

Name _____

Family Times

Summary

Hurry Freedom

African Americans were among the thousands of people who traveled to California during the Gold Rush of 1849. Some came from northern states as free people. Many others were brought west as slaves. A number of black men and women who had no choice about the journey still managed to pursue opportunity in a new land that held the dream of riches for people from around the world. Fortune was on the minds of some African Americans, but freedom was the true gold.

Activity

A New Life Pretend that you have just bought yourself out of slavery in California. You have very little money and just the torn clothes on your back. You could try mining for gold, but it's getting harder to find every day. Also, you miss your family back East, most of whom are still slaves. Write two lists on a piece of paper. One is a list of your goals. The other is a "to do" list of the steps you plan to take to accomplish those goals.

Goals	To Do
~~~~~	~~~~~
~~~~~	~~~~~
~~~~~	~~~~~
~~~~~	~~~~~
~~~~~	~~~~~
~~~~~	~~~~~

Comprehension Skill

Author's Purpose

The **author's purpose** is the reason or reasons the author has for writing. An author may write to persuade, to inform, to entertain, or to express ideas and feelings.

Activity

On Purpose Write the four different purposes for writing on four small pieces of paper. Fold them up and place them in a bowl. Choose a piece of paper and write a paragraph that meets the purpose written on the paper. Ask your friends or family to join you and pick a paper for themselves.

Lesson Vocabulary

Words to Know

Knowing the meaning of these words is important to reading *Hurry Freedom*. Practice using these words.

Vocabulary Words

accounts descriptions of events

assortment a collection of mixed items

contractor a person who does work for a certain price and amount of time

distinction something that makes someone different or special

employment work done for pay

hardware tools used in building

wages money given for work

Conventions

Imperative and Exclamatory Sentences

An **imperative sentence** gives a command or makes a request. The speaker of an imperative sentence wants the listener to do something. It ends with a period. *For example: Go play outside.* An **exclamatory sentence** shows strong feeling. It ends with an exclamation point. *For example: You really frightened me!*

Activity

Finishing Sentences Write two imperative sentences and two exclamatory sentences, but leave off the end punctuation. Take turns with a family member reading each sentence out loud as though it ended with an exclamation point. Then read each sentence as though it ended with a period. Discuss how the end punctuation changes each sentence.

Practice Tested Spelling Words

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Name _____

Author's Purpose

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Directions Read the passage below. Use the graphic organizer to keep track of the author's purpose before and during reading, and then answer the last question.

<p>Stagecoach Mary, Tough as Iron</p> <p>In 1885, Mary Fields headed west, looking for adventure. She was 53 years old and a former slave. She had no education, but she stood over six feet tall and weighed over two hundred pounds. She wasn't shy about defending herself. In fact, she was said to have knocked down</p>	<p>dangerous men with one punch. Mary took jobs delivering mail by mule, and then driving a stagecoach. Armed with six-shooters and rifles, she did her job, despite the challenges of the "Wild West." She braved the weather during heat and blizzards. Outlaws and wild animals learned to leave "Stagecoach Mary" alone.</p>
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	Author's Purpose	Why do you think so?
Before you read: What do you think it will be?	1.	2.
As you read: What do you think it is?	3.	4.

5. Do you think the author met his or her purpose? Why or why not?

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Home Activity Your child identified the author's purpose in a passage. Work with your child to identify the author's purpose in an editorial in the newspaper.

Name _____

Vocabulary

Directions Choose the word from the box that best matches each definition. Write the word on the line to the left.

- _____ 1. money given for work
- _____ 2. work performed in exchange for payment
- _____ 3. descriptions of events
- _____ 4. tools, fixtures, or fasteners
- _____ 5. a collection of mixed items

Check the Words You Know

___accounts
 ___assortment
 ___contractor
 ___distinction
 ___employment
 ___hardware
 ___wages

Directions Choose the word from the box that best completes each statement. Write the word on the line shown to the left.

- _____ 6. The miners, tired of low _____ and dangerous work, decided to quit.
- _____ 7. Josh had the _____ of being the only chef in town trained in France.
- _____ 8. Mr. White inspected the damage and decided to call a _____ to repair the roof.
- _____ 9. _____ of Tony's travels across the country seemed exaggerated, but they were in fact all true.
- _____ 10. Locks and hinges are _____.

