

Vocabulary Power

fron•tier [frun•tir'] *n.*

An unexplored or undeveloped area that lies beyond a settled region.

Compound and Complex Sentences

A **complex sentence** is made up of an independent clause and at least one dependent clause.

You know that an *independent clause* can stand alone as a sentence. Two or more independent clauses can be combined to form a **compound sentence**. These clauses are joined by a coordinating conjunction such as *and*, *but*, or *or*.

Example of compound sentence:

Some settlers farmed the land, **but** others tried ranching.

A *dependent clause* cannot stand alone as a sentence. In Chapter 26, you practiced combining dependent and independent clauses. The sentences you formed are called complex sentences. The dependent clause may be joined to the independent clause by a subordinating conjunction.

Example of complex sentence:

After the French and Indian War ended, many people moved west.

Guided Practice

A. Tell whether each of the following sentences is compound or complex. If a sentence is complex, identify its dependent clause.

Example: Although pioneers had a challenge ahead of them, they met it with courage.
complex; Although pioneers had a challenge ahead of them

1. People walked great distances, and animals carried their belongings. *Compound*
2. Whenever they could, people made the long journey with friends and neighbors. *Complex*
3. Life on the frontier was difficult, but the pioneers were hopeful. *Compound*
4. After the Homestead Act was passed, many pioneers settled on public land. *Complex*
5. If people farmed the land, it became theirs. *Complex*

Independent Practice

B. Decide whether the sentence is compound or complex. Write each complex sentence. Underline each dependent clause.

Example: If the land was heavily wooded, the settlers cleared away some trees.

If the land was heavily wooded, the settlers cleared away some trees.

6. After the field was cleared, the settlers planted crops.
7. Pioneers changed the land as they cleared it for farms.
8. Settlers counted on each other if they needed help.
9. Neighbors helped out whenever a new family arrived.
10. Adults worked, and children attended school.
11. The hardy settlers continued their work when rain fell.
12. Before the day was over, a new cabin was built.
13. If troubles arose, some settlers found help at the fort.
14. Traveling teachers stayed for a few months, but then they moved to the next settlement.
15. Mail delivery became a problem as the frontier moved west.
16. The roads were terrible, and a stagecoach could take weeks to reach a small town.
17. The pony express, however, could travel where stagecoaches were unable to go.
18. Riders covered about fifty miles, and then they handed the mail over to other riders.
19. Although it was popular, the pony express did not make a profit.
20. As soon as tracks were laid, railroads could deliver mail to settlements.

Remember

that a complex sentence contains an independent clause and one or more dependent clauses.

Writing Connection

Writer's Journal

Writer's Journal: Reflecting Think about what you read in the practice exercises in this lesson. What personal qualities do you think people needed to make a new life on the frontier? To answer, write a few sentences. Use at least two complex sentences.

More About Complex Sentences

Dependent clauses can appear in different places in **complex sentences**. Depending upon its location, a dependent clause may or may not need to be set off with a comma.

As you know, a complex sentence includes at least one dependent clause. Most dependent clauses either begin or end complex sentences. A dependent clause that begins a sentence is followed by a comma. A dependent clause that comes at the end of a sentence usually does not have a comma before it.

Examples:

When you think of frontier life, what comes to mind?
When you think of frontier life, you may think of cowhands.
 You may think of cowhands when you think of frontier life.

Guided Practice

A. Identify the dependent clause in each of the following complex sentences. If a comma is needed, tell where it should be placed.

Example: Although cowhands worked very hard they enjoyed life on the trail.

Although cowhands worked very hard; comma after hard

1. Longhorn cattle were common in the West because Spanish settlers had brought them to the Americas.
2. When longhorn cattle are full-grown their horns can measure up to eight feet across.
3. Because they can locate water from far away longhorns live successfully on the prairie.
4. When grass is scarce a longhorn will eat leaves.
5. A cowhand would say good-bye to loved ones before he began the long cattle drive to market.



Handwritten calculations:

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Independent Practice

B. Write these complex sentences, and underline the dependent clauses. Add commas where needed.

Example: If the cowhands feared a stampede they slept in their clothes.

If the cowhands feared a stampede, they slept in their clothes.

6. A trail boss hired workers before a cattle drive began.
7. As you know a cook was an important member of the crew.
8. Even if the food tasted terrible the cowhands ate it.
9. A cowhand rode one horse while the other horses rested.
10. Because the work was hard cowhands grew tired.

C. Use the subordinating conjunction in parentheses to join each pair of sentences in a way that makes sense. Be sure to add commas where needed.

