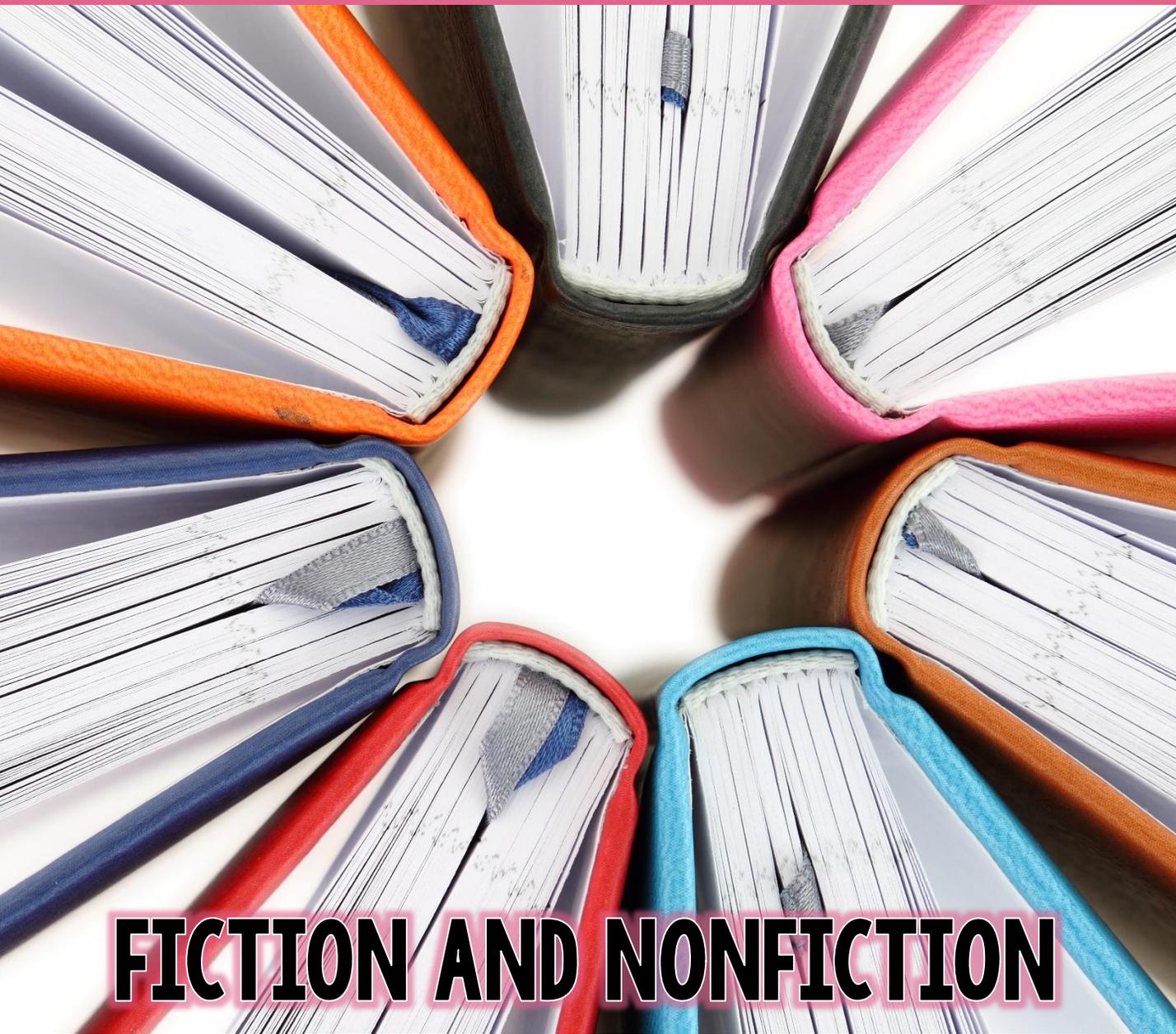


# INTEGRATION OF IDEAS ASSESSMENTS



**FICTION AND NONFICTION**

DIFFERENTIATED FOR GRADES 3-5



# HOW TO USE THESE ASSESSMENTS

This pack includes tests that assess standards covering **integration of knowledge and ideas**. I have aligned them with Common Core, but because reading comprehension skills are assessed similarly across the board, you can easily use these even if you don't use Common Core.

In the bottom left-hand corner of each page, there is a symbol. These denote the grade level of the passage and questions.

◆ 2<sup>nd</sup> grade    ▲ 3<sup>rd</sup> grade    ● 4<sup>th</sup> grade    ■ 5<sup>th</sup> grade

I have written four levels of passages in fiction and nonfiction genres, as well as three levels of questions for each standard. This is to allow for differentiation for your learners. For instance, if a student is reading on a 3<sup>rd</sup> grade level in 5<sup>th</sup> grade, you might still give him the 5<sup>th</sup> grade questions, but give the 3<sup>rd</sup> grade passage. This will truly assess if he can perform the skill, not if he can read the passage given. Of course, you don't have to do this, it is just one of the many options I've provided in this pack.

I created a variety of long and short passages, as well as questions for each standard for each passage. The questions are not numbered so that you can mix and match them to create a longer test covering the skills you desire, or use them independently. I included the short passages with their grade level appropriate questions on one page\*, but also on two separate pages so that you may still mix and match the passage levels and questions if you'd like.

Thank you!

~Jivey    ideasbyjivey@gmail.com

\*second grade passages do not have questions

# HOW TO USE THESE ASSESSMENTS

## VERY IMPORTANT FOR THIS SET

Standards RL.3.9, RI.3.9, RL.4.9, RI.4.9, RL.5.9, RI.5.9 ask students to use two texts or representations, so there are several question sets that require two passages from this assessment pack to be used in order to answer the questions. They are marked with an asterisk (\*) on the table of contents. The questions pages also tell students to use two texts in the directions.



