



## A Lesson on Settlement by Lindsey Warwick

**Grade Level:** Grade 5

**Subject Area:** English Language Arts

**Lesson Length:** 1 hour 15 minutes

**Lesson Keywords:** settlers, history, English Language Arts, Reading Comprehension, homesteaders, trade, drifts, settlement, Writing, Compare, and Contrast.

**Lesson Description:** Students will read a passage recalling experiences of the early midwest settlers. Students will learn new words, answer critical thinking questions, and respond to a writing prompt comparing and contrasting life in early times versus now.

### Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-Literacy.W.5.1a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

CCSS.ELA-Literacy.W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-Literacy.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.5.4a: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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## 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. They found the land difficult to plant in. It was difficult to dig in because of the thick root system. Trees were not a problem because the area was mostly open grassland. When settlers came, they traded goods with the Potawatomi tribe to get food and animal skins. After a while, the Potawatomi were forced to move when homesteaders started taking over the land.

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

I have walked for such a long time that I can only hope for the best. On Friday evening, after we got to Paris, Illinois, we started a fourteen - mile prairie trip. It was hot, even though the sun was setting. It was very good for part of the way - though we had a couple of bad slides. The doctors wagon was stuck and the oxen had to draw it out twice. The prairies look so beautiful. There are so many different kinds of flowers that grow on them and I love the prairie hens. One of the company shot one for us to eat yesterday. Eliza looks sick still but says she feels like helping me prepare dinner. Oh, dear, I think its a hard time. On Saturday, the 15th, we traveled through both prairie and forest and we got lost. We took the wrong road and were lost in the prairie grass awhile; sometimes it comes up as high as the horses backs. Night came, we pitched our tent after mowing the grass down, and we tried to make 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 spin and weave all the cotton and woolen clothes for the family, and knit all the stockings. Her husband is not a shoe - maker by trade, but makes all the shoes. She makes the soap and the candles that they use. She also makes sugar from the sugar - trees on their farm. All she wants with money, is to buy coffee and tea, which she could get enough of any day, by sending a batch of butter and chickens to market. They dont use any wheat, or sell any of their corn. It seemed like they had a lot of corn. But, she said it was not more than they needed to make some bread and cakes. They also use it to feed their animals in the winter.

Here are some of the problems these settlers faced each season.

Fall - There was a constant threat of fire. When the prairie grass became very dry, a spark could start a fire that would burn the prairie and sometimes their cabins.

Winter - The freezing cold and deep snow were problems. People got lost in the drifts or out on the prairie when the trails were covered.

Spring - The rains and the melted snow were problems. The prairie became swampy when the snow melted and the rains started and people would get stuck on the muddy tracks.

Summer - The heat was a problem. Some days were very hot and there was no shady forest to sit and cool down in. There were a lso so many insects that sometimes horses died from all the stings.

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## 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:** trade **WordPhraseTier:** 2

**Question:** Her husband is not a shoe-maker by trade, but makes all the shoes. What does the word "trade" mean in this sentence?

- A: buying and selling goods
- B: moving around
- C: a skilled job
- D: building houses

**Question:** Which one of the sentence below uses the word "trade" correctly, according to the definition above?

- A: If you would like a new bike, try to trade with your friend.
  - B: Teaching is one of the few noble trades left.
  - C: He'd trade his new friends for his old friends.
  - D: Trade between Cuba and United States has been banned since the embargo in the 1960s.
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**Q: 2 WordPhrase:** Drifts **WordPhraseTier:** 2

**Question:** People got lost in the drifts or out on the prairie when the trials were covered. What does the word "drifts" refer to in this sentence?

- A: Layers of snow blanketing the trails.
- B: Settlers being led aside.
- C: The prairie.
- D: Fire.

**Question:** Which one of the sentences below uses the word "drift" according to the text definition?

- A: Sarah wasn't sure she understood the drift of what he was saying.
  - B: The wood drifted from the wrecked ship.
  - C: As the night went on, Elaine drifted to sleep.
  - D: The gray clouds brought the snow down in drifts, covering all it touched.
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**Q: 3 WordPhrase:** Settlement **WordPhraseTier:** 3

**Question:** The title of the story is "Settlement". What kind of settlement is this?

- A: An agreement or arrangement.
- B: A place, once uninhabited, where people build a town.
- C: The bottom of a building.
- D: A lump sum of money.

**Question:** Which one of these sentences below uses the word "settlement" the same as the story?

- A: Tom received a settlement of \$100.
  - B: The two countries agreed on a settlement of peace.
  - C: The Puritans, who came to America for religious freedom, built a settlement in what is now Massachusetts.
  - D: There was settlement of the rocks and dirt after the storm.
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**Q: 4 WordPhrase:** Homestead **WordPhraseTier:** 3

**Question:** The author in our story says, "After a while, the Potawatomi were forced to move when homesteaders started taking over the land." What does the word "homesteaders" mean in this sentence?

- A: settlers
- B: Potawatomi
- C: land
- D: food

**Question:** Which one of the sentence below uses the word "homesteaders" the same as the story?

- A: Tom received a homesteader tax for his house.
  - B: The homesteaders came to the new world, and cleared the land for buildings and farming.
  - C: The homesteaders enlisted in the army.
  - D: She said we should go to her place, but I said I'd rather go homesteader her place.
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## 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.

### 1 - What were the jobs of the women and men settlers?

Women spin and weave the cotton and woolen clothes, knit all the stockings, make the soap and candles, cook, make sugar.?

Men traded goods, made shoes.?

### 2 - What were some of the problems the settlers faced in the fall and winter?

Fall - There was a constant threat of fire. When the prairie grass became very dry, a spark could start a fire that would burn the prairie and sometimes their cabins.

Winter - The freezing cold and deep snow were problems. People got lost in the drifts or out on the prairie when the trails were covered.

### 3 - What was the trip to live in Illinois like? What challenges did the settlers face traveling?

The trip was fourteen miles long through the prairie. It was hot and muddy with lots of mosquitoes. The wagons got stuck in the mud.?

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### Task 3: Writing Activity

**Instructions:** In 500 words, describe three differences in daily life between the settlers and life in the modern day. Use information from the readings, as well as examples from personal experiences.?

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