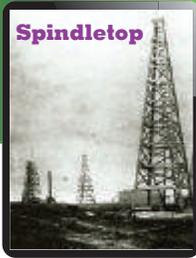
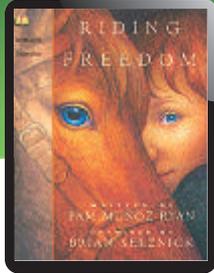


# Lesson 16



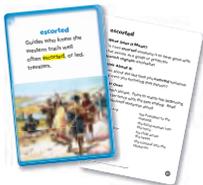
## ✓ TARGET VOCABULARY

escorted  
swelled  
relied  
reputation  
worthy  
churning  
situation  
deserve  
defended  
satisfied

Vocabulary  
Reader



Context  
Cards



COMMON  
CORE

**L.4.6** acquire and use general academic and domain-specific words and phrases

# Vocabulary in Context

## 1 escorted

Guides who knew the western trails well often **escorted**, or led, travelers.



## 2 swelled

The number of wagons heading west **swelled**, or grew, in the 1850s.



## 3 relied

This family built a house of sod. They **relied**, or depended, on materials they found.



## 4 reputation

When customers were happy about a shop, its owner earned a good **reputation**.



- ▶ Study each **Context Card**.
- ▶ Break the longer words into syllables. Use a dictionary to confirm.

5

**worthy**

This plot of land was **worthy**, or valuable. It had rich soil and access to water.



6

**churning**

Dark clouds and **churning** winds over the plains could signal a tornado.



7

**situation**

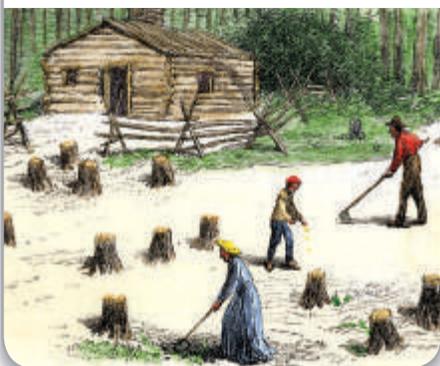
Mail carriers were prepared for any **situation**, or event, as they rode alone.



8

**deserve**

Kids who worked hard on the farm would **deserve** an occasional treat.



9

**defended**

Westward travelers **defended** themselves from harm by circling their wagons.

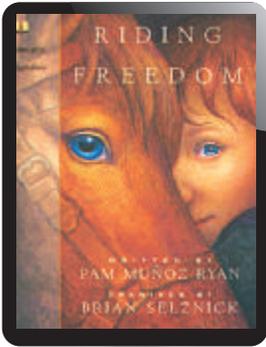


10

**satisfied**

Despite the hard work and danger, some settlers were **satisfied** with life in the West.



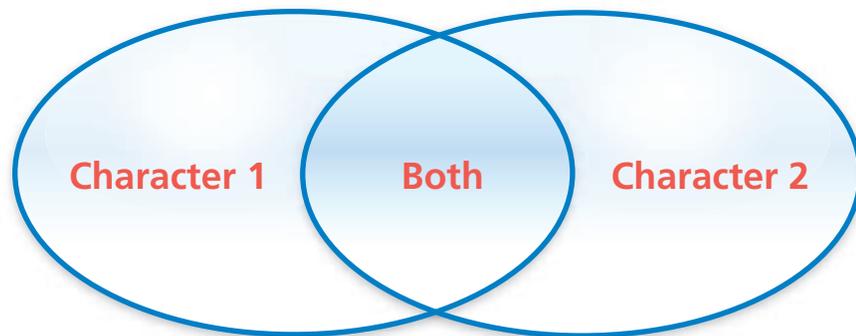


# Read and Comprehend



## ✓ TARGET SKILL

**Compare and Contrast** To help you understand a story, it can be useful to **compare** and **contrast** the characters' words, actions, and thoughts. As you read "Riding Freedom," compare and contrast the different characters. Look for ways in which they are alike and different. Pay careful attention to text evidence showing what each character says, does, and thinks at different points in the story. Use a graphic organizer like the one below to help you compare and contrast these characters.



## ✓ TARGET STRATEGY

**Monitor/Clarify** As you read "Riding Freedom," remember to **monitor**, or look for, words or ideas that do not make sense. If something is confusing, pause to **clarify** the text, or make it clear. For example, you might try rereading the part of the text that confused you.



## PREVIEW THE TOPIC

### Individual Contributions

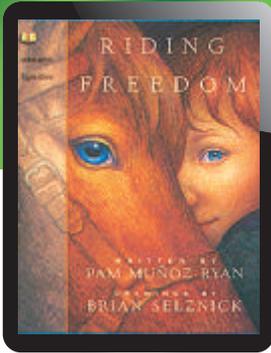
Throughout our history, individuals have made important contributions to our nation. Some, like Abraham Lincoln, are famous. Others are everyday people who helped the United States grow through hard work and determination. Stagecoach drivers, for instance, helped people travel long distances over dangerous land in the 1800s. Before railroads and cars were invented, stagecoach drivers took people safely over bumpy dirt roads and rickety bridges.

“Riding Freedom” is a story about Charlotte Parkhurst, a determined young woman who drives a stagecoach in the mid-1800s. You’ll find out how she works against the odds to be successful in a job that only men had done before.



## Lesson 16

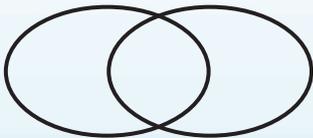
# ANCHOR TEXT



### ✓ TARGET SKILL

#### Compare and Contrast

Examine how characters are alike and different.



### ✓ GENRE

**Historical fiction** is a story that is set in the past and portrays people, places, and events that did happen or could have happened. As you read, look for:

- ▶ a setting that is a real time and place in the past
- ▶ details that show the story took place in the past



**RL.4.3** describe a character, setting, or event, drawing on details; **RL.4.4** determine the meaning of words and phrases, including those

that allude to characters in mythology; **RL.4.10** read and comprehend literature

### MEET THE AUTHOR

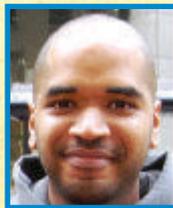
## Pam Muñoz Ryan



To research “Riding Freedom,” Pam Muñoz Ryan recalls, “I wanted to travel on a dusty trail over rolling hills in a rutted-out road.” She found an amusement park that offered rides in old stagecoaches. There she rode a coach, sat in the box seat, and even held the horses’ reins. “Riding Freedom” is a winner of the national Willa Cather Award.

