

Week of April 27th- May 1st

Hello families,

I hope all is well. This week in the packet there will be the leveled reader for your student to read. Once this is read, please complete the Main Idea and Details Web in response to the leveled reader. On the Web, your student will state the main idea of the leveled reader, along with four details. This can be completed all in one day or they can break it up into chunks.

The reading menu can be completed with either a personal book that is being read, or through a book on Epic. The class Epic code is ych1028.

In this week's packet, there will be a MAZE reading passage. Your child will read through this and choose the word that makes the most sense within the sentence.

During the phone check in call I will be discussing with your student the question that they chose for the reading menu from week 2. In addition, I will also ask to check in about the math and how the lesson went through Khan Academy. I will be sending out a log-in for a new website called VocabularySpellingCity. This will correlate to the leveled readers vocabulary words with various activities. Please try this out this week and we will talk about how this worked for you.

For feedback for week 3, I will need a picture of the Main Idea and Details Web. That can either be before our check in call so that I can help go over any questions or it can be after, as long as it is turned in by Sunday the 3rd. It can be sent to me through DOJO or through email at jschwartz@vernoniak12.org.

Packet will have:

- Leveled reader
- Reading Menu
- Main Idea and Details Web
- MAZE Passage

Keep reading, practice math fact fluency with the flashcards or moby max, ask questions, and remember to keep your heads up and hands washed! Have a wonderful week!

Sincerely,

Mrs. Schwartz



CHIEF WASHAKIE

by Stephanie W. Sigue



HOUGHTON MIFFLIN

CHIEF WASHAKIE



by Stephanie W. Sigue



HOUGHTON MIFFLIN HARCOURT
School Publishers

ILLUSTRATION CREDIT: Susan Carlson

PHOTOGRAPHY CREDITS: Cover © Rose & Hopkins/Library of Congress Prints and Photographs Division Washington, DC 20540; tp © MPI/Getty Images; 2–14 (border) © Joe Ginsberg/Getty Images; 3 © Rose & Hopkins/Library of Congress Prints and Photographs Division Washington, DC 20540; 7 © MPI/Getty Images; 11 © Getty Images/Getty Images.

Copyright © by Houghton Mifflin Harcourt Publishing Company

All rights reserved. No part of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying or recording, or by any information storage and retrieval system, without the prior written permission of the copyright owner unless such copying is expressly permitted by federal copyright law. Requests for permission to make copies of any part of the work should be addressed to Houghton Mifflin Harcourt School Publishers, Attn: Permissions, 6277 Sea Harbor Drive, Orlando, Florida 32887-6777.

Printed in China


ISBN-13: 978-0-547-01801-0

ISBN-10: 0-547-01801-0

1 2 3 4 5 6 7 8 0940 18 17 16 15 14 13 12 11

If you have received these materials as examination copies free of charge, Houghton Mifflin Harcourt School Publishers retains title to the materials and they may not be resold. Resale of examination copies is strictly prohibited.

Possession of this publication in print format does not entitle users to convert this publication, or any portion of it, into electronic format.




Chief Washakie [wah-shuh-KEE] of the Eastern Shoshone tribe was a courageous Native American leader who worked hard to guarantee that his people could live in peace.




Chief Washakie and the Eastern Shoshone

The Eastern Shoshone are a Native American group who live in the western mountains of Wyoming. In the 1800s, they traded furs with American pioneers and traders. In return, the Shoshone received muskets, gunpowder, tools, cloth, tobacco, and ornaments.



Although some Native American groups were unfriendly to pioneers and other Americans who were moving west, the Eastern Shoshone had been trading with these groups for many years. Chief Washakie was a man of peace.



In the 1840s, when Washakie became chief of the Eastern Shoshone, he also became transformed from warrior to strong, but peaceful, leader. As a young man, Washakie had proven himself in battles against the Blackfeet, another Native American group that lived in the western territories.

