

Language, Literacy & Vocabulary!



Windows on Literacy®



TEACHER'S GUIDE

Explore the West

Includes:

- Lesson Plans
- Learning Masters
- Pre- and Post-Test Assessments

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About the Program

Content and Literacy Development for Diverse Language Learners

National Geographic's *Reading Expeditions: Language, Literacy & Vocabulary* program is designed for today's classroom—diverse, challenging, and complex. It provides carefully scaffolded literacy instruction and grade-level content at accessible readabilities. The program meets the needs of students facing language challenges—be they English language learners from diverse first-language backgrounds, at-risk students who struggle with the academic vocabulary of the classroom, or students with learning issues that affect their ability to acquire and process language.

National Geographic's *Language, Literacy & Vocabulary* program has been carefully developed to meet the needs of diverse language learners. Throughout the nation, teachers told us they needed materials that developed grade-level content for students but provided additional language, literacy, and vocabulary support. The *Language, Literacy & Vocabulary* program meets this need through:

- Essential grade-level content at low readabilities
- Academic vocabulary development
- Age-appropriate and engaging nonfiction texts
- Considerate text with strong picture-text correspondence
- Scaffolded, multi-level instruction for students at different levels of language proficiency
- Springboards to related reading, writing, and research
- Customized instruction for ELLs
- Research-based instructional strategies
- Rich and varied teacher support and tools



Consulting Author: Linda Hoyt



Linda Hoyt is an educational consultant who strives to help teachers and school districts implement best practices in literacy instruction. She has had a rich array of experiences in education, ranging from classroom teaching to working as a reading specialist, curriculum developer, Title I teacher, staff developer, and Title I District Coordinator. She is the author of numerous books, articles, and videos and conducts presentations and workshops on literacy throughout the country.

Program Advisor: Mary Hawley

Mary Hawley is an educational consultant who has worked with teachers, educators, and publishers to implement best practices for teaching students with diverse language backgrounds. She has taught English as a Second Language in Mexico, worked with migrant and refugee children in Indiana, and studied in Latin America. In recent years, she has been instrumental in developing Spanish reading programs and products for English language learners.

Program Reviewers

Nancy Beleckis, Teacher, Berkman Elementary, Round Rock, Texas

Susan Brandt, Director of Staff Development and Support Programs, Arlington Heights School District 25, Arlington Heights, Illinois

Theresa Castelan, English Language Development Resource Teacher, Clovis Unified School District, Clovis, California

Dr. Beverly Ann Chin, Professor of English, University of Montana

Sandra Mercuri, TESOL Program Director; Bilingual/Bi-literacy Program Director, School of Education, Fresno Pacific University

Paula Olson, retired teacher, Fairfax County Public Schools, Fairfax, Virginia

Adam Sugerman, Modern Languages Editor, *Education Update*

Dr. Emma Violand-Sanchez, English for Speakers of Other Languages/High Intensity Language, Training Programs and Services, Arlington Public Schools, Arlington, Virginia; Adjunct Professor, Georgetown University, Washington, D.C.

Accessible Academic Content

Accessible Content to Achieve Academic Success

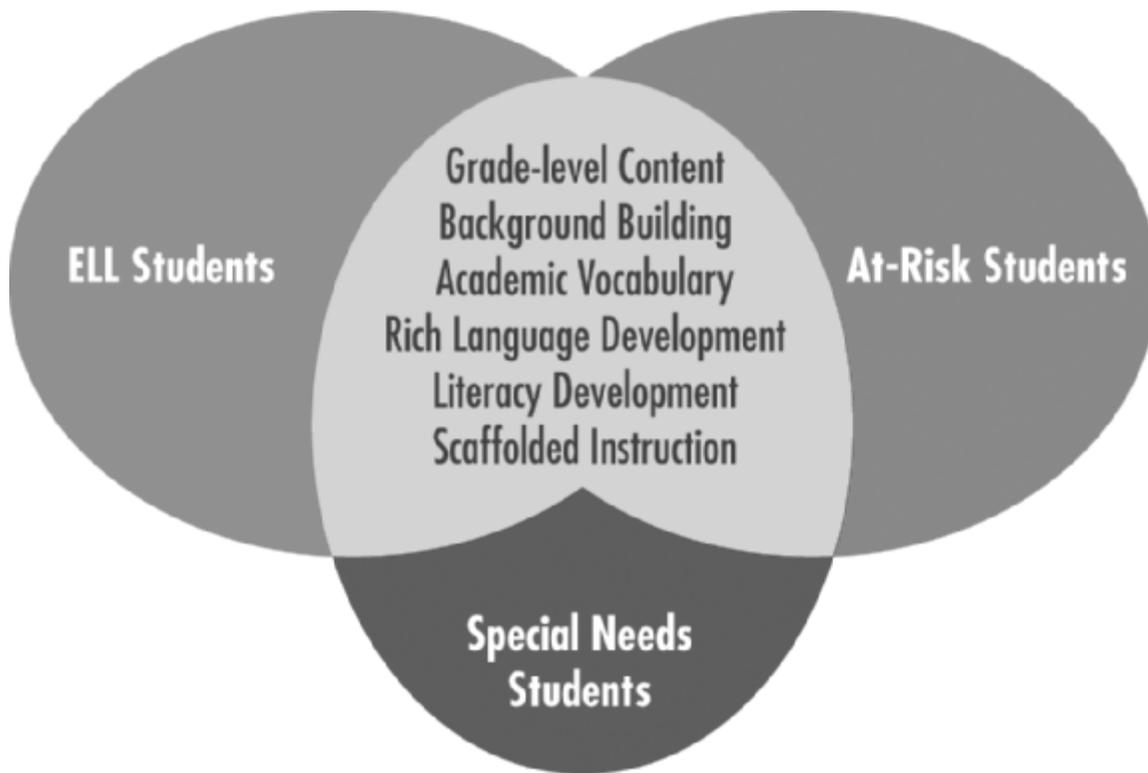
Achieving academic success is essential for students to make adequate yearly progress and for continued academic growth. Conclusive data and research show that students who do not master academic content and vocabulary fall further and further behind their peers as they advance through the grade levels. To help close this achievement gap, National Geographic's *Reading Expeditions: Language, Literacy & Vocabulary* program gives students access to the core grade-level content they need for standards-based academic success through these features:

- Focused, targeted standards-based content
- Simple, yet engaging page layouts
- Alignment with TESOL standards
- Strong picture-text correspondence
- Key vocabulary repeated and applied in different contexts
- Familiar language and simple sentence structures
- Low readabilities
- Build background feature
- Vocabulary definitions on page
- Recap and summarize feature
- Glossary of content vocabulary
- Opportunities for research and writing



One Program for Your Diverse Classroom

National Geographic’s *Language, Literacy & Vocabulary* program recognizes that every classroom includes diverse language learners. Teachers told us they wanted one program that they could use with English language learners, at-risk students, and students with learning issues that affect their ability to acquire and process language. With appropriate modifications for different needs, *Language, Literacy & Vocabulary* gives teachers a sound, research-based instructional plan to meet the common needs among diverse language learners.



Flexible Use

Reading Expeditions: Language, Literacy & Vocabulary is designed to be used in a variety of classroom situations. This flexibility allows you to custom fit the program to match your scheduling and program needs.

Regular Classrooms

The chart below shows the suggested pacing for use in the regular classroom. Each topic can be completed in five days.

PACING GUIDE: One Week for One Topic	
<p>Day 1 • Lesson A Build Background</p>	<p>Assess</p> <ul style="list-style-type: none"> • Administer Pre-Test <p>Prepare to Read</p> <ul style="list-style-type: none"> • Preview the Text • Read and Discuss • Teach Key Concept Words • Review High-Utility Words • Teach the Comprehension Strategy
<p>Day 2 • Lesson B Understand the Big Idea</p>	<p>Read</p> <ul style="list-style-type: none"> • Review Lesson A • Read Part 1: Understand the Big Idea • Practice the Comprehension Strategy • Read and Respond
<p>Day 3 • Lesson C Take a Closer Look</p>	<p>Read</p> <ul style="list-style-type: none"> • Review Lesson B • Read Part 2: Take a Closer Look • Practice the Comprehension Strategy • Read and Respond
<p>Day 4 • Lesson D Make Connections</p>	<p>Read</p> <ul style="list-style-type: none"> • Review Lesson C • Read Part 3: Make Connections • Read and Respond • Apply the Comprehension Strategy
<p>Day 5 • Lesson E Extend Learning</p>	<p>Extend Learning</p> <ul style="list-style-type: none"> • Zoom in on Words • Extend Word Practice • Build Language Skills for ELLs • Research and Write <p>Assess</p> <ul style="list-style-type: none"> • Administer Post-Test

After-School Programs

Language, Literacy & Vocabulary works within a variety of after-school programs. Whether your after-school program meets every day or only three days a week, the program can easily be adjusted to meet your scheduling needs.

- For programs that meet every day, one topic can be completed each week of the program. Use the Pacing Guide on page 6.
- For programs that meet three times per week, one topic can be completed every two weeks. Use the suggested plan shown below.

