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Unit 9 Native Americans

Teacher Guide

GRADE 5 Core Knowledge Language Arts®



Core Knowledge®





Unit 9
Native Americans
Teacher Guide

GRADE 5

Core Knowledge Language Arts®



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Introduction

Unit 9: Native Americans

INTRODUCTION

Unit 9: *Native Americans*

This introduction includes the necessary background information to teach the *Native Americans* unit. This unit contains 15 daily lessons, plus four Pausing Point days that may be used for differentiated instruction. You may choose to use all four days at the end of the unit, or you may use one day immediately after Lesson 7 and three days at the end of the unit. If you use one Pausing Point day after Lesson 7, you may administer Activity Page PP.1 to assess students' understanding of the content at this midpoint, or you may use the day to focus on writing, spelling, grammar, or morphology skills covered in Lessons 1–7. Each entire lesson will require a total of 90 minutes. Lesson 15 is devoted to a unit assessment. It is recommended that you spend no more than 19 days total on this unit.

After completing the unit, you will administer the End-of-Year Assessment. You should spend no more than three days total on the assessment.

Lessons and activities in this unit address various aspects of a comprehensive language arts curriculum aligned to the Common Core State Standards-English Language Arts (CCSS-ELA): reading, writing, spelling, grammar, and morphology. A chart indicating which lessons in the *Native Americans* unit address content from the Core Knowledge Sequence (Core Content Objectives) and the CCSS is located on the CKLA Teacher Resources website at CKLA.Amplify.com and also at CoreKnowledge.org/CKLA-files.

Why the *Native Americans* Unit Is Important

The Big Idea of this unit is that Native Americans were intricately and intimately connected to their landscape, and that the policies of the American government in the 1800s and contact with settlers, missionaries, traders, and explorers affected Native American cultures and their relationship with the landscape.

Core Content Objectives Addressed in Core Knowledge Language Arts During Previous Grades

Students who have received Core Knowledge Language Arts (CKLA) instruction in Grades K–4 will already have pertinent background knowledge for this unit. These students may have gained relevant background knowledge during the following domains and units:

Note

To prepare for this unit, read this entire introduction, preview the unit and content assessments, and preview the Teacher Resources section of this Teacher Guide. You may wish to collect assessment Activity Pages 15.2, PP.1, PP.2, and A.1–A.6 from students before beginning the unit.

Native Americans (Kindergarten)

- Recall that Native Americans were the first-known inhabitants of North America
- Explain that there are many tribes of Native Americans
- Explain the importance of the buffalo to the Lakota Sioux
- Describe the nomadic lifestyle of the Lakota Sioux
- Describe the food, clothing, and shelter of the Lakota Sioux, the Wampanoag, and the Lenape
- Describe the environment in which the Lakota Sioux, the Wampanoag, and the Lenape lived
- Describe aspects of the Lakota Sioux, Wampanoag, and Lenape culture
- Identify the Wampanoag and Lenape as tribes that settled in a particular area rather than ones that moved from place to place
- Explain that Native Americans still live in the United States today
- Explain how some Native Americans today keep alive some of the traditions and practices of their ancestors

Columbus and the Pilgrims (Kindergarten)

- Recall that 1492 was the year of Columbus's first voyage to America
- Explain why Columbus called the land where he landed the Indies and the inhabitants Indians
- Explain that native people were already living on the continent where Columbus's ships landed
- Describe the Pilgrims' first interaction with the Wampanoag

Frontier Explorers (Grade 1)

- Explain the significance of the Louisiana Territory and Purchase
- Explain the reasons that Lewis and Clark went on their expedition
- Explain that there were many, many Native American tribes living in the Louisiana Territory before the Lewis and Clark expedition
- Recall basic facts about Lewis and Clark's encounters with Native Americans
- Explain why and how Sacagawea helped Lewis and Clark

Westward Expansion (Grade 2)

- Explain that the U.S. government forced Native Americans from their lands
- Identify the Trail of Tears as a forced march of the Cherokee
- Explain that westward expansion meant displacement of Native Americans

- Explain that the development of the railroad ushered in a new era of mass exodus of Native Americans from their land
- Describe the effect of diminishing buffalo on the life of Plains Native Americans

Native Americans (Grade 3)

- Explain that the ways Native Americans obtained food evolved over time to include hunting, gathering, and in some areas, fishing and farming
- Explain that Native Americans spread out across North and South America in search of food and eventually developed different languages and cultures
- Explain how Native Americans adapted to their environments and how these environments contributed to their cultural identity
- Describe the various food sources and dwellings of Native Americans as related to their environment
- Describe the way in which Native Americans handed down their history from one generation to another
- Explain why native people came to be called Indians
- Explain that Native Americans still live throughout North America

European Exploration (Grade 3)

- Identify motivating factors that led to the exploration of the Americas in different expeditions
- Describe the encounters between early explorers and Native Americans
- Describe the purpose of missionary settlements in early Spanish exploration of North America

Colonial America (Grade 3)

- Describe the relationship between the colonists and Native Americans

American Revolution (Grade 4)

- Explain that by defeating the French in the French and Indian War, the British established themselves as the dominant power in North America

Overview

The following is an overview of the unit schedule. The Teacher Guide uses the following color-coding: purple for reading lessons; red for grammar, morphology, and spelling lessons; and green for writing lessons.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Core Connections 45 min. Review Prior Knowledge	Reading 45 min. Small Group: Chapter 2 “Across Mountains and Prairies” Word Work: <i>Custom</i>	Reading 45 min. Partner: Chapter 3 “Tales from the Great Plains” Word Work: <i>Remnant</i>	Reading 45 min. Small Group: Chapter 4 “The Changing Landscape of California” Word Work: <i>Immunity</i>	Reading 45 min. Close Reading: Chapter 4 “The Changing Landscape of California” Word Work: <i>Nimble</i>
Reading 45 min. Read-Aloud: Chapter 1 “A Long and Winding Road” Word Work: <i>Tension</i>	Grammar 15 min. Identify Shifts in Verb Tense	Writing 45 min. Identify Parts of a Persuasive Essay	Grammar 15 min. Identify and Correct Shifts in Verb Tense	Writing 45 min. Select a Persuasive Essay Topic and Collect Relevant Information
	Morphology 15 min. Introduce Suffixes <i>-tion</i> and <i>-sion</i>		Morphology 15 min. Practice Suffixes <i>-tion</i> and <i>-sion</i>	
	Writing 15 min. Introduce a Persuasive Essay		Writing 15 min. Evaluate a Persuasive Essay Using a Rubric	

Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Reading 45 min. Small Group: Chapter 5 “Rainforests, Rivers, and Ocean” Word Work: <i>Distinct</i>	Reading 45 min. Read-Aloud: Chapter 6 “Myths from the Pacific Northwest” Word Work: <i>Meek</i>	Reading 45 min. Small Group: Chapter 7 “Severing Ties” Word Work: <i>Encroach</i>	Reading 45 min. Close Reading: Chapter 7 “Severing Ties” Word Work: <i>Prosper</i>	Spelling 15 min. Assessment
Grammar 15 min. Introduce Transitional Words and Phrases That Show Time	Writing 45 min. Plan and Draft a Persuasive Essay	Writing 45 min. Plan and Draft the Body of a Persuasive Essay	Grammar 15 min. Transitional Words and Phrases That Show Time	Reading 45 min. Partner: Chapter 8 “Your Name is Luther” Word Work: <i>Experimental</i>
Morphology 15 min. Introduce Root <i>mem</i>			Morphology 15 min. Practice Root <i>mem</i>	Writing 30 min. Draft the Body of a Persuasive Essay
Spelling 15 min. Introduce Spelling Words			Spelling 15 min. Practice Spelling Words	

Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Reading 45 min. Small Group: Chapter 9 “Battle of the Little Bighorn” Word Work: <i>Chaos</i>	Reading 45 min. Close Reading: Chapter 9 “Battle of the Little Bighorn” Word Work: <i>Reckless</i>	Reading 45 min. Read-Aloud: Chapter 10 “The Taking of the Land” Word Work: <i>Revive</i>	Reading 45 min. Small Group: Chapter 11 “The Ghost Dance” Word Work: <i>Reunite</i>	Spelling 15 min. Assessment
Grammar 15 min. Introduce Additional Comma Usage	Writing 45 min. Draft a Persuasive Essay	Writing 45 min. Revise and Edit a Persuasive Essay	Grammar 15 min. Write Titles	Unit Assessment 75 min.
Morphology 15 min. Introduce Prefix <i>fore-</i>			Morphology 15 min. Practice Prefix <i>fore-</i>	
Spelling 15 min. Introduce Spelling Words			Spelling 15 min. Practice Spelling Words	

Pausing Point Day 1	Pausing Point Day 2	Pausing Point Day 3	Pausing Point Day 4
End-of-Unit Content Assessment/ Pausing Point 90 min.	Pausing Point 90 min.	Pausing Point 90 min.	Pausing Point 90 min.

End-of-Year Assessment Day 1	End-of-Year Assessment Day 2	End-of-Year Assessment Day 3
Reading Comprehension Assessment 90 min.	Grammar Assessment 45 min.	Morphology Assessment 45 min.
	Word Reading in Isolation Assessment; Fluency Assessment ongoing	Word Reading in Isolation Assessment; Fluency Assessment ongoing

Core Connections

During the Core Connections lesson in Lesson 1, students will review background information relevant to the study of Native Americans. They will describe the connection between Native American customs and ways of life and the regions in which they lived.

Reading

Reader

The Reader for this unit, *A Changing Landscape*, includes complex text and prepares students in Grade 5 for the increased vocabulary and syntax demands that aligned texts will present in later grades. *A Changing Landscape* explores how the policies of the American government in the 1800s and contact between Native Americans and

settlers, missionaries, traders, and explorers affected Native American traditions, culture, way of life, and relationship with land. The Reader introduces students to diverse Native American tribes to dispel misperceptions that the indigenous people encountered by Europeans were a single, unified group. While there were similarities among tribes, each tribe was fiercely proud of its own unique identity and culture. Students will also read Native American myths and tales from specific tribes to better understand how these stories communicate values and a shared history across generations of tribal members.

The Reader also includes two selections that may be used for enrichment. “The Navajo Code Talkers” explores the unique role Native Americans played during World War II, and “Ancestors’ Words” discusses the struggle to transmit and preserve the diverse languages spoken by Native Americans. Although the Teacher Guide does not include lessons for these enrichment selections, the Activity Book includes activity pages students may complete independently. Please use these selections at your discretion, considering students’ needs and the time available in your school day.

Pronunciation Guide

For your reference, the Teacher Resources section includes a pronunciation guide for unique content-related words found in *A Changing Landscape*. You will also find pronunciations listed by chapter in the reading lessons and on activity pages.

Writing

In the writing lessons, students will engage in an extended writing project while continuing to practice the various stages of the writing process. They will write a persuasive essay in which they convince the reader that a chosen image best shows the connection between Native Americans and the land. Students will focus on note-taking, incorporating evidence, and crafting an argument. Students will also revise, edit, and share their writing.

Grammar

In this unit, students will learn to recognize and correct inappropriate shifts in verb tense in writing samples and in their own writing. Students will also learn to identify and use a variety of transitional words and phrases that show time. Students will revisit grammar topics addressed in prior units, including comma usage and title formatting.

Spelling

During this unit’s spelling lessons, students will practice spelling words with the suffixes *-tion* and *-sion*, and the root *mem*, as well as words related to the content

of *A Changing Landscape*. Each set of spelling words will consist of 10 or 12 words. Although each set of words does not follow just one single spelling pattern, you may detect certain gaps or misunderstandings in students' knowledge of the code through careful analysis of their spelling errors.

Morphology

In this unit, students will learn about the root *mem* as well as the prefix *fore-* and the suffixes *-tion* and *-sion*. Oral and written activities present opportunities to apply morphology skills.

Fluency

Helping students achieve automaticity and fluency to improve reading comprehension is an important goal in CKLA Grade 5. The optional *Fluency Supplement*, consisting of poetry, folklore, fables, and other selections, is provided online at CoreKnowledge.org/CKLA-files and at CKLA.Amplify.com. These selections provide additional opportunities for students to practice reading with fluency and expression (prosody). You may choose and use the selections at your discretion in any order. For more information about using the *Fluency Supplement*, see the Unit 1 Teacher Guide introduction.

Assessment

Each unit includes a variety of assessment tools, including formal and informal assessments, formative and summative assessments, and progress-monitoring assessments targeting specific skills. Each unit concludes with a multipart unit assessment that assesses content knowledge (informational units only), reading comprehension, grammar, morphology, and fluency (optional). The grammar and morphology portions of the assessment address grammar and morphology skills taught throughout the unit. Specifically, the grammar portion of the unit assessment for *Native Americans* addresses shifts in verb tense, transitional words and phrases, commas, and title formatting. The morphology portion addresses the root *mem* as well as the prefix *fore-* and the suffixes *-tion* and *-sion*. Assessment of the content knowledge students acquired by reading *A Changing Landscape* is administered after Lesson 7 (optional) and as part of the Pausing Point days.

End-of-Year (EOY) Assessment

In this unit, an End-of-Year (EOY) Assessment is provided and should be administered at the end of the unit. You should spend no more than three days total on the End-of-Year Assessment. There are three main components of the assessment administered to all students: a written assessment of silent reading comprehension, a written assessment of grammar, and a written assessment of morphology. Two other components—the oral reading of words in isolation and the fluency assessments—are administered one-on-one with students.

The written assessment of silent reading comprehension is meant to be completed in one 90-minute block of time and will be administered on End-of-Year Assessment Day 1. This should approximate the extended end-of-year assessments that Grade 5 students may take. The Grammar and Morphology Assessments are meant to be completed during two 45-minute blocks of time on End-of-Year Assessment Day 2 and Day 3.

In addition, you will pull students aside, one at a time, and administer the Word Reading in Isolation Assessment (to students who scored 11 or fewer on the Reading Comprehension Assessment, or between 12–14, as time allows). Administer the Fluency Assessment to all students.

After administering the End-of-Year Assessment, you will complete an analysis summary of individual student performance using the Grade 5 End-of-Year Summary Sheet, found in each individual student’s Activity Book. This summary should be passed on, along with the completed assessments, to students’ teachers for the following school year.

Teacher Resources

At the back of this Teacher Guide, you will find a section titled “Teacher Resources.” This section contains materials needed for instruction of this unit. Additional teacher resources for the entire year can be found in the Teacher Resources section of the Unit 1 Teacher Guide.

Digital Components

In the Advance Preparation section of each lesson, you will be instructed to create various posters, charts, or graphic organizers for use during the lesson. Many of these items, along with other images such as maps or diagrams, are also available as digital components at CoreKnowledge.org/CKLA-files and at CKLA.Amplify.com.

Recommended Resources

You should consider various times throughout the day when you might infuse the curriculum with authentic domain-related literature. If you are able to do so, you may recommend students select books from the Recommended Resources list. In addition, if you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this list to reinforce the concepts covered in this unit.

You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families. The Recommended Resources list, which also includes online resources, can be found online in the digital components for this unit at CoreKnowledge.org/CKLA-files and at CKLA.Amplify.com.

Lesson 1

Unit 9: Native Americans

CORE CONTENT OBJECTIVES

Students will:

- ✓ Describe what life was like for Native American tribes before the arrival of Europeans
- ✓ Describe the effect of European settlement on Native Americans

LESSON AT A GLANCE	TIME	MATERIALS
Core Connections		
Review Prior Knowledge	45 min.	U.S. Regions Map; Geographic Regions Images 1–4; Activity Page 1.1; Native American Culture Images 1–4; string (optional)
Reading		
Read-Aloud: Chapter 1 “A Long and Winding Road”	40 min.	U.S. Regions Map; <i>A Changing Landscape</i> ; Activity Pages 1.2–1.4
Word Work: <i>Tension</i>	5 min.	
Take-Home Material		
Reading	*	Activity Pages 1.3, 1.4; <i>Fluency Supplement</i> selection (optional)

Primary Focus of Lessons

Core Connections: By the end of this lesson, students will be able to explain that many years ago, Native American culture, such as clothing, housing, and food, was closely connected to the region and environment in which each tribe lived.

Reading: By the end of this lesson, students will be able to explain how the arrival of European explorers and settlers in North America changed the lives of Native Americans already living there.

Academic Vocabulary

Academic vocabulary words support reading comprehension and may appear across a variety of materials, in language arts and in content areas. Understanding academic vocabulary may contribute to improved performance on assignments and assessments, as these words appear often in directions. Where applicable, general academic words are used throughout the unit, as they refer to all subjects—reading, writing, grammar, morphology, and spelling. They may appear in directions, assessments, spelling lists, activity pages, and discussion questions, among other places.

These words are underlined in lessons wherever they are included. You may wish to define these words and use them intentionally throughout the unit so students hear them used in multiple ways; it is not necessary to teach the words ahead of time.

Following the word list is a chart of applicable Spanish cognates. Providing Spanish cognates may support Spanish-speaking students in comprehending the words in English.

1. **assume, v.** to believe something is true despite not knowing all the facts (**n. assumption**)
2. **conflict, n.** /kon*flikt/ a disagreement
3. **conflict, v.** /kən*flikt/ to disagree, differ, or say or do the opposite of
4. **diverse, adj.** made up of people or items that are not alike (**n. diversity**)
5. **imply, v.** to suggest something without saying it directly (**implies; implied**)
6. **inference, n.** a conclusion or view that comes from knowing some, but not all, the facts (**v. infer**)
7. **trace, v.** to follow along, or draw, the outline of something; to examine the history of something to see how it developed
8. **vary, v.** to change something from time to time (**adj. varied**)

Spanish Cognates for Academic Vocabulary in Native Americans

conflicto	inferencia
diverso(a)	variar
implicar	

ADVANCE PREPARATION

Core Connections

- Prepare and display the U.S. Regions Map and Geographic Region Images located in Teacher Resources by drawing a line or placing a string that will run from each of the four regions and connect to its respective image (Image 1 to the Northeast; Image 2 to the Great Plains; Image 3 to the Pacific Northwest; and Image 4 to the Southwest). Display ONLY the map and the lines at this point; you will place each image at the end of the proper line during the Core Connections activity.
- Prepare to use the Native American Culture Images 1–4 in the Teacher Resources section of the Teacher Guide. Alternatively, you may access a digital version of these images in the digital components for this unit.

Reading

- Write the purpose for reading on the board/chart paper. Alternatively, you may access a digital version of this and The Big Question in the digital components for this unit.

Read to find out how the arrival of European explorers and settlers changed the lives of Native Americans.

Fluency (optional)

- Choose and make sufficient copies of a text selection from the online *Fluency Supplement* to distribute and review with students for additional fluency practice. If you choose to do a fluency assessment, you will assess students in Lesson 5. See the Unit 1 Teacher Guide introduction for more information on using the *Fluency Supplement*.

CORE CONNECTIONS

45 minutes

Review Prior Knowledge

Review

10 minutes

- Tell students they will begin a unit called *Native Americans*, and the Reader for this unit is called *A Changing Landscape*. Explain that before reading the first chapter of the Reader, you will discuss some things they may already know that will help them understand what they will learn in this unit.
- Remind students who participated in CKLA in previous grades that they have learned about Native Americans in those grades. Ask students to share what they know or remember about Native Americans who live or lived in North America. Students who participated in CKLA in previous grades may remember the following about Native Americans:
 - Native Americans are the earliest-known groups of people to live in North America.
 - The earliest groups of Native Americans in North America lived a nomadic lifestyle in which they traveled for various reasons, including to search for food.
 - Over time, Native Americans spread out through the continent and adapted to, or changed with, the environment in which they lived.
 - Some tribes continued to be nomadic, while others settled in one place.
 - Native Americans still live in North America today.
- Explain that, historically, Native Americans' day-to-day activities, construction of their homes, and food sources were largely determined by the region in which they lived, including its climate (or its long-term weather patterns) and its resources.

Match Tribes and Regions

30 minutes

- Show students the U.S. Regions Map you prepared in advance. Tell students the map shows different geographic regions of what is now the United States.

Materials

- U.S. Regions Map
- Geographic Regions Images 1–4
- Activity Page 1.1
- Native American Culture Images 1–4
- string (optional)

- Show students Geographic Regions Image 1 (the Northeast). Explain that this image depicts one of these regions—the Northeast. As you place this image at the end of the line pointing to the Northeast region on the map, ask students to describe what they see in this image.
 - Answers may vary, but should include that the image shows a river, tall trees, a great deal of vegetation, and leaves on the trees that turned color during autumn.
- Show students Geographic Regions Image 2 (the Great Plains). Explain that this image depicts another region—the Great Plains. As you place this image at the end of the line pointing to the Great Plains region on the map, ask students to describe what they see in this image.
 - Answers may vary, but should include that the image shows relatively flat land; no tall trees; grasses; and Native Americans on horseback.
- Show students Geographic Regions Image 3 (the Pacific Northwest). Explain that this image depicts another region—the Pacific Northwest. As you place this image at the end of the line pointing to the Pacific Northwest region on the map, ask students to describe what they see in this image.
 - Answers may vary, but should include that the image shows a river; very tall trees growing close together, as in a forest; a rocky landscape; and evergreen trees.
- Show students Image 4 (the Southwest). Explain that this image depicts another region—the Southwest. As you place this image at the end of the line pointing to the Southwest region on the map, ask students to describe what they see in this image.
 - Answers may vary, but should include that the image shows a desert environment; small, dry vegetation; high, rocky cliffs; but no visible water.
- Tell students you will read four descriptions of tribes, or groups of Native Americans, who lived in North America long ago. Students will then make inferences to match those descriptions to one of the four specific regions shown on the U.S. Regions Map.
- Have students turn to Activity Page 1.1 and follow along as you read the descriptions.
- Read description A. Ask students which image/geographic region is described here.
 - Image 2, the Great Plains
- Have students write *Great Plains* above description A. Have them underline the words and phrases in this description that enabled them to infer that this image depicts the Great Plains region.
 - *nomadic lifestyle; enormous area of grassland; did not have an abundance of trees; soil, grass, and roots available for building homes*

Support What does the word *nomadic* mean?

» moving from place to place, rather than settling in one place, often in search of food

Support Based on the way it is used in this description, and by what you can see in the image, what does the word *abundance* mean?

» a great deal; many

- Read description B. Ask students which image/geographic region is described here.
 - Image 4, the Southwest
- Have students write *Southwest* above description B. Have them underline the words and phrases in this description that enabled them to infer that this image depicts the Southwest region.
 - *dry valleys; plateaus and mesas; trees grew on these high, flat lands; small water supply; baked them in the sun*

Support What are *plateaus* and *mesas*?

» large areas of high, flat land with steep sides

- Read description C. Ask students which image/geographic region is described here.
 - Image 1, the Northeast
- Have students write *Northeast* above description C. Have them underline the words and phrases in this description that enabled them to infer that this image depicts the Northeast region.
 - *forests; freshwater rivers and lakes; forests colored the landscape; seasons; lived near water*
- Read description D. Ask students which image/geographic region is described here.
 - Image 3, the Pacific Northwest
- Have students write *Pacific Northwest* above description D. Have them underline the words and phrases in this description that enabled them to infer that this image depicts the Pacific Northwest region.
 - *trees grow as tall as mountains; forests and waters; rainforests*
- *Think Pair Share* Pair students and ask them to discuss the following questions:
 - How might Native Americans living in each of these regions be affected by their environments? What words, phrases, or sentences in descriptions A–D provide clues to the ways in which Native Americans were affected by the region in which they lived? Draw a circle around the words, phrases, or sentences in the descriptions that provide clues to the ways in which Native Americans were affected by the region in which they lived.

- As a class, ask partners to share their answers to the *Think Pair Share* questions.
 - Answers may vary, but may include that Native Americans got their food, built their houses, made their clothes, and created items, such as baskets and pottery, from the materials they found in nature in the region in which they lived.
 - Answers may vary, but may include the following details for each description:
 - » Description A: *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.*
 - » Description B: *The trees that grew on these high, flat lands provided both shelter and wood. Whether the tribes lived on the mesas or in the valleys, they learned how to farm with a small water supply. They planted cotton and used it to make lighter, more comfortable clothing to stay cool in the hot sun.*
 - » Description C: *In this region, the Iroquois made the forests their home and utilized the abundant natural resources available to them. 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.*
 - » Description D: *In this region trees grew 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. 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.*

Support As additional examples of the way in which the environment affected how Native Americans lived, show students Native American Culture Images 1–4, found in the Teacher Resources section of this Teacher’s Guide. Have students discuss what they see in these images, and explain how these things may have been affected by the environment of the region in which a tribe lived.

- » Native American Culture Image 1 shows five different types of Native American homes, each built using the resources the tribe had available in its region.

- » Native American Culture Image 2 shows a tribe that lives near the water. Point to the crops growing in the upper left corner of the image, and explain that this tribe was able to farm because of its access to good quality soil and a good water source. Also point to the man in the center who used the bow and arrow he carries to hunt the animal he has on his back.
- » Native American Culture Image 3 shows a tribe that lives in a very cold climate near a water source. This tribe hunts large animals in the water, such as whales, using weapons such as the one held by the man in the center of the image.
- » Native American Culture Image 4 shows a tribe that lives in a hot, dry climate. This tribe is able to plant crops, but the Native Americans in this region plant the crops deep in the ground, where they can be watered from underground water sources.

Wrap Up

5 minutes

- Ask students to summarize the connection between Native American tribes from long ago and the regions in which they lived.
 - The day-to-day activities, the construction of their homes, and the native people’s sources of food were largely determined by the regions in which they lived and the local resources available to them.
- Remind students that the tribes and groups of Native Americans in North America were, and still are, diverse. This means the groups are different from one another.

READING

45 minutes

Read-Aloud: Chapter 1 “A Long and Winding Road”

40 minutes

Introduce the Reader

5 minutes

- Ensure each student has a copy of the Reader, *A Changing Landscape*.
- Read the title of the Reader with students, and explain that this Reader is a nonfiction, informational book about Native Americans.
- Have students turn to the table of contents. Either read several chapter titles from the table of contents aloud or have students read them. Ask students to describe the information they gather by reading the chapter titles in this table of contents.
- Give students a few moments to flip through the Reader and comment on the images they see.
- Ask students to share any comments they have about the Reader.

Materials

- U.S. Regions Map
- *A Changing Landscape*
- Activity Pages 1.2–1.4

Introduce the Chapter

5 minutes

- Tell students you will read aloud Chapter 1, “A Long and Winding Road.” They should follow along in their Reader as you read.
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Using the U.S. Regions Map, ask or show students where the Great Plains is located. (central United States, from Texas north to Montana)
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *birthright*.
- Have them find the word on page 3 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary at the back of the Reader, locate *birthright*, and then have a student read the definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 1.2 while you read each word and its meaning noting that:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

1. **birthright, n.** a right someone has because he or she was 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)

Vocabulary Chart for Chapter 1 “A Long and Winding Road”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	reservation forced relocation	birthright sustain indigenous tension
Spanish Cognates for Core Vocabulary		sostener tensión
Multiple-Meaning Core Vocabulary Words	reservation	tension
Sayings and Phrases	a host of [other resources] in other words so-called expanded its reach a narrative that played out	

- Read the purpose for reading from the board/chart paper:

Read to find out how the arrival of European explorers and settlers changed the lives of Native Americans.

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.

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

Read “A Long and Winding Road”

20 minutes

Read the chapter aloud as students follow along in their Readers. As you read, stop to read and discuss the corresponding guided reading supports. Guided reading supports in brackets are directional and not intended to be read aloud. All other phrases and sentences are intended to be read aloud verbatim. Whenever asking a guided reading support question, explicitly encourage students to refer to the text and reread prior to offering an answer.

At the top of appropriate Reader page spreads throughout the Teacher Guide, you will find pronunciations for one or more unique content-related words found in the Reader that you and students may need assistance in pronouncing. In addition, the pronunciations for each chapter are listed on the activity pages with the chapter vocabulary.

Word(s)	CK Code
Sioux	/soo/

A [Read pages 2 and 3 aloud.]

A 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?



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. **B**



American Buffalo (bison) on plain

3

B Inferential The last paragraph on page 2 implies that surviving in the Great Plains climate was challenging. What challenges can you infer the Plains tribes faced in this landscape?

- » There is not much food; there aren't many trees with which to build shelter or make fires; there isn't much water; winter is very cold, and summer is very hot.

Support How did Native Americans of the Great Plains survive in the harsh climate?

- » Elders passed down wisdom and stories; they relied on buffalo for food, shelter, clothing, tools, and fuel for fires.

Support Elders are people who get respect and have people ask them for advice because of their age and experience. Ancestors are family members who lived in the past.

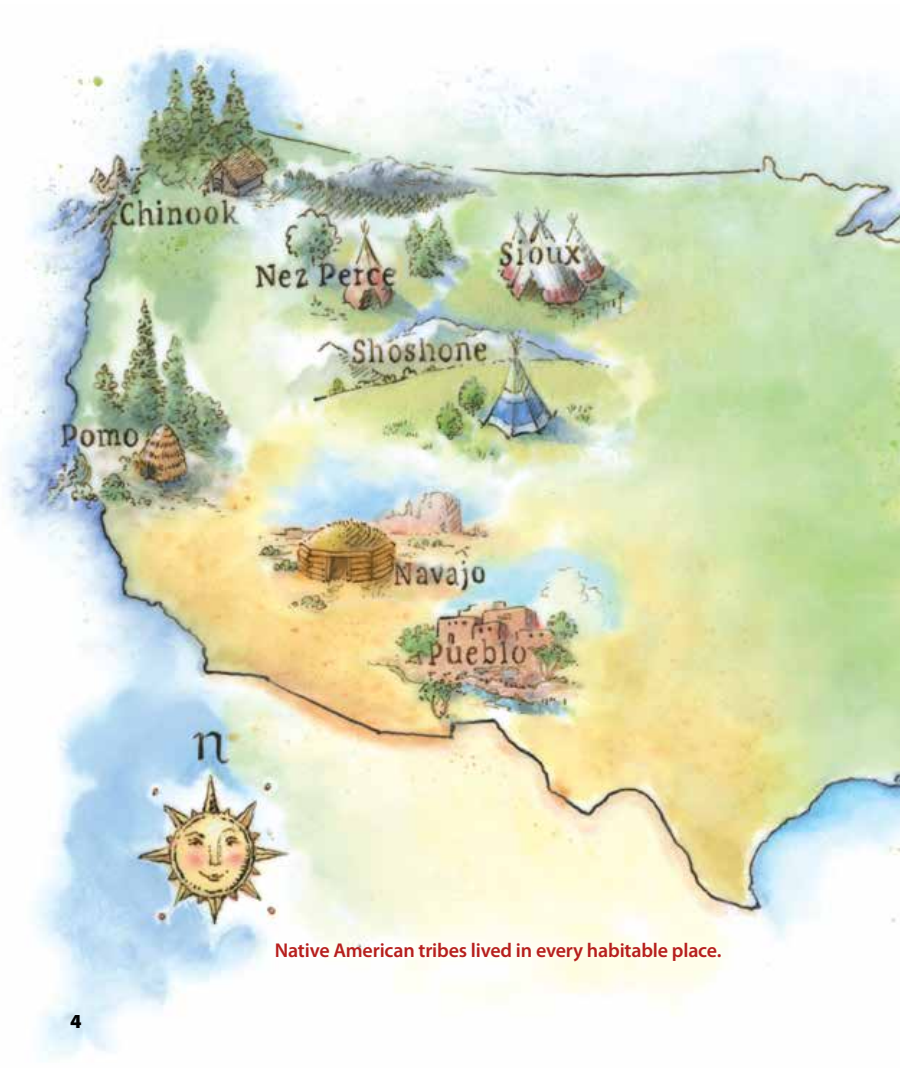
Support The animal referred to as “the buffalo” in this Reader and unit is the American buffalo, or bison.

Word(s)	CK Code
Navajo	/nov*ə*hoē/
Pueblo	/pweb*loē/
Huron	/hyer*on/
Iroquois	/eer*ə*koi/
Teton	/tee*ton/
Shoshone	/shə*shoe*nee/

A [Read pages 4 and 5 aloud.]

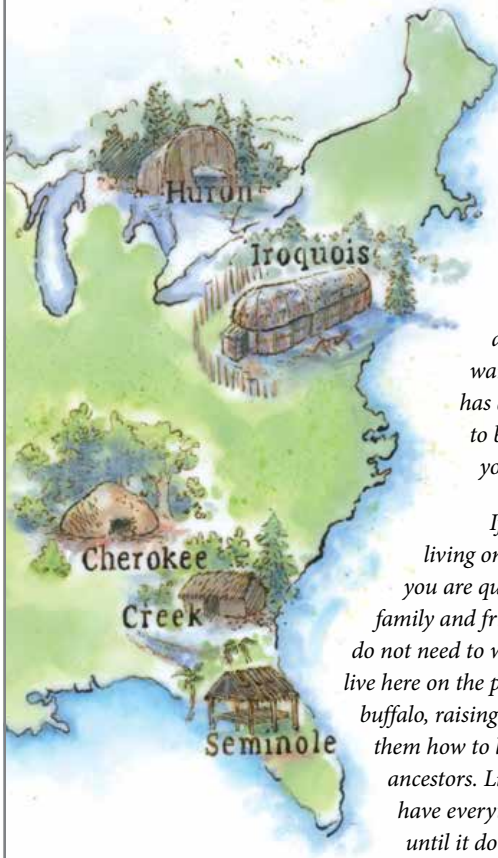
A

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...

B

5

B Inferential What is implied in the last sentence on page 5?

- » The last sentence implies that life is about to change significantly for Native Americans living on the plains at the time being described.

Word(s)	CK Code
Amerigo Vespucci	/ə*maer*i*goe/ /ves*poō*chee/
Pocahontas	/poe*kə*hon*təs/
Wampanoag	/wom*pə*naw*ag/

A [Read page 6 aloud.]

B *Evaluative* The text says “Columbus’s voyage triggered what some call an Age of Discovery.” Why might some people have labeled this time period the Age of Discovery even though native people already lived in the Americas?

» Answers may vary, but could include that, to Europeans, the Americas were new land to be discovered because Europeans had never been there before.

C *Literal* Where did the term *American Indians* come from?

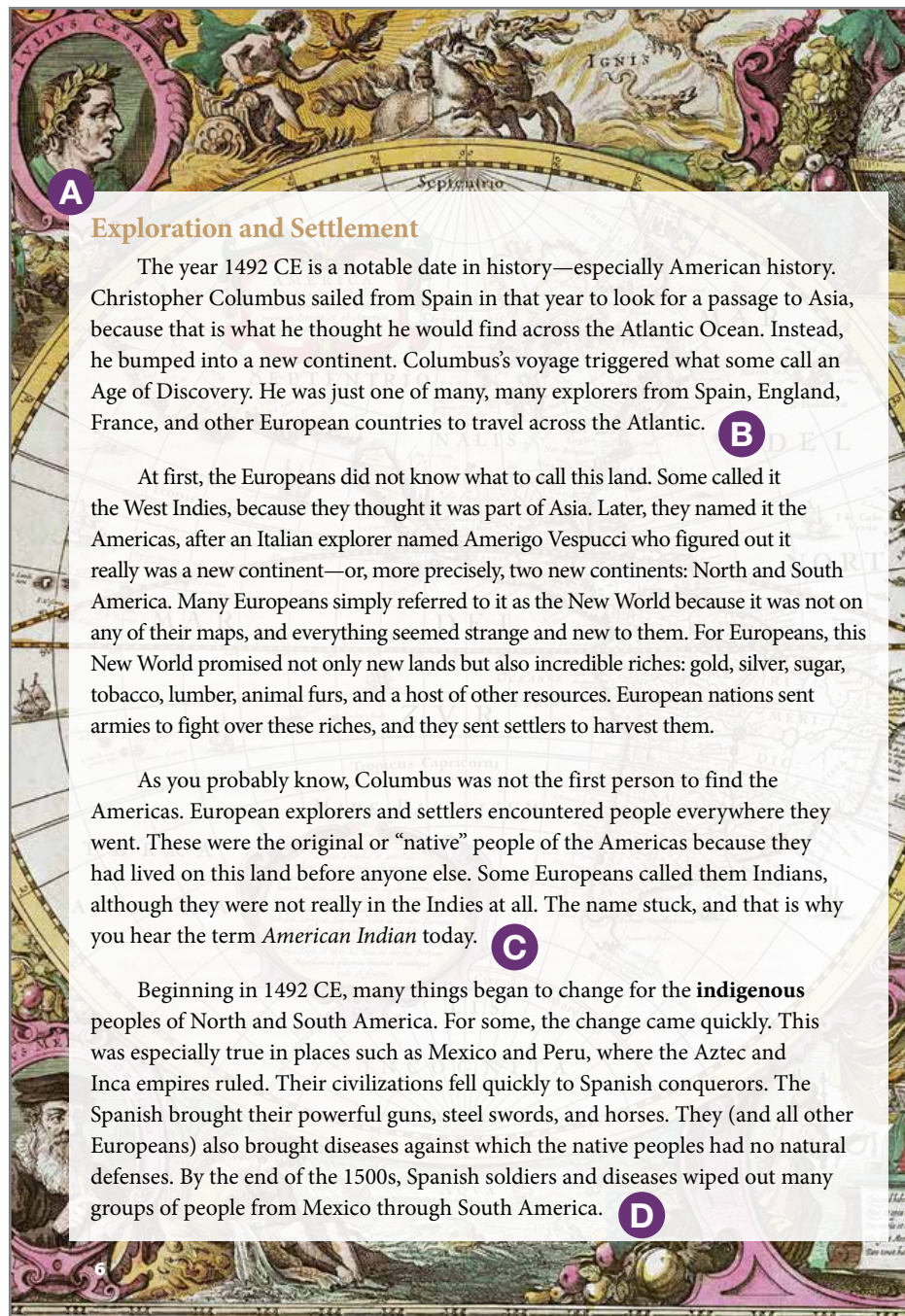
» When Europeans first arrived in the Americas, they thought they were in the Indies, a part of eastern Asia, so they called the people they encountered *Indians*.

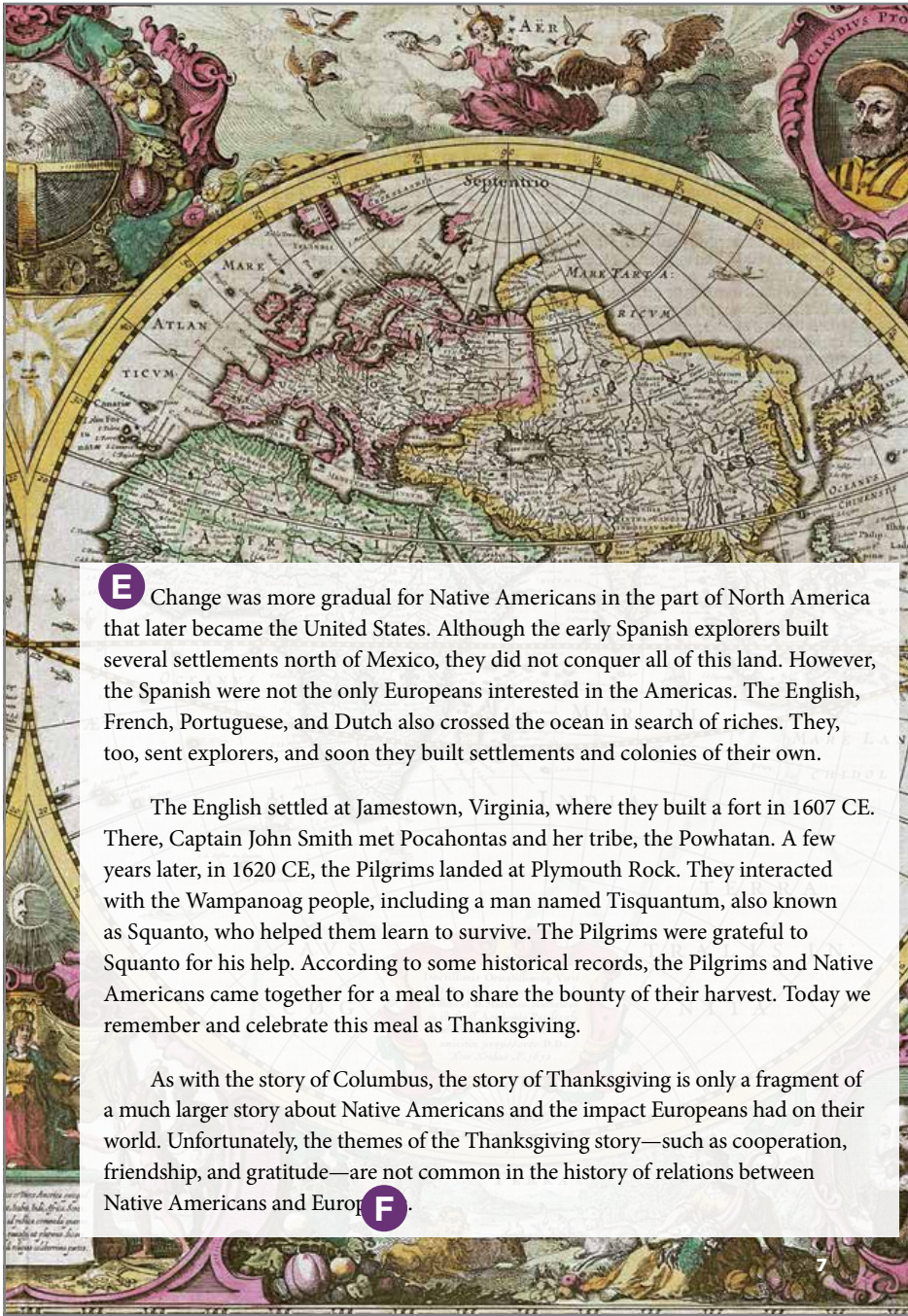
Support How did European explorers find the Americas?

» They were looking for the Indies, now known as Asia, and sailed west from Europe. Instead, they found the Americas, which were not previously known to Europeans.

D *Evaluative* Why did many things begin to change for Native Americans starting in 1492 CE?

» Answers may vary, but should include that, with Columbus’s voyage to the New World, many more people wanted the riches in the New World for themselves and sent settlers to harvest them. Sending settlers to the New World meant more people were arriving to live on land inhabited by Native Americans, bringing problems such as disease.





E Change was more gradual for Native Americans in the part of North America that later became the United States. Although the early Spanish explorers built several settlements north of Mexico, they did not conquer all of this land. However, the Spanish were not the only Europeans interested in the Americas. The English, French, Portuguese, and Dutch also crossed the ocean in search of riches. They, too, sent explorers, and soon they built settlements and colonies of their own.

The English settled at Jamestown, Virginia, where they built a fort in 1607 CE. There, Captain John Smith met Pocahontas and her tribe, the Powhatan. A few years later, in 1620 CE, the Pilgrims landed at Plymouth Rock. They interacted with the Wampanoag people, including a man named Tisquantum, also known as Squanto, who helped them learn to survive. The Pilgrims were grateful to Squanto for his help. According to some historical records, the Pilgrims and Native Americans came together for a meal to share the bounty of their harvest. Today we remember and celebrate this meal as Thanksgiving.

As with the story of Columbus, the story of Thanksgiving is only a fragment of a much larger story about Native Americans and the impact Europeans had on their world. Unfortunately, the themes of the Thanksgiving story—such as cooperation, friendship, and gratitude—are not common in the history of relations between Native Americans and Europe. **F**

E [Read page 7 aloud.]

F Inferential What can we infer from the last paragraph about the impact Europeans had on Native Americans?

» Answers may vary, but should include that Europeans had an overall negative impact on Native Americans' lives.

Support Does the word *unfortunately* create a positive or negative tone as it is used in this sentence discussing the impact Europeans had on Native Americans' lives?

» It has a negative tone, because it implies something is bad or unlucky.

A [Read pages 8 and 9 aloud.]

B *Evaluative* In the second paragraph on page 8, the author describes European explorers from Native Americans' perspective. What phrases make it clear that Europeans are being described from Native Americans' perspective?

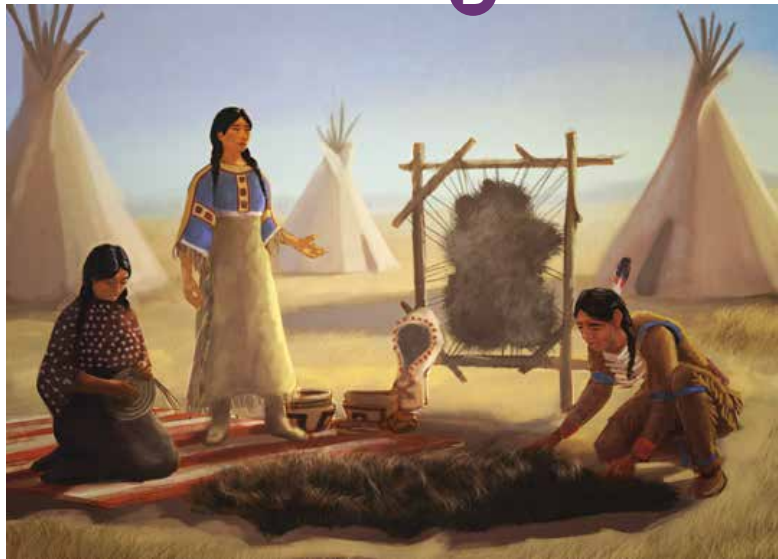
» Answers may vary, but should include *men came from the sea itself; giant sailing ships; strange men from distant lands [who] had beards, and . . . wore metal armor on their bodies; weapons that made the sound of thunder echo through the forests and canyons; great beasts called horses.*

A

A Changing World: East and West

If you were a Native American boy or girl born somewhere on the Great Plains during the 1500s or 1600s, European explorers existed mainly in rumors and campfire tales. In other words, most Plains tribes did not meet many Europeans at first, but they probably did hear stories about them. Where did these stories come from?

Native Americans usually traded with neighboring tribes. Each tribe had something that another tribe needed. They traded animal furs, plants and herbs, pottery, jewelry, and tools or weapons made from various stones, bones, wood, or shells. Whenever they traded things, they also talked and shared news and stories that they heard from other tribes. Around the fire at night, they shared stories of strange men from distant lands. Some said these men came from the sea itself, while others told of giant sailing ships. These strange men had beards, and they wore metal armor on their bodies. They carried powerful weapons that made the sound of thunder echo through the forests and canyons. They also rode on great beasts called horses. Native Americans had never seen any of these things before Europeans arrived. **B**



Native Americans trading with each other

8

On the other hand, change was somewhat swifter for tribes in the East. From Florida all the way up to Maine and Canada, ships carrying eager and adventurous Europeans



Europeans trading with Native Americans

arrived. They came from England, France, Spain, the Netherlands, and other countries. They did not come simply to explore the land, hunt for valuable furs, and take treasure back to their homes in the so-called Old World, they came to stay. For eastern tribes, life became very challenging as Europeans moved in and established farms, towns, and cities. **C**

European settlers were interested in two things even more valuable than furs. First, they needed knowledge to aid their survival, which Native Americans had in great supply. Native Americans showed settlers how to grow native plants like corn, beans, and tobacco. They taught them where to hunt for their own beaver, bear, and buffalo hides. They taught them the secrets of the forests and mountains and rivers. They also taught them about other tribes.

Second, settlers wanted land. English settlers established 13 colonies on the East Coast. Over time, the Native American tribes in these areas lost most of their land or were forced to move to **reservations** as European settlers built farms, roads, towns, factories, and cities. Gradually, the settlers ventured away from the East Coast and over the Appalachian Mountains. They encountered the vast landscape of the American West. To them, it must have seemed like a land of opportunity, as such expansion and settlement was no longer possible in Europe. **D**

9

C Inferential Why was change somewhat swifter for tribes in the East?

- » Europeans moved in and established towns, farms, and cities on the very land the eastern tribes inhabited.

D Support What two things were European settlers interested in that were more valuable than fur?

- » knowledge to aid their survival, land

A [Read pages 10 and 11 aloud.]

B Inferential Describe the effect the continued expansion of the United States had on the Cherokee.

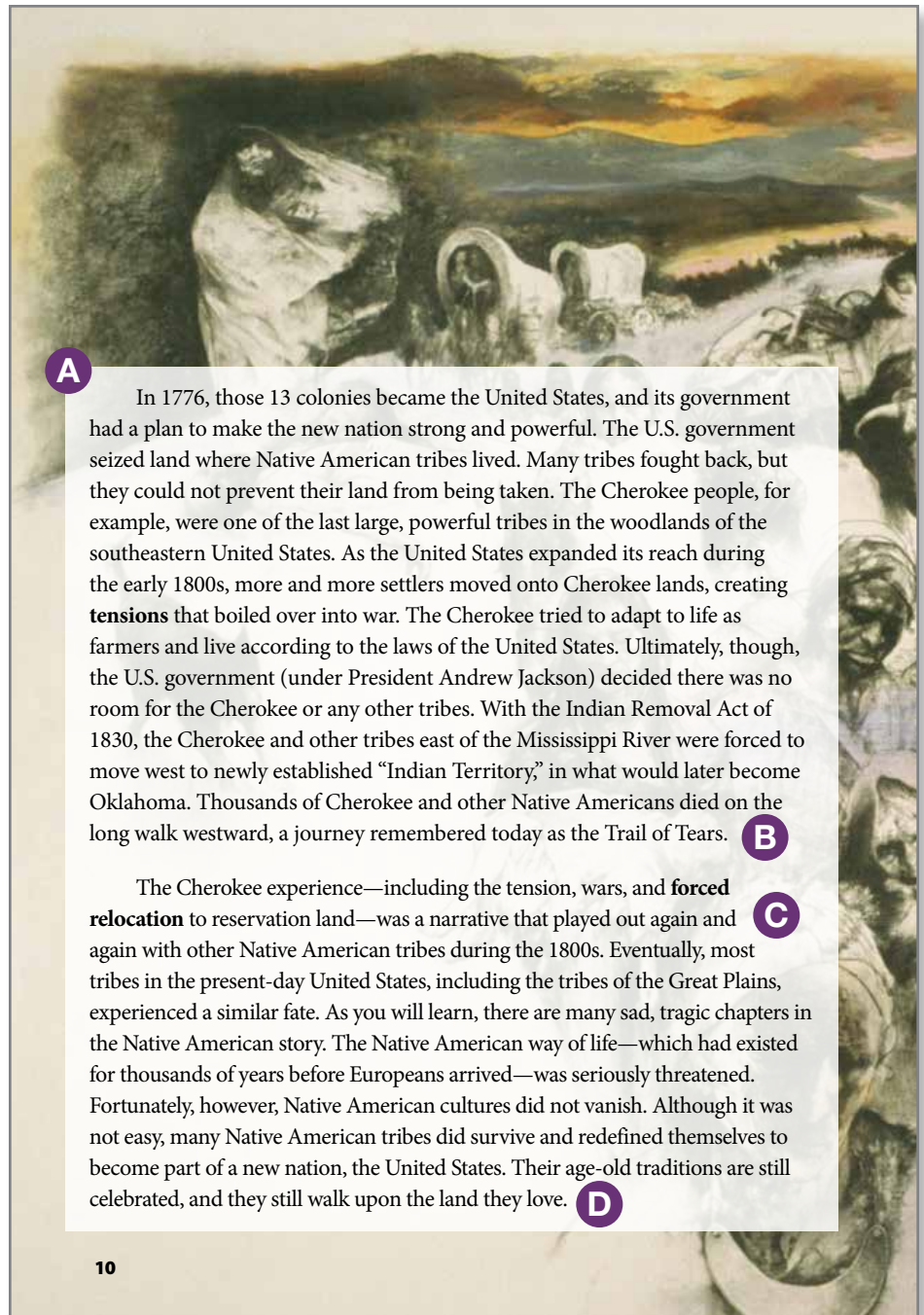
» The U.S. government forced the Cherokee to move west to newly established “Indian Territory” in what would become Oklahoma. Thousands of Cherokee and other Native Americans died on the long walk westward, a journey remembered today as the Trail of Tears.

C Inferential What is meant by the phrase a *narrative that played out again and again*?

» Tensions, wars, and forced relocation to reservation land repeatedly had the same effect on different groups of Native Americans.

D Support How has life stayed the same for Native Americans?

» Tribes still celebrate age-old traditions and walk upon the land they love.



A

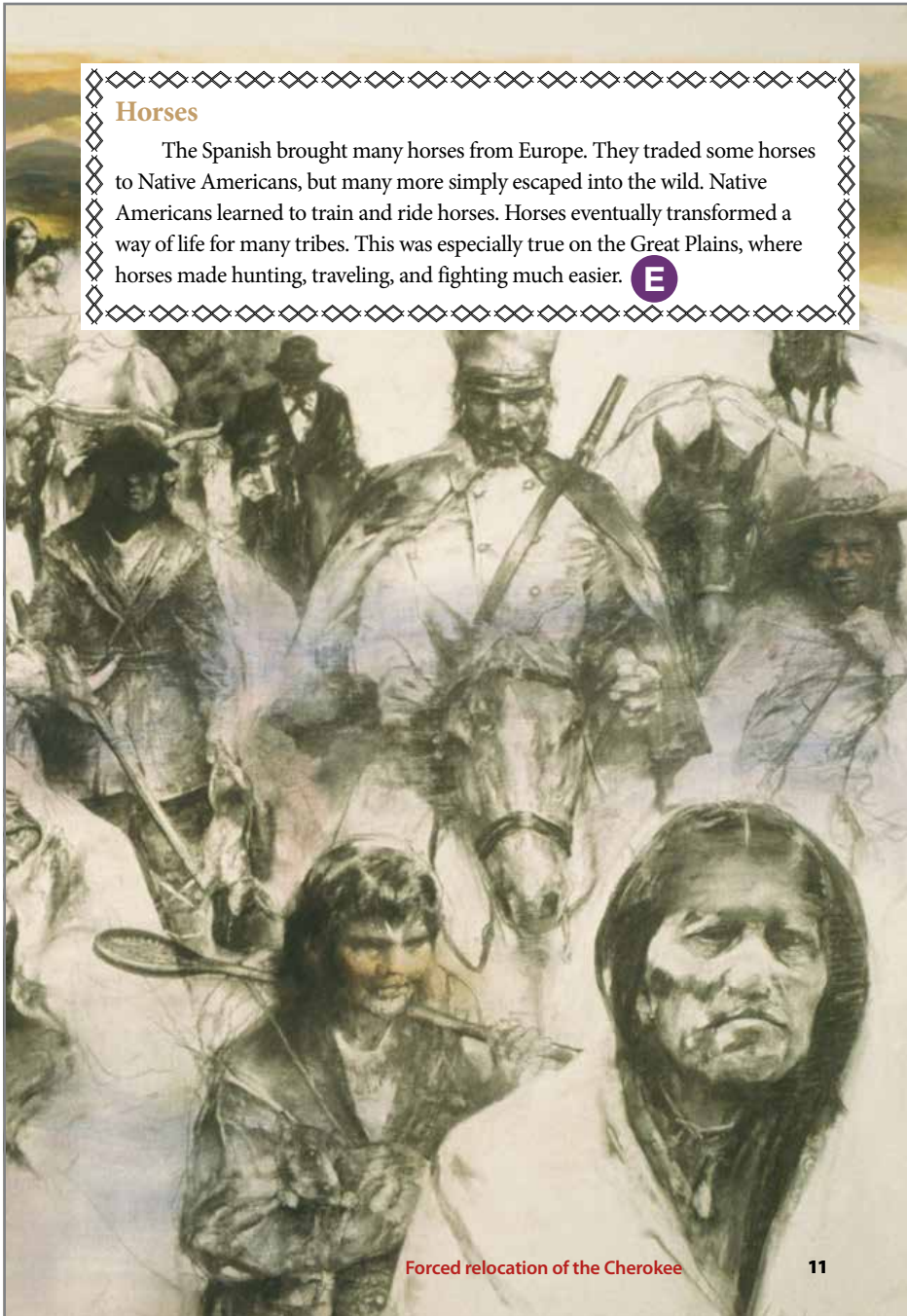
In 1776, those 13 colonies became the United States, and its government had a plan to make the new nation strong and powerful. The U.S. government seized land where Native American tribes lived. Many tribes fought back, but they could not prevent their land from being taken. The Cherokee people, for example, were one of the last large, powerful tribes in the woodlands of the southeastern United States. As the United States expanded its reach during the early 1800s, more and more settlers moved onto Cherokee lands, creating **tensions** that boiled over into war. The Cherokee tried to adapt to life as farmers and live according to the laws of the United States. Ultimately, though, the U.S. government (under President Andrew Jackson) decided there was no room for the Cherokee or any other tribes. With the Indian Removal Act of 1830, the Cherokee and other tribes east of the Mississippi River were forced to move west to newly established “Indian Territory,” in what would later become Oklahoma. Thousands of Cherokee and other Native Americans died on the long walk westward, a journey remembered today as the Trail of Tears. **B**

The Cherokee experience—including the tension, wars, and **forced relocation** to reservation land—was a narrative that played out again and again with other Native American tribes during the 1800s. Eventually, most tribes in the present-day United States, including the tribes of the Great Plains, experienced a similar fate. As you will learn, there are many sad, tragic chapters in the Native American story. The Native American way of life—which had existed for thousands of years before Europeans arrived—was seriously threatened. Fortunately, however, Native American cultures did not vanish. Although it was not easy, many Native American tribes did survive and redefined themselves to become part of a new nation, the United States. Their age-old traditions are still celebrated, and they still walk upon the land they love. **D**

10

Horses

The Spanish brought many horses from Europe. They traded some horses to Native Americans, but many more simply escaped into the wild. Native Americans learned to train and ride horses. Horses eventually transformed a way of life for many tribes. This was especially true on the Great Plains, where horses made hunting, traveling, and fighting much easier. **E**



Forced relocation of the Cherokee

11

- E Support** How did horses transform the way of life for many tribes on the Great Plains?
- » Horses made hunting, traveling, and fighting much easier.

Discuss the Chapter and Wrap Up the Lesson

10 minutes

For each question, have students cite the specific passage in the text that provides the information needed to answer the question. If students have difficulty responding to the questions, reread pertinent passages of the chapter and/or refer to specific images or graphics. If students give one-word answers, and/or fail to use appropriate vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Have students answer in complete sentences by restating the question in their responses. It is highly recommended that students answer at least one question in writing and that several students share their writing as time allows.

- Use the following questions to discuss the chapter.

1. *Evaluative* What was life like for Native Americans before Europeans arrived?
 - » Native Americans lived on the land, traded with other tribes, fought with other tribes, knew how to grow certain crops, hunted, and knew the landscape very well. For example, Great Plains Native Americans hunted buffalo and got almost everything they needed to survive from the buffalo. The wisdom of how to live was passed down from ancestors. They traded with neighboring tribes but did not go too far from the Great Plains region.
2. *Evaluative* How did European exploration and settlement of what is now the United States change the way Native Americans lived?
 - » The arrival of Europeans led to tensions and wars between Native Americans and Europeans. Eventually, many Native Americans were forced from their land. The arrival of Europeans changed Native Americans' lives forever.

- Tell students they will take home Activity Page 1.3 to read and complete for homework, and Activity Page 1.4 for use as a reference during this unit.

Note

Question 2 relates to The Big Question of the chapter.

Word Work: *Tension*

5 minutes

1. In the chapter you read, “As the United States expanded its reach during the early 1800s, more and more settlers moved onto Cherokee lands, creating tensions that boiled over into war.”
2. Say the word *tension* with me.
3. *Tension* means discomfort felt when different people or groups disagree and feel anger toward each other.
4. The tensions between the two countries grew in the days leading up to the war.
5. What are some other examples of times when there has been tension between people or groups? Be sure to use the word *tension* in your response. [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “There were tensions when _____.”]
6. What part of speech is the word *tension*?
» noun

[Use a *Multiple-Meaning Word* activity for follow-up. Tell students the word *tension* is a word with multiple meanings. Share the following with students.]

Meaning #1: tension—discomfort felt when different people or groups disagree and feel anger toward each other

Meaning #2: tension—the state of being stretched tight or strained

I am going to read several sentences. Listen to the context, or the text surrounding *tension* in the sentence, for clues as to which meaning is being used. When you think a sentence is an example of Meaning #1, hold up one finger. When you think a sentence is an example of Meaning #2, hold up two fingers.

1. I could feel tension in my sister’s shoulders when I massaged her back.
» 2
2. Tensions between the United States and China were high after arguments at the summit.
» 1
3. The tension in a tightrope allows a tightrope walker to bounce up and down on the rope as she walks across.
» 2
4. During the Civil War, there was a great deal of tension between the North and the South.
» 1

Note

Make sure students understand that Meaning #1 can be of varying degrees. For example, there can be severe, or strong, tensions between groups or countries that can lead to war, and there can be much less serious tensions between people or groups, such as the tension that exists between opponents in a sporting event.

TAKE-HOME MATERIAL

Reading

- Have students take home Activity Page 1.3 to read and complete for homework.
- Have students take home Activity Page 1.4 to use as a reference throughout the unit.
- Have students take home a text selection from the *Fluency Supplement* if you are choosing to provide additional fluency practice.

Materials

- Activity Pages 1.3, 1.4
- *Fluency Supplement* selection (optional)

Lesson 2

Unit 9: Native Americans

CORE CONTENT OBJECTIVES

Students will:

- ✓ Explain how Native American and European ideas of land ownership differed from one another
- ✓ Describe the lives of Native American tribes living in the Great Plains, Great Basin, and Northwest Plateau in the early 1800s

LESSON AT A GLANCE	TIME	MATERIALS
Reading		
Small Group: Chapter 2 "Across Mountains and Prairies"	40 min.	<i>A Changing Landscape</i> ; Activity Pages 2.1, 2.2, SR.1; U.S. Regions Map; Words and Phrases Describing Perceptions of Land and Its Use Chart; Perceptions of Land and Its Use Chart
Word Work: Custom	5 min.	
Grammar		
Identify Shifts in Verb Tense	15 min.	Verb Tense Poster; Examples of Incorrect Shifts in Verb Tense Chart; Activity Page 2.3
Morphology		
Introduce Suffixes <i>-tion</i> and <i>-sion</i>	15 min.	Activity Page 2.4
Writing		
Introduce a Persuasive Essay	15 min.	Activity Pages 2.5, 2.6; Native American Outside Tepee Image; Sample Persuasive Essay
Take-Home Material		
Grammar; Morphology	*	Activity Pages 2.3, 2.4

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to describe how European ideas of land ownership conflicted with the beliefs and cultures of Native American tribes living in the Great Plains, Great Basin, and Northwest Plateau.

Grammar: By the end of this lesson, students will be able to recognize and correct inappropriate shifts in verb tense.

Morphology: By the end of this lesson, students will be able to distinguish between root words and words with the suffixes *-tion* or *-sion* and use those words correctly in sentences.

Writing: By the end of this lesson, students will be able to identify the structure and purpose of a persuasive essay.

ADVANCE PREPARATION

Reading

- Collect Activity Page 1.3, which was completed for homework, to review and grade at a later time.
- Display the U.S. Regions Map used in Lesson 1.
- Write the purpose for reading on the board/chart paper. Alternatively, you may access a digital version of this and The Big Question in the digital components for this unit.

Read to find out how European ideas of land ownership conflicted with the beliefs and cultures of Native American tribes living in the Great Plains, Great Basin, and Northwest Plateau.

- Prepare and display an enlarged version of the following Words and Phrases Describing Perceptions of Land and Its Use Chart. Alternatively, you may access a digital version of this in the digital components for this unit.

Words and Phrases Describing Perceptions of Land and Its Use

- boundaries set by nature
- colonies
- land of their ancestors
- to own land
- papers
- property deed
- property lines
- part of the land
- caretakers
- defined borders
- all living things are part of the same earth
- everything came from the same creator

- Prepare and display an enlarged version of the Perceptions of Land and Its Use Chart. Plan to display this chart throughout the unit, as you will be continually adding to it as you read *A Changing Landscape*. Alternatively, you may access a digital version of this in the digital components for this unit.

Perceptions of Land and Its Use	
Native Americans	European Explorers, Settlers, and U.S. Citizens

Grammar

- Prepare and display the following Verb Tense Poster. Alternatively, you may access a digital version in the digital components for this unit.

Verb Tense		
<i>Past</i>	Use the past tense to describe events that have already happened.	Yesterday we listened to Native American stories.
<i>Present</i>	Use the present tense to describe events that are happening at the moment or to talk about habitual or continuous actions.	We listen to Native American stories during our history class.
<i>Future</i>	Use the future tense to describe events that will happen.	Tomorrow we will listen to Native American stories.

- Prepare and display the following Examples of Incorrect Shifts in Verb Tense Chart. Alternatively, you may access a digital version in the digital components for this unit.

Examples of Incorrect Shifts in Verb Tense
The English settled first at Jamestown, Virginia, where they will build a fort in 1607 CE.
Macha and Mahkah run across the grassy plain and looked for buffalo.
Delsin will visit his cousin this summer and traveled on an airplane.

Writing

- Prepare and display an enlarged version of the Native American Outside Teepee Image found in Teacher Resources. Alternatively, you may access a digital version in the digital components for this unit.
- Prepare and display an enlarged version of the Sample Persuasive Essay. Alternatively, you may access a digital version in the digital components for this unit.

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.

READING

45 minutes

Small Group: Chapter 2 “Across Mountains and Prairies”

40 minutes

Introduce the Chapter

5 minutes

- Tell students they will read Chapter 2, “Across Mountains and Prairies.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Have students turn to Activity Page SR.1, which is a modified version of the U.S. Regions Map. Tell students they will be reading about tribes that lived in the Great Plains, Great Basin, and Northwest Plateau; point to these images on the U.S. Regions Map.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *property lines*.
- Have them find the word on page 12 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary at the back of the Reader, locate *property lines*, and then have a student read the definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 2.1 while you read each word and its meaning noting that:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.

Materials

- *A Changing Landscape*
- Activity Pages 2.1, 2.2, SR.1
- U.S. Regions Map
- Words and Phrases Describing Perceptions of Land and Its Use Chart
- Perceptions of Land and Its Use Chart

– Words are listed in the order in which they appear in the chapter.

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)

Vocabulary Chart for Chapter 2 “Across Mountains and Prairies”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	property line property deed	custom transition vision toll
Spanish Cognates for Core Vocabulary		costumbre transición visión
Multiple-Meaning Core Vocabulary Words		custom toll
Sayings and Phrases	the fruits of the land	

- Read the purpose for reading from the board/chart paper:

Read to find out how European ideas of land ownership conflicted with the beliefs and cultures of Native American tribes living in the Great Plains, Great Basin, and Northwest Plateau.

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.

How did European ideas of land ownership conflict with the beliefs and cultures of Native American tribes living in the Great Plains, Great Basin, and Northwest Plateau?

Establish Small Groups

Before reading the chapter, divide students into two groups using the following guidelines:

✪ **Small Group 1:** This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text. This is an excellent time to make notes in your anecdotal records. Students will complete Activity Page 2.2 with your support while they read.

✪ **Small Group 2:** This group should include students who are capable of reading and comprehending text without guided support. Differentiate by assigning students either to read independently or with partners, based on their needs. Likewise, you may want to ask some or all students to complete Activity Page 2.2 independently, which can then be used as a formative assessment to determine how well each student understood what was read. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 2.2 correctly. You may choose to do one of the following to address this:

- collect the pages and correct them individually
- provide an answer key to students to check their own or a partner’s work after they have completed the activity page
- confer with students individually or as a group at a later time

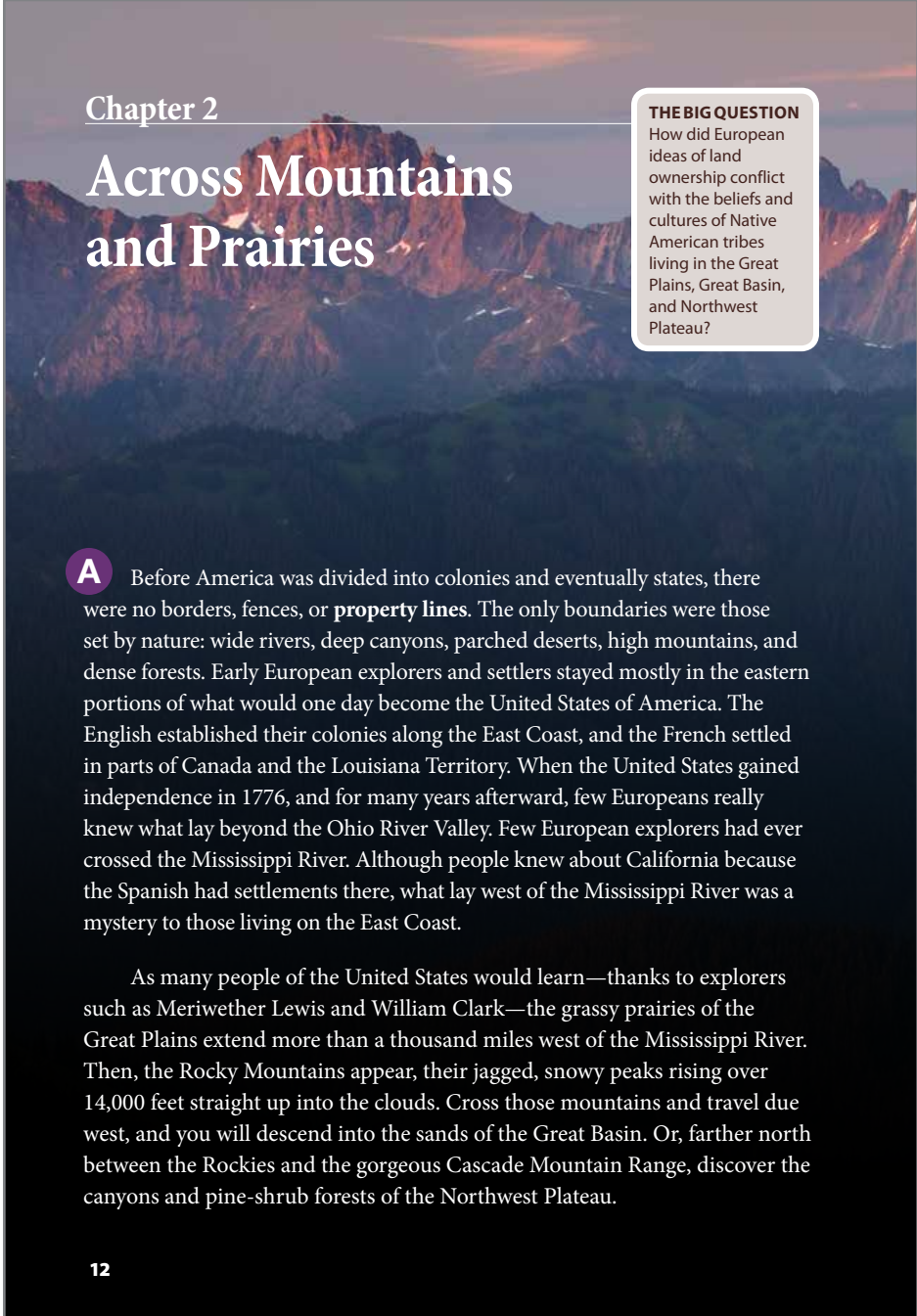
Read “Across Mountains and Prairies”

20 minutes

The following guided reading supports are intended for use with Small Group 1.

Word(s)	CK Code
Plateau	/plat*oe/

A [Have students read pages 12 and 13 silently.]



Chapter 2

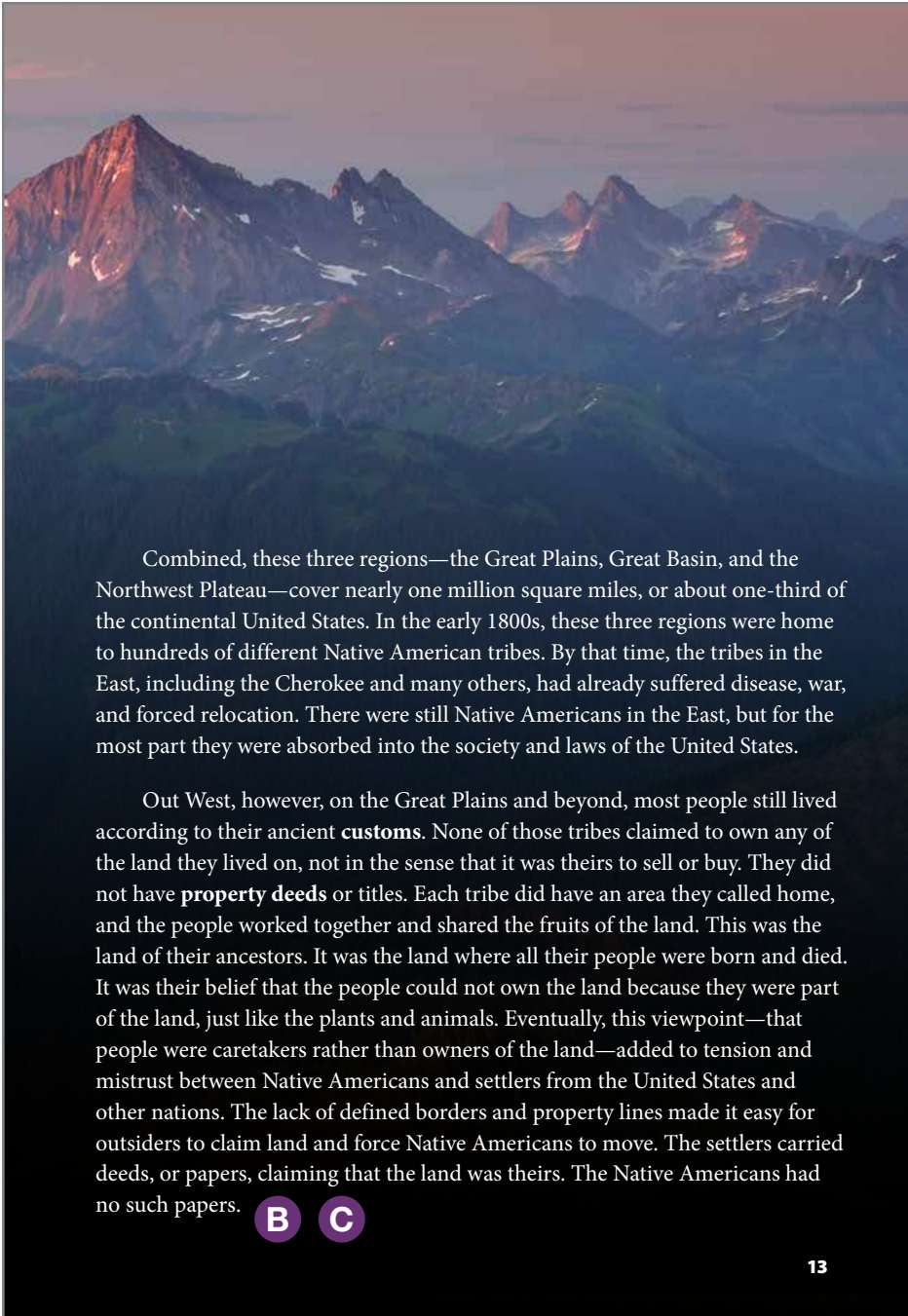
Across Mountains and Prairies

THE BIG QUESTION
How did European ideas of land ownership conflict with the beliefs and cultures of Native American tribes living in the Great Plains, Great Basin, and Northwest Plateau?