Answer these questions about Baseball and Babe Ruth.

R.9

How are the two passages different?

- a. One is informational and one is fiction.
- b. One article explains the game and one gives an opinion.
- c. One is nonfiction and the other is a memoir.
- d. One article is an autobiography and the other is a how-to article.

Using information from Baseball, where did Babe Ruth hit







# HOW TO USE THESE ASSESSMENTS

## ~MIX AND MATCH POSSIBILITIES~

assess grade level skills with a lower grade level text:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Creating a Government

In 1775, the Revolutionary War began. The war was between the thirteen American colonies and England. The colonies wanted to be free from England. In 1776, the Declaration of Independence was signed. It declared that America was its own country. All of the colonies became states. These states formed the United States of America.

The Continental Congress was made of representatives from each state. They knew a government was important to keep peace in the country. The Congress signed the Articles of Confederation in 1781. This document was a set of laws. These laws allowed the states to have most of the power. There was not a President of the United States. Congress

was afraid a President would have too much power, like had just left. The document also did not provide a federal government. There wasn't even a federal currency<sup>1</sup>. The Articles of Confederation made a weak government. It was very hard to change the laws because the Articles of Confederation stated that all states had to agree. In 1787, it was clear that the Articles needed to be rewritten. There was a need for a stronger government. The Articles limited this.

A new document was written by members of the Constitutional Convention.



George Washington was the first President of the United States. He presided over the Constitutional Convention. He kept

<sup>1</sup> currency: form of money

Answer these questions about Creating a Government.

R7

What information can be inferred from the painting ONLY?

Answer these questions about Creating a Government.

R8

Based on the painting,

- a. Many people were present.
- b. No one was present.
- c. No one was present.
- d. They were all men.

What reason was the Articles of Confederation rewritten?

- a. The Declaration of Independence was signed.
- b. The Revolutionary War began.
- c. A government was important.
- d. The government was weak.

What reason is given to support why Americans didn't want a President?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What does the author prove in this passage?

- a. The Revolutionary War began.
- b. The Articles of Confederation were not a good set of laws.
- c. It wasn't important to have a set of laws.
- d. States agreed on everything.

↻  
2<sup>nd</sup> grade level text

↻  
4<sup>th</sup> grade level questions

# HOW TO USE THESE ASSESSMENTS

~MIX AND MATCH POSSIBILITIES~

assess grade level skills with a higher grade level text:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

## I Want To Be Big

I hate being little. I want to be big like my brother, Jonathan. He gets to do anything he wants because he's 15, like staying up late to watch scary movies with his friends. Mom says I'm too young for those movies. I have to go to bed at 8:30 every night! Jonathan gets to go to bed whenever he wants. It's just not fair!

I look at the clock on my nightstand and see that it's 9:00. I can hear Jonathan and his friends talking and laughing in the next room. Mom told them to quiet down since it was past my bedtime, but I can still hear them. I can also hear the scary music playing from his TV. I creep out of my room. Two of his friends are sitting on the floor, and Jonathan is sitting on the bed. "Hey, Jonathan, isn't that your little brother?"

"Bradley, get out!" Jonathan throws a pillow at me. "Oh, let him stay in here and watch this with us." Jonathan looks at the TV, then back at me. "I can't tell Mom. She'd ground me forever!"

I shake my head. "I won't tell her. What's the scary movie?" I look at the screen filled with a monster's teeth and yellow eyes, and it looks like his skin is sliding off. "Uh, you know, on Saturday." "I lie. I yawn, hoping they believe me, and then I go back to bed."



4<sup>th</sup> grade level text

## The Town Mouse and the Country Mouse

adapted from *Aesop's Fables*

The town mouse visited a relative who lived in the country. For lunch, the country mouse ate stalks, roots, and acorns, with a dash of cold water. The town mouse was very little, only nibbling some of this and a little of that. The country mouse was so polite, so he ate the simple food only to be polite. The town mouse's friends had a party, and the town mouse talked to the country mouse.



### Answer these questions about I Want To Be Big

Who is shown in the illustration? How do you know?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How does \_\_\_\_\_

### Answer these questions about The Town Mouse and The Country Mouse

What part of the story is shown in the illustration?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Is this the \_\_\_\_\_



How does \_\_\_\_\_

Choose a \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Choose a \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Choose a \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Answer these questions about The Town Mouse and The Country Mouse and I Want To Be Big

Compare the characters of the two stories.

- Both have characters who are scared.
- Both are about two brothers.
- Both are about mice.
- Both characters were happy when they got what they wanted.

How are the settings of the two stories different?

\_\_\_\_\_

\_\_\_\_\_

What is the theme of both stories?

- Love (both main characters show great love)
- Forgiveness (both stories have characters that forgive someone)
- Greed (both stories are about characters who want more)
- Wealth (both stories are about someone with a lot of money)

What do the main characters learn in both stories?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3<sup>rd</sup> grade level questions

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## INTEGRATION OF KNOWLEDGE AND IDEAS

For easy access to each passage, click through the Adobe PDF bookmarks. If your bookmark panel is not open, click on the triangle arrow on the left edge on the side of your screen.

