

LESSON TITLE:	IT'S A RUSH!
BACKGROUND INFORMATION:	
CREATED BY:	JULI WESTRICH, 2023 TEACHER ON THE TRAIL™
GRADE LEVEL/ SUBJECT:	K-12 (ADAPTED FOR GRADE LEVEL) SOCIAL STUDIES, US HISTORY, ECONOMICS, SOCIOLOGY
ESSENTIAL QUESTION: LEARNING OBJECTIVES:	<p>HOW CAN I UNDERSTAND THE HISTORICAL CONTEXT OF FINANCIAL SCHEMES AND RELATE THEM TO CURRENT EVENTS?</p> <p>I CAN:</p> <ul style="list-style-type: none"> ● IDENTIFY THE TIMEFRAME OF THE ALASKA GOLD RUSH ● UTILIZE INFORMATION FROM AN ORIGINAL DOCUMENT TO DETERMINE COST OUTPUT OF MOVING TO ALASKA DURING THE GOLD RUSH ● USE PHOTOGRAPHIC EVIDENCE TO CREATE A THEORY ABOUT THE LIFE OF A GOLD MINER, USING DETAILS FROM THE IMAGE TO SUPPORT IDEAS ● EXPLAIN THE CONNECTION BETWEEN THE SETTLERS SEEKING GOLD AND CURRENT SCHEMES TO "GET RICH QUICK"
STANDARDS ADDRESSED:	<p>NYS SOCIAL STUDIES FRAMEWORK GRADES K-12</p> <p>STANDARD 1: HISTORY OF THE UNITED STATES AND NEW YORK</p>

- STUDENTS WILL USE A VARIETY OF INTELLECTUAL SKILLS TO DEMONSTRATE THEIR UNDERSTANDING OF MAJOR IDEAS, ERAS, THEMES, DEVELOPMENTS, AND TURNING POINTS IN THE HISTORY OF THE UNITED STATES AND NEW YORK.

STANDARD 3: GEOGRAPHY

- STUDENTS WILL USE A VARIETY OF INTELLECTUAL SKILLS TO DEMONSTRATE THEIR UNDERSTANDING OF THE GEOGRAPHY OF THE INTERDEPENDENT WORLD IN WHICH WE LIVE—LOCAL, NATIONAL, AND GLOBAL—INCLUDING THE DISTRIBUTION OF PEOPLE, PLACES, AND ENVIRONMENTS OVER EARTH'S SURFACE.

STANDARD 4: ECONOMICS

- STUDENTS WILL USE A VARIETY OF INTELLECTUAL SKILLS TO DEMONSTRATE THEIR UNDERSTANDING OF HOW THE UNITED STATES AND OTHER SOCIETIES DEVELOP ECONOMIC SYSTEMS AND ASSOCIATED INSTITUTIONS TO ALLOCATE SCARCE RESOURCES, HOW MAJOR DECISION-MAKING UNITS FUNCTION IN THE UNITED STATES AND OTHER NATIONAL ECONOMIES, AND HOW AN ECONOMY SOLVES THE SCARCITY PROBLEM THROUGH MARKET AND NONMARKET MECHANISMS.

NYS COMMON CORE LEARNING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

- READ CLOSELY TO DETERMINE WHAT THE TEXT SAYS EXPLICITLY AND TO MAKE LOGICAL INFERENCES FROM IT, AND CITE SPECIFIC TEXTUAL EVIDENCE WHEN WRITING OR SPEAKING TO SUPPORT CONCLUSIONS DRAWN FROM THE TEXT.

- INTEGRATE AND EVALUATE CONTENT PRESENTED IN DIVERSE FORMATS AND MEDIA, INCLUDING VISUALLY AND QUANTITATIVELY, AS WELL AS IN WORDS
- DRAW EVIDENCE FROM LITERARY OR INFORMATIONAL TEXTS TO SUPPORT ANALYSIS, REFLECTION, AND RESEARCH.
- PREPARE FOR AND PARTICIPATE EFFECTIVELY IN A RANGE OF CONVERSATIONS AND COLLABORATIONS WITH DIVERSE PARTNERS, BUILDING ON OTHERS' IDEAS AND EXPRESSING THEIR OWN CLEARLY AND PERSUASIVELY.

