



### Gold Fever! Seattle Outfits the Klondike Gold Rush



*(Special Collections, University of Washington Libraries, Curtis Photo, Neg. 26368)*

Seattle's Pioneer Square bustled with excitement as news of a major gold strike in Canada's Yukon River valley reached the port city during the summer of 1897. Soon eager prospectors from all over the country descended on Seattle to purchase supplies and secure transportation to the far-away gold fields. Newcomers were beset with information from every corner. Hawkers offered one sales pitch after another, explaining where to find lodging, meals, gambling, and other entertainment. Outfitters tried to entice prospectors into their stores to purchase the supplies necessary for the stampede north. Anticipating large crowds, these outfitters piled merchandise everywhere, including the sidewalks in front of their stores. One clever merchant opened a mining school where greenhorns could learn the techniques of panning, sluicing, and rocking before setting out for the gold fields. Some anxious stampededers headed directly for the piers where ships were ready to sail north, joining the great migration to the Klondike gold fields. The intense bustle and commotion of the Klondike Gold Rush dramatically changed the face of Seattle.



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### Where this lesson fits into the curriculum

**Time Period:** Late 19th century

**Topics:** The lesson will help students understand how Seattle exemplified the prosperity of the Klondike Gold Rush. It can be used in units on western expansion, late 19th-century commerce, and urban history.

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### **Relevant United States History Standards for Grades 5-12**

*This lesson relates to the following National Standards for History from the UCLA National Center for History in the Schools:*

#### **US History Era 6**

- **Standard 1B:** The student understands the rapid growth of cities and how urban life changed;
  - **Standard 1C:** The student understands how agriculture, mining, and ranching were transformed;
  - **Standard 3C:** The student understands how Americans grappled with social, economic, and political issues;
  - **Standard 4A:** The student understands various perspectives on federal Indian policy, westward expansion, and the resulting struggles.
- 

### **Relevant Curriculum Standards for Social Studies**

*This lesson relates to the following Curriculum Standards for Social Studies from the National Council for the Social Studies:*

#### **Theme II: Time, Continuity and Change**

- **Standard C:** The student identifies and describes selected historical periods and patterns of change within and across cultures, such as the rise of civilizations, the development of transportation systems, the growth and breakdown of colonial systems, and others.



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### **Theme III: People, Places, and Environment**

- Standard A: The student elaborates mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.
- Standard B: The student creates, interprets, uses, and distinguishes various representations of the earth, such as maps, globes, and photographs.
- Standard C: The student uses appropriate resources, data sources, and geographic tools such as aerial photographs, satellite images, geographic information systems (GIS), map projections, and cartography to generate, manipulate, and interpret information such as atlases, data bases, grid systems, charts, graphs, and maps.
- Standard D: The student estimates distance, calculates scale, and distinguishes other geographic relationships such as population density and spatial distribution patterns.
- Standard H: The student examines, interprets, and analyzes physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes.
- Standard I: The student describes ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.

### **Theme VII: Production, Distribution, and Consumption**

- Standard B: The student describes the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.
- Standard D: The student describes a range of examples of the various institutions that make up economic systems such as households, business firms, banks, government agencies, labor unions, and corporations.
- Standard F: The student explains and illustrates how values and beliefs influence different economic decisions
- Standard G: differentiate among various forms of exchange and money.
- Standard H: The student compares basic economic systems according to who determines what is produced, distributed, and consumed.
- Standard I: The student uses economic concepts to help explain historical and current developments and issues in local, national, or global contexts.

### **Relevant Common Core Standards**

*This lesson relates to the following Common Core English and Language Arts Standards for History and Social Studies for middle and high school students:*

#### **Key Ideas and Details**

- CCSS.ELA-Literacy.RH.6-12.2

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- CCSS.ELA-Literacy.RH.6-12.3

### **Craft and Structure**

- CCSS.ELA-Literacy.RH.6-12.4
- CCSS.ELA-Literacy.RH.6-12.5

### **Integration of Knowledge and Ideas**

- CCSS.ELA-Literacy.RH.6-12.7

### **Range of Reading and Level of Text Complexity:**

- CCSS.ELA-Literacy.RH.6-12.10



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### About This Lesson

The lesson is based on the National Register of Historic Places registration file, "[Pioneer Square Historic District](#)" [<https://npgallery.nps.gov/pdfhost/docs/NRHP/Text/70000086.pdf>] (with [photographs](#) [<http://pdfhost.focus.nps.gov/docs/NRHP/Photos/70000086.pdf>]), and other sources on Seattle and the Klondike Gold Rush. It was written by Marc K. Blackburn, park ranger at Klondike Gold Rush National Historical Park. TwHP is sponsored, in part, by the Cultural Resources Training Initiative and Parks as Classrooms programs of the National Park Service. This lesson is one in a series that brings the important stories of historic places into the classrooms across the country.

### **Objectives**

1. To list several impacts the Klondike Gold Rush had on Seattle;
2. To examine why people came to Seattle to purchase their supplies and transportation to the gold fields;
3. To evaluate methods used to entice stampeders to outfit in Seattle;
4. To describe some of the difficulties stampeders encountered on their journey from Seattle to the Klondike;
5. To determine the effect of a dramatic event on their own community.

### **Materials for students**

**The materials listed below can either be used directly on the computer or can be printed out, photocopied, and distributed to students.**

1. Two maps of Seattle and the route to the Klondike gold fields;
2. Three readings that outline the role Seattle played in the Klondike Gold Rush;
3. Articles and partial transcripts from a special edition of the *Seattle-Post Intelligencer*;
4. Five photographs Seattle's Pioneer Square and stampeders on the Chilkoot Trail.

