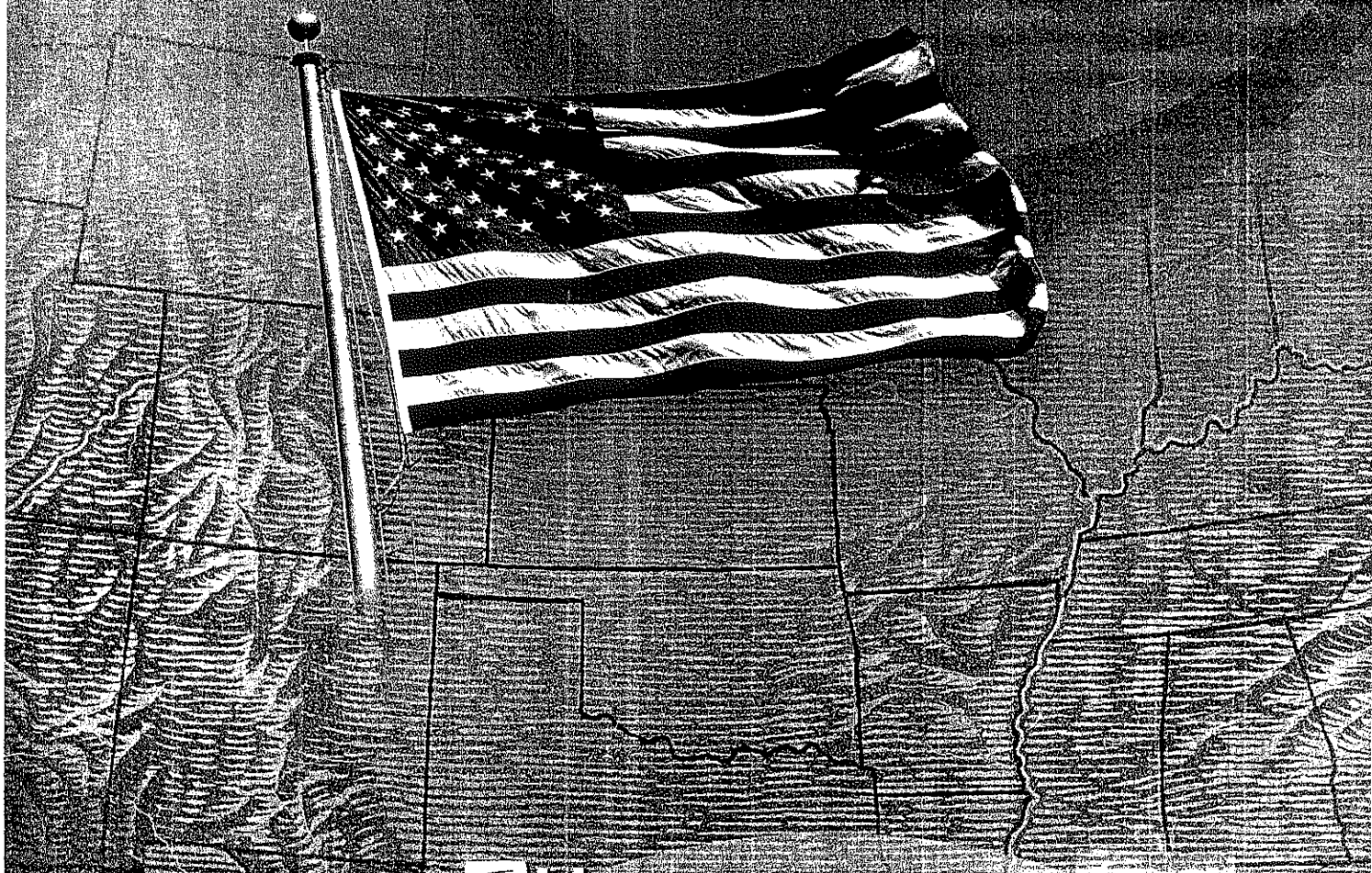


THE WEST

CHAPTER 12 – EXPLORING THE WEST

HARCOURT
SOCIAL
Studies

States and Regions



 **Harcourt**
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4th Grade

2007

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STATES AND REGIONS

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- TEI1 Teacher Edition Index
Bibliography: Confirmed
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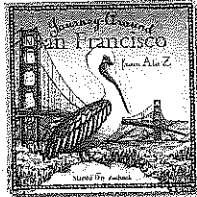


Independent Reading

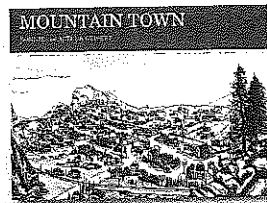
BASIC



Kramer, S. A. *Wagon Train*. Grosset and Dunlap, 1997. This story follows one family as they travel from Missouri to California in 1848.

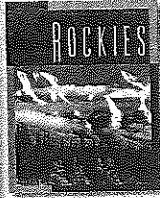


Zschock, Martha. *Journey Around San Francisco from A to Z*. Commonwealth Editions, 2003. A pelican takes readers on a tour of San Francisco.

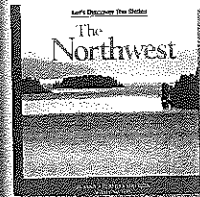


Geisert, Bonnie. *Mountain Town*. Houghton Mifflin 2000. In the course of narrating a year in the life of a small town in the Rockies, this book describes the area's geography, history, economy, and more.

PROFICIENT



Somervill, Barbara A. *The Rugged Rockies*. Child's World, 2004. This overview of the geography of the Rocky Mountains covers their formation, ecosystems, and people.



Aylesworth, Thomas G., and Aylesworth, Virginia L. *The Northwest: Alaska, Idaho, Oregon, Washington*. Chelsea House Publications, 1995. The authors explore the geography, history, and peoples of the Northwest.



Levine, Ellen. *If You Traveled West in a Covered Wagon*. Scholastic Paperbacks, 1992. This book gives details about what it was like to follow the Oregon Trail in the 1840s.

ADVANCED



Gregory, Kristiana. *The Great Railroad Race: The Diary of Libby West*. Scholastic Inc., 1999. This book describes the building of the transcontinental railroad through the diary entries of a girl whose family is traveling with the railroad builders so that her reporter father can write about their progress.



Lohse, Joyce B. *Justina Ford, Medical Pioneer*. Filter Press, 2004. This biography features the first African American woman to practice medicine in Colorado.



Ann Heinrichs. *California*. Children's Press, 1998. This portrait of the largest state covers its geography, history, economy, peoples, and more.

Additional books also are recommended at point of use throughout the unit. Note that information, while correct at time of publication, is subject to change.

For information about ordering these trade books, visit www.harcourtschool.com/ss1

Chapter 12 Planning Guide

Express Path





See each Lesson for an **EXPRESS PATH** to teach main ideas.

Exploring the West

THE BIG IDEA

As the largest of the five regions of the United States, the West is a region of diversity.

LESSON	PACING	OBJECTIVES
Introduce the Chapter Study Skills: Pose Questions p. 372 Chapter 12 Preview p. 373	1 DAY	<ul style="list-style-type: none">■ Use questioning to improve reading comprehension.■ Organize information on a chart.
1 Geography of the West pp. 374–379  WHAT TO KNOW What landforms and natural resources does the West have? MAP AND GLOBE SKILLS Read a Time Zone Map pp. 380–381	3 DAYS 1 DAY	<ul style="list-style-type: none">■ Describe the landforms and natural resources of the West.■ Analyze a time zone map.■ Compare time in different parts of the United States.
2 Early History of the West pp. 382–387  WHAT TO KNOW Why did settlers move to the West? Primary Source Gold Miners pp. 388–389	3 DAYS 1 DAY	<ul style="list-style-type: none">■ Describe Native Americans of the West.■ Explain why settlers moved to the West.■ Understand the lives of miners during the gold rushes of the 1800s.■ Examine artifacts used by miners.

TIME MANAGEMENT

3 WEEKS


WEEK 1		WEEK 2	WEEK 3	
Introduce the Chapter	Lesson 1	Lesson 2	Lesson 3	Chapter Review

READING SUPPORT VOCABULARY

REACH ALL LEARNERS


INTEGRATE LEARNING

RESOURCES

 Reading Social Studies
Generalize,
 Review the Unit 6 Reading Social Studies Focus Skill, pp. 366–367

Leveled Practice, p. 372

- Social Studies in Action: Resources for the Classroom
- Primary Source Collection
- Music CD
- Interactive Map
- Transparencies
- Interactive Desk Map
- Intermediate Atlas
- Interactive Atlas
- TimeLinks: Interactive Time Line
- Study Skills Transparency 12
- Unit 6 Audiotext
- Internet Resources

 Reading Social Studies
Generalize,
 pp. 375, 376, 377, 379

Vocabulary Power:
 Word Origins, p. 376

- Continental Divide** p. 374
- volcano** p. 376
- lava** p. 376
- crater** p. 376
- earthquake** p. 376
- fault** p. 376
- timberline** p. 377


ENGLISH LANGUAGE LEARNERS, pp. 375, 376

Leveled Practice, p. 378

Science
 Volcanoes, p. 376

- Homework and Practice Book, pp. 103–105
- Reading Support and Intervention, pp. 126–129
- Success for English Learners, pp. 131–134
- Vocabulary Transparency 6-12-1
- Focus Skills Transparency 6
- Generalize Graphic Organizer Write-On/ Wipe-Off Card
- Social Studies Skills Transparency 6-1
- Intermediate Atlas
- Unit 6 Audiotext
- CD collection
- Internet Resources

Leveled Practice, p. 381

 Reading Social Studies
Generalize,
 pp. 383, 384, 387

Vocabulary Power:
 Word Origins, p. 385

- barrier** p. 384
- wagon train** p. 385
- forty-niner** p. 385
- boomtown** p. 385
- telegraph** p. 386
- transcontinental railroad** p. 386

ENGLISH LANGUAGE LEARNERS, p. 383


Advanced, p. 384

Leveled Practice, p. 386

Special Needs, p. 389

- Homework and Practice Book, pp. 106–107
- Reading Support and Intervention, pp. 130–133
- Success for English Learners, pp. 135–138
- Vocabulary Transparency 6-12-2
- Focus Skills Transparency 6
- Generalize Graphic Organizer Write-On/ Wipe-Off Card
- Intermediate Atlas
- Unit 6 Audiotext
- CD collection
- Internet Resources

Chapter 12 Planning Guide

LESSON	PACING	OBJECTIVES
<p>3 Environment of the West pp. 390–394</p> <p> WHAT TO KNOW</p> <p>How do people in the West use and protect the environment?</p>	<p>2 DAYS</p>	<ul style="list-style-type: none">■ Describe how people use the West's land and waterways today.■ Identify ways in which people in the West protect the environment.
<p>Biography: Margaret Murie p. 395</p>	<p>1 DAY</p>	<ul style="list-style-type: none">■ Examine the life of Margaret Murie and her work to protect the environment of the West.
<p>Points of View How Should Public Lands Be Used? pp. 396–397</p>	<p>1 DAY</p>	<ul style="list-style-type: none">■ Analyze differing points of view about how public land should be used.
<p>Chapter Review pp. 398–399</p>	<p>1 DAY</p>	

**READING SUPPORT
VOCABULARY**



Reading Social Studies
Generalize,
p. 391, 394

Vocabulary Power:
Prefixes, p. 392
Antonyms, p. 396

public land p. 391
hydroelectricity p. 392
ecosystem p. 393

**REACH ALL
LEARNERS**

**ENGLISH LANGUAGE
LEARNERS, pp. 391**

Leveled Practice, p. 393

Leveled Practice, p. 397

**INTEGRATE
Learning**

RESOURCES

- Homework and Practice Book, pp. 108–109
- Reading Support and Intervention, pp. 134–137
- Success for English Learners, pp. 139–142
- Vocabulary Transparency 6-12-3
- Focus Skills Transparency 6
- Generalize Graphic Organizer Write-On/ Wipe-Off Card
- Multimedia Biography CD
- Unit 6 Audiotext CD collection
- Internet Resources



Reading Social Studies
Generalize,
p. 398

- Homework and Practice Book, pp. 110–112
- Assessment Program, Chapter 12 Test, pp. 113–116

Homework and Practice Book

LESSON 1

Name _____ Date _____

Geography of the West

DIRECTIONS Use the terms in the word bank to complete the sentences about the geography of the West.

Death Valley earthquakes	volcanoes Prospect Creek	Continental Divide Rocky Mountains
-----------------------------	-----------------------------	---------------------------------------

- The Rocky Mountains run through North America from north to south.
- An imaginary line that runs along the peaks of the Rocky Mountains is the Continental Divide.
- The lowest point in North America is in Death Valley, California.
- Some places in the West have active volcanoes today.
- Movements that occur along faults are earthquakes.
- The nation's coldest place is Prospect Creek, Alaska.

DIRECTIONS Use a pencil or marker to shade states in the West on the map below.



SKILL PRACTICE

Name _____ Date _____

Skills: Use Latitude and Longitude

DIRECTIONS Jeanine wrote a letter to her best friend, Luisa. Since they both like detective stories, she decided to write her message in code. Jeanine used latitude and longitude to tell about her trip. Study the map on page 3, and read Jeanine's letter below. Identify the place near each of the lines of latitude and longitude in Jeanine's message. Write the name of the place in the blank.

Dear Luisa,

I know how much you like being a "detective"! Use a map, and see if you can figure out where my family and I went on our trip!

As you know, we started out from a city near 34°N, 118°W,

Los Angeles

Bakersfield

first night—in a city near 35°N, 119°W,

with my cousins. The next day, we drove to a city near 37°N, 120°W,

Fresno

Yosemite National Park

went on to a national park near 38°N, 119°W,

That is an awesome place!

From there, it was on to the city near 38°N, 122°W,

San Francisco

We spent two days sightseeing there. Then we

took the long trip to see a place near 41°N, 122°W, Mount Shasta

You might say that was the "high point" of our vacation!

When we started back home, we stopped for a day in a city near 39°N, 122°W,

Sacramento

Then we got up early and drove to a place

near 36°N, 117°W, Death Valley National Park. Even though this was

the "low point" of our trip, it was still a hot spot! From there, we went to

Sequoia National Park, a national park near 36°N, 119°W. I was

there once before and I still really like it. On our last day, we drove past

Edwards Air Force Base, near 35°N, 118°W, and finally came home.

What a great state I live in!

Your friend,

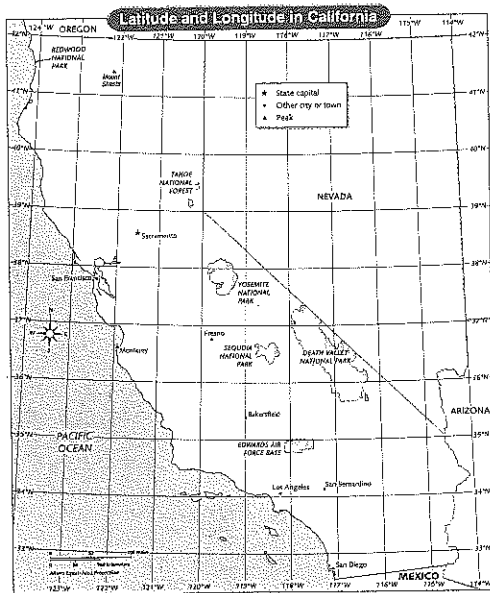
Jeanine

(continued)

CALIFORNIA STANDARDS HSS 4.1, 4.1.1, 4.1.2; CS 4

SKILL PRACTICE

Name _____ Date _____



LESSON 2

Name _____ Date _____

The Regions of California

DIRECTIONS Read the sentences listed below. Decide which of California's four natural regions each sentence describes. Write C for Coastal Region, CV for Central Valley Region, M for Mountain Region, or D for Desert Region.

