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WRITING: LESSON 21*Analyzing the Prompt*

Today the students will be learning about informative writing prompts.

The following passages will be used in this lesson:

The Moon
Eating on the Moon
Keeping Clean on the Moon

The Gold Rush
Gold Rush Entrepreneurs

1. Explain informative writing and keywords to students.

Informative writing is when you write to inform your reader about something. You read the text and then write your essay based on what you read about in the text.

The keywords for informative writing are: explain (explanatory), inform (informative), and teach.

If you see any of these words in the prompt, you know you are writing an informative essay.

2. Review example prompt with students.

As an example, let's say you read three articles about the moon. One article is about what it is like on the moon, one article is about eating on the moon, and the last article is about keeping clean on the moon.

*Example prompt: **The moon is the only other place in space where humans have set foot. Write to inform your reader about the moon.***

3. Read the prompt to the students. Circle the keyword.

Keyword – ***inform***

4. Discuss what the prompt is asking them to write about.

The prompt is telling us to write an essay about the moon. So, we have to find topics about the moon in the passages and write about those topics in our essay.

5. Let's look at another example prompt.

Example Prompt: As of today, the moon is the only place astronauts have ever been able to visit and set foot on. However, scientists believe that in the future it may be possible for people to inhabit a place other than Earth. Life on the moon would present numerous challenges and obstacles for humans to overcome just to perform daily functions. Write an informational article explaining how people would be able to reside on the moon. Your essay must be based on ideas and information that can be found in the "Moon" passage set.

Ask students:

What is the keyword? **Informational!**

Are we just writing about the moon again? No! This one is more specific. We cannot just write facts about the moon. We need to write about **how people would live** on the moon.

So, we will have to read the passages and find topics about how life would be if humans lived on the moon. We will need to think about how living on the moon would be different than living on Earth.

6. Here are two different prompts that are both based on the same passage set. Discuss with students how they are similar and how they are different.

Here are two different prompts that are both about The Gold Rush.

Prompt A: The history of California is very unique. Think about what you have read about California history. Write to inform your reader about the history of gold in California.

Prompt B: Your town's public library is hosting an exhibit on the significance of gold throughout history. You have been asked to write an explanatory article for the exhibit's display highlighting how and why the Gold Rush came to be. Your essay should be based on the ideas and concepts found in the passage set.

What is the keyword for Prompt A? **Inform**

What exactly is it asking us to write about? **The history of gold**

Is it asking us to write anything specific? **No, just about the history of gold in general.**

What are the keywords for Prompt B? **Explanatory**

What exactly is it asking us to write about? **How and why the Gold Rush came to be**

Is it asking us to write about anything specific or just about gold in general? **Something specific! How and why the Gold Rush came to be.**

See the difference?

7. Hand out the “Guided Practice” worksheet. Have students work on this at their seats while you walk around and monitor. Have them circle the keyword first and then explain what the prompt is asking them to write about. After 10 minutes, review the answers together.
8. Once you think they have a good understanding, give them the “Independent” worksheet. This should be completed independently and quietly.

Guided Practice
Analyzing Prompt Practice

Name: _____

Directions: Read each prompt. Write the keywords. Then explain what the prompt is asking you to write about.

1. Inform your reader about Hawaii. Use information from the passages in your essay.

Keyword: _____

Is this prompt asking you to write about something general or specific? _____

What are you being asked to write about? _____

2. A Hawaiian tourist company called Tropic Tours is providing tropical excursions throughout the state. They have asked you to write an informational essay for their website that explains some of the amazing excursions they can take you on. Your article must be based on ideas, examples, and information that can be found in the passage set.

Keyword: _____

Is this prompt asking you to write about something general or specific? _____

What are you being asked to write about? _____

Independent Practice
Analyzing Prompt Practice

Name: _____

Directions: Read each prompt. Circle the keywords. Then explain what the prompt is asking you to write about.

1. ***Write an informative essay to present to your class about the history of cartoons. Use information from the passages in your essay.***

2. ***Write to inform about the Civil War. Use information from the passages in your essay.***

3. ***Write an essay that teaches the ins and outs of social media success. Use the information from the passages in your essay.***

4. ***Write an essay explaining the increase in global warming. Use information from the passages in your essay.***



Source 1: The Moon

1 The moon is located in the solar system and is the only place beyond Earth that humans have set foot on. It is the brightest and largest object in our sky when we look up at night. The moon was said to be formed after a Mars-sized body collided with Earth. The moon is less than a third of the width of Earth and is about 238,855 miles away from Earth. In 1969, NASA landed people on the lunar surface of the moon for the first time.

2 How do you think living on the moon would be? If you were living on the moon, you would know that the weather is very different than it is on Earth. Every day, or at least every other day, Earth has pleasant weather of full sun and mild clouds in the sky. If you were on the moon, you would experience having meteor particles that are the size of golf balls flying through the air! The weather can be very dangerous when there are moonquakes. These moonquakes can last up to an hour and could be strong enough to cause structural damage to buildings.

3 When considering the moon as a place to live, you should think about where you would get electricity. The sun will more than likely be able to provide the source of light for you to be able to see, but the one problem you may run into is that the moon's weather does not always have bright days. Most places on the moon have nights that are 15 days long. With no power and long dark periods, you could not rely on solar power and would have to rely on batteries from Earth.

4 As humans, we cannot forget our basic and most important needs are to have water and food. How would we be able to stay alive on the moon without those basic needs? It is estimated that a human adult requires 800,000 calories per year from food. The food would have to be transported to the moon using special equipment. Transporting food to the moon could cost \$5.9 billion just so that you could eat on the moon. Another everyday necessity that we can get on Earth at any time is water. If we lived on the moon, we would not have access to this basic need. It would cost \$43 billion to transport water from Earth to the moon.

"The Moon" written for educational purposes.



Source 2: **Eating on the Moon**

5 Have you ever thought about living on the moon and what it would be like to eat your favorite meal on the moon? Decades ago, astronauts first started going to the moon out of curiosity and research. While on the moon, they had to eat foods which were made to be eaten out of tubes. The food was a consistency of paste that had to be eaten using straws. Today if you were to go to the moon, you could eat just about anything you can eat on Earth. The only difference is that you would have to have your drinks packaged as a dehydrated powder. If the drinks were not packaged as a dehydrated powder, the drinks would just float away!

6 If you were on the moon, you would still be able to have your balanced three meals a day to meet your nutritional needs. Your meals would be stored in a locker that is pinned down with some type of net so that it would not float away. Even when eating, you would have to have your food strapped by a net to your lap or wall so that it won't float away.

7 When it comes to eating, you would have to add water to your food because it is completely drained of fluids. The food is freeze-dried and drinks are dehydrated. You would have to use a rehydration station that you would have with you. The rehydration station allows you to get cold and hot water. Your foods can be heated by using a forced-air convection oven. The oven would take about 20-30 minutes to rehydrate and heat your daily meals.