<b>FICTION PASSAGES</b> ▲ 3 <sup>rd</sup> grade	passage only	one page passage w/questions
<b>TOWN MOUSE AND COUNTRY MOUSE</b>	p. 16	N/A
<b>I WANT TO BE BIG</b>	p. 19	N/A
<b>THE MILLER AND HIS SON</b>	p. 24	N/A
<b>THE CAKE</b>	p. 27	p. 32
<b>BELLING THE CAT</b>	p. 33	N/A
<b>THE PLAN</b>	N/A	p. 36

<b>FICTION PASSAGES</b> ● 4 <sup>th</sup> grade	passage only	one page passage w/questions
<b>TOWN MOUSE AND COUNTRY MOUSE</b>	p. 83	N/A
<b>I WANT TO BE BIG</b>	p. 86	N/A
<b>THE MILLER AND HIS SON</b>	p. 90	N/A
<b>THE CAKE</b>	p. 94	p. 99
<b>BELLING THE CAT</b>	p. 100	N/A
<b>THE PLAN</b>	N/A	p. 103

<b>FICTION PASSAGES</b> ■ 5 <sup>th</sup> grade	passage only	one page passage w/questions
<b>TOWN MOUSE AND COUNTRY MOUSE</b>	p. 150	N/A
<b>I WANT TO BE BIG</b>	p. 153	N/A
<b>THE MILLER AND HIS SON</b>	p. 158	N/A
<b>THE CAKE</b>	p. 161	p. 166
<b>BELLING THE CAT</b>	p. 167	N/A
<b>THE PLAN</b>	N/A	p. 170

<b>SECOND GRADE LEVEL PASSAGES</b> ◆	p. 216-221	N/A
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## INTEGRATION OF KNOWLEDGE AND IDEAS

For easy access to each passage, click through the Adobe PDF bookmarks. If your bookmark panel is not open, click on the triangle arrow on the left edge on the side of your screen.

<b>NONFICTION PASSAGES</b> ▲ 3 <sup>rd</sup> grade	passage only	one page passage w/questions
<b>BASEBALL</b>	p. 40	p. 45-46
<b>BABE RUTH</b>	p. 47	p. 54-55
<b>GOING WEST</b>	p. 56	p. 61-62
<b>THE CALIFORNIA GOLD RUSH</b>	p. 63	N/A
<b>CREATING A GOVERNMENT</b>	p. 70	N/A
<b>FOUNDATION OF GOVERNMENT DOCUMENTS</b>	p. 75	N/A

<b>NONFICTION PASSAGES</b> ● 4 <sup>th</sup> grade	passage only	one page passage w/questions
<b>BASEBALL</b>	p. 107	p. 112-113
<b>BABE RUTH</b>	p. 114	p. 121-122
<b>GOING WEST</b>	p. 123	p. 128-129
<b>THE CALIFORNIA GOLD RUSH</b>	p. 130	N/A
<b>CREATING A GOVERNMENT</b>	p. 137	N/A
<b>FOUNDATION OF GOVERNMENT DOCUMENTS</b>	p. 142	N/A

<b>NONFICTION PASSAGES</b> ■ 5 <sup>th</sup> grade	passage only	one page passage w/questions
<b>BASEBALL</b>	p. 174	p. 179-180
<b>BABE RUTH</b>	p. 181	p. 188
<b>GOING WEST</b>	p. 189	p. 194-195
<b>THE CALIFORNIA GOLD RUSH</b>	p. 196	N/A
<b>CREATING A GOVERNMENT</b>	p. 203	N/A
<b>FOUNDATION OF GOVERNMENT DOCUMENTS</b>	p. 208	N/A

<b>SECOND GRADE LEVEL PASSAGES</b> ◆	p. 222-227	N/A
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## INTEGRATION OF KNOWLEDGE AND IDEAS

**R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

### QUESTIONS ONLY

▲ 3<sup>rd</sup> grade ● 4<sup>th</sup> grade ■ 5<sup>th</sup> grade

#### FICTION PASSAGES

**TOWN MOUSE AND COUNTRY MOUSE**

p. 17-18

p. 84-85

p. 151-152

**I WANT TO BE BIG**

p. 20-21

p. 87-88

p. 154-155

**THE MILLER AND HIS SON**

p. 25-26

p. 91-92

p. 159-160

**THE CAKE**

p. 28-29

p. 95-96

p. 162-163

**BELLING THE CAT**

p. 34-35

p. 101-102

p. 168-169

**THE PLAN**

p. 36-37

p. 103-104

p. 170-171

#### NONFICTION PASSAGES

**BASEBALL**

p. 41-42

p. 108-109

p. 175-176

**BABE RUTH**

p. 48-49

p. 115-116

p. 182-183

**GOING WEST**

p. 57-58

p. 124-125

p. 190-191

**THE CALIFORNIA GOLD RUSH**

p. 64-65

p. 131-132

p. 197-198

**CREATING A GOVERNMENT**

p. 71-72

p. 138-139

p. 204-205

**FOUNDATION OF GOVERNMENT DOCUMENTS**

p. 76-77

p. 143-144

p. 209-210

\*answer keys located after each question page\*

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## INTEGRATION OF KNOWLEDGE AND IDEAS

**R.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

(not applicable to literature)

### QUESTIONS ONLY

▲ 3<sup>rd</sup> grade ● 4<sup>th</sup> grade ■ 5<sup>th</sup> grade

#### FICTION PASSAGES

<b>TOWN MOUSE AND COUNTRY MOUSE</b>	N/A	N/A	N/A
<b>I WANT TO BE BIG</b>	N/A	N/A	N/A
<b>THE MILLER AND HIS SON</b>	N/A	N/A	N/A
<b>THE CAKE</b>	N/A	N/A	N/A
<b>BELLING THE CAT</b>	N/A	N/A	N/A
<b>THE PLAN</b>	N/A	N/A	N/A

