

Name \_\_\_\_\_

resolve	convention	situation	union
committees	representatives	debate	proposal

Finish each sentence using the vocabulary word provided.

- (proposal)** She made a \_\_\_\_\_  
\_\_\_\_\_.
- (debate)** The two teams will \_\_\_\_\_  
\_\_\_\_\_.
- (resolve)** There is no easy way to \_\_\_\_\_  
\_\_\_\_\_.
- (committees)** He serves on three \_\_\_\_\_  
\_\_\_\_\_.
- (situation)** We need to talk \_\_\_\_\_  
\_\_\_\_\_.
- (union)** The two groups \_\_\_\_\_  
\_\_\_\_\_.
- (representatives)** The members of the council \_\_\_\_\_  
\_\_\_\_\_.
- (convention)** We will enjoy going to the \_\_\_\_\_  
\_\_\_\_\_.

Comprehension: **Problem and Solution Graphic Organizer**

Name \_\_\_\_\_

Read the selection. Complete the problem and solution graphic organizer.

Problem	Solution

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Name \_\_\_\_\_

Read the passage. Use the reread strategy to make sure you understand what you have read.

## The Oregon Treaty

12 The United States began on the east coast of North America. Over  
 22 seven decades, the country spread west. Different regions were acquired,  
 34 or added, at different times. By the mid-1800s, the country stretched the  
 width of the continent.

38 As it grew, the United States sometimes clashed with other countries.  
 49 Both the United States and Great Britain, for example, wanted the Oregon  
 61 Territory. Great Britain wanted the Territory for its North American  
 71 colony, which would later become Canada. The United States wanted the  
 82 land for its people.

### 86 The Claims

88 The Oregon Territory stretched from the Pacific Ocean to the Rocky  
 99 Mountains. Russian Alaska was to the north. Mexican California was to  
 110 the south. Part of the Territory would later become the states of Oregon,  
 123 Washington, and Idaho. Part of it would become the Canadian province of  
 135 British Columbia.

137 Both the United States and Great Britain had valid, or reasonable,  
 148 claims to the land. Explorers from both countries had traveled there. Both  
 160 countries had trading posts there.

### 165 The Conflict

167 The United States and Great Britain fought each other in the War of  
 180 1812. At war's end in 1815, both sides kept naval ships on the Great  
 194 Lakes. This fed tension between the countries.

201 In 1818 the United States and Great Britain signed treaties to ease that  
 214 tension. One treaty designated, or chose, the 49th parallel as the border  
 226 between the United States and Great Britain's colony. The border stopped at  
 238 the Rocky Mountains. The parties could not agree on a way to split the Oregon  
 253 Territory. They did agree that settlers from both countries could move there.

Name \_\_\_\_\_

Settlers migrated to the Oregon Territory by the thousands. To migrate is to move from one place to another. Many used the Oregon Trail, which opened in 1843.

The presence of so many United States citizens in the Territory had a big impact. The United States felt it had to force its claim to the region. Great Britain saw that it would never rule the whole Territory. Both sides were ready to end the conflict.

### The Compromise

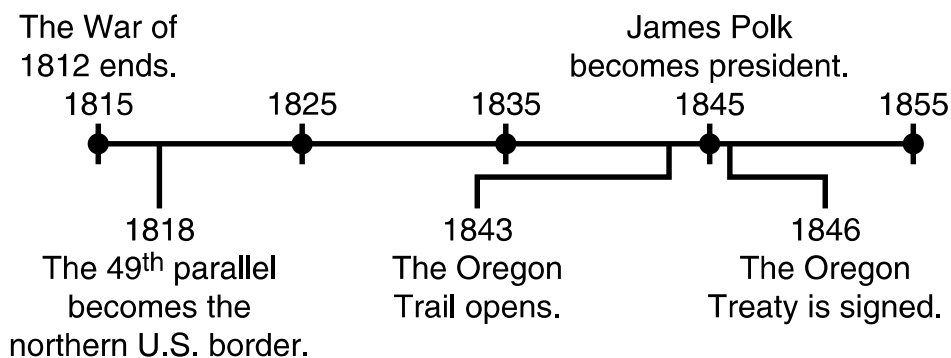
In 1845 James Polk became president of the United States. He had used the campaign slogan, or motto, “54–40 or fight!” The 54–40 line formed the Oregon Territory’s northern edge. Polk vowed that the United States would own the whole Territory. If needed, he would go to war to get it.