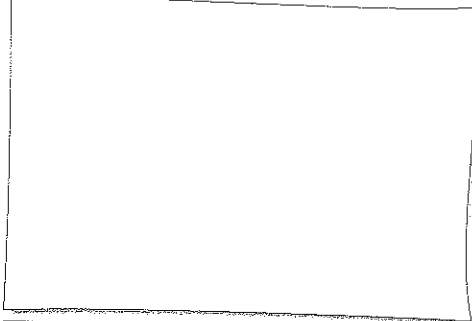
- D Death Valley is located in this region.
- C This region stretches for more than 800 miles along the Pacific Ocean.
- M The volcano named Mount Shasta is located in this region.
- M Lake Tahoe is located in this region.
- C San Diego Bay is located in this region.
- CV Fertile soil from the Sierra Nevada has washed into this region.
- M The Sierra Nevada range is located in this region.
- D The Coachella Valley is located in this region.
- C The Channel Islands are located in this region.
- D The Salton Sea is located in this region.
- M Ribbon Falls, North America's highest waterfall, is located in this region.
- CV This region lies between the Coast Ranges and the Sierra Nevada.
- CV Sacramento is located in this region.
- C Mountains in this region drop sharply into the ocean, forming steep cliffs.
- D Irrigation has been used to water farmland in this region.

CALIFORNIA STANDARDS HSS 4.1, 4.1.3, 4.1.4; HI 2

LESSON 2

Name _____ Date _____

Directions Imagine that you are part of a Chinook trading family. Draw a picture that shows five items you have to trade. Then write a paragraph that describes your pictures and tells how you get or make the things you trade.



Possible Response: My family trades dried salmon, berries, canoes, bear skins, and deer skins. We catch salmon in the river and gather berries in the forest. My father and brothers make canoes. They hunt bears and deer in the forest.

LESSON 3

Name _____ Date _____

Environment of the West

Directions Answer these questions about the West's environment.

- Why is the environment important to the West's economy?
Natural resources are needed for the region's many industries.
- Who decides how public lands and resources will be used?
Today, the United States government manages much of the West's resource-rich land.
- How do dams help control flooding?
They hold back floodwaters. The water can be released slowly, instead of all at once, to reduce flooding.
- How does a fish ladder protect the environment? A fish ladder allows salmon to get over dams so that they can reach the place where they lay their eggs. This protects salmon from becoming extinct.
- What is the main purpose of national parks and national forests?
They are set aside to protect plants and animals.

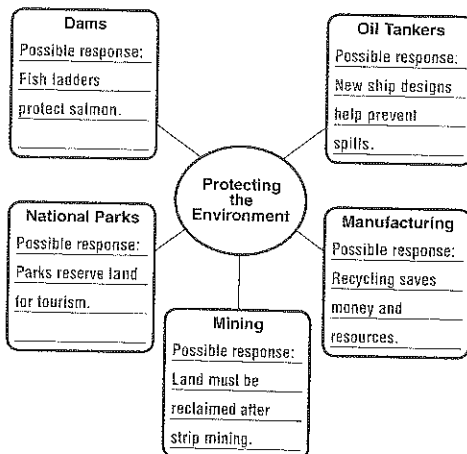


(continued)

LESSON 3

Name _____ Date _____

Directions Complete the graphic organizer to show what you learned about the role of industry in protecting the environment.



STUDY GUIDE

Name _____ Date _____

Study Guide

Directions Fill in the missing information in these paragraphs about the West. Use the terms below.

Lesson 1	Lesson 2	Lesson 3
volcanoes	wagon trains	ecosystems
earthquakes	barrier	public land
faults	boomtowns	logging
craters	pass	oil spills
lava	forty-niners	national forests

Lesson 1 The West is a region of mountains. Some of the West's mountains are _____ volcanoes _____. The mountains were created when _____ lava _____ flowed on Earth's surface. The tops of some mountains formed _____ craters _____ when eruptions blasted away rock.

The West also is known for _____ earthquakes _____. They occur most often along _____ faults _____ on the Pacific Coast.

(continued)

STUDY GUIDE

Name _____ Date _____

Lesson 2 The steep Rocky Mountains were a natural barrier to settlement of the West. When trappers found a pass through the mountains, westward travel increased. Thousands of settlers joined wagon trains heading to the Oregon Country. Then workers discovered gold in California. Forty-niners poured into the area. Gold was found in other parts of the West, too. With each new discovery, miners arrived and created boomtowns.

Lesson 3 The West has millions of acres of public land. Some of this land is set aside as national forests. People rent some of the land for economic activities such as logging and mining. Such economic activities can harm ecosystems. People work to protect the environment from harm. For example, they preserve some forests. They also try to prevent oil spills.

CHAPTER 12 REVIEW

Name _____ Date _____

Summarize the Chapter

Generalize Complete the graphic organizers to show that you understand how to make generalizations about the West.

Facts

The West has the nation's hottest and coldest places.	The West has the nation's driest and wettest places.	The West has the nation's highest and lowest places.
---	--	--

Generalization

Possible response: The geography of the West creates extreme climates.

Facts

People built fish ladders to protect salmon.	People have invented ways to prevent oil spills.	People have set aside land as national parks and forests.
--	--	---

Generalization

Possible response: People in the West work to protect the environment.

STATE AND COMMUNITY RESOURCES

Historic Sites

Parks

Museums

Guest Speakers

Chapter 12 Assessment

CHAPTER 12 TEST

Name _____ Date _____

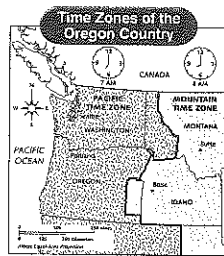
12 Test

MULTIPLE CHOICE (5 points each)

DIRECTIONS: Select the letter of the best answer.

1. Which state has the tallest mountain in North America?
 - (A) Alaska
 - (B) Colorado
 - (C) Hawaii
 - (D) Idaho
2. What causes an earthquake?
 - (A) A tropical storm forms off the Pacific Coast.
 - (B) Gases, ash, and lava pour out from a crater.
 - (C) Hot and cold air masses collide.
 - (D) Layers of rock deep inside Earth move and crack.
3. Which is the lowest, hottest, and driest place in the United States?
 - (A) Central Valley
 - (B) Death Valley
 - (C) Great Salt Lake
 - (D) Great Basin

Use the map to answer question 4.



4. When it is 5:00 P.M. in Seattle, Washington, what time is it in Boise, Idaho?
 - (A) 3:00 P.M.
 - (B) 4:00 P.M.
 - (C) 5:00 P.M.
 - (D) 6:00 P.M.
5. Along which river is a waterfall called The Dalles located?
 - (A) the Colorado River
 - (B) the Columbia River
 - (C) the Missouri River
 - (D) the Snake River

(continued)

CHAPTER 12 TEST

Name _____ Date _____

6. Which of these physical features formed the greatest barrier to western travel for early explorers and settlers?
 - (A) Death Valley
 - (B) the Mississippi River
 - (C) the Pacific Ocean
 - (D) the Rocky Mountains

Use the boxed information to answer question 9.

Yellowstone National Park and Shoshone National Forest are two large areas of public lands in the West.

7. Why did many boomtowns in the West grow during the 1800s?
 - (A) People discovered oil there.
 - (B) The United States government gave away free land there.
 - (C) People discovered gold or silver there.
 - (D) The United States built dams and reservoirs there.
8. Which new form of communication replaced the Pony Express?
 - (A) computers
 - (B) radios
 - (C) telegraphs
 - (D) telephones
9. What does the term public lands mean in the sentence above?
 - (A) lands set aside to protect natural resources
 - (B) lands that are owned by the government
 - (C) lands that all citizens can use for recreation
 - (D) lands where logging, ranching, and mining are not allowed
10. How do people change the West's environment to create hydroelectric power?
 - (A) They burn coal.
 - (B) They dam rivers.
 - (C) They dig wells.
 - (D) They blast open mountains.

(continued)

CHAPTER 12 TEST

Name _____ Date _____

SEQUENCING (5 points each)

DIRECTIONS: Write the numbers 1-5 in the blanks to show the correct order in which the following events occurred.

1. _____ 3. Gold is discovered in California.
2. _____ 2. Fur trappers find the South Pass.
3. _____ 5. Alaska and Hawaii become states.
4. _____ 1. Lewis and Clark explore the West.
5. _____ 4. The transcontinental railroad is completed.

SHORT ANSWER (5 points each)

DIRECTIONS: Answer each question in the space provided.

11. Why can the geography of the West be described as "extreme"?

Possible responses: Its landforms and climate vary greatly. The West has the hottest, coldest, driest, rainiest, highest, and lowest places in the United States.
12. How did Native Americans in the West use the region's waterways?

Possible responses: They used rivers to travel long distances. They also used the rivers to create trading networks.

(continued)

CHAPTER 12 TEST

Name _____ Date _____

13. How did the transcontinental railroad change the West?

Possible responses: The railroad made it easier to travel and ship goods to and from the region. It helped the region's population, economy, and cities grow.
14. Why do you think Alaska and Hawaii were the last two states to join the United States?

Possible response: Neither is physically connected to the rest of the United States, and both are located very far away from the other states.
15. What is one problem that dams created for the Columbia River ecosystems? What did people do to solve the problem?

Possible response: The dams prevented salmon from swimming upstream to lay their eggs. As a result, the salmon population in the river declined. People built fish ladders along the river so the salmon could get over the dams.

Study Skills

PAGE 372

Pose Questions

OBJECTIVES

- Use questioning to improve reading comprehension.
- Organize information on a chart.

RESOURCES

Study Skills Transparency 12; Picture-Word Cards; TimeLinks: Interactive Time Line; Unit 6 Audiotext CD Collection

1 Introduce

Why It Matters Explain that asking questions during reading can help students learn from what they read.

2 Teach

1 Visual Literacy: Graphic Organizer
Tell students that the chart on this page lists questions and answers for the first lesson in Chapter 12. Review the chart with students. Explain that students may write questions both before and during reading.

3 Close

Apply

Instruct students to make a question-and-answer organizer for each lesson in this chapter. Have them begin by writing and answering a second question for the chart that appears on page 372.

STUDY SKILLS

POSE QUESTIONS

Asking questions as you read can help you understand what you are learning.

- Form questions as you read. Think about why and how events happened and how events and ideas are related.
- Use the questions to guide your reading. Look for the answers as you read.

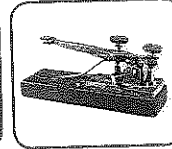
Exploring the West	
Questions	Answers
What are some of the major landforms of the West?	The West has mountains, basins, deserts, and plateaus.



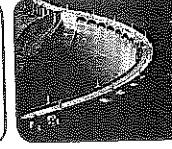
PREVIEW VOCABULARY



volcano p. 376



telegraph p. 386



hydroelectricity p. 392

372 • Unit 6

Practice and Extend

REACH ALL LEARNERS

Leveled Practice Have students ask and answer questions about a short article.

(Basic) Students write a question about the topic of the article and decide if it is answered.

(Proficient) Students write two questions and look for answers.

(Advanced) Students write one question before reading and one during reading. After reading, they write answers to the questions.

STUDY SKILLS

Study Skills

Pose Questions

Exploring the West	
Questions	Answers
What are some of the major landforms of the West?	The West has mountains, basins, deserts, and plateaus.

States and Regions
pages 371-377

Element Social Studies

Study Skills
Transparency 12

TRANSPARENCY 12

Exploring the West

CHAPTER

12

Chapter 12 Preview

PAGE 373

Preview Vocabulary

2 Direct students' attention to the three vocabulary words and corresponding pictures. Have students use the visuals to predict the meaning of each word. Students can confirm or alter their predictions by looking at the glossary or by reading the chapter.

Preview the Chapter

Access Prior Knowledge Tell students that in this chapter they will read about the geography, climate, and history of the West. They will learn how the region's geography affected its settlement and its economy.

Ask students what they think of when they hear the phrase "the West." How would they describe the land, the history, and the people of the West? Where did they get their ideas and information about the West? How do they think the West is like and unlike other regions of the United States?

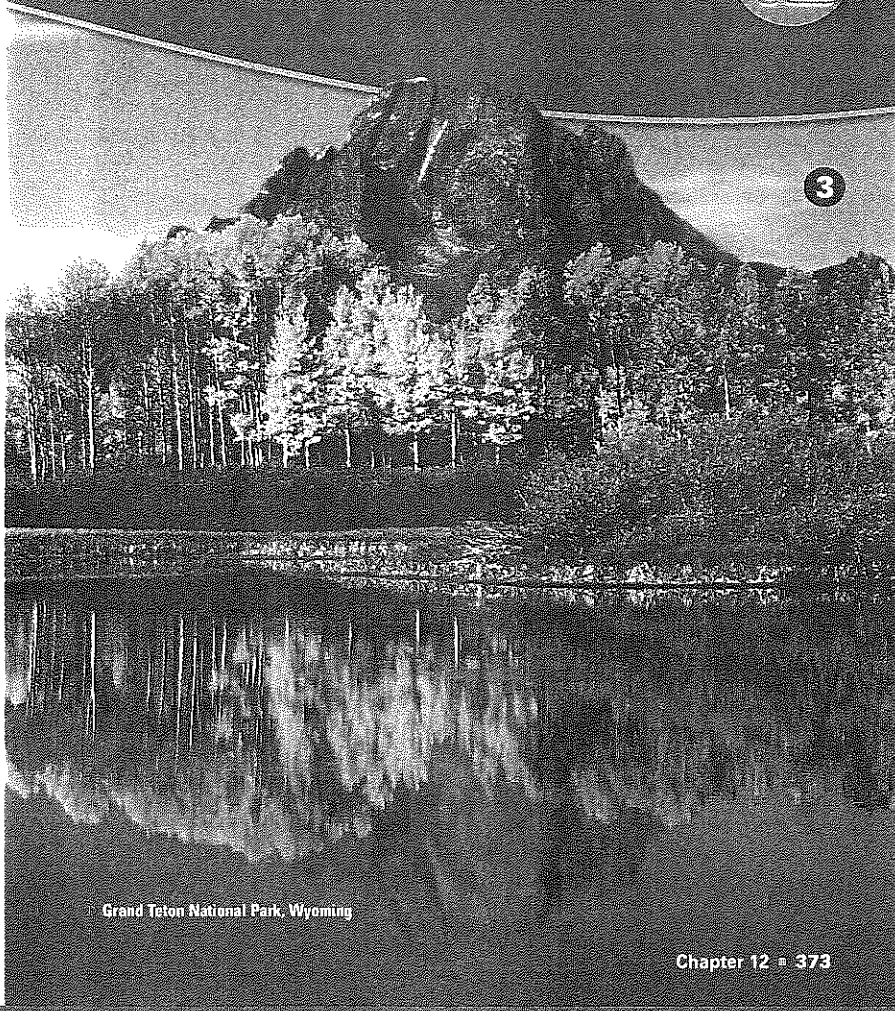
3 **Visual Literacy: Photograph** Tell students that the photograph shows part of Grand Teton National Park in Wyoming.

