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# Settlers



SPEAKING

**Say:** Look at the pictures. Listen to the question about the pictures.  
Then answer the question.

*Pause about 15 seconds after each question to allow the student to respond fully.*

### Introduction

**Say:** In 1862, the Homestead Act gave settlers land in the West. Settlers began to arrive on the Great Plains. The settlers were starting a new life where there were no stores. They had to bring everything they needed with them.

### Model

**Say:** They needed to bring extra horseshoes for the horses. (*Point to HORSESHOE*)

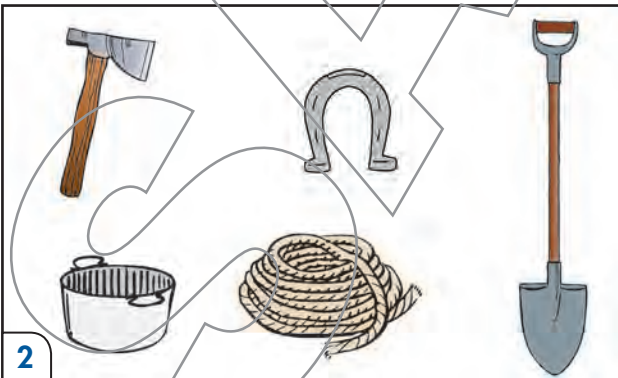
### Question

**Say:** What things did the settlers need to bring?

### Rephrasing

**Say:** Settlers brought what they needed with them. They brought horseshoes.  
What else do you see in the pictures?

1.



EMERGING

Anchor 1  
ToM.S.7–8.1

# 3 Settlers



**Say:** Look at the pictures. Listen to the question about the pictures. Then answer the question.

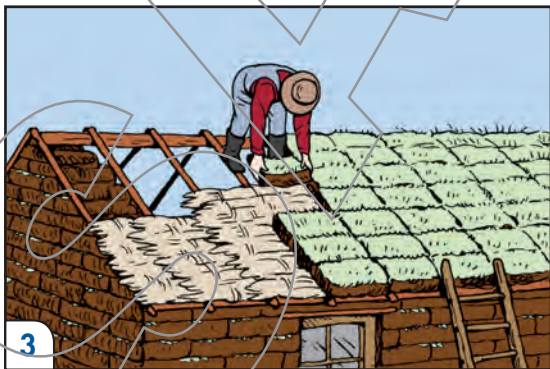
*Introduction*

**Say:** Few trees grew on the prairie. So the settlers built their first houses out of sod, or blocks of earth.

*Question*

**Say:** Use the pictures to tell how the settlers built their sod houses.

2.



**TRANSITIONING**

Anchor 2  
ToM.S.7-8.2

# Heading West



LISTENING

**Say:** You are about to begin the Listening portion of the lesson. Look at the directions at the top of the page. Read them to yourself as I read them out loud. You will hear a poem read to you. Then you will hear questions about the poem. Fill in the correct circle for each question.

Listen carefully to the poem and the questions. Each question will be read only once.

Do not turn the page until you are told to do so.

Now you will hear the poem. Listen carefully.

*Read the poem.*

**Say:** Out Where the West Begins

*by Arthur Chapman*

Out where the handclasp's a little stronger,  
 Out where the smile dwells a little longer,  
     That's where the West begins;  
 Out where the sun is a little brighter,  
 Where the snows that fall are a trifle whiter,  
 Where the bonds of home are a wee bit tighter,  
     That's where the West begins.

Out where the skies are a trifle bluer,  
 Out where the friendship's a little truer,  
     That's where the West begins;  
 Out where a fresher breeze is blowing,  
 Where there's laughter in every streamlet flowing,  
 Where there's more of reaping and less of sowing,  
     That's where the West begins.

Out where the world is in the making,  
 Where fewer hearts in despair are aching,  
     That's where the West begins.  
 Where there's more of singing and less of sighing,  
 Where there's more of giving and less of buying,  
 Where a man makes a friend without half trying,  
     That's where the West begins.

*Instruct the students to turn the page after you have finished reading.*

**Say:** Please turn the page.

**Genre:** Literary/Poem  
**Lexile® Measure:** N/A  
**Word Count:** 152



**Say:** Look at Question 1. Which line from the poem is an example of personification?

- (A) Out where the handclasp's a little stronger,
- (B) Out where the friendship's a little truer,
- (C) Where there's laughter in every streamlet flowing,
- (D) Where there's more of giving and less of buying,

*Pause about 10 seconds to allow students to respond.*

Anchor 3  
ToM.L.7-8.3

**Say:** Look at Question 2. Listen to this line from the poem again.

**“Out where the world is in the making,”**

What does the poet mean when he describes the West this way?

- (A) People have the ability to shape their own lives.
- (B) There are no towns or laws.
- (C) People must build everything from the ground up.
- (D) There is no unhappiness.

*Pause about 10 seconds to allow students to respond.*

Anchor 3  
ToM.L.7-8.3

**Say:** Look at Question 3. Which line from the poem shows that the poet thinks of the West as a place with more natural beauty than other places?

- (A) Out where the smile dwells a little longer,
- (B) Where fewer hearts in despair are aching,
- (C) Where there's more of singing and less of sighing,
- (D) Where the snows that fall are a trifle whiter,

*Pause about 10 seconds to allow students to respond.*

Anchor 4  
ToM.L.7-8.4

## EXTENSION ACTIVITY

1. Provide copies of the poem. Have students pick different parts of it to illustrate. Have them describe their illustrations to the class. Display the illustrations with the text of the poem.
2. Have students discuss the poem in small groups. Ask them why they think the author wrote the poem, and what the poem means to them.
3. Challenge students to find examples of alliteration, metaphor, and personification in other familiar poems and to share them with the class.