#### NONFICTION PASSAGES

<b>BASEBALL</b>	p. 43-44	p. 110-111	p. 177-178
<b>BABE RUTH</b>	p. 50-51	p. 117-118	p. 184-185
<b>GOING WEST</b>	p. 59-60	p. 126-127	p. 192-193
<b>THE CALIFORNIA GOLD RUSH</b>	p. 66-67	p. 133-134	p. 199-200
<b>CREATING A GOVERNMENT</b>	p. 73-74	p. 140-141	p. 206-207
<b>FOUNDATION OF GOVERNMENT DOCUMENTS</b>	p. 78-79	p. 145-146	p. 211-212

\*answer keys located after each question page\*

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## INTEGRATION OF KNOWLEDGE AND IDEAS

**R.9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### QUESTIONS ONLY

▲ 3<sup>rd</sup> grade ● 4<sup>th</sup> grade ■ 5<sup>th</sup> grade

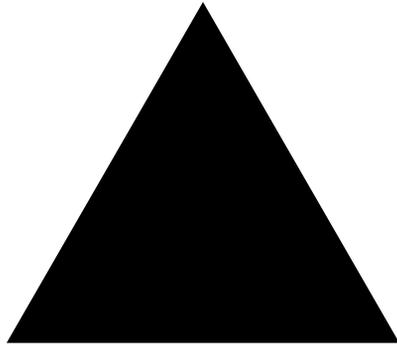
#### FICTION PASSAGES

TOWN MOUSE AND COUNTRY MOUSE	p. 22-23*	p. 89-90*	p. 156-157*
I WANT TO BE BIG	p. 22-23*	p. 89-90*	p. 156-157*
THE MILLER AND HIS SON	p. 30-31*	p. 97-98*	p. 164-165*
THE CAKE	p. 30-31*	p. 97-98*	p. 164-165*
BELLING THE CAT	p. 38-39*	p. 105-106*	p. 172-173*
THE PLAN	p. 38-39*	p. 105-106*	p. 172-173*

#### NONFICTION PASSAGES

BASEBALL	p. 52-53*	p. 119-120*	p. 186-187*
BABE RUTH	p. 52-53*	p. 119-120*	p. 186-187*
GOING WEST	p. 68-69*	p. 135-136*	p. 201-202*
THE CALIFORNIA GOLD RUSH	p. 68-69*	p. 135-136*	p. 201-202*
CREATING A GOVERNMENT	p. 80-81*	p. 147-148*	p. 213-214*
FOUNDATION OF GOVERNMENT DOCUMENTS	p. 80-81*	p. 147-148*	p. 213-214*

\*answer keys located after each question page\*



**3<sup>RD</sup>**

**GRADE**

## Going West

Three of the main trails traveled in the 1800s were the Oregon Trail, the California Trail, and the Mormon Trail. The California Trail and the Mormon Trail were actually branches of the Oregon Trail. The starting point of all of the trails was in Independence, Missouri. Thousands of people moved to Oregon. Free land could be found there to settle and they could begin a new life. Some people went to California in hopes of striking it rich with gold that could be found there. Others moved to Utah. There were many people who did not agree with the Mormon religion's beliefs. Many Mormons moved to Utah for religious freedom.



Answer these questions about Going West.

Based on the map, which statement is true?

- a. At South Pass, Mormons went north to Salt Lake City.
- b. At Fort Hall, people seeking gold traveled north.
- c. At Fort Hall, people traveled north to start a new life.
- d. Sutter's Mill was north of Portland.

How does the map add to the article?

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What is the purpose of the key on the map?

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JIVEY

Answer these questions about Going West.

Based on the map, which statement is true?

- a. At South Pass, Mormons went north to Salt Lake City.
- b. At Fort Hall, people seeking gold traveled north.
- c. At Fort Hall, people traveled north to start a new life.
- d. Sutter's Mill was north of Portland.

How does the map add to the article?

It shows where all of the people who traveled west were going. It shows the routes they took.

What is the purpose of the key on the map?

It labels each trail with a color.

Answer these questions about Going West.

Which is NOT a connection of the three trails?

- a. All of the trails led to gold.
- b. All of the trails gave people a chance to start a new life.
- c. All of the trails were traveled in the '300s
- d. All of the trails started in Independence, Missouri.

Why did Mormons move to Salt Lake City?

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---

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According to the article, what caused thousands of people to move to Oregon?

- a. religious freedom
- b. gold
- c. getting rich
- d. free land

Answer these questions about Going West.

Which is NOT a connection of the three trails?

- a. All of the trails led to gold.
- b. All of the trails gave people a chance to start a new life.
- c. All of the trails were traveled in the '300s.
- d. All of the trails started in Independence, Missouri.

Why did Mormons move to Salt Lake City?

Many disagreed with their religion, so they moved to Utah for religious

freedom.

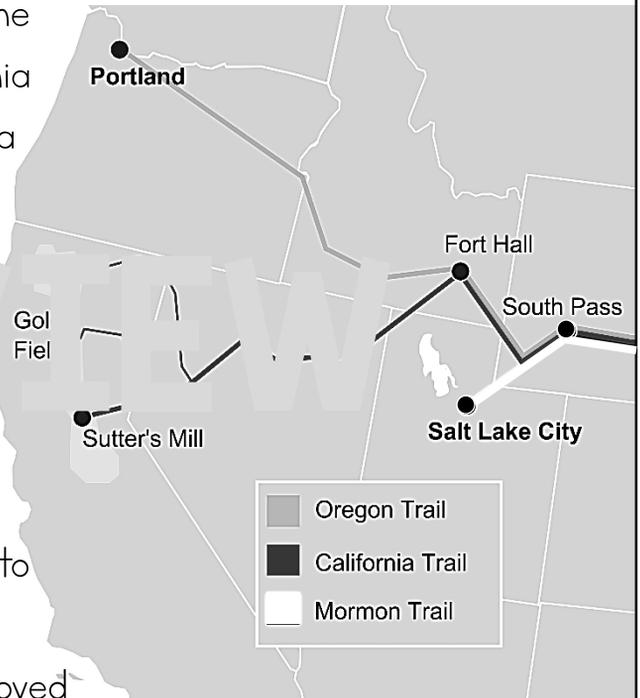
According to the article, what caused thousands of people to move to Oregon?