▶ A great many pioneers who traveled west toward the frontier in the 1800s had to cross the **territory** called Wyoming. These settlers had nothing to fear from the Shoshone, who were friendly toward Americans. This friendly situation dated back to 1805, when Lewis and Clark first arrived in their territory. Sacagawea was the famous Shoshone woman who guided the Lewis and Clark expedition through the mountains.

▶ Chief Washakie was a tall man with a powerful build. He held himself straight and with a great amount of dignity. He always held his meetings with non-Native Americans wearing full formal costume.





▶ Chief Washakie always wore his ceremonial garments when he met with members of the United States Army.


Peacemaker


Although Chief Washakie was a skilled hunter and warrior, he preferred peace to fighting and war. Unlike many other chiefs, he was an outstanding peacemaker. He expanded the tradition of friendship between the Shoshone and visitors from the East.


Chief Washakie spoke several languages, including English. Thus, he could easily talk to people outside of his native Shoshone group without using an **interpreter**.

 Wyoming's location, where the great plains meet the Rocky Mountains, made the territory a very important part of the trail to the West used by settlers. In the 1850s, Chief Washakie was wise enough to realize that, no matter what, large numbers of pioneers were going to cross Shoshone land on their way to settling the West. He knew that there were more settlers than Shoshone and that fighting the pioneers would be hopeless. Like all great leaders, Washakie knew when to fight and when to make peace. He knew that it was his **duty** to find a way to protect and keep Shoshone land for the Shoshone to live on. To this end, the chief became a great statesman, using his diplomatic skills to make deals that would both help his own people and protect pioneers from harm.

 Chief Washakie was glad to help settlers move through Wyoming on their way to what is now Oregon and Washington. However, he didn't want settlers to stop in Wyoming and build houses and towns and start farming there. To help prevent this, he instructed members of the Shoshone to accompany the settlers as guides as they crossed the Shoshone territory. He hoped this would help keep the pioneers moving through the area.

 Washakie also hoped to get the United States government to inform the settlers moving west not to shoot too many buffalo. The Shoshone only hunted buffalo when they needed the meat for food and the buffalo hides for making cloth and blankets. Chief Washakie and other Shoshone thought that the pioneers from the East were taking more buffalo than they actually needed from Shoshone territory.

 The final piece of Wahsachie's plan to keep settlers moving and establish good relations with the United States government involved the railroad. He allowed the government to run a railroad through Shoshone land in Wyoming. It was one of the most helpful things he did for travelers. It also greatly helped the building of the first transcontinental rail line, which was completed in 1869.



While other Native American groups were attacking wagon trains, Chief Washakie was clearly different. What made him this way?


Chief Washakie was very intelligent and realized that warfare was pointless—the United States Army would always back up the settlers. He also knew how to change his plans. For example, when he realized that buffalo and other game were disappearing from Shoshone lands, Chief Washakie decided his people needed to give up their way of life and turn to farming. He asked the United States government to allow his people to move north to the beautiful Wind River Valley. In return, Washakie promised that the Shoshone would learn to farm and raise cattle.




The Western Expansion

When President Thomas Jefferson sent Lewis and Clark on their expedition in the early 1800s, the West was unknown to most Americans. In those days, when people thought about moving from the East to the West, they thought about moving to Ohio. A territory had to have a lot of people in it before its leaders could apply to the United States government to become a state. Because the Ohio area filled up so fast, it became a state in 1803 and people moved farther west.




 Covered wagons were used to move settlers west.


 Why did people move from a fairly comfortable, safe life in the East to the unknown West? There were a variety of reasons. Rich soil attracted farmers. Vast, open grazing lands attracted ranchers. The promise of unlimited natural resources—gold, silver, coal, iron, copper, and timber—brought miners and woodsmen. Many of the settlers moving west had come to the United States from Europe, where it was difficult for anyone who wasn't rich to own land. The chance to own land in the west and start a farm proved irresistible to these people. The West became a magnet for hardworking, independent, adventurous people.