PACING GUIDE: Two Weeks for One Topic

<p>Week 1 • Day 1 • Lesson A Build Background</p> <ul style="list-style-type: none"> • Administer Pre-Test • Preview the Text • Read and Discuss • Teach Key Concept Words 	<p>Week 2 • Day 1 • Lesson D Make Connections</p> <ul style="list-style-type: none"> • Review Lesson C • Read Part 3: Make Connections • Read and Respond • Apply the Comprehension Strategy
<p>Week 1 • Day 2 • Lesson B Understand the Big Idea</p> <ul style="list-style-type: none"> • Review Lesson A • Read Part 1: Understand the Big Idea • Practice the Comprehension Strategy • Read and Respond 	<p>Week 2 • Day 2 • Begin Lesson E Extend Learning</p> <ul style="list-style-type: none"> • Zoom in on Words • Extend Word Practice • Build Language Skills for ELLs
<p>Week 1 • Day 3 • Lesson C Take a Closer Look</p> <ul style="list-style-type: none"> • Review Lesson B • Read Part 2: Take a Closer Look • Practice the Comprehension Strategy • Read and Respond 	<p>Week 2 • Day 3 • Complete Lesson E Extend Learning</p> <ul style="list-style-type: none"> • Research and Write • Administer Post-Test

Summer School Programs

Language, Literacy & Vocabulary is the perfect fit for your summer school program. When time is short and results matter, your class time must be productive. The five-day lesson plan allows you to complete one topic during each week of your summer school program. Whether your summer school plan includes a four-, five-, or six-week program, you can select developmentally appropriate themes that focus on the content areas of science and social studies while developing strong literacy skills.

Four-Week Program

Choose four topics.

Five-Week Program

Choose five topics.

Six-Week Program

Choose six topics.

Overview

Explore the West

STANDARDS

Academic Language/ELD

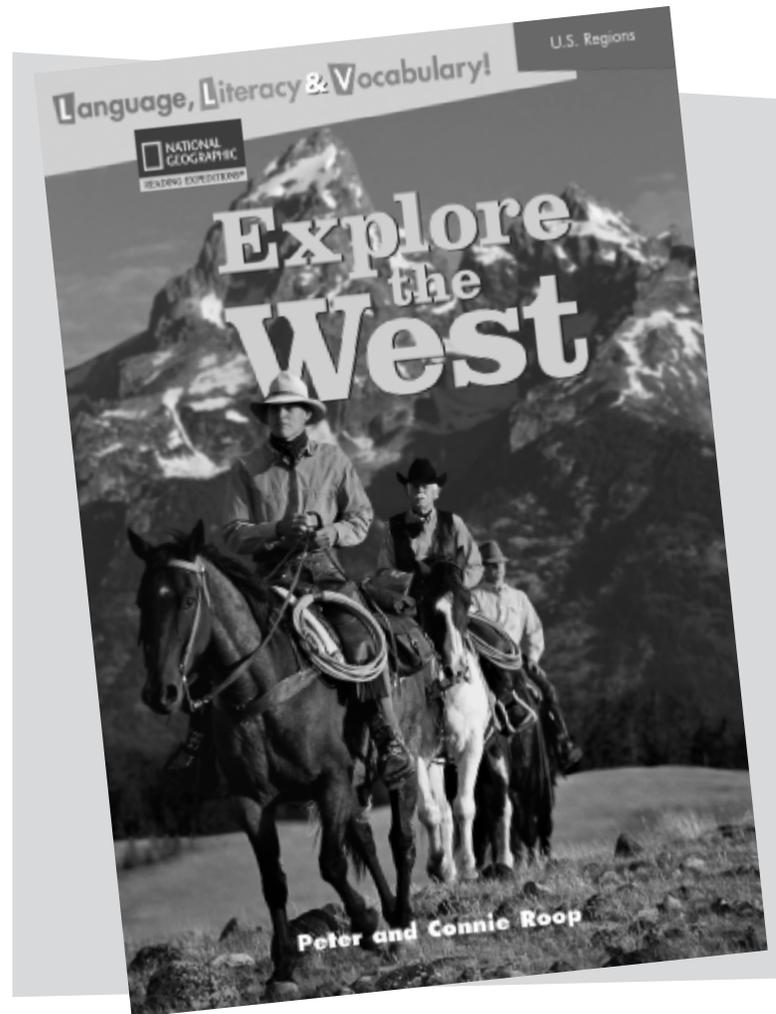
- Use academic vocabulary in the content area of U.S. regions
- Use appropriate language forms to make connections
- Develop fluency in reading, writing, listening to, and speaking English

Social Studies

- Describe the geography, history, economy, and people of the West
- Describe what life is like in the West
- Describe the city of San Francisco in the past and present
- Make connections to related concepts and experiences

Reading/Language Arts

- Learn and apply the target comprehension strategy: Making Connections
- Use adjectives and antonyms in reading, writing, listening, and speaking
- Conduct research and write about the West



Lesson Planner

Lesson A*

Teacher's Guide, pages 10–13

Prepare to Read

- Preview the Text
- Read and Discuss
- Teach Key Concept Words
- Review High-Utility Words
- Teach the Comprehension Strategy

Lesson B

Teacher's Guide, pages 14–15

Read

- Review Lesson A
- Read Part 1: Understand the Big Idea
- Practice the Comprehension Strategy
- Independent/Partner Reading

Lesson C

Teacher's Guide, pages 16–17

Read

- Review Lesson B
- Read Part 2: Take a Closer Look
- Practice the Comprehension Strategy
- Independent/Partner Reading

*Before you begin Lesson A, you can administer the Pre-Test on Learning Masters, page 44 to assess students' prior knowledge.

Lesson A

Build Background

Student Book, pages 2–5

OBJECTIVES

- Learn the comprehension strategy: Making Connections
- Use text features to predict content: headings, words in bold print, photos, captions, and labels

MATERIALS

- Explore the West
- Audiolesson 5, Track A
- Learning Masters, pages 28–29
- Transparencies 13, 14, 15, A

Transparency 13

Building Background: Language, Literacy & Fluency
Explore the West
BUILD BACKGROUND
Five Regions



Preview the Text

Distribute copies of *Explore the West*. Read aloud the title and the names of the authors. Have students tell how the photo of the West on the cover looks different from other parts of the country they have seen. Then ask students to turn to pages 2–3. Read the caption aloud. Ask:

- Have you ever been to a big city? What was it like?
- What kinds of buildings do you see in the photo?
- How are other cities different from this one?
- What questions do you have about this photo?
- What do you think this book will be about?

Invite students to preview *Explore the West*. As they page through the book, do the following:

- Read the headings and captions. Explain unfamiliar words in the headings. Connect the captions to the pictures.
- Have students distinguish between modern and historical photos and drawings.
- Have students look through pages 30–36 on their own.
- Ask students to make predictions about what they will learn.

Read and Discuss

Display *Transparency 13* and have students turn to pages 4–5 in *Explore the West*. Lead the following activities:

- Point to the two maps. Explain that the small map shows the United States. Tell students that the large map shows the states that are part of the West region of the United States. Point out that Alaska and Hawaii are on an inset map because they are not connected to the other states. If possible, show Alaska and Hawaii on a globe. Have students name the states in the West.
- Read aloud the text on page 4, or play *Audiolesson 5*. Discuss the definitions of *region* and *culture*.

Key Concept Words
region, culture

Create a West T Chart

Make a T chart about the West region. In column 1, list topics related to the West that students would like to learn about. In column 2, list questions students have about the West.

Topics I Want to Learn About	Questions I Have
<i>weather</i> <i>kind of land</i> <i>culture</i> <i>history</i> <i>plants</i> <i>animals</i> <i>homes</i>	<i>What is the weather like in the West?</i> <i>What kind of land is in the West?</i> <i>What cities are in the West?</i> <i>What kind of food do people eat in the West?</i> <i>What do people do for fun in the West?</i> <i>How is the West different from other regions in the United States?</i>

Choose from these options to support students at various proficiency levels:

Customize Instruction for ELLs

Newcomers/Beginning Allow students to ask questions in their home languages. If possible, restate their questions in English and add them to the chart. Allow students to add simple drawings to the chart.

Developing As students suggest questions for the chart, expand vocabulary by having them predict answers to their questions.

Expanding/Bridging Encourage students to add additional details to the chart. When the chart is complete, have students tell what they know about the West. Talk about the topics and questions in detail.

Independent Practice

Assign *Learning Masters, page 28*. Have students give details about the West. Save the webs for later reference.

Learning Masters / page 28

Reading Expeditions: Language, Literacy & Vocabulary

Explore the West

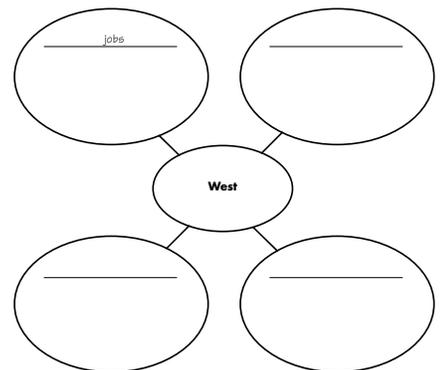
Name _____

BUILD BACKGROUND

Details Web About the West

Complete a details web about the West region.

- Choose four topics that you want to learn more about for the West. One topic might be jobs. Write the topics in the ovals.
- Add details to the ovals as you learn more about each topic.



