

Klondike Gold Rush Curriculum-based Lesson Plan and Activity Guide for 4-6th Grade

Moore, Skagway, and the Great Adventure



Moore, Skagway, and the Great Adventure

Program Description:

Moore, Skagway, and the Great Adventure is an interdisciplinary program designed to help 4-6th grade students achieve state and national standards in history, reading, writing, geography, math, and Alaska Studies.

Moore, Skagway, and the Great Adventure *program* consists of two park-based program options and an activity book that provide students with an opportunity to explore the role Skagway and its residents had in the Klondike Gold Rush:

- Option A consists of a 45-minute illustrated town tour where students will discover the unique resources of Klondike Gold Rush National Historical Park first hand.
- Option B consists of the town tour with two additional hands on opportunities. A 10-minute museum activity and a costumed 40-minute Moore Homestead activity. The hands on opportunities will complement the tour by bringing the Victorian age alive for the students
- Activity book consists of an introduction, Klondike History, Skagway and Captain William Moore history, Activities, reading recommendations, vocabulary, Klondike Gold Rush time line, and pre/post visit activities.

Program Theme:

The story of the Klondike Gold Rush is revealed in the thousands of artifacts, photographs, and archeological features that can be observed along the White Pass and Chilkoot trails and in association with historic buildings in Skagway.

At the end of the nineteenth century, Victorian America was in the grasp of a depression. With the discovery of gold in the Yukon, economies were invigorated and the ensuing rush gave Skagway and its residents an infamous place in history. Today we can explore this history by immersing ourselves in the story of “Captain William Moore, Skagway and the Great Adventure”.



Program Objectives:

After visiting Klondike Gold Rush National Historical Park and completing the activities in this guide, students will be able to:

- Identify the national economic reason behind the explosive nature of the Klondike Gold Rush stampede
- Describe the linear development of Skagway from homestead to post gold rush boomtown
- List three important figures in Skagway's history .

Connections:

National Standards

- Use museums to construct a historical narrative
- Describe local community life long ago
- Identify historical figures
- Draw upon maps to identify geographic factors that led to the establishment of communities
- Reconstruct time lines to show the order of exploration in the area

Alaska State Curriculum Standards

- History A5 A6 C2
- Geography A1
- Mathematics B6
- English/Language Arts C3
- Alaska Studies History Standards Gold Rush HB4

Program Highlights

Grade: 4th-6th

Key Words: Klondike, Skagway, Gold Rush, 1897, Captain William Moore

Duration: Option A 45 minutes

Option B 90 Minutes

Setting: Skagway Visitor Center, Skagway's Broadway, Captain William Moore's Homestead



The Moores

Imagine a cold, frosty, windy day in October 1887. Captain William Moore and his son paddle out of the Lynn Canal and up the mouth of the Skagway River, a wild and untamed place where the north winds could howl and drive the rain sideways. Above them towered the almost impenetrable snow capped Coastal Mountains. Almost impenetrable because the Captain, with the help of a native named Skookum Jim, navigated a pass through the mountains a few months earlier.

As the Captain looked up at the surrounding mountainous terrain, he probably thought eagerly of the financial opportunities that the newly named White Pass had in store for him.

After a moment of contemplation, father and son beached their canoe, pitched a tent, and Captain William Moore assured his son “I fully expect before many years to see a pack trail through this pass, followed by a wagon road, and I would not be at all surprised to see a railroad through to the lakes.” It was with this optimism that Moore was staking a homestead, improving the land, and creating a town he called Mooresville. He wanted to be in place, at the foot of the pass, to take advantage of the hordes of people who he thought would be heading to the Yukon, 550 miles away, when the prospectors finally found a gold strike worthy of a rush.

...Such was the beginning of Skagway a soon to be gold rush boomtown.



Skagway Harbor: La Roche , July 26, 1897
Photo Courtesy of the Library of Congress # LC-USZ62-1223304, KLGO SE-9-8799

Homestead:

A tract of land acquired from the U.S. by filing a record, as well as, living on and cultivating the tract.

A Skagway Introduction



Captain William Moore
Photo Credit: University of Alaska Fairbanks
#1976-35-133, KLGO SP.71-1423

Within the first few weeks of establishing the 160 acre homestead, the Moores started to build a wharf and a small one room cabin. As winter approached, they retreated to Juneau to prepare for the upcoming summer they would spend at, what they later named, Mooresville. The next spring they got back to building the wharf and their cabin.

Over the next few years, the Moores made various improvements to their homestead. They hired a crew to open a trail over the White Pass. They constructed a sawmill and finished the deep water wharf. All the while, the Moores waited for their golden opportunity to appear.

“I fully expect before many years to see a pack trail through this pass, followed by a wagon road, and I would not be at all surprised to see a railroad through to the lakes.” Captian William Moore

Boom town:

Rapid settlement and development of a town or district



Losing Control

In 1897, opportunity knocked on the Moores' door and then broke it down at the end of July, the steamer Queen rounded Yakutania Point and landed near Moore's wharf with 200 passengers and 125 tons of freight. The Queen was the first of many steamers to appear and take advantage of Captain Moore's deep water port during the rush. What rush you say? Why the Klondike Gold Rush of course! Very soon a small inlet at the end of the Lynn Canal was getting a lot of attention. To learn more about the Klondike Gold Rush turn to the Great Adventure section in this book.

Within days of the first steamship landing, Mooresville was a radically different place than what Moore had envisioned. Thousands of "Stampeder" had stormed the shores in a worldwide impulse to head for Klondike gold. It seemed all dry land above high tide mark "was strewn with boxes, bags, and bales." As if by magic, a tent city sprung up, on the shores like mushrooms.



SS Queen in Seattle, WA
Photo Credit: Wise #278 Seattle Historical Society, KLG0 SA-20-9118

Stampede:

1. a wild headlong rush or flight of frightened animals.
2. a mass movement of people at a common impulse.
3. to cause to run away in panic.



By the end of the first week in August, the chechakos called a meeting and organized a town. Proudly naming it Skagway, they paid little attention to Captain William Moore's homesteading rights.

The new community put forth a plan to layout the new town. Within two days, over a thousand plots were handed out for a filing fee and transfer of title expense. The total cost for a 100X50 foot lot was \$7.50.

Cheechakos:
New to an area or a
fancy word for a newbie

When the town's surveyor, Frank Reid, laid out the new town's streets and avenues, it appeared that one of Captain William Moore's bunkhouses was blocking an intersection. After an emotional struggle over moving the building, Moore finally resigned to purchase a new plot and move the structure.

His only recourse to losing control of his town was suing the new town after it was incorporated. It took over four years but in the end he won his case and received 25% of the assessed value. Finally, Captain Moore realized his dream of mining the miners on their way to the Klondike gold fields and left the area a wealthy man.



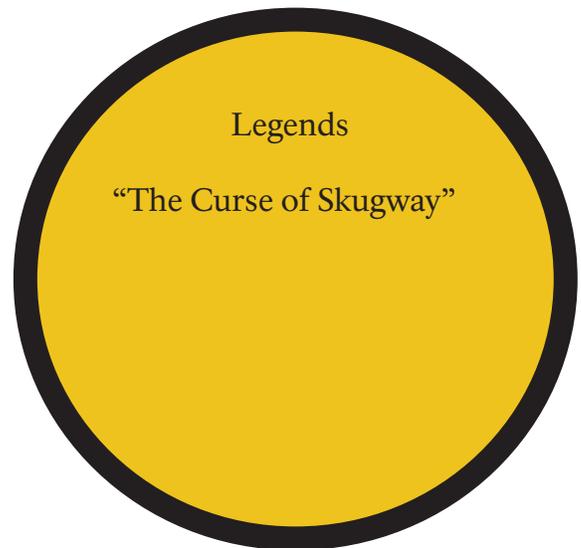
Fifth Avenue and
State Street Skagway,
Alaska. Moore
Collection
University of Alaska
Fairbanks, KLGO
Library MR-7-26



Curse of Skugway

The name Skagway was derived from the Tlingit word “Skagus”, the home of the north wind. According to a Native legend, “Skugway,” a beautiful maiden, had in the dim past appeared on the banks of Skagway River. She was without consort and was dressed in the finest attire. Adopted by the tribe, she was given the name of the village. Living in the village was a young man, Chute, who was popular for his prowess and skill in the chase. He was also handsome and powerfully built.

Skugway and Chute courted and married. One day, while they were on their honeymoon, Chute became irritable and spoke harshly to Skugway. She looked him in the eye, then walked off, starting up the valley. Chute and the villagers started in pursuit. But run as fast as they might, Skugway was able to maintain her lead.





Finally, she reached a great cliff at the head of the valley. Here she halted, and the cliff opened, and closed behind her, cutting off her pursuers. Chute, in despair, shouted her name, and pled with her to return, but there was no answer. He waited in vain for days for his beloved. Then the elders took him back to the village.

After many months, Skugway reappeared to the chief of the village in a dream, and said, "I am Tu-oo-yuk (women of mystery), daughter-in-law of Tlingit. I will keep watch and ward, be guardian of you all as long as you hold me in your memory." There is a tradition among the Chilkoot and Chilkat that whenever a stranger crosses White Pass and returns, he brings the dreaded nothwind "the curse of Skugway" laid upon the valley because of Chute's conduct.

Tlingit

Native Americans who lived in Southeast Alaska for 900 years before the Klondike Gold Rush

Tlingit People.
C.W. Hooper
Collection
Klondike Gold
Rush NHP Ar-
chive 46349.30





Creating a Community

With traffic increasing on the demanding White Pass Trail the Stampeders were becoming stuck in Skagway as the trail closed periodically due to bad weather and very rough trail. Skagway was developing rapidly, if for no other reason than to provide opportunities for the Stampeders to pass the time and entrepreneurs to earn a quick buck off the Stampeders.

When Robert Kirk stepped off the boat, at the end, of the first week in August 1897, he found a main street named Broadway lined with tents that housed shops and saloons. Robert, mind you, had made it to Skagway only 12 days after the first steamer had arrived.



Broadway Street in Skagway, Alaska taken August 12, 1897. Photographic Views En Route to the Klondike by Frank La Roche (ca 1898), Library of Congress 40401.2, KLG0 SE-8-5077

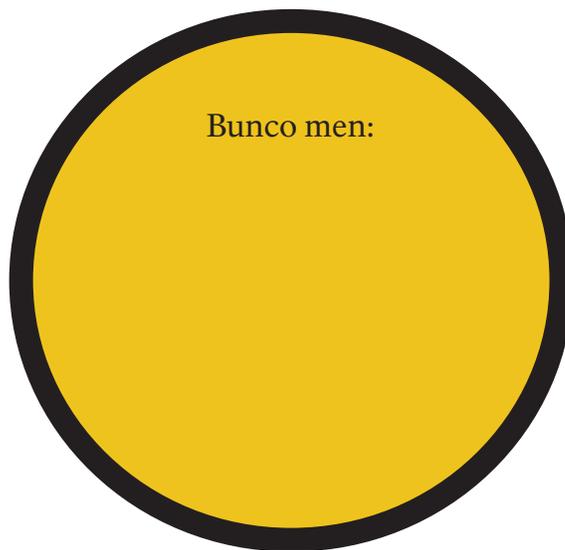


Creating a Community

In September, Skagway's population of 3,000 had 35 restaurants to choose from and if you did not want to sleep in your tent, you could choose from one of 12 hotels. Broadway had turned from a tent row to a respectable street with over 40 wooden structures.

By October "Soapy" Smith had established his stronghold over the Skagway underworld controlling the sure thing and bunco men to his own profit.

Then just in time for the dark nights of winter and Christmas festivities, electricity was installed and electric lights could be seen reflecting in the puddles through the town.



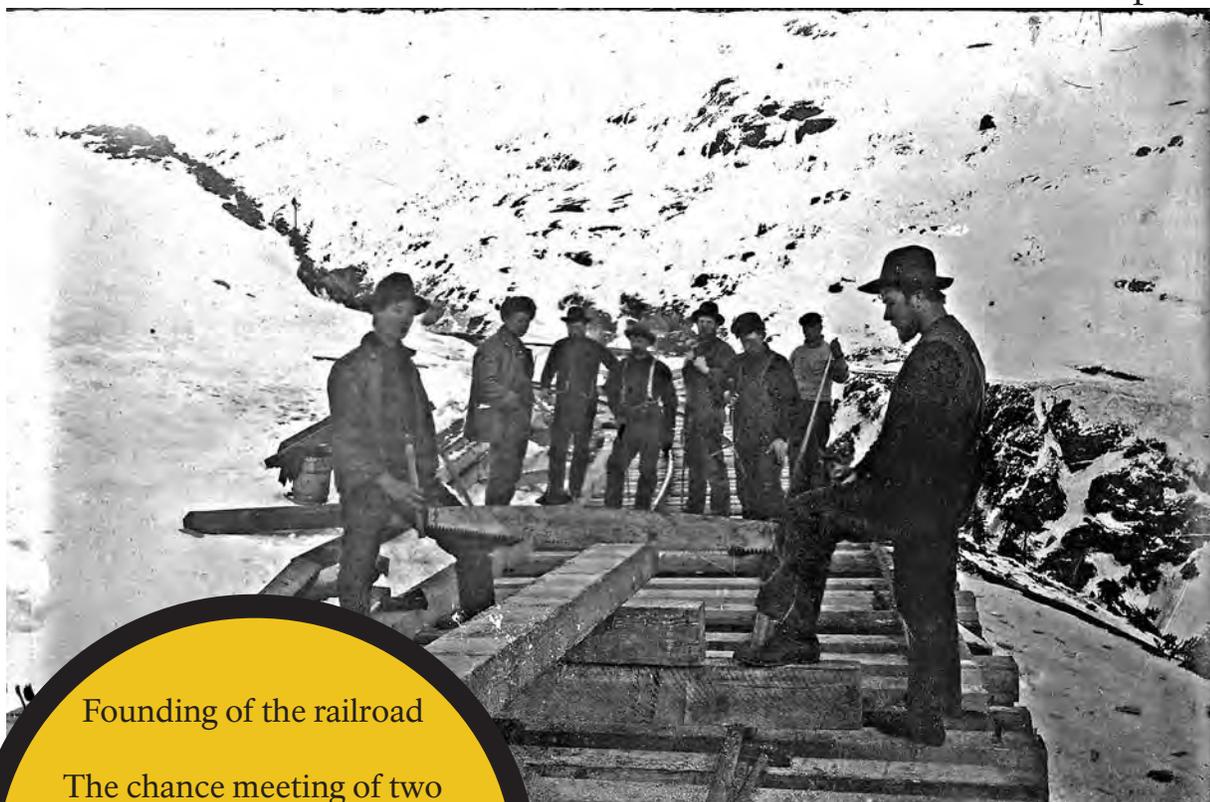
2nd Avenue, Skagway, Alaska 1898.
Photo Courtesy of Darcie Culbeck,
KLG0 2nd-26-9019



Improvements Continue

Through the spring, the community continued to grow. One of the most important improvements to the town occurred at the end of May when Michael J. Heney broke ground on the first railroad in Alaska. The laying of the White Pass and Yukon Route railroad secured the survival of Skagway beyond a gold rush boomtown.

