

NTI DAY 11



Harrison County Schools

Name: _____

Grade: 5

Teacher: _____

Complete within 2 weeks of returning to school.

NTI Day 11

___ Writing:

Watch the video of your teacher demonstrating how to complete the writing task, or refer to the example for Day 11, #1.

Complete writing task #2.

***This week you will be writing a piece, “School Safety”.**

The on demand piece should include:

- A strong introduction that includes a “hook”, restate the prompt, your purpose for writing, and your three reasons.
- **THREE** body paragraphs that are 8 sentences long. Sentence one states main idea, the next sentences explain or discuss the main idea with details and support, and the final sentence should restate the main idea.
- The fifth paragraph should conclude all three points.

Read the prompt.

Complete a prewriting graphic organizer.

Use the provided paper to write your response.

____ Reading:

Journeys Lesson 24

“Rachel’s Journal”

Read or listen to the story.

<https://www-k6.thinkcentral.com/>

User name:

Dmurdock

Password:

Tully2018!

Complete “Write a Trail Journal” worksheet and vocabulary practice for Lesson 24.

Read a book of your choice for 20 minutes.

____ Math:

Day 11

1. Watch video on polygons at:
 - <https://www.mathantics.com/lesson/polygons>
 - If you cannot access the video you can use the reference sheet provided
2. Complete coloring activity identifying polygons
3. Complete Envisions “My word Cards” page 847-848 (ALL)

____ Social Studies

Day 11-

1. Moving West Lesson- pp. 400-403, Read copied pages Watch Video.
2. Do the Lesson Assessment Sheet.
3. If able, play the Oregon Trail Game. <https://classicreload.com/oregon-trail.html>

_____ Specials

1. Do the specials activity.



NATIONAL ASSOCIATION OF
School Psychologists



National
Association of
School Nurses

February 29, 2020

Talking to Children About COVID-19 (Coronavirus) A Parent Resource

A new type of coronavirus, abbreviated COVID-19, is causing an outbreak of respiratory (lung) disease. It was first detected in China and has now been detected internationally. While the immediate health risk in the United States is low, it is important to plan for any possible outbreaks if the risk level increases in the future.

Concern over this new virus can make children and families anxious. While we don't know where and to what extent the disease may spread here in the United States, we do know that it is contagious, that the severity of illness can vary from individual to individual, and that there are steps we can take to prevent the spread of infection. Acknowledging some level of concern, without panicking, is appropriate and can result in taking actions that reduce the risk of illness. Helping children cope with anxiety requires providing accurate prevention information and facts without causing undue alarm.

It is very important to remember that children look to adults for guidance on how to react to stressful events. If parents seem overly worried, children's anxiety may rise. Parents should reassure children that health and school officials are working hard to ensure that people throughout the country stay healthy. However, children also need factual, age appropriate information about the potential seriousness of disease risk and concrete instruction about how to avoid infections and spread of disease. Teaching children positive preventive measures, talking with them about their fears, and giving them a sense of some control over their risk of infection can help reduce anxiety.

Specific Guidelines

Remain calm and reassuring.

- Children will react to and follow your verbal and nonverbal reactions.
- What you say and do about COVID-19, current prevention efforts, and related events can either increase or decrease your children's anxiety.
- If true, emphasize to your children that they and your family are fine.
- Remind them that you and the adults at their school are there to keep them safe and healthy.
- Let your children talk about their feelings and help reframe their concerns into the appropriate perspective.

Make yourself available.

- Children may need extra attention from you and may want to talk about their concerns, fears, and questions.
- It is important that they know they have someone who will listen to them; make time for them.
- Tell them you love them and give them plenty of affection.

Avoid excessive blaming.

- When tensions are high, sometimes we try to blame someone.
- It is important to avoid stereotyping any one group of people as responsible for the virus.
- Bullying or negative comments made toward others should be stopped and reported to the school.
- Be aware of any comments that other adults are having around your family. You may have to explain what comments mean if they are different than the values that you have at home.

Monitor television viewing and social media.

- Limit television viewing or access to information on the Internet and through social media. Try to avoid watching or listening to information that might be upsetting when your children are present.
- Speak to your child about how many stories about COVID-19 on the Internet may be based on rumors and inaccurate information.
- Talk to your child about factual information of this disease—this can help reduce anxiety.
- Constantly watching updates on the status of COVID-19 can increase anxiety—avoid this.
- Be aware that developmentally inappropriate information (i.e., information designed for adults) can cause anxiety or confusion, particularly in young children.
- Engage your child in games or other interesting activities instead.

Maintain a normal routine to the extent possible.

- Keep to a regular schedule, as this can be reassuring and promotes physical health.
- Encourage your children to keep up with their schoolwork and extracurricular activities, but don't push them if they seem overwhelmed.

Be honest and accurate.

- In the absence of factual information, children often imagine situations far worse than reality.
- Don't ignore their concerns, but rather explain that at the present moment very few people in this country are sick with COVID-19.
- Children can be told this disease is thought to be spread between people who are in close contact with one another—when an infected person coughs or sneezes.
- It is also thought it can be spread when you touch an infected surface or object, which is why it is so important to protect yourself.
- For additional factual information contact your school nurse, ask your doctor, or check the <https://www.cdc.gov/coronavirus/2019-ncov/index.html> website.

Know the symptoms of COVID-19.

