1A

|  |
| --- |
| 1. ***Is conflict always bad?***   ***Conflicts are not always bad. Sometimes, conflicts are worked out, and we learn lessons about how to get along with others. A conflict is a struggle between opposing forces. There are many different types of conflict. One kind of conflict is an argument between people, such as who should get the last cookie. Another type is a battle between nations over freedom and liberty. When you compete against others in a sport of game, that is another kind of conflict. When you struggle over a decision, you are in conflict with yourself. There are many ways to resolve, or work out, conflicts of any kind. There are also many lessons to learn from these situations. In “The King of Mazy May,” Walt had to shoulder adult responsibilities in order to survive the dangers of the wilderness. The dialect suggests that men from other*** |

2A

|  |
| --- |
| ***help readers imagine how the Yukon looked like during the Gold Rush. In this passage, the narrator steps away from Walt’s emotions and struggles and gives an idea of what is going on in the whole scene, on both Walt’s sled and that of the men chasing him. The narrator wants to place the reader in the scene to realize how dangerous Walt’s position is. The discovery of gold in the Klondike was a legendary time in North American history, when fortunes were made and lost, and there was conflict between hard-working prospectors and those who wanted to steal from them. This exciting time period and setting provides a background for great tales that are retold through the years. In the chase, although the Irishman is being hurt, the fact that he is trying to attack Walt may make readers feel unsympathetic toward him. Oftentimes, readers “root” for the underdog, who in this*** |

2B

|  |
| --- |
| ***case is a boy being chased by grown men. Here, the humans depend on the dogs for transportation, but in this passage, both Walt and the men hurt the animals to achieve their goals. In “To Klondyke We’ve Paid Our Fare,” the adventurers might have to battle nature to get the gold from the river, or struggle against thieves who want to steal their claims. This line shows that the gold seekers are determined to make their fortunes in gold no matter what it takes. The people singing the song seem unconquerable and destined for riches. Their “can-do” attitude might appeal to others who seek adventure, gold, and a better life. The song challenges the listeners to “get into line.” The song’s purpose might be to convince listeners to join the adventurers. In “Gold Rush: The Journey by Land,” the annotations highlight important points along the route and show major obstacles that*** |

1B

|  |
| --- |
| ***countries came to the region in search of a better life. Some people believed that the river flowed with gold and that they would strike it rich with little effort or hardship. Walt is responsible for Loren Hall’s claim, and he knows that the men will try to steal it in his neighbor’s absence. He feels strongly that it is important for him to defend old Loren’s claim. Walt realizes that he faces a dangerous conflict with the men; however, after considering what they are trying to do, he resolves to do something to stop the theft. Walt risks danger but has no guarantee of safety if he stops running. He chooses to take a chance.***  ***The descriptive language reveals the dangerous situation that Walt is in. Not only does Walt have to battle the harsh conditions of the environment, but he also has to contend with the other stampeders. The author uses strong and distinct images to appeal to the senses and*** |

3A

|  |
| --- |
| ***travelers encountered along different passages. According to note A, the dreaded area of Humboldt Basin could lead to many problems, such as severe heat, deep sand, and no food or water. In these situations, problems could lead to death. The map points out places such as the Humboldt Basin and other parts of the terrain that made traveling difficult. In “A Woman’s View of the Gold Rush,” Mary wants to describe how difficult and overwhelming her daily chores are. She probably doesn’t have much free time to write letters home However, she wants to let her family know the details of her life and what she is doing while she is away from her family. The description of how Mary often has a “hearty cry” and goes to her cellar to be alone allows readers to learn more about the internal conflict Mary has. Her life is more than just what she does each day. She also has*** |

4A

|  |
| --- |
| ***and sold as slaves motivated many to head to California in a search of freedom. Through hard work, Gibbs and Lester were able to accomplish their goals of becoming rich. Gibbs ultimately became successful and worked in the antislavery movement. Some white miners may have been afraid that Chinese workers would take their jobs or find lots of gold. Also, some white miners may have been prejudiced against people of different races and ethnicities. In “Birds Struggle to Recover from the Egg Thefts of 1800s,” the descriptive language helps readers visualize the setting and realize that the birds and other animals need space to live. If their environment is threatened, then they have nowhere to live. The Gold Rush created a conflict between the needs of people for food and the needs of the birds to survive by laying and hatching their eggs. The population of California surged*** |

4B

|  |
| --- |
| ***during the Gold Rush, creating a huge need for foods such as eggs. To supply this need, people collected huge numbers of eggs from the common murres and nearly wiped out this bird population. The government finally banned egg gathering on the islands in 1896. Although common murres are widespread in other locations, it is doubtful that they will ever recover their plentiful population on the Farallon Islands prior to the Gold Rush.*** |