Lesson A *continued*

Teach Key Concept Words

Use Transparency 14 to introduce Key Concept Words. Invite students to talk about the pictures. Say:

transcontinental railroad A transcontinental railroad allows trains to cross a continent. (Point to Photo #1.) The first railroad to cross America was finished in 1869. It allowed many people to move to the West.

culture A culture is a way of life. (Point to Photo #1.) People from many different cultures worked hard to build the transcontinental railroad.

timber Timber is wood cut from trees to be used for building and other purposes. (Point to Photo #1.) The timber industry provided the wood needed to build the transcontinental railroad.

region A region is an area, such as a group of states, with something in common. The transcontinental railroad connected the West to the eastern regions of the United States. (Point to Photo #1.)

technology Technology is an industry that uses special knowledge to make things. Years ago, people used the technology of their time to build the railroads. (Point to Photo #1.) Today's technology deals with computers and electronics. (Point to Photo #2.)

Practice Key Concept Words

Have students make two sets of cards, one set with the Key Concept Words and one set with definitions. Tell partners to put cards facedown and play a matching game. Choose from these options to support students at various proficiency levels:

Customize Instruction for ELLs

Newcomers/Beginning Write the definition cards for students. Then have them match the definitions with the correct words.

Developing Have students refer to Transparency 14 for visual support. Tell them to read the cards aloud as they find matches.

Expanding/Bridging After students match the words with the definitions, have them use the words in sentences.

Have students work alone or with a partner to complete Learning Masters, page 29.



Transparency 14

Reading Expeditions: Language, Literacy & Vocabulary
Explore the West

VOCABULARY
Key Concept Words

- culture
- region
- technology
- timber
- transcontinental railroad

1

2

U.S. Regions • Transparency 14



Learning Masters / page 29

Explore the West
BUILD BACKGROUND

Reading Expeditions: Language, Literacy & Vocabulary
Name _____

Changing Times
Look at the picture.

- Read each sentence.
- Fill in each blank with a Key Concept Word.

KEY CONCEPT WORDS

- culture
- region
- technology
- timber
- transcontinental railroad

- Today, _____ includes the industry of computers and electronics.
- Many computer parts are built in the _____, called the West.
- Technology was simpler when people built the _____.
- The _____ industry sold wood to the railroad companies.
- Modern technology has changed our way of life, or our _____.

Write your own sentence about the picture.

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Review High-Utility Words

The following High-Utility Words appear in *Explore the West* and many other social studies texts. You may wish to review these words and their meanings with students.

climate (page 18) **products** (page 12) **settlers** (page 18)
survive (page 9) **traditions** (page 14)

Teach the Comprehension Strategy

Making Connections

Introduce Explain that good readers make connections as they read: A good reader connects new information to something in the reader's own life, something the reader has read before, or something important in the world. As they read, good readers ask: *What does this remind me of?* Display and discuss Transparency A, a checklist to help students make connections as they read.

Model Tell students: Let's see how good readers make connections as they read. Display Transparency 15, page 12 of *Explore the West*. Read the page aloud, pausing at key points to model the strategy:

- The photo, heading, and caption tell me this page is about timber. I think of things I use every day that come from wood: chairs, baseball bats, and my bed. I wonder what else comes from wood.
- The first sentence says, "The West has many forests." This reminds me of a book I read. The characters lived in New York hundreds of years ago. Manhattan was covered with trees. I wonder if there were forests all over the United States in those days.
- I read about loggers. They cut down trees. I wonder what will happen if loggers keep cutting down all the trees.
- I read on. I learn that timber gives people jobs. I also learn that we get many products from trees. I think about the many things I see in my school that are made from wood, such as desks, shelves, doors, and even paper.

Guide students to use this strategy as they read.

Practice and Apply Students will practice and apply the strategy of making connections as they read *Explore the West*. See lesson notes on pages 15, 16, and 19 of this guide.



Transparency A

TRANSPARENCY A COMPREHENSION STRATEGY CHECKLIST

Making Connections

- ✓ **Read carefully.** Always ask yourself as you read: What does this remind me of?
- ✓ **Try to connect what you read to something in your own life.** Ask yourself:
 - What do I already know about this?
 - Have I ever done something like this?For example, maybe you have been to the place you're reading about.
- ✓ **Try to connect what you read to something you have read before.** Ask yourself:
 - Have I read anything like this before?For example, you may have read another book on the same topic.
- ✓ **Try to connect what you read to a big idea or something important in the world.** Ask yourself:
 - How does what I'm reading connect with the world I live in?For example, you might read a story that makes you think about the importance of caring for others.
- ✓ **Write down the connections you make. Share them.**

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Transparency 15

Exploring Timbers, Logging, Cities & Industries

COMPREHENSION STRATEGY

Making Connections



Timber

The West has many forests. For example, almost half of Oregon is covered by trees. Many people in the West are loggers. Their job is to cut down trees. Other people sell supplies to the loggers. The timber industry gives jobs to the West. Timber gives us products, too. Did you know that pencils and paper are made from trees? What else is made from trees?

timber—having to do with trees and wood

A Tree can cut down to make paper, pencils, and other products.



U.S. Regions • Transparency 15

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Welcome to the West

Student Book, pages 6–15

OBJECTIVES

- Describe the geography, history, economy, and people of the West
- Describe what life is like in the West
- Practice the comprehension strategy: Making Connections

MATERIALS

- *Explore the West*, pages 6–15
- Audiolesson 5, Track B
- Learning Masters, pages 30–31
- Transparency 14

OPTIONS FOR READING

- **Read Aloud/Shared Reading**
Read aloud “Understand the Big Idea” on pages 6–15.
- **Small Group Reading**
Use the Lesson Guide provided here for instruction, or play Audiolesson 5.
- **Independent/Partner Reading**
Have students complete Learning Masters, pages 30–31 as they reread the selection alone, with a partner, or with the Audiolesson.

Review and Recall

Display the T chart. Ask students to tell some of the questions they have about the West. Display *Transparency 14* and ask:

- Who built the **transcontinental railroad**?
- How is **timber** used?
- How is the **culture** of the West different from the **culture** of other regions?

Small Group Reading

Pages 6–7

Build Background/ Set Purpose

Discuss the photo on pages 6–7. Point out that the states in the West have many different kinds of land and that this photo shows one kind of land. Then read aloud the Big Idea and Set Purpose statements. Read aloud Questions You Will Explore:

- What brings people to the West?
- What makes the West special?

Check Understanding

What kind of land does the West have? (mountains, deserts, rivers and lakes, wide-open spaces, big cities)

Pages 8–9

Support Comprehension

Have students contrast the pictures of the land features of the mountains on page 8 with the desert on page 9.

Check Understanding

Why are the Rocky Mountains called the “Backbone of America”? (The Rocky Mountains stretch down one side of the country from Canada to New Mexico.)

What is the weather like in Death Valley? (very hot and very dry)

Pages 10–11

Key Concept Word

transcontinental railroad

Support Comprehension

Guide students in a pantomime of someone panning for gold. Tell students that people came from all over the world to California after gold was discovered.

Check Understanding

Why did people rush to California in the 1840s? (People wanted to find gold.)

What was the transcontinental railroad? (the first railroad to cross America)

Pages 12–13

Key Concept Words

timber, technology

Support Comprehension

Explain that a region's economy is the way it handles its resources and money. Industry is any kind of business. Tell students that *silicon* is found in Earth's crust and is used in making computers. Explain that in the 1970s, people began using the name Silicon Valley as a nickname for the region south of San Francisco, California, because many computers were made there.

Check Understanding

What are two industries that add to the economy of the West? (timber and technology)

Pages 14–15

Support Comprehension

Ask students to share traditions from their own cultures.

Check Understanding

What is the Iditarod? (a famous dogsled race in Alaska)

What is a luau? (a Hawaiian tradition that includes eating, dancing, and music)

Practice the Comprehension Strategy: Making Connections

Use pages 14–15 to model the strategy of making connections.

Let's read page 14 to practice making connections as we read. (Pause for silent reading.)

This page reminds me of a book I read. It was about a sled dog named Balto that ran 53 miles across ice and snow to bring medicine to a girl.

Let's read page 15. (Pause for silent reading.) This page makes me think of a German tradition I heard about called Oktoberfest. There are special events, foods, music, and dancing. It's like a luau. I can see that each culture has its own traditions.

Stop and Think!

Have students respond to the question on page 15: What is life like in the West? (Possible response: There are mountains, deserts, and oceans; industries such as timber and technology; and traditions such as the Iditarod and luaus.)

Read and Respond

Have students complete *Learning Masters, pages 30–31* as they reread pages 6–15 of *Explore the West*. Have partners create a poster encouraging people to visit the West. Have students share and display their posters.

Learning Masters / page 30

Reading Expeditions: Language, Literacy & Vocabulary

Explore the West

Name _____

UNDERSTAND THE BIG IDEA

Study Guide

Pages 6–7

Read Questions You Will Explore on page 6 of *Explore the West*. Write what you already know about each question.

Questions	What I Already Know About This
1. What brings people to the West?	
2. What makes the West special?	

Pages 8–11

Read about the West on pages 8–11 of *Explore the West*. Answer the questions.

3. Why are the Rocky Mountains called the "Backbone of America"?

4. How do some plants and animals survive the hot, dry weather of a desert?

5. What was discovered in California in 1848?

6. Why did people build the transcontinental railroad?

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Learning Masters / page 31

Explore the West

Reading Expeditions: Language, Literacy & Vocabulary

UNDERSTAND THE BIG IDEA

Name _____

Study Guide

Read about the West on pages 12–15. For each topic, tell what you learned. Draw a small picture in the left column for each topic.

Topic	What I Learned
1. timber	
2. technology	
3. the Iditarod	
4. a luau	

Stop and Think! What is life like in the West?

