



## Unit 8

Teacher Guide

Grade 5

### Native Americans

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Unit 8

# Native Americans

## Teacher Guide

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# Introduction

## 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.

## 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 land.

### Prior Knowledge from CKLA

Students who have received Core Knowledge Language Arts (CKLA) instruction in Grades K–4 will already have pertinent background knowledge for this unit. They 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 US 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.

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## **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 the 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.

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## 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.

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## 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.

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## FLUENCY SUPPLEMENT

A separate component, the Fluency Supplement, is available for download on the Amplify website. This component was created to accompany Core Knowledge Language Arts (CKLA) materials for Grades 4 and 5. It consists of selections from a variety of genres, including poetry, folklore, fables, and other selections. These selections provide additional opportunities for students to practice reading with fluency and expression (prosody). There are sufficient selections so you may, if desired, use one selection per week. For more information on implementation, please consult the supplement.

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## 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. 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
- 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
- Activity Book Answer Key

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## **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](http://CoreKnowledge.org/CKLA-files) and at [ckla.amplify.com](http://ckla.amplify.com).



## 1

# A Changing World

## PRIMARY FOCUS OF LESSON

### Core Connections

Students will determine the meaning of words and phrases from text to infer the regions in which Native American tribes lived. [RI.5.4]

### Reading

Students will use details from the text to comprehend it explicitly, and to draw inferences about the impact European settlers and explorers had on the lives of Native Americans. [RI.5.1]

## FORMATIVE ASSESSMENT

### Activity Page 1.3

**Excerpt from “A Long and Winding Road”** Label the map and determine the meaning of specific words in a text. [RI.5.4]

### Word Sort

**Word Sort** Using information from the text, categorize the Native American resources by region of the United States. [RI.5.1]

## LESSON AT A GLANCE

|                                 | Grouping                | Time    | Materials  |
|---------------------------------|-------------------------|---------|--|
| Core Connections (45 min.)      |                         |         |  |
| Review Prior Knowledge          | Whole Group             | 10 min. | <input type="checkbox"/> US Regions Map<br><input type="checkbox"/> Geographic Regions Images 1–4<br><input type="checkbox"/> Activity Page 1.1<br><input type="checkbox"/> Native American Culture Images 1–4 |
| Match Geographic Images         | Whole Group             | 10 min. |  |
| Making Inferences               | Whole Group/<br>Partner | 20 min. |  |
| Lesson Wrap-Up                  | Whole Group             | 5 min.  |  |
| Reading (45 min.)               |                         |         |  |
| Introduce the Reader            | Whole Group             | 5 min.  | <input type="checkbox"/> <i>A Changing Landscape</i><br><input type="checkbox"/> US Regions Map<br><input type="checkbox"/> Activity Page 1.2<br><input type="checkbox"/> Word Sort Chart                      |
| Preview Core Vocabulary         | Whole Group             | 5 min.  |  |
| Read Aloud Chapter 1            | Whole Group             | 15 min. |  |
| Chapter Discussion              | Whole Group             | 10 min. |  |
| Word Work: <i>Tension</i>       | Whole Group             | 5 min.  |  |
| Formative Assessment: Word Sort | Independent             | 5 min.  |  |
| Take-Home Material              |                         |         |  |
| Reading                         | Independent             |         | <input type="checkbox"/> Activity Pages 1.3, 1.4<br><input type="checkbox"/> Fluency Supplement selection (optional)   |

## ADVANCE PREPARATION

### Core Connections

- Prepare and display an enlarged version of the US Regions Map and Geographic Region Images located in the Teacher Resources by drawing a line or placing a string running from each of the four regions and connecting to its respective image (Image 1 to the Northeast; Image 2 to the Great Plains; Image 3 to the Pacific Northwest; Image 4 to the Southwest). Display ONLY the map and the lines at this point; you will place each image at the end of its proper line during the Core Connections activity.
- Prepare to use 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.
- This lesson contains a Think-Pair-Share activity.

### Reading

- Copy the following chart on the board/chart paper for the Formative Assessment at the end of the lesson.

|                     |  |  |
|---------------------|--|--|
| <b>Great Plains</b> |  |  |
| <b>Northwest</b>    |  |  |
| <b>Southwest</b>    |  |  |
| <b>Northeast</b>    |  |  |

| <b>Word Choices</b> |              |           |                 |
|---------------------|--------------|-----------|-----------------|
| grasses             | desert       | longhouse | teepees         |
| rivers              | plank houses | mesas     | evergreen trees |