3B

|  |
| --- |
| ***strong feelings about being homesick. The author is constantly struggling in very hard conditions to earn money. She is interrupted in all of her tasks, especially by animals who can enter her roughly built home and disrupt her kitchen whenever they wish. She is making a living by providing services to miners and panning for gold, but she struggles with her feelings of homesickness for her children and family. She has tried to do some mining for gold and found it harder to “rock the cradle” for mining than it is to “rock the cradle” when taking care of children. She must choose what work to do. In the California Gold Rush, people have come from many different communities, and if others work hard and provide good service, it is important to respect others so that there aren’t any conflicts. In “Chinese and African Americans in the Gold Rush,” the threat of being captured*** |

5A

|  |
| --- |
| 1. ***Write a bit about the quotation on page 116?***   ***Ralph Waldo Emerson (1803-1882) was an American writer who was at the forefront of the Transcendentalist movement. He was also a staunch individualist.***   1. ***What was the Gold Rush?***   ***After gold was discovered in California in 1848 and later in the Yukon Territory, people swarmed to those regions. The adventurous arrived from every corner of the globe, seeking their fortune. They faced challenges and conflicts in the gold fields while the American Dream glittered in their eyes.***   1. ***Write a summary of “The King of Mazy May.”***   ***Teenager Walt Masters grows to manhood when he takes a wild dog sled ride to protect his neighbor’s gold claim from thieves.*** |

6A

|  |
| --- |
| 1. ***Provide some background for “The King of Mazy May.”***   ***During the Klondike Gold Rush, approximately 100,000 prospectors set off to the Klondike region of the Yukon in northwestern Canada after George Carmack discovered gold there in 1896. Only 30,000 completed the trip due to the difficult trails and freezing temperatures. For those who persevered, more than $1,000,000,000 was discovered.***   1. ***What does the list of the things that Walt has done tell you about Walt’s life?***   ***These details show that Walt lies in a wilderness without friends his age, but he has seen amazing sights.***   1. ***How does the author emphasize the contrast between Walt’s life and that of most boys his age?***   ***The author repeats the phrase “he has never” to point out that Walt is different. He uses alliteration to emphasize that Walt is mature. The final sentence emphasizes that Walt is isolated from other boys like him.*** |

6B

|  |
| --- |
| 1. ***From the author’s description of the boy’s life in the Yukon, what ideas can we develop about the kind of person Walt is?***   ***Walt had to shoulder adult responsibilities in order to survive the dangers of the wilderness.***   1. ***Endured: Suffered through*** 2. ***Liable: Likely to do something or to happen*** 3. ***Summit: Highest part*** 4. ***What does the Irishman suggest to one of the stampeders who has complained about the cold?***   ***The Irishman tells him to keep warm by jumping off the dogsled and running along with the dogs.***   1. ***How does the dialect help characterize the Irishman?***   ***The Irishman uses a colorful dialect. He drops the d’s in “and” and the g’s in words ending in “-ing,” and changes other words, such as you and for. The dialect shows that he is more concerned with actions than words. The Irishman uses the simile “the creek’s as rich as a United States mint” to express his belief that the claims on the Mazy May Creek would yield large quantities of gold because the mint is where U.S. coins are made.*** |

5B

|  |
| --- |
| 1. ***Write a summary of “To Klondyke We’ve Paid Our Fare.”***   ***This song about the 1897 Alaska-Klondike Gold Rush focuses on miners of “the last frontier.”***   1. ***Write a summary of “A Woman’s View of the Gold Rush.”***   ***One of the few women in a California gold mining town in 1852 describes a boarding house for “forty-niners.”***   1. ***Write a summary of “Chinese and African Americans in the Gold Rush.”***   ***Both of these minority groups believed California offered a golden opportunity.***   1. ***Write a summary of “Birds Struggle to Recover from Egg Thefts of 1800s.”***   ***The population of common murres was nearly wiped out when their eggs were harvested during the Gold Rush.*** |

7A

|  |
| --- |
| 1. ***What does the Irishman’s dialogue suggest about people who journeyed to northwestern Canada in search of Klondike gold?***   ***The dialect suggests that men from other countries came to the region in search of a better life. Some people believed that the river flowed with gold and that they would strike it rich with little effort or hardship.***   1. ***When Walt watches the men discover gold, what conflict is set in motion?***   ***Walt is responsible for Loren Hall’s claim, and he knows that the men will try to steal it in his neighbor’s absence. He feels strongly that it is important for him to defend old Loren’s claim.*** |