In the mid-1840s, the United States was close to going to war with Mexico over Texas. The United States was not strong enough to fight two wars at the same time. For economic reasons, Great Britain was not ready for war either. The two sides agreed to negotiate. To negotiate is to discuss the terms of an agreement.

Polk knew Great Britain would not give the United States the whole Oregon Territory. He proposed splitting the region at the 49th parallel. Britain would get the land north of the line. The United States would get the land south of it.

Great Britain had one condition. A border straight across the 49th parallel would divide Vancouver Island. Great Britain wanted the whole island.

Polk agreed. The Oregon Treaty of 1846 was signed. The border was set at the 49th parallel, except at Vancouver Island. There, the line curved south to give the entire island to Great Britain.



Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

- 1. Underline the words in each sentence below that are clues to a problem. Then circle the statement that best summarizes the main problem of the passage.**

As it grew, the United States sometimes clashed with other countries.

The United States and Great Britain fought each other in the War of 1812.

The parties could not agree on a way to split the Oregon Territory.

- 2. Write the sentence from the text that tells what President Polk said he would do to get all of the Oregon Territory.**

\_\_\_\_\_

\_\_\_\_\_

- 3. In your own words, state the compromise that the two countries reached regarding the Oregon Territory.**

\_\_\_\_\_

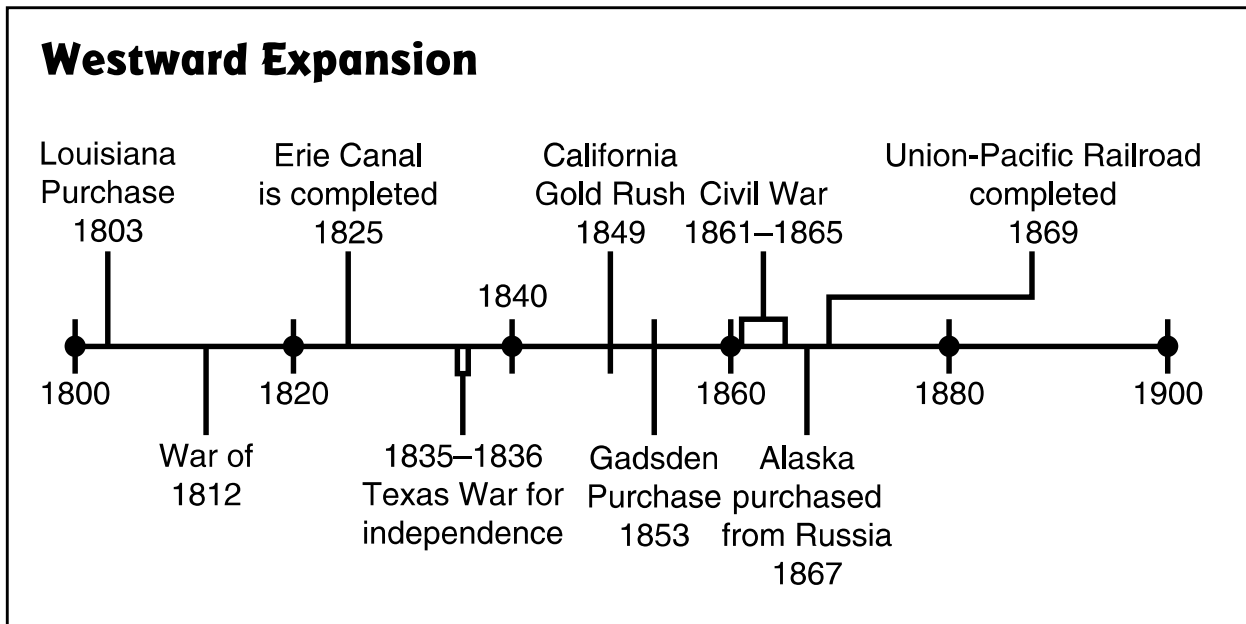
\_\_\_\_\_

\_\_\_\_\_

**B. Work with a partner. Read the passage aloud. Pay attention to rate and accuracy. Stop after one minute. Fill out the chart.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name \_\_\_\_\_



Use information from the time line to answer the questions.

