



A Yukon Romance: Claude and Mary Tidd

INTRODUCTION

The story of Mary and Claude Tidd provides detailed insights into a historically fascinating period of the Yukon.

The curriculum component of this exhibit provides lesson ideas for teachers interested in using the Tidds' story as a way to explore a part of Yukon's history.

RECOMMENDED GRADE AND SUBJECT

The lessons are designed for secondary students. They easily lend themselves to either Social Studies or English curricula.

PRESCRIBED LEARNING OUTCOMES (PLO'S)

Yukon teachers are encouraged to include local content in their curricula (as stated in the Yukon Teachers' Handbook). These lessons would complement most secondary English or Social Studies course.

The following list of PLO's (as outlined in the British Columbia Integrated Resource Package) are taken from the Social Studies 11 and English 9 courses. They provide an example for teachers of how these 5 lessons would complement a course.

Social Studies 11

- communicate effectively in written and spoken language or other forms of expression, as appropriate to the social sciences
- demonstrate the ability to think critically, including the ability to define an issue or problem
- gather relevant information from appropriate sources
- develop and express appropriate responses to issues or problems
- demonstrate appropriate research skills, including the ability to:
 - respect and promote respect for the contributions of other team members
 - interact confidently
- demonstrate appropriate research skills, including the ability to:
 - develop pertinent questions about a topic, an issue, or a situation
 - use a range of research tools and resources



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- o compile and document task-specific information from a wide variety of print and electronic sources
- o understand the nature of and appropriate uses for primary sources

English 9

Comprehend and Respond (Strategies and Skills)

- use a wide range of resources as aids to comprehension
- use efficient note-making and note-taking strategies

Comprehend and Respond (Comprehension)

- demonstrate an understanding of the main ideas, events, or themes of a variety of novels, stories, poetry, other print material, and electronic media
- cite specific information from stories, articles, novels, poetry, or mass media to support their inferences and to respond to tasks related to the works
- paraphrase and summarize information from a variety of print and non-print sources

Comprehend and Respond (Engagement and Personal Response)

- use information that they have read, heard, or viewed to develop research questions or creative works or to complete response activities

Communicate Ideas and Information (Presenting and Valuing)

- demonstrate pride and satisfaction in using language to create and express thoughts, ideas and feelings in a variety of forms
- create a variety of communications designed to persuade, inform, and entertain classroom and other audiences

CURRICULUM DETAILS

It is recommended that these five lessons be taught together as a unit. Each of the 5 lessons will focus on a particular period of the Tidids' Yukon experience, beginning with Claude Tidd's arrival in the North around 1915.

The final lesson includes an activity that will encourage students to review all 5 lessons and to reflect on the Tidids' entire Yukon experience.



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Most of the lessons will take approximately 2-3 hours (for many semestered schools this will mean a minimum of two periods per lesson).

Each lesson includes a warm-up activity, main activity and wrap-up activity. Extension activities and assessment ideas are also included.

Teachers are encouraged to adapt and revise these lessons to suit the unique needs, interests and learning styles of their students.

PRIMARY RESOURCES

Introducing students to primary resources is always exciting. Teachers are encouraged to take some time to review with students what primary resources are and what role they play in uncovering historical information.

ASSESSMENT

It is recommended that teachers review with students what assessment strategies they will be using **BEFORE** they begin each activity. This will assist students in better understanding the goals and expectations for each lesson.

The assessment ideas are suggestions only. Teachers may wish to choose only **ONE** assessment idea, use all ideas listed, and/or create their own assessment strategies and tools.

Assessment strategy ideas for each lesson are listed at the end of the lesson.



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Lesson # 1

LESSON TOPIC:

Claude and Mary: Mapping Our Main Characters

SUMMARY:

Students are asked to first complete an “Anticipation Guide” designed to elicit interest in this unique Yukon love story. They will then work in small groups to design a Mind Map, which outlines the characteristics and personal histories of Claude and Mary. Each group will present their Mind Maps to the class.