Example: Cowhands drank from a barrel. They were thirsty.
(when)

Cowhands drank from a barrel when they were thirsty.

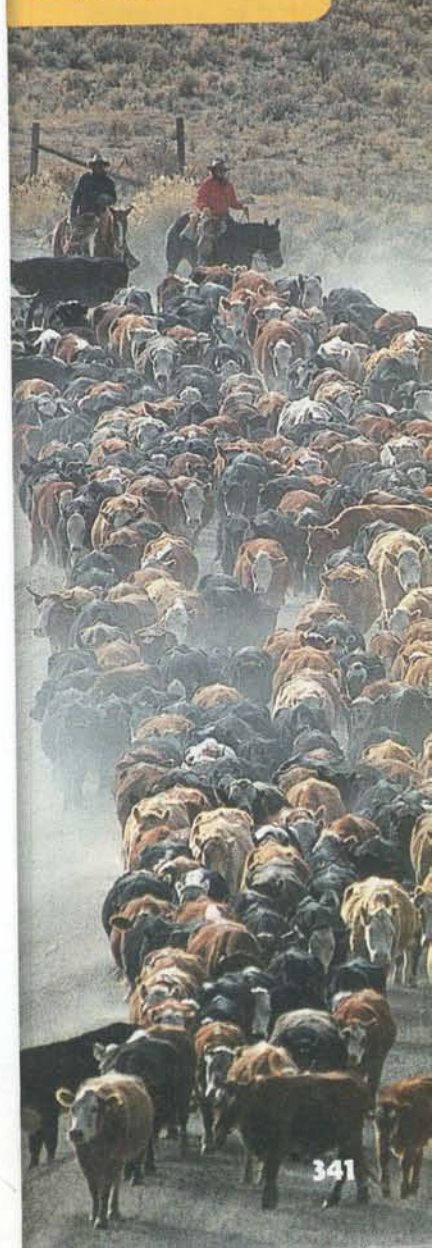
11. The supply of water ran low. A scout searched for more.
(if)
12. The cowhands will travel all day. A storm comes.
(unless)
13. The cattle could rest. They reached a place to stop for the night. (after)
14. The cattle would rest calmly. The cowhands sang.
(while)
15. Horses were important to a cattle drive. The cowhands often sang songs about them. (because)

Writing Connection

Social Studies Write four sentences about things that happened every day on a cattle drive. Include at least two complex sentences. Read your sentences aloud to a classmate.

Remember

that a dependent clause at the beginning of a complex sentence is followed by a comma. A dependent clause at the end of a sentence, however, usually does not have a comma before it.



Sentence Variety

To make your writing interesting and effective, vary the kinds of sentences you use.

One way that good writers keep their writing interesting is by using different kinds of sentences. For best effect, use some short sentences and some long ones. Use a combination of simple, compound, and complex sentences to keep your writing interesting.

Examples:

Simple Sentences

The wagon trains started west in spring. They would arrive before winter.

Compound Sentence

The wagon trains started west in spring, and they would arrive before winter.

Complex Sentence

Because the wagon trains started west in spring, they would arrive before winter.

Guided Practice

- A. Change the sentences as instructed. You may vary the order of words or clauses to make the new sentences more effective.

Example: John Bidwell led a group of pioneers to California. He had never been west of Missouri before.
(Rewrite as a complex sentence.)

Possible answer:

Although he had never been west of Missouri before, John Bidwell led a group of pioneers to California.

1. Bidwell's pioneer group was eager. No one knew the way to California, however. (Rewrite as a compound sentence.)
2. They found a mountain man named Thomas Fitzpatrick. They asked him for help. (Rewrite as a simple sentence.)
3. The party was frightened by a group of Cheyenne. The Cheyenne turned out to be quite friendly. (Rewrite as a complex sentence.)
4. The starving pioneers almost didn't make it, and they had to eat crows, a coyote, and even insects to survive. (Rewrite as two simple sentences.)
5. Bidwell and his followers reached California. They were very glad then. (Rewrite as a complex sentence.)



Independent Practice

- B. Rewrite each set of sentences according to the instructions in parentheses. You may vary the order of words or clauses to make the new sentences effective. Add commas where needed.

Example: It was a difficult journey. More and more people from the United States traveled west. (Rewrite as a complex sentence.)

Possible answer:

Although it was a difficult journey, more and more people from the United States traveled west.

