

**Teachers' Guide**  
*to*  
**“Who Discovered Klondike Gold?”**

**a Web site created by**  
Bill Morrison, Ken Coates  
and the Mysteries Team

**Teachers' Guide by**  
Ruth Sandwell and Catherine Duquette

**A Great Unsolved Mysteries in Canadian History Project**  
**Project Co-directors**  
John Lutz, Ruth Sandwell, and Peter Gossage

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## Teachers' Support and The Great Unsolved Mysteries in Canadian History Websites

As the Teachers' Support section of The Great Unsolved Mysteries in Canadian History websites outlines (<http://www.canadianmysteries.ca/teachers/indexen.html>), these sites provide five kinds of support for teachers:

- a summary of the Foundational Ideas of history teaching that informs the Mysteries Project;
- a detailed Teachers' Guide for each of the sites;
- short MysteryQuest lesson plans;
- a series of scaffolding activities and briefing sheets to introduce students to Key Concepts in Historical Thinking;
- access to the password protected "Interpretations" portion of the website.

1. Foundational Ideas gives you a thumbnail sketch of the teaching philosophy behind the Great Unsolved Mysteries in Canadian History websites, as well as a more detailed examination of the four different levels at which these sites 'work' as ways to teach and learn about history.

See: <http://www.canadianmysteries.ca/teachers/foundationalideas/indexen.html>

2. Teachers' Guides contain detailed, graduated, multi-lesson, and age-appropriate unit plans as well as free-standing lessons for elementary and secondary students.

See: <http://www.canadianmysteries.ca/teachers/guides/indexen.html>

3. Short, focused, age-specific, single-lesson MysteryQuests include detailed lesson plans and teacher support relating to one or more of the Mystery sites. Each of the MysteryQuest lessons employs the popular and student-friendly Webquest format to present a lesson that uses The Critical Thinking Consortium's "Critical Challenge" approach and a small selection of primary documents from the sites to create short but powerful lessons involving students in thinking critically about history.

See: <http://www.mysteryquests.ca>

4. Concepts in Historical Thinking provides activities and briefing sheets to introduce students to key concepts in historical thinking that they will be using as they work with these Mysteries. This part of the site is in active development at this time and currently includes three exercises: "What are Primary Documents?", "History vs. the Past", and "Testimony vs. Evidence".

See: <http://www.canadianmysteries.ca/teachers/indexen.html>

5. Teachers are also eligible to request access to the password-protected "Interpretations" part of each of the Mysteries Website allowing you to read historians' interpretations of the documents on the site. This section is password protected in order to encourage students to develop their own interpretations of primary documents, rather than relying on other people's interpretations.

See: <http://www.canadianmysteries.ca/teachers/secure/indexen.html>

## Historical Contexts: The Klondike Gold Rush in Canadian History

The Klondike web archive looks at one of the most famous episodes in Canadian history: the discovery of gold on Bonanza Creek in the Klondike in August 1896, and the gold rush that followed the discovery. The rush was famous all over the world, and is in fact one of the few things about Canadian history that is widely known outside our borders.

Because of its isolation and the difficulty in getting there, the Yukon was one of the last regions of continental North America to be explored by Europeans. It was not until the 1830s that the Hudson's Bay Company came west from the Mackenzie Valley to open fur trade posts in the region. Missionaries followed, but as late as 1870 there were only about a dozen Europeans in the Yukon. By that time the First Nations population, estimated to have been about 8,000 in 1800, had been considerably reduced by diseases imported by Native traders who had caught them from Russian fur traders on the Pacific Coast and brought them inland. In the 1870s the first prospectors arrived, just a handful at first, but by 1895 there were about a thousand of them, concentrated in the region west of what is now Dawson City.

The reason men, and some women too, came to the Yukon looking for gold is that the Klondike, where the gold was eventually found, is at the northern end of the Rocky Mountain chain, and gold had been found in various places in the chain for fifty years before the great Yukon strike was made. Starting with the California gold rush of 1849, gold was discovered in a number of places: the Fraser River, Barkerville, Omineca, the Stikine, and other places, and for fifty years prospectors had been searching the mountains for gold. The great Klondike strike was therefore both logical and anticipated.

The discovery of gold in August of 1896 was made by a team of three men and one woman, tipped off by another man that Bonanza (originally called Rabbit) Creek would be a good place to look for it. The mystery is this: who should get the credit for the actual discovery? And there is an additional question: why does being first matter so much? There are five characters in the story, therefore, and what gives the mystery added dimension is that two of the men were First Nations, one was a white Canadian, the fourth was an American, and the fifth character was a First Nations woman.

Such a varied cast of contenders for the title of "discoverer" raises questions of race, gender, and nationality that go beyond the simple question of who was the first to kick aside a stone by Rabbit Creek and see raw gold lying "thick as slabs of cheese" in the rocks at the water's surface. One contender was George Carmack, the American. Bob Henderson, the other white man, was a Canadian. Skookum Jim and Dawson (or Tagish) Charley were First Nations brothers from the Yukon, and Kate, who was married to Carmack, was their sister. The documents supporting one or other of the contenders must be read with this in mind. You need to ask yourself a number of questions: is there any corroborating evidence favouring one or other of the candidates: third-party witnesses, supporting documentation, first-person accounts? Does the writer have a particular axe to grind? Or did they have particular interests that unduly influenced what they wrote? Does the writer seem to be going beyond the evidence to invent a case? Is one of the candidate's cases more plausible than the others', and if so, why? This case is about

more than gold: it is about nationality, race, and gender, issues that are as important today as they were in 1896.

## Site Organization

First of all, rest assured that no one is expected to read the entire site, not even you. No one is expected to peruse every item in an archive before s/he starts to write a research paper and the same principle applies here. What you, as a teacher, needs is an understanding of the construction of the site in order to guide your students.

For a detailed overview of the site organization, and tips on how to use the site, see the “How to Use This Site” section found on the Home page of “Who Discovered Klondike Gold”.

See: <http://www.canadianmysteries.ca/sites/yukongold/home/howtousesite/indexen.html>

## Learning Outcomes of “Who Discovered Klondike Gold?” website

This website can be used as the foundation for a whole course or for a single class. Included in the sections that follow are suggestions for single lessons as well as one full unit of lessons, both of which will introduce students to working with primary documents. The Great Unsolved Mysteries in Canadian History websites have been used for elementary to university graduate students. The level of your students will determine how “deep” you ask them to go.

Unit 1 is aimed at Intermediate (grades 7 and 8) or junior secondary (grades 8, 9 and 10) students. There are a number of lessons in each unit that can be used alone, if time is too tight to allow an entire Unit on this site. We have generally found that a single class does not allow the students or the instructor to fully answer some of the basic questions and would suggest devoting more time.

A list of the specific courses across Canada for which this site would be particularly useful has been included at the beginning of the Unit. In general terms, this site will promote the following kinds of knowledge and skills. It will allow students to:

- identify and clarify a problem, an issue, an inquiry
- develop a vocabulary that will allow them to analyze historical documents
- plan and conduct research using primary and secondary electronic sources
- generate and critique different interpretations of primary and secondary sources
- assess and defend a variety of positions on controversial issues
- construct a narrative from pieces of evidence that are non-sequential
- plan, revise, and deliver formal presentations that integrate a variety of media
- demonstrate leadership by planning, implementing, and assessing a variety of strategies to address the problem, issue, or inquiry initially identified
- develop their abilities to work independently or in groups
- refine abilities to construct and defend an argument

Please see the lesson and unit plans that follow to find more specific ways to introduce your students to the site, and for examples of instructional strategies that take full advantage of the pedagogical strengths of this site.