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OBJECTIVES

- Review and recall key concepts
- Describe the city of San Francisco in the past and present
- Practice the comprehension strategy: Making Connections

MATERIALS

- *Explore the West*, pages 16–23
- Audiolesson 5, Track C
- Learning Masters, pages 32–33

OPTIONS FOR READING

- **Read Aloud/Shared Reading**
Read aloud “Take a Closer Look” on pages 16–23.
- **Small Group Reading**
Use the Lesson Guide provided here for instruction, or play Audiolesson 5.
- **Independent/Partner Reading**
Have students complete Learning Masters, pages 32–33 as they reread the selection alone, with a partner, or with the Audiolesson.

San Francisco: City by the Bay

Student Book, pages 16–23

Review and Recall

Have students take turns telling things they have learned about the land and history of the West. Then have them turn to page 16 of *Explore the West* and respond to the Recap: Describe what life is like in the West.

Small Group Reading

Pages 16–17

Build Background/ Set Purpose

Read the title on pages 16–17, “San Francisco: City by the Bay.” Explain that the bridge in the photo is a famous bridge named the Golden Gate Bridge. Tell the students that when people see the bridge, they know they are in San Francisco. Then read the Set Purpose statement and the introduction on page 16.

Check Understanding

Where is San Francisco? (in northern California between the Pacific Ocean and the San Francisco Bay)

Pages 18–19

Support Comprehension

Explain that climate is the kind of weather a place usually has over a long period of time. Tell students that most deserts have a hot and dry climate. Discuss the climate where the students live and compare it to San Francisco’s climate.

Check Understanding

Who were the first people to live in the San Francisco area? (Native Americans)

What name did the Native Americans give to this area? (Yerba Buena)

Pages 20–21

Support Comprehension

Point out that the fires in the 1906 earthquake lasted for three days. Tell students that earthquakes still occur in California today.

Check Understanding

Why were so many people who came to the West called forty-niners? (They came during the year 1849.)

What happened during the earthquake in 1906? (Buildings fell, pipes broke, fires started, people lost their homes, and many people died.)

Pages 22–23

Support Comprehension

Tell students that Chinatown and cable cars are important parts of San Francisco’s culture. If possible, display photos of several San Francisco neighborhoods as you describe each one and its traditions.

Practice the Comprehension Strategy: Making Connections

Have students read the title and the first paragraph on page 22. Ask: What does this remind you of? If necessary, ask additional questions: Is your neighborhood a mix of many cultures, or do most people in your neighborhood share the same culture?

Ask students to read the rest of the page. Ask: What does the second paragraph remind you of? How does it help you make connections to your own life? If necessary, ask additional questions: Does the information in this paragraph remind you of your own city or neighborhood? Does it make you think of your own special foods or holidays? Does it remind you of a special part of your town?

Check Understanding

Imagine you are a tourist in San Francisco. What might you see and do? (Possible response: visit Chinatown, eat special foods, visit the Golden Gate Bridge, ride on a cable car)

Stop and Think!

Have students respond to the question on page 23: Why did San Francisco grow into such a big city? (Possible response: It has a gentle climate, rich soil for crops, gold was found nearby, and it is near the ocean.)

Read and Respond

Have students complete *Learning Masters, pages 32–33* as they reread *Explore the West*, pages 16–23. Then divide San Francisco’s historical periods by writing these headings on the board: *1700s, 1800s, 1900s, Present*. Invite students to tell aspects of living in San Francisco during each period. Write students’ responses in the appropriate columns.

Learning Masters / page 32

Reading Expeditions: Language, Literacy & Vocabulary

Explore the West

Name _____

TAKE A CLOSER LOOK

Study Guide

Pages 16–17

Read pages 16–17 of *Explore the West*. Answer the questions.

1. Look at the title of this section. Which city will you read about?

2. What is one question you have about this section of the book?

Pages 18–20

Read pages 18–20 of *Explore the West*. Write the name of the group of people who did these things.

3. They were the first group of people to live in the area that is now San Francisco.

4. In 1776, this group of people began to settle in the area that is now San Francisco. They built large cattle ranches.

5. In the early 1800s, this group of people traded with the Mexicans and Native Americans. Later, they built homes and started stores.

6. These people came to California to find gold. They are named after the year they came to California.

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Learning Masters / page 33

Explore the West

Reading Expeditions: Language, Literacy & Vocabulary

TAKE A CLOSER LOOK

Name _____

Study Guide

Page 21

Practice the Comprehension Strategy: Making Connections

Read page 21 of *Explore the West*. Think about your own experiences, something you have read, or other big ideas. Fill in the chart to make connections.

What I Read	What I Was Reminded Of
San Francisco was in ruins after the 1906 earthquake.	an earthquake not too long ago in California

Pages 22–23

Read pages 22–23 of *Explore the West*. Answer the questions.

1. Where do people who live in San Francisco come from?

2. Where in San Francisco is the Dragon Gate?

3. Why is San Francisco called the Gateway to the Pacific?

Stop and Think! Why did San Francisco grow into such a big city?

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Lesson D

Make Connections

Student Book, pages 24–29

OBJECTIVES

- Summarize key concepts
- Make connections to related concepts and experiences
- Apply the comprehension strategy: Making Connections

MATERIALS

- *Explore the West*, pages 24–29
- Audiolesson 5, Track D
- Learning Masters, pages 34–35

OPTIONS FOR READING

- Read Aloud/Shared Reading
Read aloud “Make Connections” on pages 24–29.
- Small Group Reading
Use the Lesson Guide provided here for instruction, or play Audiolesson 5.
- Independent/Partner Reading
Have students complete Learning Masters, pages 34–35 as they reread the selection alone, with a partner, or with the Audiolesson.

Review and Recall

Throughout history, which groups settled in San Francisco, and what did they do there? (Possible response: Native Americans hunted and fished. Mexicans built churches, homes, and cattle ranches. Americans set up shops, traded, and built homes and stores.)

Have students turn to page 24 of *Explore the West* and respond to the Recap: Explain why San Francisco grew into a large city.

Small Group Reading

Pages 24–25

Summarize Key Concepts/ Set Purpose

Read the main text on page 24. Point out that each bulleted sentence tells an important idea from the book. Have students answer the question on the bottom of page 24. Then read the Set Purpose statement.

Check Understanding

Tell students: Choose one picture. Tell one fact about the place or people you see. (Possible response: One reason people moved to the West was to look for gold.)

Pages 26–27

Support Comprehension

Tell students that the National Park Service was formed in 1916 and now protects 384 national parks such as Yellowstone Park.

Check Understanding

What is Yellowstone? (the oldest national park in the world, full of natural wonders such as geysers)

What is a geyser? (a fountain of hot water)

What is a smoke jumper? (a firefighter who uses a parachute and jumps from an airplane to fight forest fires)

Support Comprehension

Use gestures to illustrate the meaning of *erupt* as you explain that it means “to break through” or “to explode.” Tell students that lava is hot melted rock that flows from a volcano.

Check Understanding

What happened when Mount St. Helens erupted in 1980? (Lava knocked down forests, mud filled rivers and lakes, and fifty-seven people died.)

Why did Father Serra found mission churches in California? (He wanted to teach his religion to Native Americans.)

Read and Respond

Apply the Comprehension Strategy: Making Connections

Have students complete *Learning Masters, pages 34–35* as they reread *Explore the West*, pages 24–29. On page 71, they will summarize the key concepts, and on page 72, they will apply the comprehension strategy of making connections. Then have students each tell one thing about the West that they didn’t know before.



Learning Masters / page 34

Reading Expeditions: Language, Literacy & Vocabulary

Explore the West

Name _____

MAKE CONNECTIONS

Summarize Key Concepts

Think about what you have learned about the West. Fill in the missing word for each key concept by choosing a word from the Word Box. Then give examples of each key concept. Use information from *Explore the West*.

WORD BOX

cities
reasons
states
traditions

1. The West has 11 _____, including Alaska and Hawaii.

Example: _____

2. The West has wide open spaces. It has many big _____, too.

Example: _____

3. People moved to the West for many different _____.

Example: _____

4. Many communities in the West have their own special _____.

Example: _____

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Learning Masters / page 35

Explore the West

Reading Expeditions: Language, Literacy & Vocabulary

MAKE CONNECTIONS

Name _____

Study Guide

Practice the Comprehension Strategy: Making Connections

Read pages 26–29 of *Explore the West*. Make connections as you read. Ask: *What did I read? What did it remind me of?* Fill in all three columns of the chart with connections you made.

Page	Connections to My Own Experiences	Connections to a Big Idea	Connections to Something I Have Read
26			
27			
28			
29			

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Student Book, pages 30–33

OBJECTIVES

- Understand and practice using adjectives and antonyms
- Practice and use vocabulary and High-Utility Words
- Conduct research and write about the West

MATERIALS

- *Explore the West*
- Learning Masters, pages 36–37
- Reading Expeditions titles:
The West
The West: Its History and People
The West Today

Learning Masters / page 36

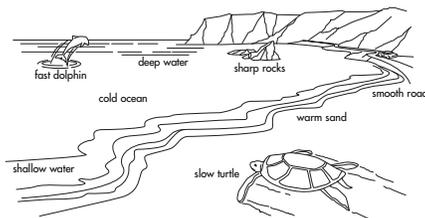
Reading Expeditions: Language, Literacy & Vocabulary

Explore the West

Name _____ ZOOM IN ON WORDS

Adjectives and Antonyms

Read the labels in the drawing. Circle the adjectives. Then answer the questions.



