

***Children of the Gold Rush* Highlighting Directions and Labels for the Instructor's Book**

The following pages consist of directions for preparing the teacher copy of *Children of the Gold Rush*. Some teachers may find these highlights and labels helpful when conducting lessons.

Begin by putting the labels in the book, then highlight, and finally add the flags.

To print the labels, use file folder labels such as Avery #8066 or Avery template #5366. Then, follow the directions on the additional page to insert labels into your book.

When highlighting, I suggest using gel highlighters because they will not bleed to the other side of the page. You will need a pink, a yellow, and an orange highlighter.

You will also need one Post-it flag.

You may also want to use a pen or pencil to number the paragraphs in the introduction. This will make it easier when following the directions for placing the labels.

CHILDREN OF THE GOLD RUSH LABEL INSERT DIRECTIONS FOR THE INSTRUCTOR'S BOOK

| ITEM | PAGE # | LOCATION |
|-----------------|--------|---|
| Day 7 | 7 | Above the heading "Introduction" |
| Day 8 | 7 | Below the heading "Introduction" |
| I— immigrant | 7 | Near, "Some children came north with their mothers to join long-absent fathers." |
| I— native | 7 | Near, "Others were born in the new boomtowns." |
| Day 9 | 7 | Next to paragraph 4, which begins, "Gold was first discovered in the Yukon in 1886." |
| I— developed | 8 | Near, "In every new boomtown, gold-seekers and entrepreneurs pitched canvas tents..." |
| Day 10 | 8 | Next to paragraph 8, which begins, "Native people and early prospectors..." |
| Post-it Flag | 9 | Pointing to the line in paragraph 11 that begins, "And perhaps infected by the eternal optimism..." |
| Day 13 | 41 | Top of page |
| Day 14 | 69 | Top of page |
| Day 16 | 23 | Top of page |
| Day 17 | 49 | Top of page |
| Day 18 | 29 | Top of page (You may want to write "pp. 29 & 39" on the label.) |
| Day 19 | 28 | Top of page (You may want to write "pp. 28, 36, 67, & 79" on the label.) |
| Day 21 | 13 | Top of page |
| Day 22 | 31 | Top of page |
| Day 23 | 57 | Top of page |
| Day 25 | 81 | Top of page |
| I— entrepreneur | 83 | Near, "As he grew older, Donald discovered ways to make money." |

CHILDREN OF THE GOLD RUSH HIGHLIGHTING DIRECTIONS FOR THE INSTRUCTOR'S BOOK

Pink = Teacher Modeling Yellow = Turn & Talk Orange = Vocabulary

| COLOR | PAGE # | WORD OR SENTENCE |
|--------------|---------------|--|
| Pink | 7 | As a result, many children grew up in these gold rush settlements. |
| Orange | 7 | Label: I—immigrant |
| Orange | 7 | Label: I—native |
| Orange | 7 | Native, native, native, native |
| Yellow | 7 | Many were members of Native Alaskan or Yukon First Nations bands who had lived in the North for thousands of years. |
| Yellow | 7 | As these children grew up, they had to choose between the new world of mining and towns, and the traditional Native lifestyle of fishing, trapping, and hunting. |
| Pink | 7 | For the next twenty-five years, thousands of gold-seekers poured into Skagway, Dyea, Dawson, Nome, Fairbanks, Rampart, Iditarod, Livengood, and dozens of other boomtowns. |
| Orange | 8 | treacherous |
| Yellow | 8 | Some traveled by ship all the way to St. Michael, then had to board a riverboat for the next 1500-mile trip upstream to Dawson. |
| Orange | 8 | expeditions |
| Orange | 8 | pioneers |
| Orange | 8 | Label: I—developed |
| Yellow | 8 | When they finally arrived, even the toughest pioneers, young or old, were challenged by the mosquito-filled summers and cold, dark winters. |
| Yellow | 8 | Out in the gold creeks, families crowded together in tiny cabins. |
| Pink | 8 | In summertime, they played outdoors all night because the sun never set. |
| Yellow | 9 | Learning to work hard at a young age may have been their best lesson of all. |
| Orange | 9 | adapt |
| Orange | 9 | optimism |

