



## Settlement Lesson and Activity by Anna Smith

**Grade Level:** Grade 4

**Subject Area:** English Language Arts

**Lesson Length:** 2 hours

**Lesson Keywords:** Settlement, Homestead, Diary Entry, Reading Comprehension

**Lesson Description:** Students will read a text and demonstrate comprehension by answering vocabulary questions and short answer questions. They will then compose a short diary entry that relates to the content of the passage.

### Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CCSS.ELA-Literacy.RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

CCSS.ELA-Literacy.RF.4.4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CCSS.ELA-Literacy.W.4.1b: Provide reasons that are supported by facts and details.

CCSS.ELA-Literacy.W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

---

## Lesson Content: Book/Story/Reading Passage

**Instructions:** Please read the following reading passage as many times as needed (aloud and silent) before starting to go through other lesson pages. Understanding the content of this passage is very important since the lesson activities will be all about this content. Feel free to print the passage if needed.

### Settlement

by

**Content:** Settlers came to this area to build farms. While they found the land difficult to plant in because of the thick root system, trees were not in the way as the area was mostly an open grassland. When settlers came, they traded goods with the Potawatomi to get food and animal skins. After a time, the Potawatomi were forced to move when homesteaders took over the land. The Potawatomi desired to stay on the land given to us by the great spirit, but they were denied, and by 1831, were forced to leave.

Here is what one woman wrote about her trip to live in Illinois.

I have dragged one foot after the other so long and hope for the best. Friday Eve. We commence a fourteen mile walk through the prairie after we got to Paris, Illinois. Hot though it was as the sun was setting it was very good some part of the way. Many bad slews. The Doctor got stuck, twice, the oxen drew him out. The prairies look fine. Many kinds of flowers grow on them and prairie hens live on them, one of the company shot one. Eliza looks bad but says she feels like helping me get supper. Oh, dear, I think its hard time. Saturday 15th. Today we have been traveling through prairie and timber, both, and got lost several times we took the wrong road and wallowed around the prairie grass, sometimes as high as the horses back. Night came we pitched our tents after mowing the grass down and made ourselves as comfortable as could be expected amongst the mosquitoes.

Here is what one womans life was like after settling.

The woman told me that they spun and wove all the cotton and woolen garments for the family, and knit all the stockings. Her husband, though not a shoe-maker by trade, made all the shoes. She made all the soap and candles they used, and prepared her sugar from the sugar-trees on their farm. All she wanted with money, she said, was to buy coffee and tea, and she could get enough any day by sending a batch of butter and chicken to market. They used no wheat, nor sold any of their corn, which though it appeared a very large quantity, was not more than they required to make their bread and cakes of various kinds, and to feed all their live stock during the winter.

Here are the problems these settlers faced each season:

Fall the threat of fire the prairie grass became very dry and a spark could start a fire that would burn the prairie and their cabin

Winter freezing cold, deep snow, people got lost in the drifts when the trails were covered

Spring the prairie became swampy when the snow melted

Summer some days were very hot and there was no shady forest to cool yourself; there were so many insects that sometimes horses died from being stung so much.

---

## Task 1: Vocabulary

**Instructions:** Please complete the following vocabulary activity by choosing the correct meaning of each word selected from the passage and use of each word correctly in a sentence.

**Q: 1 WordPhrase:** Commence **WordPhraseTier:** 2

**Question:** One woman wrote: "We commence a fourteen mile walk through the prairie after we got to Paris, Illinois." What does the word "commence" mean in this sentence?

- A: Turn around
- B: Begin
- C: Rest
- D: Trade

**Question:** Which sentence uses the word "commence" correctly?

- A: I commenced her to give me a pencil.
- B: Her math class has a lot to commence.
- C: Please take your seats so that the event can commence.
- D: The teacher asked Samantha to commence her drawing to Kevin.

**Q: 2 WordPhrase:** Garments **WordPhraseTier:** 2

**Question:** The author writes, "The woman told me that they spun and wove all the cotton and woolen garments for the family." What does the word "garment" mean in this sentence?

- A: Clothing
- B: Food
- C: Baskets
- D: Toys

**Question:** In which of the following sentences is the word "garment" used correctly?

- A: Eliza asked her teacher if she could garment with her friend Monique after she finished her homework
- B: The king wore many beautiful garments, made from the finest silks.
- C: Trisha asked James to garment her his hat.
- D: That day, there were no more garments in the cabinet as they had all been used for the banquet.

**Q: 3 WordPhrase:** Homesteader **WordPhraseTier:** 3

**Question:** The narrator says, "After a time, the Potawatomi were forced to move when homesteaders took over the land." What does the author mean by the word "homesteader"?

- A: A person who never leaves his or her house.
- B: A person or family who works in a factory owned by the government and is allowed to keep some of the goods he makes.
- C: A person or family who acquires a piece of land from United States public lands by living on and cultivating the land.
- D: A person or family who travels from the city to the prairie to learn about farming.

**Question:** Which of the sentences below uses the word "homesteader" correctly?

- A: The Brown family continued to homestead for generations.
- B: There are many homesteaders today, they are hard to see because they are so small.
- C: Most homesteaders lived in big cities and never went outside expect to go work.
- D: Many homesteaders traveled west for opportunity and the promise of a better life.

**Q: 4 WordPhrase:** Live stock **WordPhraseTier:** 3

**Question:** Reread the following sentence: "They used no wheat, nor sold any of their corn, which though it appeared a very large quantity, was not more than they required to make their bread and cakes of various kinds, and to feed all their live stock during the winter" What does the phrase "live stock" mean in this sentence?

- A: Plants and vegetables grown for food
- B: Animals kept and raised for use
- C: Activities for children to do while parents worked
- D: Wild animals

**Question:** Which one of the sentences below uses the phrase "live stock" correctly?

- A: Jed had a lot of livestock on his farm, so he decided to hire a farm hand to help with the feeding and care.
- B: Martha was always worried about live stock coming into the farm from the woods, so she built a fence around her yard.
- C: While their parents tended to the business, the children would often live stock in the prairie.
- D: The garden was full of live stock, and it was Timothy's job to water them.

---

## Task 2: Forum Discussion

**Instructions:** This discussion forum will have questions for students to respond. Read the posted questions, and respond to each. Students are responsible for posting one initial and two peer responses for each topic. Each question is worth 10 points. 8 points for your initial response and 2 points for your response to peers.

### 1 - What was it like to be a settler?

This passage is titled settlement. What is another title you could give this text? In other words, what is the main idea or main ideas in this passage? Support your answer by using the text.

### 2 - First Woman's story

What does the woman in the second passage mean when she says, Oh, dear, I think it's hard time? What is her overall tone in this passage??

### 3 - Life after settling

What does the story from the woman who talks about life after settling tell you about settlers? For example, in what ways did the settlers have to adapt to their new conditions??

### 4 - Comparison

What are three ways that life was different for the settlers than it is today? Are there any similarities? Use specific examples from the text in your response.?

### 5 - Survival

What were some of the resources the settlers used to survive? How did they use these resources? Look back at the list of problems settlers faced in each of the seasons. How might these problems have affected the resources settlers needed to survive??

---

=====

Task 3: Writing Activity

**Instructions:** Using the list of problems given at the end of the passage. Pick one of the seasons and compose a diary entry from the point of view of a homesteader. Write about ways in which the problems associated with??the season affects your daily life. Your response should be at least 250 words and should include specific details.?

=====