### MEET THE ILLUSTRATOR

## Marc Scott

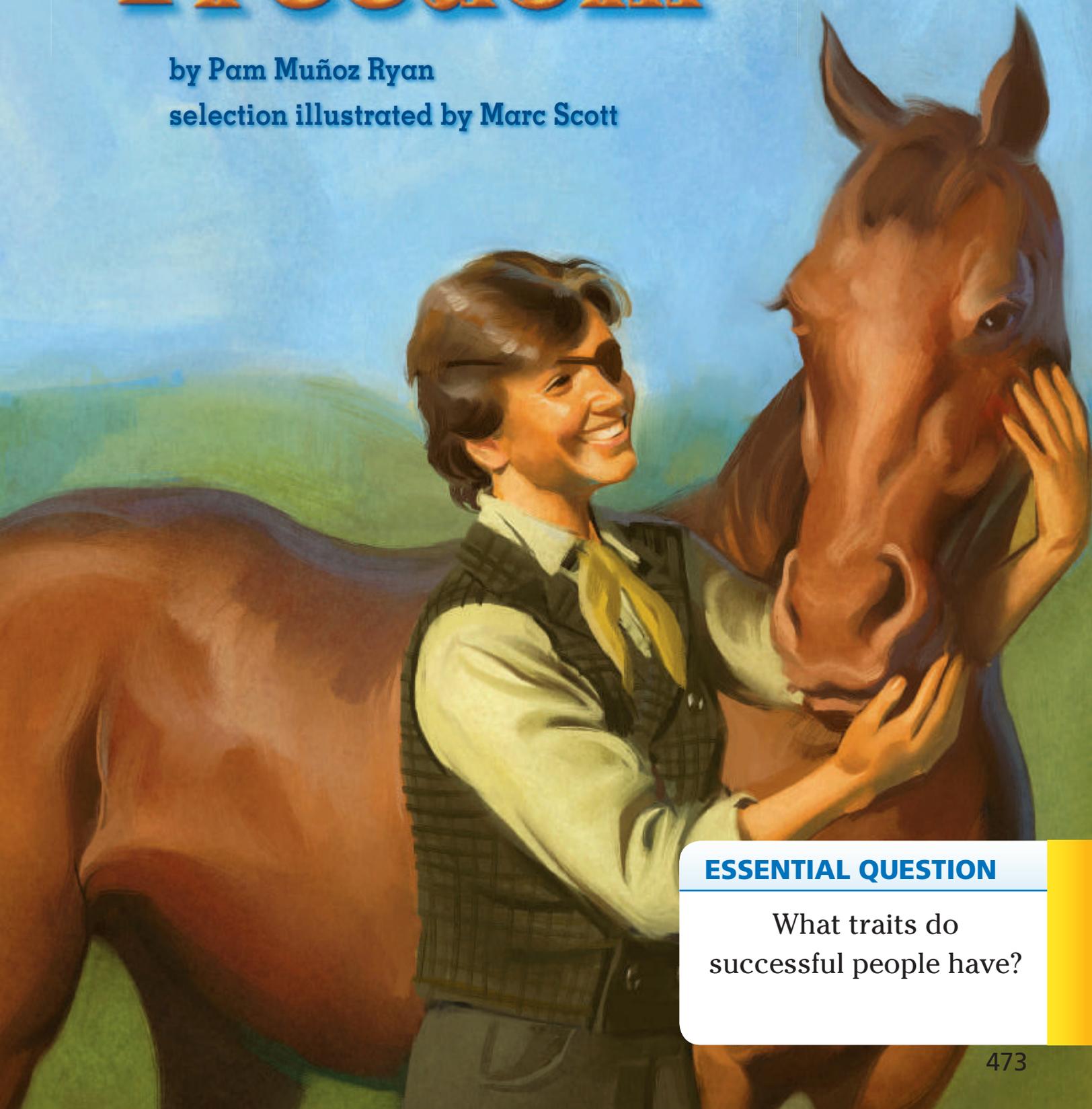


Marc Scott knows a lot about illustrating an action-packed scene. In addition to working on books about whaling and mining, he has provided art for video games based on World Series baseball, trick skiing, and the movie *Star Wars*.

# Riding Freedom

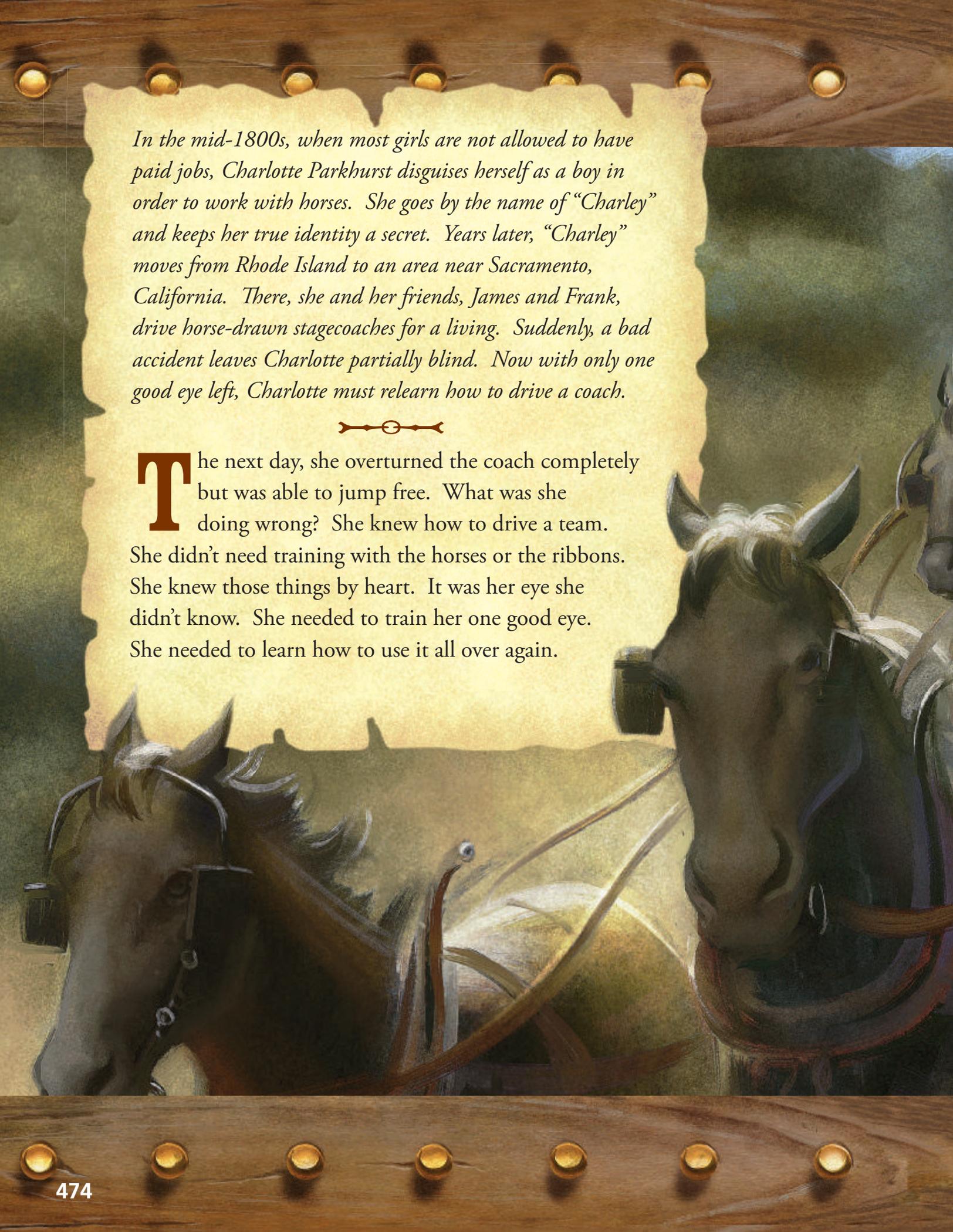
by Pam Muñoz Ryan

selection illustrated by Marc Scott



## ESSENTIAL QUESTION

What traits do successful people have?



*In the mid-1800s, when most girls are not allowed to have paid jobs, Charlotte Parkhurst disguises herself as a boy in order to work with horses. She goes by the name of “Charley” and keeps her true identity a secret. Years later, “Charley” moves from Rhode Island to an area near Sacramento, California. There, she and her friends, James and Frank, drive horse-drawn stagecoaches for a living. Suddenly, a bad accident leaves Charlotte partially blind. Now with only one good eye left, Charlotte must relearn how to drive a coach.*