1. What is an antonym for *smooth*? _____
2. What is an antonym for *slow*? _____
3. What is an antonym for *shallow*? _____
4. What is an antonym for *cold*? _____

Write about the West. Include at least one adjective in each sentence.

Zoom in on Words



Teach Adjectives

Write the following sentence on the board: *My pet is a big dog.* Ask students to tell which word in the sentence is a describing word. (*big*) Remind students that words describing a person, place, or thing are adjectives. Using page 30, do the following:

- Read aloud the text and captions.
- Ask students to identify and define the adjectives.
- Then have students identify the noun that each adjective describes.

Teach Antonyms

Write the following sentence on the board: We have a _____ dog. Ask students to fill in the blank with the opposite of *big*. (*small, little*) Remind students that an antonym is a word that means the opposite of another word. Using page 31, do the following:

- Read aloud the text and captions.
- Have students identify the antonym pairs.
- Point out that each antonym on page 31 is also an adjective.

Extend Word Practice Optional

Use Colorful Adjectives

Distribute photos of natural wonders, or have partners examine photos in *Explore the West*. Ask partners to use adjectives to describe the things they see. Have students write and share a sentence that includes an adjective for each picture.

Match Antonyms

Create sets of cards of antonym pairs. Have partners match each antonym pair.

Independent Practice

Assign *Learning Masters, page 36*. Have students read their sentences aloud.

Build Language Skills for ELLs Optional

Teach High-Utility Words

Review the High-Utility Words. Have students find the sentences that use the words: *survive* (page 9); *products* (page 12); *traditions* (page 14); *climate* (page 18); *settlers* (page 18). Then create a chart like this one. Encourage students to find definitions and related words. Help students generate sentences by asking questions like these: How do animals *survive* in the desert? Why did people like San Francisco well enough to *settle* there?

Oral Language Skills

Have groups of students of mixed proficiency levels produce a commercial designed to encourage people to move to a state in the West. Encourage students to include Glossary Words and High-Utility Words. After students have assigned parts and practiced, have them perform the commercial. Choose from these options to allow students of various levels to participate:



High-Utility Words

Word	Definition	Sentence	Related Words
climate	the kind of weather a place usually has year after year	Costa Rica has a warm, wet climate.	climatology, climatologist
product	something that is made by hard work or skill	Our group's product is a poster about the West.	productive, production
settle	to stay in a new place and make a home there	The family moved from Cuba to settle in Florida.	settler, settlement
survive	to remain alive	It is difficult to survive in the desert.	survivor, survival
tradition	a belief or custom handed down from parents to children	On July Fourth, it is a tradition to have a picnic and fireworks.	traditional

Customize Instruction for ELLs

Newcomers/Beginning Have students provide sound effects and point out details on photos as a narrator talks about the state's attractions.

Developing Provide a language format such as the following to help students write a script: *There are many reasons to settle in [state in the West]. You'll enjoy the climate. It is [description]. You'll want to taste [kinds of foods]. You'll enjoy many traditions, including [names of traditions].*

Expanding/Bridging Have students perform as narrators for the commercial. Have them make the commercials more specific by choosing one detail about the West to focus on.

Lesson E *continued*

Learning Masters / page 37

Explore the West

Reading Expeditions: Language, Literacy & Vocabulary

RESEARCH AND WRITE

Name _____

Idea Organizer

Fill in this organizer as you research the transcontinental railroad.

The Transcontinental Railroad

The Beginning	The Work
Who built it?	Who were the workers?
Where and when did they start?	How did they build it?
	What problems did the workers have?
The Completion	The Effect
When was the transcontinental railroad completed?	How did the railroad change the country?
Where did the workers finish it?	An interesting fact:

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Research and Write



Have students read the Research and Write activity on page 32. Then guide their research and writing with these steps.

1 Prewriting

Plan the Research Distribute *Learning Masters, page 37*. Have students fill in the idea organizer as they conduct research. Encourage them to find historical photos and to add interesting details to their essay.

Point out classroom and library resources, including home-language materials, that students can use to research information. Visit www.ngschoolpub.org.

Organize Information Guide students to complete the idea organizer. Students can draw or collect images to support the information.

2 Drafting

Have students use their idea organizers to write drafts. Encourage them not to worry about mistakes. Show a completed sample of *Learning Masters, page 38* as a writing model. The model provides information about the building of the transcontinental railroad. Choose from these options to support students at various proficiency levels:

Writing Model

Title: Building the Transcontinental Railroad

In 1863, two railroad companies set out to cross North America with train tracks. The Central Pacific Railroad started in Sacramento, California. It moved east. The Union Pacific Railroad started in Omaha, Nebraska. It moved west. The two teams met in Promontory, Utah, to finish their work in 1869.

Learning Masters / page 38

Reading Expeditions: Language, Literacy & Vocabulary

Explore the West

Name _____

RESEARCH AND WRITE

Writing Frame

You have researched the transcontinental railroad. Use this writing frame to write about the building of the transcontinental railroad.

Title: _____

In _____, two railroad companies set out to cross _____ with train tracks. The _____ started in _____. It moved east. The _____ started in _____. It moved west. The two teams met in _____, to finish their work in _____. Many Chinese workers and Irish workers _____ (work they did). The transcontinental railroad _____ (effect).

Revising and Editing Checklist

When you **revise**, ask:

- Is my information clear?
- Can I add more details?

When you **edit**, ask:

- Did I begin end and sentences correctly?
- Did I spell words correctly?

Customize Instruction for ELLs

Newcomers/Beginning Allow students to take notes through a combination of home languages and drawings. Students may work with a more proficient partner to translate phrases and write labels or captions for their drawings.

Developing Have students write their drafts by filling in the writing frame on Learning Masters, page 38.

Expanding/Bridging Students can use the writing frame on Learning Masters, page 38 as a reference, but encourage them to write their drafts in their own words.

3 Revising and Editing

Encourage students to read their drafts aloud to you or to a partner. Have them use the Revising and Editing Checklist on *Learning Masters, page 38*. You or the partner can also suggest revisions. After students have marked corrections, have them rewrite the essay on a separate sheet of paper.

4 Sharing and Publishing

Encourage students to include historical photos in their essays and add captions and labels. Have students share their writing with options such as a classroom display, an oral report, or a videotaped presentation.

5 Assess Writing

Use the Scoring Rubric to evaluate students' writing based on their current level of English proficiency.

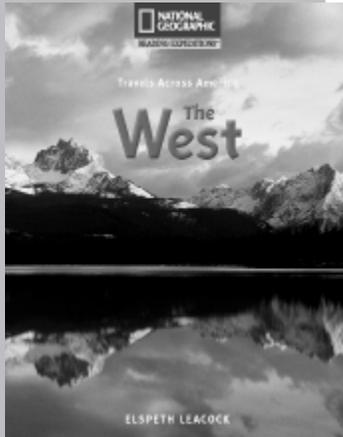
Scoring Rubric

Score	Newcomers/Beginning	Developing	Expanding/Bridging
5	<ul style="list-style-type: none">• Drawings show detailed information about the transcontinental railroad.• At least two details referring to the transcontinental railroad are included.• The work shows detailed information from the student's research.	<ul style="list-style-type: none">• The writing shows an appropriate use of the writing frame or another organizing structure.• The writing includes dates, places, and names related to the transcontinental railroad.• The writing shows detailed information from the student's research.	<ul style="list-style-type: none">• The writing shows a good organization of ideas.• The writing includes detailed information about the transcontinental railroad.• The writing shows detailed information from the student's research.• The writing shows a strong understanding of English grammar and spelling conventions.
3	<ul style="list-style-type: none">• Drawings show some general information about the building of the transcontinental railroad.• The writing includes at least one label or a complete sentence.• The work shows some information from the student's research.	<ul style="list-style-type: none">• The writing shows an attempt to use the writing frame or another organizing structure.• The writing includes some general references to the transcontinental railroad.• The writing shows some information from the student's research.	<ul style="list-style-type: none">• The writing shows some organization of ideas.• The writing includes only general information about the transcontinental railroad.• The writing shows some information from the student's research.• The writing shows some understanding of English grammar and spelling conventions.
1	<ul style="list-style-type: none">• Drawings do not refer to the transcontinental railroad.• Captions and labels do not relate to the building of the railroad.• The work shows little or no information from the student's research.	<ul style="list-style-type: none">• The writing does not use an organizing structure such as the writing frame.• The writing does not refer to the transcontinental railroad.• The writing shows little or no information from the student's research.	<ul style="list-style-type: none">• The writing shows little organization of ideas.• The writing does not relate to the transcontinental railroad.• The writing shows little or no information from the student's research.• The writing shows little understanding of English grammar and spelling conventions.

Read and Compare



Students can expand their knowledge of the West and explore new concepts by reading one or more of these National Geographic *Reading Expeditions* titles. For detailed lesson plans, visit www.ngschoolpub.org.



◀ **Summary** After reading an overview of the geography and natural wonders of the West, readers learn about the economy of the region. Economic references focus on mining, ranching, farming, and technology. *The West* also discusses attractions such as surfing, skiing, dogsledding, murals, and festivals. A concluding almanac provides facts about each state.

Connect Concepts These concepts will be familiar to students who have read *Explore the West*:

- economy of the region
- Iditarod
- geography of the region

Readability Level Fry 4.8



◀ **Summary** This book focuses on the history of the West, including Native Americans, Spanish missions, overland trails, and the Gold Rush. The final chapter discusses the history and acquisition of Alaska and Hawaii. *The West: Its History and People* includes photos of people important to the West's history.