## Unit Overview

### Who Discovered Klondike gold?

~ A unit of study designed to foster critical thinking  
in the intermediate and junior secondary level Canadian history curriculum ~

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## **Fitting This Unit into Your Provincial Curriculum**

Our Teacher's Guide team has done some research into provincial curricula across Canada. Who Discovered Klondike Gold? could be used effectively in the following courses, by province:

### **British Columbia**

Social Studies 10 – Canada 1815-1914

### **Alberta>**

Social Studies 7 – People and their Cultures

Social Studies 8 — History and Geography in the Western Hemisphere

Social Studies 9 – Economic Growth: Differing Perspectives

Social Studies 10 – Canada in the Modern World

### **Saskatchewan**

Social Studies 7 – Canada and Its Pacific Rim Neighbours

Native Studies 10 – Social Organizations of 1st Nations, Metis, and Inuit People

### **Manitoba**

Grade 7 Social Studies – Spaceship Earth

### **Ontario**

Grade 8 – Compulsory History and Geography

Grade 9 – Geography of Canada (Academic)

Native Studies 9 – Expressing Native Cultures

History 10 – Canadian History in the 20th Century

Native Studies 10 – Aboriginal Peoples in Canada

### **Quebec**

3rd Cycle of Primary School – Canadian Society to 1920

2nd Cycle of Secondary School – Canadian Population and Canadian Economy

### **Prince Edward Island**

Grade 8 – History 200

### **Nova Scotia**

Grade 8 Social Studies – North America from 1837 to the Present

Grade 9 History 300 – Canada 1900 to the Present

### **Newfoundland**

Grade 7 – Living in North America

Grade 9 – Canada: Our Land and Heritage

**Nunavut & NWT**

Grade 7 – The Circumpolar World

Grade 9 – The Growth of Canada

Grade 10 – Northern Studies 15

**Yukon**

*see British Columbia*

## Unit Overview

The superficial "facts" of this case belie the depth and wealth of the documentary evidence. When placed in the historical context of northern Canada, Canadian-American relations, and Native-non-Native relations in Canada and the attendant contentious issues, and when the personal interests and perspectives of each author are considered, these documents provide a much more nuanced picture of the great discovery of gold on Bonanza Creek in the Klondike in August 1896. The traditionally accepted discoverer was the white man, the veteran miner from Washington State in the USA. The other contenders were a Canadian, and two First Nations men, and a First Nations woman from the Yukon, the last three of whose voices have only recently been heard by non-Northerners. The documents that make up this site must be read and understood within wider contexts -- with particular attention given to who wrote them and when, what arguments are being put forward, and why. Only with this approach will students be able to come a reasoned and evidence-supported conclusion as to who discovered Klondike gold.

The overriding question is one of historical representation and interpretation. Which contender, if any, has the best case? And, in essence, this is the "hook" for students. They are being asked to play detective: to evaluate the diverse puzzle pieces offered, to seek out additional information, and to assemble their own historical narrative and assign responsibility for these events as they see fit. This unit is intended to focus on the examination and analysis of evidence to culminate in the formation of a historically grounded hypothesis as to who discovered Klondike gold, and why we should believe it was this contender and not another. Students are not only permitted but required to question — and then create — historical truth.

This unit has been designed to be flexible in its application. Eight lessons have been provided that comprise a “unit” – i.e. a collection of unified lessons. These detailed lesson plans have been designed to work in connection with each other, and readily lend themselves to an expanded unit at the individual teacher's discretion. While students are sometimes invited to imagine themselves living in the Canadian past, rarely are they presented with the opportunity to experience elements of this life. Audiovisual materials and field trips to sites of historical re-enactments can facilitate students' development of historical empathy, but these resources are not always accessible or relevant to the issue at hand.

Any truly integrated unit will develop each component so that it contributes toward the overarching unit goals. In this case, the goal is to exercise critical and informed judgment to determine whether a student can come to an informed conclusion that settles this mystery. Students will use their knowledge to evaluate the points of view that permeate every one of the documents reproduced on this site to further develop their awareness of the constructed nature of historical narratives. In pursuing these goals, students will simultaneously broaden their knowledge of the Canadian past, be introduced to the use of historical primary documents, and learn to exercise skills of critical analysis, evaluation, and thinking. Students at the senior elementary and junior secondary stages of their

education cannot be expected to have the time and academic resources to re-examine every proffered piece of evidence from interdisciplinary perspectives. This unit proposes to introduce some of these skills and resources. Nevertheless, each exercise and lesson suggested here draws students further into the case itself, encourages a personal engagement with history. Each exercise also generates an opportunity to examine history and the social sciences in a more critical and informed manner.

## **Unit Rationale**

First, this unit uses the Great Unsolved Mysteries of Canadian History website “Who Discovered Klondike Gold?” to introduce students to some of the issues facing Europeans and First Nations in northern Canada, including American/Canadian relations, both in the past and in the present. Secondly, it is designed to introduce students to primary and secondary documents in history and social studies. In particular, it aims to facilitate students' critical awareness of author's perspective in historical documents, to teach them to evaluate opposing evidence, to understand the utility of documents from a partial perspective, and to encourage students to adopt a broader and more critical perspective when reading historical evidence and narratives.

## **Unit Themes**

To facilitate teachers in developing additional lessons and/or an expanded unit, some of the central themes of this Web site are listed here:

Yukon history and geography

First Nations history

Colonization and settlement history

Canadian-American relations

Native-Non-Native relations in northern Canada

Women in northern Canada

## Unit Objectives, Skills, and Attitudes

The central goals of this unit are:

- to contribute to students' knowledge of Canada's northern history, including First Nations and European history in the area, and their interactions, as well as American Canadian relations in the north
- to introduce the use of primary documents
- to raise students' awareness of the constructed and contested nature of historical narratives
- to encourage students to develop tools appropriate to the evaluation of opposing evidence
- to facilitate students' critical awareness of author's perspective in historical documents
- to raise awareness of the historical usefulness of documents from a partial perspective
- to encourage students to adopt a broad perspective when reading historical evidence and narratives in order to become aware of less-obvious and alternate agendas
- to encourage the use of interdisciplinary skills in evaluating and resolving problems
- to build a coherent narrative based on non-sequential evidence
- to develop skills in defending an argument



## **Instructional Strategies**

### **Need for Computer Lab Time**

While this entire unit is fully integrated with the Who Discovered Klondike Gold site, most tasks can be completed if the requisite documents are printed off ahead of time and handed out to students. In this way, classes with limited access to computer lab time can still complete the unit.

## **Assessment & Evaluation**

Because assessment and evaluation standards vary from jurisdiction to jurisdiction, only generalized guidelines have been included here. Instructors may wish to assign process marks for completion of the various tasks, or not, if their students are sufficiently mature enough to recognize that the successful completion of the various tasks is crucial to successful completion of the culminating activity.

The following skills and habits of mind are ones that should be carefully assessed in the process of evaluating the critical thinking needed in working with this site:

- Issues are analyzed seriously and thoughtfully
- Presentations and talks are given carefully, with materials well-prepared and organized, and points well thought out
- Results are expressed cautiously and are supported with reference to appropriate evidence
- Opinions are reasoned. Reports and narratives are written discerningly, reflecting the above and with care, attention and evident pride in quality work

## Unit Synopsis

### Key Question: Who Discovered Klondike Gold?

#### Lesson Overview

##### Lesson 1:

The TimeLine: Creating an Overview of Events

1 class

Students are introduced to key historical events surrounding the Klondike Gold Rush as they build a time line that matches key events and dates, which goes up around the class for the entire unit.

##### Lesson 2:

Historical Background: What was the Klondike Gold Rush?