### 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.

## ACADEMIC VOCABULARY

**assume, v.** to believe something is true despite not knowing all the facts  
(**n.** assumption)

**conflict, n.** /kon\*flikt/ a disagreement

**conflict, v.** /kən\*flikt/ to disagree, differ, or say or do the opposite of something

**diverse, adj.** made up of people or items that are not alike (**n.** diversity)

**imply, v.** to suggest something without saying it directly (implies; implied)

**inference, n.** a conclusion or view that comes from knowing some, but not all, of the facts (**v.** infer)

**trace, v.** to follow along, or draw, the outline of something; to examine the history of something to see how it developed

**vary, v.** to change something from time to time (**adj.** varied)

### Spanish Cognates for Academic Vocabulary

- conflictó
- diverso(a)
- implicar
- inferencia
- variar

Start Lesson

### Lesson 1: A Changing World

# Core Connections



**Primary Focus:** Students will determine the meaning of words and phrases from text to infer the regions in which Native American tribes lived. [RI.5.4]

### REVIEW PRIOR KNOWLEDGE (10 MIN.)

- Tell students they will begin a unit called *Native Americans*, and that 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 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 GEOGRAPHIC IMAGES (10 MIN.)**

- Show students the US Regions Map you prepared in advance. Tell students the map shows different geographic regions of what is now the United States.
- 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 in autumn colors on the trees.
- 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; and no visible water.

### MAKING INFERENCES (20 MIN.)

- 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 US 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*
- Read description B. Ask students which image/geographic region is described here.
  - » Image 4, the Southwest

### Activity Page 1.1



### 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

### Challenge

Have students independently read description B and independently underline the words and phrases that enable them to infer the region.

## Support

What are plateaus and mesas?

- » large areas of high, flat land with steep sides

## Challenge

Have students independently read description C and independently underline the words and phrases that enable them to infer the region.

## Challenge

Have students independently read description D and independently underline the words and phrases that enable them to infer the region.



Reading for Information

Reading/Viewing Closely

### Entering/Emerging

Provide 1:1 support when underlining words or phrases in the description for each image.

### Transitioning/Expanding

Review the underlined words or phrases that may have enabled students to infer the region.

### Bridging

Provide support for understanding key words and information in image descriptions as needed.

- 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*

- 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*

- Ensure students know the format for a Think-Pair-Share activity.

- Think-Pair-Share. Discuss the following questions:

1. How might Native Americans living in each of these regions be affected by their environment?
2. 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?

- 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 teepees.

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 used 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 available for only 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 rain forests. Women gathered roots, berries, and grains, including wild rice. Many tribes also hunted other types of fish, as well as whales and seals.
- For additional examples of the ways 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 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 is 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.

### LESSON WRAP-UP (5 MIN.)

- Ask students to show with their fingers on a scale of 1 to 5 (5 being “I know it so well I can teach it to someone else”) how well they understand the following statement:
  - Native Americans’ food sources were determined by the regions in which they lived.
- Provide wait time as students hold up their fingers indicating understanding. Allow students who rated themselves 1 or 2 to work with a partner to complete the Formative Assessment that occurs at the end of the lesson.
- 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.

### Lesson 1: A Changing World

# Reading



**Primary Focus:** Students will use details from the text to comprehend it explicitly, and to draw inferences about the impact European settlers and explorers had on the lives of Native Americans. [RI.5.1]

### INTRODUCE THE READER (5 MIN.)

- 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.

Student Reader:  
*A Changing Landscape*



- 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.
- 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 US Regions Map, ask or show students where the Great Plains are located. (central United States, from Texas north to Montana)

### PREVIEW CORE VOCABULARY (5 MIN.)

- 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 and locate *birthright*, and then have a student read the definition.
- Explain the following:
  - the part of speech
  - alternate forms of the word
- Have students reference Activity Page 1.2 while you read each word and its meaning.

**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)

**sustain, v.** to keep alive (3)

**indigenous, adj.** originating in a certain location or region (6)

**reservation, n.** a separate area of land in the United States set aside for Native Americans to live on (reservations) (9)

**tension, n.** discomfort felt when different people or groups disagree and feel anger toward each other; a strain (tensions) (10)

**forced relocation, n.** the act of making people move to a new place against their will (10)

### Activity Page 1.2



| Vocabulary Chart for Chapter 1, “A Long and Winding Road” |   |  |
|---|---|--|
| Vocabulary Type   | Tier 3<br>Domain-Specific Words   | Tier 2<br>General Academic Words               |
| Core Vocabulary   | reservation<br>forced relocation  | birthright<br>sustain<br>indigenous<br>tension |
| Spanish Cognates for<br>Core Vocabulary                   |   | sostener<br>tensión                            |
| Multiple-Meaning Core<br>Vocabulary Words                 | reservation   | tension  |
|   |   |  |
| Sayings and Phrases                                       | a host of [other resources]<br>in other words<br>so-called<br>expanded its reach<br>a narrative that played out |  |

### READ ALOUD CHAPTER 1 (15 MIN.)

- 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?