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- c. getting rich
- d. free land

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Going West

Three of the main trails traveled in the 1800s were the Oregon Trail, the California Trail, and the Mormon Trail. The California Trail and the Mormon Trail were actually branches of the Oregon Trail. The starting point for all three trails was in Independence, Missouri. Thousands of people moved to Oregon. Free land could be found there to settle and they could begin a new life. Some people went to California in hopes of striking it rich with gold that could be found there. Others moved to Utah. There were many people who did not agree with the Mormon religion's beliefs. Many more people wanted to settle in the new territory.



Answer these questions about Going West.

Based on the map, which statement is true?

- At South Pass, Mormons went north to Salt Lake City.
- At Fort Hall, people seeking gold traveled north.
- At Fort Hall, people traveled north to Portland for a new life.
- Sutter's Mill was north of Portland.

How does the map add to the article?

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What is the purpose of the key on the map?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Going West

Three of the main trails traveled in the 1800s were the Oregon Trail, the California Trail, and the Mormon Trail. The California Trail and the Mormon Trail were actually branches of the Oregon Trail. The starting point for all three trails was in Independence, Missouri. Thousands of people moved to Oregon. Free land could be found there to settle and they could begin a new life. Some people went to California in hopes of striking it rich with gold that could be found there. Others moved



to Utah. There were many people who did not agree with the Mormon religion's beliefs. Many Mormons moved to Utah for religious freedom.

Answer these questions about Going West.

Which is NOT a common goal of the three trails?

- All of the trails led to gold.
- All of the trails gave people a chance to start a new life.
- All of the trails were traveled in the 1800s.
- All of the trails started in Independence, Missouri.

Why did Mormons move to Salt Lake City?

---



---

According to the article, what caused thousands of people to move to Oregon?

- religious freedom
- gold
- getting rich
- free land

# The California Gold Rush

January 24, 1848:

James Marshall found a shiny metal near Sutter's Mill in Coloma, California.

1848

March 15, 1848:

People don't believe gold was found when they read the San Francisco newspaper.

May 1848:

A store owner named Samuel P. Drayton ran through the streets of San Francisco, California, shouting "GOLD!" He was holding a bottle of gold crystals. Samuel's store made a lot of money when hundreds of men bought their mining equipment from him.

August 1848:

James Marshall wanted the gold to be a secret, but word spread. More than 4,000 mines were set up around Sutter's Mill.

March 1849:

30,000 people head to Missouri to begin their westward journey.

1849:

The number of people in California raised from 20,000 people at the beginning of 1849, to 200,000 people. The people who moved to California during this year were called "forty-niners."

1850:

The number of people in San Francisco raised from 1,000 people in 1848 to 30,000 people. Businesses popped up all over the city to help provide supplies for miners moving into gold towns.

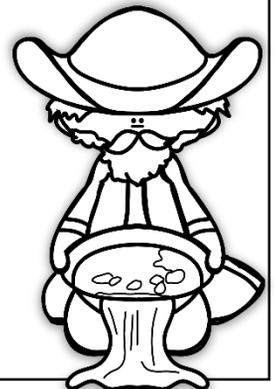
1851:

Much of the gold on the surface had been found. It seemed that the gold was running out. Men kept coming in hopes to get rich. They found new ways of mining.

1852:

Over forty million dollars of gold was mined in 1852 in California. Over 220,000 people had traveled to California since 1848, including Chinese immigrants.

1853



Answer these questions about The California Gold Rush.

What does the timeline provide information about?

---

Why do you think the author chose to present the information in this way rather than in another way?

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Based on the timeline, which statement is true?

- a. Samuel Brannan wanted to keep the gold discovery a secret.
- b. People living in California went down between 1849 and 1851.
- c. No one found any gold after 1851.
- d. People started new businesses in San Francisco in 1850.

JIVEY

Answer these questions about The California Gold Rush.

What does the timeline provide information about?

California Gold Rush

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Why do you think the author chose to present the information in a timeline rather than in paragraphs?

The information given happened over a period of time so it was easier to show when each event happened by using a timeline.

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Based on the timeline, which statement is true?

- a. Samuel Brannan was the first to find gold in California.
- b. People living in California went down between 1849 and 1851.
- c. No one found any gold after 1851.
- d. People started new businesses in San Francisco in 1850.

JIVEY

Answer these questions about The California Gold Rush.

What was the effect of Samuel Brannan spreading the news about gold?

- a. He held gold crystals.
- b. He shouted "GOLD!"
- c. He made money from men who bought equipment.
- d. No one believed there was gold.

Why did people find new ways of mining in 1851?

What is the connection between the number of people living in California and the amount of gold mined?

Answer these questions about The California Gold Rush.

What was the effect of Samuel Brannan spreading the news about gold?

- a. He held gold crystals.
- b. He shouted "GOLD!"
- c. He made money from men who bought equipment.
- d. No one believed there was gold.

Why did people find new ways of mining in 1851?

All of the gold on the surface had been found.

What is the connection between the number of people living in California and the amount of gold mined?

More people moved to California to mine for gold, so more gold was found.

