



# 4<sup>TH</sup> GRADE

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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 getting started, 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
- Planning for social studies connections

## Get Ready for Vocabulary Instruction

“Teacher read-aloud is one of the major opportunities for children to learn new word meanings” (Cunningham & Allington, 2007, p. 98). Therefore, vocabulary work will be an essential component of the read-aloud block.

Words selected for explicit instruction in this unit of study are words that appear over and over again or are inferred repeatedly throughout the text. Students expand their vocabulary knowledge when they are given the opportunity to learn synonyms and antonyms of key words.

Vocabulary will be reinforced through both turn and talk and writing. Students will be expected to practice using new vocabulary when they are talking in partnerships and writing in their notebooks. Teachers will reinforce the use of new vocabulary through dialogues with students. Vocabulary words taught in the read-aloud unit will be revisited during the paired book club unit.

At the back of this unit, you will find materials that can be copied to create vocabulary handbooks for students to use throughout this unit of study. (The vocabulary handbook is also available to download at [readsidebyside.com](http://readsidebyside.com)). Words will be introduced on the days indicated in the scope and sequence. On any given day, the vocabulary mini-lesson precedes the read-aloud, so that right after receiving instruction on a word, students have the opportunity to see the word used in the text and to use the word in their turn and talk. The following routine should be used for teaching vocabulary and should take up no more than 10 minutes of the read-aloud block.

## Vocabulary Mini-Lesson Routine

<p>1. Introduce the word and highlight morphemes.</p>	<p><i>Today our target word is...</i>            If applicable:  <i>What is the root? (underline the root) What does the root mean?</i>  <i>What is the prefix? (circle the prefix) What does the prefix mean?</i>  <i>What is the suffix? (box the suffix) What does the suffix mean?</i></p>
<p>2. Read the context(s) of the word. Highlight any clues that will help the reader infer the meaning.</p>	<p><i>Our target word comes right from our text on page _____. Let's read it together. Are there any clues in the sentence that help us infer what this word means?</i></p>
<p>3. Turn and talk: What does the word _____ mean?</p>	<p><i>Based on the clues, what words or phrases describe this word?</i>  <i>Turn and talk.</i></p>
<p>4. Share-out and add to chart.</p>	<p><i>What did you come up with?</i>            *add accurate examples to the chart</p>
<p>5. Brainstorm other contexts for this word.</p>	<p><i>In what other contexts might we find this word?</i>            *add accurate examples to the chart</p>
<p>6. Turn and talk: What are opposites of this word?</p>	<p><i>What words or phrases describe the opposite of this word? Turn and talk.</i></p>
<p>7. Share-out and add to chart.</p>	<p><i>What did you come up with?</i>            *add accurate examples to the chart</p>
<p>8. I will remember this word...</p>	<p><i>How will you remember this word? Draw a picture, or write a phrase that will help you remember this word. Use an example from your own life if possible.</i></p>
<p>9. Link...</p>	<p><i>Today and every day I want you to be looking for forms of this word in your reading. I also want you to practice using this word in your talk and in your writing.</i></p>



# Children of the Gold Rush Text Complexity

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p><b>Levels of Meaning</b> 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><b>Structure</b> 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><b>Language Conventionality and Clarity</b> Historical language and primary documents add depth to the language of this text. Domain-specific vocabulary also increases the text complexity.</p> <p><b>Knowledge Demands</b> 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 6<sup>th</sup>–8<sup>th</sup> grade according to the Common Core State Standards.</p> <p><b>READER TASK CONSIDERATIONS</b></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>