## Chapter 1

# A Long and Winding Road

### THE BIG QUESTION

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

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

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

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

2

## Read “A Long and Winding Road”

- Read pages 2 and 3 aloud.
- Read the chapter aloud as students follow along in their Readers.

| Word(s) | CK Code |
|---------|---------|
| Sioux   | /soo/   |

*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.*



### Support

Elders are people who are respected 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.

**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?

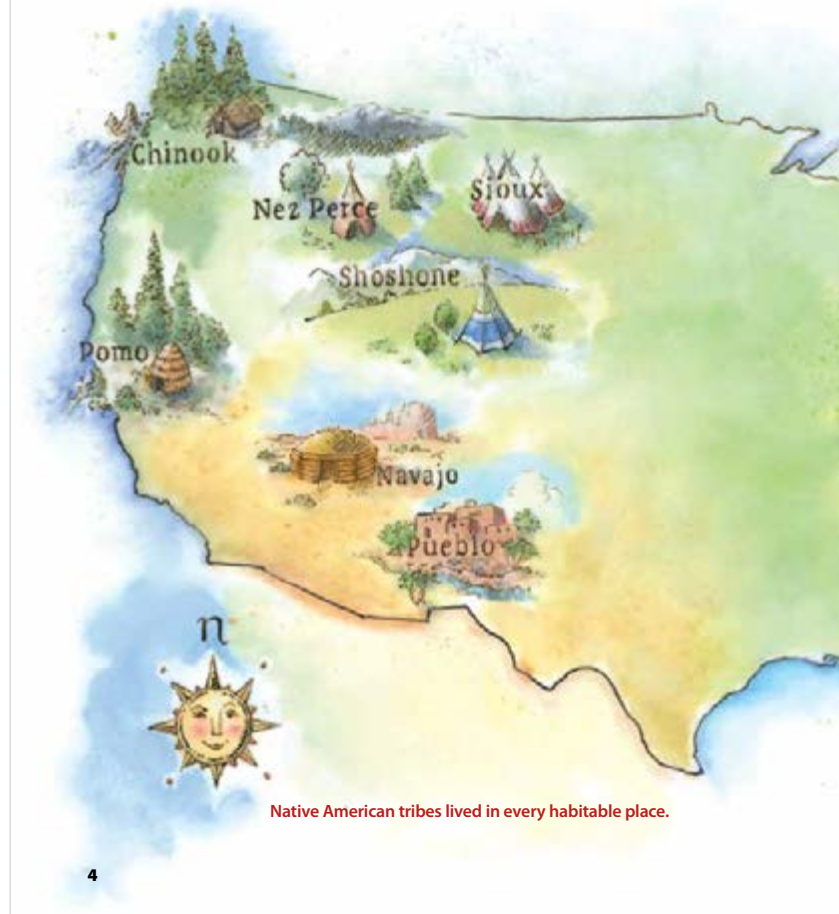
- » There is not much food; there aren't many trees with which to build shelter or make fires; there isn't much water; winter is very cold, and summer is very hot.

**Literal.** How did Native Americans of the Great Plains survive in the harsh climate?

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

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

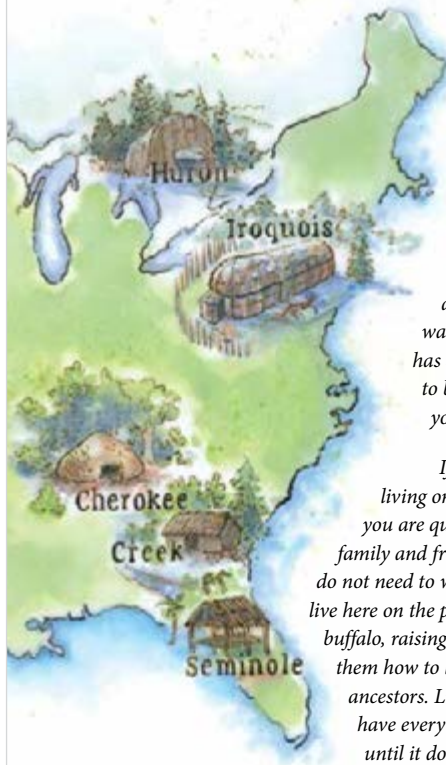
*The tribes of the Great Plains are certainly not alone in the Americas. There are others, and if you walk far enough in any direction, you will find them. North, south, east, or west, there are different tribes in every habitable place. Over thousands of years, they have learned to survive.*



- Read pages 4 and 5 aloud.