Q **Why do you think people made this land part of a national park?**

A Possible response: to preserve its beauty and to protect its ecosystem, including water, plants, and animals

TIMELINKS: Interactive Time Line

Remind students to add people and events for each lesson in this chapter to the TimeLinks: Interactive Time Line.



Grand Teton National Park, Wyoming

Chapter 12 • 373

BACKGROUND

Photograph Grand Teton National Park was established in 1929. The original park was much smaller than the present one. The expansion of the park sparked a conflict that has been common in the West: whether the United States government should take over privately-

held land for public use. It was not until 1950 that the park was expanded to its current boundaries, which encompass the Teton Range of the Rocky Mountains and surrounding lands. Grand Teton National Park is just south of Yellowstone National Park.

Lesson 1

PAGES 374–379

OBJECTIVES

- Describe the landforms and natural resources of the West.

VOCABULARY

Continental Divide p. 375

volcano p. 376 earthquake p. 376

lava p. 376 fault p. 376

crater p. 376 timberline p. 377



GENERALIZE

pp. 366–367, 375, 376, 377, 379

RESOURCES

Homework and Practice Book, p. 103; Reading Support Intervention, pp. 126–129; Success for English Learners, pp. 131–134; Vocabulary Transparency 6-12-1; Focus Skills Transparency 6; Generalize Graphic Organizer Write-On/Wipe-Off Card; Intermediate Atlas; Unit 6 Audiotext CD Collection; Internet Resources

1 Introduce

What to Know Ask students to name the landforms shown in the photograph on pages 374–375. Remind students to look for answers to the question as they read the lesson.

Build Background Have students look at the map of the West on page R12 of the Intermediate Atlas, and point out that this region ends at the Pacific Ocean.



Invite students to share experiences they have had climbing mountains or hills.

Lesson

1

Geography of the West



WHAT TO KNOW
What landforms and natural resources does the West have?



"It's all downhill from here!" your mom says.

"It's a good thing!" you answer, still panting. You have just climbed part of **Grand Teton**, the highest peak in Wyoming. You look out over nearby peaks. They are all covered with snow. You know that if you could see far enough, you would see the Pacific Ocean to the west. You also know, however, that hundreds of miles of mountains and valleys stretch between you and the ocean.

VOCABULARY

Continental Divide p. 375

volcano p. 376

lava p. 376

crater p. 376

earthquake p. 376

fault p. 376

timberline p. 377

PLACES

Grand Teton

Mount McKinley

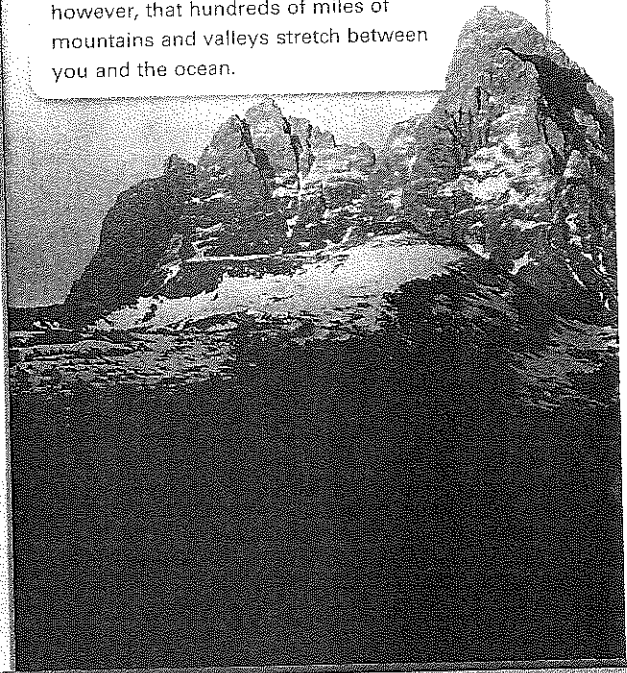
Death Valley

Prospect Creek

Mount Waialeale



GENERALIZE



374 Unit 6

Practice and Extend

Express Path

When time is limited, look for the **EXPRESS PATH** to focus on the lesson's main ideas.

Quick Summary

The West is a large region with many mountain ranges as well as basins, plateaus, and deserts. The region has the highest, lowest, hottest, coldest, wettest, and driest places in the United States. Forests, minerals, and fish are the region's main natural resources.

Rockies to the Pacific

The Rocky Mountains run through North America from north to south. They mark the end of the Midwest and the beginning of the West.

Mountains and More

The Rocky Mountains are among the highest mountains in North America. An imaginary line runs north and south along their peaks. This line is called the **Continental Divide**. All rivers to the east of this line flow toward the Atlantic Ocean. All rivers west of this line flow toward the Pacific Ocean.

To the west of the Rockies, the Great Basin forms a huge desert. The

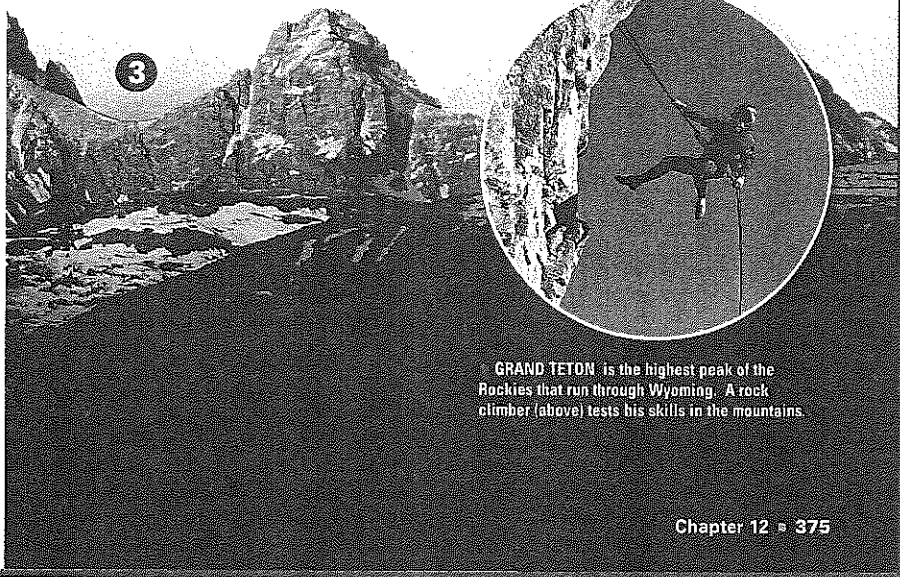
Columbia Plateau lies to its north. The Colorado Plateau lies to its south. Farther west are mountain ranges that run parallel to the Pacific coast. They include the Sierra Nevada and the Cascade and Coast Ranges. Alaska and Hawaii have mountains, as well.

Highs and Lows

The highest land and the lowest land in the United States are both in the West. The highest is the 20,320-foot peak of Alaska's Mount McKinley. It is also known as Denali, which means "the great one" in a Native American language. The lowest is 282 feet below sea level in Death Valley, California.

READING CHECK GENERALIZE

What is the geography of the West like? The West has the highest and lowest land in the United States.



GRAND TETON is the highest peak of the Rockies that run through Wyoming. A rock climber (above) tests his skills in the mountains.

Chapter 12 ■ 375

2 Teach

Rockies to the Pacific

CONTENT FOCUS The Rocky Mountains form the eastern boundary of the West. The Continental Divide runs along their peaks.

Express Path

Direct students to the illustration. Use the illustration as a springboard to discuss the main idea in the section.

1 Geography Tell students that Mount McKinley is part of the Alaska Range. The mountain is in Denali National Park and Preserve. The park covers more than 6 million acres.

2 Geography Explain to students that Death Valley is today a national park. Several "ghost," or abandoned mining towns are in the park. They are considered today "outdoor museums."

3 Visual Literacy: Photograph Tell students that the Grand Tetons in the photograph are part of the Rocky Mountains.

VOCABULARY

Vocabulary Transparency

Continental Divide An imaginary line that runs north and south along the highest points of the Rocky Mountains. Rivers flow west or east from this line. p. 375
volcano An opening in Earth's surface out of which hot gases, ash, and lava are sent. p. 376
lava flow Melted rock that comes from a volcano. p. 376
crater An opening in Earth's surface created when a volcano erupts and begins to throw out lava. p. 376
earthquake A sudden shaking of the ground caused by the movement and coming of rock deep inside Earth. p. 378
fault A crack in Earth's surface. p. 378
timberline On a mountain, the elevation above which the temperatures are too low for trees to grow. p. 377

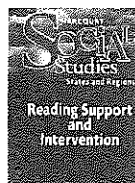
Continental Divide Write a sentence using context to help define Continental Divide. Answers will vary. Possible answer: The Continental Divide is an imaginary line along the Rocky Mountains.
volcano vs lava Write a sentence using context to help define volcano. Answers will vary. Possible answer: Lava comes from a volcano.
crater Write a sentence using context to help define crater. Answers will vary. Possible answer: We saw the crater by the volcano.
earthquake Write a sentence using context to help define earthquake. Answers will vary. Possible answer: Earthquakes occur along faults.
timberline Write a sentence using context to help define timberline. Answers will vary. Possible answer: The word part "timber" reminds me of trees and the word part "line" makes me think of the line where it is too cold for trees to grow.

TRANSPARENCY 6-12-1

READING SUPPORT/ INTERVENTION

For alternate teaching strategies, use pages 126–129 of the Reading Support and Intervention book to:

- reinforce **vocabulary**
- build **text comprehension**
- build **fluency**

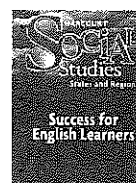


Reading Support and Intervention

ELL ENGLISH LANGUAGE LEARNERS

For English Language Learners strategies to support this lesson, see Success for English Learners pages 131–134.

- English-language development activities
- background and concepts
- vocabulary extension



Success for English Learners

Big Changes

CONTENT FOCUS The West has active volcanoes, and earthquakes are common in parts of the region.

Express Path

Have the class scan the section to find the meanings of the vocabulary terms. Then use the terms in sentences about the section.

4 Geography Ask students to explain in their own words how volcanoes create mountains and what causes earthquakes.

Q Where do earthquakes occur?

A along faults

5 Visual Literacy: Photograph Ask students to describe what the photograph shows.

Big Changes

Long ago, changes happening deep inside Earth formed mountains in the West. The same kinds of changes are still going on today.

Fiery Mountains

Some of the West's mountains are volcanoes. A **volcano** is a mountain formed when erupted lava cools and hardens onto Earth's surface. **Lava** is melted rock. A bowl-shaped area called a **crater** can form at the volcano's top.

Most volcanoes in the West are in states that border the Pacific Ocean. These include Mauna Loa (MOW•nah LOH•uh) in Hawaii, Mount Rainier in Washington, and Mount Hood in Oregon.

Shaky Ground

Changes inside Earth can also cause earthquakes. An **earthquake** is a sudden shaking of the ground. This movement occurs along **faults**—cracks in Earth's outer layer. Small movements along faults can cause earthquakes that people do not feel. Large movements can damage entire cities or even larger areas.

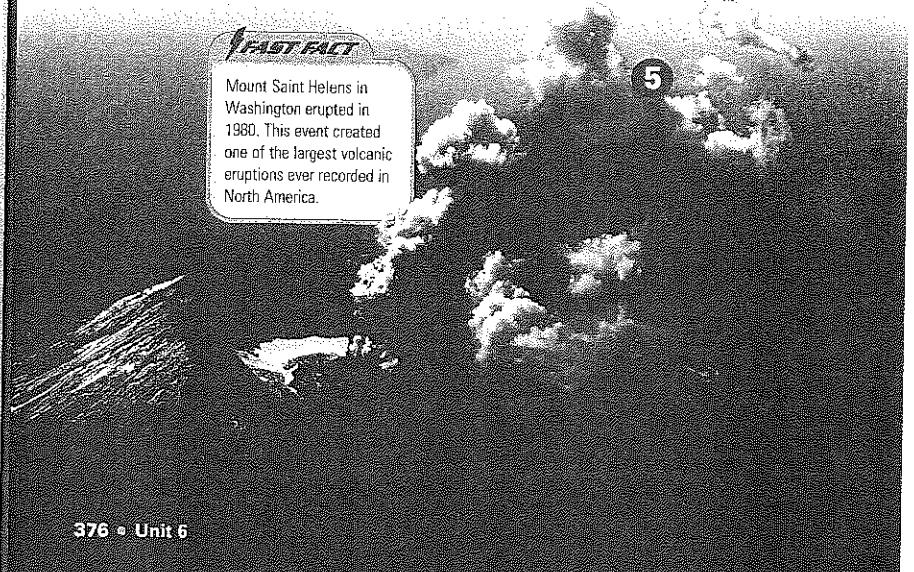
Like volcanoes, most earthquakes in the West occur in states that border the Pacific Ocean. This is because the rock layers under the Pacific Ocean move against those of our continent.

READING CHECK GENERALIZE

What generalization can you make about volcanoes and earthquakes? Both are a result of changes deep inside Earth.

FAST FACT

Mount Saint Helens in Washington erupted in 1980. This event created one of the largest volcanic eruptions ever recorded in North America.



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Practice and Extend

ELL ENGLISH LANGUAGE LEARNERS

Use the photograph on this page to teach the vocabulary words *volcano*, *lava*, and *crater*.

(Beginning) Ask students questions they can answer by pointing, such as "Where is the crater?"

(Intermediate) Point to various parts of the photograph and ask, "What is this?"

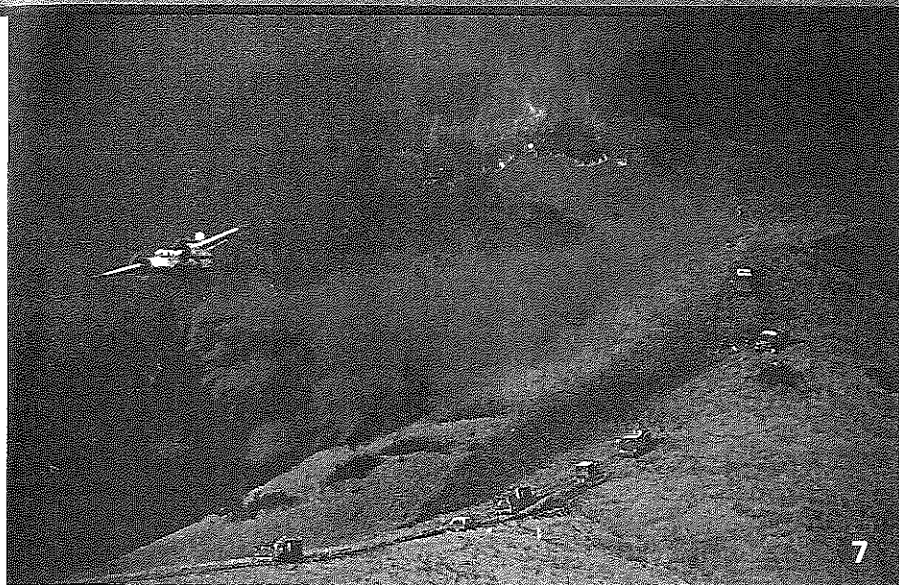
(Advanced) Ask students to use the vocabulary words to describe the photograph.