By June, the tracks were laid down the middle of Broadway and on July, 24, 1898 the first tourists were taken up the line to see the end of the tracks. Then, 2 years 2 months and 2 days from starting the task, the tracks were completed to Whitehorse, YT. This made the trip from Skagway's tidewater to the Yukon gold fields "a lark" when the Yukon River was open.



Founding of the railroad

The chance meeting of two people at the St. James Hotel brought the idea of a railroad over the White Pass into reality.

Railroad Construction Workers. George and Edna Rapuzzi Collection. Klondike Gold Rush NHP Inventory #00119- Gift of the Rasmuson Foundation.



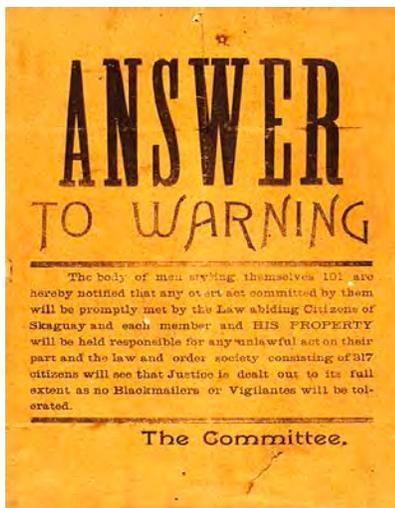
Soapy Smith's Legend

Another event to have a major impact on Skagway occurred on July 8, 1898. J. D. Stewart, a returning Klondike gold miner, had his gold poke stolen by Soapy Smith's gang. When the town Marshal was shown to be working with Soapy and his gang, J.D. then turned to the Committee of 101 for help.

The Committee of 101 was a group of concerned citizens that had issued a warning to all confidence, bunco, and sure-thing men to leave Skagway...or else. Months had gone by with tension growing between the gang and the committee.

Now with the theft of gold threatening to effect businesses in town, the committee wanted to act to stop Soapy Smith and

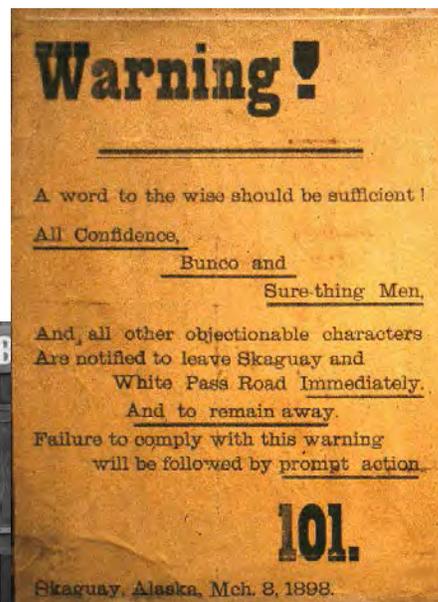
his gang once and for all. Before any of the 101's plans could be put into place, Frank Reid and Soapy Smith got involved in a skirmish outside the 101 meeting on the Juneau Wharf. Both men fired their weapons and shot each other. Soapy died instantly and his gang was rounded up. Frank Reid died 12 days later. With the death of Soapy, Skagway was on it's way to becoming a respectable community.



Alaska State Museum, III-o-86B



Image of J.D. Stewart
Alaska State Museum:
Willaim Norton
Collection PCA226-90
KLGO SP-2II-6763



Alaska State Museum, III-o-86A



Moore Family

Captain William Moore was born in 1822 in Germany. He moved to America and worked as a sailor. Later, he became captain of his own steamship line that ran along the West Coast. In his career he would win and lose several fortunes and eventually took a job with William Ogilvie to survey the boundary between Canada and the United States. His son Ben also spent time exploring the Yukon. They met up after Captain William was shown the White Pass out of Skagway by Skookum Jim.

Ben met and married Klinget-Say-Yet. Klinget-Say-Yet was from the Tlingit tribe and met Ben when she was sixteen. After they married, she took the name "Minnie". Her father was a tribal chief, which made her a princess.



Minnie and the children.
University of Alaska
Fairbanks J.B.
Moore
Collection
#76-35-8N,
KLGO
MR-30-9148

They made their home in a small wooden house near downtown Skagway that changed and expanded as their needs grew. They had three children: Benny, Edith, and Gertrude.

They continued to live in Skagway until 1907 when they moved to Tacoma. We do not know a lot about Ben Moore's family. Even though he wrote a lot about his adventures in Skagway and the Yukon, he did not spend much time writing about what his family was doing.

Ben and his wife eventually divorced and he moved to San Francisco. Klinget-Say-Yet remarried and stayed in Tacoma. Her life ended tragically in a suicide a few years later.

Ben died in San Francisco from tuberculosis.

Captain William Moore went on to Nome and then retired to Victoria, British Columbia.



Moore Family



The Ben Moore House and their pet moose. University of Alaska Fairbanks J.B. Moore Collection #76-35-18N, KLG0 MR-34-9160

The Moore family had a pet moose!



The Great Adventure

In the summer of 1896, an event occurred that caught the imagination of the world. Gold was found in north-western Canada. When the steamship S. S. Portland arrived in Seattle eleven months later with over two tons of Klondike gold, it signaled the beginning of a great adventure: the Klondike Gold Rush.

Over the next two years, around 100,000 people set out for the Klondike to seek their fortunes. Most of the men, women, and children going to the Klondike faced a grueling 1,500 mile journey that took them almost a year to complete.

Only about 40,000 of the 100,000 people who left for the Klondike made it to their destination. Of the 40,000 that reached the goldfields, only a handful ever found the gold they sought.

Not finding gold did not diminish the Stampeders experiences. For most of these people, it was an adventure they would remember for the rest of their lives.



Seattle Waterfront during the gold rush.
Seattle Historical Society Wilse Collection #399, KLG0 SA-22-9119



A Klondike Introduction

Why would over 100,000 people leave their homes and families to go and brave the harsh northern wilderness? The answer is GOLD! However, there were many other reasons why so many people left for the Klondike.

The first reason was the “Panic of 1893.” A panic is a severe economic depression. The nation’s economy was in very bad condition due to unemployment and inflation (high prices).

As a result of the “Panic of 1893,” many businesses went bankrupt and thousands of people were out of work. Thus, the lure of gold in the Klondike was hard to resist!

A second reason was that the United States Census Bureau declared the closing of the American frontier in 1890. This meant most of the land in America had been settled. People looking for adventure had only a few options left to explore. The Yukon Territory in Canada and the Alaska Territory in the United States seemed ripe for adventure when gold was found.

Depression:

During the panic, people began withdrawing all of their money from the banks. This caused several banks to enter bankruptcy and business loans to dry up

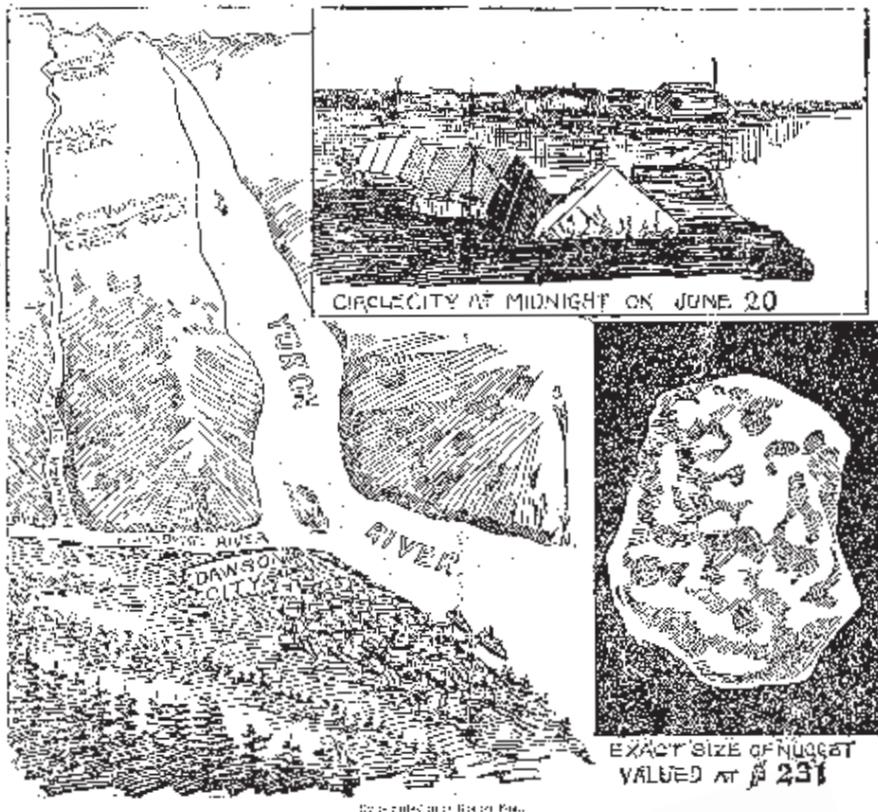
After the census was taken in 1890, it was announced there was no longer a frontier in the continental 48 states. People then found out about the “Last Frontier”.



The Discovery

In August 1896, four people found gold in the Klondike. Skookum Jim Mason, his sister Kate, Dawson Charlie, and George Carmack were hunting, fishing, and lookign for timber in the Klondike river valley when they saw gold shining “like cheese in a sandwich.” Some claim it was George who dipped his pan in the stream and pulled out over one quarter ounce of gold. Others claim it was Skookum Jim or Kate, but either way Yukon prospectors arrived within days of hearing about the discovery and staked two Klondike tributary creeks, Bonanza and Eldorado.

The Yukon River, North America’s third longest river, flows north and then west through Canada and Alaska. The Klondike River flows into the Yukon at Dawson City. Many smaller tributaries, such as Bonanza and Eldorado creeks, feed into the Klondike River. Some of the richest gold deposits in the world were found on these streams. The Klondike River is so remote that word of the strike trickled south slowly and took alomst a year for the news to really break. When the news finally broke, gold fever spread rapidly.

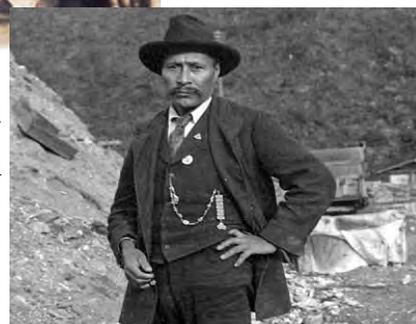


Dawson
Charlie.
McBride
Museum



Kate Carmack.
Yukon Archives

Skookum
Jim. Candy
Waugaman
Collection
KLGO
DP-116-
10570





The Rush Begins

On July 14, 1897, the SS Excelsior landed in San Francisco with over \$750,000 in Klondike gold on board. Three days later, the SS Portland reached Seattle with a huge amount of Klondike gold: over two tons! The arrival of these two ships signaled the start of the Klondike Gold Rush.

The exuberant headline “Gold! Gold! Gold! Gold!... Stacks of Yellow Metal!” from the Seattle Post-Intelligencer, greeted the docking steamship on the morning of July 17, 1897.

The headline brought over 5,000 people down to the Seattle waterfront to see for themselves the arrival of the SS Portland laden with gold and 68 miners returning from the Klondike.

Gold Fever struck and by 9:30 that morning labors, street car operators, policemen and even the mayor of Seattle quit their jobs to take part in the Klondike Gold Rush. In the first ten days of the rush, over 1,500 people left for the Klondike to find gold!



SS Excelsior in San Francisco. Photo by Frank LaRoche. Library of Congress 29265-262-19412, KLGO TS-37-1457.

Lower 45 States?

In 1897 the United States of America only had 45 states.

What five states were not included?

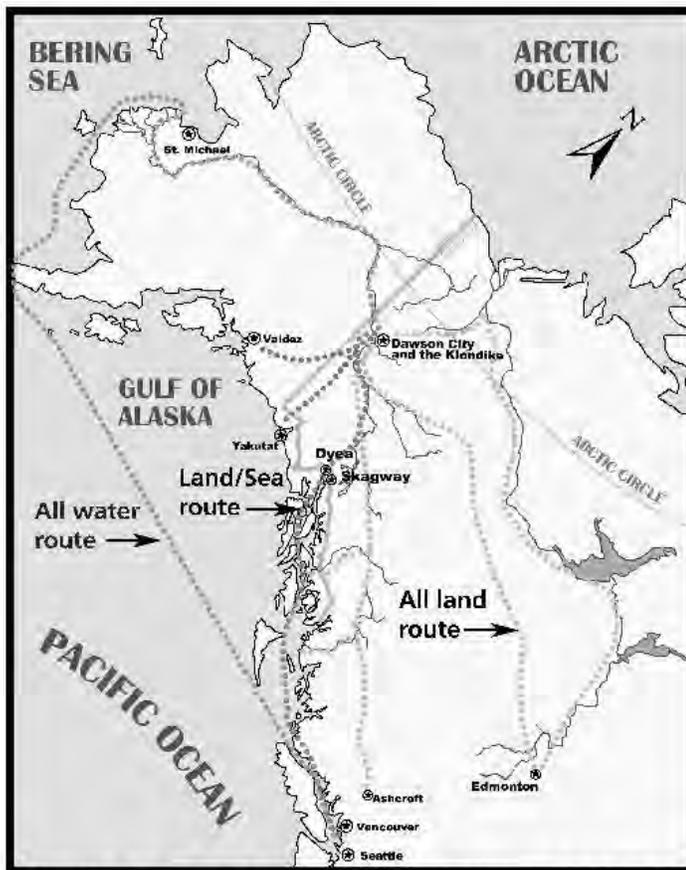
Oklahoma and New Mexico 1907
Arizona 1912
Alaska and Hawaii 1959



Golden Voyage

The Klondike, where the gold fields were located, is a 70-square-mile region located at the junction of the Yukon and Klondike Rivers in the Yukon Territory of Canada. There were three main Stampeder routes to reach the Klondike.