-OR-

More people moved to California to mine for gold, so each person got less gold.

Answer these questions about Going West and The California Gold Rush.

What information is NOT found in both passages?

- a. People leave from Missouri.
- b. People traveled to California in search of gold.
- c. People traveled west in the 1800s.
- d. People traveled to Utah for religious freedom.

Using information from The California Gold Rush, why did the map show that the California Trail ended at Sutter's Mill?

Which passage **gives details** about where gold was found?

JIVEY

Answer these questions about Going West and The California Gold Rush.

What information is NOT found in both passages?

- a. People leave from Missouri.
- b. People traveled to California in search of gold.
- c. People traveled west in the 1800s.
- d. People traveled to Utah for religious freedom.

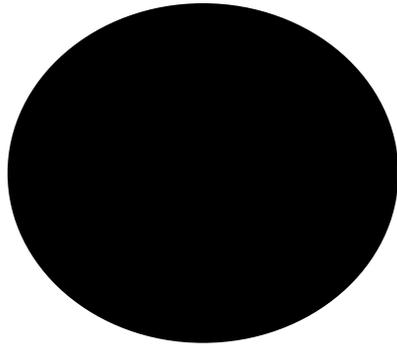
Using information from The California Gold Rush, why did the map show that the California Trail ended at Sutter's Mill?

Gold was first found at Sutter's Mill.

Which passage **gives details** about where gold was found?

The California Gold Rush

JIVEY



**4TH**

**GRADE**

## Going West

Three of the main routes traveled in the 1800s were the Oregon Trail, the California Trail, and the Mormon Trail. The California Trail and the Mormon Trail were actually offshoots of the Oregon Trail. The starting point of all of the trails was in Independence, Missouri. Thousands of people migrated to Oregon where free land could be settled and they could begin a new life. Some people went to California in hopes of striking it rich with gold that could be found there. Still, others moved to Utah. There were many people who did not agree with the Mormon religion's beliefs, so the Mormons moved to Utah for religious freedom.



Answer these questions about Going West.

Based on the map, which statement is true?

- a. At South Pass, Mormons went north to Salt Lake City.
- b. At Fort Hall, people seeking gold traveled north.
- c. At Fort Hall, people traveled north to start a new life.
- d. Sutter's Mill was north of Portland.

How does the map support what the author is saying?

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What is the purpose of the key on the map?

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JIVEY

Answer these questions about Going West.

Based on the map, which statement is true?

- a. At South Pass, Mormons went north to Salt Lake City.
- b. At Fort Hall, people seeking gold traveled north.
- c. At Fort Hall, people traveled north to start a new life.
- d. Sutter's Mill was north of Portland.

How does the map support what the author is saying?

It shows where all of the people who traveled west were going. It shows the routes the author describes.

What is the purpose of the key on the map?

It labels each trail with a color.

Answer these questions about Going West.

What is the purpose of this article?

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PREVIEW

What evidence does the author provide to show why people moved to Utah?

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What evidence does the author provide to show why people moved to California?

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JIVEY

Answer these questions about Going West.

What is the purpose of this article?

The article gives information about the three routes taken to travel west. It explains the routes shown on the map.

What evidence does the author provide to show why people moved to Utah?

Many disagreed with the Mormon religion, so they moved to Utah for religious freedom.

What evidence does the author provide to show why people moved to California?

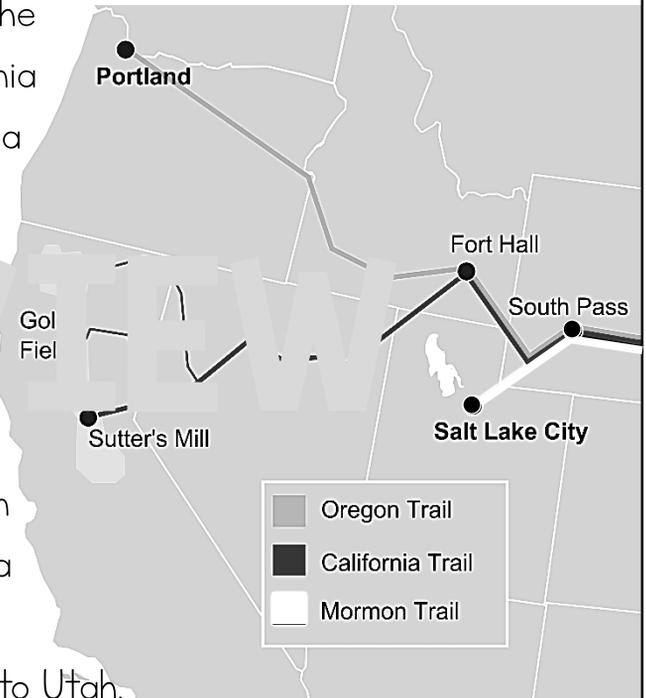
People wanted to strike it rich with gold that was found there.

JIVEY

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Going West

Three of the main trails traveled in the 1800s were the Oregon Trail, the California Trail, and the Mormon Trail. The California Trail and the Mormon Trail were actually offshoots of the Oregon Trail. The starting point for all three trails was in Independence, Missouri. Thousands of people migrated to Oregon where free land could be settled and they could begin a new life. Some people went to California in hopes of striking it rich with gold that could be found there. Still, others moved to Utah.



There were many people who did not agree with the Mormon religion's beliefs, so the Mormons needed to look for a new place to live.

Answer these questions about Going West.  
Based on the map, which statement is true?

- At South Pass, Mormons went north to Salt Lake City.
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

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Answer these questions about Going West.

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## The California Gold Rush

January 24, 1848:

James Marshall found a shiny metal near Sutter's Mill in Coloma, California.