4 classes

Students read an overview of the Klondike Gold Rush on the website and, after reviewing the difference between primary and secondary sources, they work in small groups to explore one of four research topics that provide a context for understanding the event. Students will research a) gold mining and “rushes” in the nineteenth century; b) the history of First Nations in the Yukon c) the history of Europeans in the Yukon and d) the Alaska Boundary Dispute and American interests in the north. After preparing their research, students create posters summarizing their findings and present them to their fellow students.

##### Lesson 3:

Dimensions of Historical Thinking I: The Question of Evidence

1 class

In this lesson, students are first introduced to the differences between history and the past. In the second part of the lesson, students explore the concept of evidence in history by analyzing some key documents relating to the Klondike Gold Rush.

##### Lesson 4:

Dimensions of Historical Thinking II: Significance – or Why Do We Care about the Klondike Gold Rush?

2 classes

Students review the Klondike Gold Rush and speculate on why gold rushes in general, and this gold rush in particular, might be significant in history. In a second class, students explore the general question of “discovery” as a matter of historical significance, and then go on to speculate as to why the question of Who Discovered Klondike Gold? might be significant. To test their theories, students read descriptions of the five contenders, and make inferences about the significance attached to each of them.

##### Lesson 5:

Looking in More Detail at the Contenders: The First Nations Case

1 class

In this lesson, students review the conclusions from earlier lessons: that the significance of who discovered Klondike gold relates to deeper and wider issues about the history of the Yukon, and indeed,

the history of North America. In this lesson, students begin by reviewing their research in Lesson 2, and by examining some specific evidence about the some primary and secondary documents that explore the competing claims of First Nations contenders to have discovered Gold. Students also become acquainted with the concept of negative proof.

**Lesson 6:**

Looking in More Detail at the Contenders: Women in the Yukon

3 classes

In this lesson, students review the conclusions from earlier lessons: that the significance of who discovered Klondike gold relates to deeper and wider issues about the history of the Yukon, and indeed, the history of North America. In this lesson, students learn to read historical photographs to find out about the lives of women, Native and non-Native, in the Yukon in the late 19th century. Students conclude by debating the question: What does it matter if Kate discovered gold?

**Lesson 7:**

Looking at the Main Contenders: Carmack and Henderson

2 classes

In this lesson, students begin by reviewing their research in Lesson 2, and by examining some specific evidence about some primary and secondary documents that explore the competing claims of Carmack and Henderson. They move from a discussion of the specific evidence about their behaviour to the wider issue of why it matters if it was Carmack or Henderson – and go on to explore the importance of the American/Canadian conflict in the north. They conclude with a horseshoe debate in which they present evidence to support their conclusion.

**Lesson 8:**

Culminating Activity: Who Discovered Klondike Gold?: The Special Edition Newspaper

5 classes

Students use their understanding of the various individuals, and the larger contexts they represent to create a “stop press” special edition of a local paper that deals with the discovery of gold in the Yukon.

## **Preparatory Exercises**

If students have not worked critically with primary source documents before, it is strongly recommended that students do at least one of the preparatory lessons included in the Teachers' Corner section of the Great Unsolved Mysteries in Canadian History Website: <http://www.canadianmysteries.ca/teachers/indexen.html>

## **The Lessons**

### **Lesson 1:**

#### **The Timeline: The Overview of Events**

Day 1 of Unit

(1 class)

#### **Overview:**

Students are introduced to key historical events surrounding the Klondike Gold Rush as they build a timeline that matches key events and dates, which goes up around the class for the entire unit.

## *Lesson 1, Class 1*

(Day 1 of the Unit)

### **Activities:**

Step 1: Explain to your students that in order to get an overview and some contexts for the Klondike Gold Rush, they will be working to create a Timeline of events relating to the Klondike Gold Rush. Explain that they will be asked to match up key dates with key events provided. As they have not yet learned about these events, they will be making a preliminary hypothesis only about each point on their chronology. Explain that while hypotheses are a starting point of knowledge, they are not wild guesses, but are founded on logic, reason, and knowledge. It might be useful for students to have a definition of “hypothesis”. We present here the definition found in the *Oxford Dictionary*:

Hypothesis: a supposition or guess put forward to account for certain facts and used as a basis for further investigation by which it may be proved or disproved.

Step 2: Using the dates and events in Support materials 1, separate the events from the list of dates. Students are divided into groups of 3 or 4. Each group has the task of working together to match the date on the left hand side with the event on the right. As they work through the exercise, ask students to be prepared to explain why they place events where they do – their hypothesis, in other words, for its place on the timeline.

Step 3: Once every group has finished, they come up to the board and write down where they believe each event went (if you desire, different groups can share the same dates as to generate an in-class debate). The rest of the class is encouraged to ask the team at the front of the class the reasoning behind their choice. Here, the teacher can play the devil’s advocate in order to get students to establish the proper time line.

Step 4: The culminating activity is to have an in-class Timeline, which will be a huge piece of paper that will be used to encircle the room, where students will have placed the events in the correct chronological order.

## **Lesson 2: Historical Background: What Was the Klondike Gold Rush?**

DAYS 2 to 5 of Unit  
(4 classes, assuming 75 minute periods)

### **Overview:**

Students read an overview of the Klondike Gold Rush on the website and, after reviewing the difference between primary and secondary sources, they work in small groups to explore one of four research topics that provide a context for understanding the event. Students will research a) gold mining and “rushes” in the nineteenth century; b) the history of First Nations in the Yukon c) the history of Europeans in the Yukon and d) the Alaska Boundary Dispute and American interests in the north. After preparing their research, students create posters summarizing their findings and present them to their fellow students.



## *Lesson 2, Class 1*

(Day 2 of Unit)

### **Activities:**

Step 1: Ask students to brainstorm what they know about the Klondike Gold Rush, using the questions how, what, where, why and when as a guide and writing their answers on the board.

Step 2: Ask students to read the overview of the Klondike Gold Rush on the Mysteries website (<http://www.canadianmysteries.ca/sites/klondike/home/indexen.html>) or on a handout you have printed out from Teachers' Guide, "Historical Contexts: The Klondike Gold Rush in Canadian History." Ask them to come up with at least two questions they still have about the Gold Rush at the end of reading the summary.

Step 3: Ask students to compile a list of questions that students still have about the Gold Rush, and save this to use in the last class of Lesson 2. If the following questions were not included in the list, ask the students to make some comments on these: Why did so many people go looking for gold? Who were they? Where did they come from? Why did they stop? . What was life like in the Yukon in 1898 for First Nations? For miners? Write their responses on the board.

Step 4: Explain to students that their task over the next few weeks is to come to a reasoned judgment about who discovered Klondike gold, but their conclusion about who the 'discoverer' is, will depend on their understanding of much wider and deeper issues; in other words, they will need to understand this society in its own terms before trying to quickly judge individual behaviours. They will be exploring a society divided by ethnicity, immigration and by gender. Before they can find an answer to 'who discovered Klondike gold', therefore, they will need to understand the events of 1898 in the Yukon, and before they can do that, they will need to understand the historical contexts in that place at that time. Explain that primary and secondary sources available on the Who Discovered Klondike Gold? website will help them to do so. Review the distinction between primary and secondary sources (see <http://www.canadianmysteries.ca/teachers/indexen.html>).

a. Secondary sources are those written or created some time after the event/issues you are studying occurred. Examples include history books, textbooks, and movies depicting historical events. They are the attempt of a person or persons to interpret the events/issues etc. that are being studied, usually in the historical context established in part by other historians writing on the same and related topics.

b. Primary sources are the records that are created at or close to the time being studied. Examples include letters, diaries, census reports, newspaper reports, shopping lists, and government reports. They may or may not have been created for the benefit of posterity, and they may or may not have been created to answer the questions you might find interesting or relevant (for example, a personal journal may have

been written to help an individual clarify their thoughts about their upcoming marriage. As a historian, you might find and use evidence in this journal about dietary habits of young women, as well as finding evidence of what at least one person thought about marriage. Keeping a record of food was not the journal author's intent, and neither was it their desire to create a record for historians about marriage, but you might read it for either or both kinds of evidence.)