8A

|  |
| --- |
| 1. ***What happens when Walt first gets the dogs to run?***   ***Walt is almost thrown off his sled, and the sled almost turns over.***   1. ***How does the author’s verb choice help create tension?***   ***The author uses strong action verbs to convey suspense, such as sprang, jerked, clung, and beating. Posing perilously is an example of alliteration and indicates danger and uncertainty.***   1. ***How do the author’s stylistic choices heighten the conflict in the story?***   ***The descriptive language reveals the dangerous situation that Walt is in. Not only does Walt have to battle the harsh conditions of the environment, but he also has to contend with the other stampeders.*** |

8B

|  |
| --- |
| 1. ***What does Walt see when he finally reaches the mighty Yukon?***   ***Although it is starting to get dark, he views a great white path so wide that he can’t see from one side of the river to the other.***   1. ***What words tell you what Walt is seeing and hearing at this moment?***   ***The author uses the words failing twilight and great white sea to describe what Walt sees, and frozen stillness, not a sound, and breathing of the dogs to tell what Walt hears. This paints a portrait of the might Yukon. This helps readers see and hear as though they were on the sled with Walt.***   1. ***How does the vivid imagery in this passage help create the setting of a faraway place in a different era?***   ***The author uses strong and distinct images to appeal to the senses and help readers imagine how the Yukon looked like during the Gold Rush.*** |

7B

|  |
| --- |
| 1. ***Is Walt’s decision sensible?***   ***Walt realizes that he faces a dangerous conflict with the men; however, after considering what they are trying to do, he resolves to do something to stop the theft. Walt risks danger but has no guarantee of safety if he stops running. He chooses to take a chance.***   1. ***What vocabulary strategy can we use on page 122?***   ***We should look at the word injustice. When we see the word injustice, we look at its parts to figure out its meaning. Justice means fairness or reasonableness, as in the way people are treated. The prefix in- changes the meaning of the base word, so that it means not or without. So, we know that injustice is the unjust treatment of somebody.*** |

9A

|  |
| --- |
| 1. ***Why is it fortunate for Walt that both his sled and the sled of the black-bearded leader were moving erratically?***   ***The leader was unable to make a straight shot to hit Walt.***   1. ***How does the language in the first sentence of the paragraph starting with “Now it is very hard to lie…” change compared to the second sentence?***   ***In this passage, the narrator first uses a lengthy sentence to explain what happens on a moving sled. This description of jumping and plunging and yawing reflects the actions on the sled. The author then switches to a direct style to show that Walt was not hit. The simile helps readers visualize how Walt’s sled was pitching and rolling like a boat in rough water as he raced up and down the summits of the ice jams with bullets zinging around him.*** |

10A

|  |
| --- |
| 1. ***What does the author refer to when he says, “And because of what Walt Master did on this night”?***   ***All by himself, Walt stopped the claim-jumpers from stealing Loren’s claim.***   1. ***How is the language reminiscent of folk tales?***   ***The phrasing “An because of” wraps up the story in a way that is similar to how a folk tale would end. “Men…speak of him now as the King of Mazy May” elevates Walt to a folk hero or the hero of a legend.***   1. ***Why might the setting, during the Yukon Gold Rush, be used in a North American legend?***   ***The discovery of gold in the Klondike was a legendary time in North American history, when fortunes were made and lost, and there was conflict between hard-working prospectors and those who wanted to steal from them. This exciting time period and setting provides a background for great tales that are retold through the years.*** |

10B

|  |
| --- |
| 1. ***Who was Jack London?***   ***Jack London (1876-1916) lived an adventurous life. Before the age of 20, this Californian had worked in a factory, traveled as a hobo, captained a pirate ship, and searched for gold. Though he dropped out of college, he taught himself by reading at public libraries and giving himself daily writing assignments. London’s love of reading and his own adventures inspired him to write. In 1897, London went to northwestern Canada, where gold had just been discovered. He did not find any fold, but he did have adventures on the way to Dawson, a town in the Yukon Territory. Once, for instance, he made a boat from trees and ran the dangerous White Horse rapids on the Yukon River. London wrote more than 50 books, including* The Call of the Wild *and* White Fang*.*** |

9B

|  |
| --- |
| 1. ***How does the fictionalized narrator intrude upon this story to offer a commentary to the reader?***   ***In this passage, the narrator steps away from Walt’s emotions and struggles and gives an idea of what is going on in the whole scene, on both Walt’s sled and that of the men chasing him. The narrator wants to place the reader in the scene to realize how dangerous Walt’s position is.***   1. ***What vocabulary strategy can we use on page 127?***   ***Using Context to Determine the Meaning:***  ***We can use context clues to determine the meaning of “capsizing.” After Walt grabs the men’s wheel dog by his front legs and throws him, he sets in motion a sequence of events. His quick reaction causes the dog team to be snarled, which affects the sled and then tangles up his enemies. We can visualize this chain of events. This helps me understand that capsizing means to turn over.*** |