The first route to the goldfields was the All-Water Route. Often referred to as the “Rich Man’s Route”, this 4,700-mile boat ride began in Seattle, went on to St. Michael at the mouth of the Yukon River, then continued up the Yukon to the Dawson City and the Klondike. The “rich mans route” was only ice free 7-months out of the year and the fares could cost as much as two thousand dollars, needless to say it was not a popular route for most people.



Trails to the Klondike Gold Fields 1897-98



Golden Voyage

The second route Stampeders took to the Klondike was the over-land route starting in Edmonton, Alberta. The trail left Edmonton and then branched into several options. None of the options were any better than the others but a few were much worse. This route was the most time consuming way to travel due to the vast reaches of uninhabited wilderness and demanding conditions. The over-land route varied from a 1,500 miles long trek if you traveled via the Peace River then on to Fort Nelson to over 2,500 miles if you headed up to Fort McPherson and then down to the Yukon River. Of the 5,000 people that tried this path, less than 1,000 were successful. Most of the successful Stampeders took over two years to reach the Klondike. This means if you left in September 1897 you arrived late in the year of 1899, missing the rush.

The third route was by far the most popular. This land/sea route left from Seattle and headed north through the Inside Passage, to the towns of Skagway or Dyea in the Alaskan Territory. If the “Stampeder” landed in Dyea, they would have had to hike 33 miles over Chilkoot Pass to Lake Bennett. If they landed in Skagway, they would have hiked 45 miles over the White Pass to Lake Bennett. These two trails were by far the most popular ways to the Klondike. Over 90% of the stampeders chose one of these two routes. From Lake Bennett it was a 550-mile boat trip to Dawson City and the Klondike goldfields. All together the “Poor Man’s Route” to the Klondike was 1,500 miles long and took nine months.

Which route would you choose to the Klondike?



SS Queen in Seattle. Seattle Historical Society Wilse Collection 88-33-116. KLG0 SA-20-9118.



The Passes

The Chilkoot and White Pass trails were by far the most difficult obstacles facing the Stampeders on their journey to the Klondike.

The Chilkoot Trail was sometimes called “the meanest 33 miles in history.” The trail was controlled for centuries by Native Tlingits as a trade route to interior First Nations people. When the gold rush started in 1897, thousands of would-be miners headed for the Chilkoot Pass. The Tlingits, after losing their control of the pass, began to charge for their packing services over the Chilkoot.

The Chilkoot Trail was used by the majority of the Stampeders because it was the cheapest way to get to the goldfields. The trail ran from the town of Dyea to Lake Bennett, a distance of 33 miles. Seventeen miles north of Dyea is Chilkoot Pass, the high point of the trail. The final ascent to the summit, a distance of $\frac{3}{4}$ mile, was so steep that steps were cut into the snow and ice to keep the Stampeders from slipping down the nearly 45 degree slope. This portion of the trail was called the “golden stairs” and was considered to be so difficult that many Stampeders turned back at this point.

Scales and Golden Stairs of the Chilkoot Trail. Candy Waugaman Collection KLGO-SS-32-10566 .





The Passes

From the summit the trail became much easier. It was a seventeen-mile downhill hike to Lake Bennett, the end of the Chilkoot Trail.

If the Stampeders chose to go over the 45 mile White Pass Trail, they started from the town of Skagway. Skagway was a gold rush boomtown founded by Captain William Moore. Its population went from a few people to 8,000 - 10,000 in a matter of three months. During the gold rush, Skagway was a lawless and wild town. A con-man named "Soapy Smith" had a lot of influence over the young town in its early days. He had a gang of 250 or so con men working for him performing illegal operations (like

running a fraudulent telegraph service). At that time, Skagway was so dangerous it was often difficult for miners to escape town with their money and supplies intact.

The White Pass Trail was a pack animal trail that eventually arrived at Lake Bennett. Even though this trail was supposed to be easier than the Chilkoot Trail, its muddy bogs and steep rocky cliffs made it more difficult. The trail was so rough on horses that over 3,000 died along the way and it was renamed the "Dead Horse Trail."

Dead Horse Trail

"The horses died like mosquitoes in the first frost, and from Skagway to Bennett, they rotted in heaps." -Jack London



White Pass Trail. Washington State Historical Society Curtis Collection 46110, KLGO WL517569.



One Ton Law of 1898

Once the Stampeders reached the summit of the Chilkoot or White Pass trails, they entered Canada. The Canadian government had a major concern that there would not be enough food supplies in the Yukon with so many Stampeders heading for the Klondike. To make sure the miners would survive the harsh Yukon winter, the Canadian government enacted the “One Ton Law of 1898.”

This law required that all Stampeders entering Canada bring a years supply of food plus all needed equipment and supplies. In total this equaled about 2,000 pounds (or one ton).

The great amount of equipment the Stampeders had to carry made the journey more difficult. A Stampeder, for example, could carry about 40 to 50 pounds of supplies on his back at a time. This meant that he might have to make 30 to 40 trips to get all his gear up the trail. Although the trip to the Klondike was made much harder due to the “One Ton Law,” it also made the journey safer for the Stampeders because they had the necessary food and equipment to survive through the harsh Yukon winter.

Royal Northwest Mounted Police

The Mounties were present to enforce not just criminal laws, but to also ensure this was a safe gold rush. In 1898, it was announced that every stampeder had to bring a “Ton of Goods” to the Klondike, or one year’s supply of food.



The Yukon River

The last segment of the journey from Seattle to Dawson was a 550-mile boat trip down the Yukon River. The 2,000 mile long Yukon River has its headwater at Lake Bennett. Lake Bennett is also the end of the Chilkoot and White Pass trails. The Yukon River was the most obvious route to the goldfields, but the journey was by no means easy. The river is navigable only seven months out of the year, from mid-May to mid-October. Because of their timing, most Stampeders had to spend the winter at Lake Bennett until the ice broke up in the spring. In fact, over 20,000 people spent the winter of 1897-98 at Lake Bennett!

At Bennett, the Stampeders had one major task: build a boat to float down the Yukon River. During the winter, over 7,000 boats were built to make the trip to Dawson. On May 29, 1898, the ice on the Yukon River finally broke, and within two days 7,124 boats certified and registered by the North West Mounted Police (Mounties) left for Dawson City.

Boat Building at Lindeman. University of Washington La Roche Collection 2057, KLG0 L-45-7455.





The Yukon River

The journey by boat down the Yukon was fairly easy except for one major obstacle: the White Horse Rapids. Within the first few days these rapids sank over 150 boats. After that, the Mounties established a check point and allowed only worthy craft with competent pilots to attempt the rapids. The regulations established by the Mounties saved many Stampeders' lives. After the White Horse Rapids, it was an easy 500-mile float to Dawson City and the gold.



Whitehorse Rapids

Photo Courtesy of Candy Waugaman Collection



The City of Gold

Dawson City, YT was staked out in August 1896 near the goldfields by Joe Ladue. With the coming of the stampede, it soon became the ultimate destination for the Stampeders. After their ten-month journey, the Stampeders were very excited to reach Dawson City. During the height of the gold rush, the population of Dawson peaked between 40,000 and 50,000 people. So many people arrived in Dawson that summer, it was called "The Paris of the North." For twelve months, July 1898 through July 1899, Dawson City was far richer and better equipped than many larger Canadian and American communities. It had telephone service, running water, steam heat, and electricity. Dawson had dozens of hotels, motion picture theaters, and restaurants where string orchestras played for men

in topcoats. It had hospitals, seventy doctors, and many lawyers. Even though it was a large and thriving city, there was a great need for supplies. For an examples the first egg to arrive in Dawson sold for five dollars, an old bacon grease soaked newspaper sold for fifteen dollars, and kittens were going for an ounce of gold!

Unfortunately, when the Stampeders arrived in Dawson they found most of the gold claims already taken by miners who arrived before them. Most of the Stampeders hung around Dawson for a few weeks, and then decided to sail back home. Although most of these seekers never found any gold, they did have an adventure they remembered for the rest of their lives.

Crowd waiting for mail in Dawson City
Photo Credit: University of Washington Hegg Collection 2263 KLGO D-53-7173





The Journey's End

Other gold
strikes in the area

Nome
Fairbanks
Atlin



Photo Courtesy of Candy Waugaman
Collection. KLG0 DCO-2-8829

Dawson City



Activities

Understanding Primary Sources:

Diary/ Journal Research

Introduction 5 minutes; Reading and writing 30 minutes
Classroom

Reading R 26, English A2 E3, History A5 C2

Question worksheet, readings, paper, pencils

Introduction

History can be learned in many ways. Historians classify sources of information into two categories primary and secondary sources. During the Klondike Gold Rush many Stampeders kept journals and diaries to document their adventures. Many of the Stampeders writings have been published and many more have been donated to museums, libraries and archives. When we read the entries we can get a first hand or primary accounts of what it was like to participate in the gold rush. At the same time reporters followed the Stampeders and published what they say in newspapers and magazines. These types of resources are called primary sources.

On the other hand, years later historians, authors and descendants of stampeders wrote about the struggles and adventures of the Klondike Gold Rush. These secondhand stories are secondary sources. Other secondary sources would include journalists who were not in the Klondike, however wrote articles during the Klondike Gold Rush using letters, diaries and other first hand accounts. It is now time to test your skills and read through the writing examples and determine what type of sources they are.

To help you determine the source of the writing ask your self these questions:

Who created the source and why?

Did the recorder of the event have first hand knowledge of the event? What knowledge did they have? How did they get it?

When was the information recorded? Before, during, or after?



Burton, Pierre. (1972) Klondike Fever:
The Last Great Gold Rush 1896-1899.
Random house, Canada. pg 32

The man in the poling-boat slipped silently down the river, moving swiftly with the current of the grey Yukon, keeping close to the shoreline, where martins darted from the high clay banks and the willows arched low in the water. Beneath him the waters hissed and boiled, as if stirred by some inner fire. Above him the blue hills rolled in towards the rim of the world to melt into a haze of the horizon. Between each twin line of hills was a valley, and in the bottom of each valley a little creek gurgled its way down to the river. Below the wet mosses of some of those creeks, the man in the poling-boat knew, there was gold. But in this summer of 1894 he had no more

stomach for it. For twenty-three years he had been climbing the hills of the world and trudging down the valleys, picking away at quartz and panning the black sand of a thousand creek beds. Always the gold had eluded him.

He was a lighthouse-keeper's son from Big Island off the tattered coast of Nova Scotia, and he could scarcely remember the times when he had not looked for gold. As a child he had read Alaskan histories and wandered about Nova Scotia searching for gold but finding only white iron. "Well, he would console himself, "it is a kind of gold."



The Right Way On: Adventures
in the Klondyke of 1898 Memoirs
of W.H.T. Olive written 1939
published 1999 from Timberholme
Books.

It was extremely interesting to watch the loading of steamboats in Victoria. Some outfits consisted of mules, horses, burros, dogs, lumber, picks, shovels, buckets, hay, oats, flour, bacon, beans, rice, Peterborough canoes, boats knocked down ready for assembling, and all kinds of other merchandise. My berth was on the upper deck, giving me a good position to watch the different methods of handling freight. First came the live stock, horses and burros, with a canvas sling under them, hoisted by block and then lowered

to the hold. The gangway was used for some. At times the animals would be obstinate, which kept the onlookers interested and laughing...

“Ah, yes! Those were the days, boys. Our claim was a piece of ground on Williams Creek, marked off by a circle, made with a long handled shovel and the length of our arms. It is good to be in a rush once more.”



From the Diary of Herman Grunau 1898
May 3d.

We took our last sacks of provisions on top of the summit today and I am darn glad of it. It took us about 5 weeks to fit our outfit of about forty five hundred pounds from Dyea to the top of summit which I consider pretty good work considering the bad roads we had to get over. Having had several disagreements for the last week or so among ourselves we decided to divide our provisions and split up. Hans, and yours truly buying out their share on camp outfit.

Lake Linderman. May 15th 1898.

Easy day at camp. For it is Sunday. Hans and I have our whole outfit down here, got through yesterday noon which makes it even seven weeks from Dyea to

Linderman. Seven weeks of as hard a work as I never dreamt of in the States. We work night and day to fit our outfit to the lake before the canyon broke up (thawed), but we were to late we only managed to get one sled load consisting of our camp outfit through, the provisions we had to pack about half ways to through he canyon to the lake . And that was a job for your life, just think of having a hundred lbs. on your back breaking through the snow and ice every little while and then pull for about 5 min. to get your leg out, and the again climb up the steep sides where the ice is gone among the bolders and rocks hanging in with both hands to keep your balance don't forget the hundred weight on your back. I tell you it is awful, thats what we had to go through.



St. Paul Daily News Sunday July 26, 1925 by Peggy Wells. Experience of South St. Paul Gold Rush Rival Movies

Dawson and dance halls, girl. Mining and mushing on forty-mile creek with the thermometer at 68 degrees below zero. Shooting the rapids at White Horse with death lurking in the hundreds of rocks and whirlpools.