MATERIALS REQUIRED:

Flip chart paper and markers
B.L.M. (Black Line Masters) 1.1 - Anticipation Guide
B.L.M. 1.2 - Mind Map
B.L.M 1.3 – Group Assessment Rubric

DURATION:

A minimum of 3 hours

WARM-UP ACTIVITY:

Claude & Mary Anticipation Guide

Explain to students that they are about to explore a romantic love story. The story begins in 1915, takes place over approximately 30 years, and is set in numerous communities throughout the Yukon.

1. Before examining the Archives exhibit students are asked to complete the “Claude & Mary Anticipation Guide” (see BLM1.1).
2. Once they have completed the Anticipation Guide ask students to “pair and share” with a partner their answers. Encourage them to share not only what they wrote but also why they wrote it.
3. Finally, as a class, have students share their answers. The goal is to elicit excitement and a general sense of anticipation about the exhibit they are going to explore.



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ACTIVITY:

Mind Mapping the Main Characters

In this activity students will begin to explore who exactly Claude and Mary were by mind mapping their characteristics, life history, reasons for coming north, etc.

1. Begin by reviewing the text and corresponding primary resources, which introduce Mary and Claude
See subheadings:
 - 1) "The Right Place at the Right Time"
 - 2) "Claude's Life Before Mary"
 - 3) "Mary's Life Before Claude"
 - 4) "The Long Journey and "Scarlet Fever".

Teachers may wish to have students read these sections in small groups, read as a class or read individually. Remember to encourage students to review the primary sources from this section of the exhibit (i.e. photos, Mary's letters, etc.).

2. Divide the class into groups of two or three. On B.L.M. 1.2 and/or a piece of flip chart paper, ask students to design a Mind Map, which describes Claude. They should be encouraged to use their imagination to fill in any gaps. Subheadings for the Mind Map could include:
 - Description of what Claude looked like
 - Personality
 - Personal History (date of birth, where he grew up, family, education, etc.)
 - Reasons for coming north
 - Challenges faced by Claude coming north
 - Other Information they found of interest about Claude
3. They will then do the same for Mary.
4. When students are finished their Mind Maps they can present them to the class. Each group should be encouraged to ask questions of the group presenting and to note any new points about each character that they may have missed on their own Mind Map.

WRAP-UP:

Finally, as a class, use the brainstorming process to record a list of questions on flip chart paper (with space for the answers in between each question) that they still might have about these two individuals. Post these questions in the classroom. As they work through the remaining lessons note any answers as they arise.



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EXTENSIONS:

1. Ask students to review their Anticipation Guides and note any additional information and/or changes they would now make. Have students share their changes with the class.
2. Using their Mind Maps as key ideas, ask students to “create an artistic representation” of either Claude, Mary or both of them. Their medium of artistic expression may be in any form such as: poem, short story, drawing/painting, comic strip, collage, etc. Encourage students to share their artistic work with the class, describing what they chose to do and what it represents about the characters. Display their work throughout the classroom.

ASSESSMENT IDEAS:

1. Offer completion marks for all students who completed and handed in their Anticipation Guides (recommended for the hard to motivate students).
2. Students should be assessed on their effort and participation in the group as they designed their Mind Maps (i.e. marks given for attendance, contribution, effort, staying on task, etc.) See B.L.M. 1.3 for SAMPLE rubric to use for group work.
3. Marks should also be assigned for both the presentation of the Mind Map and the actual Mind Maps (i.e. marks given for everyone in the group participating equally in the presentation, organization and completion of the presentation, organization and completion of the Mind Map, etc.).

*A Yukon Romance: Claude and Mary Fidd***Claude & Mary Anticipation Guide****B.L.M. 1.1**

Read the following statements about life in the Yukon between 1914 and 1950. Put a check beside each statement you agree with. Be prepared to defend your answers.

