

MODULE

4

WILD WEST

“On every side, and at every hour of the day,
we came up against the relentless limitations
of pioneer life.”

—Anna Howard Shaw

 Essential Question

**What character traits were needed
in people who settled the West?**



Words About Settling the West

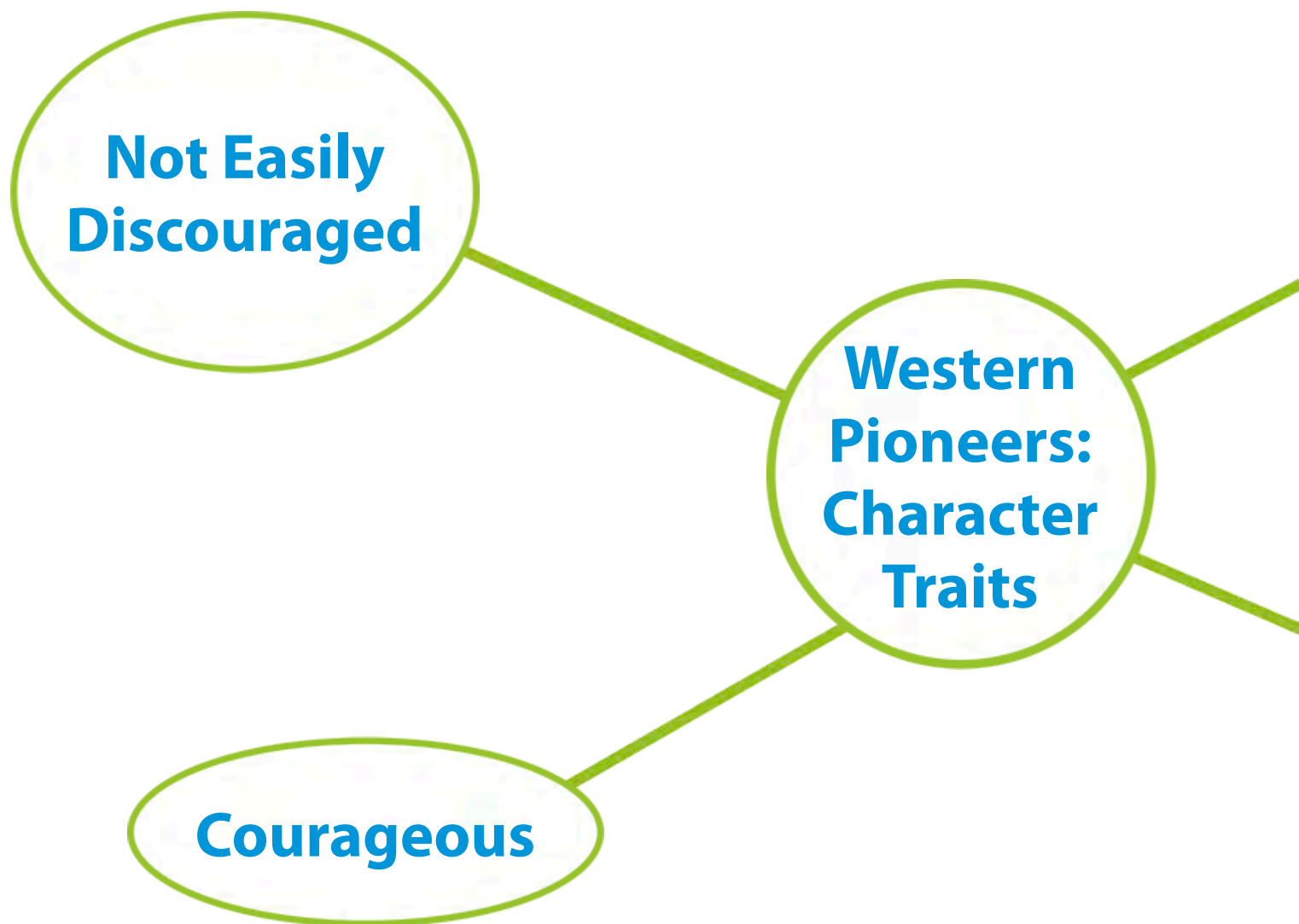
The words in the chart will help you talk and write about the selections in this module. Which words about settling the West have you seen before? Which words are new to you?

Add to the Vocabulary Network on page 245 by writing synonyms, antonyms, and related words and phrases for each word about settling the West.

After you read each selection in this module, come back to the Vocabulary Network and keep building it. Add more boxes if you need to.

WORD	MEANING	CONTEXT SENTENCE
native (adjective)	A person, animal, or plant that is described as native to a place was born in that place.	Sunflowers are native to the northern regions in the United States.
epic (adjective)	An epic event is very large and impressive, and sometimes heroic.	Thousands of workers faced great danger during the epic construction of the Egyptian pyramids.
midland (noun)	The middle of a country is sometimes called the midland.	Many pioneers began their journey west at Independence, Missouri, in America's midland.
victory (noun)	When you achieve a victory, you overcome a challenge or win against a competitor.	Reaching the end of the long and difficult tournament was a victory for the winning soccer team.





**Hard-
Working**

**Looking for
a Better Life**

Short
Read

Why Go West?

1 Lots of people make a checklist before they travel so they won't forget anything important. During the 1800s, thousands of people might have used a checklist like this one. They left their homes and migrated to undeveloped western sections of the United States. What made them do it?

- 2 ✓ Leave almost everyone.
- ✓ Leave almost everything.
- ✓ Take a chance on something new.
- ✓ Head west.

The Chance to Own Land

3 Some saw the chance to become landowners. President Thomas Jefferson bought the Louisiana Territory from France in 1803. Known as the Louisiana Purchase, the new lands doubled the size of the United States. Free or inexpensive land was there for the taking, and it wasn't long before thousands of people, from inside and outside

THE LOUISIANA TERRITORY



the United States, looked to the American west and saw opportunity.

4 However, the growth of the United States wasn't a **victory** for everyone. During this period, Native Americans lost their homelands as settlers and pioneers moved west. Many tribes were forced to live elsewhere, and some **native** cultures were nearly wiped out.



The Chance for a Fresh Start

- 5 Some people made the journey west in hopes of starting anew. They believed the long, dangerous trip was worthwhile if it led to a better life. Many had faced hard times, with growing families and few ways to make enough money to support them. Hopeful news from friends and relatives who had already gone west encouraged more and more families to relocate, too.



A covered wagon train

- 6 Many settlers followed the popular Oregon Trail, with some taking it all the way to its end in the Pacific Northwest. They loaded up covered wagons for their **epic** journey across the **midland** plains and over mountains. Determination kept these travelers going through challenges and setbacks.

The Chance to Strike It Rich

- 7 For some, the motivation was pure gold. In 1848, James W. Marshall discovered gold at Sutter's Mill in what is now northern California. The news quickly spread, and the California Gold Rush was on! By 1852, more than 300,000 people had moved to California to seek their fortunes.



Notice & Note

3 Big Questions

Prepare to Read

GENRE STUDY

Informational texts give facts and examples about a topic, event, or time period.

- Informational texts contain a central, or main, idea supported by details, including facts and quotations. The ideas might be organized under headings or by cause and effect.
- Words specific to the topic or subject area may be included.
- Informational texts may also include visuals and text features such as sidebars, which enhance or support the main text.

SET A PURPOSE

Think about the title and genre of this text. What do you know about the Wild West? What do you want to learn? Write your ideas below.

CRITICAL VOCABULARY

knowledge

posts

hardships

patriotic

slogans

handy

typical

consisted



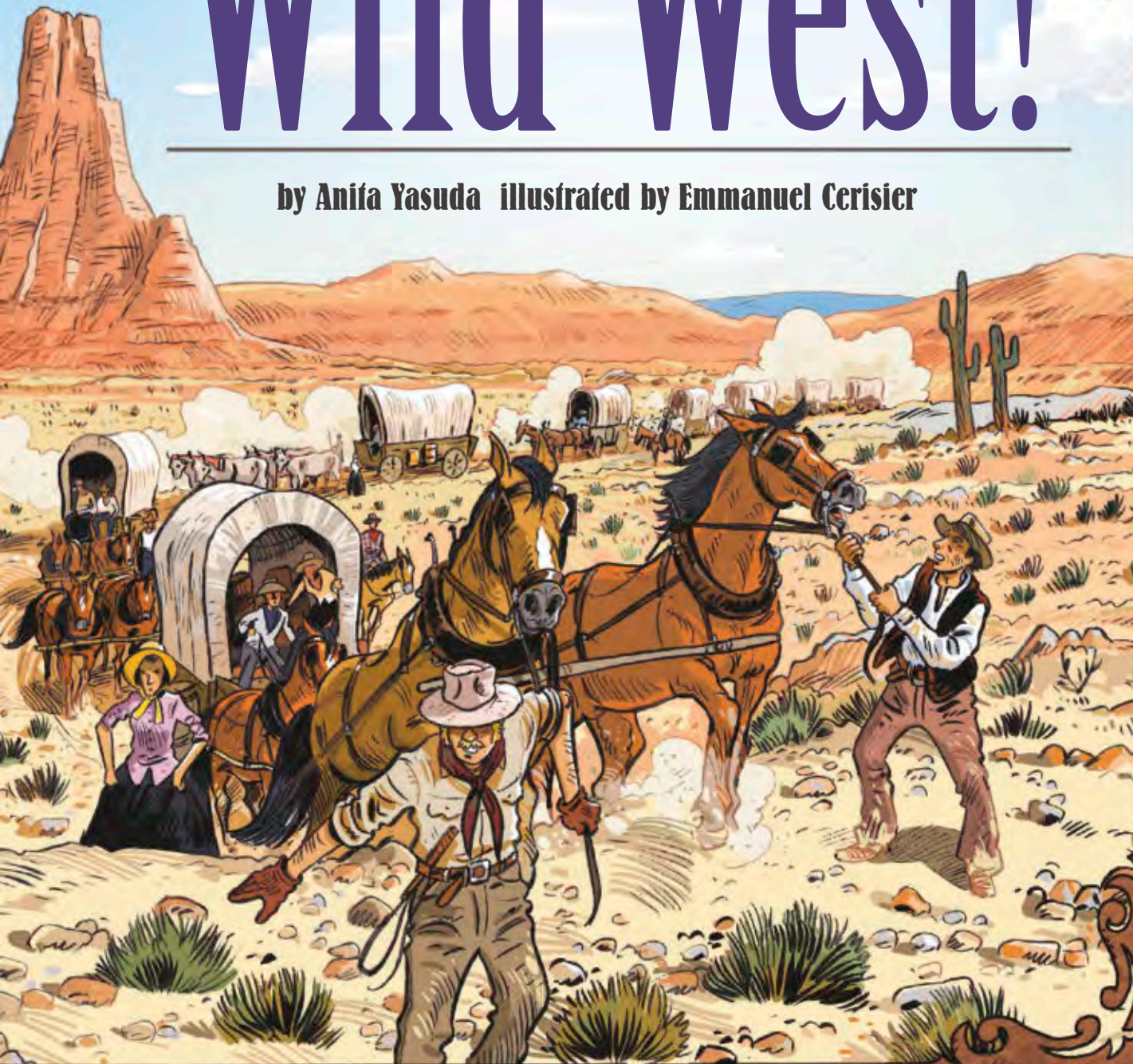
Meet the Author and Illustrator:
Anita Yasuda and Emmanuel Cerisier



EXPLORE THE

Wild West!

by Anifa Yasuda illustrated by Emmanuel Cerisier



WHERE WAS THE WILD WEST?

- 1 The “Wild West” was more than just a place. It was more than the western lands beyond the Mississippi River. It was a time of pioneers, cowboys, and Native Americans. It was a time of cowgirls and pioneer women, stagecoaches, saloons, outlaws and lawmen, buffalo hunting, and bank robbers.
- 2 What we think of as the time of the Wild West started in the early 1800s. By the mid-1800s, when gold was discovered in California, everyone was talking about the Wild West. This period of time lasted until the frontier was closed in 1890.





- 3 The original American frontier was the Mississippi River. But the frontier pushed west towards the Pacific Ocean as tens of thousands of people moved westward. Stories of plenty of good farmland for everyone made the West sound amazing. Many pioneers went to Oregon and other places because the land was free. When gold was discovered more and more people moved there hoping to strike it rich.