The Oregon Trail


The Oregon Trail extended from Missouri in the Midwest to the Oregon territory on the Pacific Ocean. In the late 1700s and early 1800s, mainly Native Americans, hunters, and trappers used sections of the Oregon Trail. After the news of Lewis and Clark's expedition became public, more and more people began to travel west. The Oregon Trail became the most traveled **route**. There was also a popular trail to California.


 Pioneers heading for Oregon or California faced a journey of over 2,000 miles. The passage, or way, was across plains, deserts, and the Rocky Mountains.





 The Oregon Trail was long and challenging.

 Along the way were dozens of Native American groups, and most of them did not like the idea of the pioneers traveling through their lands. Some of these groups were hostile.


 A journey on the Oregon Trail usually began in St. Louis, Missouri. There, pioneers would form groups, load up their wagons with **supplies**, and set out. If they were lucky, they would arrive in Oregon six months later. It was a very dangerous trip, but tens of thousands of people took the chance in the mid-1800s.

 Westward expansion increased a great deal in the 1840s. At that time, the frontier included the mountains, deserts, rivers, and grasslands in what are now the states of Montana, Nebraska, Idaho, Nevada, Wyoming, Arizona, and New Mexico. The arrival of white settlers brought about great change for the Native Americans who had lived on this land for centuries.

 Native Americans felt invaded. As the numbers of wagon trains increased and more and more pioneers made their way west, many Native Americans responded by fighting back. They attacked the pioneers who came through their land.




The most famous battles took place on the Great Plains, where the Sioux, Cheyenne, Comanche, Kiowa, and other groups fought the pioneers and the United States Army. But Chief Washakie and the Shoshone didn't take part. Chief Washakie tried to find a different way.



Fort Laramie

Fort Laramie, Wyoming, was a military post and, for the traveling settlers, it became a **landmark**. Located at the foot of the Rocky Mountains, it was almost halfway between Missouri and Oregon. Pioneers used the post to stop and rest. The Army used Fort Laramie as a base from which to protect settlers as they moved west. As part of protecting the settlers, Army soldiers began to negotiate treaties with Native American groups.




In 1863, Chief Washakie signed the first treaty between the United States government and the Shoshone. The Fort Bridger Treaty established 44 million acres of land for the Shoshone. The reservation, or section of land set aside for the group, was in Wyoming's Wind River country. On July 3, 1868, Chief Washakie agreed to change the Fort Bridger Treaty, decreasing the amount of land that would belong to the Shoshone to approximately three million acres.




Fort Laramie, Wyoming, was a United States Army outpost on the frontier.


In 1869, when the army established Fort Brown in Lander, Wyoming, Chief Washakie met with a corps of army troops and volunteered to become a scout for the army. He would help the soldiers in their military campaigns against the Cheyenne, Sioux, Arapaho, Ute, and other hostile Native American groups.


In 1876, Chief Washakie proved his loyalty to the United States by helping General George Crook defeat Sitting Bull, Crazy Horse, and chiefs of other native groups who refused to move their people onto reservations. The Shoshone also joined the United States Army to help defeat the Sioux in several major battles.


 To show their gratitude toward Chief Washakie for his help, the United States Army changed the name of Fort Brown on the Wind River Reservation to Fort Washakie. President Ulysses S. Grant sent Chief Washakie an expensive saddle with silver trim as a gift.


 Chief Washakie continued to show that he was dedicated to peace between the Shoshone and the United States Army. In 1877, he allowed the United States government to bring the Arapaho Native American group, a long-time Shoshone enemy, to the Wind River reservation.

Some Facts about the Shoshone and the Arapaho


 **Food:** Both groups hunted buffalo, elk, and deer. They also collected berries and roots to eat.


 **Location:** Both groups lived in the plains and were nomadic, which meant that they moved from place to place.

 **Shelter:** Both groups used tepees as shelter. The Shoshone also used greenhouses—green branches placed over a framework of poles—in summer.

