

A teacher's guide
created by Marcie Colleen
based upon the picture book
written by Matthew Lasley
illustrated by Jacob Souva

This classroom guide is designed for students in first through fourth grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *Max & Ed: A Gold Rush Story* into the curricula.

All activities were created in conjunction with the Common Core and other relevant content standards.

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To learn more about Matthew Lasley, visit him at www.matthewlasley.com. To see more artwork from Jacob Souva, visit www.twofishillustration.com.

Before You Read...

Before reading *Max & Ed: A Gold Rush Story*...

Look closely at the Front Cover ~

- Read the title aloud.
- Describe what you see.
- The title includes two names. Why do you think only one person is shown on the cover?
- What is the person on the cover doing?
- Can you guess what the story might be about?

The Back Cover~

- Describe what you see.
- Trace your finger along the map's path. What do you notice about this path?
- Read the text on the back cover.
- Explain what the story is about in your own words.

English Language Arts

Reading Comprehension

Now read or listen to the book.

Help students summarize in their own words what the book was about using the chart below.

Beginning	Middle	End
Introduce Max: "I came to the Klondike hoping to find adventure and gold."	Describe the problems Max and Ed face and how they work together.	Resolution. How are things solved? "We're nearly there, Ed! We've got to keep going."
Introduce Ed: "Hey, Charlie! I'll take that bike!"	The Climax, when everything changes or becomes out of control/heightened... "The trail disappears, and we stop."	The ending (How things have changed...)
Enter the conflict: "I'm not meant to ride in the snow! But I have to figure it out."		

- BONUS: Using the basic plot structure above, students can create an original story about another adventure that Max and Ed take together. Students can work individually or as a class.
- Art center ~ Provide a variety of art materials including crayons, pencils, markers, paint, scissors, colored paper, old magazines, and glue for students to illustrate the scenes for their stories.
- Drama center ~ Provide puppets, costumes, and props so students can recreate *Max & Ed* or their new stories.

Let's talk about the people who made *Max & Ed: A Gold Rush Story*.

- Who is the author?
- Who is the illustrator?
- What kind of work did each person do to make the book?

Now, let's look closely at the illustrations.

- Conduct a search on the internet for photos of the real prospectors on their way to Nome, Alaska.
- What details did Souva include in his illustrations the landscape and the people?

- Draw an illustration of yourself as a prospector. Include how you choose to travel to Nome (dog sled, steamer, bike, etc.)
- Display the finished drawings in the classroom or in the hallway.

New Vocabulary: Persistence

The trek to Nome, Alaska was treacherous for all, but this story is extra inspirational because of Max and Ed's persistence.

Lead students in a class discussion on persistence.

1. What is "persistence"?
 - Continuing to try, despite difficulty or opposition.

We don't improve or get better without sometimes failing. It goes back to that old saying: "If at first you don't succeed, try, try again."

2. What are some difficulties that Max and Ed face on their journey?
3. Is there any point in the story where they might have given up? If so, where?
4. How do you think Max and Ed found the strength to keep persisting?
5. How do you think the story would be different if Max and Ed decided to turn around and go home?

Design a poster encouraging others to be persistent. Hang the poster in your classroom, or get permission to hang it in the school library, the office, the main hall, etc.

Math

Let's Go to Nome!

This activity provides a hands-on view to explore the distance between Dawson City and Nome, Alaska.

In addition to a map, you will need:

- Yarn or string
- Dot stickers
- Something to write with

Place a dot sticker on Dawson City where Max and Ed begin their journey. Place another dot on their destination of Nome, Alaska.

Find your own city on the map, this will be your starting point or "home." Place a dot sticker there.

Cut the yarn or string so that a piece stretches between Dawson City and Nome, Alaska. This will approximately represent the 900-mile journey that Max and Ed took.

Then, move the piece of string and place one end on your own city. Mark where the other end lands. Continue in this way in all directions, marking 900-miles around your home city.

- Name at least 5 places that are located approximately 900-miles from your city.
- How would you travel to one of these destinations?
- What geographic obstacles might you face along the way?
- How long would it take to drive that distance?

- How long would it take to walk that distance?
- If, like Ed, you were able to travel 70 miles a day by bicycle, how many days would it take to get to this destination on your bike?

Science

Destination: Nome, Alaska

As a class, locate Nome, Alaska on a map and or/globe. Then, conduct research of Nome and its people on the Internet.

Information of interest can include:

- History
- Culture
- Music and dance
- Diet
- Shelter
- Climate
- Geography
- Economy

Gather photographs of Nome, Alaska—both in the times of the gold rush and today.

Then, plan a week-long fictitious trip to Nome, Alaska. Be sure to plan transportation to and within Nome, food, what to pack, what to do and see. Detail your trip in a daily itinerary. Include a budget, considering the local economy.

Cardinal Direction and Compass Use

Demonstrate the use of a compass.

- Explain that the needle always points north, due to the magnetic nature of the North Pole.
- Help students locate north.

Label the classroom with the cardinal directions (north, south, east, and west).