- The CDC believes these symptoms appear in a few days after being exposed to someone with the disease or as long as 14 days after exposure:
 - Fever
 - Cough
 - Shortness for breath
- For some people the symptoms are like having a cold; for others they are quite severe or even life threatening. In either case it is important to check with your child's healthcare provider (or yours) and follow instructions about staying home or away from public spaces to prevent the spread of the virus.

Review and model basic hygiene and healthy lifestyle practices for protection.

- Encourage your child to practice every day good hygiene—simple steps to prevent spread of illness:
 - Wash hands multiple times a day for at least 20 seconds (singing Twinkle, Twinkle Little Star slowly takes about 20 seconds).
 - Cover their mouths with a tissue when they sneeze or cough and throw away the tissue immediately, or sneeze or cough into the bend of their elbow. Do not share food or drinks.

- Practice giving fist or elbow bumps instead of handshakes. Fewer germs are spread this way.
- Giving children guidance on what they can do to prevent infection gives them a greater sense of control over disease spread and will help to reduce their anxiety.
- Encourage your child to eat a balanced diet, get enough sleep, and exercise regularly; this will help them develop a strong immune system to fight off illness.

Discuss new rules or practices at school.

- Many schools already enforce illness prevention habits, including frequent hand washing or use of alcohol-based hand cleansers.
- Your school nurse or principal will send information home about any new rules or practices.
- Be sure to discuss this with your child.
- Contact your school nurse with any specific questions.

Communicate with your school.

- Let your school know if your child is sick and keep them home. Your school may ask if your child has a fever or not. This information will help the school to know why your child was kept home. If your child is diagnosed with COVID-19, let the school know so they can communicate with and get guidance from local health authorities.
- Talk to your school nurse, school psychologist, school counselor, or school social worker if your child is having difficulties as a result of anxiety or stress related to COVID-19. They can give guidance and support to your child at school.
- *Make sure to follow all instructions from your school.*

Take Time to Talk

You know your children best. Let their questions be your guide as to how much information to provide. However, don't avoid giving them the information that health experts identify as critical to ensuring your children's health. Be patient; children and youth do not always talk about their concerns readily. Watch for clues that they may want to talk, such as hovering around while you do the dishes or yard work. It is very typical for younger children to ask a few questions, return to playing, then come back to ask more questions.

When sharing information, it is important make sure to provide facts without promoting a high level of stress, remind children that adults are working to address this concern, and give children actions they can take to protect themselves.

Information is rapidly changing about this new virus—to have the most correct information stay informed by accessing <https://www.cdc.gov/coronavirus/2019-ncov/index.html>.

Keep Explanations Age Appropriate

- Early elementary school children need brief, simple information that should balance COVID-19 facts with appropriate reassurances that their schools and homes are safe and that adults are there to help keep them healthy and to take care of them if they do get sick. Give simple examples of the steps people take every day to stop germs and stay healthy, such as washing hands. Use language such as "adults are working hard to keep you safe."
- Upper elementary and early middle school children will be more vocal in asking questions about whether they truly are safe and what will happen if COVID-19 comes to their school or community. They may need assistance separating reality from rumor and fantasy. Discuss efforts of school and

community leaders to prevent germs from spreading.

- Upper middle school and high school students are able to discuss the issue in a more in-depth (adult-like) fashion and can be referred directly to appropriate sources of COVID-19 facts. Provide honest, accurate, and factual information about the current status of COVID-19. Having such knowledge can help them feel a sense of control.

Suggested Points to Emphasize When Talking to Children

- Adults at home and school are taking care of your health and safety. If you have concerns, please talk to an adult you trust.
- Not everyone will get the coronavirus (COVID-19) disease. School and health officials are being especially careful to make sure as few people as possible get sick.
- It is important that all students treat each other with respect and not jump to conclusions about who may or may not have COVID-19.
- There are things you can do to stay health and avoid spreading the disease:
 - Avoid close contact with people who are sick.
 - Stay home when you are sick.
 - Cover your cough or sneeze into your elbow or a tissue, then throw the tissue in the trash.
 - Avoid touching your eyes, nose, and mouth.
 - Wash hands often with soap and water (20 seconds).
 - If you don't have soap, use hand sanitizer (60–95% alcohol based).
 - Clean and disinfect frequently touched objects and surfaces using a regular household cleaning spray or wipe.

Additional Resources

Talking With Children: Tips for Caregivers, Parents, and Teachers During Infectious Disease Outbreaks, <https://store.samhsa.gov/product/Talking-With-Children-Tips-for-Caregivers-Parents-and-Teachers-During-Infectious-Disease-Outbreaks/SMA14-4886>

Coping With Stress During Infectious Disease Outbreaks, <https://store.samhsa.gov/product/Coping-with-Stress-During-Infectious-Disease-Outbreaks/sma14-4885>

Centers for Disease Control and Prevention, Coronavirus Disease 2019 (COVID-19), <https://www.cdc.gov/coronavirus/2019-ncov/about/transmission.html>

Handwashing and Hand Sanitizer Use at Home, at Play, and Out and About, <https://www.cdc.gov/handwashing/pdf/hand-sanitizer-factsheet.pdf>

For more information related to schools and physical and mental health, visit www.nasponline.org and www.nasn.org.

