



Unit 8

Activity Book

Grade 5

Native Americans

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Unit 8

Native Americans

Activity Book

This Activity Book contains activity pages that accompany the lessons from the Unit 8 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.

NAME: _____

DATE: _____

Native Americans by Region

Write the name of the region in which each Native American tribe, or group, lived.

A. _____

The landscape of this region could be harsh with few resources. Some tribes here never really settled. The culture of these tribes grew out of their nomadic lifestyle. They followed the enormous herds of buffalo that moved with the seasons. The buffalo provided them with everything they needed, including food, clothes, and the tepees they lived in. It is believed that, at one time, more than 30 million buffalo roamed parts of North America. Some of the tribes living in this enormous area of grassland did not have an abundance of trees to use for building. Instead, some homes were made out of soil, grass, and roots, whereas others were made out of animal hides and were called tepees.

B. _____

The Ancestral Pueblo lived in this region with dry valleys near smaller rivers or waterways. Some lived on raised plateaus and mesas. The trees that grew on these high, flat lands provided both shelter and wood. Whether they lived on the mesas or in the valleys, they learned how to farm with a small water supply. This tribe built tall homes with clay bricks and stone. Eventually they learned how to build solid homes that were several stories high. It would have been an amazing sight to see these stone structures blend in so well with the environment! These native people became known for their stonework, their basket weaving, and their pottery. They carefully wove baskets, coated them with mud, and then baked them in the sun. These baskets could then be used for cooking, carrying water, and storing harvested crops. They planted cotton and used it to make lighter, more comfortable clothing to stay cool in the hot sun.

C. _____

In this region, the Iroquois made the forests their home and utilized the abundant natural resources available to them. Freshwater rivers and lakes and imposing mountains and forests colored the landscape. The landscape and seasons helped shape the Iroquois culture. Where trees were abundant, the Iroquois built longhouses out of wood and bark that provided warm shelters during the cold and snowy winter months. In the spring, the Iroquois cleared the land of trees and shrubs and planted corn, beans, and squash. Frequent rain helped the crops grow. In the wintertime, when food was scarce, many Iroquois left their villages to hunt deer and rabbits in the forests. Tribes often lived near water. It was a source of life, and it provided a means of transportation. They traveled these waters in dugout canoes and fished using nets and traps.

D. _____

In this region, trees grow as tall as mountains and everything tribes needed to survive was readily available in the forests and waters. Cedar trees grew in abundance in this region. The tribes would build plank houses using long, flat planks, or boards, from these trees. The tribes had a hunter-gatherer lifestyle, but they did not need to move around in order to find food. They did not need to farm, either. A very important food source for most tribes was salmon. Some tribes fished using baskets, nets, spears or harpoons, and a variety of ingenious traps to catch salmon. Salmon are only available a few months each year, so the rest of the year people needed other sources of food. To supplement their diet, men hunted the big mammals that roamed the rainforests. Women gathered roots, berries, and grains, including wild rice. Many tribes also hunted other types of fish, as well as whales and seals.

NAME: _____

DATE: _____

Vocabulary for “A Long and Winding Road”

1. **birthright**, *n.* a right someone has because they were born into a specific group or family, or because it is a right of all people belonging to that group (3)
2. **sustain**, *v.* to keep alive (3)
3. **indigenous**, *adj.* originating in a certain location or region (6)
4. **reservation**, *n.* a separate area of land in the United States set aside for Native Americans to live on (**reservations**) (9)
5. **tension**, *n.* discomfort felt when different people or groups disagree and feel anger toward each other; a strain (**tensions**) (10)
6. **forced relocation**, *n.* the act of making people move to a new place against their will (10)

| Word(s) from the Chapter | Pronunciation | Page Number |
|--------------------------|-------------------------------|-------------|
| Sioux | /soo/ | 2 |
| Navajo | /nov*ə*hoē/ | 5 |
| Pueblo | /pweb*loē/ | 5 |
| Huron | /hyer*on/ | 5 |
| Iroquois | /eer*ə*koi/ | 5 |
| Teton | /tee*ton/ | 5 |
| Shoshone | /shə*shoe*nee/ | 5 |
| Amerigo Vespucci | /ə*maer*i*goē/ /ves*poo*chee/ | 6 |
| Pocahontas | /poe*kə*hon*təs/ | 7 |
| Wampanoag | /wom*pə*naw*ag/ | 7 |

NAME: _____

DATE: _____

Excerpt from "A Long and Winding Road"

Read the following excerpt and complete the activities that follow.

Chapter 1

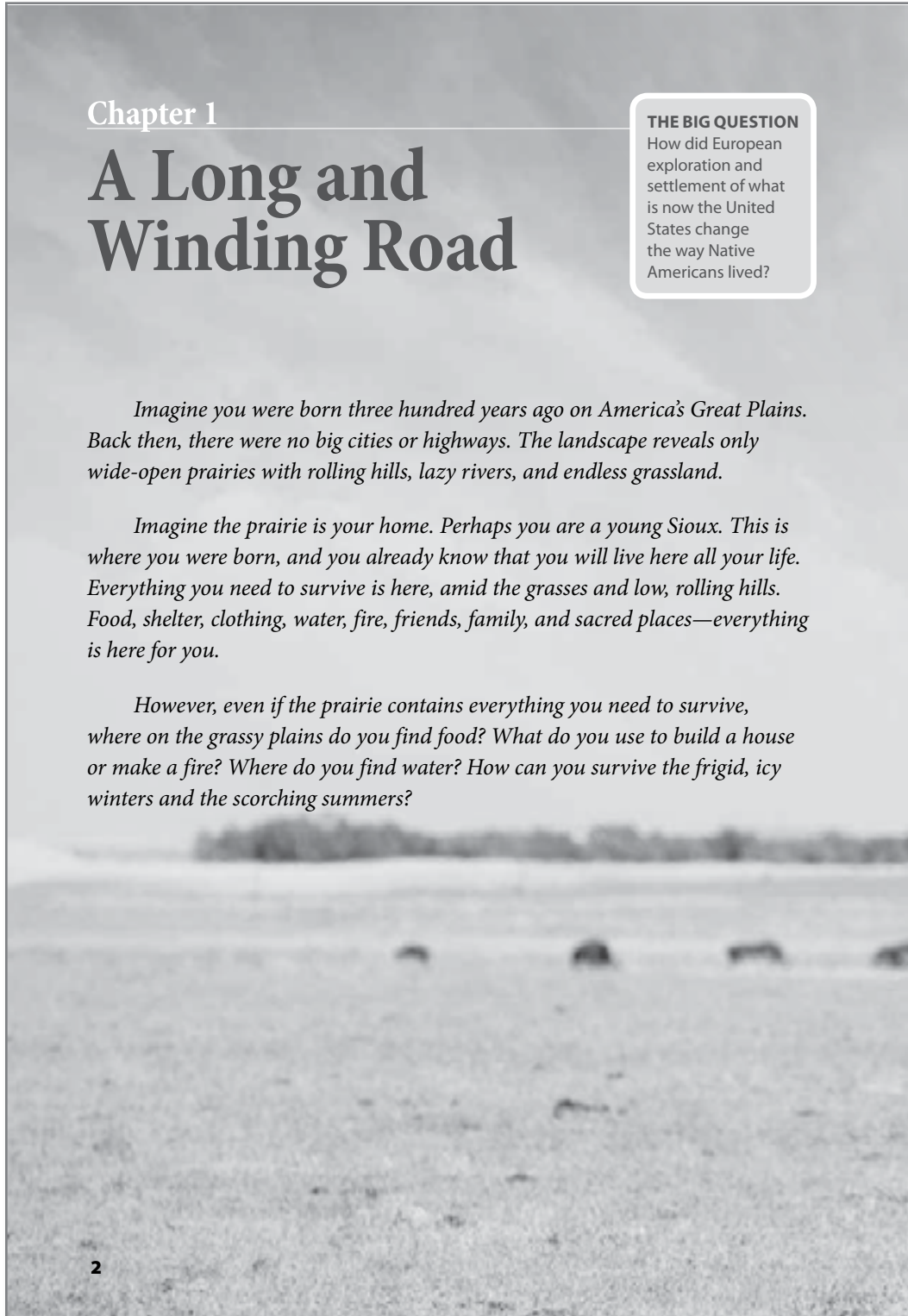
A Long and Winding Road

THE BIG QUESTION
How did European exploration and settlement of what is now the United States change the way Native Americans lived?

Imagine you were born three hundred years ago on America's Great Plains. Back then, there were no big cities or highways. The landscape reveals only wide-open prairies with rolling hills, lazy rivers, and endless grassland.

Imagine the prairie is your home. Perhaps you are a young Sioux. This is where you were born, and you already know that you will live here all your life. Everything you need to survive is here, amid the grasses and low, rolling hills. Food, shelter, clothing, water, fire, friends, family, and sacred places—everything is here for you.

However, even if the prairie contains everything you need to survive, where on the grassy plains do you find food? What do you use to build a house or make a fire? Where do you find water? How can you survive the frigid, icy winters and the scorching summers?



2

*The answers to these questions are easy to find, as long as you are willing to learn from those who came before you. The people, your people, have been here for some 10,000 years or more. The wisdom and stories of hundreds of generations is your **birthright**—the most precious thing you will ever own.*

*The elders tell you stories. They teach you about your place in the world, and they provide the wisdom that is passed down from one generation to another. Your ancestors were the first to walk this land, and they learned to survive here with only their brains, muscles, and courage to **sustain** them. They were the first to hear the winds and see the waving grass. They found the rivers. You believe their spirits are in the hills and grassy plains, and in the soil beneath your feet.*

Most importantly, your ancestors learned to track and hunt the buffalo. The buffalo provide food, shelter, clothing, fuel for fires, and tools. Out here on the Great Plains, your tribe and all the tribes of the Great Plains depend on the buffalo for survival.



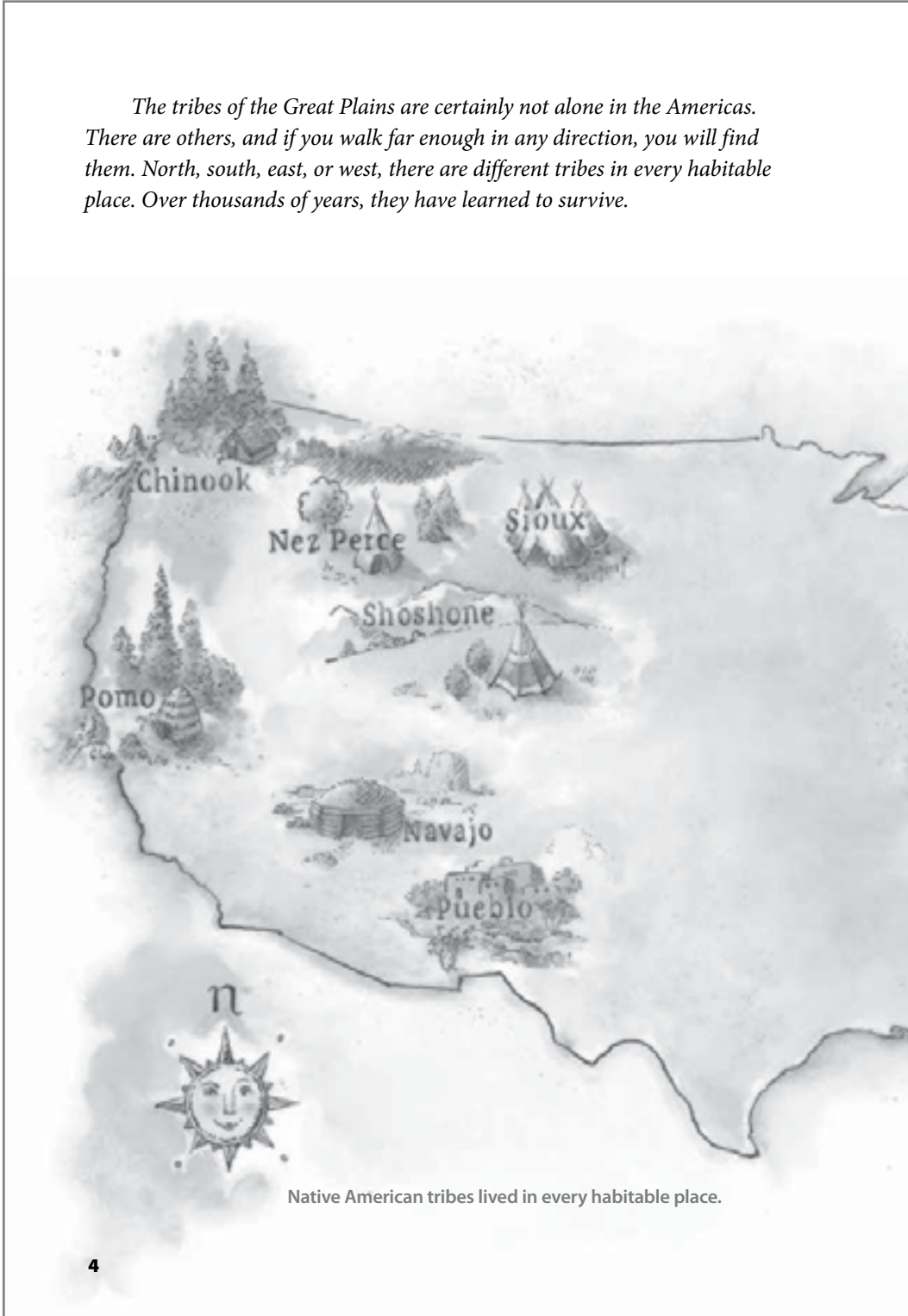
American Buffalo (bison) on plain

3

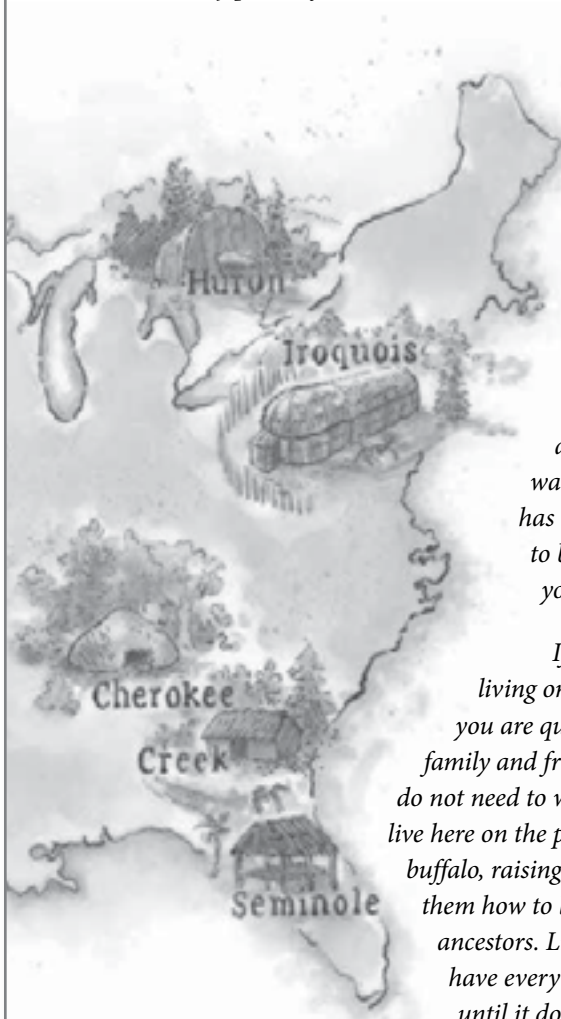
NAME: _____

DATE: _____

The tribes of the Great Plains are certainly not alone in the Americas. There are others, and if you walk far enough in any direction, you will find them. North, south, east, or west, there are different tribes in every habitable place. Over thousands of years, they have learned to survive.



In the southwest, you will meet the Navajo, Pueblo, and all the other tribes of the canyons and deserts. Head southeast and you will find the Cherokee, Creek, and Seminole thriving in the humid woods and swamplands. In the dense, chilly forests to the northeast, there are the Huron and the Six Nations of the great Iroquois Confederacy. To the west, on the dry, flat plateau between the snowy peaks of the Teton and Cascade Mountains, you will meet Shoshone and Nez Perce. Farther west, where trees grow as tall as mountains, you may meet the Chinook, the Pomo, and all the other tribes nestled along the western coast.



Some of the people you meet will be your friends. You will share stories and you will trade with them. Some of them will be your enemies, just as they were enemies to your grandparents and great-grandparents, and they will want to fight. This is the way it has always been, and so you will need to be prepared if you travel from your homeland.

If you are like most Native Americans living on the Great Plains, you will find that you are quite happy to stay and live with your family and friends, the members of your tribe. You do not need to wander too far from home. You will live here on the plains forever, tracking and hunting the buffalo, raising children of your own and teaching them how to live according to the ways of your ancestors. Life is just fine here on the plains. You have everything you need, and little changes, until it does...

NAME: _____

DATE: _____

U.S. Regions Map

Label the Great Plains region on the map.



The following words were used in “A Long and Winding Road.” For each word, pick an activity and complete the chart below.

| | |
|---|---|
| <p>birthright</p> <p>elders</p> <p>ancestors</p> <p>sustain</p> | <p>Vocabulary Activities</p> <ol style="list-style-type: none"> 1. Write a definition in your own words. You may use your glossary as a reference. 2. Provide a synonym (similar meaning). 3. Provide an antonym (opposite meaning). 4. Use the word in a sentence. 5. Provide another word that the word makes you think of and explain why. (<i>Apple</i> makes me think of <i>banana</i> because they are both fruits.) 6. Think of an example of the word and write about it. (An example of <i>fruit</i> is cantaloupe. It is a melon that is white on the outside and orange on the inside. It is really tasty in the summer.) |
|---|---|

| Word | Activity | Activity Response |
|------|----------|-------------------|
| | | |
| | | |
| | | |
| | | |

Glossary for *A Changing Landscape*

A

ally, n. a supporter; a person or group who helps another person or group toward a common goal (**allies**)

assimilation, n. the process of becoming part of a society or culture (**v. assimilate**)

atrocious, n. a horrific, awful, or cruel event (**atrocities**)

B

band, n. a group of people, animals, or things that act together to achieve a common purpose (**bands**)

birthright, n. a right someone has because they were born into a specific group or family, or because it is a right of all people belonging to that group

C

cavalry, n. a part of an army made up of soldiers on horseback

chaos, n. complete confusion or disorder

conflict, n. a war or a battle that is part of a larger war

council, n. a group of people chosen to lead or give advice

custom, n. a tradition or behavior that is common among a group or family; a ritual (**customs**)

D

distinct, adj. being different in a noticeable way

draft, v. to require people to join the military, usually during wartime (**drafted, n. draft**)

E

encroach, v. to gradually take something away from someone else

experimental, adj. using a new, different, or unproven way of thinking or doing something

F

foil, v. to prevent someone from doing something or achieving a goal

forced relocation, n. the act of making people move to a new place against their will

H

harpoon, n. a long spear used to hunt large fish (**harpoons**)

heritage, n. the traditions and beliefs that are unique to a specific group and handed down from generation to generation

I

identity, n. the characteristics that make a person or group different from other people or groups

immigrant, n. someone who leaves their own country to live in another country (**immigrants**)

immunity, n. the body's ability to resist or fight off a disease

indigenous, adj. originating in a certain location or region

isolation, n. a separation from other things or people

L

lean, adj. having few resources, such as food, fuel, and money

loincloth, n. a piece of cloth worn around the hips as clothing by men in certain cultures, usually in warm climates

M

massacre, n. the killing of a large number of people or animals

meek, adj. quiet; gentle

N

nimble, adj. able to move quickly and gracefully

nonnative, adj. not originally from a specific place or country

P

petition, n. a written request, signed by many people, asking someone in power to do something

property deed, n. an official piece of paper that shows who legally owns a piece of property (**property deeds**)

property line, n. the boundary, or border, that indicates where one piece of property ends and another begins (**property lines**)

prosper, v. to become rich and successful; to flourish

Q

quiver, n. a bag or case used to carry arrows

R

recede, v. to move back from; withdraw (**receded**)

reckless, adj. careless; acting without considering the consequences

remnant, n. a leftover piece; a small part of the whole (**remnants**)

reservation, n. a separate area of land in the United States set aside for Native Americans to live on (**reservations**)

resistance, n. refusal to accept something; being against something

reunite, v. to bring back together after a separation (**reunited**)

reveille, n. an early morning bugle or drum call signaling soldiers to report to duty

revenge, n. the act of doing something to hurt someone because they did something to hurt you

revive, v. to make someone or something strong, active, alive, or healthy again (**n. revival**)

S

scout, 1. n. someone who is sent somewhere in advance of others to gather information; **2. v.** to observe someone or something in order to gather and report information about that person or thing

supplement, v. to add or contribute another section or part to make something else complete

sustain, v. to keep alive

sustenance, n. food and drink that gives nourishment and keeps someone or something alive

NAME: _____

DATE: _____

symbolize, v. to represent, or be a symbol of, something (**symbolizes**)

sympathize, v. to feel or express concern or support for someone or something (**sympathized**)

T

tan, v. to change animal skin into leather using a special process (**tanning**)

tension, n. discomfort felt when different people or groups disagree and feel anger toward each other; a strain (**tensions**)

toll, n. the cost in health or life

tract, n. an area or strip of land (**tracts**)

traitor, n. someone who betrays their side or switches loyalties, particularly in a war

transcribe, v. to write down; to make a written record of oral speech (**transcribed**)

transition, n. a change

V

vibration, n. a continuous, fast, shaking movement (**vibrations**)

vision, n. something that you imagine or dream

W

wakan, n. in the Sioux culture, a supernatural power

ward, n. someone who is under the care or control of the government (**wards**)

NAME: _____

DATE: _____

Vocabulary for “Across Mountains and Prairies”

1. **property line, n.** the boundary, or border, that indicates where one piece of property ends and another begins (**property lines**) (12)
2. **custom, n.** a tradition or behavior that is common among a group or family; a ritual (**customs**) (13)
3. **property deed, n.** an official piece of paper that shows who legally owns a piece of property (**property deeds**) (13)
4. **transition, n.** a change (16)
5. **vision, n.** something that you imagine or dream (16)
6. **toll, n.** the cost in health or life (21)

| Word(s) from the Chapter | Pronunciation | Page Number |
|--------------------------|----------------|-------------|
| Plateau | /plat*oe/ | 12 |
| Okanagan | /oe*kə*nag*ən/ | 15 |
| Lakota | /lə*koe*tə/ | 17 |

NAME: _____

DATE: _____

Across Mountains and Prairies

Answer the following questions in complete sentences. Note the page number(s) where you found the information.

1. What relationship did the tribes of the Great Plains, Great Basin, and Plateau have with the land? Cite evidence from the text to support your answers.