INTEGRATE THE CURRICULUM

SCIENCE Have students find information in the library or on the Internet about the eruptive history of Mount St. Helens. For example, they might be interested in learning about how the eruption in 1980 changed the mountain's shape. **Volcanoes**

VOCABULARY POWER

Word Origins Tell students that the word *volcano* comes from Vulcan, the name of the ancient Roman god of fire. Ask students to explain why they think volcanoes were named after Vulcan.



► **FOREST FIRES** can spread quickly in the dry areas of the West.

7

Climate

The West's climate varies. It ranges from the heat of the California desert to the frozen land of northern Alaska.

Mountains Affect Climate

6 Like other regions, the West has a warmer climate in the south than in the north. Its many tall mountains also affect its climate. As elevation increases, the temperature drops. A warm, rainy day in a valley may be a cold, snowy day on a nearby peak.

Climate changes on mountain slopes affect plant life, too. It is too cold for trees to grow above the **timberline**. Below the timberline, forests thrive.

Setting Records

The West's geography creates extreme climates. Death Valley is not only the country's lowest land but also its driest and hottest. Its average yearly rainfall is less than two inches. The highest temperature ever recorded there was 134°F in 1913. In contrast, the coldest temperature ever recorded in the United States was 80°F below zero at Prospect Creek, Alaska. In the country's rainiest place, Mount Waialeale (wy•ah•lay•AH•lay) in Hawaii, it rains about 335 days each year.

READING CHECK ◊ GENERALIZE

What generalizations can you make about the West's climate? The climate of the West ranges from hot to cold, and dry to wet. The mountains also affect the climate. **Chapter 12** 377

Climate

CONTENT FOCUS The West's mountains affect its climate and vegetation. The region has the hottest, driest, coldest, and wettest places in the United States.

Express Path

Model for students how to turn the headings into questions. For example, for the first heading—Mountains Affect Climate—the question would be, How do mountains affect climate? Then have pairs of students work together to write questions and answer them.

6 Geography Remind students that mountains affect the climate of the Southwest by blocking rain.

Q What are two ways in which mountains can affect the climate of a place?

A they can make the climate drier, as in the Southwest, or they can make it colder, as in the West

Q What are two factors that affect the temperature at any given place in the West?

A latitude and elevation

7 Visual Literacy: Photograph Ask students to describe what the photograph shows.

READING SOCIAL STUDIES



Generalize Ask students to make a generalization about how mountains affect climate.

READING TRANSPARENCY

Use FOCUS SKILL TRANSPARENCY 6. **Graphic Organizer Write-On/Wipe-Off Cards** available

BACKGROUND

Prospect Creek Prospect Creek, Alaska, is north of the Arctic Circle. It was built as a camp for workers who were preparing for the building of the Trans-Alaska Pipeline. Today, it is a stop on some tours of Alaska.

Natural Resources

CONTENT FOCUS The West's resources include farmland, forests, minerals, fuels, and waterways.

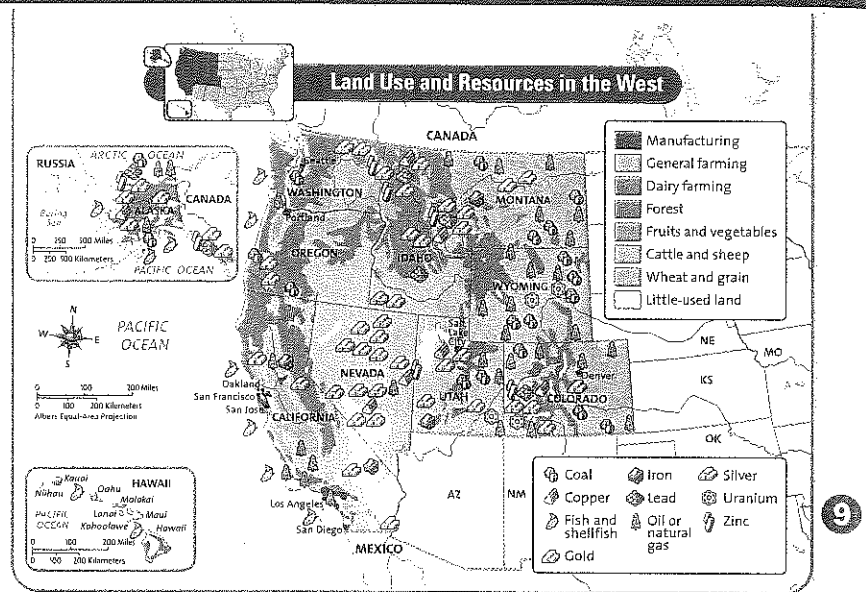
Express Path

Have students study the map on this page and explain what it tells about the topic.

8 Visual Literacy: Map Review the map keys with students, making sure they understand what each color and symbol stands for. Explain that borax is a mineral that is used to make glass and other products. Then ask students questions about the map, such as "Where are most of the dairy farms in the West?"

CAPTION ANSWER: coal and oil or natural gas

9 Economics Ask students how the minerals and fuels on the map are used. On the board, make a table showing these natural resources and their uses. Students may mention, for example, that silver and copper are used to make coins and jewelry; lead is used to make containers, pipes, and other products; uranium is used to make special kinds of fuel; oil is used to make gasoline for cars and many other products; natural gas is used to heat buildings; and coal is used to fuel machinery and to produce electricity.



MAP SKILL HUMAN-ENVIRONMENT INTERACTIONS The West has many minerals and fuels. Which minerals are found in both Montana and Wyoming? **8**

Natural Resources

A variety of natural resources can be found in the West. These resources include its land, forests, minerals, fuels, water, and fish.

Land

Much of the land in the West is either too mountainous or too dry for farming. However, states along the Pacific coast have huge agricultural industries. California has long been the nation's leading agricultural state. Most of the state's crops are grown on irrigated land. Farmers in Oregon produce a variety of crops. These crops

include grains, vegetables, and fruits. Washington is the nation's leading producer of apples.

In the flatter, drier parts of states, such as in Montana and Wyoming, ranching is important. Ranchers in the region raise mostly cattle and sheep.

On the mountain slopes in the West, huge forests of pine, spruce, and fir grow. As in other regions, people harvest these trees to make lumber and paper products. In central California, giant trees called sequoias (suh-KWOY-uhz) grow. Redwoods, the tallest living trees, grow near the coast from central California to southern Oregon. Many redwoods are more than 300 feet tall!

378 Unit 6

Practice and Extend

REACH ALL LEARNERS

Leveled Practice Show students how to make an outline with the title *Geography of the West* and main topics *Landforms*, *Climate*, and *Natural Resources*.

(Basic) Students review the lesson and write one fact for each main topic.

(Proficient) Students write three facts for each main topic.

(Advanced) Students write three facts for each main topic and use their outlines to help them write a summary of the lesson.

Water

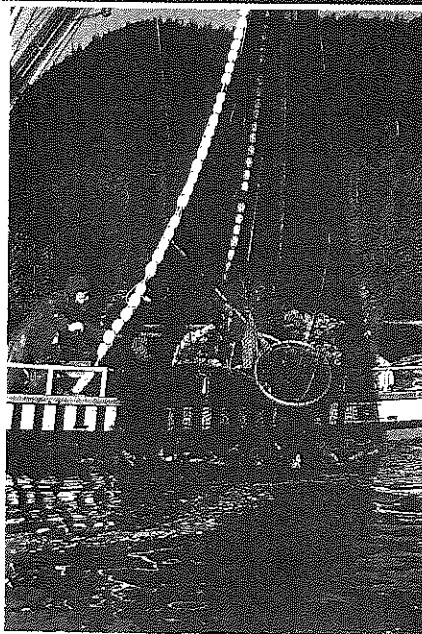
Although the West includes a lot of dry areas, the region has several major rivers. These include the Missouri, the Colorado, the Columbia, and many smaller rivers. Great Salt Lake, in Utah, is the largest natural lake west of the Mississippi River. The coastal waters of the northern Pacific Ocean are rich in fish and shellfish, including salmon, flounder, tuna, crabs, oysters, and clams.

READING CHECK MAIN IDEA AND DETAILS

What are some of the natural resources found in the West? land, forests, minerals, fuels, water and fish and shellfish

Summary

The West is a vast region of mountains, basins, plateaus, and deserts. It also has extreme elevations and climates. Its natural resources include forests, minerals, and fish.



► FISHING is an important industry in Alaska.

3 Close

Summary

Have students read the summary and restate the lesson's key content.

- The West is a mountainous region of climate extremes.
- Forests, minerals, and fish are its main natural resources.

Assess

REVIEW—Answers

- 1. What to Know** The West has mountains, basins, plateaus, and deserts. Its natural resources include forests, minerals, and fish.
- 2. Vocabulary** The **Continental Divide** is an imaginary line that runs along the peaks of the Rocky Mountains. Rivers to the east of the line flow toward the Atlantic Ocean. Rivers west of the line flow toward the Pacific Ocean.
- 3. Geography** the Rocky Mountains
- 4. Critical Thinking Make it Relevant**
Possible response: I think that Hawaii would be the best part of the West to live in. One reason is that it is never cold there. Another reason is that I could learn to surf there.

Use Focus Skill Transparency 6 Or Generalize Graphic Organizer Write-On/Wipe-Off Card.

- 5. Make a Table— Assessment Guidelines** See Performance Rubric. This activity can be used with the unit project.
- 6. Generalize GENERALIZATION:** The climate of the West ranges from hot to cold. The mountains in the region affect the climate.

REVIEW

- 1. WHAT TO KNOW** What landforms and natural resources does the West have?
- 2. VOCABULARY** What is the **Continental Divide**, and how does it affect rivers?
- 3. GEOGRAPHY** Where are most volcanoes found in the West?
- 4. CRITICAL THINKING** What part of the West would be the best place to live? Give reasons to support your answer.
- 5. MAKE A TABLE** Make a two-column table that describes places in the West. One column should list a place's name. The second column should use adjectives such as *highest*, *lowest*, *hottest*, *driest*, or *rainiest*.

6. GENERALIZE

On a separate sheet of paper, copy and complete the graphic organizer below.

The Rockies are high.	Death Valley is hot.	Mount Waialeale is wet.
Generalization		

Chapter 12 • 379

HOMWORK AND PRACTICE

Name _____ Date _____

Geography of the West

Directions Use the terms in the word bank to complete the sentences about the geography of the West.

Great Valley	volcanoes	Continental Divide
Sierranians	Prospect Creek	Rocky Mountains

- The _____ **Rocky Mountains** run through North America from north to south.
- An imaginary line that runs along the peaks of the **Rocky Mountains** is the **Continental Divide**.
- The lowest point in North America is in _____ **Death Valley**, California.
- Some places in the West have active _____ **volcanoes**.
- Movement that comes along faults or _____ **Sierranians**.
- The state's coastal plain is _____ **Prospect Creek**, Alaska.

Directions Use a pencil or marker to shade states in the West on the map below.



PAGE 103

PERFORMANCE RUBRIC

Score 4

- clearly names and describes each place
- is well organized
- has no errors or very few errors

Score 3

- names and describes each place
- is organized
- has very few errors

Score 2

- names and describes some places
- is somewhat organized
- has some errors

Score 1

- does not name and describe the places
- is not organized
- has many errors

Map and Globe Skills

PAGES 380-381

OBJECTIVES

- Analyze a time zone map.
- Compare time in different parts of the United States.

RESOURCES

Homework and Practice Book, pp. 104-105; Social Studies Skills Transparency 6-1; Unit 6 Audiotext CD Collection; Internet Resources

1 Introduce

Why It Matters Ask students if they have ever made a telephone call to someone who lives in a different time zone or if they have ever traveled to a different time zone. Encourage students to share what they know about time zones. Make sure students understand that all parts of a time zone observe the same time.

2 Teach

Learn

1 Explain that a time zone is a region in which everyone uses the same clock time. Have students study the time zones shown on the map on page 381. Point out that some states spread across more than one time zone.

Map and Globe Skills



Read a Time Zone Map

Why It Matters Knowing how to read a time zone map will help you know what time it is anywhere in the world.

LEARN

- 1
- 2

People divide Earth into 24 time zones. A **time zone** is a region in which all the people use the same clock time. The map on page 381 shows that the United States has 6 time zones. The clocks on the map show that each time zone has a time that is one hour earlier than the time zone to its east. You can add or subtract hours to figure out the time in different time zones.

Denver, Colorado, for example, is in the mountain time zone. Miami, Florida, is in the eastern time zone. The clocks on the map show that the mountain time zone is two hours earlier than the eastern time zone. So, if it is 3:00 P.M. in Colorado, it is 1:00 P.M. in Miami.

PRACTICE

Use the time zone map to answer these questions.

- 1 Is the time in Seattle, Washington, earlier than, later than, or the same as the time in Boise, Idaho?
- 2 If it is midnight in St. Louis, Missouri, what time is it in El Paso, Texas?
- 3 How many time zones does the West region have?

▶ IDAHO People traveling from Idaho to Oregon might see this sign.



380 • Unit 6

Practice and Extend

SOCIAL STUDIES SKILLS

Map and Globe Skills
Read a Time Zone Map

States and Regions pages 380-381 Student Social Studies Social Studies Skills Transparency 6-1

TRANSPARENCY 6-1

HOMework AND PRACTICE

Name _____ Date _____

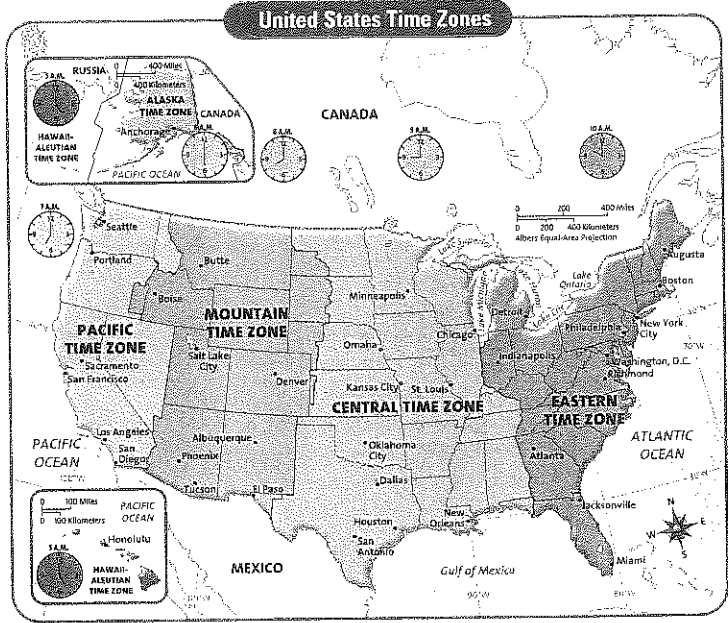
Read a Time Zone Map

Directions Study the time zone map on page 105. Use the map to answer the questions below.