The following on-demand writing tasks do not specify what type to write. Practice deciding what type(s) would be appropriate for expressing your ideas in these writing situations and tasks:

Writing Situation:

Underline the KEY words:

Readers in your county are considering a law that would require dog owners to keep their dogs on their property or on leashes while out in public. The county has received many complaints in a last month about dogs running across busy streets, into neighbors' yards, and through elementary playgrounds. Some citizens have expressed fears for their safety. If this law is passed, anyone who breaks the law will have to pay a fine. County leaders are seeking public opinion as they consider this

Writing Directions:

Underline the KEY words:

Decide if you think this law is a good idea. Present your argument about whether this law is necessary or not. Use specific details to support your opinion.

opinion

Your school newspaper is sponsoring a "Favorite Teacher" contest. The winner will be selected based on the readers' votes. To enter your favorite teacher in this contest, you must give reasons for your choice.

Write to enter your favorite teacher in the contest. Persuade readers to vote for the teacher you chose to win the contest. Be sure to include details that will show why the readers should vote for your choice.

Possible Forms could be Letter, Article, Narrative, Speech, Blog, Essay, Email, Editorial, Journal Entry, (others)

Type I chose: letter, email, spe
 Audience: county leaders
 Purpose: persuade county leaders

Type I chose: _____
 Audience: _____
 Purpose: _____

Grade 5 Prompt with Student

Responses Inform: Letter

Sample Writing Task

Situation:

Your school is taking part in National Safety Week. During this time, students will focus on safety issues at school.

Writing

Task:

Write a letter to inform your principal about a situation at school that you think is a safety problem. Be sure to include specific details about the problem.

Academic Expectations: 1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

Core Content Code: WR-E-1.1.0 Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic audience by

- Narrowing the topic to create a specific purpose for writing
- Establishing a controlling idea, theme, or conclusion about the topic
- Choosing a perspective authentic to the writer
- Analyzing and addressing the needs of the intended audience
- Adhering to the characteristics of the form
- Applying a suitable tone
 - Allowing voice to emerge when appropriate *See Core Content Code WR-05-1.1.3 for specific indicators dealing with transactive writing.*

WR-E-1.2.0 Idea Development/Support: Students will support main ideas and deepen the audience's understanding of purpose by

- Developing logical, justified, and suitable explanations
- Providing relevant elaboration
- Explaining related connections or reflections
 - Applying idea development strategies appropriate for the form *See Core Content Code WR-05-1.2.3 for specific indicators dealing with transactive writing.*

This page will
be scored!

Do not write outside this box.

A large rectangular box containing 25 horizontal lines for writing.

Cut or tear carefully along this line.



This page
be scored.

Do not write outside this box.

A large rectangular box containing 20 horizontal lines for writing.



Cut or tear carefully along this line.



This page
be scored

Do not write outside this box.

A large rectangular box containing 25 horizontal lines for writing.

Cut or tear carefully along this line.



© 2009 Buckle Down Publishing. COPYING IS FORBIDDEN BY LAW.

This page will be scored.

WRITING-PART B

5th grade district Writing Scrimmage
Harrison County

Do not write outside this box.

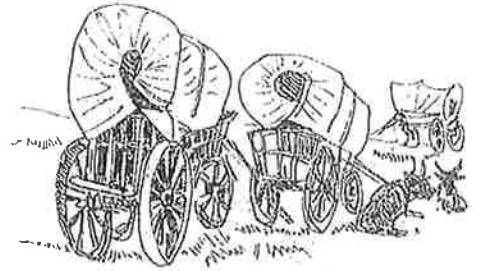
A large rectangular box containing 20 horizontal lines for writing.

Cut or tear carefully along this line.



© 2009 Buckle Down Publishing. COPYING IS FORBIDDEN BY LAW.

Rachel's Journal: The Story of a Pioneer Girl



Write a Trail Journal

Some stories are written like a chain of causes and effects, like a trail of events. One event causes the next one to happen, up until the end of the trail.

Read page 728. After Rachel and the children finally find the camp, what is the effect of their mother's scolding them?

Read page 729. What was the effect of taking a cut-off on this day? What did they learn from this experience?

Read page 731. What caused the Platte River to become swollen?

What was the effect of the swollen river on the wagon train?

Read page 734. What caused the families to pull the wagons close together?

Vocabulary Practice
Lesson 24

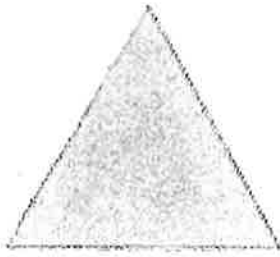
Choose the vocabulary word that best completes the sentence.

mishap rustling lectured beacon torment
surged disadvantage balked quaking fared

1. Lightning _____ through the sky during the storm.
2. The ground began _____ during the earthquake.
3. My teacher _____ during the entire class.
4. The horse _____ when its rider tried to make it move.
5. I hear the leaves _____ outside in the wind.
6. Being a short basketball player can put you at a _____.
7. The lighthouse created a _____ of light across the ocean.
8. I was in a state of _____ listening to the teacher explain the homework assignment.
9. The trip ended without a _____.
10. I _____ pretty well with my science fair project.