Page(s) _____

2. For many tribes, sharing was important to survival. Describe how, according to Mourning Dove, the ritual the Okanagan tribe taught children to share.

Page(s) _____

3. Why was there “no greater symbol of the connection between people and nature than the buffalo” for the Great Plains tribes?

Page(s) _____

4. Take notes on the information about the homes and food of the tribes in the Great Plains, Great Basin, and Plateau to complete the chart.

| | Great Plains | Great Basin | Plateau |
|-------|--------------|-------------|---------|
| Homes | Type: | Type: | |
| Food | | | |

5. By 1890, what had happened to the tribes of the Great Plains?

Page(s) _____

NAME: _____

DATE: _____

Shifts in Verb Tense

Read each sentence or set of sentences. If the verb tenses are the same and correct, put a ✓ (check mark) on the line in front of the sentence. If there is an inappropriate shift in verb tense, put an X on the line. Then cross out the verb with the inappropriate shift in tense and write the verb in the correct tense above it.

Example: X Shoshanna walks into the library and ^{returns}~~returned~~ the books.

Or
 X Shoshanna ^{walked}~~walks~~ into the library and returned the books.

1. _____ Native Americans traded furs and plants. They also trade tools and weapons.
2. _____ Immigrants come to North America by ship, and they also travel by plane.
3. _____ Native Americans taught settlers how to grow plants and will show them how to hunt.
4. _____ After the English established 13 colonies on the East Coast, Native Americans lose land to the settlements.
5. _____ The Spanish brought many horses from Europe. Many horses escaped into the wild.
6. _____ Riding horses will make hunting much easier, and it helped the tribes travel faster.
7. _____ The Sioux relied on buffalo for many things. For example, they use buffalo fur for clothing.

Write the appropriate tense of the verb in parentheses to complete each sentence.

Example: Tomorrow the class will go to the media center to watch a video about a Native American tribe.
(go, future)

1. Jayden _____ an email message to his father every day.
(write, present)
2. Long ago, the tribe _____ buffalo to survive.
(hunt, past)
3. The settlers _____ a road through the valley next year.
(build, future)
4. Thousands of salmon _____ up the river every year.
(swim, present)
5. The Aztec empire _____ to Spanish conquerors who took over their land.
(fall, past)

NAME: _____

DATE: _____

Suffixes *-tion* and *-sion*

Write the correct word to complete each sentence. Words will not be used more than once; some words will not be used.

| | | | |
|---------|------------|--------|--------------|
| add | addition | decide | decision |
| extend | extension | cancel | cancellation |
| discuss | discussion | revise | revision |

1. Do you think my paper needs more _____, or is it fine as it is?
2. The cord did not reach far enough, so we got a(n) _____ to make it longer.
3. She wasn't very happy with the story she had written, so she decided to _____ it to make it better.
4. A(n) _____ of an earlier appointment allowed my doctor to see me right away.
5. With the _____ of three extra people to our table, it felt cramped because there wasn't enough room for everyone.
6. I called you to have a(n) _____ about our plans for this weekend.
7. I told my sister that she could _____ what movie we would watch tonight.
8. My teacher asked me if I could stay after class so we could _____ her thoughts on the poem I wrote.

9. Could you _____ more sprinkles on the top of my ice cream cone?
10. The school decided to _____ classes for the day because it was snowing so hard.

For each of the two words left in the word bank, write a complete sentence using the word.

1. _____

2. _____

Native American Outside Tepee



This image shows a Native American on the Great Plains outside his family's tepee. The dusty landscape of the Great Plains can be seen in the background. The tepee in this image is made of many buffalo hides sewn together and supported by poles made of pine. In the foreground, the young Native American is preparing hides to be used or traded. The skin on the stick frame is being dried in the sun, and may be used to make clothing, a tepee cover, bedding, moccasins, or for another purpose.

NAME: _____

DATE: _____

Sample Persuasive Essay

Nature and its resources were very important to Great Plains tribes. Native Americans who lived in the Great Plains were dependent on things from nature to survive and thrive. I think this image best shows the relationship between Native Americans and the land because it shows how important the Great Plains habitat was in shaping the tribes' way of life.

Introduction
states the opinion/argument

This image shows a young man working in front of his family's tepee. His clothing and moccasins are made from the hides of buffalo. The tepee sits on the dusty ground of the Great Plains. Tall, wooden sticks support the tepee cover, and you can see them through the opening at the top of the tepee. A hide is being dried in the sun using a support made of sticks and thread.

detailed image description

In this image you can see the dry, dusty landscape of the Great Plains. It could sometimes be hard for tribes of the Great Plains to find food because of the harsh habitat. The characteristics of this land greatly influenced the way of life for Native Americans in the Great Plains. Over time, the tribes of the Great Plains had to adapt to the environment.

1st piece of supporting evidence

Buffalo were the largest animals in the Great Plains, and the tribes depended on the buffalo in almost every way. One way they used buffalo was to make the covers for tepees, like the one in this image. Tepees were an important part of the way of life of Native Americans who lived on the plains. Tepees were made from resources they could find in nature. They used wood to make sturdy poles for the tepee. They used buffalo hide to make durable covers to stretch over the poles, and they used sinew from the buffalo to sew the covers together. The tepee in this image shows how important the animals and plants were to Native Americans of the Great Plains.

2nd piece of supporting evidence

Not only did Native Americans use buffalo hides to create tepee covers, but they also used the hides for their clothing. In this image, the clothing and moccasins the man is wearing were made from a buffalo's hide. Native Americans used the whole buffalo to survive and thrive; everything had a purpose.

3rd piece of supporting evidence

The buffalo, an important part of the Great Plains landscape, was important to the Great Plains Native Americans' way of life. The harsh landscape made it difficult to survive in the Great Plains. By using an important part of nature, the buffalo, Native Americans of the Great Plains adapted to the environment and were able to thrive. I chose this image because it shows how important buffalo and the natural habitat of the Great Plains were to the Native American way of life.

Conclusion
states the opinion/argument in a new way

NAME: _____

DATE: _____

Vocabulary for “Tales from the Great Plains”

1. **remnant, n.** a leftover piece; a small part of the whole (**remnants**) (22)
2. **scout, 1. n.** someone who is sent somewhere in advance of others to gather information; **2. v.** to observe someone or something in order to gather and report information about that person or thing (23)
3. **band, n.** a group of people, animals, or things that act together to achieve a common purpose (**bands**) (26)
4. **council, n.** a group of people chosen to lead or give advice (26)
5. **wakan, n.** in the Sioux culture, a supernatural power (26)

| Word(s) from the Chapter | Pronunciation | Page Number |
|--------------------------|-------------------|-------------|
| Comanche | /cə*man*chee/ | 22 |
| Lakota | /lə*koe*tə/ | 22 |
| Sioux | /soo/ | 22 |
| Spaniards | /span*yerdz/ | 22 |
| Apache | /ə*pach*ee/ | 25 |
| wakan | /wə*kon/ | 26 |
| Tunkashila | /toon*kə*shee*lə/ | 29 |

NAME: _____

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Tales from the Great Plains

As you read Chapter 3, “Tales from the Great Plains,” complete the following chart with information from each of the two stories. In the top two boxes, include details from each story. In the box at the bottom of the page, include a description of the way in which the stories are similar.

| |
|---|
| <p>“The Swift Blue One”</p> <p>Notes:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
|---|

| |
|---|
| <p>“White Buffalo Calf Woman”</p> <p>Notes:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
|---|

| |
|--|
| <p>Similarities:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
|--|

Excerpt from “Tales from the Great Plains”

Read the following excerpt and complete the activity that follows.

Chapter 3

Tales from the Great Plains

THE BIG QUESTION

What do these Native American stories reveal about the culture of the Comanche and the Lakota Sioux?

The image of a brave warrior on horseback gazing over his beloved prairie or canyon is perhaps one of the things that comes to mind when we think of Native Americans. Horses were, and remain, essential to many Native American cultures. But there was a time, long ago, when Native Americans did not know about horses.

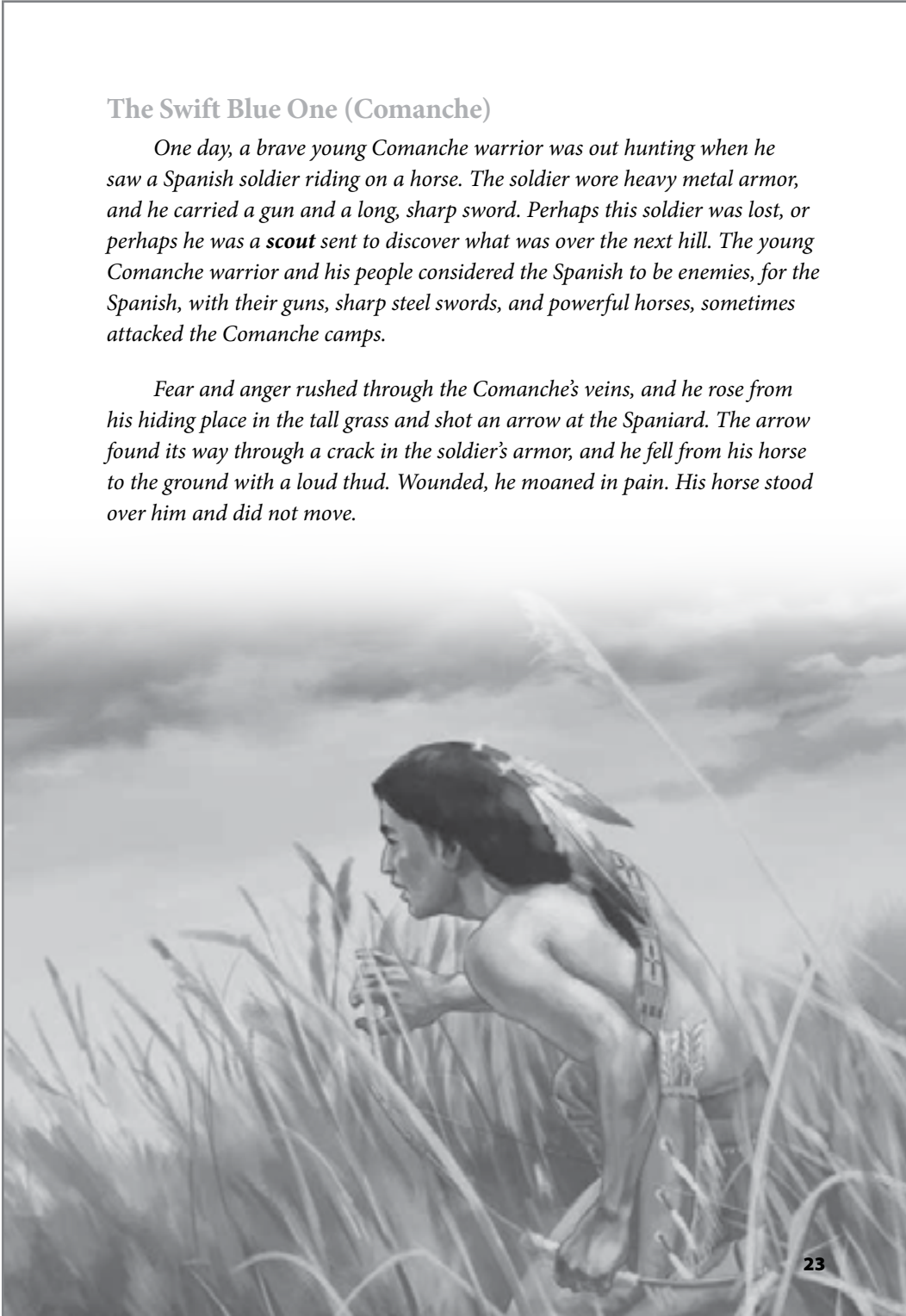
When Native Americans first saw the Spanish conquistadors on their horses, they wondered if man and horse were one beast, for they had never seen a human riding any kind of animal. The Comanche soon realized this was not true, but many years would pass before they learned to talk to the horses and ride them like the Spaniards.

There was once a great horse that all the Comanche feared. This horse ran wild on the prairies, and none of the Comanche would go near him, for he was fierce and powerful. They let him roam and never tried to catch him. The horse was easy to identify because he always wore a saddle and the **remnants** of a blue, silk blanket on his back. This is a story of how the horse with the blue blanket came to roam free on the prairie.

The Swift Blue One (Comanche)

*One day, a brave young Comanche warrior was out hunting when he saw a Spanish soldier riding on a horse. The soldier wore heavy metal armor, and he carried a gun and a long, sharp sword. Perhaps this soldier was lost, or perhaps he was a **scout** sent to discover what was over the next hill. The young Comanche warrior and his people considered the Spanish to be enemies, for the Spanish, with their guns, sharp steel swords, and powerful horses, sometimes attacked the Comanche camps.*

Fear and anger rushed through the Comanche's veins, and he rose from his hiding place in the tall grass and shot an arrow at the Spaniard. The arrow found its way through a crack in the soldier's armor, and he fell from his horse to the ground with a loud thud. Wounded, he moaned in pain. His horse stood over him and did not move.



NAME: _____

DATE: _____



The Comanche wanted to approach the Spaniard to inspect his strange weapons and armor, but when he drew near, the horse snorted angrily and beat his front hooves on the ground. The Comanche was afraid of the horse and he backed away. He wanted the horse to leave, so he snarled and growled and yelled at him, but the horse still did not budge. The Comanche did not speak the horse language, and he did not know what to do next.

The Spaniard could see that the Comanche wanted to talk to the horse. Using sign language, the Spaniard told the Comanche that he would teach him the horse language if the Comanche would spare his life. The Comanche agreed. The Spaniard taught the Comanche the words people use to make the horse go and stop, walk and gallop. The Comanche repeated the words again and again until he knew them and could say them to the horse.

The Comanche tried to save the Spaniard's life, but the arrow was too deep, and he died anyway. The horse had a soft blue blanket and a saddle on its back. The Comanche did not remove either because he thought the horse wanted them. Then the Comanche got onto the horse's back and spoke the horse language, and the horse carried him back to camp.

The other Comanche were amazed when they saw him. He told them his story and showed them how he had learned to make the horse go and stop, walk and gallop. After that, the Comanche warrior always rode the horse, and he became a fearsome warrior and a great hunter. He named the horse The Swift Blue One because he was as fast as the wind. The other warriors were afraid of the horse, and they thought he would ride over them and crush them with his big hooves.

One day, the warrior was killed in battle, but The Swift Blue One survived. The other Comanche were still afraid of the horse, so they set him free to roam on the prairie. They would see him out there sometimes, running as fast as the wind, with a saddle and blue blanket on his back.

In time, more horses escaped from the Spanish soldiers, and these horses joined The Swift Blue One out on the prairie. He became their chief, and they followed him everywhere. The Swift Blue One's herd grew and grew, until there were too many horses to count. Eventually, other Comanche learned the horse language, and the horse culture spread. Many of the horses ridden by the Sioux, Apache, Pawnee, and other tribes of the Great Plains and beyond are the descendants of The Swift Blue One.



NAME: _____

DATE: _____

Write a paragraph summarizing this excerpt, using the core vocabulary words remnant and scout. Remember, scout can be used both as a noun and as a verb.

Sample Persuasive Essay

Nature and its resources were very important to Great Plains tribes. Native Americans who lived in the Great Plains were dependent on things from nature to survive and thrive. I think this image best shows the relationship between Native Americans and the land because it shows how important the Great Plains habitat was in shaping the tribes' way of life.

This image shows a young man working in front of his family's tepee. His clothing and moccasins are made from the hides of buffalo. The tepee sits on the dusty ground of the Great Plains. Tall, wooden sticks support the tepee cover, and you can see them through the opening at the top of the tepee. A hide is being dried in the sun using a support made of sticks and thread.

In this image you can see the dry, dusty landscape of the Great Plains. It could sometimes be hard for tribes of the Great Plains to find food because of the harsh habitat. The characteristics of this land greatly influenced the way of life for Native Americans in the Great Plains. Over time, the tribes of the Great Plains had to adapt to the environment.

Buffalo were the largest animals in the Great Plains, and the tribes depended on the buffalo in almost every way. One way they used buffalo was to make the covers for tepees, like the one in this image. Tepees were an important part of the way of life of Native Americans who lived on the plains. Tepees were made from resources they could find in nature. They used wood to make sturdy poles for the tepee. They used buffalo hide to make durable covers to stretch over the poles, and they used sinew from the buffalo to sew the covers together. The tepee in this image shows how important the animals and plants were to Native Americans of the Great Plains.

Not only did Native Americans use buffalo hides to create tepee covers, but they also used the hides for their clothing. In this image, the clothing and moccasins the man is

wearing were made from a buffalo's hide. Native Americans used the whole buffalo to survive and thrive; everything had a purpose.

The buffalo, an important part of the Great Plains landscape, was important to the Great Plains Native Americans' way of life. The harsh landscape made it difficult to survive in the Great Plains. By using an important part of nature, the buffalo, Native Americans of the Great Plains adapted to the environment and were able to thrive. I chose this image because it shows how important buffalo and the natural habitat of the Great Plains were to the Native American way of life.

NAME: _____

DATE: _____

Sample Persuasive Essay Organization Chart

Argument: This image best shows the relationship between Native Americans and the land because _____

| Evidence 1: | Evidence 2: | Evidence 3: |
|-------------|-------------|-------------|
| | | |

| How Evidence Supports Argument | How Evidence Supports Argument | How Evidence Supports Argument |
|--------------------------------|--------------------------------|--------------------------------|
| | | |

NAME: _____

DATE: _____

Vocabulary for “The Changing Landscape of California”

1. **loincloth, n.** a piece of cloth worn around the hips as clothing by men in certain cultures, usually in warm climates (32)
2. **quiver, n.** a bag or case used to carry arrows (32)
3. **nimble, adj.** able to move quickly and gracefully (35)
4. **immunity, n.** the body’s ability to resist or fight off a disease (40)

| Word(s) from the Chapter | Pronunciation | Page Number |
|--------------------------|---------------|-------------|
| Ishi | /ee*shee/ | 32 |
| Yahi | /yo*hee/ | 32 |
| tomols | /tom*əlz/ | 34 |
| tule | /too*lee/ | 36 |
| Wiyot | /wee*ot/ | 36 |
| umacha | /oo*mo*chə/ | 36 |
| shamans | /sho*mənz/ | 36 |

NAME: _____

DATE: _____

The Changing Landscape of California

Complete questions 1–4 and the chart on this activity page as you read Chapter 4, “The Changing Landscape of California.” Do not answer the Wrap Up question at the end until your teacher tells you to do so.

1. How do you think Native Americans in this region were affected by the end of the gold rush in Oroville?

Page(s) _____

2. How do you know that the lives of Native Americans in California were significantly different before 1911 and after 1911?

Page(s) _____

| | | | | | | |
|----------------------------------|--|--|--|--|--|--|
| | | | | | | |
| Tribes | | | | | | |
| Climate | | | | | | |
| Food | | | | | | |
| Transportation | | | | | | |
| Homes | | | | | | |
| Religion and Ceremonies | | | | | | |
| All Regions of California | | | | | | |
| Northern California | | | | | | |
| Central California | | | | | | |
| Southern California | | | | | | |

NAME: _____

DATE: _____

3. What events, both intentional and unintentional, negatively affected Native American populations in southern California?

Page(s) _____

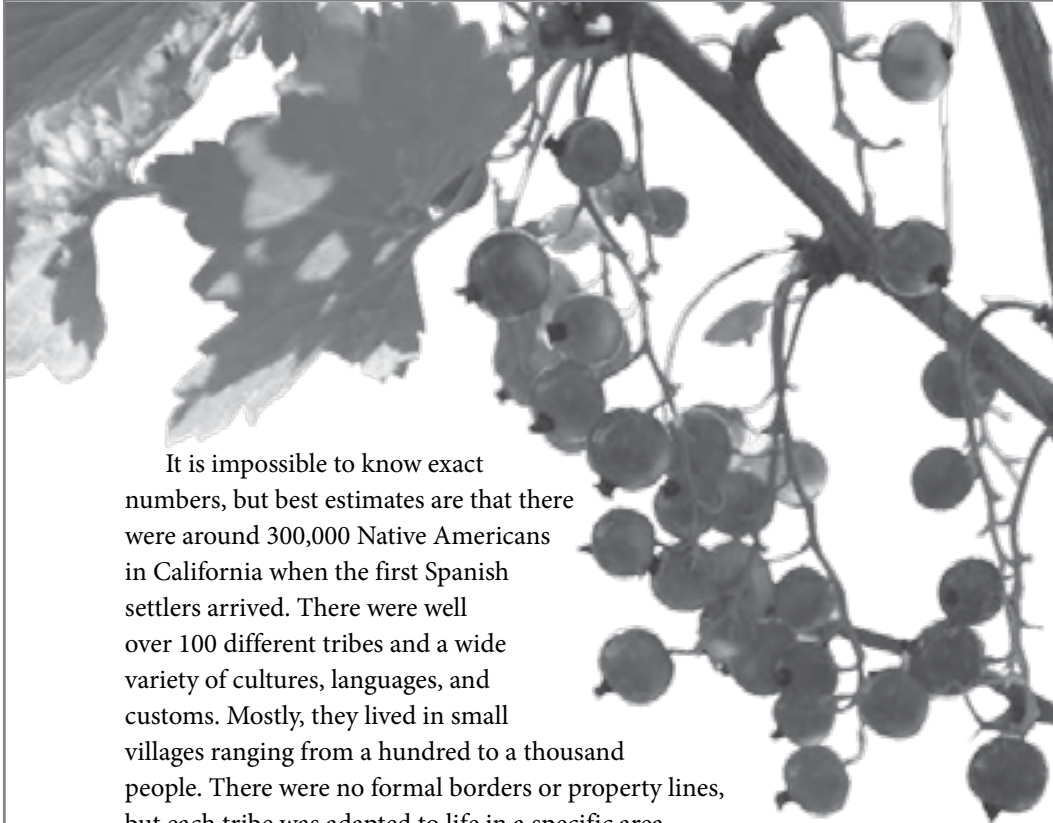
4. In what way has Ishi provided a link between the lives of Native Americans in California before the settlers came and lives of Native Americans in California after the settlers?

Page(s) _____

Wrap Up Question: Compare and contrast the way Spanish settlers interacted with Native Americans in what is now California with the way other European settlers interacted with Native Americans in other regions of the country.

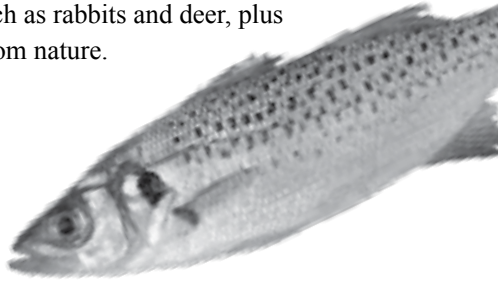

Excerpt from “The Changing Landscape of California”

Read the following excerpt and complete the activity that follows.