**Additional Activity:** If you wish, you can propose an additional activity to your students in order to help them understand the differences between primary and secondary sources. This activity can also be used as a reminder for older students.

**Step 1:** Ask students to find examples of what they think is a primary and a secondary document on the Klondike Gold website or elsewhere. Write their examples on the board on two separate columns. If students are unable to provide you with examples, provide the examples yourself and ask the students to decide whether they are an example of a primary or secondary document.

**Step 2:** Once you have enough examples, ask students to find the criteria that comprise a primary and a secondary source. Write them on the board in the appropriate column. Then give to your students the two small definitions provided above.

**Step 3:** Make sure students understand by providing more examples, if necessary, and asking students whether they are a primary or secondary source.

**Step 4:** Explain the task: Students will be divided up into Research Teams to research a specific 'context' or 'historical background' that will help them understand how events unfolded in 1898 – events that will help them to decide who discovered Klondike gold by the end of this unit.

Divide Students into groups, and ask them to research the following questions (one per group), being sure to note whether their sources are primary or secondary documents, and whether they are from the Klondike site, or elsewhere.

Introduce the four teams:

a) History of Gold Rushes and Gold Mining

The Klondike gold rush was only one in a series of gold rushes in the nineteenth century – the San Francisco gold rush of 1848, the Fraser River Gold Rush of 1858, the Cariboo Gold Rush of 1862. Why were so many people interested in looking for gold? How could so many people travel so far to find gold? Who were they?

Suggestions from the Klondike Gold website: See the Introduction to the relevant Contexts site, and:

**Other Secondary Sources:**

[The Currency Question](#)

[The Gold Hustlers](#)

[The Search for Bonanza](#)

**Primary Sources:**

[The Yukon Territory: Extracts from the report of an exploration made in 1896-97](#)

**Photos:**

[Men and women at the bar of the Monte Carlo, Dawson](#)

[Woman and dog, Klondike](#)

[Panning for gold](#)

[Miners working a flume, Hunker Creek](#)

[Mining operation showing four Men with gold pan and sluice, Bonanza Creek](#)

[Klondikers and Indian packers near Stone House, Chilkoot Trail](#)

[Miner's tent, Hunker Creek](#)

[Men and women celebrating Christmas Eve in Pioneer Hall, Dawson](#)

[Men and women watching the midnight sun from the dome behind Dawson at midnight](#)

[Frost in the entrance to a tunnel in a placer gold mine](#)

[Miners at work with pickaxes and shovels in underground gold mine, No. 16 Eldorado Creek](#)

[Half a million in gold bars](#)

[A Miner's working outfit](#)

[Cover for \*Klondike: A Manual for Goldseekers\*](#)

[Gold miners at work](#)

[Man rocking out gold on Clayton claim, Adams Hill](#)

**b) History of First Nations in the Yukon:**

How would you describe life for First Nations before the contact? Where did they live in the Yukon Territory? Was the foundation of their lives industry, agriculture, or hunting or gathering? What did they eat? Were they nomadic or stationary? What were their homes made of? What was their political organization? Was the society egalitarian or hierarchical? War like or peaceable? Were they a trading nation, and if so, what did they trade, and to whom? What were their modes of transportation? How did these conditions change when Europeans arrived?

**Suggested Documents:**

See Introduction to the relevant Contexts section

Students will need to explore off the site for further primary and secondary sources to explore this issue.

**c) History of Europeans in the Yukon:**

How would you describe life for Europeans in the area in the early years of European presence in the

area? Where did they live in the Yukon Territory? Was the foundation of their lives industry, agriculture, or hunting or gathering? What did they eat? Were they nomadic or stationary? What were their homes made of? What was their political organization? Was the society egalitarian or hierarchical? War like or peaceable? Were they a trading nation, and if so, what did they trade, and to whom? What were their modes of transportation? How did these Europeans interact with First Nations peoples in the area?

Suggested Documents:

See Introduction to the relevant Contexts section

**Secondary Sources:**

[The Search for Bonanza](#)

**Primary Sources:**

**Photos:**

[Bird's-eye view of Grand Forks showing the Grand Forks Hotel](#)

[Klondikers at Lake Lindeman, ready to go downriver to Dawson](#)

[Miners' cabin, Klondike](#)

[Picking up mail at Dyea](#)

[Clondyke Trading Company](#)

[Hungry Man's Retreat restaurant at Porcupine Creek, White Pass Trail](#)

[Dogsled in front of the Selkirk Hotel, Yukon](#)

[Miner operating a windlass at a gold mining claim, 40 Below](#)

[Klondikers and Indian packers near Stone House, Chilkoot Trail](#)

[Mary's Hotel at mining claim No. 20 below on Bonanza Creek](#)

[Deep Lake, Chilkoot Trail](#)

[Sawing logs for boat-building, Lake Lindeman or Lake Bennett](#)

[Idealized version of the Chilkoot Pass](#)

[Three men in front of Wadsworth cabin, Skookum Gulch](#)

[Boat navigating Miles Canyon near Whitehorse, Yukon River](#)

d) The Alaska Boundary Dispute and American interests in the North:

What was the dispute about? Why were Americans interested in the Yukon before the discovery of gold in the Klondike? Which Americans, or kinds of Americans, came to the Yukon before and during the Gold Rush? What were the relations of Americans with Europeans in the area? With First Nations?

Suggested Documents:

See Introduction to the relevant Contexts section.

**Photos:**

## Miners working on mining dump, Hunker Creek

*Note to the Teacher: In this exercise, students are introduced to the use of photography. Students can add the photos on their posters and use them as evidence. Further activities (Lesson 6) will present students with a more formal approach to photo analysis.*

*Lesson 2, Class 2*

(Day 2 of Unit)

Explain that students will carry out research on their question, and then create a poster that represents a synthesis of their findings. Students move into their groups of 4-6 people to form Research Teams to research, in the library and/or online, their topics.

*Lesson 2, Class 3*

(Day 3 of Unit)

Students finish up their research, and work on the posters they will present in the next class. Ask students to bring any materials they can (artifacts, photographs, books, magazines) about their area of research into the Klondike Gold Rush that will be part of the Klondike Gold Heritage Fair to be held next class.

*Lesson 2, Class 4*

(Day 4 of Unit)

In the first half of the class, students will have a chance to visit the four booths set up, and will then present their research to the class as a whole. Students will then revisit the list of questions that they came up with in Class One of Lesson 1, and see how many of these questions have now been answered. Students draw up a second list of questions, the questions that remain unanswered from the first list, and new questions generated from the recent research. Keep this list for a later lesson.



## Lesson 3: Dimensions of Historical Thinking I: The Question of Evidence

Day 5 of the Unit  
(1 class)

### Overview:

In this lesson, students are first introduced to the differences between history and the past. In the second part of the lesson, students explore the concept of evidence in history by analyzing some key documents relating to the Klondike Gold Rush.

*(Note: an expanded lesson plan for this exercise “History vs the Past” can be found in the Teachers’ Corner of the Mysteries’ Website. See <http://www.canadianmysteries.ca/teachers/indexen.html> under “Key Historical Concepts”.)*

**Activities:**

HOOK: Break the students into small groups, and ask them to come up with a list of differences between history and the past. Regroup, and ask each group to present at least one difference to the class. Their answers should include, on The Past side, that the past is everything that has ever happened, including thoughts, biochemical reactions, and every tree falling in the forest the no one ever saw. By contrast, for a history to exist:

- a) there must be evidence that a past event, issue, or belief existed; some kind of record must have been created
- b) this evidence must have been preserved, or left over from the past – it must be observable now for people to see and interpret
- c) someone must care about the evidence and what it documents; the evidence must be deemed significant to those in the present
- d) there must be an interpretation of the records left over from the past; it is not enough to simply list the evidence – the historian has to synthesize, analyse and contextualize it to give it meaning in relations to other issues, events and beliefs in the past, and in the present
- e) the interpretation should be contained in a meaningful narrative that clearly links the particular issue, event or behaviour to what other historians have written about, and what people care about in the present.