- 1 How many time zones does the entire United States have? _____
- 2 Which time zones would you go through on a trip from San Francisco to Chicago? _____ Pacific, Mountain, and Central time zones.
- 3 Name two states that are in more than one time zone.
Any two of the following: Florida, Indiana, Michigan, Kentucky, Tennessee, Texas, Kansas, Nebraska, North Dakota, South Dakota, Oregon, Idaho, Alaska.
- 4 How many hours' difference is there between the Pacific time zone and the Eastern time zone? _____ 3 hours.
- 5 If it is 8 A.M. in New York, what time is it in Los Angeles? _____ 5 A.M.
- 6 If it is 2 P.M. in Chicago, what time is it in Anchorage? _____ 2 P.M.
- 7 If it is 3 P.M. in Honolulu, what time is it in San Francisco? _____ 2 P.M.
- 8 If it is 10 A.M. in Anchorage, what time is it in New York? _____ 2 P.M.

Imagine that you live in Detroit and your grandmother lives in Salt Lake City. You want to call her before she leaves at 7 A.M. By what time would you need to call? _____ before 9 A.M.

PAGE 104



Map and Globe Skills

3 APPLY

Make It Relevant Record the time it is in your own time zone. Then use the map to help you figure out what time it is in each of the other five time zones in the United States.

2 Have students point to each time zone and read aloud with you the name of the time zone and the time shown for it on the map.

- Q** What are two cities that are in the Pacific Time Zone?
A Possible response: Seattle and Portland
- Q** What time does the map show in those cities?
A 7 A.M.

Practice—Answers

1. earlier
2. 11 P.M.
3. four

3 Close

Apply

3 Students should correctly determine the time in each time zone by subtracting when moving west and adding when moving east.

GO ONLINE INTERNET RESOURCES

For online activities, go to www.harcourtschool.com/ss1

REACH ALL LEARNERS

Leveled Practice Have students demonstrate their understanding of time zones.

(Basic) Students tell what time it is in each time zone when it is 1:00 P.M. in Hawaii.

(Proficient) Students imagine that they are traveling across the United States from Washington, D.C., to San Francisco. They choose a route that takes them through various cities shown on the map and tell

in which cities they will reset their watches and whether they will set them ahead or back.

(Advanced) Students find a time zone map that shows the entire Western Hemisphere and imagine that they are traveling east to west from Brazil to Hawaii. They describe where and how they will reset their watches.

Lesson 2

PAGES 382-387

OBJECTIVES

- Describe Native Americans of the West.
- Explain why settlers moved to the West.

VOCABULARY

barrier p. 384 telegraph p. 386
 wagon train p. 385 transcontinental
 forty-niner p. 385 railroad p. 386
 boomtown p. 385



GENERALIZE

pp. 366-367, 383, 384, 387

RESOURCES

Homework and Practice Book, pp. 106-107; Reading Support and Intervention, pp. 130-133; Success for English Learners, pp. 135-138; Vocabulary Transparency 6-12-2; Focus Skills Transparency 6; Generalize Graphic Organizer Write-On/Wipe-Off Card; TimeLinks: Interactive Time Line; Intermediate Atlas; Unit 6 Audiotext CD Collection; Internet Resources

Lesson

2

Time

1800

1850

Present

1804

Lewis and Clark set out to explore the West

1869

The transcontinental railroad is completed

1959

Alaska and Hawaii become the 49th and 50th states



WHAT TO KNOW

Why did settlers move to the West?

VOCABULARY

barrier p. 384
 wagon train p. 385
 forty-niner p. 385
 boomtown p. 385
 telegraph p. 386
 transcontinental railroad p. 386

PEOPLE

Meriwether Lewis
 William Clark
 Sacagawea

PLACES

The Dalles
 South Pass
 Sacramento
 Helena
 Denver
 Promontory



GENERALIZE

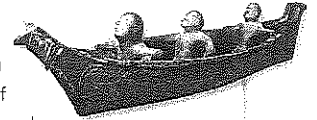
Early History of the West



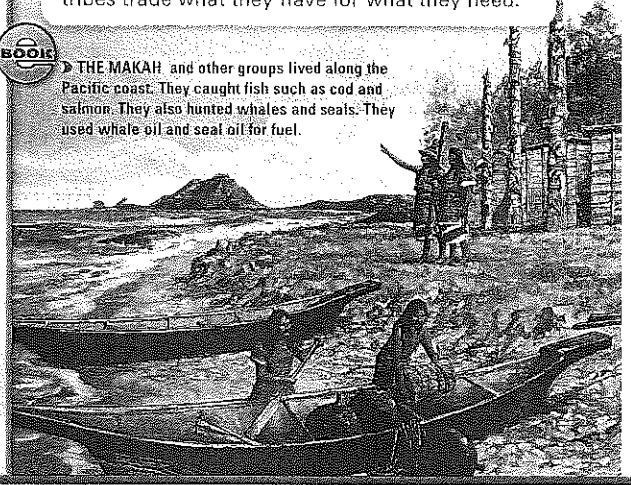
It is the 1700s. You sit in the middle of

a large canoe. Your father and mother are paddling. The canoe is loaded with dried salmon and whale oil to trade. Your brother paddles a new canoe next to yours. Your father will trade that canoe for furs and baskets.

As the canoes round a bend, you see the trading center ahead. On the shore, people of many tribes trade what they have for what they need.



THE MAKAH and other groups lived along the Pacific coast. They caught fish such as cod and salmon. They also hunted whales and seals. They used whale oil and seal oil for fuel.



382 Unit 6

1 Introduce

What to Know Point out that the West was the last region to be settled. Remind students to look for answers to the question.

Build Background Ask students to speculate about how the geography of the West affected this settlement.



Ask students what they can learn from this scene about Native Americans in the West.



Interactive in the enhanced online student eBook

Practice and Extend

Express Path

When time is limited, look for the **EXPRESS PATH** to focus on the lesson's main ideas.

Quick Summary

Native Americans of the West were hunters, fishers, gatherers, and traders. Lewis and Clark explored much of the West. Trappers found the South Pass, which opened the way for settlement. Gold rushes and the transcontinental railroad increased settlement of the West.

Early People

Long before Europeans arrived in the 1500s, many different Native American groups lived throughout the West. These groups included the Shoshone, Paiute, Yokuts, Pomo, and Makah.

Different Cultures

Each Native American group in the West had its own culture. People in the arid Great Basin, such as the Shoshone and Paiute, were nomads. They survived on small animals, nuts, seeds, and roots. The Pomo and Yokuts lived in what is now California. They made flour from acorns and hunted deer and rabbits.

Trading Networks

Rivers made long-distance travel possible. It was much faster to canoe on a river than to walk through dense forests. The people of the West used rivers to create trading networks.

The Dalles, a waterfall on the Columbia River, was a major trading center. People traveled great distances to trade goods that they had for those that they wanted. The Chinook (SHUH•nuk) were among the most successful traders. They invented a language to help themselves communicate and trade with different groups.

READING CHECK GENERALIZE

What generalization can you make about Native Americans of the West? The Native Americans used the rivers for fishing and for traveling.

2 Teach

Early People

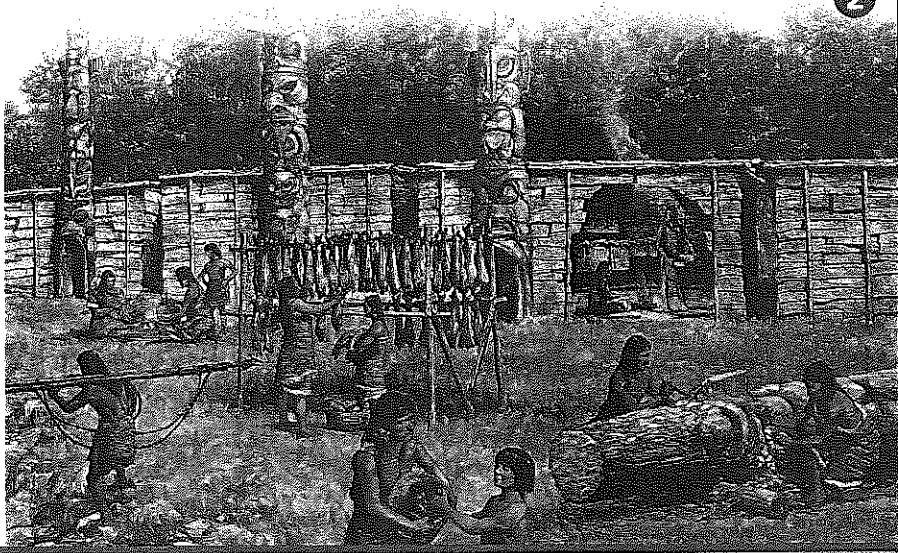
CONTENT FOCUS The many Native American groups of the West hunted, fished, and gathered foods. Some developed large trading networks along rivers.

Express Path

Direct students to the illustration on pages 382–383. Use the illustration as a springboard to discuss Native Americans of the West.

1 Link History and Culture Tell students that other groups who were part of river trading networks in the Northwest included the Salish and the Tillamook. Both groups were expert basketmakers. The Salish traded for canoes made by other coastal peoples. The Tillamook traded baskets, canoes, and beaver hides for buffalo hides, dried salmon, and other items.

2 Visual Literacy: Illustration Challenge students to identify various ways in which the people shown used wood from the Northwest forests.



VOCABULARY

Vocabulary Transparency

6-12-2

Word Glossary Read each term, and study its definition.
barrier Something that blocks the way or makes it hard to move from place to place. p. 384
wagon train A group of wagons, each pulled by horses or oxen. p. 385
forty-niner A person who went to California in 1849 to search for gold. p. 385
boomtown A town that grew up quickly, almost overnight. p. 385
telegraph A machine that uses electricity to send messages over wires. p. 388
transcontinental railroad A railroad that crosses the North American continent, linking the Atlantic and Pacific coasts. p. 385

Context Clues

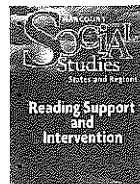
Complete the activities below.
1. barrier
SYNONYMS Which word is a synonym for *barrier* in the sentence below?
 The obstacle prevented the cars from moving forward.
2. wagon train
CONTEXT CLUES Write a sentence using context to help define the term *wagon train*.
Answers will vary. Possible answer: There were 50 wagons in the wagon train.
3. forty-niner
CONTEXT CLUES Write a sentence using context to help define the term *forty-niner*.
Answers will vary. Possible answer: In 1849, a forty-niner looked for gold.
4. boomtown
STRUCTURAL CLUES Which clues help you remember the meaning of *boomtown*?
Answers will vary. Possible answer: The word part *-town* makes me think of something that happens very quickly.
5. telegraph
SUFFIXES Add a suffix to *telegram* to make a new word.
telegraphic
6. transcontinental railroad
PHRASES What does the phrase mean in *transcontinental railroad* on an or on the other side of

TRANSPARENCY 6-12-2

READING SUPPORT/ INTERVENTION

For alternate teaching strategies, use pages 130–133 of the Reading Support and Intervention book to:

- reinforce **vocabulary**
- build **text comprehension**
- build **fluency**

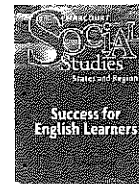


Reading Support and Intervention

ELL ENGLISH LANGUAGE LEARNERS

For English Language Learners strategies to support this lesson, see *Success for English Learners* page 135–138.

- English-language development activities
- background and concepts
- vocabulary extension



Success for English Learners

Exploring the West

CONTENT FOCUS In 1804, Lewis and Clark led the first major expedition to explore the West. Later, trappers found the South Pass through the Rocky Mountains, which opened the way for settlement of the region.

Express Path

Organize the class into four groups. Have each group study a different paragraph in the section. Then ask a volunteer from each group to share a summary of what they learned.

3 History Tell students that Sacagawea was a teenager when she traveled with Lewis and Clark.

4 History Tell students that of the approximately 45 men who began the journey with Lewis and Clark, all but one returned safely. Discuss how this is a tribute to the skills of the captains and their men and to the help provided by Native Americans.

Q What kinds of dangers and hardships do you think Lewis and Clark and their men faced?

A Possible responses: lack of food and water, cold, wild animals

Q Why do you think it took them so long to reach the Pacific?

A They had no reliable maps and no trails to follow.

5 Geography Have students use the information in the text and the map on page R12 of the Intermediate Atlas to find the approximate location of the South Pass.

6 Visual Literacy:
Illustration Ask students to speculate about what Sacagawea is saying.



► EXPLORATION Sacagawea helped Lewis and Clark on their journey.

Exploring the West

Until the early 1800s, most people in the United States knew little about the West. Then, explorers began to push beyond the Rocky Mountains.

4 Lewis and Clark

In 1804, Meriwether Lewis and William Clark led a group to explore the West. They left from what is now St. Louis and traveled up the Missouri River to what is now North Dakota. From there, a Shoshone woman named Sacagawea (sa•kuh•juh•WEE•uh) joined them as a guide. In 1805, the group reached the Pacific Ocean.

3

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The Way West

The Rockies were a barrier to westward travel. A **barrier** is something that blocks the way. The Rockies were steep and often covered in snow. In winter, temperatures were freezing.

At first, only a few explorers and fur trappers tried to cross the Rockies. Then, some trappers found a pass, or an opening between the mountains. They named it the **South Pass**. It is near where the states of Wyoming, Utah, and Colorado meet. The South Pass became a door to the West.

5

READING CHECK GENERALIZE

How were the Rockies a barrier to the West? because they were steep and in winter, covered in snow, they blocked people from traveling west

Practice and Extend

REACH ALL LEARNERS

Advanced Assign students, individually or in pairs, to learn more about Lewis and Clark's expedition and to prepare multimedia reports based on their research. Tell students to include a map of the expedition's route in their report. Have students share their reports with the class.

BACKGROUND

Lewis and Clark President Thomas Jefferson sent Lewis and Clark to explore the Louisiana Territory, which the United States purchased from France in 1803. Jefferson hoped the explorers would find a series of navigable waterways that led all the way to the Pacific. Such a waterway did not exist, but the explorers, called the Corps of Discovery, provided valuable information about the West.

Settlers Head West

The South Pass was low enough that covered wagons could cross the Rockies. Starting in 1843, thousands of settlers drove wagons through the pass to start new lives in the West.

Beyond the Mountains

Most settlers joined wagon trains. A **wagon train** is a group of wagons, each pulled by horses, mules, or oxen.

Few newcomers settled in the mountains. There conditions were harsh. Many headed for the Oregon Country. That was their name for the land that is now Oregon, Washington, and parts of other states. This land had rich soil, a mild climate, and plenty of rain. Farmers were able to grow vegetables and fruit.

Gold!

In 1848, workers building a sawmill near Sacramento, California, found gold nuggets. As the news spread, people rushed to California hoping to get rich. In a short time, about 80,000 people arrived in California. These gold-seekers were called **forty-niners** because the first of them arrived in 1849.

Gold rushes occurred in other parts of the West, too. With each discovery, miners flocked to the area. New towns sprang up. They were called **boomtowns** because they grew so fast. Helena, Montana, and Denver, Colorado, started as boomtowns. Today they are state capitals.

READING CHECK CAUSE AND EFFECT

What caused boomtowns to spring up in the West? miners flocking to areas where gold was discovered

7

Settlers Head West

CONTENT FOCUS The South Pass provided a route that covered wagons could follow to the West. Gold rushes in the West brought thousands of settlers to the region.

Express Path

Ask students to scan the section to find out how wagon trains and gold contributed to settlement of the West.

