

Name \_\_\_\_\_

boomed	agreeable	descendants	emigration
appreciate	pioneers	vehicles	transportation

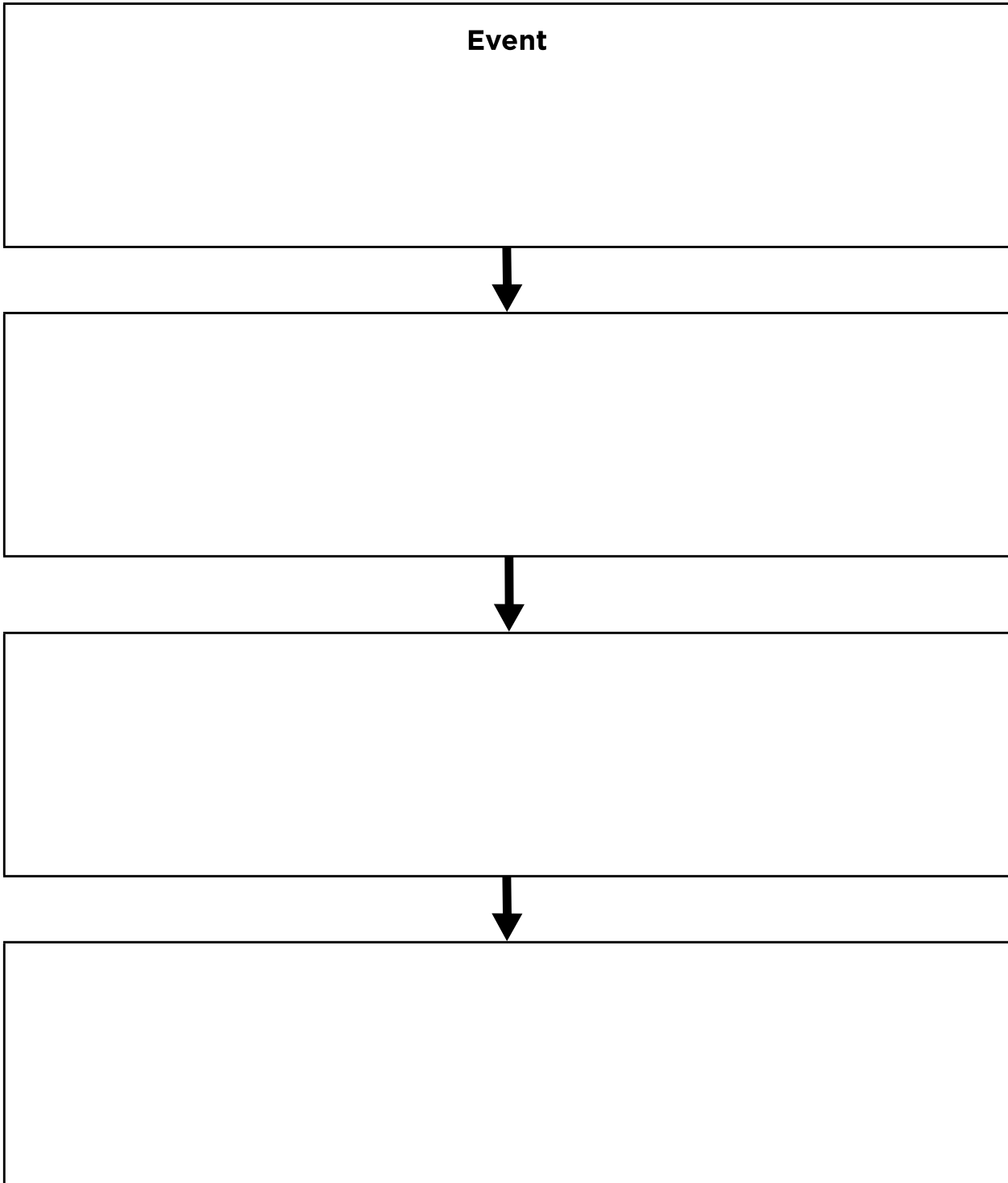
**Finish each sentence using the vocabulary word provided.**

- (boomed)** Because of its good location, \_\_\_\_\_  
\_\_\_\_\_
- (appreciate)** It is important \_\_\_\_\_  
\_\_\_\_\_
- (agreeable)** During the springtime, \_\_\_\_\_  
\_\_\_\_\_
- (pioneers)** People in the 19th century \_\_\_\_\_  
\_\_\_\_\_
- (descendants)** My family's \_\_\_\_\_  
\_\_\_\_\_
- (vehicles)** The best way to travel long distances \_\_\_\_\_  
\_\_\_\_\_
- (emigration)** The history of the United States \_\_\_\_\_  
\_\_\_\_\_
- (transportation)** If I want to go to the movies, \_\_\_\_\_  
\_\_\_\_\_

Copyright © The McGraw-Hill Companies, Inc.

Name \_\_\_\_\_

**Read the selection. Complete the sequence graphic organizer.**



Name \_\_\_\_\_

Read the passage. Use the summarize strategy to be sure you understand the text.

## Mississippi Steamboats

11 What if you want something sent from far away? The goods  
12 will travel by truck or plane. But what did people do before  
13 trucks and planes? How did things travel from far away? Two  
14 hundred years ago, goods traveled on the Mississippi River.  
15 Steamboats carried them.

### 46 What Is a Steamboat?

50 A steamboat is any boat powered by steam. Water is boiled and  
62 turned into steam. The steam creates a force. This force is used  
74 to power an engine. Steamboats often had a wheel in the back.  
86 The engine would turn the wheel. This moved the steamboat  
96 forward. Captains steered the steamboats from a little house  
105 on the roof of the cabin. They had to be watchful of objects in  
119 the river.