Step 1: After these key differences between history and the past have been explored, revisit the Klondike Gold Rush, using images from the website as a visual introduction if possible, and inviting students to reexamine the timeline created in Lesson 1, and the Posters from Lesson 2. Ask the students how the Klondike Gold Rush meets the criteria of ‘history’ just elaborated.

Step 2: Introduce the concept of evidence. What stories, movies, books, or other ‘interpretations’ about the Klondike Gold Rush have students seen, and what evidence are they based on? Review the differences between Primary and Secondary Sources. What kinds of evidence do they think might have been left behind to help historians understand the event? Where would the evidence be preserved, and why?

Step 3: Invite students to browse through the Who Discovered Klondike Gold? website (<http://www.canadianmysteries.ca/sites/klondike/home/indexen.html>.) Their task is not to answer the question, “Who Discovered Klondike Gold?” at this point, but rather to explore the overall history of the Klondike Gold Rush.

Step 4: Ask students to find one primary source, and one secondary source on the site, and complete

Support Materials 2: Evaluating Primary Documents for the Primary Source, and Support Materials 3: Evaluating Secondary Sources for their Secondary Source. Students then work in pairs of one primary and one secondary source, and present their source to each other, using the sheet to structure their discussions.

Step 5: As a class, students then agree on some specific criteria for a good piece of evidence (for example, we know who created the document and why; we know where it came from, so we know that it is not a forged document, and we know how to evaluate what it tells us, and, a key point, that it contains a lot of information relating to the question we are asking, etc.) Make a list of these, and save the list for later.

Step 6: Students get into groups of four and work together to nominate one of their eight documents as being the Best Evidence about the Gold Rush, using the criteria just created. One member of the group will present the 'best' piece of evidence to the class.

**Lesson 4: Dimensions of Historical Thinking II:  
Significance: Why do we Care about the Klondike Gold Rush?**

DAYS 6 and 7 of Unit  
(2 classes)

**Overview:**

Students review the Klondike Gold Rush, and speculate on why gold rushes in general, and this gold rush in particular, might be significant in history. In a second class, students explore the general question of “discovery” as a matter of historical significance, and then go on to speculate as to why the question of Who Discovered Klondike Gold? might be significant. To test their theories, students read descriptions of the five contenders, and make inferences about the significance attached to each of them.

## Lesson 4, Class 1

(Day 6 of Unit)

### Activities:

Hook: Ask students what it would take to turn today's class into an event that would be remembered as part of history. What would it be about that event that would make it significant? (i.e. would people have to die? Or be born? Would it have to change the course of events locally, provincially? Nationally? Would the event have to include a lot of people? Or a few, but involved in an unusual event?)

Step 1: Tell students that today's lesson will focus on the concept of Historical Significance. What is 'historical significance' and why does it matter? Use examples like working class history, ethnic history, and women's history to demonstrate that issues in the present influence why we are interested in the past – though that is not to say that historians are making things up when they broaden or deepen their focus. Suggest that it is because of the increased political power of previously marginalized groups that their activities and beliefs are becoming visible in national histories in Canada, as elsewhere. Just as an individual might change his or her mind about the significance of a particular event (say having a behind-the-scenes school trip to a zoo) in light of later events (like making the decision, at age 24, to become a zoologist), so historians change their focus, and their evaluation of significance, on the past in light of the present.

Step 2: Summarize the discussion by explaining that historical significance can be evaluated on the basis of three criteria. Roland Case and Mike Denos have articulated three criteria for evaluating significance in their book: *Teaching About Historical Thinking* (eds. Peter Seixas and Penney Clark; Vancouver: The Critical Thinking Consortium, 2006, p 13):

1. Prominence at the Time – how deeply felt or profound was the impact?
2. Consequences – magnitude of impact; scope of impact; last nature of impact
3. Subsequent Profile – has this even/person/trend been memorialized? Is it emblematic of a particular time, place, or social context?

Step 3: Divide students into groups of two. Have each group read one or two passages from the Welcome/Home section of the website, and argue how the Klondike Gold Rush meets the three criteria for a historically significant event.

## Lesson 4, Class 2

### Day 7 of Unit

HOOK: Before class begins, ask one of the students to be a participant in the lesson, without the other students' knowledge, and explain the following set of activities to him or her. After the students have arrived in the classroom, the teacher arrives, and goes up to the collaborator, and says "I've just discovered a wonderful purse/coat/ piece of jewelry" as appropriate. The student protests and says, "You didn't discover it; it is mine" and the teacher responds, "No, I discovered it, and it is mine. Try and stop me." At this point, the other students are let into the game, and the teacher asks them what assumptions are built into the notion of "discovery."

Step 1: Explain that they are going to read an overview of the five different people who have been accorded the status of "discovering" Klondike gold. Ask students to read about the five contenders in the "Contenders" section of the website (<http://www.canadianmysteries.ca/sites/klondike/contenders/indexen.html>) Explain that they will do more research in the classes to come, but this is to introduce them to the list of contenders.

Step 2: Introduce Support Materials 4, place it on the overhead, and work through the first contender with the students, answering the questions what kind of person is being discussed, and what is significant about that particular kind of person making the discovery?

Step 3. When they have finished filling out the worksheet, ask the students to decide which contender was the most significant discoverer – a question that is of course unanswerable without considering the contexts of the discovery. But students will probably take this bait, and start discussing who would be the most significant discoverer. At that point, ask the students why it matters who discovered Klondike Gold – surely the important issue is what was discovered, not who discovered it? Students are asked to decide whether the significance of the discovery changes according to who does the discovering, rather than simply what is discovered.

Step 4: Complicating the concept: Refer back to the opening activity, of claiming to 'discover' something when other people already know of its existence – discovery is not always as clear a concept as it might at first seem. Discuss from here just what is problematic about the concept of "discovery" – i.e. the supposition that your perceptions trump others.

Ask students to explain how Christopher Columbus' "discovery" of America and its "Indians" contained a number of assumptions about the legitimacy of experience. What assumptions can we make about Christopher Columbus as a result of his claims to 'discovery?' What inferences can we make about Christopher Columbus, in other words, on the basis of his claim to 'discover' North America (for example, he believed that he had rights to land occupied by other people, even though in his own country, he would not have taken land or property from others)

Step 5: Go on to explain that historians are often interested in “discovery” not only because it seems like a clear starting point for change (the discovery of penicillin”; the “discovery of gunpowder” the “discovery of gold in the Klondike”), but because claims of discovery often make a claim about who and what is significant. These claims often have as much to do with present issues and concerns as they do with those in the past. If a woman claims to have “discovered” radiation, then this might make a statement about what women were and are capable of that has an important message for us in the present. Likewise, if a European claims to “discover” a land already occupied by other people, this might have something to tell us about his attitudes to those other people, attitudes that are unacceptable, and still have unacceptable consequences, in the present.

Step 6: Remind students of the differences between history and the past, emphasizing that history is an interpretation of evidence about significant issues, events and beliefs. Exploring “discovery” stories, as we saw above, can be a way of understanding deeper and wider social issues about who mattered, and why, as well as understanding conflicts among people. Ask the students to make some inferences about the historical significance of Who Discovered Klondike Gold? by broadening their understanding beyond the question of what individuals were involved. They will conduct some preliminary research into what kinds of people are on the list of contenders, and what the significance of each kind of person might be.