A Before America was divided into colonies and eventually states, there were no borders, fences, or **property lines**. The only boundaries were those set by nature: wide rivers, deep canyons, parched deserts, high mountains, and dense forests. Early European explorers and settlers stayed mostly in the eastern portions of what would one day become the United States of America. The English established their colonies along the East Coast, and the French settled in parts of Canada and the Louisiana Territory. When the United States gained independence in 1776, and for many years afterward, few Europeans really knew what lay beyond the Ohio River Valley. Few European explorers had ever crossed the Mississippi River. Although people knew about California because the Spanish had settlements there, what lay west of the Mississippi River was a mystery to those living on the East Coast.

As many people of the United States would learn—thanks to explorers such as Meriwether Lewis and William Clark—the grassy prairies of the Great Plains extend more than a thousand miles west of the Mississippi River. Then, the Rocky Mountains appear, their jagged, snowy peaks rising over 14,000 feet straight up into the clouds. Cross those mountains and travel due west, and you will descend into the sands of the Great Basin. Or, farther north between the Rockies and the gorgeous Cascade Mountain Range, discover the canyons and pine-shrub forests of the Northwest Plateau.

12



Combined, these three regions—the Great Plains, Great Basin, and the Northwest Plateau—cover nearly one million square miles, or about one-third of the continental United States. In the early 1800s, these three regions were home to hundreds of different Native American tribes. By that time, the tribes in the East, including the Cherokee and many others, had already suffered disease, war, and forced relocation. There were still Native Americans in the East, but for the most part they were absorbed into the society and laws of the United States.

Out West, however, on the Great Plains and beyond, most people still lived according to their ancient **customs**. None of those tribes claimed to own any of the land they lived on, not in the sense that it was theirs to sell or buy. They did not have **property deeds** or titles. Each tribe did have an area they called home, and the people worked together and shared the fruits of the land. This was the land of their ancestors. It was the land where all their people were born and died. It was their belief that the people could not own the land because they were part of the land, just like the plants and animals. Eventually, this viewpoint—that people were caretakers rather than owners of the land—added to tension and mistrust between Native Americans and settlers from the United States and other nations. The lack of defined borders and property lines made it easy for outsiders to claim land and force Native Americans to move. The settlers carried deeds, or papers, claiming that the land was theirs. The Native Americans had no such papers.

B **C**

13

B Inferential In the 1800s, how were tribes in the East different from tribes out West?

- » Tribes in the East had been absorbed into society and the laws of the United States, whereas tribes out West mostly lived according to their ancient customs.

C Inferential What relationship did the tribes of the Great Plains and beyond have with the land?

- » Answers may vary, but may include that the tribes did not own the land; it was the land of their ancestors; they believed they were part of the land, just like plants and animals; and there were no borders or property lines.

Support What did the tribes of the Great Plains and beyond believe about land ownership?

- » They believed that people could not own the land because they believed they were a part of the land and that it was not theirs to sell or buy.

[Have students record the answer(s) to question 1 on Activity Page 2.2.]

A [Have students read page 14 silently.]

B *Inferential* What did tribes on the Great Plains and beyond have in common?

» They each knew how far away the neighboring tribes were and whether the tribes were friends or foes; they all held the same respect for all living things on the land and in the sky and water; they believed they came from the same creator; and they lived according to the cycles and rhythms of nature.

C *Literal* How did Native American children learn about their history?

» Answers may vary, but may include that children listened to fireside stories, sang songs, learned to use the earth's gifts in various ways, learned about religion by participating in rituals and ceremonies, etc.

A

Traditional Ways

On the Great Plains and beyond, each tribe knew exactly how far they could go before they met a neighboring tribe, and they knew whether that tribe was friend or foe. Whether they were friends or enemies, they held this same respect for all the living things on the land and in the sky and water, including the animals they killed for food. They saw that all living things were part of the same earth, sharing the same soil and air. They believed everything came from the same creator, even if each tribe called that creator by a different name.

Children learned their history through fireside stories and singing the songs of their ancestors. They learned to use the earth's gifts through daily chores, gathering food, tending to crops, and hunting. They also learned about their religion by participating in rituals and ceremonies. There were ceremonies to mark the changing of the seasons, births, deaths, marriages, and coming-of-age events, such as a child's first kill while hunting.

Ceremonies brought people together. There was singing, dancing, drumming, special costumes and foods, and a wide variety of rituals. But these events were not simply for entertainment. These were sacred ceremonies. **B** **C**



Ceremonies have always been an important part of Native American cultures.

14



Sharing to Survive

An author named Mourning Dove (1888–1936), from the Okanagan tribe in the Plateau region, wrote of one basic ritual that helped young girls learn important lessons about their role within the tribe:

Children were encouraged to develop strict discipline and a high regard for sharing. When a girl picked her first berries and dug her first roots, they were given away to an elder so she would share her future success. When a child carried water for the home, an elder would give compliments, pretending to taste meat in water carried by a boy, or berries in that of a girl. The child was encouraged not to be lazy and to grow straight like a sapling.

Simple rituals such as these taught children what it truly meant to be part of the tribe. They learned that sharing was not simply a matter of kindness, it was a matter of survival.

E

15

D

Word(s)	CK Code
Okanagan	/oɛ*kə*nag*ən/

D [Have a student read page 15 aloud.]

E *Inferential* How did the ritual that Mourning Dove describes help children learn to be members of their tribe?

- » It taught children to always share by requiring children to give away their first berries and encouraging them to share their water.

Support A *ritual* is a formal act that is performed over and over in the same way. It is also a custom.

[Have students record the answer to question 2 on Activity Page 2.2.]

Word(s)	CK Code
Lakota	/lə*koɛ*tə/

A [Have students read pages 16 and 17 silently.]

B *Literal* What is the purpose of a Vision Quest?

- » to understand one's purpose in life; to receive a vision to help guide one's actions and decisions in life

A

Vision Quest

In many tribes throughout the Great Plains and other regions, older boys—and sometimes girls—were expected to participate in a **Vision Quest**. This coming-of-age ceremony marked a young person's **transition** to adulthood. During a Vision Quest, a young person, or **quester**, sought to understand his purpose in life.

The most important part of a vision quest occurred when the quester traveled alone into the wilderness. During this time, he had no food, water, or sleep. He was supposed to focus his mind, heart, and body on nature and what it means to be human. At some point, usually after a few days, the quester would receive a vision. It was like a dream, but the quester was not asleep. This vision carried powerful meaning. Some people claimed to have conversations with the spirits or their ancestors. Others claimed to be able to see into the future. After his time in the wilderness, the quester returned and shared his vision with the tribe's holy man or woman, who helped him understand exactly what it meant. This vision would help to guide his actions and decisions for the rest of his life.

B

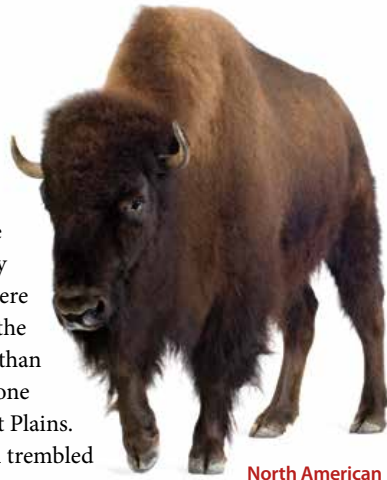


The quester traveled alone into the wilderness.

16

The Importance of the Buffalo

For the Lakota and other tribes of the Great Plains, there was no greater symbol of the connection between people and nature than the buffalo. Some tribes on the Plains grew crops, especially corn, and they gathered various wild plants, but buffalo were always the main source of food. These are the largest animals in North America, heavier than even the biggest moose or grizzly bear. At one time, massive buffalo herds ruled the Great Plains. There were millions of them, and the earth trembled beneath their thundering hooves.



North American buffalo (bison)

Buffalo were valued for far more than their meat. In fact, Plains tribes used every part of the animal: blood, bones, hide, intestines, and organs; everything had a purpose. After a kill, the best meat was eaten right away, and the rest of it was dried and stored for later use. Hides were used for such things as clothing, tepee covers, bedding, and moccasins. The hair was used to make rope, pillows, or ornaments. The bones were used to make hand tools or ceremonial costumes, and some were used to make toys for children. Buffalo horns became cups, ladles, or ornaments for headdresses. **C** The stomach and intestines were made into pouches and buckets. Blood was used as paint or as the base for a tasty bowl of soup. Sinew, the tough tissue connecting muscle to bone, was used for thread, bowstrings, and glue.

Another important buffalo product was something people could find on the ground anywhere the buffalo had passed: the dung or droppings, also known as buffalo chips. Dried buffalo chips were the main source of fuel for campfires. (They did not smell bad because they were little more than digested clumps of grass, which was the only thing the buffalo ever ate.) There were some trees on the Plains, and people could find firewood if they needed it. But Plains tribes did not have access to large forests like tribes in the Great Basin or Northwest Plateau. Plains tribes used some wood to make the frames for their tepees and sleds, or litters, to haul their belongings from one camp to another. Otherwise, almost everything they needed in order to survive came from the buffalo. **D**

17

C Support What two words do you hear in the word *headdress*? Based on this, what do you think the word *headdress* means?

» *head* and *dress*; something that “dresses,” or decorates, someone’s head

D Inferential Why was the buffalo “no greater symbol of the connection between people and nature” for the Great Plains tribes?

» Answers may vary, but should include that the buffalo provided almost everything tribes in the Great Plains needed to survive, and that they ate or used every part of the buffalo.

[Have students record the answer to question 3 on Activity Page 2.2.]

A [Have students read pages 18 and 19 silently.]

B *Inferential* Describe the typical homes of Native Americans living in the Great Plains.

- » They lived in tepees made of buffalo hide with wooden poles. The tepees were sturdy in bad weather and portable, or able to be moved, as the tribe traveled from place to place.

[Have students record bulleted notes in the first empty box of the chart for question 4 on Activity Page 2.2.]

A

Home Sweet Home

Most tribes of the Plains and neighboring regions were seminomadic. This means that they did not live in one place all year long. For example, Plains tribes usually followed the buffalo, but they also went to special camps during the frigid winters. Tepees were built using only buffalo hides and wooden poles, but they could stand up to thunderstorms and blizzards. **B**

Tribes of the Great Basin built domed houses called wigwams, or wickiups, which were cozy and safe in all kinds of weather. A wigwam had a frame made of flexible sticks over which were placed sheets of bark or mats woven from grass and leaves. Like tepees, wigwams were portable, which was important because Great Basin tribes also moved from place to place in search of food. They did not have buffalo. Instead, they gathered nuts and berries, and they hunted for smaller game like rabbits and deer. They had access to good clay, so they made pottery. They used stone tools. Stones could be reshaped and sharpened for use as heads for arrows, spears, and axes, as well as made into tools for digging, scraping, grinding, and other daily tasks.



Wigwams were cozy and warm.

18

People of the Plateau lived in wigwam-type lodges, too. There, the soil was dry, and food was sometimes hard to find. There were few edible plants, and it was hard to grow crops. Hunters were lucky if they were able to find a jackrabbit, deer, or occasional bear. However, the Plateau tribes did not need to search for food on land; all the nearby rivers and streams were loaded with big, tasty salmon and other fish! The Plateau tribes were as good at fishing as the Plains tribes were at hunting buffalo.

C



19

C Think Pair Share [Have students work in partners to complete the rest of the chart for question 4 on Activity Page 2.2. They should take bulleted notes on information about the homes and food of tribes from the Great Plains, Great Basin, and Northwest Plateau. Note that tribes of the Great Basin and Northwest Plateau lived in similar homes, so their notes will span both areas. When students are finished, ask one pair to share their notes with the group.]

Support [Monitor students' note-taking to ensure their bulleted notes are written as sentence fragments and to ensure they are drawing their information from the text on pages 18 and 19.]

A [Have students read pages 20 and 21 silently.]

B Inferential How were some tribes of the Plains and surrounding regions different from others?

» Not all tribes were nomadic. Some learned to grow crops; some had enough food from crops so they did not need to move to follow the buffalo herd for food; they built permanent villages and waited for the buffalo to come to them.

A

The Mandan

Not all tribes of the Plains and surrounding regions were nomadic. Some, like the Mandan, learned to grow corn, beans, and other crops. They hunted for buffalo, too, but they grew enough food so that they did not need to move and follow the herd. They could afford to build permanent villages and wait for the buffalo to come to them. During their westward adventure, explorers Lewis and Clark encountered the Mandan and wrote about their way of life. They were impressed with the size and wealth of the villages. There may have been over 15,000 Mandan living in nine large villages. In addition to farming and hunting, they were active traders. They traded various animal furs, buffalo products, and crops with surrounding tribes. Later, after more contact with traders and settlers from the United States, the Mandan traded guns and horses. **B**



Mandan village

20

Devastating Changes

Back in the early 1800s, when Lewis and Clark passed through on their famous expedition to find out what was on the other side of the Mississippi, no one could have guessed just how much and how quickly life would change for all the tribes of the Plains, Basin, and Plateau. The introduction of horses had already changed the way Native Americans traveled, hunted, and fought. Guns also made a big difference in their lives. But horses and guns were not the only things the Europeans brought. They brought diseases, too. Disease took a very heavy **toll** on the Mandan because they lived closely together in such large villages and rarely moved around. In one Mandan village in 1837, smallpox infected and killed all but 125 out of 1,600 people.

The Plains buffalo were also greatly affected by the arrival of Europeans. Buffalo hides made into leather were valuable to people in the cities on the East Coast. With their guns, hunters could kill as many buffalo as they wanted. How many did they kill? Consider this: in 1804, there were as many as 60 million buffalo roaming the Plains; in 1890, there were fewer than 1,000.

By 1890, the buffalo and many of the native people were no longer living in the Great Plains. Many of the tribes were forced to leave their homelands and make way for settlers, railroads, and cities of the United States. Native American culture, language, and customs survived, but their way of life was seriously damaged.



Herd of North American buffalo (bison)

21

C Inferential By 1890, what had happened to the tribes of the Great Plains?

- » They had been hit with diseases, and most of the buffalo they hunted had been killed. They were forced to leave their homeland and move to reservations, and they were no longer free to live like their ancestors.

[Have students record the answer to question 5 on Activity Page 2.2.]

Note

Questions 1 and 2 relate to The Big Question of the chapter.

Discuss the Chapter and Wrap Up the Lesson

15 minutes

- Direct students' attention to the Words and Phrases Describing Perceptions of Land Chart and Its Use and the Perceptions of Land and Its Use Chart you prepared in advance.
- Tell students you will ask them some questions to compare and contrast the ways Native Americans and Europeans each thought about land. You may have a student record the answers, or you may record answers on the chart for the whole class. Encourage students to reference Chapter 2 to support their answers. Record the page number from which the word or phrase was drawn. Use the answers provided in the chart below to guide the class discussion.
- Use the following questions to discuss the chapter.

1. **Inferential** From the list provided, what words or phrases describe how Native American tribes viewed the land and its resources prior to the arrival of explorers, settlers, and colonists? Support your answer by referencing the text.
2. **Inferential** From the list provided, what words or phrases describe how European explorers, settlers, and colonists viewed the land and its resources?

Challenge What other words or phrases could be added to this chart to describe these two groups' relationship with the land?

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)	<ul style="list-style-type: none">• colonies (12)• to own land (13)• papers (13)• property deed (13)• property lines (13)• defined borders (13)

3. **Evaluative Think Pair Share** How might these diverse viewpoints have led to conflict?
 - » Answers may vary, but should explain how Native Americans viewed land as something that could not be owned, whereas European explorers, settlers, and U.S. citizens viewed land as something that could be owned. This led to disagreements between different groups about the ownership of the same pieces of land.

Word Work: *Custom*

5 minutes

1. In the chapter you read, “Out West, however, on the Great Plains and beyond, most people still lived according to their ancient customs.”
2. Say the word *custom* with me.
3. *Custom* means a ritual, or a tradition or behavior that is common among a group or family.
4. The customs of ancient Rome included large feasts of celebration.
5. What are some other examples of customs? Be sure to use the word *custom* in your response. [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “_____ is a custom of _____.”]
6. What part of speech is the word *custom*?
» noun

[Use a *Describing* activity for follow-up. Ask students to describe the customs of Native American tribes who lived in the Great Plains, Great Basin, and Northwest Plateau. Ensure students use the word *custom(s)* in complete sentences in their descriptions.]

GRAMMAR

15 minutes

Identify Shifts in Verb Tense

- Refer to the Verb Tense Poster you prepared in advance. Remind students of the three basic verb tenses: past, present, and future. Have students read how each tense is used.

Support Make up motions to represent the three verb tenses. For example, point behind yourself for past tense, point to your feet for present tense, and point in front of you for future tense.

- Tell students that the present tense is also used when talking about something that is repeated or that happens at repeated events. For example, if someone usually walks to school, he would say, “I walk to school.”
- Read the following example sentences aloud, and have students signal whether the verb is in the past, present, or future tense. Then have students turn to their neighbor and explain how they know the verb is in the past, present, or future tense.
 - *Josefina will ride the bus tomorrow.* (future; *will* and *tomorrow* are used)

Materials

- Verb Tense Poster
- Examples of Incorrect Shifts in Verb Tense Chart
- Activity Page 2.3

- *Darrel wrote in his journal last night.* (past; the phrase *last night* is used)
- *Today we play basketball in gym class.* (present; *today* is used)
- *Next week we will bring home our art projects.* (future; the phrase *next week* is used)

- Tell students that when they speak and write, it is important to use the correct verb tense. The verb tense tells when an action takes place. It is also crucial to keep the verb tense consistent and not to shift the verb tense inappropriately, especially within the same sentence. When the verb tense shifts, the time of the action also changes.
- Refer to the Examples of Incorrect Shifts in Verb Tense Chart you prepared in advance. Read the first sentence together:

The English settled first at Jamestown, Virginia, where they will build a fort in 1607 CE.

- Model how to identify inappropriate shifts in verb tense by having students help you do the following:
 - Find the verbs in the sentence and identify their tenses. (*settled*—past; *will build*—future) Circle the verbs and write their tenses underneath.
 - Identify the appropriate tense for this sentence. (past)
 - Identify the verb with the incorrect verb tense and cross it out. (~~*will build*~~—future)
 - Correct the inappropriate shift in verb tense. (change *will build* to *built*)
- Have students work with a partner to identify and correct the inappropriate shift in verb tense in the second sentence.

Macha and Mahkah run across the grassy plain and looked for buffalo.

- Change *looked* to *look* to keep this sentence in the present tense. Alternatively, change *run* to *ran* to keep this sentence in the past tense.
- Have students independently identify and correct the inappropriate shift in verb tense in the third sentence.

Delsin will visit his cousin this summer and traveled on an airplane.

- Change *traveled* to *will travel* to keep this sentence in the future tense. Alternatively, change *will visit* to *visited* to keep this sentence in the past tense.
- Have students turn to Activity Page 2.3. Review the directions and completed examples in both sections of the activity page. Direct students to complete the

next item in both sections of the activity page. Tell students to complete the remainder of the activity page for homework, reminding them that sometimes there may be more than one way to correct a sentence with an inappropriate tense shift.

MORPHOLOGY

15 minutes

Introduce Suffixes *-tion* and *-sion*

- Refer to the Suffixes Poster on display in the classroom, and read it with students.
- Tell students that today they will learn about the suffixes *-tion* and *-sion*. Write the suffixes on the Suffixes Poster. Point out that *-tion* is pronounced /shən/. Point out that *-sion* is sometimes pronounced /zshən/ (e.g., *confusion*) and sometimes pronounced /shən/ (e.g., *tension*).
- Tell students that the suffixes *-tion* and *-sion* are both used to change actions into nouns. Write this on the poster.
- Explain that when you add the suffix *-tion* or *-sion* to a verb, the new word is a noun.
- Write *prevent* on the board/chart paper. Briefly discuss the meaning of the word, and then use it in a sentence. (*Prevent* means to stop something from happening. She locked her bedroom door to prevent her little sister from coming in while she was studying.)
- Explain that when you add the suffix *-tion* to a verb ending in *-t*, you do not need to add another *-t*. You only add *-ion*.
- Add *-ion* to *prevent* and have students read the new word; then discuss the meaning of the new word. (*Prevention* means the act of stopping something from happening.)
- Share the following example of *prevention* used in a sentence:
 - We made sure to put out our campfire as a way to help in the prevention of a forest fire.
- Have students provide sentences using the word *prevention*. (Answers may vary.)
- Write *decide* on the board. Briefly discuss the meaning of the word, and then use it in a sentence. (*Decide* means to choose or make up your mind about something. I asked my parents for more allowance money, and they told me they would think about it and decide next week.)
- Explain that when you add the suffix *-sion* to a verb ending in *-de* or *-d*, you must first remove *-de* or *-d*. Then you add *-sion*.
- Remove *-de* in *decide* and add the suffix *-sion*. Have students read the new word; then discuss the meaning of the new word. (*Decision* means a choice.)

Materials

- Activity Page 2.4

- Share the following example of *decision* used in a sentence:
 - We made the decision not to go to the park because it was raining.
- Have students provide sentences using the word *decision*. (Answers may vary.)
- Continue in this manner for the remaining *-tion* and *-sion* words, using the following chart as a guide.
- When you discuss *cancel*, note that in adding the suffix *-tion* to *cancel*, the ‘l’ must first be doubled then an ‘a’ added before adding the suffix.

Note

You will not write the information in the shaded columns on the board/chart paper, as that information is intended for use during oral instruction. Complete as many examples as time permits.

Root Word	Meaning	Affixed Word	Meaning and Synonyms	Sentence
add	(verb) to bring two or more things together; to combine	addition	(noun) the act of bringing two or more things together; the act of combining	With the <u>addition</u> of weekly game night, my family spent more time together.
divide	(verb) to split apart or separate something into parts	division	(noun) the act of splitting apart or separating something into parts	We decided that <u>division</u> of work was the best way to get our group project done, so we each took on a different task.
subtract	(verb) to take a part of something away	subtraction	(noun) the act of taking a part of something away	With the <u>subtraction</u> of two players from the team, we didn't have enough players to finish our basketball game.
extend	(verb) to make something last longer; to make something longer	extension	(noun) additional length or time	My teacher gave me an <u>extension</u> on my paper and told me I could turn it in late because I had been sick and couldn't work on it.
cancel	(verb) to call something off that was previously planned	cancellation	(noun) the act of calling off something that was previously planned	I was disappointed about the <u>cancellation</u> of the play because I had already bought tickets to see it.
revise	(verb) to change something to make it better	revision	(noun) a change in something that makes it better	After we discussed what we could do better, our teacher gave us time to work on the <u>revision</u> of our stories.
direct	(verb) to give information, instructions, or orders	direction	(noun) information, instructions, or orders	I had never thrown a football before, so I asked my sister for <u>direction</u> on how to do it properly.
discuss	(verb) to have a conversation or talk about something	discussion	(noun) a conversation about something	My family had a <u>discussion</u> about what we should do to celebrate my brother's birthday.

- Have students turn to Activity Page 2.4. Briefly review the directions. Complete the first two sentences together as a class. Have students complete the rest of Activity Page 2.4 for homework, or if you feel they need more assistance, complete the entire activity page as a teacher-guided activity.

WRITING

15 minutes

Introduce a Persuasive Essay

- Tell students that during this unit they will write a persuasive essay. Remind students they wrote a persuasive essay about Don Quixote in a previous unit. They wrote about whether his actions were justified or acceptable.
- Remind students that a persuasive essay is an essay that tries to convince or persuade someone that the opinion presented is right. In a persuasive essay, the writer presents an argument for that opinion and supports the argument with reasons or evidence. Review that an opinion is a personal view or belief, whereas a fact is true and can be proven.
- Have students turn to Activity Page 2.5. Direct students' attention to the Native American Outside Tepee Image and description you displayed in advance. Have a student read the description aloud.
- Have students look at the Sample Persuasive Essay on Activity Page 2.6. Direct students' attention to the Sample Persuasive Essay you displayed in advance.
- Read the essay aloud.
- Have students describe the relationship between the persuasive essay, the image, and the image's description. (The essay is written about the image, explaining why the writer thinks the image best shows the relationship between Native Americans and the land. The description of the image provides factual information about the image, which is used in the essay.)
- Help students identify and describe the purpose of each of the paragraphs in the persuasive essay using the following chart to guide discussion. Have students follow along using Activity Page 2.6.

Materials

- Activity Pages 2.5, 2.6
- Native American Outside Tepee Image
- Sample Persuasive Essay

1st paragraph	<ul style="list-style-type: none"> • Introduction • States the opinion/argument for why the writer thinks this image best shows the relationship between Native Americans and the land
2nd paragraph	<ul style="list-style-type: none"> • Describes the image in detail
3rd paragraph	<ul style="list-style-type: none"> • 1st piece of supporting evidence—landscape <ul style="list-style-type: none"> – Explains how Great Plains habitat was a hard place to live – Explains how the habitat shaped the way Native Americans lived in this region
4th paragraph	<ul style="list-style-type: none"> • 2nd piece of supporting evidence—tepees built from resources <ul style="list-style-type: none"> – Tepees made from buffalo and other resources from Great Plains
5th paragraph	<ul style="list-style-type: none"> • 3rd piece of supporting evidence—importance of buffalo for other things <ul style="list-style-type: none"> – Buffalo hides were used to make clothing
6th paragraph	<ul style="list-style-type: none"> • Conclusion • Restates the opinion/argument in a new way

- Ask students about the purpose of, or why the writer wrote, the persuasive essay. (to explain why the writer chose the image to represent the relationship between Native Americans and land)

Challenge Ask students if they think the writer’s argument is convincing and why they have that opinion. (Answers may vary; students should cite evidence from the sample essay to support their evaluation.)

- Tell students they will write their own persuasive essay about the relationship between Native Americans and land using an image they choose.

TAKE-HOME MATERIAL

Grammar; Morphology

- Have students take home Activity Pages 2.3 and 2.4 to complete for homework.

Materials

- Activity Pages 2.3, 2.4

Lesson 3

Unit 9: Native Americans

CORE CONTENT OBJECTIVES

Students will:

- ✓ Describe the lives of Native Americans in the Great Plains in the 1800s
- ✓ Explain that stories told by Native Americans often reflect important values or customs of their culture or way of life

LESSON AT A GLANCE	TIME	MATERIALS
Reading Partner: Chapter 3 "Tales from the Great Plains" Word Work: <i>Remnant</i>	40 min. 5 min.	<i>A Changing Landscape</i> ; Activity Pages 3.1–3.3
Writing Identify Parts of a Persuasive Essay	45 min.	Activity Pages 3.4, 3.5; Sample Persuasive Essay; Native American Outside Tepee Image; Answer Key for Activity Page 3.5
Take-Home Material Reading	*	Activity Page 3.3

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to compare and contrast two traditional Native American stories and explain how such stories reflect important values or customs of their culture or way of life.

Writing: By the end of this lesson, students will be able use a graphic organizer to identify the argument and supporting evidence in a persuasive essay.

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper. Alternatively, you may access a digital version of this and The Big Question in the digital components for this unit.

Read two traditional Native American stories to learn what they reveal about Native American culture.

Writing

- Display the Sample Persuasive Essay and Native American Outside Tepee Image you prepared for Lesson 2. Alternatively, you may access digital versions in the digital components for this unit.
- Plan to put students in pairs to determine the argument and evidence in the sample persuasive essay.

Grammar; Morphology

- Collect Activity Pages 2.3 and 2.4 to review and grade, as there are no grammar or morphology lessons today.

Materials

- *A Changing Landscape*
- Activity Pages 3.1–3.3

READING

45 minutes

Partner: Chapter 3 “Tales from the Great Plains”

40 minutes

Review

5 minutes

- Review information from the previous chapter, using the following questions:
 - What animal did the Europeans introduce to Native Americans? How did this affect the way Native Americans in the Great Plains lived?
 - » Europeans introduced horses to Native Americans. The introduction of horses transformed the way many tribes lived in the Great Plains. Horses made hunting, traveling, and fighting much easier for these tribes.
 - What was the purpose of a Vision Quest?
 - » Members of many tribes throughout the Great Plains and other regions used it as a coming-of-age ceremony in which a young person sought to understand his or her purpose in life.
 - Why was there “no greater symbol of the connection between people and nature [for the Great Plains tribes] than the buffalo”?
 - » The buffalo provided almost everything tribes in the Great Plains needed to survive, and they ate or used every part of the buffalo.

Introduce the Chapter

5 minutes

- Tell students they will read Chapter 3, “Tales from the Great Plains.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Explain that in the second myth in the chapter, “White Buffalo Calf Woman,” members of the Lakota Sioux tribe smoke a sacred pipe. Explain that this was an important part of a religious ceremony in which they participated.

- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *remnants*.
- Have them find the word on page 22 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary at the back of the Reader, locate *remnant*, and then have a student read the definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 3.1 while you read each word and its meaning noting that:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

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)

Vocabulary Chart for Chapter 3 “Tales from the Great Plains”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	wakan	remnant scout band council
Spanish Cognates for Core Vocabulary		remanente consejo
Multiple-Meaning Core Vocabulary Words		scout band
Sayings and Phrases		

- Read the purpose for reading from the board/chart paper:

Read two traditional Native American stories to learn what they reveal about Native American culture.

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.

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

Read “Tales from the Great Plains”

20 minutes

Pair students to read and discuss the chapter. Differentiate by assigning students either to read independently or with partners, based on their needs. Have students make a note of vocabulary, phrases, or concepts they do not understand, noting the page number, so they may seek clarification.

At this point in the school year, some or all of your students are likely ready for the challenge of reading the entire chapter independently to themselves.

- Before students begin reading in pairs, have them turn to Activity Page 3.2. Have a student read the directions aloud. Explain that the two stories in this chapter, “The Swift Blue One” and “White Buffalo Calf Woman,” are traditional stories from two groups of Native Americans in the Great Plains: the Comanche and the Lakota Sioux. Explain that students will be taking notes on the important details in each story and looking for similarities between the stories to determine what they reveal about the culture of the Comanche and the Lakota Sioux. Students should take notes while they read and summarize these similarities on Activity Page 3.2 after they read the stories.
- Before students begin reading in pairs, tell them there are a few names and words in this chapter that may be unfamiliar to them and difficult to pronounce. Preview the pronunciations of the following names and words:

Word(s)	CK Code
Comanche	/cə*man*chee/
Spaniards	/span*yerdz/
Sioux	/soo/
Apache	/ə*pach*ee/
Lakota	/lə*koe*tə/
wakan	/wə*kon/
Tunkashila	/toon*kə*shee*lə/

- As students read, circulate among the class, monitoring students' focus and progress, helping any students who have difficulty completing Activity Page 3.2.

Discuss the Chapter and Wrap Up the Lesson

10 minutes

- Review student responses on Activity Page 3.2 with the whole class.

- Answers may vary, but may include the following for each category.
- Notes from “The Swift Blue One”
 - depicts an encounter between a Comanche warrior and a Spanish soldier on horseback
 - describes the first time a Comanche warrior encounters a horse
 - describes a scene that could have happened when a Comanche warrior encounters a Spanish soldier
- Notes from “White Buffalo Calf Woman”
 - explains a part of Lakota Sioux religious ceremonies
 - describes the importance of buffalo to the Lakota Sioux
 - describes a scene in which a wakan woman comes near the Lakota Sioux young man, smoke envelops him, and he turns into a pile of scorched bones
 - describes a holy ceremony in great detail, including a reference to the Lakota Sioux Great Spirit, Tunkashila, and the importance of the medicine tepee
 - describes some items from nature that were used in Lakota Sioux religious ceremonies, such as red earth, a buffalo skull, sticks, a red willow tree, and the buffalo chip made from “the everlasting fire”

Note

Question 1 relates to The Big Question of this chapter.

- Similarities between “The Swift Blue One” and “White Buffalo Calf Woman”
 - Both stories emphasize the strong connection between Native American tribes and nature: the Comanche warrior is hunting, the Lakota Sioux young men are on a Vision Quest, the “White Buffalo Calf Woman” makes a reference to Grandfather Sky and Grandmother Earth, and both stories show the connections between the tribes and animals—especially horses and buffalo.
 - Both stories involve Native Americans encountering something unusual: the Comanche warrior encounters a Spanish man on a horse, and the Lakota Sioux young men encounter a wakan woman.
 - Both stories describe the way each tribe began a tradition that is important to them: the Comanche’s reliance on horses as they rode across the plains, and the Lakota Sioux’s seven ceremonies.

- After reviewing Activity Page 3.2, use the following question to wrap up the lesson.

1. *Evaluative* Based on what you read in a previous chapter, and in the Great Plains tales in this chapter, what do these stories reveal about Native American culture and way of life of the Plains tribes?
 - » Answers may vary, but may include that the stories show that the tribes relied on, and had a strong connection to, nature; the tribes used stories to reveal the way in which some of their traditions began; the stories were a way to pass on their culture and tradition to the children in the tribe; and ceremonies, such as religious ceremonies, brought the people of the tribe together.

- Have students take home Activity Page 3.3 to read and complete for homework.

Word Work: *Remnant*

5 minutes

1. In the chapter you read, “The horse was easy to identify because he always wore a saddle and the remnants of a blue, silk blanket on his back.”
2. Say the word *remnant* with me.
3. *Remnant* means a leftover piece; a small part of the whole.
4. After a bright, sunny day, only the remnants of the previous week’s snowstorm remained.
5. What are some other examples of remnants? Be sure to use the word *remnant* in your response. [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “_____ is a remnant of . . .”]
6. What part of speech is the word *remnant*?
» noun

[Use a *Synonyms* activity for follow-up.] What are some synonyms, or words that have a similar meaning, of the word *remnant*? [Prompt students to say words such as *remainder*, *fragment*, and *scrap*.] With a partner, create a sentence using one of the synonyms of *remnant* he or she provides.

WRITING

45 minutes

Identify Parts of a Persuasive Essay

Identify the Main Argument

15 minutes

- Tell students that today they will identify the main argument and supporting reasons or evidence in the sample persuasive essay they heard read aloud in the previous lesson.
- Have students turn to the Sample Persuasive Essay on Activity Page 3.4.
- Have students work in partners to first reread the persuasive essay and then underline any sentences or phrases that contain the writer’s argument. From these phrases and sentences, have partners discuss what the writer’s argument is.

Support Ask students to identify the purpose of the essay. (to explain why the writer chose the image as the best representation of the relationship between Native Americans and the land)

Materials

- Activity Pages 3.4, 3.5
- Sample Persuasive Essay
- Native American Outside Tepee Image
- Answer Key for Activity Page 3.5

- When students finish working in pairs, direct their attention to the sample essay and tepee image and description you displayed in advance.
- Ask students which phrases or sentences they underlined contain the writer’s argument. (Answers may vary, but students should have underlined phrases and sentences in the first and last paragraphs.)
- Ask students to identify the main argument. (*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.*)
- Have students turn to Activity Page 3.5 and record the argument in the *Argument* section at the top.

Support Write the argument on the board/chart paper and have students copy it onto their activity pages.

Identify Evidence Supporting an Argument

30 minutes

- Tell students that now you will identify the reasons or evidence the writer uses to support the argument.
- Remind students that the second paragraph is a description of the image and is meant to help the reader look more closely at the image. So the second paragraph does not contain evidence.
- Reread the third paragraph of the sample persuasive essay.
- Ask students what evidence the author uses to support his/her main argument. (describes the harsh Great Plains habitat)
- Ask students how this evidence supports the author’s main argument. (Having to adapt to the harshness of their environment shaped the way of life for Great Plains tribes.)
- Have students record the evidence you just discussed in the “Evidence 1” column of the organization chart on Activity Page 3.5. Students should record the evidence as bulleted notes and phrases rather than complete sentences.
- Have students work in pairs to identify the rest of the evidence in paragraphs 4 and 5 and record this evidence as bulleted notes in the “Evidence 2” and “Evidence 3” columns, respectively, on Activity Page 3.5.
- When students have finished identifying and recording evidence, use the Answer Key for Activity Page 3.5 to review students’ notes to ensure they have written down appropriate evidence in each of the three boxes.

Challenge Ask students to think of additional evidence, drawing on the image description or information from *A Changing Landscape* that could be used to support the argument.

- Tell students they have now identified the argument and evidence for the sample essay, and that having done this will help them identify the argument and evidence for their own essay.

TAKE-HOME MATERIAL

Reading

- Have students take home Activity Page 3.3 to read and complete for homework.

Materials

- Activity Page 3.3

Lesson 4

Unit 9: Native Americans

CORE CONTENT OBJECTIVES

Students will:

- ✓ Describe the details of daily life, including housing, food sources, and transportation, of Native Americans who lived in what is now California
- ✓ Explain how the arrival of explorers, miners, missionaries, and settlers affected Native Americans living in what is now California

LESSON AT A GLANCE	TIME	MATERIALS
Reading Small Group: Chapter 4 "The Changing Landscape of California" Word Work: <i>Immunity</i>	40 min. 5 min.	<i>A Changing Landscape</i> ; Activity Pages 4.1–4.3
Grammar Identify and Correct Shifts in Verb Tense	15 min.	Writing Samples Chart; Activity Page 4.4
Morphology Practice Suffixes <i>-tion</i> and <i>-sion</i>	15 min.	Activity Page 4.5
Writing Evaluate a Persuasive Essay Using a Rubric	15 min.	Activity Pages 3.4, 3.5, SR.2; Persuasive Essay Rubric
Take-Home Material Reading; Morphology	*	Activity Pages 4.3, 4.5

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to explain how the arrival of explorers, miners, missionaries, and settlers affected Native Americans living in what is now California.

Grammar: By the end of this lesson, students will be able to recognize and correct inappropriate verb tense shifts in writing samples.

Morphology: By the end of this lesson, students will have had additional practice distinguishing between root words and words with the suffixes *-tion* or *-sion* and using those words correctly in sentences.

Writing: By the end of this lesson, students will be able to use a rubric to evaluate a persuasive essay.

ADVANCE PREPARATION

Reading

- Collect Activity Page 3.3, which was completed for homework, to review and grade at a later time.
- Write the purpose for reading on the board/chart paper. Alternatively, you may access a digital version of this and The Big Question in the digital components for this unit.

Read to understand how the arrival of explorers, miners, missionaries, and settlers affected Native Americans living in what is now California.

Grammar

- Prepare and display the following Writing Samples. These three excerpts are also on Activity Page 4.4. Note that the errors in this chart are intentional, as students will be correcting these errors. Alternatively, you may access a digital version in the digital components for this unit.

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.

Writing

- Prepare and display an enlarged version of the Persuasive Essay Rubric. Alternatively, you may access a digital version in the digital components for this unit.

	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

Small Group: Chapter 4 “The Changing Landscape of California”

40 minutes

Introduce the Chapter

5 minutes

- Tell students they will read Chapter 4, “The Changing Landscape of California.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *loincloth*.
- Have them find the word on page 32 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary at the back of the Reader, locate *loincloth*, and then have a student read the definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 4.1 while you read each word and its meaning noting that:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
- Words are listed in the order in which they appear in the chapter.

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)

Materials

- *A Changing Landscape*
- Activity Pages 4.1–4.3

Vocabulary Chart for Chapter 4 “The Changing Landscape of California”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	loincloth quiver	nimble immunity
Spanish Cognates for Core Vocabulary		inmunidad
Multiple-Meaning Core Vocabulary Words	quiver	
Sayings and Phrases	land of plenty	

- Read the purpose for reading from the board/chart paper:

Read to understand how the arrival of explorers, miners, missionaries, and settlers affected Native Americans living in what is now California.

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.

What impact did the arrival of explorers, miners, missionaries, and settlers in what is now California have on Native Americans’ way of life?

- Tell students they will all be completing Activity Page 4.2 as they read this chapter, but explain that the text does not provide information for them to complete all cells on this activity page, and that those cells will remain empty. For example, the cell in the column labeled “Central California” and the row labeled “Religion and Ceremonies” will be left blank because the text does not provide any information about what type of religion or ceremonies tribes of the central region had. Remind students that, when they take notes, they should use sentence fragments rather than complete sentences.

Establish Small Groups

Before reading the chapter, divide students into two groups using the following guidelines:

- **Small Group 1:** This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text. This is an excellent time to make notes in your anecdotal records. Students will complete Activity Page 4.2 with your support while they read.
- **Small Group 2:** This group should include students who are capable of reading and comprehending text without guided support. Differentiate by assigning students either to read independently or with partners, based on their needs. Likewise, you may want to ask some or all students to complete Activity Page 4.2 independently, which can then be used as a formative assessment to determine how well each student

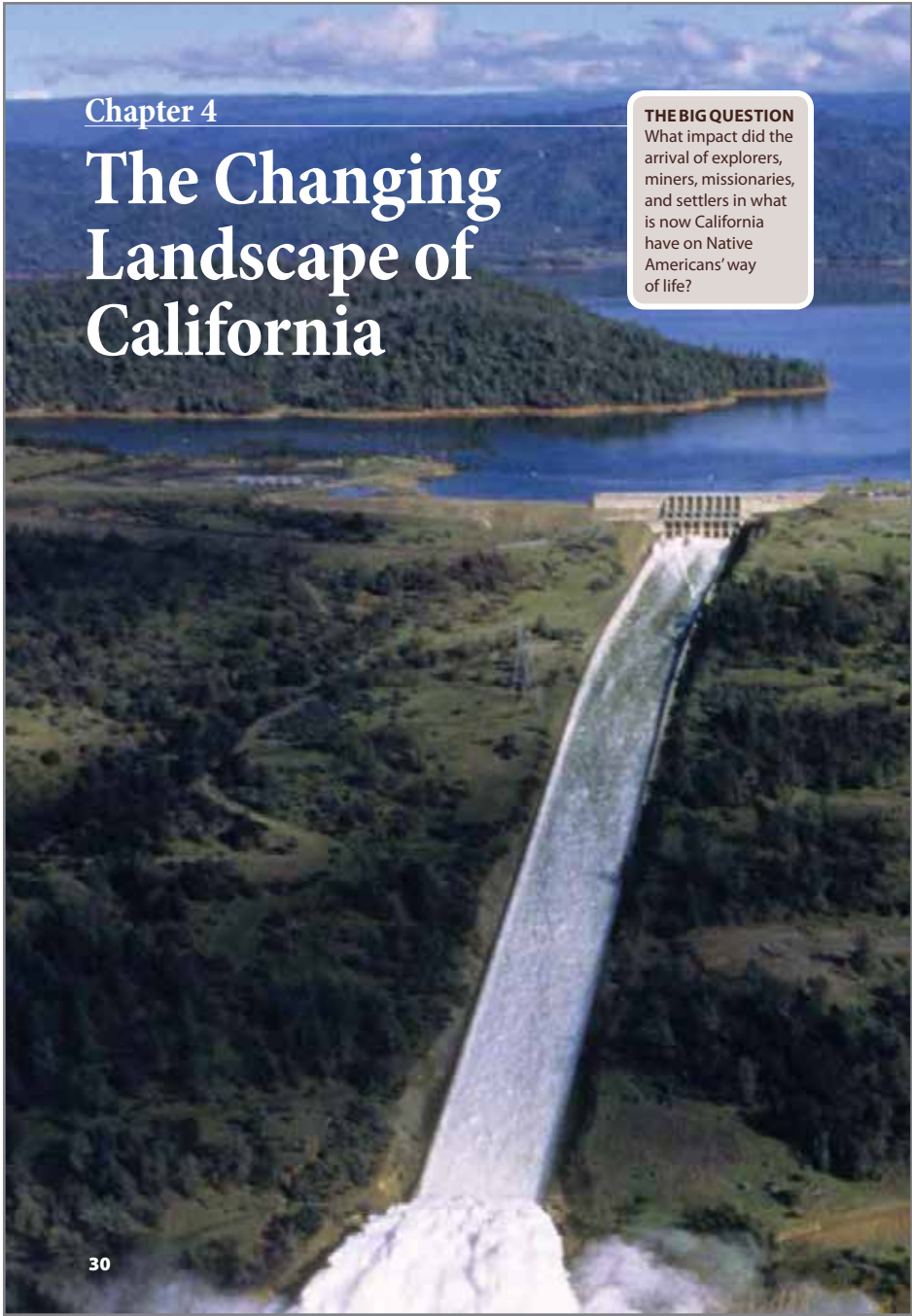
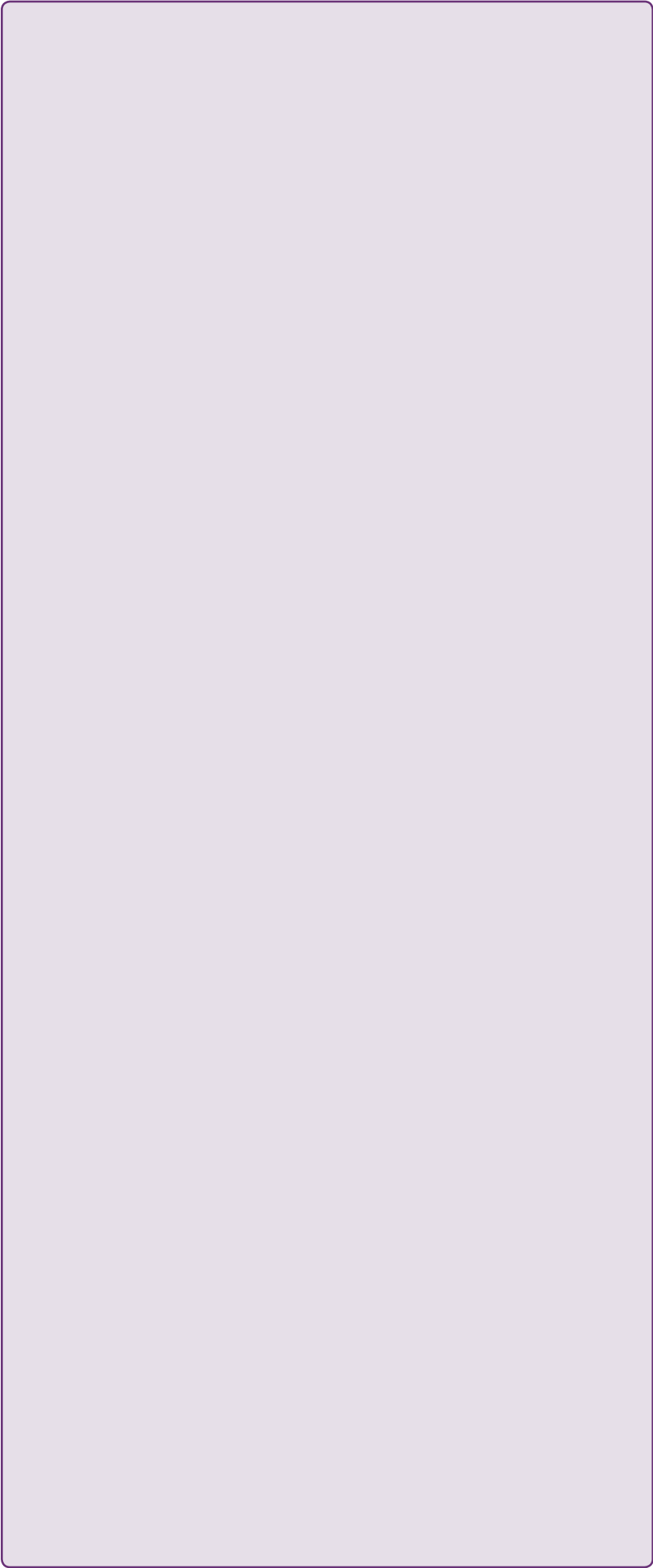
understood what was read. Be sure students in this group read the directions to Activity Page 4.2 and know that they should stop after answering question 4, as you will complete the Wrap Up question as a whole group. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 4.2 correctly. You may choose to do one of the following to address this:

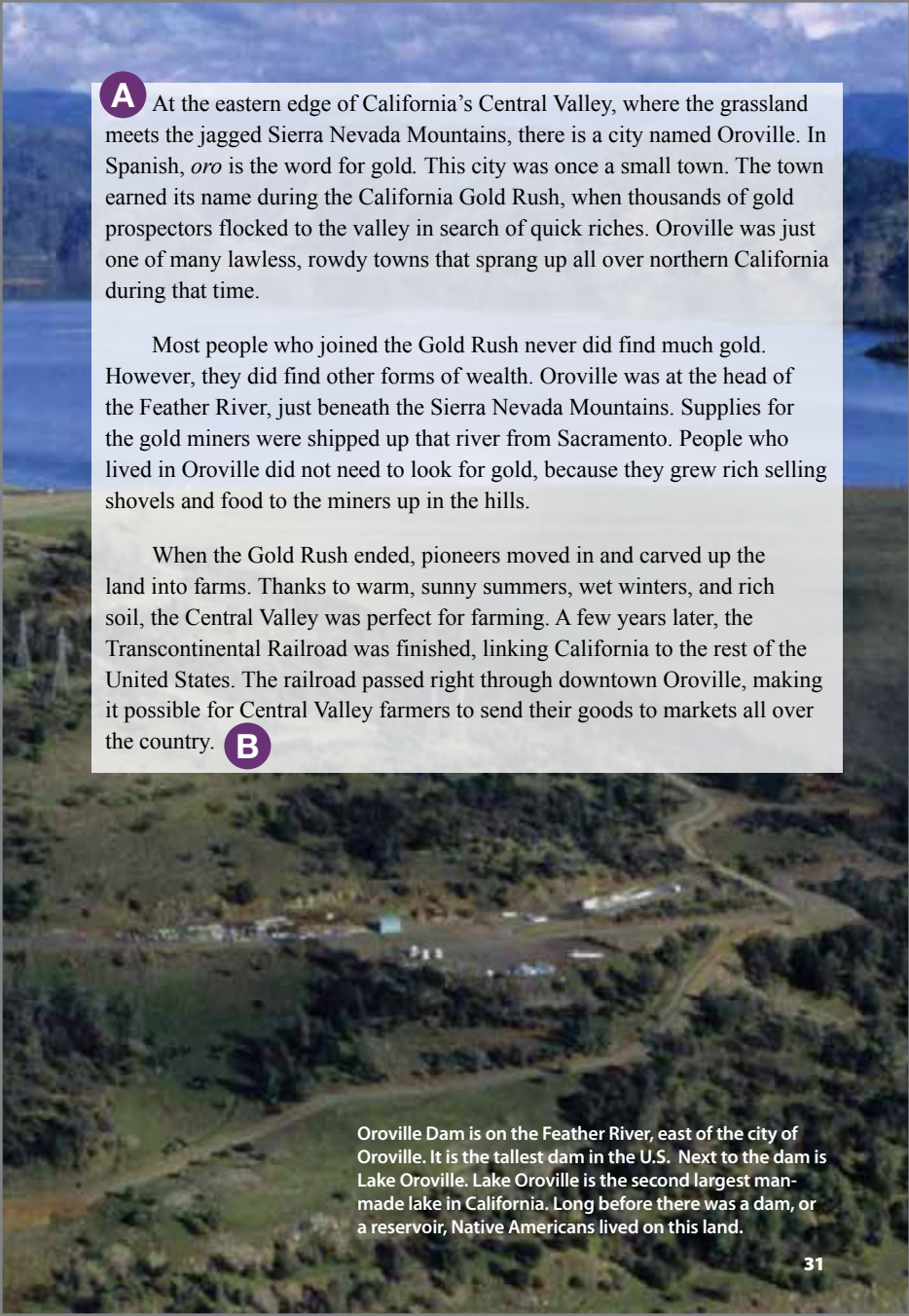
- collect the pages and correct them individually
- provide an answer key to students to check their own or a partner’s work after they have completed the activity page
- confer with students individually or as a group at a later time

Read “The Changing Landscape of California”

25 minutes

The following guided reading supports are intended for use with Small Group 1.





A At the eastern edge of California’s Central Valley, where the grassland meets the jagged Sierra Nevada Mountains, there is a city named Oroville. In Spanish, *oro* is the word for gold. This city was once a small town. The town earned its name during the California Gold Rush, when thousands of gold prospectors flocked to the valley in search of quick riches. Oroville was just one of many lawless, rowdy towns that sprang up all over northern California during that time.

Most people who joined the Gold Rush never did find much gold. However, they did find other forms of wealth. Oroville was at the head of the Feather River, just beneath the Sierra Nevada Mountains. Supplies for the gold miners were shipped up that river from Sacramento. People who lived in Oroville did not need to look for gold, because they grew rich selling shovels and food to the miners up in the hills.

When the Gold Rush ended, pioneers moved in and carved up the land into farms. Thanks to warm, sunny summers, wet winters, and rich soil, the Central Valley was perfect for farming. A few years later, the Transcontinental Railroad was finished, linking California to the rest of the United States. The railroad passed right through downtown Oroville, making it possible for Central Valley farmers to send their goods to markets all over the country. **B**

Oroville Dam is on the Feather River, east of the city of Oroville. It is the tallest dam in the U.S. Next to the dam is Lake Oroville. Lake Oroville is the second largest man-made lake in California. Long before there was a dam, or a reservoir, Native Americans lived on this land.

31

A [Have a student read page 31 aloud.]

B *Evaluative* How do you think Native Americans in this region were affected by the end of the gold rush in Oroville?

» Answers may vary, but may include that when the pioneers moved in and carved up the land into farms, Native Americans’ way of life would have been disrupted.

[Have students record the answer(s) to question 1 on Activity Page 4.1.]

Word(s)	CK Code
Ishi	/ee*shee/
Yahi	/yo*hee/

A [Have a student read page 32 aloud.]

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

- » Answers may vary, but may include that the text says that, by 1911, there were no other members of Ishi's tribe; Ishi was starving, alone, and scared when he emerged from the wilderness in 1911; and Native Americans of California were pushed aside to make way for gold mines, railroads, farms, towns, and cities.

Support Why was the sight of Ishi emerging from the wilderness in 1911 a very unusual sight?

- » He was the last member of his tribe in 1911, and he was probably the last Native American in California to leave the woods and the traditional way of living.

[Have students record the answer(s) to question 2 on Activity Page 4.2.]

A

Ishi, Lone Survivor

It was in downtown Oroville, in the summer of 1911, many years after the Gold Rush of the 1840s and 1850s, that a middle-aged man named Ishi, the last of his people, emerged from the wilderness. It was a hot, dry summer, just like every summer in the Valley. A few nights before, a thunderstorm had rolled through, and a bolt of lightning had started a wildfire in the dry, grassy foothills across the river. Oroville was safe from the flames, but the winds blew smoke through the town for many days. Ishi must have looked like a ghost to anyone who saw him sneaking down the smoke-filled street. He wore only a

tattered **loincloth** made of rabbit hide, and he carried a bow and small **quiver** of arrows. Ishi was starving, alone, and scared.

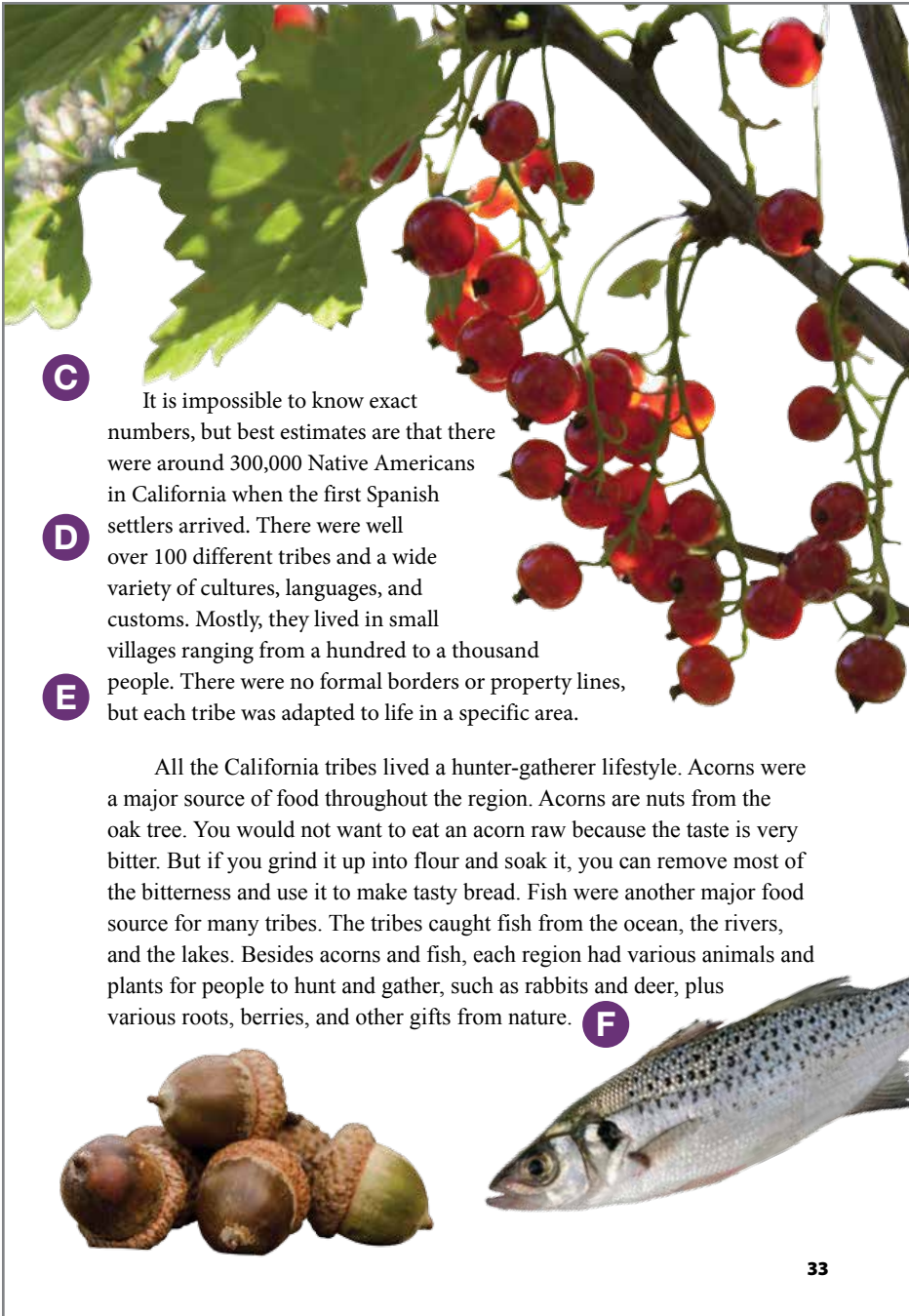


Ishi in the summer of 1911

There was a time when settlers lived alongside Native Americans in California's Central Valley. Indeed, there was a time when Native Americans were the *only* people living in what is now California. But in 1911, Ishi was a very unusual sight. He was certainly not the last Native American in California, but he was probably the last to leave the woods and the old way of living. He was certainly the last of his tribe, the Yahi people. **B**

Why do we still remember a lonely, hungry man named Ishi, who was searching for food on that smoky, hot summer day? What had happened to the rest of his people and all the other native tribes of California? Unfortunately, the story of what happened to the Native American population of California presents a sad, dark chapter in American history. The Native Americans of California were pushed aside to make way for gold mines, railroads, farms, towns, and cities.

32



C

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.

D

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

E

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.

F

C [Have a student read page 33 aloud.]

D *Literal* Approximately how many Native Americans and how many different tribes existed in California before Spanish settlers arrived?

- » approximately 300,000 Native Americans; more than 100 tribes

[Have students record this information in the column labeled “All Regions of California,” in the first row, labeled “Tribes,” in the chart on Activity Page 4.2.]

E *Literal* How did most Native Americans in California live before the first Spanish settlers arrived?

- » They mostly lived in small villages ranging from a hundred to a thousand people; there were no formal boundaries or property lines.

[Have students record this information in the column labeled “All Regions of California,” in the fifth row, labeled “Homes,” in the chart on Activity Page 4.2.]

F *Literal* How did many California tribes get their food, and what types of things did they eat?

- » by hunting and gathering; acorns, roots, berries, fish, rabbits, and deer

[Have students record this information in the column labeled “All Regions of California,” in the third row, labeled “Food,” in the chart on Activity Page 4.2.]

Word(s)	CK Code
tomols	/tom*əlz/

A [Have a student read page 34 aloud.]

B *Inferential* Why were canoes an important part of the culture and lifestyle of nearly every tribe in California?

- » Answers may vary, but may include that because trade was so important to the tribes, they needed a form of transportation to get to the other regions to trade.

Support Why was trade so important to Native Americans living in the state that is now called California?

- » Certain things tribes needed were available only in other regions, so they needed to trade with tribes in other regions to get these items.

[Have students record this information in the column labeled “All Regions of California,” in the fourth row, labeled “Transportation,” in the chart on Activity Page 4.2.]

C *Literal* Describe the canoes built and used by the tribes in the southern part of what is now California.

- » They were called *tomols* and were built out of wooden planks. They were difficult to make, and they could carry several paddlers and hundreds of pounds of trade goods.

[Have students record this information in the last column, labeled “Southern California,” in the fourth row, labeled “Transportation,” in the chart on Activity Page 4.2.]

A

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.

B C



Tomols carried several paddlers.

34

D

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.

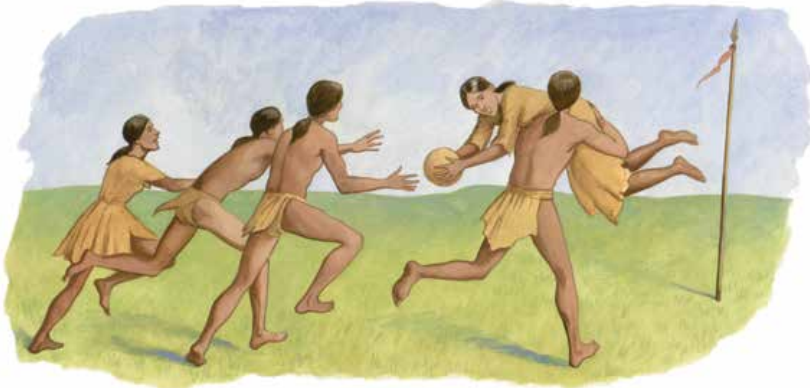
F

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

35

D [Have a student read page 35 aloud.]

E *Inferential* How did the tribes of the Central Valley adapt their canoes to their environment?

- » Because they didn't have to navigate the rough waters of the ocean, the tribes of the Central Valley built canoes out of long reeds or river grass, which were not as strong as wooden planks.

[Have students record this information in the column, labeled "Central California," in the fourth row, labeled "Transportation," in the chart on Activity Page 4.2.]

F *Literal* How did the tribes of northern California build their canoes, and why was this style well-suited to their environment?

- » The tribes of northern California made their canoes by hollowing out redwood trees, which were tough enough for the rough ocean and nimble enough to navigate the mountain rivers.

[Have students record this information in the column labeled "Northern California," in the fourth row, labeled "Transportation," in the chart on Activity Page 4.2.]

Word(s)	CK Code
tule	/too*lee/
Wiyot	/wee*ot/
umacha	/oo*mo*chə/
shamans	/sho*mənz/

A [Have a student read page 36 aloud.]

B *Literal* This section of the text provides the names of two specific tribes. What are those two tribes, and where in California did they live?

- » Miwok and Wiyot; the Miwok tribes lived in what is now central and northern California, whereas the Wiyot lived in what is now northern California.

[Have students record the name *Miwok* in the columns labeled “Northern California” and “Central California” in the first row, labeled “Tribes,” in the chart on Activity Page 4.2; and record the name *Wiyot* in the column labeled “Northern California” in the first row, labeled “Tribes.”]

C *Inferential* How did the climate of southern California affect the houses built by tribes in that region?

- » Answers may vary, but may include that they were built with reeds and small trees, which made them strong enough to withstand the wind and rain of that region, but cozy enough for the mild winters in the region.

Support What were the houses of the southern region called?

- » *tules*

[Have students record this information in the column labeled “Southern California,” in the second row, labeled “Climate,” and the fifth row, labeled “Homes,” in the chart on Activity Page 4.2.]

D *Literal* Describe the homes built by the Miwok people.

- » The Miwok preferred the *umacha*, which was shaped like a tepee but made of long wooden rails instead of buffalo hide.

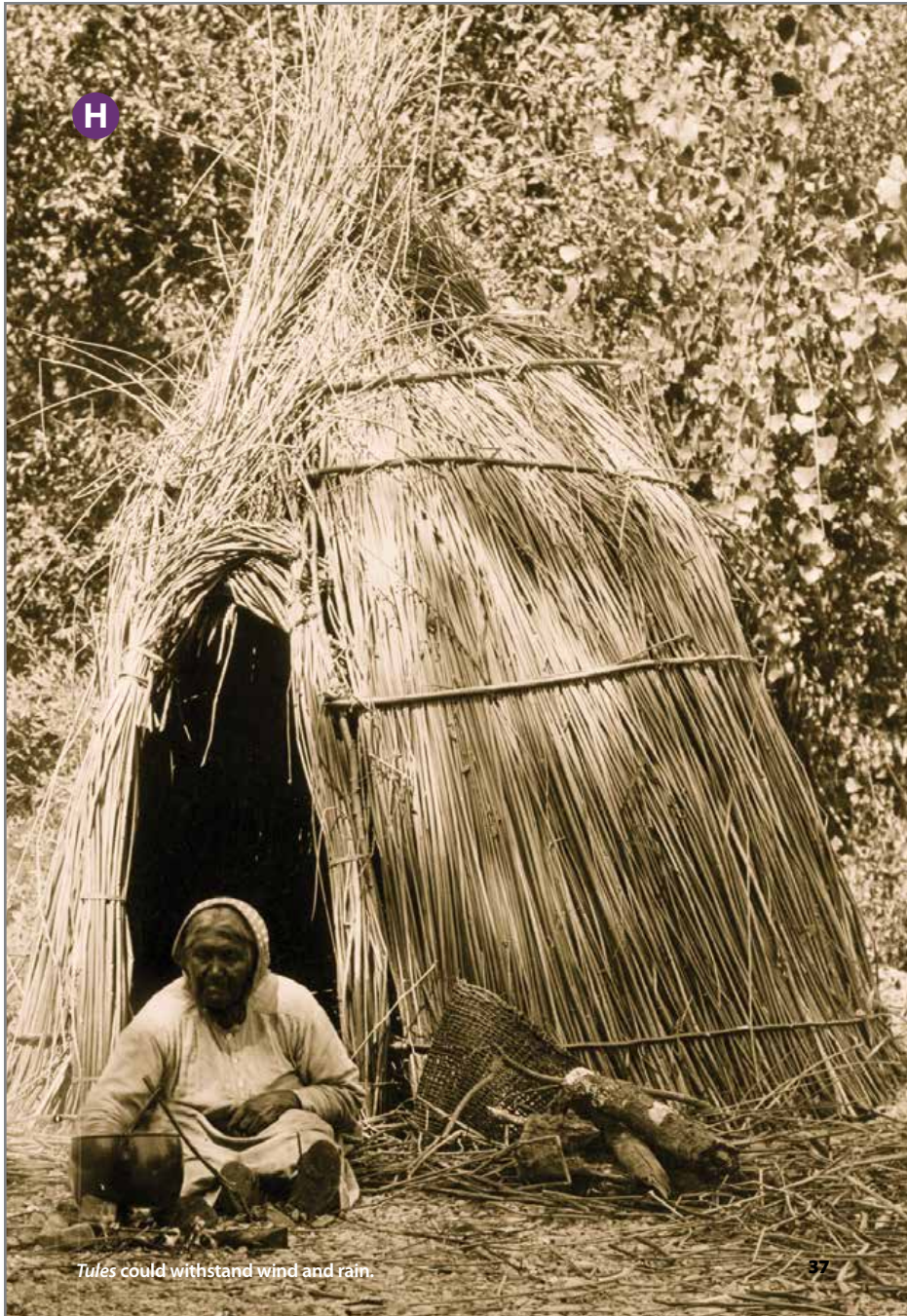


A *tule* was a round, one-room hut.

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.



Tules could withstand wind and rain.

37

[Have students record this information in the column labeled “Central California,” in the fifth row, labeled “Homes,” in the chart on Activity Page 4.2.]

E *Literal* Describe the homes built by the Wiyot people.

- » They were stout, sturdy houses made out of redwood planks.

[Have students record this information in the column labeled “Northern California,” in the fifth row, labeled “Homes,” in the chart on Activity Page 4.2.]

F *Literal* What was the roundhouse, and what purpose did it serve?

- » It was a central feature in most villages, used for ceremonies and important meetings and rituals.

[Have students record this information in the column labeled “All Regions of California,” in the sixth row, labeled “Religion and Ceremonies,” in the chart on Activity Page 4.2.]

G *Literal* Although tribes had their own unique religious beliefs, what is something they all shared?

- » Tribes felt a special bond with other living things.

[Have students record this information in the column labeled “All Regions of California,” in the sixth row, labeled “Religion and Ceremonies,” in the chart on Activity Page 4.2.]

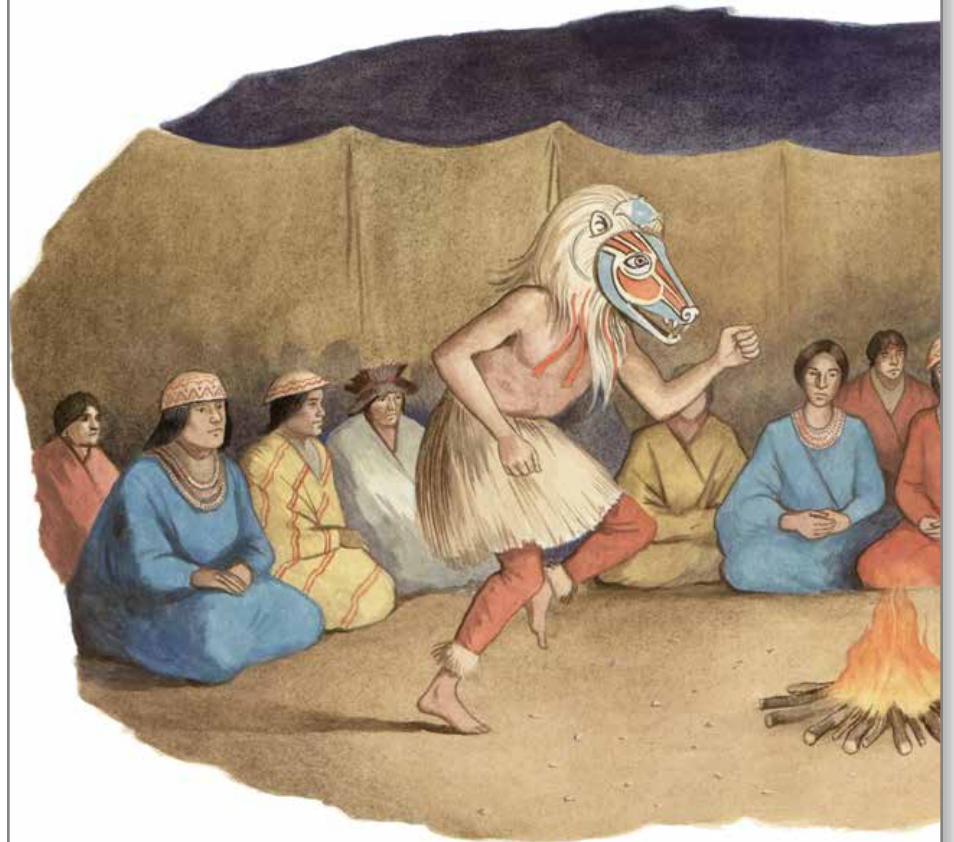
H *Inferential* [Have students examine the image on page 37.] Based on what you read about houses in the various regions, in which region would you find this house? How do you know?

- » This would probably be found in the southern region because it appears to be made of reeds and small trees. In addition, the caption identifies the house as a *tule*, which was a home built by southern tribes.

A [Have a student read pages 38 and 39 aloud.]