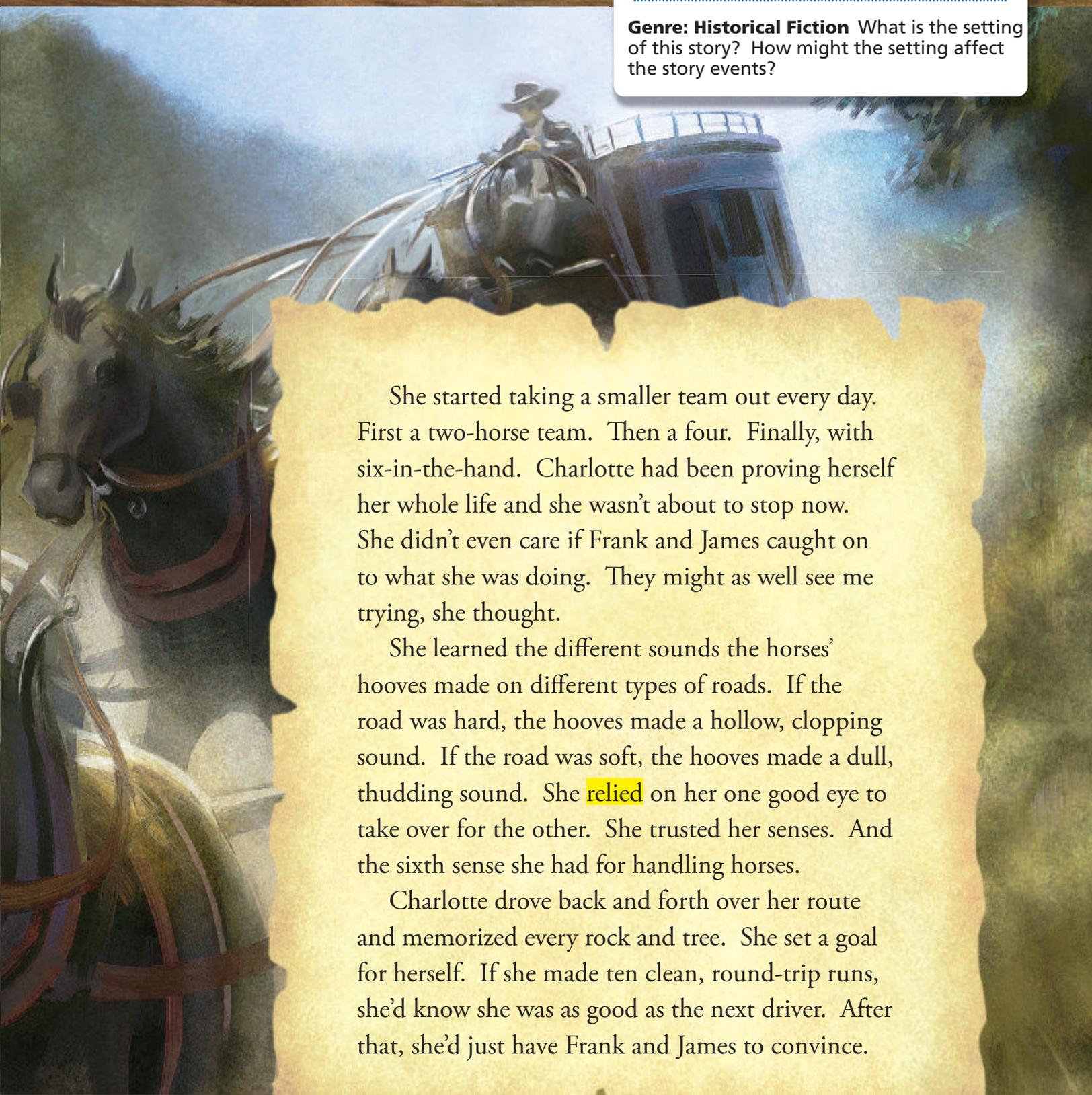


**T**he next day, she overturned the coach completely but was able to jump free. What was she doing wrong? She knew how to drive a team. She didn't need training with the horses or the ribbons. She knew those things by heart. It was her eye she didn't know. She needed to train her one good eye. She needed to learn how to use it all over again.



### ANALYZE THE TEXT

**Genre: Historical Fiction** What is the setting of this story? How might the setting affect the story events?



She started taking a smaller team out every day. First a two-horse team. Then a four. Finally, with six-in-the-hand. Charlotte had been proving herself her whole life and she wasn't about to stop now. She didn't even care if Frank and James caught on to what she was doing. They might as well see me trying, she thought.

She learned the different sounds the horses' hooves made on different types of roads. If the road was hard, the hooves made a hollow, clapping sound. If the road was soft, the hooves made a dull, thudding sound. She **relied** on her one good eye to take over for the other. She trusted her senses. And the sixth sense she had for handling horses.

Charlotte drove back and forth over her route and memorized every rock and tree. She set a goal for herself. If she made ten clean, round-trip runs, she'd know she was as good as the next driver. After that, she'd just have Frank and James to convince.

After the tenth clean run, Charlotte went to James. “I want to drive the stage run over the river.”

“Now, Charley, we’ve been over all that. Me and Frank think . . .”

“You ride with me, and if you don’t think I’m fit, then I won’t bother you again,” said Charlotte.

“What will the passengers say about your eye patch?” said James.

“Just tell them it’s to frighten off bandits. They won’t know any different.”

“I don’t know . . .”

Charlotte **defended** herself. “You know my **reputation**. I traveled all this way. Riding coaches is the whole reason I came to California. And I came because you asked me to come. You know I been practicin’. Go by my past drivin’. That’s all I’m askin’, and I wouldn’t be askin’ if I didn’t know I could drive.”

Reluctantly, James said, “The first sign that you can’t handle the **situation**, I take the reins.”

“I’ll tell you if I need help. Don’t go steppin’ in unless I ask.”

“Fair enough,” said James.

“Tomorrow?”

“Tomorrow, if the weather holds.”

“I ain’t going to be a fair-weather driver,” said Charlotte. “I want to drive, same as usual, like all the other drivers.”

“Well, I guess you **deserve** that much. Tomorrow, rain or shine.”



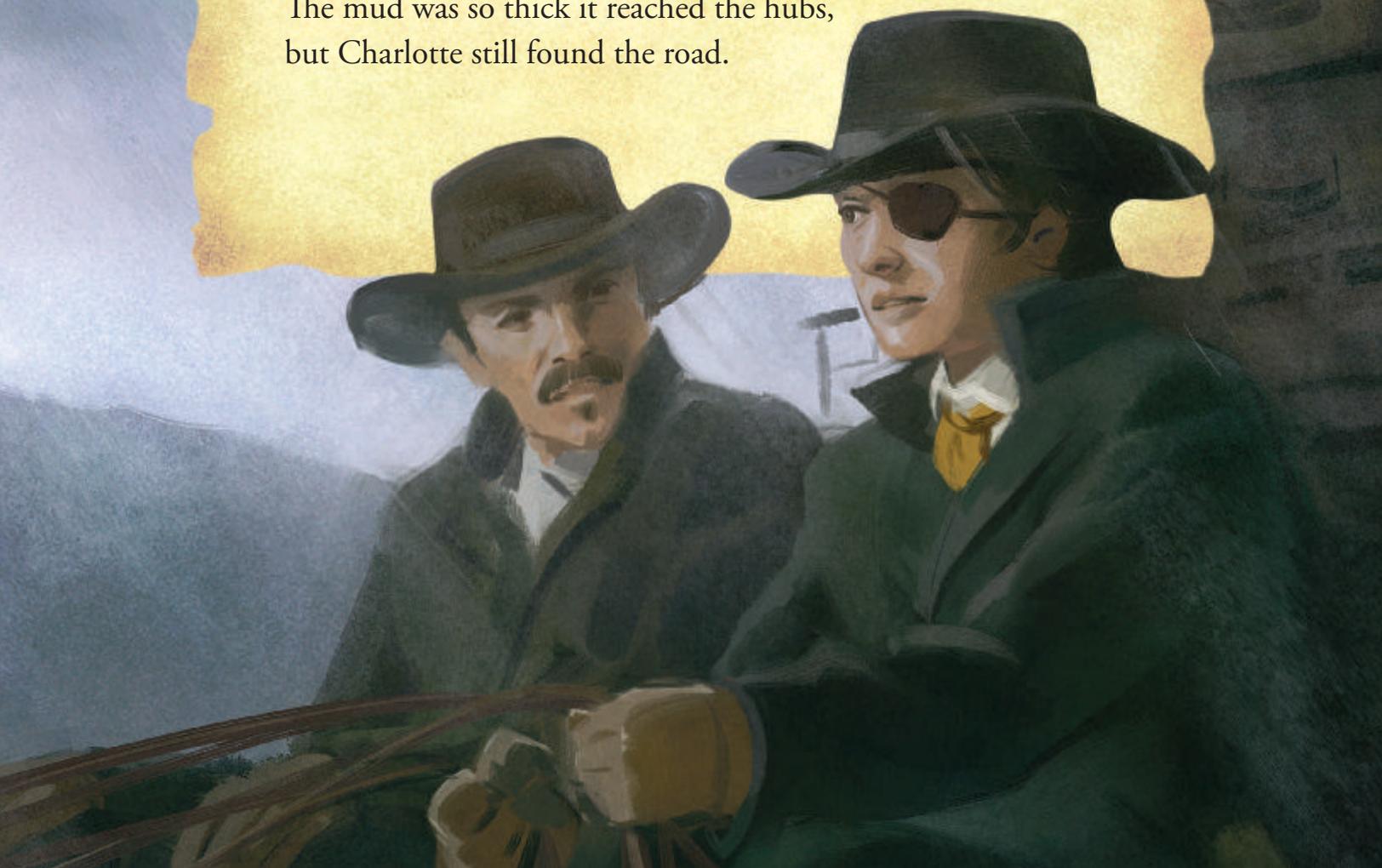
It was one of those storms where the rain came down in washtubs, but the stage was scheduled to go. The coach was chock-full of passengers, baggage, and mail pouches that had to get through. Charlotte was soaked clear through by the time the baggage was secured. James rode shotgun next to her.