### **Visiting the site**

Klondike Gold Rush National Historical Park is divided into two units--Skagway, Alaska and downtown Seattle, Washington in the Pioneer Square Historic District. For park hours and more information write to the Superintendent, Klondike Gold Rush National

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Historical Park, 319 Second Avenue South, Seattle, WA 98104 or [visit the park's web pages.](#)



### Getting Started



**What appears to be happening here?  
Where might these people be going? Why?**



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### Photo Analysis Worksheet

#### Step 1:

Examine the photograph for 10 seconds. How would you describe the photograph?

#### Step 2:

Divide the photograph into quadrants and study each section individually. What details--such as people, objects, activities--do you notice?

#### Step 3:

What other information--such as time period, location, season, reason photo was taken--can you gather from the photo?

#### Step 4:

How would you revise your first description of the photo using the information noted in Steps 2 and 3?

#### Step 5:

What questions do you have about the photograph? How might you find answers to these questions?

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### **Setting the Stage**

In February 1852, a group of settlers founded the city of Seattle on the shores of Puget Sound. They chose the location because it provided a good place from which to ship logs and timber south to San Francisco, California. The following year, a steam sawmill was built, and with it Seattle's first industry was born. The town grew slowly at first due to its isolated location and the nation's involvement in the Civil War. This isolation ended in the late 1880s and early 1890s when the Northern Pacific and Great Northern railroads crossed the Cascade Mountain range into Puget Sound. During this period, Seattle began to enjoy economic prosperity as a hub for shipping and railroads.

During the summer of 1897, news of a gold strike in the isolated and desolate Klondike region of Canada's Yukon Territory reached the United States. The ensuing Klondike Gold Rush marked the last of the great gold rushes that had played a part in the development of the West since 1848 when John Marshall discovered gold in California. In the second half of the 19th century, gold and silver were discovered in many places throughout the West, including Nevada, Colorado, Montana, Idaho, and the panhandle of Alaska. Each discovery triggered waves of migration to the respective gold fields, including the Klondike in 1897-98. During the Klondike Gold Rush, thousands of prospective miners, known collectively as "stampedeers," flocked to Seattle to secure transportation to the gold fields and to purchase supplies (commonly called an "outfit") for their excursions. Seattle's merchants and ticket agents were suddenly beset with frenzied people preparing for the long and treacherous journey north.

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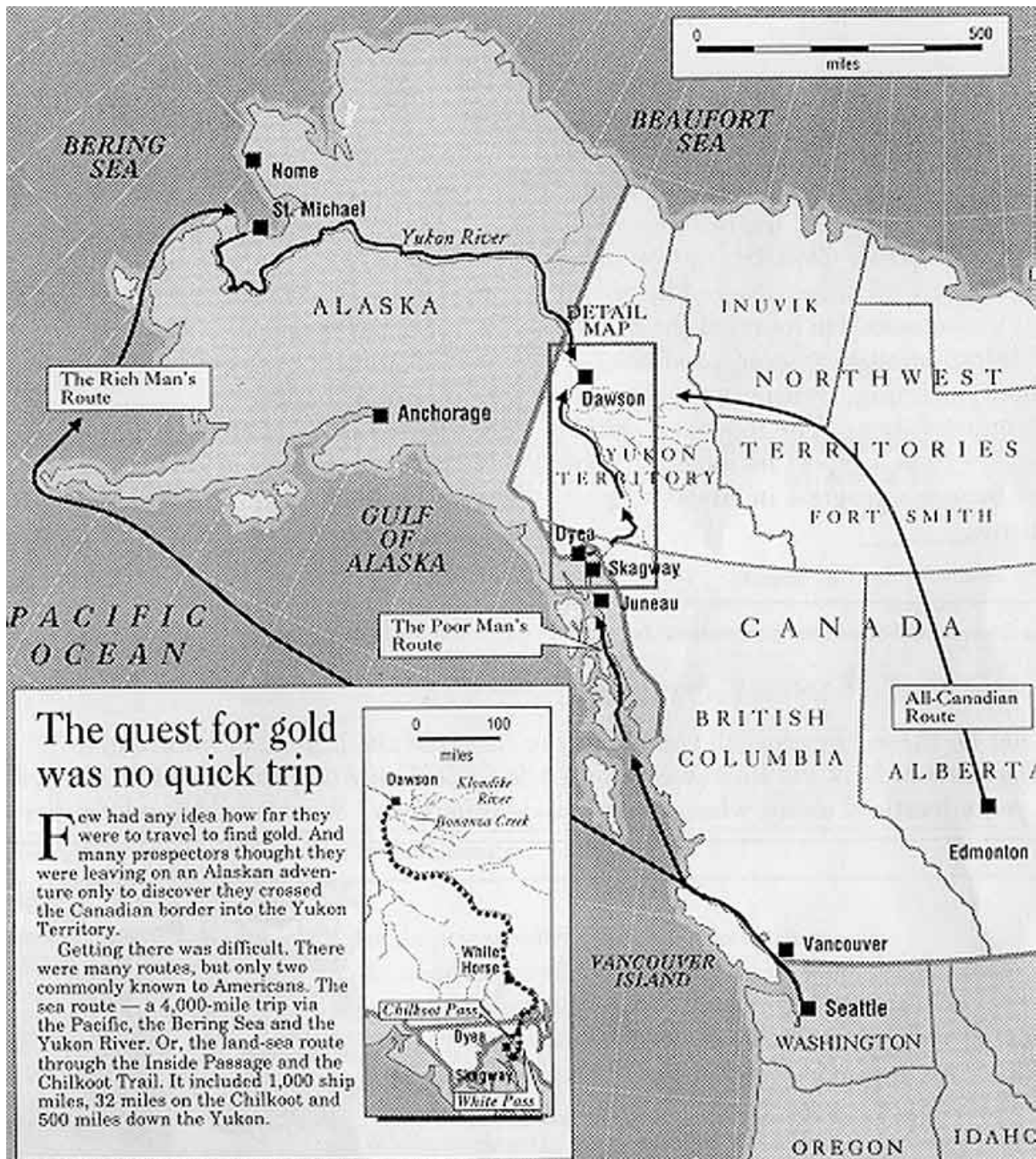
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## Gold Fever! Seattle Outfits the Klondike Gold Rush

### Locating the Site

Map 1: Routes from Seattle to the Klondike gold fields.