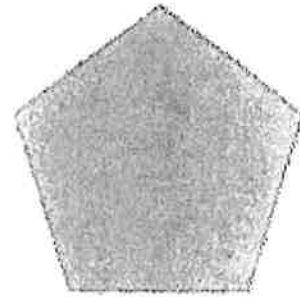
REGULAR POLYGONS 1



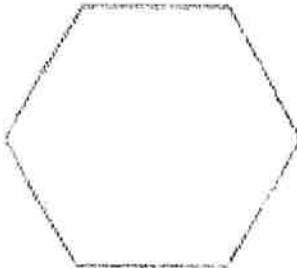
Equilateral
triangle



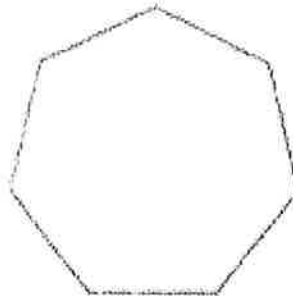
Square



Regular
Pentagon



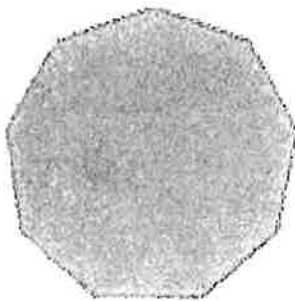
Regular
Hexagon



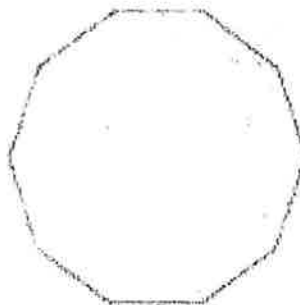
Regular
Heptagon



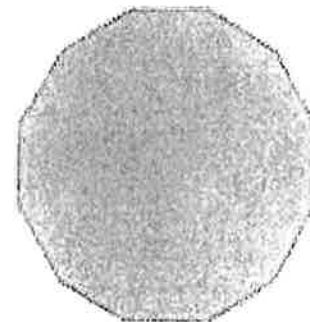
Regular
Octagon



Regular
Nonagon



Regular
Decagon



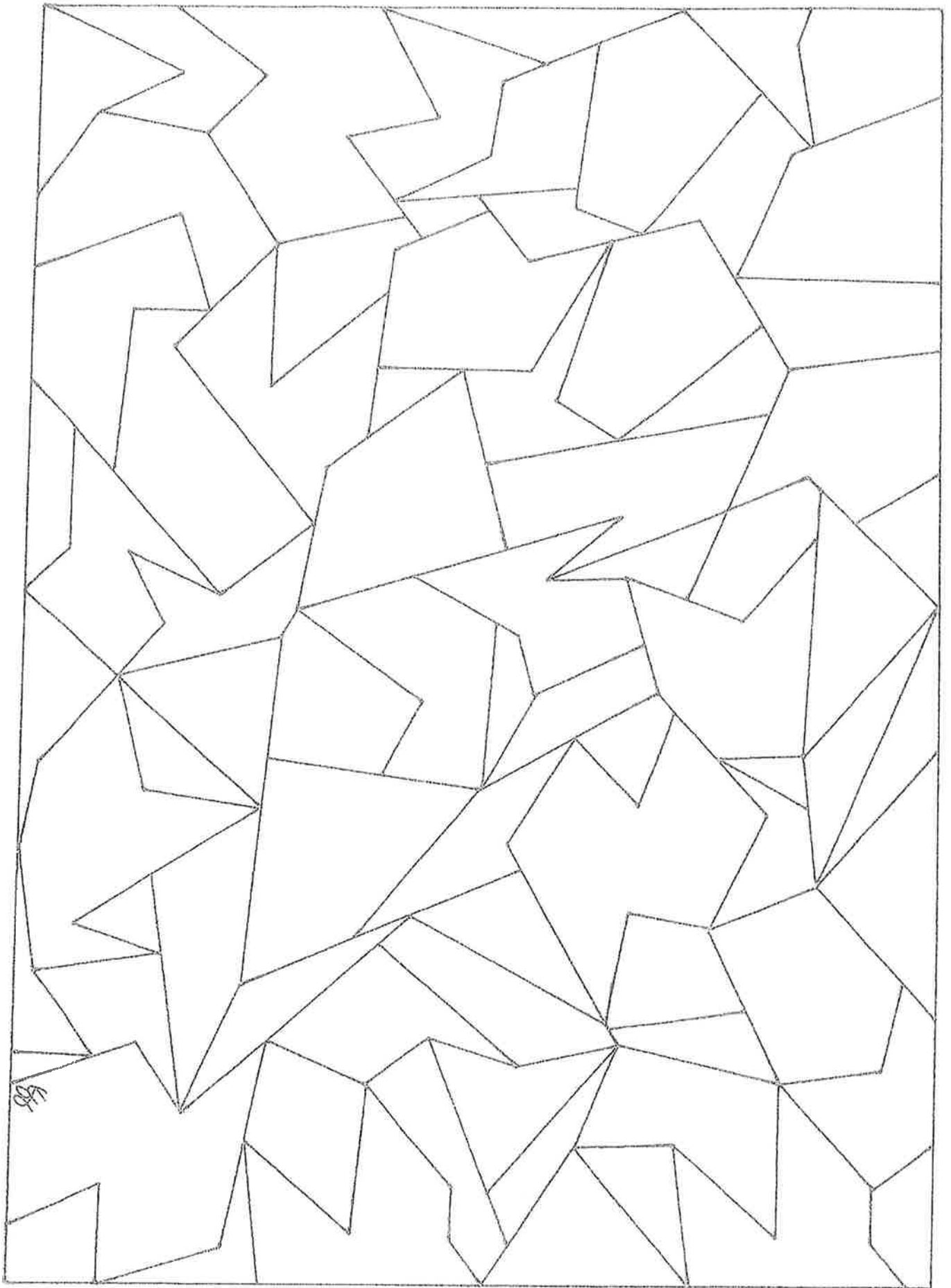
Regular
Dodecagon



Identifying Common Polygons Coloring Activity

Identify and color polygons using their numbers of sides and this key -

- Red - Triangle
- Orange - Quadrilateral
- Blue - Pentagon
- Green - Hexagon
- Yellow - Heptagon
- Purple - Octagon



My Word Cards

Use the examples for each word on the front of the card to help complete the definitions on the back.