## 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	<b>Vocabulary:</b> <i>stampede</i> (pp. 18, 29)	Search for key story elements in the blurb. <ul style="list-style-type: none"> <li>• Complete story elements handout together</li> <li>• Make a prediction</li> </ul>
3		<b>Vocabulary:</b> <i>memorabilia</i> (blurb)  Good readers generate questions from the text features prior to reading.	
4	Video: “1898 Alaska Klondike Gold Rush Story” (YouTube)	<b>Vocabulary:</b> <i>misfortune</i> (p. 9)  Focus on gathering important information about the topic prior to reading.	
5		<b>Vocabulary:</b> <i>pioneers</i> (p. 8)  Analyze the purpose of text features in nonfiction.	
6		<b>Vocabulary:</b> <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	<b>Vocabulary:</b> <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	<b>Vocabulary:</b> <i>expeditions</i> (p. 8)	Focus on identifying the important events. • Important events list • Setting map
10	Introduction pp. 8–9 paragraphs 8–14	<b>Vocabulary:</b> <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”	<b>Vocabulary:</b> <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	<b>Vocabulary:</b> <i>influx</i> (p. 25)	Identify cause and effect relationships. <ul style="list-style-type: none"> <li>• Cause and effect chart</li> </ul>
17	Chapter 5 pp. 48–55	<b>Vocabulary:</b> <i>adapted</i> (pp. 9, 54)	Identify cause and effect relationships. <ul style="list-style-type: none"> <li>• Cause and effect chart</li> </ul>
18	pp. 29 and 39	<b>Vocabulary:</b> <i>roots</i> (p. 39)	Identify cause and effect relationships and draw conclusions. <ul style="list-style-type: none"> <li>• Cause and effect chart</li> </ul>
19	pp. 28, 36, 67, 79	<b>Vocabulary:</b> <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"> <li>• Cause and effect chart</li> </ul>

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
21	Chapter 1 pp. 12–19	<b>Vocabulary:</b> <i>treacherous</i> (p. 17)	Focus on characters’ circumstances. Keep track of hardship and ease.
22	Chapter 3 pp. 30–35	<b>Vocabulary:</b> <i>grueling</i> (p. 32)	Focus on characters’ circumstances. Keep track of hardship and ease.
23	Chapter 6 pp. 56–63	<b>Vocabulary:</b> <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	<b>Vocabulary:</b> <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?	

## *Children of the Gold Rush* Stems List

### **Day 1 – Genre**

When the chart said \_\_\_\_\_, I made a prediction. I think \_\_\_\_\_ because \_\_\_\_\_.

### **Day 2 – Blurb**

When the blurb said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

### **Day 3 – Generate Questions**

One detail from the image that I think is important is \_\_\_\_\_. This makes me wonder, “\_\_\_\_\_?”

### **Day 4 – Determine Importance (Video)**

When the video said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_.

This helps me understand \_\_\_\_\_.

### **Day 5 – Text Features**

The \_\_\_\_\_ found on page \_\_\_\_\_ helps me understand \_\_\_\_\_. Its purpose is to \_\_\_\_\_.

### **Day 7 – Setting**

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

### **Day 8 – Character**

When the book said \_\_\_\_\_, I thought this was important because \_\_\_\_\_.

This helps me understand \_\_\_\_\_.

### **Day 9 – Important Events**

When the book said \_\_\_\_\_, I thought this was an important event. This event caused \_\_\_\_\_.

### **Day 10 – Author’s Message**

When the book said \_\_\_\_\_, I was thinking this was an important event because \_\_\_\_\_.

This makes me think \_\_\_\_\_.

### **Day 12 – Outside Text**

When the article said \_\_\_\_\_, I thought this was an important detail because \_\_\_\_\_.

This helps me understand \_\_\_\_\_.

### **Day 13 – Compare Settings**

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 \_\_\_\_\_.

### **Day 14 – Compare Settings**

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 \_\_\_\_\_.

### **Day 16 – Cause and Effect**

When the book said \_\_\_\_\_, I was thinking the gold rush caused \_\_\_\_\_.

This helps me understand \_\_\_\_\_.



**Day 17 – Cause and Effect**

When the book said \_\_\_\_\_, I was thinking the gold rush caused \_\_\_\_\_ .  
This helps me understand \_\_\_\_\_ .

**Day 18 – Cause and Effect**

When the book said \_\_\_\_\_, I was thinking the gold rush caused \_\_\_\_\_ .  
This helps me understand \_\_\_\_\_ .

**Day 19 – Infer Cause and Effect**

When the book said \_\_\_\_\_, I made an inference. I think \_\_\_\_\_ may have caused \_\_\_\_\_  
because \_\_\_\_\_ .

**Day 20 – Outside Text**

When the article said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_ .

