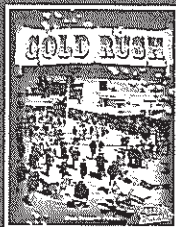


# Gold Rush



## Before Reading

### Text Type

Draw students' attention to the:

- title
- photographs
- illustrations.

Ask "What type of book is this?" (Factual Recount)

### Visual Literacy

Browse the photographs and design elements. What visual clues tell you that the text is set in the past?

Examine the photograph of the old newspaper on page 22. Discuss how this newspaper differs from newspapers today. Have students design an old-fashioned newspaper masthead and write a headline telling of an astonishing find of gold.

### Background Knowledge

Why is gold so important? How much is it worth? If people found gold, what did they do with it? If people didn't find gold, how did they earn a living?

If students don't know answers to these questions, provide an explanation.

### Phonological Awareness

Ensure students know the following phonological pattern:

- **long /o/ sound:** discuss which letters can make this sound. Locate examples in the text, and add to the list:
  - o - gold (p.4), over (p.6), most (p.8), mobile;
  - ow - below, blow, crow, flow, follow, grow (p.16), slowly, window;
  - o\_e - alone, close (p.10), clothes (p.13), drove, home (p.14), phone, smoke, stone, those (p.6), vote

Say these words to the students. Ask them to identify which part of the words sounds the same.

To further develop this understanding, ask students to listen carefully to the phonological pattern you say. Follow this with a sentence that includes a word containing that pattern. Ask students to identify the word and the appropriate letters that make up the sound.

### Vocabulary:

countries, doubled, empty, forty-niners, goldfields, gold rush, important, mines, population, rich, robbed, travelled

### High Frequency Words

across, began, came, doing, fast, first, most, some, those, time

Allow students time to establish criteria for breaking the high frequency words into two groups, and discuss their reasoning, e.g. number of letters, known/unknown, number of syllables.

Arrange high frequency word cards in alphabetical order.

### Motivation / Purpose

The purpose of the text is to recount some of the famous gold rushes throughout history, from California in the 1840s to Alaska in the 1890s. The text links with the *Social Studies* theme *Our World*.

## During Reading

### Vocabulary in Context

Discuss the meaning of each vocabulary word. Help students decode unknown words by encouraging them to identify an appropriate strategy.

Draw students' attention to the following:

- **forty-niners** (p.8); **miners** (p.10): Discuss other occupations which end in 'er', e.g. farmer, teacher, butcher. Explain that 'er' endings frequently refer to people who do a particular thing
- **countries** (p.7): Discuss the plural of 'country'. Demonstrate how to change the 'y' to 'i' and add 'es'. Provide other examples, e.g. family - families, city - cities.

### Checking for Meaning

#### Literal:

When did most of the gold rushes take place? (p.4)

Apart from finding gold, how did people on the gold fields make money? (p.13)

Why did people eventually leave California? (p.14)

### Inferential:

Why did news of the gold discovery travel fast?

What caused people to die on the way to California?

What would people have stolen when they robbed other people?

### Response:

If you heard news of a gold rush in your country, would you pack up and move there hoping to become rich? Why or why not?

What would people have done if they hadn't moved to the gold fields? Do you think they did the right thing?

### Grammatical Patterns

Ensure students understand the following components of a recount:

- Orientation providing information about 'who', 'where' and 'when'. *The late 1800s was the time of the great gold rushes.* (p.4)
- A record of events in chronological order (pp.5-23)
- Personal comments or evaluative remarks. *Life wasn't easy on the goldfields.* (p.10)
- A reorientation, which 'rounds off' the sequence of events. *The Klondike was the last great gold rush.* (p.23)
- Use of nouns and pronouns: *George Carmack - he* (p.22)
- Use of action verbs to refer to events: *found* (p.4), *travelled* (p.6), *rushed* (p.23)
- Use of past tense: *A lot of people travelled across the country* (p.6), *People also came from other countries.* (p.7)
- Use of conjunctions and time connectives to sequence events: *The late 1800s* (p.4), *It wasn't long* (p.5)
- Use of adverbs and adverbial phrases: *at Sutter's Mill in California* (p.4), *near the goldfields* (p.15)
- Use of adjectives: *big* (p.4), *first* (p.4), *small* (p.17), *next* (p.19)

### Fluency / Punctuation Patterns

Clauses are separated by a comma: *James Marshall, who was working on a farm at Sutter's Mill, found the first bit of gold, in January 1848.* (p.4) Model pausing at the commas, and encourage students to do this when reading.

These punctuation patterns occur in the text:

- Capital letters for the names of towns, states or countries. *California* (p.6), *China* (p.7), *San Francisco* (p.17), *Australia* (p.19), *New Zealand* (p.20), *Klondike* (p.22)
- Use of apostrophes of possession: *Sutter's Mill* (p.4)
- Use of numerals for years: *1800s* (p.4), *1849* (p.8), *1861* (p.21), *1896* (p.22)

- Use of numerals for large numbers: *25 000* and *100 000* (p.9)
- Use of commas to separate words in a list: *food, drink, clothes and pans* (p.13)

### Critical Literacy

What has the author shown us about people in this text?

How do you think the author felt about the gold rush days?

What research was required by the author to produce the text?

### Linking Visual and Written

What visual clues show where and how gold was found?

Discuss the photographs showing life on the goldfields. Focus on the poor living and sanitary conditions as shown in the photos.

What elements help to set the recount in place and time? Why are most photographs black and white?

## After Reading

Prepare a time line showing dates and locations of the gold rushes.

Use a map of the world to locate the countries where gold rushes occurred.

Discuss the hardships that would have been faced by the gold diggers.

### Activities

Students will:

- rearrange groups of words to complete sentences about the text
- group words according to common sounds made by different letter combinations
- insert words to complete a simple crossword
- write sentences about the text, based on an illustration and key words.

Comprehension (meaning)    Phonics (visual)    Vocabulary (structure)    Writing (structure)