**Lesson 5:**  
**Looking in Detail at the Contenders:**  
**Exploring The First Nations Case**

Day 8 of the Unit  
(1 class)

**Overview:**

In this lesson, students review the conclusions from earlier lessons: that the significance of who discovered Klondike gold relates to deeper and wider issues about the history of the Yukon, and indeed, the history of North America. In this lesson, students begin by reviewing their research in Lesson 2, and by examining some specific evidence from some primary and secondary documents that explore the competing claims of First Nations contenders to have discovered Gold. Students also become acquainted with the concept of negative proof.



**Activities:**

Hook: Begin by asking students what they know about First Nations history in Canada. Ask them why they know so little about them, if they are the ‘founding race’ of Canada. Refer back to the lesson on significance, and ask them why First Nations people’s history might be considered more significant to some groups than others. Ask them specifically about the ‘problem’ of evidence for history when dealing with people who leave few written documents behind. Explain that this lesson will explore some of the difficulties that historians have experienced in researching First Nations history.

Step 1: Students are given primary document relating to the three First Nations Contenders, Kate Carmack, Skookum Jim and Dawson Charlie, found in the relevant sections of the Contenders section. Ask them to read through all of the documents, and then to evaluate the one that they think contains the best or the most evidence in favour of their candidate, using Support Materials 5: Evidence for the Contenders to work.

Step 2: As a group, review the evidence found for all three First Nations Contenders. At this point, your students should be brought to realize that there is very little evidence for any. Ask them to formulate hypotheses on why we have so little evidence for them.

Step 3: Introduce the concept of negative proof to your students. Tell your students that sometimes we can deduce information by the absence of evidence or clues. Present a generic example: You go to the movies and while waiting in line you see the poster for a new movie you never heard anything about. You have seen no TV ads, nor reviews in newspapers or on the Web. What does that tell you about the movie? At this point, students should be answering that the film might not be worth watching, or it might have a small budget, or it might not have well known or popular actors in it, etc.

Explain to students that sometimes having little evidence for a subject allows historians to draw inference on this particular fact; we call it negative proof.

Step 4: Have students gather in groups of 3 or 4 students. Tell them that they will now use the process of negative proof to draw inference on the role of the three First Nation Contenders. Use Support Materials 6: Making Inferences Using Negative Proof. Have students fill in the left hand column with reasons why we have so little evidence on First Nations Contenders. Then, using these reasons, students try to infer meaning from them: What does this tell us? Example: if students think we don’t have any evidence because nobody recorded anything, the meaning here could be that First Nation actions might have been recorded using a different medium, such as oral tradition.

Step 5: As a class, sum up this activity with a list of possible meaning for the negative proofs found by the students and a discussion on First Nations and Non-First Nations relations in the Yukon.

**Lesson 6**  
**Looking in Detail at the contenders:**  
**Women in the Klondike**

DAYS 10 to 12 of Unit  
(3 classes)

**Overview:**

In this lesson, students review the conclusions from earlier lessons: that the significance of who discovered Klondike gold relates to deeper and wider issues about the history of the Yukon, and indeed, the history of North America. In this lesson, students learn to read historical photographs to find out about the lives of women, Native and non-Native, in the Yukon in the late 19th century. Students conclude by debating the question: What does it matter if Kate discovered gold?

**Activities:**

Step 1: Since there is very little primary source material on women (and Native women), it is recommended that you work here with photographs. Take photograph [Miner's tent, Hunker Creek](#) and show it to your class. As a group, tell students that today they will get to learn a bit more on women in the Yukon. How did they live? Did they participate in the mining? What about Kate, the First Nation woman they were investigating last class? What does it matter if she discovered the Gold?

Step 2: Use Support Materials No. 7 Using Photographs as Evidence to show your class how to draw inference from a photograph. Here, a picture can be worth a thousand words. Tell your students that a picture analysis is done in three phases; the first phase looks at the foreground and the second phase at the people in the picture (if any) and the third at the background.

Work together to fill a portion of the worksheet (Support Materials 7) together. First work with the foreground asking students to answer the 5W questions:

- Who took the photograph?
- Where was it taken? (Here it's pretty specific, at a table)
- What is the subject of the Picture?
- Why was this picture taken? Special occasion?
- When was the picture taken? How do you know?

Then take a closer look at the people on the picture:

- Who are they?
- What are they doing?
- How are they dressed? What can that tell us about them?
- How do they look, well off, poor, happy, or sad (etc.)?

Finally, concentrate on the background:

- Where was the picture taken? What does it say of the people living there?
- When was this picture taken (time of day, time of year)?
- Are there other people in the background? What about them?

At the end, work together to write a one paragraph explanation of what the photograph has taught them about life in the Yukon, perhaps getting one sentence (based on one of the answers on the sheet) from each student.

Step 3: Tell students it is their turn to analyze a picture and that they will draw up a portrait of the life of women in the Klondike using photography. Separate students in groups of 3 or 4 and give them one of the following pictures listed below. These photos all represent the life of women in the Yukon.

**List of suggested photos:**

[Woman and dog, Klondike](#)

["Actresses" fording Dyea River on the Chilkoot Trail](#)

[Indians freighting supplies up Dyea River in canoe](#)

[Klondikers and Indian packers near Stone House, Chilkoot Trail](#)

[Mary's Hotel at mining claim No. 20 below on Bonanza Creek](#)

[Men and women celebrating Christmas Eve in Pioneer Hall, Dawson](#)

[Men and women watching the midnight sun from the Dome behind Dawson at midnight](#)

[Miss Lind and students of Dawson's first school](#)

[Mrs. G.I. Lowe's laundry, Yukon Territory](#)

[Social scene showing interior of parlor, Dawson](#)

[Kate, George, and Graphie Carmack](#)

Have students fill in Support Materials No. 7 Using Photographs as Evidence for their own pictures.

*Lesson 6, class 2*

Day 11 of the Unit

If your students need more time, let them finish completing their worksheet from the last lesson.

**Activities:**

Step 1: Each team comes to the front of the class and presents the analysis of their pictures and the conclusions they have come to concerning the lives of women in Klondike.

**Activities:**

Hook: Show students a common object – a basketball, or a potato peeler, or a winter hat, or an MP3 player. Ask them to pretend that they are a creature from outer space who has come to earth, and the first thing that they encounter is this object. What could they tell about humans from that object? Ask the students to work in pairs to come up with at least three inferences that the creature might make. Explain that inferences are ways of interpreting what something is, or means, without being told directly.

Step 1: Explain that historians work by making inferences from evidence, and that is what they have already begun to do with their work on photographs – they have been making inferences about women’s lives from a piece of evidence.

Step 2: Ask students to return to Support Materials No. 7 Using Photographs as Evidence that they did yesterday, and to go back to their photograph. Their task today is to use Support Materials No. 8: Comparing the life of First Nations and Non-Native Women in the Yukon, to help them to turn their analysis of the photograph, and their initial inferences, into more concrete evidence about the lives of different women in the Yukon.

Step 3: When they have completed the worksheet, ask students to write a short paragraph on the difference between the life of Native and non-Native women in the Yukon. You can give this task as homework to be given back in the following class. It can also count as a formative exercise allowing you to view the progress of your students.

Step 4: When they have finished, or at the beginning of the next class, ask students to take part in a horseshoe debate to argue the question: What difference would it make – to her, to women, to First Nations, to Canadians – if we could know for sure that Kate had discovered the gold?