11A

|  |
| --- |
| 1. ***What special skills does Walt possess?***   ***He can make bread without yeast, baking powder, or hops; he can trade with Native Americans; he can shoot moose; he can drive a team of sled dogs.***   1. ***Where does Walt live?***   ***Walt lives on Mazy May Creek in the Klondike country.***   1. ***What events take place after Walt begins the trip to Dawson?***   ***Walt is shot at by the claim-jumpers; he has to rearrange his dogs after one of them dies; he has to keep himself warm in the frigid temperatures.***   1. ***Why do men of the Yukon call Walt the “King of Mazy May”?***   ***The men call him the King of Mazy May out of respect, because he risked his life to help a fellow prospector.*** |

12A

|  |
| --- |
| 1. ***Read the paragraph “Suddenly, over this snow rim…till he let go.” Which characters seem to be winning the struggle in this passage?***   ***Walter is winning the struggle. The details describe how “Walt cracked him sharply across the knuckles.” The Irishman was being “dragged behind” and eventually had to “let go.”***   1. ***What effect do word choices such as “suddenly,” “clutched,” and “threatening” create?***   ***The word choices create a feeling of tension and describe the seriousness of the situation.***   1. ***Would the passage be more suspenseful if London had chosen more neutral words?***   ***If more neutral words were used, readers would not realize the intense struggle between the characters.*** |

12B

|  |
| --- |
| 1. ***Examine London’s sentence length and structures. What effect do these elements create?***   ***The long and complex sentence at the end of the paragraph adds to the suspense by dragging out the conclusion of each event or idea.***   1. ***In what way has the author made the Irishman unsympathetic?***   ***Although the Irishman is being hurt, the fact that he is trying to attack Walt may make readers feel unsympathetic toward him. Oftentimes, readers “root” for the underdog, who in this case is a boy being chased by grown men.***   1. ***Read the paragraph “He struck at their faces … tangling his enemies up beautifully.” What are the two main events in this passage?***   ***Walt whips his attackers’ faces he trips one of the dogs and makes the sled turn over.*** |

11B

|  |
| --- |
| 1. ***Read the sentence “Away Walt flew, the runners of his sled fairly screaming as they bounded over the frozen surface.” What do you notice about the word order in the phrase “Away Walt flew”?***   ***The adverb describing the verb comes before the subject and the verb.***   1. ***What effect does the word order create?***   ***The word order emphasizes Walt’s movement.***   1. ***How is the sled described?***   ***The runners of the sled are described as “fairly screaming.”***   1. ***What effect is created through this use of description?***   ***This description personifies the sled and shows how quickly Walt moved along the difficult terrain.*** |

13A

|  |
| --- |
| 1. ***What does Walt do to keep the men from shooting at him?***   ***Walt uses his whip to attack the men’s faces; they have to protect their faces with their hands, so they don’t have free hands to shoot at him.***   1. ***What descriptive details express the main events of this passage?***   ***London uses figurative language such as “hot rain of blows” and descriptive details such as “snarled” and “capsized.” He tangles up his enemies “beautifully.”***   1. ***What images do these descriptions bring to mind?***   ***“Snarled” brings to mind the image of a tangled knot or a snarling dog; “capsized” creates a picture of a sinking ship.*** |

14A

|  |
| --- |
| 1. ***What story details bring to life its setting?***   ***The descriptions of the setting, such as “a great white sea of frozen stillness,” help readers imagine what it would be like to live in the Klondike area.***   1. ***In what way do the events of the Gold Rush affect the story’s action and characters?***   ***The Klondike Gold Rush was a time when many people traveled to northwestern Canada to mine or pan rivers for gold. The action takes place during the Gold Rush, and characters are prospectors. The actions of the characters are based on the desire to obtain gold.***   1. ***In the first paragraph, how does the author compare Walt’s experiences with those of other boys?***   ***The narrator explains that while some boys go to school or talk to girls, Walt has other useful knowledge, such as survival skills.*** |

14B

|  |
| --- |
| 1. ***What do the details in this passage tell you about the narrator’s attitude toward Walt?***   ***The tone of admiration shows the narrator respects Walt.***   1. ***In what way is Walt well suited to the challenges of his environment and circumstance?***   ***Having lived in the wilderness, he is aware of the difficulties of the land and is mature enough to know how to survive in this environment.***   1. ***What conflicts or “stuff” might the adventurers in “To Klondyke We’ve Paid Our Fare” experience?***   ***They might have to battle nature to get the fold from the river, or struggle against thieves who want to steal their claims.***   1. ***What does the line “We’re ready and rough, and “out for the stuff” mean?***   ***This line shows that the gold seekers are determined to make their fortunes in gold no matter what it takes.*** |