**Day 21 – Characters’ Circumstances**

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

**Day 22 – Characters’ Circumstances**

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

**Day 23 – Author’s Message**

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

**Day 25 – Read-In**

When the book said \_\_\_\_\_, I was thinking \_\_\_\_\_ because \_\_\_\_\_ .

# C. I. A. Lesson Plans

## *Children of the Gold Rush*

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

# C

## Collect Critical Information

Identify the main story elements:

- Character
- Setting
- Problem
- Main Events



In this section, readers read slowly and often reread in order to monitor their comprehension.



After finishing this section of the text, readers stop to check their understanding. They write a retell summary of this section of the book, including all the main story elements: character, setting, problem, and main events.

Days 1–11, Introduction

## Mini-Lesson

**In this lesson...** you will be activating students' background knowledge about the genre historical nonfiction. You will also be drawing students' attention to the text structure of *Children of the Gold Rush*, which is an anthology. You will explicitly explain how the text structure influences what you think about when reading this particular genre.

For this lesson, I suggest transferring the sample genre chart onto chart paper and posting this in the meeting area prior to the lesson. This is the only chart in the unit that will not be co-created. You will use this genre chart to guide your instruction during this mini-lesson. You will model for students how to use information on the chart to predict how the book will go. You might also provide handouts of this chart for students to glue or tape into their notebooks.

### Learning Targets:

Show understanding of story elements (RI 3)

- Character
- Setting
- Plot

Use what you know about genre and text structure to help you understand the story better and compare texts (RI 5)

- Historical nonfiction
- Anthology

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 preview a book before reading it, to help them form ideas about the text and to set a purpose for reading.

## Teach:

*Today I am going to teach you...*

...that good readers also use what they know about the genre and text structure to think about character, setting, and plot. Knowledge of character, setting, and plot will be useful as you make predictions about the story. Today we are going to analyze the genre historical nonfiction, which is the genre of *Children of the Gold Rush*. Notice how a description of the text structure of an anthology is included on our genre chart. When we read nonfiction, the way the text is organized influences how we read and think about that text. We will be using the chart I have posted in our meeting area to help us make predictions before reading.

Notice how I use the information on this chart to help me make predictions about the book *Children of the Gold Rush*.

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

When the chart said \_\_\_\_\_, I made a prediction. I think \_\_\_\_\_ because \_\_\_\_\_.

## Model:

When reading historical nonfiction, you can expect the setting to be a real place that exists or existed in the past. You can also expect the text to teach you about real groups of people.

**When the chart said** that historical nonfiction is about a real place in the past and real groups of people, **I made a prediction. I think** this book will tell about children who lived in Alaska during the time of the gold rush **because** the title focuses on the children.

## Guided Practice:

When reading historical nonfiction, you can expect the author to tell you about key players who are significant to the story.

What important person or persons from the late 1800s do you think the author might want us to know about?

Turn and talk to your partners using this stem:

When the chart said \_\_\_\_\_, I made a prediction. I think \_\_\_\_\_ because \_\_\_\_\_.

## Guided Practice:

When reading historical nonfiction, you can expect the people to be impacted by the circumstances and events of the story's setting.

What event do you think this book is going to focus on, and how do you think this event might impact the characters?

Turn and talk to your partners using this stem:

When the chart said \_\_\_\_\_, I made a prediction. I think \_\_\_\_\_ because \_\_\_\_\_.

## Guided Practice:

When reading historical nonfiction, the most important elements to focus on are the characters and the setting. You can expect to think about how the events impact a group of people and the world.

What can you predict you will think about while reading the book *Children of the Gold Rush*?

Turn and talk to your partners using this stem:

When the chart said \_\_\_\_\_, I made a prediction. I think \_\_\_\_\_ because \_\_\_\_\_.

## Model:

Notice that the genre chart has a second column, titled “Text Structure.” This second column has been added because when we read nonfiction, the way the text is organized influences how we read and think about that text. *Children of the Gold Rush* is an anthology. An anthology is a collection of selected writings that have been published in one book to convey a message or theme. What is distinctive about an anthology is that its plot is not told chronologically. This means the individual stories can be read in any order. As we read, we will be thinking about how each individual story contributes to the overall message or theme of the book.