- Rain turned the prairies to mud. Rivers overflowed their banks. (Rewrite as a compound sentence.)
- Some of John Bidwell's pioneer group settled in Oregon. They found rich soil and a mild climate there. (Rewrite as a complex sentence.)
- The settlers built homes from logs. They started schools in their new communities. (Rewrite as a compound sentence.)
- The community grew large enough. After that, the settlers formed a government. (Rewrite as a complex sentence.)
- The new constitution provided for jury trials. The new constitution provided for freedom of religion. (Rewrite as a simple sentence.)



Remember

that using different kinds of sentences can keep your writing interesting. Try to vary the length and structure of the sentences you write.

Writing Connection

Writer's Craft: Sentence Variety Choose a piece of writing that you have finished. Read it again to review the types of sentences you used. Mark each sentence to show its type. Find some sentences that you can rewrite or combine to add variety. Include simple, compound, and complex sentences.



Extra Practice

- A. Read each sentence. Write whether it is a simple sentence, a compound sentence, or a complex sentence. If it is a complex sentence, write its dependent clause or clauses. *pages 338–343*

Example: The pioneers showed great courage when they traveled west.
complex; when they traveled west

1. Several families banded together and formed a wagon train.
2. If all went well, the westward journey could take almost seven months.
3. They faced many hardships, but most settlers were glad they made the trip.
4. They had little protection from the weather unless they had sturdy log houses.
5. Kit Carson, the famous frontier scout, was related to Daniel Boone.

- B. Write each sentence, and underline the dependent clause. Add a comma where needed. *pages 340–341*

Example: Fremont felt honored when Senator Benton named him the leader of the western expedition.
Fremont felt honored when Senator Benton named him the leader of the western expedition.

6. John Fremont made a wise decision when he chose Kit Carson as his guide.
7. Fremont would not let anyone keep a diary because he planned a book of his own.
8. Many days passed before the expedition reached the Continental Divide.
9. When he was older Kit Carson became a general in the army.
10. While Fremont was exploring western lands Texas was not yet a state.

**Remember**

that a **complex sentence** contains an independent clause and at least one dependent clause. When a dependent clause begins a sentence, it is usually followed by a comma. Vary your sentences to make your writing effective.

For more activities
with compound
and complex
sentences, visit
The Learning Site:



www.harcourtschool.com

C. Rewrite each set of sentences as the type of sentence in parentheses. You may vary the order of words or clauses to make the new sentences effective. Add commas where needed. *pages 342–343*

Example: John Fremont had served in the Senate. He ran for President. (complex sentence)

Possible answer:

After John Fremont had served in the Senate, he ran for President.

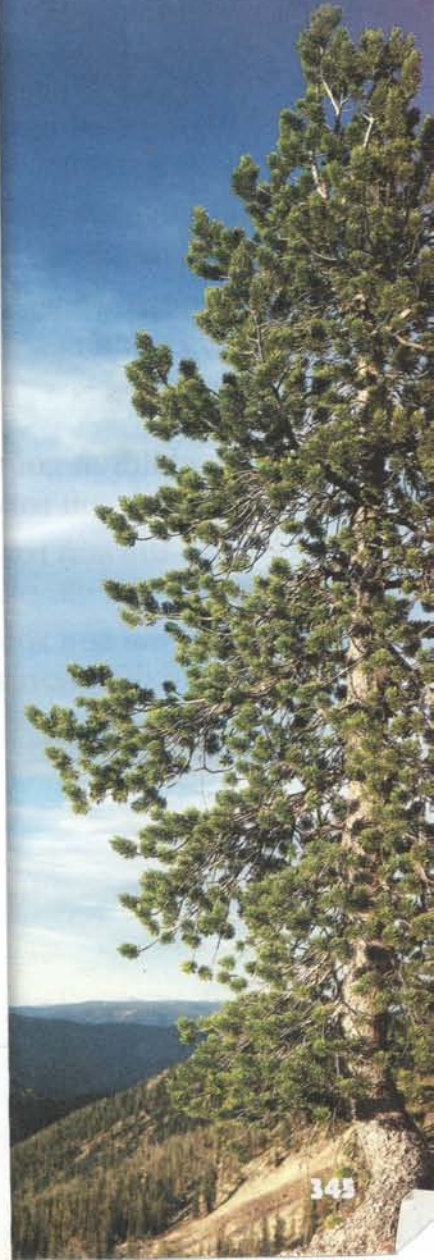
11. Texas won its independence from Mexico. It became a republic. (complex sentence)
12. Sam Houston became the republic's president. He encouraged people to settle in Texas. (compound sentence)
13. Many immigrants came to Texas. They came from France and Germany. (simple sentence)
14. Some Texans opposed statehood. Texas joined the Union in 1845. (complex sentence)
15. Today Texas is one of our largest states. Texas is also one of our most diverse states. (simple sentence)
16. The American frontier has disappeared. The pioneer spirit has continued. (compound sentence)
17. Today some pioneers study the ocean. Others study wilderness areas. (compound sentence)
18. Doctors talk about developing treatments for diseases. They often call themselves medical pioneers. (complex sentence)
19. Astronomers study outer space. They say it is the greatest frontier. (complex sentence)
20. They will continue exploring. They have the pioneer spirit. (complex sentence)