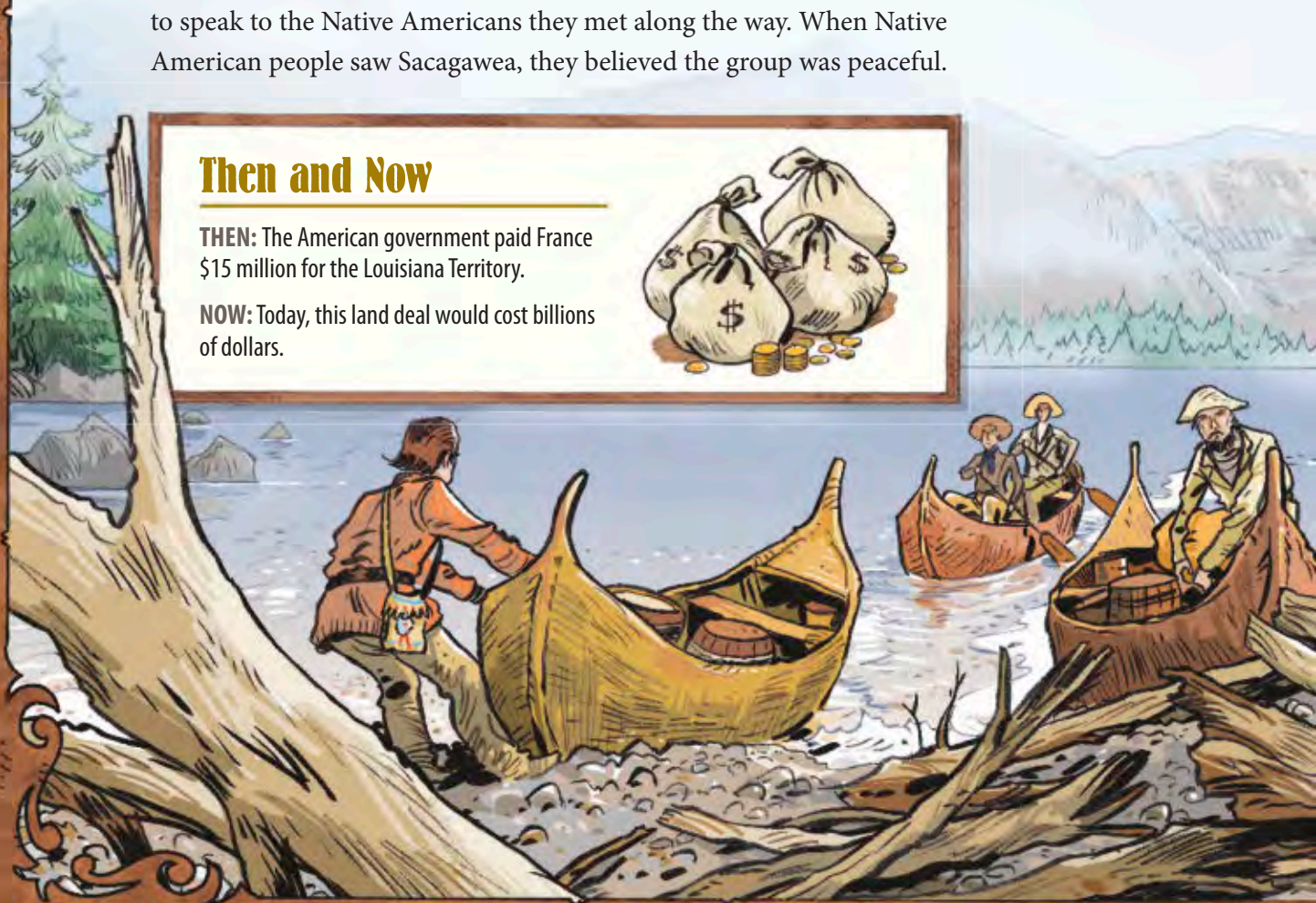
HOW AMERICA GREW

- 4 How did America get new land for people to explore and settle? In 1803, the United States doubled its size with a single purchase of land—the Louisiana Purchase. The leader of France, Napoleon Bonaparte, sold the Louisiana Territory to President Thomas Jefferson. This area included parts or all of the present-day states of Louisiana, Missouri, Arkansas, Texas, Iowa, Minnesota, Kansas, Nebraska, Colorado, North Dakota, South Dakota, Montana, Wyoming, Oklahoma, and New Mexico.
- 5 Now that America reached far to the west, President Jefferson needed a map of the area. He sent two men, named Meriwether Lewis and William Clark, to do the job. He hoped they would discover a water route across the continent. Lewis and Clark and their 50-person team explored the West from 1804 to 1806, becoming the first new Americans to see the Pacific Ocean.
- 6 A French Canadian trapper and his Native American wife, Sacagawea (sak-uh-guh-WEE-uh), translated for Lewis and Clark. This allowed them to speak to the Native Americans they met along the way. When Native American people saw Sacagawea, they believed the group was peaceful.

Then and Now

THEN: The American government paid France \$15 million for the Louisiana Territory.

NOW: Today, this land deal would cost billions of dollars.



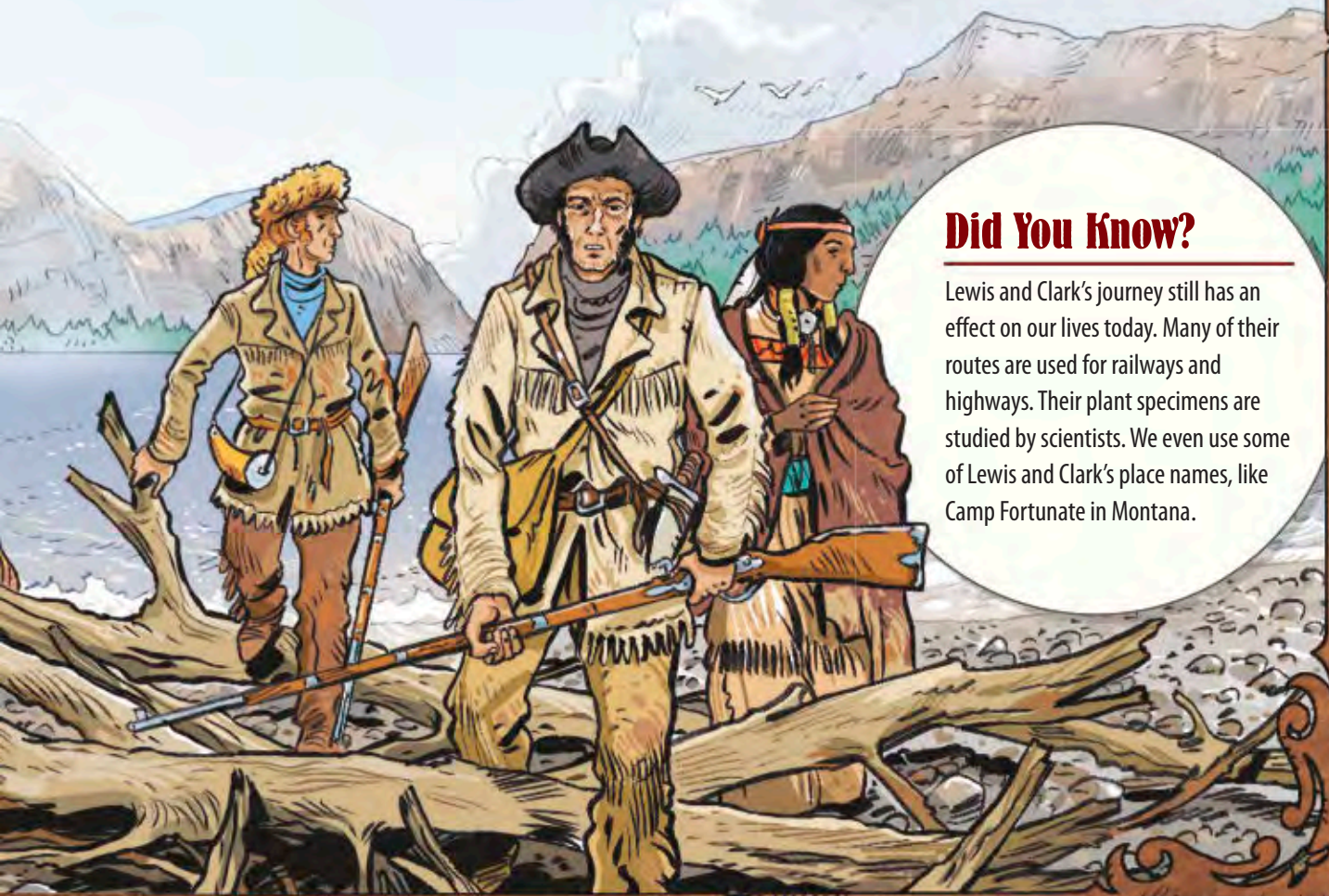


- 7 Lewis and Clark kept detailed journals of the plants and animals they discovered. They wrote about the Native Americans they met. Along the way, they sent boxes of seeds, bones, animal skins—and even a live prairie dog—back to President Jefferson.
- 8 After Lewis and Clark’s successful two-year expedition, many explorers, scientists, map makers, and missionaries headed west on the Oregon Trail. Fur traders, often called mountain men, went west along the Oregon Trail too. These men trapped beaver and other small animals. They also traded many goods with Native Americans, such as rifles and steel knives for more beaver pelts. Mountain men used their **knowledge** of the land to guide soldiers and explorers.

knowledge If you have knowledge, you have information or understanding about something.

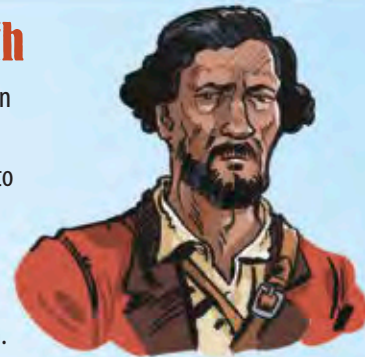
Did You Know?

Lewis and Clark’s journey still has an effect on our lives today. Many of their routes are used for railways and highways. Their plant specimens are studied by scientists. We even use some of Lewis and Clark’s place names, like Camp Fortunate in Montana.



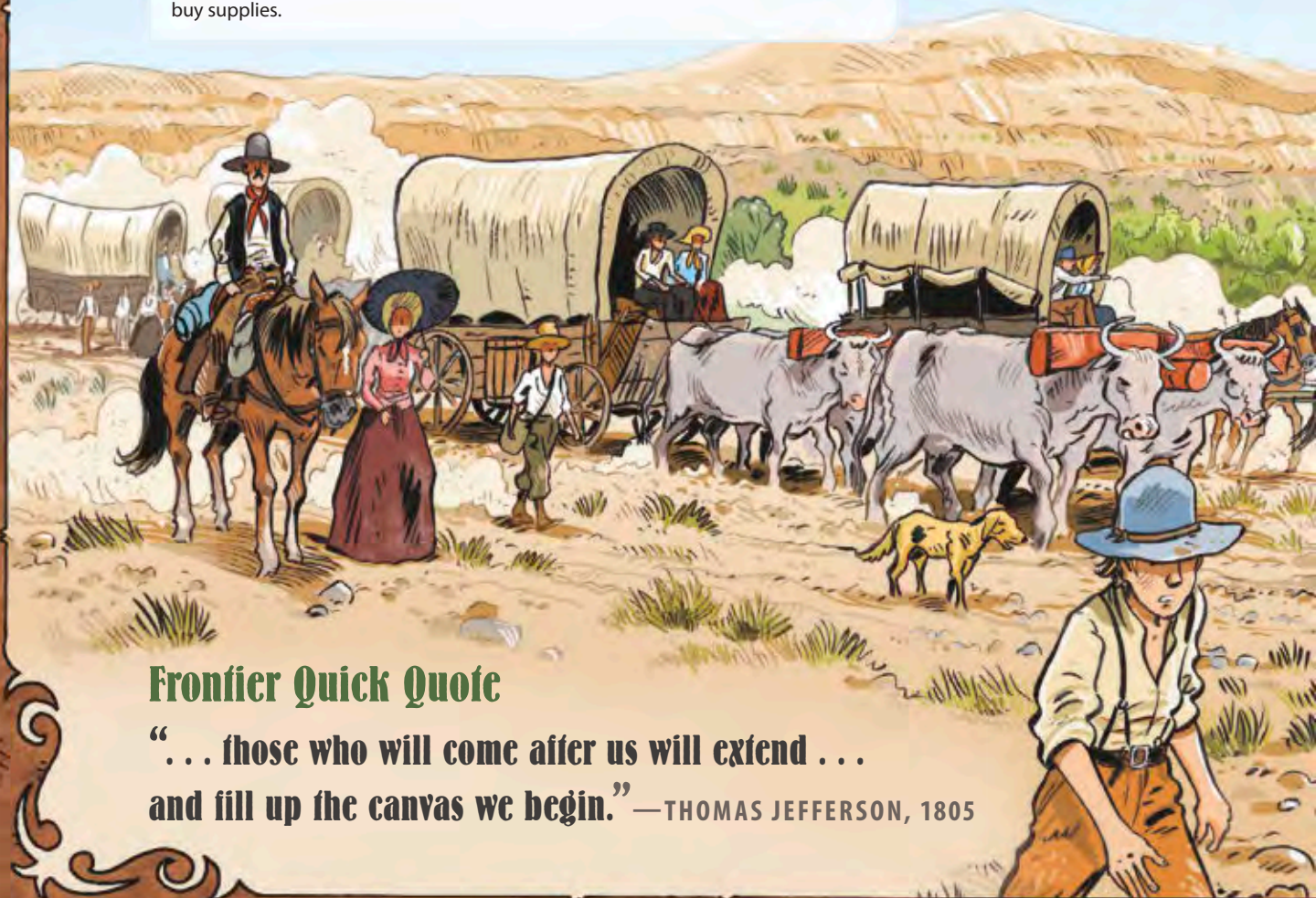
Presenting . . . James Beckwourth

Born in 1798, James Beckwourth was a famous African American mountain man. He worked as a fur trapper, guide, and translator. He lived among the Crow Indians, where he learned to speak their language. Around 1850, Beckwourth discovered a trail through the Sierra Nevada Mountains that was good enough for wagons. Many settlers and gold miners travelling to California used his route. The Beckwourth Pass is named for him.