 **Storytelling:** This was a way for both groups to pass on legends, customs, and history.





 The Wind River Reservation is in Wyoming.

 Unfortunately, the United States government was not honest in dealing with Chief Washakie. The government had **proposed** that the Shoshone allow the Arapaho to stay on their land only until a permanent reservation could be set up for them. This was a **clumsy** effort on the part of the government to trick the Shoshone and the Arapaho. As promised, the Arapaho did get a permanent home, but it was on the Shoshone reservation. The government failed to move the Arapaho off the Wind River reservation. In fact, the Arapaho remain there with the Shoshone today.

The Wind River Reservation

Today, the Wind River Reservation is home to more than 5,000 Eastern Shoshone and Northern Arapaho Indians. The reservation has oil and natural gas fields, good fishing in its rivers and lakes, and plenty of land for raising crops and cattle. Although the Arapaho and the Shoshone rule the reservation jointly, each keeps a separate identity, culture, and tribal government.

 Chief Washakie had demanded that the 1868 treaty include a promise by the government to build a school on the reservation. He wanted to educate his people as much as he wanted to protect their land. Late in Washakie's life, but at a time when some people still thought that girls should not go to school, Chief Washakie helped to start a boarding school for Shoshone girls.

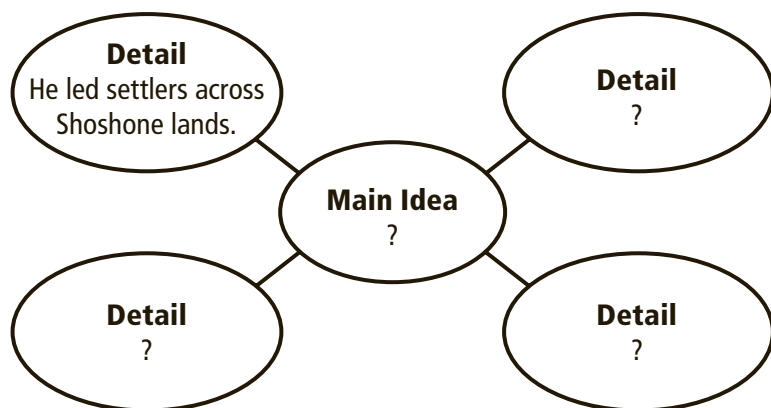
 Chief Washakie was about one hundred years old when he died in 1900. His funeral was arranged by his friends in the United States Army, and he is buried in Wyoming at the fort that bears his name. Despite struggles and disappointments, Chief Washakie was a successful peacemaker who earned the lasting respect of the United States Army, the pioneers who moved west, and his own people.

Responding



TARGET SKILL Main Ideas and Details

What main idea about Chief Washakie does the author present? What details support this idea? Copy and complete the chart below.



Write About It

Text to Self Write a personal narrative about someone you know who shows admirable traits. Use vivid details to tell why you think these traits are special.



TARGET VOCABULARY

accompany
clumsy
corps
duty
interpreter

landmark
proposed
route
supplies
territory



EXPAND YOUR VOCABULARY

frontier
passage

reservation
transformed



TARGET SKILL Main Ideas and Details Name a topic's key ideas and supporting details.



TARGET STRATEGY Visualize Use text details to form pictures in your mind of what you are reading.



GENRE Biography tells about events in a person's life, written by another person.