A

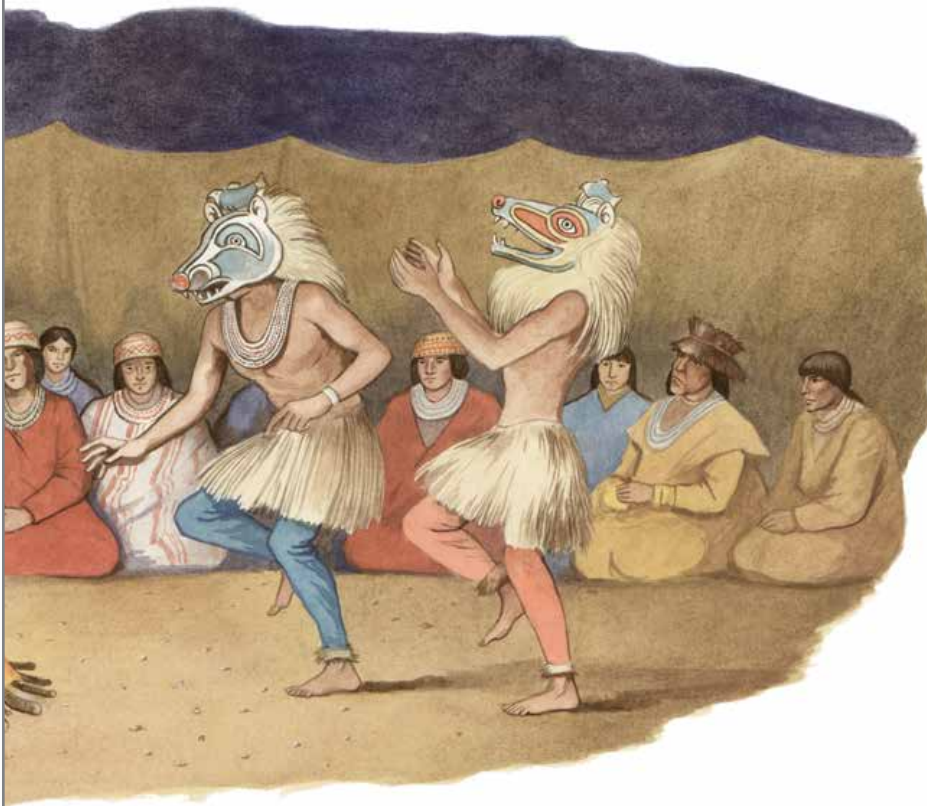
The Wiyot tribe of the north, with their dugout canoes and stout wooden homes, held the World Renewal Ceremony each autumn. This special dance marked the beginning of a new year. The World Renewal Ceremony was hosted by the wealthiest village. Everyone was invited, and nobody was ever turned away. The dance could go on for seven days or more. Although there



Wiyot World Renewal Ceremony

38

was feasting and great fun, the ceremony had a serious purpose. The people showed their respect for nature and prayed for a good year ahead. California was a land of plenty, but there were always challenges and dangers. The Wiyot hoped their ceremony would help prevent natural disasters such as earthquakes, floods, or failure of the acorn crop. **B**



39

B *Literal* Describe the World Renewal Ceremony.

- » It was a special dance that marked the beginning of a new year. It was hosted by the wealthiest village, but everyone was invited to attend. It would last for seven or more days, but its purpose was to show respect for nature and to pray for a good year ahead.

[Have students record this information in the column labeled “Northern California,” in the sixth row, labeled “Religion and Ceremonies,” in the chart on Activity Page 4.2.]

A [Have a student read pages 40 and 41 aloud.]

B Support What was the goal of the Spanish settlers with respect to Native Americans in what is now California?

- » The Spanish wanted Native Americans to reject their native way of life and adopt Spanish beliefs and practices.

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

- » European settlers brought with them smallpox and other diseases to which Native Americans had no immunity. These diseases almost totally wiped out some tribes, and survivors were forced to live at the missions. European explorers, miners, and settlers came to California for its land and resources, and to build cities and towns. They forced Native Americans to move onto reservations and killed those who refused to do so.

[Have students record the answer(s) to question 3 on Activity Page 4.2.]

A

Spanish settlers colonized California beginning in the mid-1700s and things changed quickly for Native Americans. Instead of trying to push the California tribes out of the way, the Spanish sent missionaries to persuade the people to change their way of life. Missionaries were determined to convert the native people to Christianity, to educate and, in their minds, “civilize” them, and to teach them to become farmers. A typical mission included a church and new houses for Native Americans, plus thousands of acres of farmland.

However, while the missionaries offered peace, they had brought soldiers with them, too. They gave the tribes a choice: live at the mission, or fight against these soldiers. Once they moved to the missions, Native Americans had to dress like Europeans. They had to stop practicing their own beliefs and customs. Mostly, however, they worked the farmland—essentially a kind of forced labor. **B**

Not surprisingly, many tribes did not want to give up their homelands. At first, the Spanish could not force many people to move. However, without even realizing it, European explorers and settlers brought a deadly weapon to the Americas: disease. Smallpox and other illnesses devastated Native American populations in southern California. The people had no **immunity** to these diseases. Within a few years, some tribes were almost totally wiped out. The survivors had little choice but to live at the missions.

Eventually, the Native American groups of northern California suffered a similar fate. First came the explorers, followed by the miners and the settlers. These new arrivals were all hungry for the land and its resources. They came by the thousands to mine and to build farms and railroads and cities. They had guns, plus help from the U.S. Army, and they were determined to own every inch of valuable land in California. Tribes were forced to move onto small reservation lands. Those who refused were often massacred. **C**

Remember Ishi, the “wild” man who emerged from the wilderness in Oroville? When he was just a boy, his people, the Yahi, refused to move off their land. Gold miners attacked Ishi’s village and killed most of his family and friends. He and a handful of others managed to survive in the wild. Years

passed, and one by one, all the other Yahi died. At last, only Ishi remained in the woods and canyons where his ancestors once lived. Hungry and tired, with no place left to go, Ishi finally came in from the wilderness.

Ishi did find a place in modern society. He devoted much of the rest of his life to teaching anthropologists about the Yahi language, mythology, and customs. The Yahi tribe is gone now, but in some ways the culture lives on, and Ishi's knowledge remains for everyone to learn. **D**

It is also important to note that, today, there are still over 100 tribes in California. They do not all live according to all the old traditions and lifestyles, but there has been a major revival of traditional Native American culture and tribal life over the past several decades. In fact, there are twice as many Native Americans in California today as there were when the first



Native Americans continue to celebrate their culture.

Spanish explorers arrived. Some live on reservations, and some still practice the ancient arts and customs. In the north, the Wiyot still hold World Renewal Ceremonies each year. Despite terrible hardships endured by their ancestors, these proud people continue to ensure that their culture survives.

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

- » Ishi had lived with his tribe according to its customs and traditions before European settlers came to the area, and, after 1911, he taught anthropologists about the Yahi language, its mythology, and its customs, allowing the Yahi culture to live on.

[Have students record the answer(s) to question 4 on Activity Page 4.2.]

Note

Question 4 relates to The Big Question of the chapter.

Discuss the Chapter and Wrap Up the Lesson

10 minutes

- Bring the class back together as a group, and use the following questions to discuss the chapter.

1. *Inferential* What did European settlers in North America usually do when encountering Native Americans in the areas they wanted to settle? Refer to Chapters 1 and 2 of *A Changing Landscape* to obtain evidence to support your answer to this question.
 - » Answers may vary, but may include that European settlers usually took land from Native Americans by whatever means necessary; on the East Coast Native Americans were forced to move to reservations and settlers took most of their land; laws such as the Indian Removal Act of 1830 were passed to establish “Indian Territory” farther west; and wars and events such as the Trail of Tears threatened the Native American way of life.
2. *Literal* What did the Spanish do in California when they encountered Native Americans living there? Cite evidence from Chapter 4 to support your answer.
 - » Answers may vary, but may include that, instead of sending in soldiers to push Native Americans out of the way, the Spanish sent in missionaries to persuade people to change their way of life. The missionaries tried to convert the natives to Christianity, and they tried to force them to give up their way of life and adopt European habits and traditions.
3. [Have students turn to the last page of Activity Page 4.2. After you read the following question to the class, have students respond to the question in writing. After students finish writing their responses, discuss them as a class.] *Evaluative* 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.
 - » Spanish settlers and other European settlers were similar in that they both used force with Native American tribes to accomplish their own goals. While the Spanish sent missionaries and soldiers to “invite” the native people to live with them in the missions, they insisted that they first convert to Christianity and that they adopt their style of dress. While wanting to live with Native Americans, the Spanish rejected their native beliefs and culture and forced them to change. Other European settlers had no desire to live with Native Americans and instead forced the native people to abandon their land and relocate.
4. *Evaluative* What impact did the arrival of explorers, miners, missionaries, and settlers in what is now California have on Native Americans’ way of life?
 - » Answers may vary, but should include that they were pushed off their land and forced to change their customs and way of life.

- Have students take home Activity Page 4.3 to read and complete for homework.

Word Work: *Immunity*

5 minutes

1. In the chapter you read, “The people had no immunity to these diseases.”
2. Say the word *immunity* with me.
3. *Immunity* means the body’s ability to resist or fight off a disease.
4. Tai’s doctor gave her a measles vaccination, so she now has immunity to that disease.
5. What other vaccines give people immunity to diseases? Be sure to use the word *immunity* in your response. [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “The _____ vaccine provides immunity against _____.”]
6. What part of speech is the word *immunity*?
» noun

[Use a *Synonyms* activity for follow-up.] What does the word *immunity* mean? What are some synonyms, or words that have a similar meaning, of *immunity*? [Prompt students to provide words like *resistance*, *protection*, and *defense*.] With a partner, create a sentence for each of the synonyms of *immunity* he or she provides.

GRAMMAR

15 minutes

Identify and Correct Shifts in Verb Tense

- Remind students that in the previous grammar lesson they identified verb tenses and inappropriate shifts in verb tenses in sentences. Emphasize that when they speak and write, it is important to use the correct verb tense. It is also crucial to keep the verb tense consistent and not to shift the tense inappropriately.
- Tell students that today they will proofread three writing samples to look for and correct inappropriate shifts in verb tense.
- Have students turn to Activity Page 4.4 and also refer to the Writing Samples Chart you prepared in advance. Explain that the three writing samples are the same on Activity Page 4.4 as they are in the Writing Samples Chart.
- For each writing sample, read the whole excerpt with students. Have students identify the correct verb tense for the writing sample. (Sample #1—past; Sample #2—present; Sample #3—future)
- Have students identify and correct inappropriate shifts in verb tense in each writing sample.

Materials

- Writing Samples Chart
- Activity Page 4.4

- Tell students they should cross out the incorrect words and write the correct word(s) above them.
- Review each writing sample to go over the corrections students have made.

MORPHOLOGY

15 minutes

Materials

- Activity Page 4.5

Practice Suffixes *-tion* and *-sion*

- Refer to the Suffixes Poster from the previous lesson, and review the definition of *suffix*.
- Remind students that the suffixes *-tion* and *-sion* are both used to change actions into nouns. When you add the suffix *-tion* or *-sion* to a verb, the new word is a noun.
- Tell students you will give them two word choices. Then you will read a sentence with a blank and they must decide which word choice is most appropriate in the blank.
- Practice with the following example:
 - *Divide* or *division*? The teacher asked us to _____ into groups to complete the activity.
- Ask students if *divide* or *division* would be most appropriate in the blank and why. (*divide*, because it is a verb and the missing word in the sentence needs to be a verb.)
- Continue in this manner with the remaining examples.
 - *Direct* or *direction*? My brother was learning to cook spaghetti for the first time, so he needed some _____ about how to do it. (*direction*)
 - *Subtract* or *subtraction*? Please _____ \$5 from the \$20 I owe you. (*subtract*)
 - *Prevent* or *prevention*? Washing your hands often is a good way to _____ some diseases. (*prevent*)
 - *Decide* or *decision*? If you aren't sure about making that important _____, just ask me and I will try to help you. (*decision*)
 - *Extend* or *extension*? I wish we could _____ our vacation so it would last for a month instead of a week. (*extend*)
- In the time remaining, have students think of sentences that correctly use one of the root words or affixed words. (Answers may vary.)
- Have students turn to Activity Page 4.5. Briefly review the directions and complete the first item as a class. Tell students to complete the rest of the activity page for homework.

WRITING

15 minutes

Evaluate a Persuasive Essay Using a Rubric

- Have students turn to Activity Pages 3.4, 3.5, and SR.2 and refer to the Persuasive Essay Rubric you prepared in advance. Explain that the Persuasive Essay Rubric is a guide that shows what should be included in the persuasive essay and how the essay will be assessed.
- Tell students that by completing the organization chart on Activity Page 3.5, they identified the key features of a persuasive essay. Have students silently read the “Exemplary” boxes for “Introduction” and “Conclusion” on the Persuasive Essay Rubric, which describe how the argument should be presented. Ask students which section of the chart on Activity Page 3.5 is being described. (“Argument”)
- Have a student read the first “Exemplary” box for the “Body” section. Tell students this explains how the object should be described in the essay. Have students silently read the second and third “Exemplary” boxes for the “Body” section on the rubric, which describe how the evidence should be presented. Ask students which section of the chart on Activity Page 3.5 is being described. (the evidence boxes)
- Have students silently read the “Exemplary” boxes for the “Structure of the Piece” section on the rubric. Tell students these describe how the evidence and argument should be organized and how they should relate to each other.
- Explain that if students use the organization chart to carefully plan their persuasive essay, it will help them fulfill the requirements of the rubric.

Materials

- Activity Pages 3.4, 3.5, SR.2
- Persuasive Essay Rubric

TAKE-HOME MATERIAL

Reading; Morphology

- Have students take home Activity Pages 4.3 and 4.5 to complete for homework.

Materials

- Activity Pages 4.3, 4.5

Lesson 5

Unit 9: Native Americans

CORE CONTENT OBJECTIVES

Students will:

- ✓ Describe the details of daily life, including housing, food sources, and transportation, of Native Americans who lived in what is now California
- ✓ Explain how the arrival of explorers, miners, missionaries, and settlers affected Native Americans living in what is now California

LESSON AT A GLANCE	TIME	MATERIALS
Reading Close Reading: Chapter 4 "The Changing Landscape of California" Word Work: <i>Nimble</i>	40 min. 5 min.	<i>A Changing Landscape</i> ; Activity Page 5.1
Writing Select a Persuasive Essay Topic and Collect Relevant Information	45 min.	Activity Pages 3.4, 5.2, 5.3; Persuasive Essay Images and Descriptions; Sample Persuasive Essay; Native American Outside Tepee Image; <i>A Changing Landscape</i>
Take-Home Material Reading	*	Activity Page 5.1

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to describe what life was like for Native Americans living in what is now California before and after the arrival of explorers, miners, missionaries, and settlers.

Writing: By the end of this lesson, students will choose an image to serve as the foundation for a persuasive essay and will find and use relevant information to support their choice.

ADVANCE PREPARATION

Reading

- Collect Activity Page 4.3, which was completed for homework, to review and grade at a later time.
- Write the purpose for reading on the board/chart paper. Alternatively, you may access a digital version of this and The Big Question in the digital components for this unit.

Read closely to examine the author’s language for a deeper understanding of what life was like for Native Americans living in what is now California before and after the arrival of explorers, miners, missionaries, and settlers.

Writing

- Display the Sample Persuasive Essay and Native American Outside Tepee Image you prepared for Lesson 2. Alternatively, you may access digital versions in the digital components for this unit.
- Prepare and display the Persuasive Essay Images and Descriptions found in Teacher Resources. Alternatively, you may access a digital version in the digital components for this unit. Leave these on display for the duration of the unit.
- Prepare space on the board/chart paper to record paraphrased text from the Reader when you model how to collect relevant information (optional).

Fluency (optional)

- If students were assigned a selection from the *Fluency Supplement*, determine which students will read the selection aloud and when. See the Unit 1 Teacher Guide Introduction for more information on using the *Fluency Supplement*.

Morphology

- Collect Activity Page 4.5 to review and grade at a later time, as there is no morphology lesson today.

READING

45 minutes

Close Reading: Chapter 4 “The Changing Landscape of California”

40 minutes

Review the Chapter

5 minutes

- Review information from the chapter, using the following questions:
 - Identify some of the changes referred to in the title “The Changing Landscape of California.”
 - » Answers may vary, but should include that many people, including explorers, miners, and missionaries, were moving to California and encroaching on Native American land. Native Americans were rapidly losing not only their land, but also their culture and way of life. New structures like the Spanish missions and the transcontinental railroad changed the landscape in California forever, both literally and figuratively in terms of Native American life.

Materials

- *A Changing Landscape*
- Activity Page 5.1

– How did Native Americans, and the Yahi tribe specifically, keep their culture alive despite the changing landscape?

» Answers may vary, but should include that Ishi was instrumental in helping anthropologists understand and document the Yahi language, mythology, and customs. There are over 100 tribes still living in California, and many of them have revived tribal customs and arts over the past several decades.

- Tell students they will reread Chapter 4, “The Changing Landscape of California.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Read the purpose for reading from the board/chart paper:

Read closely to examine the author’s language for a deeper understanding of what life was like for Native Americans living in what is now California before and after the arrival of explorers, miners, missionaries, and settlers.

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.

What impact did the arrival of explorers, miners, missionaries, and settlers in what is now California have on Native Americans’ way of life?

Close Reading

There are many ways for students to respond to the questions. Vary how you elicit students’ responses to promote student engagement. For example:

- Have students work in pairs. Following each question, direct students to consult with their partner about the correct response before one student responds.
- Have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response before one student responds.
- Following a question, have all students provide a written response before one student responds orally.

Note

Close reading lessons present excellent opportunities to ensure that English learners and other students who need additional support fully comprehend a reading selection.

Read “The Changing Landscape of California”

30 minutes

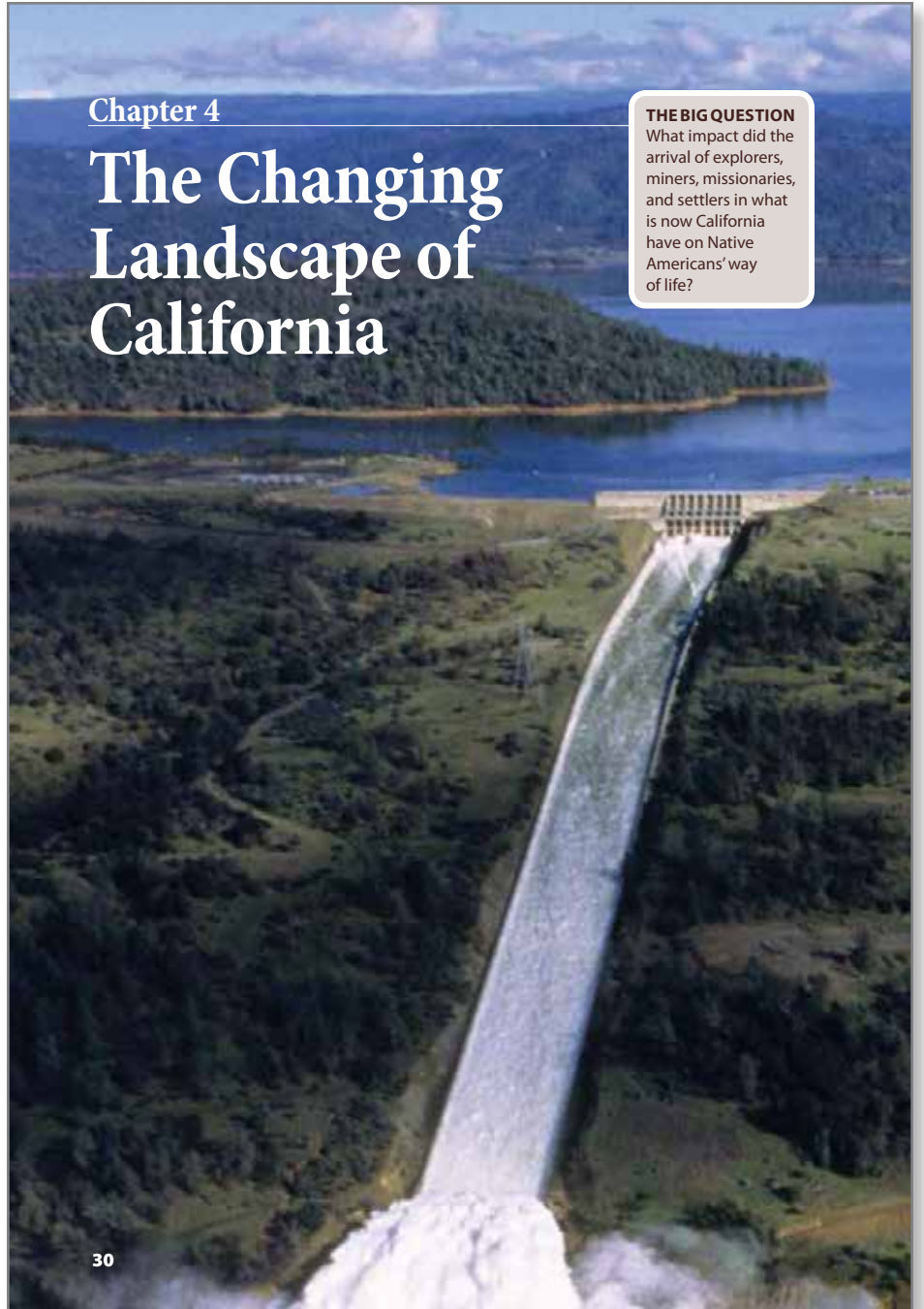
- Read the title of the chapter as a class, “The Changing Landscape of California.” As you read portions of the chapter, pause to explain or clarify the text at each point indicated.

Chapter 4

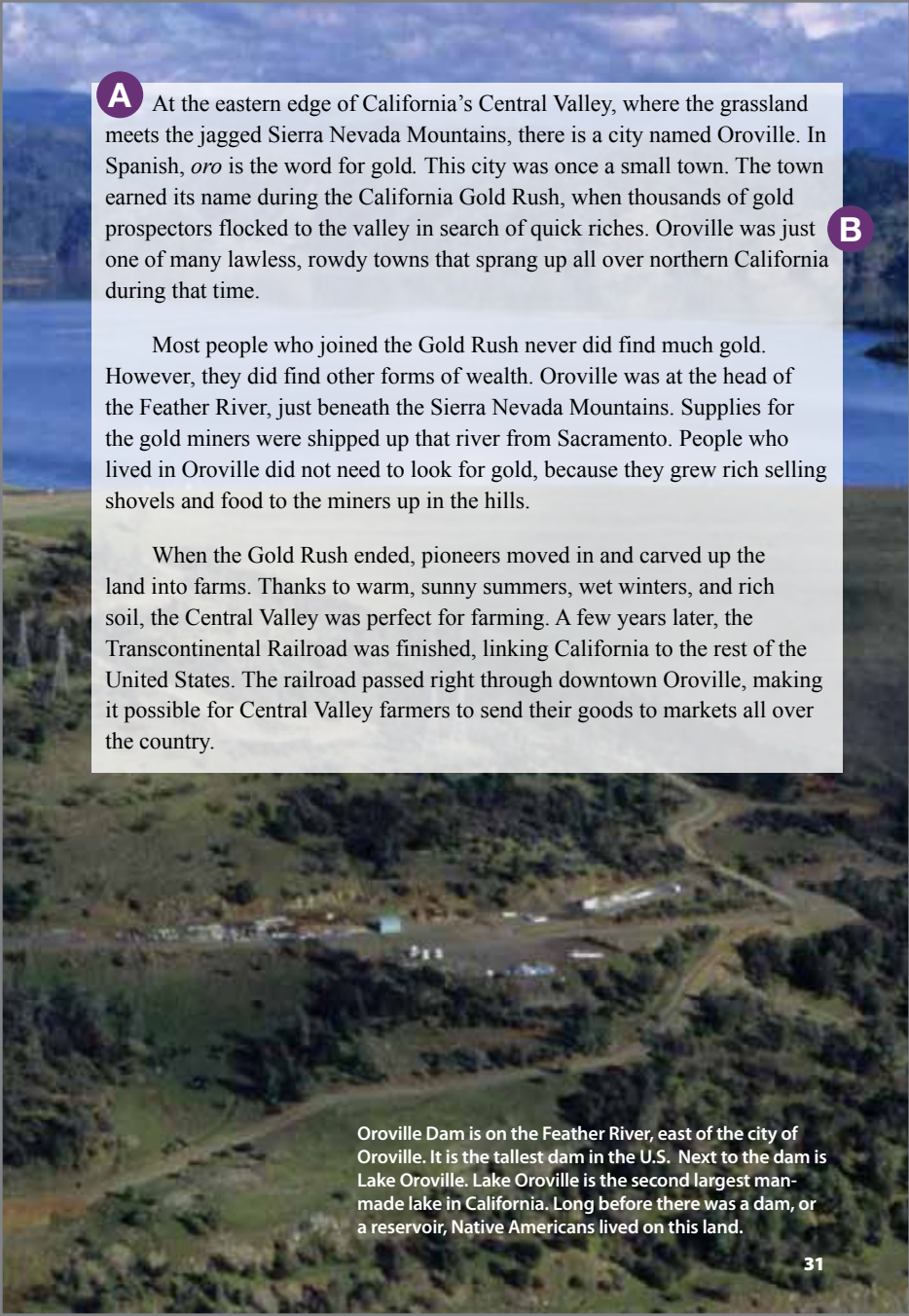
The Changing Landscape of California

THE BIG QUESTION

What impact did the arrival of explorers, miners, missionaries, and settlers in what is now California have on Native Americans' way of life?



30



A At the eastern edge of California’s Central Valley, where the grassland meets the jagged Sierra Nevada Mountains, there is a city named Oroville. In Spanish, *oro* is the word for gold. This city was once a small town. The town earned its name during the California Gold Rush, when thousands of gold prospectors flocked to the valley in search of quick riches. Oroville was just one of many lawless, rowdy towns that sprang up all over northern California during that time.

Most people who joined the Gold Rush never did find much gold. However, they did find other forms of wealth. Oroville was at the head of the Feather River, just beneath the Sierra Nevada Mountains. Supplies for the gold miners were shipped up that river from Sacramento. People who lived in Oroville did not need to look for gold, because they grew rich selling shovels and food to the miners up in the hills.

When the Gold Rush ended, pioneers moved in and carved up the land into farms. Thanks to warm, sunny summers, wet winters, and rich soil, the Central Valley was perfect for farming. A few years later, the Transcontinental Railroad was finished, linking California to the rest of the United States. The railroad passed right through downtown Oroville, making it possible for Central Valley farmers to send their goods to markets all over the country.

Oroville Dam is on the Feather River, east of the city of Oroville. It is the tallest dam in the U.S. Next to the dam is Lake Oroville. Lake Oroville is the second largest man-made lake in California. Long before there was a dam, or a reservoir, Native Americans lived on this land.

31

A [Read page 31 aloud.]

B *COMP Inferential* What does it mean that “Oroville was just one of many lawless, rowdy towns that sprang up all over northern California during that time”?

» Towns sprang up as prospectors flocked to the valley to search for gold. Oroville was just one of those towns. All of the towns, including Oroville, were lawless, meaning they didn’t have laws or rules in place and were full of rowdy people eager to find gold. *Jagged* means having a sharp or uneven surface.

Support What does *lawless* mean?

» having no laws

Word(s)	CK Code
Ishi	/ee*shee/
Yahi	/yo*hee/

A [Have students read page 32 silently.]

B *LIT Inferential* A simile is a comparison of two things usually using *like* or *as*. Identify a simile related to Ishi in the first paragraph and explain its meaning.

» The phrase *Ishi must have looked like a ghost* is a simile. Ishi is compared to a ghost because he looked lost, lonely, and out of place in the way in which he was dressed. Like a ghost, he emerged from a different world—the world of the forest and Native American tradition. Ishi may also have been covered with white ash from the fire, thus making him white like a ghost.

C *COMP Evaluative* What is meant by the following sentence in the second paragraph on page 32: *He was certainly not the last Native American in California, but he was probably the last to leave the woods and the old way of living.?*

» Native Americans still lived in California when Ishi emerged from the woods in Oroville. However, most Native Americans by that point had changed their way of living due to the influx of explorers, settlers, missionaries, and miners who forced change upon the Native American way of living.

Support What was the old way of living that Ishi left?

» the hunter-gatherer lifestyle; getting food from animals and plants in the region

A

Ishi, Lone Survivor

It was in downtown Oroville, in the summer of 1911, many years after the Gold Rush of the 1840s and 1850s, that a middle-aged man named Ishi, the last of his people, emerged from the wilderness. It was a hot, dry summer, just like every summer in the Valley. A few nights before, a thunderstorm had rolled through, and a bolt of lightning had started a wildfire in the dry, grassy foothills across the river. Oroville was safe from the flames, but the winds blew smoke through the town for many days. Ishi must have looked like a ghost to anyone who saw him sneaking down the smoke-filled street. He wore only a

tattered **loincloth** made of rabbit hide, and he carried a bow and small **quiver** of arrows. Ishi was starving, alone, and scared. **B**



Ishi in the summer of 1911

There was a time when settlers lived alongside Native Americans in California's Central Valley. Indeed, there was a time when Native Americans were the *only* people living in what is now California. But in 1911, Ishi was a very unusual sight. He was certainly not the last Native American in California, but he was probably the last to leave the woods and the old way of living. He was certainly the last of his tribe, the Yahi people. **C**

Why do we still remember a lonely, hungry man named Ishi, who was searching for food on that smoky, hot summer day? What had happened to the rest of his people and all the other native tribes of California? Unfortunately, the story of what happened to the Native American population of California presents a sad, dark chapter in American history. The Native Americans of California were pushed aside to make way for gold mines, railroads, farms, towns, and cities.

32



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.



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.

A

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.

B

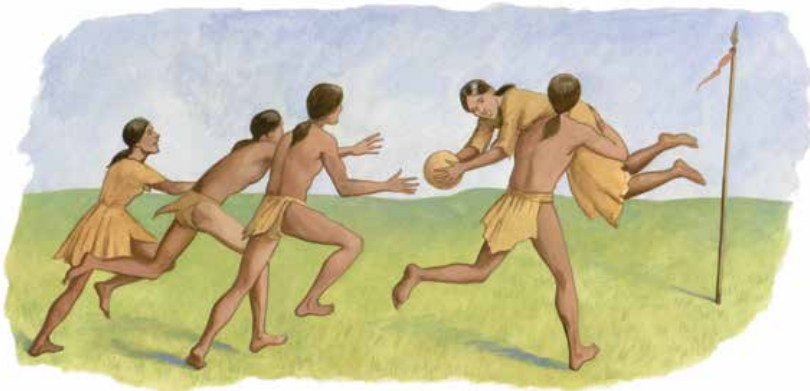
Daily life focused on securing enough food for everyone. Fortunately, California was a land of plenty, so if everyone worked hard there was usually enough food to go around. In good years, there was more than enough food, so the people had time for other things. Basket-weaving was common throughout California. 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!

C



Ball game not unlike soccer

35

A [Have students read page 35 silently.]

B *LIT Inferential* The first paragraph on page 35 uses beautiful imagery to describe how Native Americans in the central and northern parts of California crafted canoes and the landscapes in which they traveled. Identify the imagery, and explain the effect it has on understanding the paragraph.

» *long, tough reeds; wide, lazy rivers and sparkling lakes; great redwood trees grow up into the clouds; Dugout canoes were tough enough for the ocean but also nimble enough to survive the wild mountain rivers; the imagery makes the setting memorable and easier to imagine, or visualize. For example, the phrase redwood trees grow up into the clouds helps the reader imagine the enormity of the redwoods.*

C *SYN Inferential* What effect does the exclamation point at the end of the following sentence have: *However, a boy was also allowed to pick up a girl and carry her into the goal with the ball!?*

» The exclamation point is used to convey surprise and humor because the rules of the Native American game are unexpected, different, and creative.

Word(s)	CK Code
tule	/too*lee/
Wiyot	/wee*ot/
umacha	/oo*mo*chə/
shamans	/sho*mənz/

A [Have students read the first paragraph on page 36 silently.]

B *COMP Evaluative* What is meant by the first sentence in the first paragraph on page 36?

» The tribes in California used the best materials available in their region and environment to build their homes; this is what all Native Americans did, not just those in California. Thus, there was a diversity of homes from one territory to another due to the difference in materials available in different regions for constructing homes.



A 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.

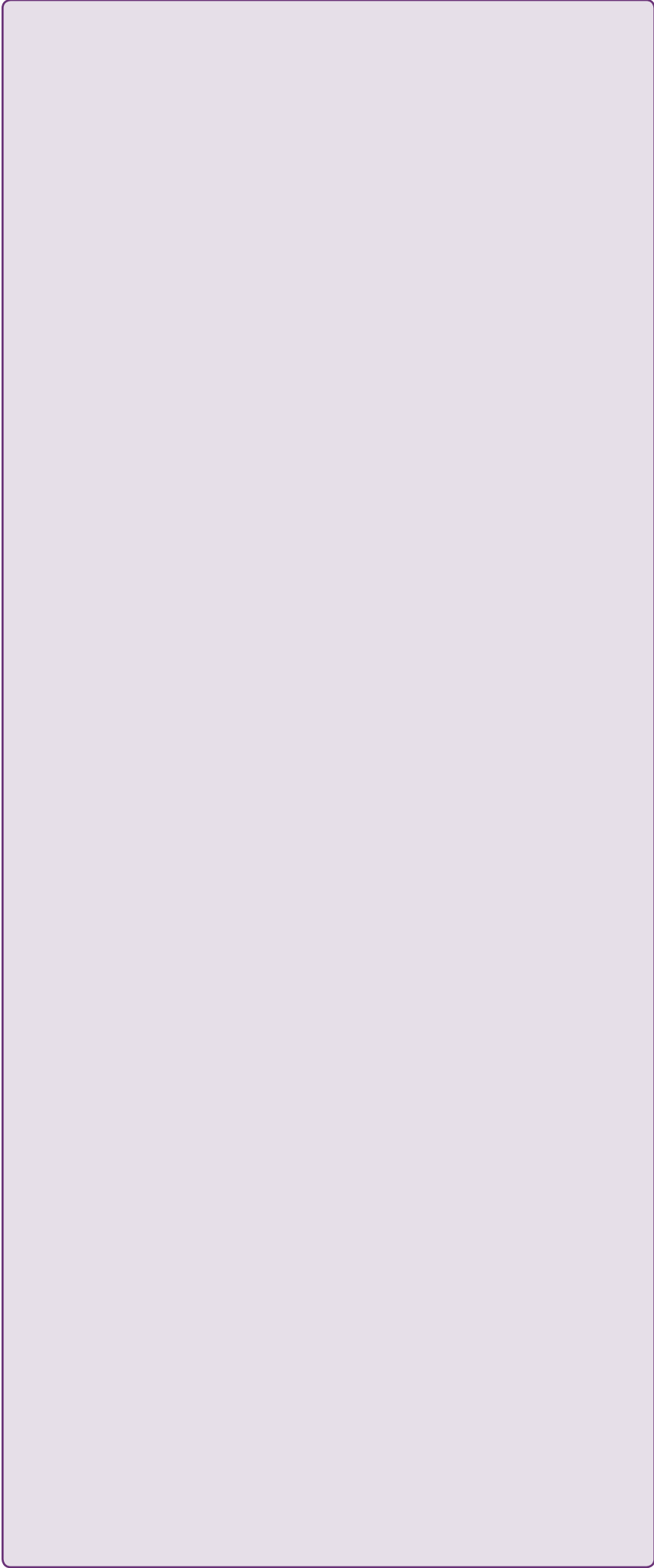
B

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

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.

36



A [Have students read the first paragraph on page 40 silently.]

B *SYN Evaluative* Why might the word *civilize* be in quotation marks in the first paragraph on page 40?

» Quotation marks are used to cast doubt on the word *civilize* and to show that this word conveys the opinion of the settlers rather than fact. In other words, Native Americans were already civilized in the sense that they had a sophisticated culture that included sets of rules and laws as well as a leadership structure. The settlers were not civilizing Native Americans, but rather forcing their own culture, traditions, and values upon them.

C [Have students read the rest of page 40 and all of page 41 silently.]

D *COMP Inferential* What was required of Native Americans if they chose to live at the missions?

» They had to dress like Europeans, give up their language, culture, customs, and beliefs to learn about Christianity and European traditions, and were forced to farm.

Support A mission was set up by Spanish missionaries and included a church, new houses for Native Americans, and thousands of acres of farmland.

Support What choice did the Spanish missionaries give tribes?

» Tribes had to choose between living at the mission or fighting against the soldiers.

A Spanish settlers colonized California beginning in the mid-1700s and things changed quickly for Native Americans. Instead of trying to push the California tribes out of the way, the Spanish sent missionaries to persuade the people to change their way of life. Missionaries were determined to convert the native people to Christianity, to educate and, in their minds, “civilize” them, and to teach them to become farmers. A typical mission included a church and new houses for Native Americans, plus thousands of acres of farmland.

B

C However, while the missionaries offered peace, they had brought soldiers with them, too. They gave the tribes a choice: live at the mission, or fight against these soldiers. Once they moved to the missions, Native Americans had to dress like Europeans. They had to stop practicing their own beliefs and customs. Mostly, however, they worked the farmland—essentially a kind of forced labor.

Not surprisingly, many tribes did not want to give up their homelands. At first, the Spanish could not force many people to move. However, without even realizing it, European explorers and settlers brought a deadly weapon to the Americas: disease. Smallpox and other illnesses devastated Native American populations in southern California. The people had no **immunity** to these diseases. Within a few years, some tribes were almost totally wiped out. The survivors had little choice but to live at the missions. **D**

Eventually, the Native American groups of northern California suffered a similar fate. First came the explorers, followed by the miners and the settlers. These new arrivals were all hungry for the land and its resources. They came by the thousands to mine and to build farms and railroads and cities. They had guns, plus help from the U.S. Army, and they were determined to own every inch of valuable land in California. Tribes were forced to move onto small reservation lands. Those who refused were often massacred.

Remember Ishi, the “wild” man who emerged from the wilderness in Oroville? When he was just a boy, his people, the Yahi, refused to move off their land. Gold miners attacked Ishi’s village and killed most of his family and friends. He and a handful of others managed to survive in the wild. Years

passed, and one by one, all the other Yahi died. At last, only Ishi remained in the woods and canyons where his ancestors once lived. Hungry and tired, with no place left to go, Ishi finally came in from the wilderness. **E**

Ishi did find a place in modern society. He devoted much of the rest of his life to teaching anthropologists about the Yahi language, mythology, and customs. The Yahi tribe is gone now, but in some ways the culture lives on, and Ishi's knowledge remains for everyone to learn.

It is also important to note that, today, there are still over 100 tribes in California. They do not all live according to all the old traditions and lifestyles, but there has been a major revival of traditional Native American culture and tribal life over the past several decades. In fact, there are twice as many Native Americans in California today as there were when the first



Native Americans continue to celebrate their culture.

Spanish explorers arrived. Some live on reservations, and some still practice the ancient arts and customs. In the north, the Wiyot still hold World Renewal Ceremonies each year. Despite terrible hardships endured by their ancestors, these proud people continue to ensure that their culture survives.

E *COMP Inferential* Why did Ishi finally come in from the wilderness?

- » He was the last of his people left, he was tired and probably hungry, and he had no place left to go.

Note

Question 1 relates to The Big Question of the chapter.

Discuss the Chapter and Wrap Up the Lesson

5 minutes

- Use the following question to discuss the chapter.
 1. **Evaluative** How do literary devices (such as simile, alliteration, imagery, and word choice), descriptions of the landscape, and descriptions of Native American life give the reader a better understanding of what it was like for Native Americans living in California both before and after the arrival of the explorers, miners, missionaries, and settlers? Cite evidence from the text.
 - » Answers may vary, but may include that these literary devices and careful descriptions help the reader imagine what life was like before and after Europeans arrived. Phrases like *warm, sunny summers, wet winters, and rich soil* (page 31), *Ishi must have looked like a ghost* (page 32), *wide, lazy rivers and sparkling lakes* (page 35), *The redwood trees grew up into the clouds* (page 35), and *stout, sturdy houses* (page 36) give the reader a better sense of how life changed and how Native Americans struggled to keep their culture alive. The language also evokes emotional responses related to the change in emotions from thinking about Native Americans' old way of life to the way of life after explorers, miners, missionaries, and settlers arrived in California, including such things as loneliness, a sense of loss, and other emotions connected to forced change from new inhabitants in the area.
- Have students take home Activity Page 5.1 to read to a family member. Explain that they are rereading this portion of the text for fluency, so they should read through it at least once from beginning to end without stopping.

Word Work: Nimble

5 minutes

1. In the chapter you read, "Dugout canoes were tough enough for the ocean but also nimble enough to survive the wild mountain rivers."
2. Say the word *nimble* with me.
3. *Nimble* means able to move quickly and gracefully.
4. The audience marveled at the ballerina's nimble movements as she danced across the stage.
5. What are some other examples of *nimble*? Be sure to use the word *nimble* in your response. [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "_____ was nimble when _____."]]
6. What part of speech is the word *nimble*?
 - » adjective

[Use a *Synonyms* activity for follow-up.] What does the word *nimble* mean? What are some synonyms, or words that have a similar meaning, of *nimble*? [Prompt students to provide words like *agile, lively, spry, sprightly, graceful, and limber.*] With a partner, create a sentence for each of the synonyms of *nimble* he or she provides.

WRITING

45 minutes

Select a Persuasive Essay Topic and Collect Relevant Information

Choose an Image for the Essay Topic

10 minutes

- Tell students that today they will choose the image about which they will write their persuasive essay, and they will begin to collect relevant information to support their choice.
- Have students turn to the images and descriptions on Activity Page 5.2. Then direct students' attention to the images and descriptions you displayed in advance.
- Explain that each of these images shows a relationship between Native Americans and the land.
- Tell students they will choose one of these images to be the focus for their persuasive essay. This image should, in their opinion, best show the relationship between Native Americans and the land.
- Have students look closely at each image and read the accompanying description.
- Tell students that once they have reviewed all the choices and thought about which one they want to write about in the persuasive essay, they should turn to Activity Page 5.3 and write the name of their chosen image at the top of the page.

Model Collecting Relevant Information

10 minutes

- Have students turn to Activity Page 3.4 and refer to the Native American Outside Tepee Image on display.
- Tell students you will model how to collect relevant information using Activity Page 5.3. Have students follow along using Activity Page 5.3.
- Tell students that after examining the image closely and reading the accompanying description, you can paraphrase some important facts about the image. (a Native American man outside his family tepee; part of a tribe from the Great Plains; a dusty and barren landscape behind him; a man working with a buffalo hide; another hide drying; a tepee made of buffalo hides sewn over pine poles)
- Tell students that after reading this description, you will go back to the Reader, *A Changing Landscape*, to find relevant information supporting your opinion that this image best shows the relationship between Native Americans and the land.
- Tell students that because this image refers to a Native American from the Great Plains, you will look at the table of contents in the Reader to find a chapter on the Great Plains. When you determine that Chapter 2 includes information about the Great Plains, you will skim the chapter to find information that might add additional evidence to your argument.
- Have students follow along in their Readers, beginning on page 12, as you model how to collect relevant information from the Reader.

Materials

- Activity Pages 3.4, 5.2, 5.3
- Persuasive Essay Images and Descriptions
- Sample Persuasive Essay
- Native American Outside Tepee Image
- *A Changing Landscape*

- Tell students you are scanning the text for key words, such as *Great Plains, land, tribes, people, earth, buffalo, and connection*, in order to find evidence relevant to the connection between Native Americans of the Great Plains and the land on which they lived.
- Point out several key passages and paraphrase them with students, using the following chart as a guide. You may choose to record these on the board/chart paper for student reference.

Reader location	Text from Reader	Paraphrased text
page 13	<i>None of those tribes claimed to own any of the land they lived on, not in the sense that it was theirs to sell or buy . . . Each tribe did have an area they called home, and the people worked together and shared the fruits of the land.</i>	Great Plains tribes worked together to share the land.
page 14	<i>[T]hey held this same respect for all the living things on the land and in the sky and water, including the animals they killed for food. They saw that all living things were part of the same earth, sharing the same soil and air.</i>	Great Plains Native Americans respected all living things because they were part of nature.
page 15	<i>Simple rituals such as these taught children what it truly meant to be part of the tribe. They learned that sharing was not simply a matter of kindness, it was a matter of survival.</i>	Children learned the importance of sharing as a means of survival through rituals in Okanangan tribe.
page 17	<i>For the Lakota and other tribes of the Great Plains, there was no greater symbol of the connection between people and nature than the buffalo.</i>	Buffalo represented a connection between the Lakota Sioux and the land because it was highly valued and all parts of it were used.

- Explain that students will now independently collect information that is relevant to their chosen image.

Collect Relevant Information

25 minutes

- Remind students that the purpose of their essay is to persuade the reader that their chosen image best shows the relationship between Native Americans and the land.
- Have students turn to Chapter 4 of their Reader. Explain that students will find and collect relevant information for their own image choice within this chapter.
- Have students also reference their chosen image and description from Activity Page 5.2 and the Reader as they collect relevant information for their persuasive essay and record it on Activity Page 5.3.

Support If students are having difficulty finding information from the Reader, direct them to scan Chapter 4, pages 33–39, for the following key words: *California, land/landscape, lifestyle, tribes, nature, and connection*.

TAKE-HOME MATERIAL

Reading

- Have students take home Activity Page 5.1 to read to a family member.

Materials

- Activity Page 5.1

Lesson 6

Unit 9: Native Americans

CORE CONTENT OBJECTIVES

Students will:

- ✓ Describe the habitat of the Pacific Northwest as a temperate rainforest with an abundance of wildlife and vegetation
- ✓ Explain how Pacific Northwest tribes' deep connection to their environment was reflected in their culture
- ✓ Describe the religion and important ceremonies that were part of the culture of Pacific Northwest tribes

LESSON AT A GLANCE	TIME	MATERIALS
Reading		
Small Group: Chapter 5 "Rainforests, Rivers, and Ocean"	40 min.	U.S. Regions Map; <i>A Changing Landscape</i> ; Activity Pages 6.1, 6.2
Word Work: <i>Distinct</i>	5 min.	
Grammar		
Introduce Transitional Words and Phrases that Show Time	15 min.	Transitional Words and Phrases That Show Time Poster; Activity Pages 6.3, 6.4
Morphology		
Introduce Root <i>mem</i>	15 min.	Activity Page 6.5
Spelling		
Introduce Spelling Words	15 min.	Activity Pages 6.6, 6.7, SR.3
Take-Home Material		
Grammar; Morphology; Spelling	*	Activity Pages 6.4–6.7; <i>Fluency Supplement</i> selection (optional)

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to describe the culture of the tribes of the Pacific Northwest before European contact, especially in relation to the environment in which they lived.

Grammar: By the end of this lesson, students will be able to identify and use a variety of transitional words, phrases, and clauses to manage a set of events.

Morphology: By the end of this lesson, students will be able to identify the root *mem* and its meaning in words and sentences.

Spelling: By the end of this lesson, students will be prepared to practice spelling targeted words.

ADVANCE PREPARATION

Reading

- Display the completed U.S. Regions Map prepared in Lesson 1.
- Write the purpose for reading on the board/chart paper. Alternatively, you may access a digital version of this and The Big Question in the digital components for this unit.

Read to understand how the habitat of the Pacific Northwest influenced the daily life and culture of Native American tribes living there.

Grammar

- Prepare and display the following Transitional Words and Phrases That Show Time Poster. Alternatively, you may access a digital version in the digital components for this unit.

Transitional Words and Phrases That Show Time		
first, second, third, etc.	eventually	later
for a second, minute, hour, day, etc.	at first	after
during the morning, day, week, etc.	before	afterwards
shortly after that	once	at last
at the same time	previously	last
immediately	then	finally
soon	next	

Fluency (optional)

- Choose and make sufficient copies of a text selection from the online *Fluency Supplement* to distribute and review with students for additional fluency practice. If you choose to do a fluency assessment, you will assess students in Lesson 10. See the Unit 1 Teacher Guide introduction for more information on using the *Fluency Supplement*.

Materials

- U.S. Regions Map
- *A Changing Landscape*
- Activity Pages 6.1, 6.2

READING

45 minutes

Small Group: Chapter 5 “Rainforests, Rivers, and Ocean”

40 minutes

Introduce the Chapter

10 minutes

- Refer to the U.S. Regions Map used in Lesson 1. Point out the region labeled “Pacific Northwest,” and explain that students will be learning more about this region and its Native American inhabitants today.
- Tell students they will read Chapter 5, “Rainforests, Rivers, and Ocean.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *harpoons*.
- Have them find the word on page 43 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary at the back of the Reader, locate *harpoon*, and then have a student read the definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 6.1 while you read each word and its meaning noting that:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

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)

Vocabulary Chart for Chapter 5 “Rainforests, Rivers, and Ocean”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	harpoon tan	supplement identity distinct
Spanish Cognates for Core Vocabulary		identidad distinto(a)
Multiple-Meaning Core Vocabulary Words	tan	
Sayings and Phrases	moved up the social ladder	

- Read the purpose for reading from the board/chart paper:

Read to understand how the habitat of the Pacific Northwest influenced the daily life and culture of Native American tribes living there.

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.

Prior to the arrival of Europeans, how did the habitat of the Pacific Northwest influence the culture of local Native American tribes?

Establish Small Groups

Before reading the chapter, divide students into two groups using the following guidelines:

- **Small Group 1:** This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text. This is an excellent time to make notes in your anecdotal records. Students will take outline notes with your support using Activity Page 6.2 while they read.

🔗 **Small Group 2:** This group should include students who are capable of reading and comprehending text without guided support. Differentiate by assigning students either to read independently or with partners, based on their needs. Likewise, you may want to ask some or all students to complete taking outline notes on Activity Page 6.2 independently, which can then be used as a formative assessment to determine how well each student understood what was read. Make arrangements to check that students in Small Group 2 have completed Activity Page 6.2 correctly. You may choose to do one of the following to address this:

- collect the pages and correct them individually
- provide an answer key to students to check their own or a partner’s work after they have completed the activity page
- confer with students individually or as a group at a later time

Read "Rainforests, Rivers, and Ocean"

25 minutes

The following guided reading supports are intended for use with Small Group 1.

A [Have students read the first two paragraphs on page 42 silently.]

B *Literal* What words and phrases contribute to the imagery of the rainforest in these two paragraphs?

» Answers may vary, but may include *steady rains and mild temperatures*; [fir trees] *reach heights of 300 feet or more*; *dense treetop canopy*; *a carpet of thick mosses, fluffy ferns, and lichens*

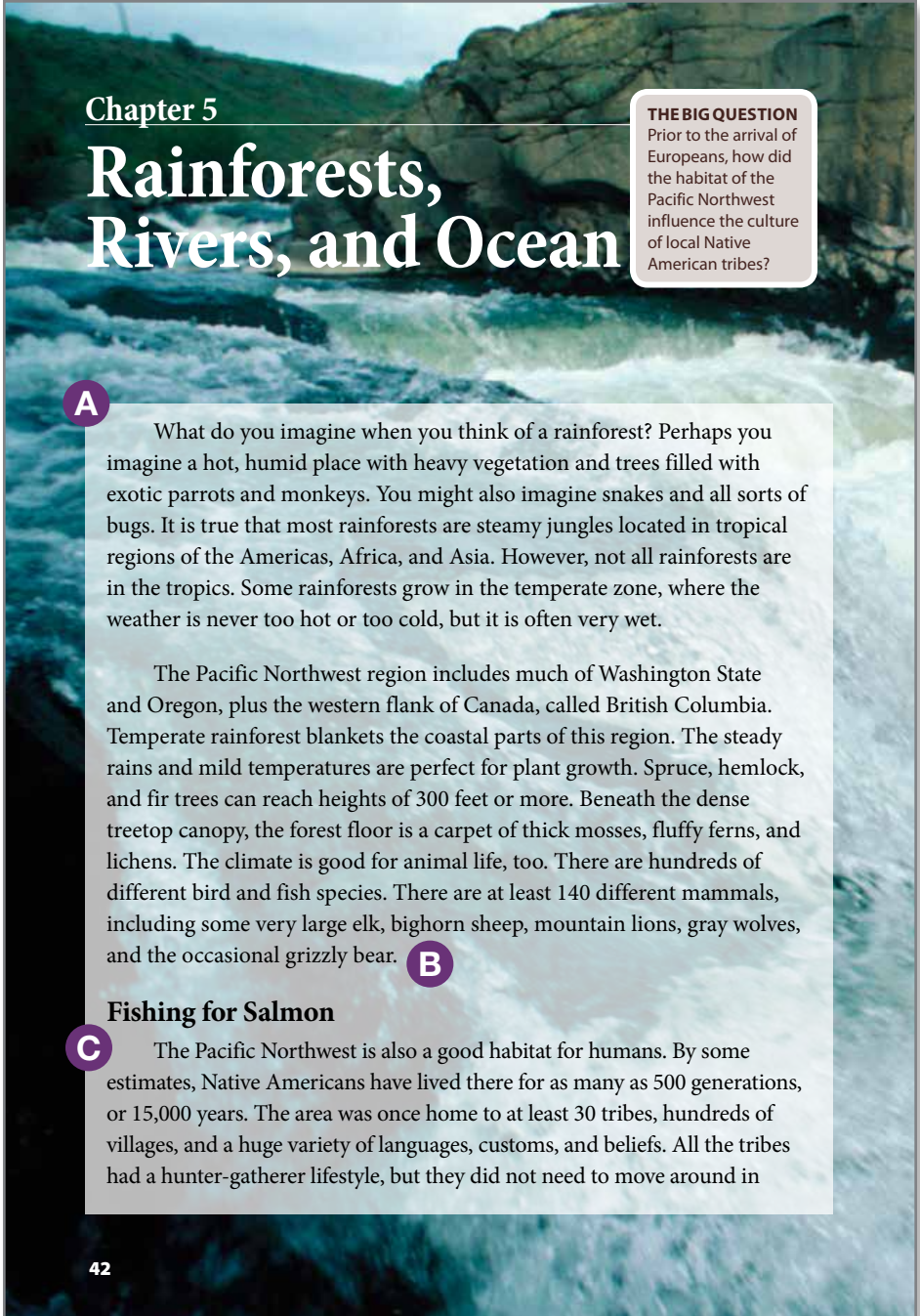
Support Imagery is descriptive, sensory language used to help the reader imagine something.

Challenge What metaphor relates to the forest floor?

» *The forest floor is a carpet of thick mosses, fluffy ferns, and lichens.*

[Have students complete section I of Activity Page 6.2 based on what they just read.]

C [Read the rest of page 42 and page 43 aloud.]



Chapter 5

Rainforests, Rivers, and Ocean

THE BIG QUESTION
Prior to the arrival of Europeans, how did the habitat of the Pacific Northwest influence the culture of local Native American tribes?

A What do you imagine when you think of a rainforest? Perhaps you imagine a hot, humid place with heavy vegetation and trees filled with exotic parrots and monkeys. You might also imagine snakes and all sorts of bugs. It is true that most rainforests are steamy jungles located in tropical regions of the Americas, Africa, and Asia. However, not all rainforests are in the tropics. Some rainforests grow in the temperate zone, where the weather is never too hot or too cold, but it is often very wet.

The Pacific Northwest region includes much of Washington State and Oregon, plus the western flank of Canada, called British Columbia. Temperate rainforest blankets the coastal parts of this region. The steady rains and mild temperatures are perfect for plant growth. Spruce, hemlock, and fir trees can reach heights of 300 feet or more. Beneath the dense treetop canopy, the forest floor is a carpet of thick mosses, fluffy ferns, and lichens. The climate is good for animal life, too. There are hundreds of different bird and fish species. There are at least 140 different mammals, including some very large elk, bighorn sheep, mountain lions, gray wolves, and the occasional grizzly bear. **B**

Fishing for Salmon

C The Pacific Northwest is also a good habitat for humans. By some estimates, Native Americans have lived there for as many as 500 generations, or 15,000 years. The area was once home to at least 30 tribes, hundreds of villages, and a huge variety of languages, customs, and beliefs. All the tribes had a hunter-gatherer lifestyle, but they did not need to move around in

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order to find food. They lived in large, permanent villages. They did not need to farm either. Everything they needed was readily available in the forests and waters. As long as they respected those resources, then there was always enough to go around. In fact, there was usually more than enough for everyone. **D**

A very important food source for most tribes was salmon. They could always depend on salmon to swim up the rivers every year. One important thing to know about salmon is that they are born in rivers, but they live most of their lives at sea. When they are adults, they return from the sea and swim back up the rivers, to the very same places where they were born. There, they lay their eggs and die. The eggs hatch, the baby salmon find their way to the sea, and the cycle continues.

The other important thing to know about salmon is that they are very nutritious! The people of the Pacific Northwest certainly knew this, and they became master fishermen. Some tribes fished using baskets, nets, spears or **harpoons**, and a variety of ingenious traps to catch salmon.

However, salmon are only available to catch in the rivers for a few months each year, when they return to lay their eggs. For the remainder of the year, they are in the ocean. Therefore, if you depend on salmon for food, you will have to **supplement** your diet. Native American men in this region hunted the big mammals that roamed the rainforests. Women gathered roots, berries, and grains, including wild rice. Many tribes went after other types of fish, as well as whales and seals, the mammals of the sea. **E**



43

D Inferential What does the sentence *As long as they respected those resources, then there was always enough to go around* mean?

» This sentence means that as long as inhabitants of the Pacific Northwest were careful not to be too wasteful, there were plenty of resources available to them.

E Literal Why and how did people in the Pacific Northwest, who relied on salmon as a food source, supplement their diet?

» Native Americans in the Pacific Northwest who relied on salmon had to supplement their diet because they were only able to catch salmon from the rivers for a few months each year, when the salmon returned to lay their eggs. People supplemented their diet by hunting big mammals; gathering roots, berries, and grains; and going after other types of fish, as well as whales and seals.

Support What does the word *supplement* mean?

» to add or contribute another section or part to make something else complete

Word(s)	CK Code
Makah	/mo*ko/

A [Have a student read pages 44 and 45 aloud.]

A

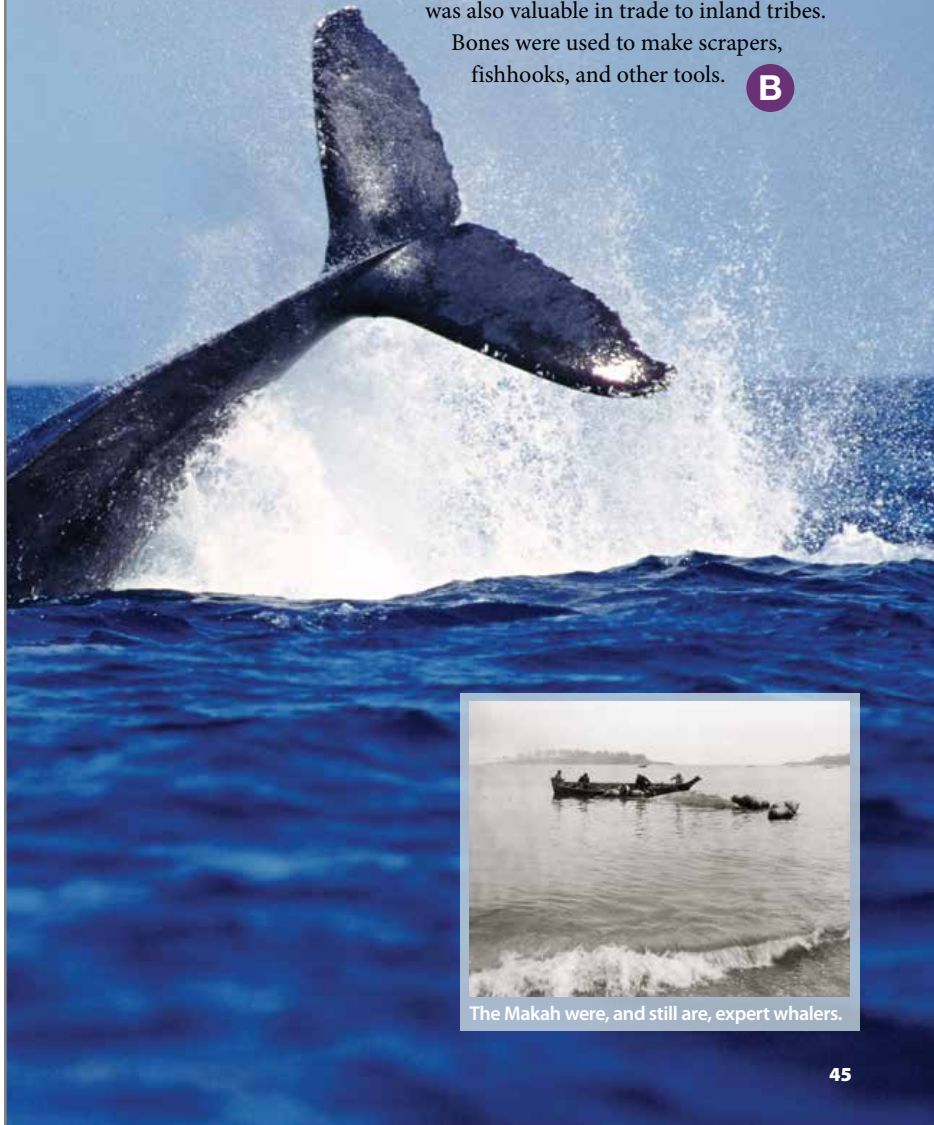
The Whale Hunters

One tribe, the Makah, were famous whalers. They used long, fast canoes to chase whales in the rough Pacific waters, and they killed them with long, sharp harpoons. This is how they hunted huge gray whales and humpbacks, which can weigh up to 80,000 pounds (about the same as four school buses). Imagine hunting a creature that size from the front of a canoe with a harpoon! This was very dangerous work, but it was worth the risk, because one whale could feed a whole village for months. After they killed a whale, the hunters towed it to shore and the whole village would come out to help cut up the meat, salt it, and hang it up to dry.



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This preserved the meat for later use. Just as Plains tribes used all parts of the buffalo, Pacific Coast tribes used the whole whale. They took oil from the whale's blubber to use for cooking, **tanning** hides, or covering wounds and bug bites. Whale oil was also valuable in trade to inland tribes. Bones were used to make scrapers, fishhooks, and other tools. **B**



The Makah were, and still are, expert whalers.

B Evaluative Why were the Pacific Northwest tribes able to thrive in this region?

- » Answers may vary, but should include that Pacific Northwest Native Americans had an abundance of diverse food sources, including salmon and other fish, whales, and roots, berries, and grains; and that these food sources were unique to the temperate rainforest habitat in which they lived. They were able to establish permanent villages accessible to the forests and waters nearby.

Support What was there an abundance of in this region that helped Pacific Northwest tribes thrive?

- » food sources

Support The word *tan* has several different meanings. What is a common meaning of the word *tan*, and what is the meaning of the word as it is used here?

- » The word *tan* can mean to turn darker as a result of exposure to the sun. In this paragraph, the word *tan* means to change animal skin into leather using a special process.

[Have students add details to section II of Activity Page 6.2 based on what they just read.]

A [Have students read page 46 and the first paragraph on page 47 silently.]

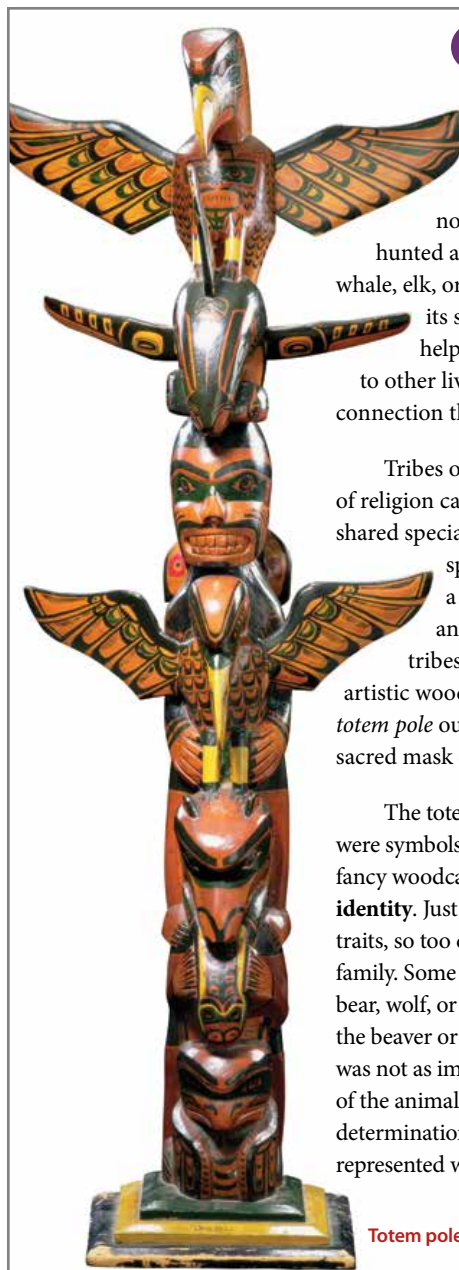
B *Evaluative* How did Native Americans in the Pacific Northwest express their connection to their environment through religion?

- » Tribes of the Pacific Northwest practiced a form of religion called totemism. They believed that people shared special bonds with animals and other parts of nature, and every family had a special bond with a specific animal or other part of nature, their totem. Some people displayed totem poles or passed down sacred masks depicting the totems with which they shared a bond.

Support What did totems mean to a Native American family in the Pacific Northwest?

- » Answers may vary, but may include that each family had its own totem, and these totems had special meaning for the family as characteristics of valued traits; each symbol and the stories related to it were passed down from generation to generation.

[Have students complete section III of Activity Page 6.2 based on what they just read.]



A

The Power of the Totem

Like other Native Americans, the people of the Pacific Northwest did not take anything for granted. After they hunted any animal—whether it was a salmon, whale, elk, or anything else—they always welcomed its spirit into their village and thanked it for helping them. People felt a direct connection to other living things, and they expressed this connection through their religion.

Tribes of the Pacific Northwest practiced a form of religion called *totemism*. They believed that people shared special bonds with animals, as though their spirits were connected. Every family had a bond with a specific animal spirit. This animal was the family's *totem*. In many tribes, totems were displayed on colorful, artistic woodcarvings. Some people placed a tall *totem pole* outside the family home. Others passed a sacred mask down from generation to generation.

The totems were not simply for decoration. They were symbols of something far more significant than a fancy woodcarving. A totem was the key to a family's **identity**. Just as every animal has its own unique traits, so too did a totem have unique meaning for the family. Some totems were big, fierce animals, like the bear, wolf, or eagle. Others were gentler animals, like the beaver or seal. The size or strength of the animal was not as important as the stories and characteristics of the animal. For instance, beavers were symbols of determination, wolves were symbols of loyalty, whales represented wisdom, and spiders represented creativity.

Totem pole

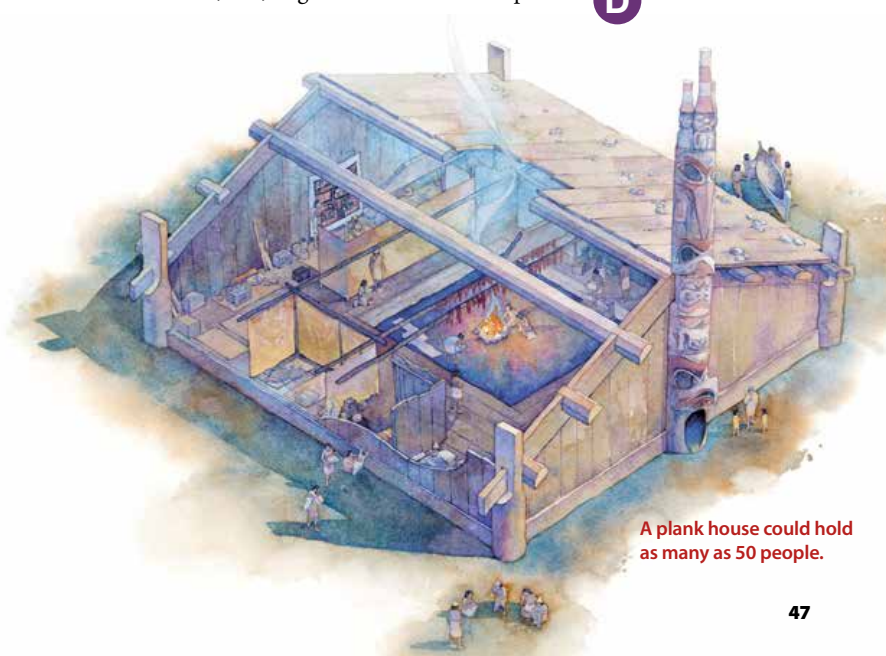
B

In some tribes, a family could not hunt, eat, or otherwise harm its totem animal. Not all totems were animals, though. Some family totems were related to other parts of nature, like the rivers, the wind, or the sun and moon. Some totems included mythical creatures and monsters, like the powerful Thunderbird or the two-headed Sea Serpent. Each symbol and the stories related to it were passed from generation to generation, so they carried special meaning for the family.

C Clans and the Potlatch

The social structure of Pacific Northwest tribes was centered around large, extended families called clans. Clans lived in spacious homes called plank houses: long, narrow buildings made of cedar planks. As many as 50 or more people could live in one plank house.

A single tribe or village had many clans, and although they all worked together and shared their resources, some clans were much wealthier than others. The head of a clan was a chieftain, and the wealthiest chieftains were very powerful. Most importantly, they had the power to decide who was allowed to hunt, fish, or gather foods in certain places. **D**



C [Have students read the remainder of page 47 through the first paragraph on page 50 silently.]

D *Literal* How was the social structure of Pacific Northwest tribes organized?

» The social structure of Pacific Northwest tribes was centered on large, extended families called clans. Clans lived together and had a head called a chieftain. A single tribe or village had many clans who worked together and shared resources.

[Have students add details to section IV of Activity Page 6.2 based on what they just read.]

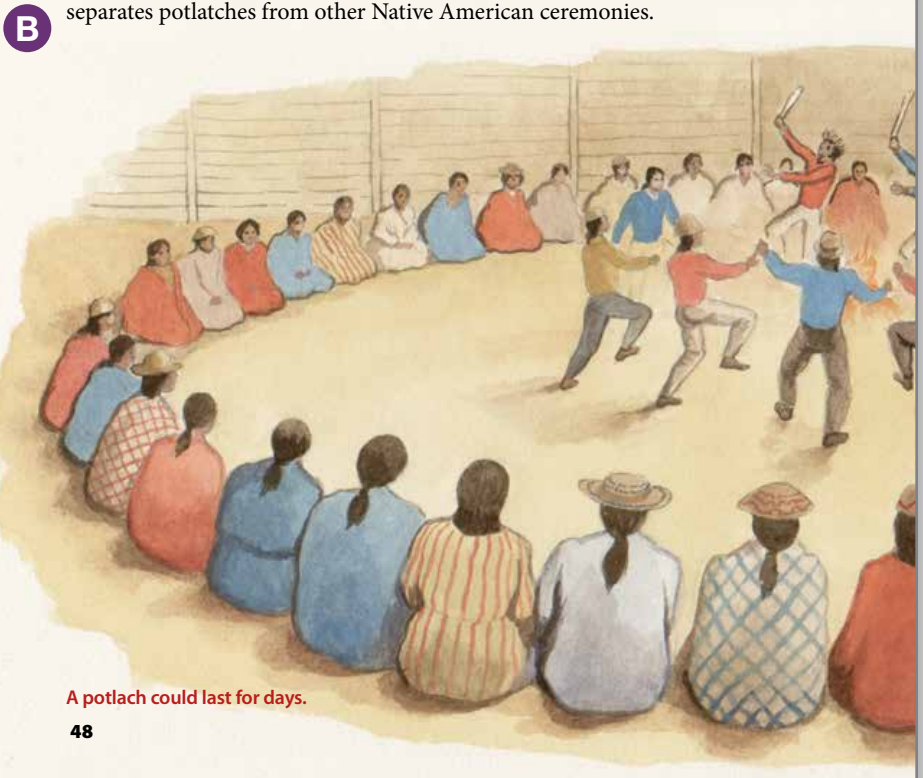
A [Have students read pages 48 and 49 silently.]

B *Literal* What was the potlatch ceremony?

» The potlatch ceremony was a celebration to display someone's wealth, most often hosted by the richest chieftains to celebrate or mark an important event within the clan; it would involve a lavish feast, storytelling and speeches; lots of singing and dancing; secretive religious rituals; and gift-giving. In some cases, it would also involve burning gifts as a sign of wealth.

A Perhaps the most **distinct** and interesting tradition among tribes of the Pacific Northwest was the *potlatch* ceremony. A potlatch was basically a huge party. Every tribe had different rituals and rules about how to celebrate a potlatch, but they all had the same basic purpose: to display someone's wealth. Only the richest chieftains hosted potlatches, often to celebrate or mark a birth, death, marriage, or other important event within the clan. Wealthy chieftains had special plank houses specially built just for potlatches. The richer the host, the bigger the potlatch. Sometimes, they invited the whole village, along with chieftains from wealthy clans in other villages.

A potlatch could last for days or even several weeks, depending on the host's wealth and tribal customs. There were lavish feasts, storytelling and speeches, and lots of singing and dancing. Potlatches also involved important, secretive religious rituals. However, gift-giving was always the main feature. In fact, the word *potlatch* means "giving," and this is the unique thing that separates potlatches from other Native American ceremonies.