8 Being so high up in the air without gravity may cause you not to have an appetite because you are unable to smell or taste what you are eating. When you are eating, you cannot taste anything because your sense of taste is not there. The gravity on the moon will not only cause you to lose your sense of taste and smell but will cause your nose to become stuffy. Your nose could be stuffy the entire time you are on the moon until you reach normal gravity on Earth.

"Eating on the Moon" written for educational purposes.



Source 3: **Keeping Clean on the Moon**

9 Being on the moon is adventurous and different from being on Earth. One thing that is different is how you keep your body clean while away from your regular everyday life on Earth. On Earth, you would turn the water on in your bathroom and either sit in the bathtub or stand and take a shower. On the moon, it is a little different than that.

10 If you were on the moon, your space shuttle would serve as your place to live, sleep, eat, and keep clean. The space shuttle would be equipped with all the necessary things you need. As humans, we are used to keeping dirt off our bodies by just simply washing our clothes or hands. While on the moon, you cannot just take a bath by running warm water. Astronauts take showers in a big cylinder that is enclosed by a plastic sleeve. The plastic sleeve is a protective covering that prevents the water that's being used from floating away. They spray themselves with water from a nozzle to rinse off and then use a vacuum hose attachment to suck up all the water from their skin. To wash their hair, they use a rinseless shampoo.

11 As for having to use the bathroom when you are on the moon, you have to remember that there is no sewer system so high up in the air. You will be able to use the toilet on your shuttle, but because of the low gravity around you, the toilets will use air instead of water to flush. When you have solid wastes after using the toilet, it is stored on board until the shuttle lands, but your liquid waste will be sent out into space.

"Keeping Clean on the Moon" written for educational purposes.



Source 1: The Gold Rush

Gold

1 Gold is one of the most popular and well-known minerals. Cultures around the world value gold because of its beauty and durability. Gold was one of the very first metals to be mined in human history. Historically, gold has been used for decorations, jewelry, and currency.

2 When people think of gold, one of the most common descriptions is a gold nugget. Gold nuggets are formed when a large piece of gold separates from a rock. The gold then gets carried into a stream or river. The water tumbles the gold, which results in the nugget forming smooth rounded edges. The gold settles at the bottom of a river because of the weight of the nugget. When other gold nuggets settle in the same area it is called a placer deposit.

3 Panning is a process that separates gold from other materials. Wide shallow pans are filled with rocks and sand from the bottom of a river or stream. The pan is submerged in water and shaken; this sorts the gold from the other materials in the sand. The gold settles to the bottom of the pan because of its greater density. Most miners dreamed of finding a placer deposit filled with large numbers of nuggets, but the majority of gold found was smaller pieces.

The Forty-Niners

4 On January 24, 1848, gold was discovered at a lumber mill by James W. Marshall. Marshall was working for California pioneer John Sutter who recognized the potential that California had for agriculture production in the United States. Sutter wanted to keep the gold find a secret because he knew that the news of gold would draw prospectors. It only took a few months for major newspapers on the East Coast to report the discovery of gold.

5 The population of California rapidly increased due to the discovery of gold. The term “forty-niner” refers to the year 1849 when over 90,000 people went to California to seek their fortune. By 1855, it is estimated that 300,000 gold prospectors and merchants went to California because of gold.

6 San Francisco was a small settlement before gold was discovered. In 1848, there were only 1,000 residents there. Once people began to arrive, the population exploded and by 1850 the population had increased to over 25,000. San Francisco developed a bustling economy and became the entryway into a new frontier.

7 People around the world were infected with “gold fever.” In addition to the prospectors, those who saw an opportunity in San Francisco and other California towns arrived. Ships were abandoned once they came into port. Many captains were left without a crew when they deserted to try to find their fortune. Many of these ships were turned into warehouses, stores, and hotels to meet the needs of the growing population.



8 Both immigrant and American forty-niners faced hardships traveling to California. There was danger whether the route was by sea or land. On the journey, many people died from accidents, diseases, and fever. The danger did not end when they arrived in California. The life of a gold prospector was dangerous. It is estimated that one out of every three miners died. Most of the deaths resulted from diseases like cholera.

9 Immigrants took the news of gold as a way to find their fortune. Once they arrived, there were challenges to overcome. Immigrants faced discrimination in California. Foreigners had to pay a miners' tax of 20 dollars per month in order to pan for gold. American prospectors organized attacks on foreign miners. Immigrants faced having the land they claimed for themselves taken from them.

10 Many prospectors came with few supplies or money. Housing was difficult to come by, with most prospectors living in makeshift tents. Towns grew around the tents that housed the men. These were generally temporary towns that were abandoned once the prospectors moved on to another area. At sites where men were panning for gold, there were no legal rules to stake a claim to the area you were panning. Thieves, robbers, and other criminals took advantage of the overcrowded towns. Law enforcement was nonexistent, especially at locations in remote areas. The lawlessness of the mining towns eventually resulted in a legal system that was established in California.

11 There were some people that found valuable gold nuggets. The gold rush did make many people rich. It is estimated that two billion dollars worth of gold was found in California during the gold rush. Eventually, large gold nuggets became harder and harder to find. Many prospectors turned to panning to extract gold from rivers and streams. The gold rush in California peaked in 1855. By no means did gold fever end, as the Pike's Peak Gold Rush in Colorado and the Klondike Gold Rush in Alaska followed soon after.

"The Gold Rush" written for educational purposes.



Source 2: **Gold Rush Entrepreneurs**

12 Although some people were lucky enough to strike it rich by finding gold nuggets, most forty-niners never found a significant amount of gold. Many people gave up prospecting or left California empty-handed.

13 Some individuals saw the gold rush as an opportunity to make money by building a business. These were entrepreneurs who looked beyond the lure of gold and marketed their business to provide goods to the prospectors.

14 Samuel Brannan was a successful businessman during the gold rush. He was a merchant who heard about the rumors of gold being found at Sutter's Mill. He quickly bought all of the pickaxes, pans, and camping supplies he could find. He hid all of his merchandise in a shed, thus creating a supply shortage. Brennan then took to the streets of San Francisco and announced where gold had been found. When people flocked to buy supplies, he had already stockpiled merchandise. Brennan was able to set his own price. He built a business that catered to the hundreds of thousands of people who came to California in search of gold.

15 Brennan was not the only merchant who profited from people with "gold fever." Most of the men who rushed to California in the hopes of finding gold were not prepared; they arrived with limited supplies. Once in California, they needed to buy food, goods, and equipment. The

merchants demanded outrageously high prices. Prospectors had little choice but to pay. Most of the money they earned by finding gold was used to buy additional supplies so they could keep looking for gold. At the height of the gold rush, prices had skyrocketed. In today's money, a single egg could cost them \$25, coffee went for more than \$100 per pound, and a new pair of boots could cost more than \$2,500. Many prospective miners had to leave California because they could not afford the necessities for living.