13B

|  |
| --- |
| 1. ***How does this passage contribute to the plot of the story?***   ***This paragraph is the climax of the story; this is the last encounter between Walt and the claim-jumpers before he gets to Dawson.***   1. ***How would you describe the narrator’s tone?***   ***The tone shows the narrators admiration for Walt’s quick thinking. The tone also reflects the intense and dangerous situation that Walt is in.***   1. ***What clues point to the idea that the narrator admires Walt?***   ***The words “tangling up his enemies beautifully” show the narrator’s admiration for how Walt handled the situation.***   1. ***How does this passage illustrate the relationship between people and dogs?***   ***The humans depend on the dogs for transportation, but in this passage, both Walt and the men hurt the animals to achieve their goals.*** |

15A

|  |
| --- |
| 1. ***What actions does this song tell people to take?***   ***It tells people to get in line, climb into the band-wagon, dress up, bring some food, and go to Juneau.***   1. ***What is the rhyme scene in the refrain?***   ***The rhyme scene is aabaccddcee. The rhythm is upbeat and fast-paced, like the gold seekers themselves.***   1. ***Why might this song attract others to join the adventurers on their way to Klondike?***   ***The people singing the song seem unconquerable and destined for riches. Their “can-do” attitude might appeal to others who seek adventure, gold, and a better life.***   1. ***Defiance: Open resistance to authority.*** 2. ***Privation: Lack of necessities*** 3. ***Invincible: Incapable of being harmed or defeated.*** |

16A

|  |
| --- |
| 1. ***What specific words reveal the main idea?***   ***The words “sobriety,” “respectable,” and “invincible” show that the people are confident and serious.***   1. ***What does the listing of people indicate about the society the settlers will form?***   ***The new society will be diverse, and people with many different jobs will contribute.***   1. ***What is this verse’s rhyme and rhythm?***   ***The song has repeated sounds, the refrain has a rhyme scheme of aabaccddcee, and consistent rhythm.***   1. ***What might be the purpose of a song like this one?***   ***The song’s purpose might be to convince listeners to join the adventurers.***   1. ***What does the song challenge the listener to do?***   ***The song challenges the listeners to “get into line.”*** |

16B

|  |
| --- |
| 1. ***Point out two examples of alliteration in this song.***   ***Examples are the f sound in “feverish fancy” and the r sound in “ready and rough.”***   1. ***What effect does the alliteration create?***   ***The alliteration makes the hard consonant sounds stand out. The effect is to make the song sound energized and upbeat.***   1. ***Does the song effectively capture the spirit of the Gold Rush?***   ***The song’s positive tone and energetic rhythm effectively capture the spirit and excitement of the adventurers who are about to join in the Gold Rush. The song almost functions as an advertisement for the Gold Rush.*** |

15B

|  |
| --- |
| 1. ***What is the song about?***   ***The song is about the Klondike Gold Rush.***   1. ***When set to music, would this song be happy or sad?***   ***The rhythm, word choice, and punctuation suggest that it is a happy song.***   1. ***What does the song tell us about the Klondike Gold Rush?***   ***The song tells us that the Klondike Gold Rush is exciting and profitable, yet difficult and serious event to participate in.***   1. ***Read the paragraph “We’re a strictly respectable crowd, … make a big strike.” What is the main idea of this verse?***   ***The main idea is that many different types of people are heading to Klondike, and everyone is hopeful and ready to work hard to strike gold.*** |

17A

|  |
| --- |
| 1. ***What information do the annotations add to the map?***   ***The annotations highlight important points along the route and show major obstacles that travelers encountered along different passages. According to note A, the dreaded area of Humboldt Basin could lead to many problems, such as severe heat, deep sand, and no food or water. In these situations, problems could lead to death.***   1. ***How can we critically view the map?***   ***Annotated maps contain brief chunks of text that clarify or give additional information about a region. This annotated map contains different features, such as colors and symbols, that present geographical and historical information. In addition to the various trails that travelers took on their journey westward, the map shows milestones, or significant points along each route. Two of these points—Independence Rock and Chimney Rock—were literally milestones, or rocks that marked the miles traveled in a journey. Cartographers use colors and shading to represent various geographic features. For example, higher elevations, such as the Rocky Mountains are depicted in shades of brown, while green is used for lower elevations and shades of blue indicate water.*** |