Glossary

equilateral triangle



isosceles triangle



scalene triangle



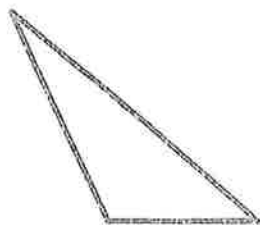
right triangle



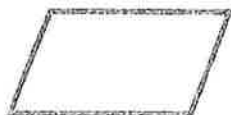
acute triangle



obtuse triangle



parallelogram



trapezoid



My Word Cards

Complete the definition. Extend learning by writing your own definitions.

An _____
has at least two sides of the same
length.

In an _____
_____, all sides are the
same length.

A _____
has one right angle.

In a _____,
no sides are the same length.

An _____
has one obtuse angle.

An _____
has three acute angles.

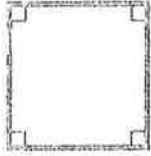
A _____
is a quadrilateral that has one pair of
parallel sides.

A _____
is a quadrilateral with both pairs of
opposite sides parallel and equal in
length.

My Word Cards

Use the examples for each word on the front of the card to help complete the definitions on the back.

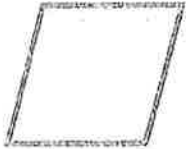
square



rectangle



rhombus



My Word Cards

Complete the definition. Extend learning by writing your own definitions.

A _____
is a parallelogram with four right angles.

A _____
is a rectangle with all sides the same length.

A _____
is a parallelogram with all sides the same length.

NTI Day 11

PE/Health

As part of NTi Day 11, PE and Health has been designated as your special, for today. For today's lesson, students will be performing various physical/health related activities.

Students will be asked to perform various physical activities, as well as complete a nutrition log.

ALL GRADE LEVELS

Nutrition Log - All students will fill out a Nutrition Log, by recording everything they eat and drink during the day.

PE Fitness Calendar - For each day that we are out of school, students will perform the designated movement 3 times a day, for each day on the calendar. They will then cross out each movement that they perform.

Nutrition Log-

Write down everything that you eat and drink during the day, in the correct section. Please include any snacks that you have, in between meals.
























DATE-	
BREAKFAST	EXAMPLE- Breakfast 8 oz Glass of Orange Juice 2 pieces of Toast 2 eggs 1 piece of sausage
LUNCH	Lunch Peanut butter and Jelly Sandwich 1 handful of Doritos 1 can of Mt. Dew
SUPPER	Snack - Snickers Bar 20 oz. Gatorade SUPPER Pork Chop Mashed potatoes Green Beans 1 Bottle of water Big piece of Chocolate Cake

Physical Education Fitness Calendar

Directions: Complete each fitness challenge for each day of the month. When you are finished, pass it in to your Physical Education teacher.

Note: if you miss a day, that's ok. Just make up that day on the next day. The idea is to do something active everyday!!!

March 2020
























Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>1 Hold onto a chair and stand on your tiptoe for 1 minute.</p> 	<p>2 Lift one leg without putting your other foot down for 30 seconds. Repeat with the other leg.</p> 	<p>3 Jog in place for 30 seconds in every room of your home.</p> 	<p>4 Do 25 back legs kicks per leg.</p> 	<p>5 Hold the superman pose while you say the alphabet backwards. Repeat 3 times.</p> 	<p>6 Rest Day</p>	<p>7 Do bicycle legs with a family member or friend for 60 seconds.</p> 
<p>8 Do 15 push-ups with a family member or friend.</p> 	<p>9 Do a side plank for 30 seconds each arm.</p> 	<p>10 Do side lunges 50 times per leg.</p> 	<p>11 In the Superhero pose lift a book off the floor and read one entire page.</p> 	<p>12 Rest Day</p>	<p>13 Hold the Bird Dog position for 45 seconds per side.</p> 	<p>14 Do 50 jumping jacks with a family member or friend.</p> 
<p>15 Do 25 front lunges per leg with a family member or friend.</p> 	<p>16 Put your feet under the couch and do 20 curf-ups.</p> 	<p>17 Hold onto your toes while balancing on your bottom for 30 seconds.</p> 	<p>18 Rest Day</p>	<p>19 Do side legs 19 times per leg.</p> 	<p>20 Do high knees while singing the school song.</p> 	<p>21 Hold hands with a family member or friend and do 10 squats together.</p> 
<p>22 Challenge a family member or friend to a balance on one foot with eyes closed without losing balance. Challenge someone.</p> 	<p>23 Challenge a family member or friend to a plank with lunges competition.</p> 	<p>24 Rest Day</p>	<p>25 Do 50 wall push-ups.</p> 	<p>26 See how many push-ups you can do in 90 seconds.</p> 	<p>27 Put your toes under the couch and do 15 curf-ups.</p> 	<p>28 Challenge a family member or friend to a "4 balance" competition.</p> 
<p>29 Make up your own fitness challenge and draw it on the back of this paper.</p>	<p>30 Rest Day</p>	<p>31 Pick One of your Favorite Days And Do it Again!!!</p>	<p>Student Name: _____ Parent Signature: _____</p> <p>Classroom Teacher: _____</p>		<p>Check off (✓) when you finish each day</p>	

Physical Education Fitness Calendar

Directions: Complete each fitness challenge for each day of the month. When you are finished, pass it in to your Physical Education teacher.