16 As the gold rush continued, many people began to open businesses. Some of America's greatest businessmen and entrepreneurs got their start in the gold rush. Two bankers named Henry Wells and William Fargo moved west to open a bank in San Francisco to cater to the newly rich prospectors. Wells Fargo continues to be one of the largest banks in the United States today.

17 Levi Strauss was a German immigrant. Strauss was a tailor. He came to California not because he wanted to find gold but because he had a plan to open a store selling canvas. He was going to sell the canvas for tarps, tents, and wagon coverings. Once in California, he noticed that the miners needed sturdy work pants that could protect them from the elements and would not easily tear. He opened a store in San Francisco that would eventually grow into a manufacturing empire that produced Levi's jeans, a brand that is popular to this day.

"Gold Rush Entrepreneurs" written for educational purposes.

WRITING: LESSON 23*Informative Planning*

Today the students will practice planning for informative prompts in response to texts they read.

The following passages will be used in this lesson:

The Moon
Eating on the Moon
Keeping Clean on the Moon

For informative writing, we will use an ITC outline to plan for our essay. Instead of reasons (Rs), we will list three topics (Ts). This is because, for informative writing, you will be coming up with three topics to inform your reader about (instead of reasons).

Explain to students that for the writing test, they will be given 2-4 passages to read that all have a similar topic/theme. After reading the text, they will be given a prompt that directs them to write something about what they just read. That is when they will need to plan their essay and then write a five-paragraph essay just like they learned in the previous section.

Here are a couple of examples to explain to the students:

- Let's say you just read three passages on helping out in your community. You are then directed to write to the following prompt:

***Think about how you can make a difference in your community.
Using information from the text, explain what work you would do,
and tell how this work would make a difference in your community.***

- Another example is if you were given two passages about different animal habitats. After reading the passages, you were given the following prompt:

Write to inform your reader about protecting animal habitats in your community.

As you can see, for both examples your prompt is based on what you just read. Instead of just writing about your favorite animal or special person in your life, you will be writing about the information you are given in the text. When planning, you will need to come up with your three topics (T1, T2, and T3) based on the text.

Read all three passages aloud to the class (or you can read one aloud and have students independently read the others).

1. Write this prompt on the board: *(Teachers, choose one based upon your students’ academic level.)*

*Prompt: **The moon is the only other place in space where humans have set foot. Write to inform your reader about the moon.***

*Advanced Prompt: **As of today, the moon is the only place astronauts have ever been able to visit and set foot on. However, scientists believe that in the future it may be possible for people to inhabit a place other than Earth. Life on the moon would present numerous challenges and obstacles for humans to overcome just to perform daily functions. Write an informational article explaining how people would be able to reside on the moon. Your essay must be based on the ideas and information that can be found in the passage set.***

2. Using the ITC outline, model planning for this prompt. We will be using the basic prompt for each of the examples.

***When planning for this, remind students that they are not coming up with three reasons. They are simply informing/explaining to the reader three topics about the moon. They can pick any three topics they want from the passages, but they have to make sure they are BIG (broad) topics that they can write a lot about.*

***Every word on the planning outline MUST be from the passage.*

Example Planning

I Moon

- | | | |
|---------------------------|-----------------------|--------------------------|
| T1 Characteristics | a. What it looks like | b. Weather |
| T2 Eating | a. Freeze-dried foods | b. No appetite |
| T3 Keeping clean | a. Bathing | b. Going to the bathroom |

C Moon

Top Score Writing

When picking three topics, they need to put a box around the information and then label and underline their “A” and “B.”

**See example below*

T1: Characteristics

1 The moon is located in the solar system and is the only place beyond Earth that humans have set foot on. It is the brightest and largest object in our sky when we look up at night. The moon was said to be formed after a Mars-sized body collided with Earth. The moon is less than a third of the width of Earth and is about 238,855 miles away from Earth. In 1969, NASA landed people on the lunar surface of the moon for the first time.

2 How do you think living on the moon would be? If you were living on the moon, you would know that the weather is very different than it is on Earth. Every day, or at least every other day, Earth has pleasant weather of full sun and mild clouds in the sky. If you were on the moon, you would experience having meteor particles that are the size of golf balls flying through the air! The weather can be very dangerous when there are moonquakes. These moonquakes can last up to an hour and could be strong enough to cause structural damage to buildings.

A:
What it
Looks Like

B:
Weather

In the example above, I chose “characteristics” to be my topic for T1 because these two paragraphs tell what the moon looks like and the weather on the moon. So, I put a box around all of the information about “characteristics.” Then I underlined my details about what it looks like and labeled it “A.” I then underlined my details about weather and labeled them as “B.”

T2: Eating

7 When it comes to eating, you would have to add water to your food because it is completely drained of fluids. The food is freeze-dried and drinks are dehydrated. You would have to use a rehydration station that you would have with you. The rehydration station allows you to get cold and hot water. Your foods can be heated by using a forced-air convection oven. The oven would take about 20-30 minutes to rehydrate and heat your daily meals.

8 Being so high up in the air without gravity may cause you not to have an appetite because you are unable to smell or taste what you are eating. When you are eating, you cannot taste anything because your sense of taste is not there. The gravity on the moon will not only cause you to lose your sense of taste and smell but will cause you to become stuffy. Your nose could be stuffy the entire time you are on the moon until you get home and breathe fresh air.

A:
**Freeze-Dried
Foods**

B:
No Appetite

T3: Keeping Clean

10 If you were on the moon, your space shuttle would serve as your place to live, sleep, eat, and keep clean. The space shuttle would be equipped with all the necessary things you need. As humans, we are used to keeping dirt off our bodies by just simply washing our clothes or hands. While on the moon, you cannot just take a bath by running warm water. Astronauts take showers in a big cylinder that is enclosed by a plastic sleeve. The plastic sleeve is a protective covering that prevents the water that's being used from floating away. They spray themselves with water from a nozzle to rinse off and then use a vacuum hose attachment to suck up all the water from their skin. To wash their hair, they use a rinseless shampoo.

11 As for having to use the bathroom when you are on the moon, you have to remember that there is no sewer system so high up in the air. You will be able to use the toilet on your shuttle, but because of the low gravity around you, the toilets will use air instead of water to flush. When you have solid wastes after using the toilet, it is stored on board until the shuttle lands, but your liquid waste will be sent out into space.