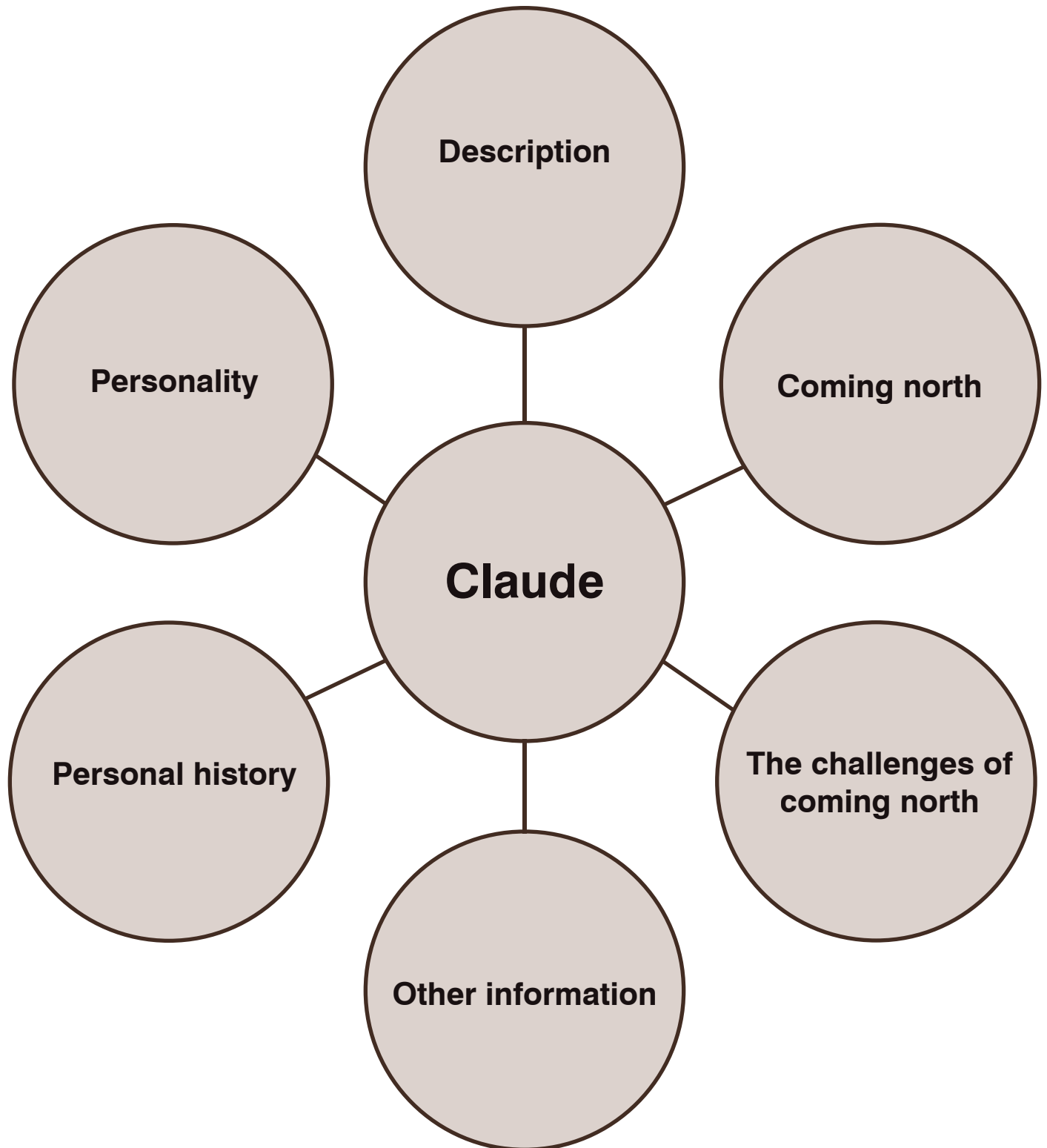
1. The Yukon population remained stable following the Klondike Gold Rush and prior to the construction of the Alaska Highway during WWII. ____
2. Few people bothered to document this time period in Yukon's history. ____
3. Inventions such as radios and airplanes had little impact on those living in isolated Yukon communities during this time. ____
4. The RCMP officers during this time period were required to drive dog teams, to build their own log cabins, and to hunt for their food. ____
5. RCMP posts were never established in traditional First Nations territory. ____
6. The most common way to travel from Skagway to Dawson City was by foot, horse team or dog sled. ____
7. It was highly unlikely that young men would marry once they moved to the Yukon, as few women were interested in the isolated lifestyle. ____
8. True love will overcome all hardships. ____
9. White men could not survive without First Nations' knowledge and help. ____
10. Outsiders and First Nations generally got along. ____
11. The role of women in the north has not changed very much in the last 100 years. ____
12. Due to the many hardships faced by those living in the North, falling in love with the Yukon and its lifestyle was almost unheard of during the early 1900's. ____