Children IN HISTORY

Virginia Reed

Virginia Reed was the daughter of James Reed, a leader of a settler group called the Donner party. Virginia was 12 years old when her family set out for California from Missouri. At the Sierra Nevada, heavy snows trapped them. Virginia recalled that the snowstorms "often lasted ten days at a time." Virginia later wrote that the "children were crying with hunger, and the mothers were crying because they had so little to give their children."

Make It Relevant. Do you think the Sierra Nevada is easier to cross today? Explain your answer.



Chapter 12 • 385

7 Link History and Economics

Tell students that in addition to the places mentioned in their text, Alaska was also the site of a gold rush. In 1899, gold was discovered at Nome, Alaska, and miners poured into that area. Many gold rush towns in Alaska died out once the gold was gone.

Q Why do you think the Alaskan gold rush died, while those in California and other states thrived?

A because Alaska's climate is harsh, and because Alaska was isolated from settled areas

READING SOCIAL STUDIES



Generalize Instruct students to make a generalization about state capitals in the West.

READING TRANSPARENCY

Use FOCUS SKILLS TRANSPARENCY 6. **Graphic Organizer Write-On/Wipe-Off Cards** available

VOCABULARY POWER

Word Origins Ask students to tell how they think the term *wagon train* was coined. Discuss how a line of covered wagons is like a train and how it is different. Point out that new objects and ways of doing things are often named for things that they resemble. Challenge students to think of examples, such as a computer mouse.

Children IN HISTORY

Virginia Reed

8 Tell students that Virginia Reed also wrote about a time when the family's oxen ran away and the family had to abandon their wagon. This meant that they had to sleep on the ground.

Make It Relevant: Students should provide a yes answer and explain that people today are better equipped and know the safest places to cross.

Source: Virginia Reed. *Across the Plains in the Donner Party*. Linnet Books, 1996.

Linking the Coasts

CONTENT FOCUS The Pony Express was an early, short-lived attempt to link the East and West. The transcontinental railroad provided a lasting link that brought new settlers.

Express Path

Direct students to the time line. Use the time line as a springboard to discuss the main idea in the section.

9 History Point out that the Pony Express lasted only a short time because a new, improved technology, the telegraph, was invented.

Q What new technologies replaced the telegraph?

A telephones, email

10 Link History and Geography Ask students why they think work on the transcontinental railroad began in Nebraska and California. Lead them to understand that Nebraska was where the existing rail lines ended, and California was where the transcontinental railroad would end.

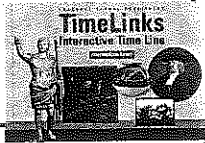
Have students examine the time line.

Q Did the Union Pacific Railroad lay track for the transcontinental railroad before or after the Central Pacific Railroad?

A before

TIMELINKS: Interactive Time Line

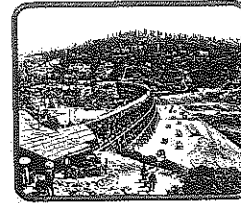
Have students use blank event cards to add events in this unit to the time line.



The Transcontinental Railroad

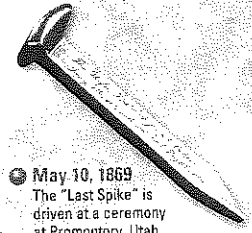


June 28, 1861
Judah and the Big Four form the Central Pacific Railroad Company



October 27, 1863
The Central Pacific Railroad lays track eastward from Sacramento

July 1865
The Union Pacific Railroad lays track Eastward from Council Bluffs, Iowa



May 10, 1869
The "Last Spike" is driven at a ceremony at Promontory, Utah

Time

1860

1865

1870

Linking the Coasts

By 1860, many settlements had grown up along the Pacific coast. Vast, mountainous lands divided them from the rest of the nation.

Communication and Transportation

9 In 1860 and 1861, the Pony Express carried mail to the West. It began in St. Joseph, Missouri, where the railroad ended. It worked like a relay race. Each rider carried mail for about 75 miles and then passed it to a new team. Mail could reach California in 10 days.

The telegraph soon ended the Pony Express. A **telegraph** is a machine that uses electricity to send messages over wires. The telegraph could send messages between coasts within minutes.

To improve transportation between the East and West, the United States agreed to pay for a **transcontinental railroad**. In 1857, one engineer wrote,

“It is the most magnificent project ever conceived [thought of].”

10 One company began laying track in Nebraska and headed west. Another started in California and headed east. The tracks met on May 10, 1869, in **Promontory, Utah**. Now, people could travel from New York to California in less than two weeks.

The railroad brought more settlers to the West. California, Oregon, and Nevada were already states. By 1896, Colorado, Washington, Montana, Wyoming, Idaho, and Utah were states.

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Practice and Extend

REACH ALL LEARNERS

Leveled Practice Have students work together to write and perform a brief play about the exploration and settlement of the West.

(Basic) Students draw or paint a mural to be used as scenery and take roles in the play.

(Proficient) Students brainstorm and list ideas for characters and events to include in the play. They also take roles in the play.

(Advanced) Students write the final draft in play script form, assign roles, and direct a performance of the play.

States 49 and 50

The United States added new lands even farther west. It bought Alaska from Russia in 1867. Hawaii became a territory of the United States in 1898. Alaska and Hawaii became the 49th and 50th states in 1959.

Today, United States has other territories in the Pacific. These include Guam, American Samoa, and other Pacific islands.

READING CHECK GENERALIZE

What was the general direction of the settlement of the United States? from east to west

Summary

Native Americans of the West were fishers, hunters, gatherers, and traders. The discovery of the South Pass and gold brought many settlers to the region. The transcontinental railroad linked the West to the rest of the United States.



▶ STATEHOOD In 1959, this girl in Hawaii showed her support for statehood.

3 Close

Summary

Have students read the summary and restate the lesson's key content.

- Native American groups in the West hunted, fished, and traded.
- Settlement of the West began with discovery of the South Pass and increased as a result of gold rushes and the transcontinental railroad.

Assess

REVIEW—Answers

1. **What to Know** for farm land, for gold, and to settle in railroad towns
2. **Vocabulary** a person who went to California to look for gold during the gold rush
3. **History** 1848
4. **Critical Thinking** The railroad probably made it easier for people in the West to get goods from the East, and these goods also were probably cheaper. The railroad also made travel faster.

Use Focus Skills Transparency 6 Or Generalize Graphic Organizer Write-On/Wipe-Off Card.

5. **Make a Time Line—Assessment Guidelines** See Performance Rubric. This activity can be used with the unit project.
6. **Generalize FACT:** Settlers moved west to mine for gold. **GENERALIZATION:** The West had many useful natural resources.

REVIEW

1. **WHAT TO KNOW** Why did settlers move to the West?
2. **VOCABULARY** What was a forty-niner?
3. **HISTORY** When was gold discovered in the West?
4. **CRITICAL THINKING** How do you think the transcontinental railroad changed life in the West?
5. **MAKE A TIME LINE** Make a time line using five important dates in the lesson. Illustrate two of your time line entries.

6. **GENERALIZE** On a separate sheet of paper, copy and complete the graphic organizer below.

FACTS

Settlers move to the Oregon Country to farm.

Generalization

Chapter 12 • 387

HOMework AND PRACTICE

Name _____ Date _____

Early History of the West

Directions Match each person or place with its description. Then write the correct letter in the space provided.

a. Sacramento
 b. The cattle
 c. Thomas Jefferson
 d. Sacramento
 e. Idaho
 f. Oregon Country
 g. Northwest Coast
 h. St. Joseph
 i. Astoria
 j. Proclamation

1. Native American trading post
 2. an early explorer of the West
 3. land where miners settled
 4. place where the gold rush begins
 5. a trading business
 6. place where the Pony Express begins
 7. guide who led explorers through the Rocky Mountains
 8. people who moved to California seeking gold
 9. port where the transcontinental railroad was completed
 10. President who sent explorers to the West

PAGE 106

PERFORMANCE RUBRIC

Score 4

- lists 5 important dates and related events
- is well organized
- has no errors or very few errors

Score 3

- lists 4 or 5 dates and related events
- is fairly well organized
- has very few errors

Score 2

- lists 3 or 4 dates and related events
- shows some organization
- has some errors

Score 1

- lists 2 or fewer dates and events
- is poorly organized
- has many errors

Primary Sources

PAGES 388–389

OBJECTIVES

- Understand the lives of miners during the gold rushes of the 1800s.
- Examine artifacts used by miners.

RESOURCES

Unit 6 Audiotext CD Collection; Primary Source Collection; Internet Resources



Link to the Big Idea

Diversity Tell students that the gold rush contributed to the diversity of the West. Miners came from nearly every country in the world, including Mexico, France, Germany, and Turkey. Many Chinese people immigrated to the West at this time. Some came to look for gold, while others became store owners, launderers, and cooks in mining towns.

Background When gold was discovered, it was often far from cities and towns. Miners lived in tents or cabins near where the gold was. They needed not only gold mining tools but also things like cooking equipment and eating utensils.

Remind students that primary sources can help readers better understand what life was like in the past. Also remind them that primary sources can include any kind of document—a written source, a photograph, a map, a chart, an object, or some other kind of artifact.

Vocabulary Help Read aloud the text that describes the miners' clothes. Tell students that a *rivet* is a metal bolt that is used to fasten two things together. The rivets on these pants fastened the pockets to the pants.

Primary Sources

Gold Miners

Background At the time of the gold rushes, much of the West was wilderness. Miners often lived in simple mining camps located many miles away from the nearest town. They needed sturdy tools to help them do their work. In time, the miners developed new tools that made searching for gold easier.

DBQ Document-Based Question Study these primary sources and answer the questions.



Gold nuggets

METAL PAN

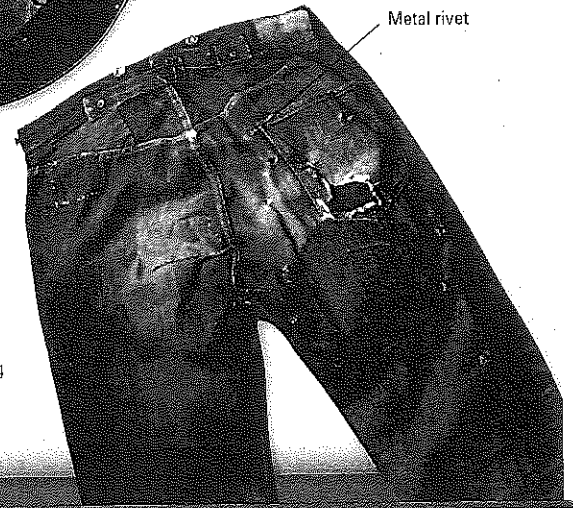
Miners swirled metal pans filled with gold-bearing water. This process separated any gold from the water.

DBQ 1 Why might it be easier to pan for gold on a sunny day?

CLOTHES

Miners needed clothes that would be long lasting. In 1873, Levi Strauss and a partner designed pants that had metal rivets on the pockets to make them strong.

DBQ 2 Why might long-lasting clothes have been so important to miners?



Metal rivet

388 Unit 6

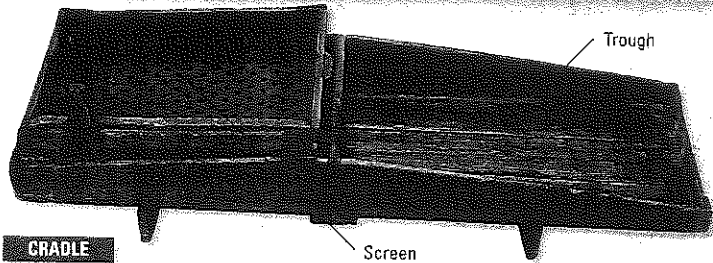
Practice and Extend

BACKGROUND

More About the Clothes

The miner's pants shown were the forerunners of today's blue jeans. In the early and mid-1800s, the pants were called *waist overalls*. A tailor named Jacob Davis, who bought cloth from Levi Strauss, had the idea to put rivets on the pants to keep the pockets from tearing.

Davis and Strauss became business partners and patented the riveted pants. That meant that for 20 years, no one else could make clothing with rivets. The riveted pants were worn mostly as work pants until the 1960s, when they became fashionable.



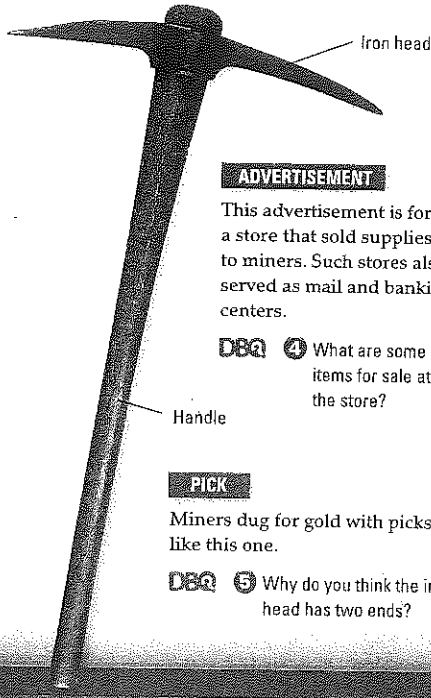
CRADLE

At least two people were needed to operate a cradle. With this tool, they could separate gold from dirt and soil quickly.

DBQ 3 Why do you think this tool was called a cradle?

Screen

Trough



Iron head

Handle

ADVERTISEMENT

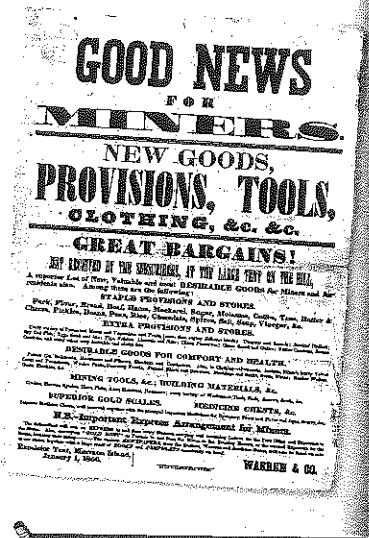
This advertisement is for a store that sold supplies to miners. Such stores also served as mail and banking centers.

DBQ 4 What are some items for sale at the store?

PICK

Miners dug for gold with picks like this one.

DBQ 5 Why do you think the iron head has two ends?



WRITE ABOUT IT

What do these primary sources tell you about a gold miner's life? Select one item and write how it made a miner's life a little easier.



For more resources, go to www.harcourtschool.com/ss1

Discuss the Primary Sources

Call out each primary source, and ask a volunteer to read its description. Discuss each item, and then have students answer the questions.

DBQ Document-Based Question—Answers

1. because a miner could see gold nuggets gleaming in the sun
2. They were far from stores, so they needed their clothes to last.
3. because it looks like a cradle or is rocked like a cradle.
4. Possible responses: foods, tools and clothing
5. so miners could use both sides of the iron head and for chipping out small or large pieces of rock

Write About It

Tell students that they should use the primary sources, their answers to the questions, and their knowledge of social studies to help them write their paragraphs.

Research Ask students to research additional primary sources about miners. Then have students select one or more of the primary sources and write a brief description telling what it is; who used it; where, when, and why it was used; and what it tells about the time period.