Level: U

DRA: 44

Genre:
Biography

Strategy:
Visualize

Skill:
Main Ideas and Details

Word Count: 2,073

4.4.20

HOUGHTON MIFFLIN
Online Levelled Books



ISBN-13: 978-0-547-01801-0
ISBN-10: 0-547-01801-0



HOUGHTON MIFFLIN

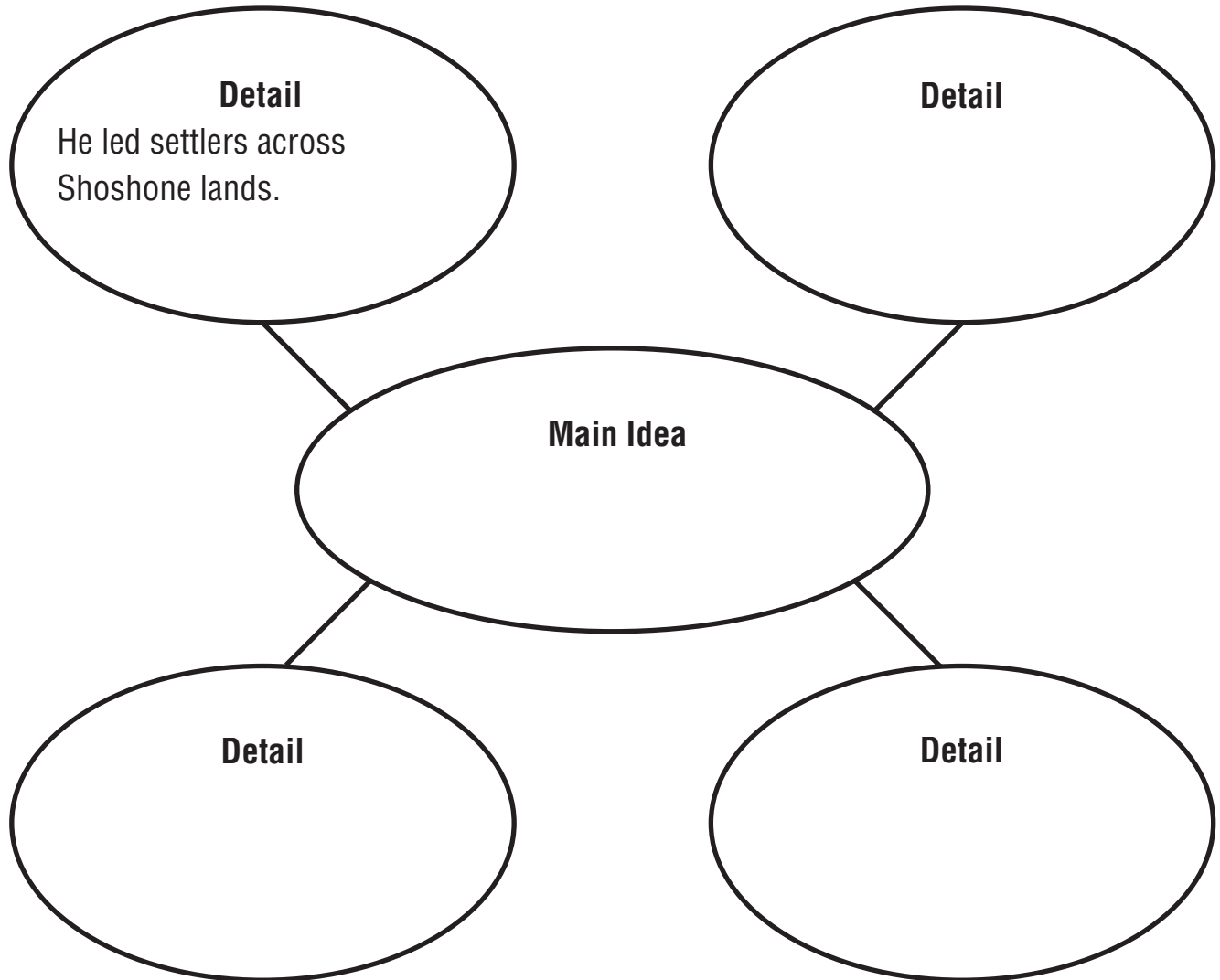
1031653

Name _____ Date _____

Web: _____

Title or Topic _____

Chief Washakie
Graphic Organizer 15



READING MENU 23

After reading, choose 1 question and circle it. Questions 1-6 are best for fiction stories and questions 7-9 are best for nonfiction books. Record your answer to the question in complete sentences.