(Reprinted with permission, Seattle Post-Intelligencer)

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The "rich man's route" to the Klondike gold fields involved taking a ship to the mouth of the Yukon River in western Alaska and navigating a boat more than 2,000 miles up the river to the gold fields. The "poor man's route" involved taking a ship to Skagway or Dyea in southern Alaska, climbing over mountains on foot, and building a boat to navigate 500 miles down the Yukon River.

### Questions for Map 1

- 1) Identify the boundaries of the United States and Canada.
- 2) Locate Seattle, Washington; Skagway, Alaska; and Dawson, Yukon Territory (the town closest to the gold fields).
- 3) Trace the "rich man's route" to the Klondike region from Seattle and then the "poor-man's route." What appear to be the advantages and disadvantages of each route?
- 4) Why was Seattle a likely place for Americans to depart for the gold fields?



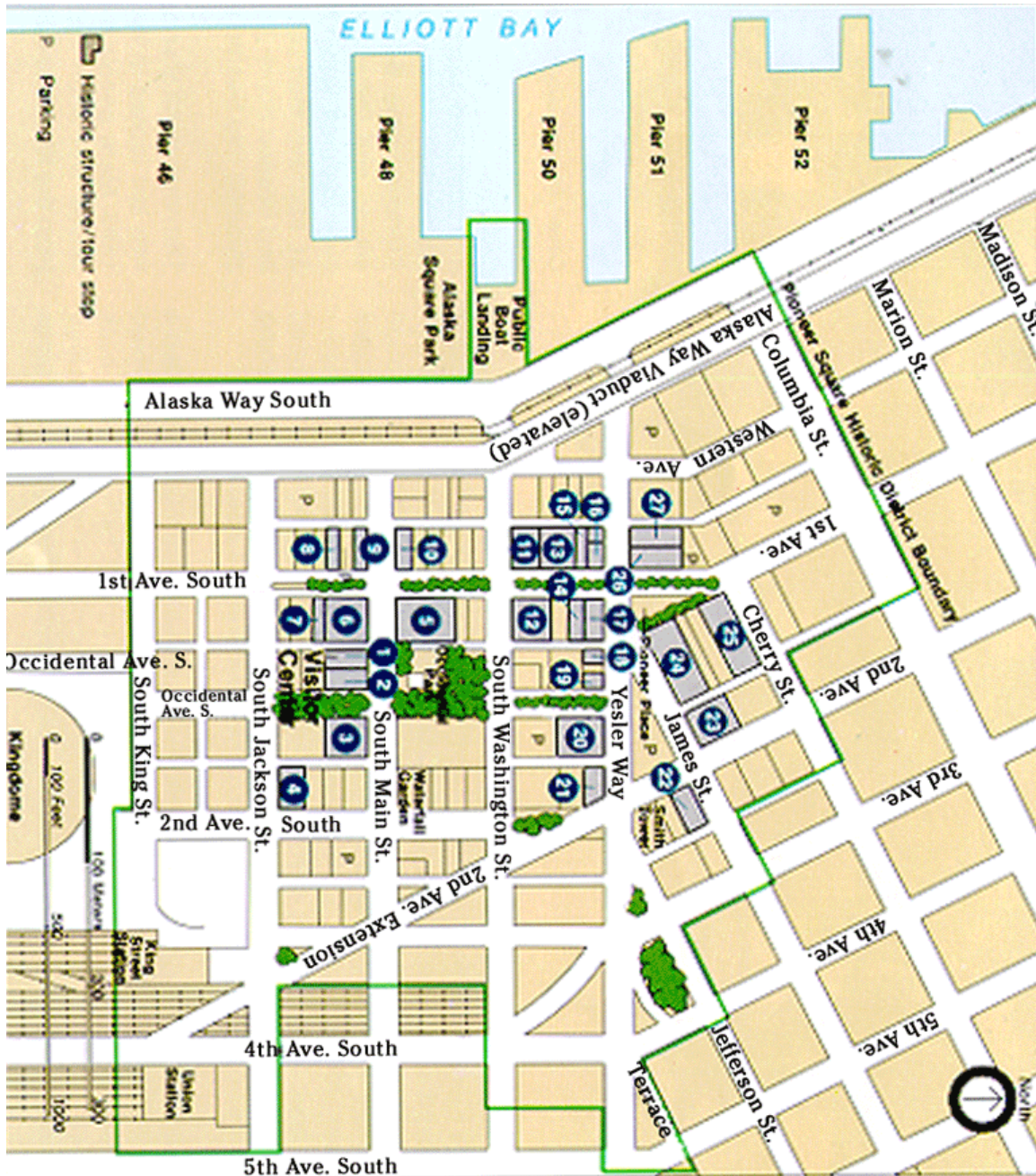
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## Gold Fever! Seattle Outfits the Klondike Gold Rush

Map 2: Pioneer Square, Seattle



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### (Key) Map 2: Pioneer Square, Seattle