The wind wouldn't let up, and the rain came flying in every which direction. James seemed nervous.

"Charley, I can't even see the road!" he yelled.

"Then it's a good thing I'm drivin', 'cause I can smell it, and I can hear it!" yelled Charlotte.

James sat back as the coach headed into the storm. The mud was so thick it reached the hubs, but Charlotte still found the road.





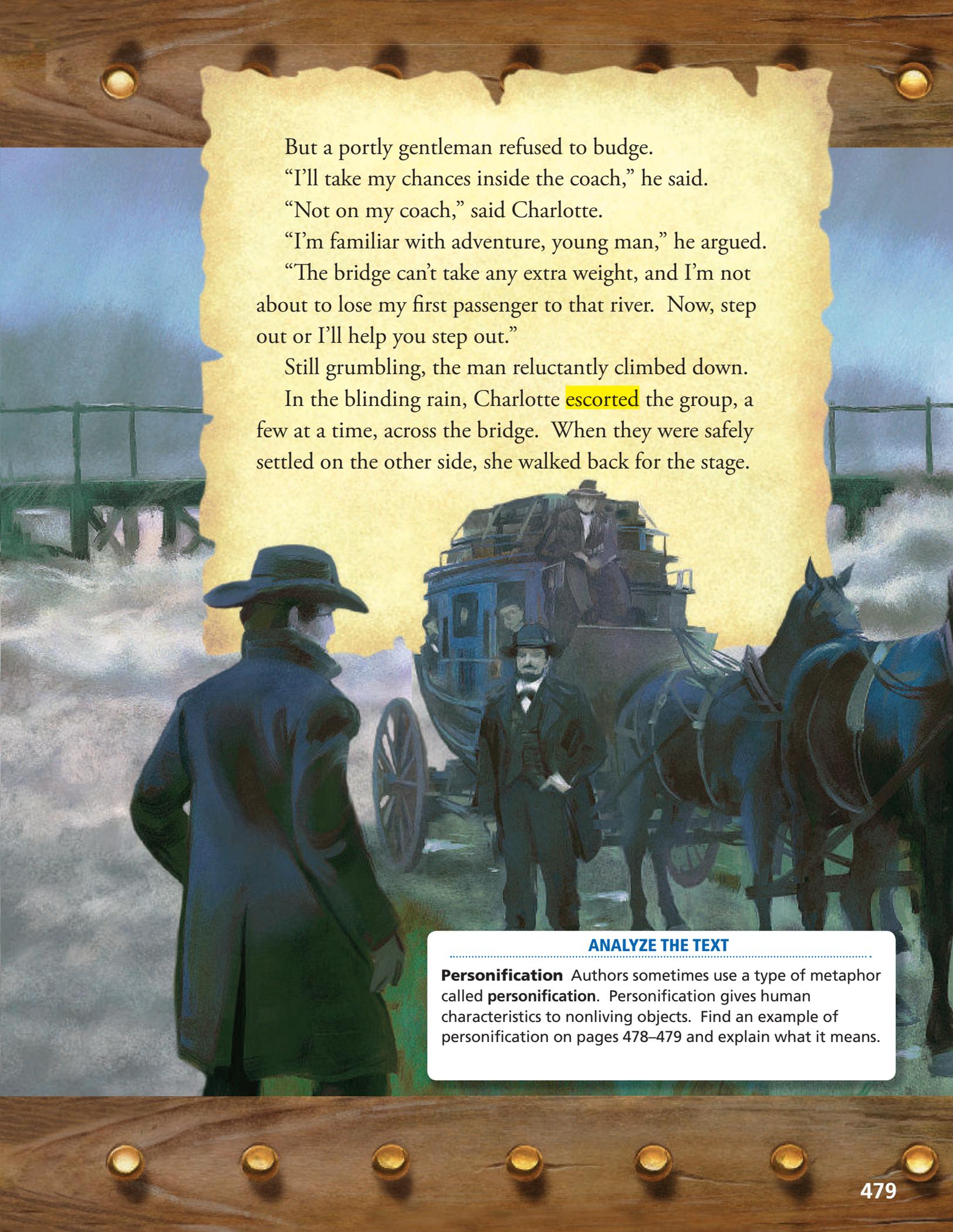
When they reached the river, it had **swelled** almost to the bridge supports. Charlotte stopped the stage on the north bank.

“Stay inside,” she told the passengers. “I’ll be checkin’ the bridge.”

Charlotte took off her gloves and carefully walked across the swaying timbers to see if the bridge was **worthy**. She stomped a few times and listened to the moans of the wood. She felt the swollen planks and pulled on the guard ropes until she was **satisfied**.

She walked back to the stage and told the passengers to get out.

“Ain’t no reason to risk your lives,” said Charlotte. “James, I’m going to walk you and these fine people over to the other side to wait for me there.”

An illustration of a rainy scene. In the foreground, a man in a dark, heavy coat and a wide-brimmed hat stands with his back to the viewer, looking towards a stagecoach. The stagecoach is pulled by two dark horses and is being driven by a man in a dark suit and hat. Another man in a dark suit and hat stands near the stagecoach. The background shows a wooden fence and a misty, rainy atmosphere. The scene is framed by a wooden border with small, glowing lights.

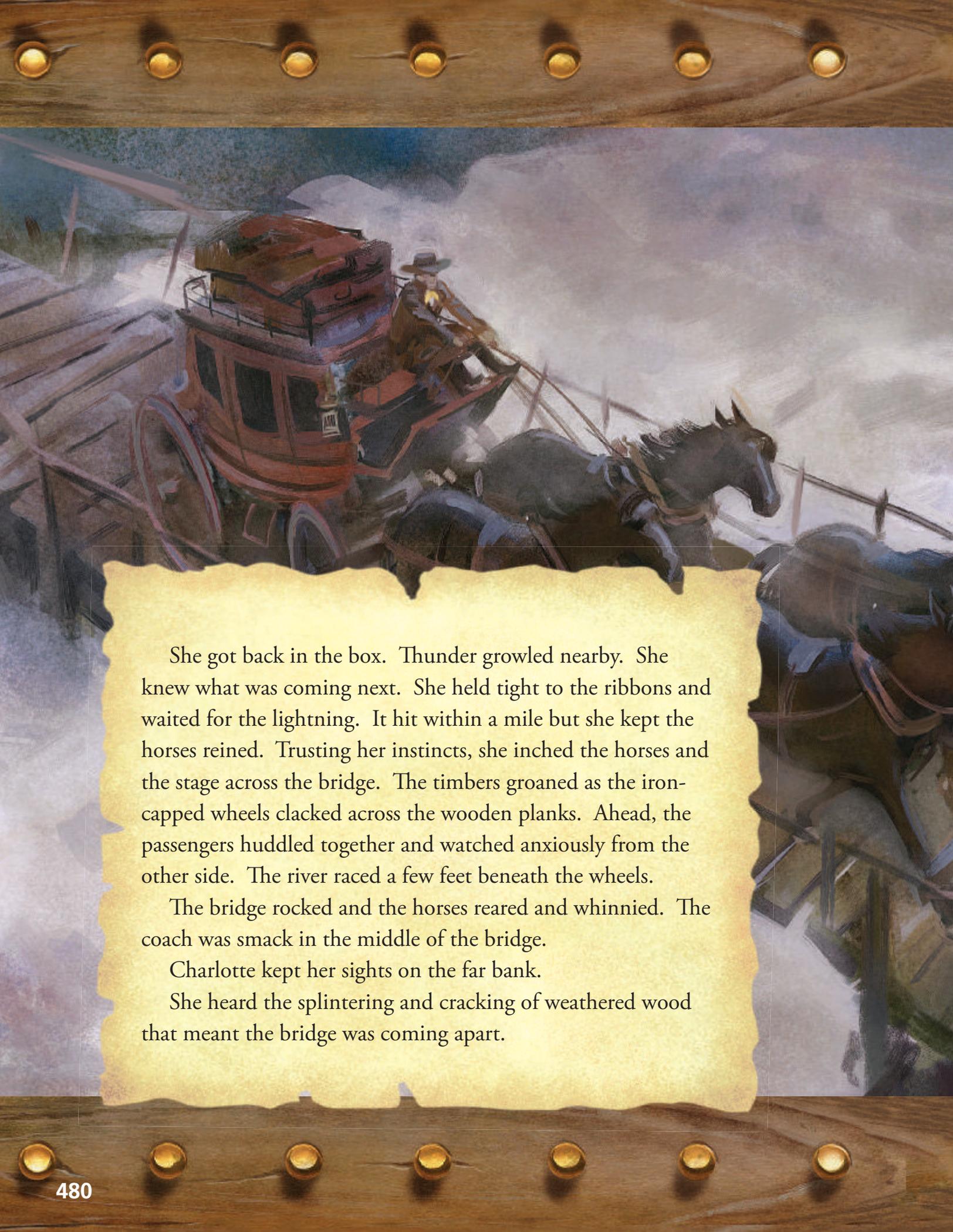
But a portly gentleman refused to budge.  
“I’ll take my chances inside the coach,” he said.  
“Not on my coach,” said Charlotte.  
“I’m familiar with adventure, young man,” he argued.  
“The bridge can’t take any extra weight, and I’m not about to lose my first passenger to that river. Now, step out or I’ll help you step out.”