Climbing the miles over Chilkoot Pass with its 83 per cent grade: packing 100 pounds of grub and keeping up with the other Klondike gold rushers.

All these things which make for thrills in movies alleged to depict life on the Yukon, are first hand experiences of Herman A. Gruneau, 723 10th ave.n. South St. Paul, who joined the gold rushers who ventured into the Klondike in the adventurous days

of 1898 and 1899. Even though excerpts from his diary for the two years read like Service's "Tales of the Yukon." Mr. Gruneau is cautious about admitting that the rough camps were quite as wild as some have claimed or as the movies would have us believe.



Activities

Creating a Travel Journal

Activity Highlights

Duration: 30 minutes

Setting: Classroom or art room

Standards Met:

Teacher resources: Wall paper scrap books or construction paper, glue / glue sticks, file folder, lined or plain paper, ribbon/ string, stapler and staples, markers, and or crayons

To keep track of your adventures it is important to have a journal. Journals often reflected the personality of their owners. To make your own journal follow the directions below.

To make your journal:

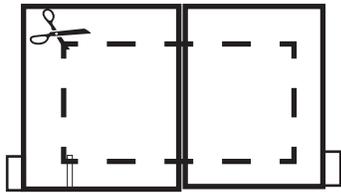
1. Trim the file folder to the size you want your booklet.
2. Lay the cut file folder on the back side of the wall paper and trace the outline. Then add an inch outline to your tracing. Cut along the outside line.
3. Glue the file folder to the back side your wall paper. Cut out a small triangle at each corner. This will help you make a nice corner. Fold over the edges and glue them down towards the inside of the journal.
4. Then cut 1 piece of wallpaper a half inch smaller than the file folder center it and glue to the inside back and front covers so a little bit of the edge is showing all a way around the booklet.
5. Place in the appropriate amount and size of paper into your journal. It can be line, unlined, or have journal prompts all ready printed on it.
6. Close the file folder and staple the journal spine in two place one inch from the top and bottom each edge. Half way between the staples place a length of ribbon or string, you should have enough ribbon to wrap around your journal and tie to close. Staple the ribbon in place.
7. Let your journal dry. When your journal is dry you are now ready to write in your journal.



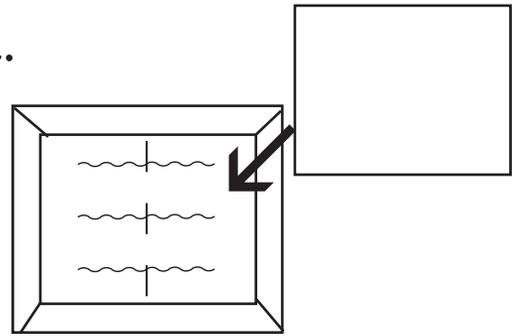
Activities



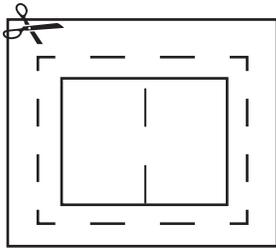
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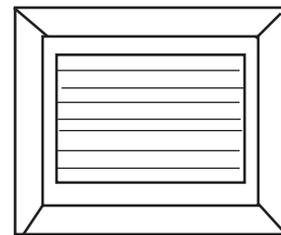
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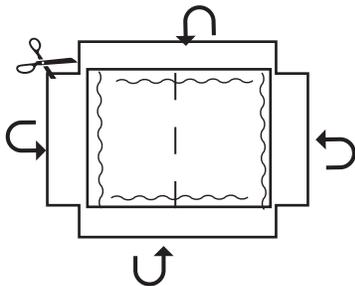
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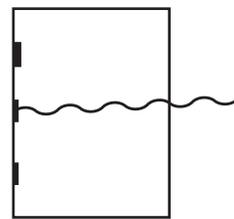
5.



3.



6.





Activities

Journal Writing

Activity Highlights

Duration: 5-10 minutes for 5 days

Setting: Classroom, field or at home

Standards Met: English B2 B3 C2

Teacher resources: Journals, writing instruments, writings prompts

Read to the class or have the students read sections from one or more Stampeder diaries. Note that each diary is the real-life record of a Stampeder's thoughts, feelings, and experiences over a set period of time. Most of the Stampeder diaries record their adventures of getting to the Yukon gold fields from 1896-1899.

As the students explore the entries have them list the personal details that the writer includes in the diary.

For example, can they learn the person's name, age, or where they come from or why they are keeping the journal.

Next, as a group discuss what they have found out about the writer. Then continue the group discussion asking

Why are the writer's details important?

How do they help the reader?

What do they tell us about the writer?

What questions do you have about the writer?

What do you and the writer have in common?

Have the students write their own journals as a week-long project. You can provide class time or assign it as homework. In the journals, the students can freely explore their thoughts and feelings but remind them that their journals should contain details which add to the reader's appreciation and understanding of the writer. Remind them to keep in mind what they discussed as a group about the entries. Make sure that each journal entry has a date.

You can give the students ideas for their first journal entries, by presenting appropriate writing prompts. To keep these entries fun and exciting have them limit their entries to 5-10 minutes. To keep to the spirit of journal have them try to write nonstop and avoid erasing.

To help facilitate Journal writing you can create journal pages with prepared prompts.

Good prompt ideas:

What happened at lunch today.

I got frustrated or mad today and this is the story why.

I laughed today and this is the story why.

Create a to do list and show how you are going to get it all done

Today I arrived at school at _____ O'clock and I met _____ then I did _____.



Activities

CSI Klondike: Becoming a Photo Detective

Activity Highlights

Duration: 60 minutes: 10 minute introduction, 50 minutes group work and presentations

Setting: Classroom

Standards Met: Arts C2 C5

Teacher resources: Photos for Investigation

A photograph is simply a reflection of the time it was created. So it can be used as a window into the customs, beliefs, and values of the photographer and their subjects. For photos to teach us a lot about history we have to know how to read them. To read a photo it is important to use a methodically four stage process that includes describing, analyzing, interpreting, and evaluating. Each stage allows the viewer to become a more active participant within the research. To see how these stages can be used lets look at a photo and investigate what it shows us. Show the class the example photo and go over the four steps. It is important to note to the class that everybody can interpret the photos differently.

Step ONE: Describe

In this stage you list as much factual information as you can.

Ideas to help you describe the photo

List the title, photographer, subject, and location.

Then describe the photo, what does it look like.

What are the elements of design and how are they used? Look at color, line, shape, value, form, texture, space

Step TWO: Analyze

In this stage you are asking questions on why the photographer chose the composition of the photo.

Ideas to help you analyze

What draws your attention in the photo?

What is in the background?

What is the mood of the photo?

If there are people in the photo what are they doing, how are they spaced, what is their body language?



Step THREE: Interpret

When you interpret the photograph you are drawing a conclusion about what you are looking at. Take the information from the above stages and say what is happening in the photo. In a way you are recording what the photographer wanted to say with the picture. You may need more information about the time period of the photo to complete your interpretation. This is where additional research can come in handy.

Step FOUR: Evaluate

When you evaluate the photo make a judgment call on the significance and importance of the image. Is the photo important to research, what knowledge does it add to the subject you are researching.

Now have your students work in groups to investigate a photo for the class and report their stage findings or have groups of students take a photo and do all for stages and report.

To find a collection of images go to list out web pages....



Gold Rush Jeopardy

Activity Highlights

Duration: 60 minutes to work through questions and discuss answers

Setting: Classroom

Standards Met:

Teacher resources: Electronic version of Jeopardy available on line at www.nps.gov or request cd from the park.

To play Klondike Gold Rush Jeopardy use the PowerPoint version posted at www.nps.gov/klgo or load a version from a park requested cd on to your computer. To make the game easier to view project the game on to a larger screen.

Divide the students into Klondike Gold Rush companies (teams) and have them give themselves a Stampeder company name. Each company elects a spokesperson Determine which team goes first. The spokesperson for the first team selects a category and an amount. The answer is given and the team who buzzes in first gets the first opportunity to answer the question. If they get the question wrong another team has the opportunity to buzz in. The team that gives the correct answer gets to select the next category and amount. If no correct answer is given the last team to pick a categories picks again. Go through all the categories and complete the final round to determine the game winner.

Daily Double-

The team who gets the daily double gets to determine their wager and answer the question without competition. If they miss the score it is reduced by the wage and the game continues without the other teams getting a chance to go for the daily double.

Final Jeopardy- each team determines their wager and then the answer is revealed. The teams have 30 seconds to create their question.