The potlatch host did not give gifts just because he was kind and generous. The gifts were a display or expression of his power and wealth. Gifts included blankets, animal hides, and shiny copper ornaments. Ordinarily, the hosts did not give food as gifts, although they did supply food for the feasts.



Hide

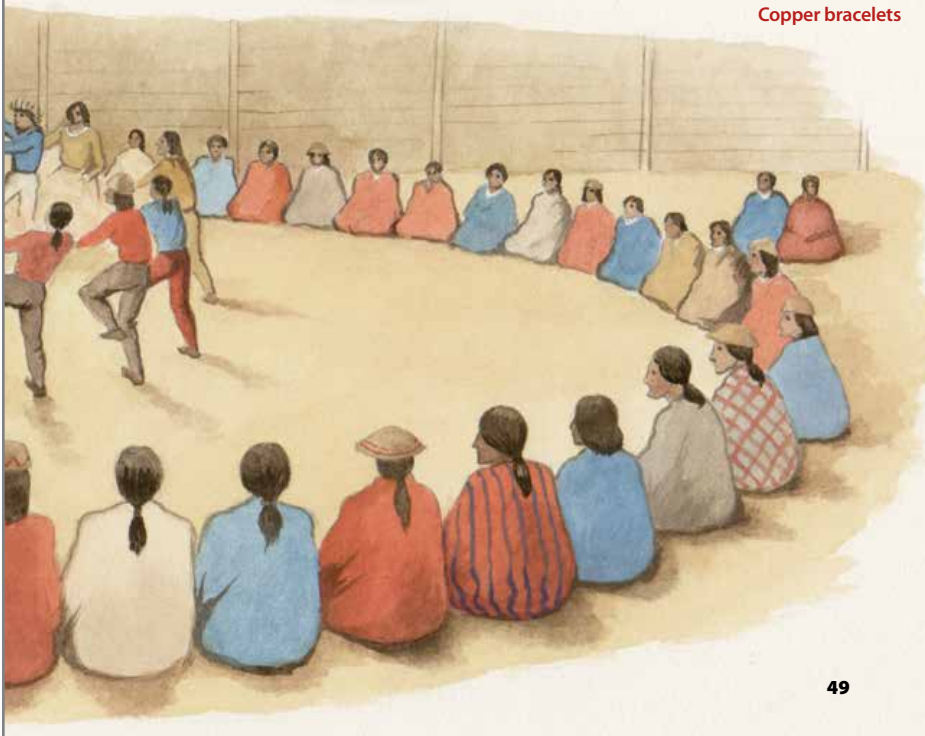


Blankets

Wealth among the people of the Pacific Northwest was not measured by how much someone owned but by how much they gave away to others. Chieftains also used potlatches to award ranks, or seats, to their friends and family members. This is how people in the tribe moved up the social ladder. The closer a person's seat was to the chieftain, the more power and privilege that person had within the clan.



Copper bracelets



C Evaluative What made the potlatch ceremony distinct?

» *Potlatch* means “giving,” but unlike gift-giving ceremonies in other cultures, the potlatch did not just focus on gift-giving because it was a kind and generous thing to do. The potlatch focused on gift-giving to display or express the host’s power and wealth.

[Have students add details to section IV of Activity Page 6.2 based on what they just read.]

A [Have students read the rest of page 50 and page 51 silently.]



Sometimes gifts were burned.

In some tribes, they not only gave away their wealth, they also destroyed it. They built great bonfires and burned the gifts, to show that they were so wealthy they did not need any of it. Potlatches created competition among the various chieftains. If a chieftain went to a potlatch and received gifts from another chieftain, then he was expected to host a potlatch and give even *more* gifts. If one chieftain burned a big pile of blankets and animal hides at his potlatch, then the other chieftains would hold potlatches and burn even more blankets and hides. In this way, the amount of gift-giving always increased, as each chieftain tried to make his potlatch bigger than the last.

A European Contact

With European contact, tribes of the Pacific Northwest suffered many of the same problems as tribes in other regions. Disease and warfare spread quickly, and by the mid-1800s, the populations were greatly reduced. Tribes lost access to their traditional fishing and hunting grounds as miners, loggers, and other settlers moved into the region. One after another, the tribes were forced onto small reservations, or their numbers dwindled.

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For many years, potlatches were outlawed by the U.S. government. They did not understand why Native Americans destroyed such valuable resources. Sometimes the potlatch hosts even melted and destroyed copper coins they earned through trade with the settlers. This seemed very foolish and wasteful to outsiders. In many cases, Native Americans were also forbidden from displaying their sacred totems because settlers believed these were connected to some kind of witchcraft. To the tribes of the Pacific Northwest, the potlatches and totems were the heart of their culture and identity. Without them, the people lost their connection to the past, and they struggled to understand their own purpose or place in the world.

Despite this, many tribes in the Pacific Northwest held on to their traditions. They still pass totems from one generation to the next. They still share their ancient myths and stories about ancestors and animal spirits. And, in some places, they still host potlatches to celebrate the great events in life and all the gifts of nature.

B



Modern potlatch ceremony

51

B *Evaluative* How were the experiences of Pacific Northwest tribes similar to those of tribes in other regions?

- » As a result of European contact, they experienced disease, warfare, and forced relocation to reservations, resulting in a reduced population, and they lost access to land and resources traditionally used by the tribes. In addition, governmental control prevented tribes from holding potlatches, leading to a loss of culture and identity within the tribes. Fortunately, like other tribes, today they are thriving again.

Support What did the arrival of Europeans in the Americas mean for Native American tribes in general?

- » It meant big changes, as Europeans brought disease from which tribes could not recover, and tribes lost land and resources as Europeans took over land and created settlements.

Note

Question 1 relates to The Big Question of the chapter.

Discuss the Chapter and Wrap Up the Lesson

5 minutes

- Use the following question to discuss the chapter. Encourage students to reference Activity Page 6.2 to answer this question.

1. **Evaluative** Prior to the arrival of Europeans, how did the habitat of the Pacific Northwest influence the culture of local Native American tribes?
 - » Answers may vary, but may include that tribes in the Pacific Northwest had an abundance of natural resources including forests, water, fish, animals, and other diverse food sources; Pacific Northwest tribes practiced totemism, a religion emphasizing a bond with an animal spirit or other form of nature; and Pacific Northwest tribes' social customs such as plank housing and potlatch ceremonies reflected the abundance of resources.

- Based on student answers, add the following items to the Perceptions of Land and Its Use Chart in the Native Americans column: *providing resources for daily life*, *part of religion*, and *central to culture*.

Word Work: *Distinct*

5 minutes

1. In the chapter you read, "Perhaps the most distinct and interesting tradition among tribes of the Pacific Northwest was the *potlatch* ceremony."
2. Say the word *distinct* with me.
3. *Distinct* means being different in a noticeable way.
4. My mother's bright red hat is so distinct that when she wears it, it is easy to find her in a crowd.
5. What are some other examples of things that are distinct? Be sure to use the word *distinct* in your response. [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "_____ is distinct when . . ." or "_____ is distinct because . . ."]
6. What part of speech is the word *distinct*?
 - » adjective

[Use a *Synonyms and Antonyms* activity for follow-up.] What does *distinct* mean? What are some synonyms, or words that have a similar meaning, of *distinct*? [Prompt students to provide words such as *unique*, *unusual*, and *different*.] What are some words or phrases that are antonyms, or words that have the opposite meaning, of word? [Prompt students to provide words such as *alike*, *similar*, and *unremarkable*. As students discuss synonyms and antonyms, guide them to use the word in a complete sentence: "An antonym of *distinct* is *similar*."]]

GRAMMAR

15 minutes

Introduce Transitional Words and Phrases That Show Time

- Tell students that today they will learn about transitional words and phrases that show time. Explain that transitional words and phrases help to show a change in time or place. They link events in a story and hold them together.
- Ask students to think of transitional words and phrases that help a story flow by linking the events together. [Write student responses on the board or chart paper. Or, if you have prepared the Transitional Words and Phrases That Show Time Poster, check off ones already on the poster and add additional ones that are not on the poster.]
- Have students turn to Activity Page 6.3. Direct them to read this passage silently.
- Model how to choose the correct transitional word or phrase for the first blank. If necessary, model again for the second blank. Have students fill in the remainder of the blanks independently.
- Go over the correct transitional words and phrases for this story.
- Have students turn to Activity Page 6.4. Tell them that for homework they will write a story about an adventure, real or imagined. Read the directions with students. Be sure students understand the following about this assignment:
 - They will introduce the narrator and/or characters in their story.
 - Their story should have at least three events.
 - They will circle all the transitional words and phrases that show time in their story.

Materials

- Transitional Words and Phrases That Show Time Poster
- Activity Pages 6.3, 6.4

MORPHOLOGY

15 minutes

Introduce Root *mem*

- Refer to the Roots Poster on display in the classroom and read it with students.
- Tell students that today they will learn about the Latin root *mem*.
- Write the Latin root *mem* on the Roots Poster and explain that it is pronounced /mem/.
- Explain that *mem* means “remember” or “recall.” Add the meaning to the poster as well.
- Tell students that words with the root *mem* can be nouns, verbs, or adjectives.
- Write *memory* on the board/chart paper. Briefly discuss the part of speech and the meaning of the word. Then use it in a sentence. (*Memory* is a noun. It means the ability to remember or recall things. It also means something that is remembered or

Materials

- Activity Page 6.5

recalled. I have a wonderful memory of spending the summer at my grandparents' farm when I was little.)

- Have students provide sentences using the word *memory*. (Answers may vary.)
- Write *memorize* on the board/chart paper. Briefly discuss the part of speech and the meaning of the word. Then use it in a sentence. (*Memorize* is a verb. It means to learn something by heart so you can recall it perfectly. We memorize poems and then recite them out loud to our parents.)
- Have students provide sentences using the word *memorize*. (Answers may vary.)
- Continue in this manner for the remaining *mem* words, using the following chart as a guide.

Affixed Word	Meaning	Example Sentence
memorable	(adjective) easy to remember for a particular reason; worth recalling	Her smiling face was <u>memorable</u> even after I had not seen her in many years.
memento	(noun) something one keeps to help recall or remember something	Any time he travels to a new place, he buys a postcard as a <u>memento</u> to remind him of that place.
remember	(verb) to think of something again; to recall something from the past	My grandparents <u>remember</u> going to the amusement park near our town, but I don't because it closed down before I was born.
memorial	(noun) something that helps people remember a particular person or event	A <u>memorial</u> was built for Martin Luther King, Jr. so people will continue to remember what he did for the United States.
commemorate	(verb) to remember an important person or event with a special ceremony or other honorary event	We often <u>commemorate</u> our independence by having parades and other patriotic events on July 4 th .
memoir	(noun) a story recalling a person's experiences; a biography	I read a <u>memoir</u> written by a woman about her childhood during the Great Depression.

- Have students turn to Activity Page 6.5. Briefly review the directions. Complete the first two sentences together as a class. Have students complete the rest of Activity Page 6.5 for homework, or if you feel they need more assistance, complete the entire activity page as a teacher-guided activity.

Note

You will not write the information in the shaded columns on the board/chart paper, as that information is intended for use during oral instruction. Complete as many examples as time permits.

Introduce Spelling Words

- Explain that students will practice 12 words related to the suffixes *-tion* and *-sion* and the root *mem* they have studied in morphology. Apart from these suffixes and root, these words do not follow one single spelling pattern. Tell students they will be assessed on these words and will write a dictated sentence related to one or more of these words in Lesson 10.
- Introduce the words by writing them on the board/chart paper. First say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly. You may wish to use the pronunciation chart to guide students in saying the words.

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

Pronunciation/Syllabication Chart

The following chart includes pronunciation and syllabication information for the spelling words. The first column lists the words. The second column breaks the words into decodable sounds based on the Core Knowledge code approach to decoding words. The third column lists syllable types in each word. This information is provided so you can present these new, unfamiliar spelling words in a way that calls upon and reinforces the manner in which students were taught to decode and encode in the earlier grades.

Students who participated in CKLA instruction in Grades K–2 have been taught to read and spell using an explicit, systematic phonics approach. These students will be most successful in learning to spell increasingly challenging words if they are encouraged to segment each word into manageable syllables and then make use of the specific letter-sound code knowledge they were taught in earlier grades. This letter-sound knowledge is summarized on the Individual Code Chart, which lists each sound in the English language, followed by all the possible ways that the given sound could be spelled; the spellings for each sound are listed in the order of frequency with which they occur in English, from most frequent to least frequent spelling. The Individual Code Chart is located in the Activity Book (Activity Page SR.3) and in the Teacher Resources section of the Unit 1 Teacher Guide.

Materials

- Activity Pages 6.6, 6.7, SR.3

Note

Remember to point out specific spelling patterns in each word and their relationship to the sounds and spellings on the Individual Code Chart.

As you introduce and write each word, it may be helpful if you point out particular spelling patterns within each word and show students where these spellings are reflected on the Individual Code Chart. For example, you might note that the word *revision* includes a schwa sound (/ə/) in the first syllable of the word (i.e., the first syllable is pronounced /rə/, but spelled ‘re’) and then point out the ‘e’ spelling for /ə/ that is included on the Individual Code Chart.

If you are unfamiliar with the CKLA phonics approach and/or have limited phonics training, you may also find the following materials in the Teacher Resources section of the Unit 1 Teacher Guide helpful: “Using Chunking to Decode Multisyllable Words” and “Sound and Spelling of Schwa.”

If you have taught CKLA in Grades K–3, you will notice the sound-spelling notation is different in Grade 5 than in previous grades. In Grades K–3, we noted each individual sound spelling within //. For example, the sound spellings for *costly* would be /k//o//s//t//ee/. In Grade 5, we use a sound-spelling notation that follows linguistic and dictionary conventions, making each notation easier to see and read. For example, the word *costly* is now notated as /kost*lee/.

Word	CK Code	Syllable Type
subtraction	/sub*trak*shən/	closed*closed*ə
cancellation	/kan*səl*lae*shən/	closed*ə*open*ə
prevention	/prə*ven*shən/	ə*closed*ə
direction	/də*rek*shən/	ə*closed*ə
decision	/də*sizsh*ən/	ə*closed*ə
extension	/ex*ten*shən/	closed*closed*ə
revision	/rə*vizsh*ən/	ə*closed*ə
discussion	/dis*kush*ən/	closed*closed*ə
memento	/mə*men*toe/	ə*closed*open
commemorate	/kə*mem*or*aet/	ə*closed*r-controlled*digraph
memorize	/mem*or*iez/	closed*r-controlled*digraph
memorial	/mem*or*ee*əl/	closed*r-controlled*open*ə

- After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence.

Spelling Word	Definition	Example Sentence
subtraction	(noun) the act of taking a part of something away	With the <u>subtraction</u> of the \$7 I spent, I now only have \$3 left of my \$10 allowance.
cancellation	(noun) the act of calling off something that was previously planned	My teammate and I celebrated the <u>cancellation</u> of our baseball game because we were both injured and would have had to sit and watch instead of play.
prevention	(noun) the act of stopping something from happening	A firefighter visited our school to discuss how to help with the <u>prevention</u> of fires.

Note

You will not write the information in the shaded columns on the board/chart paper, as that information is intended for use during oral instruction.

Spelling Word	Definition	Example Sentence
direction	(noun) information, instructions, or orders	I gave my little sister <u>direction</u> on how to tie her shoes so that she could learn to do it herself.
decision	(noun) a choice	His friends asked him to come over to watch a movie, but he made the <u>decision</u> to stay home because he still had homework to do.
extension	(noun) additional length or time	Our dinner table wasn't big enough to fit my entire family, so my parents got an <u>extension</u> to make the table longer.
revision	(noun) a change in something that makes it better	I wrote a rough draft of my paper, but I know that it still needs <u>revision</u> because it is not organized as well as it could be.
discussion	(noun) a conversation about something	They had a <u>discussion</u> about where they wanted to go on vacation, and they decided to go to the Grand Canyon.
memento	(noun) something one keeps to help recall or remember something	My grandmother has a collection of magnets that are <u>mementos</u> of all the different places she has visited.
commemorate	(verb) to remember an important person or event with a special ceremony or other honorary event	When my grandfather became a U.S. citizen, a naturalization ceremony was held to <u>commemorate</u> his citizenship.
memorize	(verb) to learn something by heart so you can recall it perfectly	She needed to make a speech in class, so she tried to <u>memorize</u> exactly what she wanted to say.
memorial	(noun) something that helps people remember a particular person or event	A <u>memorial</u> was built for Martin Luther King, Jr. so that people will continue to remember what he did for the United States.

- Tell students the word list will remain on display until the assessment so they can refer to it until then.
- Have students turn to Activity Pages 6.6 and 6.7. Explain that they will take home Activity Page 6.6 to practice spelling the words for homework and complete Activity Page 6.7 for homework.

TAKE-HOME MATERIAL

Grammar; Morphology; Spelling

- Have students take home Activity Pages 6.4 and 6.5 to complete for homework.
- Have students take home Activity Pages 6.6 and 6.7 to practice the spelling words.
- Have students take home a text selection from the *Fluency Supplement* if you are choosing to provide additional fluency practice.

Materials

- Activity Pages 6.4–6.7
- *Fluency Supplement* selection (optional)

Lesson 7

Unit 9: Native Americans

CORE CONTENT OBJECTIVES

Students will:

- ✓ Describe and give examples of ways that Native American myths express cultural values, as well as describe natural events

LESSON AT A GLANCE	TIME	MATERIALS
Reading Read-Aloud: Chapter 6 "Myths from the Pacific Northwest" Word Work: <i>Meek</i>	40 min. 5 min.	<i>A Changing Landscape</i> ; Activity Pages 7.1–7.3
Writing Plan and Draft a Persuasive Essay	45 min.	Sample Persuasive Essay; Native American Outside Tepee Image; Activity Pages 5.3, 7.4; writing journals
Take-Home Material Reading	*	Activity Page 7.3

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to describe and give examples of ways that two myths of the Pacific Northwest express cultural values, as well as describe natural events.

Writing: By the end of this lesson, students will have examined a sample persuasive essay, planned their own persuasive essay, and drafted an introduction to the persuasive essay.

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper. Alternatively, you may access a digital version of this and The Big Question in the digital components for this unit.

Read to understand how stories told by Native Americans of the Pacific Northwest reflected their values and were used to explain things that happen in nature.

Writing

- Display the Sample Persuasive Essay and Native American Outside Tepee Image you prepared for Lesson 2. Alternatively, you may access digital versions in the digital components for this unit.

Grammar; Morphology; Spelling

- Collect Activity Pages 6.4, 6.5, and 6.7 to review and grade, as there are no grammar, morphology, or spelling lessons today. Activity Page 6.4 will be used for the grammar lesson in Lesson 9, so be prepared to return it to them at that point in the unit.

READING

45 minutes

Read-Aloud: Chapter 6 “Myths from the Pacific Northwest” 40 minutes

Introduce the Chapter 5 minutes

- Tell students you will read aloud Chapter 6, “Myths from the Pacific Northwest.” They should follow along in their Reader as you read.
- Remind students that myths are stories that explain a practice, belief, or natural occurrence. Explain that today they will be listening to two myths from the Pacific Northwest.
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *meek*.
- Have them find the word on page 53 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary at the back of the Reader, locate *meek*, and then have a student read the definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.

Materials

- *A Changing Landscape*
- Activity Pages 7.1–7.3

- Have students reference Activity Page 7.1 while you read each vocabulary word and its meaning noting that:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

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)**

Vocabulary Chart for Chapter 6 “Myths from the Pacific Northwest”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	vibration	meek recede
Spanish Cognates for Core Vocabulary	vibración	
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases		

- Read the purpose for reading from the board/chart paper:

Read to understand how stories told by Native Americans of the Pacific Northwest reflected their values and were used to explain things that happen in nature.

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.

How did tribes of the Pacific Northwest use myths to explain things in nature?

Read “Myths from the Pacific Northwest”

20 minutes

Read the chapter aloud, as students follow along in their Readers. As you read, stop to read and discuss the corresponding guided reading supports.

- A** [Read the section title and the first paragraph on page 52 aloud. Point out that this paragraph introduces the myth and a main character.]
- B** [Read the rest of page 52 through page 55 aloud.]

Chapter 6

Myths from the Pacific Northwest

THE BIG QUESTION
How did tribes of the Pacific Northwest use myths to explain things in nature?

A

Raven Steals the Light

Raven is a very important character in the mythology of most Pacific Northwest tribes. He is featured in numerous stories, many of which are creation myths. Creation myths explain how the world began and how people and various animals came into the world. However, in this tale, Raven is not really a creator. He is actually a trickster, meaning that he makes things happen by tricking other characters. The following story explains how light was hidden and then restored.

B *Many years ago, in a house on the banks of the Yakima River, there lived an old man and his grown daughter. You would not have known by looking at his little house, but the old man was very rich. However, he was also very greedy. Every year, many salmon swam past his house. He always caught many more than he needed, and he chased away anyone else who tried to catch them. "Go away!" he yelled. "Those are my fish."*



52

“These are not your fish,” the people told him. “The river gave them to us.”

But the old man ignored them. “You’ll be sorry if you take my fish again,” he warned.

When he saw a woman gathering firewood in the forest near his house, the old man yelled, “That is my firewood! Go away and find your own.”

The woman held up the sticks and said, “You do not own this wood. The tree gave it to me.”

The old man only shook his fists and warned, “You’ll be sorry if you take my firewood again!”

The old man was so greedy that he would not even share with his own daughter. He would not let her take fish from the river. She was allowed to gather roots and berries to eat, but only if she walked far away from the house so she would not gather any of his foods. When he caught her eating blackberries from a bush near the house, he yelled, “Those are my berries! You’ll be sorry you took them!”

*“But the bush gave them to me,” his daughter said, in a **meek**, nervous voice.*



53

C *Evaluative* How do the old man’s actions toward others conflict with what you already know about the Pacific Northwest region and the beliefs expressed?

- » The old man’s desire to claim resources as belonging only to him is greedy, because there is an abundance of diverse resources for everyone. His behavior conflicts with the Native American beliefs expressed by others in the story that natural things do not belong to any individual person.

Support What actions show that the old man is greedy?

- » The old man always catches more salmon than he needs and chases away anyone else who tries to catch them; he would not allow a woman to gather firewood near his house; he would not even share fish or berries with his own daughter.

Support Chapter 5, “Rainforests, Rivers, and Ocean” includes information about the fact that there was an abundance of natural resources in the Pacific Northwest.

Support *Greedy* means selfishly wanting more of something.

D *Literal* Why does the old man decide to hide the light, and what effect does this have on others?

- » He is so rich, he can’t hide all the things he owns—there were too many. He hides the light so people can’t see his things to steal them. Once he hides the light, people are forced to crawl and feel around in the dark to find things they need, like firewood and food. Life without light is very hard, cold, and filled with hunger and sadness.

This made the old man very angry. He was tired of people stealing from him, but he knew how to stop them once and for all. People could not steal his things if they could not see them. However, he was so rich, he could not hide all the things he owned, so he decided to hide the light instead.

C *The old man took the sun and moon and all the stars from the sky, and he put them in a box. He hid the box in his house and refused to tell anyone where it was. Then the whole world was dark. When people needed firewood, they had to crawl out into the darkness and search the ground with their hands until they found something that felt like wood. When they were hungry, they had to crawl into the river and feel around in the water until a fish swam into their hands.*

D *Life without light was very hard, and soon the people were cold and hungry, and a sadness filled their hearts. But Raven heard about the greedy old man who stole the sun and moon and stars, and he came up with a plan to steal them back!*



54

Raven followed the old man's daughter when she went out searching for food. She searched in the darkness and found a blackberry bush. The thorns pricked her fingers as she searched for berries. Clever Raven turned himself into a blackberry, and she picked him and ate him. Then Raven was in her belly, and he became her child.

Months later, Raven was born. The old man did not like having a baby in the house. To make matters worse, Raven grew very quickly, and soon he was a curious, energetic boy. He asked questions about everything, and he always wanted the old man to tell him stories, sing songs, and play games. The old man did not like to do any of these things, but Raven asked him every day, anyway.

"Grandfather, I am bored," Raven said. "Will you play a game with me?"

"No."

"Will you tell me a story?"

"No."

"Then what can I do? I am bored!"



The old man fumbled around in the dark, trying to find something for Raven to play with. Raven refused everything he offered. "I already played with that. That is boring," Raven said. "If only I could see, then maybe I could find something to do. But it is too dark."

Then the old man had an idea. He went to his secret hiding place and pulled out the box. He gave the box to Raven and said, "Here, play with this. This will keep you busy for a while. Just don't show anybody else! Now, leave me alone."

Raven opened the box, and the light of the sun and moon shone on his face. Then the old man could see that he had been tricked! Grasping the box in his talons, Raven flapped his wings and flew out of the house. He flew and flew, way up high into the sky, and there he emptied the box, and the sun and moon and stars all returned to their places, and the light was restored. **E F G**

55

E Evaluative What might the moral, or message, be about greediness and the old man's beliefs about nature?

- » The myth expresses Native American beliefs that nature does not belong to any man.

Support Is the old man successful in keeping the light hidden?

- » No, he is tricked by Raven, who returns light to the world.

F Inferential In the introduction, the narrator states that Raven is a trickster. How does Raven behave like a trickster in this story?

- » Answers may vary, but should include that Raven behaves like a trickster when he turns into a blackberry and tricks the old man's daughter into eating him; he tricks the old man into thinking he's a baby; Raven tricks the old man into opening the box where he hides the sun, moon, and stars so Raven can steal them.

Support What is a trickster?

- » A trickster is a character who makes things happen by tricking other characters.

G Evaluative Usually a trickster in a story does things that are bad, harmful to others, or that only benefit him or her. However, that is not the case in this story. How does the trickster Raven vary from a typical trickster character?

- » Raven acts like a trickster to help people. His end goal is to get the light back for people because they are suffering without it. He tricks people so he can help many people in the end. He uses tricks for good instead of bad.

Word(s)	CK Code
tsunami	/soo*nom*ee/

- A** [Read the first paragraph on page 56 aloud. Point out that this paragraph introduces a new myth and characters in it.]
- B** [Read the rest of page 56 and page 57 aloud. Students will provide written responses to questions about this myth during the chapter discussion.]

Thunderbird and Killer Whale

A 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?

B *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.



Note

Questions 1 and 2 relate to The Big Question of the chapter.

Discuss the Chapter and Wrap Up the Lesson

15 minutes

- Tell students that the Pacific Northwest tribes had a strong connection to nature. The class discussion of the first myth showed how it reflected this connection and Native Americans' values. Ask students to think about the second myth and write a brief response to each of the following questions using Activity Page 7.2.

1. **Inferential** Which character in “Thunderbird and Killer Whale” reflects Native American values and beliefs about nature? Cite evidence from the text.
 - » Answers may vary, but should cite Thunderbird as the character reflecting the belief that nature should be shared. He fights Killer Whale, who eats so many fish and scares the others away, to make sure the people would have enough fish to eat.
2. **Inferential** What natural events are described and explained in the second myth?
 - » Answers may vary, but may include that thunder is caused by the flapping of Thunderbird's large wings, and that the description of what happened when Killer Whale fell back into the ocean during his fight with Thunderbird may explain an earthquake and tsunami that took place hundreds of years ago.

- Have students take home Activity Page 7.3 to read and complete for homework.

Word Work: Meek

5 minutes

1. In the chapter you read, “‘But the bush gave them to me,’ his daughter said, in a meek, nervous voice.”
2. Say the word *meek* with me.
3. *Meek* means quiet or gentle.
4. The meek kitten didn't fight back when his brothers and sister climbed on top of him to play; he just purred and went to sleep.
5. What are some other examples of people or animals being meek? Be sure to use the word *meek* in your response. [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: “The person was meek when . . .”]
6. What part of speech is the word *meek*?
 - » adjective

[Use an *Antonyms* activity for follow-up.] What does *meek* mean? What are some antonyms, or words that have the opposite meaning, of *meek*? [Prompt students to provide words like *strong*, *bold*, or *brave*.] With a partner, create a sentence for each of the antonyms of *meek* he or she provides.

Plan and Draft a Persuasive Essay

Examine a Sample Persuasive Essay

10 minutes

- Remind students that in a previous lesson they chose an image to serve as the foundation for the argument in their persuasive essay that they believe best shows the relationship between Native Americans and the land. They also collected relevant information from their image, its description, and the Reader.
- Refer to the Sample Persuasive Essay and explain that the persuasive essay contains three parts: an introduction, a body (including a detailed description of the image), and a conclusion.
- Tell students you are going to underline the argument (the last sentence of the first paragraph) in the Sample Persuasive Essay on display.
- Point out the statements in each body paragraph that provide evidence to support the argument. (*The characteristics of this land greatly influenced the way of life . . . in the Great Plains; The tepee in this image shows how important the animals and plants were to Native Americans of the Great Plains.*)

Plan a Persuasive Essay

15 minutes

- Have students turn to Activity Page 7.4, and explain that they will use it to plan their persuasive essay.
- Have students reference the information they collected on Activity Page 5.3 to complete Activity Page 7.4.
- Have students begin by stating their argument. Their argument will answer the question “How does this image best show the relationship between Native Americans and the land?” Their answer will take the form of “This image of _____ best shows the connection between Native Americans and the land by _____.”
- After students have written their argument, they should identify the three pieces of information from their notes that best support their argument. Have students write these three pieces of evidence in the “Evidence” boxes on Activity Page 7.4.

Examine an Introduction

5 minutes

- Tell students that today they will draft the introduction to their persuasive essays.
- Explain that the introductory paragraph introduces the argument that will be explained in greater detail in the body of the persuasive essay. The introduction should also include a lead or hook to draw in the reader.
- Refer to the Sample Persuasive Essay, and point out the lead/hook (italicized) and the main argument (underlined) in the introductory paragraph:

Materials

- Sample Persuasive Essay
- Native American Outside Tepee Image
- Activity Pages 5.3, 7.4
- writing journals

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.

Draft an Introduction

15 minutes

- Have students refer to the plan they created using Activity Page 7.4.
- In their writing journals (or using a word processor), have students draft an introduction, incorporating a lead/hook and the argument.

Support You may wish to group students who need more scaffolding and immediate feedback into a small group working directly with you.

- Encourage students to complete these drafts by the end of the lesson. If additional time is needed, have students complete the drafts for homework.

Wrap Up

- Ask students what the purpose of an introduction is within a persuasive essay. (to introduce the argument put forth in the persuasive essay)
- If students did not have enough time in class to complete Activity Page 7.4, and draft the introduction paragraph, have them complete these items for homework.

Materials

- Activity Page 7.3

Materials

- Activity Page PP.1

Note

This is a good opportunity to use the Tens scoring system to gather formative assessment data. Information about the Tens scoring system appears in the Teacher Resources section of the Unit 1 Teacher Guide.

TAKE-HOME MATERIAL

Reading

- Have students take home Activity Page 7.3 to read and complete for homework.

MID-UNIT CONTENT ASSESSMENT

You may wish to pause one day before proceeding to Lesson 8 to assess students' comprehension of the domain content presented in the Reader thus far. During your next ELA period, administer the Mid-Unit Content Assessment (Activity Page PP.1), which will take approximately 30–45 minutes for students to complete. You may choose to collect the assessments so a grade can be assigned, and/or you may review the answers with students after they complete the assessment. You may use the remainder of the period for remediation and/or enrichment, including having students reread Reader chapters or read *Fluency Supplement* selections.

Lesson 8

Unit 9: Native Americans

CORE CONTENT OBJECTIVES

Students will:

- ✓ Explain why Europeans immigrated to the New World and moved west
- ✓ Explain how Native Americans' and pioneers' ideas of land ownership differed and how this led to conflict
- ✓ Explain the reasons for and the effect of U.S. government policies, such as the Homestead Act and the Indian Appropriations Acts of 1851 and 1871

LESSON AT A GLANCE	TIME	MATERIALS
Reading Small Group: Chapter 7 "Severing Ties"	40 min.	<i>A Changing Landscape</i> ; Activity Pages 8.1–8.4; Cause and Effect Poster; Answer Key for Activity Page 8.3; scissors and glue (optional)
Word Work: <i>Encroach</i>	5 min.	
Writing Plan and Draft the Body of a Persuasive Essay	45 min.	Sample Persuasive Essay; writing journals; Activity Pages 5.2, 5.3, 7.4, 8.5, SR.2
Take-Home Material Reading	*	Activity Page 8.4

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to explain the effects of the arrival of settlers and the consequences of U.S. government policies on Native Americans.

Writing: By the end of this lesson, students will have started to draft the body of a persuasive essay with clear, supporting evidence.

ADVANCE PREPARATION

Reading

- Collect Activity Page 7.3, which was completed for homework, to review and grade at a later time.

- Write the purpose for reading on the board/chart paper. Alternatively, you may access a digital version of this and The Big Question in the digital components for this unit.

Read to find out how the arrival of settlers and the U.S. government's actions affected Native Americans living west of the Mississippi River.

- Prepare the following Cause and Effect Poster for display for the remainder of the unit. Alternatively, you may access a digital version in the digital components for this unit.

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

Writing

- Display the Sample Persuasive Essay you prepared for Lesson 2. Alternatively, you may access a digital version in the digital components for this unit.
- Plan to pair students to share a body paragraph at the end of the lesson.

Materials

- *A Changing Landscape*
- Activity Pages 8.1–8.4
- Cause and Effect Poster
- Answer Key for Activity Page 8.3
- scissors and glue (optional)

READING

45 minutes

Small Group: Chapter 7 “Severing Ties”

40 minutes

Introduce the Chapter

5 minutes

- Tell students they will read Chapter 7, “Severing Ties.”
- Explain that *to sever* means “to cut,” so *severing ties* means to cut ties or end relationships.
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *lean*.
- Have them find the word on page 59 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.

- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary at the back of the Reader, locate *lean*, and then have a student read the definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 8.1 while you read each word and its meaning noting that:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

1. **lean, *adj.*** having few resources, such as food, fuel, and money **(59)**
2. **immigrant, *n.*** someone who leaves his or her 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)**

Vocabulary Chart for Chapter 7 “Severing Ties”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	immigrant tract ward	lean prosper revenge encroach resistance
Spanish Cognates for Core Vocabulary	inmigrante	prosperar resistencia
Multiple-Meaning Core Vocabulary Words	tract ward	lean resistance
Sayings and Phrases	trials and tribulations social mobility stiff competition live in harmony with nature treasure trove staked their claims cycle of revenge lay down their guns	

- Read the purpose for reading from the board/chart paper:

Read to find out how the arrival of settlers and the U.S. government’s actions affected Native Americans living west of the Mississippi River.

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.

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

Establish Small Groups

Before reading the chapter, divide students into two groups using the following guidelines:

✦ **Small Group 1:** This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text. Students will not be writing any answers to questions while they read this chapter, but the guided reading supports will cover the questions that are included in Activity Page 8.2. This is an excellent time to make notes in your anecdotal records.

✦ **Small Group 2:** This group should include students who are capable of reading and comprehending text without guided support. Differentiate by assigning students either to read independently or with partners, based on their needs. Students in this group should complete Activity Page 8.2 independently, which can then be used as a formative assessment to determine how well each student understood what was read. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 8.2 correctly. You may choose to do one of the following to address this:

- collect the pages and correct them individually
- provide an answer key to students to check their own or a partner’s work after they have completed the activity page
- confer with students individually or as a group at a later time

Read “Severing Ties”

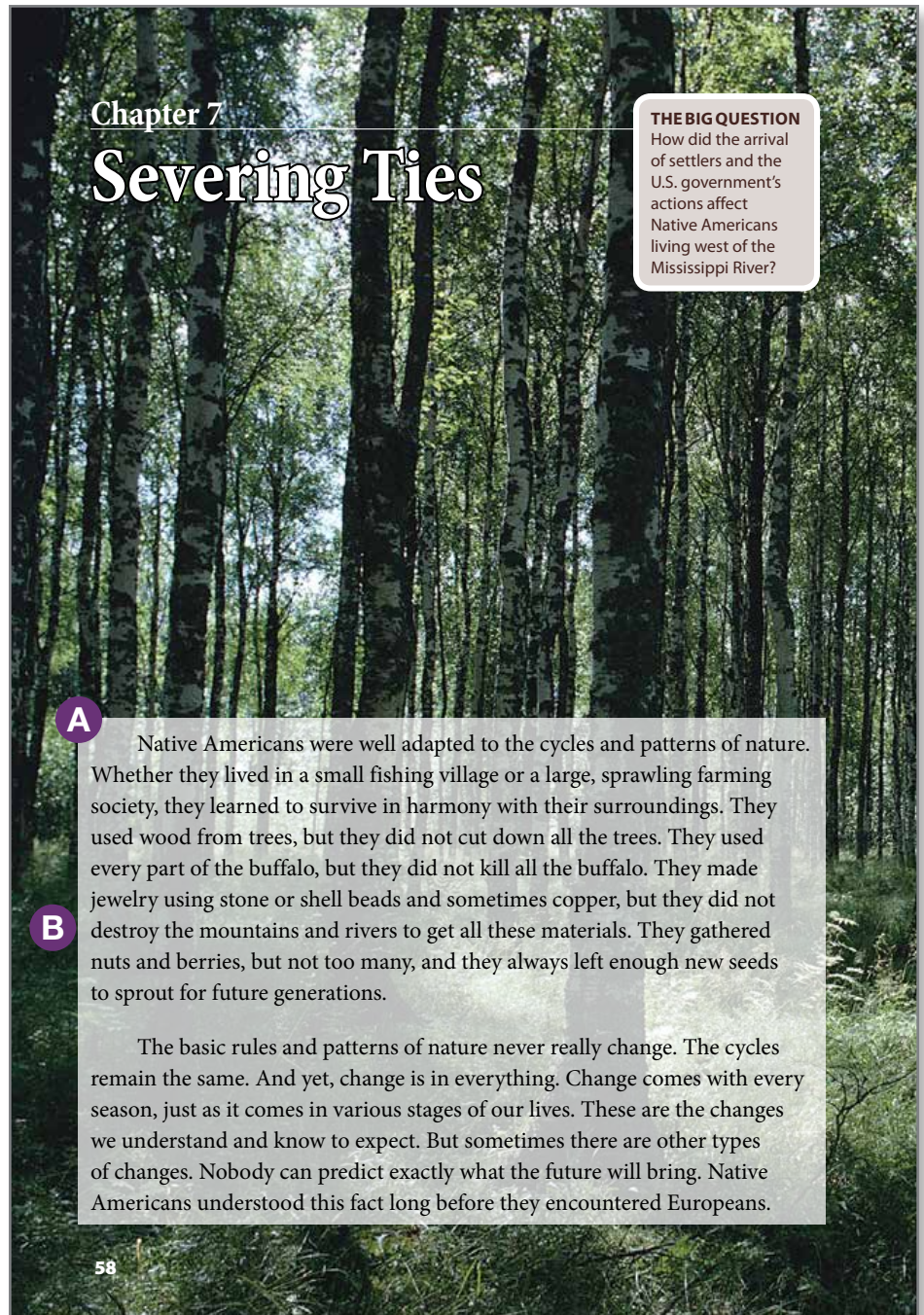
20 minutes

The following guided reading supports are intended for use with Small Group 1.

A [Have students read pages 58 and 59 silently.]

B *Literal* What are some examples of how Native Americans survived 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 of them; they used stone or shell beads and sometimes copper, but they did not destroy 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.



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?

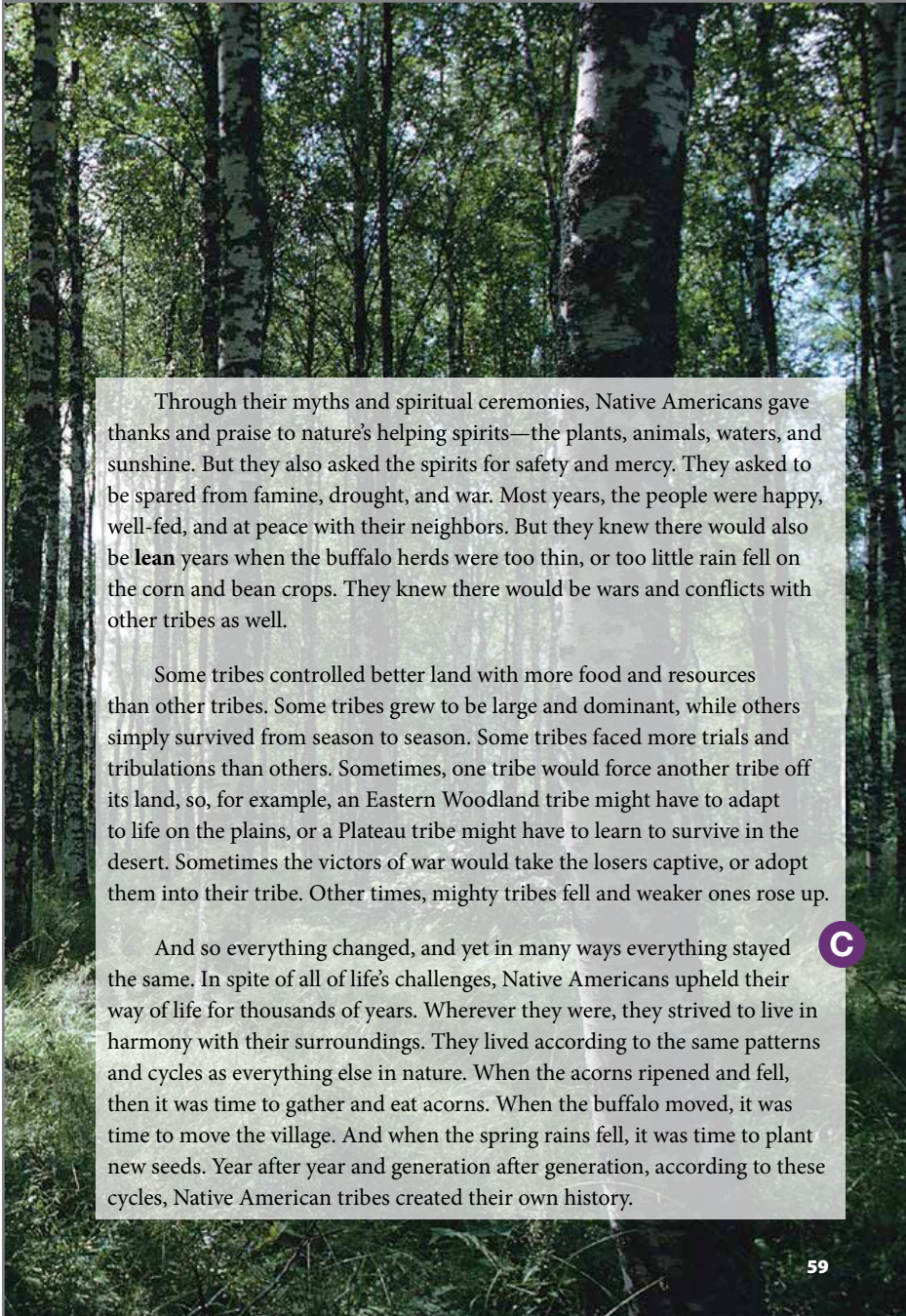
A

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.

B

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.

59

C Inferential Prior to the arrival of Europeans in North America, what kind of changes could Native Americans expect in their lives?

- » changing seasons and nature, change in buffalo herd size, food availability, rainfall, conflicts with other tribes, power of certain tribes

A [Have students read pages 60 and 61 silently.]

A

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.”

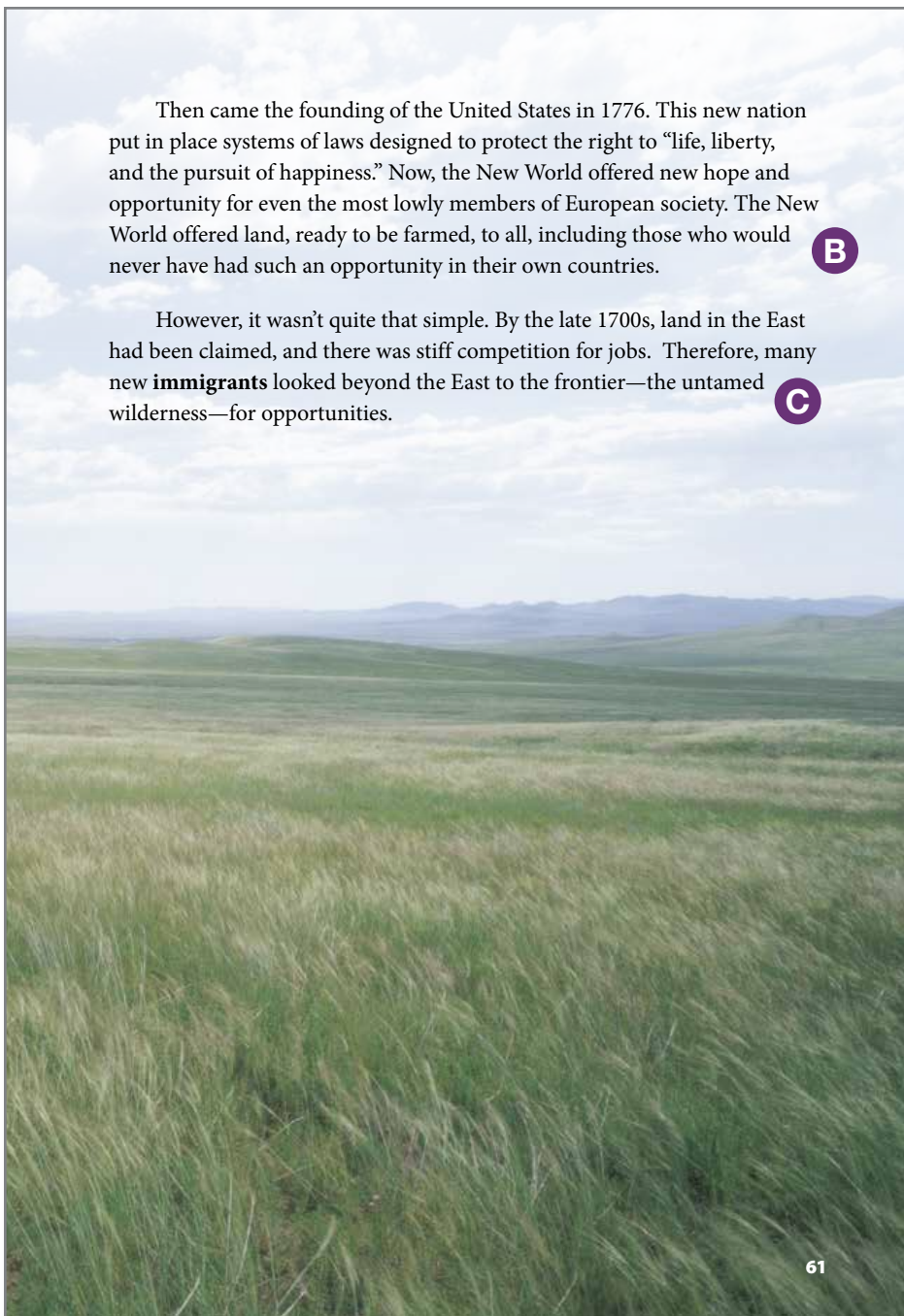


Wide-open prairie

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. **B**

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. **C**



61

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

» Europeans had little opportunity in the Old World, whereas the New World offered land and opportunity; the laws in the new United States promised “life, liberty, and the pursuit of happiness” for its citizens.

C Support Why did many European immigrants look beyond the East for opportunities?

» They looked beyond the East for opportunities because land was already claimed and there was stiff competition for jobs.

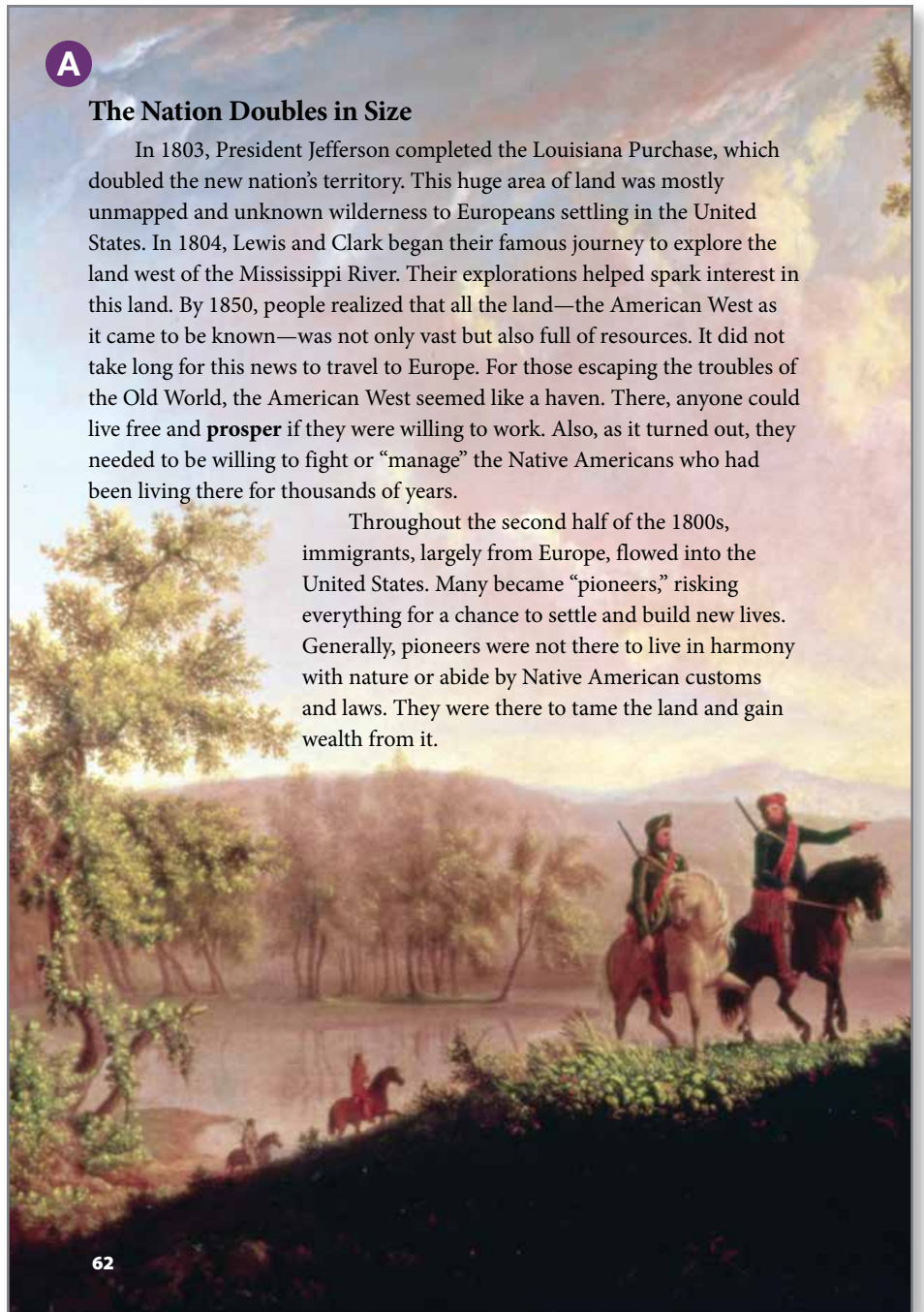
A [Read pages 62 and 63 aloud.]

A

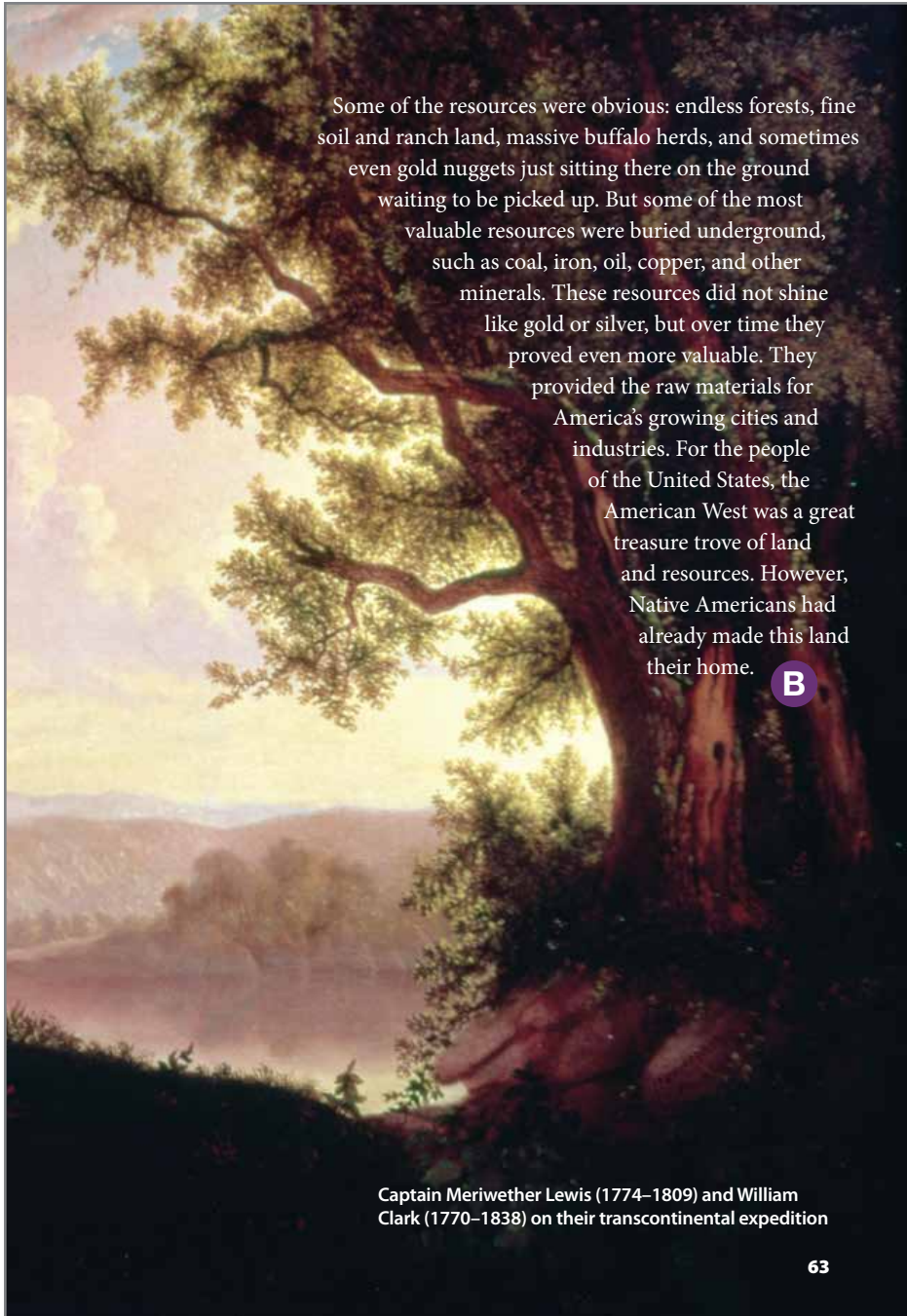
The Nation Doubles in Size

In 1803, President Jefferson completed the Louisiana Purchase, which doubled the new nation's territory. This huge area of land was mostly unmapped and unknown wilderness to Europeans settling in the United States. In 1804, Lewis and Clark began their famous journey to explore the land west of the Mississippi River. Their explorations helped spark interest in this land. By 1850, people realized that all the land—the American West as it came to be known—was not only vast but also full of resources. It did not take long for this news to travel to Europe. For those escaping the troubles of the Old World, the American West seemed like a haven. There, anyone could live free and **prosper** if they were willing to work. Also, as it turned out, they needed to be willing to fight or “manage” the Native Americans who had been living there for thousands of years.

Throughout the second half of the 1800s, immigrants, largely from Europe, flowed into the United States. Many became “pioneers,” risking everything for a chance to settle and build new lives. Generally, pioneers were not there to live in harmony with nature or abide by Native American customs and laws. They were there to tame the land and gain wealth from it.



62



Some of the resources were obvious: endless forests, fine soil and ranch land, massive buffalo herds, and sometimes even gold nuggets just sitting there on the ground waiting to be picked up. But some of the most valuable resources were buried underground, such as coal, iron, oil, copper, and other minerals. These resources did not shine like gold or silver, but over time they proved even more valuable. They provided the raw materials for America's growing cities and industries. For the people of the United States, the American West was a great treasure trove of land and resources. However, Native Americans had already made this land their home.

B

Captain Meriwether Lewis (1774–1809) and William Clark (1770–1838) on their transcontinental expedition

63

B *Evaluative* 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?

- » Answers may vary, but may include that pioneers and Native Americans viewed land differently. Pioneers wanted to live on the land and gain wealth from it by taking and using things from the land rather than “liv[ing] in harmony with nature.” Conversely, Native Americans saw themselves as part of the land, and they only took what they needed.

Literal What kind of things were pioneers able to gain wealth from out West?

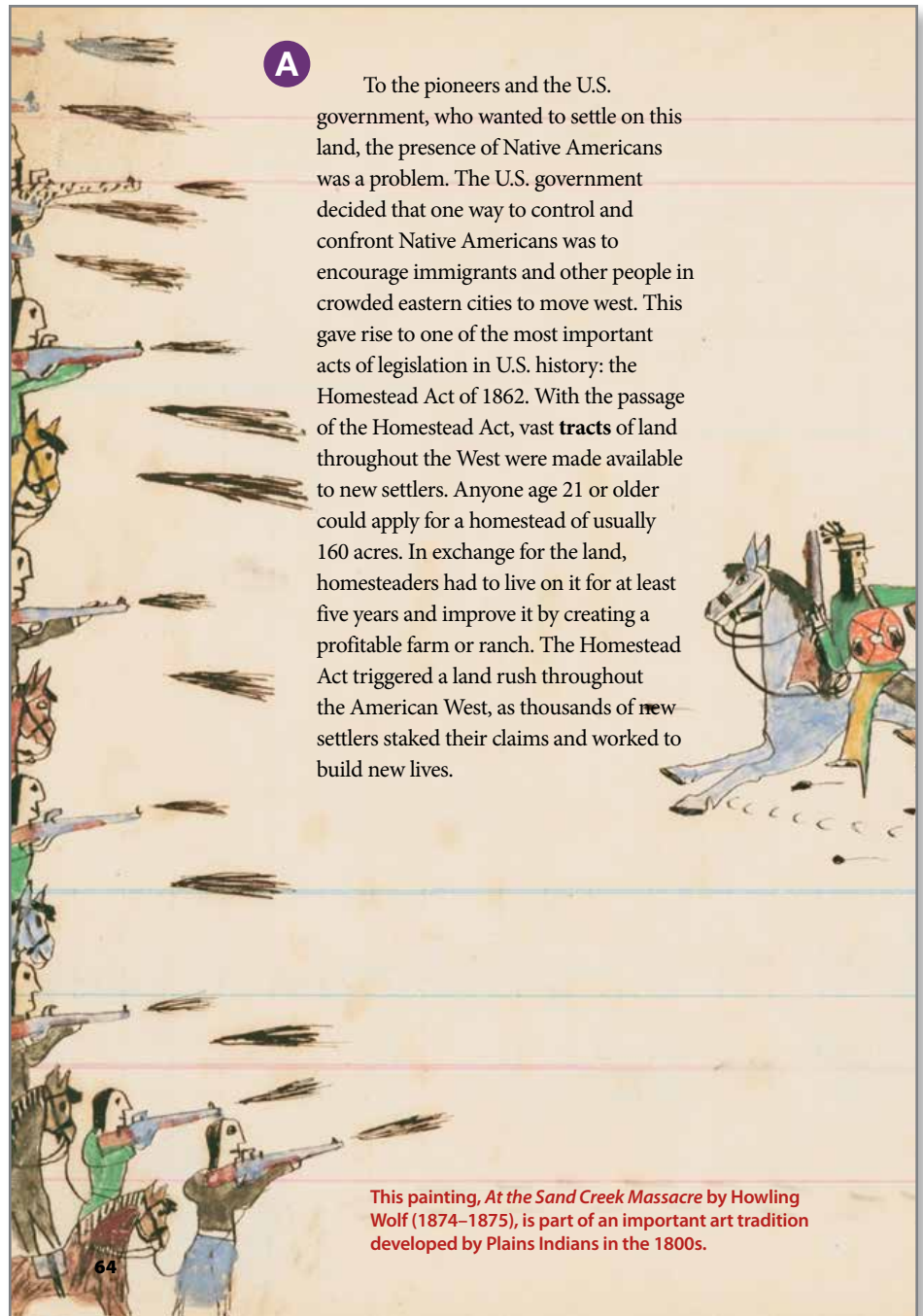
- » farmland; ranches; buffalo; minerals such as gold, iron, oil, and copper

Support What obstacle did pioneers run into as they moved west?

- » Native American tribes already lived there.

Word(s)	CK Code
massacre	/mas*ə*ker/
Cheyenne	/shie*an/

A [Have students read pages 64 through 66 silently.]



A

To the pioneers and the U.S. government, who wanted to settle on this land, the presence of Native Americans was a problem. The U.S. government decided that one way to control and confront Native Americans was to encourage immigrants and other people in crowded eastern cities to move west. This gave rise to one of the most important acts of legislation in U.S. history: the Homestead Act of 1862. With the passage of the Homestead Act, vast **tracts** of land throughout the West were made available to new settlers. Anyone age 21 or older could apply for a homestead of usually 160 acres. In exchange for the land, homesteaders had to live on it for at least five years and improve it by creating a profitable farm or ranch. The Homestead Act triggered a land rush throughout the American West, as thousands of **new** settlers staked their claims and worked to build new lives.

This painting, *At the Sand Creek Massacre* by Howling Wolf (1874–1875), is part of an important art tradition developed by Plains Indians in the 1800s.

Of course, many of these homesteads were on Native American homelands. Many tribes felt they had no choice but to defend their way of life. Problems usually started with small disagreements, but they soon spiraled out of control. The brutal Sand Creek Massacre of 1864 is an example of this. In that case, U.S. soldiers in the Colorado territory attacked a peaceful village and killed over 100 Cheyenne, mostly women, children, and elderly men. The tribe's warriors were out hunting at the time, but when they returned and saw what the soldiers had done, they swore **revenge**. The surviving Cheyenne and other tribes attacked settlers throughout the area, kidnapping and killing entire families. Thus began a bloody cycle of revenge.

B



Wars between Native Americans and settlers from the United States broke out in every region of the West, from the Great Plains to California. These wars were bloody and costly. In an effort to end the fighting and solve the “Indian Problem” once and for all, the U.S. government greatly expanded the reservation system. This meant forcing Native Americans onto areas of land set aside for them. This had begun years earlier with the Indian Appropriations Act of 1851. Then, Congress set aside money to create reservations throughout what is now Oklahoma (where the Cherokee were forced to move during the Trail of Tears). Most tribes refused to move onto reservations at first, so the U.S. Army tried to force them. The fighting only increased and the wars became bloodier.

C

65

B Inferential What was the Homestead Act of 1862, and what did it lead to?

- » It was a law passed by the U.S. government that made homesteads of approximately 160 acres available to new settlers. Settlers could keep the land if they lived on it and improved it for five years. This triggered a land rush where thousands of settlers moved west. It also led to conflicts and fighting between pioneers and Native Americans already living on the land.

C Literal What did the Indian Appropriations Act of 1851 do, and how did Native American tribes react to it?

- » It created new reservations in Oklahoma; Native American tribes refused to move onto reservations, the U.S. army tried to force them to go, and fighting ensued.

A Inferential Why did the U.S. government pass the Indian Appropriations Act of 1871, and what did it do?

- » Native Americans had maintained power and influence as tribes, even on the reservations, and the U.S. government felt that fighting would continue as long as tribes were treated as independent nations. The Act made individual Native Americans wards of the government to be dealt with individually.

Support How were some tribes viewed by the U.S. government prior to 1871?

- » as independent nations within the United States with the ability to make peace treaties with the U.S. government

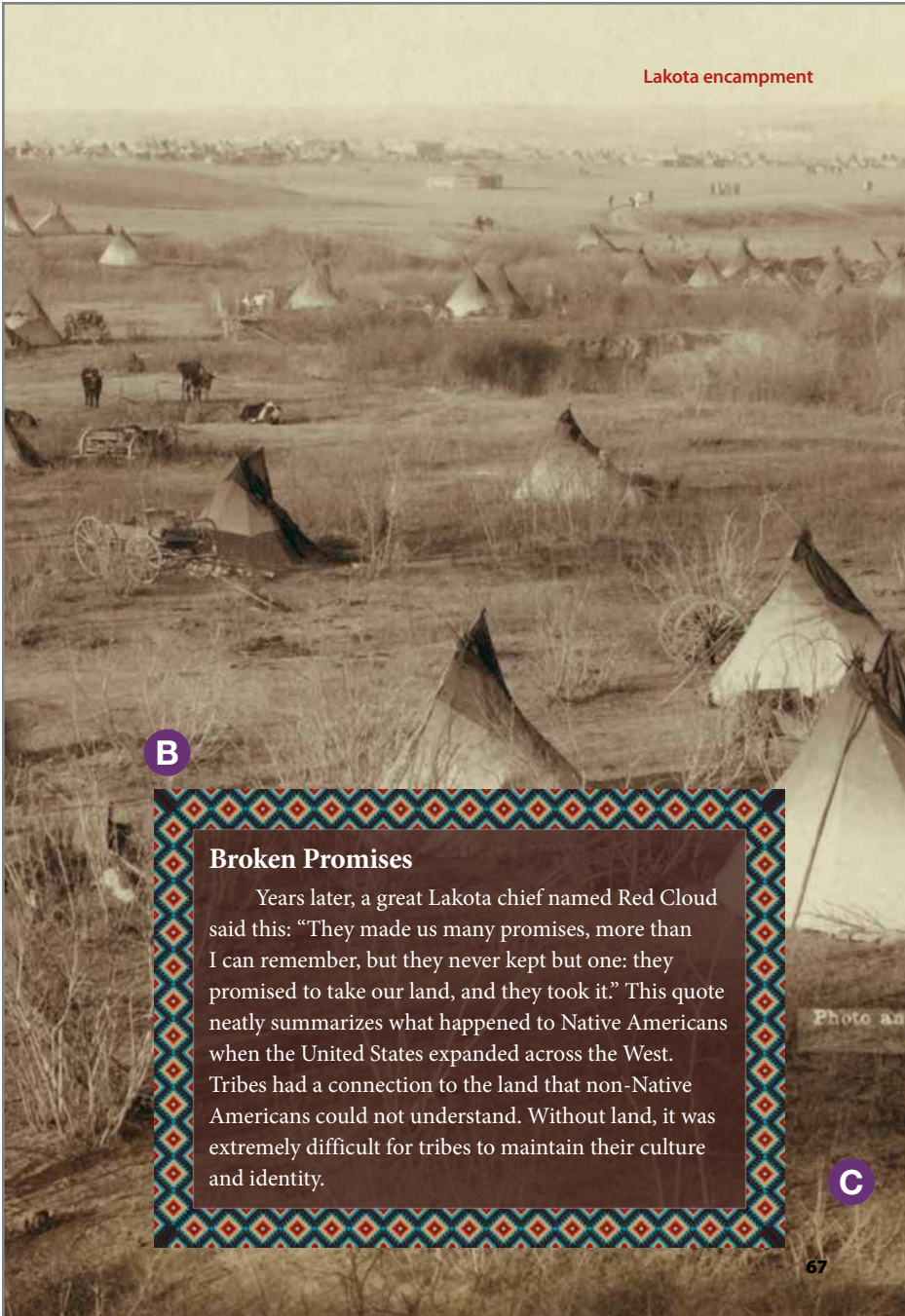
After years of war, some tribes managed to make peace treaties with the U.S. government. Instead of moving to distant reservations, individual tribes were allowed to carve out little land reservations in their ancestral homelands. This was the case with some of the stronger, larger tribes. They still lost much of their freedom and land, but each tribe was treated as an independent nation within the United States.

Unfortunately, none of these peace treaties lasted long. Settlers continued to **encroach** on Native American land anyway. Furthermore, the reservation lands were usually unsuited to supporting the tribes. Due to little rain and poor soil, Native Americans often left the reservations to hunt and gather foods. The main problem, as far as the settlers and the U.S. government were concerned, was that some tribes still had powerful, popular leaders. Even on reservations, Native Americans maintained power and influence because they continued to work together as tribes. The U.S. government felt that the tension and fighting would continue as long as Native American tribes were treated as independent nations within a nation.

With the Indian Appropriations Act of 1871, the United States officially stopped treating each tribe as a separate nation. After 1871, by law, all individual Native Americans were considered “**wards** of the federal government.” The U.S. government no longer wished to deal with tribes as a whole. Instead, they wanted to deal with individuals, in the hopes that the tribal structure would finally collapse once and for all. Native Americans were no longer independent, but they were not U.S. citizens, either. In the eyes of the law, they became dependents with few freedoms and rights to do anything unless the government agreed.

Of course, one act of Congress did not change a structure that had been in place for thousands of years. While some Native Americans decided the only way to survive was to lay down their guns and learn to live according to the laws of the United States, many others refused to give up. To them, life on the reservations was no life at all, and they would rather die fighting than watch their families starve. But eventually the U.S. government did succeed in breaking the tribes. Although the Appropriations Act of 1871 did not bring an end to the wars, it did mark the beginning of a particularly tragic chapter in the story of Native American **resistance**. **A**

Lakota encampment



B

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.

C

67

Word(s)	CK Code
Lakota	/lə*koɛ*tə/

B [Have a student read page 67 aloud.]

C *Evaluative* Is the title “Severing Ties” appropriate for this chapter? Why or why not?

- » Answers may vary, but could include that the title implies some connection between things will be cut. The information presented explains that Native Americans’ ties to the land and to each other as tribes were severed; more specifically, the Indian Appropriations Act of 1851 forced the relocation of many tribes and severed their ties with the land of their ancestors; the Indian Appropriations Act of 1871 severed the tribal structure.

Support *Severing ties* means cutting the relationships between two or more things.

Discuss the Chapter and Wrap Up the Lesson

15 minutes

- Refer to the Cause and Effect Poster you prepared in advance, which is also at the top of Activity Page 8.3. Ask one student to read the definition of *cause* and another student to read the definition of *effect*.
- Share the following example of a simple cause and effect statement:
 - *Joshua put on his heavy winter coat because it was cold outside.*
- Have students identify the cause, or reason, Joshua put on his heavy winter coat. Tell them to test their idea of what the cause is by asking whether it answers the question *why?*: *Why did Joshua put on his heavy winter coat?*
 - Cause: It was cold outside.
- Have students identify the effect, or the thing that happened, because it was cold outside. Tell them to test their idea of what the effect is by asking whether it answers the question *what happened?*: *What happened because it was cold outside?*
 - Effect: Joshua put on his heavy winter coat.
- Have students turn to Activity Page 8.3. Using this page, they will trace the complex series of events that led to the severing of ties between tribes and their land by identifying causes and effects.
- Ask a student to read the directions aloud.
- Tell students they will determine which statement in each pair was a cause and which was an effect. Students may write ‘C’ or ‘E’ beside each statement to designate the cause and effect, or students may cut out each pair, cut the statements apart, and then order them with the cause on the left and the effect on the right.
- Explain that some statements can be a cause in one circumstance and an effect in another.
- Have students work independently or in pairs to complete Activity Page 8.3.
- When students have finished, use the Answer Key for Activity Page 8.3 to review the answers as a class. Ask students the following question to wrap up the lesson.

Note

Question 1 relates to The Big Question of the chapter.

1. *Evaluative* What effect did the arrival of settlers and U.S. government policy have on Native American tribes?
 - » The arrival of settlers and the intervention of the U.S. government led to fighting between settlers and Native Americans. In addition, new laws were passed by the U.S. government. These laws forced tribes to relocate to reservations or to live on small reservations in their homelands. The laws took away tribes’ status as nations. These changes weakened the power of tribes and weakened the Native American resistance to U.S. settlement in the West.

- Have students take home Activity Page 8.4 to read and complete for homework.

Word Work: *Encroach*

5 minutes

1. In the chapter you read, “Settlers continued to encroach on Native American land anyway.”
2. Say the word *encroach* with me.
3. *Encroach* means to gradually take something away from someone else.
4. My brother began to encroach on my half of the bedroom by putting his books on my bookshelf.
5. What are some other examples of something encroaching on something else? Be sure to use the word *encroach* in your response. [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “_____ encroached on _____ by . . .”]
6. What part of speech is the word *encroach*?
» verb

[Use a *Synonyms* activity for follow-up.] What does the word *encroach* mean? What are some synonyms, or words or phrases that have a similar meaning, of *encroach*? [Prompt students to provide words like *take*, *infringe*, *overrun*, and *overtake*.] With a partner, create a sentence for each of the synonyms of *encroach* he or she provides.

WRITING

45 minutes

Plan and Draft the Body of a Persuasive Essay

10 minutes

- Remind students that in the previous lesson they planned their persuasive essay and wrote the introduction.
- Remind students that body paragraphs develop the reasoning and evidence for the argument put forth in the introduction.
- Point out that the second paragraph of the Sample Persuasive Essay describes the image in detail, and it is tied to the main argument.
- Ask students what three reasons are given within body paragraphs 3–5 to back up the argument.
- Refer to the Sample Persuasive Essay, and remind students of the way each of the body paragraphs supports the main argument. Use the information in the following chart as a guide.