18A

|  |
| --- |
| 1. ***Why did the mapmaker choose to call attention to the sites labeled with letters?***   ***The mapmaker wanted to show some major landmarks and point out some of the hardships faced by pioneers.***   1. ***What does this map tell you about the hardships that people faced during the Gold Rush?***   ***The map points out places such as the Humboldt Basin and other parts of the terrain that made traveling difficult.***   1. ***What might have motivated people to endure hardships to travel such great distances?***   ***The promise of riches, or even just a new start, might have motivated people to travel.***   1. ***How does the process of traveling across the country in the 1850s differ from the way we travel today?***   ***Traveling today is much faster and generally less dangerous that it was during the Gold Rush era.*** |

18B

|  |
| --- |
| 1. ***Provide some background for “A Woman’s View of the Gold Rush.”***   ***During the Gold Rush, the majority of people who flooded into California from 1848 to 1855 were prospecting for gold. Others sought their fortunes by providing services to miners, such as running boarding homes that offered a place to sleep and providing home-cooked meals and laundry services for a high price.***   1. ***Associate: Friend or partner*** 2. ***Scouring: Cleaning or polishing by vigorous rubbing*** 3. ***Tongues: Languages or dialects*** 4. ***What do these details tell you about Mary Ballou’s daily life of running her boarding house?***   ***The details show that Mary works nonstop for long hours every day, cooking, serving meals, washing, ironing, and taking care of the livestock.*** |

17B

|  |
| --- |
| 1. ***What tools help us read and analyze the map?***   ***The tool are the key and the annotations.***   1. ***What two major trails did people take on the journey?***   ***The two major trails were the Oregon and Mormon Trails.***   1. ***What are the main end points for each of the trails?***   ***Oregon: Portland; Mormon: Salt Lake City; Santa Fe: Santa Fe; Old Spanish: Los Angeles; El Camino Real: Sonoma; El Camino Interior: Sant Fe; El Camino Real of Texas: New Orleans; California: Sutter’s Fort***   1. ***Why did people want to travel to these places?***   ***People traveled in search of gold or new opportunities.***   1. ***What are some similarities and differences between the routes?***   ***Some trails pass over the Rocky Mountains while others cross the desert. All of the trails cross one or more rivers.*** |

19A

|  |
| --- |
| 1. ***How does this style of writing add to the overall description of life during the California Gold Rush?***   ***This letter is a primary source written by a real woman living in California in 1852. The misspellings and unconventional grammar and punctuation add to the authenticity of her description of her life in this time period. In her own words, she reveals walt life was really like for her, and the capitalization can indicate the things that were an important part of her life. The informal writing shows that ordinary people such as her were willing to work hard to earn a living during the Gold Rush.***   1. ***Why might Mary be including this information in a letter to her son?***   ***Mary wants to describe how difficult and overwhelming her daily chores are. She probably doesn’t have much free time to write letters home However, she wants to let her family know the details of her life and what she is doing while she is away from her family.*** |

20A

|  |
| --- |
| 1. ***How does injecting an emotional detail about Mary’s sadness into the middle of routine details about cooking and household chores affect the reader?***   ***The description of how Mary often has a “hearty cry” and goes to her cellar to be alone allows readers to learn more about the internal conflict Mary has. Her life is more than just what she does each day. She also has strong feelings about being homesick.***   1. ***What conflicts does the author experience?***   ***The author is constantly struggling in very hard conditions to earn money. She is interrupted in all of her tasks, especially by animals who can enter her roughly built home and disrupt her kitchen whenever they wish. She is making a living by providing services to miners and panning for gold, but she struggles with her feelings of homesickness for her children and family.*** |

20B

|  |
| --- |
| 1. ***How might the author’s reference to “rock the cradle” illustrate the conflict she is experiencing?***   ***She has tried to do some mining for gold and found it harder to “rock the cradle” for mining than it is to “rock the cradle” when taking care of children. She must choose what work to do.***   1. ***What is Mary Ballou’s job in the gold region?***   ***She runs a boarding house. Mary Ballou cooks, drives animals out of her home, does laundry, and sews.***   1. ***To whom does Ballou write? What information does this detail provide?***   ***Mary writes to her son, Selden. She left family behind to go to California.***   1. ***Read the passage starting with “I am making Flags with all the rest… I am treated with due respect by them all.” How does Ballou describe her environment?***   ***It is “dim” and without windows.*** |

19B

|  |
| --- |
| 1. ***What does Mary do when she visits Jane and Mrs. Durphy?***   ***Mary talks with them. There are probably few women among the male miners. Mary and the other women seek each other out for companionship and to share their struggles.***   1. ***How is the line “No one but my maker knows my feelings” different from the other descriptions in the letter?***   ***The previous sections of text describe all of the chores and activities she does. In this part of the letter, Mary is acknowledging that she hides her feelings from other people. How she acts in public while working is different than how she feels inside. Although she keeps her emotions in check unless she is alone, she feels free to express them in her letter.*** |