Activities

Routes to the Klondike Gold Fields

Activity Highlights

Duration: 45- 60 minutes

Setting: Classroom or Homework

Standards Met: Geography A1

Teacher resources: Map, location list, atlas, color pencils

I. Using the list provided and an Atlas label the map

Landmarks

Edmonton

St. Michael

British Columbia

Bearing Sea

Seattle

Skagway

Nome

Alberta

Alaska

Washington

Oregon

Gulf of Alaska

Northwest Territories

Dawson City

Dyea

Juneau

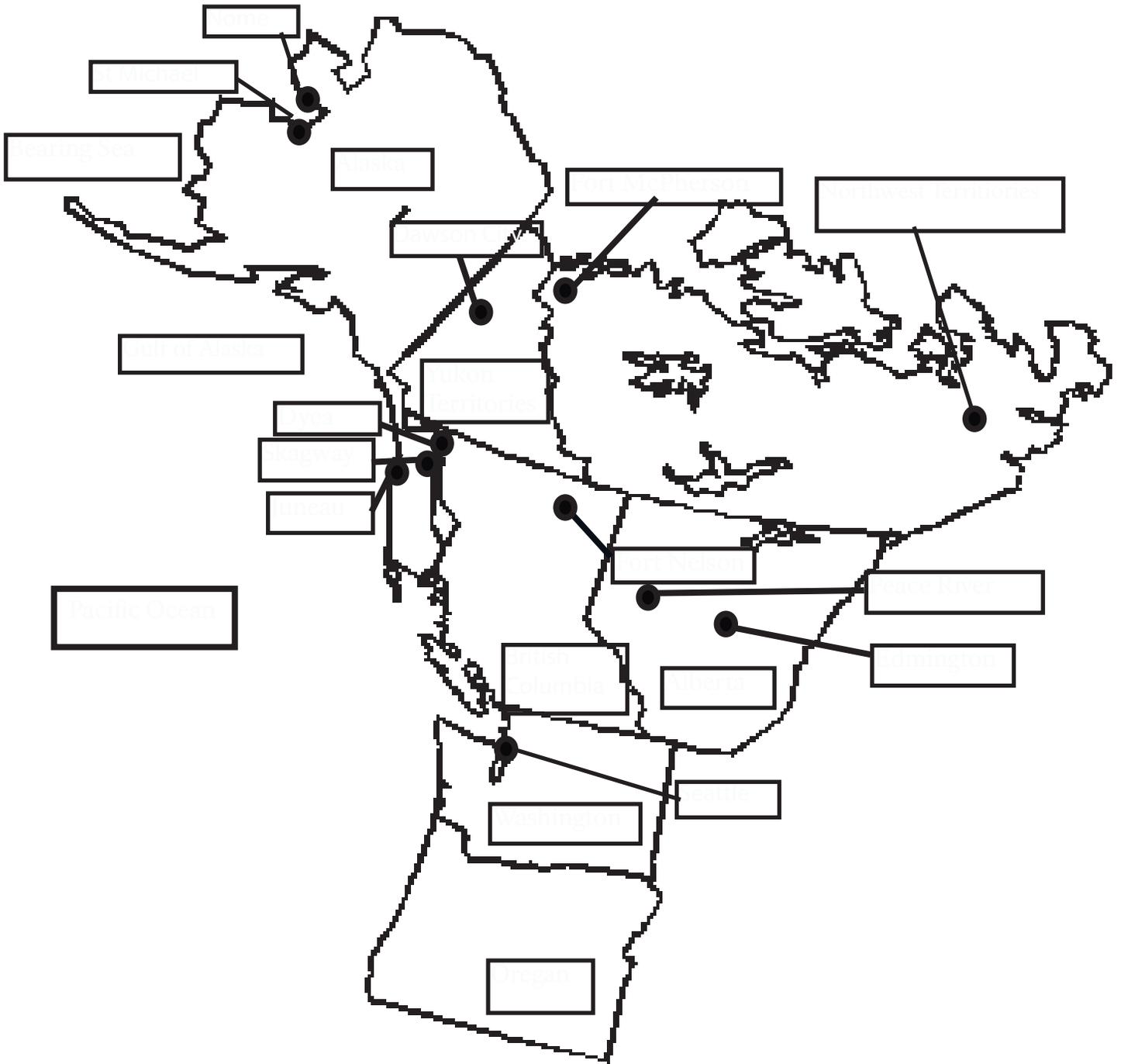
Peace River

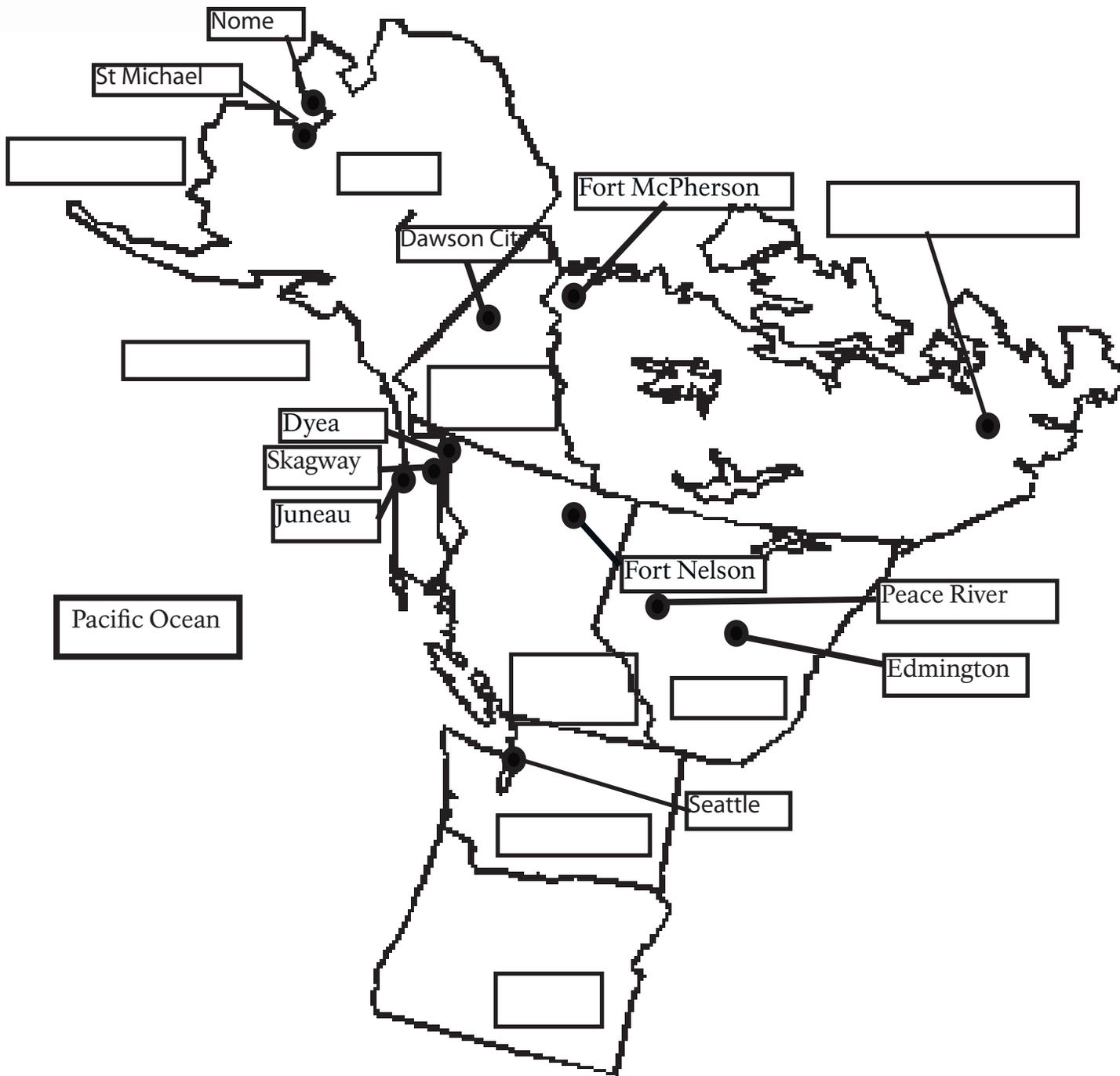
Fort Nelson

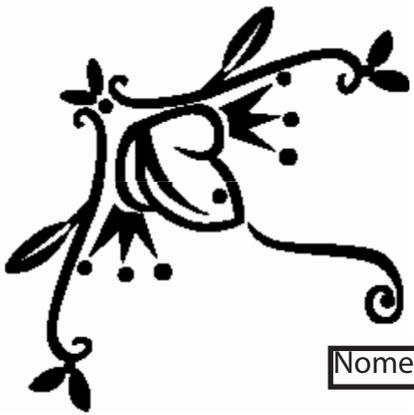
Fort Mcpherson

2. Next using the labeled map below, draw and label the three major routes to the gold fields. Use a different color pencil for each of the routes.

- The All-Water Route from Seattle, WA to St. Michael, AK up the Yukon River to Dawson City, YT.
- The Land and Sea Route from Seattle to Skagway or Dyea over the Coastal Mountains down the Yukon River to Dawson City, YT.
- All-Land Route from Edmonton, AB up through Fort Nelson, BC









Activities

Gold Rush Exploration

Activity Highlights

Duration 25- 50 Minutes

Setting: Classroom or homework assignment

Standards Met:

Teacher resources Reading and worksheet





Gold Rush Exploration

Mine the reading for valuable answers to the questions below.

1. Name one reason why Stampeders decided to leave home and take the risk of joining the Gold Rush.
2. Where was gold discovered? Was this in the United States?
3. Name one of the four people who discovered gold in the Klondike.
4. How long did it take the news of the 1896 discovery to reach the outside world? Why do you think it took so long?
5. What sort of people became Stampeders? Do you think any children were involved in the Klondike Gold Rush? Why or why not?
6. What words written by Beriah Brown in his July, 1897 news article in the Seattle Post Intelligencer helped start the gold rush?
7. What is the Klondike?
8. Who is Soapy Smith? How about Captain William Moore?
9. Name three routes to the goldfields. Which one was the most popular and why?
10. Explain the difficulties of getting to the gold fields.
11. Who used the Chilkoot trail before the Gold Rush? Why did they use the trail? Did they continue to use the trail during the gold rush?
12. Which of the two trails would you have chosen to use and why?
13. What kind of animals did people use during the gold rush? What happened to these animals?
14. Describe the "One Ton Law of 1898" How did it help the Stampeders? How did it hurt the Stampeders?
15. Why did the Stampeders have to build a boat? Where did they get supplies for boat building?
16. Why did the Stampeders spend the winter of 1897-1898 at Lake Bennett and Lindeman?
17. Describe the role of the Northwest Mounted Police during the gold rush.
18. What was the final destination for the Stampeders?
19. What happened to most of the Stampeders dreams of striking it rich in the gold fields?
20. How would the Klondike Gold Rush be different if it happened today?



Gold Rush Exploration Answer

1. Name one reason why Stampeders decided to leave home and take the risk of joining the Gold Rush.

The “Panic of 93” and a chance for adventure and excitement

2. Where was gold discovered? Was this in the United States?

Gold was discovered on Bonanza creek, a small stream that flows into the Klondike River. The Klondike is located in the Yukon territory of Canada.

3. Name one of the four people who discovered gold in the Klondike.

George Carmack , Skookum Jim, Dawson Charlie, Kate Carmack

4. How long did it take the news of the 1896 discovery to reach the outside world? Why do you think it took so long?

Almost a year. The Klondike is a long way from civilization. There were no telegraphs to the outside in 1896 and the prospectors were frozen in for the winter.

5. What sort of people became Stampeders? Do you think any children were involved in the Klondike Gold Rush? Why or why not?

People from every profession including doctors, lawyers, bankers, and homemakers, decided to go to the Klondike. There are pictures and records of children and even infants heading to the gold fields.



6. What words written by Beriah Brown in his July, 1897 news article in the Seattle Post

Intelligencer helped start the gold rush?

“GOLD!GOLD!GOLD!GOLD!....STACKS OF YELLOW METAL”

7. What is the Klondike?

A RIVER . More specifically it is a A 70-square-mile region located at the junction of the Yukon and Klondike Rivers in the Yukon Territories of Canada.

8. Who was Soapy Smith? How about Captain William Moore?

A con man that ruled Skagway with a gang of men. Captain William Moore founded Mooresville and discovered the White Pass.

9. Name three routes to the goldfields. Which one was the most popular and why?
The All-water Route (Rich man’s route), The all-land Route, Inside Passage. The Inside Passage was the most popular route because it was relatively inexpensive.

10. Explain the difficulties of getting to the gold fields.

This question can have several answers. Involving expensive, time , difficult and dangerous conditions of the trails, weather of the water or land portions of the trip, the requirements of the ton of goods, or lack of experience.

11. Who used the Chilkoot trail before the Gold Rush? Why did they use the trail? Did they continue to use the trail during the gold rush?



Tlingit Indians. The Tlingits controlled the trail to establish a monopoly on trade goods with interior Indians. Tlingits became packers for Stampeders during the gold rush.

12. Which of the two trails would you have chosen to use and why?

Students can select either the Chilkoot or White Pass Trails. Reason will vary but may include length, cost, difficulty, able to use pack animals, weather, etc.

13. What kind of animals did people use during the gold rush? What happened to these animals?

Stampeders used horses, mules, goats, dogs, and even oxen as pack animals.

Many died due to the rough terrain, poor handling, and lack of food for animals along the trails.

14. Describe the “One Ton Law of 1898” How did it help the Stampeders? How did it hurt the Stampeders?

A requirement that Stampeders bring a “years worth of provisions” and other needed supplies with them to the Yukon Territory. It made sure that each Stampeders had enough food to survive all winter in the Yukon and prevented starvation.

15. Why did the Stampeders have to build a boat? Where did they get supplies for boat building?

The rest of the 550-mile trip from Lake Bennett or Lake Lindeman to Dawson City was by water. Stampeders built boats from lumber they either carried with them over the passes or cut from spruce trees that grew along the shore of the lakes. A few ready made boats were carried over the passes.



16. Why did the Stampeders spend the winter of 1897-1898 at Lake Bennett and Lindeman?

The Yukon River was frozen, making travel to Dawson City difficult. Many Stampeders decided to spend the winter at the lakes and wait until the ice broke on the Yukon River before continuing to Dawson City.

17. Describe the role of the North West Mounted Police on the Yukon river during the gold rush?

The NWMP or Mounties set up a new regulations allowing only experienced boat pilots to steer through the most difficult rapids. If the boater was not experienced, they could pay a Mountie \$5 to pilot the boat for them They also registered every boat .

18. What was the final destination for the Stampeders?

Dawson City and the Klondike gold fields

19. What happened to most of the Stampeders dreams of striking it rich in the gold fields?

The Stampeders found that most of the gold claims were taken by miners that were already in the Yukon Territory at the time of the big discovery in August 1896.

20. How would the Klondike Gold Rush be different if it happened today? Students use compare and contrast to talk about differences in transportation, equipment, food, information gathering, and knowledge about the area.

This is a question where the students can compare and contrast .



Activities

Create a Klondike Comic Strip

Activity Highlights

Duration: 1 1/2 hours or 3 30 minute sessions

Setting: classroom or homework

Standards Met: Reading R2.4 R2.8 R2.10 [4] 2.4.1, Art A1

Teacher resources: Klondike Comic Strip Planning Sheet, optional comic strip panel

Why create a comic book about the Klondike Gold Rush? Comic books make us use our imagination to combine words and images into very confined spaces. When we create a comic, we are asked to go beyond words and images and capture an essence of an experience. This allows us to process our experiences and facilitate development of analytical and critical thinking skills. They say a picture is worth a thousand words; well a comic strip panel can be filled with a completely new world.

Either do this activity in one session or spread over three.

Session one:

To get the activity started talk with your class and brainstorm comic books your students read. Then pass out three examples of appropriate strips for your class to discuss. As a class

Look at the strips and discuss:

How is dialogue presented?

Who are the characters and what are they doing?

How dose the comic show action?

How does the comic change from one panel to the next?

Session two:

Once the class understands, the components of the comic book have each student plan out what their 6- panel Klondike Gold Rush comic strip would look like .

Session Three:

Have them take their ideas and create a Klondike comic strip with images and words.

Alternate activity

Divide the class into groups and assign each group a different aspect of the Klondike Gold Rush. For ideas you could have different groups write about the discovery, trip north, the trails, life in a gold rush town, etc. then combine each strip into a class Klondike comic book.

Klondike Comic Strip Planning Sheet

Creating a comic strip can take a lot of planning. Use this sheet to help plan and write out your comic strip ideas. Remember Your Klondike comic strip is only limited by your research and imagination. Once your comic planning sheet is finished you can create your 6-panel comic strip.

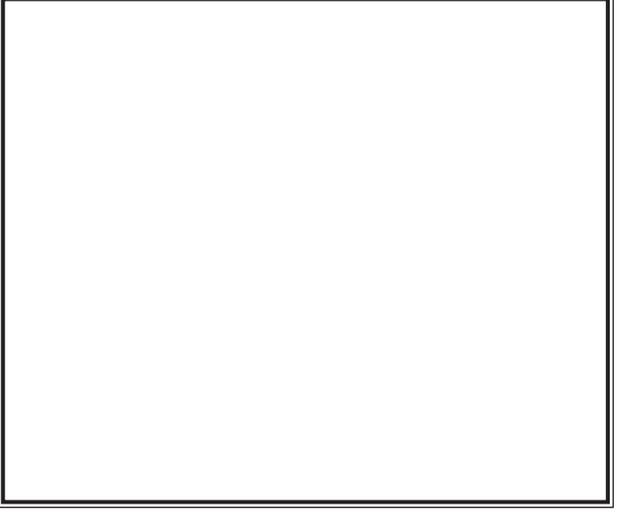
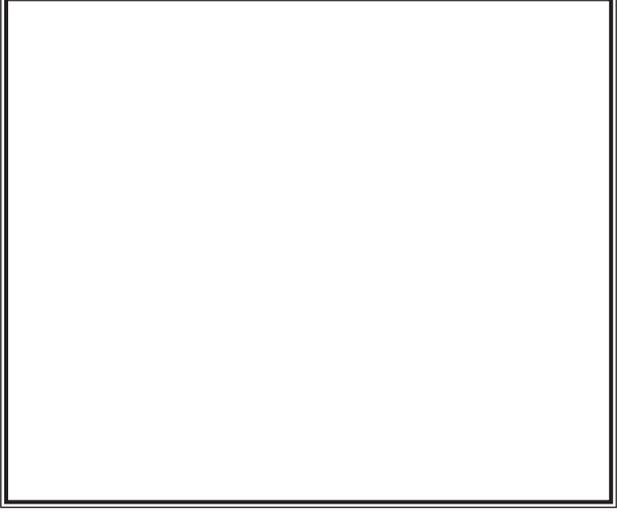
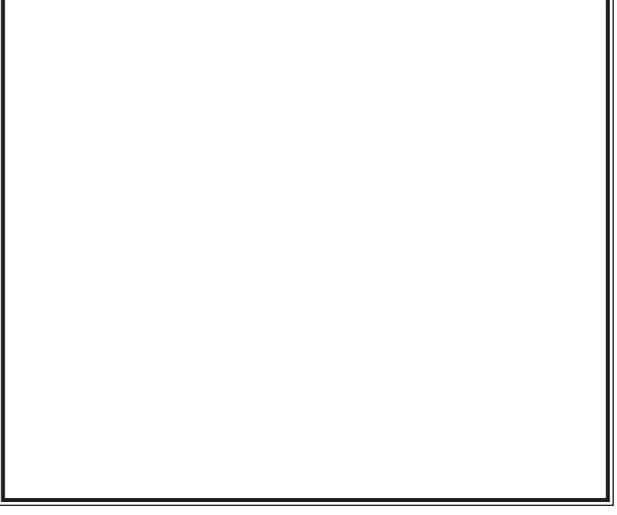
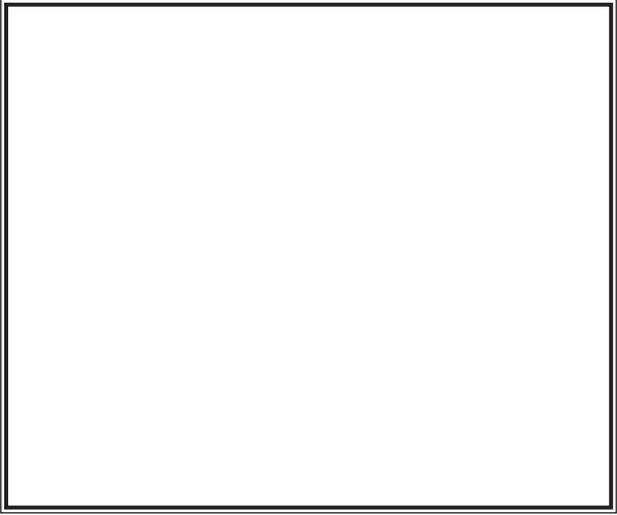
Title of your Klondike Comic _____