Connect Concepts These concepts will be familiar to students who have read *Explore the West*:

- natural resources
- Spanish missions
- logging
- transcontinental railroad
- Gold Rush

Readability Level Fry 4.5



◀ **Summary** Students are introduced to attractions in the West, including the La Brea Tar Pits, Dinosaur National Monument, and Argo Mill. Hollywood's special effects are explored, and a native folktale tells how Crater Lake was formed. *The West Today* closes with an in-depth look at smoke jumpers and the work they do.

Connect Concepts These concepts will be familiar to students who have read *Explore the West*:

- natural wonders
- volcanoes
- panning for gold
- smoke jumpers

Readability Level Fry 4.2

Assess Learning

Choose from these options to measure students' mastery of the standards listed on page 104 of this guide:

Post-Test

Administer the Post-Test on *Learning Masters, page 45*. Accommodate students with varying levels of English proficiency as follows:

Customize Instruction for ELLs

Newcomers/Beginning Read each test item aloud, and allow extra time for students to respond. If the language is too challenging, have students complete only the first three items on the test. Allow them to respond orally to the third item.

Developing Read each test item aloud, and allow extra time for students to respond. Allow students to take this as an open-book test.

Expanding/Bridging Verify that students understand the directions before they complete the test independently. Have them answer the third item with a complete sentence.

Performance Assessment

Evaluate the oral and written work students have completed while reading *Explore the West*. Record observations of students' progress on the Progress Tracking Form, downloadable online.

Student Self-Assessment

To let students assess their own work, use the Self-Assessment Form downloadable online. You may assign one or more sections of the form, or let students choose which sections they want to complete.

Home Connection

The Family Focus letters on *Learning Masters, pages 39–40* summarize key concepts about the West. The Share and Learn activity provides an opportunity for family members to label states and discuss the West.

Learning Masters / page 45

Explore the West

Reading Expeditions: Language, Literacy & Vocabulary

ASSESSMENT Post-test

Name _____

Explore the West Post-Test

- Look at the map. Label the two unnamed states.
- Draw in the Rocky Mountains.
- Tell which states in the West touch the Pacific Ocean.



Write the letter of the correct definition next to each word.

- | | |
|-------------------|---|
| ___ 4. culture | a. having to do with trees and wood |
| ___ 5. technology | b. an industry that uses special knowledge to make things |
| ___ 6. timber | c. a way of life |
| ___ 7. region | d. an area, such as a group of states, with something in common |

Circle the letter of the correct answer.

- What is called the "Backbone of America"?

a. Pacific Ocean	c. city of San Francisco
b. Rocky Mountains	d. transcontinental railroad
- Where is the climate hot and dry?

a. in Alaska	c. in San Francisco
b. in the Rocky Mountains	d. in Death Valley
- What do people see when they go to San Francisco?

a. erupting volcanoes	c. cable cars and Chinatown
b. large cattle ranches	d. coyotes, snakes, and cactus plants

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Learning Masters / page 39

Reading Expeditions: Language, Literacy & Vocabulary

Explore the West

Name _____

FAMILY FOCUS

Dear Family,
Your child has been reading the book *Explore the West*. Use this page to talk with your child about the West, a region of the United States. Thank you.

- Key Ideas**
Your child has discussed these important ideas while reading *Explore the West*.
- The West has 11 states, including Alaska and Hawaii.
 - The West has wide open spaces. It has many big cities, too.
 - People moved to the West for many different reasons.
 - Many communities in the West have their own special traditions.

WORDS TO KNOW

culture a way of life
region an area, such as a group of states, with something in common
technology an industry that uses special knowledge to make things
timber having to do with trees and wood
transcontinental railroad a train line that crosses a large landmass such as America



Share and Learn

Study the map with your child. Ask your child to name each state and point out these landmarks: San Francisco, the Rocky Mountains, and the transcontinental railroad. Work together to add as many labels as you can to the map.

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Language, Literacy & Vocabulary!



Windows on Literacy®

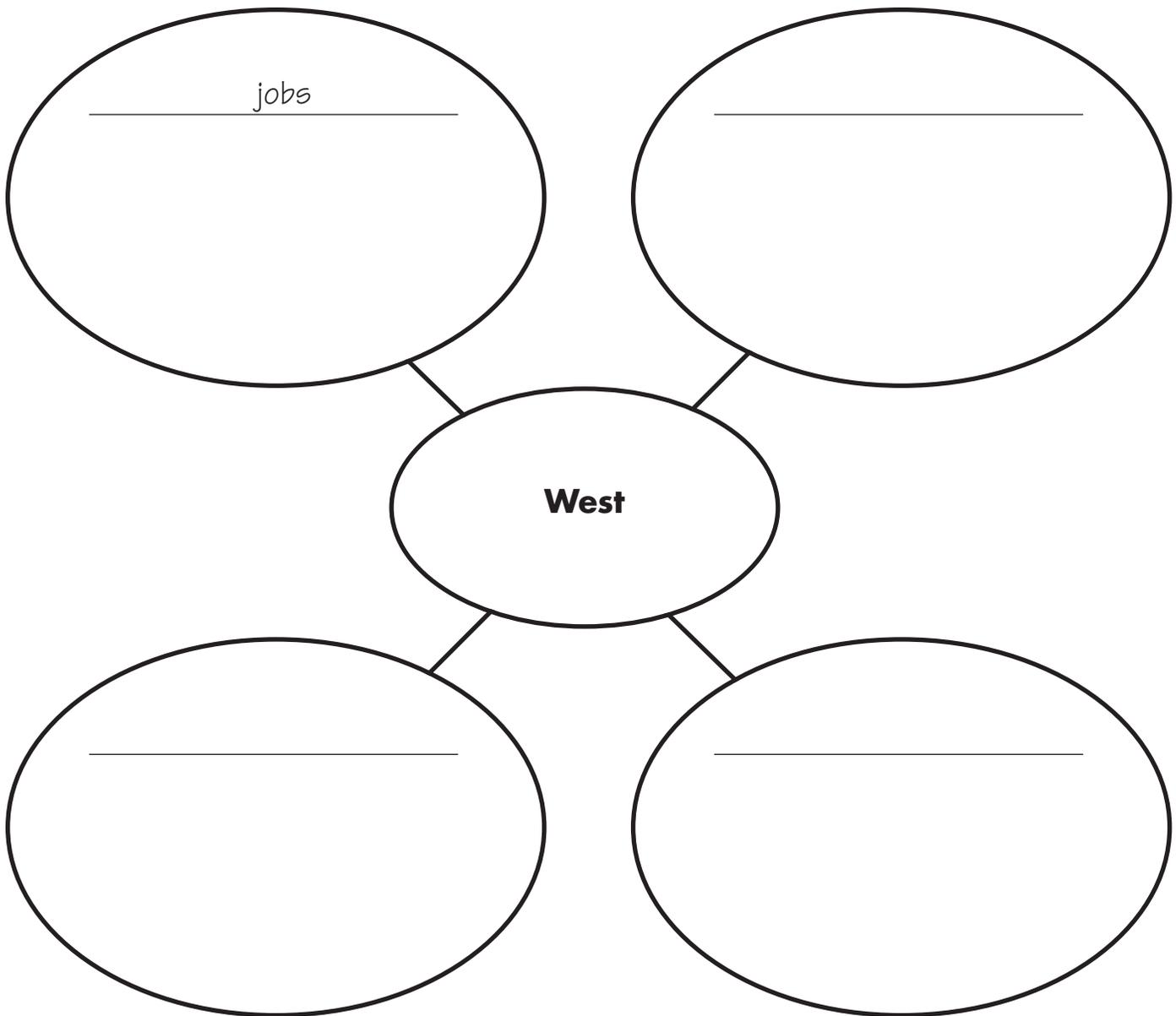
LEARNING MASTERS

Explore the West

Details Web About the West

Complete a details web about the West region.

- Choose four topics that you want to learn more about for the West. One topic might be jobs. Write the topics in the ovals.
- Add details to the ovals as you learn more about each topic.



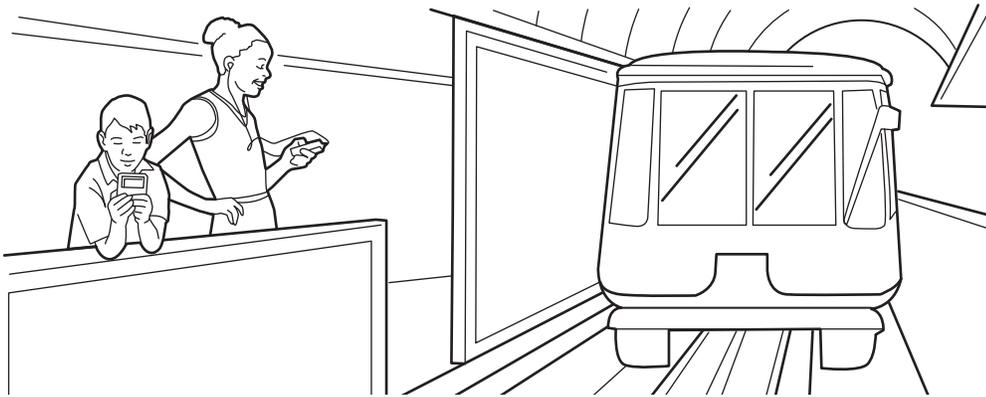
Name _____

BUILD BACKGROUND

Changing Times

Look at the picture.