## Link:

*Today and every day when you read...*

...I want you to think about the genre and text structure of the book and use what you know about the genre to make predictions.

## Genre Chart: Historical Nonfiction, Anthology

	<p><b>Genre:</b> Historical Nonfiction</p>	<p><b>Text Structure:</b> Anthology <i>A collection of selected writings that have been published in one book to convey a message or theme</i></p>
<b>Setting</b>	<p>A real place that exists or existed in the past.</p> <p>The story takes place in the present or the past.</p>	
<b>Character</b>	<p>May include real groups of people, or categories of things, or ideas.</p> <p>May include key players who are significant to the story.</p>	
<b>Plot</b>	<p>People are impacted by circumstances and events of the story's setting.</p>	<p>The plot will not be told chronologically.</p> <p>Stories can be read in any order.</p>
<b>Most important elements</b>	<p>Character Setting</p>	
<b>Readers will think about</b>	<p>How do a person's circumstances shape his or her life?</p> <p>What impact do events have on a group of people?</p> <p>What impact do events have on the world?</p>	<p>How does each individual story contribute to the overall message or theme?</p>

## Mini-Lesson

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

The base word ‘stamp’ means *to overpower* and the root word ‘pede’ (also ‘ped,’ ‘pedi,’ and ‘pedo’) means *foot*.

## Instructional Read-Aloud

**In this blurb...**readers learn about the Klondike Stampede—a historical event in which thousands of people migrated to the Yukon Territory in hopes of finding gold and becoming rich. Readers will learn about some of the harsh conditions these pioneers faced and how their ability to adapt to this new environment allowed them to survive the gold rush adventure.

**In this lesson...**you will be modeling for students how you use clues in the blurb to help you get main elements of the story—character, setting, problem, and main events—in your head. After identifying these story elements, students will use them to make a prediction.

### Learning Targets:

Read closely to monitor comprehension (RI 1)

- Make predictions

Show understanding of story elements (RI 3)

- Main characters
- Setting
- Problem

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 preview the book before they read, to help them form ideas about the text and to set a purpose for reading.



## Teach:

*Today I am going to teach you...*

...that good readers look carefully at the cover of a book and read the blurb prior to starting to read the text so that they can begin to think about the story elements. The main elements of the story are character, setting, problem, and main events.

We are going to create the first entry in your notebooks today. I have copied a handout for you. We will be completing the handout together before gluing or taping your copies of the handout into your reader's notebooks. This entry will be a tool that we will use while reading this book; it will help us remember the most important story elements so that we can keep the story in our heads.

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

When the blurb said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

Listen and follow along while I read the blurb.

**Read the entire blurb aloud.**

## Model:

As I read the blurb, I noticed references to groups of people that will be introduced in this book. To help me remember these important groups of people as I read, I am going to add them to my handout. I will also add any important information I have learned about each of these groups of people.

**When the blurb said** that the book describes what life was like for the kids who lived during the time of the gold rush, **I was thinking** that the lives of these children will be the main focus of this book. **This helps me understand** that the author thinks that accounts of the adventures the children had during the time of the gold rush are important stories from the past.

(Model adding this information to the handout.)

## Guided Practice:

Who are the other important groups of people?

Turn and talk to your partners using this stem:

When the blurb said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model adding this information to the handout.)

## Model:

Now let's think about what information we found in the blurb about the setting.

**When the blurb said** that thousands of people settled in new towns and thrown-together mining camps, **I was thinking** the towns probably didn't have a lot of stores, houses, and amenities (things that make life easier). **This helps me understand** that the people lived in rugged conditions.

(Model adding this information to the handout.)

## Guided Practice:

Did you learn any other important details about the setting?

Turn and talk to your partners using this stem:

When the blurb said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model adding this important information to the handout.)

## Guided Practice:

We can also use the blurb and the book's cover to identify the problem in the story.

What do you think the problem is in this story?

Turn and talk to your partners using this stem:

When the blurb said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model adding this important information to the handout.)

## Guided Practice:

Good readers not only gather key information about the characters, setting, and problem before reading, they also make predictions to help set a purpose for reading. Good readers use story elements and what they know about the genre to help them make predictions.

Write a prediction you can make about the text on your handout. Then, turn to your partner and share your prediction. Remember to share evidence of your thinking.