Still grumbling, the man reluctantly climbed down.

In the blinding rain, Charlotte **escorted** the group, a few at a time, across the bridge. When they were safely settled on the other side, she walked back for the stage.

#### ANALYZE THE TEXT

**Personification** Authors sometimes use a type of metaphor called **personification**. Personification gives human characteristics to nonliving objects. Find an example of personification on pages 478–479 and explain what it means.

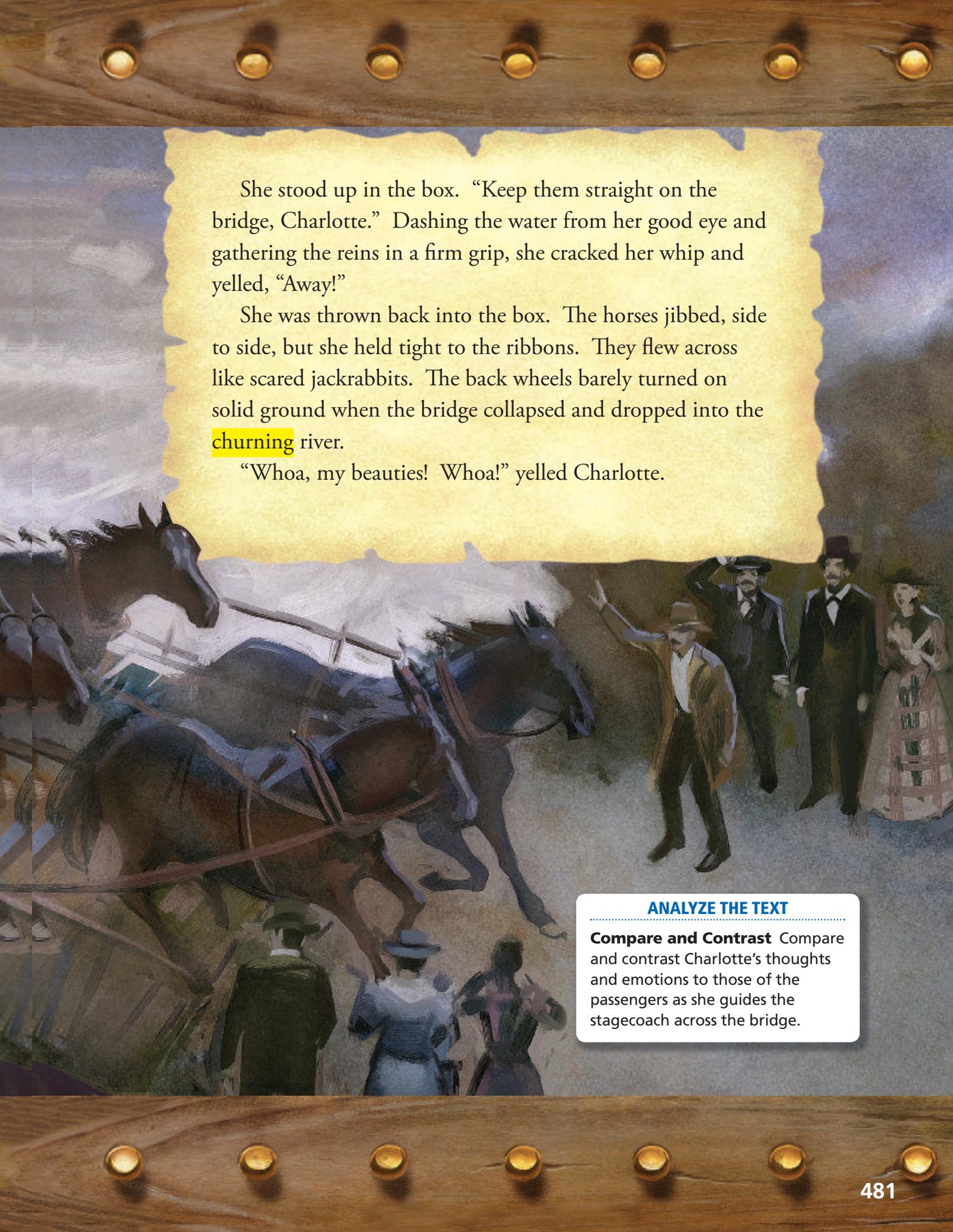


She got back in the box. Thunder growled nearby. She knew what was coming next. She held tight to the ribbons and waited for the lightning. It hit within a mile but she kept the horses reined. Trusting her instincts, she inched the horses and the stage across the bridge. The timbers groaned as the iron-capped wheels clacked across the wooden planks. Ahead, the passengers huddled together and watched anxiously from the other side. The river raced a few feet beneath the wheels.

The bridge rocked and the horses reared and whinnied. The coach was smack in the middle of the bridge.

Charlotte kept her sights on the far bank.

She heard the splintering and cracking of weathered wood that meant the bridge was coming apart.



She stood up in the box. “Keep them straight on the bridge, Charlotte.” Dashing the water from her good eye and gathering the reins in a firm grip, she cracked her whip and yelled, “Away!”

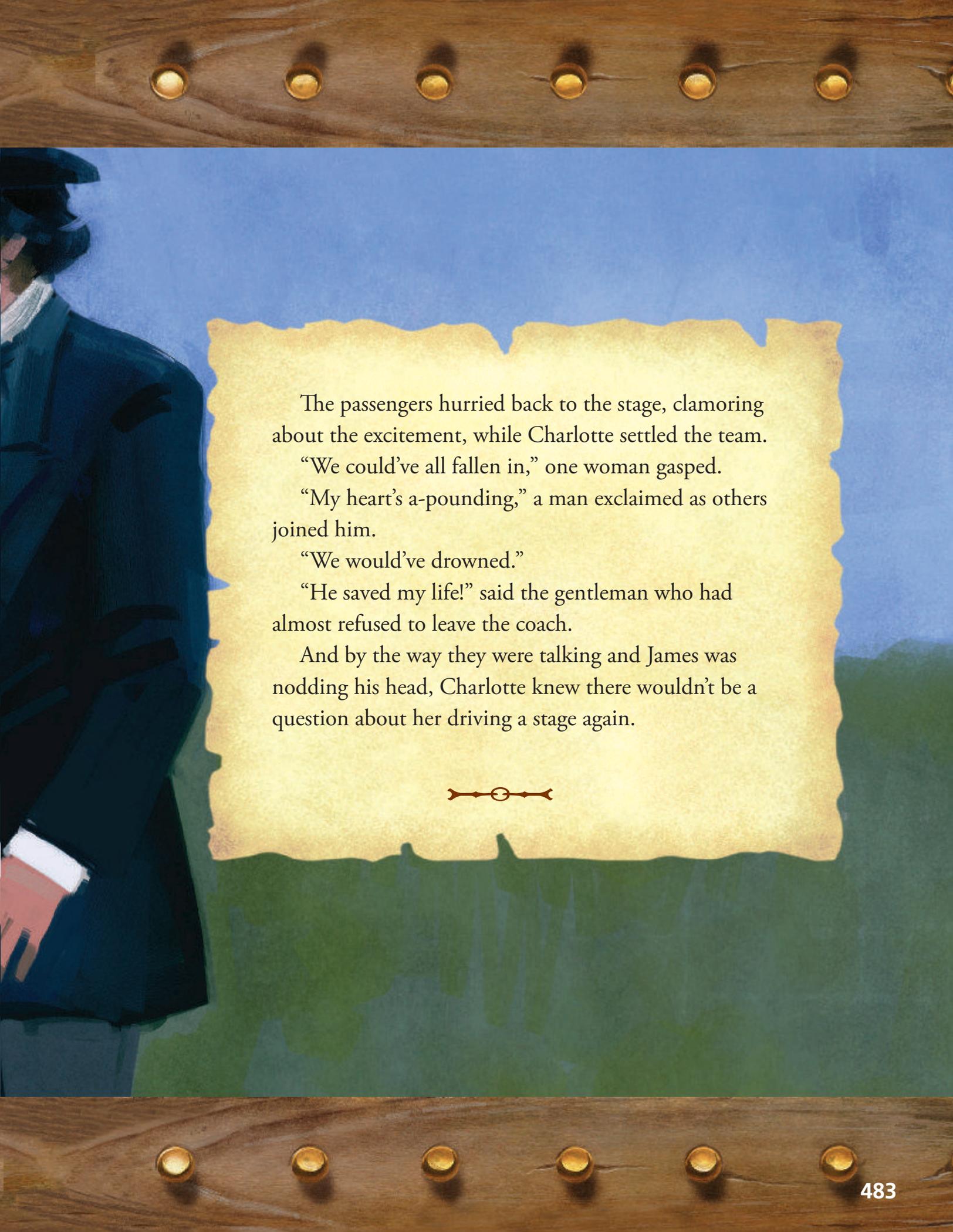
She was thrown back into the box. The horses jibbed, side to side, but she held tight to the ribbons. They flew across like scared jackrabbits. The back wheels barely turned on solid ground when the bridge collapsed and dropped into the churning river.