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Mind Map of Claude

B.L.M. 1.2

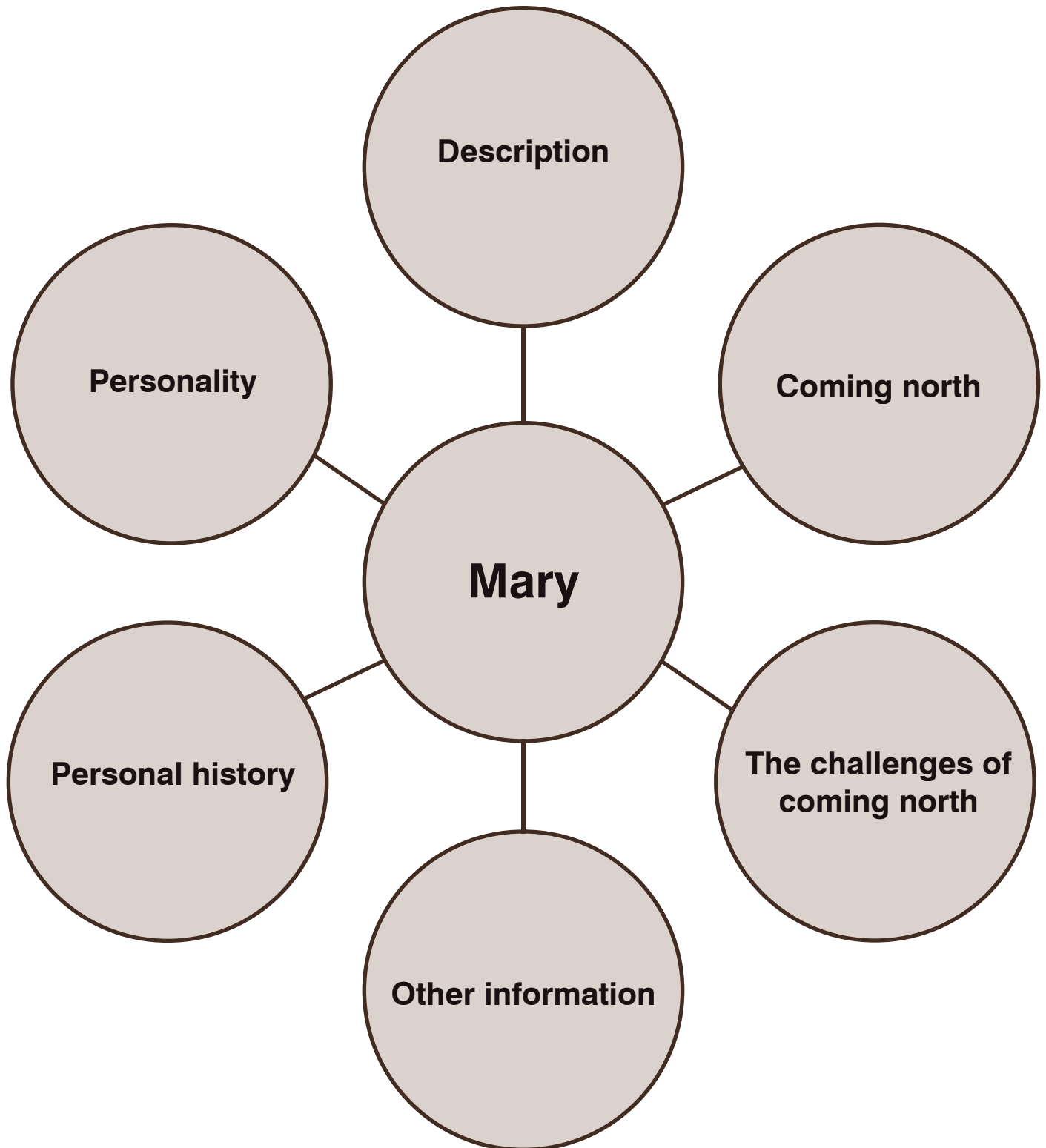




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Mind Map of Mary

B.L.M. 1.2





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Assessment / Group Participation Rubric

B.L.M. 1.3

Date: _____

Teacher: _____

Activity Description: _____

group member name	Contribution: Provided useful ideas and relevant information.	Working with Others: Listened, shared, and worked well with peers.	Focus: Stayed focused on the task and what needed to be done.	Preparedness: Brought needed materials and was ready to work.	points earned
1	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
2	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
3	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
4	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
5	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
6	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
7	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
8	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
9	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	



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Lesson #2

LESSON TOPIC:

The Latest News!

SUMMARY:

Students are asked to randomly select a passage of the text, read it, then prepare a telegraph message from either Claude or Mary based on this selection. After sharing their telegraph messages with the class, students will review all text and primary sources from this section, then write a detailed news column about the Tidd's activities, assuming the role of a journalist.

MATERIALS REQUIRED:

None

DURATION:

2 – 3 hours

WARM-UP ACTIVITY:

A Telegraph Message Home

1. Students are asked to randomly choose 2 – 3 paragraphs within one of following subheadings:
 - 1) A Year in Fort Yukon
 - 2) Wedding Dogs
 - 3) Desperate in Dawson

After reading these randomly selected paragraphs, students will assume the role of either Mary or Claude and based on the paragraphs, write a brief telegraph message home describing how things are going. This might include one new experience they have had. Students should be encouraged to write imaginatively but with historical accuracy.