Created by _____

	Background : what is the panel scene	Characters: who and what are they	Action: what are your characters doing	Caption: additional description of panel (if needed)	Speaking bubbles: What are your characters saying
Panel 1					
Panel 2					
Panel 3					
Panel 4					
Panel 5					
Panel-6					

Klondike Comics Presents _____

by _____





Activities

Make a Traditional Stampeder Meal

Activity Highlights

Duration: Introduction 5 minutes, Making the starter/ soaking beans 10 minutes, Preparing the meal 2-6 hours, Follow up 15 minutes for discussion.

Setting: Either a Classroom, Kitchen equipped classroom room, or camping experience

Standards Met: Reading [4] 2.6.1, AI

Teacher resources: Cooking equipment, ingredients, quotes and recipe cards

Food played an important role in the experience of a Klondike Stampeder. By 1897 the NWMP required everyone traveling into the Yukon to carry a years supplies of goods with them to prevent famine. The outfit or the ton of goods as it was called included long lasting staples of flour, bacon, beans, and dehydrated foods. Many men were responsible for cooking for themselves for the first time in their lives. One staple of cooks, good and bad, was sourdough. This magic elixir of water, flour, and yeast could be turned into many useful menu items such as fresh baked bread, biscuits, and of course flapjacks. To experience what life was like on the trail mix up a batch of sour dough and make yourself a true Stampeder meal of beans and bacon, flapjacks, and hot cup of tea.

After your meal, think about the average length of time a Stampeder was on the trail to the Klondike. Many Stampeders spent over a year to get to the gold. How many days could you eat beans and flapjacks before you got sick of 'em.

Have the students create variations to the recipes.

What could you add to the pancakes to make them different?

How could you change the pancake recipe to make it into a loaf of bread?

How many ways can you prepare beans? Look to different cultures for ideas.

If you get tired of beans and bacon what are some other options available to a Stampeder in 1898? Look on the internet for popular food items.

A place to start looking is at <http://www.foodtimeline.org/>



Stampeder Beans and Bacon

Serves 10 hearty portions or 30 tasting portions

4 cups dried beans pinto, navy, or red (soaked overnight)

20 oz. tomato juice

5 cups water

1 cup molasses

1 tablespoon salt

Fresh ground black pepper to taste

1/2 pound cooked bacon crumbled with the bacon grease.

Light a charcoal fire that consists of 18-20 briquettes. Once they have heated through add all ingredients to a 12" deep (cast iron) Dutch oven that has a lid. Place dutch oven on the fire and stir the beans frequently until they boil. Cover beans and continue to simmer using a fire that has 6-8 briquettes under the dutch oven and 12-14 briquettes placed on the pot lid for 2-3 hours. Make sure you stir beans from the bottom up every 15 minutes or so. If the beans begin to dry out add more water. To tell when the beans are done they should be soft but not mushy. If using a crock pot add all ingredients and cook for 5-6 hours on high. In the oven add all ingredients and bake at 350°F for 2-3 hours.

Teachers note. This meal can be prepared in several ways. Without a kitchen use a crockpot and an electric griddle. If you and your students have access to a kitchen you can prepare the items using a stove. If cooking outside on a briquette or wood fire make sure you have access to heavy duty cast iron equipment and plenty of time for the beans to cook.



Sourdough Flapjacks

10-12 pancakes

2 cups flour

2 cups water

1 package active yeast

2 tablespoons sugar

1 teaspoon baking soda

1 teaspoon salt

2 eggs

2 tablespoons melted butter, bacon grease, or vegetable oil



Skagway, August 1897
KLGOLibrary SE-89-8446

Directions

To create the starter, use a wooden spoon and mix together the flour, water, and yeast in a glass or plastic bowl. Let the starter sit overnight, covered with a towel, on the counter in a warm spot. The next day add the remaining ingredients and stir until all ingredients are mixed. Heat a griddle over medium heat and use vegetable oil to grease liberally. When water sizzles on the griddle ladle a third of a cup of batter and cook until bubbles appear. Flip and finish cooking. Keep warm until ready to serve.

“No More Beans” From Sourdough Jim Pitcher: The Autobiography of a Pioneer Alaskan
“In February 1899 I learned of a rich discovery made near Atlin, and decided to try my luck in the new camp. I made the 700 mile long trip by dog team. On the trail we were served beans at nearly every roadhouse, until finally two of the men with whom I was traveling announced that if and when we found a place where no beans were served, each would give the waitress a tip of ten dollars. No one so far had been eligible. At the summit of White Pass we ate what was by far the best eating place we had yet found. Just as the custard pie was being served one of the waitresses said “My goodness, we forgot the beans.” I shook my head at her and frowned, but she didn’t get it and went out to the kitchen and brought the beans out. She had a dumb look on her face when we all laughed, but she was given the twenty bucks anyway.”



Activities

Create a Gold Rush Time line

Activity Highlights

Duration: 30 minutes

Setting: classroom and possible homework

Standards Met:

Teacher resources: Whiteboard, markers, time line sheets, and diary entry

When we list things in chronological order we can see something happens before something else happens. A good example of this can be seen is if we make a time line of our day. To help your students understand time lines draw a line on the board and label it with today's date. Ask someone in the group to volunteer what they did after they woke up this morning and then ask them what they did after that, and then after that, etc until you get to the present. Each time they volunteer some information record it and watch the time line develop. Give the students a few minutes to write their own time line and if time permits let them compare what they did with other students.

During the Klondike Gold Rush a lot happened in a short period of time. See if you can put these events into chronological order.

When you are done, read the diary of a Stampeder named L. Morelle Cooke and place events in his life on a time line of the Klondike Gold Rush.

Make sure you include the 10 dates used on the worksheet.



Gold Rush Time line

Place the events into chronological order

Fall 1898
Gold Rush to Nome, signaling
the end of the Klondike Gold
Rush

August 1896
Gold is discovered on Bonanza
Creek

August 1898
Most Stampedeers head for home
after finding all the gold claims
have been filled.

August 12, 1897
Thousands of Stampedeers have
already rushed Skagway and
Dyea.

September 1896
Gold Rush within the Yukon
and Canada to the Klondike gold
fields.

February 1897
30,000 estimated Stampedeers
spend the winter at Lake Bennett
and at Linderman waiting for the
spring break up.

July 14, 1897
SS Excelsior lands in San
Francisco with 68 miners who
had struck it rich in the Klondike.

By July 1898
40,000- 50,000 people arrive in
Dawson and the Klondike gold
fields.

July 17, 1897
SS Portland lands in Seattle with
over two tons of gold. Start of
the stampede.

May 29, 1898
Yukon River breaks up and with
in two days 7, 124 boats leave for
Dawson and the Klondike gold
fields



L. Morelle Cooke Diary

These are excerpts from a diary that was kept from February 24, 1898 to November 10 1900 by L. Morelle Cooke of East Walling Ford. Connecticut. U.S.A.
The spelling and grammar are transcribed from the diary itself

1898

Feb 24th

First day from Montral on colonist car with hot crowd for Seattle. snowing

Friday Feb 25

still snowing. scenery same all the way mostly dead pine trees & swedes & germans and french candains mostly for Klondike (faded) traveling slow but comfortable make our own coffee on train.

Feb 27 Sunday morning,

changed cars last night at Winnepeg at 11:30 paraire land with houses scattered in all directions

Feb 28

Hardly any snow, in sight of the Rockies afternoon through Rockies scenery grand tops of the mountains in the clouds

Mar 1st 1898

train 10 hours late delayed 2 hours on account of wreck ahead snow slide struck freight engine knocking engine and one car down 40 foot embankment into lake no one hurt train 12 hours late at Mission Junction so sent through to Vancouver stayed over night on train, grass green, mountain tops in the distance covered with snow

Mar 2

left Vancouver at 9 o'clock in morning crossed boundary line into state of Washington at noon reached Seattle at 5:30 Mar, 2 just one week from time of starting left Seattle

Mar 7

with 1000 lbs of grub and outfit for Dyea on steamer "City of Seattle" reached Dyea Saturday night

Mar 8

Stopped at Victoria and bought Miners licence. reached Dyea Mar 12 had stuff carted to Sheep Camp Mar 15.

Mar 22

Have been sledding stuff to scales snowing hard on summit from Mar 22 to April 1st had outfit put on summit lots of bad weather



L. Morelle Cooke Diary

April 3rd

Snow-slide at the scales over 50 persons taken out dead in the next few days more supposed to be buried under the snow. waiting for a good day to go over to lake Lindeman

April 10

came to lake Lindeman today with camp outfit

April 11

storming could not go to summit for goods, fixed up camp

April 12

snowing all day but all of us went to summit and brought down 700 lbs of stuff

April 13

snow blowing all day had to stay in camp all day

April 30

from April 13 to 30 bringing stuff from summit and put two loads at the other end of lindeman

May 3

Fred and I went to Dyea stayed two nights and brought over a pack had to go over summer trail from Canyon City to sheep camp it was a terror

May 6

took 1800 lbs on two sleds with rail and went to other end of Lindeman

May 7

Moved camp to forrage between lake Bennett and Lindeman still camped near our friends Taylor Bro & Danly

May 8

first attempt at yeast bread, went to church

May 17

commenced to whip saw lumber for boat

May 24

Whip sawed in forenoon went to celebration of Queens birth-day in the afternoon



L. Morelle Cooke Diary

May 29
finished sawing lumber for boat

June 1st 1898
For 3 days boats have been coming through camp on from Lindeman lots of outfits lost and several boats smashed on rocks crowds watching scene from early morning until 10 or 11 o'clock at night. went over to Palmers and had pictures taken and helped launch his boat.

June 13
finished our boat and run it down to Bennet misquitos are getting thick

June 17
Left Bennett at 8 p.m.

June 20
stopped at Tagish and registered boat

June 23 (4 months from start)
run the white horse rapids

June 30
passed the mouth of Houtalinqwa or Teslin river, landed on lower cassier bar sunk hole found flake gold

July 7
run five finger and (r or s)ink rapids stopped at Merrits creek

July 8
stopped at fort Selkirk at mouth of pelley river

July 10
stopped at "lazy man's gulch" later named "Edwin creek". four days helping survey

July 15
Fred and I staked claims 82 and 83 on Edwin creek

Aug 5
went to Dawson in another boat leaving our outfit and boat at Stewart.

Aug 10



L. Morelle Cooke Diary

trampled all day up bonanza creek very hot

Aug 11
trail much better reached head of Sulphur

Aug 14
follow up Montana creek took divide and came out on one of the pups Eureka stayed all night in cabin with a man from California grub most gone

Aug 15
crossed divide and came down Skookum creek to black hills creek

Aug 16
stopped six miles down black creek with two fellows from New Zealand, fed and treated us fine.

Aug 19
built raft to go down to mouth of Stewart river

Aug 20
finished making raft

Aug 21
came down to mouth of Stewart.

Aug 23
loaded boat and got ready to go to Dawson.

Aug 25
camped at Klondike city traded plug of tobacco with indian for 8lb fish.

Aug 26
took 600lbs one mile up klondike river to Taylor's camp.

Aug 27
packed stuff up from boat. people still selling out and leaving the country in disgust.

Sept 5
commenced to build cabin



L. Morelle Cooke Diary

Sept 6

worked on cabin weather fine

Sept 7

baked bread in gold pans dandy bread

Sept 8

started hewing inside of cabin

Sept 10

brought our boat up the river to cabin.

Sept 11

Sunday. baked bread Glahn went up to eldorado with Bill Beck to get claim

Sept 12

worked on cabin rainy in afternoon

Sept 16

Glahn came back from trip up Eldorado

Sept 20

went to town with Danly to see about claim on Bonanza.

Sept 21

went town to see about claim could not get into gold commissioners office

Sept 22

Danly and I went to town and recorded claim oppersite No 11 above on bonanza left limit second tier benches. light snow fall

Sept 23

I finished cabin

Oct 11

slush ice running in the klondike.

Oct 15

Klondike river froze up this morning. Taylor and Fanlkender came back from a hunt with a few birds. one of the Cackneys sick helped Danly put him to bed



L. Morelle Cooke Diary

Oct 17

went to Dawson to record claim but application had been put in before me so could not get it.