REACH ALL LEARNERS

Special Needs Act out for students how miners used metal pans, cradles, and picks. Explain your movements. Then have students act out and describe the activities.

READING SOCIAL STUDIES



Generalize Ask students to review the primary sources and make a generalization about miner's tools.

READING TRANSPARENCY

USE FOCUS SKILLS TRANSPARENCY 6.
Graphic Organizer Write-On/Wipe-Off Cards available



INTERNET RESOURCES

For more resources, go to www.harcourtschool.com/ss1

Lesson 3

PAGES 390–394

OBJECTIVES

- Describe how people use the West's land and waterways today.
- Identify ways in which people in the West protect the environment.

VOCABULARY

public land p. 391
hydroelectricity p. 392
ecosystem p. 393



GENERALIZE

pp. 366–367, 391, 394

RESOURCES

Homework and Practice Book, pp. 108–109; Reading Support and Intervention, pp. 134–137; Success for English Learners, pp. 139–142; Vocabulary Transparency 6-12-3; Focus Skills Transparency 6; Generalize Graphic Organizer Write-On/Wipe-Off Card; Unit 6 Audiotext CD Collection; Internet Resources

1 Introduce

What to Know Challenge students to define *environment*. Explain that in this lesson it means “natural surroundings, including the air, land, water, plants, and animals.” Remind students to look for answers to the question as they read the lesson.

Build Background Have students recall, from Lesson 1, what natural resources the West has.



Ask students to speculate about how the silver mined in Idaho is used.

Lesson

3

Environment of the West



WHAT TO KNOW
How do people in the West use and protect the environment?

VOCABULARY

public land p. 391
hydroelectricity p. 392
ecosystem p. 393

PEOPLE

Theodore Roosevelt

PLACES

Wallace
Grand Coulee Dam
Yellowstone National Park
Muir Woods
Natural Bridges



GENERALIZE

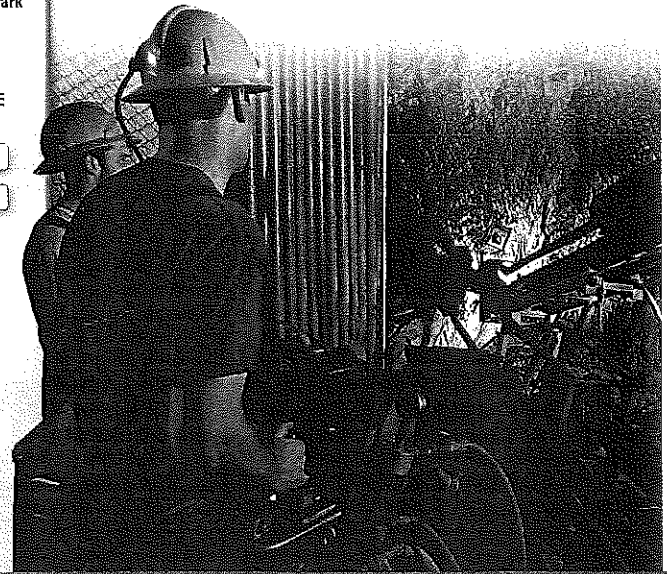


Today you are touring a real silver mine in **Wallace, Idaho**. Wearing a hard hat, you follow your guide into the mine.

The guide explains how miners remove silver from a mine. He knows just how it is done, because he is a retired miner.

“My father was a miner,” he tells you, “and now my son is a miner. We never seem to run out of silver here in Idaho!”

WORKERS MINING IN IDAHO



390 = Unit 6

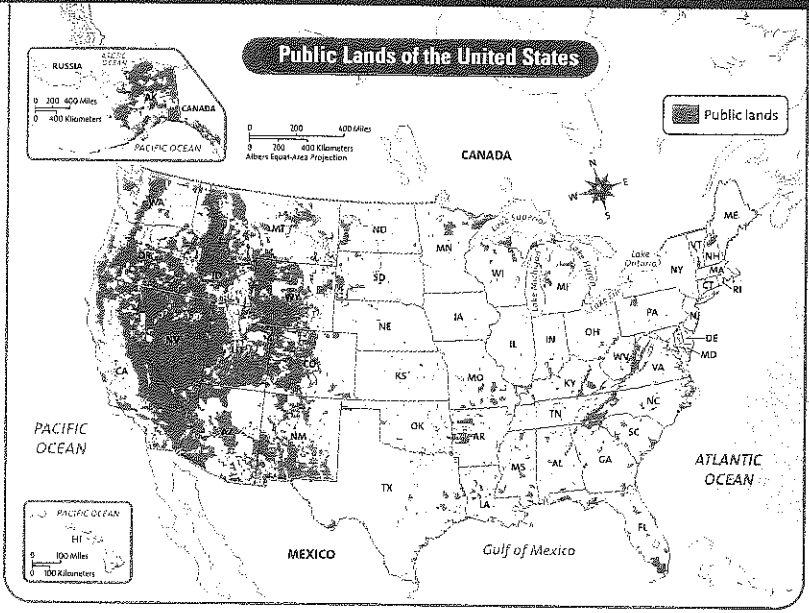
Practice and Extend

Express Path

When time is limited, look for the **EXPRESS PATH** to focus on the lesson's main ideas.

Quick Summary

The West's economy depends on natural resources including land and waterways. Much of the resource-rich land in the West is owned by the United States government. People in the West work to protect the environment.



MAP SKILL REGIONS Which states have the most public land?

Natural Resources

In the 1800s, natural resources brought settlers to the West. These same resources are still important to the region's economy.

Managing Land

In the mid-1800s, the United States government encouraged people to settle all across the West. Early settlers there built an economy based on mining, farming, ranching, logging, and fishing.

In the late 1800s, government leaders decided to stop settlement on some lands that held valuable resources. They believed that the government should

The government believed that it should control

manage, or control, these resources. This was the beginning of **public land**, or land that is owned by the government.

Today, the United States government manages much of the land in the West where valuable resources are found. The government controls such economic activities as logging, ranching, and mining on these lands. It requires people to pay rent when they use the land for economic activities. The government also controls recreational use of these public lands.

READING CHECK ○ GENERALIZE

In the late 1800s, why did the government change which lands people could settle?

Chapter 12 391

2 Teach

Natural Resources

CONTENT FOCUS The United States government owns much of the resource-rich land in the West.

Express Path

Have students scan the section to find the meaning of the vocabulary term. Then use the term in sentences about the section.

1 Visual Literacy: Map Instruct students to study the map. Ask a volunteer to explain what it shows.

CAPTION ANSWER: Nevada, Utah, Idaho, California, Oregon, Wyoming

2 Economics Make sure students understand that rent is money that a person or business pays for the use of something owned by someone else. Also explain that recreational means "for fun, or enjoyment."

Q What are some examples of recreational use of land?

A Possible responses: hiking, skiing, camping

VOCABULARY

Vocabulary Transparency

Read each term, and study its definition.

public land Land that is owned by the government. p. 391
hydroelectricity Electricity produced by using waterpower. p. 392
ecosystem The relationship between living things and their nonliving environment, and their working together as a unit. p. 393

Complete the activities below.

- public land**
CONTEXT CLUES Write a sentence using context to help define public land. Answers will vary. Possible answer: In order to control some resources, the government purchased some land.
STRUCTURAL CLUES What do you think the word part *hydro-* means?
 hydro means water.
- ecosystem**
PREFIXES What is the prefix of ecosystem?
 eco-

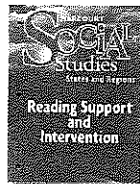
TRANSPARENCY 6-12-3

READING SUPPORT/ INTERVENTION

For alternate teaching strategies, use pages 134–137 of the Reading Support and Intervention book to:

- reinforce **vocabulary**
- build **text comprehension**
- build **fluency**

Reading Support and Intervention

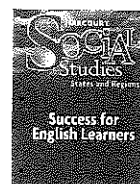


ELL ENGLISH LANGUAGE LEARNERS

For English Language Learners strategies to support this lesson, see Success for English Learners pages 139–142.

- English-language development activities
- background and concepts
- vocabulary extension

Success for English Learners



Dams in the West

CONTENT FOCUS People have built dams on some large rivers in the West to supply cities with water, to control flooding, and to produce power.

Express Path

Organize the class into five groups. Have each group study a different paragraph in the section. Then ask a volunteer from each group to share a summary of what they learned.

3 Geography Explain that when a river is dammed, land upstream is flooded to create the reservoir.

Q Why might some people be against the building of dams?

A Some people may not want land to be flooded. This would be especially true of people who own the land or people who use it for recreational or other uses.

4 Economics Point out that water is not the only natural resource that people use to produce power. Mention that some homes and businesses have equipment that turns the sun's energy into electricity, called solar power.

Q What is another natural resource that you have read about that can be used to produce power?

A coal

5 Visual Literacy: Illustration Have students identify the reservoir in the illustration.

Dams in the West

People have built dams on some of the largest rivers in the West. They use these dams in many ways.

Controlling Rivers

3 When people build a dam across a river, water builds up behind the dam and forms a reservoir, or human-made lake. People then can take water from the reservoir to supply towns and cities and to irrigate farmland.

People also use dams to prevent damage caused by flooding. To do this, they use dams to hold back floodwater. Later, they can slowly release this water.

At times, the water downstream from a dam can become too low.

The water upstream from a dam can become too high. By opening or closing valves at the dam, workers can adjust the water levels.

Water Power

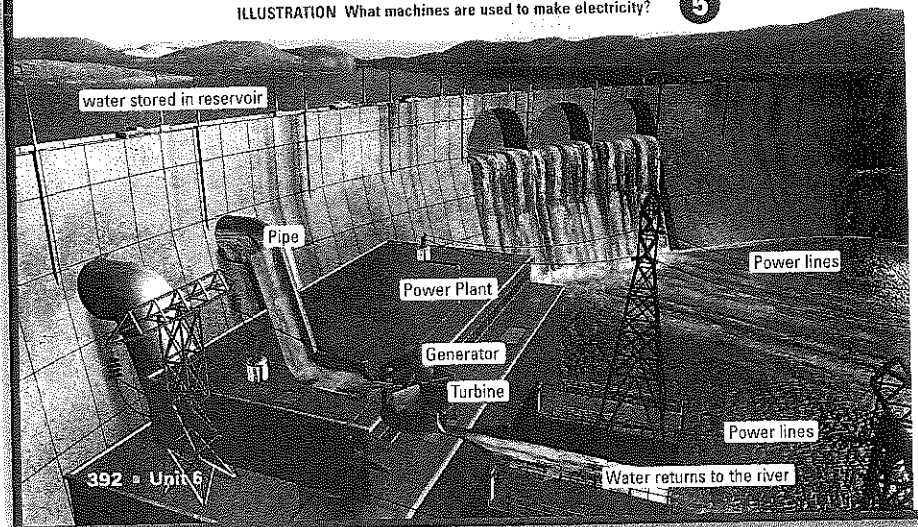
People can also use the water in a reservoir to produce electricity. They release water from the reservoir onto huge turbines, or engines with fanlike blades attached. The water turns the blades, causing the engine to produce electricity. Electricity produced by water power is **hydroelectricity**. The **Grand Coulee Dam** in Washington produces more electricity than any other dam in the United States.

READING CHECK MAIN IDEA AND DETAILS

4 What are two reasons why people in the West build dams? to supply towns, cities, and farms with water, to prevent flooding, and to make electricity

Hydroelectric Dam

5 ILLUSTRATION What machines are used to make electricity?



Practice and Extend

BACKGROUND

Grand Coulee Dam The Grand Coulee Dam, on the Columbia River, produces power for 11 states and provides for the irrigation of more than half a million acres of farmland. It was built between 1933 and 1942, and it is the largest concrete dam in North America.

VOCABULARY POWER

Prefixes Write *hydroelectricity* on the board. Then write it, separating it into its prefix (*hydro*) and base word (*electricity*). Challenge students to tell what the prefix means. Then, challenge them to tell another prefix that also means "water." Remind them that they learned the word *aqueduct*, in which the prefix *aque* means, "water." Explain that *hydro* comes from Greek, and *aque* comes from Latin.



► **CLEANUP** Workers and volunteers clean up after an oil spill in Alaska.

The Environment

When people use resources, they change the environment. Some of these changes can harm the environment and ecosystems. An **ecosystem** is a community of living things in a natural area and its environment.

Waterways and Wildlife

All over the nation, people take steps to protect the environment. In the West, dams once kept salmon from swimming up the Columbia River to lay their eggs. Soon there were fewer salmon left in the river. To protect the salmon, people built fish ladders. A fish ladder is like a stairway of pools of water. Salmon can jump from one pool to the next to get over the dam.

Ships that carry oil may damage the environment. If an oil tanker has an accident and breaks open, oil can spill into the sea, killing wildlife. People have designed ships with two walls to make oil spills less likely. They have also invented ways to keep oil spills from spreading.

Limits on Land Use

People also protect the environment by setting limits on how some of the land can be used. Some public lands, such as national parks and national forests, are set aside mostly for tourism. **Yellowstone National Park**, founded in 1872, was the nation's first national park. It covers parts of Idaho, Wyoming, and Montana.

Chapter 12 • 393

The Environment

CONTENT FOCUS Like Americans in other regions, people in the West work to protect the environment. Their efforts include building fish ladders over dams, working to limit oil spills, and restricting land use.

Express Path

Ask students to scan the section to identify three things that people in the West do to protect the environment.

6 Visual Literacy: Photograph Ask students to explain the difference between workers and volunteers.

7 Geography Ask students to share any experiences they have had visiting national parks or national forests.

Q How does setting aside land as a national park or national forest protect the land?

A It keeps the land from being used in ways that could damage it, such as by large-scale logging, mining, or building.

MAKE IT RELEVANT

In Your State Assign students to do research to find out how people in their state work to protect the environment. Ask each student to identify and learn about one example of environmental protection that he or she would like to share with the class.

REACH ALL LEARNERS

Leveled Practice Have students make a time line to summarize the lesson content.

(Basic) Students' time lines include important dates from the lesson and a picture or label for each date.

(Proficient) Students' time lines include a picture and a label for each date.

(Advanced) Students, time lines also include an explanation of how each event affected the environment of the West.

3 Close

Summary

Have students read the summary and restate the lesson's key content.

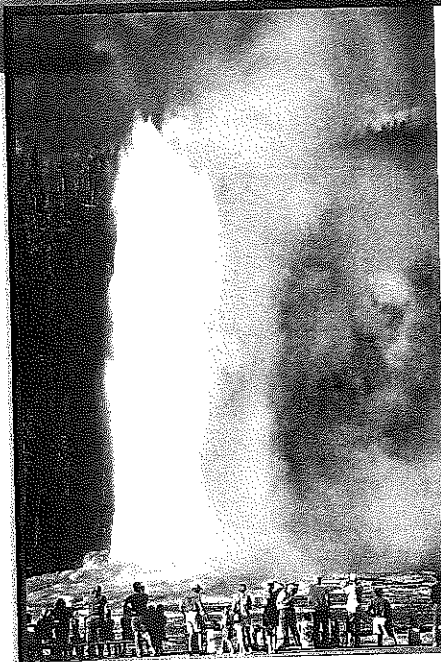
- The United States government owns much of the resource-rich land in the West.
- People in the West depend on the land, waterways, and other natural resources, so they work to protect the environment.