#### ***Building name, date constructed, use during gold rush:***

1. Union Trust Annex, 1902
2. Union Trust Building, c. 1893
3. State Building, 1890, a wholesale and retail grocer
4. Cadillac Hotel, 1890
5. Squire-Latimer Building, 1889, Grand Central Hotel
6. The Globe Building, 1898, Globe Hotel
7. Nord Building, 1890, store for hardware, wagons and farm implements
8. Maud Building, 1889, a hotel
9. Matilda Winehill Block, 1889, Alaska Commercial Hotel
10. New England Building, 1889, New England Hotel
11. Maynard Building, 1890, housed various businesses
12. Delmar Building, 1895, State Hotel
13. Terry-Denny Building, c.1895, Great Northern Hotel
14. Lippy Building, 1900 (Built by Thomas Lippy who became rich in the Klondike)
15. Schwabacher Building, 1890, hardware store
16. Yesler Building, 1890
17. Olympic Block, 1890, Cooper & Levy Outfitters, Olympic Hotel & RR ticket office
18. Merchant's Cafe, 1889
19. Korn Building, 1890
20. Interurban Building, 1890
21. Metropole Building, 1895, drug store
22. Collins Block, 1893
23. Butler Block, 1890, Butler Hotel
24. Pioneer Building, 1892, housed various mining firms
25. Lowman Building, 1900
26. Mutual Life Building, 1897
27. Post Hotel, 1893

*In 1889, Pioneer Square, the area of Seattle's original settlement, was destroyed by fire. Businesses quickly rebuilt, this time with fireproof buildings of stone and brick. By 1897, Pioneer Square was again the commercial and social center of Seattle.*

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### Questions for Map 2

- 1) According to Map 2, how many hotels were operating during the gold rush?
- 2) What other businesses were dedicated to the needs of stampeders?
- 3) What do you notice about the construction dates of these buildings?
- 4) What evidence on the map (and key) indicates Seattle's role as a transportation center?



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### Determining the Facts

#### Reading 1: The Rush for Gold

Seattle, Washington, buzzed with excitement on July 17, 1897. Word had come over the telegraph wires two days earlier that the *S.S. Portland* was heading into Puget Sound from St. Michael, Alaska, with more than a ton of gold in her hold. The gold strike had begun quietly on August 17, 1896, when three miners found gold in the Klondike River, a tributary of the Yukon. News of the strike spread slowly over the next year until miners began to return with their fortunes.

On board the *Portland* were 68 miners and their stores of gold. The local newspaper, the *Seattle Post-Intelligencer*, sent reporters on a tugboat to interview the miners before they docked along the Seattle waterfront. Excited by the promise of catching a glimpse of gold, 5,000 people came down to the docks to see the miners and their treasure. The crowd was not disappointed. As the miners made their way down the gangplank, they hired spectators to help unload their gold. In a matter of hours, Seattle was swept with a case of gold fever. The great Klondike Gold Rush in Yukon Territory was on, as people dropped everything to head for the gold fields.

Seattle's Pioneer Square, the area of the town's first settlement, welcomed thousands of prospective miners, known as "stampedeers." Merchants and ticket agents were beset with stampedeers anxious to find transportation to the gold fields and to purchase supplies called "outfits." Store owners quickly stocked up with goods the prospectors would need and urged them to take advantage of their competitive prices. On average, an outfit for two people cost \$250 to \$500 and included such items as heavy clothing and boots; nonperishable foods like smoked bacon, beans, rice, and dried fruit; personal items like soap and razor blades; and mining tools. Stampedeers had to buy enough supplies to last for several months because there were few, if any, opportunities to replenish supplies on the way to the gold fields. By early September, 9,000 people and 3,600 tons of freight had left Seattle for the Klondike.

Seattle became a temporary home to thousands of people as they feverishly planned their trip north. Steamers taking passengers to Alaska were over booked and often dangerously overcrowded. Even so, many people who came to Seattle were forced to wait weeks before space became available at all. Merchants welcomed the flood tide of customers to the city, but hotel rooms and boardinghouses became scarce. Whether arriving by boat or train, newcomers flocked to Pioneer Square to find a "flop" (a bed). Spare rooms, basements, and attics were converted to living quarters for stampedeers awaiting transportation to Skagway, Alaska and other points north.

Pioneer Square offered filling meals and many amusements for those who had the time or the money to spare. Hungry stampedeers could purchase a meal at one of the many restaurants, cafes, and eateries throughout the business district. Gambling halls, variety theaters, and saloons catered to the whims of many. Adding to the neighborhood's rough-and-tumble reputation, some dishonest people sold prospectors goods they did not need or substituted poor quality food for the better quality items the stampedeers thought they were purchasing.

One of the immediate concerns of the stampedeers was the route they would take to the gold fields. Few had any idea of how far they would have to travel after they left Seattle. Many were



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astonished to find that the Klondike strike was not in Alaska but across the Canadian border into the Yukon Territory. Since many of the stampeders were poor, they had to take the less expensive but extremely difficult route up to the Alaskan panhandle and over mountains to the Yukon River and then to Dawson, the town closest to the gold fields. Those who could afford the easier, all-water route, traveled to the delta of the Yukon River and then down the river to Dawson. Most stampeders who set out in the fall would not even reach the gold fields until the following spring because the Yukon River had frozen and the mountain trails from Skagway and Dyea, Alaska, were almost impassable. Most would return to Seattle in a year or two--some with riches, but most poorer than when they started. Others died before ever seeing the gold fields.



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### Questions for Reading 1

- 1) How was Seattle linked to the Klondike gold strike? What changes did the gold rush bring to Seattle?
  
  
  
  
  
  
  
  
  
  
- 2) Why did it take so long for news of the gold strike to spread?
  
  
  
  
  
  
  
  
  
  
- 3) What businesses grew because of the Klondike Gold Rush?
  
  
  
  
  
  
  
  
  
  
- 4) Using Map 1 as well as Reading 1, describe the routes stampederes could take to the gold fields. Why did it take so long to reach the gold fields?
  
  
  
  
  
  
  
  
  
  
- 5) If you were a stampeder, what problems might you have faced once you arrived in Seattle?