It is impossible to know exact numbers, but best estimates are that there were around 300,000 Native Americans in California when the first Spanish settlers arrived. There were well over 100 different tribes and a wide variety of cultures, languages, and customs. Mostly, they lived in small villages ranging from a hundred to a thousand people. There were no formal borders or property lines, but each tribe was adapted to life in a specific area.

All the California tribes lived a hunter-gatherer lifestyle. Acorns were a major source of food throughout the region. Acorns are nuts from the oak tree. You would not want to eat an acorn raw because the taste is very bitter. But if you grind it up into flour and soak it, you can remove most of the bitterness and use it to make tasty bread. Fish were another major food source for many tribes. The tribes caught fish from the ocean, the rivers, and the lakes. Besides acorns and fish, each region had various animals and plants for people to hunt and gather, such as rabbits and deer, plus various roots, berries, and other gifts from nature.



33

Trade was also an important part of tribal life in California. If they could not find what they needed in nature, the people could trade with a neighboring tribe. Coastal tribes had access to lots of fish, but they needed more acorns. Inland tribes had plenty of acorns but not always enough meat. Tribes in the central mountains had access to a special rock called obsidian, or volcanic glass, which was valuable for making razor-sharp arrowheads and knives. Obsidian was far more valuable to Native Americans than gold or silver. They did not find too much use for those metals, though they did know where to find them.

Canoes played an essential role in the culture and lifestyle of nearly every California tribe. Different regions made different kinds of canoes. In southern California, they built big *tomols* out of wooden planks. Only specially trained craftsmen could build them, and they never shared their secrets! *Tomols* could carry several paddlers and hundreds of pounds of trade goods. Best of all, the sturdy, speedy *tomols* were seaworthy, so southern tribes could paddle up the coast and trade with northern tribes.



Tomols carried several paddlers.

In the Central Valley, the people made their canoes by weaving long, tough reeds, or river grass. There they did not need to paddle into the rough ocean. Instead, they had wide, lazy rivers and sparkling lakes. And all the way up north, where the great redwood trees grow up into the clouds, people made dugout canoes from hollowed-out logs. Dugout canoes were tough enough for the ocean but also **nimble** enough to survive the wild mountain rivers.

Daily life focused on securing enough food for everyone. Fortunately, California was a land of plenty, so if everyone worked hard there was usually enough food to go around. In good years, there was more than enough food, so the people had time for other things. Basket-weaving was common throughout California. Tribes of the Central Valley were highly skilled, producing a variety of colorful baskets in all shapes and sizes.



Weaving was an important skill.

There was also time for fun and games. In northern California, children enjoyed a game similar to soccer. The boys and girls all played together. Boys were only allowed to kick the ball, whereas the girls could kick it, throw it, or carry it into the goal. However, a boy was also allowed to pick up a girl and carry her into the goal with the ball!



Ball game not unlike soccer



A *tule* was a round, one-room hut.

As with all Native Americans, the people of California built their houses using the best materials available in their home territory. Southern tribes used small trees and reeds to build *tules*. A *tule* was a round, one-room hut. Despite being made from reeds, *tules* were strong, able to withstand wind and rain, and cozy enough for mild, southern California winters. The Miwok people and other tribes of central and northern California preferred the *umacha*, which was shaped like a tepee but made of long wooden rails instead of buffalo

hide. Farther north, in the redwood forests, the Wiyot people and their northern neighbors built stout, sturdy houses out of redwood planks.

Roundhouses were the central feature in most villages. No matter what type of houses they built, and no matter whether the tribe was large or small, wealthy or poor, there was almost always a roundhouse in the middle of the village. The roundhouse was used for ceremonies and important meetings. The roundhouse was also where the tribal religious leaders, or *shamans*, carried out important rituals.

Religious beliefs reflected a close connection to the cycles of nature and to animals. While all tribes had unique beliefs, myths, and rituals, the people generally believed they shared a special kinship or bond with other living things. They felt fortunate and thankful to live in a place with so many resources.

NAME: _____

DATE: _____

4.3
CONTINUED

TAKE-HOME

Describe what life was like for Native Americans living in what is now known as California before European settlers arrived in the area.

Proofreading for Shifts in Verb Tense

In each of the writing samples, find and correct three inappropriate shifts in verb tense.

Sample #1

Home Sweet Home

Most tribes from the Plains and neighboring regions were seminomadic. This means they did not live in one place all year long. For example, Plains tribes usually followed the buffalo, and they also go to special camps during the frigid winters. At that time tepees are built using only buffalo hides and wooden poles, but they could stand up to thunderstorms and blizzards. Tribes of the Great Basin build domed houses called wigwams, which were cozy and safe in all kinds of weather.

Sample #2

Interview with a Native American Doll Maker

For the face and body, I use leather that is made from a female deer. This kind of leather stretches and is smooth. It was also the right color. For the clothes, I use feathers, beads, cotton, and velvet. I painted the doll's eyes. I also gave the dolls accessories such as a basket or a belt.

Sample #3

A Visit to The Crazy Horse Memorial

Next month, Mr. Kolvin's class will visit a large mountain carving in the mountains of South Dakota. They took a two-hour bus ride to the Crazy Horse Memorial. At the Crazy Horse Memorial, they will learn about Native American heroes. They listen to a Native American elder tell a story. They hike halfway up the memorial and see the amazing views below.

NAME: _____

DATE: _____

Suffixes *-tion* and *-sion*

Write the correct word to complete each sentence.

1. I got a flu shot to help _____ me from getting the flu.
(extend, extension, prevent, prevention)
2. The new soccer player is a good _____ to the team.
(add, addition, discuss, discussion)
3. I wrote a draft of my poem, but I left time for _____
because I am not completely happy with it.
(cancel, cancellation, revise, revision)
4. My parents made the _____ to move to New Mexico to be
closer to my grandparents.
(decide, decision, divide, division)
5. Could you _____ me to the nearest restaurant?
(subtract, subtraction, direct, direction)

Write a complete sentence for each of the following words. Be sure to use correct capitalization and punctuation.

1. *cancellation*

2. *extension*

3. *subtract*

Challenge: For each of the new words with the suffix *-tion* or *-sion*, add its meaning and write a sentence using the word.

1. root word: *express*
meaning: to show or tell your feelings or thoughts
new word: *expression*
meaning: _____

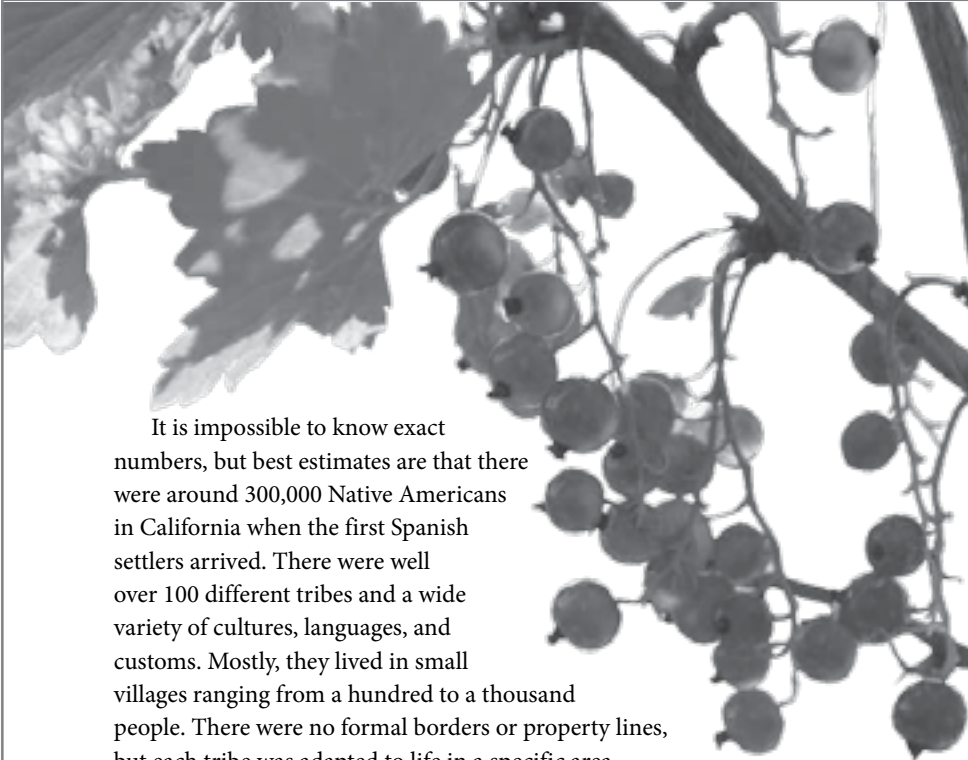
Sentence: _____

2. root word: *observe*
meaning: to watch something with careful attention
new word: *observation*
meaning: _____

Sentence: _____

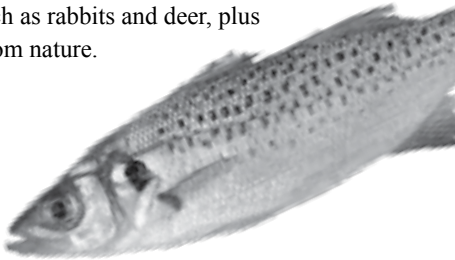

Excerpt from “The Changing Landscape of California”

Read this excerpt aloud to a family member. You are reading this portion of the text for fluency, so you should read through it at least once from beginning to end without stopping.



It is impossible to know exact numbers, but best estimates are that there were around 300,000 Native Americans in California when the first Spanish settlers arrived. There were well over 100 different tribes and a wide variety of cultures, languages, and customs. Mostly, they lived in small villages ranging from a hundred to a thousand people. There were no formal borders or property lines, but each tribe was adapted to life in a specific area.

All the California tribes lived a hunter-gatherer lifestyle. Acorns were a major source of food throughout the region. Acorns are nuts from the oak tree. You would not want to eat an acorn raw because the taste is very bitter. But if you grind it up into flour and soak it, you can remove most of the bitterness and use it to make tasty bread. Fish were another major food source for many tribes. The tribes caught fish from the ocean, the rivers, and the lakes. Besides acorns and fish, each region had various animals and plants for people to hunt and gather, such as rabbits and deer, plus various roots, berries, and other gifts from nature.



33

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Canoes played an essential role in the culture and lifestyle of nearly every California tribe. Different regions made different kinds of canoes. In southern California, they built big *tomols* out of wooden planks. Only specially trained craftsmen could build them, and they never shared their secrets! *Tomols* could carry several paddlers and hundreds of pounds of trade goods. Best of all, the sturdy, speedy *tomols* were seaworthy, so southern tribes could paddle up the coast and trade with northern tribes.



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In the Central Valley, the people made their canoes by weaving long, tough reeds, or river grass. There they did not need to paddle into the rough ocean. Instead, they had wide, lazy rivers and sparkling lakes. And all the way up north, where the great redwood trees grow up into the clouds, people made dugout canoes from hollowed-out logs. Dugout canoes were tough enough for the ocean but also **nimble** enough to survive the wild mountain rivers.

Daily life focused on securing enough food for everyone. Fortunately, California was a land of plenty, so if everyone worked hard there was usually enough food to go around. In good years, there was more than enough food, so the people had time for other things. Basket-weaving was common throughout California. Tribes of the Central Valley were highly skilled, producing a variety of colorful baskets in all shapes and sizes.



Weaving was an important skill.

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Ball game not unlike soccer

Persuasive Essay Images and Descriptions



Pomo Woman Outside Her Tule

This image shows a Pomo woman sitting outside her tule cooking. The Pomo lived in present-day Southern and Central California, in marshy locations. A marsh can be seen in the background. The Pomo built homes, called tules, from the tule reeds and other materials found in the marsh. They also used tule reeds to weave baskets, like the one next to the tule behind her. They used these baskets to store food such as acorns. The woman in the image is using hot stones to cook acorn soup, made from ground acorn meal and water. While women gathered acorns and berries, men went out to fish and hunt for small game, such as rabbits and squirrels.



Chumash Men in a Tomol

This image shows Chumash men paddling in a tomol. The Chumash lived, and still live, on the southern coast of present-day California and have a very special relationship with the sea. To travel by ocean and river, the Chumash built large canoes called tomols. They built them out of the trunks of redwood trees that floated down the coast from Northern California. To glue the planks of wood together, they made a sticky substance called yop from tar taken from beaches and pine sap taken from local pine trees. Craftsmen used sharkskin to sand the tomols and make them smooth. Because the tomols were large, many men had to paddle them. The tomols were large enough to carry food and supplies to be traded with neighboring tribes.

NAME: _____

DATE: _____



Wiyot World Renewal Ceremony

This image shows Wiyot people dancing in a World Renewal Ceremony at Tuluwat. Tuluwat is located on an island off California's coast and is the center of the Wiyot world. Historically, tribe members made masks out of wood depicting animals of the region. They danced and held ceremonies on the same ground for hundreds of years. As a result, each year when they returned for the World Renewal Ceremony, they danced on the broken shells of shellfish they had eaten in years past. The dancers wore skirts made of grass and necklaces of shells from the ocean and beads made from pine nuts and other seeds. The World Renewal Ceremony still happens there today.

NAME: _____

DATE: _____

Collecting Relevant Information

This image best shows the relationship between Native Americans and the land.

Image Name: _____

| Paraphrased Information from Image Description |
|--|
|--|

| |
|--|
| |
| |
| |
| |
| |
| |
| |
| |

| Paraphrased Information from Chapter 4 | |
|---|-----------------------------|
| Page Number | Relevant Information |
| | |
| | |
| | |
| | |
| | |
| | |

NAME: _____

DATE: _____

Vocabulary for “Rainforests, Rivers, and Ocean”

1. **harpoon, *n.*** a long spear used to hunt large fish (**harpoons**) (43)
2. **supplement, *v.*** to add or contribute another section or part to make something else complete (43)
3. **tan, *v.*** to change animal skin into leather using a special process (**tanning**) (45)
4. **identity, *n.*** the characteristics that make a person or group different from other people or groups (46)
5. **distinct, *adj.*** being different in a noticeable way (48)

| Word(s) from the Chapter | Pronunciation | Page Number |
|--------------------------|---------------|-------------|
| Makah | /mo*ko/ | 44 |

NAME: _____

DATE: _____

Outline Notes for “Rainforests, Rivers, and Ocean”

As you read, take notes on the following categories using the chart below.

| | |
|--|---|
| I. Habitat of the Pacific Northwest (climate, plants, animals) | II. Food Sources (what and from where) |
| III. Religion (form and features) | IV. Social Structure and Ceremonies (organization and features) |

Chronological Narrative for “The Swift Blue One”

Fill in the blanks with the best transitional words or phrases that help make this story flow.

The other Comanche were amazed when they saw him. He told them his story and showed them how he had learned to make the horse go and stop, walk and gallop. (*After that/Before that*) _____, the Comanche warrior always rode the horse, and he became a fearsome warrior and a great hunter. He named the horse The Swift Blue One because he was as fast as the wind. The other warriors were afraid of the horse, and they thought he would ride over them and crush them with his big hooves.

(*Previously/One day*) _____, the warrior was killed in battle, but The Swift Blue One survived. The other Comanche were still afraid of the horse, so they set him free to roam on the prairie. They would see him out there sometimes, running as fast as the wind, always with the same blue cover on his back.

(*Right now/In time*) _____, more horses escaped from the Spanish soldiers, and these horses joined The Swift Blue One out on the prairie. He became their chief, and they followed him everywhere. The Swift Blue One’s tribe grew and grew, (*until/next*) _____ there were too many horses to count. (*Eventually/ Meanwhile*) _____, other Comanche learned the horse language, and the horse culture spread. Many of those same horses ridden by great warriors of the Sioux, Apache, Pawnee, and all the tribes of the Great Plains and beyond are grandchildren of The Swift Blue One.

NAME: _____

DATE: _____

Narrative Writing

On the back of this page, write a story about an adventure, real or imagined. Be sure to introduce the narrator and/or characters in your story. Your story should have at least three events and should include transitional words and phrases from the following box. When you have finished writing, go back and circle all the transitional words and phrases that show time.

| | |
|---------------------------------------|------------|
| first, second, third, etc. | once |
| for a second, minute, hour, day, etc. | previously |
| during the morning, day, week, etc. | then |
| shortly after that | next |
| at the same time | later |
| immediately | after |
| soon | afterwards |
| eventually | at last |
| at first | last |
| before | finally |

NAME: _____

DATE: _____

Root *mem*

Write the correct word to complete each sentence.

| | | | |
|---------|-----------|-------------|----------|
| memoir | memorial | commemorate | memory |
| memento | memorable | memorize | remember |

1. A monument was built to _____ and honor the soldiers who lost their lives while fighting during World War II.
2. On my grandfather's birthday, we visit his gravestone, which is a _____ to him.
3. My earliest _____ is of my first trip to the ocean when I was three years old.
4. I'll be playing the role of George Washington in the school play, so I need to read the script and _____ my lines.
5. Our Thanksgiving dinner five years ago turned out to be a very _____ one when we forgot to cook the turkey.
6. Do you _____ the time we went to our grandparents' house during the snowstorm?
7. When we went to visit my family in Japan, I wanted to bring home a _____ that would remind me of my trip and my relatives who live far away.
8. Have you read the _____ about the man who survived a tornado?

For each of the following words, write a sentence using the word.

1. *memento*

2. *memory*

3. *memorize*

NAME: _____

DATE: _____

Spelling Words

The following is a list of spelling words. These words include the suffix –tion, the suffix –sion, or the root mem you have learned in morphology lessons. During Lesson 10, you will be assessed on how to spell these words. Practice spelling the words by doing one or more of the following:

- *spell the words out loud*
- *write sentences using the words*
- *copy the words onto paper*
- *write the words in alphabetical order*

When you practice spelling and writing the words, remember to pronounce and spell each word one syllable at a time.

1. subtraction
2. cancellation
3. prevention
4. direction
5. decision
6. extension
7. revision
8. discussion
9. memento
10. commemorate
11. memorize
12. memorial

The following chart provides the meanings of the spelling words. You are not expected to know the word meanings for the spelling assessment, but it may be helpful to have them as a reference as you practice spelling the words.

| Spelling Word | Definition |
|----------------------|---|
| subtraction | (noun) the act of taking a part of something away |
| cancellation | (noun) the act of calling off something that was previously planned |
| prevention | (noun) the act of stopping something from happening |
| direction | (noun) information, instructions, or orders |
| decision | (noun) a choice |
| extension | (noun) additional length or time |
| revision | (noun) a change in something that makes it better |
| discussion | (noun) a conversation about something |
| memento | (noun) something one keeps to help recall or remember something |
| commemorate | (verb) to remember an important person or event with a special ceremony or other honorary event |
| memorize | (verb) to learn something by heart so you can recall it perfectly |
| memorial | (noun) something that helps people remember a particular person or event |

NAME: _____

DATE: _____

Sorting the Spelling Words

Sort the spelling words into categories based on the suffix or root in each word.

| | | | |
|--------------|------------|-------------|-------------|
| cancellation | memento | revision | commemorate |
| direction | discussion | subtraction | extension |
| memorial | decision | memorize | prevention |

| suffix <i>-tion</i> | suffix <i>-sion</i> | root <i>mem</i> |
|---------------------|---------------------|-----------------|
| | | |
| | | |
| | | |
| | | |

List the spelling words in alphabetical order. Remember to say and spell each word syllable by syllable.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

NAME: _____

DATE: _____

Vocabulary for “Myths from the Pacific Northwest”

1. **meek**, *adj.* quiet; gentle (53)
2. **recede**, *v.* to move back from; withdraw (**receded**) (56)
3. **vibration**, *n.* a continuous, fast, shaking movement (**vibrations**) (57)

| Word from the Chapter | Pronunciation | Page Number |
|-----------------------|---------------|-------------|
| tsunami | /soo*nom*ee/ | 57 |

NAME: _____

DATE: _____

Myths from the Pacific Northwest

Answer the following questions in complete sentences, using information from the text to support your answer.

- 1. Which character in “Thunderbird and Killer Whale” reflects Native American values and beliefs about nature? Cite evidence from the text.

Page(s) _____

- 2. What natural events are described and explained in the myth, “Thunderbird and Killer Whale”?

Page(s) _____



Excerpt from “Myths from the Pacific Northwest”

Read the following excerpt and complete the activity that follows.

Thunderbird and Killer Whale

Thunderbird is a mythical creature common in most Pacific Northwest cultures. It is also a common theme on totem poles or ceremonial costumes. In most stories, Thunderbird was a kind and powerful creature who often helped people. The story of Thunderbird and Killer Whale appears in many tribal mythologies. Like many myths, this one was used to explain certain aspects of nature or important events. There are two natural events, or phenomena, explained in this story. Can you tell what they are?

One day Killer Whale arrived in the waters and attacked all the other fish. Killer Whale was hungry, and he ate many fish. The fish he did not eat were so scared they swam away to other waters. Then, the people could not find any fish for themselves and they began to starve.

Thunderbird was a big, mighty bird. His bright, colorful feathers were as long as canoe paddles, and his talons were like harpoons. When he flapped his great wings, the sound of thunder rumbled through the skies.

One day, Thunderbird was flying along the coast. He looked down and saw that the people were starving. This made Thunderbird sad, because he loved the people and did not want to see them suffer. He asked them why they did not have any fish, and the people told him about Killer Whale. This made Thunderbird very angry.

*Thunderbird found Killer Whale and swooped down out of the sky. Thunderbird grabbed Killer Whale with his talons and tried to carry him away, but Killer Whale put up a fight. He wrestled free from Thunderbird's grasp and fell down into the ocean with a great splash. The splash was so big that it shook all the waters and even the land. The waters rose up and covered the land. Trees were ripped from the soil, houses were shattered, and many people died before the ocean waters **receded**.*

Thunderbird and Killer Whale fought for many days. At last, Killer Whale knew he could not win, and he swam away. Gradually, the fish returned and the people had food again. Ever since, the people have never forgotten how Thunderbird helped them.

According to the story, Thunderbird's wings cause the sound of the thunder. This is common in most Thunderbird myths. But this story seems to explain something else. Many researchers believe this story is about a tsunami, or tidal wave, that struck the Pacific Northwest hundreds of years ago. Tsunamis are caused by earthquakes in the earth's crust, deep beneath the ocean surface. The **vibrations** from the earthquake create waves, and if the earthquake is strong enough, these waves can form a tsunami. Tsunamis are very destructive when they strike land. It is no surprise that the survivors would mark the event with a myth like this.



NAME: _____

DATE: _____

Write a paragraph summarizing this excerpt, using the core vocabulary words recede and vibration.