## Link:

*Today and every day when you read...*

...I want you to think about the story elements before you start reading the text, by paying close attention to the cover of the book and the information in the blurb. You can also use that information to help you make predictions.

# **Notebook Entry #1: Finding Story Elements in the Blurb**

**Blurb (Alaska Northwest Books, 2001)**

*Children of the Gold Rush* describes, in individual stories, vintage photographs, and historical memorabilia, what life was like for these indomitable kids a century ago. Gold rushes in Alaska and the Yukon Territory attracted thousands of people from all over the world hoping to strike it rich. For thirty years they streamed into new towns like Dawson, Fairbanks, and Nome, and hundreds of thrown-together mining camps. In the midst of all this activity lived children, too.

In a land where freezing, dark winters, and mosquito-filled summers challenged even the hardiest pioneers, the children, like their parents, had to be tough and quick to adapt to harsh conditions. Living in boomtowns and rugged encampments on the gold creeks, they learned to eat different foods such as caribou and moose, dress in fur clothing to survive the cold, and endure family separations.

Some left after only a few years, while others stayed and eventually raised their own children in an Alaska that had changed dramatically since the gold rush days. None would ever forget their childhood adventures in the Far North.

**Groups of people:**

**Setting (place):**

**Setting (time):**

**Problem:**

**Prediction:**

## DAY 3, GENERATE QUESTIONS

### Mini-Lesson

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

The word ‘*memorabilia*’ means *mementoes* or *souvenirs*.

### Mini-Lesson

**In this lesson...**you be modeling how readers generate questions prior to reading a text. Students will respond to memorabilia of the gold rush era, focusing on using questions to set a purpose for reading.

In preparation for this lesson, I recommend going to the search engine Google Images and typing the words “Klondike gold rush.” Select 12–18 images to print that best represent this historical event. Look for pictures that will spark students’ curiosity about the topic and time period. Glue each of these pictures to a larger piece of heavy-weight paper and laminate. Post these pictures on the wall at students’ eye level around your classroom or place on students’ desks. (This will be a temporary display so you can place images on top of already existing displays.) During the lesson, students will move around the room with their turn and talk partners. Partners will observe each image and write a question next to the image with a Vis-à-Vis pen.

An alternative to the above activity is to have turn and talk partners use sticky notes to write questions about images that appear in their copies of *Children of the Gold Rush*. Transfer some of the questions students have generated to chart paper at the conclusion of the lesson.

### Learning Targets:

Draw on information from images prior to reading (RI 7)

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 read the blurb prior to reading the text in order to help them recognize important story elements and set a purpose for reading.

## Teach:

*Today I am going to teach you...*

...that good readers establish a purpose for reading by generating questions in response to images related to the text.

### **(If you have chosen to display posters around the room:)**

Today I have posted several images around our classroom. All of these images represent the topic of the Klondike gold rush. Today, you will be observing these images with a partner. Once you have spent time observing, write down a question you have in response to each picture. At the conclusion of this lesson, we will use these questions to help us establish a purpose for reading *Children of the Gold Rush*.

Watch me as I model how I generate a question about this first image.

Notice how I think about the people and the setting.

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

One detail from the image that I think is important is \_\_\_\_\_. This makes me wonder, “\_\_\_\_\_?”

### **(If you have chosen to use images from the book:)**

In the book *Children of the Gold Rush*, the authors use a variety of images to help tell the story of the Klondike gold rush. Today, you will be observing these images with a partner. You and your partner will flip through the pages of the book and select several images to observe. Once you have spent time observing each image, you will write down a question on a sticky note and place it on the page where the image is displayed. At the conclusion of this lesson, we will transfer some of your questions to our co-created chart. We will use the questions to help us establish a purpose for reading *Children of the Gold Rush*.

Watch me as I model how I generate a question about this first image.

Notice how I think about the people and the setting.

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

One detail from the image that I think is important is \_\_\_\_\_. This makes me wonder, “\_\_\_\_\_?”

## Model:

(Select an image. Model taking time to observe the image closely. Use the turn and talk stem to share a question you have in response to the image.)

## Guided Practice:

Now it is your turn to try it.