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### Determining the Facts

#### Reading 2: Selling Seattle

Soon after the news of the Klondike gold strike was out, other port cities on the Pacific coast--especially Tacoma, Washington, and Portland, Oregon--were eager to attract the business of stampeders. Erastus Brainerd, hired by Seattle's Chamber of Commerce to publicize the city's resources, founded the Bureau of Information to answer questions about outfitting, transportation, and accommodations. The following statistics are from a report he issued to show the Bureau's progress in advertising the benefits of outfitting in Seattle.

#### **Newspaper & Magazine Display Advertising**

- Small ads in 6,244 weekly newspapers each with a circulation of 400 or more.
- Five-inch ads in Denver, Chicago, St. Paul, Minnesota, and San Francisco newspapers.
- 2/3 page ad in the New York Journal.
- 1/4 page ad in the following national magazines: *Munsey*, *McClures*, *Cosmopolitan*, *Harper's*, *Century*, *Scribner*.
- Total copies distributed: 23,325,000.

#### **Newspaper Distribution**

- Eight-page *Seattle Post-Intelligencer* supplement, 200,000 copies printed.

#### **Other Supplement Distribution**

- Every postmaster in the United States: 70,000.
- Every Public library: 6,000.
- Mayors: 4,000.
- Great Northern Railroad: 10,000.
- Northern Pacific Railroad: 5,000.
- Publications in the United States: 20,000.
- Klondike committees of Correspondence: 3,000.

#### **Information Circulars**

- Three circulars published with one sent to every daily newspaper; one to every governor, mayor, and foreign ambassador; and one to every member of Congress.

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### Questions for Reading 2

- 1) What do these statistics tell you about the efforts of the Bureau of Information?
  
  
  
  
  
  
  
  
  
  
- 2) Why do you think the Bureau of Information relied only on printed matter to promote Seattle?
  
  
  
  
  
  
  
  
  
  
- 3) If you were trying to advertise the amenities your town offers today, what might you do differently? What would you keep the same?



## Gold Fever! Seattle Outfits the Klondike Gold Rush

### Determining the Facts

#### Reading 3: The Legacy of the Klondike Gold Rush

The Klondike gold strike in the Yukon Territory marked the end of an era when prospectors could hope to dig out a fortune from the earth. Perhaps because it came so late in time compared to other major gold strikes, or perhaps because some miners did take home millions in spite of the frozen environment, this gold rush left a lasting mark on the American imagination. Today, readers still enjoy *The Spell of the Yukon*, by Robert Service and the many works of Jack London such as *Call of the Wild* and *White Fang* that tell of the immense hardships under which the miners worked. Yet these stories also tell of the pull that the far north had on many and, even today, they spark readers' fascination.

The Klondike Gold Rush was significant not only because it was the last great gold rush but also because it increased awareness of the northern frontiers of Alaska and Canada. Unimpressed, the press had labeled the purchase of Alaska as "Seward's folly" or "Seward's ice box." Alaska and the Canadian Northwest, including the Yukon Territory, remained sparsely populated until the end of the century. When the U.S. Census Bureau declared the western frontier closed in 1890, interest in Alaska grew. While there still were millions of acres of empty space in the lower states and territories, more people began to venture north, toward the lands they recognized as the last frontier. The discovery of gold, first in Yukon Territory and then in Nome, Alaska, raised the public's interest in what the far north had to offer.

Many changes took place in the Yukon as a result of the gold rush. A railway was built from Skagway, Alaska, to Whitehorse, Yukon Territory, in 1900. The population of Whitehorse swelled to 30,000 the same year. The gold-bearing gravel found between the Yukon and Klondike Rivers brought as much as \$22 million in 1900, but it fell to \$5.6 million by 1910 when most of the stampedeers had left for Alaska, returned to Seattle, or set out to other regions.

Many of the stampedeers who went through Seattle never reached the gold fields. In fact, between 1897 and 1900, more than 100,000 people from many nations attempted to reach the Klondike, but no more than 40,000 reached Dawson City. Some quit on the trail after experiencing too much hardship. Some returned to their original homes. Still others returned to Seattle and made it their permanent home. The city had many attractions and rewards for those who decided to stay, but the primary lure was the wealth of jobs for the unemployed. Merchants hired clerks and stockers to keep up with the rising demand for goods and services. Local manufacturers of equipment and clothing, food processors, and shipyards all needed workers, as well. Even the government of the City of Seattle was hiring, because city workers and police officers were needed to replace those who had quit and gone north in search of gold.

For Seattle, the gold rush created a boom that attracted people from all over the world even after the gold rush ended. In 1890, Seattle's population was 42,837. By the turn of the century, that figure had almost doubled, and by 1910, the population had reached 237,194. Matching this growth in population was an expansion of the city boundaries. By annexing small areas to the north and east of Pioneer Square, the size of the city more than doubled by 1910.

Seattle's business community continued to flourish. Many miners who returned to Seattle invested their fortunes in local businesses. For example, John Nordstrom invested \$13,000 of

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Klondike gold into a shoe store, owned by a cobbler he had met in the gold fields. That shoe store marked the beginning of the Nordstrom department store chain. Outfitters, such as Edward Nordoff of Bon Marche, were able to capitalize on their successes during the gold rush and transform their small storefronts into major department stores that now have branches in many cities.

Seattle's links with the West Coast and the rest of the country continued to improve its economy. Manufactured goods, timber products, and other natural resources could be shipped by sea to San Francisco, Alaska, and the countries along the Pacific Rim. Goods also could be shipped by rail, with direct connections to Canada, California, the Midwest and the Northeast. At the dawn of a new century, Seattle had established itself as the premier city of the Northwest.