NAME: _____

DATE: _____

Plan a Persuasive Essay

| | | |
|---|-----------------|--|
| <p>Argument: This picture of _____ best shows the relationship between Native Americans and the land by _____.</p> | | |
| | Evidence | |
| | Evidence | |
| | Evidence | |

NAME: _____

DATE: _____

Vocabulary for “Severing Ties”

1. **lean**, *adj.* having few resources, such as food, fuel, and money (59)
2. **immigrant**, *n.* someone who leaves their own country to live in another country (immigrants) (61)
3. **prosper**, *v.* to become rich and successful; to flourish (62)
4. **tract**, *n.* an area or strip of land (tracts) (64)
5. **revenge**, *n.* the act of doing something to hurt someone because they did something to hurt you (65)
6. **encroach**, *v.* to gradually take something away from someone else (66)
7. **ward**, *n.* someone who is under the care or control of the government (wards) (66)
8. **resistance**, *n.* refusal to accept something; being against something (66)

| Word(s) from the Chapter | Pronunciation | Page Number |
|--------------------------|---------------|-------------|
| massacre | /mas*ə*ker/ | 64 |
| Cheyenne | /shie*an/ | 65 |
| Lakota | /lə*koe*tə/ | 67 |

NAME: _____

DATE: _____

Severing Ties

Answer each question thoughtfully, citing evidence from the text. Remember to answer in complete sentences, and to restate the question in your answer whenever possible.

1. Which of the following are examples of how Native Americans “survive[d] in harmony with their surroundings”? Circle all correct answers.
 - A. fought with other tribes over access to certain land
 - B. gathered nuts and berries, but not too many, and always left enough seeds to sprout for future generations
 - C. used every part of the buffalo but did not kill *all* of the buffalo
 - D. took losers captive after a battle

Page(s) _____

2. Why would Europeans have found the New World, especially the United States, an attractive place to move to?

Page(s) _____

3. List four natural resources in the West that pioneers made use of to become wealthy.

Page(s) _____

4. You have been learning about Native American tribes' close relationship with the land throughout this unit. How did the pioneers' desire to "tame the land and gain wealth from it" conflict with Native Americans' relationship to the land?

NAME: _____

DATE: _____

5. What did the U.S. government hope to accomplish when it passed laws such as the Homestead Act and the Indian Appropriations Acts of 1851 and 1871?

Page(s) _____

6. What happened after the U.S. government passed laws such as the Homestead Act and the Indian Appropriations Acts?

Page(s) _____

NAME: _____

DATE: _____

Cause and Effect

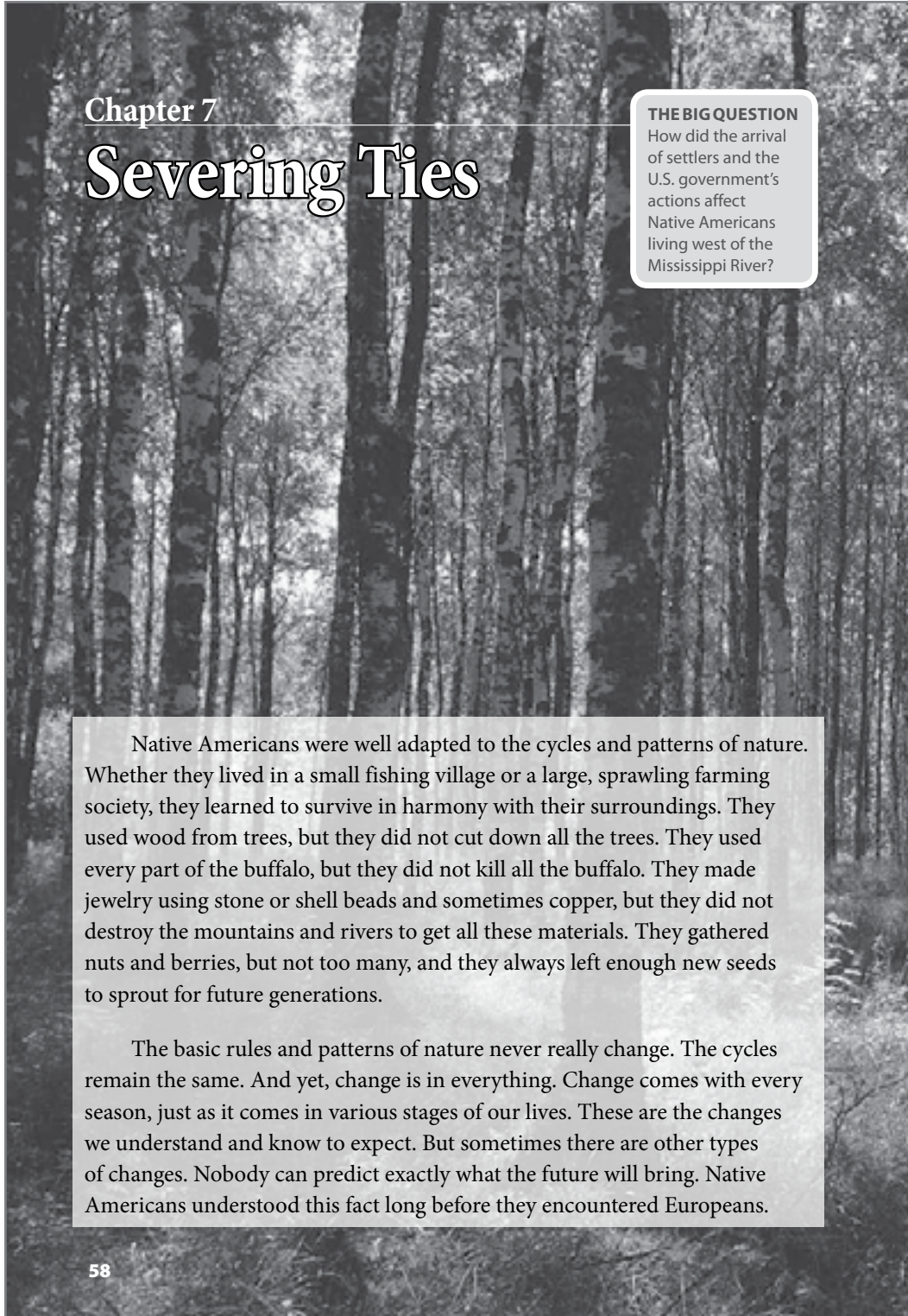
| | |
|---------------|--|
| Cause | an event or circumstance that makes something happen the reason something happens answers the question why? |
| Effect | something that happens as a result of, or because of, a cause tells what happened |

Read the paired statements below and decide which statement is the cause and which is the effect. Write 'C' beside the cause and 'E' beside the effect.

| | |
|--|---|
| 1. _____ Europeans immigrated to the New World. | _____ Europeans had little opportunity in Europe. |
| 2. _____ On the East Coast, land was claimed and competition for jobs was stiff. | _____ Immigrants and U.S. citizens moved west looking for new opportunities. |
| 3. _____ Brutal fighting and a cycle of revenge erupted. | _____ Immigrants and U.S. citizens moved west looking for new opportunities. |
| 4. _____ The U.S. government passed the Indian Appropriations Act of 1851. | _____ More Native Americans were forced to relocate onto reservations. |
| 5. _____ The U.S. government passed the Homestead Act of 1862. | _____ There was a land rush of new settlers in the West. |
| 6. _____ Brutal fighting and a cycle of revenge erupted. | _____ There was a land rush of new settlers in the West. |
| 7. _____ Even on reservations, Native Americans continued to work together as tribes and maintained power and influence. | _____ The U.S. government passed the Indian Appropriations Act of 1871 and stopped recognizing tribes as independent nations. |

Excerpt from “Severing Ties”

Read the excerpt and complete the activity that follows.



Chapter 7

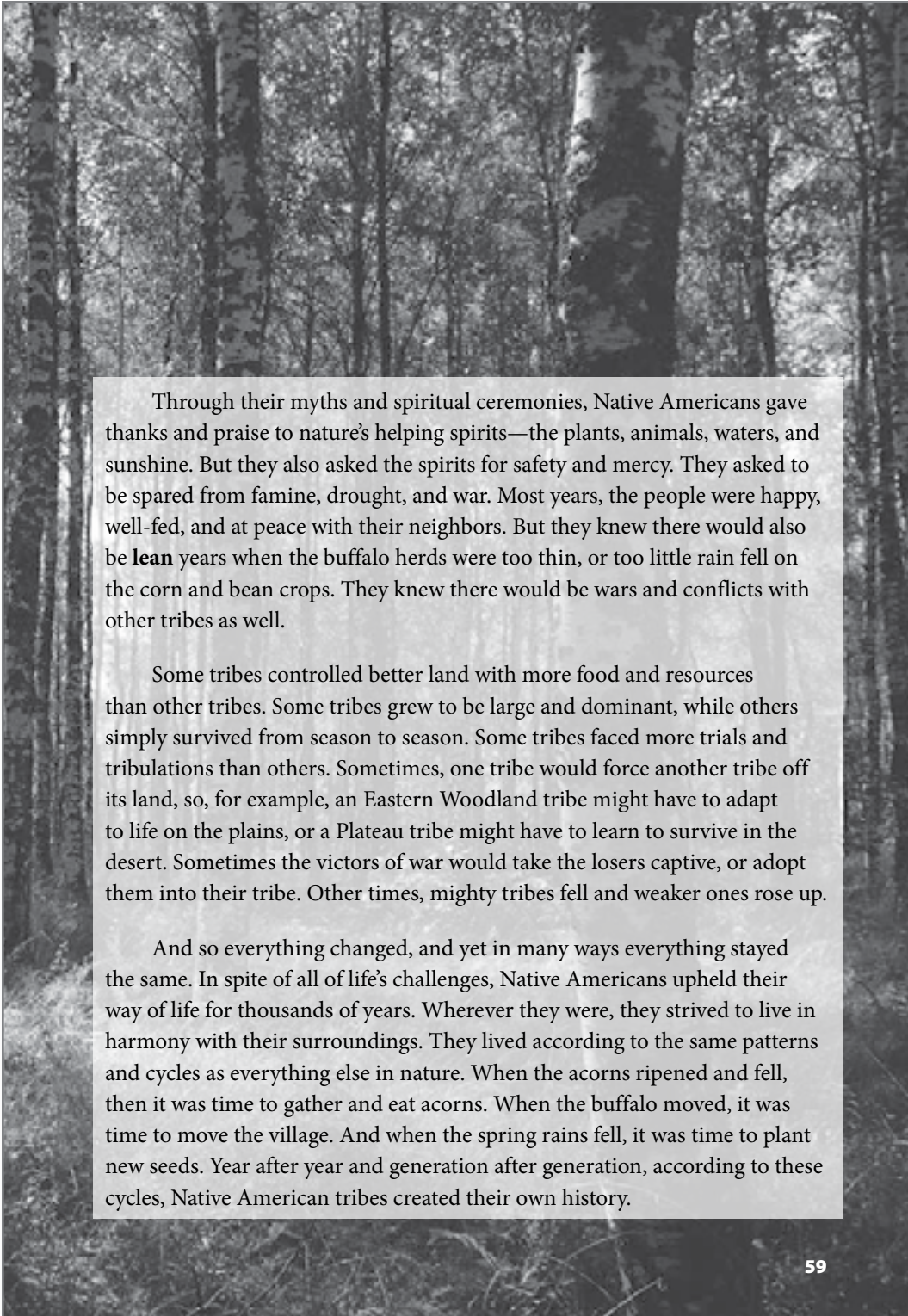
Severing Ties

THE BIG QUESTION
How did the arrival of settlers and the U.S. government's actions affect Native Americans living west of the Mississippi River?

Native Americans were well adapted to the cycles and patterns of nature. Whether they lived in a small fishing village or a large, sprawling farming society, they learned to survive in harmony with their surroundings. They used wood from trees, but they did not cut down all the trees. They used every part of the buffalo, but they did not kill all the buffalo. They made jewelry using stone or shell beads and sometimes copper, but they did not destroy the mountains and rivers to get all these materials. They gathered nuts and berries, but not too many, and they always left enough new seeds to sprout for future generations.

The basic rules and patterns of nature never really change. The cycles remain the same. And yet, change is in everything. Change comes with every season, just as it comes in various stages of our lives. These are the changes we understand and know to expect. But sometimes there are other types of changes. Nobody can predict exactly what the future will bring. Native Americans understood this fact long before they encountered Europeans.

58



Through their myths and spiritual ceremonies, Native Americans gave thanks and praise to nature's helping spirits—the plants, animals, waters, and sunshine. But they also asked the spirits for safety and mercy. They asked to be spared from famine, drought, and war. Most years, the people were happy, well-fed, and at peace with their neighbors. But they knew there would also be **lean** years when the buffalo herds were too thin, or too little rain fell on the corn and bean crops. They knew there would be wars and conflicts with other tribes as well.

Some tribes controlled better land with more food and resources than other tribes. Some tribes grew to be large and dominant, while others simply survived from season to season. Some tribes faced more trials and tribulations than others. Sometimes, one tribe would force another tribe off its land, so, for example, an Eastern Woodland tribe might have to adapt to life on the plains, or a Plateau tribe might have to learn to survive in the desert. Sometimes the victors of war would take the losers captive, or adopt them into their tribe. Other times, mighty tribes fell and weaker ones rose up.

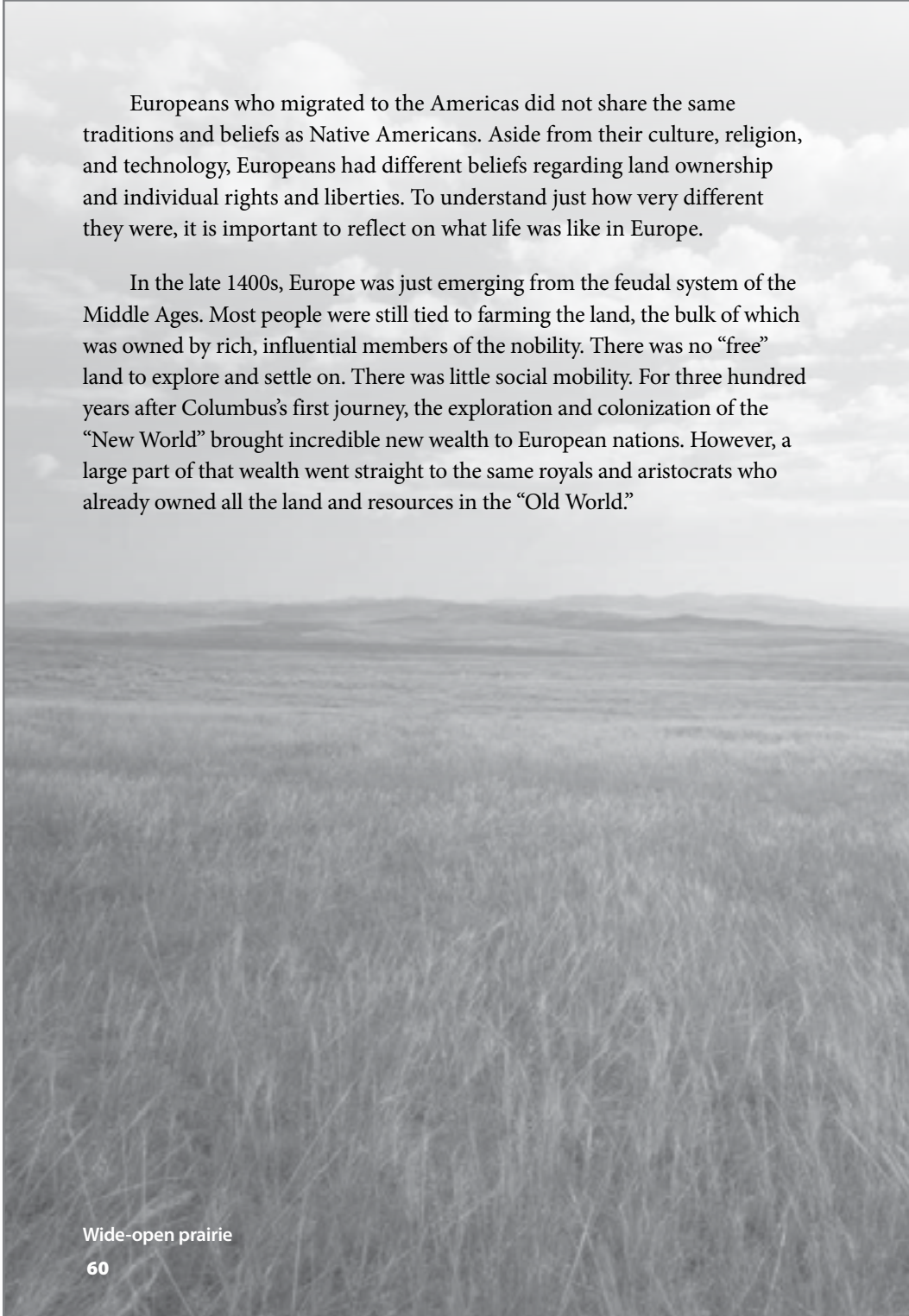
And so everything changed, and yet in many ways everything stayed the same. In spite of all of life's challenges, Native Americans upheld their way of life for thousands of years. Wherever they were, they strived to live in harmony with their surroundings. They lived according to the same patterns and cycles as everything else in nature. When the acorns ripened and fell, then it was time to gather and eat acorns. When the buffalo moved, it was time to move the village. And when the spring rains fell, it was time to plant new seeds. Year after year and generation after generation, according to these cycles, Native American tribes created their own history.

NAME: _____

DATE: _____

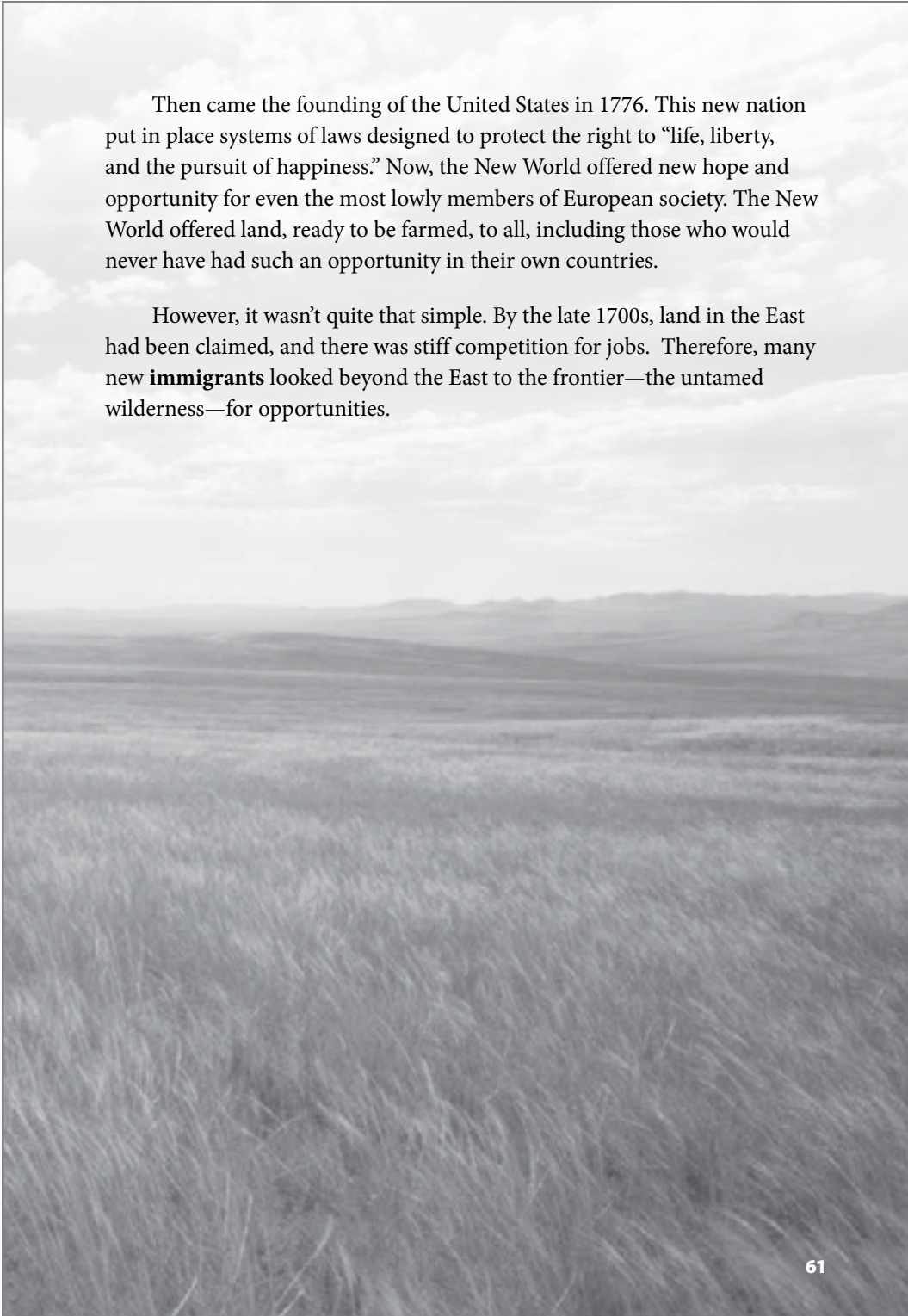
Europeans who migrated to the Americas did not share the same traditions and beliefs as Native Americans. Aside from their culture, religion, and technology, Europeans had different beliefs regarding land ownership and individual rights and liberties. To understand just how very different they were, it is important to reflect on what life was like in Europe.

In the late 1400s, Europe was just emerging from the feudal system of the Middle Ages. Most people were still tied to farming the land, the bulk of which was owned by rich, influential members of the nobility. There was no “free” land to explore and settle on. There was little social mobility. For three hundred years after Columbus’s first journey, the exploration and colonization of the “New World” brought incredible new wealth to European nations. However, a large part of that wealth went straight to the same royals and aristocrats who already owned all the land and resources in the “Old World.”