Oct 27

Today the same as every day for the last two weeks have done nothing but get firewood, bake, wash and mend cloths should have gone up and worked on claim with Danly but were waiting to get our money from the Train Co. My partners spend their time playing cards and reading and seem to enjoy staying in the cabin if some one will get wood for them. The bridge across the klondike fell in the river to-day one man drowned.

Nov 1

Weather fine went to Klondike City to get pay for working on train but charter had not been granted so no one was paid. Indians were not hung.

Nov 4

got payed at O. Brien's store for work on train Yukon froze up yesterday.

Nov 23

Temperature stays between 40 and 50 below

Two men found froze to death in tent on bunker

has been reported some of the people who had started out over the ice have been brought back with their lower limbs frozen and some had to be amputated

mig night George Macrosin just came in to have me do his thumb up had cut off part of it splitting wood.

Nov 28

Went up to the forks and up on gold hill where they were using steam apparatus for thawing the ground.

Two stampedes left Dawson to-day on down to forty mile the other up the Klondike 150 miles.

Dec 15

made 36 miles trip today and staked hill claim lower half 53 below Hunker.

Dec 21

sold our stuff and all started back for Dawson Mullers outfit backed out of the deal

Dec 28

lot of people said to be coming over Chilkoot pass now every thing dull and prices falling



L. Morelle Cooke Diary

1899

Jan 10

cabin caught fire in roof no damage

Mar 5

Sunday every body patching clothes and moccasins

Mar 7

new man on job

Mar 8

worked one hour over time

Mar 18

worked on windlass with Frank Stevens, we lifted 194 buckets of pay $\frac{1}{2}$ hour overtime

Mar 21

1 hour overtime two of us lifted three hundred buckets.

April 27

big fire in Dawson one million dollars damage

May 15

was laid off when I went to work this morning.

June 12

sold my blankets and rifel and started for Dawson

June 25

camp seems deserted 700 people went out yesterday.

June 30

sold ox, pick, and shovel.



L. Morelle Cooke Diary

1900

Mar 15

Out of the last 90 days I have worked 85 of them 2 day I was sick with cold 2 day I was laid up with cut from adze 1 day sore eyes from gas in shaft. in this time Bill Wattyno and I sunk one shaft 50 ft and drifted 30 ft in some shaft to couned with naft one. sunk 2nd shaft 38 ft and drifted 20 ft in same shaft. sunk 3rd shaft 35 ft hill side claim bucket got free and came down only once. weather is very mild for this time of year.

Oct 3

took passag on steamer Flora for White horse Jack Herman & Dempsey on board also Riley from Cam. Norwalk

Oct 10

reached Whitehorse after rough passage across Secharge

Oct 11

left Whitehorse in evening on narrow gauge for Skagway.

Oct 12

took passage on Steamer Humboldt for Seattle

Oct 16

arrived at Seattle.

Nove 6

stopped one day at Chicago

Nov 9

arrived at New York this a.m.

Nov 10

arrived home Saturday night 7 o'clock 2yrs 8 months & 13 day 1901



Klondike Gold Rush Era Reading List



- Lewis Carroll, *Alice in Wonderland*, 1865
Louisa May Alcott, *Little Women*, 1868
Jules Verne, *Twenty Thousand Leagues under the Sea*, 1870
Jules Verne, *Around the World in Eighty Days*, 1873
Mark Twain, *The Adventures of Tom Sawyer*, 1876
Robert Louis Stevenson, *Treasure Island*, 1883
Mark Twain, *The Adventures of Huckleberry Finn*, 1884
Rudyard Kipling, *The Jungle Book*, 1894
Bram Stoker, *Dracula*, 1897
H.G. Wells, *The Invisible Man*, 1897
H.G. Wells, *The War of the Worlds*, 1898
L. Frank Baum, *Wonderful Wizard of Oz*, 1900
Beatrix Potter, *The Tale of Peter Rabbit*, 1902
Jack London, *The Call of the Wild*, 1903





Klondike Gold Rush Student Reading List

Berton, Pierre. (1992). *Trails of '98*. Toronto, Ontario. McClelland & Stewart.
ISBN 0-7710-1444-9

If this is an older child's first real introduction to history, they will be hooked for life. From the introduction that says, "all of these stories are real", Pierre hooks you in with the sights, smells, and emotions of the men and women who traveled to the unknown far north in search of a dream on the "Trails of '98". Pierre Berton uses wonderful descriptive language to entice the reader into reliving the life of a Stampeder. A great read aloud for younger elementary readers. Older elementary readers may struggle with some of the language but this book could be a good way to introduce them to a more complicated involved reading style. It would go well with fictional readings by London and poems of Robert Service.

Bugni, Alice. (1999). *Moose Racks, Bear Tracks, and Other Alaska Kidsnacks*. Cooking with kids has never been so easy. Seattle, WA. Sasquach Books
ISBN#1-57061-214-5

A recipe book featuring fun foods with Alaska-based names, Such as Bear tracks, Denali Peaks, and Kayaks. Great for adult/child reading, the recipes are geared for ages 5 and up. Some recipes do not require oven access.

Czuchna-Curl, Ardyce. (2002). *Days of Gold*. Kalamazoo, MI. Oak Woods Media.
ISBN# 0-88196-012-8

At the beginning of the Klondike gold rush in 1897, twelve-year-old Marianne and fourteen-year-old Thomas set out on a perilous journey from Seattle to the gold fields in search of their father. . This is an easy to read historical fiction children's book that was thoroughly researched. It is a great place to start learning about the Klondike gold rush. The book can be used to encourage upper elementary students to do further research on an historical subject.

Dunmire, Marj. (1991). *National Parks Treasure of Alaska*. Estes Park, CO.
ISBN0-942559-07-X

This activity book highlights the National Parks in Alaska. This is an older book it may be out of print.

Ferrell, ED. (1996). *Strange Stories of Alaska and the Yukon*. Fairbanks, AK. Epicenter Press.
ISBN 0-945397-51-8

A compilation of 43 unknown and unexplainable stories from the northlands of Alaska and the Yukon Territory. It is an alternative to the traditional gold and exploration stories. This read might be a good companion to the poetry of Robert Service.

Haigh, Jane G. Murphy, Claire Rudolf. (2001). *Children of the Gold Rush*. Portland, OR. Alaska Northwest



Klondike Gold Rush Student Reading List

Books.

ISBN 0-88240-548-9

A varied collection of stories, pictures, and artifacts about children who followed their parents to the Klondike Gold fields and beyond.

Haigh, Jane G. Murphy, Claire Rudolf. (2001). *Gold Rush Dogs*. Portland, OR. Alaska Northwest Books.

ISBN 0-88240-534-9

A collection of stories, pictures, and artifacts about the dogs of the Klondike gold rush.

Halliday, Keith. (2006). *Aurore of the Yukon: A Girl's Adventure in the Klondike Gold Rush*. New York.

iUniverse, INC.

ISBN-13: 978-0-595-39546-0

A fictional story, but it is written like a diary entry. So the opening words, "this is the story of a young girl from Montreal and is based off her diary and is written in her own word" can seem misleading. Even with that, it is a well-researched book with an interesting method utilized to tell the Klondike story. The author weaves in his daughters hike up over the Chilkoot trail, crayon drawings, historical photos with the historical fictional account of Aurore. Therefore, there are lots of pictures, drawing, and footnotes to tell where the story goes from fact to fictional. This is a good book to share with a younger child as it might be too difficult for them to follow on their own.

Harris, Yvonne. (1999). *Back to the Klondike*.

ISBN 0-9694977-5-X

A modern day story with a twist, Julianna heads out on a school trip that ends in a disastrous accident. After the accident, she loses her memory and travels back in time to the Klondike Gold Rush. The story is well researched and filled with historical accounts and locations. Written for teenagers.

Hobbs, Will. (1999). *Jason's Gold*. New York, Harpers Trophy.

ISBN 0-380-72914-8.

An adventure story, featuring a 15-year-old boy traveling from New York City to Dawson City, an arduous 5,000 miles, to meet up with his gold seeking brothers. Very good research by the author has led to deep and graphic descriptions of the trials and tribulations of heading to the Yukon gold fields. This is a book that younger teenage males will relate to and enjoy.

Hopkinson, Deborah. (2004). *The Klondike Kid Trilogy Book One: Sailing for Gold*. New York, Aladdin

Paperbacks.

ISBN-13978-0-689-86031-7

This story is one of a trilogy written for 6 to 9 year olds. The Klondike Kid is historical fiction and well researched. It uses primary sources effectively and quickly to capture the excitement the country felt when George Carmack found gold in the Yukon in 1896. A very easy read for children or a great read aloud for younger elementary classes.

Hopkinson, Deborah. (2004). *The Klondike Kid Trilogy Book Two: The Long Trail*. New York, Aladdin



Klondike Gold Rush Student Reading List

Paperbacks.

ISBN-13978-0-689-86033-1

The story continues as the Klondike Kid makes his way to the Yukon. This is book two of a trilogy written for 6 to 9 year olds. The Klondike Kid is historical fiction and well researched. A very easy read for children or a great read aloud for younger elementary classes. One little discrepancy the author puts the mud flats in Skagway not Dyea.

Hopkinson, Deborah. (2004). The Klondike Kid Trilogy Book Three: Adventures in Gold Town. New York, Aladdin Paperbacks.

ISBN-13 978-0-689-86035-5

The story continues as the Klondike Kid arrives in Dawson and looks for his uncle. This is book three of a trilogy written for 6 to 9 year olds. The Klondike Kid is historical fiction and well researched. A very easy read for children or a great read aloud for younger elementary classes. One little discrepancy the author claims it is 2000 miles to Dawson from Lake Bennett the actual distance is around 550 miles.

Holdcraft, Tina. (2003). Hidden Treasures: Amazing Stories of Discovery. USA, Annick Press.

ISBN 1-55037-802-3

This treasure book contains activities and stories of some of the world's greatest treasure hunts. The Klondike Gold rush is accurately portrayed in a fun and kid friendly manner. It is a busy book with lots to keep you interested. Some of the pages contain games, puzzles and mazes to help find the treasure. Appropriate for 10 and up.

Klein, James. (1998). Gold Rush: The Young Prospector's Guide to Striking It Rich. Berkeley, CA. Tricycle Press.

ISBN 1-883672-64-3.

The book discusses the creation, history, and, location of gold. Describes tools used by prospectors and provides instruction on how to find and pan for gold. This is an everything you wanted to know about gold but were afraid to ask type book. It is written for a younger middle school reader or an advanced elementary reader. This book does well out side that age range as well. As a side note to that, my parents found it interesting to read before they went out and tried to strike it rich. It also has a collection of historic maps, pictures, and stories from several different gold rushes around the world. A nice book to complement a classroom lesson on gold rushes or mining it also has a very simple and easy section on how to pan for gold. The panning could be done as a class activity or as an exploration on your own.

Lewis, Paul Owen. (2001). Frog Girl. Berkeley, CA, Tricycle Press.



Klondike Gold Rush Student Reading List

ISBN-13: 978-1-58246-048-2

Frog girl tells a story of a young girl of northwest origin who witnesses the disappearance of frogs from her village and then saves her village from the anger of the volcano women. The book explores native stories of "separation, initiation, and return or otherwise known as adventures of hero myths. Frog girl is a beautifully illustrated book that shows the culture of Tlingit, Haida, and other northwest tribes with simplicity and grace. This book is written for 5-10 year olds and is a great read aloud book for groups because of the big bold pictures.

Lewis, Paul Owen. (2001). Storm boy. Berkeley, CA, Tricycle Press.

ISBN-13: 978-1-58246-057-4

Storm boy follows a chief's son as he is lost at sea and finds himself in the super natural world of the orcas. The book explores native stories of "separation, initiation, and return or otherwise known as adventures of hero myths. Storm boy is a beautifully illustrated book that shows the culture of Tlingit, Haida, and other northwest tribes with simplicity and grace. This book is written for 5-10 year olds and is a great read aloud book for groups because of the big bold pictures.

Spalding, Andrea, David Spalding. (2003). The Klondike Ring. North Vancouver, B.C., Whitecap Books.

ISBN-1-55285-461-2

The Adventure Net series continues with their fourth book, The Klondike Ring. The book is filled with sidebars and interesting notes on important concepts and places to the story. To enhance the reading experience the author has utilized quotes from Robert Service, definitions of key terms, and given the reader a sense of being in control of how much additional information they acquire while reading. The publishers say there is a teacher's guide to the book. This is a great book to enhance a lesson on the gold rush it gives the key information in a fun and fast paced read. Appropriate for late elementary readers or struggling middle school readers.

Steiner, Barbara. (2002). American Girl: Mystery at Chilkoot Pass. Middleton, WI, Pleasant Company Publications.

ISBN 1-58485-488

This is a continuation of the History Mysteries from American Girl. This book uses the backdrop of the Historic Klondike Gold Rush to tell the story of two young girls heading out on an adventure with their families. The book does a nice job intertwining fiction and facts by making use of fictional characters interacting with famous characters and stories. It is well written and has a feeling of suspense through out the book. It is recommended, by the publisher, for girls over the age of 10. After the story, there is a short history of the Klondike Gold Rush with pictures, maps, and information. The authors note is worth noting, she explains some of the liberties she took in writing the story.



Klondike Gold Rush Student Reading List

Vos, Curtis. (1994). Klondike HO!. Whitehorse, YT. Lost Moose Publishing.
ISBN 0-9694612-4-0

A simple comic book of the gold rush for older elementary and up readers. It is a unique way to supplement a history lesson. Klondike Ho is filled with neat facts, maps, and stories. Not enough in this book to write a history paper on but could entertain the right 6th grader.

Weller, Shane ed. (1993). Robert Service: The Shooting of Dan McGrew and Other Poems. Mineola, NY.,
Dover Publications.
ISBN 0-486-27556-6

This collection of Robert Service poetry contains over 40 unabridged favorites from four of his most famous books of poetry.