A:
Bathing

B:
**Going to the
Bathroom**

Some things to discuss while writing this outline (think aloud as you write this):

- My three topics are big topics that I can write a lot about. These are all main topics that are discussed in the passages
 - My As and Bs are details/examples to discuss my three topics further.
3. Model the entire planning process for students. Read the passages out loud to students. As you come across each topic, explain that you are picking this topic because there is a lot of information about it. You want students to pick topics that have a lot of information, so they have evidence to use in their essays.
 4. Model putting a box around each topic and labeling it.
 5. Make sure students understand that every word on the planning sheet MUST come from the text. Students cannot come up with their own topics. Remind them that this is text-based writing.

The following passages will be used in this lesson:

The Gold Rush
Gold Rush Entrepreneurs

- 6. Let’s try another example using the following passages.
- 7. Read both passages.
- 8. Write this prompt on the board: *(Teachers, choose one based upon your students’ academic level.)*

*Prompt: **The history of California is very unique. Think about what you have read about California history. Write to inform your reader about the history of gold in California.***

*Advanced Prompt: **Your town’s public library is hosting an exhibit on the significance of gold throughout history. You have been asked to write an explanatory article for the exhibit’s display highlighting how and why the Gold Rush came to be. Your essay should be based on the ideas and concepts found in the passage set.***

- 9. Using the ITC outline, have students plan for this prompt (5-10 minutes).
- 10. Guide them through the passages. Remind them to find three BIG topics that they can write about. Make sure they put a box around and label each of their topics.

Example Planning:

I Gold

- | | | |
|------------------------|-------------------|-------------------|
| T1 Where it comes from | a. Nuggets | b. Panning |
| T2 The Forty-Niners | a. California | b. Problems faced |
| T3 Business | a. Samuel Brannon | b. Levi Strauss |

C Gold

- 11. After they have planned, share planning ideas and compile a list of examples and non-examples on the board. Discuss what some good topics are (as well as ones that will not work) and make sure students’ As and Bs make sense. Non-examples are essential to teaching! They must see what the “wrong” looks like and understand why it will not work.
- 12. Review today’s objective – planning for an informative prompt. Explain that we are still using the ITC outline, but we are just choosing three topics based on the text we are provided.

Document Camera

Name: _____

Directions: Circle the prompt you are using. Plan for the following prompt.

Prompt: **The moon is the only other place in space where humans have set foot. Write to inform your reader about the moon.**

Advanced Prompt: **As of today, the moon is the only place astronauts have ever been able to visit and set foot on. However, scientists believe that in the future it may be possible for people to inhabit a place other than Earth. Life on the moon would present numerous challenges and obstacles for humans to overcome just to perform daily functions. Write an informational article explaining how people would be able to reside on the moon. Your essay must be based on the ideas and information that can be found in the passage set.**

I _____

T1 _____

a. _____

b. _____

T2 _____

a. _____

b. _____

T3 _____

a. _____

b. _____

C _____

Practice

Name: _____

Directions: Circle the prompt you are using. Plan for the following prompt.

Prompt: **The history of California is very unique. Think about what you have read about California history. Write to inform your reader about the history of gold in California.**

Advanced Prompt: **Your town's public library is hosting an exhibit on the significance of gold throughout history. You have been asked to write an explanatory article for the exhibit's display highlighting how and why the Gold Rush came to be. Your essay should be based on the ideas and concepts found in the passage set.**

I _____

T1 _____

a. _____

b. _____

T2 _____

a. _____

b. _____

T3 _____

a. _____

b. _____

C _____



Source 1: The Moon

1 The moon is located in the solar system and is the only place beyond Earth that humans have set foot on. It is the brightest and largest object in our sky when we look up at night. The moon was said to be formed after a Mars-sized body collided with Earth. The moon is less than a third of the width of Earth and is about 238,855 miles away from Earth. In 1969, NASA landed people on the lunar surface of the moon for the first time.

2 How do you think living on the moon would be? If you were living on the moon, you would know that the weather is very different than it is on Earth. Every day, or at least every other day, Earth has pleasant weather of full sun and mild clouds in the sky. If you were on the moon, you would experience having meteor particles that are the size of golf balls flying through the air! The weather can be very dangerous when there are moonquakes. These moonquakes can last up to an hour and could be strong enough to cause structural damage to buildings.

3 When considering the moon as a place to live, you should think about where you would get electricity. The sun will more than likely be able to provide the source of light for you to be able to see, but the one problem you may run into is that the moon's weather does not always have bright days. Most places on the moon have nights that are 15 days long. With no power and long dark periods, you could not rely on solar power and would have to rely on batteries from Earth.

4 As humans, we cannot forget our basic and most important needs are to have water and food. How would we be able to stay alive on the moon without those basic needs? It is estimated that a human adult requires 800,000 calories per year from food. The food would have to be transported to the moon using special equipment. Transporting food to the moon could cost \$5.9 billion just so that you could eat on the moon. Another everyday necessity that we can get on Earth at any time is water. If we lived on the moon, we would not have access to this basic need. It would cost \$43 billion to transport water from Earth to the moon.

"The Moon" written for educational purposes.



Source 2: **Eating on the Moon**

5 Have you ever thought about living on the moon and what it would be like to eat your favorite meal on the moon? Decades ago, astronauts first started going to the moon out of curiosity and research. While on the moon, they had to eat foods which were made to be eaten out of tubes. The food was a consistency of paste that had to be eaten using straws. Today if you were to go to the moon, you could eat just about anything you can eat on Earth. The only difference is that you would have to have your drinks packaged as a dehydrated powder. If the drinks were not packaged as a dehydrated powder, the drinks would just float away!

6 If you were on the moon, you would still be able to have your balanced three meals a day to meet your nutritional needs. Your meals would be stored in a locker that is pinned down with some type of net so that it would not float away. Even when eating, you would have to have your food strapped by a net to your lap or wall so that it won't float away.

7 When it comes to eating, you would have to add water to your food because it is completely drained of fluids. The food is freeze-dried and drinks are dehydrated. You would have to use a rehydration station that you would have with you. The rehydration station allows you to get cold and hot water. Your foods can be heated by using a forced-air convection oven. The oven would take about 20-30 minutes to rehydrate and heat your daily meals.

8 Being so high up in the air without gravity may cause you not to have an appetite because you are unable to smell or taste what you are eating. When you are eating, you cannot taste anything because your sense of taste is not there. The gravity on the moon will not only cause you to lose your sense of taste and smell but will cause your nose to become stuffy. Your nose could be stuffy the entire time you are on the moon until you reach normal gravity on Earth.

"Eating on the Moon" written for educational purposes.



Source 3: **Keeping Clean on the Moon**

9 Being on the moon is adventurous and different from being on Earth. One thing that is different is how you keep your body clean while away from your regular everyday life on Earth. On Earth, you would turn the water on in your bathroom and either sit in the bathtub or stand and take a shower. On the moon, it is a little different than that.