Wide-open prairie

60

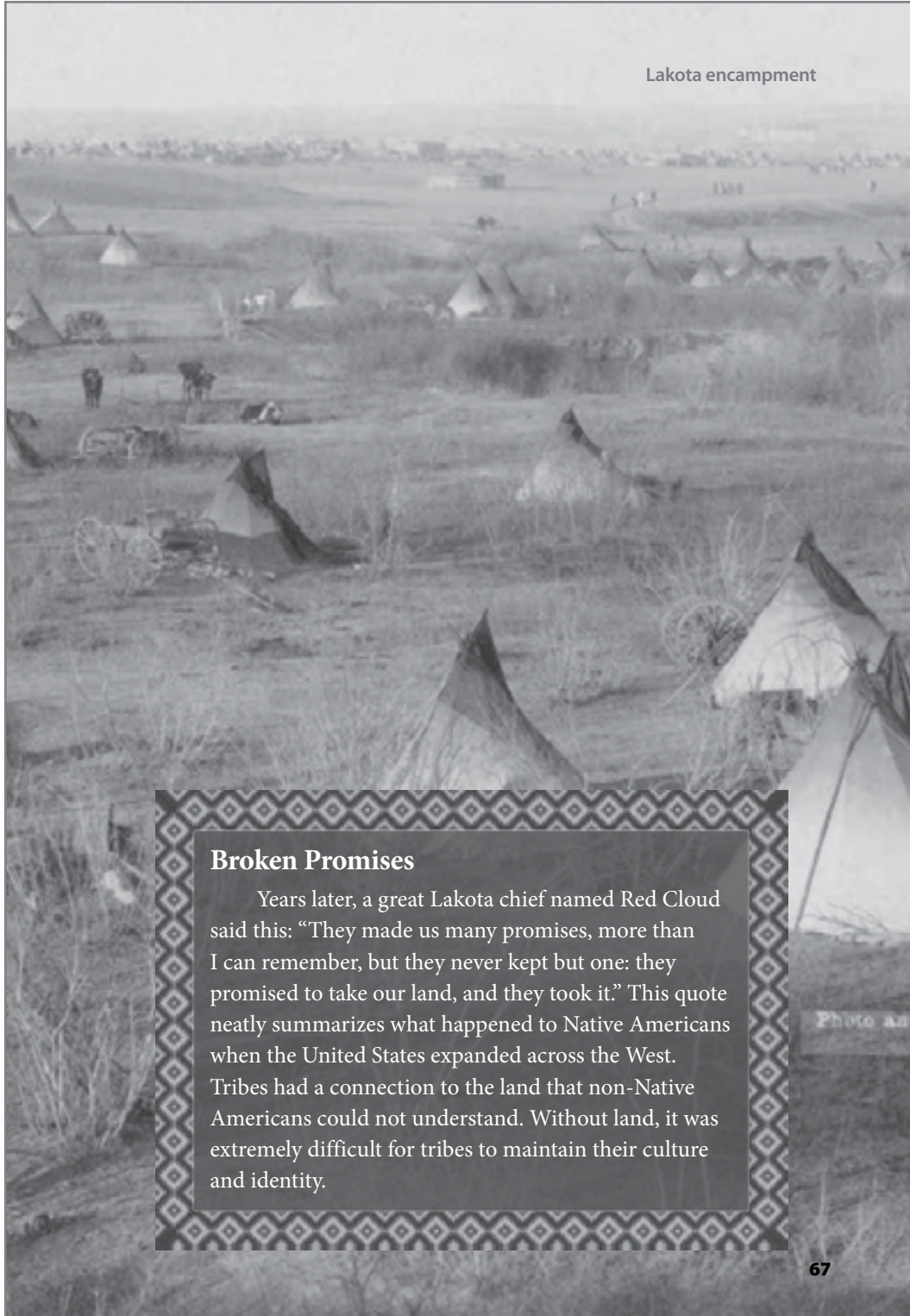


Then came the founding of the United States in 1776. This new nation put in place systems of laws designed to protect the right to “life, liberty, and the pursuit of happiness.” Now, the New World offered new hope and opportunity for even the most lowly members of European society. The New World offered land, ready to be farmed, to all, including those who would never have had such an opportunity in their own countries.

However, it wasn't quite that simple. By the late 1700s, land in the East had been claimed, and there was stiff competition for jobs. Therefore, many new **immigrants** looked beyond the East to the frontier—the untamed wilderness—for opportunities.

NAME: _____

DATE: _____



Broken Promises

Years later, a great Lakota chief named Red Cloud said this: “They made us many promises, more than I can remember, but they never kept but one: they promised to take our land, and they took it.” This quote neatly summarizes what happened to Native Americans when the United States expanded across the West. Tribes had a connection to the land that non-Native Americans could not understand. Without land, it was extremely difficult for tribes to maintain their culture and identity.

We have been keeping a list in class of words and phrases describing perceptions of land and its use. Based on your reading, add any additional words or phrases that appear in these pages of the Reader.

| Words and Phrases Describing Perceptions of Land and its Use | |
|---|---|
| Native Americans | European Explorers, Settlers, and U.S. Citizens |
| <ul style="list-style-type: none"> • boundaries set by nature (12) • land of their ancestors (13) • part of the land (13) • caretakers (13) • all living things are part of the same earth (14) • everything came from the same creator (14) • providing resources for daily life (43) • part of religion (46–47) • central to culture (47–49; 51) | <ul style="list-style-type: none"> • colonies (12) • to own land (13) • papers (13) • property deeds (13) • property lines (13) • titles (13) |
| | |

NAME: _____

DATE: _____

Plan a Descriptive Paragraph

Use the following chart to plan the second paragraph of your persuasive essay. Not all of the questions will apply to your image. Answer the questions that help you describe what you see in your image.

| | | | |
|--|--------------------------|-------------------------------|-----------------------------|
| Image Title: _____ | | | |
| Object(s) in image (list) | <i>Shape(s)/Form(s)?</i> | <i>Color(s)?</i> | <i>How used?</i> |
| | | | |
| People in image (list) | <i>How old are they?</i> | <i>What are they wearing?</i> | <i>What are they doing?</i> |
| | | | |
| Animals in image (list) | <i>How do they look?</i> | | <i>What are they doing?</i> |
| | | | |
| What can you infer from this image? | | | |
| | | | |

NAME: _____

DATE: _____

Chronological Narrative

Fill in the blanks with the best transitional words or phrases that help make this story flow. You may wish to choose words and phrases from the following word bank.

| | | | | |
|--------|------------|-------|---------------|--------|
| in | now | in | then | during |
| before | eventually | while | at the moment | |

When the spring sunshine warmed the earth, it was _____ time for the Lenape people to get to work. They planted their spring crops. The Lenape men and boys prepared the fields for planting. _____, the women and girls planted corn, squash, and beans. They also planted herbs, tobacco, and sunflowers.

_____ the Lenape people worked in the fields, the creatures of the land and sky set to work, too. Some animals woke up from their winter sleep. Others dug burrows, and birds built nests in preparation for their young. The Lenape and the animals and birds worked side by side.

_____ spring was turning into summer, the heat from the sun grew stronger. _____ this time, the Lenape people fished for salmon, herring, and shad. They guarded their ripening crops from the greedy birds. Lenape children gathered berries, collected firewood and played in the sparkling rivers. As they played, they searched for turtles basking in the sunshine.

_____ the autumn, the Lenape harvested their gourds and pumpkins. They gathered nuts, roots, and berries—such as huckleberries, raspberries, and strawberries. _____ the cold weather arrived, they made beautiful baskets in which to store their winter food.

NAME: _____

9.2

ACTIVITY PAGE

DATE: _____

Root *mem*

Read the following pairs of sentences containing words with the root mem. Within each pair, one of the sentences uses the word correctly, and one of the sentences uses it incorrectly. Circle the sentence that uses the word correctly.

1. A ceremony was held to commemorate the date the Civil War ended.
We commemorate Saturdays by sleeping in late.
2. Do you know if he memory to pick up the mail?
When my grandmother passed away, we decided to plant a tree in memory of her.
3. They brought seashells back home from the beach as a memento of their vacation.
The grocery list included bananas, milk, bread, and a memento.
4. My teacher asked me to memorize my favorite poem.
Her favorite memorize is of a family reunion she went to many years ago.
5. I am trying to memorable the name of the movie we saw last week, but I can't.
Our trip to the beach was very memorable because we saw dolphins.

For each of the following words, write a complete sentence using the word. Be sure to use correct capitalization and punctuation.

1. *memorial*

2. *memorable*

3. *remember*

4. *memoir*

5. *memento*

NAME: _____

DATE: _____

Practice Spelling Words

Write the correct spelling word to complete each sentence. Words will not be used more than once. You may need to add -s, -ed, or -ing to the word to correctly complete the sentence.

| | | | |
|-------------|--------------|------------|------------|
| subtraction | cancellation | prevention | direction |
| decision | extension | revision | discussion |
| memento | commemorate | memorize | memorial |

1. My mom and I had a(n) _____ about what we should do for my dad's birthday, and we decided to throw him a surprise party.
2. The reporter urged everyone to take immediate steps for damage _____ to protect their homes and property from the approaching hurricane.
3. My sister said she would practice my lines for the play with me so that I could _____ my part.
4. My brother and I celebrated the _____ of school by sleeping in and drinking hot chocolate.
5. In which _____ should I go to get to the museum quickly?
6. My grandparents decided to _____ their 50th wedding anniversary with a vow renewal ceremony.
7. I asked my teacher if I could get a(n) _____ on my project because I have been sick for a week and I haven't been able to work on it.

8. My dad got a baseball hat from the baseball stadium we toured as a _____ of our visit there.
9. I'm trying to choose which topic to write about for my report, but it is a tough _____.
10. Our math teacher encourages us to practice mental _____ and addition.
11. Our town voted to build a _____ in the park to honor the police and firefighters who protect our town.
12. After I read my story aloud, I realized that it needed _____, so I decided to rewrite it.

NAME: _____

DATE: _____

Spelling Assessment

Write the spelling words as your teacher calls them out.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

Write the sentence as your teacher calls it out.

NAME: _____

DATE: _____

Vocabulary for “Your Name Is Luther”

1. **assimilation, n.** the process of becoming part of a society or culture (**v. assimilate**) (68)
2. **cavalry, n.** a part of an army made up of soldiers on horseback (69)
3. **sympathize, v.** to feel or express concern or support for someone or something (**sympathized**) (69)
4. **experimental, adj.** using a new, different, or unproven way of thinking or doing something (70)
5. **heritage, n.** the traditions and beliefs that are unique to a specific group and handed down from generation to generation (73)

| Word(s) from the Chapter | Pronunciation | Page Number |
|--------------------------|---------------|-------------|
| Lakota | /lə*koɛ*tə/ | 69 |
| Carlisle | /kɑr*liɛl/ | 70 |
| Sioux | /sɔo/ | 70 |
| Bureau | /byer*oɛ/ | 72 |

Notes on Richard Henry Pratt and Luther Standing Bear

As you read “Your Name is Luther,” complete the following chart and answer the questions that follow.

- Using the chart below, compare Richard Henry Pratt with Luther Standing Bear in the following three areas:

| Richard Henry Pratt | | Luther Standing Bear |
|---|--|----------------------|
| <p>Example: had to leave school and work in order to provide for his family.</p> | <p>experience as a young person that shapes him</p> | |
| | <p>relationship to Carlisle Indian Industrial School</p> | |
| | <p>reaction to idea of abandoning Native American culture</p> | |

2. Explain what is meant by the saying *Kill the Indian to save the man*, and why Richard Henry Pratt believed in this idea.

3. In spite of the fact that Luther Standing Bear excelled academically at the Carlisle School, “Indian boarding schools” were eventually closed. Citing evidence from the text, explain why the “assimilation by education” approach to Native Americans was inappropriate and a failure.

Excerpt from “Your Name Is Luther”

Read the following excerpt, beginning at the bottom of page 70 with the section titled “Luther’s Story,” and complete the activity that follows.

to strip away everything that made them Native Americans. His goal was “assimilation through education.” As he saw it, Native American culture was the main problem, and the solution to the problem was to replace that culture with something new. To do that, he believed Native Americans needed to change their language, their religious beliefs, all of their habits and customs, and even their clothing and hairstyles. Today, it is no surprise that many people blame Pratt for trying to destroy what was left of Native American culture. In many ways, that is exactly what he wanted to do.

Pratt gathered support for his idea, and eventually he convinced Congress to give him some money to open an **experimental** school. The U.S. Army agreed to let him use an old barracks in Carlisle, Pennsylvania. Pratt converted the buildings there into the Carlisle Indian Industrial School. At this school, Native Americans would learn to speak, read, and write in English. They would also learn about U.S. history and customs, such as Thanksgiving and the Fourth of



Native American children reading at the Carlisle School

July. They would no longer be allowed to dress like Native Americans and were instead made to wear uniforms. They would not be allowed to sing, dance, or tell their old stories, either. They would be taught to cast aside their ancient ways and learn a new way to live in America.

To find students for his new school, Pratt went back to the same reservation lands where he once fought as a soldier, in South Dakota and Nebraska. He talked to some of the tribal leaders. He told them he had an idea to help their children find a bright, happy future.

This brings us to the story of another colorful, fascinating character in American history: Luther Standing Bear.

Luther’s Story

When Luther was born, he was named Plenty Kill, because his parents thought he had the heart of a hunter and warrior. He was born in the Black Hills of South Dakota in 1868. Back then, many Lakota and other Sioux tribes were still at war with the U.S. Army. Plenty Kill lived on a reservation,



Native American children studying anatomy at the Carlisle School

but he was raised according to the old, traditional ways. He learned to hunt buffalo and ride a horse. He also learned to fight. Plenty Kill's father was a great warrior. He called the U.S. soldiers "Long Knives," because of the swords carried by cavalry officers like Richard Henry Pratt.

When Plenty Kill was a boy, his father made a bow and arrows for him. The bow and all the arrows were painted red as a sign that his father had been wounded in battle. Plenty Kill grew up expecting that he, too, would someday fight and possibly die in battle against the Long Knives. However, his father did not really want his son to become a warrior. Like many other Lakota, he was tired of fighting. Instead, he wanted something different for his son.

Then, one day, Richard Henry Pratt came to talk to them about the Carlisle School. Pratt took Plenty Kill's father and other tribal elders to visit the new school. On the trip, they also went to New York City and Washington, D.C. They met the president of the United States, the "Grandfather of the Long Knives." When Plenty Kill's father returned from his trip, he said this:

"My son, since I have seen all those cities, and the way the Long Knife people are doing, I begin to realize that our lands and our [animals] are all gone. There is nothing but the Long Knives everywhere I went,

NAME: _____

DATE: _____

and they keep coming like flies. So we will have to learn their ways, in order that we may be able to live with them. You will have to learn all you can, and I will see that your brothers and sisters follow in the path that you are making for them. Someday I want to hear you speak like these Long Knife people, and work like them.”

So, Plenty Kill went to Carlisle, Pennsylvania, along with 146 other Native American children, mostly from Great Plains tribes. There, he chose his new first name—*Luther*—at random from a list of names on the chalkboard. He could not yet read, but the teacher ordered him to choose a name anyway, and *Luther* was the one he chose.

Life at the Carlisle School was totally different than anything Plenty Kill, now Luther, had ever known, and it certainly was not much fun. The teachers forced all the boys to cut their hair, which is something Lakota men never did. The boys were very angry about it and did not understand, but they had

no choice. Discipline at the school was strict and punishments were severe. If the boys refused, they were punished, and then they had to get a haircut anyway.



Native American children digging for potatoes

After their haircuts, the children received new clothing. They had never worn such tight, scratchy garments and they were very uncomfortable. Aside from the sadness of separation from their families, the worst part was that they were not allowed to speak their own language. The children were

only allowed to speak English, which was impossible at first since none of them knew that language. Luther was a very fast learner, though, and he grew to enjoy reading and writing.

Luther was a star student at Carlisle and became a recruiter for the school, meaning that he encouraged other Native Americans to send their children there. The people at the U.S. Bureau of Indian Affairs liked what they saw at the Carlisle School. They built about 25 more “Indian boarding schools” around the country, all modeled after the Carlisle School and



Native American children learning to read and write at the Carlisle School

funded by the government. They also encouraged church missions and other organizations to create similar schools on reservations.

Unfortunately, few Native American children were as successful as Luther and other members of the first class at the Carlisle School. Most boarding schools were run like military bases, and children were often treated very badly. In some schools,

children were treated more like enslaved workers than students. They lived in poor conditions and diseases were widespread. If they tried to run away, they were captured and forced to do physical work as punishment. Pratt himself complained that the schools were hurting rather than helping Native Americans. Eventually, he complained so much that he was fired from the Carlisle School. He continued to promote “assimilation through education,” but he was never very successful, and the schools never improved much. Many were closed by the late 1920s.

Luther went on to live a full and fascinating life. Despite efforts by Pratt and the teachers at the Carlisle School, Luther never forgot his native language and customs. He never cut his hair again, either, and he did not think any other Native Americans should have to. Luther spent the rest of his life working to preserve Lakota **heritage**. He wrote books and gave speeches, and he even became a movie actor. He tried to make sure Hollywood film directors portrayed Native Americans in a fair, honest way, instead of always presenting them as villains or savages.

Luther believed in the importance of education, and he was always grateful to Pratt for the chance to attend his school. However, Luther did not agree that Native Americans should abandon their culture. He thought Lakota children should learn about Lakota history and that they should be proud of their culture and beliefs. Today, Luther Standing Bear would be happy to see that present-day Native Americans are proud of their heritage and have not abandoned their culture.

NAME: _____

DATE: _____

Write a paragraph summarizing this excerpt, using at least two of the following core vocabulary words: assimilation, experimental, and heritage.

NAME: _____

DATE: _____

Vocabulary for “Battle of the Little Bighorn”

1. **conflict**, *n.* a war or a battle that is part of a larger war (74)
2. **reveille**, *n.* an early morning bugle or drum call signaling soldiers to report to duty (74)
3. **reckless**, *adj.* careless; acting without considering the consequences (76)
4. **ally**, *n.* a supporter; a person or group who helps another person or group toward a common goal (**allies**) (76)
5. **chaos**, *n.* complete confusion or disorder (79)

| Word(s) from the Chapter | Pronunciation | Page Number |
|--------------------------|---------------|-------------|
| Lieutenant | /loo*ten*ənt/ | 74 |
| reveille | /rev*ə*lee/ | 74 |
| Sioux | /soo/ | 74 |
| Arapahoe | /ə*rap*ə*hoe/ | 76 |
| Cheyenne | /shie*an/ | 76 |
| Wasichu | /wo*see*choo/ | 77 |

Battle of the Little Bighorn

Answer the following questions in complete sentences, using information from the text to support your answers.

1. Describe the landscape Lieutenant Varnum and the U.S. Army saw as they prepared for battle.

Page(s) _____

2. Why were scouts important at the Battle of the Little Bighorn?
 - A. They gathered food to feed the soldiers.
 - B. They gathered information about the enemy and reported it to Custer.
 - C. They reported information about the U.S. Army to the Native Americans.
 - D. B and C
 - E. They listened carefully for bears and other wild animals that might attack the army.
3. Why didn't Custer take the advice of the Arikara and Crow scouts?
 - A. He misjudged the strength of the enemy because he could only see the edge of the village.
 - B. He didn't know that the Arapahoe and Cheyenne would fight with the Lakota against the U.S. Army.
 - C. He thought that the timing was right to win the battle and possibly end the war with the Native Americans.
 - D. He was known as a reckless leader.
 - E. All of the above

4. What led to the Black Hills War?

Page(s) _____

5. Sitting Bull and Crazy Horse were revered Lakota leaders, but they instilled respect in their followers in different ways. How were they different? How were they similar?

Page(s) _____

6. How did the landscape make it difficult for the U.S. Army to attack?

Page(s) _____

NAME: _____

DATE: _____

7. Why is the Battle of the Little Bighorn often referred to as Custer's Last Stand?
- A. Despite being outnumbered, the U.S. Army defeated the Lakota.
 - B. Custer died in the battle, so this battle was his last effort to fight against the enemy.
 - C. Sitting Bull had a vision of Custer standing on the hill.
 - D. All of the above

8. How did the outcome of the Battle of the Little Bighorn affect the Lakota?

Page(s) _____

NAME: _____

DATE: _____

Practice Additional Comma Usage

Part I: *Insert a comma in the correct place in each sentence.*

1. Jamie would you like to go swimming this weekend?
2. Yes I would like to go to swimming this weekend.
3. The neighborhood pool is open this weekend isn't it?
4. Danny do you know?
5. No I do not know.
6. I thought I saw people swimming in the pool did you?
7. Yes I did.
8. Everyone let's meet at the pool this weekend!

Part II: *Using what you have learned about using commas in this lesson, answer the questions in complete sentences.*

1. How would you get your friend's attention on the playground to ask if your friend wants to play a game?

2. How would you check if your answer to this math problem $[24 + 9]$ is correct?

3. Do you like to read mystery novels? (Remember to start your answer with *yes* or *no*. If not, what kinds of novels do you enjoy reading?)

4. How would you ask your friends, calling them by name, to meet you at the mall?

5. Would you like to see a dinosaur? (Remember to start your answer with *yes* or *no*.)

NAME: _____

DATE: _____

fore-: Prefix Meaning “before” or “ahead”*Fill in the following chart with the missing words, parts of speech, and meanings.*

| root word—(part of speech) meaning | affixed word—(part of speech) meaning |
|---|---|
| see—(verb) to use the sense of sight to observe something | 1. |
| bode—(verb) to signal or be a sign for something | 2. |
| 3. | foreground—(noun) an area or part of Earth’s surface that looks to be in front or ahead of another area or part |

Write the correct word to complete each sentence. Words will not be used more than once; some words will not be used.

| | | | |
|------|----------|--------|------------|
| see | foresee | most | foremost |
| bode | forebode | father | forefather |

- When young Native Americans would participate in a Vision Quest, some believed they would _____ a vision of their future, while others believed they would have conversations with the spirits of their ancestors.
- The fact that the school bus was running late did not _____ well for my plans to arrive at school on time.
- The house my family lives in was built by my father’s _____ many years ago.
- The fortune teller at the carnival claimed to be able to _____ things about a person’s future.

5. I asked my _____ if he would help me with my homework.
6. We had done _____ of our homework, but we still had a few assignments to finish.

Write a sentence using one of the fore- words remaining in the word bank.

NAME: _____

DATE: _____

Spelling Words

The following is a list of spelling words. These are content words related to the Reader, A Changing Landscape. During Lesson 15, you will be assessed on how to spell these words. Practice spelling the words by doing one or more of the following:

- *spell the words out loud*
- *write sentences using the words*
- *copy the words onto paper*
- *write the words in alphabetical order*

When you practice spelling and writing the words, remember to pronounce and spell each word one syllable at a time.