Materials

- Sample Persuasive Essay
- writing journals
- Activity Pages 5.2, 5.3, 7.4, 8.5, SR.2

2nd paragraph	<ul style="list-style-type: none"> • Describes the image in detail
3rd paragraph	<ul style="list-style-type: none"> • 1st piece of supporting evidence—landscape <ul style="list-style-type: none"> – explains how Great Plains habitat was a hard place to live – explains how the habitat shaped the way Native Americans lived in this region
4th paragraph	<ul style="list-style-type: none"> • 2nd piece of supporting evidence—tepees built from resources <ul style="list-style-type: none"> – tepees made from buffalo and other resources from Great Plains
5th paragraph	<ul style="list-style-type: none"> • 3rd piece of supporting evidence—importance of buffalo for other things <ul style="list-style-type: none"> – buffalo hides used to make clothing

Plan and Draft a Descriptive Paragraph

30 minutes

- Have students turn to Activity Page 8.5, and tell them they will use this to plan and draft the first body paragraph of their persuasive essay—a descriptive paragraph about the chosen image.
- Tell students that not all questions in the chart will apply to the image they chose, and they should only answer the questions that help them describe what they see in the image. Students may reference Activity Pages 5.2, 5.3, and 7.4 as they complete Activity Page 8.5.
- Have students complete Activity Page 8.5. As students answer the questions in the chart on Activity Page 8.5, have them turn to their writing journals (or use a word processor) to draft their descriptive paragraph, using the information they recorded on Activity Page 8.5 and the Sample Persuasive Essay as guides.

Wrap Up

5 minutes

- Have students share with a partner their descriptive paragraph and the three pieces of evidence they identified to support their argument on Activity Page 7.4. The listening partner should be able to identify how each piece of evidence is linked to something in the descriptive paragraph.

Feedback If the listening partner is not able to link the evidence to something in the descriptive paragraph, the presenting student may wish to revise his or her descriptive paragraph to include evidence from the descriptive paragraph.

- Tell students that in the next lesson they will continue writing the body paragraphs of their persuasive essays.

TAKE-HOME MATERIAL

Reading

- Have students take home Activity Page 8.4 to read and complete for homework.

Materials

- Activity Page 8.4

Lesson 9

Unit 9: Native Americans

CORE CONTENT OBJECTIVES

Students will:

- ✓ Explain why Europeans immigrated to the New World and moved west
- ✓ Explain how Native Americans' and pioneers' ideas of land ownership differed and how this led to conflict
- ✓ Explain the reasons for and the effect of U.S. government policies, such as the Homestead Act and the Indian Appropriations Acts of 1851 and 1871

LESSON AT A GLANCE	TIME	MATERIALS
Reading Close Reading: Chapter 7 "Severing Ties"	40 min.	Activity Page 8.4; <i>A Changing Landscape</i>
Word Work: <i>Prosper</i>	5 min.	
Grammar Transitional Words and Phrases That Show Time	15 min.	Activity Pages 6.4, 9.1; Transitional Words and Phrases That Show Time Poster
Morphology Practice Root <i>mem</i>	15 min.	Activity Page 9.2
Spelling Practice Spelling Words	15 min.	Activity Pages 9.3, SR.3
Take-Home Material Grammar	*	Activity Page 9.1

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to explain the differing perspectives of Native Americans and pioneers regarding land at the time of westward expansion.

Grammar: By the end of this lesson, students will be able to identify and use a variety of transitional words, phrases, and clauses to manage a set of events.

Morphology: By the end of this lesson, students will have gained additional practice using words with the root *mem* in sentences.

Spelling: By the end of this lesson, students will have gained additional practice spelling targeted words.

ADVANCE PREPARATION

Reading

- Be prepared to use the Perceptions of Land and Its Use Chart.
- Write the purpose for reading on the board/chart paper. Alternatively, you may access a digital version of this and The Big Question in the digital components for this unit.

Read closely to examine the author’s words, sentences, and literary devices for a deeper understanding of how the arrival of Europeans and U.S. government policies affected Native American tribes.

Grammar

- Prepare to return students’ completed Activity Page 6.4 to use during the lesson.
- Display the Transitional Words and Phrases That Show Time Poster from Lesson 6. Alternatively, you may access a digital version in the digital components for this unit.

READING

45 minutes

Close Reading: Chapter 7 “Severing Ties”

40 minutes

Review

5 minutes

- Review student responses to Activity Page 8.4, which was assigned for homework. Add new items to the classroom version of the Perceptions of Land and Its Use Chart.

Review the Chapter

5 minutes

- Tell students they will reread part of Chapter 7, “Severing Ties.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Read the purpose for reading from the board/chart paper:

Read closely to examine the author’s words, sentences, and literary devices for a deeper understanding of how the arrival of Europeans and U.S. government policies affected Native American tribes.

Materials

- Activity Page 8.4
- *A Changing Landscape*

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.

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

Close Reading

There are many ways for students to respond to the questions. Vary how you elicit students' responses to promote student engagement. For example:

- Have students work in pairs. Following each question, direct students to consult with their partner about the correct response before one student responds.
- Have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response before one student responds.
- Following a question, have all students provide a written response before one student responds orally.

Note

Close reading lessons present excellent opportunities to ensure that English learners and other students who need additional support fully comprehend a reading selection.

Read "Severing Ties"

20 minutes

- Read the title of the chapter as a class, "Severing Ties." As you read portions of the chapter, pause to explain or clarify the text at each point indicated.

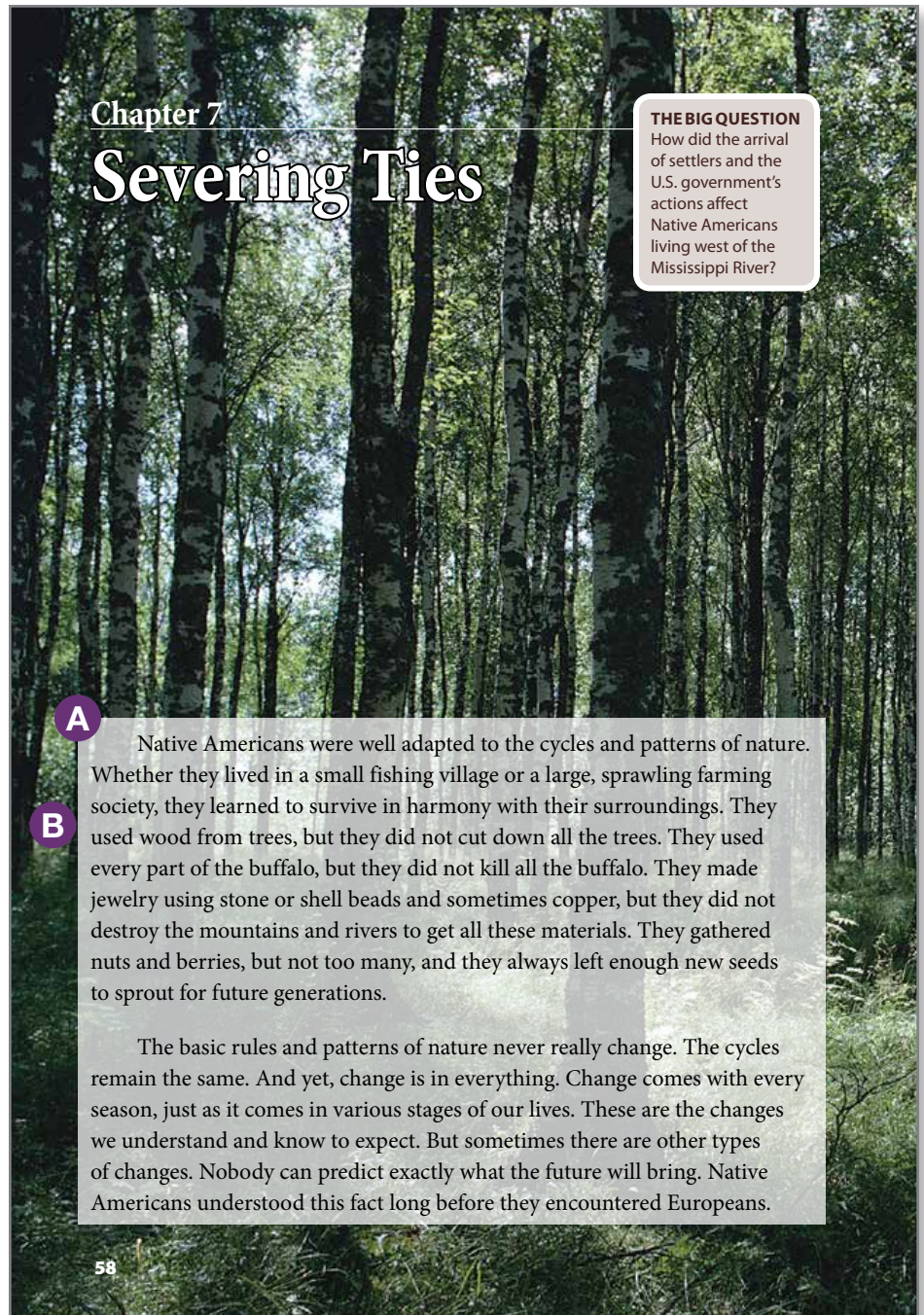
A [Have students read pages 58 and 59 silently.]

B *SYN Literal* In the first paragraph on page 58, the author uses a technique called *parallel syntax* by repeating sentences or parts of a sentence in a way that emphasizes an important theme. A clear connection between sentences is made in this way. Parallel syntax appears in the sentences *They used wood from trees, but they did not cut down all the trees. They used every part of a buffalo, but they did not kill all the buffalo.* What is similar and repeated across these sentences?

» They used something, but they did not use or destroy all of it (trees and buffalo).

COMP Inferential What do these sentences mean?

» They used what they needed, but they made sure they didn't use all of the resources. This aligns with their efforts to survive in harmony with their surroundings.



Chapter 7

Severing Ties

THE BIG QUESTION

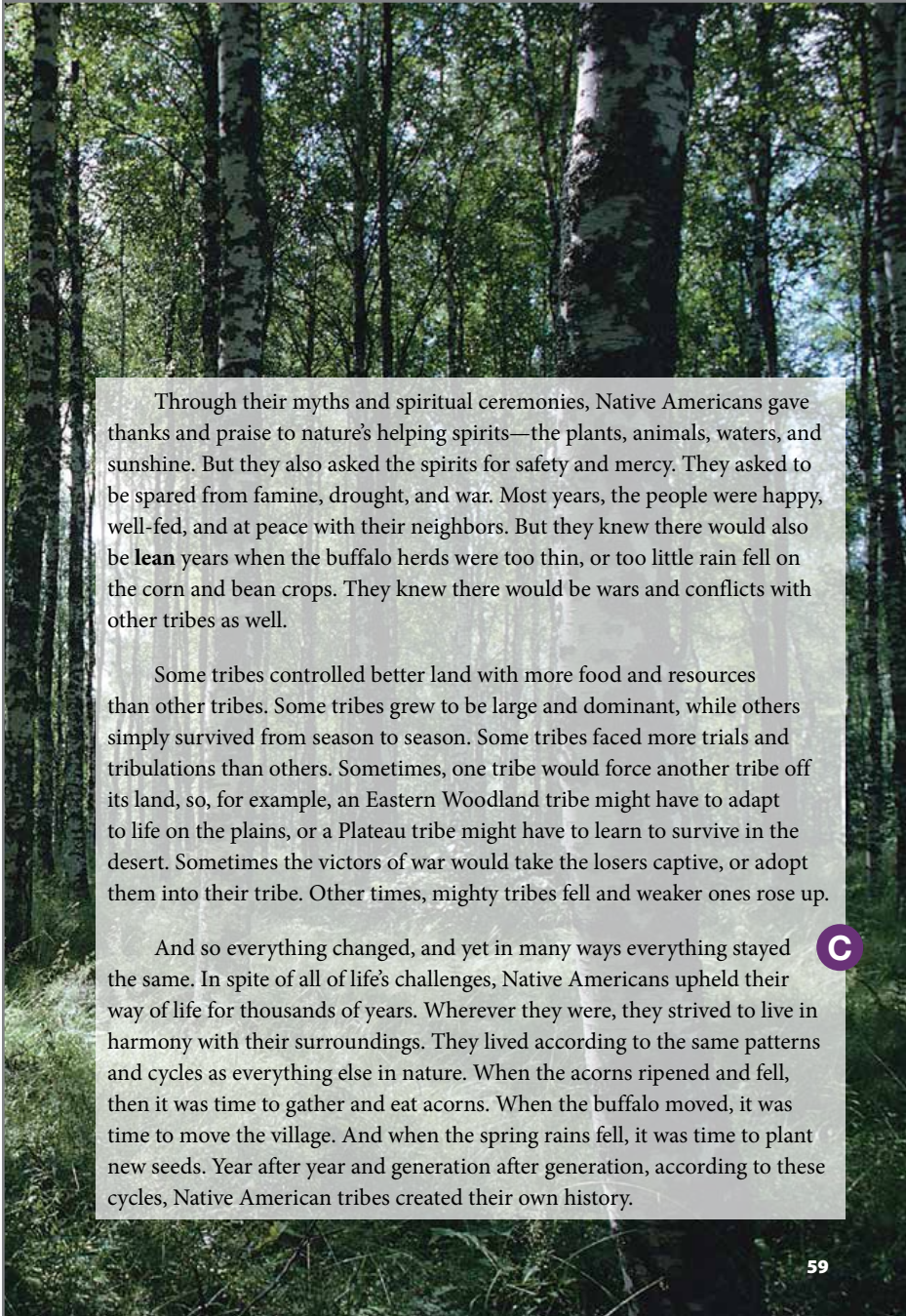
How did the arrival of settlers and the U.S. government's actions affect Native Americans living west of the Mississippi River?

A

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.

B

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.



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.

59

C *COMP Inferential* On page 59 the text states, “[E]verything changed, and yet in many ways everything stayed the same.” How did things change from year to year for Native Americans?

- » Most years people were happy, but some years they fought with their neighbors; most years people were well-fed, but some years they didn't have enough food; sometimes different tribes rose to power and forced other tribes to move.

COMP Inferential How did things stay the same from year to year for Native American tribes?

- » Their overall way of life stayed the same; they lived in harmony with nature, gathering acorns, moving with the buffalo, and planting crops in the spring.

SYN Evaluative A paradox is a statement that seems to contradict itself, but, when you think about the statement more deeply, it makes sense and reveals an important truth. *[E]verything changed, and yet in many ways everything stayed the same* is a paradox. What important truth about Native Americans does this paradox explain?

- » Native Americans lived according to the cycles of nature. Nature is always changing, so their lives were always changing. But, at the same time, they were used to these changes, so to them everything remained the same.

A [Read pages 60 and 61 aloud.]

A

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.”



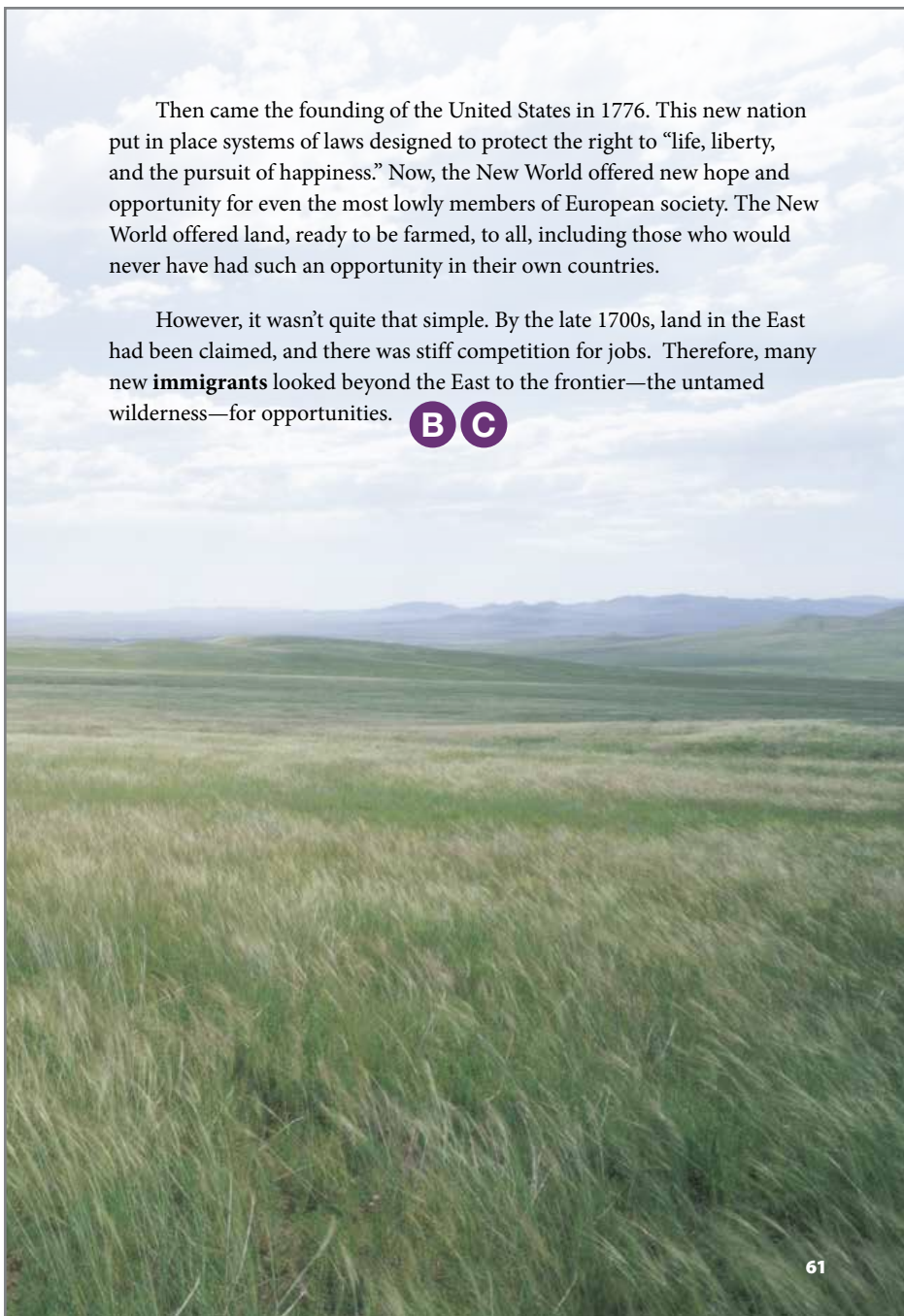
Wide-open prairie

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.

B C



61

B *COMP Inferential* What is the main idea on these pages?

» The main idea is that Europeans left the Old World because there were better opportunities for them in the New World, including greater access to land and a place where laws protected their rights to “life, liberty, and the pursuit of happiness.”

C *COMP Evaluative* Words and phrases such as *the frontier* and *the untamed wilderness* are used to describe the area of land west of the Mississippi River. Why might the land be described in this way, even though we know Native Americans had already been living there for thousands of years?

» To European settlers, the land out West was untamed wilderness and a new, unexplored frontier.

Support Which group would describe the land out West as “untamed wilderness” and as a “frontier”: Native Americans or European settlers?

» European settlers

COMP Evaluative What words might Native Americans use to describe the land out West?

» Answers may vary, but should describe the land as *home* or *nature* to the Native American tribes living there.

Word(s)	CK Code
Lakota	/lə*koɛ*tə/

A [Have a student read pages 66 and 67 aloud.]

A

After years of war, some tribes managed to make peace treaties with the U.S. government. Instead of moving to distant reservations, individual tribes were allowed to carve out little land reservations in their ancestral homelands. This was the case with some of the stronger, larger tribes. They still lost much of their freedom and land, but each tribe was treated as an independent nation within the United States.

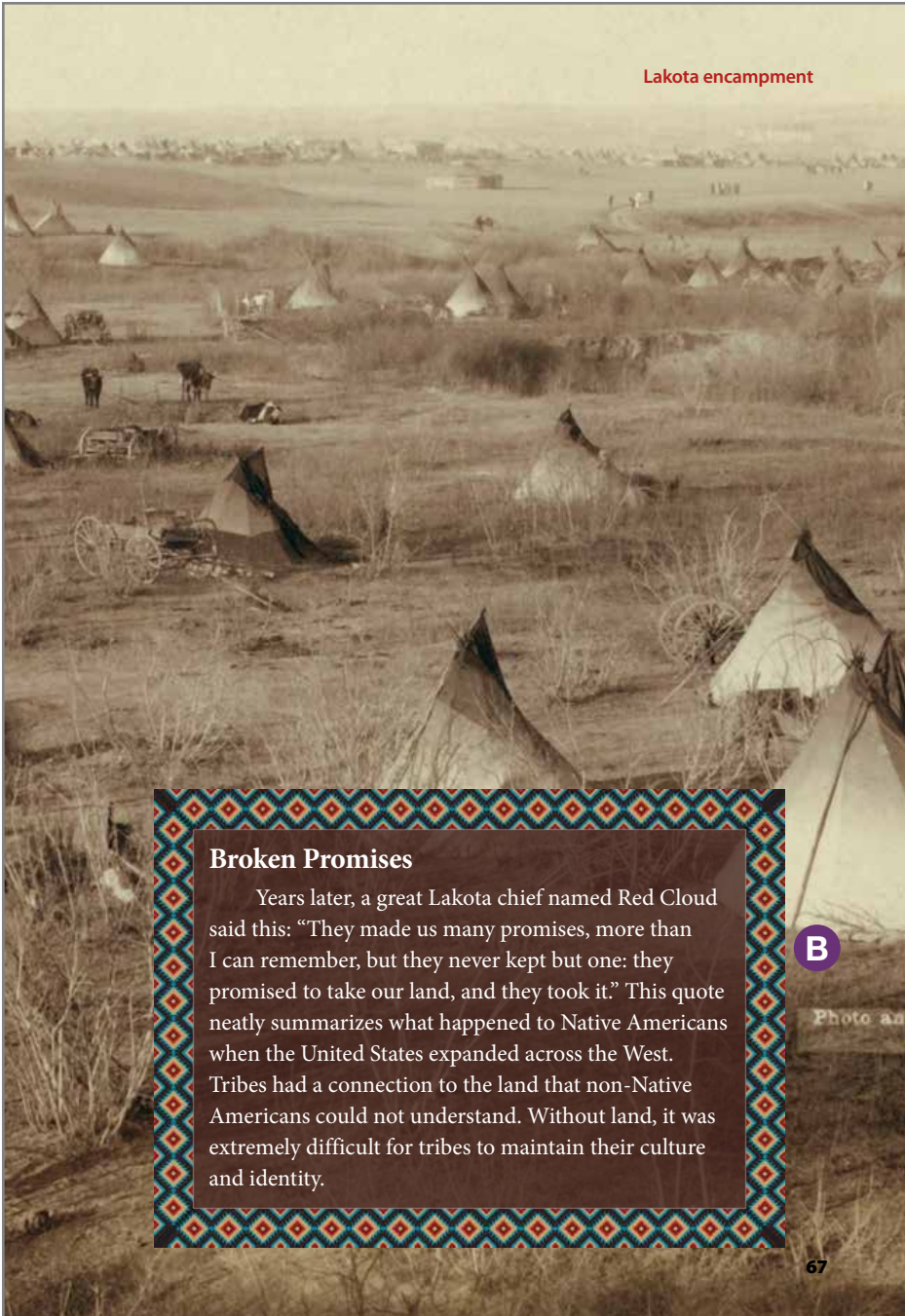
Unfortunately, none of these peace treaties lasted long. Settlers continued to **encroach** on Native American land anyway. Furthermore, the reservation lands were usually unsuited to supporting the tribes. Due to little rain and poor soil, Native Americans often left the reservations to hunt and gather foods. The main problem, as far as the settlers and the U.S. government were concerned, was that some tribes still had powerful, popular leaders. Even on reservations, Native Americans maintained power and influence because they continued to work together as tribes. The U.S. government felt that the tension and fighting would continue as long as Native American tribes were treated as independent nations within a nation.

With the Indian Appropriations Act of 1871, the United States officially stopped treating each tribe as a separate nation. After 1871, by law, all individual Native Americans were considered “**wards** of the federal government.” The U.S. government no longer wished to deal with tribes as a whole. Instead, they wanted to deal with individuals, in the hopes that the tribal structure would finally collapse once and for all. Native Americans were no longer independent, but they were not U.S. citizens, either. In the eyes of the law, they became dependents with few freedoms and rights to do anything unless the government agreed.

Of course, one act of Congress did not change a structure that had been in place for thousands of years. While some Native Americans decided the only way to survive was to lay down their guns and learn to live according to the laws of the United States, many others refused to give up. To them, life on the reservations was no life at all, and they would rather die fighting than watch their families starve. But eventually the U.S. government did succeed in breaking the tribes. Although the Appropriations Act of 1871 did not bring an end to the wars, it did mark the beginning of a particularly tragic chapter in the story of Native American **resistance**.

66

Lakota encampment



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.

B

67

B *COMP Evaluative* How does Red Cloud’s quote about land support the information presented in the chapter?

- » Answers may vary, but should include that the quote neatly summarizes what happened to Native Americans as the United States expanded westward. The quote shows the Native Americans’ point of view and explains how they experienced the settlers and the U.S. government’s actions in the West.

Support Whose point of view does this quote represent: Native Americans or settlers?

- » It represents the point of view of Native Americans whose land was taken by the settlers and by the U.S. government.

Note

Questions 1 and 2 relate to The Big Question of the chapter.

Discuss the Chapter and Wrap Up the Lesson

10 minutes

- Use the following questions to discuss the chapter.

1. **Evaluative** This chapter describes many changes to which Native Americans were accustomed. How did changes Native Americans expected differ from the changes that happened when Europeans arrived?

» Answers may vary, but may include that prior to the arrival of Europeans, Native Americans were used to certain changes in their lives (e.g., changes in the seasons). Conversely, the arrival and spread of Europeans, settlers, and pioneers, and the taking of their land, was a change Native Americans were *not* accustomed to or expecting.

Support What changes happened with the arrival of Europeans?

» Answers may vary, but should include that Europeans did not share the same beliefs regarding land ownership, so Native Americans' relationship with the land changed as Europeans pressed farther west.

2. **Inferential** Summarize how things changed for Native Americans during the westward expansion of the United States.

» Native Americans were forced onto reservations, and then their land was taken from them. This broke their connection with, or severed their ties to, the land and made it difficult for tribes to maintain their culture.

- Remind students that Native Americans' relationship with land is one of the themes of this Reader.

Word Work: Prosper

5 minutes

1. In the chapter you read, "There, anyone could live free and prosper if they were willing to work."

2. Say the word *prosper* with me.

3. *Prosper* means to become rich and successful or to flourish.

4. The restaurant my family owns is very busy and continues to prosper year after year.

5. What are some other examples of something or someone prospering? Be sure to use the word *prosper* in your response. [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "_____ prospers because . . ."]

6. What part of speech is the word *prosper*?

» verb

[Use a *Synonyms* activity for follow-up.] What are some synonyms, or words or phrases that have a similar meaning, of *prosper*? [Prompt students to provide words or phrases such as *make money*, *do well*, and *thrive*.] With a partner, create a sentence for each synonym of *prosper* he or she provides.

GRAMMAR

15 minutes

Transitional Words and Phrases That Show Time

- Return Activity Page 6.4. Have students share their short story on Activity Page 6.4 with a partner.
- Have students identify the transitional words and phrases that show time in their story. Partners are encouraged to point out additional transitional words and phrases that might have been missed.
- Encourage students to think of other, possibly more effective, transitional words and phrases to help tie their story together. They may refer to the Transitional Words and Phrases That Show Time Poster. If students think of more effective transitional words or phrases, they should add them to their story.
- Have students turn to Activity Page 9.1. Tell them that they will fill in the blanks with the best transitional words or phrases that help make this story flow. Tell students that they may wish to choose words and phrases from the word bank or write their own.
- Have students fill in the first blank. Check to make sure they have understood the directions. Have students complete the rest of the activity page for homework.

MORPHOLOGY

15 minutes

Practice Root *mem*

- Remind students that the Latin root *mem* means “remember” or “recall.”
- Tell students you will give them two word choices. Then you will read a sentence with a blank, and they must decide which word choice is most appropriate in the blank.
- Practice with the following example:
 - *Commemorate* or *memory*? I reached far back in my _____ to recall the correct answer.
- Ask students if *commemorate* or *memory* would be most appropriate in the blank. (*memory*, because it is a noun.)

Materials

- Activity Pages 6.4, 9.1
- Transitional Words and Phrases That Show Time Poster

Materials

- Activity Page 9.2

- Continue in this manner with the remaining examples below:
 - *Memorable* or *memento*? The dog with the spot on its eye was very _____, so I recognized it right away. (*memorable*)
 - *Remember* or *memorial*? We visited the _____ of the important battle in Virginia. (*memorial*)
 - *Memoir* or *memorize*? My cousins _____ the lines to their favorite movies and can recite them by heart. (*memorize*)
- Have students turn to Activity Page 9.2. Read the directions and have students work individually or in pairs to complete it.
- As time allows, have a few partner pairs share their sentences aloud.
- Collect completed Activity Page 9.2 to review and grade at a later time. Alternatively, if students do not complete Activity Page 9.2 in class, have them complete it for homework.

SPELLING

15 minutes

Practice Spelling Words

- Tell students they will practice writing the spelling words. Remind them to use the Individual Code Chart on Activity Page SR.3 as they practice.
- Have students turn to Activity Page 9.3, explaining that the spelling words are listed in the box on the activity page and on the board/chart paper from Lesson 6.
- Have students complete Activity Page 9.3 individually.
- Remind students to check their spelling with the spelling in the word bank on the activity page and make corrections, if needed.
- As time allows, review the correct answers as a whole group. Have students say, spell, and say the words again with you but without looking at the activity page. Students may close their eyes, look up at the ceiling, or trace on the back of their paper with their finger to help them visualize the spelling as they spell with you.
- Remind students to study the spelling words for the spelling assessment in the next lesson.

Materials

- Activity Pages 9.3, SR.3

TAKE-HOME MATERIAL

Grammar

- Have students take home Activity Page 9.1 to complete for homework.

Materials

- Activity Page 9.1

Lesson 10

Unit 9: Native Americans

CORE CONTENT OBJECTIVES

Students will:

- ✓ Describe the conditions for Native Americans at “Indian boarding schools” like the Carlisle School
- ✓ Explain how and why Richard Henry Pratt and Luther Standing Bear held different opinions about Native American “assimilation through education”

LESSON AT A GLANCE	TIME	MATERIALS
Spelling		
Assessment	15 min.	Activity Page 10.1
Reading		
Partner: Chapter 8 “Your Name Is Luther”	40 min.	<i>A Changing Landscape</i> ; Activity Pages 10.2–10.4
Word Work: <i>Experimental</i>	5 min.	
Writing		
Draft the Body of a Persuasive Essay	30 min.	writing journals; Sample Persuasive Essay; Activity Pages 5.2, 5.3, 7.4, SR.2; word processor (optional)
Take-Home Material		
Reading	*	Activity Page 10.4

Primary Focus of Lessons

Spelling: Students will be assessed on their knowledge of the correct spelling of targeted words.

Reading: By the end of this lesson, students will be able to explain how and why Richard Henry Pratt and Luther Standing Bear held different opinions about “assimilation through education.”

Writing: By the end of this lesson, students will have continued drafting the body of a persuasive essay with clear, supporting evidence.

ADVANCE PREPARATION

Spelling

- Erase or cover the list of spelling words prior to the assessment.

Reading

- Write the purpose for reading on the board/chart paper. Alternatively, you may access a digital version of this and The Big Question in the digital components for this unit.

Read to understand how and why Luther Standing Bear’s opinion of “assimilation through education” differed from that of Richard Henry Pratt.

Writing

- Display the Sample Persuasive Essay you prepared for Lesson 2. Alternatively, you may access a digital version in the digital components for this unit.

Grammar

- Collect Activity Page 9.1 to review and grade at a later time, as there is no grammar lesson today.

Fluency (optional)

- If students were assigned a selection from the *Fluency Supplement*, determine which students will read the selection aloud and when. See the Unit 1 Teacher Guide introduction for more information on using the *Fluency Supplement*.

Materials

- Activity Page 10.1

Note

This is a good opportunity to use the Tens scoring system to gather formative assessment data. Information about the Tens scoring system appears in the Teacher Resources section of the Unit 1 Teacher Guide.

SPELLING

15 minutes

Assessment

- Have students turn to Activity Page 10.1 for the spelling assessment.
- Using the following list, read the words one at a time in the following manner: Say the word, use it in a sentence, and then repeat the word.
- Tell students that at the end you will review the list once more.
- Remind students to pronounce and spell each word syllable by syllable.

Spelling Word	Example Sentence
1. memorize	I tried to <u>memorize</u> the words in preparation for the spelling test.
2. cancellation	Our class was disappointed by the <u>cancellation</u> of the trip to the zoo, but it was too rainy to be outside..
3. revision	I am aware that my paper needs some <u>revision</u> before it is truly complete.
4. commemorate	We <u>commemorate</u> Memorial Day with a parade and ceremony.
5. extension	This cord does not stretch far enough, so I need to get an <u>extension</u> .

Spelling Word	Example Sentence
6. subtraction	Most people find <u>subtraction</u> a more difficult skill to learn than addition..
7. memorial	A <u>memorial</u> was created to honor the sailors who served their country.
8. decision	I have to make a difficult <u>decision</u> , and I'm not sure what to do.
9. discussion	We had a <u>discussion</u> about where to go for dinner after the game.
10. prevention	My city took some flood <u>prevention</u> steps before the terrible storm arrived.
11. direction	Could you give me some <u>direction</u> about how to cook this new pasta dish?
12. memento	A postcard makes a great <u>memento</u> from a place you have visited that you want to remember.

- After reading all of the words, review the list slowly, reading each word once more.
- Have students write the following sentence as dictated.

We had a discussion about which direction we should go to find a memento to bring home.

- Repeat the sentence slowly several times, reminding students to check their work for appropriate capitalization and punctuation.
- Collect all spelling assessments to grade later. Use of the template provided at the end of this lesson is highly recommended to identify and analyze students' errors.

READING

45 minutes

Partner: Chapter 8 "Your Name Is Luther"

40 minutes

Introduce the Chapter

5 minutes

- Tell students they will read Chapter 8, "Your Name Is Luther."
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Have a student read the title aloud.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *assimilation*.
- Have them find the word on page 68 of the Reader, in The Big Question. Explain that each vocabulary word is bolded the first time it appears in the chapter.

Materials

- *A Changing Landscape*
- Activity Pages 10.2–10.4

- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary at the back of the Reader, locate *assimilation*, and then have a student read the definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 10.2 while you read each word and its meaning noting that:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

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)

Vocabulary Chart for Chapter 8 “Your Name Is Luther”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	assimilation cavalry heritage	sympathize experimental
Spanish Cognates for Core Vocabulary	asimilación	simpatizar experimental
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases	assimilation through education cast aside at random	

- Read the purpose for reading from the board/chart paper:

Read to understand how and why Luther Standing Bear’s opinion of “assimilation through education” differed from that of Richard Henry Pratt.

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.

How did events in Luther’s life affect his view of assimilation?

Read “Your Name Is Luther”

25 minutes

At this point in the school year, some or all of your students are likely ready for the challenge of reading the entire chapter independently to themselves. Differentiate by assigning students either to read independently or with partners, based on their needs. Have students make note of vocabulary, phrases, or concepts they do not understand, noting the page number, so they may seek clarification. As students read, circulate among the class, monitoring students’ focus and progress.

- Have students complete Activity Page 10.3, either independently or with partners, while they read.
- Before students begin reading in pairs, tell them there are a few names and words in this chapter that may be unfamiliar to them and difficult to pronounce. Preview the pronunciations of the following names and words:

Word(s)	CK Code
Lakota	/lə*koɛ*tə/
Carlisle	/kɑr*liɛl/
Sioux	/soʊ/
Bureau	/byer*oɛ/

Discuss the Chapter and Wrap Up the Lesson

10 minutes

- Review the correct answers to questions 2 and 3 on Activity Page 10.3 (questions 1 and 2 here) with the whole class. You may wish to select different students to share their responses, including the page number where the answer was located. Then collect the activity page to check all student responses to question 1 on Activity Page 10.3 at a later time.

Note

Question 3 relates to The Big Question of the chapter.

1. **Inferential** Explain what is meant by the saying, *Kill the Indian to save the man*, and why Richard Henry Pratt believed in this idea.
 - » Answers may vary, but may include that *Kill the Indian to save the man* meant that in order to help Native Americans living in poor conditions on reservations, it was necessary to strip away their culture. Richard Henry Pratt believed in this idea as a result of his experiences as a young man who had to learn a skill to survive, and as an adult in the Tenth Cavalry, where he witnessed the poor conditions for Native Americans on reservations. Pratt thought that he could help Native Americans have a better life if he forced them to give up their traditional culture.
2. **Inferential** 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.
 - » Answers may vary, but may include that Native Americans’ culture was important and not easily parted with; and that in many instances, Native Americans were mistreated, treated like enslaved workers, lived in poor conditions, etc.
3. **Inferential** How did events in Luther Standing Bear’s life affect his view on assimilation?
 - » Answers may vary, but should include that as the child of a Lakota warrior, Luther Standing Bear understood the conflict between the U.S. government and Native Americans; that he understood his father wanted something different for him than fighting; and as a student at the Carlisle School, he grew to be a fast learner and gained valuable skills, but he also had to sacrifice his culture and heritage. Later in life, Luther dedicated himself to preserving Lakota heritage; he believed in the importance of education, but he did not agree that Native Americans should abandon their culture.

- Have students take home Activity Page 10.4 to read and complete for homework.

Word Work: *Experimental*

5 minutes

1. In the chapter you read, “Pratt gathered support for his idea, and eventually he convinced Congress to give him some money to open an experimental school.”
2. Say the word *experimental* with me.
3. *Experimental* means using a new, different, or unproven way of thinking or doing something.
4. The doctor prescribed an experimental medicine when nothing else cured his patient’s illness.
5. What are some other examples of things or actions that are experimental? Be sure to use the word *experimental* in your response. [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “The new technique was experimental because _____.”]
6. What part of speech is the word *experimental*?
» adjective

[Use a *Sharing* activity for follow-up.] Turn to the person sitting next to you and share about a time when you did something or used something experimental. Be sure to use the word *experimental* in your discussion.

WRITING

30 minutes

Draft the Body of a Persuasive Essay

- Have students open their writing journals, and tell them that they will draft the second and third body paragraphs of their persuasive essay.
- Explain that students should refer to their chosen image and description on Activity Page 5.2, relevant information they collected using Activity Page 5.3, the notes they created on Activity Page 7.4 to draft their body paragraphs, and the Persuasive Essay Rubric on Activity Page SR.2.
- Have students draft two paragraphs, using the first and second pieces of evidence, respectively, that they identified on Activity Page 7.4.
Support You may wish to group students who need more scaffolding and immediate feedback into a small group to work directly with you.
- Circulate and check in with students as they draft, offering support and guidance as needed.

Materials

- writing journals
- Sample Persuasive Essay
- Activity Pages 5.2, 5.3, 7.4, SR.2
- word processor (optional)

Note

If using a word processor to draft their persuasive essays, have students begin their body paragraphs immediately after the description paragraph.

Feedback Provide reinforcing or corrective feedback for body paragraph drafts, such as the following:

- » I like how you have focused on one piece of evidence in each paragraph.
- » I see that you are writing about two different pieces of evidence in one paragraph. Which piece of evidence do you want to be the focus of this paragraph? Which piece of evidence is different and can go in a separate paragraph?
- » I like how you are using your notes from the activity pages to help you write your body paragraphs.

Materials

- Activity Page 10.4

TAKE-HOME MATERIAL

Reading

- Have students take home Activity Page 10.4 to read and complete for homework.

- It may be helpful to refer back to the Pronunciation/Syllabication Chart from Lesson 6.

Word	CK Code	Syllable Type
subtraction	/sub*trak*shən/	closed*closed*ə
cancellation	/kan*səl*lae*shən/	closed*ə*open*ə
prevention	/prə*ven*shən/	ə*closed*ə
direction	/də*rek*shən/	ə*closed*ə
decision	/də*sizsh*ən/	ə*closed*ə
extension	/ex*ten*shən/	closed*closed*ə
revision	/rə*vizsh*ən/	ə*closed*ə
discussion	/dis*kush*ən/	closed*closed*ə
memento	/mə*men*toe/	ə*closed*open
commemorate	/kə*mem*or*aet/	ə*closed*r-controlled*digraph
memorize	/mem*or*iez/	closed*r-controlled*digraph
memorial	/mem*or*ee*əl/	closed*r-controlled*open*ə

- Students might make the following errors:
 - words with suffix *-tion*: using ‘sion’ or ‘shun’ instead of ‘tion’ for /shən/
 - words with suffix *-sion*: using ‘tion’ or ‘shun’ instead of ‘sion’ for /shən/ or /zshən/
 - *cancellation*: using ‘l’ instead of ‘ll’ for /səl*lae/
 - *prevention*: using ‘u’ instead of the first ‘e’ for /ə/
 - *direction*: using ‘u’ instead of the first ‘i’ for /ə/
 - *decision*: using ‘u’ instead of ‘e’ for /ə/
 - *revision*: using ‘u’ instead of ‘e’ for /ə/
 - *memento*: using ‘u’ instead of the first ‘e’ for /ə/
 - *commemorate*: using ‘u’ instead of the first ‘o’ for /kə/; using ‘m’ instead of ‘mm’ for /mem/
 - *memorial*: using ‘e’ instead of ‘i’ for /ee/; using ‘ul’, ‘le’, or ‘el’ instead of ‘al’ for /əl/
- Although any of the above student-error scenarios may occur, misspellings may be due to many other factors. You may find it helpful to use the analysis chart to record any student errors. For example:
 - Is the student consistently making errors on specific vowels? Which ones?
 - Is the student consistently making errors at the ends of the words?
 - Is the student consistently making errors in multisyllable words, but not single-syllable words?
- Also, examine the dictated sentence for errors in capitalization and punctuation.

Lesson 11

Unit 9: Native Americans

CORE CONTENT OBJECTIVES

Students will:

- ✓ Explain the significance of the Battle of the Little Bighorn in the conflicts between the U.S. government and Native Americans
- ✓ Identify the leaders in the Battle of the Little Bighorn and explain their importance
- ✓ Describe the consequences of the Battle of the Little Bighorn for the Lakota tribe

LESSON AT A GLANCE	TIME	MATERIALS
Reading Small Group: Chapter 9 "Battle of the Little Bighorn"	40 min.	<i>A Changing Landscape</i> ; Activity Pages 11.1, 11.2
Word Work: <i>Chaos</i>	5 min.	
Grammar Introduce Additional Comma Usage	15 min.	Comma Usage Poster; Activity Page 11.3
Morphology Introduce Prefix <i>fore-</i>	15 min.	Activity Page 11.4
Spelling Introduce Spelling Words	15 min.	Activity Pages 11.5, 11.6, SR.3
Take-Home Material Grammar; Morphology; Spelling	*	Activity Pages 11.3–11.6; <i>Fluency Supplement</i> selection (optional)

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to identify the significant leaders in the Battle of the Little Bighorn and explain why the battle was important in the conflict between the U.S. government and Native Americans.

Grammar: By the end of this lesson, students will be able to use a comma to set off the words *yes* and *no* in a sentence, to set off a tag question, and to indicate direct address.

Morphology: By the end of this lesson, students will be able to distinguish between root words and words with the prefix *fore-* and use those words correctly in sentences.

Spelling: By the end of this lesson, students will be prepared to practice spelling targeted words.

ADVANCE PREPARATION

Reading

- Collect Activity Page 10.4, which was completed for homework, to review and grade at a later time.
- Write the purpose for reading on the board/chart paper. Alternatively, you may access a digital version of this and The Big Question in the digital components for this unit.

Read to understand why the Battle of the Little Bighorn was important in the shared history of the European settlers and Native Americans.

Grammar

- Prepare the following Comma Usage Poster for display. Alternatively, you may access a digital version in the digital components for this unit.

Comma Usage	Example
Use a comma to set off the words <i>yes</i> and <i>no</i> from the rest of a sentence.	Yes, I would like another slice of apple.
Use a comma to set off a tag question.	That is true, isn't it?
Use a comma to indicate when directly addressing a person or group.	Class, please give a warm welcome to our new student.

- Write the following sentences on the board/chart paper.

No he will not be at school today.
Yes they will be there after lunch.
You know who the President of the United States is don't you?
This sentence is missing a comma isn't it?
Kailan please hold the door for the rest of the class.
Nice work Jeffery!

Fluency (optional)

- Choose and make sufficient copies of a text selection from the online *Fluency Supplement* to distribute and review with students for additional fluency practice. If you choose to do a fluency assessment, you will assess students in Lesson 15. See the Unit 1 Teacher Guide introduction for more information on using the *Fluency Supplement*.

READING

45 minutes

Small Group: Chapter 9 “Battle of the Little Bighorn”

40 minutes

Introduce the Chapter

5 minutes

- Tell students they will read Chapter 9, “Battle of the Little Bighorn.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Remind students that in previous chapters they read about the conflict between Native Americans and the European settlers moving west.
- Tell students that today they will learn about a specific conflict, the Battle of the Little Bighorn, and the leaders who made history in the battle.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is conflict.
- Have them find the word on page 74 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary at the back of the Reader, locate conflict, and then have a student read the definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 11.1 while you read each word and its meaning noting that:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

Materials

- *A Changing Landscape*
- Activity Pages 11.1, 11.2

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)

Vocabulary Chart for Chapter 9 “Battle of the Little Bighorn”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	reveille	conflict reckless ally chaos
Spanish Cognates for Core Vocabulary		conflicto
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases	deal a major blow to break camp	

- Read the purpose for reading from the board/chart paper:

Read to understand why the Battle of the Little Bighorn was important in the shared history of the European settlers and Native Americans.

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.

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

Establish Small Groups

Before reading the chapter, divide students into two groups using the following guidelines:

- **Small Group 1:** This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text. This is an excellent time to make notes in your anecdotal records. Students will complete Activity Page 11.2 with your support while they read.

✪ **Small Group 2:** This group should include students who are capable of reading and comprehending text without guided support. Differentiate by assigning students either to read independently or with partners, based on their needs. Likewise, you may want to ask some or all students to complete Activity Page 11.2 independently, which can then be used as a formative assessment to determine how well each student understood what was read. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 11.2 correctly. You may choose to do one of the following to address this:

- collect the pages and correct them individually
- provide an answer key to students to check their own or a partner’s work after they have completed the activity page
- confer with students individually or as a group at a later time

Read “Battle of the Little Bighorn”

25 minutes

The following guided reading supports are intended for use with Small Group 1.

Word(s)	CK Code
Lieutenant	/loo*ten*ənt/
reveille	/rev*ə*lee/
Sioux	/soo/

A [Have students read pages 74 and 75 silently.]

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

- » wide prairies of southern Montana; a little river valley, including a creek with rainbow trout

[Have students record the answer(s) to question 1 on Activity Page 11.2.]

Support Who was General Custer?

- » General Custer was the commander of the Seventh Cavalry Regiment for the U.S. Army. He was Varnum’s commander.

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?

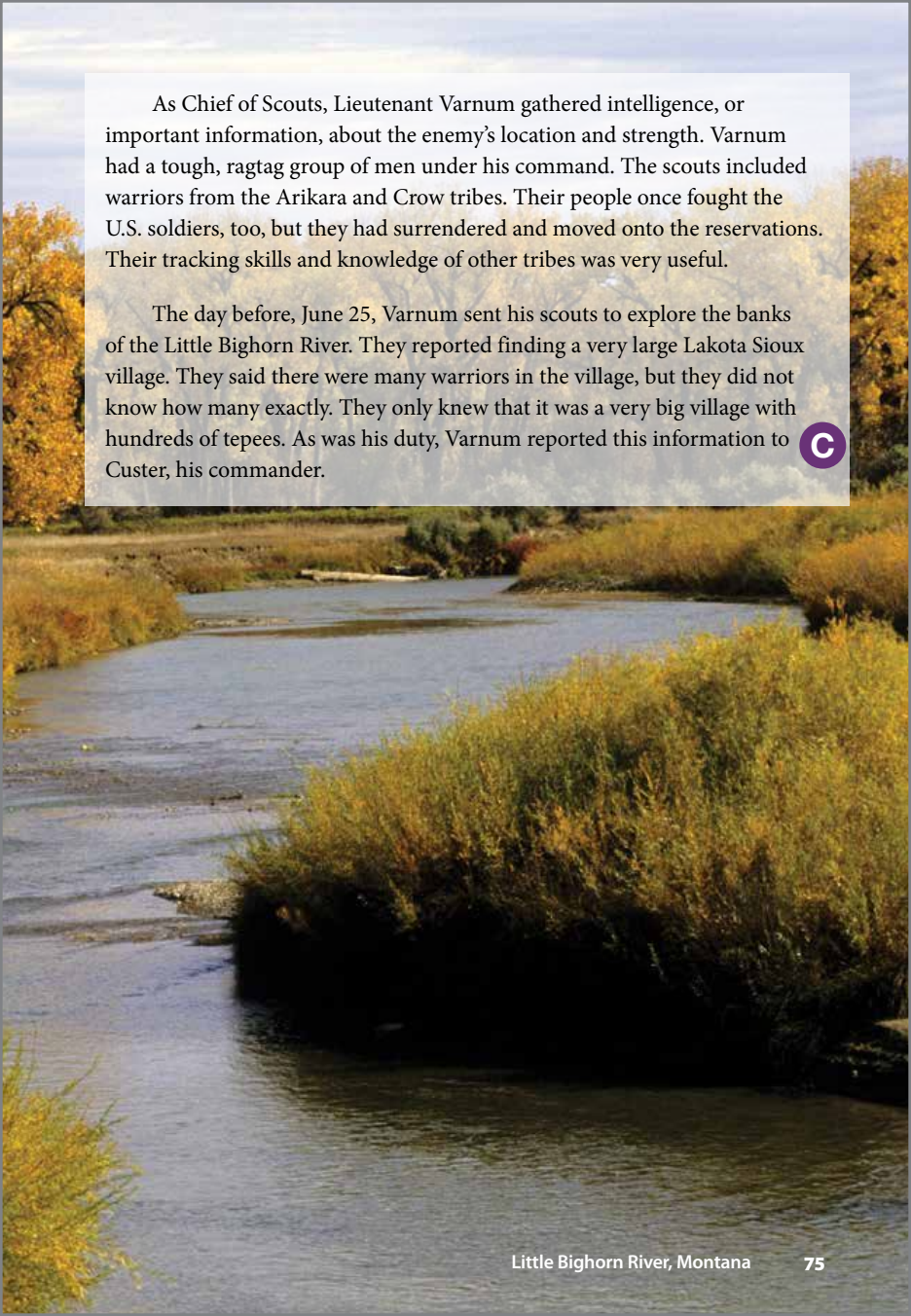
A In previous chapters you read about **conflict** between Native Americans and settlers moving west. This is the story of the Battle of the Little Bighorn. It is an event that stands out in the history of this conflict.

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.

C

Little Bighorn River, Montana

75

C *Inferential* Why were scouts important?

» They gathered information about the enemy and reported it to Custer.

[Have students identify the answer(s) to question 2 on Activity Page 11.2.]

Word(s)	CK Code
Arapahoe	/ə*rap*ə*hoe/
Cheyenne	/shie*an/
Wasichu	/wo*see*choo/

A [Have students read pages 76 and 77 silently.]

B *Inferential* Why didn't Custer take the advice of the Arikara and Crow scouts?

- » Custer misjudged the strength of the enemy because he could only see the edge of the village; he thought attacking the village was an opportunity to deal a major blow to the enemy and possibly end the war; he didn't know that the Lakota allies, the Arapahoe and Cheyenne, were there too; he had a reputation for being fearless and aggressive.

[Have students identify the answer(s) to question 3 on Activity Page 11.2.]

A 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 **B** may 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

77

C Inferential What led to the Black Hills War?

- » Many Lakota had signed treaties with the federal government to live on the reservations that no one else could take from the Lakota. However, settlers continued to move west, pushing the Lakota off the land. The Lakota moved farther west, off the reservations, to hunt buffalo and live free. The federal government gave them a deadline to return to the reservations or there would be war. The Lakota did not return and thus war ensued.

[Have students record the answer(s) to question 4 on Activity Page 11.2.]

D Evaluative 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?

- » Although Sitting Bull was a brave soldier, he was also a spiritual leader who inspired his tribe. Crazy Horse was known as a fearsome warrior who could run straight at the enemy without being shot or struck. Crazy Horse’s bravery and good luck gave the warriors around him courage. Both leaders inspired other warriors and gave the Lakota confidence as they prepared for the Battle of the Little Bighorn.

Support Why was Sitting Bull a revered Lakota leader?

- » He told his people to have courage against the *Wasichu*. He asked the spirits what would happen to his people, and he predicted that the Lakota would win a great victory in battle.

Support Why was Crazy Horse a revered Lakota leader?

- » He was bold and reckless, and wherever he went, he always found victory, so warriors were happy to follow him.

[Have students record the answer(s) to question 5 on Activity Page 11.2.]

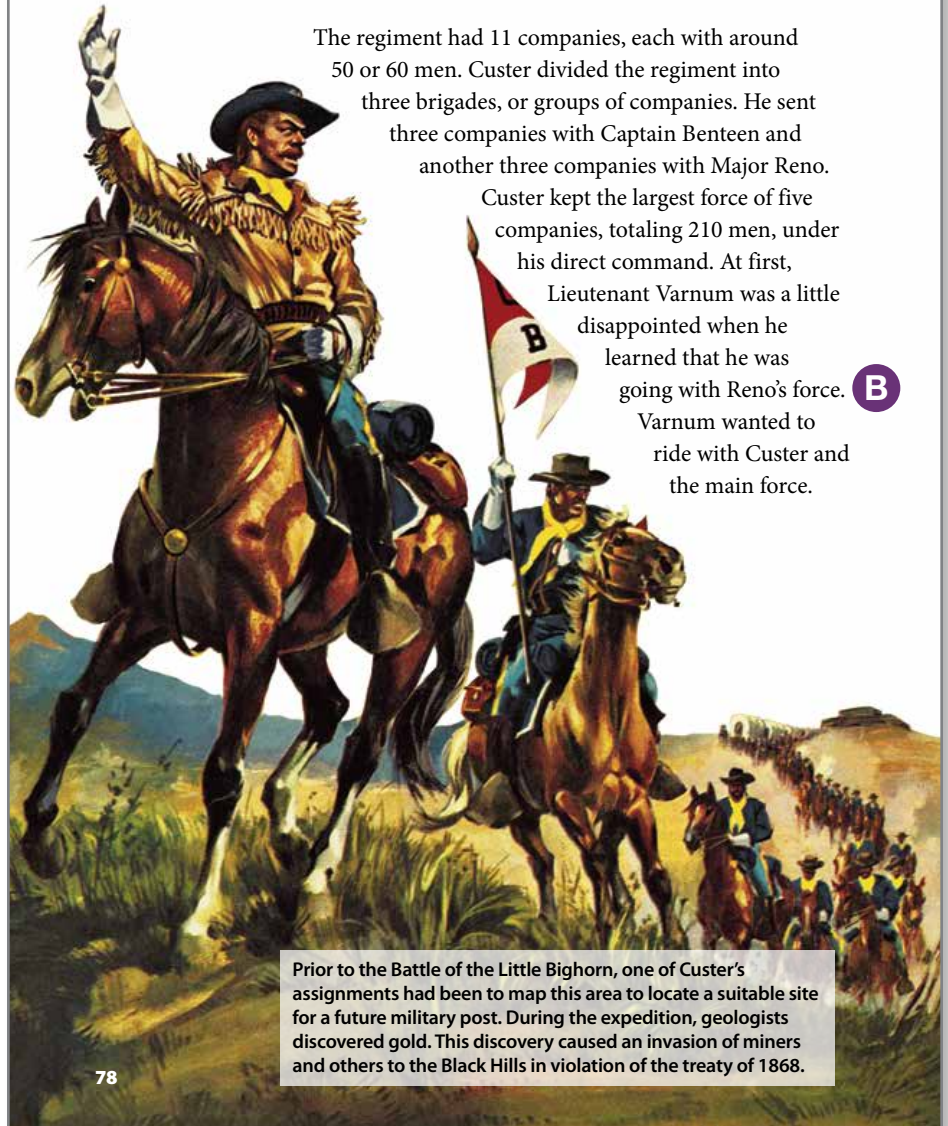
A [Read pages 78 and 79 aloud, stopping before the beginning of the last paragraph on page 79.]

B *Inferential* How did Custer plan to create chaos and confusion in the village?

- » He divided the company into three brigades and ordered them to attack the village from different directions, thinking that they would confuse the Native Americans by approaching on multiple sides.

A

After talking with Varnum and his scouts, Custer ordered his troops to prepare to attack the village. Custer planned a surprise attack, but he soon realized this was impossible. After all, the Lakota had scouts, too, and it is not easy to hide a cavalry regiment for very long out on the plains.



The regiment had 11 companies, each with around 50 or 60 men. Custer divided the regiment into three brigades, or groups of companies. He sent three companies with Captain Benteen and another three companies with Major Reno.

Custer kept the largest force of five companies, totaling 210 men, under his direct command. At first, Lieutenant Varnum was a little disappointed when he learned that he was going with Reno's force. **B**

Varnum wanted to ride with Custer and the main force.

78

Prior to the Battle of the Little Bighorn, one of Custer's assignments had been to map this area to locate a suitable site for a future military post. During the expedition, geologists discovered gold. This discovery caused an invasion of miners and others to the Black Hills in violation of the treaty of 1868.

Custer did take several of Varnum's scouts because he needed them to guide him to the village. The Arikara and Crow had long been enemies of the Lakota, since the days before any Europeans knew about America. Therefore, Varnum's scouts were willing to go and fight with Custer. However, as he was riding out with Reno's troops, Varnum saw his scouts preparing for battle. They were singing their death songs, which meant they did not expect to survive the day.

Custer took his brigade to the north along the right bank of the Little Bighorn River, looking for a good place to cross and attack the village. Reno crossed over to the left bank, and his troops moved north on that side of the river. Soon, scouts were reporting that the Lakota knew the soldiers were coming and they were not running away. Custer sent a messenger to Reno and ordered him to attack the village and force the Lakota to come out and fight. Custer, meanwhile, was a mile or so upriver, and he planned to attack at the same time, creating **chaos** and confusion in the village. **C**

Reno's brigade dismounted from their horses and approached a few tepees on the edge of the village. They moved forward in a line, cautiously, with the troops up front and the officers, including Lieutenant Varnum, to the rear. As they approached the village, Varnum saw children running away. Several women mounted horses and they were the first ones to ride out and shoot at the soldiers. Then the warriors arrived. At first, there were only a few. They hid in the tall grass and fired their guns from a distance.

Reno's soldiers and the Lakota shot back and forth for about 20 minutes. One of Reno's men was wounded during this time, but that was all. However, Lieutenant Varnum was a trained and experienced scout, which means he had good eyes and a good sense of what was happening around him. He realized that the Lakota warriors were gathering behind a nearby hill. Varnum sent a scout to see, and sure enough, he reported that there were at least 500 warriors there. Before Varnum could warn Reno, the warriors rode their horses around from behind the hill.

D The ground shook and the air filled with their war cries as warriors swarmed toward Reno's brigade. Bullets and arrows whizzed all around, and then the soldiers began to fall. Panic and fear spread through Reno's brigade

79

C *Inferential* How did the landscape make it difficult for the U.S. Army to attack?

- » The plains were flat, so the Lakota could see a cavalry regiment coming from far away. This made it impossible for Custer to launch a surprise attack, as he had hoped. The river also served as a natural barrier between the Lakota and the U.S. soldiers.

[Have students record the answer(s) to question 6 on Activity Page 11.2.]

D [Have students read the last paragraph beginning on page 79 through page 81 silently.]

A Inferential Why is the Battle of the Little Bighorn often referred to as Custer’s Last Stand?

» Custer died in the battle, so this battle was his last effort to fight against the enemy.

Support A stand is a strong effort to defend yourself or resist something. This was Custer’s last effort to defend himself and the United States and fight against an enemy.

[Have students identify the answer(s) to question 7 on Activity Page 11.2.]



Opening of the Battle of the Little Bighorn by Amos Bad Heart Bull (1869–1913)

as they realized they were outnumbered. Reno also panicked. He ordered his men to mount their horses, but then he ordered them to dismount, and then to mount again. At last, he simply ordered everyone to retreat, and they all ran or rode away as fast as they could. They reached the top of a hill, but the Lakota were everywhere. That might have been the end of Reno and all his men, except Captain Bennett’s brigade happened to appear at just the right moment. Today, that hill is called Reno’s Hill. Reno and Bennett stayed on that hill the rest of that day, all night, and into the next day. All the while, they expected Custer and his men to ride to the rescue at any moment.

Custer never made it across the Little Bighorn River. He tried, but before he and his men were halfway across, all the rest of the warriors from that huge village came out to meet them. The only survivors of that fight, the only ones who lived to tell the story of “Custer’s Last Stand,” were Native American warriors. Custer and every one of his men died that day. **A**

As to what exactly happened to Custer, there are different stories. Most seem to agree on a few details, though. The Lakota attacked Custer and his men as they crossed the river. Many of his men died there in the water. The rest probably broke into smaller groups of 20 or 30 men. Most of the fighting was over within a few minutes. Custer and some of his men probably made

it to the top of a small hill. There they may have formed a circle and fought a little while longer before being totally overrun.

After Custer was dead, all the warriors went back and attacked Reno and Benteen and their men. They fought all the rest of the day and into the night. The fighting began again the next morning, but the Lakota learned that more army soldiers were coming. Soon after, the Lakota broke camp and scattered across the plains once again, and the war continued. Sitting Bull's prediction was correct. Crazy Horse and the Lakota warriors did win a great victory that day. It was their last great victory. Less than a year later, in May of 1877, after many more battles, Crazy Horse and the last of his warriors finally surrendered to the *Wasichu*.

As for Lieutenant Varnum, he remained in the cavalry for many years and continued to fight the few remaining Lakota and other people who dared to resist. In 1890, he won the nation's highest military award, the Medal of Honor, for his actions fighting the Sioux one last time near a place called Wounded Knee.

B



Retreat of Major Reno's Command by Amos Bad Heart Bull (1869-1913)

81

B Inferential How did the outcome of the Battle of the Little Bighorn affect the Lakota?

- » The Lakota won the battle and spread out across the plains again, continuing to fight the U.S. Army for almost a year. However, the Battle of the Little Bighorn was their last great victory before they surrendered to the U.S. Army in 1877.

[Have students record the answer(s) to question 8 on Activity Page 11.2.]

Note

Questions 1 and 2 relate to The Big Question of the chapter.

Discuss the Chapter and Wrap Up the Lesson

10 minutes

- Bring the class back together as a group, and use the following questions to discuss the chapter.

1. **Evaluative** The chapter begins by saying that the Battle of the Little Bighorn “stands out” in the history of the conflict between Native Americans and the U.S. government. Use evidence from the text to show how this battle stands out.
 - » Answers may vary, but should include that this was the last great victory of the Lakota, a powerful and influential tribe. Their victory cost the U.S. Army an important leader—Custer. However, less than a year after this important victory, the last Lakota surrendered to the *Wasichu*, marking another important event in the shared history of Native Americans and settlers.
2. **Evaluative** How did the Lakota’s knowledge of the land and the battle strategy of the U.S. Army help the Lakota win the Battle of the Little Bighorn?
 - » The open plains made it hard for Custer and his army to launch a surprise attack. In addition, the river offered an obstacle for the U.S. Army to negotiate. The Lakota’s knowledge of the land enabled them to gain the upper hand in battle. The Lakota also made alliances with other tribes and gathered forces much larger than those of the U.S. Army; in essence, they outsmarted Custer and his men.
3. **Evaluative** How did Custer’s decisions contribute to the battle’s outcome?
 - » Custer’s recklessness and stubborn decision to attack against the advice of his scouts contributed to the U.S. Army defeat. Custer’s decision to divide the U.S. soldiers into three brigades and attack from different positions failed.

Word Work: *Chaos*

5 minutes

1. In the chapter you read, “Custer, meanwhile, was a mile or so upriver, and he planned to attack at the same time, creating chaos and confusion in the village.”
2. Say the word *chaos* with me.
3. *Chaos* means complete confusion or disorder.
4. When the fire alarm sounded, the teachers avoided chaos by calmly leading the students out of the building.
5. What are some other examples of chaos? Be sure to use the word *chaos* in your response. [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “_____ caused chaos by . . .”]
6. What part of speech is the word *chaos*?
 - » noun

[Use a *Discussion* activity for follow-up.] Talk with your partner about something you know that has caused chaos or a time when chaos has been avoided. Be sure to use the word *chaos* in complete sentences as you discuss this with your partner.

GRAMMAR

15 minutes

Introduce Additional Comma Usage

- Remind students that they have learned several different ways to use commas during previous units. They have learned to use commas to separate items in a series, between city and state, in dates, before a conjunction in a compound sentence, and to separate an introductory element from the rest of the sentence.
- Tell students that today they will focus on additional uses of commas—to set off the words *yes* and *no* from the rest of a sentence; to set off a special kind of question called a tag question, which “tags along” at the end of a statement; and to indicate when directly addressing, or talking to, a person or group by name.
- Direct students’ attention to the Comma Usage Poster you prepared in advance. Invite a different student to identify the comma in each example and tell how it is used in the example.
- Direct students’ attention to the examples you prepared in advance. Have a student read the first sentence aloud.

No he will not be at school today.

- Ask students which of the three types of example sentences from the poster is demonstrated in this example. (using a comma to set off the words *yes* and *no*)
- Have students tell you where to place the comma in the sentence, and insert it in the appropriate place. (after *No*)
- Continue in the same manner for the remaining examples, using the following as a guide:

Yes, they will be there after lunch. (The word *yes* needs to be set off.)

You know who the President of the United States is, don’t you? (The tag question needs to be set off.)

This sentence is missing a comma, isn’t it? (The tag question needs to be set off.)

Kailan, please hold the door for the rest of the class. (The direct address needs to be set off.)

Nice work, Jeffery! (The direct address needs to be set off.)

Materials

- Comma Usage Poster
- Activity Page 11.3

- Have students turn to Activity Page 11.3. Review the directions, and complete the first sentence in Part I as a group. Have students complete the activity page for homework.

Materials

- Activity Page 11.4

MORPHOLOGY

15 minutes

Introduce Prefix *fore-*

- Refer to the Prefixes Poster on display in the classroom and read it with students.
- Tell students that today they will learn about the prefix *fore-*. Write the prefix on the Prefixes Poster. Point out that *fore-* is pronounced /for/.
- Tell students that the prefix *fore-* means “before” or “ahead.” Add the meaning to the poster, as well.
- Tell students that adding *fore-* does not change the part of speech of the root word, but it does change the meaning of the root word.
- Write *most* on the board. Briefly discuss the part of speech and the meaning of the word. Then use it in a sentence. (*Most* is an adjective. It means a majority of, or the largest in amount. They had eaten most of the apples, so there were only a few left.)
- Add *fore-* to *most*, and have students read the new word; then discuss the part of speech and meaning of the new word. (*Foremost* is also an adjective. It means ahead of the majority of, ahead of anything else.)
- Share the example of *foremost* used in a sentence.

Doing my chores is first and foremost on my list of things to do tomorrow.

- Have students provide sentences using the word *foremost*. (Answers may vary.)
- Write *father* on the board. Briefly discuss the part of speech of the word and the meaning of the word. Then use it in a sentence. (*Father* is a noun. It means a male parent or a person who starts something. He is known as the father of modern technology.)
- Add *fore-* to *father*, and have students read the new word; then discuss the part of speech and meaning of the new word. (*Forefather* is also a noun. It means a relative who came before you or a person who lived in the past and helped start something important.)
- Share the following example of *forefather* used in a sentence.

Thomas Jefferson is considered a forefather of the United States, as he helped establish this country.

- Have students provide sentences using the word *forefather*. (Answers may vary.)
- Continue in this manner for the remaining *fore-* words, using the following chart as a guide.

Root Word	Meaning	Affixed Word	Meaning and Synonyms	Sentence
tell	(verb) to communicate something in words	foretell	(verb) to communicate something in words before it happens	It is impossible to <u>foretell</u> the future, but meteorologists are generally accurate when they predict the next day's weather.
bode	(verb) to signal or be a sign for something	forebode	(verb) to signal or be a sign for something before it happens	The approaching dark clouds <u>forebode</u> a terrible storm.
ground	(noun) an area or part of Earth's surface	foreground	(noun) an area or part of Earth's surface that looks to be in front or ahead of another area or part	I couldn't see Jim in the picture because Tom was standing in the <u>foreground</u> , blocking out a lot of the picture behind him.
sight	(noun) the ability to see	foresight	(noun) the ability to see ahead and plan for the future	He had the <u>foresight</u> to save money in case he needed it later.
see	(verb) to have the ability to sense something with your eyes or imagine something	foresee	(verb) to have the ability to be aware of something before it happens	Although my family planned the perfect picnic, we did not <u>foresee</u> the thunderstorm that ruined it.

- Have students turn to Activity Page 11.4. Briefly review the directions. Complete the first two sentences together as a class. Have students complete the rest of Activity Page 11.4 for homework, or if you feel they need more assistance, complete the entire activity page as a teacher-guided activity.

Note

You will not write the information in the shaded columns on the board/chart paper, as that information is intended for use during oral instruction. Complete as many examples as time permits.

SPELLING

15 minutes

Materials

- Activity Pages 11.5, 11.6, SR.3

Introduce Spelling Words

- Explain that students will practice 10 words related to the content of the Reader, *A Changing Landscape*. These words do not follow one single spelling pattern. Tell students they will be assessed on these words and will write a dictated sentence related to one or more of these words in Lesson 15.
- Introduce the words by writing them on the board/chart paper. First say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly. You may wish to use the pronunciation chart to guide students in saying the words.

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

Pronunciation/Syllabication Chart

The following chart includes pronunciation and syllabication information for the spelling words. The first column lists the words. The second column breaks the words into decodable sounds based on the Core Knowledge code approach to decoding words. The third column lists syllable types in each word. This information is provided so you can present these new, unfamiliar spelling words in a way that calls upon and reinforces the manner in which students were taught to decode and encode in the earlier grades.

As you introduce and write each word, it may be helpful if you point out particular spelling patterns within each word and show students where these spellings are reflected on the Individual Code Chart. For example, you might note that the word *immigrant* includes a schwa sound (/ə/) in the third syllable of the word (i.e., the third syllable is pronounced /grənt/, but spelled ‘grant’) and then point out the ‘a’ spelling for /ə/ that is included on the Individual Code Chart.

If you are unfamiliar with the CKLA phonics approach and/or have limited phonics training, you may also find the following materials in the Teacher Resources section of the Unit 1 Teacher Guide helpful: “Using Chunking to Decode Multisyllable Words” and “Sound and Spelling of Schwa.”

If you have taught CKLA in Grades K–3, you will notice the sound-spelling notation is different in Grade 5 than in previous grades. In Grades K–3, we noted each individual sound spelling within //. For example, the sound spellings for *costly* would be /k//o//s//t//l//ee/. In Grade 5, we use a sound-spelling notation that follows linguistic and

dictionary conventions, making each notation easier to see and read. For example, the word *costly* is now notated as /kost*lee/.

Word	CK Code	Syllable Type
lifestyle	/lief*stiel/	digraph*digraph
survive	/ser*viev/	r-controlled*digraph
ceremony	/saer*ə*moe*nee/	r-controlled*ə*open*open
immigrant	/im*ə*grənt/	closed*ə*ə
assimilate	/ə*sim*ə*laet/	ə*closed*ə*digraph
heritage	/haer*ə*tij/	r-controlled*ə*digraph
generation	/je*nə*rae*shən/	open*ə*r-open*ə
landscape	/land*skaep/	closed*digraph
reservation	/rez*er*vae*shən/	closed*r-controlled*open*ə
spiritual	/speer*ich*oo*əl/	r-controlled*closed*open*ə

- After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence.

Spelling Word	Definition	Example Sentence
lifestyle	(noun) the way a person or group of people lives	All the Native American tribes in California lived a hunter-gatherer <u>lifestyle</u> .
survive	(verb) to stay alive even through difficulties or dangers	Almost everything that Plains tribes needed to <u>survive</u> came from the buffalo.
ceremony	(noun) a formal event done for a specific reason or occasion	A Vision Quest was a coming-of-age <u>ceremony</u> that marked a young person’s transition to adulthood.
immigrant	(noun) someone who leaves his or her own country to live in another country	Throughout the second half of the 1800s, <u>immigrants</u> flowed into the United States from other places, particularly Europe.
assimilate	(verb) to become part of a society or culture	Some people in the United States wanted to help Native Americans <u>assimilate</u> and become part of the nation.
heritage	(noun) the traditions and beliefs unique to a specific group and handed down from generation to generation	Luther spent much of his life working to preserve Lakota <u>heritage</u> and customs.
generation	(noun) a group of people born in the same time period	Different tribes had their own stories and rituals, which they passed from one <u>generation</u> to the next.
landscape	(noun) the area of land that can be seen at one time	Three hundred years ago, America’s Great Plains had a <u>landscape</u> of wide-open prairies with rolling hills, lazy rivers, and endless grassland.
reservation	(noun) an area of land in the United States set aside for Native Americans to live on	By 1890, it was common for native people to be forced to live on a <u>reservation</u> in the United States.

spiritual	(adjective) relating to the soul, spirit, religion, or sacred	Through spiritual ceremonies, Native Americans gave thanks and praise to what they called “nature’s helping spirits” and also asked for safety and mercy.
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- Tell students the word list will remain on display until the assessment so they can refer to it until then.
- Have students turn to Activity Pages 11.5 and 11.6. Explain that they will take home Activity Page 11.5 to practice spelling the words for homework and complete Activity Page 11.6 for homework.