Write a Journal Entry

On a separate sheet of paper, write a journal entry you might make if you were working on the transcontinental railroad in the 1860s. Use as many vocabulary words as you can.



Home Activity Your child identified and used words from the story *Hurry Freedom*. With your child, imagine that you have a relative who joined the California Gold Rush. Write a letter together to this relative asking about life out West. Use as many vocabulary words as you can.

Name _____

Vocabulary • Root Words

- Dictionary definitions often include an explanation of **root words**, the parts of words that hold the main ideas.
- Root words come from many other languages, especially Greek and Latin.
- The word *transmit*, for example, is formed from the Latin root word *mit*, meaning “to send.”

Directions Read the passage. Then, using context clues and meanings of the root words below, write the underlined words next to their definitions.

I got to California in 1849 and knew I didn't want to be a miner. Standing knee-deep in frigid streams wasn't my idea of fun. Besides, there was too much money to accumulate by selling durable goods to the miners. I opened a store in my mining camp and quickly dominated the business. I sold tools and other necessities, such as lamp oil, which the miners needed to illuminate their tents at night.

Many miners couldn't read. They paid me to write letters to their families that they dictated to me. This became a very lucrative business. Then I realized that if miners needed the supplies that I imported from back East, maybe people in cities such as New York and Boston wanted items I could export from California. Soon, a wagon rolling in any direction meant money to me!

frig frost
cumul mass, heap

lumin light
dict speak

dura hard, lasting
domin master

lucra gain
port carry

- _____ 1. profitable, creating wealth
- _____ 2. able to last a long time; rugged
- _____ 3. extremely cold
- _____ 4. to take or send to another place to sell
- _____ 5. to fill with light
- _____ 6. to speak for another person to write
- _____ 7. to command, control, or rule over
- _____ 8. to gather in a pile over a period of time

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Home Activity Your child identified definitions of words in a passage by using root words. With your child, pick out common objects around the home. Use a dictionary to make a list of root words that make up the names of these objects.

Name _____

Cause and Effect

Directions Read the article. Then answer the questions below.

The Gold Rush of 1849 brought opportunities to the people who came to California. Opportunity, unfortunately, often came with a price. As gold became harder to find in streams, methods of mining became more destructive. Large hoses using water tore down hills. Many beautiful places were stripped of all trees and plants. People fought with each other for the nuggets that remained.

The greed of some white miners caused them to try to force out miners from different ethnic groups. African American, Hispanic, and Chinese people were targets of violence. Native Americans were treated with hostility, and they faced another threat. Diseases brought from other parts of the country and world killed thousands of Native Americans.

1. Why did miners start using destructive methods of mining?

2. What was the effect of more people coming to California to search for gold?

3. How were African American, Hispanic, and Chinese miners affected by greed?

4. How did disease affect people in California?

5. Explain what effect gold has on people.

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Home Activity Your child read an article and answered questions about cause and effect. Read a short story with your child. Ask your child to identify causes and effects in the story.

Name _____

Author's Purpose

- The **author's purpose** is the reason or reasons the author has for writing.
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Directions Read the following passage. Then answer the questions below.

Now that San Francisco has entered a new century, we should think about the future. We have grown since 1849. Maybe we have grown too large, too quickly. Neighborhoods have sprung up everywhere full of poorly built shacks. They are a fire hazard! If a fire started in San Francisco, the whole city could go up in flames. I believe we need to act now to make necessary improvements for the city's safety.

Our fire department needs more tools to be effective. Also, during fires, criminals steal all they can. Our police aren't prepared to protect people in a disaster. Our roads are in terrible shape. During a fire, horses need to be able to pull water-wagons through the streets. People laugh at the suggestion that these improvements are needed. They complain that improvements will cost money. But if we do a little at a time, we can be prepared for any major emergency by 1905.

1. What is most likely the author's purpose of the passage?

2. Which sentence helps identify the author's purpose?

3. What improvements does the author believe are needed?

4. Do you think the author met his or her purpose? Why or why not?



Home Activity Your child identified the author's purpose in a passage. Have your child write a short newspaper article with a clear purpose in mind. See if you can determine your child's purpose after reading the article.