- 9 The trails and **posts** used by these explorers and mountain men guided the pioneers who came to settle the land west of the Mississippi River. Men, women, and children heading west walked, pushed handcarts, and rode on horses and in wagons. Few knew how hard and long the journey would be.

posts Posts were forts or stopping places along the trail where people could buy supplies.



Frontier Quick Quote

“ . . . those who will come after us will extend . . . and fill up the canvas we begin.” —THOMAS JEFFERSON, 1805



MOVING WEST

- 10 Do you think you could walk all day, every day, for weeks and weeks? That's exactly what kids who walked west with their parents had to do. Depending on where people started and how far west they went, the entire journey could be a few hundred miles or as long as 2,000 miles (3,200 kilometers). It could take five months to get to their new home. No wonder they often went through many pairs of shoes!
- 11 Newspaper advertisements made the West sound amazing. They encouraged many people in the eastern United States to move. Often these reports did not give a complete picture of the daily **hardships** of western life.

hardships Hardships are difficulties or suffering caused by not having enough of something.



12 People went west for many reasons—not just for gold. Some pioneers dreamed of owning their own farm or opening businesses. The Mormons went in search of religious freedom. Others moved west for **patriotic** reasons. They believed that it was good for America to settle all of its land.

13 At this time, Great Britain still controlled parts of what is now the United States. In 1846, the United States and Great Britain agreed that all of Oregon would belong to the United States. Right away, thousands of people travelled west on the Oregon Trail.

THE FRONTIER WAGON

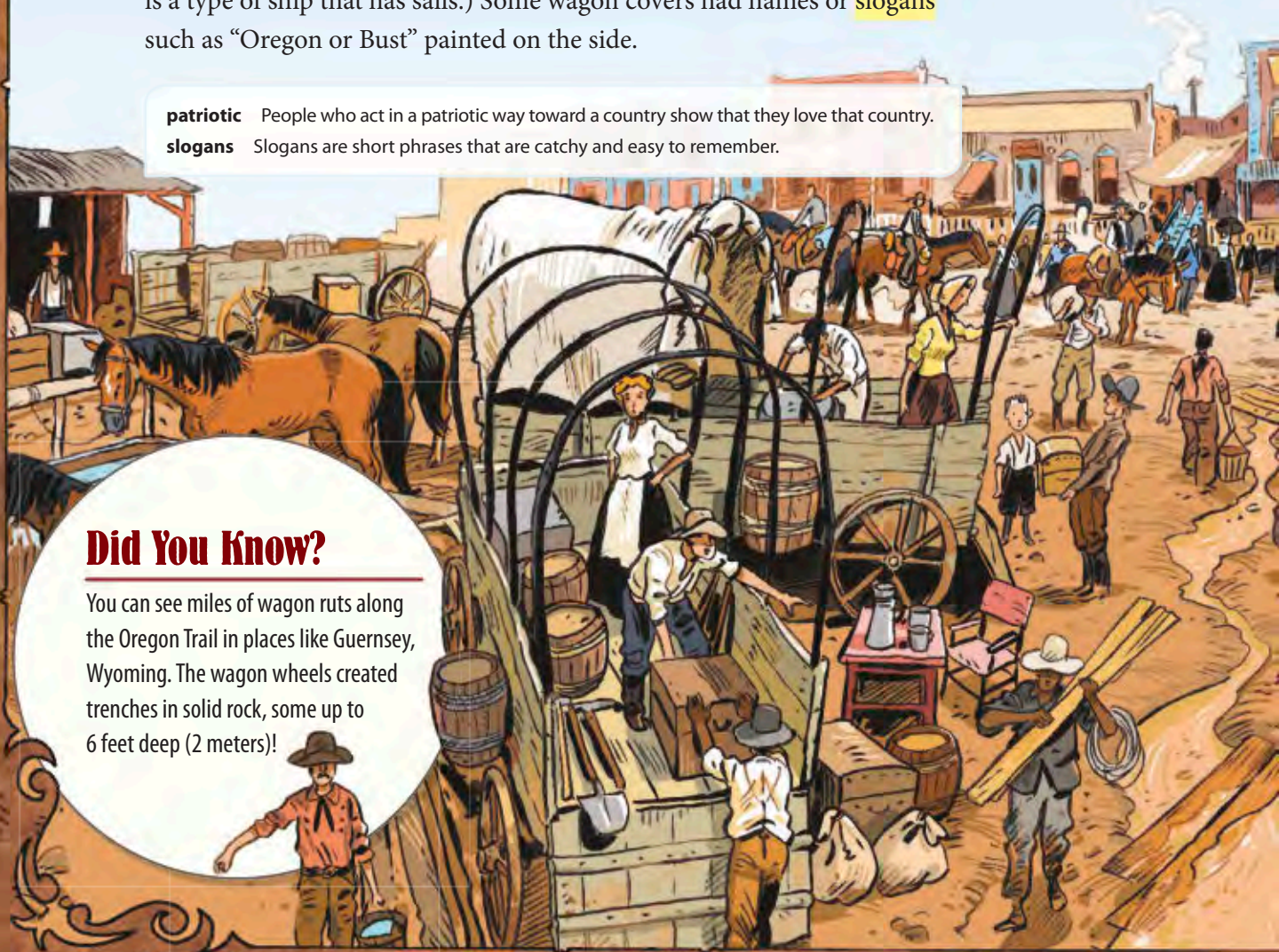
14 Pioneer families moved west by wagon. A pioneer wagon was light and small. It had to be, to make it through narrow mountain passes. The wagon had a waterproof canvas cover. Because its cover reminded people of a ship's sails, they nicknamed the wagon a prairie schooner. (A schooner is a type of ship that has sails.) Some wagon covers had names or **slogans** such as “Oregon or Bust” painted on the side.

patriotic People who act in a patriotic way toward a country show that they love that country.

slogans Slogans are short phrases that are catchy and easy to remember.

Did You Know?

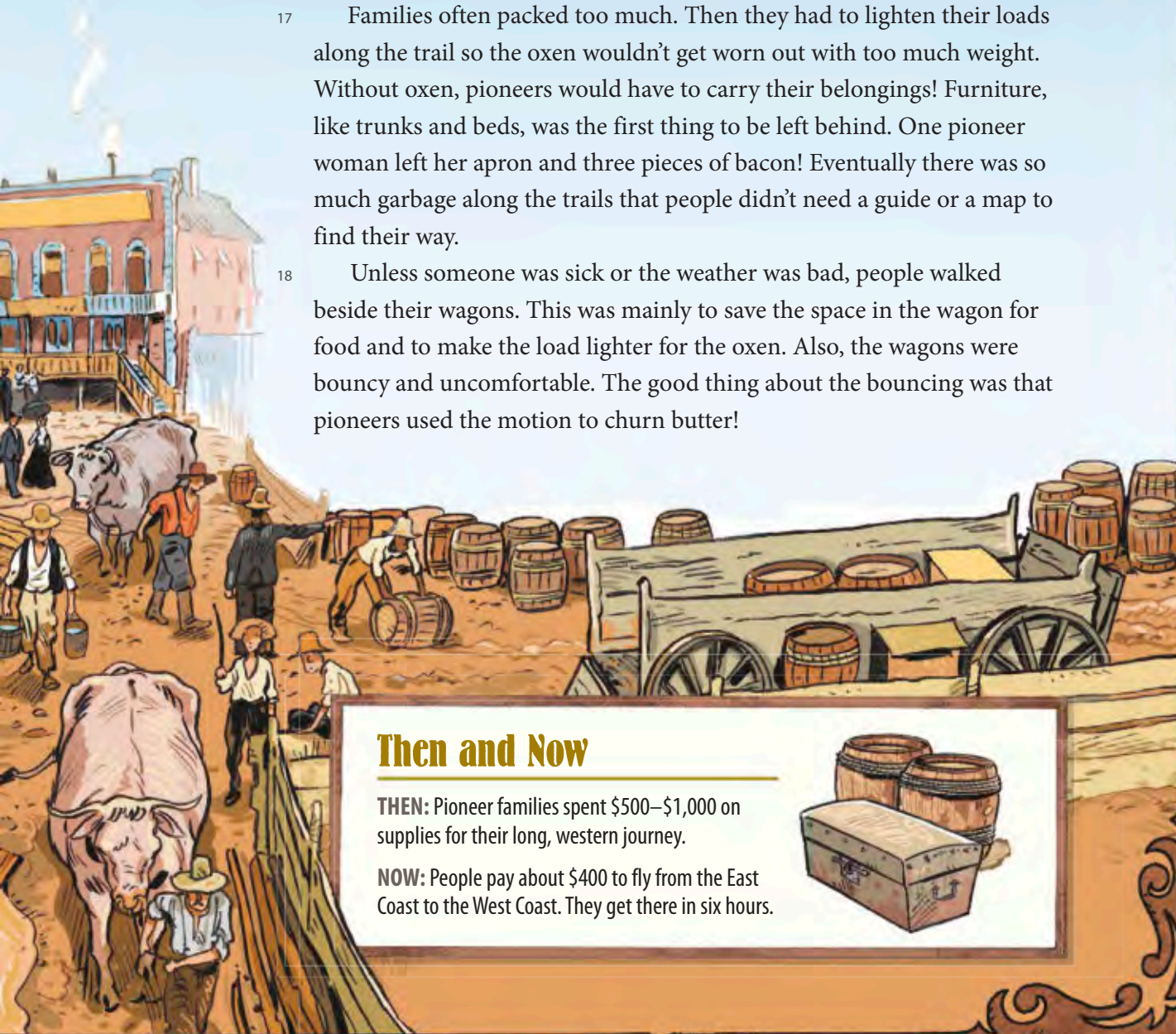
You can see miles of wagon ruts along the Oregon Trail in places like Guernsey, Wyoming. The wagon wheels created trenches in solid rock, some up to 6 feet deep (2 meters)!





GET PACKING!

- 15 Most pioneers used oxen to pull their wagons. At the end of the journey, oxen could be used to plow fields. They were strong enough to pull 2,000 pounds (907 kilograms)!
- 16 A wagon carried everything a pioneer needed to begin a new life. Pioneers usually took equipment to repair the wagon, farm tools, seeds for planting, and personal items such as shoes and blankets. They also brought food such as flour, bacon, coffee, and rice. There were no grocery stores if they forgot something! Trading posts along the way sold some food and other items, but everything was expensive and often sold out.
- 17 Families often packed too much. Then they had to lighten their loads along the trail so the oxen wouldn't get worn out with too much weight. Without oxen, pioneers would have to carry their belongings! Furniture, like trunks and beds, was the first thing to be left behind. One pioneer woman left her apron and three pieces of bacon! Eventually there was so much garbage along the trails that people didn't need a guide or a map to find their way.
- 18 Unless someone was sick or the weather was bad, people walked beside their wagons. This was mainly to save the space in the wagon for food and to make the load lighter for the oxen. Also, the wagons were bouncy and uncomfortable. The good thing about the bouncing was that pioneers used the motion to churn butter!



Then and Now

THEN: Pioneer families spent \$500–\$1,000 on supplies for their long, western journey.

NOW: People pay about \$400 to fly from the East Coast to the West Coast. They get there in six hours.