21A

|  |
| --- |
| 1. ***How does Ballou’s environment affect her mood?***   ***The lack of light and comfort confuses her. She says that she “can hardly see to make a mark so I think you will excuse me for not writing any better.” She wishes there was more light to make it easier to write her letter.***   1. ***What can you infer about Mary Ballou from her writing style?***   ***The long sentences reflect Ballou’s long list of chores; the letter is disorganized, which may reflect her fatigue from hard work.***   1. ***Why do you think the settlers treat one another with respect?***   ***People have come from many different communities, and if others work hard and provide good service, it is important to respect others so that there aren’t any conflicts.*** |

22A

|  |
| --- |
| 1. ***California was a state in 1852. Explain the meaning of the comment by Simmon’s wife about being “safe in the States.”***   ***Although California was a state, it seemed as uncomfortable and unfamiliar as a foreign country.***   1. ***What lured free African Americans to California from eastern cities?***   ***Along with the promise of good jobs, African Americans hoped to remain free.***   1. ***How is the language in this passage fair and impartial rather than biased?***   ***The language makes no judgement about the Fugitive Slave Law or the actions of slave catchers.*** |

22B

|  |
| --- |
| 1. ***What effect did the Fugitive Slave Law have on the California Gold Rush?***   ***The threat of being captured and sold as slaves motivated many to head to California in a search of freedom.***   1. ***How did the two African Americans profiled in this passage overcome the hardships they faced?***   ***Through hard work, the men were able to accomplish their goals of becoming rich.***   1. ***How did the conflict between Gibbs and white carpenters lead to a gain for African Americans?***   ***Gibbs ultimately became successful and worked in the antislavery movement.***   1. ***Why did Chinese immigrants come to California?***   ***Chinese immigrants came to California to escape civil war, droughts, floods, and typhoons and to find jobs and riches.*** |

21B

|  |
| --- |
| 1. ***What creates a disapproving tone about Ballou’s home environment?***   ***The words “muddy Place” and “All the kitchen that I have” indicate that Ballou’s environment is poor and she is not happy with it.***   1. ***What tone is revealed in the last paragraph?***   ***The tone is sad, yet caring. She describes how her “heart would break” because she misses her son and family. However, she still wants to be a caring and “affectionate mother.”***   1. ***Has Mary Ballou been successful in California?***   ***Ballou may be seen as successful. She is busy and people have said her soft soap is the first “they knew made in California.”*** |

23A

|  |
| --- |
| 1. ***What benefits did African Americans hope to find there?***   ***African Americans hoped to find good jobs and freedom from slavery. The hoped to earn enough money to free family members who were still enslaved.***   1. ***What obstacles did minorities face during the Gold Rush?***   ***These minorities were not allowed to vote, attend school, or testify in court.***   1. ***What did African Americans and Chinese immigrants do in response to these obstacles?***   ***African Americans started schools, churches, libraries, and newspapers. Chinese Americans started organizations and unions to protect their rights, in addition to schools and newspapers.*** |

24A

|  |
| --- |
| 1. ***Why do you think some white miners wanted the Chinese immigrants to be sent home?***   ***They may have been afraid that Chinese workers would take their jobs or find lots of gold. Also, some white miners may have been prejudiced against people of different races and ethnicities.***   1. ***What type of details does the author provide in the first paragraph?***   ***The author provides details about the different people who rushed to California in search of gold and freedom.***   1. ***What purpose do these details serve?***   ***These details provide reasons why so many different people went to California.***   1. ***What information is provided in the final paragraph?***   ***In the last paragraph, the author explains that some African Americans experienced prejudice but were still able to become successful, and even helped fight for the rights of others.*** |

24B

|  |
| --- |
| 1. ***Why might the author have chosen to end the text with this information?***   ***The author may have wanted to show how people overcame prejudice and helped others.***   1. ***How did slavery affect the Gold Rush?***   ***African Americans who were eager to escae slavery joined the Gold Rush in search of freedom and better opportunities.***   1. ***What issues motivated African American workers to travel west?***   ***African American workers were looking to escape the possibility of being sold into slavery and hoped to have better lives and to gain wealth.***   1. ***Conservatively: Moderately or cautiously; safely*** |