Note: if you miss a day, that's ok. Just make up that day on the next day. The idea is to do something active everyday!!!

March 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>1 Hold onto a chair and stand on your tiptoe for 1 minute.</p> 	<p>2 Lift one leg and balance without putting your other foot down for 30 seconds. Repeat with the other leg.</p> 	<p>3 Jog in place for 30 seconds in every room of your home.</p> 	<p>4 Do 25 back legs kicks per leg.</p> 	<p>5 Hold the Superhero pose while you say backwords, repeat 3 times.</p> 	<p>6 Rest Day</p>	<p>7 Do bicycle legs with a family member or friend for 60 seconds.</p> 
<p>8 Do 15 push-ups with a family member or friend.</p> 	<p>9 Do a side plank for 30 seconds each arm.</p> 	<p>10 Do side lunges 30 times per leg.</p> 	<p>11 In the Superhero pose lift a book off the ground and read one entire page.</p> 	<p>12 Rest Day</p>	<p>13 Hold the Bird Dog position for 45 seconds per side.</p> 	<p>14 Do 50 Jumping Jacks with a family member or friend.</p> 
<p>15 Do 25 front lunges per leg with a family member or friend.</p> 	<p>16 Put your feet under the couch and do 20 curl-ups.</p> 	<p>17 Hold onto your toes while balancing on your bottom for 30 seconds.</p> 	<p>18 Rest Day</p>	<p>19 Do side leg lifts 30 times per leg.</p> 	<p>20 Do high knees while singing the school song.</p> 	<p>21 Hold hands with a family member or friend and do 25 squats together.</p> 
<p>22 Challenge a family member or friend to a "balance on one foot with eyes closed without losing balance" contest.</p> 	<p>23 Challenge a family member or friend to a "plank without laughing" competition.</p> 	<p>24 Rest Day</p>	<p>25 Do 30 Wall push-ups.</p> 	<p>26 See how many push-ups you can do in 30 seconds.</p> 	<p>27 Put your toes under the couch and do 15 curl-ups.</p> 	<p>28 Challenge a family member or friend to a "V balance" competition.</p> 
<p>29 Make up your own fitness challenge and draw it on the back of this paper.</p>	<p>30 Rest Day</p>	<p>31 Pick One of Your Favorite Days And Do it Again!!!</p>	<p>Student Name: _____ Parent Signature: _____</p> <p>Classroom Teacher: _____</p>		<p>Check off (✓) when you finish each day</p>	

Moving West



forty-miner

READING SKILL

Cause and Effect Note reasons pioneers moved west and what happened as a result.

CAUSES	EFFECTS

Build on What You Know What made you choose the last book you read? Maybe you heard about it from a friend. Settlers in the 1840s heard exciting things about the West and decided to move there.

Trails West

Main Idea Pioneers made difficult journeys to settle in the West.

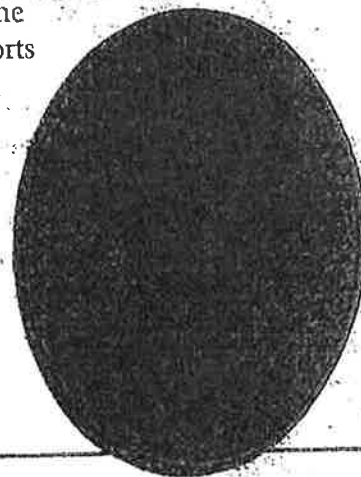
In 1824, Crow Indians showed a trapper a way through the Rocky Mountains that was wide enough for wagons. The route was called the South Pass. By the end of the 1850s, thousands of people had traveled through the South Pass on a route known as the Oregon Trail.

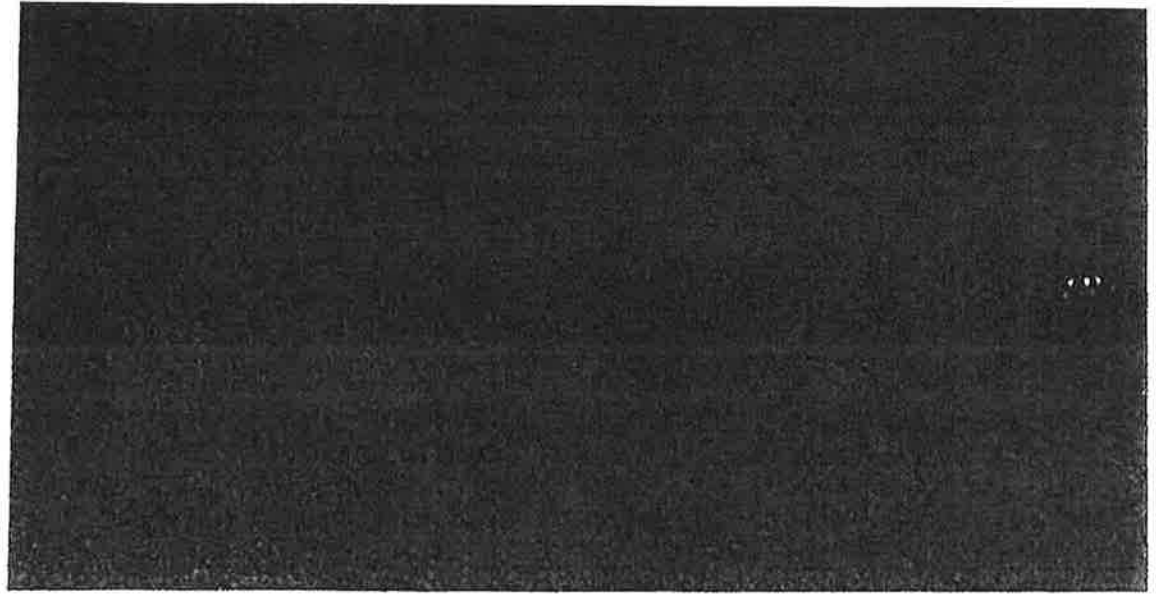
The Oregon Trail was about 2,000 miles long. It started in Missouri and stretched west across the Rocky Mountains to present-day Oregon. In some places, the trail was wide and open. When it crossed rivers and mountains, the path became very narrow.