- Read each sentence.
- Fill in each blank with a Key Concept Word.



KEY CONCEPT WORDS

- culture**
- region**
- technology**
- timber**
- transcontinental railroad**

1. Today, _____ includes the industry of computers and electronics.
2. Many computer parts are built in the _____ called the West.
3. Technology was simpler when people built the _____.
4. The _____ industry sold wood to the railroad companies.
5. Modern technology has changed our way of life, or our _____.

Write your own sentence about the picture.

Study Guide

Pages 6–7

Read Questions You Will Explore on page 6 of *Explore the West*. Write what you already know about each question.

Questions	What I Already Know About This
1. What brings people to the West?	
2. What makes the West special?	

Pages 8–11

Read about the West on pages 8–11 of *Explore the West*. Answer the questions.

3. Why are the Rocky Mountains called the “Backbone of America”?

4. How do some plants and animals survive the hot, dry weather of a desert?

5. What was discovered in California in 1848?

6. Why did people build the transcontinental railroad?

Name _____

UNDERSTAND THE BIG IDEA

Study Guide

Read about the West on pages 12–15. For each topic, tell what you learned. Draw a small picture in the left column for each topic.

Topic	What I Learned
1. timber	
2. technology	
3. the Iditarod	
4. a luau	

Stop and Think! What is life like in the West?

TAKE A CLOSER LOOK

Name _____

Study Guide

Pages 16–17

Read pages 16–17 of *Explore the West*. Answer the questions.

1. Look at the title of this section. Which city will you read about?

2. What is one question you have about this section of the book?

Pages 18–20

Read pages 18–20 of *Explore the West*. Write the name of the group of people who did these things.

3. They were the first group of people to live in the area that is now San Francisco.

4. In 1776, this group of people began to settle in the area that is now San Francisco. They built large cattle ranches.

5. In the early 1800s, this group of people traded with the Mexicans and Native Americans. Later, they built homes and started stores.

6. These people came to California to find gold. They are named after the year they came to California.

Name _____

TAKE A CLOSER LOOK

Study Guide

Page 21

Practice the Comprehension Strategy: Making Connections

Read page 21 of *Explore the West*. Think about your own experiences, something you have read, or other big ideas. Fill in the chart to make connections.

What I Read	What I Was Reminded Of
San Francisco was in ruins after the 1906 earthquake.	an earthquake not too long ago in California

Pages 22–23

Read pages 22–23 of *Explore the West*. Answer the questions.

1. Where do people who live in San Francisco come from?

2. Where in San Francisco is the Dragon Gate?

3. Why is San Francisco called the Gateway to the Pacific?

Stop and Think! Why did San Francisco grow into such a big city?

MAKE CONNECTIONS

Name _____

Summarize Key Concepts

Think about what you have learned about the West. Fill in the missing word for each key concept by choosing a word from the Word Box. Then give examples of each key concept. Use information from *Explore the West*.

WORD BOX

cities

reasons

states

traditions

1. The West has 11 _____, including Alaska and Hawaii.

Example: _____

2. The West has wide open spaces. It has many big _____, too.

Example: _____

3. People moved to the West for many different _____.

Example: _____

4. Many communities in the West have their own special _____.

Example: _____

Name _____

MAKE CONNECTIONS

Study Guide

Practice the Comprehension Strategy: Making Connections

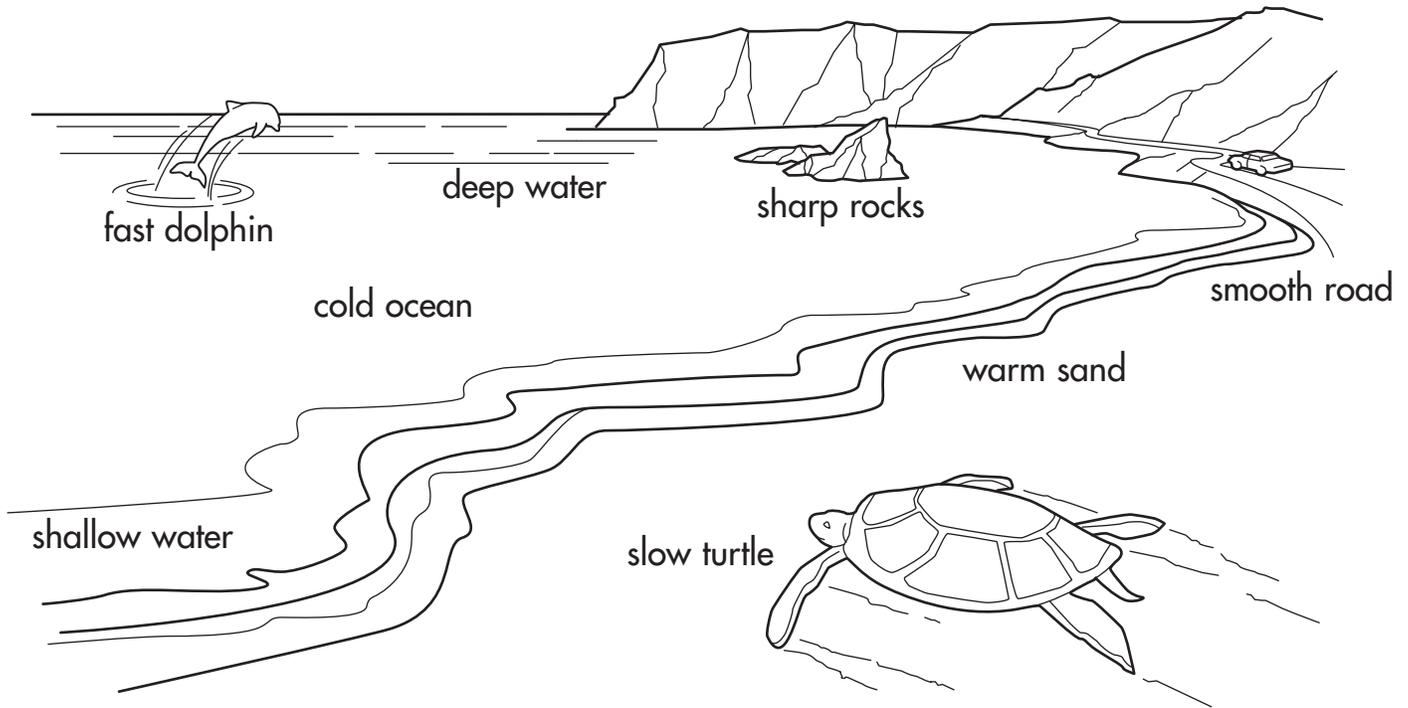
Read pages 26–29 of *Explore the West*. Make connections as you read.

Ask: *What did I read? What did it remind me of?* Fill in all three columns of the chart with connections you made.

Page	Connections to My Own Experiences	Connections to a Big Idea	Connections to Something I Have Read
26			
27			
28			
29			

Adjectives and Antonyms

Read the labels in the drawing. Circle the adjectives. Then answer the questions.



1. What is an antonym for *smooth*? _____
2. What is an antonym for *slow*? _____.
3. What is an antonym for *shallow*? _____
4. What is an antonym for *cold*? _____

Write about the West. Include at least one adjective in each sentence.

Name _____

RESEARCH AND WRITE

Idea Organizer

Fill in this organizer as you research the transcontinental railroad.

The Transcontinental Railroad

The Beginning	The Work
<p>Who built it?</p> <p>Where and when did they start?</p>	<p>Who were the workers?</p> <p>How did they build it?</p> <p>What problems did the workers have?</p>
The Completion	The Effect
<p>When was the transcontinental railroad completed?</p> <p>Where did the workers finish it?</p>	<p>How did the railroad change the country?</p> <p>An interesting fact:</p>

Writing Frame

You have researched the transcontinental railroad. Use this writing frame to write about the building of the transcontinental railroad.

Title: _____

In _____, two railroad companies set out to cross
(year)

_____ with train tracks. The
(name of continent)

_____ started in _____.
(name of railroad company) (city and state)

It moved east. The _____ started in
(name of the other railroad company)

_____. It moved west. The two teams met in
(city and state)

_____, to finish their work in _____. Many Chinese
(city and state) (year)

workers and Irish workers _____.
(work they did)

The transcontinental railroad _____.
(effect)

Name _____

FAMILY FOCUS

Dear Family,

Your child has been reading the book *Explore the West*. Use this page to talk with your child about the West, a region of the United States.

Thank you.