1. Which character from the story is your favorite? Why?	2. Choose one character from the story and explain their likes and their dislikes.	3. Which character from the story reminds you of a character from another story that you have read? Why?
4. Why is the setting important to the story? Explain how the story would have changed if the setting was different.	5. Write a new ending for the story.	6. Find five new or interesting words in the story. Use context clues to determine their meanings.
7. What is the main idea of your book? How do the details support the main idea?	8. If you could add another chapter to this book, what would it be about? Explain.	9. What kinds of people should read this book?

SELF CHECK

- ☐ I answered the entire question that I chose.
- ☐ I wrote in complete sentences.
- ☐ I used evidence and examples from the text to support my answer.
- ☐ I edited my work to make sure that it makes sense.

Name: _____

Book Title: _____ Book Author: _____

[illegible]

	0	1	2
Completion	Question is not answered.	Question is partially answered.	Answer is complete.
Sentences	Answer is not in complete sentences.	Answer is in complete sentences.	Answer is in complete sentences and part of the question is used in the answer.
Thoughtfulness	Answer shows little effort or thought.	Answer shows limited thought.	Answer is thoughtful.
Text Evidence	Answer does not include text evidence.	Answer has limited use of text evidence.	Answer is supported with significant text evidence.
Editing	Answer has many errors.	Answer has some errors.	Answer has very few errors.

Name: _____

Practice 1

After playing in the dirt, Sam went

home
summer
was

 to wash her hands.

Practice 2

On her way home, she

chair
sleep
saw

 an ice cream truck.



C: _____

I: _____

AS: _____

Lava Tree State Park

Think of white sand beaches, a blue ocean, tall palm trees and rushing waterfalls. These are

things most people imagine when islands area they think of Hawaii.

Now think about islands' looked red, hot lava. That image doesn't fit some sights burned people's idea of what

Hawaii is like, but a shape met visitor to Hawaii cannot go far without seeing was today the importance of volcanoes to

this take rain island state. When you are in Hawaii, you rocky park are around volcanic activity. The people who

live sand humid there are used to it and, in fact is used, they know how important volcanoes are to their happen lives tour.

You see, without volcanoes, the islands how would reached never have been formed.

One reminder of the islands' grew reminder history with volcanoes is Lava Tree State Park. This idea park island is

located near a high mountain on the Big Island of Hawaii. The park view area back used to be a forest, but

attraction lava two hundred years ago a volcano erupted and sent important destroyed a river of lava through the image many resulted

trees that were there. A stand of now one lava trees resulted from that event. Today, the trees kind even are a popular

tourist attraction.

Here white is perfect how the lava trees were formed. The never each plants and trees that grew beneath the

volcano left fact formed a kind of rain forest. The live plants people were dense, and the air was forest always tourist humid and

muggy. When the hot hundred lava popular first reached the trees, it met cool mountain cannot, wet bark, which caused the

lava to cool and shell sent form a mold in the shape of covered each hiking tree. The hotter lava then flowed into this

be mold every and filled the area left empty by the years burned know tree. Slowly, the cooling lava drained from

vegetation each muggy mold, leaving a hard and rocklike fit shell empty. This shell was a perfect model of the amid lives tree.

Many of these shells stood together after the hot many event. They showed how the forest looked before it

was cooling volcanoes destroyed by the lava flow.

Over visitors there time, the forest has grown back. The dense remain best tropical foliage that existed before has

rocklike been tourists replaced by new growth. The lava trees bark volcanic, now covered in moss, remain amid the trees and

located always plants of the forest, blending in with the vegetation replaced form. Tourists can see the natural beauty of the

original see red forest. They can also see the rocky go caused remains of the destroyed forest.

Guided trees tours tall through the park happen every day. Tour Are Natural guides let visitors get up close to

the drained lava remains trees and visitors are even allowed to has think view the inside of selected trees. There showed is first

also a short hiking trail that tree selected tourists can take to see some of the erupted best waterfalls sights the park has to

offer.