### 121 Shreve Adapts the Steamboat

125 John Fitch made the first successful steamboat. But it could  
135 only float in deep water. The Mississippi was not deep. This  
146 problem was fixable though. Henry Shreve adapted the steamboat  
155 for the Mississippi River. First, Shreve made the steamboats able  
165 to float in shallow water. Next, he used a high-pressure steam  
176 engine. This made the steamboat faster. Finally, he added a  
186 tall upper deck. Shreve's steamboat was the model for all other  
197 Mississippi steamboats.

Name \_\_\_\_\_

### The Golden Age of Steamboats

When steamboats first began to work the Mississippi, they were slow. Then steamboats got faster. People used them more. In 1834 there were about two hundred packets on the river. Twenty years later, there were about 1,000. The packet became the best way to travel the Mississippi for the next fifty years.



“Packet”-style steamboats were common on the Mississippi in the 19th century.

Currier & Ives (American printing firm, 1834–1907)/  
Historicus, Inc./Library of Congress Prints and  
Photographs Division [LC-USZC2-2523]

Mark Twain wrote a book called *Life on the Mississippi*. It was about his days as a steamboat captain. Sometimes Twain made steamboat travel sound nice. Yet life on a steamboat could be hard. If the captain was careless, it could be a risky way to travel. The captain had to be careful on moonless nights when it was hard to see.

### The End of an Era

At first, steamboats were all over the Mississippi River. Then the railroad came along. Trains were much faster. Trains became the most acceptable way to travel. Finally, by 1920, the steamboat had all but died out. It was the end of the steamboat era.

### A Steamboat for Every Occasion

There were different types of steamboats. Towboats pushed barges on the river. Boats called “packets” carried goods and people. There were even showboats, which people used to hold parties.

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.****1. Who made the first successful steamboat?**

\_\_\_\_\_

**2. What was the first thing Henry Shreve did to adapt the steamboat for use on the Mississippi?**

\_\_\_\_\_

\_\_\_\_\_

**3. What happened after steamboats got faster?**

\_\_\_\_\_

\_\_\_\_\_

**4. What happened after railroads became the most acceptable way to travel?**

\_\_\_\_\_

\_\_\_\_\_

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

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

Name \_\_\_\_\_

## The End of the Pony Express

On October 24, 1861, after nineteen months of service, the Pony Express came to an end. On that day the Pacific Telegraph Line was completed. Important information that had to be sent in letters could now be sent through a wire. News from one side of the continent could reach the other in seconds. Men no longer needed to ride horses over the dangerous 2,000-mile trail to deliver letters. But Americans would never forget the service these men provided for the country.

### How Telegraphs Work



Tetra Images/Corbis

A telegraph operator taps out a message using Morse code, a system of dashes and dots. This message is sent as an electronic signal through a wire. The person on the other end receives the signal and decodes the message.

Answer the questions about the text.

1. How can you tell that this is an informational text?

---

2. What text features are included?

---

3. How does the sidebar help you understand the text?

---



---



---

Name \_\_\_\_\_

**Read each sentence below. Underline the suffix of the word in bold and write the word's definition on the line.**

1. Captains steered the steamboats from a little house on the roof of the cabin. They had to be **watchful** of objects in the river.

---

---

2. John Fitch made the first **successful** steamboat.

---

---

3. The Mississippi was not deep. This problem was **fixable** though.

---

---

4. The captain had to be careful on **moonless** nights when it was hard to see.

---

---

5. Trains became the most **acceptable** way to travel.

---

---

Name \_\_\_\_\_

**A. Read each word in the box. Sort the words by writing each under the correct heading.**

found	clown	down	enjoy
join	toys	noise	moist
joyful	loud	pounce	prowl

**oy** as in *boy*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**ou** as in *house*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**oi** as in *boil*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**ow** as in *cow*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**B. The prefixes *un-*, *dis-*, and *non-* mean “not” or “the opposite of.” Read each word pair. Circle the word that has a prefix. Write its meaning on the line.**

- |               |          |       |
|---------------|----------|-------|
| 1. disagree   | dishes   | _____ |
| 2. uncle      | unknown  | _____ |
| 3. nonfiction | notebook | _____ |
| 4. understand | unhappy  | _____ |
| 5. daily      | distrust | _____ |



Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer's ideas. This student wrote about how the author uses signal words to show the sequence of important events in a text.

<b>Topic sentence</b>	→	In "Mississippi Steamboats," the author uses signal words to tell the history of steamboats in time order.
<b>Evidence</b>	→	I read that steamboats could not float in the Mississippi River because the water was not deep. First, Henry Shreve fixed the steamboats. Next, he used a steam engine so the boat would go faster. Finally, the author says that Shreve added an upper deck. Henry Shreve fixed the problem.
<b>Concluding statement</b>	→	The author tells the history of the Mississippi steamboats in time order using words like <i>first</i> , <i>next</i> , and <i>finally</i> .

**Write a paragraph about a story you read. Find text evidence to show how the author uses signal words to put important events in time order. Use text evidence to support your ideas.**

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 formal and informal voice.**

## Draft Model

Studying history is super important. You can get a feel for what it was like in the past. History can also teach you a lot of stuff. It can show you about how our country came to be or why we do things the way we do today.

1. Who might the writer be addressing in this model?
2. What word can be used to replace the word “super” in the first sentence?
3. What word can be used to replace the word “stuff” in the third sentence?
4. How can you make the wording in the last sentence sound more formal?

**B. Now revise the draft by adding clues to show the writer’s use of formal or informal voice.**

---

---

---

---

---