1. lifestyle
2. survive
3. ceremony
4. immigrant
5. assimilate
6. heritage
7. generation
8. landscape
9. reservation
10. spiritual

The following chart provides the meanings of the spelling words. You are not expected to know the word meanings for the spelling assessment, but it may be helpful to have them as a reference as you practice spelling the words.

| Spelling Word | Definition |
|----------------------|---|
| lifestyle | (noun) the way a person or group of people lives |
| survive | (verb) to live on or stay alive even through difficulties or dangers |
| ceremony | (noun) a formal event done for a specific reason or occasion |
| immigrant | (noun) someone who leaves their own country to live in another country |
| assimilate | (verb) to become part of a society or culture |
| heritage | (noun) the traditions and beliefs that are unique to a specific group and handed down from generation to generation |
| generation | (noun) a group of people born in the same time period |
| landscape | (noun) the area of land that you can see at one time |
| reservation | (noun) a separate area of land in the United States set aside as a place for Native Americans to live |
| spiritual | (adjective) relating to the soul, spirit, religion, or the sacred |

NAME: _____

DATE: _____

Practice Spelling Words

List the spelling words in alphabetical order. Remember to say and spell each word syllable by syllable.

| | | | | |
|-------------|----------|-----------|------------|-----------|
| spiritual | heritage | ceremony | assimilate | lifestyle |
| reservation | survive | immigrant | generation | landscape |

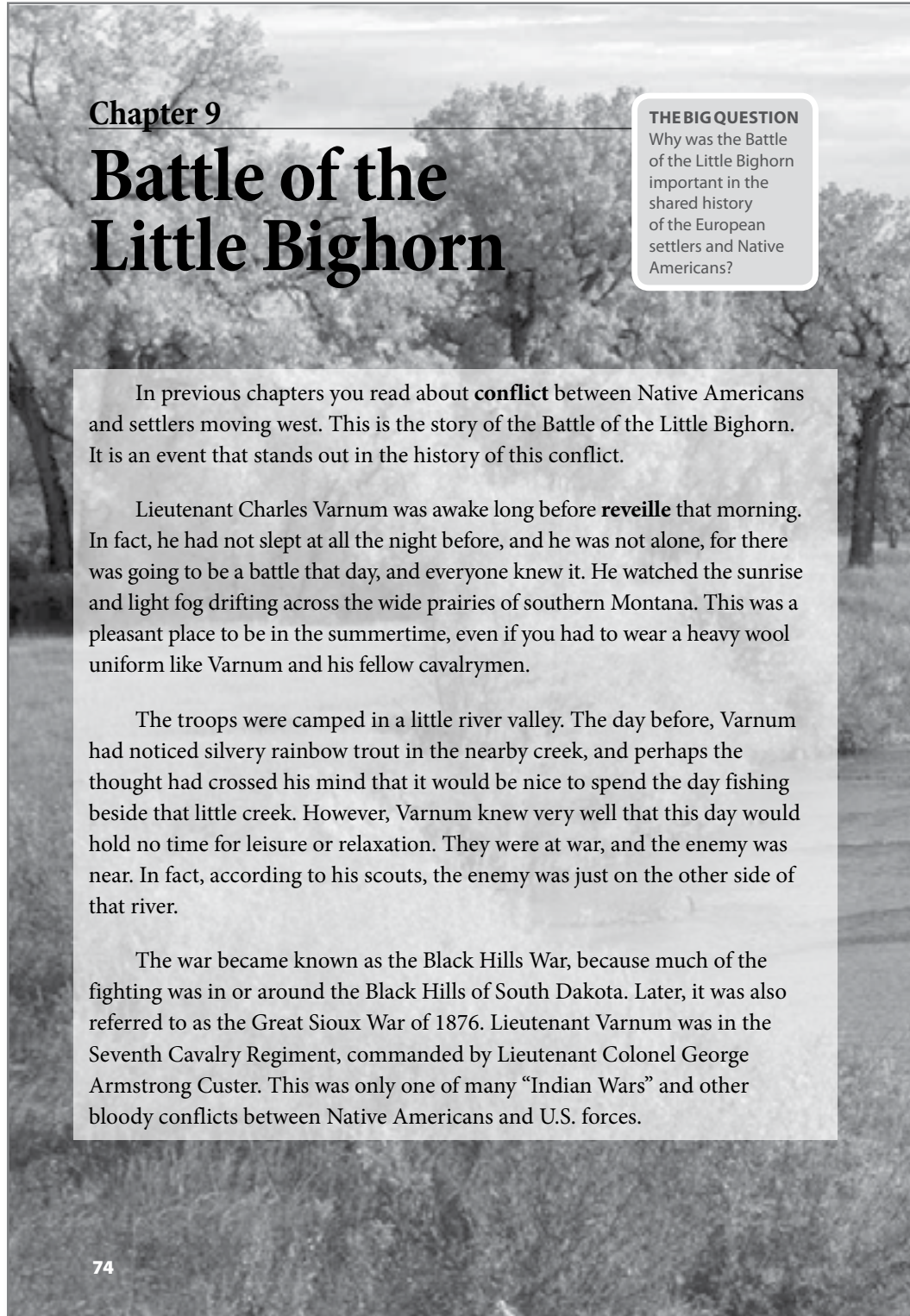
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Sort the spelling words into categories based on the part of speech of each word.

| noun | verb | adjective |
|------|------|-----------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Excerpt from “Battle of the Little Bighorn”

Read the excerpt and complete the activity that follows.



Chapter 9

Battle of the Little Bighorn

THE BIG QUESTION
Why was the Battle of the Little Bighorn important in the shared history of the European settlers and Native Americans?

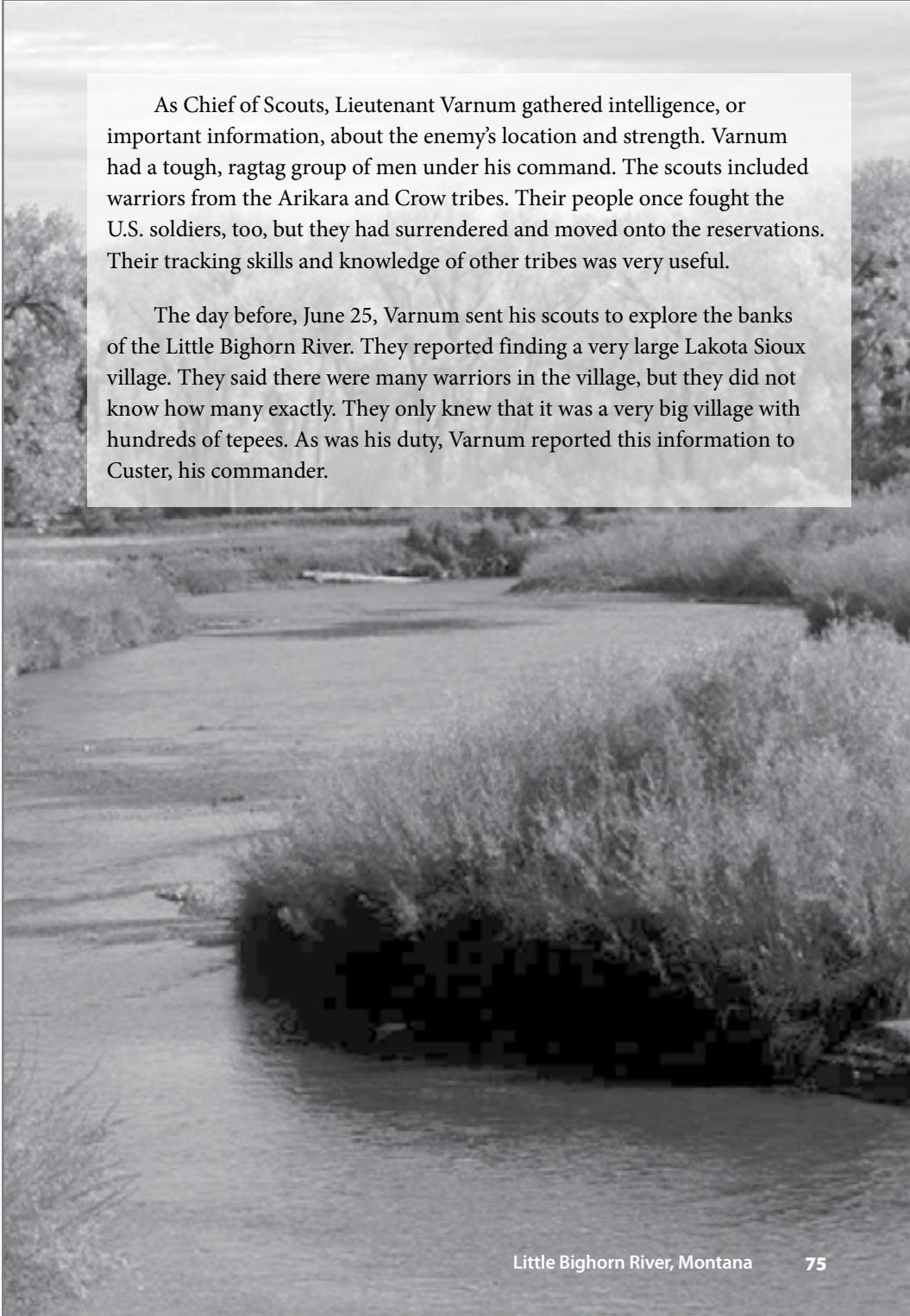
In previous chapters you read about **conflict** between Native Americans and settlers moving west. This is the story of the Battle of the Little Bighorn. It is an event that stands out in the history of this conflict.

Lieutenant Charles Varnum was awake long before **reveille** that morning. In fact, he had not slept at all the night before, and he was not alone, for there was going to be a battle that day, and everyone knew it. He watched the sunrise and light fog drifting across the wide prairies of southern Montana. This was a pleasant place to be in the summertime, even if you had to wear a heavy wool uniform like Varnum and his fellow cavalymen.

The troops were camped in a little river valley. The day before, Varnum had noticed silvery rainbow trout in the nearby creek, and perhaps the thought had crossed his mind that it would be nice to spend the day fishing beside that little creek. However, Varnum knew very well that this day would hold no time for leisure or relaxation. They were at war, and the enemy was near. In fact, according to his scouts, the enemy was just on the other side of that river.

The war became known as the Black Hills War, because much of the fighting was in or around the Black Hills of South Dakota. Later, it was also referred to as the Great Sioux War of 1876. Lieutenant Varnum was in the Seventh Cavalry Regiment, commanded by Lieutenant Colonel George Armstrong Custer. This was only one of many “Indian Wars” and other bloody conflicts between Native Americans and U.S. forces.

74



As Chief of Scouts, Lieutenant Varnum gathered intelligence, or important information, about the enemy's location and strength. Varnum had a tough, ragtag group of men under his command. The scouts included warriors from the Arikara and Crow tribes. Their people once fought the U.S. soldiers, too, but they had surrendered and moved onto the reservations. Their tracking skills and knowledge of other tribes was very useful.

The day before, June 25, Varnum sent his scouts to explore the banks of the Little Bighorn River. They reported finding a very large Lakota Sioux village. They said there were many warriors in the village, but they did not know how many exactly. They only knew that it was a very big village with hundreds of tepees. As was his duty, Varnum reported this information to Custer, his commander.

Little Bighorn River, Montana

NAME: _____

DATE: _____

Custer wanted to see the village, so Varnum and his scouts took him to the top of the tallest nearby hill. From there, they could see smoke from the campfires, and they could see a few tepees and some horses, but not much else. Custer said he wanted to attack the village, but the Arikara and Crow scouts protested, saying they had never seen such a large village. Nonetheless, Custer saw this as an opportunity to deal a major blow to the enemy and maybe even end the war, so he ordered his men to prepare for an attack.

Years earlier, during the Civil War, Custer had gained a reputation for being fearless and aggressive. However, he also had a reputation for being **reckless**, taking big risks with the lives of his soldiers. Ten years later, Custer was still the same type of soldier. Like everyone else in the Seventh Cavalry, Varnum had great respect for Custer and was proud to serve under his command. Still, Varnum could not help feeling that maybe, this time, Custer was being too reckless.



General George A. Custer, 1876

Custer could not see the whole village from the top of that hill because it extended several miles along the river valley. He only saw the very edge of the village. Beyond that, there were at least 10,000 Lakota Sioux camped along the river, including as many as 2,000 warriors. And the Lakota were not alone. Their **allies**, the Arapahoe and Cheyenne, were there, as well. In the past, the tribes had often gathered in this valley of the Little Bighorn River because it was good hunting ground and there was plenty of water nearby. In 1876, with war raging all around, they were all gathered in this place. Amongst the thousands gathered together were a famous Lakota holy man named Sitting Bull, along with a great warrior-chief named Crazy Horse.

Many members of the Lakota had tried to live on the reservations. They had signed treaties with the federal government. The treaties said it was their land and nobody else's. But settlers moved in anyway, and the reservations



Sitting Bull was a Lakota holy man.

kept getting smaller and smaller. At last, the Lakota left the reservations. They packed up their tepees and traveled across the plains into Wyoming and Montana to hunt buffalo and live free. Of course, the U.S. government wanted them to go back to the reservations. They told the Lakota to return by midnight on January 31, 1876, or there would be war. The Lakota did not return to the reservations, and the Black Hills War started the next day.

Sitting Bull was a famous spiritual leader, known among all the Lakota and their allies. He told his people to have courage in their war against the *Wasichu*. That is what the Lakota called the soldiers and settlers: *Wasichu*. The true meaning of this word is not certain, though some have concluded that it means “person who takes the fat,” or someone who is greedy. Anxious and uncertain of their future, the tribes gathered in this valley in the early summer of 1876, because Sitting Bull was going to perform a Sun Dance. The Sun Dance was an ancient, sacred ritual. During the Sun Dance, Sitting Bull prayed for a vision of the future. He asked the spirits what would happen to his people. Sitting Bull predicted that the Lakota would win a great victory in battle.

Sitting Bull was not the only important leader in the great village on the Little Bighorn that day. Crazy Horse was there, as well. In some ways, Crazy Horse was a little like Custer, bold and reckless. In battle, he rode straight at the enemy, but no arrow or bullet ever found him. All the warriors were happy to follow Crazy Horse wherever he went, because he always found victory.



Chief Crazy Horse

NAME: _____

DATE: _____

The following words were used in “Battle of the Little Bighorn.” For each word, pick an activity and complete the chart below.

| | |
|----------|---|
| conflict | Vocabulary Activities 1. Write a definition in your own words. 2. Provide a synonym (similar meaning). 3. Provide an antonym (opposite meaning). 4. Use the word in a sentence. 5. Provide another word that the word makes you think of and explain why. (<i>Apple</i> makes me think of <i>banana</i> because they are both fruits.) 6. Think of an example of the word and write about it. (An example of <i>fruit</i> is cantaloupe. It is a melon that is white on the outside and orange on the inside. It is really tasty in the summer.) |
| reveille | |
| reckless | |
| ally | |

| Word | Activity | Activity Response |
|------|----------|-------------------|
| | | |
| | | |
| | | |
| | | |

NAME: _____

DATE: _____

Vocabulary for “The Taking of the Land”

1. **isolation, n.** a separation from other things or people (83)
2. **revive, v.** to make someone or something strong, active, alive, or healthy again (**n. revival**) (87)
3. **petition, n.** a written request, signed by many people, asking someone in power to do something (88)
4. **sustenance, n.** food and drink that gives nourishment and keeps someone or something alive (88)

| Word(s) from the Chapter | Pronunciation | Page Number |
|--------------------------|---------------|-------------|
| Dawes | /dawz/ | 82 |
| Carlisle | /kar*liel/ | 83 |

Excerpt from “The Taking of the Land”

Read the following excerpt aloud to a family member, beginning with the first full paragraph on page 87. You are reading this excerpt for fluency, so you should read through it at least once from beginning to end without stopping.

cultural identity. This is where the Dawes Act finally succeeded where other acts and treaties had failed. It destroyed the sense of connection between the tribes and the land. In the process, it almost defeated the tribes themselves.

Before the Dawes Act of 1887, there were nearly 150 million acres of land in Native American hands. By 1934, when the Dawes Act was finally overturned, Native Americans owned only 48 million acres. In other words, as a whole, Native Americans had lost over two-thirds of their land. Fortunately, though, with the overturning of the Dawes Act and the Indian New Deal of 1934, Native American tribes were allowed to own land once again. Furthermore, they were allowed to exist as separate nations within the United States. Today, the total land owned by Native American tribes has risen slightly, to about 55 million acres. That is only about 2 percent of the total land in the United States, but it was enough for Native American tribes to **revive** and renew the core of their cultural identities—the connection to the land on which the tribe depends. That revival continues to this day, nearly 100 years later.

The Dawes Act

The most important part of the Dawes Act involved the division, or allotment, of land to individual owners. As long as the Dawes Act was in effect, no tribe was allowed to claim ownership of any land. Instead, the land was divided into individual lots and given to individual owners.

Besides the destruction of their cultural identity, Native Americans also lost even more land as a result of the Dawes Act. Many simply sold their land to anyone who was willing to buy it. Others lost their allotments because they went into debt after borrowing money to try to make ends meet. Some allotments were never given to Native Americans at all but simply handed over to homesteaders.

Hopi Petition

In March of 1894, the Hopi people in the Arizona Territory sent a **petition** to “the Washington Chiefs” in response to the Dawes Act of 1887. They had observed U.S. Agents marking their land and were worried about the effect the Dawes Act would have on their way of life. Thomas Keam, owner of a trading post, transcribed the Hopi petition.

“During the last two years strangers have looked over our land with spy-glasses and made marks upon it, and we know but little of what this means. As we believe you have no wish to disturb our possessions, we want to tell you something about this Hopi land.

None of us were asked that it should be measured into separate lots and given to individuals for this would cause confusion.”

The Hopi’s land was arid and a difficult place to grow crops and, over hundreds of years, they had learned to adapt to the environment.

“...our fields are numerous but small, and several belonging to the same family may be close together, or they may be miles apart, because arable localities are not continuous.”

They shared farmland among families and moved their farms when winds blew the fertile sands across the land.

“The American is our elder brother and in everything he can teach us, except in the method of growing corn in the waterless sandy valleys, and in that we are sure we can teach him.”

They did not want to lose their cooperative way of life or the freedom to move their farms as needed.

*“We most earnestly desire to have one continuous boundary ring enclosing all the Hopi lands, and that it shall be large enough to afford **sustenance** for our increasing flocks and herds.”*

The Bureau of Indian Affairs never sent a response to the petition.

NAME: _____

DATE: _____

Vocabulary for “The Ghost Dance”

1. **massacre**, *n.* the killing of a large number of people or animals (90)
2. **reunite**, *v.* to bring back together after a separation (**reunited**) (91)
3. **symbolize**, *v.* to represent, or be a symbol of, something (**symbolizes**) (95)

| Word(s) from the Chapter | Pronunciation | Page Number |
|--------------------------|---------------|-------------|
| Massacre | /mas*ə*ker/ | 90 |
| Lakota | /lə*koə*tə/ | 90 |
| Sioux | /soo/ | 90 |
| Dawes | /dawz/ | 91 |
| Bureau | /byer*oe/ | 91 |
| Paiute | /pie*uet/ | 91 |
| Wovoka | /wə*voe*kə/ | 91 |

NAME: _____

DATE: _____

The Ghost Dance

Answer the following questions in complete sentences, using information from the text to support your answers.

1. In what ways was Red Cloud similar to both Sitting Bull and Crazy Horse? In what ways was Red Cloud different from both Sitting Bull and Crazy Horse?

Page(s) _____

2. Why was Red Cloud worried for the future of the new generation of Lakota people growing up on Pine Ridge and other reservations?

Page(s) _____

3. How did the Lakota people interpret Wovoka's vision?

Page(s) _____

4. What did the Lakota leaders who traveled to Nevada to learn about the Ghost Dance think the dance would accomplish?

Page(s) _____

NAME: _____

DATE: _____

5. Why did the U.S. government fear the Lakota people's attempts to reconnect with their past?

Page(s) _____

6. What actions did Spotted Elk take that showed he intended to make peace and not start a war?

Page(s) _____

7. Is the term *massacre* an appropriate word for what took place at Wounded Knee Creek? Why or why not?

Page(s) _____

8. Compare and contrast the Wounded Knee Massacre with the Battle of the Little Bighorn.

Page(s) _____

NAME: _____

DATE: _____

Writing Titles

Write the titles for the different types of works your teacher will show you.

Book: _____

Chapter: _____

Work of art: _____

Movie: _____

Poem: _____

Song: _____

Ask someone about their favorite book, movie, and song. Write the answers in complete sentences, noting the title appropriately.

Person's Name: _____

| Titles | |
|--------|--|
| Book | |
| Movie | |
| Song | |

Write your favorite in each category. Be sure to use complete sentences and note the title appropriately. If you know details, such as the author or artist, include that as well.

| Titles of My Favorites | |
|-------------------------------|--|
| Book | |
| Chapter | |
| Work of art | |
| Movie | |
| Poem | |
| Song | |

NAME: _____

DATE: _____

Prefix *fore-*

Write the correct word to complete each sentence.

1. If a person is blind, it means that person does not have the sense of _____.
(father, forefather, sight, foresight)
2. The threat of a blizzard is the _____ reason I am staying home today.
(see, foresee, most, foremost)
3. Can you please grab the picnic blanket off the _____?
(ground, foreground, bode, forebode)

Read the following pairs of sentences containing words with the prefix fore-. Within each pair, one of the sentences uses the word correctly, and one of the sentences uses it incorrectly. Circle the sentence that uses the word correctly.

1. I decided not to drive in the snow in order to forebode the possibility of an accident.
The dark clouds and strong winds seemed to forebode the arrival of bad weather.
2. I foresee that our trip to the museum yesterday was fun and educational.
Do you foresee any problems with us getting to the museum tomorrow?
3. He is the foremost expert on the history of exploration of the Americas.
The foremost thing I want to do is clean my room, so I left it for last on my chore list.
4. My forefather took me to the ballpark with him yesterday.
The forefathers of the tribal elders wanted peace, too

For each of the following words, write a complete sentence using the word. Be sure to use correct capitalization and punctuation.

1. *foretell*

2. *foresight*

NAME: _____

DATE: _____

Practice Spelling Words

For each spelling word, work with a partner to write a complete sentence using the word.

| | | | | |
|-----------|------------|-----------|-------------|------------|
| lifestyle | survive | ceremony | immigrant | assimilate |
| heritage | generation | landscape | reservation | spiritual |

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

NAME: _____

DATE: _____

Spelling Assessment

Write the spelling words as your teacher calls them out.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Write the sentence as your teacher calls it out.

Unit Assessment—*Native Americans*

Reading Comprehension

Today you will read two selections about Native Americans. After reading the first selection, you will answer several questions based on it. Then, you will read the second selection and answer several questions based on it.

The National Museum of the American Indian

- 1 The National Museum of the American Indian (NMAI) opened in Washington, D.C., in 2004. It is one of the Smithsonian Institution Museums. Other Smithsonian Institution Museums include the Museum of Natural History, the Air and Space Museum, the American Art Museum, and many others. The museum boasts an unmatched collection of indigenous American art and artifacts. It includes objects from many different cultures in North, Central, and South America.
- 2 There are many fine, smaller museums all over the United States with great collections of Native American artworks and artifacts. The founders of the NMAI did not necessarily think these other museums were bad. But they were bothered by one thing that seemed to be very common. These museums often presented the artifacts as if they came from lost or dead cultures. However, the founders of the NMAI wanted to create a different kind of museum. They were successful. Outside and inside—from the architecture and landscaping to the layout and design of the exhibits—the NMAI is unique. In fact, it is nothing like other museums on the National Mall, or anywhere else for that matter.
- 3 The founders of the NMAI knew that Native American culture is not dead. Lifestyles and everything else have changed. But the traditions and beliefs live on among the Native American tribes and nations of today. The objects in the collections at the NMAI are not meant to be viewed as mere artifacts or relics gathered by archaeologists and scholars. These are not just old things dug up out of the ground or discovered in ancient burial mounds or abandoned cities. Instead, they are sacred objects from cultures that continue to live and thrive today.