“Whoa, my beauties! Whoa!” yelled Charlotte.

#### ANALYZE THE TEXT

**Compare and Contrast** Compare and contrast Charlotte’s thoughts and emotions to those of the passengers as she guides the stagecoach across the bridge.





The passengers hurried back to the stage, clamoring about the excitement, while Charlotte settled the team.

“We could’ve all fallen in,” one woman gasped.

“My heart’s a-pounding,” a man exclaimed as others joined him.

“We would’ve drowned.”

“He saved my life!” said the gentleman who had almost refused to leave the coach.

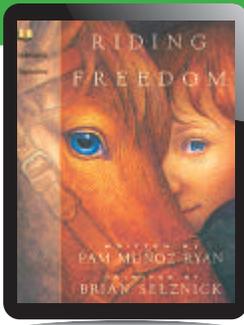
And by the way they were talking and James was nodding his head, Charlotte knew there wouldn’t be a question about her driving a stage again.



# Dig Deeper

## How to Analyze the Text

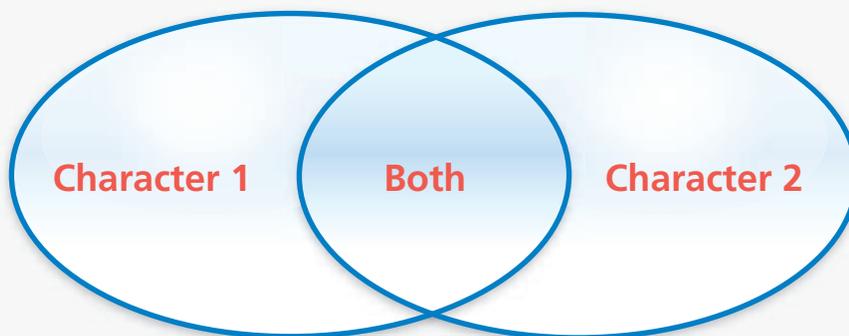
Use these pages to learn about Comparing and Contrasting, Historical Fiction, and Personification. Then read “Riding Freedom” again to apply what you learned.



### Compare and Contrast

“Riding Freedom” is a historical fiction story about a young woman who overcomes many challenges in order to reach her goal of becoming a stagecoach driver. To better understand the story, **compare** and **contrast** the two main characters, Charlotte and James. Think about what each character is like. Pay attention to text evidence, such as what the characters think, say, and do.

Using a graphic organizer like the one below can help you describe how the characters are alike and different. What traits do Charlotte and James share? What traits of theirs are different?



**RL.4.3** describe a character, setting, or event, drawing on details; **RL.4.4** determine the meaning of words and phrases, including those that allude to characters in mythology; **L.4.5a** explain the meaning of similes and metaphors in context

## Genre: Historical Fiction

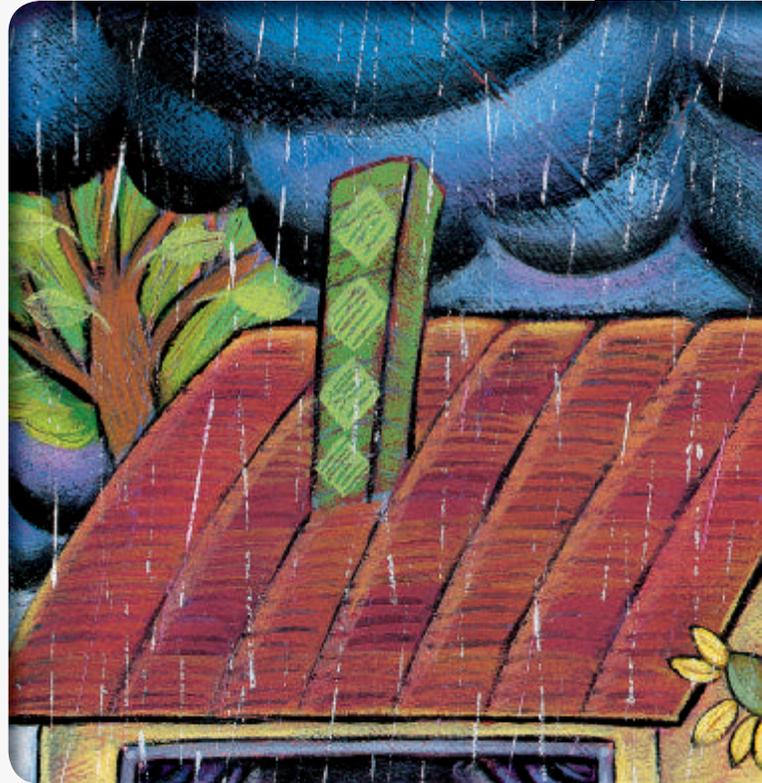
A good **historical fiction** story gives readers a vivid picture of the time and place in which the story is set. Authors of historical fiction must carefully describe the characters, events, and setting so that they are believable. In “Riding Freedom,” look for details about stagecoaches and other things unique to the time period to help you describe the setting.



## Personification

A **metaphor** is a colorful comparison that describes one thing as if it were something else. For example, *the wind was a monster* is a metaphor.

**Personification** is a type of metaphor. It gives a human characteristic to a nonliving object. If an author writes *the rain did a tap dance on the roof*, the author isn't actually saying that the rain is the dancer. Rather, the author is using personification to help readers “hear” the loud splatters of rain that beat down loudly on the roof.



# Your Turn



## RETURN TO THE ESSENTIAL QUESTION



Review “Riding Freedom” with a partner to prepare to discuss this question: *What traits do successful people have?* Be sure to support your answers with text evidence from the selection about characters’ thoughts, words, and actions.



### Classroom Conversation

Continue your discussion of “Riding Freedom” by explaining your answers to these questions:

- 1 What do you learn about Charlotte from the way she solves the problem of her eye?
- 2 Do you think Charlotte is right to hide her true identity?
- 3 What advice might Charlotte give other people about reaching their goals in life?