10 If you were on the moon, your space shuttle would serve as your place to live, sleep, eat, and keep clean. The space shuttle would be equipped with all the necessary things you need. As humans, we are used to keeping dirt off our bodies by just simply washing our clothes or hands. While on the moon, you cannot just take a bath by running warm water. Astronauts take showers in a big cylinder that is enclosed by a plastic sleeve. The plastic sleeve is a protective covering that prevents the water that's being used from floating away. They spray themselves with water from a nozzle to rinse off and then use a vacuum hose attachment to suck up all the water from their skin. To wash their hair, they use a rinseless shampoo.

11 As for having to use the bathroom when you are on the moon, you have to remember that there is no sewer system so high up in the air. You will be able to use the toilet on your shuttle, but because of the low gravity around you, the toilets will use air instead of water to flush. When you have solid wastes after using the toilet, it is stored on board until the shuttle lands, but your liquid waste will be sent out into space.

"Keeping Clean on the Moon" written for educational purposes.



Source 1: The Gold Rush

Gold

1 Gold is one of the most popular and well-known minerals. Cultures around the world value gold because of its beauty and durability. Gold was one of the very first metals to be mined in human history. Historically, gold has been used for decorations, jewelry, and currency.

2 When people think of gold, one of the most common descriptions is a gold nugget. Gold nuggets are formed when a large piece of gold separates from a rock. The gold then gets carried into a stream or river. The water tumbles the gold, which results in the nugget forming smooth rounded edges. The gold settles at the bottom of a river because of the weight of the nugget. When other gold nuggets settle in the same area it is called a placer deposit.

3 Panning is a process that separates gold from other materials. Wide shallow pans are filled with rocks and sand from the bottom of a river or stream. The pan is submerged in water and shaken; this sorts the gold from the other materials in the sand. The gold settles to the bottom of the pan because of its greater density. Most miners dreamed of finding a placer deposit filled with large numbers of nuggets, but the majority of gold found was smaller pieces.

The Forty-Niners

4 On January 24, 1848, gold was discovered at a lumber mill by James W. Marshall. Marshall was working for California pioneer John Sutter who recognized the potential that California had for agriculture production in the United States. Sutter wanted to keep the gold find a secret because he knew that the news of gold would draw prospectors. It only took a few months for major newspapers on the East Coast to report the discovery of gold.

5 The population of California rapidly increased due to the discovery of gold. The term “forty-niner” refers to the year 1849 when over 90,000 people went to California to seek their fortune. By 1855, it is estimated that 300,000 gold prospectors and merchants went to California because of gold.

6 San Francisco was a small settlement before gold was discovered. In 1848, there were only 1,000 residents there. Once people began to arrive, the population exploded and by 1850 the population had increased to over 25,000. San Francisco developed a bustling economy and became the entryway into a new frontier.

7 People around the world were infected with “gold fever.” In addition to the prospectors, those who saw an opportunity in San Francisco and other California towns arrived. Ships were abandoned once they came into port. Many captains were left without a crew when they deserted to try to find their fortune. Many of these ships were turned into warehouses, stores, and hotels to meet the needs of the growing population.



8 Both immigrant and American forty-niners faced hardships traveling to California. There was danger whether the route was by sea or land. On the journey, many people died from accidents, diseases, and fever. The danger did not end when they arrived in California. The life of a gold prospector was dangerous. It is estimated that one out of every three miners died. Most of the deaths resulted from diseases like cholera.

9 Immigrants took the news of gold as a way to find their fortune. Once they arrived, there were challenges to overcome. Immigrants faced discrimination in California. Foreigners had to pay a miners' tax of 20 dollars per month in order to pan for gold. American prospectors organized attacks on foreign miners. Immigrants faced having the land they claimed for themselves taken from them.

10 Many prospectors came with few supplies or money. Housing was difficult to come by, with most prospectors living in makeshift tents. Towns grew around the tents that housed the men. These were generally temporary towns that were abandoned once the prospectors moved on to another area. At sites where men were panning for gold, there were no legal rules to stake a claim to the area you were panning. Thieves, robbers, and other criminals took advantage of the overcrowded towns. Law enforcement was nonexistent, especially at locations in remote areas. The lawlessness of the mining towns eventually resulted in a legal system that was established in California.

11 There were some people that found valuable gold nuggets. The gold rush did make many people rich. It is estimated that two billion dollars worth of gold was found in California during the gold rush. Eventually, large gold nuggets became harder and harder to find. Many prospectors turned to panning to extract gold from rivers and streams. The gold rush in California peaked in 1855. By no means did gold fever end, as the Pike's Peak Gold Rush in Colorado and the Klondike Gold Rush in Alaska followed soon after.

"The Gold Rush" written for educational purposes.



Source 2: **Gold Rush Entrepreneurs**

12 Although some people were lucky enough to strike it rich by finding gold nuggets, most forty-niners never found a significant amount of gold. Many people gave up prospecting or left California empty-handed.

13 Some individuals saw the gold rush as an opportunity to make money by building a business. These were entrepreneurs who looked beyond the lure of gold and marketed their business to provide goods to the prospectors.

14 Samuel Brannan was a successful businessman during the gold rush. He was a merchant who heard about the rumors of gold being found at Sutter's Mill. He quickly bought all of the pickaxes, pans, and camping supplies he could find. He hid all of his merchandise in a shed, thus creating a supply shortage. Brennan then took to the streets of San Francisco and announced where gold had been found. When people flocked to buy supplies, he had already stockpiled merchandise. Brennan was able to set his own price. He built a business that catered to the hundreds of thousands of people who came to California in search of gold.

15 Brennan was not the only merchant who profited from people with "gold fever." Most of the men who rushed to California in the hopes of finding gold were not prepared; they arrived with limited supplies. Once in California, they needed to buy food, goods, and equipment. The

merchants demanded outrageously high prices. Prospectors had little choice but to pay. Most of the money they earned by finding gold was used to buy additional supplies so they could keep looking for gold. At the height of the gold rush, prices had skyrocketed. In today's money, a single egg could cost them \$25, coffee went for more than \$100 per pound, and a new pair of boots could cost more than \$2,500. Many prospective miners had to leave California because they could not afford the necessities for living.

16 As the gold rush continued, many people began to open businesses. Some of America's greatest businessmen and entrepreneurs got their start in the gold rush. Two bankers named Henry Wells and William Fargo moved west to open a bank in San Francisco to cater to the newly rich prospectors. Wells Fargo continues to be one of the largest banks in the United States today.

17 Levi Strauss was a German immigrant. Strauss was a tailor. He came to California not because he wanted to find gold but because he had a plan to open a store selling canvas. He was going to sell the canvas for tarps, tents, and wagon coverings. Once in California, he noticed that the miners needed sturdy work pants that could protect them from the elements and would not easily tear. He opened a store in San Francisco that would eventually grow into a manufacturing empire that produced Levi's jeans, a brand that is popular to this day.

"Gold Rush Entrepreneurs" written for educational purposes.