1848

March 15, 1848:

People don't believe gold was found when they read the San Francisco newspaper.

May 12, 1848:

A merchant named Samuel P. King walked through the streets of San Francisco, California, shouting "GOLD!" while holding a bottle of gold crystals. Samuel's store made a lot of money when hundreds of men bought their mining equipment from him.

July 1848:

James Marshall wanted the gold to be a secret, but word spread, and more than 4,000 mines were established around Sutter's Mill.

March 1849:

30,000 people head to Missouri to begin their westward journey.

1849:

The population of California raised from 20,000 people at the beginning of 1849, to 100,000 people. The people who migrated to California during this year were called "forty-niners."

1850:

The population of San Francisco raised from 1,000 people in 1848 to 30,000. Businesses popped up all over the city to help provide supplies for miners moving into gold towns.

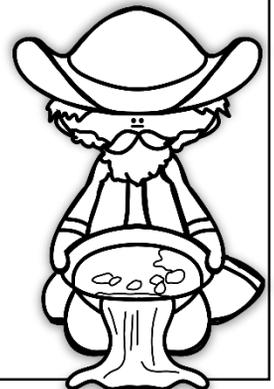
1851:

Much of the gold on the surface had been found. It seemed that the gold was running out, but men kept coming in hopes to get rich. They found new ways of mining.

1852:

Over forty million dollars of gold was mined in 1852 in California. Over 220,000 people had traveled to California since 1848, including Chinese immigrants.

1853



Answer these questions about The California Gold Rush.

What does the timeline provide information about?

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Why do you think the author chose to present the information in this manner rather than in another way?

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Based on the timeline, which statement is true?

- a. Samuel Brannan wanted to keep the discovery a secret.
- b. People living in California went down between 1849 and 1851.
- c. No one found any gold after 1851.
- d. People started new businesses in San Francisco in 1850.

JIVEY

Answer these questions about The California Gold Rush.

What does the timeline provide information about?

California Gold Rush

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Why do you think the author chose to present the information in a timeline rather than in paragraphs?

The information given happened over a period of time so it was easier to show when each event happened by using a timeline.

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Based on the timeline, which statement is true?

- a. Samuel Brannan was the first to find gold in California.
- b. People living in California went down between 1849 and 1851.
- c. No one found any gold after 1851.
- d. People started new businesses in San Francisco in 1850.

JIVEY

Answer these questions about The California Gold Rush.

What evidence is shown on the timeline that suggests why the first mines built were around Sutter's Mill?

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PREVIEW

How does the author prove that people continued to move to California?

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What was the reason for people finding new ways of mining?

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JIVEY

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What evidence is shown on the timeline that suggests why the first mines built were around Sutter's Mill?

James Marshall wanted the gold to be a secret- he was the first to find gold in 1848, and the mines were built where he found it.

PREVIEW

How does the author prove that people continued to move to California?

The author provides data (numbers) of population growth each year.

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What was the reason for people finding new ways of mining?

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JIVEY

Answer these questions about Going West and The California Gold Rush.

What information is NOT found in both passages?

- a. People leave from Missouri.
- b. People traveled to California in search of gold.
- c. People traveled west in the 1800s.
- d. People traveled to Utah for religious freedom.

Using evidence from The California Gold Rush, why did the map show that the California Trail ended at Sutter's Mill?

Which passage **gives details** about where gold was found?

JIVEY

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Which passage **gives details** about where gold was found?

The California Gold Rush

JIVEY



**5<sup>TH</sup>**

**GRADE**

## Going West

Three of the primary routes traveled in the 1800s were the Oregon Trail, the California Trail, and the Mormon Trail. The California Trail and the Mormon Trail were actually offshoots of the Oregon Trail.

Gold Fields

Sutter's Mill

Fort Hall

South Pass

Salt Lake City

Legend:

- Oregon Trail
- California Trail
- Mormon Trail

Portland

Gold Fields

Sutter's Mill

Fort Hall

South Pass

Salt Lake City

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Answer these questions about Going West.

What is the best resource to use to find more maps?

- a. dictionary
- b. almanac
- c. newspaper
- d. atlas

How does the map support what the author is saying?

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What keyword should you type in a search engine to find more information about people who moved west to Portland?

- a. Oregon Trail
- b. California Trail
- c. Mormon Trail
- d. The Gold Rush

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Answer these questions about Going West.

What is the purpose of this article?

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JIVEY

Answer these questions about Going West.

What is the purpose of this article?

The article gives information about the three routes taken to travel west. It explains the routes shown on the map.

PREVIEW

What evidence does the author provide to show why people moved to Utah?

Many disagreed with the Mormon religion, so they moved to Utah for religious freedom.

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People wanted to strike it rich with gold that was found there.

JIVEY



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Going West

Three of the primary routes traveled in the 1800s were the Oregon Trail, the California Trail, and the Mormon Trail. The California Trail and the Mormon Trail were actually offshoots of the Oregon Trail. No matter where they were headed, people departed from Independence, Missouri. Thousands of people migrated to Oregon where free land could be settled and they could begin a new life. Some people journeyed to California in hopes of striking it rich with gold that could be found there. Still, others moved to Utah. There were many people who did not agree with the Mormon religion's beliefs, so the Mormons moved to Utah for religious freedom.



Answer these questions about Going West.

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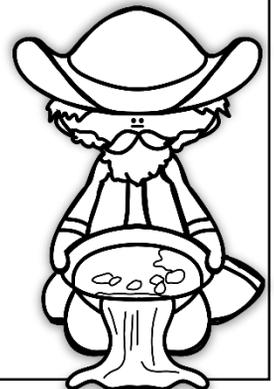
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Answer these questions about The California Gold Rush.