2. Ask students to share their telegraph messages with the class.
3. Remember to try and develop their interest in learning more about the Tidds and to encourage them to imagine themselves as being Claude or Mary during that time in order to understand Claude and Mary better.

Note: Teachers may wish to discuss with students the role and history of the telegraph in the Yukon.



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ACTIVITY:

1. Have students read and review individually or as a class the sections listed in the Warm-Up Activity
 - 1) A Year in Fort Yukon
 - 2) Wedding Dogs
 - 3) Desperate in Dawson
2. As a class discuss the key ideas from each section. Also review and discuss all primary sources from this section.
3. Assign students the task of writing a detailed news column, reporting on the exciting lives of Mary and Claude. This might be a story that would be published by the local paper in either Claude or Mary's hometown. Encourage students to be as creative as possible, to include some humour, as well as to be as historically accurate as possible. These news columns should be between 1-2 pages in length. Students may wish to include:
 - describing where Claude and Mary live
 - new people they may have met
 - challenges they are facing
 - highlights of their week,
 - their romance with the Yukon (and each other), etc.

WRAP-UP:

1. Ask students to share their news articles with the class. Discuss any interesting points that come up and encourage some fun and humour in these presentations.

EXTENSIONS:

1. Ask students in pairs to prepare a 2-minute telephone conversation between either Claude or Mary and a family member. Students would present these to the class for assessment.
2. Students assume the role of a social column journalist writing a review/commentary of the Tidds' wedding day. Encourage them to use both the information provided from the exhibit, as well as their imagination.