Marcus and Narcissa Whitman were two of the first pioneers to travel the Oregon Trail. They were missionaries who settled in eastern Oregon in 1836. They wanted to teach American Indians about Christianity. The Whitman mission became a place where travelers could rest.

John Frémont explored parts of the West and helped make maps of the Oregon Trail. He wrote reports describing the beauty of the land. People on the Oregon Trail used Frémont's maps and reports as guides.

Narcissa Whitman She was the first American woman to travel through the South Pass.





Traveling West Settlers traveled in wagon trains for safety and to keep each other company on the long trip.

Wagon Trains

older kids would walk alongside

The first large group of about 1,000 people set out on the Oregon Trail in 1843. They came from Ohio, Indiana, Illinois, Kentucky, and Tennessee. They were looking for good, inexpensive land.

Pioneers on the Oregon Trail traveled by wagon train. A **wagon train** was a line of covered wagons that moved together. Oxen, mules, or horses pulled each wagon.

Travelers on the Oregon Trail faced injuries, diseases, and bad weather. Lack of food and water were problems, too. One woman described the trail in her journal:

“ Not a drop of water, nor a spear of grass to be seen, nothing but barren hills, bare and broken rock, sand and dust. ”

Despite the hardships, many people settled in Oregon.

Circle the Wagons

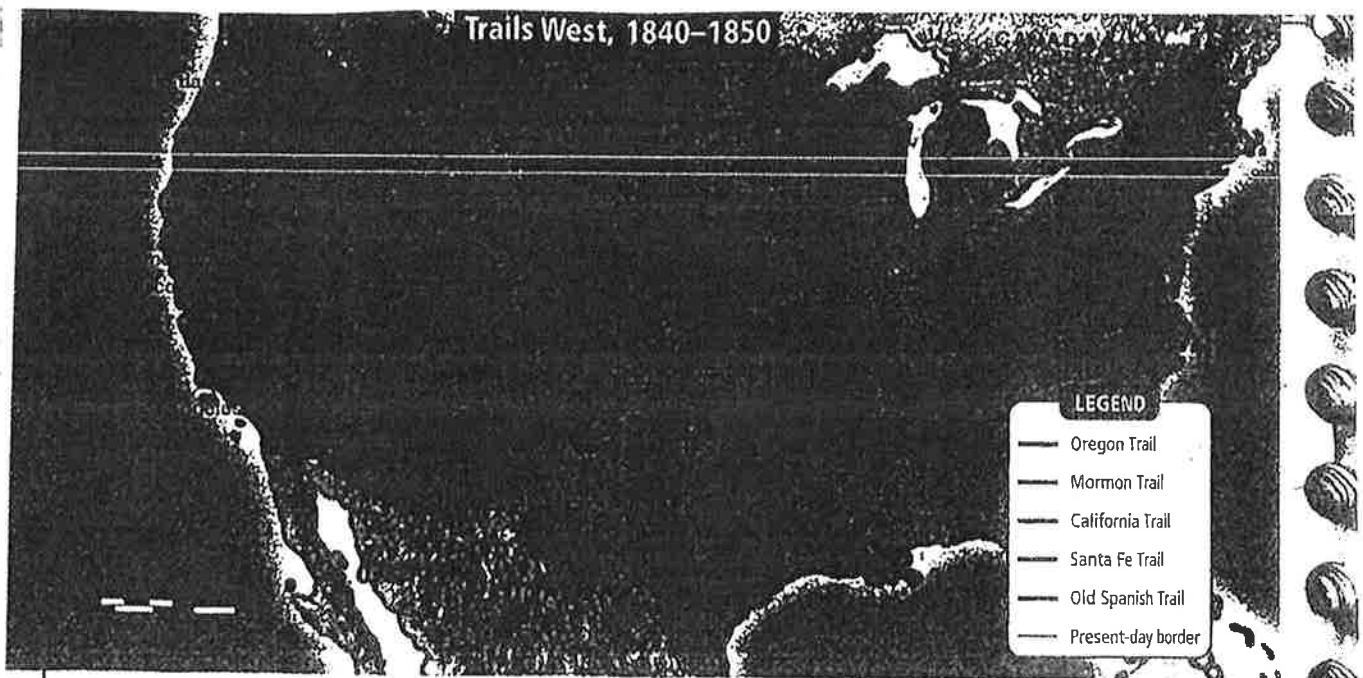
President James Polk believed in **manifest destiny**. He wanted Oregon to belong to the United States. At the time, Oregon was claimed by both the United States and Britain. In 1846, Polk signed a treaty with Britain to set the border between the western United States and Canada. The land south of this border became the Oregon Territory in 1848.

Review Manifest Destiny

Pioneers also took other trails to the West. People who traveled on the Mormon Trail were members of the Church of Jesus Christ of Latter-Day Saints. Members of this church, which was founded in 1830 in New York, were called Mormons.