(Go over expectations for how to conduct the activity, how to behave, and how to demonstrate learning.)

When observing the images, please use the turn and talk stem:

One detail from the image that I think is important is \_\_\_\_\_. This makes me wonder, “\_\_\_\_\_?”

## Share-out:

(Have partners share with the class their big questions. Post these questions on chart paper if necessary.)

## Model:

Good readers, before they begin to read, think about their purpose for reading the text. This is especially important when we read nonfiction. Based on the questions we generated as a class, I think our purpose for reading *Children of the Gold Rush* is to learn about:

- The discovery of gold in the Klondike
- The journey to the goldfields
- What life was like in the Klondike during the time of the gold rush
- Panning for gold
- How many people actually became rich

(You will need to adjust this list based on the questions your students generate.)

## Link:

*Today and every day when you read...*

...I want you to ask questions before you read the book in order to help establish a purpose for reading.

## DAY 4, DETERMINE IMPORTANCE—VIDEO

### Mini-Lesson

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

The prefix ‘mis’ means *wrong* or *bad* and the base word ‘fortune’ means *luck*.

### Mini-Lesson

**In this video...**viewers will learn about the treacherous journey from Dyea to Dawson City through the story of the narrator’s father. They will see what it was like to cross Chilkoot Pass and journey down the Yukon River. They will learn about the cause and effect relationships between the gold rush, boomtowns, and people. Real photographs from this place and time will help viewers visualize the setting.

**In this lesson...**you be modeling how readers focus on identifying the most important information in the video in order to build background knowledge about the topic prior to reading.

**Video:** For this lesson I reference the youtube.com clip of the National Film Board of Canada’s 1958 movie *City of Gold*. This clip is 7:34 in length. Pierre Berton narrates the story of his father’s journey to Dawson City. The clip is short enough to provide the background knowledge your students will need without revealing too much of the story. This video is available at the following link: <http://www.youtube.com/watch?v=1dcsYMTyZcE>. There are also other videos about the Klondike gold rush available from Alaska Geographic.

### Learning Targets:

Show understanding of important story elements (RI 3)

- Setting
- Plot—problem

Paraphrase after a visual presentation (SL 2)

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 generate questions prior to reading in order to set a purpose for reading.

## Teach:

*Today I am going to teach you...*

...that good readers gather important information from additional resources prior to reading. Good readers use a variety of resources to help them build background knowledge about a topic.

*Today we will be watching a video clip from the movie City of Gold. This movie tells the true story of a man who journeyed to the Klondike during the gold rush. In this video clip you will see real photographs of his Klondike adventure.*

Watch me as I model how I recognize important events in the video clip.

Notice how I use the information presented in the video to help me gain more understanding about the events of the gold rush.

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

When the video said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_. This helps me understand \_\_\_\_\_.

## Model:

**Stop the movie after:** "...and they were going to be rich beyond the dreams of Everest." (1:03)

**When the video said** that the Klondike River was 2,000 miles north from civilization, **I was thinking this was important because** it tells me that they were traveling to a land that had not been settled. **This helps me understand** that they were like Lewis and Clark—adventurers discovering a new land.

**When the video said** the journey was such hard going that more than half of the gold-seekers turned back, **I was thinking this was important because** it tells me how difficult the journey was. **This helps me understand** that only the strongest, most determined adventurers actually made it to the goldfields.

## Guided Practice:

**Stop the movie after:** "...on the next lap of the great adventure." (2:10)

We just learned about the journey over Chilkoot Pass. What did you think was important here?

Turn and talk to your partners using this stem:

When the video said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_. This helps me understand \_\_\_\_\_.



### **Guided Practice:**

**Stop the movie after:** "...clear sailing all the way down river to the goldfields." (3:27)

We just learned about the journey down the Yukon River. What did you think was important here?

Turn and talk to your partners using this stem:

When the video said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_. This helps me understand \_\_\_\_\_.

### **Guided Practice:**

**Stop the movie after:** "But the gold was there and Dawson City grew on it." (5:22)

We just learned about gold mining in Alaska during the gold rush. What did you think was important here?

Turn and talk to your partners using this stem:

When the video said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_. This helps me understand \_\_\_\_\_.