Materials

- *Fluency Supplement* selection (optional)
- Activity Pages 11.3–11.6

TAKE-HOME MATERIAL

Grammar; Morphology; Spelling

- Have students take home a text selection from the *Fluency Supplement* if you are choosing to provide additional fluency practice.
- Have students take home Activity Pages 11.3 and 11.4 to complete for homework.
- Have students take home Activity Pages 11.5 and 11.6 to practice the spelling words.

Lesson 12

Unit 9: Native Americans

CORE CONTENT OBJECTIVES

Students will:

- ✓ Explain the significance of the Battle of the Little Bighorn in the conflicts between the U.S. government and Native Americans
- ✓ Identify the leaders in the Battle of the Little Bighorn and explain their importance
- ✓ Describe the consequences of the Battle of the Little Bighorn for the Lakota tribe

LESSON AT A GLANCE	TIME	MATERIALS
Reading		
Close Reading: Chapter 9 “Battle of the Little Bighorn”	40 min.	<i>A Changing Landscape</i> ; Activity Page 12.1
Word Work: <i>Reckless</i>	5 min.	
Writing		
Draft a Persuasive Essay	45 min.	writing journals; Activity Pages 5.2, 5.3, 7.4, SR.2; Sample Persuasive Essay
Take-Home Material		
Reading	*	Activity Page 12.1

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to explain why the Battle of the Little Bighorn was an important event in the shared history of European settlers and Native Americans.

Writing: By the end of this lesson, students will have drafted a body paragraph and conclusion for their persuasive essays.

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper. Alternatively, you may access a digital version of this and The Big Question in the digital components for this unit.

Read closely to examine the author’s words, sentences, and literary devices for a deeper understanding of “Battle of the Little Bighorn.”

Writing

- Display the Sample Persuasive Essay you prepared for Lesson 2. Alternatively, you may access a digital version in the digital components for this unit.

Grammar; Morphology; Spelling

- Collect Activity Pages 11.3, 11.4, and 11.6 to review and grade, as there are no grammar, morphology, or spelling lessons today.

Materials

- *A Changing Landscape*
- Activity Page 12.1

Note

Close reading lessons present excellent opportunities to ensure that English learners and other students who need additional support fully comprehend a reading selection.

READING

45 minutes

Close Reading: Chapter 9 “Battle of the Little Bighorn”

40 minutes

Review the Chapter

5 minutes

- Tell students they will reread Chapter 9, “Battle of the Little Bighorn.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Read the purpose for reading from the board/chart paper:

Read closely to examine the author’s words, sentences, and literary devices for a deeper understanding of “Battle of the Little Bighorn.”

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.

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

Close Reading

There are many ways for students to respond to the questions. Vary how you elicit students’ responses to promote student engagement. For example:

- Have students work in pairs. Following each question, direct students to consult with their partner about the correct response before one student responds.
- Have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response before one student responds.
- Following a question, have all students provide a written response before one student responds orally.

Read "Battle of the Little Bighorn"

30 minutes

- Read the title of the chapter as a class, "Battle of the Little Bighorn." As you read portions of the chapter, pause to explain or clarify the text at each point indicated.

Word(s)	CK Code
Lieutenant	/loo*ten*ənt/
veille	/rev*ə*lee/
Sioux	/soo/

- A** [Have a student read the first paragraph on page 74 aloud.]
- B** *VOC Inferential* The Battle of the Little Bighorn is described as one that “stands out” in the history of the conflict between settlers moving west and Native Americans. In this context, what does the phrase *stands out* mean?
- » It means that it is more important, more noticeable, or more memorable than others.
- C** [Have a student read the second and third paragraphs on page 74 aloud.]
- D** *LIT Evaluative* Juxtaposition is when two things (people, places, scenes, ideas) are placed close together to show the contrast between them. What two things are in juxtaposition in this chapter so far?
- » The calm, peaceful scene described in these paragraphs is juxtaposed with the statement about Varnum and others not being able to sleep the night before because they knew there was going to be a battle that day.
- E** **Support** Based on what you learned about the word *scout* in an earlier lesson, what purpose would the scouts serve to Lieutenant Varnum in the Battle of the Little Bighorn?
- » The scouts would be sent ahead of the troops to gather information about the Native Americans camped on the other side of the river.

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?

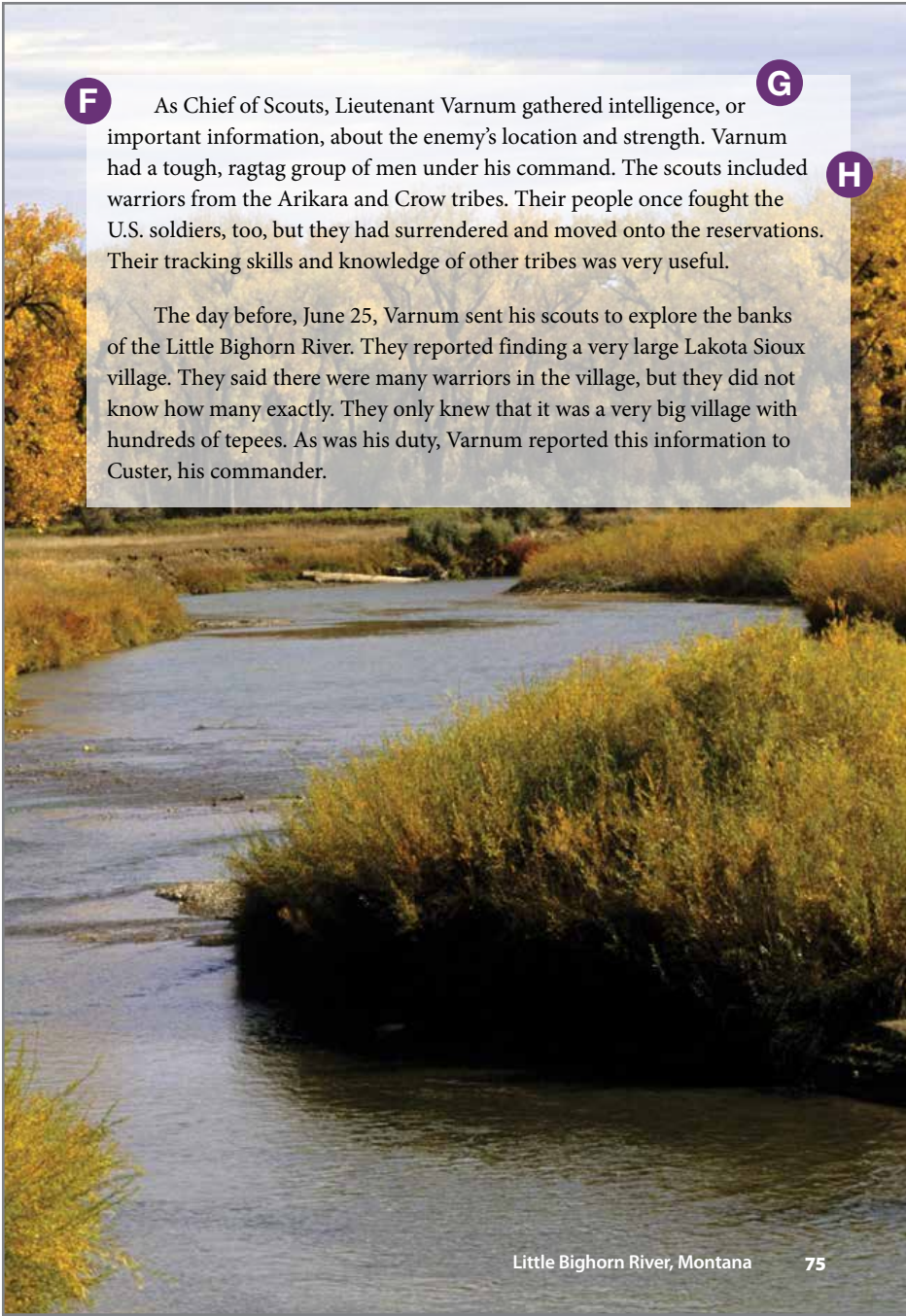
A In previous chapters you read about **conflict** between Native Americans and settlers moving west. This is the story of the Battle of the Little Bighorn. It is an event that stands out in the history of this conflict. **B**

C Lieutenant Charles Varnum was awake long before **veille** 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. **D**

E 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



F 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 75

F [Have a student read the first paragraph on page 75 aloud.]

G *SYN Inferential* In the first sentence, the phrase *or important information* is set off by commas. Why is this phrase set off by commas?

» The phrase is the definition of the word *intelligence*, which comes immediately before the phrase set off by commas.

H **Support** The word *ragtag* means a group of different people who are not well-coordinated or organized.

Word(s)	CK Code
Arapahoe	/ə*rap*ə*hoe/
Cheyenne	/shie*an/
Wasichu	/wo*see*choo/

A [Have a student read the first two paragraphs on page 76 aloud.]

B *VOC Literal* Custer is described as being reckless. What evidence is there in the text to support the claim that Custer was reckless?

» As an officer in the Civil War, he took big risks with the lives of his soldiers; also, he wanted to attack the village at the Little Bighorn although the Arikara and Crow scouts advised against it because it was the biggest village they had ever seen.

C *SYN Inferential* The last sentence in the second paragraph starts with the word *still*. By beginning with the word *still*, what does that sentence mean?

» The word *still* is used to show the contrast between what was said in the sentences preceding that sentence, and what is said in that sentence. It means that, although Varnum had great respect for Custer, he felt that Custer was possibly being too reckless in attacking at the Little Bighorn.

D [Have a student read the third paragraph on page 76 aloud.]

E *SYN Inferential* In the middle of the paragraph is a short sentence—*And the Lakota were not alone*. What effect does this short sentence create in this paragraph?

» This short sentence draws the reader's attention to it, adding more emphasis to the fact that Custer's troops faced the Lakota warriors plus their allies.

Support What are allies?

» Allies are people or groups that help each other toward a common goal.

A 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

B being too reckless. **C**

D 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,

E 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



General George A. Custer, 1876



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.

F 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.

H 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

77

F [Have a student read the first full paragraph on page 77 aloud.]

G *COMP Inferential* What did the Lakota think about the soldiers and settlers? How do you know?

» The Lakota thought the soldiers and settlers were greedy. This conclusion is supported by the fact that the Lakota called the soldiers and settlers *Wasichu*, which means “person who takes the fat.”

H [Have a student read the last paragraph on page 77 aloud.]

I *SYN Inferential* What does the phrase *because he always found victory* in the last sentence, read in the context of the rest of the paragraph about Crazy Horse, tell you about what he was like?

» Answers may vary, but may include that Crazy Horse was brave and a bit reckless, so he wasn't satisfied with simply winning when it was easy; he sought, and then “found,” victories.

A [Have a student read the first paragraph on page 78 aloud.]

B *COMP Inferential* Why was it hard to hide a cavalry regiment for very long out on the plains?

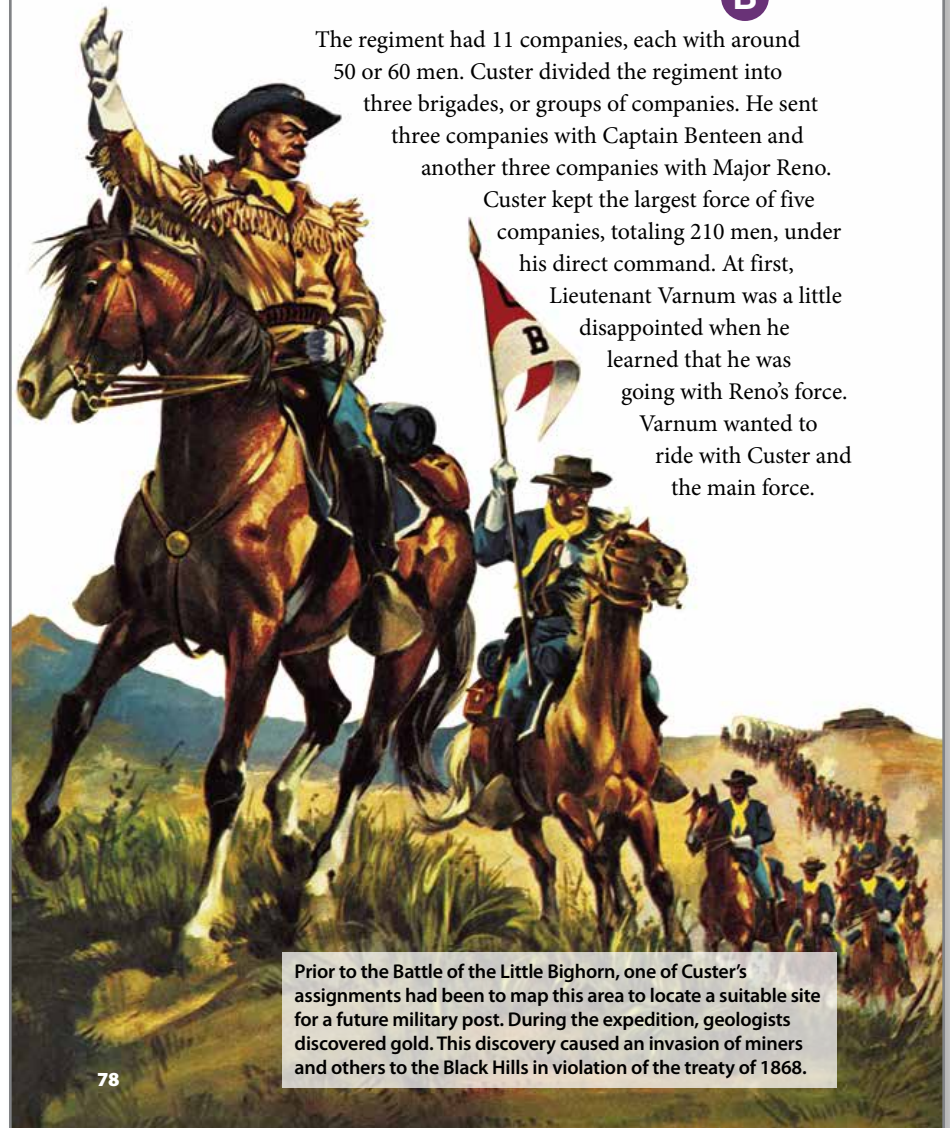
» The plains consisted of relatively flat land with grass and other low-lying vegetation that wouldn't hide soldiers and their horses very well.

A After talking with Varnum and his scouts, Custer ordered his troops to prepare to attack the village. Custer planned a surprise attack, but he soon realized this was impossible. After all, the Lakota had scouts, too, and it is not easy to hide a cavalry regiment for very long out on the plains. **B**

The regiment had 11 companies, each with around 50 or 60 men. Custer divided the regiment into three brigades, or groups of companies. He sent three companies with Captain Benteen and another three companies with Major Reno.

Custer kept the largest force of five companies, totaling 210 men, under his direct command. At first, Lieutenant Varnum was a little disappointed when he learned that he was going with Reno's force.

Varnum wanted to ride with Custer and the main force.



78

Prior to the Battle of the Little Bighorn, one of Custer's assignments had been to map this area to locate a suitable site for a future military post. During the expedition, geologists discovered gold. This discovery caused an invasion of miners and others to the Black Hills in violation of the treaty of 1868.

Custer did take several of Varnum's scouts because he needed them to guide him to the village. The Arikara and Crow had long been enemies of the Lakota, since the days before any Europeans knew about America. Therefore, Varnum's scouts were willing to go and fight with Custer. However, as he was riding out with Reno's troops, Varnum saw his scouts preparing for battle. They were singing their death songs, which meant they did not expect to survive the day.

Custer took his brigade to the north along the right bank of the Little Bighorn River, looking for a good place to cross and attack the village. Reno crossed over to the left bank, and his troops moved north on that side of the river. Soon, scouts were reporting that the Lakota knew the soldiers were coming and they were not running away. Custer sent a messenger to Reno and ordered him to attack the village and force the Lakota to come out and fight. Custer, meanwhile, was a mile or so upriver, and he planned to attack at the same time, creating **chaos** and confusion in the village.

Reno's brigade dismounted from their horses and approached a few tepees on the edge of the village. They moved forward in a line, cautiously, with the troops up front and the officers, including Lieutenant Varnum, to the rear. As they approached the village, Varnum saw children running away. Several women mounted horses and they were the first ones to ride out and shoot at the soldiers. Then the warriors arrived. At first, there were only a few. They hid in the tall grass and fired their guns from a distance.

C Reno's soldiers and the Lakota shot back and forth for about 20 minutes. One of Reno's men was wounded during this time, but that was all. However, Lieutenant Varnum was a trained and experienced scout, which means he had good eyes and a good sense of what was happening around him. He realized that the Lakota warriors were gathering behind a nearby hill.

D Varnum sent a scout to see, and sure enough, he reported that there were at least 500 warriors there. Before Varnum could warn Reno, the warriors rode their horses around from behind the hill.

E The ground shook and the air filled with their war cries as warriors swarmed toward Reno's brigade. Bullets and arrows whizzed all around, and then the soldiers began to fall. Panic and fear spread through Reno's brigade

79

C [Have a student read the third full paragraph on page 79 aloud.]

D *SYN Inferential* In the next-to-the-last sentence, the phrase *sure enough* is used. What does the use of this phrase indicate?

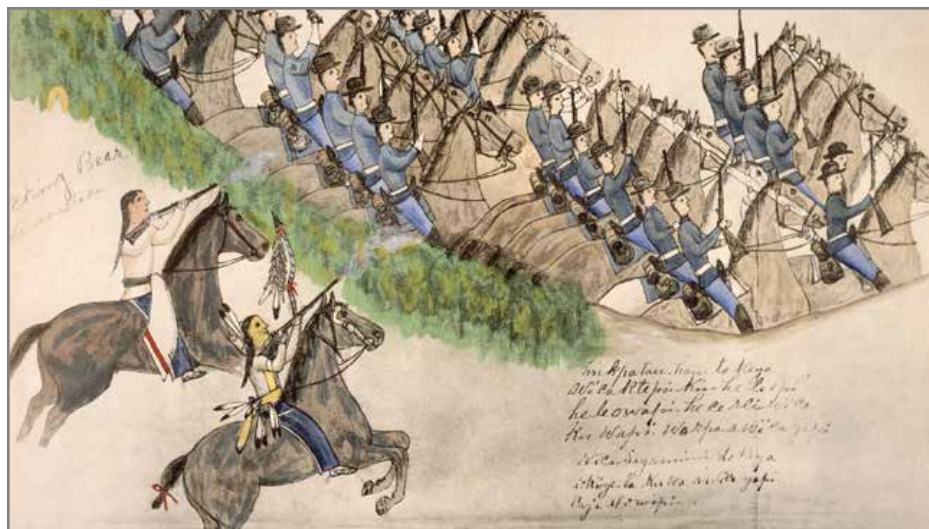
» Varnum guessed that the Lakota warriors were gathering behind a nearby hill. When he sent a scout to see, the scout reported that there were at least 500 warriors gathered there, showing that Varnum's guess was correct.

Support The phrase *sure enough* indicates that someone's prediction or guess was proven true.

E [Have a student read aloud the paragraph beginning at the bottom of page 79 and ending on the top of page 80.]

A SYN Evaluative The sentence *He ordered his men to mount their horses, but then he ordered them to dismount, and then to mount again* is actually three sentences rolled together in one. What effect is achieved by having these three phrases in a single sentence rather than in three separate sentences?

- » Answers may vary, but may include that it better conveys the panic Reno was feeling, and the fact that Reno may have had all three thoughts at the same time.



Opening of the Battle of the Little Bighorn by Amos Bad Heart Bull (1869–1913)

A as they realized they were outnumbered. Reno also panicked. He ordered his men to mount their horses, but then he ordered them to dismount, and then to mount again. At last, he simply ordered everyone to retreat, and they all ran or rode away as fast as they could. They reached the top of a hill, but the Lakota were everywhere. That might have been the end of Reno and all his men, except Captain Bennett's brigade happened to appear at just the right moment. Today, that hill is called Reno's Hill. Reno and Bennett stayed on that hill the rest of that day, all night, and into the next day. All the while, they expected Custer and his men to ride to the rescue at any moment.

Custer never made it across the Little Bighorn River. He tried, but before he and his men were halfway across, all the rest of the warriors from that huge village came out to meet them. The only survivors of that fight, the only ones who lived to tell the story of "Custer's Last Stand," were Native American warriors. Custer and every one of his men died that day.

As to what exactly happened to Custer, there are different stories. Most seem to agree on a few details, though. The Lakota attacked Custer and his men as they crossed the river. Many of his men died there in the water. The rest probably broke into smaller groups of 20 or 30 men. Most of the fighting was over within a few minutes. Custer and some of his men probably made

it to the top of a small hill. There they may have formed a circle and fought a little while longer before being totally overrun.

After Custer was dead, all the warriors went back and attacked Reno and Benteen and their men. They fought all the rest of the day and into the night. The fighting began again the next morning, but the Lakota learned that more army soldiers were coming. Soon after, the Lakota broke camp and scattered across the plains once again, and the war continued. Sitting Bull's prediction was correct. Crazy Horse and the Lakota warriors did win a great victory that day. It was their last great victory. Less than a year later, in May of 1877, after many more battles, Crazy Horse and the last of his warriors finally surrendered to the *Wasichu*.

As for Lieutenant Varnum, he remained in the cavalry for many years and continued to fight the few remaining Lakota and other people who dared to resist. In 1890, he won the nation's highest military award, the Medal of Honor, for his actions fighting the Sioux one last time near a place called Wounded Knee.



Retreat of Major Reno's Command by Amos Bad Heart Bull (1869–1913)

Discuss the Chapter and Wrap Up the Lesson

5 minutes

- Use the following question to discuss the chapter.

1. *Evaluative* How does the author’s use of literary devices (such as juxtaposition), descriptions of several men involved in the battle, and use of unusual syntax (such as short sentences or sentences that could be broken into several shorter sentences) give the reader a better understanding of what happened at the Battle of the Little Bighorn?
 - » Through these literary devices, descriptions, and syntax, the reader can visualize the location where the battle took place, understand more about the people involved in the battle, and get a sense of the panic and chaos that took place during the battle.

- Have students take home Activity Page 12.1 to read and complete for homework.

Word Work: *Reckless*

5 minutes

1. In the chapter you read, “However, he also had a reputation for being reckless, taking big risks with the lives of his soldiers.”
2. Say the word *reckless* with me.
3. *Reckless* means careless or acting without considering the consequences.
4. It is reckless to ride a bicycle without wearing a helmet.
5. What are some other examples of a reckless action? Be sure to use the word *reckless* in your response. [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “It is reckless to _____.”]
6. What part of speech is the word *reckless*?
 - » adjective

[Use an *Antonym* activity for follow-up.] An antonym, or word that means the opposite, of *reckless* is *careful*. I am going to read to you several situations in which someone is acting in either a reckless manner or a careful manner. If the sentence I read demonstrates someone being reckless, say, “He/she is being reckless.” If the sentence I read demonstrates someone being careful, say, “He/she is being careful.”

1. Makenzie made sure her little sister did not get too close to the campfire when she and her family went camping.
 - » She is being careful.
2. Juanita did not buckle her seat belt when she got in the car.
 - » She is being reckless.
3. Jim left his book outside overnight, although he knew it was going to rain.
 - » He is being reckless.
4. Dai put the soccer equipment away after the game so it wouldn’t get lost.
 - » He is being careful.

Draft a Persuasive Essay

Draft the Body of a Persuasive Essay

15 minutes

- Have students turn to their writing journals, and tell them that they will draft the final body paragraph of their persuasive essay.
- Explain that students should refer to their chosen image and description on Activity Page 5.2, relevant information they collected using Activity Page 5.3, the notes they created on Activity Page 7.4 to draft their body paragraphs, and the Persuasive Essay Rubric on Activity Page SR.2.
- Have students draft the paragraph, using the third piece of evidence they identified on Activity Page 7.4.

Support You may wish to group students who need more scaffolding and immediate feedback into a small group working directly with you.

- Circulate and check in with students as they draft, offering support and guidance as needed.

Feedback Provide reinforcing or corrective feedback for body paragraph drafts, such as:

- » I like how you have focused on one piece of evidence in each paragraph.
- » I see that you are writing about two different pieces of evidence in one paragraph. Which piece of evidence do you want to be the focus of this paragraph? Which piece of evidence is different and can go in a separate paragraph?
- » I like how you are using your notes from the activity pages to help you write your body paragraphs.

Examine a Conclusion

5 minutes

- Bring students back together as a class. Tell them they will now draft the conclusion paragraph to their persuasive essays. Explain that they will restate their argument using the evidence they have gathered and the body paragraphs they have developed in this and previous lessons.
- Explain that a conclusion paragraph incorporates the argument in a new way and restates the evidence that leads to that argument.
- Remind students that their conclusion paragraph should focus on persuading the reader to agree with their argument.
- Refer to the Sample Persuasive Essay, and point out the restatement of the argument (underlined) and supporting evidence (italicized).

Materials

- writing journals
- Activity Pages 5.2, 5.3, 7.4, SR.2
- Sample Persuasive Essay

Note

If using a word processor to draft their persuasive essays, have students begin their body paragraphs immediately after the description paragraph.

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 in the Native American way of life.

Draft a Conclusion

15 minutes

- Have students refer to the descriptive and body paragraphs they have already written.
- Have students turn to their writing journals (or use a word processor) and draft a conclusion based on their existing argument and body paragraphs, incorporating the argument and supporting evidence.

Support You may wish to group students who need more scaffolding and immediate feedback into a small group to work directly with you.

Wrap Up

10 minutes

- Have students turn to a partner and share their conclusion paragraphs. The listening partner should then be able to restate the argument to the presenter.

Feedback If the listening partner is not able to restate the argument to the presenter, the presenting student may wish to revise his or her conclusion to make the argument clearer.

Feedback Collect students' writing journals to review and monitor student progress using the Persuasive Essay Rubric. Written feedback may include comments such as:

- » This is a great detail that uses descriptive language.
- » Nice job using information from the Reader to compose your evidence paragraphs.
- » I don't know how this connects to your image. Can you explain how it connects? If not, you might not want to include this evidence.
- » The information I put in a box might not be true. It is logical, but it wasn't in the Reader, so I don't know whether or not it is true. Try rewriting the sentence by sticking to information you know is true.

TAKE-HOME MATERIAL

Reading

- Have students take home Activity Page 12.1 to read and complete for homework.

Materials

- Activity Page 12.1

Lesson 13

Unit 9: Native Americans

CORE CONTENT OBJECTIVES

Students will:

- ✓ Explain how Native Americans' cultural identity is tied to the land on which they live
- ✓ Explain the effect the Dawes Act had on Native Americans

LESSON AT A GLANCE	TIME	MATERIALS
Reading Read-Aloud: Chapter 10 "The Taking of the Land" Word Work: <i>Revive</i>	40 min. 5 min.	<i>A Changing Landscape</i> ; Activity Pages 13.1, 13.2
Writing Revise and Edit a Persuasive Essay	45 min.	writing journals; Activity Pages SR.2, SR.4; Persuasive Essay Editing Checklist
Take-Home Material Reading	*	Activity Page 13.2

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to explain how different perspectives of land ownership affected Native Americans in relation to the Dawes Act.

Writing: By the end of this lesson, students will have revised and edited a persuasive essay.

ADVANCE PREPARATION

Reading

- Collect Activity Page 12.1, which was completed for homework, to review and grade at a later time.
- Prepare to use the Perceptions of Land and Its Use Chart.
- Write the purpose for reading on the board/chart paper. Alternatively, you may access a digital version of this and The Big Question in the digital components for this unit.

Read to learn how the Dawes Act affected Native Americans.

Writing

- Return students' writing journals with your feedback in preparation for revising and editing.
- Display the enlarged Persuasive Essay Rubric from Lesson 4. Prepare and display an enlarged version of the Persuasive Essay Editing Checklist on Activity Page SR.4. Alternatively, you may access digital versions in the digital components for this unit.

Materials

- *A Changing Landscape*
- Activity Pages 13.1, 13.2

READING

45 minutes

Read-Aloud: Chapter 10 "The Taking of the Land"

40 minutes

Introduce the Chapter

5 minutes

- Tell students you will read aloud Chapter 10, "The Taking of the Land." They should follow along in their Reader as you read.
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *isolation*.
- Have them find the word on page 83 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary at the back of the Reader, locate *isolation*, and then have a student read the definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 10.1 while you read each vocabulary word and its meaning noting that:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

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)

Vocabulary Chart for Chapter 10 “The Taking of the Land”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	petition	isolation revive sustenance
Spanish Cognates for Core Vocabulary		sustento
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases	lay at the heart of make ends meet	

- Read the purpose for reading from the board/chart paper:

Read to learn how the Dawes Act affected Native Americans.

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.

How did the Dawes Act change Native Americans’ land rights?

Read “The Taking of the Land”

25 minutes

Read the chapter aloud as students follow along in their Readers. As you read, stop to read and discuss the corresponding guided reading supports.

Word(s)	CK Code
Dawes	/dawz/
Carlisle	/kar*liel/

A [Read page 82 and the first paragraph of page 83 aloud.]

Chapter 10

The Taking of the Land

THE BIG QUESTION
How did the Dawes Act change Native Americans' land rights?

A



Henry Laurens Dawes (1816–1903)

By the late 1880s, nearly all Native Americans had been forced onto reservations or assimilated into U.S. society. Forcing people onto reservations did not bring peace. Even on the reservations, far away from their ancestral lands, stripped of their culture and forced to learn a new way of life, some Native Americans would not give up the fight.

Eventually, Congress passed the Dawes Act (officially the General Allotment Act of 1887). The Dawes Act was the final act that forced an end to the conflict between the United States and Native American tribes. This act “did away with”

reservations altogether, based on the belief that the only path to survival for Native Americans was for them to assimilate and own land as individual family farmers. It did not simply take more land or carve up existing reservations, the Dawes Act actually aimed to destroy the heart of Native American cultural identity, the one thing no other treaty or act of Congress had done.

Under the Dawes Act, reservations were broken up and Native American families who lived on those former reservations received 160 acres of land, the same amount granted to settlers, or homesteaders, by the Homestead Act. This act forced Native Americans to work and survive as individuals and not as part of a tribe. However, most of the acreage that was allocated was on existing reservation land that was usually unsuitable for growing crops. While most homesteaders had a good chance of making a living off their 160 acres, most Native Americans had no such luck on their dry, dusty allotments. Any land not claimed by Native Americans was made available for sale to non-Native American settlers. Those who could not earn a living from their allotment had to sell their land to non-Native American settlers for needed cash. The former reservation homelands were chopped up into many little pieces and hunting and fishing territory was lost. Many people left the former reservation land and never returned. Those who remained struggled to survive. Worst of all, rather than a sense of belonging to the land, they felt a sense of **isolation** and sadness. The people were scattered and all that remained—it seemed—were stories and memories. **B**

C To understand why the Dawes Act was so damaging to Native American tribes, you must understand what lay at the heart of Native American cultural identity. Many factors contribute to cultural identity. Language, clothing, food, and religious practices are all important, but they are really only pieces of the puzzle. These things only provide clues to a person's culture. The true core of a person's cultural identity cannot necessarily be seen, heard, or tasted. Cultural identity is something people feel and know deep down inside, regardless of what they wear or do and regardless of where they live. **D**

When Native American children went off to the boarding schools (such as the Carlisle Indian Industrial School), they changed their clothing and language. They traded in their homemade animal-skin clothes for wool suits and dresses. They learned to speak English. They learned about a new religion, and they learned how to work in factories and on farms. They did everything their teachers told them to do—everything that was supposed to erase their cultural identity. But it did not work. In the end, they were still Native Americans.

83

B Inferential What did the Dawes Act do to Native American tribes and reservations?

» It broke up reservations and forced Native Americans to own land as individual family farmers, rather than as tribes. Many believed this would force Native Americans to assimilate, which would be their only path to survival.

C [Read the rest of page 83 aloud.]

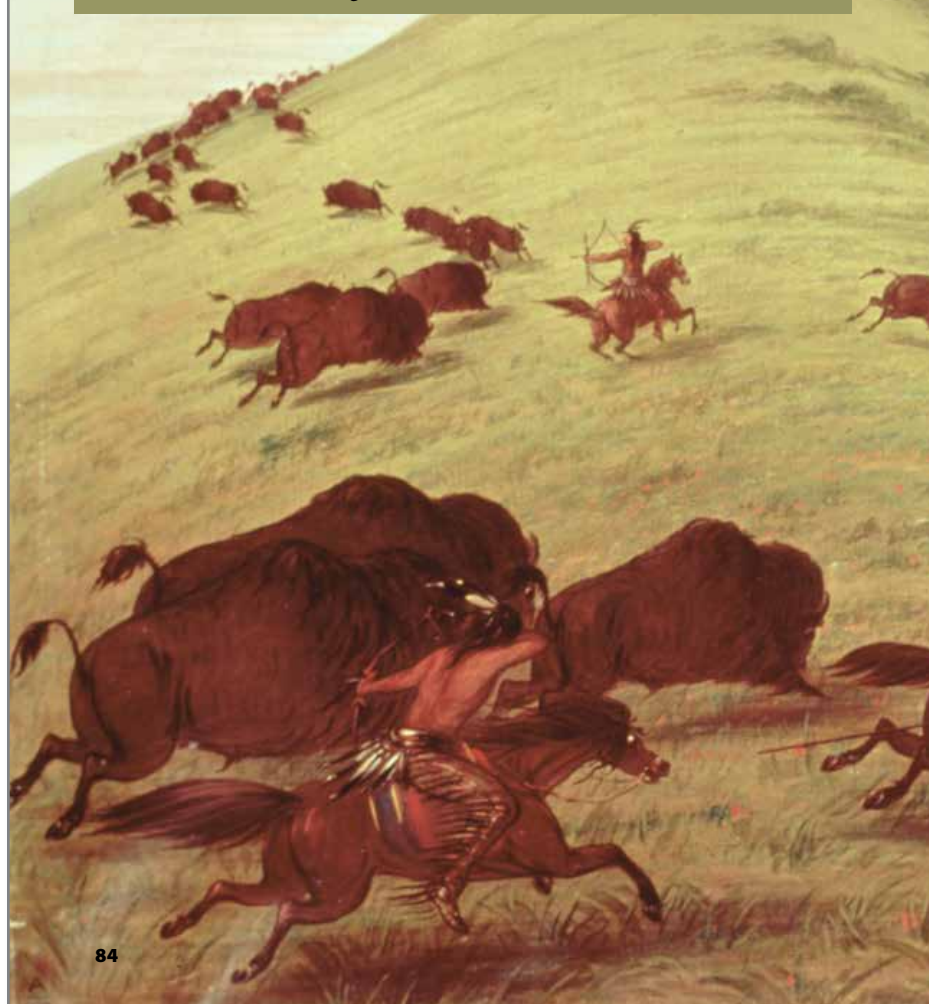
D Inferential According to the text, what is cultural identity?

» Language, clothing, food, and religious practices all contribute to cultural identity, but ultimately it is something people feel and know deep down inside.

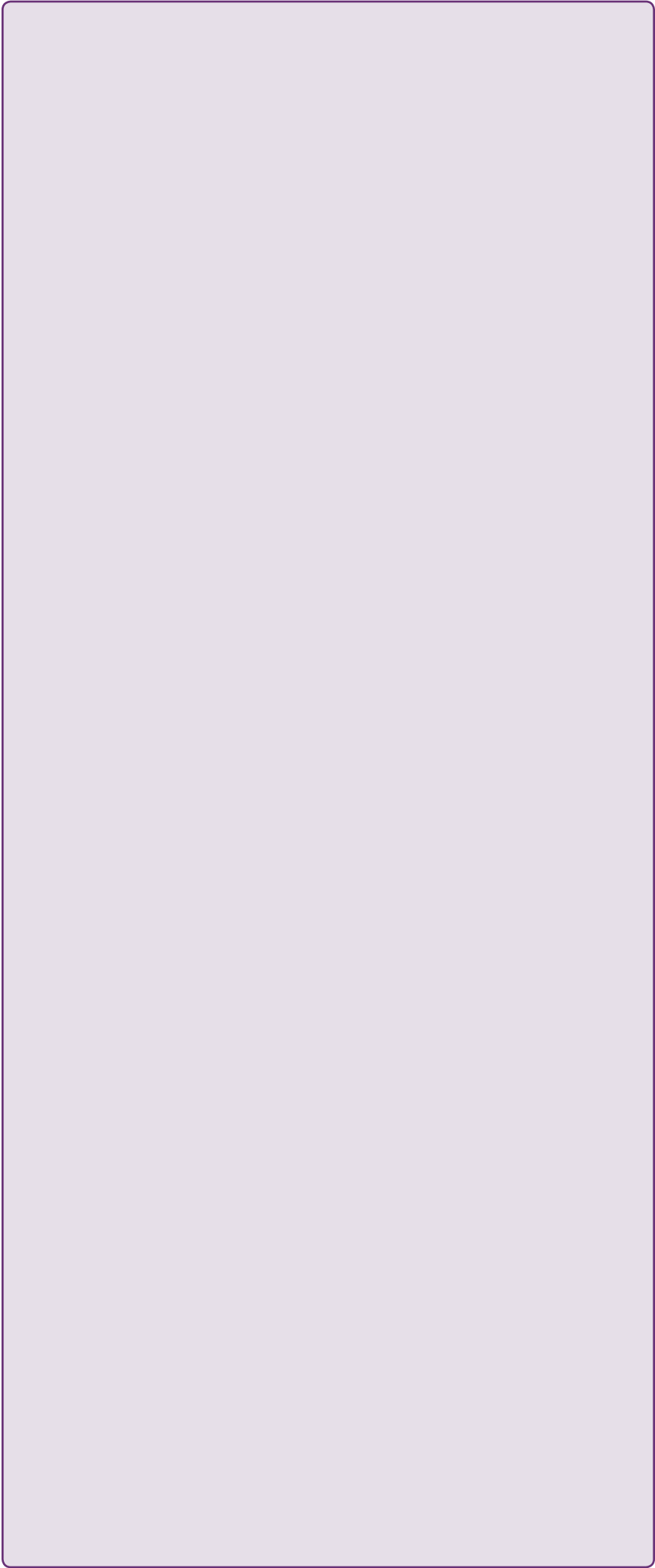
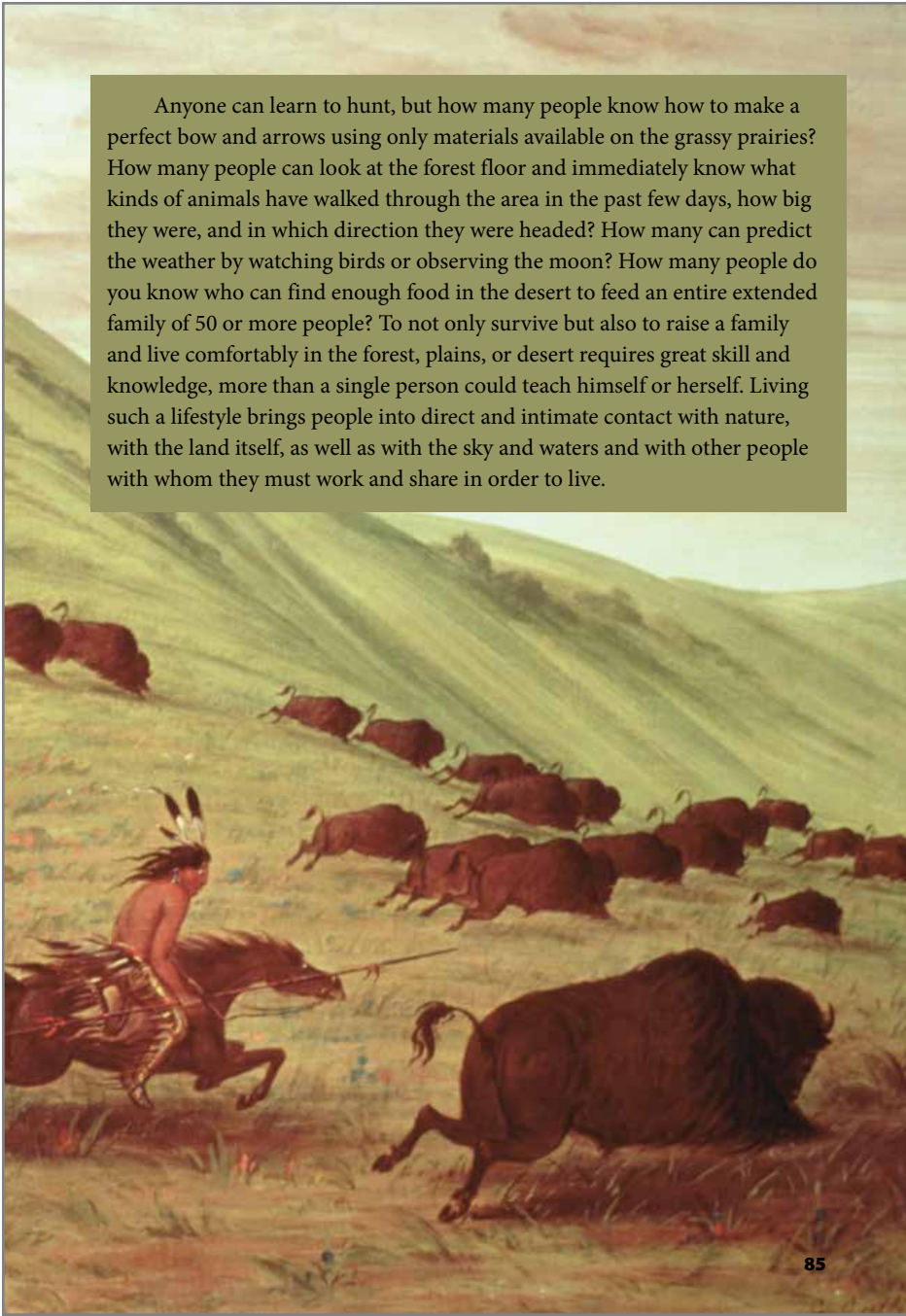
A [Read pages 84, 85, and the first paragraph on page 86 aloud.]

A

Why? What was it about the cultural identity of Native Americans that could not be easily erased or forgotten? The answer to this question is both simple and complicated: land. It is simple because it is easy to see why the land was so important to Native Americans. But it is complicated because, according to Native American traditions, there is more to land than dirt and rock. There is more to it than plants, animals, and all the resources necessary for survival. Land is not simply a place where a tribe lives. Land is part of the tribe itself. Land is the thing that makes the tribe whole.



Anyone can learn to hunt, but how many people know how to make a perfect bow and arrows using only materials available on the grassy prairies? How many people can look at the forest floor and immediately know what kinds of animals have walked through the area in the past few days, how big they were, and in which direction they were headed? How many can predict the weather by watching birds or observing the moon? How many people do you know who can find enough food in the desert to feed an entire extended family of 50 or more people? To not only survive but also to raise a family and live comfortably in the forest, plains, or desert requires great skill and knowledge, more than a single person could teach himself or herself. Living such a lifestyle brings people into direct and intimate contact with nature, with the land itself, as well as with the sky and waters and with other people with whom they must work and share in order to live.



A *Evaluative* What is the main idea of the two paragraphs on pages 84 and 85 and the paragraph on the top of page 86?

- » Land was very important to Native American cultural identity, and Native Americans' relationship with the land was very different from other groups' relationships with the land.

Support What role did land play in the lives of Native Americans?

- » It was important to their cultural identity, as the land is part of the tribe itself. The land makes the tribe whole.

B *Inferential* What kinds of activities strengthened Native Americans' relationship with the land?

- » Answers may vary, but should include tracking animals, predicting weather by watching birds or the moon, and finding food in the desert to feed an extended family.

C [Read the rest of page 86 and all of page 87 aloud.]

D *Evaluative* This second sentence in this paragraph is a question: *How much spare time would you have for fun and games if you found yourself in the wild, with nothing but your hands and brain to provide food, clothing, housing, and fuel?* But it is not a question the reader is expected to answer. What effect does the inclusion of this question have on understanding the information in this paragraph?

- » Answers may vary, but should include that it gives the reader a better understanding of how easy it was for Native Americans to live comfortably in the wild, but how difficult it would be for someone else to live comfortably in the wild. Native Americans knew how to get what they needed from nature, using whatever was available on the land for a wide range of purposes. People not accustomed to living that way would have a very difficult time living comfortably.

This was very different from the way people of European descent lived at the time, and it is very different from the way Americans and Europeans live today. Rather than conquering or taming the land, Native Americans blended into the land. They built sturdy, cozy houses. They moved across the land, following age-old trails. They had excellent tools, but not machinery or factories. They possessed incredible amounts of knowledge—knowledge not necessarily found in a library. **A B**

C For people living today, survival in the forest or other wilderness would require all our energy and time. How much spare time would you have for fun and games if you found yourself in the wild, with nothing but your hands and brain to provide food, clothing, housing, and fuel? Most likely, you would spend all day looking for food and still go to bed hungry, and probably cold, too. Not so for Native Americans. Native Americans lived comfortably and usually had plenty to eat. They had time for things other than hunting and gathering. They made music and danced and told long, engaging stories. They had celebrations and feasts, and they played games. They were skilled artisans, crafting boats, fine pottery, basketry, jewelry, dolls, headdresses, baby cradles, and all sorts of beautiful objects using whatever was available on the land. This was true long ago, and it is still true today. **D**

From this closeness and intimacy with nature, Native Americans developed their truest sense of cultural identity. Their knowledge of the land was the source not only of food and shelter but also of their stories and beliefs. The spirits they worshipped lived on the same land as everything else. Furthermore, wherever they went, Native Americans walked in the footsteps of their ancestors, whose very flesh and blood was also part of the land. For Native Americans, *everything* was connected to the land. As long as a tribe was together on the land, they were able to cling to their cultural identity. Without land, there could be no tribe.

And so, after decades of wars, treaties, and acts of Congress, the U.S. government finally understood that any land Native Americans were permitted to own as a tribe allowed them to maintain their

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.

E

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.

F

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.

87

E Inferential How did the Dawes Act succeed, from the point of view of the U.S. government, where other acts and treaties had failed?

» It took away the one thing Native American tribes needed to maintain their cultural identities: land.

F Literal How did the overturning of the Dawes Act affect Native Americans?

» It allowed Native American tribes to own land once again and exist as separate nations within the United States. This allowed Native Americans to revive and renew their cultural identities.

A [Read page 88 aloud.]

B Inferential The Hopi Petition is a primary source document. A primary source document is one that was written or created during the time period being studied. Primary source documents often give us a window into certain perspectives at a specific time in history. Whose perspective does this primary source document show us and during what time?

- » This document is from the perspective of the Hopi Native Americans living in the Arizona Territory shortly after the Dawes Act was passed.

Support Is the Hopi Petition written from the perspective of Native Americans or from the U.S. government? How do you know?

- » Native Americans; It is addressed “To the Washington Chiefs,” and describes what the Hopi people observed when officials from the U.S. government came to their land to divide it into separate lots. It also describes, from the Hopi perspective, how they view the land and its ownership.

C Evaluative How does the Hopi Petition view of the Dawes Act differ from the U.S. government’s view of the act as it was described in the rest of this chapter?

- » The Hopi Petition shows that Native Americans were against the Dawes Act, whereas the rest of this chapter shows that the U.S. government thought the act “succeeded.”

A

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.

B C

Moqui Villages
Arizona March 1894

To the Washington Chiefs:

During the last two years strangers have looked over our lands with spy-glasses and made marks upon it, and we know but little of what they mean. As we believe that 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 family, the dwelling house and the field are inseparable, because the woman is the heart of them, and they rest with her. Among us the family trace its kin from the mother, hence all its possessions are hers. The man builds the house but the woman is the owner, because she repairs and preserves it; the man cultivates the field, but he renders its harvest into the woman's keeping, because upon her it rests to prepare the food, and the surplus of stores for barter depends upon her thrift.

A man plants the fields of his wife, and the fields assigned to the children she bears, and informally he calls them his, although in fact they are not. Owner of the field which he inherits

The U.S. government continued to carve up Hopi land. However, several years later, they gave up due to continued resistance and confusion about land rights.

89

Note

Question 3 relates to The Big Question of the chapter.

Discuss the Chapter and Wrap Up the Lesson

10 minutes

- Use the following questions to discuss the chapter. Use the first two questions to prompt students to help you add words and phrases to the Perceptions of Land and Its Use Chart. There are many possible answers, but what is important is that students can explain why the word or phrase describes the relationship of each side with the land. A few possibilities are listed below. Ask students to include page numbers when adding a word or phrase to the chart. You may record their answers, or you may have a student record the answers.

1. **Evaluative Think Pair Share** After reading this chapter, what words or phrases can we add to the chart describing Native Americans' relationship to the land?
 - » Answers may vary, but may include: *cultural identity* (82–85); *reservations* (82–83); *a part of the tribe itself* (84); *direct and intimate contact with nature* (85); *blended into the land* (86); *age-old trails* (86); *closeness and intimacy* (86); *footsteps of their ancestors* (86); *flesh and blood* (86).
2. **Evaluative Think Pair Share** After reading this chapter, what words or phrases can we add to the chart describing settlers' and U.S. citizens' relationship to the land?
 - » Answers may vary, but may include: *conquer or tame* (86); *individual lots* (87); *homesteaders* (87).
3. **Evaluative** How did the Dawes Act change Native Americans' land rights? You may refer to the information that was added to the Perceptions of Land and Its Use Chart.
 - » Answers may vary, but may include that Native Americans viewed land differently than did the U.S. government and settlers. This led to the creation of the Dawes Act, which attempted to strip Native Americans of their cultural identity by stripping them of their land.

- Have students take home Activity Page 13.2 to read to a family member. Explain that they are rereading this portion of the text for fluency, so they should read through it at least once from beginning to end without stopping.

Word Work: Revive

5 minutes

1. In the chapter you read, "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 Americans to revive and renew the core of their cultural identities—the connection to the land on which the tribe depends."
2. Say the word *revive* with me.
3. *Revive* means to make someone or something strong, active, alive, or healthy again.

4. This year, my family revived the tradition of baking a birthday cake instead of buying one from the store.
5. What are some other examples of something being revived? Be sure to use the word *revive* in your response. [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "_____ was revived when . . ."]
6. What part of speech is the word *revive*?
» verb

[Use a *Making Choices* activity for follow-up.] The suffix *-al* is used to change a verb into a noun. For example, the verb *revive* can be turned into the noun *revival* by adding the suffix *-al*. I am going to read several sentences. Decide whether the verb *revive* or the noun *revival* would correctly complete the sentence.

1. I like to _____ my body after a long run with a quick dip in the crisp waters of the ocean. (*revive*, v.)
2. Native Americans have experienced a cultural _____, thanks to a renewed connection with the land today. (*revival*, n.)
3. My mom was given plenty of liquids and special food to help _____ her body after her surgery. (*revive*, v.)
4. Some people _____ their connection with their ancestors by learning more about them. (*revive*, v.)
5. Our town experienced a _____ when new shops and restaurants opened on Main Street. (*revival*, n.)

WRITING

45 minutes

Revise and Edit a Persuasive Essay

- Tell students that today they will revise and edit their persuasive essays. If there is time, they may have an opportunity to publish their essays.
- Have students turn to Activity Page SR.2 and their persuasive essay drafts.
- Have students read through the Persuasive Essay Rubric silently. Remind students to keep the rubric criteria in mind as they revise their persuasive essay. Have students use Activity Page SR.2 to revise their persuasive essay draft.
- Circulate and check in with students. Check that they are revising appropriately, and that they have responded to feedback received from you as well as their peers, and have made revisions based on their own review of the essay.

Materials

- writing journals
- Activity Pages SR.2, SR.4
- Persuasive Essay Editing Checklist

- When students finish revising their essay, have them use the Persuasive Essay Editing Checklist on Activity Page SR.4 to edit their essay. Students have had sufficient experience using editing checklists to be able to do this independently.

Support Pair students to complete the editing checklist for each partner's essay.

- As time permits, have students recopy their revised and edited persuasive essay drafts onto clean pages. (If students are using a word processor, have them make the edits they have marked on their paper copies.)
- Have students share their arguments with the class. Identify who has similar and different arguments and, as time allows, compare evidence across essays.
- Collect the persuasive essays to evaluate using the Persuasive Essay Rubric and Editing Checklist provided in Teacher Resources.

Materials

- Activity Page 13.2

TAKE-HOME MATERIAL

Reading

- Have students take home Activity Page 13.2 to read for fluency.

Lesson 14

Unit 9: Native Americans

CORE CONTENT OBJECTIVES

Students will:

- ✓ Explain the significance of the Ghost Dance to Lakota culture
- ✓ Describe how the U.S. government responded to the Lakota people's reconnection with their past
- ✓ Explain the significance of the Wounded Knee Massacre to Native American culture in the United States

LESSON AT A GLANCE	TIME	MATERIALS
Reading Small Group: Chapter 11 "The Ghost Dance"	40 min.	<i>A Changing Landscape</i> ; Activity Pages 14.1, 14.2
Word Work: <i>Reunite</i>	5 min.	
Grammar Write Titles	15 min.	Titles Poster; samples of each type of work; Activity Page 14.3
Morphology Practice Prefix <i>fore-</i>	15 min.	Activity Page 14.4
Spelling Practice Spelling Words	15 min.	Activity Pages 14.5, SR.3
Take-Home Material Grammar	*	Activity Page 14.3

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to explain why the U.S. government feared the Lakota's cultural connection to the past, and how this affected the way they dealt with the Lakota people.

Grammar: By the end of this lesson, students will be able to use underlining, quotation marks, and italics to indicate titles of works.

Morphology: By the end of this lesson, students will have had additional practice distinguishing between root words and words with the prefix *fore-* and using those words correctly in sentences.

Spelling: By the end of this lesson, students will have gained additional practice spelling targeted words.

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper. Alternatively, you may access a digital version of this and The Big Question in the digital components for this unit.

Read to learn why the U.S. government feared the Lakota people's cultural connection to the past, and how this affected the way they dealt with the Lakota people.

Grammar

- Prepare the following Titles Poster for display. Alternatively, you may access a digital version in the digital components for this unit.

Type of Work	Example
books	handwritten: <u>The Secret Garden</u> by Frances Hodgson Burnett word processed: <i>The Secret Garden</i>
movies & television series	<u>Homeward Bound</u> from Walt Disney Pictures <i>Homeward Bound</i>
works of art: paintings, photographs, statues	<u>Mona Lisa</u> by Leonardo da Vinci <i>Mona Lisa</i>
chapters	"The Key to the Garden" (chapter 7 of <i>The Secret Garden</i>)
short poems	"A Bird Came Down the Walk" by Emily Dickinson
songs	"Sakura" (a Japanese folksong depicting spring)

Bring in an example of each type of work: book, movie or television series, work of art, chapter from a book, short poem, and song. Students will write their titles on Activity Page 14.3. [Suggestions—book: *A Changing Landscape*; chapter: "Myths from the Pacific Northwest" (Chapter 6); work of art: *At the Sand Creek Massacre* by Howling Wolf (on page 64), or *Opening of the Battle of the Little Bighorn* by Amos Bad Heart Bull (page 80).]

Spelling

- Determine student pairs for completing Activity Page 14.5.

READING

45 minutes

Small Group: Chapter 11 “The Ghost Dance”

40 minutes

Review

5 minutes

- Review information from the previous chapter by using the following questions:
 - What is assimilation, and how did it affect the lives of Native Americans as European settlers moved west in the United States?
 - » Assimilation is the process of becoming a part of a society or culture. Native Americans were forced to assimilate into the culture of the United States, giving up their culture and traditions that had been practiced for many, many years before the arrival of European explorers and settlers.
 - What was the Battle of the Little Bighorn, and why was it an important event in the shared history of the European settlers and Native Americans?
 - » It was a battle that occurred in Montana between the Lakota Sioux and the U.S. Army, led by Lieutenant Colonel George Custer. Although the Lakota Sioux won the Battle of the Little Bighorn, it was their last great victory, and, less than a year later, they surrendered to the U.S. Army.
 - What was the Dawes Act, and how did it change Native Americans’ land rights?
 - » The Dawes Act, a law passed by the United States, was the final act that forced an end to the conflict between the United States and Native American tribes. The act was based on the belief that Native Americans needed to assimilate and own land as individual family farmers, and its goal was to destroy the heart of Native American culture.

Introduce the Chapter

5 minutes

- Tell students they will read Chapter 11, “The Ghost Dance.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *massacre*.
- Have them find the word on page 90 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary at the back of the Reader, locate *massacre*, and then have a student read the definition.

Materials

- *A Changing Landscape*
- Activity Pages 14.1, 14.2

- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 14.1 while you read each word and its meaning noting that:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

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**)

Vocabulary Chart for Chapter 11 “The Ghost Dance”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	massacre	reunite symbolize
Spanish Cognates for Core Vocabulary	masacre	reunir simbolizar
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases	easier said than done	

- Read the purpose for reading from the board/chart paper:

Read to learn why the U.S. government feared the Lakota people’s cultural connection to the past, and how this affected the way they dealt with the Lakota people.

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.

Why did the U.S. government fear the Lakota’s cultural connection to the past, and how did this affect the way they dealt with the Lakota people?

Establish Small Groups

Before reading the chapter, divide students into two groups using the following guidelines:

✪ **Small Group 1:** This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text. This is an excellent time to make notes in your anecdotal records. Students will complete Activity Page 14.2 with your support while they read.

✪ **Small Group 2:** This group should include students who are capable of reading and comprehending text without guided support. Differentiate by assigning students either to read independently or with partners, based on their needs. Likewise, you may want to ask some or all students to complete Activity Page 14.2 independently, which can then be used as a formative assessment to determine how well each student understood what was read. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 14.2 correctly. You may choose to do one of the following to address this:

- collect the pages and correct them individually
- provide an answer key to students to check their own or a partner’s work after they have completed the activity page
- confer with students individually or as a group at a later time

Read “The Ghost Dance”

20 minutes

The following guided reading supports are intended for use with Small Group 1.

Word(s)	CK Code
Massacre	/mas*ə*ker/
Lakota	/lə*koe*tə/
Sioux	/soo/
Dawes	/dawz/
Bureau	/byer*oe/
Paiute	/pie*uet/
Wovoka	/wə*voe*kə/

A [Have a student read aloud page 90 to the end of the partial paragraph on the top of page 91.]

Chapter 11

The Ghost Dance

THE BIG QUESTION

Why did the U.S. government fear the Lakota's cultural connection to the past, and how did this affect the way they dealt with the Lakota people?

A Wounded Knee Creek is a narrow, minor trickle on the great Pine Ridge Reservation in South Dakota. If not for the events of December 29, 1890, this creek would not be known beyond the Black Hills. Because of that day, however, that little creek is remembered as the site of the Wounded Knee **Massacre**.

Why was there a massacre at Wounded Knee Creek? There is no good answer or reason, other than the fact that the creek was near the home of Red Cloud, a Lakota chief and the most important resident of the Pine Ridge reservation. Red Cloud and his warriors fought against the United States for many years. He even had his own war named after him: Red Cloud's War (1866–68). He did not win Red Cloud's War, but he did not lose, either. In the end, he signed a peace treaty and agreed to live on the reservation. After his war, Red Cloud always tried to keep peace with the United States.



Chief Red Cloud

He did not join Sitting Bull and Crazy Horse in the Great Sioux War. He was not there at the Battle of the Little Bighorn when Custer and all his soldiers were killed. Even so, Red Cloud was always respected as a great warrior. He never went to battle again, but he continued to fight for his people's rights.

Red Cloud was both a warrior and a peacemaker. Of course, he would have preferred to live free on the plains with his horses, hunting buffalo and carrying on the ancient traditions. He understood why so many other Sioux did not want to assimilate. He understood why they were angry and why they



Standing Bear,
Chief of the Sioux

would rather fight, even though they knew they could not win. Still, he tried to convince others that peace was better than war, and survival was better than dying. Like his good friend Luther Standing Bear, Red Cloud believed the Lakota and other Native Americans needed to accept that they were part of the United States rather than continue fighting it. **B**

C Red Cloud was almost 70 years old when the Dawes Act of 1887 was passed. Like all the other acts and treaties, the Dawes Act took land from the tribes, but it took more than that. In reality, the Dawes Act was an effort to destroy the tribes themselves. Most of Red Cloud's old friends were long gone by then, but there was a new generation of Lakota growing up on Pine Ridge and other reservations, and he was worried for their future. **D**

Red Cloud's people struggled to survive on the poor, isolated reservation lands. They were supposed to give up their ancient customs and raise crops on their allotments, but this was all much easier said than done. The Bureau of Indian Affairs (or BIA, an agency of the federal government) sent them some supplies and teachers to help start their farms. Unfortunately, the reservation lands were too hot and dry for farming, and the Lakota could not grow enough food. The BIA agents decided the crops failed because the Lakota were too lazy. Instead of giving them more money and food to help them survive, the BIA gave them *less* with the hopes that this would motivate them to work harder. But, you cannot grow crops in poor soil with no rain, no matter how hard you work. **E**

As Red Cloud and other leaders were trying to figure out how to guide their people into the future, a new form of hope was slowly taking shape. It started in Nevada, on the reservation of the Northern Paiute people, a Great Basin tribe. One day, during a solar eclipse, a spiritual leader, or shaman, named Wovoka had a vision. In his vision, he saw his ancestors living happily according to the ancient ways. Wovoka claimed that the Creator spoke to him and gave him a message for his people. The message was that they should love and care for one another and learn to live in peace with everyone. If they did this, according to Wovoka's vision, then the people would be **reunited** with their ancestors. **F**

91

B *Evaluative* In what ways was Red Cloud similar to both Sitting Bull and Crazy Horse?

- » Red Cloud was similar to both Sitting Bull and Crazy Horse because all three fought against the U.S. government's effort to force Native Americans to live on reservations, and he was respected as a great warrior like Crazy Horse.

Evaluative In what ways was Red Cloud different from both Sitting Bull and Crazy Horse?

- » Red Cloud was different from both Sitting Bull and Crazy Horse because he tried to make peace with the U.S. government, and he believed Native Americans needed to accept that they were part of the United States, rather than continue fighting it.

C [Have students record the answer(s) to question 1 on Activity Page 14.2.]

D [Have a student read the rest of page 91 aloud.]

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

- » Answers may vary, but may include that they were being forced to give up their ancient customs and raise crops on land that was inadequate for farming, and the government started to give the Lakota people less money and food in an attempt to motivate them to work harder.

[Have students record the answer(s) to question 2 on Activity Page 14.2.]

Support What is the BIA?

- » The BIA is the Bureau of Indian Affairs, an agency of the federal government.

F *Inferential* How did the Lakota people interpret Wovoka's vision?

- » They saw it as a hopeful sign that, if they loved and cared for one another and lived in peace, they would be reunited with their ancestors.

[Have students record the answer(s) to question 3 on Activity Page 14.2.]

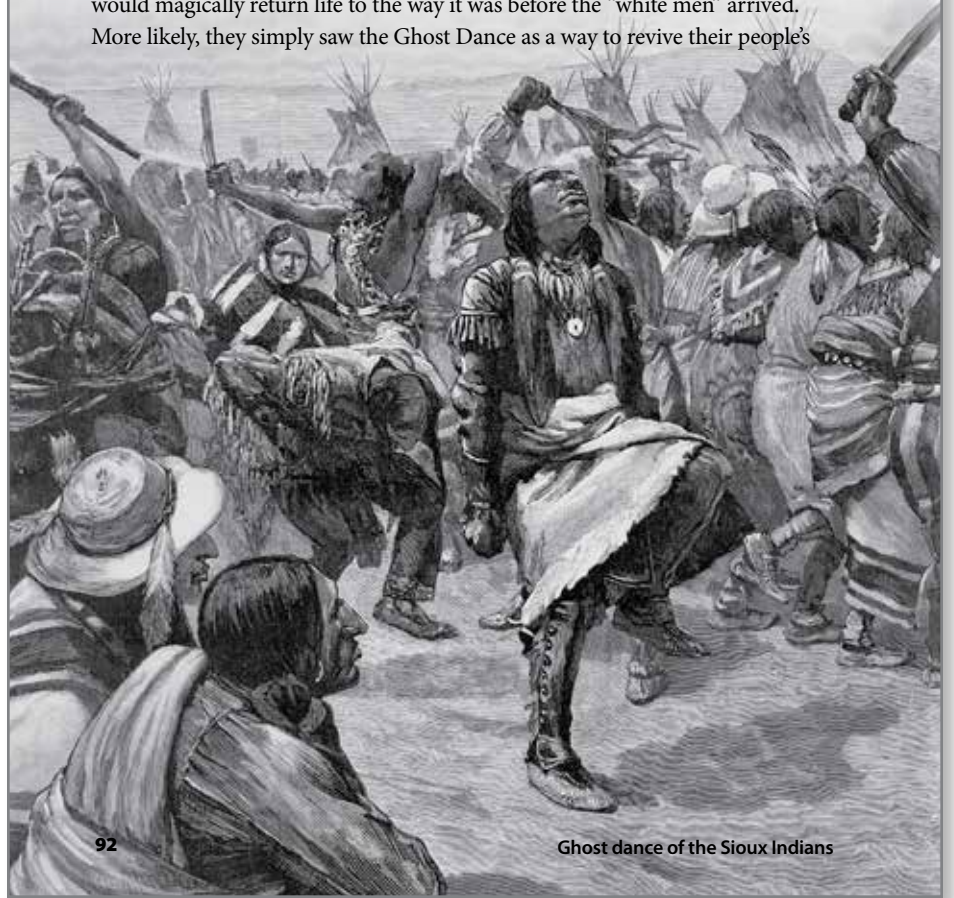
Support The text says Wovoka was a shaman. A shaman is a spiritual leader.

A [Have a student read pages 92 and 93 aloud.]

A

In his vision, Wovoka also saw a special dance, called the Ghost Dance. He was supposed to teach this dance to his people, and this would help them reconnect with their ancestors. Wovoka showed his people how to do the Ghost Dance, and they showed other tribes. For people who had lost so much, the Ghost Dance offered new hope. Word of Wovoka's vision spread beyond the Great Basin and across the Great Plains. According to some rumors, the Ghost Dance would return the world to the way it was before Europeans ever set foot on the land.

Some Lakota spiritual leaders traveled from their reservations in South Dakota to Nevada. They met with Wovoka and learned more about his vision and the Ghost Dance. Perhaps these leaders believed that the Ghost Dance would magically return life to the way it was before the "white men" arrived. More likely, they simply saw the Ghost Dance as a way to revive their people's

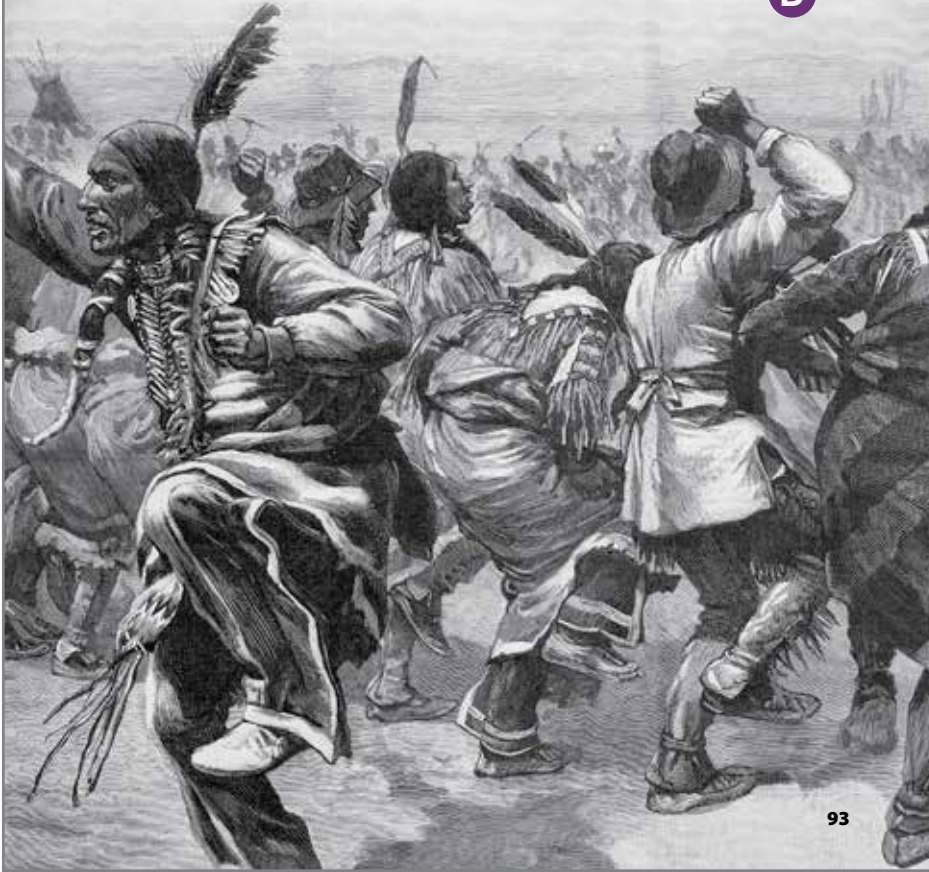


92

Ghost dance of the Sioux Indians

confidence and spirits. If nothing else, the Ghost Dance provided a connection to the past, to better days. The Lakota leaders returned to the reservations in South Dakota and taught the rest of the Lakota about the dance. **B**

However, the U.S. government did not want the Lakota to reconnect with their past. They wanted them to work as farmers on the reservations and live according to U.S. laws. On one reservation, called Standing Rock, the Ghost Dance was especially popular. The BIA agents there were nervous that the Ghost Dance was a sign that the Lakota were planning to start a new war. The BIA agents called for help from the Seventh Cavalry, Custer's old regiment, and they moved in to try to put a stop to the Ghost Dance once and for all. This created great tension on the reservation, and rumors spread that the Seventh Cavalry was planning to kill everyone involved with the Ghost Dance. **C** **D**



93

B *Literal* What did the Lakota leaders who traveled to Nevada to learn about the Ghost Dance think the dance would accomplish?

- » Some may have thought that the dance would return life to the way it was before the settlers arrived; some may have thought that the dance was a way to revive their people's confidence and spirits; and others may have thought that the dance was a way to reconnect with their past.

[Have students record the answer(s) to question 4 on Activity Page 14.2.]

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

- » Answers may vary, but may include that the U.S. government saw this as another attempt by the Lakota people to resist the forced relocation to the reservations, and the government feared this would lead to another war.

[Have students record the answer(s) to question 5 on Activity Page 14.2.]

D *Support* What was the connection between Custer's old regiment and the Ghost Dance?

- » The BIA asked Custer's old regiment, the Seventh Cavalry, to help put a stop to the Ghost Dance, which caused great tension on the reservation.

A [Have a student read page 94 aloud.]

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

- » He led his people toward Pine Ridge, home of Chief Red Cloud, who was a peacemaker. Also, he and his people carried white flags while they walked to Pine Ridge, indicating they wanted to make peace.

[Have students record the answer(s) to question 6 on Activity Page 14.2.]

C Literal How did Spotted Elk and his followers end up at a campsite on the banks of Wounded Knee Creek?

- » As Spotted Elk and his people were walking to Pine Ridge, they were intercepted by the Seventh Cavalry and taken to a campsite.

D Support The word *intercepted* means stopped someone from getting to the place he or she was headed. How were Spotted Elk and his people intercepted?

- » The Seventh Cavalry intercepted Spotted Elk and his people before they reached Pine Ridge. In other words, the Seventh Cavalry stopped Spotted Elk and his people from getting to Pine Ridge.



Chief Spotted Elk

A Many Lakota people were afraid, and they left Standing Rock reservation. They fled to another nearby reservation and joined with Chief Spotted Elk and about 100 of his warriors. The BIA agents already considered Spotted Elk to be a troublemaker, and he figured they would come for him next. Spotted Elk knew there was only one safe place to go: Pine Ridge, home of Chief Red Cloud, the peacemaker. If anyone could help calm tensions and bring peace, it was Red Cloud.

About 350 men, women, and children set off with Spotted Elk toward Pine Ridge. They carried white flags as they walked, to show that they wanted to make peace. It was a long journey, and Spotted Elk was an old man. Along the way, he got sick with pneumonia. On December 28, 1890, the Seventh Cavalry intercepted Spotted Elk and his people before they reached Pine Ridge. Sick and exhausted, Spotted Elk surrendered peacefully. It was freezing cold outside, like any winter day in South Dakota, and snow was starting to fall. The soldiers escorted Spotted Elk and his people to a campsite on the banks of Wounded Knee Creek while they figured out what to do next.



Men, women, and children set off for Pine Ridge.

E Even though Spotted Elk was sick and most of the people in his group were women and children, the soldiers were still afraid the Lakota might try to cause trouble. That night, as the Lakota rested at Wounded Knee Creek, the Seventh Cavalry surrounded the camp and set up four Hotchkiss guns on nearby hills. Each Hotchkiss gun looked like a little cannon, but it had five revolving barrels, so it could fire bullets very rapidly, much like a modern machine gun.