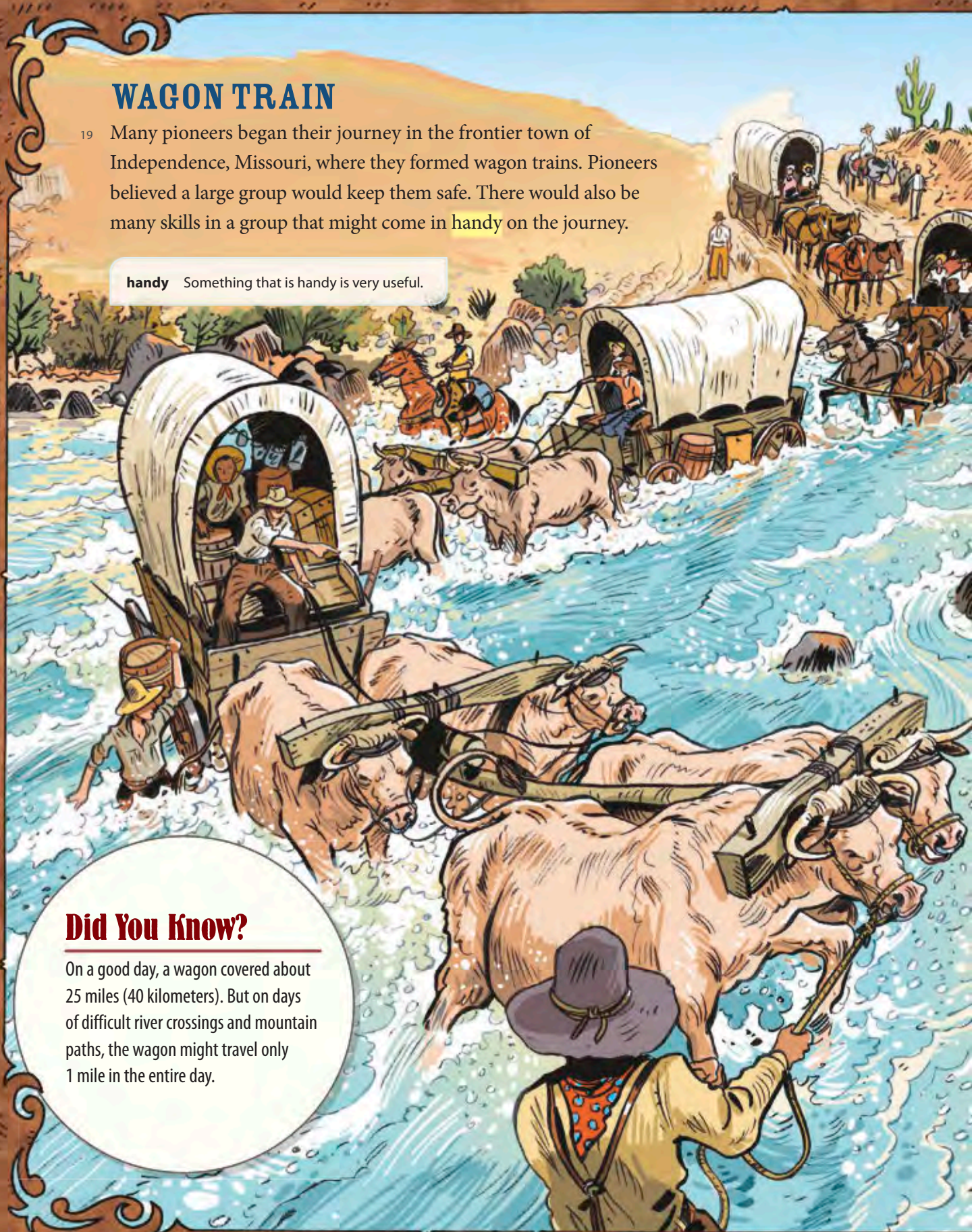
WAGON TRAIN

19 Many pioneers began their journey in the frontier town of Independence, Missouri, where they formed wagon trains. Pioneers believed a large group would keep them safe. There would also be many skills in a group that might come in handy on the journey.

handy Something that is handy is very useful.

Did You Know?

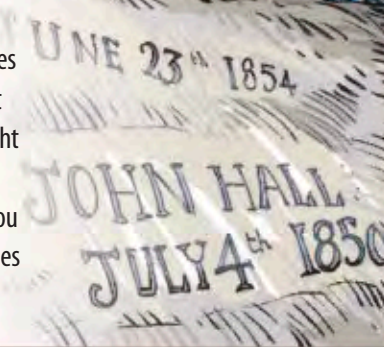
On a good day, a wagon covered about 25 miles (40 kilometers). But on days of difficult river crossings and mountain paths, the wagon might travel only 1 mile in the entire day.





Independence Rock

Independence Rock represented the halfway point on the trail. Children and their parents looked forward to carving their names and leaving messages on Independence Rock. It was significant because people needed to reach it by July 4 or risk getting caught in mountain storms farther west. This giant rock rose 128 feet high (39 meters) and to some looked like a beached whale. If you ever visit Independence Rock in Wyoming, you can see the names of many pioneers and the dates they were there.



- 20 A wagon train could be as long as a hundred wagons or more! A captain led the wagon train. The captain could be the oldest man or the man who owned the most wagons. He decided when the group started, stopped for breaks, and how the group would cross a river. A scout, usually a mountain man, helped the captain. He rode ahead of the wagon train to select tent sites and make sure they were going in the right direction.

TRAIL DANGERS

- 21 Pioneers faced many dangers along the trail. Rain washed out roads. Buffalo could frighten cattle, which would make them run and crush the wagons. Leaving too late in the season could trap pioneers in snow on the way.
- 22 River crossings were always risky. If the river was shallow enough, they could wade across the currents and rocks with their oxen. Sometimes they turned wagons into boats by taking the wheels off and emptying them. Other times, families built rafts big enough to hold a wagon by cutting down trees and tying them together. At large rivers, former traders and Native Americans ran toll bridges and ferries where families could pay to have their belongings floated across.
- 23 Many pioneers were afraid that Native Americans would harm them. They had heard stories of kidnappings or attacks. Fighting did happen, especially after the mid-1800s. But many Native Americans wanted to trade with the pioneers. And many shared their knowledge with the pioneers, such as the best places to cross rivers and where to look for food.
- 24 Disease was the biggest danger on the trail. Many pioneers died of smallpox and mumps. Cholera, which comes from drinking polluted water, caused the most deaths on the trail.

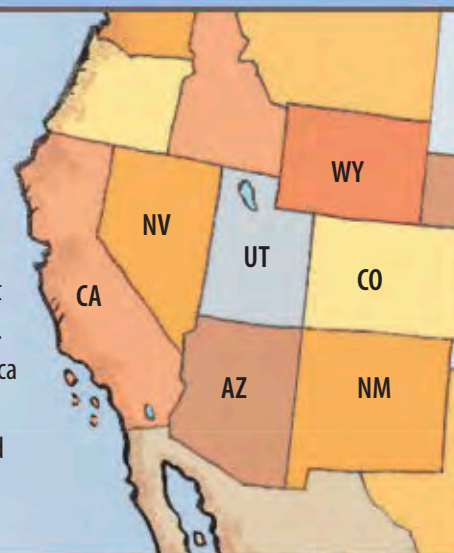
THE DAILY SCHEDULE

25 After an early breakfast of cornmeal mush, johnnycakes, or cold biscuits, as well as coffee and bacon, the wagons headed out. Each day a different family led the way. Wagon trains took a break called a “nooning” about midday. While the oxen rested, pioneers enjoyed a cold meal of beans or bacon. Children gathered buffalo chips or cow manure to use for fuel on the evening campfire.

26 At mid-afternoon the train would set out again and travel until early evening. Scouts went ahead of the train to find a pasture for the oxen and a large flat area for the wagons. When the wagons arrived they were set up in a circle. The circle made a corral to keep the oxen inside to graze. Tents were set up and campfires built.

Mexican-American War

Many Americans believed it was their right to settle the land all the way to the Pacific Ocean, even if Mexicans or Native Americans lived there. This led to the Mexican-American War in 1846. The Republic of Texas became a state in 1845, but Mexico believed that Texas belonged to it. Mexico went to war to get it back. When Mexico lost, it had to give its territories to America for \$15 million dollars. That territory includes the present-day states of California, Nevada, and Utah, and parts of New Mexico, Arizona, Colorado, and Wyoming.





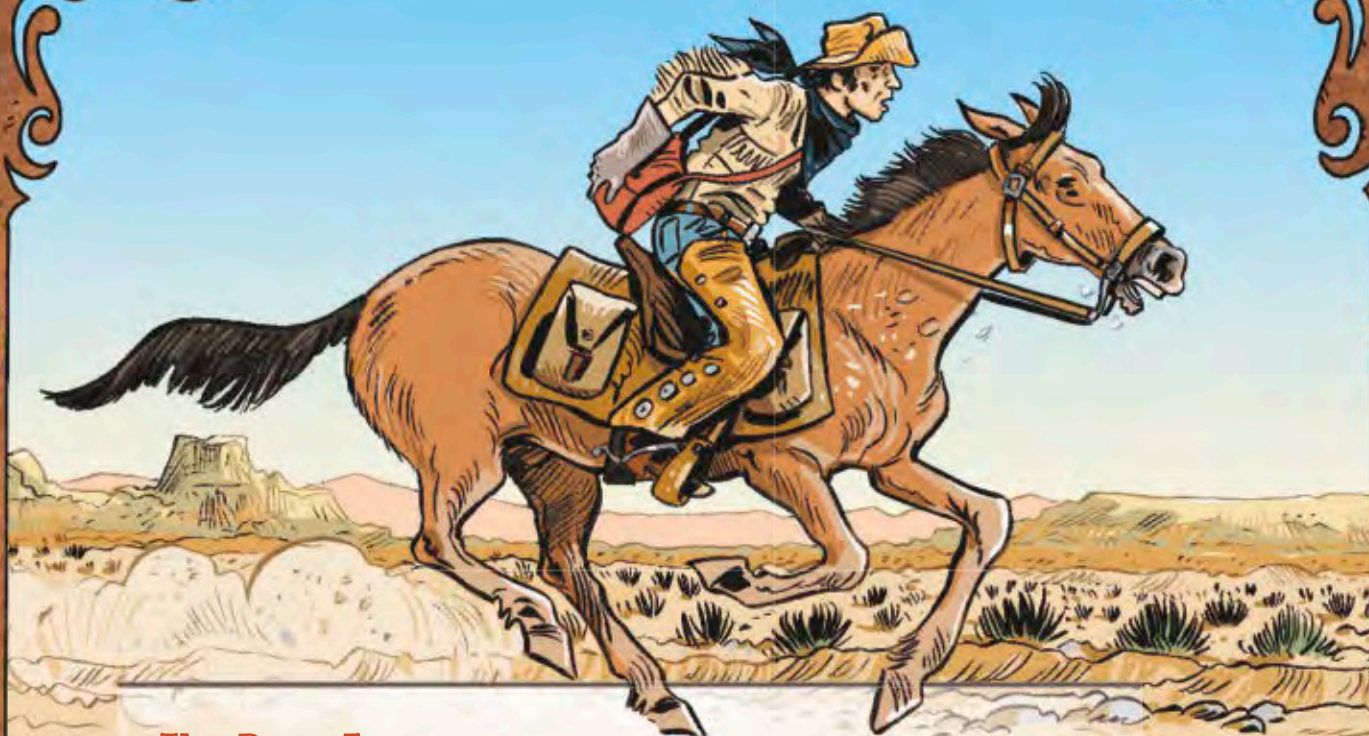
TRAIL FOOD

- 27 Women learned to bake bread on the trail using Dutch ovens over campfires. Cooking was usually done in the evening and leftovers were eaten for breakfast and lunch.
- 28 A **typical** pioneer diet **consisted** of bacon, ham, rice, dried fruit, bread, coffee, and tea. They also ate wild game like antelope, rabbits, and birds. Some families brought a milking cow with them to provide fresh milk. Pioneers also traded with Native Americans for meat and vegetables. Everyone ate a hard bread called hardtack. Hardtack didn't spoil on the long trip because it had no butter or lard. Pioneers often dipped their hardtack into a hot drink to soften it before trying to bite into it.

typical If something is typical, it is usual or normal.

consisted If something consisted of certain items, it was made up of those things.





The Pony Express

It was hard for pioneers to communicate with their families back East. They left letters at trading posts and even under rocks along the trail, hoping that wagons going east would take them. In April 1860, the Pony Express began delivering mail from St. Joseph, Missouri, to Sacramento, California, in only 10 days! Riders changed horses every 10 miles (16 kilometers) and after 70 miles (112 kilometers), a new rider took over.

29 Finding fresh water on the trail was not easy. Rain barrels on wagons collected water, but they never had enough. Pioneers had no choice but to drink from creeks and rivers just like their cattle. One woman wrote of sucking on a rag soaked in vinegar when there was no water. Another wrote about straining pond water through the end of a wagon cover!

30 *In spite of all of these hardships, the pioneers managed to make the journey and settle new towns throughout the West. Their strength, innovations, and adventurous spirits helped shape the United States we know today.*

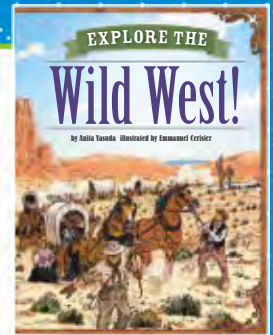
Collaborative Discussion

Look back at what you wrote on page 250. Tell a partner two things you learned from the text. Then work with a group to discuss the questions below. Strengthen your answers with examples and quotations from *Explore the Wild West!* In your discussion, ask questions and add comments that build on the ideas of others.

- 1 Review pages 254–255. What information did Lewis and Clark gather on their expedition?

- 2 Reread pages 257–261. What kinds of hardships did people experience as they traveled west?

- 3 What reasons did people have for moving to the West? Do you think the trip was worthwhile for them? Why or why not?



Listening Tip

Listen carefully to each speaker's ideas. What questions do you have? What ideas of your own are like those of other speakers?



Speaking Tip

Ask questions such as "Can you explain what you mean by that?" to encourage other speakers to tell more about their ideas.