Writing Connection

Technology Search the Internet for more information about the frontier and westward expansion. Choose a keyword from the exercises in this lesson to find websites. Write one complex sentence about the topic from the information that you find. As an alternative, use an encyclopedia to find information.

DID YOU KNOW?

The covered wagons traveling west carried many families and their belongings. The frames over the wagons were covered with light-colored fabric. Wagons that rumbled through tall prairie grasses looked like wooden ships with sails. These sailing ships were known as "schooners." As a result, the wagons were nicknamed "prairie schooners."





For additional test
preparation, visit
The Learning Site:

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Chapter Review

Read the passage. Some sections are underlined. Choose the best way to rewrite each underlined section, and write the letter for your answer. If the underlined section needs no change, write the letter for the choice "Correct as is."

(1) We usually think of pioneers as adults although, many pioneers were children. There was always work to be done on the farm or ranch. (2) The sun rose and the children got up and did chores. (3) The older children did big chores and the younger children helped with small tasks. Pioneer children did go to school, however. (4) They attended school in the winter. Because there was less farm work to do.

- 1 **A** Although we usually think of pioneers as adults many were children.
B Although we usually think of pioneers as adults. Many were children.
C Although we usually think of pioneers as adults, many were children.
D Correct as is
- 2 **F** The children got up and did chores, when the sun rose.
G When the sun rose, the children got up and did chores.
H When the sun rose the children got up and did chores.
J Correct as is
- 3 **A** The older children did big chores, the younger children helped with small tasks.
B The older children did big chores, and the younger children helped with small tasks.
C After the older children did big chores the younger children helped with small tasks.
D Correct as is
- 4 **F** Because there was less farm work to do in the winter they attended school.
G They attended school in the winter, but there was less farm work to do.
H They attended school in the winter because there was less farm work to do.
J Correct as is

Using Tables and Charts

Charts and **tables** organize and present information in an easy-to-understand way. A chart or table can show an idea that would need many words to explain.

A chart is a visual way of presenting information. Diagrams, flowcharts, time lines, and circle graphs are types of charts.

A table shows information in a way that makes the information easy to find and use. A table of contents, for example, lists the sections of a book and gives their page numbers. Information in tables often is arranged in rows and columns to make it clear and easy to compare.

Here are some guidelines to help you read or make a chart or table:

- Charts and tables have slightly different purposes. Charts often show how a process works. Tables are usually organized to compare facts.
- When you use a chart, look for extra information about how to read it. For example, look on the chart for arrows that you need to follow. Parts of the chart may be in different colors. Look for captions or notes that explain the chart.
- When you use a table, look at the headings across the columns and along the rows. To find a particular fact, decide which column heading and which row heading you need. The information should be in the space where the column and row meet.

A TABLE OF FIBER-RICH FOODS

Food	Serving	Fiber (grams)
Breads		
Bran muffin	1	4.0
Pumpernickel bread	2 slices	3.2
Whole-wheat bread	2 slices	3.2
Grains		
Brown rice	2/3 cup	3.0
Wheat bran	1 oz.	11.3
Cereals		
100% bran	1 oz.	8.4
Corn bran	1 oz.	5.3
Fruits		
Apple	1 medium	3.2
Banana	1 medium	3.0
Blueberries	1/2 cup	3.0
Vegetables/Legumes		
Broccoli, cooked	1/4 cup	5.0
Corn, sweet, cooked	1/2 cup	4.7
Green peas, cooked	1/2 cup	3.1
Nuts		
Almonds	1 oz.	5.0
Peanuts	1 oz.	5.0

YOUR TURN

Work with classmates to create a table or chart. Your table or chart should show facts about a state that was once a part of the American frontier. For example, you might present information about one of these topics:

- the state's capital
- the state's population at different times
- important dates in the state's history
- some things for which the state is known

Search for the information you need in an encyclopedia, in magazines, or on the Internet. Then design your table or chart. Include headings, captions, or notes to help explain the information. When you are finished, display and explain the table or chart in class.