: <i>developed</i> (pp. 79, 8)	Use important information to infer cause and effect relationships.
20	Outside Text: “Positives and Negatives of Mining”		Identify cause and effect relationships and draw conclusions. <ul style="list-style-type: none"> • Cause and effect chart

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
21	Chapter 1 pp. 12–19	Vocabulary: <i>treacherous</i> (p. 17)	Focus on characters’ circumstances. Keep track of hardship and ease.
22	Chapter 3 pp. 30–35	Vocabulary: <i>grueling</i> (p. 32)	Focus on characters’ circumstances. Keep track of hardship and ease.
23	Chapter 6 pp. 56–63	Vocabulary: <i>optimism</i> (pp. 9, 89)	Focus on characters’ circumstances. Keep track of hardship and ease. Determine the author’s message.
24		Reflection Writing: Author’s message	

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
25	Chapter 8 & Epilogue	Vocabulary: <i>entrepreneur</i> (pp. 9, 80)	Read-In
26– 32		Formal Writing Project: Literary 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?	