Write a How-to Guide

PROMPT

In *Explore the Wild West!*, you learned about the experiences of families who traveled westward by wagon train in the 1800s. Families making this journey experienced many hardships and had to be prepared for many difficult days of travel.

Create a how-to guide for westward-bound pioneers. Start with an introduction. Then add a paragraph on one of the following: preparing for the trip, including a list of important items to pack, or life on the trail, including possible dangers. End with a conclusion that summarizes the important points you've made. Use specific evidence from the text to give detailed information to your readers. Be sure that each paragraph of your writing includes a central, or main, idea. Don't forget to use some of the Critical Vocabulary words in your writing.

PLAN

Make notes, based on details from the text, that support your central idea of trip preparation or life on the trail.



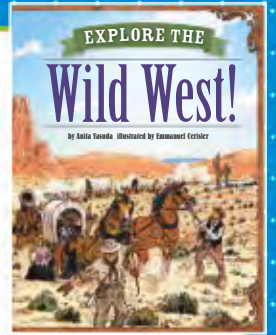
WRITE

Now write your how-to guide for westward-bound pioneers.



Make sure your how-to guide

- introduces the topic.
- includes evidence from the text.
- organizes information into three paragraphs.
- includes a conclusion that summarizes the important central ideas.



Notice & Note

3 Big Questions

Prepare to Read

GENRE STUDY Magazine articles give information about a topic, person, or event.

- Magazine articles may present ideas in chronological order, to help readers understand what happened and when.
- Articles related to social studies may include words that are specific to the topic.
- Magazine articles include text features, such as captions and sidebars, which give additional information about the topic.

SET A PURPOSE Think about the title and genre of the text. What do you know about working on railroads? What do you want to learn? Write your ideas below.

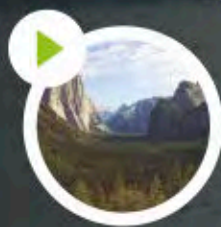
CRITICAL VOCABULARY

celestial

complaint

employed

sacrifice



Build Background:
The Transcontinental Railroad

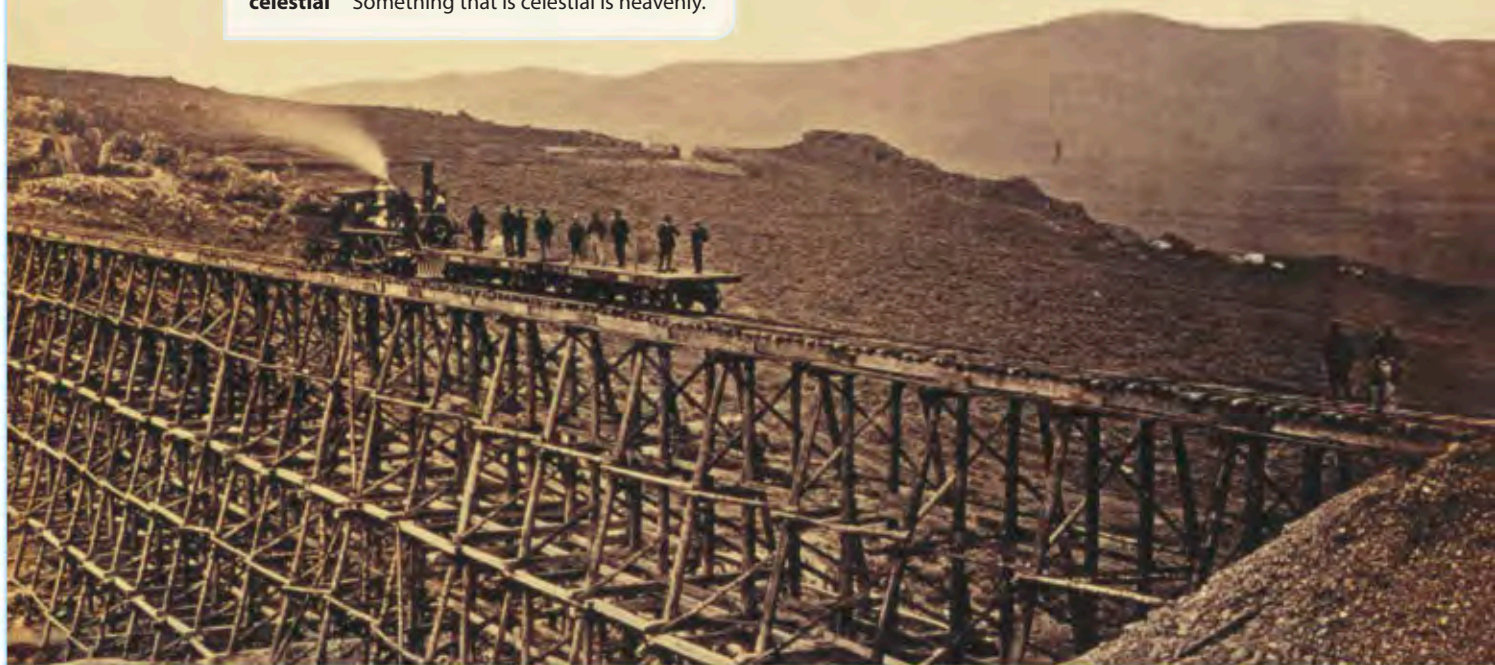


THE CELESTIALS' RAILROAD

BY BRUCE WATSON

- 1 *Two decades after pioneers began migrating to the “wild west,” the U.S. government in 1861 agreed to the construction of a transcontinental railroad system that would link California with the rail network of the eastern United States.*
- 2 On the Utah prairie where a thousand workers had gathered for the ceremony, four Chinese men carried an iron rail toward the track. It was the last link in the railroad that within moments would span the continent. The date was May 10, 1869. The Union Pacific locomotive stood to one side and the Central Pacific to the other.
- 3 Because they called China the **Celestial** Kingdom, the Chinese workers were known as “Celestials.” Few of their fellow railroad workers bothered to learn their names. No one knows their names today. But it was on the backs of the Chinese workers that the first transcontinental railroad was built.
- 4 For the Chinese, the work began as an experiment. Many Chinese men had come to America during the first California gold rush. When they did not strike it rich in the goldfields, they sought other work—but faced discrimination instead.

celestial Something that is celestial is heavenly.



Construction workers stand on flatcars being pushed by a locomotive across a railroad trestle at Promontory Point in Utah.



5 Then in 1863, Central Pacific and Union Pacific railroad tycoons agreed to build a coast-to-coast link. The Union Pacific would head west from Omaha, Nebraska, while the Central Pacific would extend east from Sacramento, California. The two companies mapped the routes, raised the money, and hired the workers.

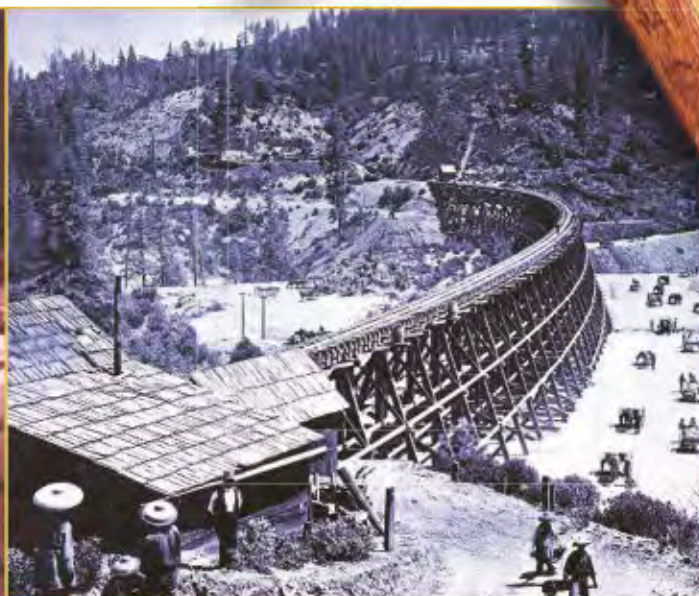
6 Within a year, the Union Pacific was well into Nebraska, but the Central Pacific had bogged down at the edge of the Sierra Nevada mountains. In California, most men were busy searching for gold or silver. To complete his contract, railroad magnate Charles Crocker needed help. Over the protests of his workers, Crocker turned to the Chinese.

7 In February 1865, 50 Chinese men were transported by flatcar to the rail's end in the Sierra foothills. While other workers jeered and threatened to strike, the Chinese calmly set up camp, boiled rice provided by the company, and went to sleep. Up at dawn, with picks and shovels in hand, they worked 12 hours straight without **complaint**. By sundown, Crocker had telegraphed his office in Sacramento: "Send more Chinese." Within a few months, 3,000 Chinese were pushing the Central Pacific eastward. By the end of 1865, more than 6,000 Chinese were working on the railroad.

complaint A complaint is an expression of dissatisfaction or pain.



Snow didn't stop work on the railroad. Here, Chinese laborers dig a train out of a drift near Ogden, Utah.



Wearing wide-brimmed hats, Chinese laborers work on the Secrettown Trestle in the Sierra Nevada mountains.

- 8 As the Central Pacific soared toward Donner Summit at the top of the Sierras, the Chinese took jobs no one else would touch. They hung from ropes draped over the edges of cliffs and tapped holes into the sides of mountains. After inserting dynamite, they jerked the ropes and were yanked upward. If they were lucky, they cleared the explosion and lived to tap more holes. If not, they fell into the gorge below.
- 9 Chinese workers blasted tunnels with nitroglycerin when other workers would not touch the explosive liquid. They graded hillsides. They chopped trees. They carried dirt in wheelbarrows, filled huge gorges with it, leveled it, and laid railroad ties evenly across it. Other workers then laid the iron rails and hammered them down while the Chinese went ahead to prepare the next mile.
- 10 Most other workers ate stale meat and drank brackish water. Because the Chinese paid for their own food, they were allowed to choose their food. They chose things that were familiar to them, such as oysters, cuttlefish, vegetables, rice, and tea. Crossing Donner Summit at 7,000 feet, many other workers took sick or quit, but the Chinese kept going.



East portal of summit tunnel of the Central Pacific Railroad, during construction in the Sierra Nevada Mountains, California.



This tea carrier brings refreshment to Chinese workers.



- 11 Mobs of white workers tormented the Chinese at every camp along the way. But across Nevada and into Utah, the Central Pacific inched toward the Union Pacific. And on April 27, 1869, Central Pacific crews, by then 90 percent Chinese, laid 10 miles of track in a single day—a new record.
- 12 By the time the two railroads met at Promontory, Utah, the Central Pacific **employed** 12,000 Chinese workers. Together with the Union Pacific crews, they watched as railroad tycoons drove in their golden spikes. But when the cameras recorded the event, the Chinese workers were left out of the picture.

employed If you hired people to do a job, you employed them.



Despite all their hard labor, not one Chinese worker was present for this photo taken at the joining of the Union Pacific and Central Pacific railroads.

- 13 On May 10, 1869, the single word “Done!” was telegraphed across the continent. Finished with their monumental task, the Chinese rode the Central Pacific back across the track they had laid. Some went back to “Chinatown” communities in Sacramento, San Francisco, and other cities. Others went to Canada, where they helped build the Canadian Pacific Railroad, or worked on routes in California. Many spread out across the West, finding work or staking claims in mining towns such as Deadwood, South Dakota, and Tombstone, Arizona. Their labor and sacrifice had connected the east and west coasts of the growing nation.

COME ONE, COME ALL

The Chinese were unique in America’s westward expansion because they were one of the few immigrant groups that did not come to settle permanently. Drawn for many of the same reasons as Americans who were looking for a better life or religious freedom, immigrant groups from around the world established small communities throughout the West. Most of the Chinese, however, were men who had left their families behind in China. Their intention was to work hard, save their money, and return to their homeland.

sacrifice A sacrifice is the act of giving up something valued to get something else.



These locomotives in Utah’s Golden Spike National Historic Site are replicas of the engines present at the meeting of the two railroads.

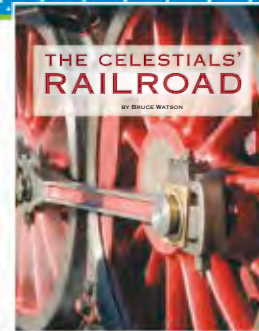
Collaborative Discussion

Look back at what you wrote on page 268 and talk with a partner about what you learned from the text. Then work with a group to discuss the questions below. Strengthen your answers with evidence from *The Celestials' Railroad*. Pay attention as other group members present ideas, to see if those ideas support or change your own thoughts.

- 1 Review pages 270–271. Why did Charles Crocker decide to hire Chinese workers to complete his section of the railroad?

- 2 Reread page 272. What jobs did the Chinese workers do to complete the railroad?

- 3 In what ways were conditions difficult for the Chinese workers?



Listening Tip

As you listen to the discussion, think about what conclusions you can draw. Do any comments change an answer or idea you had?



Speaking Tip

Briefly summarize comments from earlier speakers and tell your group what you learned from those comments.