**Lesson 7:  
Looking in Detail at the Leading Contenders:  
Henderson and Carmack**

Day 13 and 14 of the Unit  
(2 classes)

**Overview:**

In this lesson, students begin by reviewing their research in Lesson 2, and by examining some specific evidence about some primary and secondary documents that explore the competing claims of Carmack and Henderson. They move from a discussion of the specific evidence about their behaviour to the wider issue of why it matters if it was Carmack or Henderson – and go on to explore the importance of the American/Canadian conflict in the north. They conclude with a horseshoe debate in which they present evidence in support of their conclusion about whether it was Henderson or Carmack who discovered the gold.



**Activities:**

Step 1: The teacher should provide an overview to the issue of American/Canadian competition in the Yukon, either by summarizing the contents of the Contexts section: American/Canadian relations, and/or by having students return to their research on this issue from Lesson 2. Remind students that the significance of Carmack vs. Henderson has been interpreted on nationalist grounds, and ask students to explain the significance of this issue at the conclusion of this part of the lesson.

Step 2: Direct students to the primary document relating to one of the two main Contenders, Henderson or Carmack. The question here is: “Who, according to the primary documents, discovered the Gold first?” Ask students to use Support Materials No. 9: Assessing the Evidence for Carmack and Henderson as they work through the primary source evidence and some secondary sources for and against ‘their’ contender. Be sure that students identify documents as primary or secondary sources. If there is time, students could examine all of the available documents for both contenders. These are the key documents on the site:

**For Carmack:**

[The Yukon Territory: Extracts from the Report Made in 1896-97](#)

[George Carmack, Discoverer](#)

[Robert Henderson, the Real Discoverer of Gold](#)

[Returning Adventurers](#)

[Carmack Obituary](#)

[George Washington Carmack, Co-Discoverer](#)

[The Discovery of Gold in the Klondike](#)

**For Henderson:**

[Commissioner Ogilvie Supports Henderson](#)

[Robert Henderson, the Real Discoverer of Gold](#)

[Skookum Jim and Robert Henderson](#)

[George Carmack, Discoverer](#)

**Against Henderson:**

[Henderson the Racist](#)

[Robert Henderson, Discoverer of First Placer Gold](#)

[The Discovery of Gold in the Klondike](#)

**Activities:**

Step 1: Allow students to finish their research. Once students have evaluated their sources using Support Materials No. 9: Evaluating the Contenders, ask them to refine their analysis of the evidence, working with Support Materials 10: Examining More Criteria for Credibility.

Step 2: Ask students to weight their evidence, and decide which of the two has the best quality and quantity of evidence in their favour, and the least against.

Step 3: Explain to students that they are now ready to debate the question of whether Henderson or Carmack has the best claim. They will be using a horseshoe debate where students place themselves in a half circle, where one end would be “Henderson is the discoverer” and the other end would be for “Carmack is the discoverer”. Students place themselves between these two poles according to the strength of their opinion, one way or the other, with the middle of the circle would be for a student who believes that there is equal evidence on each side. Carmack and Henderson.

In this debate, students take turns revealing their conclusion. The only rule – besides that of politeness during debate – is that students must defend and support their conclusion with evidence from the site.

The interesting part in a Horseshoe debate is that students, if they change their minds, have the possibility to move along the semi-circle to show how their opinion change. As a teacher, you can play with this by moving along the semi-circle when students present interesting point of views or opinions.

## **Lesson 8: Culminating Activity: Special Edition**

Classes 14 till 18 of Unit, or as an Independent Study while you move on with another unit in class

### **Overview:**

Students use their understanding of the various individuals, and the larger contexts they represent, to create a “stop press” special edition of a local paper that deals with the discovery of gold in the Yukon.

Day 14 of the Unit

Step 1: Present the activity to your students. Tell them that they will now take the role of a newspaper team of reporters that has just received the news about the Klondike Gold. The local newspaper has decided to make a special edition because of the importance of the news. It is up to your students' team of rookie reporters to write this special edition making sure that they follow the criteria of fair reporting (as outlined in Support Materials No. 11: *Is This Fair Reporting?*)

Step 2: Before starting, however, students need to know what are the criteria of fair reporting. Choose a short newspaper article you can find in your local newspaper or use a newspaper article from the *Who Discovered Klondike Gold?* website (check the Archives section for a list).

Ask students to use Support Materials No. 11: *Is This Fair Reporting?* to evaluate the newspaper story. Once students have finished filling in their worksheet, discuss as a class the fairness of the newspaper article and see, with your students, why it is important to present a fair vision of an event. Tell your students that they will need to use these criteria when they write their own articles.

Step 3: Divide students into their teams for the next class. Teams should be of 3 to 4 students. Each student plays a specific role in this activity:

**The Editor:** The student playing this role will have to write an editorial on the Gold Rush.

**The On-location reporter:** The student playing this role will have to imagine s/he is “on site” and will have to report what s/he sees and try to explain it.

**The Expert reporter:** This reporter is the specialist on many current issues, such as women in the Yukon, Native-non-Native relations and American and Canadian debates. (This role is rather large and can be played by two students).

The goal of the special edition is for people that have very little knowledge of the Gold Rush to be able to understand what is going on and what is the big picture.

*Lesson 8, Class 2 to 4*

Day 15 to 17 of the Unit

Step 1: Discuss with students what a Special Edition should include. If an example is available, provide that for students. Clarify the criteria they will need to meet (photographs, editorials, interviews with eye witnesses, if available, background contexts to the events, number of stories in total, etc.)

Step 2: Once these criteria are clarified, students begin their research, drawing on the work they have done earlier in the unit to organize what, exactly, they are going to report. They will need to begin by choosing which of the five contenders they are going to nominate as the “Real Discoverer” and then they will need to discuss and divide up the stories that will provide the convincing proof to support their contender in the their Special Edition, including references to the documents they have collected from the previous lessons, as appropriate. Here students should be able to have access to the website in order to use the pictures and the primary documents.

Note that the number of classes used here will depend on the size of the texts you will ask and the level of your students. The amount of structure they need in helping them complete this task will depend on their maturity and level of experience.

*Lesson 8, Class 5*

Day 18 of the Unit

Once every team has finished with their Special Edition, there are a number of options for a culminating exercise. Students can:

- a) present their Special Edition to the class, and leave all editions in a display area of the classroom;
- b) create a website to display their respective Special Editions, and present these to the class;
- c) evaluate each other's Special Editions in the final class, completing Support Materials No. 11: Is This Fair Reporting? as they determine whether their fellow students have followed the criteria of fair reporting in their work.

## Support Materials

### Support Materials 1: The Timeline (Teachers' Copy)

**1872**

The first outsiders arrive to search for gold—three men: McQuesten, Harper, and Mayo.

**1872-1890**

More people trickle in to the Yukon.

**1885**

By this date there were about 200 newcomers.

**1886**

Mining activity is concentrated on the new settlement at Fortymile, at the confluence of the Fortymile and Yukon Rivers, close to the international boundary. Much of the mining activity actually takes place on the American side of the line.

**1894**

By this date about a thousand people are working in the region.

**1896, August**

The great discovery takes place on Rabbit (Bonanza) Creek. The majority of people at Fortymile leave for the Klondike. Dawson City is founded by Joe Ladue.

**1897, late spring/ summer**

The world learns of the strike when the first steamers arrive at the Pacific Northwest ports. People are electrified, and thousands plan to head for the gold fields.

**1897-98, winter**

Thousands of men and women head for the Yukon by various means. The most popular route, because it was the cheapest, involved steamship travel to Skagway or Dyea, twin towns at the head of the Lynn Canal (north of Juneau), over the White or the Chilkoot Pass to Lakes Lindeman and Bennett (the headwaters of the Yukon River), where boats were built.

**1898**

The Yukon was part of the North-West Territories until it was created a separate Territory in this year.

**1898, May**

With the breakup of ice on the Yukon River, the boats built during the winter headed downriver towards Dawson City.

**1899, summer**

Gold is discovered at Nome, Alaska, and people begin to leave the Yukon in large numbers.