NYS COMMON CORE UNIFYING THEMES

GEOGRAPHY, HUMANS, AND THE ENVIRONMENT

- RELATIONSHIP BETWEEN HUMAN POPULATIONS AND THE PHYSICAL WORLD (PEOPLE, PLACES, AND ENVIRONMENTS)
- EFFECT OF HUMAN ACTIVITIES ON THE ENVIRONMENT
- INTERACTIONS BETWEEN REGIONS, LOCATIONS, PLACES, PEOPLE, AND ENVIRONMENTS
- SPATIAL PATTERNS OF PLACE AND LOCATION

CREATION, EXPANSION, AND INTERACTION OF ECONOMIC SYSTEMS

- PRODUCTION, DISTRIBUTION, AND CONSUMPTION
SCARCITY OF RESOURCES AND THE CHALLENGES OF MEETING WANTS AND NEEDS
- SUPPLY/DEMAND AND THE COORDINATION OF INDIVIDUAL CHOICES
- ECONOMIC SYSTEMS
- TRADE, INTERDEPENDENCE, AND GLOBALIZATION
ROLE OF GOVERNMENT IN THE ECONOMY
- PERSONAL FINANCE

<p>MATERIALS NEEDED:</p>	<ol style="list-style-type: none"> 1. BOOK: <i>PEDRO'S PAN: A GOLD RUSH STORY</i> BY MATTHEW LASLEY 2. VIDEO: GOLD RUSH – BRAINPOP HTTPS://YOUTU.BE/_R0J5LHuZRQ 3. VIDEO: NOME GOLD RUSH HTTPS://YOUTU.BE/kVGUDBSZA1G 4. WEBSITE: SMITHSONIAN NATIONAL POSTAL MUSEUM As PRECIOUS As GOLD 5. WEBSITE: NATIONAL PARK SERVICE THE STAMPEDE NORTH 6. CHART PAPER 7. MARKERS
<p>PROCEDURE:</p>	
<p>BEFORE TEACHING:</p>	<ul style="list-style-type: none"> ● PRE-WATCH VIDEOS FOR CONTENT AND AGE-LEVEL APPROPRIATENESS (THEY ALSO PROVIDE A GREAT REFRESHER FOR TEACHERS!) ● EXPLORE As PRECIOUS As GOLD EXHIBIT AND NPS THE STAMPEDE NORTH WEBSITES FOR BACKGROUND INFORMATION ● CREATE VOCABULARY LIST ● ASSEMBLE SUPPLIES
<p>ENGAGEMENT: 15 MINUTES</p>	<p>WHAT WOULD YOU DO IF THERE WAS A CHANCE YOU COULD GET RICH?</p> <ol style="list-style-type: none"> 1. BRAINSTORM IDEAS TO “GET RICH” AND USE CHART PAPER TO RECORD 2. WHAT DOES “RICH” MEAN? IS IT JUST ABOUT HAVING A LOT OF MONEY? 3. WHAT ARE YOU WILLING TO DO TO BECOME RICH? WOULD YOU LEAVE YOUR FAMILY? COMPROMISE YOUR VALUES? CHEAT? STEAL? LIE?

<p>LESSON: GRADE LEVEL DEPENDENT</p>	<p>PREPARE CLASS WITH THE LEARNING GOAL: WE ARE TRYING TO DISCOVER WHAT WAS SO APPEALING ABOUT THE GOLD RUSH AND WHETHER THE QUEST FOR GOLD WAS WORTH THE EFFORT.</p> <ol style="list-style-type: none"> 1. WATCH VIDEO ABOUT THE GOLD RUSH (BRAINPOP FOR ELEMENTARY – FOCUSES ON CALIFORNIA. OR NOME GOLD RUSH FOR MS/HS) 2. IDENTIFY THE TIMEFRAME OF THE ALASKA GOLD RUSH AND EXPLORE THE CONTEXT IN TERMS OF TECHNOLOGY AVAILABLE AT THE TIME – INCREASING THE HARDSHIP OF THE JOURNEY. 3. POSE THE ESSENTIAL QUESTION FRAMED IN TERMS OF IDITAROD/ALASKA: HOW CAN I UNDERSTAND THE HISTORICAL CONTEXT OF SEARCHING FOR GOLD (FINANCIAL SCHEMES)? 4. WHAT MOTIVATED PEOPLE TO GO TO ALASKA AND SEARCH FOR GOLD? MONEY – MORE SO QUICK MONEY 5. DEFINE: PROSPECTOR, RUSH, PLACER, MINER, CLAIM JUMPING, WANDERLUST,
<p>ELEMENTARY</p>	<ol style="list-style-type: none"> 6. ELEMENTARY: READ PEDRO'S PAN – ELEMENTARY 7. DISCUSSION PROMPTS: WHAT IS THE COST VS. BENEFIT? FACTOR IN THE WORK REQUIRED AND CREATE A LIST ON CHART PAPER OF THE TIME/WORK REQUIRED. WHAT ARE OTHER FACTORS TO CONSIDER? CREATE A LIST OF CHALLENGES: LACK OF ROADS? WILD ANIMALS? LONELINESS? DISTANCE FROM FAMILY?