Write a Television Pitch

PROMPT

In *The Celestials' Railroad* you learned about the Chinese workers who helped to build the transcontinental railroad. Without the dedication of these workers, the railroad may never have become a reality.

Imagine that you want to create a television documentary about the Chinese workers and the challenges they faced. You'll need a description, or "pitch," to persuade television producers that your documentary will be interesting. Begin by introducing the topic. State at least two reasons why you think viewers would be interested in the topic. Use evidence from the text to support the reasons. Don't forget to use some of the Critical Vocabulary words in your writing.

PLAN

Make notes, using evidence from the text, about the reasons why your documentary would be interesting to viewers.



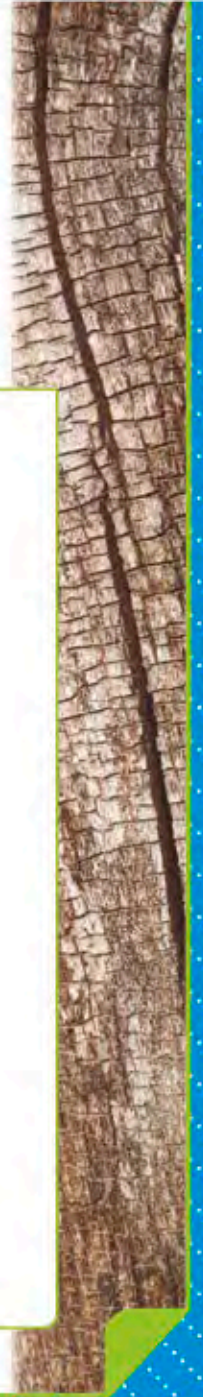
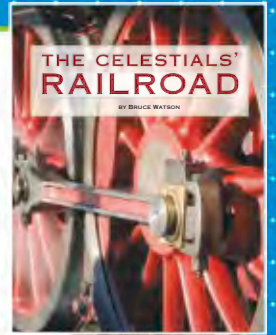
WRITE

Now write the persuasive television pitch for your documentary.



Make sure your television pitch

- includes a central, or main, idea in the introduction.
- states why you think your documentary will be interesting.
- provides at least two reasons for your opinion.
- uses evidence from the text to support each of the reasons.



Prepare to View

GENRE STUDY **Documentary videos** present facts and information about a topic, place, or event in visual and audio form.

- Narration and images are used to explain key ideas.
- Primary sources and interviews with experts may be featured.
- Documentaries may include words that are specific to a certain time period or experience.

SET A PURPOSE **As you watch**, think about the speaker's main points to help you understand the hardships of living on the prairie. What do you want to learn? Write your ideas below.

CRITICAL VOCABULARY

homestead

primary

domain

residence

ideology

HOMESTEADING





As you watch *Homesteading*, think about how the video uses audio and visual elements to explain events and experiences. How do the narration and footage help you understand the Westward Expansion time period? What does the first-person account teach you about homesteaders? Is it more or less effective than a reenactment would be? Why or why not? Take notes in the space below.

Listen for the Critical Vocabulary words *homestead*, *ideology*, *residence*, *domain*, and *primary*, and for clues to the meaning of each word. Take notes in the space below about how the words are used in the video.

homestead In the late 1800s, a homestead was a piece of land in America's western regions that was claimed, lived on, and settled by a pioneer.

ideology An ideology is a set of beliefs.

residence A residence is a place in which people live.

domain Someone's domain is the land or territory that he or she owns and controls.

primary Something that is primary is the highest in importance.

Collaborative Discussion

Look back at what you wrote on page 278. Tell a partner two things you learned from the video. Then work with a group to discuss the questions below. Offer details and examples from *Homesteading* to support your responses. In your discussion, respond to others by asking questions and making comments that build on their ideas.

- 1 According to the video, what reasons led people to become homesteaders?

- 2 Why did President Abraham Lincoln believe that land ownership was important?

- 3 What was the connection between the Homestead Act and the building of railroads?



Listening Tip

Listen carefully to the responses of others. What questions do you have about their ideas? What comments of your own can you add to expand upon them?



Speaking Tip

Ask questions about another speaker's answer to encourage the speaker to explain or give more details. Add comments of your own to build upon the speaker's ideas.

Write an Interview Script

PROMPT

In *Homesteading*, you heard a first-person account by a homesteader about settling land in the Dakota territory.

Imagine that you could interview this man about his experiences as a homesteader. Write a script showing the questions you would ask and the answers you imagine he might give. Base the questions and answers on details from the video. Use some of the Critical Vocabulary words in your writing.

PLAN

Make notes based on information from the video that will help you create questions and answers for your interview with a homesteader.



**WRITE**

Now write the script of your interview with a homesteader.

**Make sure your interview script**

- introduces the topic of homesteading and explains who is being interviewed.
- uses a question-and-answer script format.
- includes details from the video.
- ends with a conclusion that summarizes the interview.

Notice & Note

Memory Moment

Prepare to Read

GENRE STUDY **Historical fiction** is a story that is set in a real time and place in the past.

- Authors of historical fiction tell the story through the plot—the main events of the story. Often, the plot and conflict are shaped by the story's setting, or time period and location.
- Historical fiction includes characters that act, think, and speak like real people from the past would. It might tell the story of fictional characters in a real setting from the past.
- Authors of historical fiction may use sensory details and figurative language to develop the setting and characters.

SET A PURPOSE **Think about** the title and genre of this text. What do you know about pioneers? What do you want to learn? Write your ideas below.

CRITICAL VOCABULARY

frolics

stubble

indispensable

dainty

plod

oblivious

proportions

regaled

thresh



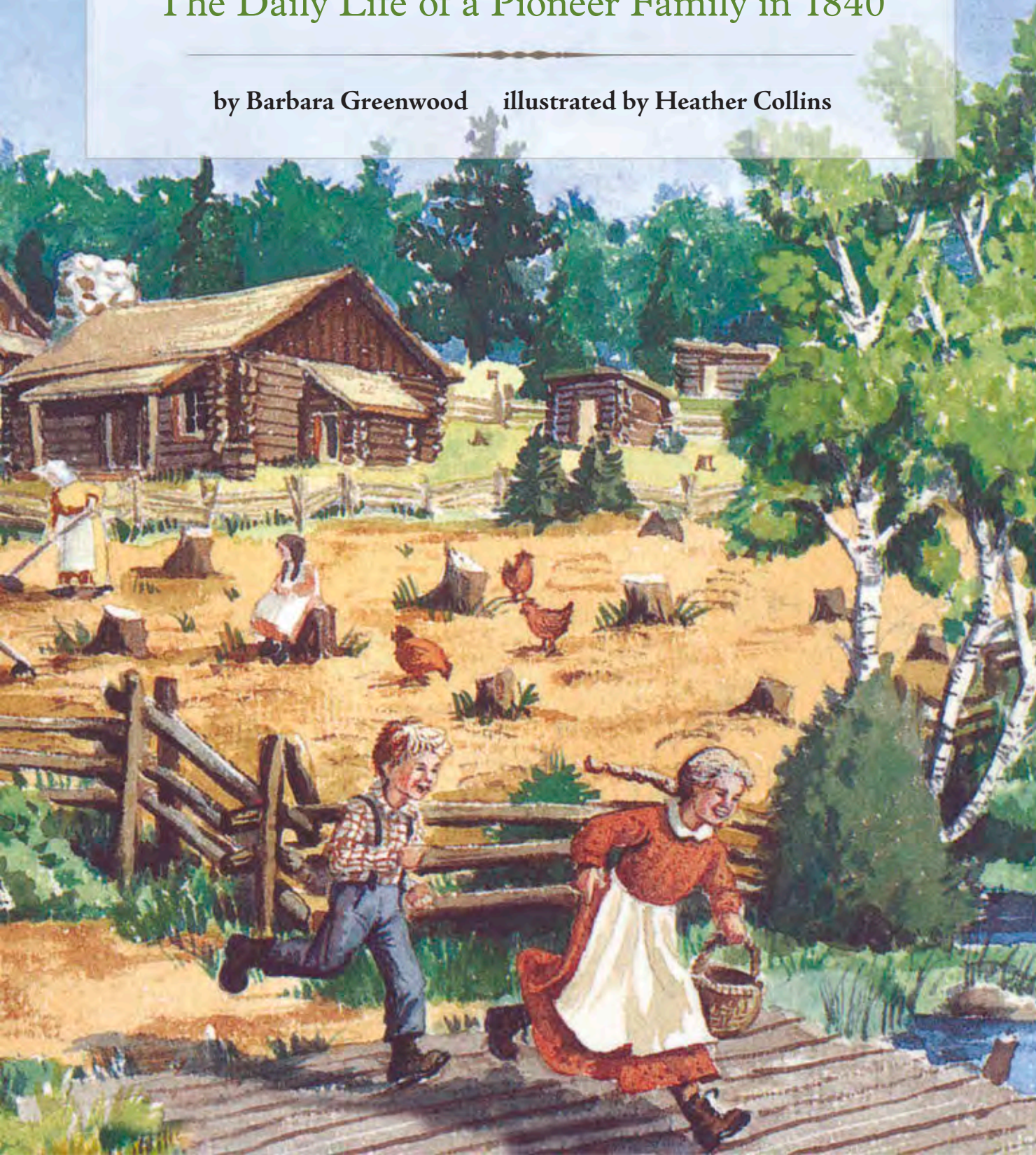
Meet the Author and Illustrator:
Barbara Greenwood and Heather Collins



A PIONEER SAMPLER

The Daily Life of a Pioneer Family in 1840

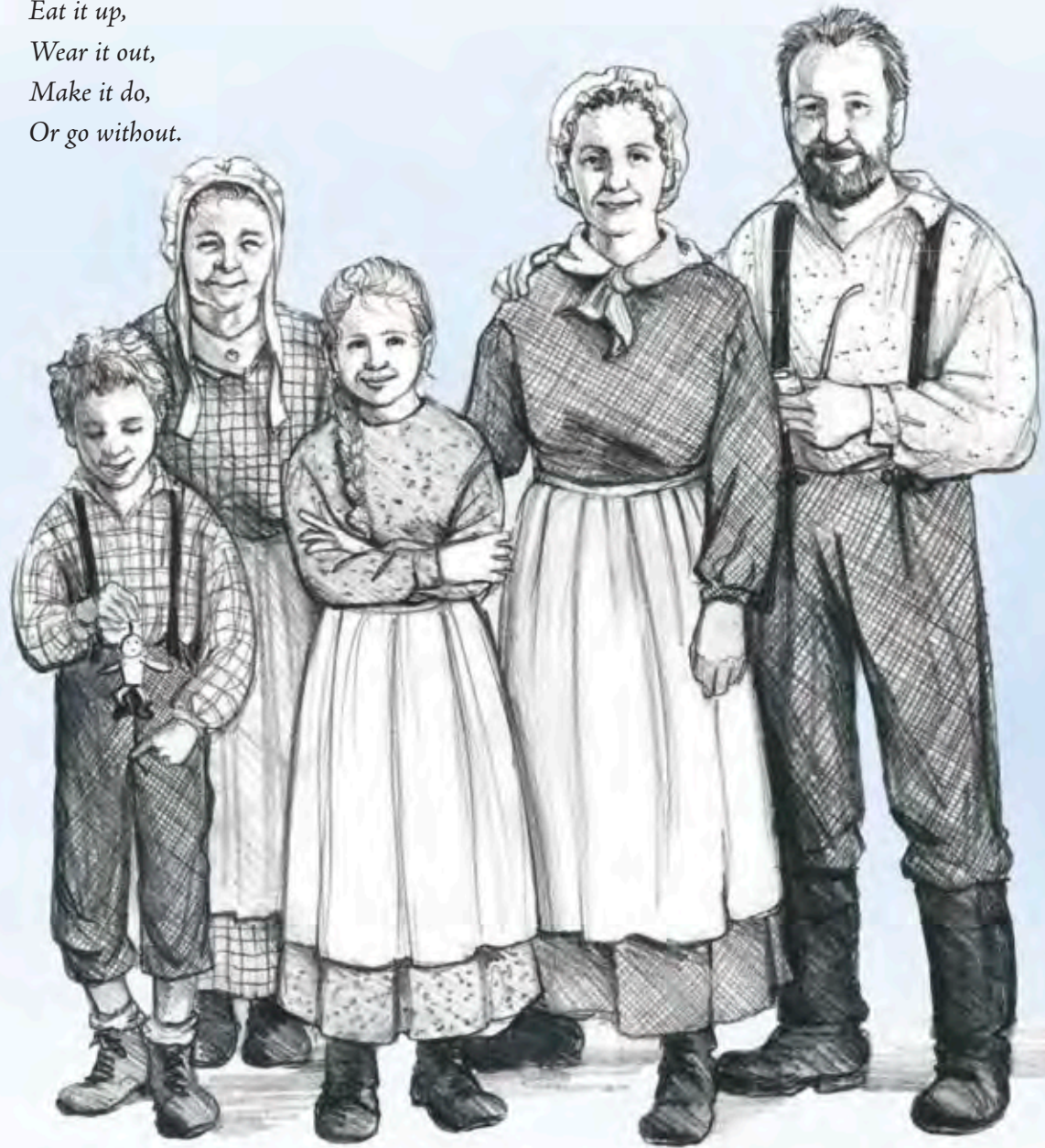
by Barbara Greenwood illustrated by Heather Collins



1 **THE ROBERTSONS** are a pioneer family living on a backwoods farm in 1840. Although the Robertsons are a fictional family, their struggle to clear the forest, to plant, to harvest, and to make a good life for themselves echoes the efforts of our early settlers, who worked hard to build a home, a community, and a country.