| | | |
|--------|----|---|
| Orange | 9 | positive |
| Orange | 9 | misfortune |
| Yellow | 9 | And perhaps infected by the eternal optimism of the gold-seekers, they learned to be positive, even during times of misfortune. |
| Orange | 9 | entrepreneur |
| Yellow | 9 | Still others passed on their rich memories to their descendants who have shared them with us. |
| Pink | 17 | This money helped Crystal's mother, Anna, support the family while her father was out prospecting. |
| Orange | 17 | treacherous |
| Yellow | 17 | It may be years and it may be forever, Oh, why art thou silent, though voice of my heart? |
| Yellow | 18 | Crystal and Monte attended the new Circle City school, where their teacher was Anna Fulcomer. |
| Orange | 18 | Stampede |
| Yellow | 18 | And, when they finally struck it rich, Crystal was sure their dreams would come true. |
| Yellow | 19 | Throughout her life she wrote about the adventures of her childhood in Alaska and on the Yukon in stories, poetry, plays, and songs. |
| Pink | 23 | For many years, they had worked as translators for Jack McQuesten, the most famous trader on the Yukon, at his trading posts up and down the long and mighty river. |
| Yellow | 25 | In the spring, all kinds of bugs emerged from the moss chinking between the logs. |
| Yellow | 25 | Hundreds of new people arrived to get in on the gold strike. |
| Orange | 25 | influx |
| Yellow | 27 | Sergai returned to his traditional home in the village of Koyukuk, but the girls stayed with their mother in Circle City. |
| Yellow | 27 | Her happiest years were spent teaching with missionaries in the village of Fort Yukon, north of Fairbanks. |
| Orange | 29 | Stampede |

CHILDREN OF THE GOLD RUSH HIGHLIGHTING DIRECTIONS FOR THE INSTRUCTOR'S BOOK (CONT.)

| | | |
|--------|----|--|
| Orange | 32 | grueling |
| Pink | 32 | Why had she wanted to come to such a place? |
| Yellow | 33 | She slept soundly in her bed, a bunk built into the wall and covered with spruce boughs. |
| Yellow | 33 | However, they arrived six months late, on the first riverboat in May. |
| Yellow | 33 | Although some people died during the epidemic, the Anderson children never became ill. |
| Yellow | 35 | When she grew up, Ethel collected thousands of gold rush photographs and published them in magazine articles and books she wrote about the Klondike. |
| Orange | 39 | roots |
| Pink | 41 | “The aurora borealis hung in the skies like washing on a line, waving around.” |
| Yellow | 41 | There was enough meat to feed the whole town and the post throughout the winter. |
| Yellow | 42 | The army hoped that a military post on the Yukon River would help maintain order. |
| Yellow | 42 | He stayed up all night just like the Inupiat Eskimo children he met there who played at night and slept during the day. |
| Yellow | 45 | Later he wrote a manuscript about his adventures in the North Country and the interesting people he met. |
| Pink | 51 | Then they panned it to recover the gold that had spilled from the miners’ pokes. |
| Yellow | 54 | They kept a slow fire burning beneath the drying racks to make delicious smoked fish. |
| Yellow | 54 | They could go to high school in their own town. |
| Orange | 54 | adapted |
| Yellow | 54 | Today their grandchildren and great-grandchildren live in Fairbanks and Interior Alaska. |
| Pink | 59 | Her papa made her a tiny dollhouse from a syrup tin. |

| | | |
|--------|----|--|
| Yellow | 59 | There he finally struck it rich and bought the family a beautiful white house in Nome. |
| Yellow | 63 | Following Mama's death a few years later, once again Blueberry Pete found money for Ophir to join her in Seattle. |
| Yellow | 63 | When her children were grown, Klondy wrote a book about her Alaskan childhood. |
| Pink | 69 | Too many nights she had hid under the bed when he came home drunk and argued with her mother. |
| Yellow | 69 | Cleora's clothes might not be new, but they were always washed and pressed, and her hair done up in ringlets. |
| Yellow | 73 | With her doll Annabelle by her side, the rest of the winter seemed a little less lonely. |
| Yellow | 77 | If a deserving man makes a stake, Some crook claims it. And then the lawyers, More than their share take. |
| Orange | 79 | developed |
| Orange | 80 | entrepreneur |
| Orange | 83 | Label: I—entrepreneur |
| Orange | 89 | Label: I—optimism |
| Orange | 89 | uniqueness |

Day 7—Good readers gather important information about the historical setting from the introduction, text features, and outside text.

Day 9—Good readers keep track of important events in order to monitor their comprehension of the text.

Day 13—Good readers compare their own lives to the lives of the characters in the book.

Day 16—Good readers pay attention to cause and effect relationships. They think about how one event in history impacted the people and the environment.

Day 18—Good readers continue to pay attention to cause and effect relationships. They think about how one event in history impacted the people and the environment.

Day 21—Good readers pay attention to the characters' circumstances by focusing on their experiences.

Day 23—Good readers focus on identifying the author's message at the end of the third quadrant.

Day 8—Good readers gather important information about the people who were influenced by the historical event.

Day 10—Good readers identify the author's message.

Day 14—Good readers continue to compare their own lives to the lives of the characters in the book.

Day 17—Good readers continue to pay attention to cause and effect relationships. They think about how one event in history impacted the people and the environment.

Day 19—Good readers use pictures, captions, text, and text features to gather important information from the text and infer cause and effect relationships.

Day 22—Good readers continue to pay attention to the characters' circumstances by focusing on their experiences.

Day 25—Good readers, once they reach the final quarter of the text, read without interruption to the end, in order to enjoy the satisfying feeling of finishing a book.

I – native

I - immigrant

I – developed

I - optimism

I - entrepreneur