<p>MS/HS:</p>	<p>LACK OF RESOURCES? WHAT PART OF THE SEARCH IS SKILL AND WHAT PART IS LUCK?</p> <p>5. MS/HS: EXAMINE PRIMARY DOCUMENTS FROM THE SMITHSONIAN NATIONAL POSTAL MUSEUM THE <u>GREAT NOME GOLD RUSH</u></p> <ol style="list-style-type: none"> 1. <u>LETTER FROM FRED LOCKLEY</u> DESCRIBING JOURNEY TO NOME 2. <u>PHOTOGRAPH OF TENT CITY, NOME</u>, c 1900 3. <u>PHOTOGRAPH OF WOMAN</u> WITH "GOLD FEVER" ON NOME BEACH, c 1900 4. <u>GETTING TO THE GOLD</u> – DESCRIBES CHALLENGES, REQUIRED TON OF SUPPLIES, AND THE UNSCRUPULOUS MERCHANTS MAKING MONEY OF DESPERATE MINERS
<p>EXTENSION: MS/HS</p>	<p>EXPLORE THE CHALLENGES OF THE INTERIOR ALASKA/KLONDIKE GOLD RUSH VS. NOME – SPECIFICALLY ACCESS TO TRAVEL AND RESOURCES</p> <ol style="list-style-type: none"> 1. NOME IS ON THE SEA: ACCESSIBLE BY WATER MAY–OCTOBER; POST GOLD RUSH NOME SERUM RUN 1925– NECESSITY OF DOG SLED RELAY DUE TO REMOTENESS AND ICED IN BEACHES, BENEFIT OF TRAIL TRAVEL ACROSS INTERIOR ALASKA 2. KLONDIKE (AND INTERIOR AK GOLD RUSH OF FAIRBANKS, FLAT, ETC) REQUIRED MOVEMENT OF SUPPLIES ACROSS LAND. USE OF DOG SLEDS WAS CRITICAL IN SUPPORTING PROSPECTORS – INCLUDING MAIL SERVICE – EXPLORE BACKGROUND INFO, FIRST HAND ACCOUNTS AND PHOTOGRAPHS OF DOG SLED MAIL CARRIERS IN <u>PRECIOUS AS GOLD</u>

<p>CONCLUSION:</p>	<p>REGARDLESS OF THE CHALLENGES SOME PEOPLE DID “GET RICH” IN THE ALASKA GOLD RUSH. MORE THAN 20,000 PEOPLE RUSHED TO NOME AND MORE THAN \$46 MILLION IN GOLD WAS DISCOVERED BETWEEN 1899–1910 (NPS GOLD RUSH LANDMARKS).</p>
<p>ASSESSMENT:</p>	<p>ELEM: GROUP DISCUSSION OF PROS/CONS OF PARTICIPATING IN THE GOLD RUSH</p> <p>MS/HS: PERSUASIVE ESSAY CITING 3–5 REASONS FOR OR AGAINST PARTICIPATING IN THE GOLD RUSH</p>
<p>ENRICHMENT/ SUGGESTIONS:</p>	<p>SOCIOLOGY: THE GOLD RUSH WAS APPEALING TO MANY FOR THE POTENTIAL “GET RICH QUICK” ASPECT. HOWEVER, THE REALITY WAS NEITHER QUICK, NOR A PROMISE OF RICHES. WHAT MOTIVATES PEOPLE TO FIND “QUICK” WAYS TO WEALTH? IS THERE SUCH A THING? INVESTIGATE THE SOCIAL EMPHASIS ON FINANCIAL SUCCESS.</p> <p>ECONOMICS: EXTEND THE DISCUSSION AND/OR RESEARCH TO INCLUDE MODERN DAY “SCHEMES” OR MONEY MAKING POTENTIALS WITH WHAT APPEAR TO BE LITTLE OUTPUT. WHAT DOES IT ACTUALLY TAKE TO BE A TIKTOK INFLUENCER? HOW MUCH TIME, ENERGY, RESOURCES ARE REQUIRED TO CREATE CONTENT? HOW DOES CRYPTO CURRENCY WORK? EVALUATE THIS AS A “GET RICH QUICK” INVESTMENT.</p>

DEBATE:	WHAT IS BETTER – A “CHANCE” AT GETTING RICH, OR A SUSTAINABLE, CONSISTENT INCOME SOURCE?
OTHER:	EVALUATE SCHOOL FUNDRAISING EFFORTS TO DETERMINE IF IT RESULTS IN A GOOD RETURN ON TIME/ENERGY/RESOURCES. EX. SCHOOL BOOK FAIR, RUNNING THE SNACK TABLE AT A BALL GAME, HOLDING A BAKE SALE, SELLING CANDLES, MAGAZINES OR WREATHS –OR WHATEVER YOUR SCHOOL DOES TO RAISE FUNDS!