2 The Robertsons, like real settlers, live by this motto:

*Eat it up,
Wear it out,
Make it do,
Or go without.*



Willy Granny Sarah Ma Robertson Pa Robertson



- 3 The Robertson children learn early that “many hands make light work” and that it’s best to “make hay while the sun shines.” But life isn’t all chores and making do. Maple-sugar frolics and harvest suppers, husking bees and barn dances, the birth of lambs and the search for a honey tree brighten the days as the seasons pass from winter to spring, from summer to fall.

frolics Frolics are fun acts, such as dances or parties.



George

Meg and Tommy

Lizzie



HARVESTING THE CROPS

4 “Stand up properly,” Meg said. “You can’t carry water all hunched over like that.”

5 Willy wiggled his shoulders to make the yoke sit more comfortably, then straightened up. The weight of the buckets made the wood bite into the back of his neck.

6 “It hurts,” he complained.

7 “Stop fidgeting.” Meg moved the yoke slightly and the pressure eased. “You’ll be fine. It’s a lot easier than lugging a bucket by hand. And you won’t lose nearly so much water. Off you go. The men will be dying of thirst.”

8 Carrying water out to the hayfield had always been Meg’s or George’s job. This year Pa wanted George’s help with the harvesting, and Ma had decided that Willy and Sarah were big enough to carry water.

9 Stupid buckets, Willy grumbled to himself as he trudged off, I want to do real work. Like George. That reminded him of George sitting at the grindstone last evening. Making *me* turn the handle while he sharpened the sickle. Thinks he’s so important just because Pa’s letting him help cut the hay this year.

10 The sun beat down from a blue sky. Pa had been right about the weather. “Listen to those cicadas sing,” he’d said the night before. “We’ll have good haying weather tomorrow.”



11 Willy rested his hands on the bucket handles to keep them from swinging and arched his back against the weight. Across the fields he could see Pa and one of the big Simpson boys who'd been hired on for the summer. They swayed back and forth as they swung the long-handled scythes to cut the hay. George was bent over using the short-handled sickle to trim around a tree stump. Every so often Pa stopped and ran a whetstone over his scythe blade. Willy liked the raspy *zzzzrooop* of the whetstone sharpening the blade.

12 The **stubble** of cut grass pricked Willy's bare feet as he crossed the field. The soles of his feet were toughened from months of running barefoot, but with the buckets dragging him down, the stubble felt sharp. And he was anxious about tripping over an upthrust stone and spilling the water or, worse still, stepping on a snake. With luck, the snakes would all be gone. Just yesterday he and George had been out with sticks beating the field to scare away snakes and families of skunks and rabbits. "Last thing I want," Pa had said, "is animals exploding out of the grass in front of me when I'm swinging a scythe. Like to cut a foot off."

13 "Ah! Here he is." Pa straightened and stretched. "Time for a rest, boys." Willy lowered the buckets carefully to the uneven ground, shrugged off the yoke, and handed around the gourds he'd brought as water dippers.

14 "Now that you're here," Pa said, "you can stay a while and spread some of that hay. Can't spare anyone from the cutting till we're further along."



15 George smirked, licked a finger, and flicked it across the sharp edge of the sickle as though to say, I'm **indispensable**. *You* can do the baby work. Willy waited till Pa's back was turned, then stuck out his tongue at George. It wasn't much, but it made him feel a little better. In the afternoon, Ma and the girls came out to help. Finally, at the end of a long, hot day, Pa said, "Well, we've done our best. Let's hope the sun does its best."

stubble Stubble is the short, stiff stalks of plants that remain in a field after harvesting.

indispensable Something that is indispensable is necessary.

16 For two days the sun baked and dried the hay. On the third morning, the whole family turned out to rake it into windrows to make loading the sledge easier. Up and down the fields they went, competing with one another to make straight, even rows. “A thing worth doing is worth doing well,” Ma always said. Several times during the morning, Willy or Sarah went back to the house to get buckets of cool water to which Granny had added a handful of oatmeal to make a thirst-quenching drink. As Willy trudged out once more with the water buckets, he looked up at the sky. Clouds like balls of carded wool were rolling in. But they were high and white. No danger from rain there.

17 After the noon meal Pa walked the oxen and sledge out to the field. Pitching hay onto the sledge was hard work for Willy. His arms weren’t strong enough to throw a forkful to the top of the load. More often than not his stalks slithered off. Finally, Pa, who was up on top building the load, said, “Willy, you take charge of the oxen. Keep moving them forward as we work along this row.”

18 The afternoon dragged on. One load was safely back at the barn with another still to come. Ma and Meg were pitching hay now while Sarah carted water. Back at the barn, Pa and George were starting to build the haystack.



19 Hour after hour, Willy inched the oxen along the rows, watching out for stones and roots and stumps. Every now and then, he scanned the sky. The woolly clouds bunched and drifted into fantastic shapes, and Willy’s mind drifted with them. A bear and her cub lumbered across the sky, a dainty pony skipped by, then fat fish blowing bubbles, a gray whale. Gray? “Ma, look! Rain clouds.”

20 Ma took one quick look at the sky and said, “Get those oxen moving, Willy. We’ve got to get this load under cover.”

dainty Something that is dainty is delicate.



21 “Heyup,” Willy shouted, and the oxen started a steady **plod**. Low clouds scudded in, darker with each second. Ma and Meg frantically raked windrows into small haystacks. In piles, at least the bottommost stalks would stay dry. Willy concentrated on the sledge. “Gee, Buck, gee, Bright,” he shouted to steer the oxen around roots and stumps. As the sky grew darker, he prodded the animals with the goad. “Move, move,” he urged them. The oxen blew through their nostrils and plodded steadily ahead. “Never was such a stubborn beast as an ox,” his father always said.

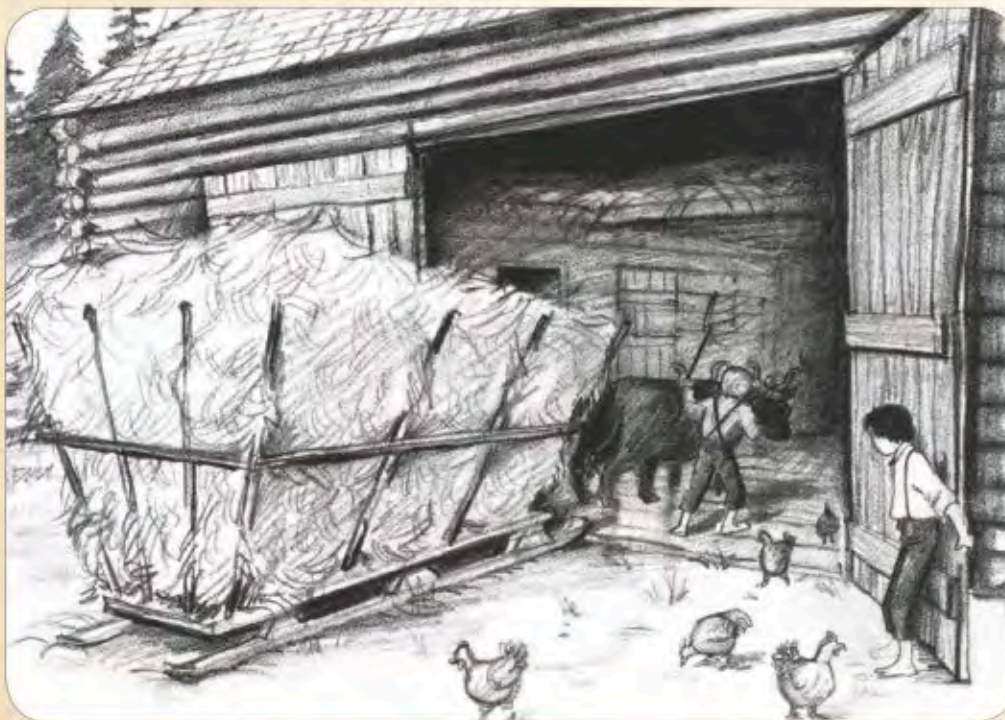
22 Willy could see Pa and George beside the barn. They swung their arms in rhythm, **oblivious** to everything but the orderly layering of the haystack. Then he felt a drop of water.

23 “Pa,” he screeched. “Rain, rain!” The sudden noise started Bright off at a trot, with his partner snorting beside him. Pa and George wrenched open the big barn doors, and, just as the clouds burst, the sledge skidded under cover.

24 “Good work, Willy,” Pa said as they all crowded into the barn. “You saved that load. You’ve got a real farmer’s eye for weather.”

plod To plod is to move heavily and slowly.

oblivious If someone is oblivious to something, he or she is unaware of it.



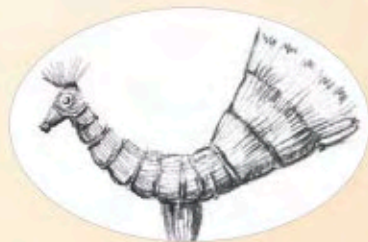
25 Willy glowed with pride. For the next few days, as he worked, he pictured over and over his mad dash for the barn until it grew into a story of heroic proportions. When Uncle Jacob Burkholder came over to show Pa how to thatch a waterproof roof for their haystack, Willy regaled him with the whole tale.

26 “Well now, that’s quite a feat—moving cattle beasts along like that. Mind you, nothing like a drop of rain to get a man moving.” Uncle Jacob laughed as he wove the last of the straw into the roof. “Now I remember when I was a young’un, no older’n you, we saw a dilly of a storm heading up. My brother and I were running around fastening shutters and bolting doors when we heard a tarnation big racket headed our way. Up our lane come a farm rig, horses running like Jehu, all wild-eyed and foaming at the mouth. Wagon bouncing along behind like a pea on a hot skillet. ‘Runaway,’ my brother shouts. Then we hear the driver screaming, ‘Open the doors. Open the doors!’ We jumped pretty smart, I can tell you. Swung open those big barn doors, and he drove the whole rig in just seconds before a great crack of thunder. And did those clouds pour rain! I looks in the wagon and sees three hundredweight of flour in linen sacks. A few drops of rain and the whole lot would’ve caked solid. That man never was any good at reading the weather,” Uncle Jacob ended scornfully. “Well, there’s your stack roofed in. No fear of rain getting through that.”

27 Ma had been busy, too. While she was listening to Uncle Jacob’s story she’d bound a handful of hay into the shape of a rooster. “Here, Willy,” she said, “scoot up and stick that on top. It’ll dress up the stack for us.”

28 “Good idea.” Uncle Jacob beamed. “And I’ll show you how to rig it up as a weather vane so’s you’ll be warned the next time a storm blows up.”

proportions When you talk about the proportions of something, you talk about its size.
regaled If you regaled someone, you entertained them.





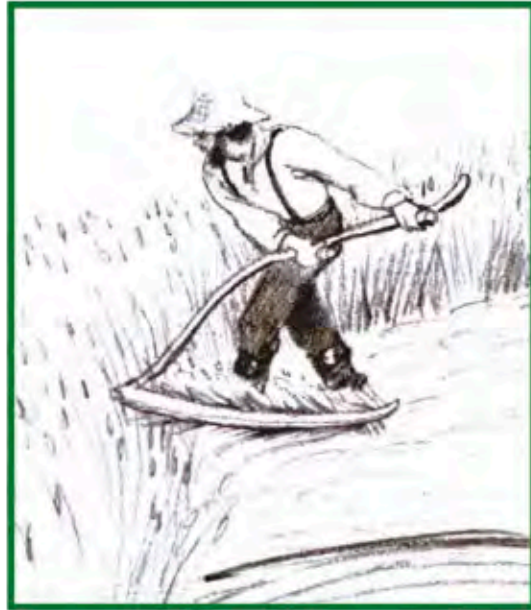
HARVESTING



²⁹ **THE HOT DAYS OF SUMMER** brought hard work for the whole family.

³⁰ The Robertsons had two hayfields. One they had cleared themselves. The other was a beaver meadow. Long before the Robertsons arrived on the land, beavers

had dammed the river and flooded several acres. The trees died, the water dried up, and grass grew. Early settlers were delighted to find beaver meadows on their farms because they provided instant fodder (food) for oxen and cows.



31 The hay would feed the animals through the winter, but the people needed wheat. In fact the wheat harvested one year had to last until the next. By the first week of August, the wheat was ready to be cut. The men were out in the fields with their scythes again, and Willy and Sarah were running back and forth with water.

