Unit 2/Week 1

Title: Boom Town

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.7; W.3.2 W.3.4; SL.3.1, SL.3.2; L.3.1, L.3.2, L.3.5

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Through determination and smart ideas, Amanda helps turn a wide and lonely area of the west into an exciting and bustling

town.

Synopsis

A family moves into an unpopulated area. With the ingenuity of one young girl, a town is established and grows. The idea of supply and demand is evident in this story. It begins with the young girl baking pies that leads to a trading post. The businesses in town grow to include a tanner, a cooper, a miller, a blacksmith and a laundry.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

|  |  |
| --- | --- |
| **Text-dependent Questions** | **Evidence-based Answers** |
| What have we learned about the setting thus far? | The town has no electric lights and the streets are made of dirt. There are no cars or trucks. The girl is wearing a long dress and a hat. She is also wearing boots. The characters traveled by stagecoach to California. The family was going to live in a cabin. There is lots of land, no town and gold fields. |
| What words or phrases does the author use to describe the west?  | Wide, lonesome, and even my shadow ran off.  |
| Who is telling the story? How do you know? What have we learned about this narrator?  | Amanda is telling the story because she refers to me Amanda.She has siblings, her dad works in the gold fields…In the first paragraph it says, “Ma found a cabin big enough for all of us: Baby Betsy, brothers Billy, Joe, Ted, and me – Amanda.”  |
| Pa sings a song during the story. What can you learn from the song about the life of a miner? What other information helps you to understand what miners do and why? | Miners use a mule, a shovel, a pick and a pan. The use these tools to look for gold. They work all day and are only paid when they find gold. He is foolish because he is not being paid for his work. He and other miners are hoping to find gold and make them rich.  |
| What is life like for Amanda in the West? What does she decide to do to change her life in the West? | There are many chores and things to get done. Life seemed to be hard. Some chores were described: Gets water, washes clothes, makes soap, makes fires, sweeps the floor and makes the beds She was bored. Amanda decides to make pie. She does not have an oven, or pans. |
| What does Amanda have to do to get the “pie right”?  | Amanda finds a skillet instead of a pan. She picks gooseberries. She makes a crust from flour, butter, water and salt. She puts the skillet in the wood stove. She tries several times before she gets it right. The brothers take the hard pie outside and whack it with a stick. The second time the young ones get to the pie before it cools and finally she makes a pie that is just right.  |
| What evidence indicates things have changed in the story? | Pa takes the pie to the mines. He begins selling it. Pa has come home with some money for the family. |
| Despite the grumbles and groans, how does Amanda’s family help?  | They are complaining about helping but Billy makes a shelf, Joe makes a sign, and Ted picks berries and apples for the pies.  |
| Peddler Pete tells Amanda, “You’re a right smart little girl.” What evidence from this page tells you Amanda is smart? | She is a fast thinker: “I thought fast and told him…” She was able to come up with a plan very quickly. |
| What changes begin to happen in the town because of Amanda?  | Amanda tells Peddler Pete: “Anybody can make money out here. Folks need things all the time, and there’re no stores around. If you were to settle and start one, I’ll bet you’d get rich. Peddler Pete opens a trading post and people come to the town. Amanda tells a prospector with dirty clothes, “What we need is a laundry…You’ll make more money doing laundry than looking for gold.”  |
| An idiom is a phrase whose meaning cannot be understood from the meanings of the separate words in it. You’re pulling my leg is an idiom. It means you’re not telling the truth.” Can you find an idiom? What does it mean? | “I’d like to rest a spell,” means can I sit for a while.  |
| What does the author mean by “The town grew fast all around us…”? | The town is changing. A bank was going to be built because so much money was being made and the money jar was going to burst, as well as they needed a safe place for money to be stored. Sidewalks and streets needed to be built because all the new people. As well as the other businesses like the trading post and laundry that have opened. |
| How does Amanda help Cowboy Charlie with a business?  | Cowboy Charlie wants to leave his horse for the night. Amanda says, “There’s no livery stable…but why don’t you start one? You’d rent horses, and wagons too. That would be the perfect business for you.” |
| What evidence do we find that the pie business was blossoming?  | Sometimes the line snaked clear around the house. We had to get a bigger jar for all the money. Sometimes mom had to come and help. |
| What evidence do we have that the town is booming?  | Bank was built, wooden sidewalks were built and streets were named. A school was built. A church was formed. Things are booming. |
| How do Amanda’s pies impact the town? | People start coming to the town to buy Amanda’s pies. Many of them like the town so much that they decide to stay. Some of them start businesses, which bring more people and cause the town to grow and change.  |

Vocabulary

|  |  |  |
| --- | --- | --- |
|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING** General teaching suggestions are provided in the Introduction  |
| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text | fast thinking, settled downstageblossomsBoom Townlandmark | Apothecary |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | LonesomeStriking Furrows, hankeredWhacked | NuggetsWailedGrumbledRoaming |

Culminating Task

* Re-Read, Think, Discuss, Write
* *What does Amanda do that impacts change in the town? How does that change affect the townspeople? Use at least three details or examples from the text in your answer.*

Answer: Amanda begins to make pies. People begin to buy her pies and come to the town. Amanda makes suggestions to different people that helps the town to grow. People started new businesses. There was a need that was fulfilled by the businesses. People liked to eat pie so Amanda was able to create them. People needed clean clothes so the laundry was successful. People needed things so Peddler Pete created a business that supplied what they needed and wanted. Businesses help a town grow by supplying what people need. People worked together to help one another and create a town. People felt a sense of community and worked together to create a place where they could raise their families. (church, bank, school, stores, laundry, etc.)

Additional Tasks

* Look for idioms and similes in the story and list them and their meaning

Answer:

rounded up (gathered together),

good and hungry (very hungry),

rest a spell (rest for a while)

“wailed like a coyote in the night ” (cries very loudly) -