**Say:** Read the passage. Then answer the questions that follow. Fill in the correct circle.

## Seeing the Elephant: The California Gold Rush

1 Sacramento is the capital of California, but before 1848, it wasn't really even a town. That was the year John Sutter sent John Marshall with a crew to build a new sawmill on the American River. When they were almost finished, Marshall glimpsed something shiny in the river. It turned out to be a lump of gold, and the rest, as they say, is history.



2 Sutter, concerned that his land would be overrun with gold-seekers, tried to keep the discovery a secret. But the news was bound to spread. The *California Star* printed a story about the gold. Then, a man named Sam Brannan ran through the streets of San Francisco yelling the news. He sold shovels, pans, and axes, and knew that the more people who were looking for gold, the more he could sell. Brannan's strategy paid off, and eventually he became one of the richest men in California.

3 "Gold fever" hit San Francisco hard. The *California Star* wrote that whole towns were left empty because people went to find gold. In June, the newspaper stopped printing because its staff had gone to look for gold!



**Genre:** Informational/History  
**Lexile® Measure:** 900L–1000L  
**Word Count:** 514



4 Newspapers on the East Coast fueled “gold fever” as well. Farmers, businessmen, and soldiers headed west. During 1849, the population of California boomed from 20,000 to 107,000. These newcomers, or “forty-niners” as they were called, got to California any way they could. Some sailed from the East around the tip of South America. Or, they took a ship to Panama and made their way through the rain forests to the Pacific Ocean. Others traveled overland by covered wagon. It wasn’t just Americans relocating to California. Immigrants from Europe, Mexico, China, and Australia came to “see the elephant.” They weren’t coming to see an actual elephant—that was just an expression that meant regardless of whether they found gold, they were going on the adventure of a lifetime!

5 An adventure it surely was. Gold country was dangerous. The towns that sprang up overnight were wild, lawless places with colorful names like Hangtown, Red Dog, and Poker Flat. Many of these towns are no longer on the map—when the gold ran out, so did the people, leaving only a ghost town behind.

6 Despite their high hopes, most forty-niners did not strike it rich. The cost of living in California was so high that many ended up poorer than when they started. The exceptions were often entrepreneurs like Sam Brannan, who sold the miners the necessary supplies and food. A dozen eggs cost ten dollars! A woman named Mary Jane Caples charged \$1.25 and \$1.50 for pies she sold to the miners, and she sold as many as 100 pies a day! Another woman opened a hotel. She did so well that she took her husband in as a partner when he couldn’t find gold.

7 The California gold rush lasted only a few years, but most people who went there for the gold decided to stay. The gold rush didn’t last forever, but before it ended, California had become our 31st state. It entered the Union in 1850.

# 9 Heading West

READING



1. Who made money selling shovels, pans, and axes to miners?

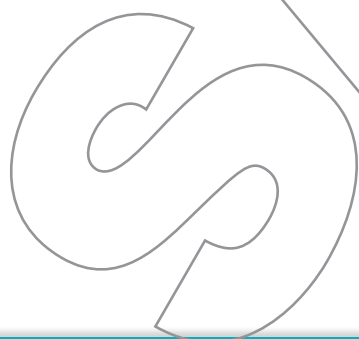
- (A) John Marshall
- (B) John Sutter
- (C) Sam Brannan
- (D) Mary Jane Caples

Anchor 1  
ToM.R.7–8.1

2. What is paragraph 2 mainly about?

- (A) How “gold fever” began
- (B) When gold was discovered
- (C) How people got to California
- (D) How the forty-niners did in California

Anchor 1  
ToM.R.7–8.1







**Say:** Now read the directions below.

Imagine you are living in 1849 on the East Coast and have just heard about the discovery of gold in California. Would you go to the West Coast to take advantage of it? Would you pan for gold or run a business? Write at least two paragraphs stating your opinion. Use information from the passage and your own ideas to support your answer.

You may use this space to plan your answer for the question. Read the question and make notes below about how you might answer it. Do not write your final answer on this page. Your writing on this page will not be scored. Write your final answer on pages 83–84.

*Turn the page and point to the checklist and writing lines.*

## Plan Your Answer

Use the space below to plan your writing and organize your thoughts. Do NOT write your final answer on this page. Your writing on this page will NOT be scored.

Write your final answer on the next two pages.

Blank writing area for planning the answer.

GO ON

# 9 Heading West



**Say:** This is where you will write your answer. Use the checklist to review your writing.

**Instructional Note:** Review the checklist if necessary. Make sure students understand the expectations for the writing assignment.

**Say:** Does anyone have a question?

Answer any questions students may have.

Anchors 1–3  
ToM.W.7–8.1–3

**Sample response:** *The newspaper today reported that gold was found in California. That news created a lot of excitement everywhere. It's all people are talking about. Men are finding lumps of gold in the American River. It sure seems like a way to get rich quick. California sounds like an opportunity just waiting for me.*

*But mining for gold sounds like hard, dirty work. It seems like luck is a big part of finding gold, too.*

*It probably makes more sense to sell things to the miners. Not every miner will find gold, but every miner will need food, clothes, and supplies. I think I'll go to California with a wagonload of supplies and sell them. That seems a more certain way to make money than panning for gold.*

*(Score using the rubric on page 186.)*

## Check Your Work

- Write about the topic.
- Plan your writing from beginning to end.
- Use your own ideas and ideas from the passage.
- Support your answer with details.
- Write complete sentences.
- Use correct grammar, punctuation, and spelling.



GO ON