- Play Simon Says using the cardinal directions. (ie. "Simon Says take one step south." "Simon Says turn and face west.")
- Using the map in *Max & Ed*, demonstrate how to use the compass rose and the cardinal directions of the classroom to orient and hold a map properly.
- Practice orienting and holding various maps from the classroom collection.

Have a scavenger hunt.

- Hide an object in the classroom or out on the playground. Give directions to finding the object using a real compass. Students can take turns hiding the object and giving the cardinal directions.

Head out to the playground.

- On a sunny day, students can become "human compasses" and use their bodies to find the cardinal directions.
- One at a time, students should stand with their back to the sun, so that they can see their shadow. The shadow will point north (if you are in the northern hemisphere).

- Have the student extend his or her arms to each side and hold out three fingers on each hand. Look for the shadow that makes an "E". That arm points east!
- The other arm points west and south is behind the student.
- Depending on the time of day, the shadow may point some degree northeast or northwest. Check these cardinal directions against a real compass and adjust, if need be. Although this activity is not as exact as a compass, it is an easy way to quickly get your bearings on a sunny day!

Topography

Topography, a geography term, refers to the "lay of the land", or the characteristics of land in terms of elevation, slope, and orientation. In a broader sense it means the arrangement of the natural and artificial physical features of an area, including the location of towns, villages, roads, etc.

The understanding of topography, and the use of topographical maps, is critical for a number of reasons.

- In terms of agriculture, understanding the topography of an area enables us to locate the best areas for farming.
- Topography is important in determining weather patterns and climate.
- Topography helps us determine how to travel from one point to another in the easiest way possible.

Using a map of Alaska:








- Make a list of all geographical features/topographical elements between Dawson City and Nome, Alaska: including bodies of water, buildings, bridges, and vegetation.
- Could Max and Ed have gotten to the same destinations by taking another route?
 - See how many different routes you can find for Max and Ed.
 - How is each route different—for example, some would take longer, some would have more turns, or some have rivers blocking the way.

Now look at another example, this time of a map that includes more topographical features.

- The National Map is available at <http://nationalmap.gov/ustopo/>.
- Or download a map of your own area.
 - Google maps is good at showing a lot of features like parks, lakes, etc., but with text labels more than symbols and may be a good intermediate step to other topographical maps, which are more abstract and difficult to read.
- Make a list of all geographical features/topographical elements on the map: including bodies of water, vegetation, and animals.
- Where would be a good location to start a farm? Why?
- Choose a spot on the map. What do you think the climate is like there? How would you dress? Is there another spot where you think the climate might be different?
- Pick two random locations on the map. What is the best way to travel from one point to another?

Topographical and Feature Symbols

Key

Hill or Mountain	
Road	
Railroad	
Bridge	
Building	
Vegetation and Trees	
River	

This is a very basic key/legend of topographical map symbols. More detailed keys can be found online.

*A note about contour/elevation lines and scale. The closer they are to each other the steeper the slope. And the more they are the taller the mountain or hill. Although this is very technical, it is good to point out for an introduction.

Study real topographical maps. (Many examples can be found online or in the library).

How many elements can you name?
What other elements are in the map's key?

Create a topographical map of the school's yard or your own backyard.

As a class, design a park and create a map of that park using topographical symbols.

For an added challenge, using paper, scissors and glue to create a 3-dimensional map.

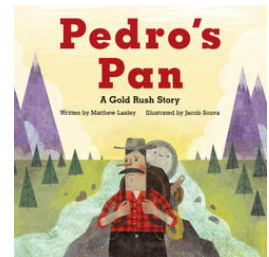
Make up your own map or use one of those found in the book for a springboard. Begin with a flat map and add rivers and fields, then add 3-dimensional elements like mountains and buildings. Cut, fold, crunch and glue paper in unique ways—a simple cone shape can become mountains or trees.

Social Studies

The Klondike Gold Rush

Possible sources for information:

- Nonfiction books
- Encyclopedias
- The internet
- *Pedro's Pan: A Gold Rush Story* also written by Matthew Lasley and illustrated by Jacob Souva.



Take notes and gather as much information as possible on the following five topics about the event:

- Timeline
- Who were the people involved?
- Geographic location
- Outcome
- Other fun facts

Once the information is gathered, work to create either an illustrated poster or booklet of the findings.

Rushing to the Klondike

During the Klondike Gold Rush it is estimated that 100,000 people, mostly men, tried to reach the frozen goldfields of Alaska. While Ed chose to travel by bicycle, there were several options available at the time.

Types of transportation available:

- ship to coastal ports
- foot along mountainous trails

- boat on the Yukon River
- aerial tramway
- railroad
- dogsleds
- horseback
- bicycle (like Ed!)

Research the pros and cons of the listed modes of transportation. Include how long the journey would take and how much it would cost.

Then, create a Klondike Gold Rush poster urging prospectors to join the rush using your chosen method to get to the goldfields.

Step into History

Have students work together to create a newscast about the Klondike gold rush to present to their classmates. Students will write a script and take on the roles of anchors and on-site reporters. Students can choose to interview characters and eyewitnesses. Videotape the final newscasts so that students can watch themselves on TV.