1. Each dotted mark on the time line represents how many years?

\_\_\_\_\_

2. Which event took place first—the California Gold Rush or the Civil War?

\_\_\_\_\_

3. When was the Erie Canal completed?

\_\_\_\_\_

4. Which event took place later—the completion of the Erie Canal or the beginning of the Civil War?

\_\_\_\_\_

5. How much time elapsed between the Louisiana Purchase and the Gadsden Purchase?

\_\_\_\_\_

Name \_\_\_\_\_

Read each passage. Underline the context clues that help you figure out the meaning of each word in bold. Then write a new sentence using the word in bold.

1. Over seven decades, the country spread west. Different regions were **acquired**, or added, at different times.

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2. Both the United States and Great Britain had **valid**, or reasonable, claims to the land.

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3. One treaty **designated**, or chose, the 49th parallel as the border between the United States and Great Britain's colony.

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4. Settlers **migrated** to the Oregon Territory by the thousands. To migrate is to move from one place to another.

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5. The two sides agreed to **negotiate**. To negotiate is to discuss the terms of an agreement.

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Name \_\_\_\_\_

bawl	because	brought	clause	counter	crawl	crowd	draw
talking	fought	foul	fountain	joint	loyal	oink	royal
saucer	thought	towel	wander	voice	town	enjoyment	wasp

**A. Sort the words in the word box by the spelling of the sound. Underline the letter or letters that stand for the sound.**

a as in <i>water</i>	_____	_____	_____
<b>ough</b> as in <i>bought</i>	_____	_____	_____
<b>aw</b> as in <i>saw</i>	_____	_____	_____
<b>au</b> as in <i>pause</i>	_____	_____	_____
<b>oi</b> as in <i>coin</i>	_____	_____	_____
<b>oy</b> as in <i>boy</i>	_____	_____	_____
<b>ou</b> as in <i>round</i>	_____	_____	_____
<b>ow</b> as in <i>cow</i>	_____	_____	_____

**B. Use your completed chart to write the different ways to spell each sound.**

1. Words with /ô/ such as *lawn* \_\_\_\_\_
2. Words with /oi/ such as *coin* \_\_\_\_\_
3. Words with /ou/ such as *house* \_\_\_\_\_



Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer’s ideas. The student who wrote the paragraph below cited evidence that shows how the author used a problem-and-solution structure to organize the text.

<b>Topic sentence</b>	→	In “The Oregon Treaty,” the author uses a problem-and-solution structure to describe how Oregon became a part of the United States.
<b>Evidence</b>	→	At the beginning, the author clearly states a problem: both Great Britain and the United States wanted the Oregon territory. Both countries had explored the region. Through details of Oregon’s settlement and President Polk’s actions, the author shows that the solution was a compromise.
<b>Concluding statement</b>	→	By using a problem-and-solution structure, the author clearly explains how the treaty emerged.

**Write a paragraph about the text you have chosen. Show how the author used a problem-and-solution structure to contribute to the text’s meaning. Remember to introduce your topic clearly and to use nouns correctly.**

Write a topic sentence: \_\_\_\_\_

\_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

End with a concluding statement: \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about how you can strengthen the main idea by narrowing the focus.**

**Draft Model**

The U.S. Constitution was important. It made sure the leaders would not have too much power. The Declaration of Independence was important too.

- 1. What is the main idea of the text?
- 2. What examples could be added to show how the U.S. Constitution limited leaders' power?
- 3. What examples would show in what other ways the Constitution was important to the country?
- 4. What details could be changed or removed in order to strengthen the focus on the main idea?

**B. Now revise the draft by adding facts and examples that strengthen the main idea by narrowing the focus.**

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