The next morning, December 29, soldiers moved into the camp and demanded that the Lakota surrender all their weapons. There were only about 100 or so warriors in the group, and they were surrounded by nearly 500 cavalry. They were not happy, but most Lakota realized that they had no choice and handed over their guns. Others had no weapons at all. However, a few refused to surrender their weapons. They argued with the soldiers, and someone fired a shot. To this day, nobody knows for sure who fired that first shot. It might have been an accident. It really does not matter, though, because there is no doubt as to what happened next. As soon as that first shot rang out, all the soldiers opened fire, not only with their rifles, but also with the powerful Hotchkiss guns. Some Lakota warriors tried to fight back, but most were killed before they had a chance. The fight was done in a matter of minutes. Really, it was not a fight at all; it was a massacre. When it was all over, at least 250 Lakota men, women, and children were dead, including Spotted Elk. Some estimates run as high as 300, but it is impossible to know for sure.

The Wounded Knee Massacre is remembered as the final fight of the Sioux nation, even though it really was not much of a fight. It **symbolizes** the end of nearly 400 years of armed conflict between Native Americans and the powers of Europe and the United States. But you already know this was not really the end. In fact, history shows that Wounded Knee was, in certain ways, a new beginning. Many years would pass, but gradually Native American tribes reclaimed their cultural heritage and their status as America's First Nations. We cannot change the past, but we can seek the truth about what really happened. We can show respect for the lands and rights of the First Nations. Every American should feel a responsibility to help ensure that Native American cultural heritage is protected for future generations.

G

95

E [Have a student read page 95 aloud.]

F *Evaluative* Is the term *massacre* an appropriate one for what took place at Wounded Knee Creek? Why or why not?

» Answers may vary, but should be focused on the definition of *massacre* (the act of killing a large number of people or animals) and be supported with evidence from the text.

[Have students record the answer(s) to question 7 on Activity Page 14.2.]

G **Challenge** Compare and contrast the Wounded Knee Massacre with the Battle of the Little Bighorn. [Refer students to Chapter 9 for details about the Battle of the Little Bighorn.]

» Answers may vary, but may include the following similarities: they were both violent conflicts between the Lakota people and the Seventh Cavalry of the U.S. Army; they both involved the deaths of many people; and they both took place as a result of the U.S. government's effort to force Native Americans to live on reservations. Answers may also include the following differences: the Battle of the Little Bighorn took place in Montana, whereas the Wounded Knee Massacre took place in South Dakota; the Battle of the Little Bighorn was planned, and included scouts gathering intelligence for the U.S. soldiers, whereas the Wounded Knee Massacre was not planned, but started after a shot was fired, although it is not known who fired that shot; and the Seventh Cavalry lost the Battle of the Little Bighorn, whereas the Lakota people lost the Wounded Knee Massacre.

[If you choose to have students answer this challenge question, have them record the answer(s) to question 8 on Activity Page 14.2.]

Note

Questions 2 and 3 relate to The Big Question of the chapter.

Discuss the Chapter and Wrap Up the Lesson

10 minutes

- Bring the class back together as a group, and use the following questions to discuss the chapter.

1. **Inferential** Why was the Ghost Dance important to the Lakota people?
 - » At a time when Red Cloud and other Lakota leaders were trying to figure out how to guide their people into the future on reservations, a shaman named Wovoka had a vision in which he saw his ancestors and a dance called the Ghost Dance. In his vision, he was instructed to teach his people the Ghost Dance, which was supposed to help the Lakota reconnect with their ancestors and their way of life before European settlers arrived. In addition to providing a connection to the past, the dance revived the Lakota people's confidence and spirits.
2. **Inferential** Why did the U.S. government fear the Lakota's cultural connection to the past?
 - » Answers may vary, but may include that, after many years of trying to force Native Americans off their land and onto reservations, the government feared this cultural connection would lead to another war with Native Americans.
3. **Literal** How did the U.S. government's fear of the Lakota's cultural connection to the past affect the way they dealt with the Lakota people?
 - » The soldiers' fears led them to take several actions with respect to the Lakota, including intercepting Spotted Elk and his people as they were on their way to Pine Ridge; forcing the Lakota onto a campsite on the banks of Wounded Knee Creek in the middle of the winter; surrounding the Lakota people with weapons, including powerful Hotchkiss guns; demanding the Lakota give up any weapons they had with them; and opening fire on the Lakota with rifles and Hotchkiss guns after a single shot rang out.

Word Work: Reunite

5 minutes

1. In the chapter you read, "If they did this, according to Wovoka's vision, then the people would be reunited with their ancestors."
2. Say the word *reunite* with me.
3. *Reunite* means to bring back together after a separation.
4. Juan was excited to reunite with his mother when she returned home from her business trip.
5. Have you ever reunited with someone? Be sure to use the word *reunite* in your response. [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "I hope to reunite with _____."]
6. What part of speech is the word *reunite*?
 - » verb

[Use a *Synonyms and Antonyms* activity for follow-up.] What are some synonyms, or words that have a similar meaning, of *reunite*? [Prompt students to provide words like *combine*, *unify*, and *join*.] What are some words or phrases that are antonyms, or words that have the opposite meaning, of *reunite*? [Prompt students to provide words like *divide*, *separate*, and *split up*. As students discuss synonyms and antonyms, guide them to use the word *reunite* in a complete sentence: “An antonym of *reunite* is *split up*.”].

GRAMMAR

15 minutes

Write Titles

- Tell students that today they will learn how to write titles for different types of work—books, chapters, works of art, movies, poems, and songs.
- Refer to the Titles Poster. Point out the following:
 - Titles of books, movies, and works of art are underlined when handwritten and italicized when typed, using a computer or word processor.
 - Titles of chapters, poems, and songs are put in quotation marks.
 - The first and last words of the title are capitalized; all the main words are capitalized.
 - Articles (*the*, *a*) and prepositions (*to*) are lowercase. [Conjunctions (e.g., *and*, *but*) should also be lowercase.] Articles, prepositions, and conjunctions are capitalized, however, if they are the first word in the title.
- Encourage students to share the titles of their favorite works. Show them how they would write the titles of their favorite works.
- Have students turn to Activity Page 14.3. Tell them that they will write the titles of the different types of works you will show them.
- Hold up or point to the different types of works you have prepared in advance: a book, a chapter from a book, a work of art, a movie or television series, a poem, and a song.
[You may wish to read the poem and play the song.]
- Have students write the title of each work on the appropriate line on Activity Page 14.3. Remind them that when they are handwriting titles of books, movies, and works of art, they should underline those titles.
- Split the class into small groups. Have students ask a different group member about his or her favorite book, movie, and song. Students will record their classmates’ answers on their activity page. Encourage students to write in complete sentences (e.g., Malaya’s favorite book is The Little Prince).
- Have students complete the back of the activity page for homework.

Materials

- Titles Poster
- samples of each type of work
- Activity Page 14.3

Materials

- Activity Page 14.4

Materials

- Activity Pages 14.5, SR.3

MORPHOLOGY

15 minutes

Practice Prefix *fore-*

- Refer to the Prefixes Poster on display in the classroom, and review the definition of *prefix*.
- Remind students that the prefix *fore-* means “before” or “ahead.”
- Remind students that adding *fore-* does not change the part of speech of the root word, but it does change the meaning of the root word.
- Tell students you will give them two word choices. Then you will read a sentence with a blank, and they must decide which word choice is most appropriate in the blank.
- Practice with the following example:
 - *Most or foremost?* The buffalo was the _____ source of food for Native American tribes of the Great Plains. (*foremost*, because it means the main source of food)
- Continue in this manner with the remaining examples below:
 - *Bode or forebode?* Forgetting my luggage does not _____ well for my trip. (*bode*)
 - *Ground or foreground?* We took a family picture with the children in the _____ and the adults in the background. (*foreground*)
 - *Sight or foresight?* She had the _____ to bring a coat, which was a good thing because it got very cold. (*foresight*)
 - *Tell or foretell?* She knew the material so well that she was able to _____ the fact that she would get a good grade on her test even before she took it. (*foretell*)
- Have students turn to Activity Page 14.4. Read the directions and have students work individually or in pairs to complete it.
- As time allows, have a few partner pairs share their sentences aloud.
- Collect completed Activity Page 14.4 to review and grade at a later time. Alternatively, if students do not complete Activity Page 14.4 in class, have them complete it for homework.

SPELLING

15 minutes

Practice Spelling Words

- Tell students they will practice writing the spelling words. Remind them to use the

Individual Code Chart on Activity Page SR.3 as they practice.

- Have students turn to Activity Page 14.5, explaining that the spelling words are listed in the box on the activity page and on the board/chart paper from the first lesson.
- Explain that students will work with a partner to create sentences for each of these words.
- If time allows, have students share some of their sentences.
- Collect completed Activity Page 14.5 to review and grade at a later time.
- Remind students to study the spelling words for the spelling assessment in the next lesson.

TAKE-HOME MATERIAL

Grammar

- Have students complete Activity Page 14.3 for homework.

Materials

- Activity Page 14.3

Lesson 15

Unit 9: Native Americans

LESSON AT A GLANCE	TIME	MATERIALS
Spelling Assessment	15 min.	Activity Page 15.1
Unit Assessment Unit Assessment Optional Fluency Assessment	75 min.	Activity Page 15.2 Student Copy of Fluency Assessment text; Recording Copy of Fluency Assessment text, one for each student; Fluency Scoring Sheet, one for each student; stopwatch

ADVANCE PREPARATION:

Spelling

- Erase or cover the list of spelling words prior to the assessment.

Unit Assessment

- Determine how many students will be assessed for fluency, and make that number of copies of the Recording Copy of “The Way to Live: An Excerpt from *When Buffalo Ran*” and the Fluency Scoring Sheet.

Fluency (optional)

- If students were assigned a selection from the *Fluency Supplement*, determine which students will read the selection aloud and when. See the Unit 1 Teacher Guide introduction for more information on using the *Fluency Supplement*.

Grammar

- Collect Activity Page 14.3 to review and grade as there is no grammar lesson today.

SPELLING

15 minutes

Assessment

- Have students turn to Activity Page 15.1 for the spelling assessment.
- Using the following list, read the words one at a time in the following manner: say the word, use it in a sentence, and then repeat the word.
- Tell students that at the end you will review the list once more.
- Remind students to pronounce and spell each word syllable by syllable.

Spelling Word	Example Sentence
1. reservation	A Native American tribe was forced to move to a <u>reservation</u> as a result of European settlers expanding westward.
2. landscape	European settlers venturing away from the East Coast discovered the vast <u>landscape</u> of the American West.
3. ceremony	The World Renewal <u>ceremony</u> was held by the Wiyot tribe to show respect for nature and pray for a good year ahead.
4. heritage	For many native people living today, it is important to be aware of their <u>heritage</u> and continue the customs of their ancestors.
5. lifestyle	Even though there are still over 100 tribes in California today, most do not live according to the old traditions and <u>lifestyle</u> of their ancestors.
6. generation	Some people belonging to tribes of the Pacific Northwest would pass a sacred mask down from <u>generation</u> to generation.
7. spiritual	Sitting Bull was a famous <u>spiritual</u> leader of the Lakota who participated in various sacred rituals and predicted correctly that the Lakota would win a great victory in battle.
8. assimilate	In the late 1880s, some believed that the only path to survival for Native Americans was for them to <u>assimilate</u> and own land as individual family farmers.
9. survive	The Dawes Act forced Native Americans to work and <u>survive</u> as individuals and not as part of a tribe.
10. immigrant	The New World offered opportunities for an <u>immigrant</u> that he or she often wouldn't have in his or her home country.

- After reading all of the words, review the list slowly, reading each word once more.
- Have students write the following sentence as dictated.

The tribe sought to honor their heritage by participating in a spiritual ceremony each year.

- Repeat the sentence slowly several times, reminding students to check their work for appropriate capitalization and punctuation.
- Collect all spelling assessments to grade later. Use of the template provided at the end of this lesson is highly recommended to identify and analyze students' errors.

Materials

- Activity Page 15.1

Note

This is a good opportunity to use the Tens scoring system to gather formative assessment data. Information about the Tens scoring system appears in the Teacher Resources section of the Unit 1 Teacher Guide.

UNIT ASSESSMENT

75 minutes

Materials

- Activity Page 15.2

Note

This is a good opportunity to use the Tens scoring system to gather formative assessment data. Information about the Tens scoring system appears in the Teacher Resources section of the Unit 1 Teacher Guide.

Unit Assessment

- Make sure each student has a copy of Activity Page 15.2. You may have collected this activity page from students at the beginning of the unit.
- Tell students they will read two selections, answer questions about each, and respond to a writing prompt. In the next sections, they will answer grammar and morphology questions evaluating the skills they have practiced in this unit.
- Encourage students to do their best.
- Once students have finished the assessment, encourage them to review their papers quietly, rereading and checking their answers carefully.
- Circulate around the room as students complete the assessment to ensure everyone is working individually. Assist students as needed, but do not provide them with answers.

Reading Comprehension

The reading comprehension section of the Unit Assessment contains two selections and accompanying questions. The first selection is an informational piece about the National Museum of the American Indian. The second selection is a literary piece—a Native American myth.

These texts were created using guidance from the Common Core State Standards (CCSS) and recommendations from Student Achievement Partners (AchievetheCore.org). These texts are considered worthy of students' time to read and meet the expectations for text complexity at Grade 5. The texts feature core content and domain vocabulary from the *Native Americans* unit that students can draw on in service of comprehending the text.

The questions pertaining to these texts are aligned to the CCSS and are worthy of students' time to answer. Questions have been designed so they do not focus on minor points in the text, but rather, they require deep analysis. Thus, each item might address multiple standards. In general, the selected-response items address Reading standards and the constructed-response items address Writing standards. To prepare students for CCSS-aligned assessments, such as those developed by the Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced, some items replicate how technology may be incorporated in those assessments, using a paper and pencil format.

Optional Fluency Assessment

You may wish to assess students' fluency in reading, using the selection "The Way to Live: An Excerpt from *When Buffalo Ran*." Assessing fluency requires that you work one on one with individual students to administer the assessment. Because this assessment requires you to work with one student at a time, you may wish to administer it either while other students complete the Unit Assessment or at a different time while students read enrichment selections and complete accompanying activity pages. Alternatively, you may have other time during the school day when you can administer this assessment as well.

Administration Instructions

- Turn to the student copy of "The Way to Live: An Excerpt from *When Buffalo Ran*" that follows the Unit Assessment Analysis section. This is the text students will read aloud. Turn to this copy each time you administer this assessment.
- Using one Recording Copy of "The Way to Live: An Excerpt from *When Buffalo Ran*" for each student, create a running record as you listen to each student read orally.
- Call the student you will assess to come sit near you.
- Explain that you are going to ask him or her to read a selection aloud and you are going to take some notes as he or she reads. Also, explain that he or she should not rush but rather read at his or her regular pace.
- Read the title of the selection aloud for the student, as the title is not part of the assessment.
- Begin timing when the student reads the first word of the selection. As the student reads aloud, make a running record on the Recording Copy using the following guidelines:

Words read correctly	No mark is required.
Omissions	Draw a long dash above the word omitted.
Insertions	Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted.
Words read incorrectly	Write an "X" above the word.
Substitutions	Write the substitution above the word.
Self-corrected errors	Replace original error mark with an "SC."
Teacher-supplied words	Write a "T" above the word (counts as an error).

- When one minute has elapsed, draw a vertical line on the Recording Copy to mark where the student was in the text at that point. Allow the student to finish reading the selection aloud.

Materials

- Student Copy of Fluency Assessment text
- Recording Copy of Fluency Assessment text, one for each student
- Fluency Scoring Sheet, one for each student
- stopwatch

- Assess the student's comprehension of the selection by asking him or her to respond orally to the following questions:

1. *Inferential* Who is the narrator of this selection and how do you know?
 - » The narrator is a young boy. The reader can determine the narrator is a young boy because the narrator talks about advice his uncle gave him. His uncle said there are things that a boy must always remember. His uncle also said the boy will be a man in a few years from now and he must try to do more things that men do as he grows up.
2. *Literal* What did the boy's uncle tell him the first time he talked with him?
 - » When older people speak to you, you must stop what you are doing and listen to what they say, and must do as they tell you; get up early in the morning; and go early out into the hills and look for your horses to watch over them; take good care of your arms; and be brave.
3. *Literal* What piece of advice did his uncle say is more important than anything else?
 - » to be brave
4. *Evaluative* How might this advice make life easier for the boy?
 - » Answers may vary, but may include that following this advice means the boy will not make mistakes, and he will come to be liked and respected by all people. Not making mistakes is likely to make life easier, as the boy won't have to fix the errors he made or apologize to others. Being liked and respected may mean he will have good relationships with others and feel like he is an important part of the community who can help others.

- Repeat this process for additional students as needed. Scoring can be done later, provided you have kept running records and marked the last word students read after one minute elapsed.

- It may be helpful to refer back to the Pronunciation/Syllabication Chart.

Word	CK Code	Syllable Type
lifestyle	/lif*stiel/	digraph*digraph
survive	/ser*viev/	r-controlled*digraph
ceremony	/saer*ə*moe*nee/	r-controlled*ə*open*open
immigrant	/im*ə*grənt/	closed*ə*ə
assimilate	/ə*sim*ə*laet/	ə*closed*ə*digraph
heritage	/haer*ə*tij/	r-controlled*ə*digraph
generation	/je*ne*rae*shən/	open*ə*open*ə
landscape	/land*skaep/	closed*digraph
reservation	/rez*er*vae*shən/	closed*r-controlled*open*ə
spiritual	/speer*ich* <u>oo</u> *əl/	r-controlled*closed*open*ə

- Students might make the following errors:
 - *lifestyle*: using ‘i’ instead of ‘y’ for /stiel/
 - *survive*: using ‘ser’ or ‘sir’ instead of ‘sur’ for /sər/
 - *ceremony*: using ‘ser’ or ‘sair’ instead of ‘cer’ for /saer/
 - *immigrant*: using ‘u’ instead of the second ‘i’ for /ə/; using ‘m’ instead of ‘mm’ for /im/
 - *assimilate*: using ‘u’ instead of the first ‘a’ for /ə/; using ‘u’ or ‘a’ instead of the second ‘i’ for /ə/; using ‘s’ instead of ‘ss’ for /sim/
 - *heritage*: using ‘air’ instead of ‘er’ for /aer/; using ‘u’ or ‘a’ instead of ‘i’ for /ə/
 - *generation*: using ‘shun’ instead of ‘tion’ for /shən/
 - *reservation*: using ‘z’ instead of ‘s’ for /rez/; using ‘shun’ instead of ‘tion’ for /shən/
 - *spiritual*: using ‘eer’ or ‘ear’ instead of ‘ir’ for /eer/; using ‘ch’ instead of ‘t’ for /ch/; using ‘wal’ instead of ‘ual’ for /oo*əl/
- Although any of the above student-error scenarios may occur, misspellings may be due to many other factors. You may find it helpful to use the analysis chart to record any student errors. For example:
 - Is the student consistently making errors on specific vowels? Which ones?
 - Is the student consistently making errors at the ends of the words?
 - Is the student consistently making errors in multisyllable words, but not single-syllable words?
- Also, examine the dictated sentence for errors in capitalization and punctuation.

UNIT ASSESSMENT ANALYSIS

Quantitative and Qualitative Analysis of the Text

The texts used in the reading comprehension assessment, “The National Museum of the American Indian” (informational text) and “Coyote Goes to the Land of the Dead” (literary text) have been profiled for text complexity using the quantitative measures described in the Common Core State Standards for English Language Arts, Supplement to Appendix A, “New Research on Text Complexity,” (CoreStandards.org/resources). Both selections fall within the Common Core 4th–5th Grade Band.

Reading Comprehension Item Annotations and Correct Answer

*Note: To receive a point for a two-part question, students must correctly answer both parts of the question.

Item	Correct Answer(s)	Standards
1 <i>Literal</i>	C	RI.5.1
*2 Part A <i>Inferential</i>	A, C, D	RI.5.1, RI.5.3
*2 Part B <i>Literal</i>	Visitors to the museum learn about the objects from the Native American perspective, not from the perspective of archaeologists or historians.	RI.5.1, RI.5.3
*3 Part A <i>Inferential</i>	D	RI.5.1, RI.5.3, RI.5.4, L.5.4, L.5.4a
*3 Part B <i>Inferential</i>	“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.”	RI.5.1, RI.5.3, RI.5.4, L.5.4, L.5.4a
4 <i>Inferential</i>	B, C	RI.5.1, RI.5.2, RI.5.3
5 <i>Evaluative</i>	Answers may vary, but should include three of the following: the museum architecture and landscaping; the layout and design of exhibits; the objects are sacred objects from cultures that continue to live and thrive today; tribal representatives chose the objects and decided how exhibits should be displayed and explained the meaning and importance of them; the objects actually still belong to the tribes themselves and can be checked out from the museum for use in important religious ceremonies; if tribes request the objects be returned permanently, the museum will do so.	RI.5.1, RI.5.2, W.5.2d, W.5.4
6 <i>Literal</i>	A, B	RL.5.1
*7 Part A <i>Inferential</i>	A	RL.5.1, RL.5.4, L.5.4, L.5.4a
*7 Part B <i>Literal</i>	“If you do anything foolish, then the spirits of the dead will never again be able to return to the Land of the Living.”	RL.5.1, RL.5.4, L.5.4, L.5.4a
8 <i>Inferential</i>	Answers may vary, but may include that he believes he had been able to see his wife and others who had died simply because he said those words before.	RL.5.1, RL.5.2

Item	Correct Answer(s)	Standards
9 <i>Inferential</i>	Answers may vary, but may include that the words themselves did not give Coyote the power to see his wife and the others.	RL.5.1, RL.5.2
10 <i>Evaluative</i>	Answers may vary, but may include that this myth was told by Native Americans to explain why grass, trees, and many plants die in the winter and come back to life again in the spring, but people do not. When Eagle says "Spring will soon be here," he is suggesting that spring's warmth and beauty will revive Coyote's spirits.	RL.5.1, RL.5.2

Writing Prompt Scoring

The writing prompt addresses CCSS W.5.1, W.5.1a-d, W.5.4, L.5.3, L.5.6.

Score	4	3	2	1
Criteria	Argument is clearly stated and clearly supported by two pieces of appropriate evidence from the text.	Argument is clearly stated and clearly supported by one piece of evidence from the text.	Argument is stated but not supported by appropriate evidence from the text.	Argument is omitted. Information from the text is included but not in support of a central argument.

Grammar Answer Key

1. X; There were millions of them, and the earth trembled beneath their thundering hooves.
2. ✓
3. At last
4. In the end
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.
8. "A Long and Winding Road"
9. *A Changing Landscape*
10. Raphael's *The School of Athens*

Morphology Answer Key

1. cancellation
2. foresight
3. memorize
4. decision
5. forebode
6. remember

Optional Fluency Assessment Scoring

The following is the text for the Optional Fluency Assessment, titled “The Way to Live: An Excerpt from *When Buffalo Ran*.” Turn to this copy of the selection each time you administer this assessment.

You will also find a Recording Copy of the text for doing a running record of oral reading for each student you assess. There is also a Fluency Scoring Sheet. Make as many copies of the Recording Copy and the Fluency Scoring Sheet as you need, having one for each student you assess.

The Way to Live

An Excerpt from *When Buffalo Ran*

My uncle was a brave man, and was always going off on the warpath, searching for the camps of enemies, taking their horses, and sometimes fighting bravely. He was still a young man, not married, but was quiet and of good sense, and all the people respected him.

All my life I have tried to remember what he told me this first time that he talked with me. It was good advice, and came to me from a good man, who afterwards became one of the chiefs of the tribe.

He said to me: “My son, I am going to tell you some things that will be useful to you, and if you listen to what I say, your life will be easier for you to live. You will not make mistakes, and you will come to be liked and respected by all the people. Before many years now you will be a man, and as you grow up you must try more and more to do the things that men do. There are a few things that a boy must always remember.”

“When older people speak to you, you must stop what you are doing and listen to what they say, and must do as they tell you. If anyone says to you, ‘My son, go out and drive in my horses,’ you must go at once. Do not wait and do not make anyone speak to you a second time. Start at once.”

“You must get up early in the morning. Do not let the sun, when it first shines, find you in bed. Get up at the first dawn of day, and go early out into the hills and look for your horses. These horses will soon be put in your charge. You must watch over them, you must never lose them, and you must always see that they have water.”

“You must take good care of your arms. Always keep them in good order. A man who has poor arms cannot fight.”

“It is important for you to do all these things. But there is one thing more important than anything else, and that is to be brave. Soon you will be going on a warpath, and then you must strive always to be in the front of the fighting, and to try hard to strike many of the enemy. You must be saying all the time to yourself, ‘I will be brave; I will not fear anything.’ If you do that, the people will all know of it, and will look on you as a man.”

Recording Copy The Way to Live

An Excerpt from *When Buffalo Ran*

My uncle was a brave man, and was always going off on the warpath, searching for the camps of enemies, taking their horses, and sometimes fighting bravely. He was still a young man, not married, but was quiet and of good sense, and all the people respected him.

All my life I have tried to remember what he told me this first time that he talked with me. It was good advice, and came to me from a good man, who afterwards became one of the chiefs of the tribe.

He said to me: “My son, I am going to tell you some things that will be useful to you, and if you listen to what I say, your life will be easier for you to live. You will not make mistakes, and you will come to be liked and respected by all the people. Before many years now you will be a man, and as you grow up you must try more and more to do the things that men do. There are a few things that a boy must always remember.”

“When older people speak to you, you must stop what you are doing and listen to what they say, and must do as they tell you. If anyone says to you, ‘My son, go out and drive in my horses,’ you must go at once. Do not wait and do not make anyone speak to you a second time. Start at once.”

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“You must take good care of your arms. Always keep them in good order. A man who has poor arms cannot fight.”

“It is important for you to do all these things. But there is one thing more important than anything else, and that is to be brave. Soon you will be going on a warpath, and then you must strive always to be in the front of the fighting, and to try hard to strike many of the enemy. You must be saying all the time to yourself, ‘I will be brave; I will not fear anything.’ If you do that, the people will all know of it, and will look on you as a man.”

Word Count: 431

Student Name _____ Date _____

Fluency Scoring Sheet

	<input type="text"/>	Words Read in One Minute
—	<input type="text"/>	Uncorrected Mistakes in One Minute
<input type="text"/>		W.C.P.M.

W.C.P.M.	National Percentiles for Spring, Grade 5
194	90th
168	75th
139	50th
109	25th
83	10th
Comprehension Total _____ / 4	

Guidelines for Fluency Assessment Scoring

To calculate a student's W.C.P.M. (Words Correct Per Minute) score, use the information you wrote on the Recording Copy and follow these steps. You may wish to have a calculator available.

1. Count Words Read in One Minute. This is the total number of words the student read or attempted to read in one minute. It includes words the student read correctly as well as words the student read incorrectly. Write the total in the box labeled Words Read in One Minute.
2. Count the Uncorrected Mistakes in One Minute. You noted these on the Recording Copy. They include words read incorrectly, omissions, substitutions, and words you had to supply. Write the total in the box labeled Uncorrected Mistakes in One Minute on the Fluency Scoring Sheet. (A mistake that the student self-corrects is not counted as a mistake.)
3. Subtract Uncorrected Mistakes in One Minute from Words Read in One Minute to get Words Correct. Write the number in the box labeled W.C.P.M. Although the analysis does not include any words the student read correctly (or incorrectly) after one minute, you may use this information from your Recording Copy for anecdotal purposes.

As you evaluate W.C.P.M. scores, here are some factors to consider.

It is normal for students to show a wide range in fluency and in W.C.P.M. scores. However, a major goal of Grade 5 is to read with sufficient fluency to ensure comprehension and independent reading of school assignments in this and subsequent grade levels. A student's W.C.P.M. score can be compared with the score of other students in the class (or grade level) and also with the national fluency norms obtained by Hasbrouck and Tindal (2006). Hasbrouck and Tindal suggest that a score falling within 10 words above or below the 50th percentile should be interpreted as within the normal, expected, and appropriate range for a student at that grade level at that time of year. For example, if you administered the assessment during the fall of Grade 5, and a student scored 100 W.C.P.M., you should interpret this as within the normal, expected, and appropriate range for that student.

Oral Reading Fluency Norms for Grade 5 from Hasbrouck and Tindal (2006)

Percentile	Fall W.C.P.M.	Winter W.C.P.M.	Spring W.C.P.M.
90	166	182	194
75	139	156	168
50	110	127	139
25	85	99	109
10	61	74	83

Reference

Hasbrouck, Jan and Tindal, Gerald A. "Oral reading fluency norms: A valuable assessment tool for reading teachers." *The Reading Teacher* 59 (2006): 636–644.

Pausing Point

Unit 9: Native Americans

Materials

- Activity Page PP.2

Note

This is a good opportunity to use the Tens scoring system to gather formative assessment data. Information about the Tens scoring system appears in the Teacher Resources section of the Unit 1 Teacher Guide.

End-of-Unit Content Assessment

Use the first day of the Pausing Point to administer the assessment of content knowledge acquired by reading *A Changing Landscape*. Make sure each student has a copy of Activity Page PP.2. You may have collected this activity page from students at the beginning of the unit.

- Allow students as much time as they need to complete the assessment during the first Pausing Point day. In most cases, this assessment will take approximately 30–45 minutes.
- Tell students to read and answer the questions about what they have learned about Native Americans. Encourage students to do their best and review their work once they have finished.
- Circulate around the room as students complete the assessment to ensure that everyone is working individually.
- Use the following Remediation and Enrichment suggestions to plan activities for the remainder of the first Pausing Point day.

Content Assessment Answer Key

1. Answers may vary, but should include at least ONE of the following: Native Americans got everything they needed to live from the land and their environment; tribes traded freely with one another for things they needed; tribes had lived for many, many years according to the traditions of their ancestors.
2. Answers may vary, but should include at least ONE of the following: Native Americans were forced to change the way they lived; they were forced onto reservations, onto missions, or to attend schools to learn to assimilate; they were introduced to horses, guns, and steel swords; many tribes were wiped out by diseases brought by European settlers.
3. Native Americans
4. Native Americans
5. Europeans
6. Native Americans
7. Europeans

8. C
9. Answers may vary, but should include that they were established to persuade the native people into changing their way of life; to convert them to Christianity; to “civilize” them and teach them to farm; they were a form of forced labor; Native Americans at the missions were forced to dress like Europeans.
10. A, B, D
11. C
12. A, D
13. B
14. A, D
15. Answers may vary, but may include that settlers and Native Americans viewed land differently. Settlers wanted to live on the land and gain wealth from it by taking and using things from the land rather than “liv[ing] in harmony with nature.” Conversely, Native Americans saw themselves as part of the land, and they only took what they needed.
16. immigrants; settlers; settlers; encroached; settlers; revenge; resistance
17. B, C, D
18. A, C, D
19. Answers may vary, but should include that the U.S. government tried to strip Native Americans of their cultural identity by stripping them of their land, their culture, and their heritage.
20. A

Pausing Point for Differentiation of Instruction

Please use the final four days of this unit (or three days if you chose to pause one day after Lesson 7) to address results of the Content Assessment, Unit Assessment (for reading comprehension; fluency, if applicable; grammar; and morphology), and spelling assessments. Use each student’s scores on the Unit Assessment to determine which remediation and/or enrichment opportunities will benefit particular students. In assigning these remediation and/or enrichment activities, you may choose to have students work individually, in small groups, or as a whole class.

Remediation

Content

If students demonstrate a need for remediation on any of the *Native Americans* content, refer to the Reader chapters covering that content. You may wish to reteach any such chapter as a teacher read-aloud, regardless of the type of reading lesson initially used for that chapter. Additionally, you should focus more heavily on the questions labeled **Support** in the Teacher Guide materials for that chapter.

Reading Comprehension

It is important to understand that poor performance on the Reading Comprehension section of the end-of-unit assessment may be attributable to any number of factors. To ascertain which remediation efforts will be most worthwhile, it is highly recommended that you ask any student who performed poorly on this section to read at least one of the assessment passages aloud to you orally, one on one. As the student reads, make note of any words the student struggles with or reads incorrectly. If the student occasionally misreads words in the text, analyze the types of errors in code knowledge and consult the *CKLA Decoding and Encoding Remediation Supplement*. This online publication provides further guidance in assessing, analyzing, and remediating specific decoding skills so targeted remediation can be provided. If the student frequently misreads words in the text, this is indication of a more global decoding problem that may require further assessment and remediation by a reading specialist. The *Decoding and Encoding Remediation Supplement* can be accessed online at CoreKnowledge.org/CKLA-files and at CKLA.Amplify.com.

If the student does not misread words, but reads haltingly, a lack of fluency may impede comprehension. Administer the optional fluency assessment to verify whether the student's reading rate is below the norm. If so, remediation efforts should be targeted at building fluency.

After the student finishes reading the passage(s) aloud, ask the comprehension questions orally. Analyze whether the student makes errors on the same questions answered incorrectly on the written assessment, and also examine the type of questions answered incorrectly. Does the student have difficulty answering particular types of questions? If so, it may be helpful to have a guided rereading of specific chapters in a small group setting with other students who are struggling. Choose chapters that were not already used for small group instruction and provide specific guidance as to how to use the text to arrive at the correct answer.

Also analyze whether there was a marked difference between the student's comprehension of the informational and literary passages. Good performance on the informational passage requires students to use the domain-specific vocabulary and knowledge presented throughout the unit. Students who performed poorly on the informational passage may benefit from rereading chapters from the unit, with more intensive focus on the domain vocabulary.

Good performance on the literary passage of this assessment requires some knowledge of domain-specific vocabulary from this unit (though not to the same extent as the informational passage), as well as general knowledge of Tier 2 and academic vocabulary. Students who performed poorly on the literary passage, but did well on the informational passage, may benefit from specific practice with Tier 2 and academic vocabulary.

Fluency

Students who struggle with fluency will benefit from having multiple opportunities to reread a particular text. If students demonstrate a need for remediation related to fluency, you may have them either reread selections from the Reader or choose an excerpt from the *Fluency Supplement*.

Grammar and Morphology

If students demonstrate a need for remediation in the foundational grammar and morphology skills required for the lessons in Grade 5, consult the CKLA Grade 3 Skills Strand materials or the Grade 4 materials for additional grammar and morphology lessons and activities. Alternatively, for students who demonstrate a general proficiency in grammar and morphology, but who demonstrate a need for remediation in connection with specific skills covered in *Native Americans*, you may provide more targeted remediation by reteaching only those lessons in this unit. For additional practice with the grammar and morphology skills taught in this unit, you may wish to have students complete the Pausing Point activity pages in the Activity Book.

Spelling

If students demonstrate a need for remediation in spelling, but they exhibit general proficiency in code knowledge, have them use the Individual Code Chart to assist in spelling unfamiliar words, syllable by syllable.

If students exhibit specific code knowledge problems, as revealed by the spelling assessment analyses, they may benefit from remediation to target specific letter-sound correspondences. You can access the *Decoding and Encoding Remediation Supplement* online at CoreKnowledge.org/CKLA-files and at CKLA.Amplify.com.

Writing

Use time during the Pausing Point to revisit students' persuasive essays, along with the Persuasive Essay Rubric and Editing Checklist. Pair students to share their persuasive essays. Each student should give at least one compliment and ask at least one question. You may choose to work individually with students who would benefit from discussing areas in which improvement may be needed. You may wish to provide time for those students to revise and edit their persuasive essays based on your discussion, and to publish their revised and edited draft onto a clean page.

You may wish to suggest that students needing more practice write a new persuasive essay using a different image. Provide additional structure and guidance for students, making copies of both the Persuasive Essay Rubric and Editing Checklist available, and circulate and check in with students as they write. You may also make additional images available through an image bank.

You may also use time during the Pausing Point to have students revisit their persuasive essays to give them a title. Encourage students to choose a title that is reflective of their argument and, if possible, catchy.

As a challenge, you may encourage students to write a new persuasive essay using the parfleche image and description on Activity Page SR.5. Students will need to focus their essay on why the *object* best shows the connection between Native Americans and the land.

Enrichment

If students have mastered the content and skills in the *Native Americans* unit, their experience with the domain concepts may be enriched by the following activities:

- Students may read the enrichment selections contained in the Reader. “The Navajo Code Talkers” describes how Navajo soldiers used their native language to communicate important information over radios for the American and Allied forces during World War II. With the advent of radio, communication had to be encoded so the enemies could not hear the information and gain an advantage. That meant both sides had to develop codes to communicate with their military. Because the Navajo language was so difficult and unrelated to most other languages, it provided the basis for an excellent “code” that could not be broken by the Axis Powers. By the end of the war, nearly 400 Navajo code talkers had risked their lives to help win the war, and their brave contribution remains an important part of modern Native American history. “Ancestors’ Words” illustrates the effort to transmit and preserve Native American languages. The Activity Book contains activity pages students can complete as they read these selections.
 - Students may respond to any of the following writing prompts, conducting independent research necessary to support their responses:
 - Write a diary entry in which you imagine you are a Native American. Choose a specific tribe and region for your entry, and write about what your typical day might be like. Use the following questions to guide your writing: What do you eat? What chores or jobs must you complete? Who are the members of your family? What does the landscape look like? What kind of home do you live in? What do you do for fun?
 - Write and illustrate your own Native American myth.
 - Imagine you are a Native American. Write a paragraph in which you describe the land around you. What does it look like? How do you feel about it?
- Challenge** Use figurative language and strong verbs to enhance your writing.
- Choose one of the objects mentioned in Chapter 4. Research the object, and write one or two paragraphs in which you describe its appearance and use.
 - Choose one of the people mentioned in *A Changing Landscape*, and write a biography about that person. People you might consider include Sitting Bull, General Custer, Crazy Horse, Richard Henry Pratt, and Joe Kieyoomia.
- Students may share, either with a small group or with the class, the writing they generated in this unit or in response to the writing prompts in this Enrichment section.

Assessment Day 1

Unit 9: Native Americans

LESSON AT A GLANCE

TIME

MATERIALS

End-of-Year Assessment

Reading Comprehension Assessment 90 min. Activity Pages A.1, A.2

ADVANCE PREPARATION

End-of-Year (EOY) Assessment

- Prepare to distribute Activity Page A.1 that you collected from students at the beginning of the unit.
- Plan to have reading material available for students to select from and read independently as they finish the EOY Assessment.

END-OF-YEAR ASSESSMENT

The primary purpose of the EOY Assessment is to determine students' preparedness for English language arts instruction in Grade 6.

During the first day of the three-day assessment, all students will complete the Reading Comprehension Assessment (Activity Page A.1) independently. It includes three passages and corresponding comprehension questions. After students complete this portion of the assessment, use the EOY Assessment Summary (Activity Page A.2), which you will have collected from students, to analyze each student's performance. Please score the Reading Comprehension Assessment prior to Day 2 of the EOY Assessment, as you will use the scores to determine which students should complete the Word Reading in Isolation Assessment.

Beginning on Day 2 of the EOY Assessment, all students will work independently on the Grammar Assessment.

In addition, you will pull students aside, one at a time, and administer the Word Reading in Isolation Assessment (to students who scored 11 or fewer on the Reading Comprehension Assessment, and between 12–14, as time allows). Administer the Fluency Assessment to all students.

The Word Reading in Isolation Assessment uses Activity Page A.4 (Scoring Sheet for student responses), which you will have collected from students, as well as the Word

Materials

- Activity Pages A.1, A.2

Reading in Isolation Assessment located in the Teacher Resources section of the Teacher Guide. A Word Reading in Isolation Analysis and a Word Reading in Isolation Remediation Guide have also been included in Assessment Day 2 of the Teacher Guide.

The Fluency Assessment uses Activity Pages A.2 and A.5 (which you will have collected from students), as well as the Fluency Assessment text, “Birds,” located in the Teacher Resources section of the Teacher Guide. You will use Activity Page A.5 (End-of-Year Fluency Assessment Recording Copy) to create a running record while students read the fluency passage. Activity Page A.2 (End-of-Year Assessment Summary) includes a Fluency Assessment Scoring Sheet.

On Day 3 of the EOY Assessment, all students will complete the Morphology Assessment. You will continue to pull students individually to administer the Word Reading in Isolation Assessment and the Fluency Assessment.

Reading Comprehension Assessment

90 minutes

- Have students work independently to complete the Reading Comprehension Assessment on Activity Page A.1. After you have scored the assessment, record individual scores on each student’s EOY Assessment Summary (Activity Page A.2).

The texts used in the Reading Comprehension Assessment—“How the Turkey Buzzard Got His Suit” (literary text), “Titian” (informational text), and “Improvements in Transportation” (informational text)—have been profiled for text complexity using the quantitative measures described in the Common Core State Standards for English Language Arts, Supplement to Appendix A, “New Research on Text Complexity” (www.corestandards.org/resources). All selections fall within the Common Core 4th–5th Grade Band.

The reading comprehension questions pertaining to these texts are also aligned to the CCSS and are worthy of students’ time to answer. Questions have been designed so they do not focus on minor points in the text, but rather, they require deep analysis. Thus, each item might address multiple standards. In general, the selected-response items address Reading standards and the constructed-responses items address Writing standards. To prepare students for CCSS-aligned assessments, such as those developed by the Partnership for Assessment of Readiness for College and Careers (PARCC) and the Smarter Balanced, some items replicate how technology may be incorporated in those assessments, using a paper and pencil format.

Item Annotations and Correct Answers

*Note: To receive a point for a two-part question, students must correctly answer both parts of the question.

Item	Correct Answer(s)	Standards	
1 <i>Inferential</i>	C	RL.5.1, RL.5.2, RL.5.10	
2 <i>Inferential</i>	A	RL.5.1, RL.5.10	
3 <i>Inferential</i>	D	RL.5.4, L.5.4, L.5.5, L.5.5a	
4 <i>Literal</i>	Suit	What was wrong with it?	RL.5.1, RL.5.2, RL.5.5, RL.5.10, W.5.4
	first suit	feathers were too long and trailed on the ground as he walked; he could not fly well in them	
	next suit	all the other birds would see him because he would shine like the face of the Great Spirit	
	third suit	it would get dirty too soon	
	fourth suit	not enough feathers	
fifth suit	too many feathers and too many pieces		
*5 Part A <i>Inferential</i>	D	RL.5.4, L.5.4, L.5.4a	
*5 Part B <i>Literal</i>	"... it was not pretty. It was a plain, dull color and very short of feathers at the neck and head."	RL.5.4, L.5.4, L.5.4a	
6 <i>Evaluative</i>	Answers may vary, but could include that Turkey Buzzard decided to be proud of the suit he ended up choosing. He tried on all the other suits and found something wrong with each one. The suit he chose was the last suit available, but he kept it on and wore it proudly. He did not allow the other birds' teasing to bother him.	RL.5.1, RL.5.2, RL.5.10	
7 <i>Inferential</i>	A	RI.5.1, RI.5.10	
*8 Part A <i>Inferential</i>	D	RI.5.1, RI.5.10	
*8 Part B <i>Inferential</i>	Titian's work frescoing the walls of the Exchange above the Rialto bridge was highly praised, and it was thought to be better than Giorgione's work on the same project. In addition, he was invited to finish the frescoes in the Grand Council chamber and to paint the portraits of the Doges, Venice's rulers.	RI.5.1, RI.5.3, RI.5.8, RI.5.10	
9 <i>Inferential</i>	B	RI.5.1, RI.5.10	
10 <i>Evaluative</i>	B	RI.5.4, L.5.4	
11 <i>Literal</i>	A, B, C, E	RI.5.1, RI.5.10	
12 <i>Literal</i>	People figured if they could build good roads, they could charge people for using them.	RI.5.1, RI.5.8, RI.5.10, W.5.4	
13 <i>Inferential</i>	B	RI.5.1, RI.5.2, RI.5.10	
*14 Part A <i>Inferential</i>	C	RI.5.4, L.5.4, L.5.4a	
*14 Part B <i>Literal</i>	"Others who saw this odd-looking boat laughed ..."	RI.5.4, W.5.4, L.5.4, L.5.4a	
15 <i>Inferential</i>	Fulton's odd-looking boat, which people had laughed at and called a folly, was actually very successful and changed the way passengers and goods traveled up and down waterways.	RI.5.1, RI.5.10	
16 <i>Evaluative</i>	The steamboat best addressed transportation issues because it changed the way travel occurred up and down waterways. While improved roads did allow for stagecoach travel, traveling in a stagecoach was uncomfortable, and stops along the way had bad food and poor sleeping conditions. Turnpikes were in better condition than other roads, but they were just as dusty and muddy as the older roads, travelers had to pay to use them, and they did not extend very far west, where the population was spreading.	RI.5.1, RI.5.3, RI.5.5, RI.5.8, RI.5.10, W.5.4, W.5.9b	

Reading Comprehension Assessment Analysis

Students who answered 11 or fewer questions correctly out of 16 total questions appear to have **minimal preparation** for Grade 6. Administer the Word Reading in Isolation Assessment and the Fluency Assessment to these students to gain further insight as to possible weaknesses. These students may have fairly significant skills deficits and may not be ready for Grade 6. Carefully analyze their performance on the Reading Comprehension Assessment, the Word Reading in Isolation Assessment, and the Fluency Assessment to determine whether students may need to be regrouped to an earlier point of instruction in the CKLA grade level materials when they reach Grade 6.

Students who answered 12–14 questions correctly out of 16 total questions appear to have **adequate preparation** for Grade 6. Administer the Word Reading in Isolation Assessment to these students, as time permits, and administer the Fluency Assessment. Use results from the Word Reading in Isolation Assessment to identify gaps in the mastery of specific letter-sound spellings that may require targeted remediation in Grade 6.

Students who answered 15–16 questions correctly out of 16 total questions appear to have **outstanding preparation** for Grade 6. You do not need to administer the Word Reading in Isolation Assessment to these students. However, please administer the Fluency Assessment to determine whether practice and progress monitoring in the area of fluency are warranted in Grade 6.

The following chart provides an overview of how to interpret students' scores.

Reading Comprehension Assessment Analysis	
Number of Questions Answered Correctly	Interpretation
11 or fewer	Student appears to have minimal preparation for Grade 6; administer Word Reading in Isolation Assessment and Fluency Assessment on Day 2 or Day 3
12–14	Student appears to have adequate preparation for Grade 6; administer Word Reading in Isolation Assessment on Day 2 or Day 3, only as time permits; administer Fluency Assessment
15–16	Student appears to have outstanding preparation for Grade 6; do not administer Word Reading in Isolation Assessment; administer Fluency Assessment on Day 2 or Day 3

Assessment Day 2

Unit 9: Native Americans

LESSON AT A GLANCE	TIME	MATERIALS
End-of-Year Assessment		
Grammar Assessment	45 min.	Activity Page A.3
Word Reading in Isolation Assessment; Fluency Assessment	ongoing	Activity Pages A.2, A.4, A.5; Student Copy of Fluency Assessment text; stopwatch

ADVANCE PREPARATION

End-of-Year (EOY) Assessment

- Plan to have reading material available for students to select from and read independently as they finish the EOY Assessment.

END-OF-YEAR ASSESSMENT

During the second day of the three-day assessment, all students will complete the Grammar Assessment independently. It includes 55 items assessing knowledge of parts of speech, sentence elements (subject/predicate), verb tenses, subject-verb agreement, conjunctions, prepositions, interjections, and punctuation. After students complete this portion of the assessment, enter their scores on the Grammar Assessment Scoring Sheet, in this Teacher Guide, making additional copies if needed. Benchmark results for individual students are not included for the Grammar Assessment.

Begin to administer the Word Reading in Isolation Assessment, based on students' performance on the Reading Comprehension Assessment, and administer the Fluency Assessment to all students.

Grammar Assessment

45 minutes

- Have students work independently to complete the Grammar Assessment on Activity Page A.3. Enter all student scores onto the Grammar Assessment Scoring Sheet.

Materials

- Activity Page A.3

Grammar Assessment Scoring Sheet

Skill	Question	Student																		
Subject-Predicate	1																			
Subject-Predicate	2																			
Compare/Contrast Words & Phrases	3																			
Compare/Contrast Words & Phrases	4																			
Compare/Contrast Words & Phrases	5																			
Action and Linking Verbs	6																			
Action and Linking Verbs	7																			
Action and Linking Verbs	8																			
Action and Linking Verbs	9																			
Subject-Verb Agreement Present Tense	10																			
Subject-Verb Agreement Present Tense	11																			
Subject-Verb Agreement Present Tense	12																			
Subject-Verb Agreement Present Tense	13																			
Subject-Verb Agreement Present Tense	14																			
Subject-Verb Agreement Present Tense	15																			
Subject-Verb Agreement Present Tense	16																			
Commas-Items in a Series	17																			
Commas-Items in a Series	18																			
Subject-Verb Agreement Past Tense	19																			
Subject-Verb Agreement Past Tense	20																			
Subject-Verb Agreement Past Tense	21																			
Subject-Verb Agreement Past Tense	22																			
Subject-Verb Agreement Past Tense	23																			
Subject-Verb Agreement Past Tense	24																			
Subject-Verb Agreement Past Tense	25																			

Grammar Assessment Scoring Sheet

Skill	Question	Student																		
Prepositions	26																			
Prepositions	27																			
Correlative Conjunctions	28																			
Correlative Conjunctions	29																			
Interjections	30																			
Interjections	31																			
Pronouns	32																			
Pronouns	33																			
Pronouns	34																			
Pronouns	35																			
Pronouns	36																			
Pronouns	37																			
Pronouns	38																			
Pronoun Antecedents	39																			
Pronoun Antecedents	40																			
Pronoun Antecedents	41																			
Pronoun Antecedents	42																			
Commas: Introductory Element	43																			
Commas: Introductory Element	44																			
Commas: Introductory Element	45																			
Shifts in Verb Tense	46																			
Shifts in Verb Tense	47																			
Transitional Words and Phrases	48																			
Transitional Words and Phrases	49																			
Commas: Yes/No, Direct , Tag	50																			
Commas: Yes/No, Direct , Tag	51																			
Commas: Yes/No, Direct , Tag	52																			
Titles	53																			
Titles	54																			
Titles	55																			

Materials

- Activity Page A.4

Word Reading in Isolation Assessment

Ongoing

Begin to administer the Word Reading in Isolation Assessment individually to all students who scored 11 or fewer on the Reading Comprehension Assessment and to students who scored between 12–14, as time permits, to gain further insight as to possible weaknesses.

This section of the EOY Assessment assesses single-word reading to identify the specific letter-sound correspondences a student may have not yet mastered.

Administration Instructions

- Locate the Word Reading in Isolation Assessment in the Teacher Resources section of this Teacher Guide. Students will read from this copy.
- Cover all of the words before calling a student to complete the assessment.
- Tell the student he or she will read words aloud to you and that it is important to do his or her best reading.
- Uncover the first row of words by moving the paper down.
- As the student reads a word, mark any incorrect letter-sound correspondences above the word on the Word Reading in Isolation Assessment Scoring Sheet (Activity Page A.4 that you collected from students). Also, note whether the student incorrectly chunks letters into syllables, leading to mispronunciation. If the student reads the word correctly, place a check mark above the word.
- If, after 10 seconds, the student is unable to read the word at all, simply tell the student the word and move on. Mark an X above the word on the scoring sheet.
- Administer the Fluency Assessment after completing this section, and continue administering these two individual assessments as time permits, throughout Day 2 and Day 3, to the remaining students.

Word Reading in Isolation Analysis

The more words a student is able to read and the farther the student is able to progress in the assessment, the stronger his or her preparation is for Grade 6. A Word Reading in Isolation Analysis chart and Remediation Guide are located in this lesson.

The number of words read correctly indicates the following:

- Students who read 34 or fewer words out of 45 correctly appear to have **minimal preparation** for Grade 6.
- Students who read 35–39 out of 45 words correctly appear to have **adequate preparation** for Grade 6.
- Students who read 40–45 out of 45 words correctly appear to have **strong to outstanding preparation** for Grade 6.

After scoring the assessment, you might find it helpful to determine which letter-sound correspondences students missed that caused them to score below the benchmark for word recognition. Note that one-syllable words are not included in the Syllabication Analysis.

Score required to meet benchmark of 80%						
Phonemes						
Consonants						Totals
/b/	/d/	/f/	/g/	/h/		166/208
/j/	/k/	/l/	/m/	/n/		
/p/	/r/	/s/	/t/	/v/		
/w/	/x/	/y/	/z/	/ch/		
/sh/	/th/	/th/	/ng/	/qu/		
Vowels						108/136
/a/	/e/	/i/	/o/	/u/		39/49
/ae/	/ee/	/ie/	/oe/	/ue/		25/31
/ə/	/oo/	/oo/	/aw/	/ou/		19/23
/oi/	/ar/	/er/	/or/	/aer/	/ə+/l/	27/33
Syllabication (words with 2 or more syllables)						
Closed Syllable/short						39/49
Open Syllable/long						13/17
Magic E and Digraph Syllable						21/26
R-Controlled Syllable						16/20
ə Syllable						7/9
-le Syllable						4/4

Word Reading in Isolation Remediation Guide

Write the names of students who missed questions under each header. This will help you determine what kind of remediation may be needed in Grade 6.

Refer to the Table of Contents in the *Decoding and Encoding Remediation Supplement* to locate information about specific phonemes and syllabication for remediation purposes.

Phonemes—Consonants (Item numbers in parentheses)

/b/ (1e, 2a, 2b, 3d, 4b, 5a, 5e, 6a, 8b, 10c, 13b)	/d/ (1a, 1d, 2d, 3b, 3d, 4d, 5a, 7e, 8a, 8e, 9c, 10b, 10e)	/f/ (1b, 4c, 4d, 5e, 6c, 6e, 13d)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/g/ (4e, 6d, 13a)	/h/ (9b)	/j/ (1c, 12c, 12d)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/k/ (2c, 2e, 3a, 3d, 3e, 5c, 5d, 6a, 6d, 8c, 9a, 10a, 10d, 10e, 11b, 11d, 12a, 13c)	/l/ (1b, 1d, 1e, 2d, 3c, 4d, 5a, 5e, 6e, 7c, 9c, 9e, 10a, 12a)	/m/ (2c, 4a, 9a, 9b, 11b, 12b, 13c, 13e)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/n/ (1c, 2c, 2e, 4e, 5c, 5d, 6d, 7a, 8b, 8c, 9b, 9d, 10b, 11e, 12d, 12e)	/p/ (1e, 5b, 6b, 6c, 7e, 9c, 10c, 11c, 11d, 12c)	/r/ (2a, 3b, 3c, 3e, 4b, 4c, 5b, 5c, 5d, 6a, 7d, 7e, 11b, 11d, 12c, 13a, 13c)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/s/ (1a, 1b, 1e, 2c, 2e, 3d, 4a, 5d, 6c, 7b, 7e, 9e, 10a, 10b, 10d, 11a, 11d, 12b, 12d, 12e, 13e)	/t/ (1a, 1b, 1d, 2b, 2d, 3c, 4b, 4c, 4e, 5c, 5d, 6a, 8a, 8c, 8d, 11e, 12a, 12b, 12c, 13c, 13e)	/v/ (1d, 2a, 4a, 7d, 7e, 8e, 10b)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/w/ (2b, 6a, 9d, 9e, 10e, 11a, 11c)	/x/ (1c, 7b)	/y/ (7a, 13d)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/z/ (3a, 3e, 5a, 7b, 9a, 10d, 13b)	/ch/ (6b, 10e, 11a)	/sh/ (2b, 12b)
_____	_____	_____
_____	_____	_____
_____	_____	_____

Phonemes—Consonants (Item numbers in parentheses)		
/th/ (1e, 9e, 13d)	/th/ (7c)	/ng/ (7a, 9d, 11d, 11e)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/qu/ (6e)		

Phonemes—Vowels (Item numbers in parentheses)		
/a/ (1b, 8b, 9a, 12a, 12b)	/e/ (1a, 5d, 7b, 9e, 10d)	/i/ (1c, 3b, 5a, 6c, 6d, 6e, 7a, 7e, 8a, 8c, 9d, 11a, 11d, 11e, 12c, 12d, 13a, 13b, 13c, 13e)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/o/ (1c, 2a, 2b, 3c, 5c, 6a, 6e, 11c)	/u/ (1d, 2b, 2c, 4a, 8c, 10e, 11b, 12b, 13c)	/ae/ (1d, 1e, 4b, 4c, 6a, 10c, 12a)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/ee/ (1a, 3c, 4e, 5b, 5c, 6b, 6c, 7d, 13c)	/ie/ (2d, 6e, 7b, 7d, 12e)	/oe/ (2a, 5e, 7c, 8e, 13e)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/ue/ (3a, 8c, 9b, 12a)	/ə/ (1c, 2d, 3a, 4b, 4e, 9a, 9b, 10b, 12e)	/oo/ (2c, 3e, 7e, 8b, 8e, 13d)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/oo/ (9c, 10e)	/aw/ (1b, 8a, 8d)	/ou/ (2e, 10a)
_____	_____	_____
_____	_____	_____
_____	_____	_____

/oi/ (10b, 10c)	/ar/ (4a, 12c, 13b)	/er/ (1e, 4c, 5a, 6a, 6c, 6d, 7a, 7b, 8e, 9e, 10c, 11c)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/or/ (3d, 4d, 9d, 10d)	/aer/ (4e, 5b)	/ə/ + /l/ (2e, 3b, 4a, 4b, 5e, 11d, 13a, 13d, 13e)
_____	_____	_____
_____	_____	_____
_____	_____	_____

Syllabication (words with 2 or more syllables; Item numbers in parentheses)		
Closed Syllable/short (1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 4e, 5a, 5c, 5d, 6a, 6c, 6d, 6e, 7a, 7b, 7e, 8a, 8b, 8c, 9a, 9b, 9d, 9e, 10b, 10d, 10e, 11c, 11d, 11e, 12a, 12b, 12c, 13a, 13b, 13c, 13e)	Open Syllable/long (1a, 2a, 3c, 4e, 5b, 6b, 6c, 6e, 7d, 8c, 8e, 9b, 10c, 12a, 13c, 13e)	Magic E and Digraph Syllable (1b, 1d, 1e, 2c, 2d, 2e, 3a, 4a, 4b, 4c, 5c, 5e, 6a, 6b, 7b, 7e, 8a, 8b, 8e, 10b, 10c, 10e, 12a, 12e, 12d)
_____	_____	_____
_____	_____	_____
_____	_____	_____
R-Controlled Syllable (1e, 3d, 4a, 4c, 4e, 5a, 5b, 6a, 6c, 6d, 7a, 7b, 8e, 9d, 9e, 10c, 10d, 11c, 12c, 13b)	ə Syllable (1c, 2d, 2e, 3a, 4a, 4b, 5e, 9a, 12e, 13d)	-le Syllable (3b, 11d, 13a, 13e)
_____	_____	_____
_____	_____	_____
_____	_____	_____

Fluency Assessment

Ongoing

Begin to administer the Fluency Assessment individually to all students.

This section of the EOY Assessment assesses students' fluency in reading, using the selection "Birds" (informational text) located in the Teacher Resources section of the Teacher Guide.

Administration Instructions

- Turn to the student copy of "Birds" in the Teacher Resources section of this Teacher Guide. Students will read from this copy.
- Using the Recording Copy of "Birds" (from students' Activity Page A.5) for each student, you will create a running record as you listen to each student read orally.
- Explain that the student will read a selection aloud while you take some notes.
- Encourage the student not to rush and to read at his or her regular pace.
- Read the title of the selection aloud for the student, as the title is not part of the assessment.
- Begin timing when the student reads the first word of the selection. As the student reads aloud, make a running record on the Recording Copy of the text using the following guidelines:

Words read correctly	No mark is required.
Omissions	Draw a long dash above the word omitted.
Insertions	Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted.
Words read incorrectly	Write an "X" above the word.
Substitutions	Write the substitution above the word.
Self-corrected errors	Replace original error mark with an "SC."
Teacher-supplied words	Write a "X" above the word (counts as an error).

- When one minute has elapsed, draw a vertical line on the Recording Copy to mark where the student was in the text at that point. Allow the student to finish reading the selection aloud.
- Assess the student's comprehension of the selection by asking him or her to respond orally to the following questions:

Materials

- Activity Pages A.2, A.5
- Student Copy of Fluency Assessment text
- stopwatch

1. *Literal* What characteristics of birds are essential to flight?
» being warm-blooded, wings
2. *Inferential* Why are people who pick at their food and only eat small bits at a time said to “eat like a bird”?
» Birds need to eat a lot each day because they burn so much energy. They eat many small meals a day due to their high metabolism and burning of lots of energy.
3. *Literal* What can you assume if you spot an animal with feathers?
» It is a bird.
4. *Inferential* What can warm-blooded animals do that cold-blooded animals can't?
» produce heat for energy within their own bodies

- Continue administering the Fluency Assessment as time permits, throughout Day 2 and Day 3.
- You may score the assessment later, provided you have kept running records and marked the last word students read after one minute elapsed.

Guidelines for Fluency Assessment Scoring

Use one Fluency Assessment Scoring Sheet for each student taking the assessment. The Fluency Assessment Scoring Sheet appears in each student's EOY Assessment Summary (Activity Page A.2).

To calculate a student's W.C.P.M. (Words Correct Per Minute) score, use the information you wrote on the Recording Copy and follow these steps. You may wish to have a calculator available.

1. Count Words Read in One Minute. This is the total number of words the student read or attempted to read in one minute. It includes words the student read correctly as well as words the student read incorrectly. Write the total in the box labeled Words Read in One Minute.
2. Count the Uncorrected Mistakes in One Minute. You noted these on the Recording Copy. They include words read incorrectly, omissions, substitutions, and words you had to supply. Write the total in the box labeled Uncorrected Mistakes in One Minute on the Fluency Scoring Sheet. (A mistake that the student self-corrects is not counted as a mistake.)
3. Subtract Uncorrected Mistakes in One Minute from Words Read in One Minute to get Words Correct. Write the number in the box labeled W.C.P.M. Although the analysis does not include any words the student read correctly (or incorrectly) after one minute, you may use this information from your Recording Copy for anecdotal purposes.

As you evaluate W.C.P.M. scores, here are some factors to consider.

It is normal for students to show a wide range in fluency and in W.C.P.M. scores. However, a major goal of Grade 5 is to read with sufficient fluency to ensure comprehension and independent reading of school assignments in this and subsequent grade levels. A student's W.C.P.M. score can be compared with the score of other students in the class (or grade level) and also with the national fluency norms obtained by Hasbrouck and Tindal (2006). Hasbrouck and Tindal suggest that a score falling within 10 words above or below the 50th percentile should be interpreted as within the normal, expected, and appropriate range for a student at that grade level at that time of year. For example, if you administered the assessment during the spring of Grade 5, and a student scored 130 W.C.P.M., you should interpret this as within the normal, expected, and appropriate range for that student.

Oral Reading Fluency Norms from Hasbrouck and Tindal (2006)

Percentile	Spring Grade 5 W.C.P.M.	Fall Grade 6 W.C.P.M.
90	194	177
75	168	153
50	139	127
25	109	98
10	83	68

Reference

Hasbrouck, Jan and Tindal, Gerald A. "Oral reading fluency norms: A valuable assessment tool for reading teachers." *The Reading Teacher* 59 (2006): 636–644.

Assessment Day 3

Unit 9: Native Americans

LESSON AT A GLANCE	TIME	MATERIALS
End-of-Year Assessment		
Morphology Assessment	45 min.	Activity Page A.6
Word Reading in Isolation Assessment; Fluency Assessment	ongoing	Activity Pages A.2, A.4, A.5; Student Copy of Fluency Assessment text; stopwatch

ADVANCE PREPARATION

End-of-Year (EOY) Assessment

- Plan to have reading material available for students to select from and read independently as they finish the EOY Assessment.

END-OF-YEAR ASSESSMENT

During the third day of the three-day assessment, all students will complete the Morphology Assessment independently. It includes 18 items assessing knowledge of the prefixes *il-*, *ir-*, *inter-*, *im-*, *in-*, *ex-*, *en-*, *post-*, and *fore-*; suffixes *-ness*, *-ist*, *-tion*, and *-sion*; and roots *tract*, *vac*, *serv*, *cred*, and *mem*, all of which were taught in CKLA prior to the end of Grade 5. Have students work independently to complete the Morphology Assessment on Activity Page A.6. Enter all student scores into the Morphology Assessment Scoring Sheet.

Continue to administer the Word Reading in Isolation Assessment and the Fluency Assessments, as described on Day 2.

Morphology Assessment

45 minutes

- Have students work independently to complete the Morphology Assessment on Activity Page A.6. Enter all student scores into the Morphology Assessment Scoring Sheet.

Materials

- Activity Page A.6

Morphology Assessment Scoring Sheet

Skill	Question	Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Prefix <i>il-</i>	1																			
Prefix <i>ir-</i>	2																			
Prefix <i>inter-</i>	3																			
Root <i>tract</i>	4																			
Suffix <i>-ness</i>	5																			
Root <i>vac</i>	6																			
Prefix <i>im-</i>	7																			
Prefix <i>in-</i>	8																			
Prefix <i>ex-</i>	9																			
Root <i>serv</i>	10																			
Prefix <i>en-</i>	11																			
Suffix <i>-ist</i>	12																			
Root <i>cred</i>	13																			
Prefix <i>post-</i>	14																			
Suffix <i>-tion</i>	15																			
Suffix <i>-sion</i>	16																			
Root <i>mem</i>	17																			
Prefix <i>fore-</i>	18																			

Interpreting End-of-Year Assessment Scores

You should use the results of these three assessments to determine students' preparedness for Grade 6 English language arts instruction: the Reading Comprehension Assessment, the Word Reading in Isolation Assessment (if administered), and the Fluency Assessment. Please refer to the Grade 5 End-of-Year Assessment Summary (Activity Page A.2), and consider students' performance on these three assessments, in combination.

It can be challenging to analyze results for students with ambiguous or borderline scores. In particular, you may have some students who are right on the border between being strong enough readers to benefit from Grade 6 instruction and not having adequate preparation. This might include students who answered most questions correctly on one passage of the Reading Comprehension Assessment but not on other passages, or this might include students whose performance was uneven on the Word Reading in Isolation Assessment or on the Fluency Assessment.

In analyzing results from the **Reading Comprehension Assessment**, be aware that some students may not be strong test-takers. They may struggle to answer the questions even if they read the selection and understood it. You may wish to have students with borderline scores read the selection(s) aloud to you and then discuss it with you so you can better determine if their struggles are a result of comprehension difficulties or other factors.

In analyzing results from the **Word Reading in Isolation Assessment**, remember that not all poor scores are the same.

Students who have difficulty reading a significant number of one-syllable words likely need intensive remediation beyond what can likely be provided in a Grade 6 classroom.

Benchmark results for individual students are not included for the Grammar Assessment or the Morphology Assessment. You may want to add comments to the Grade 5 End-of-Year Assessment Summary (Activity Page A.2) regarding students who performed poorly on either or both assessments so the Grade 6 teacher can determine the extent to which a student may benefit from the additional practice of certain grammar and morphology skills taught in CKLA prior to beginning Grade 6 English language arts instruction.

Teacher Resources

Unit 9: Native Americans

TEACHER RESOURCES

In this section, you will find:

- Core Connections: U.S. Regions Map
- Core Connections: Geographic Region Images 1–4
- Core Connections: Native American Culture Images 1–4
- Glossary for *A Changing Landscape*
- Pronunciation Guide for *A Changing Landscape*
- Native American Outside Tepee Image
- Sample Persuasive Essay
- Persuasive Essay Images and Descriptions
- Persuasive Essay Rubric
- Persuasive Essay Editing Checklist
- Parfleche Image and Description
- Resources for the Enrichment Selections in *A Changing Landscape*
- End-of-Year Assessment Materials
 - Word Reading in Isolation Assessment
 - Fluency Assessment—Student Copy
- Activity Book Answer Key



Geographic Regions Image 1

The Northeast



Geographic Regions Image 2

The Great Plains



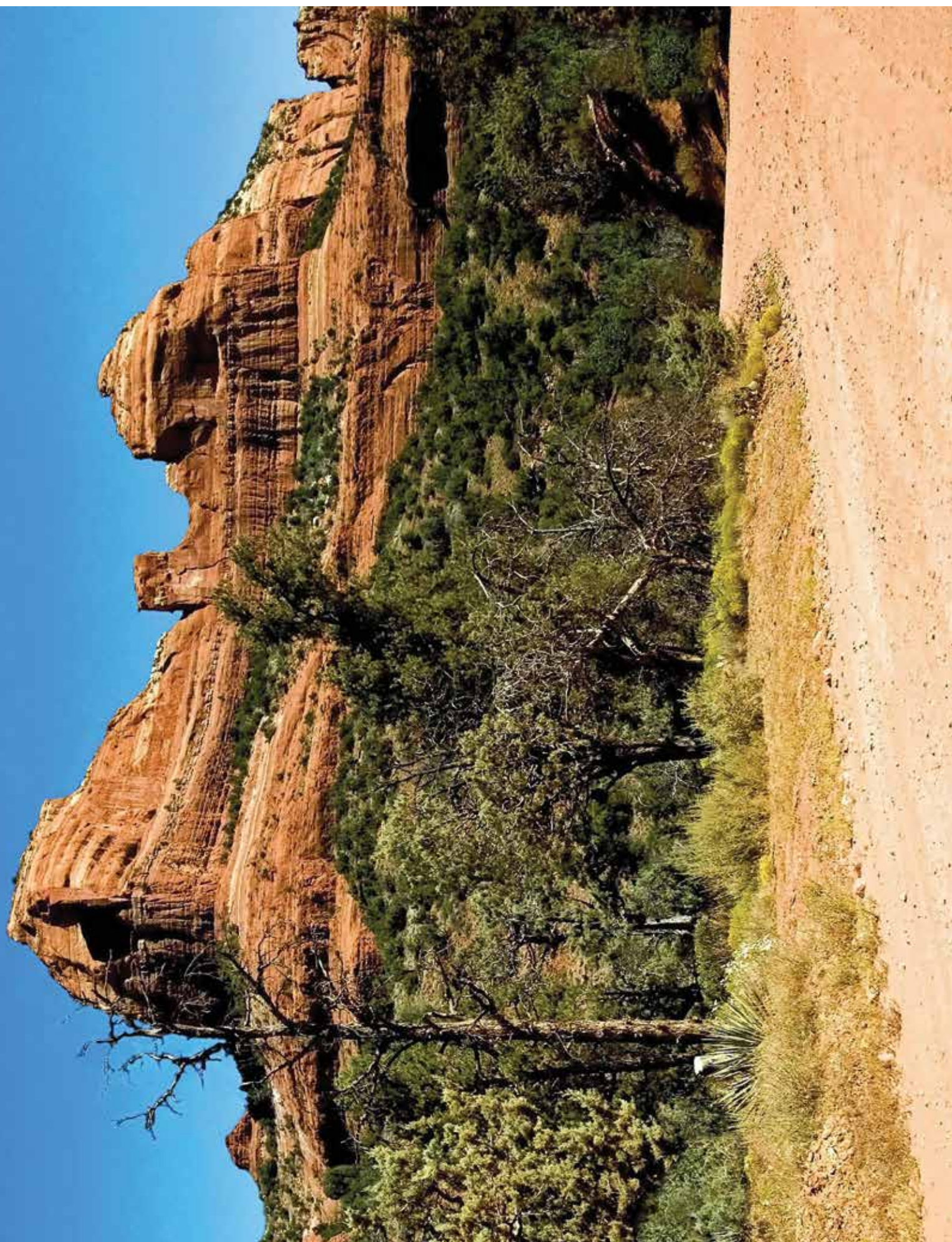


Geographic Regions Image 3

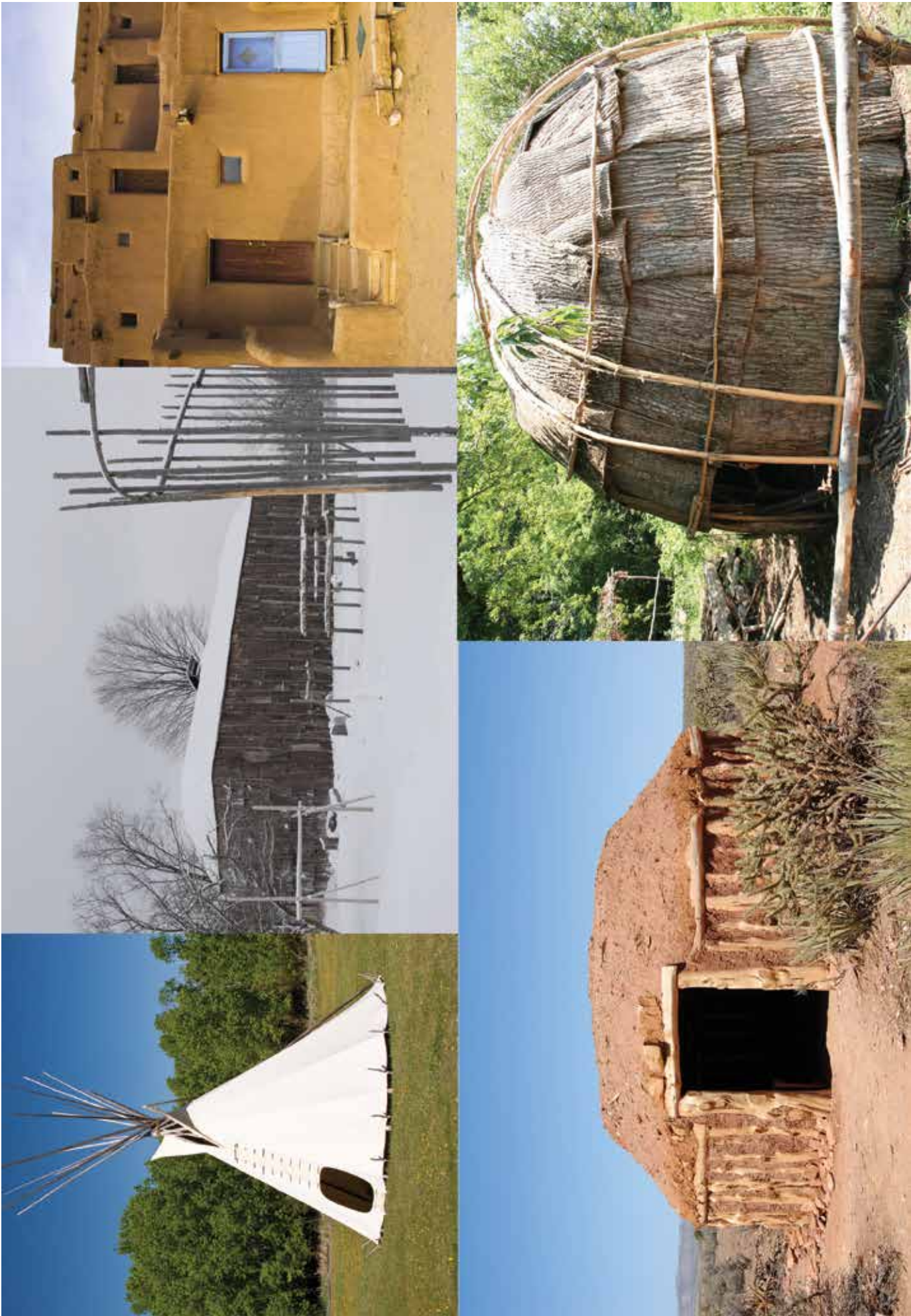
The Pacific Northwest

Geographic Regions Image 4

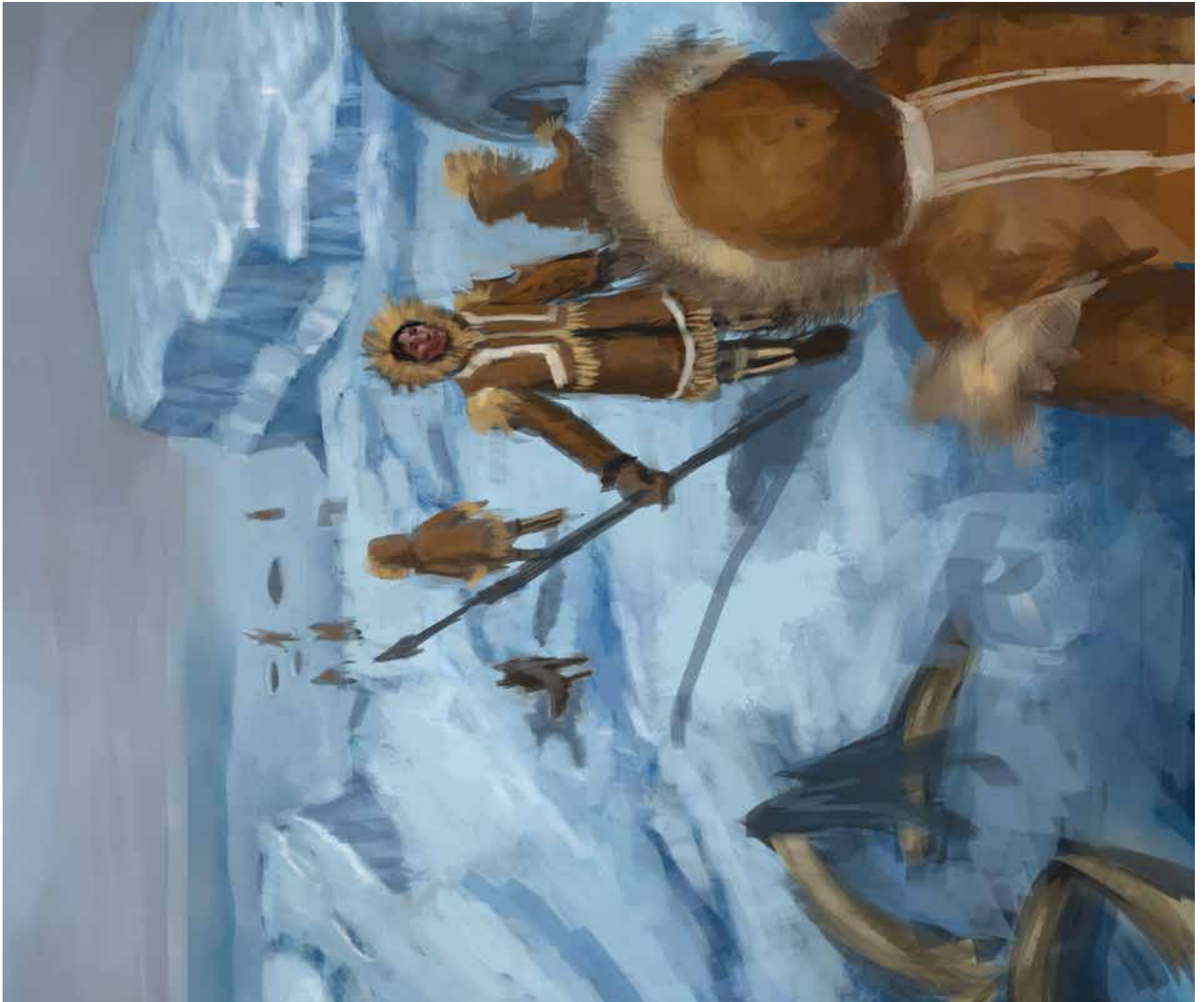
The Southwest



Core Connections: Native American Culture Image 1









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 he or she was 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 his or her 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**)

veille, 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

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 his or her 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**)

woo, v. to try to convince or attract someone; to get someone to agree with you

Pronunciation Guide for *A Changing Landscape*

The following are pronunciations for unique words in the order they first appear in *A Changing Landscape*, translated into Core Knowledge code. Syllables are divided with an asterisk (*).