What does the timeline provide information about?

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Why do you think the author chose to present the information in this manner rather than in another way?

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Who would you research if you wanted to find out more information about the man who first found gold in California?

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Where could you find out how many pounds of gold were mined in 1852? Name at least two resources:

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Accept reasonable answers

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Answer these questions about The California Gold Rush.

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JIVEY

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Using evidence from The California Gold Rush, why did the map show that the California Trail ended at Sutter's Mill?

Were there important details about where the gold was found that was presented in one passage but not the other? Provide evidence.

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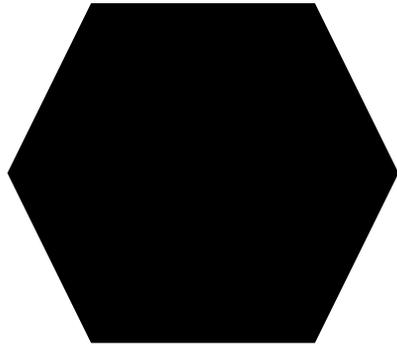
Were there important details about where the gold was found that was presented in one passage but not the other?

Provide evidence.

Going West shows where the trail was to get to the gold, as well as the gold

fields. The California Gold Rush shows where gold was first found and where

mines were built.

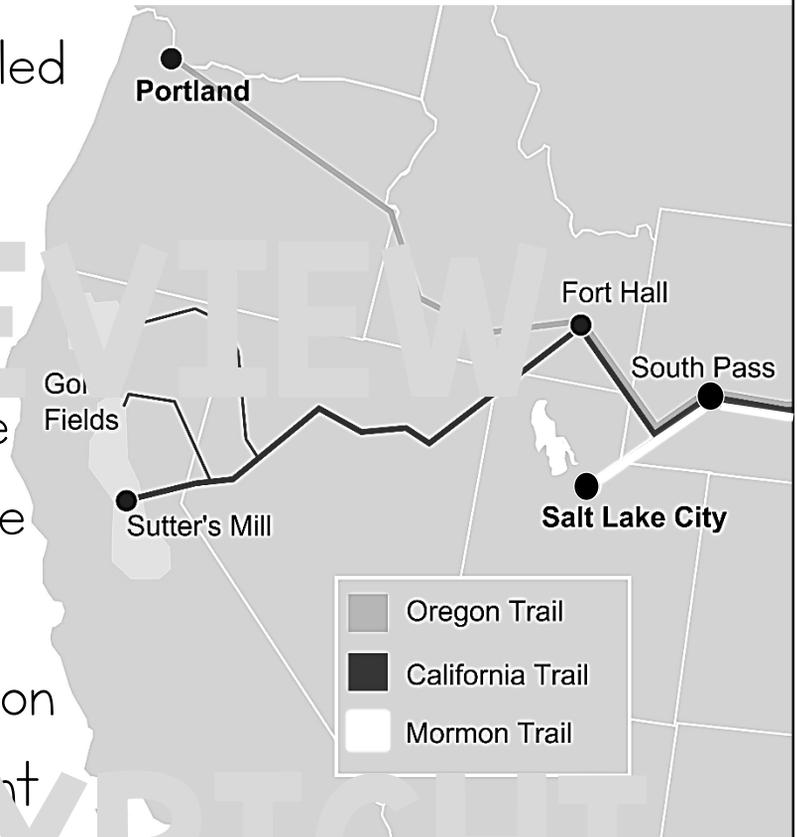


**2<sup>ND</sup>**

**GRADE**

## Going West

Three trails traveled in the 1800s were the Oregon Trail, the California Trail, and the Mormon Trail. The California Trail and the Mormon Trail were branches of the Oregon Trail. The starting point of all of the trails was in Independence, Missouri. Thousands of people moved to Oregon. Free land could be found in Oregon. People moved there so they could begin a new life. Some people went to California in hopes of striking it rich. They wanted to get rich on the gold that was found in California. Others moved to Utah. There were many people who did not agree with the Mormon religion's beliefs. Many Mormons moved to Utah for religious freedom.



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June 1848:

James Marshall hoped the gold stayed a secret, but it didn't. More than 4,000 mines were set up around Sutter's Mill.

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30,000 people head to Missouri to begin their westward journey.

1849:

The number of people in California was 20,000 people at the beginning of 1849.

By the end of 1849 there were 100,000 people. The people who moved to California during this year were called "the forty-niners."

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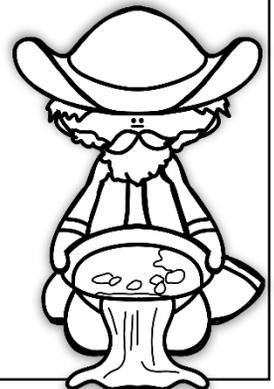
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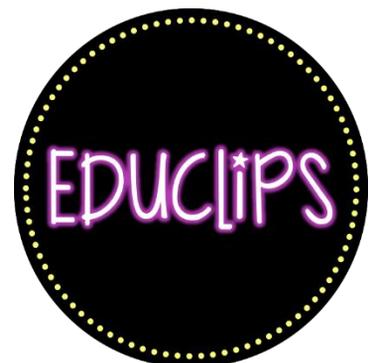
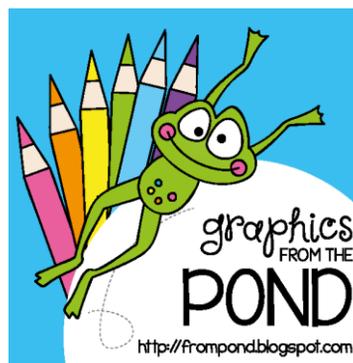
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