As the men cut the wheat, Mrs. Robertson and Meg followed behind tying the stalks of grain into bundles called sheaves. Ten sheaves propped up against one another formed a stook.

32 Wheat was a precious crop, and the family worked long into the night to get it safely under cover. Mr. Robertson and the hired help packed it carefully into mows (storage lofts) in the barn to keep it safe and dry until they had time to thresh it.

33 Harvesting wasn't all hard work. Sometimes neighbors helped one another bring in the crops. This harvesting bee often finished with a party. The men set up long tables in the fields, and the women brought out food for a harvest supper. To amuse the children, Mr. Burkholder built a maze out of sheaves of grain.

thresh To thresh a plant is to beat it in order to separate its grain or seeds from the rest of the plant.



HARVEST MOON



34 **FARMERS PLANNED TO HARVEST** when the moon was full, so that they had enough light to work until midnight if necessary. In September, the full moon seems to linger in the sky for several nights in a row. This happens because moonrise comes only twenty minutes later each night, instead of the usual fifty minutes. No wonder the September full moon was the harvest moon.

35 Full moons were useful all year round. Many farmers believed that crops planted at certain phases of the moon would grow better. To escape the heat of the day, farmers often did their planting and hoeing in the cool of the night by the light of the moon. In winter, travelers planned long journeys for times when the full moon would give them extra light to get home through the dark forest.

READING THE WEATHER



36 **THANKS TO THE WEATHER FORECASTS,** you can make plans, not just for tomorrow but for the whole week. Pioneers didn't receive reports from meteorologists. They predicted good and bad weather by watching for signals in the world around them. Try the pioneer method of forecasting the weather.

37 Signs of good weather are: birds flying high, smoke rising quickly, cicadas singing loudly, and heavy dew at night. Watch the clouds. The higher they are, the better the weather will be.

38 These signs mean wet weather's coming: smoke curling downward, dark cumulus (or cotton-ball) clouds, overcast cirrus (or long, stringy) clouds. A halo around the sun means rain within ten to twelve hours.



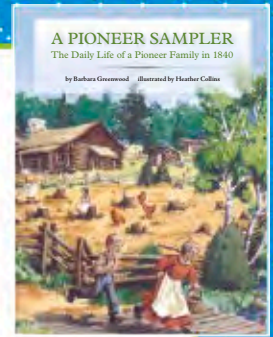
Collaborative Discussion

Look back at what you wrote on page 284. Tell a partner two things you learned during reading. Then work with a group to discuss the questions below. Look for details in *A Pioneer Sampler* to explain and support your answers. Before you begin, decide who will be your group's leader and who will record the ideas you discuss.

- 1 Review pages 288–289. What details show that cutting hay was hard work?

- 2 Reread page 291. How can you tell that Willy knows it is important to get the hay to the barn quickly?

- 3 What parts of the story show that the Robertson family believes that “many hands make light work”?



Listening Tip

Listen to each speaker in the way that you want others to listen when you are speaking.



Speaking Tip

Wait until your group leader invites you to speak. After you share your ideas, ask other members of your group if there are any questions or comments.

Write a Journal Entry

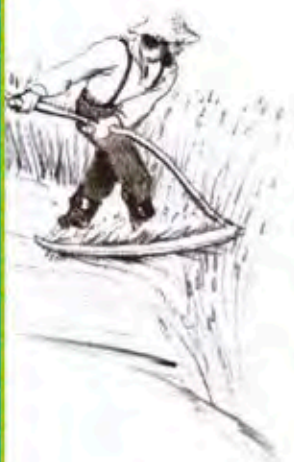
PROMPT

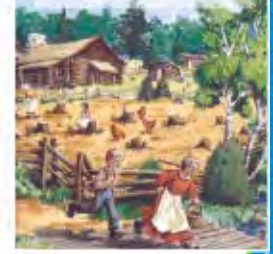
In *A Pioneer Sampler*, you read about the exciting lives of western pioneers in 1840. These pioneers faced and overcame many challenges as they built their new lives.

Imagine that you are Willy Robertson. Write a journal entry from Willy's point of view that describes what happened on the day he saved the hay. What did you see? What did you do? How did you feel about your experiences? Use descriptive, sensory language to make your entry come to life. Be sure your journal entry retells details from the text in sequence and explains the effect of your/Willy's actions. Don't forget to use some of the Critical Vocabulary words in your writing.

PLAN

Make notes, from Willy's point of view, about how you will describe saving the hay. Include text evidence in your notes.



**WRITE**

Now write your journal entry describing your experience on the day you saved the hay.

**Make sure your journal entry**

- is written in the voice of Willy, a young pioneer boy.
- uses first-person pronouns such as *I*, *me*, *my*, and *our*.
- uses vivid, sensory language to describe experiences.
- uses evidence from the text.
- retells events in sequence.

 Essential Question

What character traits were needed in people who settled the West?

Write an Informational Article

PROMPT Think about what you learned about the Western pioneers from this module.

Imagine that a history magazine for young people has invited students to submit articles. Choose one feature or part of the pioneer experience, such as daily life, the journey West, or overcoming challenges. Use evidence from the texts and video to write an article for the magazine.

I will write an article about _____.



Make sure your informational article

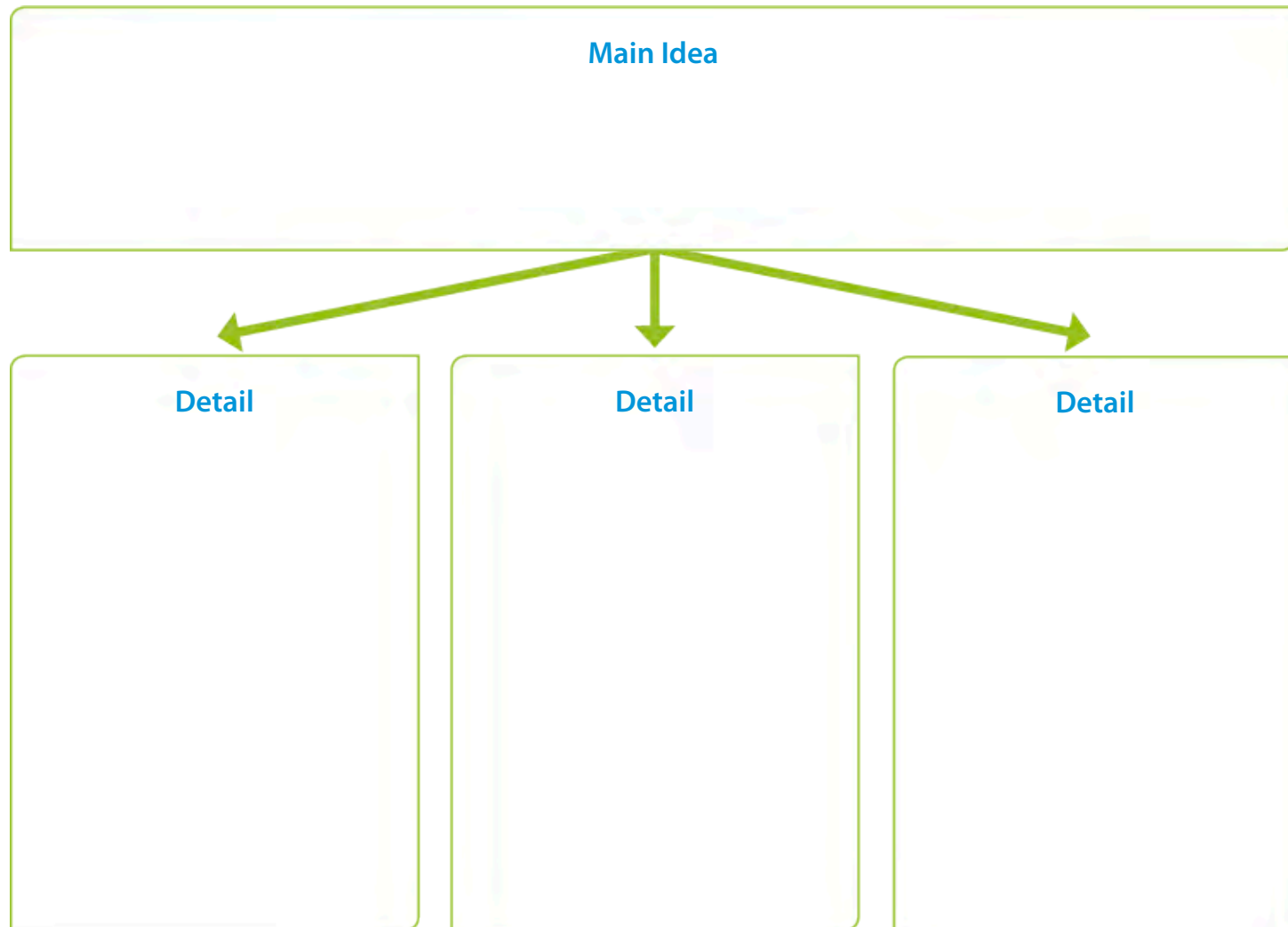
- has an introduction that clearly states the topic.
- supports important ideas with facts, definitions, and quotes from the texts.
- uses headings to group related information in a clear way.
- uses precise language and topic-specific vocabulary.
- has a conclusion that sums up important points.

PLAN**Gather information.**

First decide on your topic. Which aspect of the pioneer experience will you focus on? Look back at your notes and revisit the texts and video for ideas.

Use the chart below to plan your article. Write your topic and overall main idea. Then use evidence from the texts to add supporting details for each important point. Use Critical Vocabulary Words where appropriate.

My Topic: _____



Performance Task

DRAFT

Write your article.

Write an **introduction** that clearly states your topic and focus. Give readers a taste of what they will be reading about.

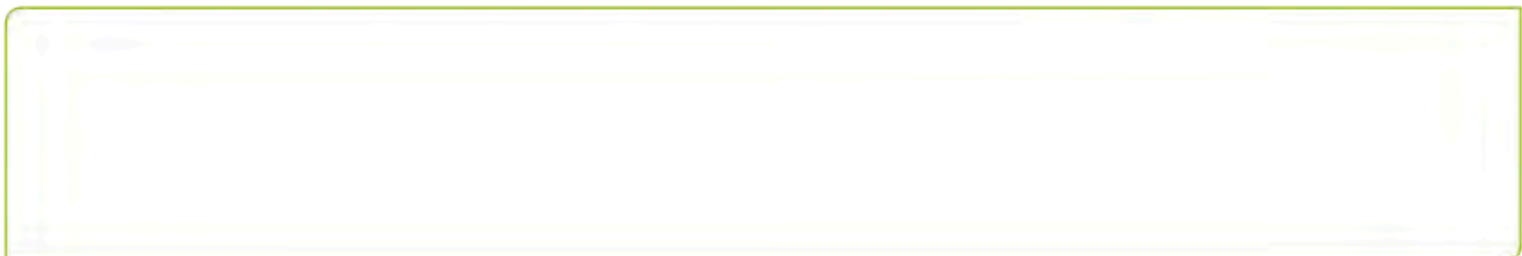


Group your important ideas into **sections**. For each section, add supporting details from your planning chart.

Section 1	Section 2	Section 3



Write a **conclusion** that restates your topic and sums up your main points. Help your readers understand the character traits that pioneers needed to survive and succeed.



REVISE AND EDIT

Review your draft.

Every good writer reviews his or her draft to find ways to improve it. Work with a partner. Ask your partner to read your article and point out any ideas that aren't clearly explained. Also, use these questions to help you evaluate and improve your article.



PURPOSE/ FOCUS	ORGANIZATION	EVIDENCE	LANGUAGE/ VOCABULARY	CONVENTIONS
<ul style="list-style-type: none"><input type="checkbox"/> Will the introduction get readers interested in my topic?<input type="checkbox"/> Does each section focus on one key idea?	<ul style="list-style-type: none"><input type="checkbox"/> Are the ideas presented in an order that makes sense?<input type="checkbox"/> Does the conclusion clearly sum up the main points of the article?	<ul style="list-style-type: none"><input type="checkbox"/> Are my main points supported by text evidence?<input type="checkbox"/> Where can I add more evidence to strengthen the support?	<ul style="list-style-type: none"><input type="checkbox"/> Did I use precise language and topic-specific vocabulary?<input type="checkbox"/> Did I use linking words to connect ideas?	<ul style="list-style-type: none"><input type="checkbox"/> Have I spelled all words correctly?<input type="checkbox"/> Did I use commas and other punctuation marks correctly?

PUBLISH

Share your work.

Create a Finished Copy. Use your best cursive handwriting to create a final copy of your article. You can include illustrations or graphic aids such as maps, charts, or diagrams. Consider these options for sharing your article:

- 1 Combine your article with those of your classmates to create a display on pioneer life for the school library. Include photographs, maps, or objects in your display.
- 2 With several classmates, conduct a panel discussion on different aspects of the pioneer experience. Invite the audience to comment and ask questions.
- 3 Make a slideshow presentation. Find historical photographs or illustrations that support or enhance the information in your article. Read your text aloud, or have a friend read it, to narrate the slideshow.