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### Questions for Reading 3

- 1) What impact did the Klondike Gold Rush have on the popular idea of the northern frontier?
- 2) Why did some stampeders stay in Seattle or return to live there?
- 3) Have you read books by Robert Service or Jack London? If so, what are some of the impressions these works gave you about the far north?
- 4) What was the long-term impact of the Klondike Gold Rush on Seattle?

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## Gold Fever! Seattle Outfits the Klondike Gold Rush

### Visual Evidence

#### Photo 1: Cooper and Levy Pioneer Outfitters



*(Special Collections, University of Washington Libraries, Curtis Photo, Neg. 26368)*



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## Gold Fever! Seattle Outfits the Klondike Gold Rush

Photo 2: McDougal and Southwick Company



(Klondike Gold Rush National Historical Park)

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## Gold Fever! Seattle Outfits the Klondike Gold Rush

Photo 3: Thedinga Hardware Company



*(Special Collections, University of Washington Libraries, Neg. 4763)*

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### Questions for Photos 1, 2, & 3

- 1) Locate Cooper & Levy Outfitters on Map 2.
- 2) What might the bags and boxes shown in the photos contain? Why is there so much merchandise? Why is it stacked outside?
- 3) Approximately when do you think these photos were taken? Why do you think so?
- 4) In what ways do these photos summarize what was happening in Seattle at the time they were taken?
- 5) What are your impressions of Seattle based on the photos?

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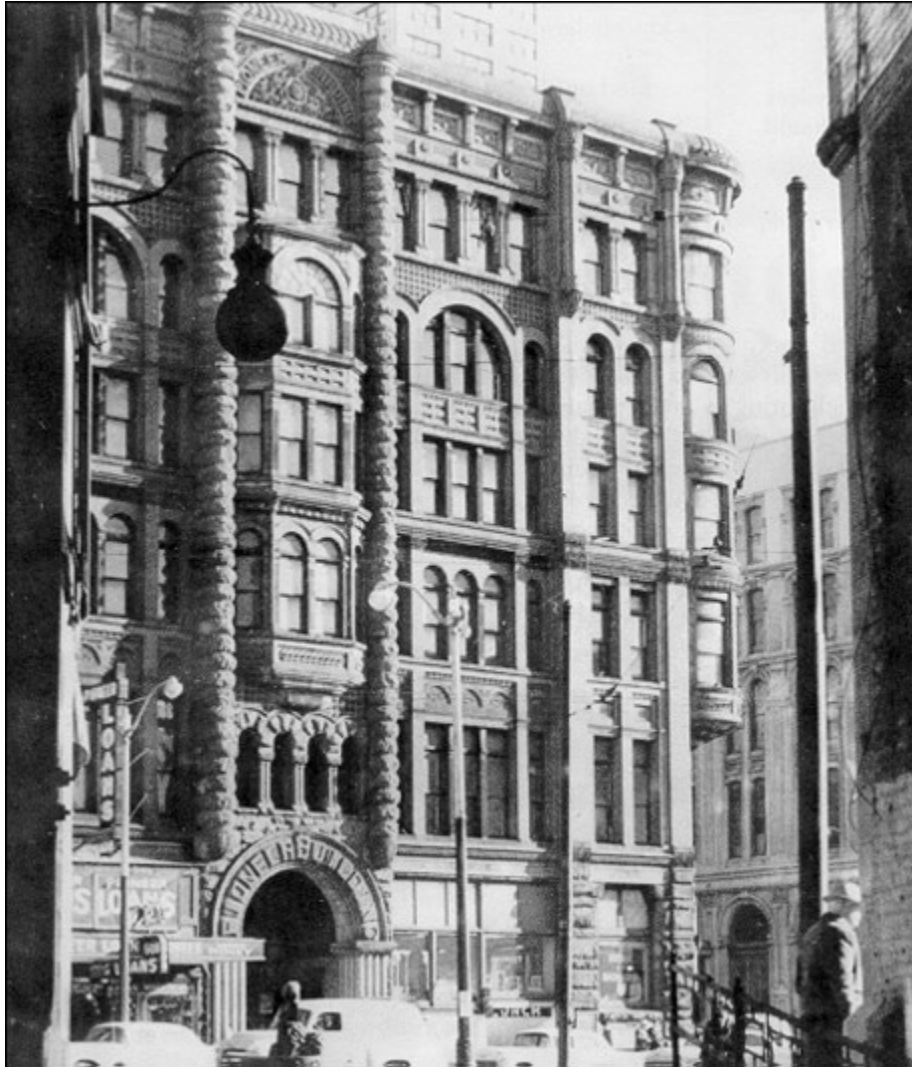
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## *Gold Fever! Seattle Outfits the Klondike Gold Rush*

### Visual Evidence

#### Photo 4: The Pioneer Building, Pioneer Square



*(National Park Service)*

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### Questions for Photo 4

- 1) Locate this building on Map 2 of Seattle's Pioneer Square.
- 2) What role did this building play in the gold rush business in Seattle?
- 3) Does the building change your impression of Seattle based on Photos 1-3? Why or why not?



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## *Gold Fever! Seattle Outfits the Klondike Gold Rush*

### Visual Evidence

**Photo 5: Ascending the *Golden Stairs* up to Chilkoot Pass on the Chilkoot Trail, 1897**



(Library of Congress)

*A stamper might spend an entire day getting his gear to the top of this hill because he could only haul a portion of the heavy load at one time. He would have to store a load at the top and then retrace his steps to pick up another load. It often took many such trips before the miner was ready to start down the other side of the Chilkoot Pass.*

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## *Gold Fever! Seattle Outfits the Klondike Gold Rush*

### Questions for Photo 5

- 1) Locate the Chilkoot Pass on Map 1.
  
  
  
  
  
  
  
  
  
  
- 2) What are some of the goods that these miners might be carrying on their backs?
  
  
  
  
  
  
  
  
  
  
- 3) What conditions did these stampeders face?
  
