



A Lesson on Settlement by Taylor Moir

Grade Level: Grade 4

Subject Area: English Language Arts

Lesson Length: 1 hour

Lesson Keywords: Reading, Writing, Vocabulary

Lesson Description: The goal of this lesson is to learn about life during the settling and the different farming they had to do. We will also learn about the many struggles these settlers faced.

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.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

CCSS.ELA-Literacy.RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-Literacy.RF.4.4a: Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.W.4.2b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-Literacy.W.4.4: 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.L.4.4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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 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 asked that they could stay on the land given to us by the great spirit, but they could not continue to live here. By 1831, they had to move.

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 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 have been traveling through prairie and timber, both, and got lost in the bargain we took the wrong road and wallowed around the prairie grass, sometimes as high as the horses back. Night came we pitched our tent after mowing the grass down and made 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 of 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: homesteaders **WordPhraseTier:** 2

Question: The author of the story says "After a time, the Potawatomi were forced to move when homesteaders took over the land." What definition defines the word "homesteaders" the best?

- A:** someone who takes land and settles there
- B:** The owner of land
- C:** someone who lives on someone else's property
- D:** someone who is forced out of where they live

Question: Which one of the sentences below uses the word "homestead" correctly? (be careful because the word changed a little bit. Use context clues to pick the right sentence.)

- A:** Her homestead was at the mall where she loved to shop.
- B:** Jacob loved going to his friend's house to play, because he felt it was his homestead.
- C:** The Keller homestead, where her family lived, was a couple acres from where I lived.
- D:** Peyton's homestead, according to him, was at school.

Q: 2 WordPhrase: season **WordPhraseTier:** 3

Question: What definition best describes the word "season" from the text?

- A:** being hot all year round
- B:** marked by a particular weather pattern
- C:** sequence related to a television program
- D:** adding salt or another herb to a food

Question: Pick the sentence that uses the word "season" related to the text.

- A:** Julie wanted to season her steak with salt and pepper for more flavor.
- B:** The next season of Taylor's favorite show is now on Netflix.
- C:** When the spring season comes, I want to go to pick strawberries at Berry Farms.
- D:** The next season of Sarah's life is going to be an exciting one, because she is moving to a different country.

Q: 3 WordPhrase: trade **WordPhraseTier:** 2

Question: "her husband, though not a shoe-maker by trade, made all the shoes." What does the word "trade" mean in this sentence?

- A:** exchange for something else
- B:** buying and selling goods or services
- C:** a skilled job
- D:** giving an object to another person

Question: Choose the sentence that best uses the word "trade" as related to the text.

- A:** Hayden went to trade school to become a welder.
- B:** My mother wanted to trade my aunt piano lessons for cooking lessons.
- C:** I want to trade my card for the card you have.
- D:** I went to Target to trade my shirt in for a different size.

Q: 4 WordPhrase: quantity **WordPhraseTier:** 2

Question: "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." Pick the one that most nearly meant the word "quantity."

- A:** the way a person counts their materials
- B:** the standard of something as measured against other things of a similar kind
- C:** how big the materials are
- D:** the amount of materials

Question: Choose the sentence that uses the word "quantity" the best.

- A:** The quantity of the loaf of bread my mom made was fantastic!
- B:** I took on a quantity amount of work.
- C:** I took control of a large quantity of money.
- D:** The flu affected a quantity number of people in the school.

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 - The Potawatomi

In a couple of sentences share what you know about the Potawatomi. Make inferences based on the text and read through the story thoroughly.?

2 - Women Settlers

Since we are told some of the things that the women did during this time and were told some things that the men did, compare the roles of the two and also infer on what you think on other things the men and women had to do.?

3 - Seasons

The text mentions different struggles of farming each season. Write one good thing about farming for each of the seasons.

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Task 3: Writing Activity

Instructions: In the last paragraph it tells the struggles of growing plants in each season. Pick a season and write reasons why you like that season and reasons why you do not like that season. Write 2-3 paragraphs in 250-300 words?.... Make sure to provide specific examples. Have fun with this one!

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