WRITING: LESSON 25*“I” Paragraph*

Today the students will be learning how to write the “I” paragraph for an informative essay. The introduction paragraph has 3-4 sentences. There are many different ways to set up an introduction paragraph. The key is to make sure you introduce the controlling idea and topics that will be discussed in the essay.

The following passages will be used in this lesson:

The Moon
Eating on the Moon
Keeping Clean on the Moon

1. Remind students that the “I” paragraph should be kept short and simple. Today we will review one way to write the introduction paragraph. Write the following on the board:

“I” Paragraph

1. Hook
2. 3 Reason/Topics
3. Closing Statement

Teachers: Please note that there are many different ways to write an introduction paragraph. This is just one way. Feel free to call these sentences something different, add sentences, or change the order. The goal is to have 3-5 sentences and to introduce the topic.

2. Let's start with the first sentence. This is called your Hook. This is where you want to “hook” your reader and catch their attention. If you start with a boring sentence, your reader is not going to be interested. There are many different types of hooks you can use when writing an informative essay.
3. Write on board:
Different Types of Hooks for Informative Writing:
 - Ask a question
 - Make a strong statement about the topic
 - Restate the prompt in your own words
 - Personal story
 - Set the scene
 - Share a fact or definition***Make an anchor chart of the different types of hooks.**
4. Let's take a look at the passages about the moon that we read the other day. (*Teachers, choose one based upon your students' academic level.*)

*Prompt: The moon is the only other place in space where humans have set foot.
Write to inform your reader about the moon.*

Advanced Prompt: As of today, the moon is the only place astronauts have ever been able to visit and set foot on. However, scientists believe that in the future it may be possible for people to inhabit a place other than Earth. Life on the moon would present numerous challenges and obstacles for humans to overcome just to perform daily functions. Write an informational article explaining how people would be able to reside on the moon. Your essay must be based on ideas and information that can be found in the passage set.

5. Look at the prompt and review the different ways to write a hook. Remind students that you can ask a question in many different ways.
 - How much do you really know about the moon?
 - What do you think it would be like to live on the moon?
 - Did you know that living your daily schedule on the moon would be a very difficult task?
6. We could also restate the prompt in a different way.
 - Astronauts can now visit the moon.
 - Although there are many challenges, astronauts have found ways to live on the moon.
7. Or you could just make a simple statement about the topic you are about to write about.
 - You can look up into the dark to see the brightest and largest object in the sky, the moon!

Take a look at our planning for the prompt:

I Moon

T1 Characteristics

a. What it looks like

b. Weather

T2 Eating

a. Freeze-dried foods

b. No appetite

T3 Keeping Clean

a. Bathing

b. Going to bathroom

C Moon

*When writing the “I” paragraph, make sure you are color-coding each sentence. For example, write the hook in red, the 3 topics in blue, and the closing statement in green. This way the students can visually see the three parts of the “I” paragraph.

“I” Paragraph

1. Hook
 2. 3 Reason/Topics
 3. Closing Statement
8. Which hook do you want to use? (Pick one as a class and write it on the board or document camera.)
 9. The next sentence for “I” is “3 Topics.” For informative prompts, they are not reasons, they are topics. So, this is where you state your three topics. What are our three topics? (They should answer – *characteristics, eating, and keeping clean.*)

10. Our second sentence will look something like this – *The moon is fascinating to learn about because of its unique characteristics, as well as the ways astronauts must eat and bathe while visiting there.*
11. Our last sentence is called our closing statement. This is a general statement about your topic. For this sentence, you can also take words/sentences from the passages...*just make sure you put them in your own words.* (Do not copy word-for-word!) Let me give you some examples:
 - Living on the moon would be a difficult task, but an extraordinary experience.
 - Growing technology and ideas have allowed humans to do what once was unthinkable.
12. As a class, let's decide what our closing statement is going to be. Now let's put it all together and check it.
 - Do we have a hook?
 - Did we state our 3 reasons/topics?
 - Do we have a closing statement?

Here is an example of what your final "I" paragraph should look like:

You can look up into the dark to see the brightest and largest object in the sky, the moon! The moon is fascinating to learn about because of its unique characteristics, as well as the ways astronauts must eat and bathe when visiting there. Living on the moon would be a difficult task, but an extraordinary experience!

13. Let's do one more together and then you try one on your own.
14. Hand out "I" paragraph worksheet titled "Model/Work Together" in the left-hand corner.
15. As a class, work together to plan and come up with an "I" paragraph. Make sure you color-code the three parts.

Example (based on basic prompt):

California became a very popular state when people heard of gold being discovered there. Gold is interesting because of where it comes from, the Forty-Niners who found it, and because of the big business it helped create. The Gold Rush was an important point in history that made people rich!

16. Then have students work on the "I" paragraph worksheet titled "Guided Practice."
17. Assist students in planning and writing the "I" paragraph (as needed) for this prompt.

Example (based on basic prompt):

Did you know there are many different types of reptiles and amphibians living around the world? Reptiles and amphibians have unique characteristics, there are many different types of reptiles, as well as a variety of amphibian species. Reptiles and amphibians have many similarities and differences.

Model/Work Together

Name: _____

Directions: Circle the prompt you will be using. Plan for the prompt and write the “I” paragraph.

“I” Paragraph

The following passages will be used in this activity:

The Gold Rush
Gold Rush Entrepreneurs

Prompt: The history of California is very unique. Think about what you have just read about California history. Write to inform your reader about the history of gold in California.

Advanced Prompt: Your town’s public library is hosting an exhibit on the significance of gold throughout history. You have been asked to write an explanatory article for the exhibit’s display highlighting how and why the Gold Rush came to be. Your essay should be based on the ideas and concepts found in the passage set.

I _____

T1 _____ a. _____

b. _____

T2 _____ a. _____

b. _____

T3 _____ a. _____

b. _____

C _____

Write the “I” paragraph: _____

Guided Practice

Name: _____

Directions: Circle the prompt you will be using. Plan for the prompt and write the “I” paragraph.**“I” Paragraph***The following passages will be used in this activity:***Reptiles**
Amphibians

Prompt: **There are many different animals around the world. Think about what you have learned from the articles. Write to explain to the reader about reptiles and amphibians.**

Advanced Prompt: **Your biology class has just completed a unit on animals commonly found in the Everglades. Your teacher has assigned your group to present to the class what you have learned about reptiles and amphibians. Using the information and examples found in the passage set, write an informative essay addressing the significance of the characteristics that distinguish reptiles and amphibians from other classifications of animals.**

I _____

T1 _____ a. _____

b. _____

T2 _____ a. _____

b. _____

T3 _____ a. _____

b. _____

C _____

Write the “I” paragraph: _____



Source 1: **The Moon**

1 The moon is located in the solar system and is the only place beyond Earth that humans have set foot on. It is the brightest and largest object in our sky when we look up at night. The moon was said to be formed after a Mars-sized body collided with Earth. The moon is less than a third of the width of Earth and is about 238,855 miles away from Earth. In 1969, NASA landed people on the lunar surface of the moon for the first time.