Name _____

Author's Purpose

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Directions Read the passage below. Use the graphic organizer to keep track of the author's purpose before and during reading. Then answer the last question.

Frontiers in Friendship

Even though many African Americans earned money in California to buy their freedom, some had to go back to slavery. Some slaves who bought their freedom and had papers to prove it were "recaptured" by their former owners. Many white people in California were disgusted by this unfair situation.

Stephen Hill, a former slave, sat in jail. His "freedom papers" had been stolen, and he was to be returned to Arkansas. White friends broke him out of jail and helped him escape to the North. Even before the Civil War ended, white and black Americans, together, forced many laws that were unfair to African Americans to change.

	Author's Purpose	Why do you think so?
Before you read: What do you think it will be?	1. _____ _____ _____	2. I looked at the _____ It helps _____ _____ _____
As you read: What do you think it is?	3. to inform us _____ _____ _____	4. _____ _____ _____

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5. Do you think that the author met his or her purpose? Why or why not?



Home Activity Your child identified the author's purpose in a passage. Read an article or short story with your child. Ask your child the author's purpose before, during, and after reading.

Name _____

Skim and Scan

To **scan** is to move one's eyes quickly down the page, seeking key words and phrases. Scanning is used to find out if a resource will answer a reader's questions. Once the reader has scanned a document, he or she might go back and skim it.

To **skim** a document is to read the first and last paragraphs as well as using headings and other organizers as you move down the page. You might also read the first sentence of each paragraph. Skimming is used to quickly identify the main idea, or sometimes to find information you need without reading the document word for word.

Directions Scan the passage to answer the questions below.

Opportunities for African Americans.

Many black people found jobs in California. Hundreds began arriving from all over the country after 1850.

Earning money for freedom. The chance to earn more money than they could in other places led many people west. With extra money, people who were enslaved could buy their freedom. People who were already free often worked to buy their relatives' freedom. It was not unusual for a slave to earn enough for his or her freedom after just a few months.

Examples of success. Mifflin Gibbs of Philadelphia went from being penniless

to earning nearly \$2,000 in nine months. George Washington Dennis once earned 50 cents a day. After moving to California, he began making \$225 a day. Alvin Coffey worked and saved more than \$5,000 in eight months.

Hard times. Some people, like Alvin Coffey, earned a lot of money only to have their money stolen. Others arrived in San Francisco with no place to live and no money to buy food. Most white people wouldn't work with blacks. Many bosses required their employees to have tools, which were expensive. Not everyone who came to San Francisco struck it rich.

1. When you scan this passage, what helps you find specific information?

2. In which paragraph would you find out about difficulties that blacks faced?

3. In which paragraph would you find out the main reason many blacks moved west?

4. In which paragraph would you find stories of people who have struck it rich?

Name _____

Directions Skim this letter to answer the questions below.

Dear Mr. Gibbs,

I am a student at Merriwether High School in Philadelphia, Pennsylvania. My class is studying the California Gold Rush of the 1850s and our teacher told us about your trip out west.

I can hardly imagine a six-month journey by boat, mule, and foot to reach San Francisco. Today the trip takes about four hours by plane. I think I would have gotten tired and lonely. I would have missed Philadelphia and my family.

But it must have been an amazing trip.

Was it exciting to see Panama? What was it like to meet people who spoke a different language? What was it like to see San Francisco for the first time? I think I would have liked seeing a new city.

I wonder if you were ever scared. Did you worry about discrimination? Did you worry about finding a good job?

I can't wait to learn more about all of your experiences.

Sincerely,
Simon

5. What is a good way to skim this letter?

6. What is the purpose of this letter?

7. What methods did Mr. Gibbs use to travel to San Francisco?

8. Where does Simon live?

9. Does Simon think Mr. Gibbs had an exciting trip? What in the letter gave you that impression?



Home Activity Your child learned about scanning and skimming to help find a main idea or information. Look at a newspaper or magazine article with your child and have him or her skim it to find the main idea. Then ask your child to scan it for a particular piece of information.