WORDS TO KNOW

- culture** a way of life
- region** an area, such as a group of states, with something in common
- technology** an industry that uses special knowledge to make things
- timber** having to do with trees and wood
- transcontinental railroad** a train line that crosses a large landmass such as America

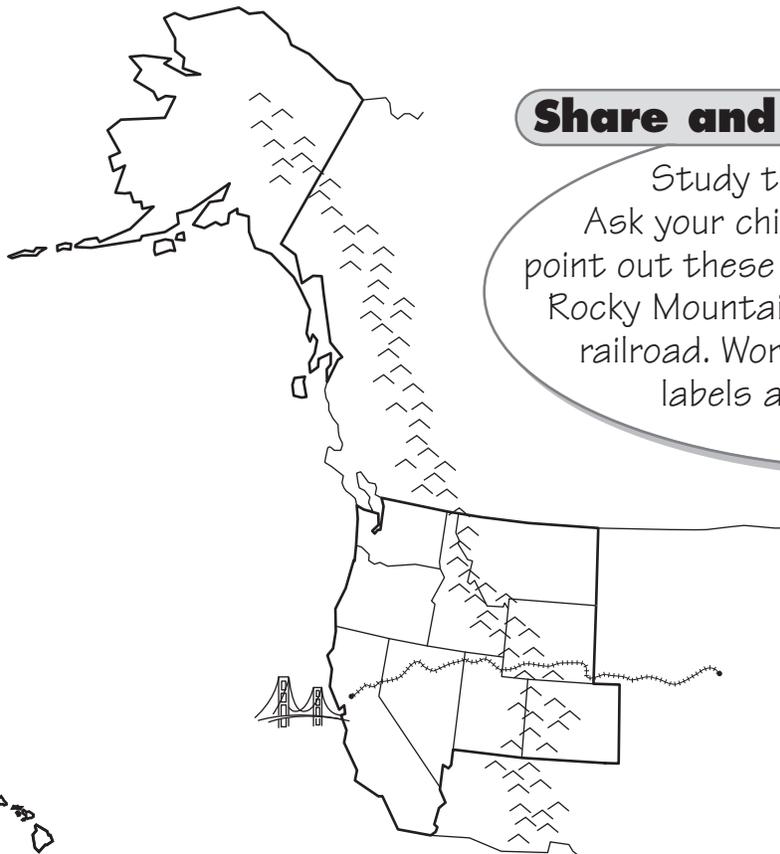
Key Ideas

Your child has discussed these important ideas while reading *Explore the West*.

- The West has 11 states, including Alaska and Hawaii.
- The West has wide open spaces. It has many big cities, too.
- People moved to the West for many different reasons.
- Many communities in the West have their own special traditions.

Share and Learn

Study the map with your child. Ask your child to name each state and point out these landmarks: San Francisco, the Rocky Mountains, and the transcontinental railroad. Work together to add as many labels as you can to the map.



ENFOQUE EN LA FAMILIA

Name _____

Estimada familia,

Su escolar está leyendo el libro *Explore the West* (*Explora el Oeste*). Favor de usar esta página para hablar con su escolar sobre el Oeste, una región de los Estados Unidos.

Gracias.

Ideas clave

Al leer *Explore the West* su escolar estudió estas ideas importantes.

- El Oeste tiene 11 estados, incluyendo Alaska y Hawaii.
- El Oeste tiene grandes espacios abiertos. También tiene muchas ciudades grandes.
- Mucha gente se trasladaron al Oeste por varias razones.
- Muchas comunidades del Oeste tienen sus propias tradiciones especiales.

VOCABULARIO

cultura (*culture*) manera de vivir

ferrocarril

transcontinental

(*transcontinental railroad*) ferrocarril

que atraviesa una gran extensión de tierra tal como América del Norte

madero

(*timber*) relacionado con los árboles y la madera

región (*region*) área,

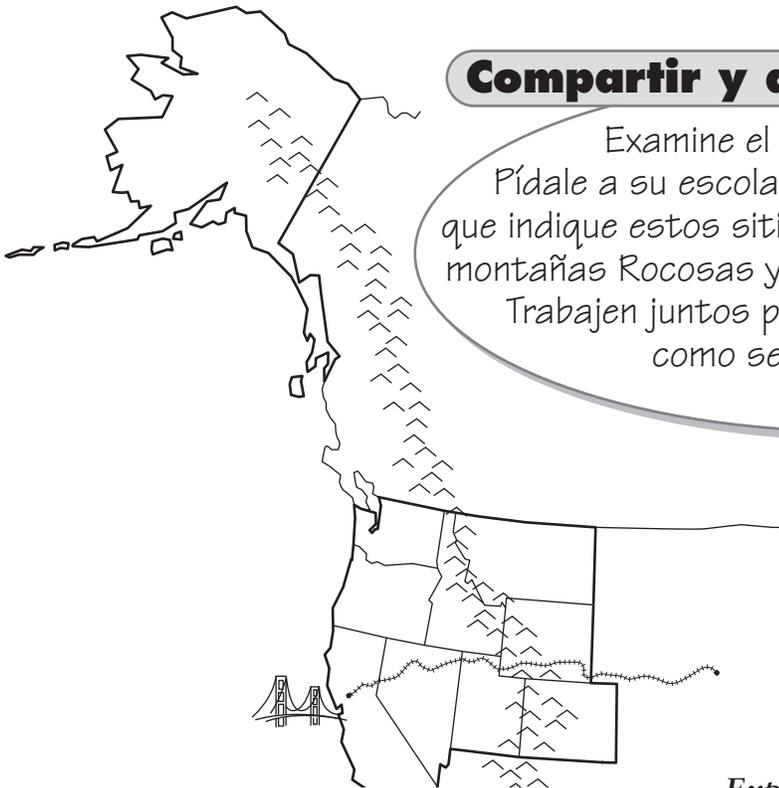
tal como un grupo de estados, que tiene algo en común

tecnología

(*technology*) industria que usa conocimiento especial para producir bienes

Compartir y aprender

Examine el mapa con su escolar. Pídale a su escolar que nombre cada estado y que indique estos sitios notables: San Francisco, las montañas Rocosas y el ferrocarril transcontinental. Trabajen juntos para agregar tantos rótulos como sea posible al mapa.



Language, Literacy & Vocabulary!



Windows on Literacy®

ASSESSMENTS

Explore the West

Answer Key

Pre-Test p. 43

1. Students should correctly label the *Pacific Ocean* on the left-hand side of the picture.
2. five
3. d
4. a
5. b
6. e
7. c
8. a
9. d
10. b

Post-Test p. 44

1. Students should correctly label *Hawaii, Alaska*.
2. A drawing of the Rocky Mountains should stretch from Alaska through Colorado.
3. Hawaii, Alaska, Washington, Oregon, California
4. c
5. b
6. a
7. d
8. b
9. d
10. c

Name _____

Explore the West Pre-Test

1. Look at the map of the West. Write the name of the ocean in the correct spot.
2. Tell how many states in the West touch the ocean.



Write the letter of the correct definition next to each word.

- | | |
|---------------------|---|
| _____ 3. technology | a. an area, such as a group of states, with something in common |
| _____ 4. region | b. a place that gets very little rain |
| _____ 5. desert | c. having to do with trees and wood |
| _____ 6. culture | d. an industry that uses special knowledge to make things |
| _____ 7. timber | e. a way of life |

Circle the letter of the correct answer.

8. What was discovered in California in 1848 that caused many people to rush to the state?

a. gold	c. timber
b. Rocky Mountains	d. transcontinental railroad
9. What is called the “Gateway to the Pacific”?

a. Rocky Mountains	c. Pacific Ocean
b. transcontinental railroad	d. city of San Francisco
10. What was the first train to cross America?

a. the Backbone of America	c. the Iditarod
b. the transcontinental railroad	d. the gold rush

Explore the West Post-Test

1. Look at the map. Label the two unnamed states.
2. Draw in the Rocky Mountains.
3. Tell which states in the West touch the Pacific Ocean.



Write the letter of the correct definition next to each word.

- | | |
|---------------------|---|
| _____ 4. culture | a. having to do with trees and wood |
| _____ 5. technology | b. an industry that uses special knowledge to make things |
| _____ 6. timber | c. a way of life |
| _____ 7. region | d. an area, such as a group of states, with something in common |

Circle the letter of the correct answer.

8. What is called the “Backbone of America”?

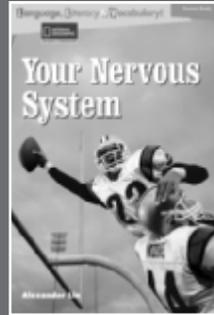
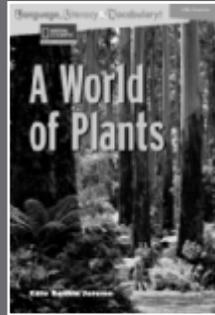
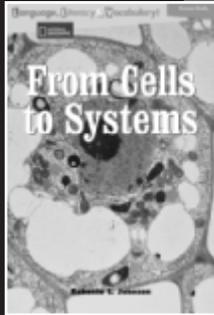
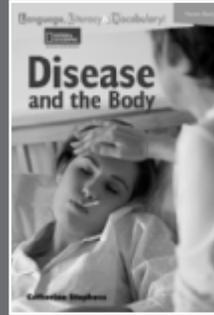
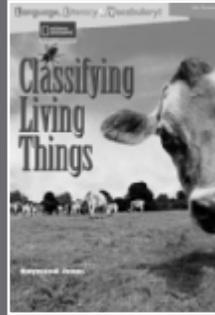
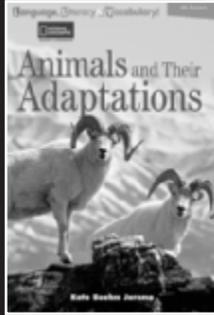
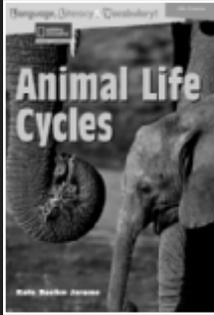
a. Pacific Ocean	c. city of San Francisco
b. Rocky Mountains	d. transcontinental railroad

9. Where is the climate hot and dry?

a. in Alaska	c. in San Francisco
b. in the Rocky Mountains	d. in Death Valley

10. What do people see when they go to San Francisco?

a. erupting volcanoes	c. cable cars and Chinatown
b. large cattle ranches	d. coyotes, snakes, and cactus plants



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