Klondike Gold Rush Resources

Photo Resources

Alaska State Library - Historical Collections, (aka Alaska Historical Library), Located on the 8th floor of the State Office Building, 333 Willoughby Avenue, P. O. Box 110571, Juneau, AK 99811-0571; Phone: (907) 465-2925, Fax: (907) 465-2990, E-mail: asl@eed.state.ak.us, URL: <http://library.state.ak.us/hist/hist.html>, Digital photos online: <http://vilda.alaska.edu/>

Library and Archives Canada (aka National or Public Archives of Canada), Specialized Media Consultation Unit, 395 Wellington Street, Ottawa, ON, K1A 0N3, CANADA; General Information, Toll Free (Canada and US) Phone: 1-866-578-7777, References Services Phone: (613) 992-3884, Fax: (613) 995-6274,

URL: <http://www.archives.ca>, Digital photos online: http://www.collectionscanada.ca/archivianet/02011502_e.html

University of Washington Libraries, Special Collections Division, P. O. Box 352900, Seattle, WA 98195-2900; Phone: (206) 543-1929, Fax: (206) 543-1931, E-mail: speccoll@u.washington.edu or photos@u.washington.edu,

URL: <http://www.lib.washington.edu/specialcoll/>, Digital photos online: <http://content.lib.washington.edu/cgi-bin/advsearch.exe>

Yukon Archives, 400 College Drive, P. O. Box 2703, Whitehorse, YT, Y1A 2C6, CANADA; Phone: (867) 667-5321, Toll Free within Yukon 1-800-661-0408 local 5321, Fax: (867) 393-6253, E-mail: yukon.archives@gov.yk.ca,

URL: <http://www.btc.gov.yk.ca/archives/>, Digital photos online: <http://www.btc.gov.yk.ca/digitization/public/index.php>

University of Alaska, Anchorage, Consortium Library, Archives & Manuscripts Department, 3211 Providence Drive, Anchorage, AK 99508-4614; Phone: (907) 786-1849, Fax: (907) 786-1845, E-mail: archives@uaa.alaska.edu, URL: www.lib.uaa.alaska.edu/archives/, Digital photos online: <http://vilda.alaska.edu/>

University of Alaska, Fairbanks, Elmer E. Rasmuson Library, Alaska & Polar Regions Collections, 310 Tanana Drive, Fairbanks, AK 99775-6800; Phone: (907) 474-6594, Fax: (907) 474-6365, E-mail: fyapr@uaf.edu, URL: <http://www.uaf.edu/library/apr/manuscripts.html>, Digital photos online: <http://vilda.alaska.edu/>



Klondike Gold Rush Resources

Web sites

Additional Information and classroom information from Klondike Gold Rush National Historical Park. www.nps.gov/klgo

Information and classroom activities from Klondike Gold Rush –Seattle Unit National Historical Park www.nps.gov/klse/

Materials from the University of Washington Libraries Special Collections.
www.lib.washington.edu/specialcoll/exhibits/klondike/

The Dawson City Museum this is a great teacher resource with activities and supporting material. www.virtualmuseum.ca/Exhibitions/Klondike/English/main.html

From PBS's "The American Experience." Provides information about the Klondike Gold Rush includes program transcript and teacher's guide.
www.pbs.org/wgbh/amex/gold/

Adult Reading

Adney, Tappan. *The Klondike Stampede*. University of British Columbia Press, Vancouver, British Columbia, Canada, 1997.

A "primary source" (item written at the time of the Gold Rush, vs. a "secondary source," written about the Gold Rush after the fact, such as Berton's books), this book chronicles the Gold Rush experience through the eyes of an experienced and competent journalist. Highly recommended.

Bearss, Edwin. *Proposed Klondike Gold Rush NHP Historic Resource Study*. 1970.

Written by an NPS historian in 1970 to document the history of Dyea and Skagway before, during, and after the rush. Highly recommended. Can be found online at www.nps.gov/klgo under collections

Berton, Pierre. *Klondike: The Last Great Gold Rush 1896-1899*, Revised Edition, McClelland and Stewart Ltd., Toronto, Ontario, Canada, 1985.

The definitive account of the Klondike Gold Rush as told by one of Canada's most prestigious authors.



Klondike Gold Rush Resources

Berton, Pierre. *The Klondike Quest: A Photographic Essay 1897-99*. Little, Brown and Company, Boston, MA, 1997.

The great stampede as seen from the view of the ordinary gold seeker. Contains 200 of the best Gold Rush photographs. Highly recommended.

Clifford, Howard. *The Skagway Story*, Alaska Northwest Publishing Company, 1997.

A history of Skagway and some of the people that made that history; a good source, but be careful as many of his stories are not documented.

Moore, Bernard J. *Skagway in Days Primeval*, Lynn Canal Publishing, Skagway, AK, 1997.

Diaries of Ben Moore mostly prior to the Gold Rush. Ben was the son of Captain William Moore, first white settler of Skagway.

Service, Robert. *The Spell of the Yukon and Other Verse*. Service lived in Whitehorse after the gold rush, and wrote many much-loved poems about the rush including "The Shooting of Dan McGrew" and "The Cremation of Sam McGee."

Films

NPS Days of Adventure, Dreams of Gold

NPS Gold Fever: Race to the Klondike

PBS film on Klondike Gold Rush: Good Time Girls of the Gold Rush

City of Gold, 1957 Academy Award-winning film of recollections by Pierre Berton of growing up in Dawson with the Gold Rush.

BBC Timewatch: Gold Rush Memories – very well done video.

Curriculum-based links

Klondike Gold Rush National Historical Park is featured in the Teaching with Historic Places lesson plan, Skagway: Gateway to the Klondike. Join the stampede for gold when over 100,000 prospectors set out for the Klondike at <http://www.nps.gov/history/nr/twhp/wwwlps/lessons/75skagway/75skagway.htm>



Klondike Gold Rush Resources

Klondike Gold Rush National Historical Park Seattle Unit is featured in the Teaching with Historic Places lesson plan, Gold Fever! Seattle Outfits the Klondike Gold Rush. Examine how the discovery of gold in Canada's remote Klondike region touched off the last great gold rush, creating an economic boom that changed the city of Seattle forever by visiting <http://www.nps.gov/history/nr/twhp/wwwlps/lessons/55klondike/55klondike.htm>

Klondike Gold Rush National Historical Park Seattle Unit is featured in Seattle: A National Register Travel Itinerary. Explore the last great gold rush at Klondike and the city of Seattle by visiting <http://www.nps.gov/history/nr/travel/seattle/>

Park contact

National Park Service, Klondike Gold Rush National Historical Park, Second & Broadway, P. O. Box 517, Skagway, AK 99840-0517; Phone: Education Specialist (907) 983-9206 (General), (907) 983-9214
E-mail: amanda_mccutcheon@nps.gov Education Specialist
<http://www.nps.gov/klgo>

Gold Rush

J E O P A R D Y !

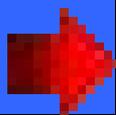
First
Round

Final
Round



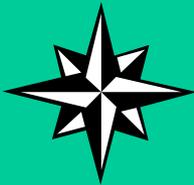
Format by Don Wollenbecker
Content by Erica Foss Klondike Gold Rush

Chilkoot	White Pass	Gold Rush Cities	Gold Rush Waterways	Gold Rush Poke
<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>
<u>200</u>	<u>200</u>	<u>200</u>	<u>200</u>	<u>200</u>
<u>300</u>	<u>300</u>	<u>300</u>	<u>300</u>	<u>300</u>
<u>400</u>	<u>400</u>	<u>400</u>	<u>400</u>	<u>400</u>
<u>500</u>	<u>500</u>	<u>500</u>	<u>500</u>	<u>500</u>



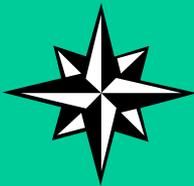
Chilkoot \$100

- **Tragic event on the Chilkoot Trail April 3rd 1898**
- **What is the Palm Sunday avalanche?**



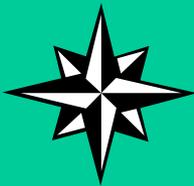
Chilkoot \$200

- **“Golden Staircase”**
- **What is the final ascent to the summit of Chilkoot Pass?**



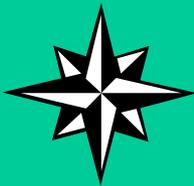
Chilkoot \$300

- Native Americans of Southeast Alaska who used the Chilkoot Trail to pack trade goods to the interior and packed stamped goods during the Stamped
- What is the Tlingit Indians?



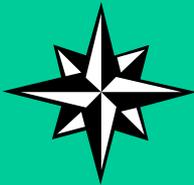
Chilkoot \$400

- **Dyea**
- **What is the start of the Chilkoot Trail?**



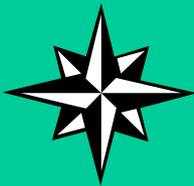
Chilkoot \$500

- **“The meanest 33 miles in History” refers to:**
- **What is a popular saying about the Chilkoot Trail?**



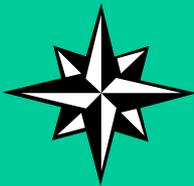
White Pass \$100

- Animal used on the White Pass trail.
- What is the horse (also accept sheep, oxen, mules, and dogs?)



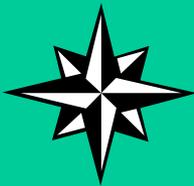
White Pass \$200

- **What was completed in 2 years 2 months and 2 days**
- **What is the White Pass and Yukon Rail Road?**



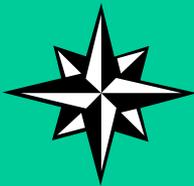
White Pass \$300

- Discoverer of the White Pass with Skookum Jim.
- Who is **Captain William Moore**?



White Pass \$400

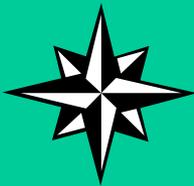
- The Dead Horse Trail.
- What is the slang name for the White Pass Trail, due to the 3000 horses that died on the trail?



Daily Double

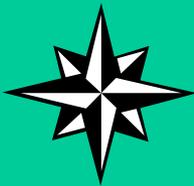
What is your wager?

- **This is the agency that checked Stampeder's outfits as they entered Canada.**
- **What is the North West mounted Police?**



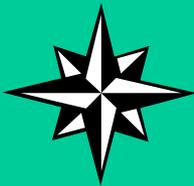
Gold Rush Cities \$100

- **Seattle and San Francisco.**
- **What is the landing location of the SS Excelsior and SS Portland. The steamships that started the gold rush?**



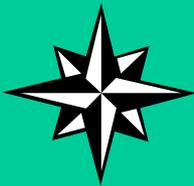
Gold Rush Cities \$200

- Dawson City
- What is the closest city to the gold fields with a population of 40,000- 50,000 in 1898?



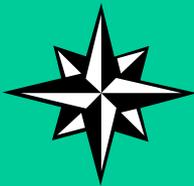
Gold Rush Cities \$300

- The city of Dyea, Alaska.
- What is the starting point of the Chilkoot trail?



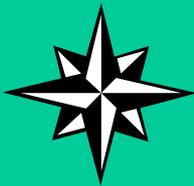
Gold Rush Cities \$400

- **Lake Bennett.**
- **What is the headwaters of the Yukon River?**



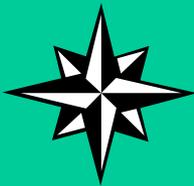
Gold Rush Cities \$500

- **Skagway July 8, 1898.**
- **Where and when Con man Soapy Smith died?**



Gold Rush Waterways \$100

- **“Rich Man’s Route”.**
- **What is the all water route out of Seattle up to Saint Michele's and then up the Yukon River ?**



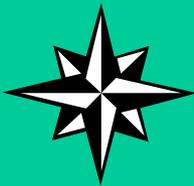
Gold Rush Waterways \$200

- **Stampedeers floated 550 miles on this river to get to the gold after they climbed over the Coastal Mountains.**
- **What is the Yukon River**



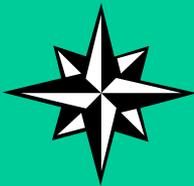
Gold Rush Waterways \$300

- **The Inside Passage.**
- **What is the 1,000 mile water route from Seattle to Skagway /Dyea**



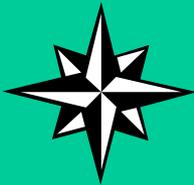
Gold Rush Waterways \$400

- **May 29, 1898.**
- **What is the day the ice broke so that over 7,000 boat's could leave from Bennett?**



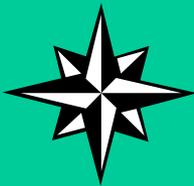
Gold Rush Waterways \$500

- **Gold was found on .**
- **What is Bonanza Creek?**



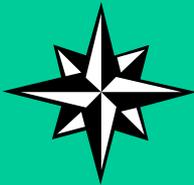
Gold Poke \$100

- **Panic of 1893.**
- **What is an economic depression in the United States?**



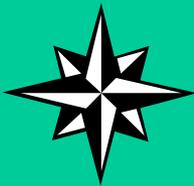
Gold Poke \$200

- **Landed in Seattle July 17, 1897.**
- **What is the SS Portland?**



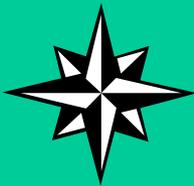
Gold Poke \$300

- **About a 1,000,000 people**
- **What is the number of people who dreamed of heading to the Yukon to find Gold?**



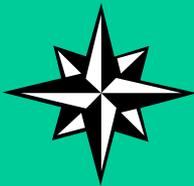
Gold Poke \$400

- **“One Ton Law of 1898”.**
- **What is the law enforced by the Canadian government requiring that each person carry a ton of supplies?**



Gold Poke \$500

- **George Washington Carmack, Skookum Jim Mason, and Dawson Charlie, and Kate Carmack.**
- **What is the name of the people responsible for the gold strike in the Yukon that started the Klondike Gold Rush.**



Final Jeopardy!

What is your wager?



Final Jeopardy!

- **Beriah Brown .**

• **Who is the person who wrote the headline GOLD GOLD GOLD Gold that started the Klondike Gold Rush?**