ASSESSMENT IDEAS:

1. Students could be assessed on their telegraph messages from the Warm Up Activity. (i.e. did they complete them?, does the telegraph message reflect information from the randomly chosen paragraphs?, effort, etc.)
2. Both the presentation of their news article and the article themselves could also be assessed.



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Lesson # 3

LESSON TOPIC:

So Many People to Meet!

SUMMARY:

Students examine the Tidds' lives while they resided in Ross River and while they lived in Mayo. Students begin by listing the many historic figures that touched the lives of Mary and Claude. Each student researches one of these characters. In small groups students present a mock scene while role-playing one of these historic figures.

MATERIALS REQUIRED:

Flip Chart Paper and Markers

DURATION:

2-3 hours

WARM-UP ACTIVITY:

List of Characters

Throughout the Tidds' experiences in the Yukon, they met and became friends with many well-known historic figures. There were also numerous historic figures that came before the Tidds, left their mark on Yukon's history in other ways, and are mentioned in this text.

1. Ask students to skim/preview the text and primary resources that are found in these sections:
 - 1) Return to the Wilderness Idyll: Ross River
 - 2) Mayo.They are to list as many characters as they can from this section as they preview the text and primary resources.
2. As a class, create a list of characters that can be displayed in the classroom (i.e. using flip chart paper). Make sure there is ample room under each character's name to record information.



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ACTIVITY:

Role Play

1. Assign each person in the class a character from the list generated in the Warm-Up Activity. (Teachers may have to assign partners to some characters and/or have several Kaska, Gwitchin and Han people, depending on class size).

Your class's list of characters will probably include:

- Robert Campbell
- Chief Factor Donald Ross
- First Nations traders
- Taylor and Drury
- Kaska people
- Gwitchin people
- Han people
- Mary Moses
- Reverend John Martin
- Alfred H. Mayo
- Martha & George Black
- George Allen Jeckell
- Louis Bouvette
- William John Duncan "Jack" Dempster
- Claude and Mary Tidd
- William Atkinson
- Percy DeWolfe
- William "Jack" Dempster
- Bishop Geddes

2. Whenever possible encourage students to use additional resources such as the I-Net and/or historical resource books to research and document as much as they can about the character assigned to them. Time permitting, they could also visit the Yukon Archives.
3. Using their research notes, have each student prepare a point form autobiography of his or her character (subheadings might include: Name, Description of the character, Importance to Yukon history, Connection to the Tidds -if applicable, General information on who they are and what they do, etc.) Encourage students to be as creative as possible.
4. Divide the class into groups of 5-6 students. Each group is to prepare a mock presentation/scene to the rest of the class, with students assuming the role of their character. Possible "scenes" might be:
 - A mock news interview where each character is asked questions about his or her views on issues such as: racism in the north, challenges and benefits of living in the north, the impact of Outsiders living in the north, etc.



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- A mock dinner party where each character discusses similar issues as listed above during the dinner. The dinner guests might begin by replying to the following questions:
 1. Share with the dinner guests who you are and why you are/were well-known in the Yukon
 2. What your relationship with the Tidds was (if applicable)
 3. How you feel about the Yukon
 4. What you most wish for in the Yukon's future
- A mock "Who's Who" in the Hinterland (similar to the CBC one minute ads)
- Encourage groups to come up with their own ideas!

WRAP-UP:

Based on the characters introduced in this activity, ask students to choose one person that they would have liked to meet. They are to write a one page paper that describes who the person was, why they would have enjoyed meeting them, what they might say to them if they met them, etc.

EXTENSIONS:

1. Write a two to three page short story that describes Mary's experience during the three hundred mile patrol expedition with Claude to Whitehorse. Have students first review the text and primary sources from this expedition. Encourage students to use their imagination.
2. Examine the photos taken by Claude during their stay in Mayo. Choose one or two photos that strike you as interesting. Be prepared to show these photos to the class, describing what it is you find particularly interesting.