Assess

REVIEW—Answers

- 1. What to Know** They use the environment by mining, logging, ranching, and farming the land and by building dams. They protect it by building fish ladders, designing ships that make oil spills less likely, inventing ways to keep oil spills from spreading, setting limits on how land is used.
- 2. Vocabulary** The reservoir provides water to power the engines that make power. The electricity produced by water power is **hydroelectricity**.
- 3. Economics** They have shaped how people in the West make a living and how they produce power.
- 4. Critical Thinking** because people depend on the environment to meet their needs
- 5. Write a Persuasive Letter—Assessment Guidelines** See Writing Rubric.
- 6. Generalize GENERALIZATION:** People take several steps to protect the environment.

Use Focus Skill Transparency 6 Or Generalize Graphic Organizer Write-On/Wipe-Off Card.



► OLD FAITHFUL in Yellowstone National Park.

President Theodore Roosevelt loved the outdoors. He strongly supported protecting the land. In the early 1900s, Roosevelt created many national monuments in the West and Southwest. Two such monuments are Muir Woods in California and Natural Bridges in Utah.

READING CHECK ◉ GENERALIZE

What generalization can you make about using resources? that using resources changes, and can harm the environment

Summary

People in the West depend on natural resources, just as they did in the past. Many of these resources are found on public lands in the region. People build dams and reservoirs to control water. The dams hold water for irrigation and to produce hydroelectricity. As people use resources, they look for ways to protect the environment.

REVIEW

- 1. WHAT TO KNOW** How do people in the West use and protect the environment?
- 2. VOCABULARY** How does a reservoir help make **hydroelectricity**?
- 3. ECONOMICS** How have natural resources affected the West?
- 4. CRITICAL THINKING** Why is it important for people to protect the environment?
- 5. WRITE A PERSUASIVE LETTER** Decide whether public lands are a good idea or not. Then, write a letter to persuade someone else to agree with your opinion.

- 6. GENERALIZE** On a separate sheet of paper, copy and complete the graphic organizer below.

FACTS		
Fish ladders are built.	Land is set aside as parks.	
↓		
Generalization		

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Practice and Extend

WRITING RUBRIC

Score 4

- clearly states a position on the topic
- uses excellent persuasive techniques
- has no errors or very few errors

Score 3

- states a position on the topic
- uses excellent persuasive techniques
- has few errors

Score 2

- vaguely states a position on the topic
- uses fair persuasive techniques
- has some errors

Score 1

- fails to state an opinion on the topic
- uses poor persuasive techniques
- has many errors

HOMEWORK AND PRACTICE

- Name _____ Date _____
- ##### Environment of the West
- DIRECTIONS** Answer these questions about the West's environment.
- Why is the environment important to the West's economy?
Natural resources are needed for the region's heavy industries.
 - Who decides how public lands and resources will be used?
Today, the United States government manages much of the West's resource-rich land.
 - How do dams help control flooding?
They hold back floodwaters. The water can be released slowly, instead of all at once, to reduce flooding.
 - How does a fish ladder protect the environment? A fish ladder allows salmon to get over dams so that they can reach the place where they lay their eggs. This protects salmon from becoming extinct.
 - What is the main purpose of national parks and national forests?
They are set aside to protect plants and animals.



Margaret Murie

“I was destined for the outdoors.”

Margaret Murie spent much of her life exploring the West's wilderness areas. She spent most of her life working to protect those untouched places.

Murie was born in Seattle, Washington, but grew up in Fairbanks, Alaska. After graduating from college, she and her husband moved to Wyoming. They built a log cabin below the peaks of the Teton Mountains.

Both Muries were considered leaders to those working for conservation. Partly as a result of their work, the United States government set up the Arctic National Wildlife Refuge in 1960. The government also passed the Wilderness Act. This act protects millions of acres of wilderness in the United States.

Margaret Murie received many awards for her conservation work. These awards include the Presidential Medal of Freedom.

Biography

Trustworthiness
Respect
Responsibility
Fairness

Caring

Patriotism

Why Character Counts

How did Murie work to protect what she cared about?



Time

1902

Born

1924 Murie becomes the first woman to graduate from the University of Alaska

1964 Congress passes the Wilderness Act

2003

Died

1998 Murie is awarded the Presidential Medal of Freedom

GO ONLINE

For more resources, go to www.harcourtschool.com/ss1

Chapter 12 • 395

Biography

PAGE 395

OBJECTIVES

- Examine the life of Margaret Murie and her work to protect the environment of the West.

RESOURCES

Unit 6 Audiotext CD Collection; Multimedia Biography CD; Internet Resources



Link to the Big Idea

Diversity Point out that many explorers throughout history have been men. As a female explorer, Margaret Murie is an example of the West's diversity.

Vocabulary Help Tell students that when Murie said she was *destined* for the outdoors, she meant that working in the wilderness was the only kind of life she could imagine living.

Discuss the Biography

1 Primary Source: Quotation Help students interpret the quotation.

Source: *The Oregonian*, article by Tad Bartimus, January 1, 1983.

- Q** How do you think Murie's feeling that she was destined for the outdoors affected her work to protect it?
- A** It made her desire to conserve and protect the wilderness very strong.

Why Character Counts

She helped get laws passed that limit the use of some wilderness areas.

GO ONLINE

INTERNET RESOURCES

For more resources, go to www.harcourtschool.com/ss1

BACKGROUND

Margaret Murie Margaret Murie spent her honeymoon researching caribou on a 500-mile dogsled trip along the Koyukuk River in Alaska. She and her husband, Olaus, raised their three children in their log cabin in Moose, Wyoming. Murie wrote several books about her life and the wilderness, including *Two in the Far North* and *Wapiti Wilderness*.

MENTAL MAPPING

Map a Life Have students sketch a map showing Murie's birthplace, where she grew up, and where she spent her adult life. Tell them to draw their map based on what they know about geography.

OBJECTIVES

- Analyze differing points of view about how public land should be used.

RESOURCES

Unit 6 Audiotext CD Collection



Link to the Big Idea

Diversity Tell students that people have different points of view about the best ways public lands should be used. While all people agree on protecting the environment, they differ on whether the public land's natural resources should be left in their natural state or developed for the public good. Some people even question whether public lands should remain under government control or be leased to private companies for extended period of time.

Discuss the Points of View

Primary Sources: Quotations Point out that two of the people quoted are government officials who have the authority to make decisions about how public lands are used.

Source: President George W. Bush. *National Energy Policy, Report of the National Energy Policy Development Group*, May 2001.

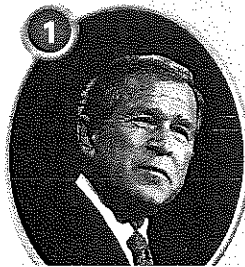
Source: Nanci Ivis.

Source: Gale Norton, Secretary of the United States Department of the Interior. Remarks at the *CCC Reunion, National Public Lands Day*, September 29, 2001.

Source: Terry L. Anderson, Vernon L. Smith, and Emily Simmons. *How and Why to Privatize Federal Lands*, Policy Analysis No. 363, December 9, 1999.

How Should Public Lands Be Used?

For decades, Americans have disagreed about how our public lands should be used. Some people believe that public lands should be used for their natural resources. Others believe that these resources should be protected. Still others argue that public lands should be made private. Here are some different points of view on this subject.



GEORGE W. BUSH

George W. Bush is President of the United States. He believes public lands can be used for their resources and be protected.

“I believe we can develop our natural resources and protect our environment.”



NANCI IVIS

Nanci Ivis is an environmentalist in San Francisco, California. She believes that the natural resources on public lands should be protected.

“The natural resources on public lands should be protected before they all disappear.”

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Practice and Extend

VOCABULARY POWER

Antonyms Point out to students that the words *public* and *private* are antonyms, words with opposite meanings. Encourage students to explain and discuss the meanings of the words as they are used on these pages.

READING SOCIAL STUDIES



Generalize Ask students to make a generalization about the points of view expressed by government officials.

READING TRANSPARENCY

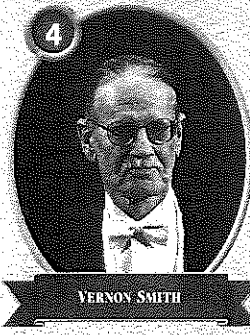
Use FOCUS SKILLS TRANSPARENCY 6. **Graphic Organizer Write-On/Wipe-Off Cards** available



GALE NORTON

Gale Norton is the secretary of the United States Department of the Interior. She believes public lands should be used for their natural resources.

“Our [public lands] improve our lives by giving us recreation, food, energy, water, shelter and clothing. We build houses, hospitals, dams and bridges from our land’s assets.”



VERNON SMITH

Vernon Smith is a professor at George Mason University in Virginia. He believes that all public lands should be sold to individuals.

“[I support] auctioning off all public lands over 20 to 40 years. Both environmental quality and economic efficiency would be enhanced by private rather than public ownership.”

It's Your Turn

Compare Points of View Summarize each person's point of view. Then answer the questions.

1. Who seems to support using the natural resources of public lands?
2. Who uses conservation to defend their point of view?
3. How is Vernon Smith's point of view different from all the others?

Make It Relevant What do you think? Explain why one argument is more persuasive to you than the other.

Q Which two people are government officials?

A George W. Bush and Gale Norton

Q How could you describe the other two people?

A They are private citizens who are interested in the issue of public land use.

It's Your Turn—Answers

Compare Points of View Students should express each speaker's point of view.

1. George W. Bush and Gale Norton
2. Nanci Ivis
3. He is the only one who wants to make public lands private.

Make It Relevant Students should state their point of view and give at least one reason why they agree with that point of view.

REACH ALL LEARNERS

Leveled Practice Ask students to demonstrate their understanding of the points of view.

(Basic) Students identify which speakers support the bill and which speakers do not support it.

(Proficient) Students list reasons the people gave for supporting and not supporting the bill.

(Advanced) Students write a paragraph summarizing the issue and points of view.

Chapter 12 Review

PAGES 398-399

Visual Summary

Have students use the Visual Summary to review the chapter.

Summarize the Chapter

Focus Skill **Generalize** Students may use the graphic organizer that appears on page 112 of the Homework and Practice Book to summarize the chapter. Answers appear in the Homework and Practice Book, Teacher Edition.

Vocabulary

1. timberline
2. volcano
3. earthquake
4. Forty-niners
5. ecosystem
6. public lands
7. barrier

Time Line

8. Lewis and Clark explored the Northwest
9. 1804

Facts and Main Ideas

10. in states that border the Pacific Ocean (p. 376)
11. They made long-distance travel possible and helped people trade goods. (p. 383)
12. The telegraph replaced it. (p. 386)
13. D (p. 375)
14. B (p. 393)

Critical Thinking

15. The South Pass provided a way through the Rocky Mountains and allowed many settlers to move West.
16. Possible response: Wagon trains provided the safety of a large group.

Skills

- Read a Time Zone Map**
17. 11 A.M.
 18. Eastern time zone

Visual Summary



1500
The Makah and other Native Americans live along the Pacific coast

Summarize the Chapter

Generalize Complete this graphic organizer to show that you understand how to make generalizations about the West.

Facts

The West has the nation's hottest and coldest places.

The West has the nation's driest and wettest places.

The West has the nation's highest and lowest places.

Generalization



Vocabulary

Choose the correct word from the word bank to complete each sentence.

1. It is too cold for trees to grow above the _____.
2. A _____ can create a mountain when it erupts.
3. An _____ is caused by movement of Earth's crust.
4. _____ went west hoping to find gold.

5. The plants and animals in the environment make up an area's _____.
6. The government controls economic activities on _____.
7. The Rocky Mountains were a _____ to westward travel.

Word Bank

volcano p. 376 forty-niners p. 385
 earthquake p. 376 public land p. 391
 timberline p. 377 ecosystem p. 393
 barrier p. 384

HOMework AND PRACTICE

Name _____ Date _____

12 Study Guide

Directions Fill in the missing information to these paragraphs about the West. Use the items below.

Lesson 1 volcanoes earthquakes tsule rochers time	Lesson 2 wagon routes barrier pass forty-niners	Lesson 3 ecosystems public land logging oil spills national forests
---	--	---

Lesson 1 The West is a region of mountains. Some of the West's mountains are _____ mountains. The mountains were created when _____ land _____ (moved to Earth's surface). The legs of some mountains formed _____ _____ when eruptions blasted away rock.

The West also is known for _____ _____ They occur most often along _____ _____ on the Pacific Coast.

HOMework AND PRACTICE

Name _____ Date _____

Summarize the Chapter

Generalize Complete the graphic organizers to show that you understand how to make generalizations about the West.

Facts

The West has the nation's hottest and coldest places.	The West has the nation's driest and wettest places.	The West has the nation's highest and lowest places.
---	--	--

Generalization

Possible response: The geography of the West creates extreme climates.

Facts

People built fish ladders to protect salmon.	People have invented ways to prevent oil spills.	People have set aside land as national parks and forests.
--	--	---

Generalization

Possible response: People in the West work to protect the environment.

1750

1875

Present



1804
Lewis and Clark
explore the Northwest



1872
Yellowstone National
Park is the world's
first national park



Time Line

Use the chapter summary time line above to answer these questions.

- Which happened first, Lewis and Clark explored the Northwest, or Yellowstone became a national park?
- When did Lewis and Clark begin their expedition?



Facts and Main Ideas

Answer these questions.

- Where are most of the West's volcanoes?
- Why were rivers important to the Native Americans in what is now the West?
- Why did the Pony Express operate for only a short time?

Write the letter of the best choice.

- Which physical feature most shapes life in the West?
 A lakes
 B plains
 C deserts
 D mountains
- What is one way that people are helping protect the environment of the West?
 A by shipping oil
 B by building fish ladders
 C by buying public land
 D by changing ecosystems



Critical Thinking

- Explain the meaning of this sentence:
The South Pass became a door to the West.
- Why do you think most settlers in the West traveled there as part of wagon trains?



Skills

Read a Time Zone Map

Use the map on page 381 to answer the questions below.

- If it is noon in the Mountain time zone, what time is it in the Pacific time zone?
- In which time zone is Washington, D.C.?

writing



Write a Narrative Write a story about a settler moving to the West in the 1800s. In your story, tell why your main character went West, where he or she settled, and what he or she did after arriving.



Write an Explanation Imagine that you are writing a news article. Explain one way in which people in the West protect the environment.

writing



Write a Narrative Students' stories should be set in the West in the 1800s and should feature a settler as the main character. Story elements could include:

- a settler who is a miner, farmer, or rancher
- who went west to find gold or cheap land
- and who settled in California, the Oregon Country, or another area.

For a writing rubric, see Assessment Program, p. xi.



Write an Explanation

Students' articles should explain one way in which people in the West protect the environment. Explanations could focus on:

- fish ladders
- preventing and containing oil spills
- setting aside land in national parks and national forests

For a writing rubric, see Assessment Program, p. xiii.

STUDY SKILLS

Pose Questions Ask students to refer to the questions they wrote as they read this chapter. Have students discuss the questions they wrote and the answers they found.

UNIT PROJECT

Progress Check Ask volunteers to share any ideas they got while reading this chapter for people, places, or events to include in their bulletin board.

ASSESSMENT

Use the CHAPTER 12 TEST on pages 113–116 of the Assessment Program