2 How do you think living on the moon would be? If you were living on the moon, you would know that the weather is very different than it is on Earth. Every day, or at least every other day, Earth has pleasant weather of full sun and mild clouds in the sky. If you were on the moon, you would experience having meteor particles that are the size of golf balls flying through the air! The weather can be very dangerous when there are moonquakes. These moonquakes can last up to an hour and could be strong enough to cause structural damage to buildings.

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4 As humans, we cannot forget our basic and most important needs are to have water and food. How would we be able to stay alive on the moon without those basic needs? It is estimated that a human adult requires 800,000 calories per year from food. The food would have to be transported to the moon using special equipment. Transporting food to the moon could cost \$5.9 billion just so that you could eat on the moon. Another everyday necessity that we can get on Earth at any time is water. If we lived on the moon, we would not have access to this basic need. It would cost \$43 billion to transport water from Earth to the moon.

"The Moon" written for educational purposes.



Source 2: **Eating on the Moon**

5 Have you ever thought about living on the moon and what it would be like to eat your favorite meal on the moon? Decades ago, astronauts first started going to the moon out of curiosity and research. While on the moon, they had to eat foods which were made to be eaten out of tubes. The food was a consistency of paste that had to be eaten using straws. Today if you were to go to the moon, you could eat just about anything you can eat on Earth. The only difference is that you would have to have your drinks packaged as a dehydrated powder. If the drinks were not packaged as a dehydrated powder, the drinks would just float away!

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Source 3: **Keeping Clean on the Moon**

9 Being on the moon is adventurous and different from being on Earth. One thing that is different is how you keep your body clean while away from your regular everyday life on Earth. On Earth, you would turn the water on in your bathroom and either sit in the bathtub or stand and take a shower. On the moon, it is a little different than that.

10 If you were on the moon, your space shuttle would serve as your place to live, sleep, eat, and keep clean. The space shuttle would be equipped with all the necessary things you need. As humans, we are used to keeping dirt off our bodies by just simply washing our clothes or hands. While on the moon, you cannot just take a bath by running warm water. Astronauts take showers in a big cylinder that is enclosed by a plastic sleeve. The plastic sleeve is a protective covering that prevents the water that's being used from floating away. They spray themselves with water from a nozzle to rinse off and then use a vacuum hose attachment to suck up all the water from their skin. To wash their hair, they use a rinseless shampoo.

11 As for having to use the bathroom when you are on the moon, you have to remember that there is no sewer system so high up in the air. You will be able to use the toilet on your shuttle, but because of the low gravity around you, the toilets will use air instead of water to flush. When you have solid wastes after using the toilet, it is stored on board until the shuttle lands, but your liquid waste will be sent out into space.

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Source 1: The Gold Rush

Gold

1 Gold is one of the most popular and well-known minerals. Cultures around the world value gold because of its beauty and durability. Gold was one of the very first metals to be mined in human history. Historically, gold has been used for decorations, jewelry, and currency.

2 When people think of gold, one of the most common descriptions is a gold nugget. Gold nuggets are formed when a large piece of gold separates from a rock. The gold then gets carried into a stream or river. The water tumbles the gold, which results in the nugget forming smooth rounded edges. The gold settles at the bottom of a river because of the weight of the nugget. When other gold nuggets settle in the same area it is called a placer deposit.

3 Panning is a process that separates gold from other materials. Wide shallow pans are filled with rocks and sand from the bottom of a river or stream. The pan is submerged in water and shaken; this sorts the gold from the other materials in the sand. The gold settles to the bottom of the pan because of its greater density. Most miners dreamed of finding a placer deposit filled with large numbers of nuggets, but the majority of gold found was smaller pieces.

The Forty-Niners

4 On January 24, 1848, gold was discovered at a lumber mill by James W. Marshall. Marshall was working for California pioneer John Sutter who recognized the potential that California had for agriculture production in the United States. Sutter wanted to keep the gold find a secret because he knew that the news of gold would draw prospectors. It only took a few months for major newspapers on the East Coast to report the discovery of gold.

5 The population of California rapidly increased due to the discovery of gold. The term “forty-niner” refers to the year 1849 when over 90,000 people went to California to seek their fortune. By 1855, it is estimated that 300,000 gold prospectors and merchants went to California because of gold.

6 San Francisco was a small settlement before gold was discovered. In 1848, there were only 1,000 residents there. Once people began to arrive, the population exploded and by 1850 the population had increased to over 25,000. San Francisco developed a bustling economy and became the entryway into a new frontier.

7 People around the world were infected with “gold fever.” In addition to the prospectors, those who saw an opportunity in San Francisco and other California towns arrived. Ships were abandoned once they came into port. Many captains were left without a crew when they deserted to try to find their fortune. Many of these ships were turned into warehouses, stores, and hotels to meet the needs of the growing population.



8 Both immigrant and American forty-niners faced hardships traveling to California. There was danger whether the route was by sea or land. On the journey, many people died from accidents, diseases, and fever. The danger did not end when they arrived in California. The life of a gold prospector was dangerous. It is estimated that one out of every three miners died. Most of the deaths resulted from diseases like cholera.

9 Immigrants took the news of gold as a way to find their fortune. Once they arrived, there were challenges to overcome. Immigrants faced discrimination in California. Foreigners had to pay a miners' tax of 20 dollars per month in order to pan for gold. American prospectors organized attacks on foreign miners. Immigrants faced having the land they claimed for themselves taken from them.

10 Many prospectors came with few supplies or money. Housing was difficult to come by, with most prospectors living in makeshift tents. Towns grew around the tents that housed the men. These were generally temporary towns that were abandoned once the prospectors moved on to another area. At sites where men were panning for gold, there were no legal rules to stake a claim to the area you were panning. Thieves, robbers, and other criminals took advantage of the overcrowded towns. Law enforcement was nonexistent, especially at locations in remote areas. The lawlessness of the mining towns eventually resulted in a legal system that was established in California.

11 There were some people that found valuable gold nuggets. The gold rush did make many people rich. It is estimated that two billion dollars worth of gold was found in California during the gold rush. Eventually, large gold nuggets became harder and harder to find. Many prospectors turned to panning to extract gold from rivers and streams. The gold rush in California peaked in 1855. By no means did gold fever end, as the Pike's Peak Gold Rush in Colorado and the Klondike Gold Rush in Alaska followed soon after.

"The Gold Rush" written for educational purposes.



Source 2: **Gold Rush Entrepreneurs**

12 Although some people were lucky enough to strike it rich by finding gold nuggets, most forty-niners never found a significant amount of gold. Many people gave up prospecting or left California empty-handed.