- 4 The museum’s founders invited representatives from all tribes to choose the objects and decide how the museum exhibits should be displayed. The tribal representatives chose objects that best reflect their tribes’ traditions and beliefs. They also decided exactly how to explain the meaning and importance of these objects. As a result, visitors to the museum learn about the objects from the Native American perspective, not from the perspective of archaeologists or historians.
- 5 Also, many objects in the NMAI continue to play an important role in Native American tribal life. This is unlike objects in most other museums. Although the objects are held in safekeeping by the museum, they actually still belong to the tribes themselves. For instance, some tribes come and “check out” or use certain objects for important religious ceremonies. In that sense, it is more like a library than a museum. In fact, if tribes request them, the museum will return objects to the tribes on a permanent basis. It was not always this way. This represents a very important change from the way these objects were once treated by society.
- 6 In the past, many of these objects were bought and sold by various collectors, just like any other art or artifact. They were treated as the property of whoever happened to find them or buy them. However, to many Native Americans, these objects were basically stolen. That does not necessarily mean that those who sold and collected them were bad or evil in some way. But those people were wrong to think that nobody cared about the objects anymore. These objects were not created as products to be bought and sold. Everything the Native American ancestors made was an extension of their close relationship to the natural environment. Everything came from the earth, from their clothing and tools to the objects they used in religious ceremonies. Today, we can see that these objects are quite beautiful and unique. But to Native Americans, these objects are not mere artifacts. They are more like messages passed down from the ancestors. They cannot be owned by individuals. They belong to the tribes, just like the ancient stories, languages, and customs. The difference is these things can be seen and touched. (Visitors can see them, but besides museum staff and trained curators, only tribal members can actually hope to touch them.)
- 7 Objects of Native American culture have been highly prized by collectors all over the world because they are so beautiful and unique. This has been true from the time of the earliest European explorers until today. For hundreds of years, as Native Americans were killed and forced from their land, their sacred objects became scattered, like leaves in the wind. Now, many of those objects have finally been returned to their rightful owners. This was not easy. The founders of the NMAI worked very hard to secure the many thousands of pieces now held by the museum.

NAME: _____

DATE: _____

- 8 There was a time when the U.S. government literally tried to exterminate Native American culture, if not Native American people themselves. Today, the majority of funding for the Smithsonian Institute and therefore the NMAI comes from that same government. The museum itself is therefore a symbol of how much has changed in the way Native American culture is valued and respected by the rest of American society.

Questions

1. What one thing bothered the founders of the National Museum of the American Indian (NMAI) that was common among other museums with Native American collections?
- A. These museums often asked tribes to create artifacts they use today.
 - B. These museums often allowed visitors to see and touch the artifacts on display.
 - C. These museums often presented the artifacts as if they came from lost or dead cultures.
 - D. These museums often did not pay enough money to purchase Native American artifacts.

The following question has two parts. Answer Part A and then answer Part B.

2. **Part A:** What role did tribal representatives play in creating exhibits? Circle all that apply.
- A. They decided how the museum exhibits should be displayed.
 - B. They had no role in exhibit creation.
 - C. They chose objects that best reflect their tribes' traditions and beliefs.
 - D. They decided exactly how to explain the meaning and importance of these objects.

Part B: What is the result of the role tribal representatives played in exhibit creation?

The following question has two parts. Answer Part A and then answer Part B.

3. **Part A:** What does the word *relics* mean in the following sentence from paragraph 3?

The objects in the collections at the NMAI are not meant to be viewed as mere artifacts or *relics* gathered by archaeologists and scholars.

- A. ideas
- B. stories
- C. myths
- D. remains

Part B: Underline the words and phrases in the original text that helped you determine the meaning of *relics*.

4. What two ideas from the selection reflect how the museum helped change views about Native American culture?
- A. Tribes sell objects to the museum.
 - B. Objects in the museum actually belong to the tribes themselves.
 - C. The majority of the museum funding comes from the U.S. government, which at another time in history literally tried to exterminate Native American culture.
 - D. The objects are meant to be viewed as artifacts or relics gathered by archaeologists and historians.

NAME: _____

DATE: _____

5. Using evidence from the text, describe three ways the National Museum of the American Indian (NMAI) is unique compared to other museums.

Reading Comprehension Informational Score: _____ /5 points.

Coyote Goes to the Land of the Dead

- 1 *Did you ever notice that in the autumn and winter, grass, trees, and other plants die, but they come back to life in the spring? Some Native American tribes told stories to explain why plants died and returned to life, but when people died they did not come back to life. The following is a version of a story told by some Native American tribes in the Pacific Northwest to explain this.*
- 2 It had been a bitterly cold winter, filled with much sickness and death. Coyote’s wife died, and he wept bitter tears.
- 3 Eagle made many attempts to cheer him. “Spring will soon be here with its nurturing warmth and beauty,” he said. Or, “the wildflowers will soon bloom and the wind will carry their sweet scent across the land.” But still Coyote wept. His lonely howls and angry words echoed through the night.

- 4 One day the Death Spirit came to Coyote and said, “I will take you on a journey to the place where your wife has gone. Follow me. But listen carefully, Coyote: you must do exactly what I tell you.”
- 5 “I promise to do whatever you say,” replied Coyote. “But it is very hard to see you.” It was hard because the Spirit was invisible in daylight.
- 6 “I will carry something for you to follow,” said the Spirit. “Give me something your wife treasured.” Coyote hated to give away anything that reminded him of his beloved wife. Reluctantly, he gave the Spirit a special feather she wore when she danced.
- 7 They set off on their journey. In the daytime, Coyote could see his wife’s feather. At night, he could not see the feather, but he could see the Death Spirit’s ghostly form in the darkness.
- 8 Before long they were in a vast, open plain. The icy wind blew across the open plain and snow fell upon the earth, covering it like a soft blanket. Then the Spirit stopped. “Now,” it said, “do as I do.” The Spirit pointed ahead and said, “What a magnificent group of horses there are.”
- 9 Coyote saw nothing, but he pointed and said, “What a magnificent group of horses there are.”
- 10 They walked on, until the Spirit said, “There is the splendid longhouse that withstands the snow and wind.”
- 11 Coyote saw nothing, but he said, “There is the splendid longhouse that withstands the snow and wind.”
- 12 The Spirit then bent down as if to lift a skin-covered door and crawl into a longhouse. Coyote did exactly the same.
- 13 “Take a seat there, next to your dear wife,” the Spirit ordered. Coyote sat, though he saw nothing around him but wide open plain covered with snow.

NAME: _____

DATE: _____

- 14 “Now, your wife will serve us something warm and delicious,” the Spirit said. Coyote looked around eagerly but could see nothing. He cupped his hands before his chest, as the Spirit did. Then both drank from their hands. Strangely, Coyote felt warmed.
- 15 “Now we must wait for nightfall,” said the Spirit. Coyote slept peacefully. When he woke, he heard the familiar sound of drums. When he looked around, he saw many shadowlike figures dancing. He recognized his old friends who had died. Then, as his wife appeared, Coyote’s heart skipped a beat. He greeted his wife with much joy, and this time Coyote shed tears of happiness. They all talked and danced until a shimmering golden sun rose on the horizon. Then the spirits disappeared.
- 16 By day, Coyote slept fitfully on the open ground in the bitterly cold air. At night, he woke to find himself surrounded by the spirits of his loved ones. Night after night they talked, laughed, and danced.
- 17 Then the Death Spirit came to Coyote and said, “It is time for you to go, Coyote.” Coyote began to protest, but the Spirit silenced him. “Your wife may go with you to the Land of the Living, but only if you do exactly as I say. Follow your wife for five days over the tall mountains. On the sixth day, when you have crossed all five tall mountains and seen the flickering fires of home, only then may you touch her. Do not touch her before then. If you do anything foolish, then the spirits of the dead will never again be able to return to the Land of the Living.
- 18 The Death Spirit tied the feather that had belonged to Coyote’s wife to her hair so Coyote could follow her spirit in the daytime. On the first day they crossed the first tall mountain. On the second day they crossed the second tall mountain. As they went on, Coyote no longer needed to watch the feather, for the farther they went, the more clearly he could see his beloved wife.
- 19 On the fifth night, they camped on the fifth mountain. Coyote sat and watched the warm glow of the fire on his wife’s face and hair. Then—who can say why Coyote did this—he jumped across the fire and gently touched his wife’s face. As he touched her, she vanished. He cried out as her feather dropped to the ground.

- 20 When the Death Spirit learned of Coyote's folly, he became deeply angry. The Death Spirit appeared before Coyote and said sternly, "Because of you, humans cannot return from death. No spirit will ever again join the Land of the Living."
- 21 Coyote ran howling back over the five mountains until he came again to the wide open plains. Although he saw nothing but swirling dust and snow, he stopped and said, "What a magnificent group of horses there are." Then he went on and said, "There is the splendid longhouse that withstands the snow and wind." Then he bent as though to lift a skin-covered door and crawled in on his knees. Then he cupped his hands and drank from them but felt nothing. He waited through the night to hear drums and see spirits dancing. But he heard only the howling of the wind, and he saw only the endless darkness.
- 22 The next day, he began the long walk home.

Questions

6. Which of the following describes the spirit of Coyote's wife and of people who had died? Circle all that apply.
- A. They were shadowlike figures that could best be seen only at night.
 - B. They could dance and talk.
 - C. They would always wear feathers when they danced.
 - D. They were frightened of the living people and would never come near or talk to them.

NAME: _____

DATE: _____

The following question has two parts. Answer Part A and then answer Part B.

7. **Part A:** What does the word *folly* mean in the following sentence from paragraph 20?

When the Death Spirit learned of Coyote's *folly*, he became deeply angry.

- A. foolishness
- B. sadness
- C. happiness
- D. intelligence

Part B: Underline the words and phrases in the original text that helped you determine the meaning of *folly*.

8. In paragraph 21, why does Coyote say, "What a magnificent group of horses there are," and, "There is the splendid longhouse," and then bend as though to lift a skin-covered door and cup his hands to drink?

9. Why doesn't Coyote see the spirits of the dead friends and family at the end of the myth, even though he says and does the same things as he did earlier when he did see the spirits of the dead?

10. Eagle uses the phrase *Spring will soon be here* in paragraph 3 to try to cheer Coyote, who is sad about his wife's death. How does Eagle's use of this phrase relate to the reason Native American tribes told this myth?

Reading Comprehension Literary Score: _____ /5 points

Reading Comprehension Total: _____ /10 points

To receive a point for a two-part question (e.g., 2, 3, and 7), students must correctly answer both parts of the question.

Grammar

Read each set of sentences. If the verb tenses are the same and correct, put a ✓ (check mark). If there is an inappropriate shift in verb tense, put an X on the line. Rewrite the sentence(s) marked with an X with the correct verb tense(s).

1. _____ At one time, massive buffalo herds ruled the Great Plains. There will be millions of them, and the earth will tremble beneath their thundering hooves.

Rewrite sentence(s), if needed:

2. _____ Many tribes in the Pacific Northwest pass totems from one generation to the next. They still host potlatches to celebrate the great events in life and all the gifts of nature.

Rewrite sentence(s), if needed:

Fill in the blanks with the best transitional words or phrases that help make the sentences flow together.

3. Thunderbird and Killer Whale fought for many days. (*First/At last*) _____, Killer Whale knew he could not win, and he swam away.
4. Some people wanted to help Native Americans assimilate and become part of a rapidly changing nation. (*Next/In the end*) _____, Pratt's efforts did not help in the way he had hoped.

NAME: _____

DATE: _____

Insert a comma in the correct place in the following sentences.

5. Yes I can help you rake the leaves.
6. Today is the first day of the festival isn't it?
7. Yasmin I need you to find all the library books we checked out.

Circle the correct way to type the following titles.

8. Chapter "A Long and Winding Road" A Long and Winding Road
9. Book "A Changing Landscape" *A Changing Landscape*
10. Work of Art Raphael's "The School of Athens" Raphael's *The School of Athens*

Grammar Score: _____ /10 points

Morphology

Write the correct word to complete each sentence.

1. With the _____ of my scheduled appointment, I no longer had any plans for the day.
(cancel, cancellation, direct, direction)
2. He had the _____ to carry an umbrella with him when he went out, which came in handy as it started to rain.
(sight, foresight, tell, foretell)
3. I tried to _____ the poem so I could recite it later.
(memorize, memoir, memorable, memorial)

4. Have you made a _____ about what you'd like to eat for your birthday dinner?
(revise, revision, decide, decision)
5. All the signs _____ that a snowstorm was on the way.
(bode, forebode, father, forefather)
6. Do you _____ the many times we went on the Ferris wheel?
(commemorate, memory, memento, remember)

Morphology Score: _____ /6 points

NAME: _____

DATE: _____

***Native Americans* Mid-Unit Content Assessment**

1. Each of the following statements describes what life was like for Native Americans in North America, either before European settlers arrived or after they arrived. Place the statement in the proper column in the chart below.
 - A. The rolling hills of the Great Plains provided everything Native Americans needed to live—food, shelter, clothing, and tools.
 - B. Diseases wiped out large numbers of Native Americans.
 - C. Guns, steel swords, and horses were used.
 - D. Native American tribes freely traded with one another for the things they needed.
 - E. Thousands of Cherokee and other Native Americans died on a long walk westward, a journey remembered today as the Trail of Tears.
 - F. Native Americans lived their lives according to the ways of their ancestors.

| Life Before European Settlers | Life After European Settlers |
|--------------------------------------|-------------------------------------|
| | |
| | |
| | |

2. Contrast the ways Europeans and Native Americans viewed the land and its resources.

Each of the following questions describes something related to a tribe from the Great Plains, the Great Basin, or the Northwest Plateau. Circle the region or regions that is/are described in the question.

3. In what region(s) were there domed houses called wigwams?

Great Plains

Great Basin

Northwest Plateau

4. In what region(s) were the houses made of buffalo hides and called tepees?

Great Plains

Great Basin

Northwest Plateau

5. In what region was fishing, especially of salmon, important to the native people who lived there?

Great Plains

Great Basin

Northwest Plateau

6. In what region was the buffalo very important to the native people as a source of food, clothing, tools, paint, and campfire fuel?

Great Plains

Great Basin

Northwest Plateau

NAME: _____

DATE: _____

7. In what region did the tribes gather nuts and berries, and hunt rabbits and deer?
- Great Plains Great Basin Northwest Plateau

8. Read the following excerpt to remind you of the Comanche Story, “The Swift Blue One,” and answer the question that follows:

In time, more horses escaped from the Spanish soldiers, and these horses joined The Swift Blue One out on the prairie. He became their chief, and they followed him everywhere. The Swift Blue One’s herd grew and grew, until there were too many horses to count. Eventually, other Comanche learned the horse language, and the horse culture spread. Many of the horses ridden by the Sioux, Apache, Pawnee, and all the tribes of the Great Plains and beyond are descendants of The Swift Blue One.

What does this Comanche story tell you about that tribe’s culture?

9. Read the following excerpt from “White Buffalo Calf Woman,” a story told by the Lakota Sioux people, and answer the question that follows:

She taught them the pipe-filling song, and how to raise the pipe toward Grandfather Sky, and then toward Grandmother Earth, and then in all four directions. She continued, “The wooden stem of the pipe represents all the things that grow on the earth. The bowl at the end of the stem is the buffalo, which is the flesh and blood of your people. Twelve feathers hanging from the stem represent the spotted eagle, messenger of the Great Spirit. And engraved in the bowl there are seven circles. These are the seven sacred ceremonies you will practice with the pipe.”

These are the seven ceremonies she taught the people: the Sacred Pipe Ceremony; the Sweat Lodge; the Vision Quest; the Sun Dance; the Making of Relatives; the Keeping of the Soul; and the Preparing of a Girl for Womanhood. These are the seven ceremonies practiced by the Lakota Sioux, which they learned from White Buffalo Calf Woman.

Why was the White Buffalo Calf Woman important to the Lakota Sioux people?

NAME: _____

DATE: _____

10. Why were canoes so important to tribes who lived in California?

11. Circle all of the following statements that are true about Spanish missions in California.

- A. They were intended to persuade Native Americans to change their way of life.
- B. The Spanish used the missions as a way to learn about the traditions and customs of the Native Americans of the region.
- C. They were intended to be a way to prevent Native Americans from the Great Plains from moving west to California.
- D. They were intended to be a way for the Spanish to convert the native people to Christianity.
- E. They were intended to provide a safe place for the local Native Americans to practice their own customs and religion.

12. How did the arrival of explorers, miners, missionaries, and settlers affect the way Native Americans lived in the area now known as California?

13. Circle all of the following statements that accurately describe the Pacific Northwest region.
- A. It includes a temperate rainforest.
 - B. Several types of trees grow as tall as 300 feet or more in this region.
 - C. The hot, desert sun bakes the hard, clay ground.
 - D. Buffalo roam the rolling hills and grasslands.
 - E. An important food source in this region is salmon.
 - F. There is easy access to water, because this region is located along an ocean and includes many rivers.

14. What is a totem, and why was it important to the tribes of the Pacific Northwest?

15. The potlatch ceremony was one that was practiced by Native American tribes of the Pacific Northwest. The word *potlatch* means “giving.” Is this an appropriate name for this ceremony? Why or why not?

NAME: _____

DATE: _____

16. Read the following excerpt from “Thunderbird and Killer Whale,” a story told by tribes in the Pacific Northwest, and answer the question that follows:

Thunderbird found Killer Whale and swooped down out of the sky. Thunderbird grabbed Killer Whale with his talons and tried to carry him away, but Killer Whale put up a fight. He wrestled free from Thunderbird’s grasp and fell down into the ocean with a great splash. The splash was so big that it shook all the waters and even the land. The waters rose up and covered the land. Trees were ripped from the soil, houses were shattered, and many people died before the ocean waters receded.

Thunderbird and Killer Whale fought for many days. At last, Killer Whale knew he could not win, and he swam away. Gradually, the fish returned and the people had food again. Ever since, the people have never forgotten how Thunderbird helped them.

How did the tribes of the Pacific Northwest use this myth to describe events in nature?

Mid-Unit Content Assessment Total: _____ /16 points

NAME: _____

DATE: _____

Native Americans End-of-Unit Content Assessment

1. Describe at least one important aspect of life for Native Americans in North America BEFORE European settlers arrived.

2. Describe at least one important change that occurred to the way Native Americans in North America lived AFTER European settlers arrived.

Native Americans and Europeans viewed land rights differently from one another. For each of the following statements, identify whether the statement refers to the way Native Americans viewed land or the way Europeans viewed land. Circle “Native Americans” or “Europeans” beneath each statement.

3. This group believed land boundaries were set by nature.

Native Americans

Europeans

4. This group believed they were part of the land and the land was part of them.

Native Americans

Europeans

5. This group believed individuals could own land.

Native Americans

Europeans

6. This group believed all living things were part of the same earth.

Native Americans

Europeans

7. This group believed ownership of the land could be proved by a deed to the land, or a piece of paper.

Native Americans

Europeans

8. Which of the following was NOT part of the culture of tribes living in what is now the state of California?

A. canoes

B. storytelling

C. buffalo

D. salmon

NAME: _____

DATE: _____

9. Describe the Spanish missions that were established in California, and explain what they tried to do.

10. The religion called totemism was practiced by Native American tribes of the Pacific Northwest. Circle all of the following statements that are true about totemism.

- A. This religion expressed the connection between the tribe and other living things.
- B. Each family had a bond with a specific animal spirit, which became the family's totem.
- C. The totems were carved from stone.
- D. The totem was a key to a family's identity.
- E. The totems were meant only for decoration.

11. Which of the following habitats is described by these characteristics:

- The weather is never too hot or too cold.
- There is a great deal of rain.
- There is a dense treetop canopy.
- The ground below contains thick mosses, ferns, and lichens.
- Many birds, fish, and mammals live in this habitat.

- A. tropical rainforest
- B. desert
- C. temperate rainforest
- D. grassland

12. Which of the following was/were an important component(s) of the potlatch ceremony practiced by many Pacific Northwest tribes? Circle all that apply.

- A. The ceremony was a way of demonstrating wealth and power in society.
- B. It was hosted by the lowest-ranking members of the tribe.
- C. It involved the burning of the totems.
- D. A main part of the ceremony was the giving of gifts.
- E. It was a short ceremony lasting only a few hours.

NAME: _____

DATE: _____

13. What does the myth “Raven Steals the Light” teach about greed and sharing resources?
- A. In this myth, a greedy woman tries to steal wood, berries, and ravens from her neighbor; in the end, the woman keeps everything she stole.
 - B. In this myth, a greedy old man will not share what should belong to everyone; in the end, he is not able to hold on to the things he tried to keep.
 - C. In this myth, a greedy old man ends up sharing all his belongings with his village and is rewarded for it.
 - D. In this myth, a woman meets a greedy raven who steals all her berries and firewood; in the end, the raven gives everything back.
14. What are two purposes of “Raven Steals the Light” and “Thunderbird and Killer Whale,” myths from the Pacific Northwest? Choose TWO of the following statements.
- A. explaining natural events, or phenomena
 - B. reflecting a love of snow and ice
 - C. explaining why death is a natural event
 - D. explaining an important part of a tribe’s culture
 - E. explaining art forms used in the Pacific Northwest

15. How did the settlers' desire to move west in the New World, tame land, and gain wealth conflict with Native Americans' relationship to the land?

16. Using words from the word box, complete the following paragraphs. Not all words in the box will be used, and some may be used more than once.

| | | | |
|------------|------------|---------|----------|
| encroached | immigrants | natives | settlers |
| resistance | revenge | tracts | |

Europeans who migrated to the Americas did not share the same traditions and beliefs as Native Americans. Aside from their culture, religion, and technology, Europeans had different beliefs regarding land ownership and individual rights and liberties. When some European _____ first arrived in the New World, they found stiff competition for jobs and land in the East. As a result, they looked west, to the untamed wilderness, for opportunities. They became _____, looking to tame the land and gain wealth from it.

NAME: _____

DATE: _____

To help these _____ “manage” the Native Americans they found in the West, the U.S. government passed the Homestead Act of 1862. This law said that anyone over the age of 21 could apply to get 160 acres of land in exchange for a promise to live on the land for five years and create a farm or ranch. Of course, these homesteads _____ on land already being used by Native Americans.