## STEAL THE SCENE

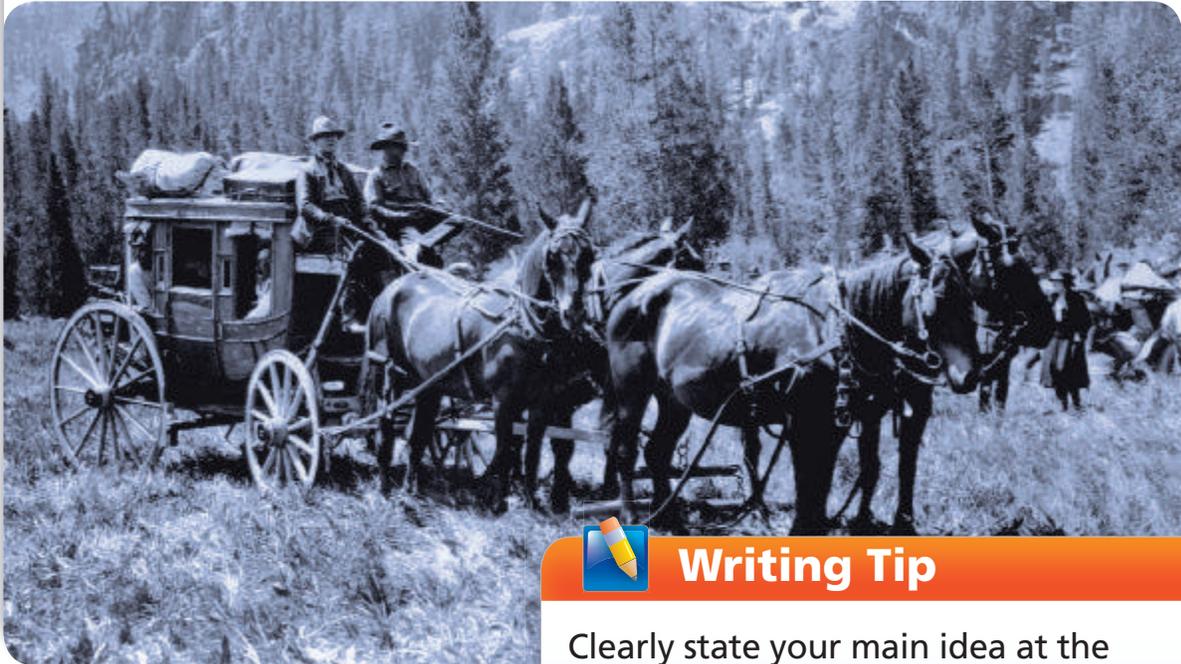
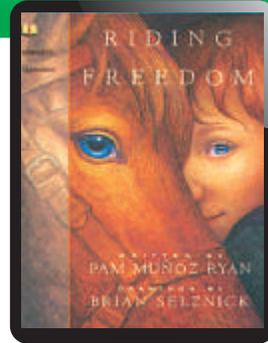
### Compare a Performance and Text

With a small group, select a scene from the story. Rehearse the scene and then perform it for classmates. Afterward, compare the performance with the print version of the story. Discuss how the actors portrayed specific details and events described in the selection.



## WRITE ABOUT READING

**Response** In order to drive a stagecoach, Charlotte must keep her identity as a woman a secret. What does this tell you about people's attitudes toward women in the mid-1800s? Write a paragraph comparing attitudes toward what women could do in the mid-1800s to attitudes toward what women can do today. Use text evidence to support your ideas.



### Writing Tip

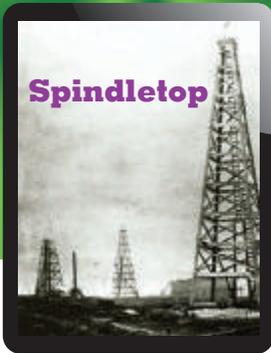
Clearly state your main idea at the beginning of your paragraph. Use details from the text and your own knowledge about life today to support your idea.



**RL.4.3** describe a character, setting or event, drawing on details; **RL.4.7** make connections between the text and a visual or oral presentation of it; **W.4.9a** apply grade 4 Reading standards to literature; **W.4.10** write routinely over extended time frames and shorter time frames; **SL.4.1a** come to discussions prepared/explicitly draw on preparation and other information about the topic

# Lesson 16

## INFORMATIONAL TEXT



### ✓ GENRE

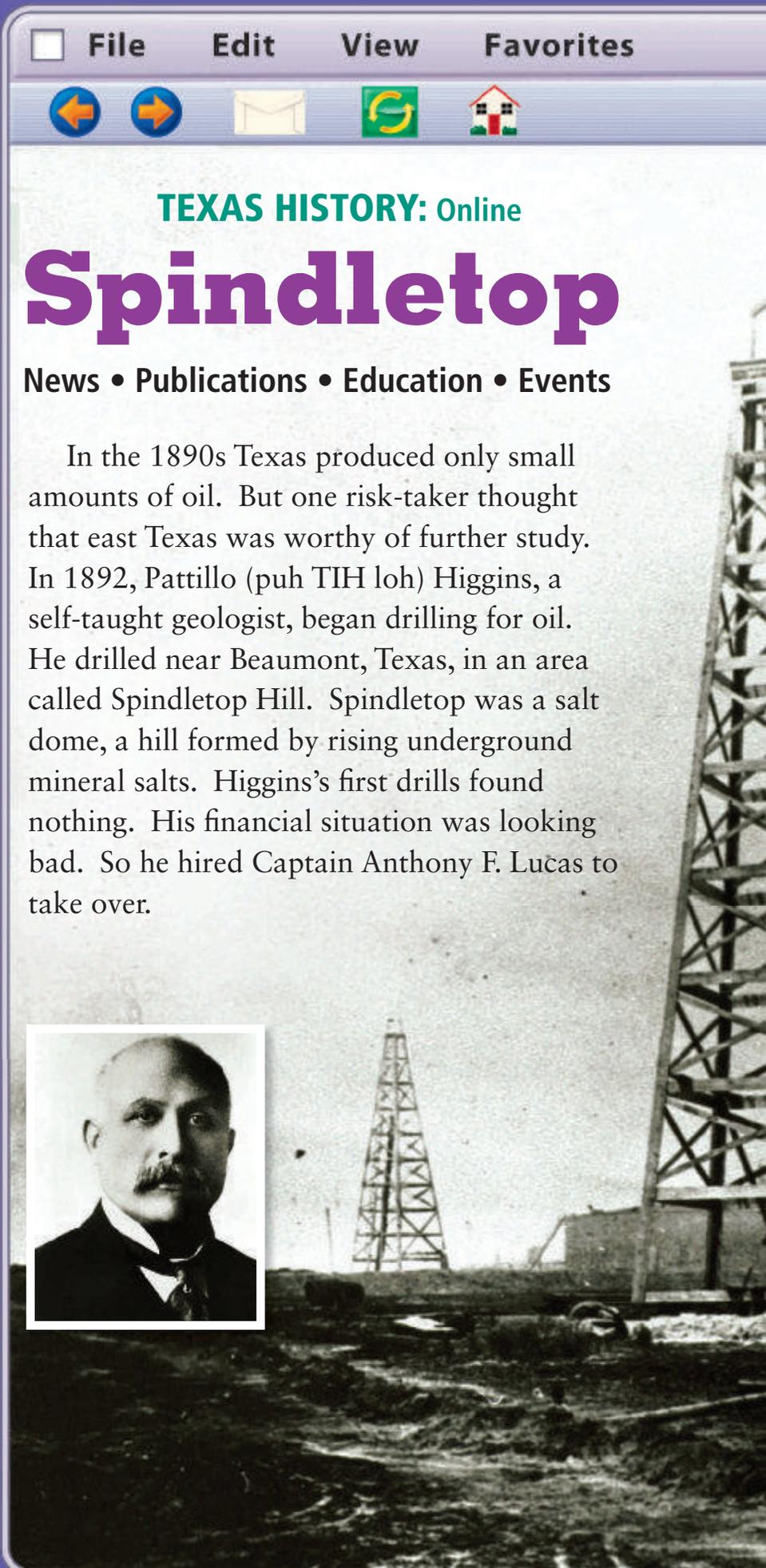
**Informational text**, such as this **Internet encyclopedia entry**, gives factual information about a topic.

### ✓ TEXT FOCUS

**Digital Media** The Internet provides access to many different kinds of media, including Internet articles such as this one. Many websites have options that permit you to see video clips, hear what is being described, ask questions, give feedback, or add information. What is the purpose of the e-mail on page 490?



**RI.4.7** interpret information presented visually, orally, or quantitatively; **RI.4.10** read and comprehend informational texts; **RF.4.4a** read on-level text with purpose and understanding



TEXAS HISTORY: Online

# Spindletop

News • Publications • Education • Events

In the 1890s Texas produced only small amounts of oil. But one risk-taker thought that east Texas was worthy of further study. In 1892, Pattillo (puh TIH loh) Higgins, a self-taught geologist, began drilling for oil. He drilled near Beaumont, Texas, in an area called Spindletop Hill. Spindletop was a salt dome, a hill formed by rising underground mineral salts. Higgins's first drills found nothing. His financial situation was looking bad. So he hired Captain Anthony F. Lucas to take over.

