

Lesson 4



# A Land So Vast



7.5E (Comprehension—Make Connections) M

**Picture This:** Skim "A Land So Vast" on the following pages. Then, look at the photo below. On the lines beside the photo, explain how it might relate to the play.



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7.2B (Vocabulary—Context) M



habitable    reproachfully    strenuous    comprehend    makeshift    wanes

The box above shows some words you will read in the play.

Read the following sentences. In each blank, write the letter of the meaning from the box on the right that matches the underlined vocabulary word. Use context clues in the sentences to help you determine which word to choose.

- \_\_\_\_\_ 1. Roger cleaned up an old fishbowl to make it habitable for the tiny frog he caught in the creek.
- \_\_\_\_\_ 2. Grandma looked at us reproachfully when she noticed six cookies missing from the baking sheet.
- \_\_\_\_\_ 3. Repairing our roof was a strenuous task, and the roofers were quite tired when the job was complete.
- \_\_\_\_\_ 4. Sidney could not comprehend why her science project was unsuccessful when she followed all the required steps.

- a. with disapproval
- b. grasp the meaning of
- c. fit for living
- d. requiring great effort

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## Little Billy of the Stagecoach

**The following account is a fictionalized account adapted from *The Second William Penn* (1913) by William H. Ryus, a man who served as a mail carrier, express messenger, and coach conductor on the Santa Fe Trail in the 1860s.**

- 1 Imagine, being such a young man and finding employ as a mail carrier and coach conductor! Luck was surely with me when Mr. Veil of the Barnum, Veil, and Vickeroy firm visited Burlingame, Kansas, where I was working as a farm hand for a man named Mr. Niles. Mr. Veil's firm had recently acquired a contract to deliver mail from Kansas City, Missouri, to Santa Fe, New Mexico. He asked Mr. Niles to recommend a farm boy for the job of mail carrier, since the stage drivers he currently had were too fearful to attempt the Long Route (a 240-mile stretch from Fort Larned, Kansas, to Fort Lyon, Colorado) on the Santa Fe Trail. Mr. Niles recommended me for the position, and I was almost immediately accepted.
- 2 It was 1861, and many still described the West as "wild and woolly." I was actually quite frightened by the potential mortal dangers I knew I might encounter along the Santa Fe Trail. I was prepared, however, to face those dangers courageously and protect my cargo and passengers at all costs.
- 3 Passengers favored my friendly demeanor and appreciated the safety my coach provided. Often, passengers I carried one way on the trail would press me to guarantee my services on their journey back. Many of these passengers were "tender-footed" people from the East with little experience traveling in the West. Giving them my most honest expression, I soothed and reassured them that the trip would be lengthy but safe. Though I was ecstatic about my popularity, I knew I was favored primarily because of my good relationship with Indians who frequented the trail.



*Concord stagecoach, typical of those used by express mail services*

## A Page from History

The following information was also taken from *The Second William Penn* (1913) by William H. Ryus. It describes a true encounter that took place on the Santa Fe Trail.

- 1 Today, the trail proved treacherous. My wagon train was 22 miles from its destination when I was informed that several hundred Indians were hiding along the banks of a nearby creek. I stopped our convoy and assembled a peace offering of extra supplies I always carried.
- 2 I gathered two big armfuls of bread, 60 pounds of bacon, and a large bucket of coffee. These I placed upon newspaper that I spread on the ground, along with a coffeepot, kettle, and some matches. I stoked the fire and added more wood so it would continue burning for some time.
- 3 I mounted my wagon and drove about 100 yards toward the creek, at which time I saw an Indian scout looking my way. I motioned for him to move in my direction, and after summoning the others hiding by the creek, the group advanced toward me.
- 4 I gestured to the supper I had prepared for them, and they bowed gracefully, signing their gratitude for the gift. One elderly Indian came forward, laid his bow and spears on the ground in a sign of peace, and motioned for me to eat with them. I conveyed my thanks but signed that I must move on. I bid farewell to these Indians, and each saluted me as I departed.
- 5 Thus, I conclude my entry for one more day on the Santa Fe Trail. On we ride.

*W.H.*

**Headlines** 7.5G (Comprehension—Key Ideas) M

If these passages were a news story, they might have this headline.

### **“Wild and Woolly” on the Santa Fe Trail**

On the line below, write a headline of your own about the passages.

## Read & Respond

**Directions:** Complete the following items after you read the passages.

7.2A (Vocabulary—Resources)/7.2B (Vocabulary—Context) M

1. Read this sentence from paragraph 3 of “Lonely in Cyberspace” and the dictionary entry that follows.

Social networking has begun to isolate us from the rest of society.

**isolate** (ī-sə-lāt)

verb

1. to keep separate from others
2. to solve something (such as a problem) by removing other possibilities
3. to quarantine
4. to separate one substance out of a combined mixture

Circle the correct definition for isolate as it is used in the sentence above. On the lines below, write an original sentence using isolate in the same way.

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7.5F (Comprehension—Inferences)/7.6G (Response—Explicit/Implicit Meanings) M

2. Based on the information in “Lonely in Cyberspace,” why might the term “social networking” be considered ironic?

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7.6C (Response—Text Evidence)/7.8E.ii (Argumentative—Evidence) M

3. According to “Lonely in Cyberspace,” how are face-to-face and online conversations different?

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**Supporting Details** 7.6C (Response—Text Evidence)/7.8D.i (Informational—Controlling Idea/Thesis and Evidence) H

**A. Directions:** Reread the passage. Then, complete the chart below by describing the important contributions of each person(s) to American filmmaking.

Person(s)	Contribution to American Filmmaking
1. Auguste and Louis Lumière	
2. Georges Méliès	
3. Edwin S. Porter	

**B. Directions:** Now, complete a second chart describing each film's impact on the American public.

Film	Impact on the American Public
4. <i>Arrival of a Train at La Ciotat Station</i>	
5. <i>A Trip to the Moon</i>	
6. <i>The Great Train Robbery</i>	

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## HOMEWORK

WP



### Speech, Speech, Speech!

7.8E.i (Argumentative—Claim)/7.8E.ii (Argumentative—Evidence)/7.8E.iii (Argumentative—Audience)/  
7.11C (Composition—Argumentative) H

**Directions:** You just read two speeches that each argued for specific action. Think about some issues within your school that are important to you. On the lines below, identify your audience and write a speech arguing for specific action, based on one of the following argument structures. Continue on a separate sheet of paper if necessary.

**Analogy:** observes that two or more things are similar in several respects and concludes that they must be similar in other respects, too

**Authority:** uses a person’s supposed or actual expertise about a topic to conclude that s/he is probably correct in all matters related to that topic

**Cause and Effect:** uses the basic argument that “one thing leads to another”

Audience: \_\_\_\_\_

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## EXTENSION



### Ear to the Past 7.5E (Comprehension—Make Connections) L

With a responsible adult, visit <https://archive.org/details/jfks19630611> (active at time of publication) to listen to President Kennedy’s entire Civil Rights Address.