ASSESSMENT IDEAS:

1. Assign a participation and effort mark based on the role-playing during their mock presentation. Teachers may wish to design a rubric with the class, allowing student input into the assessment.
2. The one-page papers assigned as the Wrap-Up Activity could also be assessed.



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Lesson # 4

LESSON TOPIC:

The Yukon Beckons...Come Visit!

SUMMARY:

This lesson highlights some of the many communities in which the Tidds lived. Students will begin by reflecting on what they already know about some of these communities. They will then design a travel brochure that advertises a Yukon tour that Mary and Claude are guiding.

MATERIALS REQUIRED:

KWL Chart (B.L.M. 4.1)
Flip chart paper and markers
Sample Travel Brochures
Resource Material for additional research on Yukon communities

DURATION:

2 – 3 hours

WARM-UP ACTIVITY:

K-W-L Chart

1. Individually or in pairs, students will begin to complete the KWL (Know-Want to Know-Learned) Chart (see BLM 4.1). Ask students to list any information they may know of that relates to the various communities in this section of the exhibit. (Note: this should be during the time period 1930-45) These communities include: Forty Mile, Twelve Mile, Rabbit/Bonanza Creek, Miles Canyon, and Whitehorse.
2. After completing what they already know (some may not know anything) encourage students to come up with at least one question they may have for each community (i.e. Why was Forty Mile originally established? What was Bonanza Creek known for? etc.), and record these questions on the Want to Know section of their KWL Chart.



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ACTIVITY:

Creating a Travel Brochure of the Yukon

1. Ask students to imagine that they are Claude and Mary Tidd. They have been hired to guide visitors throughout the Yukon during the 1930s and 40s. Students are to decide:
 - 1) which communities and sites that they would like to include on a Yukon tour
 - 2) mode of transportation
 - 3) accommodation for visitors
 - 4) etc.

Students are then requested to design a travel brochure that describes such a tour. Encourage students to be creative. Each brochure should include:

- a list of photos from Claude's collection
- memorable quotations from Claude and/or Mary's letters.

Additional research on some of these communities may be helpful.

Note: Teachers should have a collection of travel brochures, tour information packages, etc. as examples for students.

WRAP-UP:

1. Ask students to assume that they were one of the visitors who actually went on a tour of the Yukon, with Claude and Mary as their guides. They are to write a postcard to a friend or family member near the end of the tour describing some highlights of their visit.
2. As a final activity, students should refer back to their KWL charts and complete the section on What They Have Learned. A class discussion that shares new information learned from this section should follow.

EXTENSIONS:

1. Although the Tidds loved the Yukon, there were many challenges. Working in pairs or small groups, ask students to list on a flip chart paper the Advantages and Disadvantages of living in the Yukon, as experienced by Mary and Claude. Students can then share their lists with the class.
2. Have students assume the role of Mary or Claude guiding a Yukon tour today or in the future (i.e. 2050). Ask students to write a one-two page description of a tour that reflects Mary's/Claude's love of the Yukon.



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ASSESSMENT IDEAS:

1. Students' KWL charts could be collected for assessment (with the focus on completion of each section)
2. The travel brochure can also be assessed (with particular attention to: accurate facts of each community, creativity, evidence of further research beyond this exhibit, etc.) Again, teachers may wish to design a rubric with the class that would be used to evaluate the brochures.



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KWL CHART

B.L.M. 4.1

	Yukon Communities	K (know)	W (want to learn)	L (have learned)
Forty Mile				
Twelve Mile				
Bonanza Creek				
Mile Canyon				
Whitehorse				



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Lesson # 5

LESSON TOPIC:

Presenting the Tidds

SUMMARY:

Students complete a Reflection Sheet to assist them in reviewing the key points about the Tidds as described throughout this exhibit. After examining the last sections, “Old Crow” and “The Artist”, students will work in small groups creating a skit, documentary, video or I-Movie that depicts some portion of the Tidds Yukon experience. These will be presented to the class as a final preview of their lives.