23B

|  |
| --- |
| 1. ***Read the passage “The Chinese immigrant…public schools.” What is the main idea of the passage?***   ***Chinese immigrant faced many obstacles when they arrived in California, but they managed to establish a place for themselves despite their difficulties.***   1. ***What details support your response?***   ***The details that the Chinese had to work long hours for low pay, had to pay a special tax, and could not testify in court show the difficulties they faced. The details that they started unions, newspapers and schools show that they overcame the difficulties.***   1. ***How and when does the mood, or overall feeling, of the passage change?***   ***In the first sentence, the author states that the Chinese hoped for good lives but faced obstacles. The many obstacles are then detailed. The mood changes in the seventh sentence when the author says that despite obstacles, they stayed and built a community.*** |

25A

|  |
| --- |
| 1. ***Entrepreneurs: People who organize or manage a business*** 2. ***Faltered: Lost strength; weakened*** 3. ***What are the Farallon Islands known for according to this passage?***   ***The Farallon Islands are known as the largest sea bird breeding place in the continental United States. They are an important habitat for many species of sea birds, along with sea lions and seals.***   1. ***What verbs and adjectives does the author use to help us see, hear, and even smell the scene?***   ***The author uses adjectives such as “alive,” “noisy,” and “pungent,” to make us feel like we are on the island. We can imagine the sea lions and seals as they “lounge” or “cavort.” We can hear the noise of the different kinds of seabirds. We smell the “pungent” scents from the animals.*** |

26A

|  |
| --- |
| 1. ***What conflict did the Gold Rush create for the birds?***   ***The Gold Rush created a conflict between the needs of people for food and the needs of the birds to survive by laying and hatching their eggs. The population of California surged during the Gold Rush, creating a huge need for foods such as eggs. To supply this need, people collected huge numbers of eggs from the common murres and nearly wiped out this bird population. The government finally banned egg gathering on the islands in 1896. Although common murres are widespread in other locations, it is doubtful that they will ever recover their plentiful population on the Farallon Islands prior to the Gold Rush.***   1. ***Why were Californians interested in common murre eggs?***   ***They were good to eat and easy to sell.*** |

26B

|  |
| --- |
| 1. ***Name three reasons the common murre population in the Farallon islands has decreased.***   ***Eggers stole murre eggs; oil pollution killed the birds; the birds got caught in gill nets.***   1. ***Read the paragraph that starts with “in search of fresh eggs…reached for the eggs.” What did the gatherer do when they arrived for the season?***   ***The smashed murre eggs that had been laid.***   1. ***How did their actions change the birds’ behavior?***   ***The birds were forced to lay more eggs.***   1. ***In what kind of environment did the eggers work?***   ***The environment was dangerous; they worked on slippery cliffs above the sea.***   1. ***List the verbs the writer uses to describe the eggers’ actions.***   ***The verbs are “smash,” “scramble,” and “steadying.”*** |

25B

|  |
| --- |
| 1. ***Why is it important for readers to know these descriptive details?***   ***The descriptive language helps readers visualize the setting and realize that the birds and other animals need space to live. If their environment is threatened, then they have nowhere to live.***   1. ***What vocabulary strategy can we use on page 150?***   ***Using Context:***  ***We should see the word “desirable.” We can use context to infer the meaning of this word. In this sentence, “desirable” is being used to describe why murre eggs were preferred above other types of bird eggs. We learned that these eggs are laid on the surface rather than in holes, making them easy to harvest, and taste delicious. The word particularly is used as an adverb to modify the noun desirable, so we think that desirable refers to something that is sought after, like the murre eggs.*** |

27A

|  |
| --- |
| 1. ***How do these verbs establish the eggers’ characters?***   ***The eggers are skilled and brave, but destructive.***   1. ***What is the writer’s attitude toward the eggers?***   ***The writer thinks they are destructive. The eggers are “rough” and they “forced” the birds to lay more eggs.***   1. ***Find two examples of imagery in the text. To what senses do those images appeal?***   ***Examples include “boiling surf straight below” and “birds that look somewhat like penguins.” Both of the images appeal to one’s sense of sight.***   1. ***Find imagery that describes the Farallon Islands. What mood does the imagery develop?***   ***“Pointy rocks that jut out.” The mood is dangerous and harsh.*** |

28A

|  |
| --- |
|  |

28B

|  |
| --- |
|  |

27B

|  |
| --- |
| 1. ***How do the words the writer uses to describe the Farallon Islands suggest her attitude toward the subject?***   ***Imagery and poetic language, such as “lounge on ledges or cavort in caves” show admiration for nature.***   1. ***Contrast the ways the islands’ wildlife impresses the writer and explorers.***   ***To the explorers, wildlife is a way to make money and find food. To the writer, wildlife is impressive for its beauty.*** |

29A

|  |
| --- |
|  |

30A

|  |
| --- |
|  |

30B

|  |
| --- |
|  |

29B

|  |
| --- |
|  |