This westward movement by the _____ led to conflicts with Native Americans, such as the brutal Sand Creek Massacre. When the Cheyenne tribe warriors saw that the U.S. soldiers had killed over 100 members of their tribe, they swore _____. In an effort to end the fighting between the government and Native Americans, the U.S. government passed the Indian Appropriations Act of 1851, which created reservations. This law was met with some _____ on the part of Native Americans; many did not agree to being forced to live on reservations.

17. Circle all of the following statements about Luther Standing Bear and Richard Henry Pratt that are true.

- A. Luther Standing Bear thought that all Native Americans should be stripped of their culture, using the phrase “Kill the Indian to save the man” in his recruiting.
- B. Richard Henry Pratt was concerned that Native Americans would never assimilate unless they left their native culture behind.
- C. Richard Henry Pratt saw firsthand how horrible living conditions were on the reservations. As a result, he thought there had to be a better alternative to dealing with Native Americans than going to war.
- D. Luther Standing Bear learned a great deal at the Carlisle School, but he did not believe that he and other Native Americans should be forced to give up their culture.
- E. Life at the Carlisle School for Native Americans was easy, and they were free to explore European culture as well as keep their own native traditions.

18. Circle all of the following statements about the Battle of the Little Bighorn that are true.

- A. It is an event that stands out in the history of the conflict between settlers and Native Americans.
- B. Lieutenant Colonel George Armstrong Custer was the leader of the Lakota Sioux.
- C. Sitting Bull and Crazy Horse were leaders of the Lakota Sioux.
- D. This event is memorable because it is one of the few great victories for the Lakota Sioux people in their fight against the U.S. government.
- E. Crazy Horse was killed in the Battle of the Little Bighorn.

19. What did the policies and laws of the U.S. government, such as “assimilation through education,” the Dawes Act, the Homestead Act of 1862, and the Indian Appropriations Act of 1851, try to accomplish?

NAME: _____

DATE: _____

20. Which two words below correctly complete the following sentences:

When the Lakota people tried to reconnect with their past by performing the _____, the U.S. government became concerned and tried to stop it. The U.S. Seventh Cavalry intercepted Lakota people on their walk to Pine Ridge and escorted them to a campsite. Although no one knows for sure how it happened, the _____ took place at that campsite, and hundreds of Lakota men, women, and children were killed.

- A. Ghost Dance; Wounded Knee Massacre
- B. Potlatch; Wounded Knee Massacre
- C. Vision Quest; Wounded Knee Massacre
- D. Ghost Dance; Battle of the Little Bighorn
- E. Vision Quest; Battle of the Little Bighorn

End-of-Unit Content Assessment Total: _____ /20 points

NAME: _____

DATE: _____

Shifts in Verb Tense

Read each sentence. If the verb tenses are correct, draw a ✓ (check mark) on the line that comes before the sentence. If there is an inappropriate shift in verb tense, draw an X on that line. Then cross out the verb with the inappropriate shift in verb tense and write the verb in its correct tense above it.

Example: X Lucio went to the stable and ^{rode}rides a horse.

Or
 X Lucio ^{goes}went to the stable and rides a horse.

1. _____ Scientists call the modern horse *Equus caballus*. This species included everything from miniature ponies to massive horses.
2. _____ In the 1500s, Spanish explorers brought their horses with them to North and South America. Some of the horses run away.
3. _____ Thousands of wild horses still roam U.S. land today; however, the U.S. government captured hundreds of horses each year.
4. _____ In many ancient civilizations, owning a horse was a symbol of power. People who had horses were considered more important.
5. _____ The workhorse changed the way people farmed. Farmers will transport their harvests long distances.

Write the appropriate verb tense of the verb in parentheses to complete each sentence.

Example: Sandra has her horse riding lessons every Tuesday.
(have)

1. Today some people can adopt wild horses. The Bureau of Land Management _____ us how we can adopt a wild horse.
(tell)
2. The Internet Adoption Program to adopt a wild horse _____ last month.
(start)
3. Tomorrow Dominique _____ pictures of the wild horses on the program's website.
(view)
4. Before the adopter is allowed to have a horse, the program _____ that the adopter is 18 years of age or older and that the adopter can house, feed, and care for the horse.
(check)
5. In 2003, over 60,000 wild horses _____ adopted.
(be)

NAME: _____

DATE: _____

Transitional Words and Phrases That Show Time

Using the information in Chapter 9 of *A Changing Landscape* and at least five of the words or phrases in the word box below, summarize what happened in 1876 at the Battle of the Little Bighorn. When you have finished writing, go back and circle all the transitional words and phrases that show time.

| | |
|---------------------------------------|------------|
| first, second, third, etc. | once |
| for a second, minute, hour, day, etc. | previously |
| during the morning, day, week, etc. | then |
| shortly after that | next |
| at the same time | later |
| immediately | after |
| soon | afterwards |
| eventually | at last |
| at first | last |
| before | finally |

NAME: _____

DATE: _____

Additional Comma Usage

Part I: *Insert a comma in the correct place in each sentence.*

1. Charles will you sign up for the new art class?
2. I'm not sure yet will you?
3. Yes I will sign up.
4. I was so excited to hear about this class weren't you?
5. Yes I was.
6. Daria please hand me a registration form.
7. Do you know when the class will begin Lola?
8. No I do not know.

Part II: *Using what you have learned about using commas, write your answers to the questions.*

1. How would you get your friend's attention to ask your friend a question?

2. How would you check to make sure you have the correct date for last day of school?

3. Do you like to eat broccoli? (If not, what kinds of vegetables do you like to eat?)

4. How does the doctor ask you why you came to visit him?

5. Do you have a pet? (If not, what kind of pet would you like to have?)

NAME: _____

DATE: _____

Writing Titles

Circle what you would use to write titles in the following categories.

| | | |
|--------------|-------------------|-----------------|
| Short Poem | underline/italics | quotation marks |
| Movie | underline/italics | quotation marks |
| Works of art | underline/italics | quotation marks |
| Book | underline/italics | quotation marks |
| Chapter | underline/italics | quotation marks |
| Song | underline/italics | quotation marks |

Write the titles for different types of works you are familiar with. They could be your favorites or ones you don't like.

| Titles | |
|--------------------|--|
| Book | |
| Chapter | |
| Work of art | |
| Movie | |
| Short Poem | |
| Song | |

NAME: _____

DATE: _____

Suffixes *-tion* and *-sion*

Write the correct word to complete each sentence. Words will not be used more than once; some words will not be used.

| | | | | |
|-------------|----------|------------|-----------|------------|
| decide | decision | extend | extension | subtract |
| subtraction | discuss | discussion | prevent | prevention |

1. I want to _____ a problem with you because I think you might be able to help.
2. Did you _____ what you want to eat for dinner tonight?
3. After I completed the _____ of the two numbers, I multiplied the answer by two.
4. I wish we could _____ summer break; I don't want it to end!
5. We keep my dog on a leash when we walk him in order to _____ him from running away.

Write the correct word to complete each sentence.

1. If you _____ 2 from 5, then you have 3 left.
(subtract, subtraction, discuss, discussion)
2. We wanted to _____ the pizza in half so we could split it evenly between the two of us.
(divide, division, prevent, prevention)
3. I asked the librarian for _____ to the mystery section of the library.
(decide, decision, direct, direction)

4. The _____ of our baseball game was disappointing
(extend, extension, cancel, cancellation)
because I had been looking forward to playing all week.

5. Could you _____ some salt to that sauce?
(add, addition, revise, revision)

For each of the following words, write a complete sentence using the word. Be sure to use correct capitalization and punctuation.

1. *cancel*

2. *discussion*

3. *prevention*

NAME: _____

DATE: _____

Root *mem*

Write the correct word to complete each sentence.

| | | | | |
|----------|-------------|--------|-----------|----------|
| memorial | commemorate | memory | memorable | remember |
|----------|-------------|--------|-----------|----------|

1. The city chose to _____ the anniversary of its establishment with a large festival.
2. The time we went up in the hot air balloon was really _____.
3. My favorite _____ of my grandmother is the time she took me back to the place where she grew up.

Read the following pairs of sentences containing words with the root mem. Within each pair, one of the sentences uses the word correctly, and one of the sentences uses it incorrectly. Circle the sentence that uses the word correctly.

1. A bench was donated to the library as a memorial to the librarian who worked there for many years.

My family memorial my uncle by getting together, looking at pictures of him, and telling stories about him.
2. Can you give me the remember you brought back from your trip to England?

This photo makes me remember the time we went to the carnival.
3. I enjoyed reading the memoir written by a famous poet about her childhood.

I would like to go to the memoir to honor my grandparents.

For each of the following words, write a complete sentence using the word. Be sure to use correct capitalization and punctuation.

1. *memento*

2. *memorize*

NAME: _____

DATE: _____

fore-*: Prefix Meaning “before” or “ahead”Fill in the following chart with the missing words, parts of speech, and meanings.*

| root word—(part of speech) meaning | affixed word—(part of speech) meaning |
|------------------------------------|---|
| 1. | foretell—(verb) to communicate something in words before it happens |
| 2. | foremost—(adjective) ahead of the majority of; ahead of most others |
| sight—(noun) the ability to see | 3. |

Write the correct word to complete each sentence. Words will not be used more than once; some words will not be used.

| | | |
|----------|------------|---------|
| father | forefather | most |
| foremost | see | foresee |

- I do not _____ any problems arising on our camping trip, as we are very prepared.
- I did not get a chance to attend the reception for the _____ expert on archaeology in the northern plains.
- My _____ and mother were born in Turkey.

Write the correct word to complete each sentence.

4. Please do not _____ anyone about the surprise party for your sister so we can keep it a secret.
(bode, forebode, tell, foretell)
5. Thank goodness I had the _____ to pack an extra sweatshirt, because I got my first one dirty.
(sight, foresight, see, foresee)
6. It is of _____ importance we pick up a birthday card for my dad, so we should do that before we do anything else.
(most, foremost, ground, foreground)

Write a complete sentence using one of the fore- words covered in the unit. Be sure to use correct capitalization and punctuation.

NAME: _____

DATE: _____

The Navajo Code Talkers

| Word(s) from the Chapter | Pronunciation | Page Number |
|--------------------------|-------------------|-------------|
| Navajo | /nov*ə*hoe/ | 96 |
| Apache | /ə*pach*ee/ | 99 |
| Athabaskan | /ath*ə*bas*kən/ | 99 |
| Guadalcanal | /gwaw*dəl*kə*nal/ | 100 |
| Tarawa | /tə*raw*ə/ | 100 |
| Iwo Jima | /ee*woe/ /jee*mə/ | 100 |
| Kieyoomia | /kie*yoo*mee*ə/ | 102 |
| Nagasaki | /nog*o*sok*ee/ | 103 |

As you read the enrichment selection, “The Navajo Code Talkers,” answer the following questions using complete sentences.

1. What was a Code Talker’s main job in World War II?

Page(s) _____

2. *Irony* means using words or actions that are the opposite of what is expected. Why was it ironic that the Allies depended on the Navajo language in World War II?

Page(s) _____

3. How did the use of radios and telephones affect communication on the battlefield during World War II?

Page(s) _____

4. Why was the Navajo language so well-suited to codetalking?

Page(s) _____

5. Joe Kieyoomia spoke Navajo, but he couldn't understand the code. Why not?

Page(s) _____

6. Why would it be important for the Code Talkers to be sworn to secrecy and not say a word about the program for so many years?

Page(s) _____

NAME: _____

DATE: _____

Ancestors' Words

| Word(s) from the Chapter | Pronunciation | Page Number |
|--------------------------|-----------------|-------------|
| Caddoan | /kad*oe*ən/ | 106 |
| Wichita | /wi*chee*tə/ | 106 |
| Caddo | /kad*oe/ | 106 |
| Kitsai | /kit*sie/ | 106 |
| Arikara | /ə*rik*ə*rə/ | 106 |
| Navajo | /nov*ə*hoe/ | 107 |
| Athabaskan | /ath*ə*bas*kən/ | 108 |
| Apache | /ə*pach*ee/ | 108 |

As you read the enrichment selection, “Ancestors' Words,” answer the following questions using complete sentences.

1. Why does Great Granny tell the children a story in a language they don't understand?

Page(s) _____

2. Underline the simile in the following passage and explain how it helps the reader better understand the passage.

It was already in their minds, faint but familiar, like the memory of a dream. Their hearts warmed just to hear the words of the ancestors echoing in Great Granny's story.

Page(s) _____

3. Read the following passage. Explain the metaphor that is contained in the passage and how it illustrates Great Granny's point.

This plant can live thousands of years, longer than the oldest sequoia or redwood, and yet this plant is not something you see or touch. You hear it. You can hear it now. It is language. Language is the last plant Mother Nature made. All you children, you are like seeds on the language plant. This language I speak to you now, it is the language of your ancestors. It is already inside you, ready to grow if you will let it.

Page(s) _____

NAME: _____

DATE: _____

4. What does Great Granny hope her story will teach the children?

Page(s) _____

5. What does Dorrie do after she hears Great Granny's story?

Page(s) _____

6. What is an extinct language?

Page(s) _____

7. Why does Dorrie feel like a gardener?

Page(s) _____

8. How can Native American languages be preserved? Why is it important to do so?

Page(s) _____

NAME: _____

DATE: _____

Student Resources

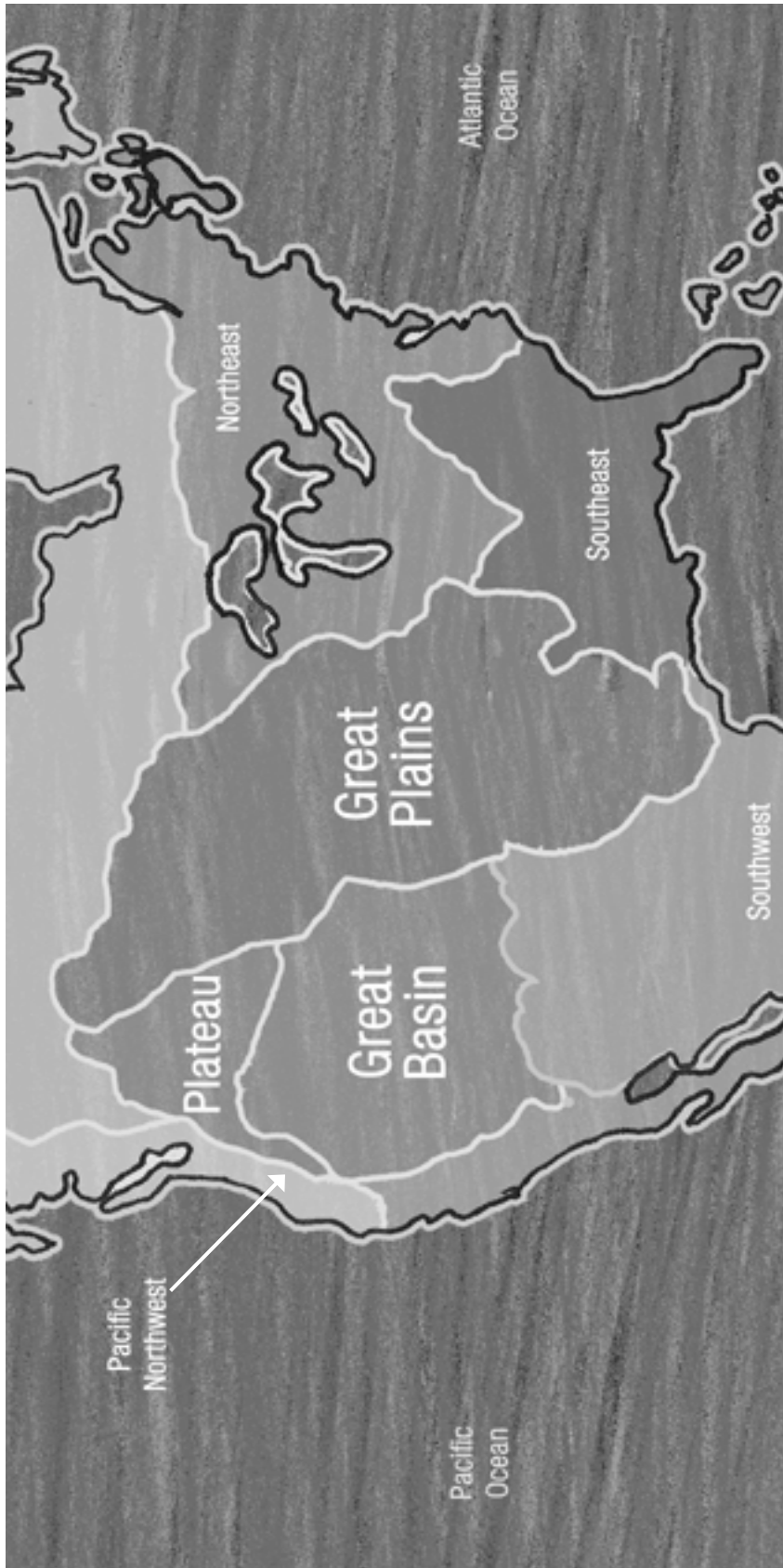
In this section, you will find:

- SR.1—U.S. Regions Map
- SR.2—Persuasive Essay Rubric
- SR.3—Individual Code Chart
- SR.4—Persuasive Essay Editing Checklist
- SR.5—Parfleche Image and Description

NAME: _____

DATE: _____

U.S. Regions Map



NAME: _____

SR.2

RESOURCE

DATE: _____

Persuasive Essay Rubric

| | Exemplary | Strong | Developing | Beginning |
|-------------------------------|--|--|--|---|
| Introduction | Paragraph clearly expresses the argument | Paragraph states the argument | Paragraph loosely relates to the argument | Paragraph does not make an argument |
| Body | The image is described with clear descriptive language | The image is described with descriptive language | The image is described with some descriptive language | The image is not described with descriptive language |
| | All evidence clearly supports the argument | Most evidence supports the argument | Some evidence supports the argument | Little or no evidence supports the argument |
| | All evidence is clearly drawn from a reliable source | Most evidence is drawn from a reliable source | Some evidence is drawn from a reliable source | Little or no evidence is clearly drawn from a reliable source |
| Conclusion | Paragraph incorporates or presents the argument in a new way | Paragraph restates the argument | Paragraph loosely relates to the argument | Paragraph does not relate to the argument |
| Structure of the Piece | All facts relate closely to the argument | Most facts relate to the argument | Some facts relate to the argument | Few or no facts relate to the argument |
| | Supporting facts are presented in a logical order | Most supporting facts are presented in a logical order | Some supporting facts are presented in a logical order | Logical facts are disordered and confusing |
| | All information has been paraphrased | Most information has been paraphrased | Some information has been paraphrased | Little or no information has been paraphrased |

Individual Code Chart

/p/

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/j/

| | | | | |
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| g | j | ge | dge | dg |
| gem | jump | fringe | judge | judging |

/f/

| | | | |
|----------|-----------|-----------|-----------|
| f | ff | ph | gh |
| fit | stuff | phone | tough |

/v/

| | |
|----------|-----------|
| v | ve |
| vet | twelve |

/s/

| | | | | |
|----------|----------|-----------|-----------|-----------|
| s | c | ss | ce | se |
| sun | cent | dress | prince | rinse |

| | |
|-----------|-----------|
| st | sc |
| whistle | scent |

/z/

| | | | | |
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| s | z | se | zz | ze |
| dogs | zip | pause | buzz | bronze |

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NAME: _____

DATE: _____

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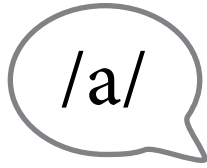
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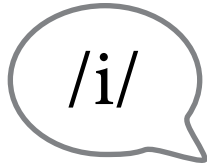
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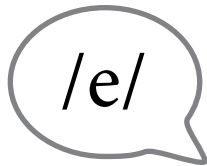


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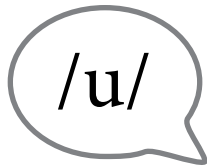


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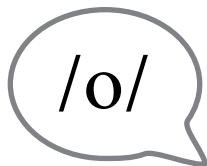


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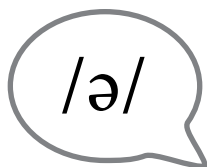


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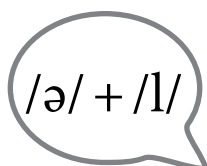


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| paper | cake | wait | day | hey |
| eigh | | ea | | |
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| ie | ey | e_e | | |
| cookie | key | Pete | | |

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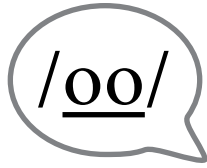
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| unit | cute | cue |

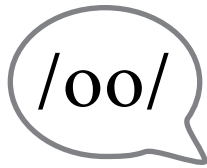
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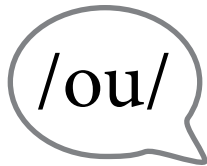


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| soon | student | tune | new | blue |

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| ou | ow |
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| shout | now |



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| oi | oy |
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| oil | toy |



| | | | | |
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NAME: _____

DATE: _____

Persuasive Essay Editing Checklist

| Editing Checklist | After checking for each type of edit, place a check here. |
|---|---|
| Meaning (It sounds right when I read it aloud.) | |
| • All my sentences are complete and have a subject and predicate. | |
| • I have checked how long my sentences are and split run-on sentences into two. | |
| • All my sentences have correct subject-verb agreement in the present tense. | |
| • I have used correct verb tense rather than inappropriate shifts. | |
| Format | |
| • All my paragraphs are indented. | |
| Capitals | |
| • I began each sentence with a capital letter. | |
| • I used capital letters for all proper nouns. | |
| Spelling | |
| • I have checked the spelling for any words I was unsure of or my teacher marked. | |
| Punctuation | |
| • I read my writing piece aloud to check for commas at pauses and periods, question marks, and exclamation points at the end of my sentences. | |
| • I used commas and quotation marks in places where they belong. | |

Based on the fix-ups I found using my editing checklist, my writing will be stronger in the future if I remember to watch out for

Editing Goal 1: _____

Editing Goal 2: _____

Parfleche Image and Description



This image shows a parfleche, or a case used to carry things. This parfleche is made of buffalo hide, with a leather string used to fasten it. Parfleches were made and designed by women. They scraped the hide with a rock or piece of bone to make it clean. Women made colored paints from things in nature such as flowers, berries, bark, or clay. They used these colors to paint designs on the cases. The Cheyenne often had two matching parfleches that hung from each side of their horses as they rode. They carried objects such as dried buffalo or deer meat, medicinal plants, and important objects for ceremonies. Tribes often traded these bags as a ceremonial gesture of friendship. You might see a Sioux warrior carrying a parfleche made by a Cheyenne woman.

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