MATERIALS REQUIRED:

B.L.M. 5.1 –Reflection Sheet

DURATION:

3-5 hours

WARM-UP ACTIVITY:

Reflections of Claude & Mary

1. Students are asked to complete a Reflection Sheet that asks them to reflect on the lives of the Tidds and others like them. (See BLM 5.1-Reflection Sheet)
2. Use the Reflection sheets to guide a class discussion that elicits individual opinions on various positions.



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ACTIVITY:

1. Students will first review the last sections of the exhibit, which feature the Tidds in “Old Crow”, followed by “The Artist” (a look at Claude’s photographic accomplishments). Students should also have a close look at the primary sources (photos, letters, etc) that relate to these sections. This review could be done as a class, individually or in small groups.
2. Ideas for students to examine and take “jot notes” on as they review this material might include:
 - History of Old Crow
 - How the Tidds got to Old Crow
 - Mary’s feelings about Old Crow
 - Activities they took part in while in Old Crow
 - The final chapter of their extraordinary lives
 - What new information did you find from the various primary sources (photos, letters, etc.)
3. Teachers could then discuss these points together with the class, as a way of summarizing this section.

FINAL PROJECT BASED ON ALL LESSONS:

4. Divide the class into 5 groups, and assign each group a time period in the lives of the Tidds (teachers may wish to devise their own timelines or use the timelines reflected in these 5 lessons).
5. Students are to assume that they are part of a production team making a documentary video/skit/I-movie on the Tidds’ Yukon Romance. Each group is to choose a “scene” that would accurately present a “snapshot” or glimpse of the Tidds during their assigned timeline.
6. Students will need ample time and support to successfully complete this “final project”.

WRAP-UP:

The end product from each group will be presented to the class in chronological order. Teachers are encouraged to “make this event special” by inviting another class to come and watch. (Other ideas to bring excitement to the presentation might include: decorating the classroom, using another room in the school as a stage, encouraging props and/or costumes, etc.)



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EXTENSIONS:

1. Students could spend some time “polishing” their final projects, and then prepare to put on another final presentation. This might include designing invitations, programs, information sheets, etc .
2. Have students write a review of the production (assuming the role of “artistic critic” for a local newspaper, magazine or TV show).
3. Ask students to answer the question “If you were young, adventuresome and in love, where would like to live in the Yukon and why?”

ASSESSMENT IDEAS:

1. Students could hand in their Reflection Sheets from the Warm-Up Activity (completion marks could be given)
2. Ask students to hand in their “ jot notes” reviewing the text and primary sources from this section (assessment might focus on accuracy and completion)
3. Design a rubric with the class on how they should be assessed on their Final Project (i.e. marks for working cooperatively in their group, attendance during group work days, quality of final product, etc.) Teachers may wish to have peer as well as teacher assessment.
4. Assign an essay that encourages students to consider one of the bigger issues surrounding this love story such as:
 - The role of women in the north during the 1900’s
 - The impact of white men to the north
 - The role of First Nations in assisting outsiders to survive the challenges faced by those living in the north

*A Yukon Romance: Claude and Mary Tidd***REFLECTION SHEET****B.L.M. 5.1**

Complete the following questions reviewing what you have already learned about Claude and Mary Tidds' life in the Yukon.

1. Describe the reasons why both Mary and Claude, and people like them, moved to the Yukon.

2. What were some of Mary's first impressions of the Yukon based on her year in Fort Yukon?

3. What does the subheading "Desperate in Dawson" refer to?

4. Describe the role Mary played in Ross River.



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5. Describe 5 of the photos Claude took in Mayo. What do you think he was trying to portray in the photos?

6. Why did Mary decide to leave the North for Vancouver?

7. What led to Mary into one of her depressions while living in Whitehorse?

8. In 1 – 2 sentences describe the Tidds' experience in Old Crow.



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13. After learning about the lives of Claude and Mary Tidd, do you think the title “Claude and Mary Tidd: A Yukon Romance” is appropriate. Why?