**1900 and after**

Mining continues in the Yukon, but it becomes increasingly capital instead of labour-intensive. Mining shifts from hand labour to hydraulic mining and then to large dredges, owned by corporations that have the rights to entire creeks (called “concessions”).

**1921- 42**

By the first of these dates, the population of the Yukon is 4,100, of whom 1,500 are First Nations, a decline of more than 90%. It remained almost the same until the construction of the Alaska Highway at

the second of these dates, when thousands of American troops and American and Canadian civilian workers arrived in the Territory. Although it dropped after 1945, it never again sank to pre-war levels, mostly because of the increased activity of government in the post-war period. However, at about 32,000, it is still less than it was at the height of the gold rush.



## Support Materials 2: How to Read A Primary Historical Document

Your Name: \_\_\_\_\_

Document Title and No.: \_\_\_\_\_

1. Do you know what type of document this is? How do you know?

Newspaper\_\_\_\_\_ Diary\_\_\_\_\_ Letter\_\_\_\_\_ Trial Record \_\_\_\_\_ Other\_\_\_\_\_

2. Do you know the date that this document was created? How do you know?

3. Do you know who wrote this document? (name, title, job, ethnic group). How do you know?

4. Who do you think is the intended audience of this document?

Friends and/or Family

The Public; Legal/Justice System Officials and/or Jurors

Government Officials

Religious Officials

The General Public

Others (specify) \_\_\_\_\_

5. What events are described in this document? (use point form, chronological order, and the back of this sheet if necessary)

6. How did the author of this document know about the events he is describing? (e.g., Did he see them himself? Hear about them from others?)

## Support Materials No. 3: How to Read A Secondary Historical Document

Your Name: \_\_\_\_\_

Document Title and No.: \_\_\_\_\_

1. When was this secondary source written, and by whom (name, title, job, ethnic group). How do you know?

2. Why might this information be important?

2. What are the credentials of the author, if any (historian, professor, journalist)

3. How did the author of this document know about the events he is describing? (e.g., Did he see them himself? Hear about them from others?)

If the author used primary sources, what kind of sources does the author rely on in writing his or her history?

Newspaper\_\_\_\_\_ Diary\_\_\_\_\_ Letter\_\_\_\_\_ Trial Record \_\_\_\_\_ Other\_\_\_\_\_

4. Who do you think is the intended audience of this book or article?

Friends and/or Family

The Public; Legal/Justice System Officials and/or Jurors

Government Officials

Religious Officials

The General Public

Others (specify) \_\_\_\_\_

Why might this matter?

5. What events are described in this document? (use point form, chronological order, and the back of this sheet if necessary)

## Evidence and What It Teaches

Source Kind:	What information/evidence about me will this primary source give to historians of the future?	What makes this “good evidence” about me and my life?	What inferences about teenage life might this historian make from this evidence?
<p><i>Example:</i> A VISA bill</p>	How I spent some of my money	The things that I buy are a good reflection of what I like and what I care about	<ul style="list-style-type: none"> <li>- Teens like to buy things</li> <li>- Teens had money to buy things (i.e. They were not totally poor)</li> <li>- Teens bought different things from each other and from adults</li> </ul>
1.			
2.			
3.			

**What Happened According to Whom**

Events (In order)	First Event	Second Event	Third Event	Fourth Event	Fifth Event
<b>Overview from website</b> Whose point of view?					
<b>Description in Document #1</b> ~ Whose point of view?					
<b>Description in Document #2</b> ~ Whose point of view?					
<b>Description in Document #3</b> ~ Whose point of view?					
<b>Questions?</b>					

### Evidence and What It Teaches

Source Kind:	What information/evidence about me will this primary source give to historians of the future?	What makes this “good evidence” about me and my life?	What inferences about teenage life might this historian make from this evidence?
<p><i>Example:</i> A VISA bill</p>	<p>How I spent some of my money</p>	<p>The things that I buy are a good reflection of what I like and what I care about</p>	<ul style="list-style-type: none"> <li>- Teens like to buy things</li> <li>- Teens had money to buy things (i.e. They were not totally poor)</li> <li>- Teens bought different things from each other and from adults</li> </ul>
<p>1.</p>			
<p>2.</p>			

3.

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### Is This Fair Reporting?

Criteria for fair reporting:	What is the “evidence” that is being reported?	Evidence of fair or unfair reporting	Score:
<p><b>Point of view</b> <i>Is there more than one point of view reported?</i></p>			<p>(1 point for every point of view expressed)</p>
<p><b>Exaggerated or inflammatory language</b> <i>Does the writer use this kind of language?</i></p>			<p>(1 point taken off for every example of exaggerated language)</p>
<p><b>Information-to-opinion ratio</b> <i>Is every opinion supported by appropriate information?</i></p>			<p>(1 point taken off for each opinion not supported by information)</p>
<p><b>TOTAL Score</b></p>			<p><i>Add and subtract points</i></p>

**Establishing the Facts of the Case**

<p>Account #1: <b>Norton</b> Detailed Evidence from Account #1</p>			
<p>Account #2: <b>Sui Tas</b> Detailed Evidence from Account #2</p>			
<p>Account #3: <b>Newspaper</b> Detailed Evidence from Account #3</p>			
<p>Account #4: <b>Trial</b> Detailed Evidence from Account #4</p>			

<p style="text-align: center;"><b>Sequence of Events</b></p>	<p><i>Event 1:</i> Robinson was shot while eating dinner <i>Approximate date/time:</i></p>	<p><i>Event 2:</i> Something was stolen <i>Approximate date/time:</i></p>	<p><i>Event 3:</i> Indian to blame <i>Approximate date/time:</i></p>
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### Salt Spring Island Society in the 1860s

<p>Who lived on Salt Spring Island in the 1860s? (What kinds of people – what ethnicity, class and gender?)</p>	<p><i>Source name and evidence</i></p>	<p><i>Source name and evidence</i></p>	<p><i>Source name and evidence</i></p>
<p>What did these people do to make a living? Who did what?</p>	<p><i>Source name and evidence</i></p>	<p><i>Source name and evidence</i></p>	<p><i>Source name and evidence</i></p>
<p>Using this information, what meaningful generalizations would you make about this society?</p>	<p>1. The most significant generalization I would make about this society at this time is:  because:</p>	<p>2. Most people on this island were (class? ethnicity? gender?):  which is significant for the following reasons:</p>	<p>3. The following aspect or aspects of Salt Spring Island society and culture help to explain why William Robinson was murdered:</p>

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**Establishing the Facts of the Case**

<p>Account #1: <b>Norton</b> Detailed Evidence from Account #1</p>	<p>Account #2: <b>Sui Tas</b> Detailed Evidence from Account #2</p>	<p>Account #3: <b>Newspaper</b> Detailed Evidence from Account #3</p>	<p>Account #4: <b>Trial</b> Detailed Evidence from Account #4</p>				

<p style="text-align: center;"><b>Sequence of Events</b></p>	<p><i>Event 1:</i> Robinson was shot while eating dinner <i>Approximate date/time:</i></p>	<p><i>Event 2:</i> Something was stolen <i>Approximate date/time:</i></p>	<p><i>Event 3:</i> Indian to blame <i>Approximate date/time:</i></p>
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### Motive, Means, and Murder

Name of Suspect	Motive? Evidence?	Means? Evidence?	Conflicting or non-conforming evidence
<p><b>Tom</b></p>	<p>Motive of Theft - some objects were found to be missing</p>	<p>- shot him with gun - gun was used</p>	<p>- not clear that it was Robinson's axe - why was it not found the first time Tom's house was searched? - but wasn't Tom sick at the time of Robinson's murder?</p>
<p><b>Suspect No. 2</b></p>			
<p><b>Suspect No. 3</b></p>			