13 Some individuals saw the gold rush as an opportunity to make money by building a business. These were entrepreneurs who looked beyond the lure of gold and marketed their business to provide goods to the prospectors.

14 Samuel Brannan was a successful businessman during the gold rush. He was a merchant who heard about the rumors of gold being found at Sutter's Mill. He quickly bought all of the pickaxes, pans, and camping supplies he could find. He hid all of his merchandise in a shed, thus creating a supply shortage. Brennan then took to the streets of San Francisco and announced where gold had been found. When people flocked to buy supplies, he had already stockpiled merchandise. Brennan was able to set his own price. He built a business that catered to the hundreds of thousands of people who came to California in search of gold.

15 Brennan was not the only merchant who profited from people with "gold fever." Most of the men who rushed to California in the hopes of finding gold were not prepared; they arrived with limited supplies. Once in California, they needed to buy food, goods, and equipment. The

merchants demanded outrageously high prices. Prospectors had little choice but to pay. Most of the money they earned by finding gold was used to buy additional supplies so they could keep looking for gold. At the height of the gold rush, prices had skyrocketed. In today's money, a single egg could cost them \$25, coffee went for more than \$100 per pound, and a new pair of boots could cost more than \$2,500. Many prospective miners had to leave California because they could not afford the necessities for living.

16 As the gold rush continued, many people began to open businesses. Some of America's greatest businessmen and entrepreneurs got their start in the gold rush. Two bankers named Henry Wells and William Fargo moved west to open a bank in San Francisco to cater to the newly rich prospectors. Wells Fargo continues to be one of the largest banks in the United States today.

17 Levi Strauss was a German immigrant. Strauss was a tailor. He came to California not because he wanted to find gold but because he had a plan to open a store selling canvas. He was going to sell the canvas for tarps, tents, and wagon coverings. Once in California, he noticed that the miners needed sturdy work pants that could protect them from the elements and would not easily tear. He opened a store in San Francisco that would eventually grow into a manufacturing empire that produced Levi's jeans, a brand that is popular to this day.

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Source 1: Reptiles

1 Did you know that reptiles can be found on all the continents except Antarctica? The main categories of reptiles are crocodiles, alligators, turtles, snakes, and lizards. Reptiles are cold-blooded animals, which means they do not automatically maintain constant body temperature. They have to lay out in the sun to warm up their body temperature. Also, they do not have to eat as much food as warm-blooded animals because they do not burn as much energy from food to keep their bodies warm. Reptiles have dry, hard scales and most reptiles lay eggs. They are born on land with strong instincts and are capable of taking care of themselves as soon as they are born.



2 At first glance, alligators and crocodiles appear to be slow-moving creatures; however, they move very quickly if they are attacking. Typically, crocodiles are more aggressive than alligators. Usually, you will find alligators in freshwater, while crocodiles can be found in seawater. Alligators have short, wide, u-shaped heads. On the other hand, crocodiles have longer v-shaped heads. The largest reptile is the saltwater crocodile. They can weigh up to 2,000 pounds and can grow up to 12.5 feet long.

3 Snakes are reptiles without legs. Even though they do not have legs, snakes can move very quickly by flexing their body as they move along the ground. Many snakes swallow their food whole by squeezing their prey with their bodies until the animal is immobile or dead. A snake can go weeks or months without needing to eat again if their meal is large enough. Contrary to popular belief, only a small percentage of snakes are poisonous. The heaviest snake is the green anaconda, and the longest snake is the reticulated python. The thread snake is the smallest snake and only grows to 4 inches long.

4 A big shell helps protect turtles. A turtle's shell is made up of around 60 bones. Turtles have wonderful eyesight and sense of smell, but they have no ears. Even though they do not have ears, they can feel a vibration if a sound is really loud. Did you know that some turtles can live for more than 100 years? The leatherback turtle is the largest, and it can weigh 1,800 pounds and have an 8-foot long shell.

5 Lizards have a lot in common with snakes, but they have legs. Usually, lizards have small heads, long bodies, and long tails. Just like snakes, lizards smell with their tongues. You can find lizards living in trees, among plants on the ground, around rocks in the desert, or in pine forests. There are more than 4,675 different species of lizards. Komodo dragons are the largest lizards in the world, and they can grow up to 10 feet long and weigh as much as 176 pounds.

"Reptiles" written for educational purposes.



Source 2: **Amphibians**

6 Amphibians are cold-blooded animals just like reptiles. Both amphibians and reptiles are also vertebrates because they both have a backbone. However, amphibians spend their lives in the water and on land. They start their lives in the water and have gills and tails. Over time as they continue to grow, they go through the process of metamorphosis and develop lungs and legs and can live on land. For example, a tadpole grows and turns into a frog. There are more than 4,000 types of amphibians. Amphibians include frogs, toads, salamanders, and newts. Most amphibians live near water or damp areas such as streams, forests, meadows, bogs, swamps, ponds, rainforests, and lakes. Amphibians are sensitive to air and water pollution because their skin absorbs air and water. When amphibians are adults, they eat spiders, beetles, and worms, so they are considered carnivores.

7 If you take a close look at frogs, you will notice that they have a short body, webbed fingers and toes, bulging eyes, and no tail. Frogs will not stay in one place for too long. They have long, powerful legs and are good jumpers. The goliath frog is the largest frog. It can grow to 15 inches long and weigh over 8 pounds. Just like snakes, frogs swallow their food whole. You will only find frogs near freshwater because they cannot live in saltwater. Did you know a group of frogs is called an army? Toads are a type of frog; however, a toad has drier leathery skin that is covered with warts. They also have shorter legs than other frogs. Most toads are nocturnal animals.

8 Salamanders have skinny bodies, short legs, and long tails. You may notice that they look similar to lizards. You might be surprised to know that salamanders can regrow body parts. The Chinese giant salamander is the largest amphibian. It can grow up to 6 feet long and weigh 140 pounds. Newts are a type of salamander. They look like a mixture of a frog and a lizard and are usually smaller than 8 inches long. Newts spend more time in the water as adults than salamanders. Newts have green, brown, or black skin to help them camouflage or stay hidden from predators.

9 Sadly, the population of amphibians is decreasing. Did you know that one in three amphibians are at risk of extinction? In the past several decades, more than 120 species of amphibians have disappeared forever. Sadly, this is due to the impact of humans on the amphibians' environment. Some of the ways humans affect their environment include changing their habitats by destroying areas where they live, collecting amphibians and removing them from their environments, and introducing non-native species to their environments that can harm amphibians. Around 1,800 amphibians are currently threatened. The highest number of threatened amphibians can be found in Columbia, Mexico, Ecuador, and Brazil. It is important for humans to take steps to protect the amphibian population so they do not become extinct and disappear forever.

"Amphibians" written for educational purposes.