Chapter 1	
Sioux	/soo/
Navajo	/nov*ə*hoē/
Pueblo	/pweb*loē/
Huron	/hyer*on/
Iroquois	/eer*ə*koi/
Teton	/tee*ton/
Shoshone	/shə*shoe*nee/
Amerigo Vespucci	/ə*maer*i*goē/ /ves* <u>poo</u> *chee/
Pocahontas	/poe*kə*hon*təs/
Wampanoag	/wom* <u>pə</u> *naw*ag/

Chapter 2	
Plateau	/plat*oē/
Okanagan	/oē*kə*nag*ən/
Lakota	/lə*koe*tə/

Chapter 3	
Comanche	/cə*man*chee/
Spaniards	/span*yerdz/
Sioux	/soo/
Apache	/ə*pach*ee/
Lakota	/lə*koe*tə/
wakan	/wə*kon/
Tunkashila	/toon*kə*shee*lə/

Chapter 4	
Ishi	/ee*shee/
Yahi	/yo*hee/
tomols	/tom*əlz/
tule	/too*lee/
Wiyot	/wee*ot/
umacha	/oo*mo*chə/
shamans	/sho*mənz/

Chapter 5

Makah	/mo*ko/
-------	---------

Chapter 6

tsunami	/soo*nom*ee/
---------	--------------

Chapter 7

massacre	/mas*ə*ker/
Cheyenne	/shie*an/
Lakota	/lə*koe*tə/

Chapter 8

Lakota	/lə*koe*tə/
Carlisle	/kar*liel/
Sioux	/soo/
Bureau	/byer*oe/

Chapter 9

Lieutenant	/loo*ten*ənt/
veille	/rev*ə*lee/
Sioux	/soo/
Arapahoe	/ə*rap*ə*hoe/
Cheyenne	/shie*an/
Wasichu	/wo*see*choo/

Chapter 10

Dawes	/dawz/
Carlisle	/kar*liel/

Chapter 11

Massacre	/mas*ə*ker/
Lakota	/lə*koe*tə/
Sioux	/soo/
Dawes	/dawz/
Bureau	/byer*oe/
Paiute	/pie*uet/
Wovoka	/wə*voe*kə/

Enrichment: “The Navajo Code Talkers”

Navajo	/nov*ə*hoē/
Apache	/ə*pach*ee/
Athabaskan	/ath*ə*bas*kən/
Guadalcanal	/gwaw*dəl*kə*nal/
Tarawa	/tə*raw*wə/
Iwo Jima	/ee*woe/ /jee*mə/
Kieyoomia	/kie*yoo*mee*ə/
Nagasaki	/nog*o*sok*ee/

Enrichment: “Ancestors’ Words”

Caddoan	/kad*oe*ən/
Wichita	/wi*chee*tə/
Caddo	/kad*oe/
Kitsai	/kit*sie/
Arikara	/ə*rik*ə*rə/
Navajo	/nov*ə*hoē/
Athabaskan	/ath*ə*bas*kən/
Apache	/ə*pach*ee/

Native American Outside Tepee Image



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.

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.

Introduction states the opinion/argument

detailed image description

1st piece of supporting evidence

2nd piece of supporting evidence

3rd piece of supporting evidence

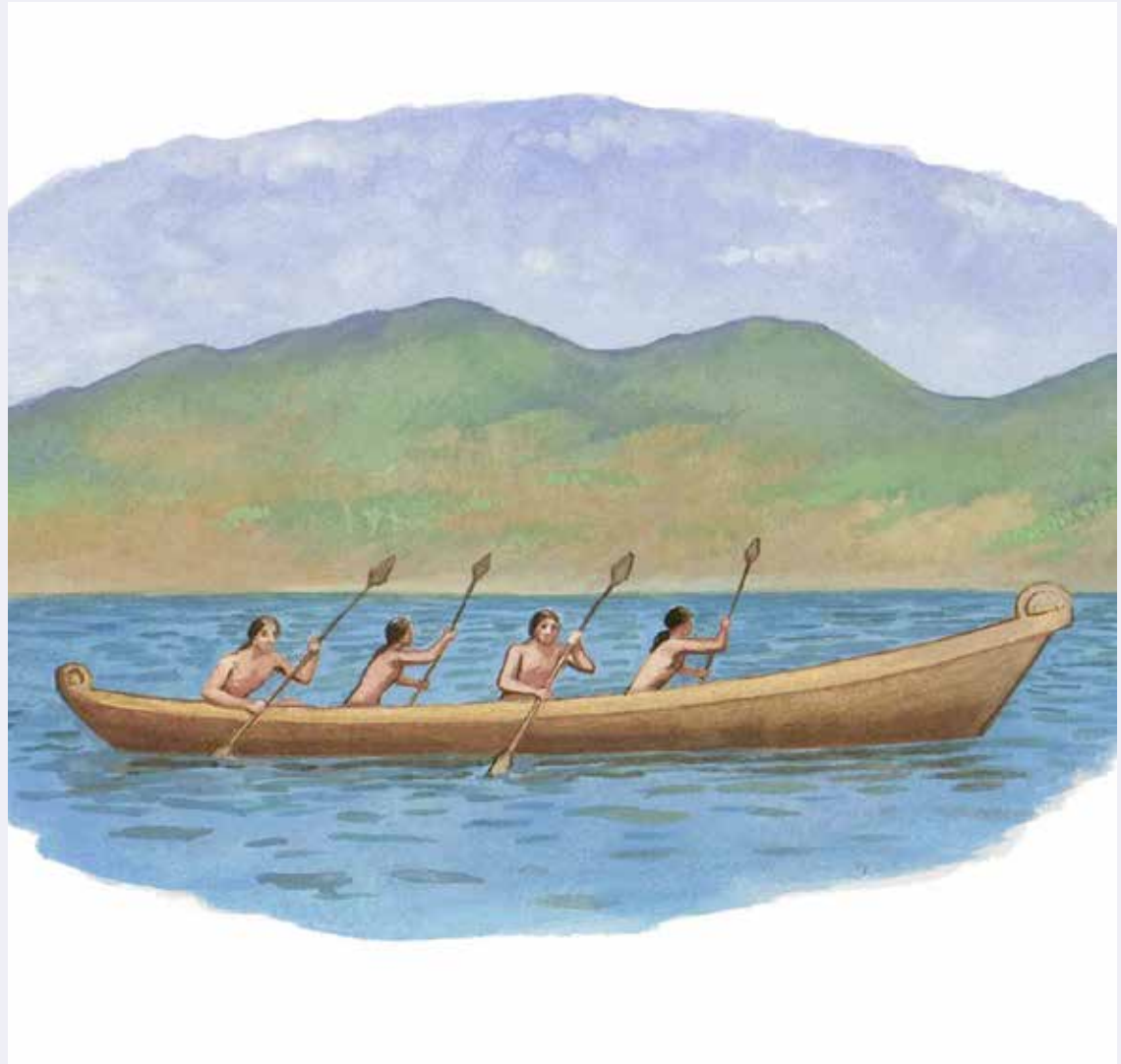
Conclusion states the opinion/argument in a new way

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 reed 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, like 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, like 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 the beaches and pine sap taken from the 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.



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. The World Renewal Ceremony still happens there today. 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.

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

Guidance for Teacher Use of Rubrics

Rubrics are provided for evaluation of the content and structure of student writing composed within each unit. The criteria within the descriptions correspond to what is taught in the writing lessons. “Exemplary” to “Beginning” performance columns provide graduated descriptions for each criterion. The columns for “Strong,” “Developing,” and “Beginning” performance are shaded to help students initially attend to the description for “Exemplary” performance. The rubrics allow teachers and students to identify graduated steps for improvement when aspects of the writing do not meet all the taught criteria. To do this, teachers (and students) may highlight the language from each row that best describes the student writing.

Persuasive Essay Editing Checklist

Editing Checklist	Notes
Meaning	
Is correct grammar used?	
• Sentences are complete with subject and predicate.	
• Sentences are appropriate length (no run-ons).	
• Correct subject-verb agreement in the present tense	
• The student has been supported with corrections for parts of speech, verb tense, and more complex sentence structure.	
Format	
Does the student use appropriate formatting for the piece of writing?	
• All paragraphs are indented.	
Capitals	
Is capitalization appropriately applied?	
• All sentences begin with a capital letter.	
• All proper nouns are capitalized.	
Spelling	
Are all words spelled correctly?	
• Words using Core Knowledge Code are spelled appropriately.	
• Taught spelling words and morphology are spelled accurately.	
• The student has been supported with identifying misspellings to be looked up in reference sources as needed.	
Punctuation	
Is punctuation appropriately applied?	
• All sentences have appropriate ending punctuation.	
• Commas and quotation marks are used correctly for the ways they have been taught.	

Guidance for Teacher Use of Editing Checklists

Editing checklists allow students and teachers to evaluate students' command of language conventions and writing mechanics within unit writing projects. They serve a different purpose than rubrics; rubrics measure the extent to which students apply specific instructional criteria they have been building toward across the unit whereas editing checklists measure the extent to which students apply English language conventions and general writing mechanics. With regard to expectations for accountability, we recommend using the editing checklist to measure students' command of language conventions and writing mechanics only when students have received the appropriate instructional support and specific opportunities to review their writing for that purpose.

Evaluating Student Writing

Make enough copies of the rubric and editing checklist found in this section for evaluating each student's writing piece.

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.

Resources for the Enrichment Selections in *A Changing Landscape*

The enrichment selections in *A Changing Landscape* are intended to be used at your discretion. They are intended to be read by more advanced readers, as they are more difficult to read and include more challenging vocabulary than Chapters 1–11. You may want to assign these selections to students who need more challenging reading material. An introduction to the selections is provided here. Core vocabulary is also listed for each selection; these words are bolded in the Reader and appear in the glossary. Following the vocabulary chart, pronunciations are provided for words that may be challenging to decode.

Core Vocabulary for “The Navajo Code Talkers”

“The Navajo Code Talkers” describes Native Americans in the United States armed forces during World War II. Their job was to communicate important information without the enemy knowing what was being communicated. Activity Page E1.1 corresponds to this enrichment selection.

The following core vocabulary words are bolded in the selection and appear in the glossary. Remind students they can look up a word in the glossary if needed.

1. **atroc**ity, *n.* a horrific, awful, or cruel event (**atrocities**) (96)
2. **draft**, *v.* to require people to join the military, usually during wartime (**drafted**; *n.* **draft**) (97)
3. **foil**, *v.* to prevent someone from doing something or achieving a goal (99)
4. **nonnative**, *adj.* not originally from a specific place or country (99)
5. **traitor**, *n.* someone who betrays his or her side or switches loyalties, particularly in a war (102)

Vocabulary Chart for “The Navajo Code Talkers”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	draft nonnative traitor	atroc ity foil
Spanish Cognates for Core Vocabulary	no nativos traidor	atrocidad
Multiple-Meaning Core Vocabulary Words	draft	foil
Sayings and Phrases	in other words in the heat of battle survived the war, but just barely sworn to secrecy	

Pronunciation Guide for “The Navajo Code Talkers”

Navajo	/nov*ə*hoē/
Apache	/ə*pach*ee/
Athabaskan	/ath*ə*bas*kən/
Guadalcanal	/gwaw*dəl*kə*nal/
Tarawa	/tə*raw*wə/
Iwo Jima	/ee*woe/ /jee*mə/
Kieyoomia	/kie*yoō*mee*ə/
Nagasaki	/nog*o*sok*ee/

Core Vocabulary for “Ancestors’ Words”

“Ancestors’ Words” describes how Native American languages are being preserved by linguists today. Activity Page E2.1 corresponds to this enrichment selection.

The following core vocabulary word is bolded in the selection and appears in the glossary. Remind students they can look up a word in the glossary if needed.

1. **transcribe**, *v.* to write down; to make a written record of oral speech (**transcribed**) (109)

Vocabulary Chart for “Ancestor’s Words”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary		transcribe
Spanish Cognates for Core Vocabulary		transcribir
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases		

Pronunciation Guide for “Ancestors’ Words”

Caddoan	/kad*oe*ən/
Witchita	/wi*chee*tə/
Caddo	/kad*oe/
Kitsai	/kit*sie/
Arikara	/ə*rik*ə*rə/
Navajo	/nov*ə*hoē/
Athabaskan	/ath*ə*bas*kən/
Apache	/ə*pach*ee/

End-of-Year Assessment Materials

Word Reading in Isolation Assessment

1.	steady	asphalt	oxygen	dovetail	birthplace
2.	bravo	washtub	consume	delight	council
3.	accuse	riddle	trolley	scoreboard	cruise
4.	marvelous	betrayal	freighter	floored	guarantee
5.	blizzard	prairie	concrete	crescent	bowful
6.	breakwater	peachy	spiffier	gherkin	qualify
7.	yearning	exercise	loathe	ivory	disprove
8.	audit	baboon	continue	taught	overdue
9.	chasm	human	pulled	warning	worthless
10.	scowl	avoidance	paperboy	courses	woodchuck
11.	switch	crumb	whopper	sprinkle	knitting
12.	calculate	mustache	partridge	singe	assign
13.	wriggle	bizarre	recommit	youthful	mistletoe

Birds

Birds have several characteristics that enable them to fly, but being warm-blooded is essential to flight. They have a very high metabolism as only warm-blooded animals do. Metabolism is the process which produces energy in most animals' bodies. The high metabolism of birds is a steady flow of energy that helps them maintain the high levels of activity required by flight. The higher the activity level of an animal, the higher its metabolism is likely to be. What this means when it comes to eating is that they need lots of food to maintain that energy.

Have you ever heard the saying *eats like a bird* for someone who eats very small amounts of food at one time? An important thing to remember about this expression is that it does not mean birds do not eat very much. In fact, birds need to eat two times their body weight in food every day. This is because they have such a high metabolism and burn lots more energy than most animals. There are lots of small meals a day for birds. So, someone who “eats like a bird” is usually someone who “picks” at his or her food and only eats small bits at a time.

Cold-blooded animals depend on their surroundings to regulate internal body temperatures. But warm-blooded animals are able to produce heat for energy within their own bodies. They can travel farther and live in more extreme conditions than cold-blooded animals. The only warm-blooded animals that are able to go without food for long periods of time are hibernating animals. That's because their metabolism slows way down when they are hibernating, and they require less energy to stay alive.

Wings are also essential to flight. The shape of a bird's wings determines how far and high a bird can fly, in addition to its lightweight bones.

What else helps all birds fly? Feathers are a great help, serving as lightweight coverings for their wings. They mesh together as their wings flap downward, parting again to let air through as their wings sweep upward again. Feathers also act as insulation. Insulation is an extra layer that protects birds' skin from the sun and traps in heat. The trapped heat provides energy and warmth in the winter months. The point of the feather where it is attached to a bird's body is called the quill. All birds have feathers. No other animals do, so if you spot a feathered friend, you may assume that it's a bird. Because their precious feathers take quite a beating, birds take good care of them. Birds often preen their feathers with their beaks to keep them clean, waterproof, and in the right position.

NAME: _____
DATE: _____

1.1 ACTIVITY PAGE

Native Americans by Region

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

A. Great Plains

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. Southwest

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. Northeast

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. Pacific Northwest

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: _____

2.2 ACTIVITY PAGE

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.

Answers may vary, but may include that the tribes did not own the land; it was the land of their ancestors; they were part of the land, just like plants and animals; and there were no borders or property lines.

Page(s) 13

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

The ritual taught children to always share by requiring children to give away their first berries and encouraging them to share their water.

Page(s) 15

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

Answers may vary but should state that the buffalo provided almost everything tribes in the Great Plains needed to survive, and that they used every part of the buffalo for something.

Page(s) 17

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	<p>Type: tepees</p> <ul style="list-style-type: none"> made of buffalo hide and wooden poles sturdy in bad weather portable 	<p>Type: wigwags</p> <ul style="list-style-type: none"> safe in many kinds of weather made of flexible sticks and sheets of bark or mats woven from grass or leaves portable 	
Food	<ul style="list-style-type: none"> followed buffalo buffalo main food source some grew corn and gathered wild plants 	<ul style="list-style-type: none"> moved from place to place to find food nuts and berries hunted rabbits and deer 	<ul style="list-style-type: none"> hard to grow food hard to hunt ate fish

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

Many had died as a result of diseases and most of the buffalo they hunted had been killed. They were forced to leave their homeland and move to reservations and were no longer free to live like their ancestors.

Page(s) 21

NAME: _____
DATE: _____

2.3 TAKE-HOME

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.

- X Native Americans traded furs and plants. They also ^{traded} ~~trade~~ tools and weapons.
- ✓ Immigrants come to North America by ship, and they also travel by plane.
- X Native Americans taught settlers how to grow plants and ^{showed} ~~will show~~ them how to hunt.
- X After the English established 13 colonies on the East Coast, Native Americans ^{lost} ~~lose~~ land to the settlements.
- ✓ The Spanish brought many horses from Europe. Many horses escaped into the wild.
- X Riding horses ^{made} ~~will make~~ hunting much easier, and it helped the tribes travel faster.
- X The Sioux relied on buffalo for many things. For example, they ^{used} ~~use~~ buffalo fur for clothing.

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

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

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

NAME: _____
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2.4 TAKE-HOME

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

- Do you think my paper needs more ^{revision} revision, or is it fine as it is?
- The cord did not reach far enough, so we got a(n) ^{extension} extension to make it longer.
- She wasn't very happy with the story she had written, so she decided to ^{revise} revise it to make it better.
- A(n) ^{cancellation} cancellation of an earlier appointment allowed my doctor to see me right away.
- With the ^{addition} addition of three extra people to our table, it felt cramped because there wasn't enough room for everyone.
- I called you to have a(n) ^{discussion} discussion about our plans for this weekend.
- I told my sister that she could ^{decide} decide what movie we would watch tonight.
- My teacher asked me if I could stay after class so we could ^{discuss} discuss her thoughts on the poem I wrote.
- Could you ^{add} add more sprinkles on the top of my ice cream cone?

- The school decided to ^{cancel} cancel 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.

- ^{Answers may vary. Students should write a sentence using decision or extend.} _____
- ^{Answers may vary. Students should write a sentence using decision or extend.} _____

NAME: _____
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3.2 ACTIVITY PAGE

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 style="text-align: center;">"The Swift Blue One" Notes:</p> <p>Answers may vary but may include:</p> <ul style="list-style-type: none"> depicts encounter between a Comanche warrior and a Spanish soldier on horseback describes first time a Comanche warrior encounters a horse describes a Comanche warrior encountering a Spanish soldier 	<p style="text-align: center;">"White Buffalo Calf Woman" Notes:</p> <p>Answers may vary but may include:</p> <ul style="list-style-type: none"> explains a part of Lakota Sioux religious ceremonies describes the importance of buffalo to the Lakota Sioux describes an encounter between a young Lakota Sioux and a wakan woman describes a holy ceremony, including a reference to the Lakota Sioux Great Spirit and the importance of the medicine tepee describes some items from nature that were used in Lakota Sioux religious ceremonies
<p>Similarities:</p> <p>Answers may vary but may include:</p> <ul style="list-style-type: none"> Both stories emphasize the strong connection between Native American tribes and nature (the Comanche warrior is hunting, the Lakota Sioux are on a Vision Quest, the "White Buffalo Calf Woman" makes a reference to Grandfather Sky and Grandmother Earth, and both stories show the connections between the tribes and animals – especially horses and buffalo). Both stories involve Native Americans encountering something unusual (the Comanche warrior encounters a Spanish man on a horse, and the Lakota Sioux young men encounter a wakan woman). Both stories describe the way each tribe began a tradition that is important to them (the Comanche's reliance on horses as they rode across the plains, and the Lakota Sioux's seven ceremonies). 	

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3.5 ACTIVITY PAGE

Sample Persuasive Essay Organization Chart

Argument: 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.

<p style="text-align: center;">Evidence 1:</p> <p>shows the harsh Great Plains habitat</p>	<p style="text-align: center;">Evidence 2:</p> <p>shows buffalo hides being stretched and a tepee</p>	<p style="text-align: center;">Evidence 3:</p> <p>shows clothing made of buffalo hide</p>
→	→	
<p>How Evidence Supports Argument</p> <p>Having to adapt to the harshness of their environment shaped the way of life for Great Plains tribes.</p>	<p>How Evidence Supports Argument</p> <p>Tribes depended on buffalo in their habitat in almost every way and used it to make things.</p>	<p>How Evidence Supports Argument</p> <p>Tribes used buffalo for everything, including clothing.</p>

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4.2 ACTIVITY PAGE

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.

- How do you think Native Americans in this region were affected by the end of the gold rush in Oroville?
Answers may vary, but may include that when the pioneers moved in and carved up the land into farms, Native Americans' way of life would have been disrupted.
- How do you know that the lives of Native Americans in California were significantly different before 1911 and after 1911?
Answers may vary, but may include that the text says that, by 1911, there were no other members of Ishi's tribe; Ishi was starving, alone, and scared when he emerged from the wilderness in 1911; and Native Americans of California were pushed aside to make way for gold mines, railroads, farms, towns, and cities.

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	Southern California		wind rain mild winters		tomols, made of wooden planks, could carry several paddlers and hundreds of pounds of trade goods	made of reeds and small trees, strong and cozy	
	Central California	Miwok			canoes made of long reeds or river grass	umachas, shaped like tepee but made of long wooden rails	
	Northern California	Miwok Wiyot			canoes made of redwood trees	stout, sturdy, made of redwood planks	World Renewal Ceremony, special dance marked beginning of a new year, purpose was to show respect for nature and to pray for a good year ahead
Tribes	All Regions of California	approximately 300,000 Native Americans; more than 100 tribes		hunting and gathering; acorns, roots, berries, fish, rabbits, deer	needed transportation to trade	small villages of 100–1,000 people, no property lines	Roundhouse used for ceremonies, meetings, rituals; special bond with other living things
Climate							
Food							
Transportation							
Homes							
Religion and Ceremonies							

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4.2 ACTIVITY PAGE
CONTINUED

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

European settlers brought with them smallpox and other diseases to which Native Americans had no immunity. These diseases almost totally wiped out some tribes, and survivors were forced to live at the missions. European explorers, miners, and settlers came to California for its land and resources, and to build cities and towns. They forced Native Americans to move onto reservations and killed those who refused to do so.

Page(s) 40

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?

Ishi had lived with his tribe according to its customs and traditions before European settlers came to the area, and, after 1911, he taught anthropologists about the Yahi language, its mythology, and its customs, allowing the Yahi culture to live on.

Page(s) 41

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.

Spanish settlers and other European settlers were similar in that they both used force with Native American tribes to accomplish their own goals. While the Spanish sent missionaries and soldiers to “invite” the native people to live with them in the missions, they insisted that they first convert to Christianity and that they adopt their style of dress. While wanting to live with the Native Americans, the Spanish rejected their native beliefs and culture and forced them to change. Other European settlers had no desire to live with the Native Americans and instead forced the native people to abandon their land and relocate.

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4.4 ACTIVITY PAGE

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~~^{went} 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~~^{will take} a two-hour bus ride to the Crazy Horse Memorial. At the Crazy Horse Memorial, they will learn about Native American heroes. They ~~listen~~^{will listen} to a Native American elder tell a story. They ~~hike~~^{will hike} halfway up the memorial and see the amazing views below.

NAME: _____
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4.5 TAKE-HOME

Suffixes -tion and -sion

Write the correct word to complete each sentence.

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

- cancellation*
Answers may vary.

- extension*
Answers may vary.

- subtract*
Answers may vary.

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

- root word: *express*
meaning: to show or tell your feelings or thoughts
new word: *expression*
meaning: The act of showing or telling your feelings or thoughts
Sentence: Answers may vary.
- root word: *observe*
meaning: to watch something with careful attention
new word: *observation*
meaning: The act of watching something with careful attention
Sentence: Answers may vary.

NAME: _____
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6.2 ACTIVITY PAGE

Outline Notes for “Rainforests, Rivers, and Ocean”

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

<p>I. Habitat of the Pacific Northwest (climate, plants, animals)</p> <p>steady rains</p> <ul style="list-style-type: none"> mild temperatures trees 300 feet dense treetop canopy moss, ferns, lichens 	<p>II. Food Sources (what and from where)</p> <p>diverse</p> <ul style="list-style-type: none"> salmon and other fish whales roots, berries, and grains
<p>III. Religion (form and features)</p> <p>totemism</p> <ul style="list-style-type: none"> believed that people shared special bonds with animals and other parts of nature, and every family had a special bond with a specific animal or other part of nature 	<p>IV. Social Structure and Ceremonies (organization and features)</p> <p>clans, or large extended families</p> <ul style="list-style-type: none"> lived together and had a head called a chieftain clans made up village that worked together and shared resources potlatch ceremony of gift-giving

NAME: _____
DATE: _____

6.3 ACTIVITY PAGE

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) 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.

(Previously/One day) 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) 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) until there were too many horses to count. (Eventually/ Meanwhile) Eventually, 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: _____
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6.5 TAKE-HOME

Root mem

Write the correct word to complete each sentence.

memoir	memorial	commemorate	memory
memento	memorable	memorize	remember

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

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

- memento

Answers may vary.

- memory

Answers may vary.

- memorize

Answers may vary.

NAME: _____
DATE: _____

6.7 TAKE-HOME

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 -tion	suffix -sion	root mem
<u>cancellation</u>	<u>discussion</u>	<u>memorial</u>
<u>direction</u>	<u>decision</u>	<u>memento</u>
<u>subtraction</u>	<u>revision</u>	<u>memorize</u>
<u>prevention</u>	<u>extension</u>	<u>commemorate</u>

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

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

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7.2 ACTIVITY PAGE

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.

Answers may vary, but should cite Thunderbird as the character reflecting the belief that nature should be shared. He fought Killer Whale who ate so many fish and scared the others away to make sure the people had enough fish.

Page(s) 56

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

Answers may vary, but may include that thunder is caused by the flapping of Thunderbird’s large wings, and that the description of what happened when Killer Whale fell back into the ocean during his fight with Thunderbird may explain an earthquake and tsunami that took place hundreds of years ago.

Page(s) 57



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

land; buffalo; timber; minerals such as gold, silver, iron, oil, and copper

Page(s) 63

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?

Answers may vary, but may include that pioneers and Native Americans viewed land differently. Pioneers wanted to live on the land and gain wealth from it by taking and using things from the land rather than “liv[ing] in harmony with nature.” Conversely, Native Americans saw themselves as part of the land, and they only took what they needed.

NAME: _____
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8.2 ACTIVITY PAGE

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) 58, 59

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

Europeans had little opportunity in the “Old World” and the “New World” offered land and opportunity; the laws in the new United States promised “life, liberty, and the pursuit of happiness” for all people.

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NAME: _____
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8.2 ACTIVITY PAGE
CONTINUED

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?

They hoped to promote settlement in the west and also to control and confront Native Americans living out west.

Page(s) 65-66

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

Fighting between Native Americans and settlers increased as the number of settlers moving out west increased. The U.S. government forced more Native Americans onto reservations and took away their power as tribes as a result.

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8.3 ACTIVITY PAGE

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

_____ 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: _____
DATE: _____

9.2 ACTIVITY PAGE

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.

- A ceremony was held to commemorate the date the Civil War ended.
We commemorate Saturdays by sleeping in late.
- 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.
- They brought seashells back home from the beach as a memento of their vacation.
The grocery list included bananas, milk, bread, and a memento.
- My teacher asked me to memorize my favorite poem.
Her favorite memorize is of a family reunion she went to many years ago.
- 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.

- memorial
Answers may vary.

- memorable
Answers may vary.

- remember
Answers may vary.

- memoir
Answers may vary.

- memento
Answers may vary.

NAME: _____
DATE: _____

9.3 ACTIVITY PAGE

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) discussion 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 prevention 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 memorize my part.
4. My brother and I celebrated the cancellation of school by sleeping in and drinking hot chocolate.
5. In which direction should I go to get to the museum quickly?
6. My grandparents decided to commemorate their 50th wedding anniversary with a vow renewal ceremony.
7. I asked my teacher if I could get a(n) extension 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 memento of our visit there.
9. I'm trying to choose which topic to write about for my report, but it is a tough decision.
10. Our math teacher encourages us to practice mental subtraction and addition.
11. Our town voted to build a memorial 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 revision, so I decided to rewrite it.

NAME: _____
DATE: _____

10.3 ACTIVITY PAGE

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.

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

Richard Henry Pratt		Luther Standing Bear
Example: had to leave school and work in order to provide for his family.	experience as a young person that shapes him	<u>believed it was important to learn to read and write</u>
<u>started and taught at the Carlisle School</u>	relationship to Carlisle Indian Industrial School	<u>father sent him there as a student; was forced to cut his hair, something Lakota men never did</u>
	reaction to idea of abandoning Native American culture	<u>believed in education but did not want to lose his culture and beliefs</u>

1. Explain what is meant by the saying *Kill the Indian to save the man*, and why Richard Henry Pratt believed in this idea.
Answers may vary, but may include that Kill the Indian to save the man meant that in order to help Native Americans living in poor conditions on reservations, it was necessary to strip away their culture. Richard Henry Pratt believed in this idea as a result of his experiences as a young man who had to learn a skill to survive, and as an adult in the Tenth Cavalry, where he witnessed the poor conditions for Native Americans on reservations. Pratt thought that he could help Native Americans have a better life if he forced them to give up their traditional culture.
2. 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.
Answers may vary, but may include that Native Americans' culture was important and not easily parted with; and that in many instances Native Americans were mistreated, treated like enslaved workers, lived in poor conditions, etc.

NAME: _____
DATE: _____

11.2 ACTIVITY PAGE

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.

The landscape was the wide prairies of southern Montana with a little river valley, including a creek with rainbow trout.

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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?

Many Lakota had signed treaties with the federal government to live on reservations that no one else could take from the Lakota. However, settlers continued to move west, pushing the Lakota off the land. The Lakota moved farther west, off the reservations to hunt buffalo and live free. The federal government gave them a deadline to return to the reservations or there would be war. The Lakota did not return and thus war ensued.

Page(s) 76-77

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?

Although Sitting Bull was a brave soldier, he was also spiritual leader who inspired his tribe. Crazy Horse was known as a fearsome warrior who could run straight at the enemy without being shot or struck. Crazy Horse's bravery and good luck gave the warriors around him courage. Both leaders inspired other warriors and gave the Lakota confidence as they prepared for the Battle of the Little Bighorn.

Page(s) 77

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

The plains were flat so the Lakota could see a cavalry regiment coming from far away. This made it impossible for Custer to launch a surprise attack, as he had hoped. The river also served as a natural barrier between the Lakota and the U.S. soldiers.

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NAME: _____
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11.2 CONTINUED ACTIVITY PAGE

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?

The Lakota won the battle and spread out across the plains again, continuing to fight the U.S. Army for almost a year. However, the Battle of the Little Bighorn was their last great victory before they surrendered to the U.S. Army in 1877.

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NAME: _____
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11.3 TAKE-HOME

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?

Answers may vary.

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

Answers may vary.

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?)

Answers may vary.

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

Answers may vary.

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

Answers may vary.

NAME: _____

11.4 TAKE-HOME

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. <i>foresee</i> —(verb) to have the ability to see ahead into the future
bode—(verb) to signal or be a sign for something	2. <i>forebode</i> —(verb) to signal or be a sign for something before it happens
<i>ground</i> —(noun) an area or part of 3. Earth's surface that looks to be in front or ahead of another area or part	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 see 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 bode well for my plans to arrive at school on time.
- The house my family lives in was built by my farther's forefather many years ago.
- The fortune teller at the carnival claimed to be able to foresee things about a person's future.

- I asked my father if he would help me with my homework.
- We had done most 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.

Answers may vary but should use one of the following words:

foremost or forebode

NAME: _____

11.6 TAKE-HOME

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

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

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

noun	verb	adjective
heritage	assimilate	spiritual
ceremony	survive	
lifestyle		
reservation		
immigrant		
generation		
landscape		

NAME: _____
DATE: _____

14.2 ACTIVITY PAGE

The Ghost Dance

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

- 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?
Red Cloud was similar to both Sitting Bull and Crazy Horse because all three fought against the U.S. government's effort to force Native Americans to live on reservations, and he was respected as a great warrior. Red Cloud was different from both Sitting Bull and Crazy Horse because he also tried to make peace with the U.S. government, and he believed Native Americans needed to accept that they were part of the United States, rather than continue fighting it.
Page(s) 91
- Why was Red Cloud worried for the future of the new generation of Lakota people growing up on Pine Ridge and other reservations?
Answers may vary, but may include that they were being forced to give up their ancient customs and raise crops on land that was inadequate for farming, and the government started to give the Lakota people less money and food in an attempt to motivate them to work harder.
Page(s) 91

- How did the Lakota people interpret Wovoka's vision?

They saw it as a hopeful sign that, if they loved and cared for one another and lived in peace, they would be reunited with their ancestors.

Page(s) 91

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

Some may have thought that the dance would return life to the way it was before the settlers arrived; some may have thought that the dance was a way to revive their people's confidence and spirits; and others may have thought that the dance was a way to reconnect with their past.

Page(s) 93

NAME: _____
DATE: _____

14.2 ACTIVITY PAGE
CONTINUED

- Why did the U.S. government fear the Lakota people's attempts to reconnect with their past?
Answers may vary, but may include that the U.S. government saw this as another attempt by the Lakota people to resist being forced to live on reservations, and the government feared this would lead to another war.
Page(s) 93
- What actions did Spotted Elk take that showed he intended to make peace and not start a war?
He led his people to Pine Ridge, home of Chief Red Cloud, who was a peacemaker. Also, he and his people carried white flags while they walked to Pine Ridge.
Page(s) 94

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

Answers may vary, but should be focused on the definition of
massacre (the act of killing a large number of people or animals)
and be supported with evidence from the text.

Page(s) 95

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

Answers may vary, but may include the following similarities: they were both violent conflicts
between the Lakota people and the Seventh Cavalry of the U.S. Army; they both involved the
deaths of many people; and they both took place as a result of the U.S. government's effort to force
Native Americans to live on reservations. Answers may also include the following differences: the
Battle of the Little Bighorn took place in Montana, whereas the Wounded Knee Massacre took
place in South Dakota; the Battle of the Little Bighorn was planned, and included scouts gathering
intelligence for the U.S. soldiers, whereas the Wounded Knee Massacre was not planned but
started after a shot was fired, and it is not known who fired that shot; and the Seventh Cavalry lost
the Battle of the Little Bighorn, whereas the Lakota people lost the Wounded Knee Massacre.

Page(s) 95

NAME: _____
DATE: _____

Prefix fore-

Write the correct word to complete each sentence.

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

- 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.
- 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?
- 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.
- 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*

Answers may vary.

2. *foresight*

Answers may vary.

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

- 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?
 - These museums often asked tribes to create artifacts they use today.
 - These museums often allowed visitors to see and touch the artifacts on display.
 - These museums often presented the artifacts as if they came from lost or dead cultures.
 - 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.

- Part A:** What role did tribal representatives play in creating exhibits? Circle all that apply.
 - They decided how the museum exhibits should be displayed.
 - They had no role in exhibit creation.
 - They chose objects that best reflect their tribes' traditions and beliefs.
 - 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?

Visitors to the museum learn about the objects from the Native American perspective, not from the perspective of archaeologists or historians.

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*.

Paragraph 3

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: _____

15.2 ASSESSMENT
CONTINUED

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

Answers may vary, but should include three of the following: the museum architecture and landscaping; the layout and design of exhibits; the objects are sacred objects from cultures that continue to live and thrive today; tribal representatives chose the objects and decided how exhibits should display them and explain the meaning and importance of them; the objects actually still belong to the tribes themselves and can be checked out from the museum for use in important religious ceremonies; if tribes request the objects be returned permanently, the museum will do so.

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.

- 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: _____

15.2 ASSESSMENT
CONTINUED

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*.

Paragraph 17

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?

Answers may vary, but may include that he believes he had been able to see his wife and others who had died simply because he said those words before.

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?

Answers may vary, but may include that the words themselves did

not give Coyote the power to see his wife and the others.

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?

Answers may vary, but may include that this myth was told by

Native Americans to explain why grass, trees, and many plants die

in the winter and come back to life again in the spring, but people

do not. When Eagle says "Spring will soon be here," he is suggesting

that spring's nurturing warmth and beauty will revive Coyote's

spirit.

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. X 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:

There were millions of them, and the earth trembled beneath their

thundering hooves.

2. ✓ Many tribes in the Pacific Northwest pass totems from one generation to the next. They still host potlaches 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*) 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*) In the end, Pratt's efforts did not help in the way he had hoped.

NAME: _____

DATE: _____

15.2
CONTINUED

ACTIVITY PAGE

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 cancellation of my scheduled appointment, I no longer had any plans for the day.
(cancel, cancellation, direct, direction)
2. He had the foresight 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 memorize the poem so I could recite it later.
(memorize, memoir, memorable, memorial)

4. Have you made a decision about what you'd like to eat for your birthday dinner?
(revise, revision, decide, decision)

5. All the signs forebode that a snowstorm was on the way.
(bode, forebode, father, forefather)

6. Do you remember the many times we went on the Ferris wheel?
(commemorate, memory, memento, remember)

Morphology Score: _____ /6 points

NAME: _____
DATE: _____

PP.1 ASSESSMENT

Native Americans Mid-Unit Content Assessment

- 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.
 - The rolling hills of the Great Plains provided everything Native Americans needed to live—food, shelter, clothing, and tools.
 - Diseases wiped out large numbers of Native Americans.
 - Guns, steel swords, and horses were used.
 - Native American tribes freely traded with one another for the things they needed.
 - Thousands of Cherokee and other Native Americans died on a long walk westward, a journey remembered today as the Trail of Tears.
 - Native Americans lived their lives according to the ways of their ancestors.

Life Before European Settlers	Life After European Settlers
The rolling hills of the Great Plains provided everything Native Americans needed to live—food, shelter, clothing, and tools.	Diseases wiped out large numbers of Native Americans.
Native American tribes freely traded with one another for the things they needed.	Guns, steel swords, and horses were used.
Native Americans lived their lives according to the ways of their ancestors.	Thousands of Cherokee and other Native Americans died on a long walk westward, a journey remembered today as the Trail of Tears.

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

Answers may vary but may include that Native Americans felt they were part of the land and lived according to the cycles and rhythms of nature whereas Europeans wanted to own the land and use 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.

- In what region(s) were there domed houses called wigwams?
Great Plains Great Basin Northwest Plateau
- In what region(s) were the houses made of buffalo hides and called tepees?
 Great Plains Great Basin Northwest Plateau
- In what region was fishing, especially of salmon, important to the native people who lived there?
Great Plains Great Basin Northwest Plateau
- 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: _____

PP.1 ASSESSMENT
CONTINUED

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

Answers may vary but should at least state that the story shows that horses were very important to the Comanche culture.

- 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?

Answers may vary but should state that she taught the Lakota Sioux seven important ceremonies.

NAME: _____
DATE: _____

PP.1 ASSESSMENT
CONTINUED

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

Canoes were important to tribes in California because tribes used them to fish, to carry people and goods, and to trade with other tribes.

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?

Answers may vary, but should include that they were pushed off their land and forced to change their customs and way of life.

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?

Answers may vary but should state that a totem is a family's animal and that it is important because it is a symbol of the family's identity and is passed down from generation to generation. NOTE: Students may describe a totem pole rather than the concept of totem. Accept any answer that explains how the totem or totem pole was representative of a family's identity.

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?

Answers may vary but should state that many gifts are given during the potlatch ceremony.

NAME: _____
DATE: _____

PP.1 ASSESSMENT
CONTINUED

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?

Answers may vary but should state that tribes of the Pacific Northwest used this story to describe a tsunami and should describe how the great splash in the story represents the tidal wave of a tsunami.

Mid-Unit Content Assessment Total: _____ /16 points

NAME: _____
DATE: _____

PP.2 ASSESSMENT

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.

Answers may vary, but should include at least ONE of the following: Native Americans got everything they needed to live from the land and from their environment; tribes traded freely with one another for things they needed; and tribes lived many, many years according to the traditions of their ancestors.

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

Answers may vary, but should include at least ONE of the following: Native Americans were forced to change the way they lived; they were forced onto reservations, missions, or to attend schools to learn to assimilate; they were introduced to horses, guns, and steel swords; and many tribes were wiped out by diseases brought by European settlers.

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: _____

PP.2
CONTINUED ASSESSMENT

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

Answers may vary, but should include that they were established to persuade the native people into changing their way of life; to convert them to Christianity; to “civilize” them and teach them to farm; they were a form of forced labor; Native Americans at the missions were forced to dress like Europeans.

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: _____

PP.2
CONTINUED ASSESSMENT

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?

Answers may vary, but may include that settlers and Native Americans viewed land differently. Settlers wanted to live on the land and gain wealth from it by taking and using things from the land rather than "liv[ing] in harmony with nature." Conversely, Native Americans saw themselves as part of the land, and they only took what they needed.

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 immigrants 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 settlers, looking to tame the land and gain wealth from it.

NAME: _____
DATE: _____

PP.2 ASSESSMENT
CONTINUED

To help these settlers "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 encroached on land already being used by Native Americans.

This westward movement by the settlers 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 revenge. 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 resistance 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?

Answers may vary, but should include that the U.S. government tried to strip Native Americans of their cultural identity by stripping them of their land, their culture, and their heritage.

NAME: _____
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PP.2 ASSESSMENT
CONTINUED

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: _____
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PP.3 ACTIVITY PAGE

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

- X Scientists call the modern horse *Equus caballus*. This species ^{includes}~~included~~ everything from miniature ponies to massive horses.
- X In the 1500s, Spanish explorers brought their horses with them to North and South America. Some of the horses ^{ran}~~run~~ away.
- X Thousands of wild horses still roam U.S. land today; however, the U.S. government ^{captures}~~captured~~ hundreds of horses each year.
- ✓ In many ancient civilizations, owning a horse was a symbol of power. People who had horses were considered more important.
- ✓ The workhorse changed the way people farmed. Farmers ^{transported}~~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)

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

NAME: _____
DATE: _____

PP.5 ACTIVITY PAGE

Additional Comma Usage

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

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

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

- How would you get your friend's attention to ask your friend a question?
 Answers may vary.
- How would you check to make sure you have the correct date for last day of school?
 Answers may vary.

- Do you like to eat broccoli? (If not, what kinds of vegetables do you like to eat?)
 Answers may vary.

- How does the doctor ask you why you came to visit him?
 Answers may vary.

- Do you have a pet? (If not, what kind of pet would you like to have?)
 Answers may vary.

NAME: _____
DATE: _____

PP.6 ACTIVITY PAGE

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	Answers may vary but the title should be underlined.
Chapter	Answers may vary but the title should be in quotation marks.
Work of art	Answers may vary but the title should be underlined.
Movie	Answers may vary but the title should be underlined.
Short Poem	Answers may vary but the title should be in quotation marks.
Song	Answers may vary but the title should be in quotation marks.

Core Knowledge Language Arts | Grade 5

Activity Book | Unit 9 201

NAME: _____
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PP.7 ACTIVITY PAGE

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

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

Write the correct word to complete each sentence.

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

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Activity Book | Unit 9 203

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

- Could you add 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.

- cancel*
Answers may vary.
- discussion*
Answers may vary.
- prevention*
Answers may vary.

204 Unit 9 | Activity Book

Grade 5 | Core Knowledge Language Arts

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PP.8 ACTIVITY PAGE

Root mem

Write the correct word to complete each sentence.

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

- The city chose to commemorate the anniversary of its establishment with a large festival.
- The time we went up in the hot air balloon was really memorable.
- My favorite memory 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.

- 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.
- 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.
- 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.

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Activity Book | Unit 9 205

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

1. *memento*

Answers may vary.

2. *memorize*

Answers may vary.

NAME: _____
DATE: _____

PP.9 ACTIVITY PAGE

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. <i>tell</i> —(verb) to communicate something with words	foretell—(verb) to communicate something in words before it happens
2. <i>most</i> —(adjective) the majority of	foremost—(adjective) ahead of the majority of; ahead of most others
sight—(noun) the ability to see	3. <i>foresight</i> —(noun) the ability to see ahead into the future

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

Write the correct word to complete each sentence.

- Please do not tell anyone about the surprise party for your sister so we can keep it a secret.
(bode, forebode, tell, foretell)
- Thank goodness I had the foresight to pack an extra sweatshirt, because I got my first one dirty.
(sight, foresight, see, foresee)
- It is of foremost 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.

answers may vary

NAME: _____
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E1.1 ACTIVITY PAGE

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*kan/	99
Guadalcanal	/gwaw*da'kə'nal/	100
Tarawa	/tə'raw*ə/	100
Iwo Jima	/ee*woe/ /jee*mə/	100
Kieyoomia	/kie*yoo'mee*ə/	101
Nagasaki	/nog*o'sok*ee/	103

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

- What was a Code Talker’s main job in World War II?
A Code Talker’s main job was to talk in his native language to other Code Talkers so that the enemy couldn’t understand the messages.
Page(s) 99
- 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?
It was ironic because the US government had so recently killed Native Americans and then young Navajo were asked to fight for the United States.
Page(s) 100

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

It allowed soldiers to communicate from hundreds of miles apart

which allowed armies to spread out and operate in smaller units.

Page(s) 99

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

Navajo was well-suited to code-talking because it is unlike most

other languages and is very difficult for nonnative speakers to learn.

Page(s) 100-101

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

He couldn't understand the code because the Navajo soldiers used

special words to represent certain things. He understood what the

soldiers were saying but didn't know what they were referring to.

Page(s) 102

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?

Answers will vary but should explain how important it was to keep

the code a secret.

Page(s) 103

NAME: _____

E2.1 ACTIVITY PAGE

DATE: _____

Ancestors' Words

Word(s) from the Chapter	Pronunciation	Page Number
Caddoan	/kad*oe*an/	106
Wichita	/wi*chee*ta/	106
Caddo	/kad*oe/	106
Kitsai	/kit*sie/	106
Arikara	/a*rik*a*ra/	106
Navajo	/nov*a*hoē/	107
Athabaskan	/ath*a*bas*kaŋ/	108
Apache	/a*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?

She told them the story in a language they didn't understand

because it was the language of their ancestors and she thought it was

important for the children to hear it.

Page(s) 104-105

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.

This simile describes how the language the children didn't

understand was still familiar to them in a faint, undefinable way.

Page(s) 104

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.

In this metaphor, language is compared to a plant. Granny's point is

that her children were born with the seed of language inside them,

they just need to help it grow by learning the language.

Page(s) 105

NAME: _____

E2.1 ACTIVITY PAGE

DATE: _____

CONTINUED

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

She hopes it will teach them the importance of learning their

ancestors' language.

Page(s) _____

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

She decides she wants to learn Great Granny's language and went on

to learn about many other Native American languages. She helped

preserve many of these languages.

Page(s) _____

6. What is an extinct language?

A language that no one speaks anymore.

Page(s) _____

7. Why does Dorrie feel like a gardener?

She feels like a gardener because she nurtures the seeds of many Native American languages.

Page(s) _____

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

They can be preserved by recording the language being spoken and by keeping written records of the language.

Page(s) _____

NAME: _____

A.1 ACTIVITY PAGE

DATE: _____

End-of-Year Assessment—Reading Comprehension

You will read three selections. 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. Finally, you will read the third selection and answer several questions based on it. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

Passage 1: How the Turkey Buzzard Got His Suit

- 1 It was a long, long time ago, when the earth was very young. Trees and flowers were growing everywhere, but there were no birds. One morning the Great Spirit drew back the blanket from the door of his wigwam in the sky. He looked upon the earth and smiled, for he saw that his work was good.
- 2 “Today,” thought he, “I will make big birds to fly in and out among the beautiful trees and flowers of the earth, and they shall sing as they fly.”
- 3 Then the Great Spirit spoke, and the treetops were full of birds—but they had no feathers.
- 4 All day he watched them fly and listened to their songs. But their bodies and long legs did not please him, and before the sun had set he had made feathered suits, of every size and color, to cover them.
- 5 That night, as the birds hid their heads under their wings, the Great Spirit spoke to them. He told them about the feathered suits he had made for them, and where these suits could be found.
- 6 A council was called the next day by the birds. They chose *Gah gah go wah*, the Turkey Buzzard, to get the suits. He could fly over a long trail and not be tired.
- 7 The birds told him that if he would go, he could have the first choice of the suits of feathers, but he must not try on any suit more than once.
- 8 Turkey Buzzard promised not to try on any suit more than once and set out toward

Questions

1. Why did the Great Spirit make feathered suits for the birds?

- A. He wanted to use the feathers he had for something.
- B. He couldn't make up his mind about which birds he liked best.
- C.** He didn't like the way the birds' bodies and long legs looked.
- D. He wanted the birds to be warm.

2. Why did Turkey Buzzard try on every suit?

- A.** He couldn't make up his mind about which would be the best suit to wear.
- B. He wanted to touch all the feathers.
- C. He was told he could try on each suit as many times as he wanted.
- D. He had to fly a long way to get to the suits.

3. A simile compares two things, usually using *like* or *as*. What does the following simile from Paragraph 11 mean?

The next suit shone like gold and the feathers were a beautiful yellow.

- A. The suit was dull in color and less attractive than the other suits.
- B. The suit had many colors that made it attractive to look at.
- C. The feathers were made of gold and they shone in the sunlight.
- D.** The bright yellow feathers made the suit vibrant and colorful, as if it were made of gold.

NAME: _____

A.1 ASSESSMENT
CONTINUED

DATE: _____

4. What was wrong with each of the following suits Turkey Buzzard tried on?

Suit	What was wrong with it?
first suit	feathers were too long and trailed on the ground as he walked; he could not fly well in them
next suit	all the other birds would see him because he would shine like the face of the Great Spirit
third suit	it would get dirty too soon
fourth suit	not enough feathers
fifth suit	too many feathers and too many pieces

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

5. **Part A:** What is the meaning of the word *homeliest* in the following sentence from paragraph 20?

Turkey Buzzard thought it was the homeliest suit of all.

- A. colorful
- B. itchy
- C. appealing
- D.** unattractive

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

Paragraph 20

6. Why did Turkey Buzzard hold his head high and walk proudly in his chosen suit among the other birds?

Answers may vary, but could include that Turkey Buzzard decided to be proud of the suit he ended up choosing. He tried on all the other suits and found something wrong with each one. The suit he chose was the last suit available, but he kept it on and wore it proudly. He did not allow the other birds' teasing to bother him.

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A.1
ASSESSMENT
CONTINUED

Passage 2: Titian

- 1 We have seen how most of the great painters loved to paint scenes which they had known when they were boys. They clearly and vividly remembered these scenes all their lives. So when we come to the great Venetian painter Titian, we look with interest to see where he was born. This will help us know what pictures of nature he had in his mind when he was still a boy.
- 2 At the foot of the Alps lies the little town of Cadore on the Pieve River. This is where Titian was born. On every side rise great masses of rugged mountains towering up to the sky, with jagged peaks and curious fantastic shapes. Clouds float around their summits. The mist will often wrap them in gloom and give them a strange and awesome look. At the foot of the craggy pass the mountain-torrent of the Pieve roars and tumbles on its way. Far-reaching forests of trees, with weather-beaten, gnarled, old trunks, stand firm against the mountain storms. Beneath their wide-spreading boughs there is a gloominess almost of twilight, showing glimpses here and there of deep purple distances beyond.
- 3 No wonder Titian loved to paint mountains and was the first to paint a purely landscape picture. He grew up in those strange solemn mountains and the wild country around them, in the deep gloom of the woods and the purple of the distance beyond.
- 4 The boy's father, Gregorio Vecelli, was one of the nobles of Cadore, but the family was not rich. When Titian was 10 years old he was sent to an uncle in Venice to be taught some trade. He had always been fond of painting. It is said that when he was a very little boy he was found trying to paint a picture with the juices of flowers. His uncle, seeing that the boy had some talent, placed him in the studio of Giovanni Bellini.
- 5 Titian learned much from Bellini. But it was not until he first saw the artist Giorgione's work that he dreamed of what was possible to do with color. From that point forward he began to paint with a marvelous richness of color. This is what made his name famous all over the world.
- 6 At first, young Titian worked with Giorgione. Together they began to create frescoes on the walls of the Exchange above the Rialto Bridge in Venice. But over time

NAME: _____
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A.1
ASSESSMENT
CONTINUED

Questions

7. What is the painter Titian known for?
- richness of color in landscapes and portraits
 - religious art
 - working with the artist Giorgione
 - being the son of a noble

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

8. **Part A:** What work made it clear that Titian would bring fame and honor to Venice?
- the first purely landscape picture he created
 - pictures he painted using juices of flowers
 - the portrait of Emperor Charles V
 - the walls of the Exchange above the Rialto Bridge

Part B: Why did this work make it clear Titian was a talented painter?

Titian's work frescoing the walls of the Exchange above the Rialto Bridge was highly praised and it was thought to be better than Giorgione's work on the same project. In addition, he was invited to finish the frescoes in the Grand Council chamber and to paint the portraits of the Doges, Venice's rulers.

9. Why is it not surprising that Titian was the first artist to paint a purely landscape picture?
- He grew up in Venice, among the canals and busy trading atmosphere.
 - He grew up in the mountains, among beautiful, natural scenes.
 - He grew up in Rome, around religious art commissioned by the pope.
 - He grew up in a busy city, around lots of people, merchants, and art.

10. What does the following sentence from paragraph 9 mean?

Fame and wealth awaited Titian wherever he went.

- It was hard for Titian to find work no matter where he went.
- Titian was so talented that wherever he went he became famous and wealthy.
- Titian became famous and wealthy only when he worked with Giorgione.
- Titian became famous and wealthy only because he worked with Michelangelo.

NAME: _____
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A.1
CONTINUED ACTIVITY PAGE

Passage 3: Improvements in Transportation

Getting Around

- In the 1700s, America's population grew and spread. One thing became clear: The United States would need to improve its transportation system. Roads were dirt paths really, dusty in summer, muddy in winter, with tree stumps sticking up here and there. These would not do for a growing nation.
- By 1800, improvements had, in fact, been made on many of the roads that connected the growing cities and towns of the East. They had been widened and were able to handle wagon traffic as well as horses. It was now possible to travel between the main towns by stagecoach.
- The stagecoach got its name from the fact that it made its journey "in stages": every 15 or 20 miles, the driver of the coach stopped at a station to change the team of horses for the next stage of the journey.
- Although stagecoach travel was an improvement over travel on horseback, it was still hardly a comfortable experience. You began your trip at 2:00 or 3:00 in the morning. Sitting on hard, wooden seats in a coach without springs, you felt every bump and hole in the unpaved roads. Male passengers learned not to dress in fancy clothes, because when the wheels of the coach got stuck in a mud hole the men were expected to help lift the coach out.
- When the sun went down and your stagecoach stopped at an inn, you found things hadn't changed much since the early 1700s. You still got a bad meal and a terrible night's sleep. Often travelers slept four in a bed, with males in one bedroom and females in another.

Questions

- What improvements in transportation are presented in this passage? Circle all that apply.
 - A. roads widened to handle wagons and horses
 - B. stagecoach travel
 - C. turnpikes
 - D. flatboats
 - E. steamboats
- Why did road owners collect a toll?
People figured if they could build good roads, they could charge
people for using them.
- Why were improvements in transportation needed in the United States in the 1700s and 1800s?
 - A. The population in the United States was declining, as was the need for transportation methods.
 - B. The population in the United States was growing and spreading, and transportation was needed to accommodate those changes.
 - C. People didn't need to use roads and waterways for travel or for shipping goods.
 - D. Turnpike developers stopped collecting tolls from travelers using the roads.

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A.1
CONTINUED ASSESSMENT

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

- Part A:** What is the meaning of the word *folly* in the following sentence from paragraph 12?

Others who saw this odd-looking boat laughed and called it a different name: *Fulton's Folly*.

- A. important improvement
- B. new approach
- C. foolish idea
- D. slow method

Part B: What words and phrases in the text helped you determine the meaning of *folly*?

"Others who saw this odd-looking boat laughed..."

- The idiom *had the last laugh* means to succeed when others thought you wouldn't. What does it mean in paragraph 12 when it says Fulton had the last laugh?

Fulton's odd-looking boat, which people had laughed at and called a
folly, was actually very successful and changed the way passengers
and goods traveled up and down waterways.

- Compare and contrast the stagecoach, turnpikes, and the steamboat as improvements in transportation. Which improvement best addressed transportation issues and why?

The steamboat best addressed transportation issues because it
changed the way travel occurred up and down waterways. While
improved roads did allow for stagecoach travel, traveling in a
stagecoach was uncomfortable, and stops along the way had bad
food and poor sleeping conditions. Turnpikes were in better
condition than other roads, but they were just as dusty and muddy
as the older roads, travelers had to pay to use them, and they did not
extend very far west, where the population was spreading.

End-of-Year Reading Comprehension Score: _____ /16 points

To receive a point for a two-part question (i.e., 5, 8, and 14), students must correctly answer both parts of the question.

NAME: _____
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A.3 ASSESSMENT

End-of-Year Grammar Assessment

Read and answer each question.

For each sentence, draw a vertical line separating the subject and predicate. Circle the entire subject. Draw a wiggly line under the entire predicate.

1. Copernicus observed that the planets moved in ways that didn't agree with the long-held geocentric model.
2. The Maya and the Aztec civilizations developed in Mesoamerica.

Read each pair of sentences about Don Quixote. If the information in the pair of sentences is similar, rewrite the two sentences using a transition word or phrase that compares the two sentences. If the information in a pair of sentences is different, combine the sentences using a word or phrase that contrasts the two sentences.

Words and Phrases That Compare	Words and Phrases That Contrast
in the same way	on the other hand
similarly	alternatively
just as	in contrast
also	instead

3. Don Quixote thought he saw a man wearing an enchanted helmet. Sancho saw a barber riding a donkey and wearing a basin on his head to protect it from the rain.

Answers may vary.

4. Don Quixote meddled in an interaction between a farmer and a young boy. Don Quixote meddled in a situation with merchants and servants.

Answers may vary.

5. Don Quixote is idealistic, or thinks positively about things. Sancho is realistic, or sees things the way they actually are.

Answers may vary.

For each of the following sentences, identify the subject by circling it. Then identify the verb. If it is an action verb, underline it with a straight line. If it is a linking verb, underline it with a wiggly line.

6. Guild members in Florence chose Ghiberti to help Brunelleschi build the cathedral dome.
7. Brunelleschi was angry.
8. In the summer of 1911, Ishi emerged from the wilderness in Oroville.
9. He was a very unusual sight.

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A.3 ASSESSMENT
CONTINUED

Use the information provided in the "Subject" and "Verb" columns of the following chart to fill in the "Agreement in the Present Tense" column so the subject and verb are in agreement in the present tense.

Subject	Verb	Agreement in the Present Tense
I	to be	10. I am
the sky	to look	11. The sky looks
the authors	write	12. The authors write
he	to see	13. He sees
they	run	14. They run
we	to be	15. We are

Write a complete sentence for any of the subject-verb agreement statements you created in the chart.

16. Answers will vary but should show correct usage of the present tense.

tense.

For each of the following items in a series, write a complete sentence using commas correctly.

crisp air colorful leaves hot cider

17. Answers will vary but should show correct usage of commas.

carrots peas potatoes

18. Answers will vary but should show correct usage of commas.

Use the information provided in the "Subject" and "Verb" columns of the following chart to fill in the "Agreement in the Past Tense" column so the subject and verb are in agreement in the past tense.

Subject	Verb	Agreement in the Past Tense
Leonardo da Vinci	to have	19. Leonardo da Vinci had
Native Americans	to be	20. Native Americans were
Jacob	to see	21. Jacob saw
I	to be	22. I was
we	to have	23. We had
she	to feel	24. She felt

Write a complete sentence for any of the subject-verb agreement statements you created in the chart.

25. Answers will vary but should show correct usage of the past tense.

NAME: _____
DATE: _____

A.3 ASSESSMENT
CONTINUED

Use the correct preposition from the word box to complete each sentence. Then write the function (place, time, or partner) in the box below the preposition.

out	with	after	in
-----	------	-------	----

26. Galileo was born in Pisa, Italy, in 1564 CE and lived place with Copernicus, building on Copernicus's work. partner

27. The Arapahoe and Cheyenne fought with the Lakota at the Battle of the Little Bighorn. partner

For each pair of words, write a sentence using the correlative conjunctions correctly.

28. *not only/but also*

Answers will vary but should use the correlative conjunctions correctly.

29. *either/or*

Answers will vary but should use the correlative conjunctions correctly.

Underline the interjection in each sentence. Then write the type of interjection on the line that follows, strong or mild.

30. Stop! There might be poison ivy under that bush.

Type: strong

31. Oh, let's come back later when the store is less crowded.

Type: mild

For each word provided in Column 1: Word(s), write one correct pronoun in "Column 2: Pronoun".

Column 1: Word(s)	Column 2: Pronoun
Isabella d'Este	32. <u>she</u>
the clouds	33. <u>they</u>
Mom, Dad, and I	34. <u>we</u>
the teacher	35. <u>he, she</u>
Martin Luther	36. <u>he</u>
my sister	37. <u>she</u>

Select one row from the chart, and write two sentences. The first sentence should use the noun in Column 1: Word(s) as the subject, and the second sentence should use the pronoun in Column 2: Pronoun as the subject.

38. Answers may vary.

NAME: _____
DATE: _____

A.3 ASSESSMENT
CONTINUED

Fill in the blanks with the correct pronoun antecedent from the box.

his	her	their	its
-----	-----	-------	-----

39. Martin Luther nailed his Ninety-Five Theses to the church door at the University of Wittenberg.

40. Both the Maya and the Aztec built temples in their important city centers.

41. The woman shown in Leonardo da Vinci's painting *Mona Lisa* is well-known for her mysterious smile.

42. When Native Americans on the Great Plains hunted the buffalo, they used their hide for clothing, tepee covers, bedding, and moccasins.

Add a comma in the appropriate place for each of the following sentences.

43. First, I will finish my homework.

44. Oh, Roberto said it would be easy and it was!

45. Well, we won't get to the field before the game starts.

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).

46. X Don Quixote tried to do what he thought was right. Sometimes he will make mistakes when he will attempt to fix things.

Rewrite sentence(s), if needed:

Don Quixote tried to do what he thought was right. Sometimes he made mistakes when he attempted to fix things.

47. ✓ Rather than conquer or tame the land, Native Americans blended into the land. They built sturdy, cozy houses.

Rewrite sentence(s), if needed:

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

48. Don Quixote and Sancho Panza traveled for days. (First/At last) At last, they arrived home.

49. Custer was sure he and his soldiers would win the Battle of the Little Bighorn. (Next/In the end) In the end, though, the Lakota and their allies won.

NAME: _____
DATE: _____

A.3
CONTINUED ASSESSMENT

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

50. No, we won't have time to stop at the craft store before dinner.
51. Teresa, can you please fill this cup with water for the experiment?
52. Saturday is the first day of spring, isn't it?

Circle the correct way to write the following titles.

53. Chapter "Myths of the Maya" Myths of the Maya
54. Book "Shifts in Power" Shifts in Power
55. Work of Art Sofonisba Anguissola's "Self-Portrait" Sofonisba Anguissola's Self-Portrait

End-of-Year Grammar Score: _____ /55 points

NAME: _____
DATE: _____

A.6
ASSESSMENT

End-of-Year Morphology Assessment

Read and answer each question. Some questions have two parts. Answer Part A and then answer Part B.

For 1 and 2, write the correct word to complete each sentence.

1. Be sure to take your time when you write the note, because the last time, your handwriting was illegible, and I couldn't figure out the message.
(legible, illegible, legal, illegal)
2. I have a regular piano lesson each week that I attend on Tuesday of each week.
(responsible, irresponsible, regular, irregular)
3. If someone is working on an *international* project, what does that mean?
 A. That person is working on a project that involves one or more countries outside of the country in which he or she lives.
 B. That person is working on a project alone with no help.
 C. That person is working on a project for the country where he or she lives.
 D. That person is working on a project with one other person.
4. If you *distract* someone from what they are doing, you are _____
 A. helping them concentrate
 B. adding more work for them to complete
 C. taking their attention away from what they are doing
 D. asking them to explain what they are doing

5. Which of the following words with the suffix *-ness* means the state or condition of being about to fall asleep?
 A. steadiness
 B. crispness
 C. drowsiness
 D. emptiness

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

6. **Part A:** Which of the following roots means "to empty"?
 A. *tract*
 B. *mem*
 C. *cred*
 D. *vac*

Part B: Choose the word with the root that means "to empty" and write a sentence using the word.

- A. tractor
 B. remember
 C. credible
 D. evacuate

Sentence: Answers may vary.

NAME: _____
DATE: _____

A.6
CONTINUED ASSESSMENT

For 7 and 8, write the correct word to complete each sentence.

7. The man was clearly impatient about waiting in line for his turn to purchase his items at the store, as he kept checking his watch.
(mobile, immobile, patient, impatient)
8. My science project is incomplete because I haven't finished the last part.
(audible, inaudible, complete, incomplete)
9. If the dentist extracts a tooth from your mouth, what does the dentist do?
 A. The dentist puts in another tooth.
 B. The dentist pulls out a tooth.
 C. The dentist cleans a tooth.
 D. The dentist protects a tooth.

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

10. **Part A:** What does the root *serv* mean?
 A. *to empty*
 B. *to save, protect, or serve*
 C. *to draw or pull*
 D. *to remember or recall*

Part B: Write a sentence using the word *conserve*. Make sure the sentence demonstrates the meaning of the word.

Answers may vary.

11. Which of the following demonstrates the meaning of the word *enable*?
- A. severe drought preventing farmers from getting good crops
 - B. getting a good night's sleep before an important soccer game in order to play well
 - C. misplacing the library book you need for your history project
 - D. running late for school because you overslept

12. If someone is a *scientist*, what does that person do?
- A. performs a musical solo
 - B. plays the piano
 - C. works in a branch of science
 - D. makes art

13. A *credible* source is one that is _____.
- A. not trustworthy
 - B. trustworthy
 - C. remembered
 - D. not remembered

14. Circle the correct prefix to add to the root word in the following sentence.

im- *in-* *post-* *fore-*

Not every baseball team plays games during the _____ season because only the teams that did the best during the regular season continue to play.

NAME: _____
DATE: _____

A.6
CONTINUED ASSESSMENT

For 15 and 16, write the correct word to complete each sentence.

15. The police officer had to _____ **direct** _____ traffic through the intersection because the stoplights weren't working.
(cancel, cancellation, direct, direction)
16. Please tell me what _____ **revisions** _____ I should make to my essay about Don Quixote.
(revise, revisions, decide, decisions)
17. Which of the following words with the root *mem* means "easy to remember for a particular reason"?
- A. *memoir*
 - B. *remember*
 - C. *commemorate*
 - D. *memorable*

18. Explain what the following statement means:

She had the *foresight* to save money early so when she retired, she could live comfortably.

Answers may vary but should state that the subject is looking ahead.

End-of-Year Morphology Score: _____ /18 points



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Cherokee Indians are forced from their homelands during the 1830s, 1993 (colour litho), Tauss, Herbert (1929–2001) / National Geographic Creative / Bridgeman Images: 26–27

Chief Crazy Horse, Oglala Sioux / Private Collection / J. T. Vintage / Bridgeman Images: 189/207

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Red Cloud, Dakota Chief, wearing a headdress, 1880s (b/w photo), Barry, David Frances (1854–1934) / Denver Public Library, Western History Collection / Bridgeman Images: 234

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Amplify.

Unit 9
Native Americans
Teacher Guide

GRADE 5