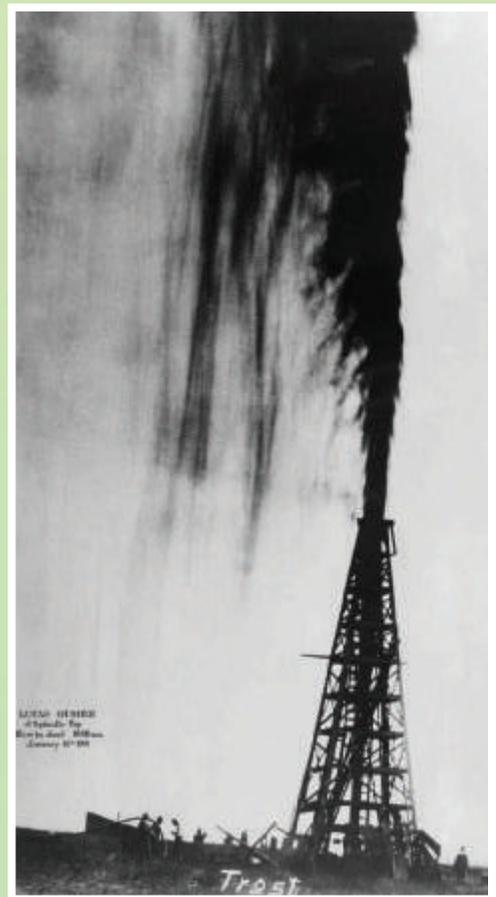


## OIL: Spindletop

### The Lucas Geyser

Lucas was a leading geologist with a reputation as an expert on salt domes. He began drilling at Spindletop in 1899. At first, he, too, had no luck. The money he relied on was running out. Lucas escorted businessmen to Beaumont, hoping that they would invest in the well. Most of them felt that he did not deserve their help. But Lucas defended his ideas about salt domes and oil. Finally, his investors were satisfied that his project was worthwhile, and the funds came in.

On the morning of January 10, 1901, Lucas's team drilled down 1,139 feet—and found oil. “The Lucas Geyser,” as it came to be called, blew oil more than 150 feet in the air. In time, it would produce 100,000 barrels per day. Until then, few oil fields in Texas had produced more than 25 barrels per day!



The Spindletop Gusher, 1901





## OIL: Industry

### Birth of an Industry

Spindletop was the largest oil well the world had ever seen. Nearby Beaumont became one of the first oil-fueled boomtowns. Its population of 10,000 tripled in three months, and eventually swelled to 50,000. Spindletop is now known as the birthplace of the modern oil industry.

We welcome input from our readers. Please e-mail us your comments!

From: TCastillo@beaumont.net  
To: webmaster@texashistoryonline.com  
CC:

Subject:

Dear Texas History Online,

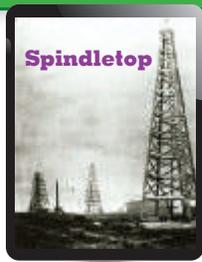
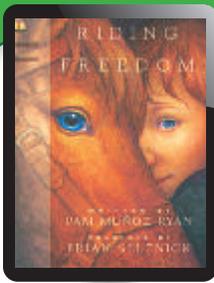
Here's an interesting fact I learned. In just two years after the Spindletop gusher, there were more than 600 oil companies with 285 churning oil wells in the Beaumont area. Some of those oil companies are still around!

Thanks for the article.

Taylor Castillo

Grade 4

Beaumont Hill School



# Compare Texts

## TEXT TO TEXT

**Compare and Contrast** Charlotte Parkhurst, Pattillo Higgins, and Anthony Lucas all faced challenges. How are the challenges Charlotte faced similar to those faced by Pattillo Higgins (right) and Anthony Lucas in Texas? How are they different? Use text evidence from each selection.



## TEXT TO SELF

**Write a Letter** Imagine that you have traveled back in time to the mid-1800s. What differences do you notice between your neighborhood now and in the past? Write a letter to a friend in which you compare and contrast the two settings.



## TEXT TO WORLD

**Connect to Social Studies** In “Riding Freedom,” Charlotte Parkhurst overcomes a physical challenge in order to continue doing what she loves. Work in a group to identify a famous person you have heard or read about who has done something similar, and discuss his or her experiences.



**RL.4.1** refer to details and examples when explaining what the text says explicitly and when drawing inferences; **RI.4.1** refer to details and examples when explaining what the text says explicitly and when drawing inferences; **W.4.10** write routinely over extended time frames and shorter time frames; **SL.4.1a** come to discussions prepared/explicitly draw on preparation and other information about the topic

# Grammar



**What Is an Adjective?** An **adjective** is a word that gives information about a noun. An adjective of purpose tells what a noun is used for. If two or more adjectives are used to describe something, they appear in a particular order. The adjective telling about number is first, followed by adjectives telling opinion, size, shape, color, and purpose.

number	opinion	size	shape	color	purpose	noun
--------	---------	------	-------	-------	---------	------

Adjective of Purpose	Order of Adjectives
The campers slept in <u>sleeping</u> bags.	number    opinion    color Six strong black horses pulled the carriage.

## Try This!

With a partner, find the adjectives that tell about the underlined nouns. If two or more adjectives are used to describe one noun, what is the correct order?

- 1 The brave two drivers looked at the muddy road.
- 2 She tied one brown tired horse to a hitching post.
- 3 She left large three black horses with her young partner.
- 4 She stepped into a waiting crowded room.
- 5 She wanted the doctor to look at her bad one eye.

To make your writing flow smoothly, you can move adjectives to combine sentences. If two choppy sentences tell about the same noun, combine the sentences by moving the adjectives from one sentence and placing them before the noun in the other. Make sure the adjectives are in the correct order.

### Short, Choppy Sentences



The horses trotted along the dusty road.



There were five colorful horses.

### Longer, Smoother Sentence



The five colorful horses trotted along the dusty road.



### Connect Grammar to Writing

As you revise your descriptive paragraph, look for short, choppy sentences that may repeat a noun. Try combining these sentences by moving the adjectives. Be sure to put the adjectives in the correct order.



**W.4.3a** orient the reader by establishing a situation and introducing a narrator or characters/organize an event sequence; **W.4.3b** use dialogue and description to develop experiences and events or show characters' responses; **W.4.3c** use transitional words and phrases to manage the sequence of events; **W.4.3d** use concrete words and phrases and sensory details

# Narrative Writing

**✓ Ideas** In "Riding Freedom," the author uses **concrete words** and **sensory details** to make her descriptions clear and lively. As you revise your **descriptive paragraph**, include clear, colorful language to make your descriptions more vivid. Add transition words to make the sequence of events clear.



Claire drafted a descriptive paragraph about a bus ride during a rainstorm. Then she reread her draft and added some concrete words and sensory details. She also clarified the situation she was writing about and added some transition words.



## Writing Traits Checklist

### ✓ Ideas

Did I clearly establish the situation in which my scene took place?

### ✓ Organization

Are all my details about one main event?

### ✓ Word Choice

Have I used concrete words and sensory details?

### ✓ Voice

Did I show how it feels to be in the place I describe?

### ✓ Sentence Fluency

Did I combine short, choppy sentences and use transition words?

### ✓ Conventions

Did I use correct spelling, grammar, and mechanics?

## Revised Draft

*sounded like dynamite exploding*  
Bang! The thunder ~~was really loud.~~  
*on the school bus*  
Everyone shrieked, and then the older kids  
*Next,*  
started laughing. *Some* kindergartners  
burst out crying. ~~They were~~ *scared*. All  
*gigantic raindrops*  
of a sudden, ~~water~~ began hammering on  
the roof. The rain grew as loud as a  
drum roll.

## Final Copy

# A Ride to Remember

by Claire Amaral

Bang! The thunder sounded like dynamite exploding. Everyone on the school bus shrieked, and then the older kids started laughing. Next, some scared kindergartners burst out crying. All of a sudden, gigantic raindrops began hammering on the roof. The rain grew as loud as a drum roll. Soon my window fogged up. In the front of the bus, the windshield wipers were jerking back and forth like a conductor keeping time to some super-fast music.

When the bus finally stopped and the door opened, the water in the street was up to the curb. The kids who got off at the first couple stops had to leap over the water to the sidewalk. For once, I was glad my stop was last!

### Reading as a Writer

What does Claire's writing help you see and hear? Where can you add descriptive words in your own writing? Where can you add transition words to make the sequence of events clearer?

In my final paper, I clarified where my story takes place. I combined two short sentences by moving an adjective. I replaced some vague words with specific, colorful words.