  
  
  
  
  
  
  
  
  
- 4) What do the men to the left of the trail appear to be doing?



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### Putting It All Together

The following activities will help students understand not only how the Klondike Gold Rush affected Seattle, but also how important events may have altered the economic and social fabric of their own community.

### Activity 1: Should I Stay, or Should I Go?

Divide students into groups of four and have each member select one of the following characters:

1. *Veteran miner (sourdough)*: The sourdough had struck it rich once and although he knows firsthand of the hard work, patience, and luck needed to strike gold, he also knows that he has the know-how to chance a second trip that might bring him more wealth and riches.
2. *Widow*: In a society that limits opportunities available to women, she must decide whether to open a business in Seattle or go north alone.
3. *Merchant*: He will go anywhere to make a profit. He is looking for the location that will give him the greatest return for his money.
4. *Farmer*: A farmer from Iowa has sold his farm so that he, his wife, and two small children can improve their fortunes. While a knowledgeable outdoorsman, he has never mined for gold.

Ask each group member to decide how his or her character would answer the question, "Should I go, or not go to the Klondike gold fields?" Have students list the reasons for their decision and then share their thoughts with the rest of the class. Then poll students to find out how many of them think they would have chosen to go to the Klondike if they had been alive at the time. Complete the activity by having students discuss how people of today might respond to news of a gold strike.



# Teaching with Historic Places

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## *Gold Fever! Seattle Outfits the Klondike Gold Rush*

### **Activity 2: Opportunity Knocks**

Working in small groups, have students look through old newspapers and files in their local library or historical society archives to find an event that brought dramatic economic and/or social change to their town or region. Possibilities include the coming of the railroad, the start of a major business or industry, immigration, a major war, or some other event. Students should try to find out how people reacted to the event, as well as how the community's physical appearance changed, if at all. If possible, students may want to interview people who witnessed the event they chose. Finally, have students research whether or not any buildings or monuments related to the event still exist. If so, have them collect or take photographs of the building and describe how it is related to their event. Groups can present their findings in a written or oral report.

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## *Gold Fever! Seattle Outfits the Klondike Gold Rush*

### References and Endnotes

#### Reading 1

Reading 1 was adapted from *The Klondike Gold Rush of 1898: A Teacher's Guide to the Last Grand Adventure* (Seattle: Klondike Gold Rush National Historical Park, 1993); Pierre Berton, *The Klondike Fever: The Life and Death of the Last Great Gold Rush* (New York: Alfred A. Knopf, 1958); and Elizabeth Rider Montgomery, *When a Ton of Gold Reached Seattle* (Champaign, IL: Garrard Publishing Company).

#### Reading 2

Reading 2 was adapted from "What the Advertising Committee Accomplished," no date, Erastus Brainerd Papers, Microfilm Division, University of Washington Libraries.

#### Reading 3

Reading 3 was adapted from *The Klondike Gold Rush of 1898: A Teacher's Guide to the Last Grand Adventure* (Seattle: Klondike Gold Rush National Historical Park, 1993).



## *Gold Fever! Seattle Outfits the Klondike Gold Rush*

### **Additional Resources**

*Gold Fever! Seattle Outfits the Klondike Gold Rush* will help in understanding how Seattle exemplified the prosperity of the Klondike Gold Rush. The lesson plan provides insight into the impact the Klondike Gold Rush had on Seattle. Those interested in learning more will find that the Internet offers a variety of materials.

### **Klondike Gold Rush National Historical Park, Seattle Unit**

Klondike Gold Rush National Historical Park is a unit of the National Park System. The [park's web page](#) details the history of the park and visitation information. The site also offers a virtual tour that provides stories, maps, and photographs of the Gold Rush Era in Seattle.

### **Hard Drive to the Klondike:**

#### **Promoting Seattle During the Gold Rush**

The National Park Service interprets the Klondike Gold Rush, including Seattle's role in the Klondike trade and the legacy of the Gold Rush, in their historic resource study, [Hard Drive to the Klondike: Promoting Seattle During the Gold Rush](#).

### **National Register of Historic Places**

The National Park Service's National Register of Historic Places' on-line travel itinerary, "[Seattle](#)," provides information on places listed in the National Register for their association with the city's history, including the [Pioneer Building](#) and [Klondike Gold Rush National Historical Park](#).

### **Gold in Alaska: A Century of Mining History in Alaska's National Parks**

Many of the Alaskan gold discoveries took place in areas that are today part of the National Park System. [This online history book](#) contains the histories of a sampling of park units that interpret their gold rush past.

### **Alaska's Gold**

[Alaska Gold Rush](#) was developed by the Alaska Rich Mining Project Committee to make archival, library and museum materials more accessible to users throughout the state and to assist teachers in using primary source materials in classrooms. Alaska's Gold has two parts: Alaska's Gold Themes and Alaska's Gold Lode. Alaska's Gold Themes includes primary source materials enhanced with questions, suggested activities and a teacher's resources packet. Alaska's Gold Lode includes a larger selection of documents related to the project themes.

### **Valdez Museum & Historical Archive**

The [Valdez Gold Rush pages](#) provide a database to research information about gold rush participants. This site also features a time line, historic photographs, and a Gold Rush Links page to other sites and information about the Klondike and California gold rushes.

### **University of Washington Libraries' Digital Collections**

For a wonderful collection of photographs of Seattle, Washington during the Klondike Gold Rush, visit the [University of Washington Libraries' Digital Collections](#). The Seattle and the Alaska and Yukon collections will be of particular interest.

# Teaching with Historic Places

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## *Gold Fever! Seattle Outfits the Klondike Gold Rush*

### **Stories from the Gold Rush**

The [National Postal Museum](#) celebrates the Klondike/Alaskan Gold Rush centennial with two features that explore the last great gold rush of the 19th century and the role of the mail carriers who provided contact between those so far from home and the families they left behind.