Some people opposed the Mormons' teachings and would not allow them to practice their religion. In 1847, Mormon leader Brigham Young took his people west. They settled in present-day Utah.

REVIEW Why did the first large group of people set out on the Oregon Trail? They wanted to find good, inexpensive land.



Overland Trails This map shows the trails most settlers traveled to get to the West. The trails led pioneers along rivers and through mountain passes.

Reading Maps Which trail ends in Sacramento? California Trail

The California Gold Rush

Main Idea Thousands rushed to California to dig for gold in the mid-1800s.

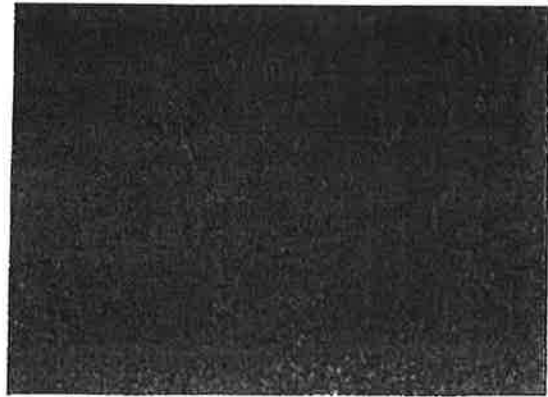
4 Before the 1700s, California Indians lived in villages where they hunted, gathered plants, and fished. When California became part of New Spain, many American Indians were forced to live and work on Spanish missions.

When Mexico gained independence in 1821, California became part of it. Californios, as Mexican citizens in California were called, built large ranches on old mission lands. American Indians were forced to work on the ranches. In 1848, when California joined the United States, Californios could become U.S. citizens. Very little changed for the American Indians living there.

That same year, gold was discovered in California. Thousands of people from the United States, Mexico, China, Europe, and South America rushed to California to dig for gold. These people became known as forty-niners. A **miner** was a miner who went to California around 1849.

During the California Gold Rush, more than 250,000 people poured into California. A **gold rush** takes place when many people hurry to the same area to look for gold. Boomtowns sprang up near the gold mines. A **boomtown** is a town whose population booms, or grows very quickly. Merchants and traders in boomtowns sold food and clothing to the miners. People in boomtowns published newspapers and opened banks and inns. Lawyers found work settling arguments.

5



Forty-Niners Miners dug for gold with picks and shovels.

After the Gold Rush

The California Gold Rush lasted only about five years. Though a few miners found gold, most did not. Some forty-niners went back home, but thousands stayed and settled in California.

The gold rush changed California. Miners and farmers killed California Indians and took over their land. New-comers also forced many California property owners off their land.

Cities such as San Francisco grew. By 1850, only two years after becoming a U.S. territory, California had enough people to become a state. The new state included American Indians and people from Mexico, China, South America, Europe, and other parts of the United States.

REVIEW Who lived in the boomtowns around the gold mines? **miners, merchants, bankers, innkeepers, and lawyers**

Lesson Summary

- Missionaries, farmers, and other settlers traveled west in wagon trains.
- The discovery of gold in 1848 brought thousands of people to California.
- Growth in California led to conflicts with American Indians and Californios.

Why It Matters ...

In their search for land, religious freedom, and gold, pioneers started new towns in many present-day western states.

Lesson Review

1843

First wagon train to Oregon

1847

Mormons arrived in Utah

1848

Gold discovered in California

1840

1842

1844

1846

1848

1850

1852

1 **VOCABULARY** Choose the vocabulary word that correctly completes the sentence below.

boomtowns **gold miners** **wagon train**

In 1849, _____ rushed to California for gold.

2 **READING SKILL** Choose one reason why settlers moved west from your chart, and write a summary of what effect these settlers had on the country.

3 **MAIN IDEA: History** Why did the Whitmans settle in eastern Oregon?

4 **MAIN IDEA: History** List two changes that took place in California after the gold rush ended.

5 **PEOPLE TO KNOW** Who was John Frémont, and how did he help settlers travel west?

6 **TIMELINE SKILL** How many years after the first group of settlers traveled to Oregon did the Mormons arrive in Utah?

7 **CRITICAL THINKING: Evaluate** What economic reason would a banker, innkeeper, or shopkeeper have for moving to a California boomtown during the gold rush?

WRITING ACTIVITY Write a journal entry that a person traveling in a wagon train might have written. Describe the hardships he or she might have faced.

Lesson 4 Test

Read each item and choose the best answer. Circle the letter next to your choice.

- In 1843, a group of about 1,000 people traveled west
 - by wagon train on the Oregon Trail.
 - by barge on the Erie Canal.
 - by train on the Forty-Niner Express.
 - by foot on the Atlantic-Pacific Road.
- How did the gold rush change California?
 - The Mormons helped build churches for the forty-niners.
 - Farmers lost money because people wanted gold, not crops.
 - People built boomtowns near the gold mines.
 - People left California to find land in other places.
- What happened after the California gold rush ended?
 - Most of the people went back east.
 - The Indians and Californios killed the miners and took their land.
 - Many people found gold and became rich.
 - California had enough people to become a state.



Use the map to answer questions 4 and 5.

- Where did the Oregon Trail begin?
 - Salem, Oregon
 - Independence, Missouri
 - northern California
 - southern Texas
- The Oregon Trail was hard for many settlers because
 - it crossed the Rocky Mountains and the Blue Mountains.
 - it crossed the Mississippi River.
 - the trains kept breaking down.
 - it crossed the desert.