### **Guided Practice:**

**Stop the movie after:** "Dawson was feeding on gold." (6:51)

We just learned about Dawson City's growth as a result of the gold rush. What did you think was important here?

Turn and talk to your partners using this stem:

When the video said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_. This helps me understand \_\_\_\_\_.

### **Guided Practice:**

**Stop the movie after:** "He was broke again." (7:34)

We just learned about the lives of the gold-seekers. What did you think was important here?

Turn and talk to your partners using this stem:

When the video said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_. This helps me understand \_\_\_\_\_.

**Stretch It (Optional):**

Discuss: How do you think building this background knowledge prior to reading will help you as we read *Children of the Gold Rush*?

**Link:**

*Today and every day when you read...*

...I want you to think about the important events related to a topic and use outside sources if necessary to help you build your background knowledge about the topic prior to reading.

## DAY 5, TEXT FEATURES

### Mini-Lesson:

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

The word ‘pioneers’ means *people who are among the first to settle a region.*

### Mini-Lesson

**In this lesson...**you be modeling how readers analyze text features in order to determine their purpose. You will help students locate various places in the text where text features are used.

To prepare for this lesson, project the image of the text features chart for *Children of the Gold Rush* (given below) for all students to see, or duplicate this chart onto your easel pad. You may also want to photocopy this chart for students to glue or tape into their reader’s notebooks.

#### Learning Targets:

Examine the importance of text structure (RI 5)

- Text features

Use text features to draw information from the text (RI 7)

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 the blurb to help them gather important information prior to reading and make predictions.

## Teach:

*Today I am going to teach you...*

...that good readers look carefully at the text features in order to determine their purpose.

Today we will be looking at the many types of text features used in *Children of the Gold Rush* and analyzing how these text features can be used to help us understand the information in the text better.

Watch me as I model how I locate text features in the book.

Notice how I consider the purpose of each of these text features.

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

The \_\_\_\_\_ found on page \_\_\_\_\_ helps me understand \_\_\_\_\_. Its purpose is to \_\_\_\_\_.

## Model:

The first text feature listed on our chart is “chapter title.” Please turn to page 12 to find an example of a chapter title. The chapter title on page 12 reads, “Crystal Brilliant Snow Traveling Troubadour.” A chapter title is used to tell what you are going to be reading about in the chapter. The chapter title reveals the main idea of the chapter.

**The chapter title found on page 12 helps me understand** that I will be reading about the life of Crystal Brilliant Snow. **Its purpose is to** tell me the main idea of the chapter.

Can you find another example of a chapter title?

(Model adding an additional example to column 3.)

## Guided Practice:

(For each of the additional text features, begin by introducing the text feature from column 1. Have students turn to the page or pages listed in column 2. Read the description of the text feature in column 4. Ask students to use the turn and talk stem to analyze the text feature. Then prompt them to find another example of the text feature to add to column 3.)

## Link:

*Today and every day when you read...*

...I want you to use text features to help you understand the book better.

## Text Features Chart – *Children of the Gold Rush*

TEXT FEATURE	FOUND ON	ALSO FOUND ON	DESCRIPTION
Chapter Title	P. 12		Tells what you are going to be reading about in the chapter (main idea)
Timeline	P. 8	N/A	A visual representation of events displayed in chronological order
Map	P. 11		Information presented in a visual format to communicate where something is or where an event occurred
Photograph	P. 13		A picture that emphasizes information given in the text
Special Section	PP. 14–15 PP. 20–21		A section of the text set aside for a specific purpose
Page Title	P. 15 P. 20		Tells what you are going to be reading about on the page (main idea)
Memorabilia	P. 16 P. 17		Artifacts that emphasize information given in the text
Caption	P. 16 P. 17		Words below or beside images that tell about the image
Italics	P. 17		A font used to emphasize words in the text by making those words stand out from the rest of the text
Excerpt	P. 18 P. 27		A quote or section taken from a larger text
Text Box	P. 19		A section of the text set off from surrounding text for a specific purpose
Illustration	P. 24		Artwork that emphasizes information given in the text or adds to the enjoyment of the text
Primary Document	P. 9 P. 77	N/A	A historical document written by someone who experienced or witnessed the event that it describes