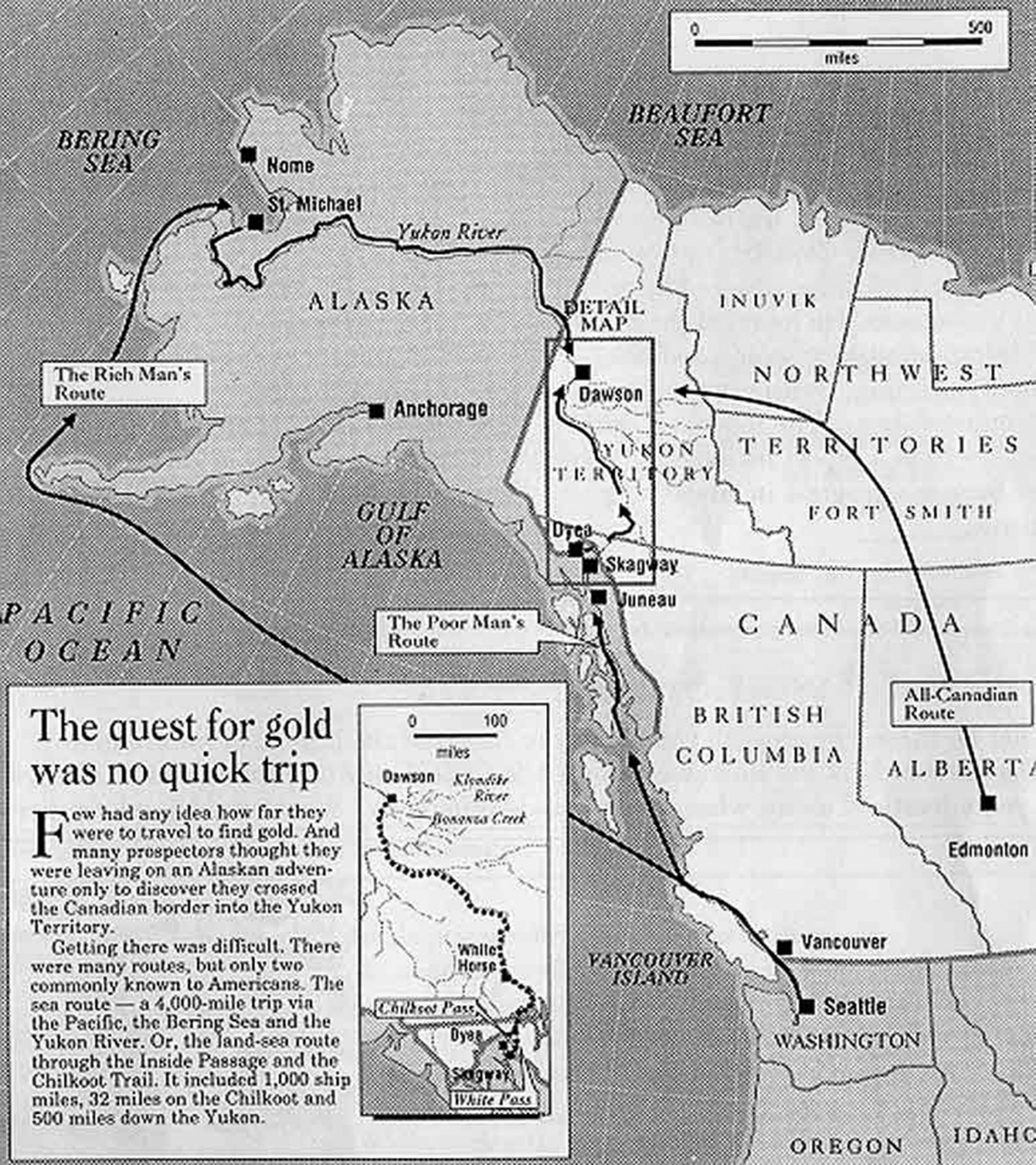
### ***The Seattle Times***

The Seattle Times web page provides unique insight in their [Klondike Special Report](#) where a reporter travels north by ferry, foot, and kayak on a Klondike adventure with his historical "companion," Mont Hawthorne, who made the trip in 1897-98. Included on the site is an article titled *The Day Seattle's Ship Came In*, and letters and journals chronicling the stampeders experience.



ON CHILKOOT PASS





## The quest for gold was no quick trip

Few had any idea how far they were to travel to find gold. And many prospectors thought they were leaving on an Alaskan adventure only to discover they crossed the Canadian border into the Yukon Territory.

Getting there was difficult. There were many routes, but only two commonly known to Americans. The sea route — a 4,000-mile trip via the Pacific, the Bering Sea and the Yukon River. Or, the land-sea route through the Inside Passage and the Chilkoot Trail. It included 1,000 ship miles, 32 miles on the Chilkoot and 500 miles down the Yukon.





ELLIOTT BAY

Historic structure/tour stop  
P Parking

Pier 46

Pier 48

Pier 50

Pier 51

Pier 52

Alaska Square Park  
Public Boat Landing

Alaska Way South

Alaska Way Viaduct (elevated)  
Columbia St.  
Western Ave.

1st Ave. South

Occidental Ave. S.

Occidental Ave. S.

South King St.

2nd Ave.

South Jackson St.

South

South Main St.

South Washington St.

2nd Ave. Extension

4th Ave. South

5th Ave. South

Yesler Way

James St.

Cherry St.

2nd Ave.

3rd Ave.

4th Ave.

5th Ave.

Jefferson St.

Madison St.

Marion St.

Pioneer Square Historic District Boundary

Visitor Center

Waterfall Garden

Pioneer Place P

Smith Tower

Terrace

Union Station

Kingdome

100 Feet

500

1000

1500

2000









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