*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.*

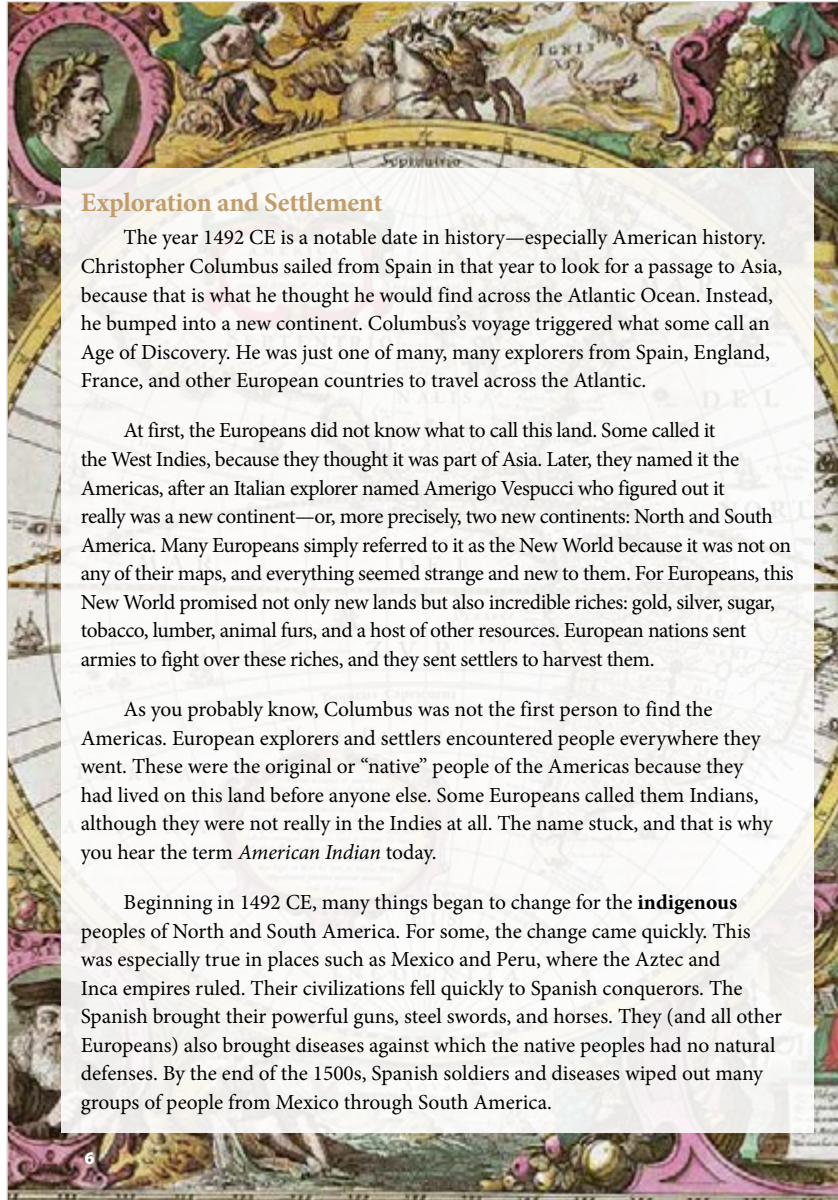
*If you are like most Native Americans living on the Great Plains, you will find that you are quite happy to stay and live with your family and friends, the members of your tribe. You do not need to wander too far from home. You will live here on the plains forever, tracking and hunting the buffalo, 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...*

5

**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.





### Exploration and Settlement

The year 1492 CE is a notable date in history—especially American history. Christopher Columbus sailed from Spain in that year to look for a passage to Asia, because that is what he thought he would find across the Atlantic Ocean. Instead, he bumped into a new continent. Columbus's voyage triggered what some call an Age of Discovery. He was just one of many, many explorers from Spain, England, France, and other European countries to travel across the Atlantic.

At first, the Europeans did not know what to call this land. Some called it the West Indies, because they thought it was part of Asia. Later, they named it the Americas, after an Italian explorer named Amerigo Vespucci who figured out it really was a new continent—or, more precisely, two new continents: North and South America. Many Europeans simply referred to it as the New World because it was not on any of their maps, and everything seemed strange and new to them. For Europeans, this New World promised not only new lands but also incredible riches: gold, silver, sugar, tobacco, lumber, animal furs, and a host of other resources. European nations sent armies to fight over these riches, and they sent settlers to harvest them.

As you probably know, Columbus was not the first person to find the Americas. European explorers and settlers encountered people everywhere they went. These were the original or “native” people of the Americas because they had lived on this land before anyone else. Some Europeans called them Indians, although they were not really in the Indies at all. The name stuck, and that is why you hear the term *American Indian* today.

Beginning in 1492 CE, many things began to change for the **indigenous** peoples of North and South America. For some, the change came quickly. This was especially true in places such as Mexico and Peru, where the Aztec and Inca empires ruled. Their civilizations fell quickly to Spanish conquerors. The Spanish brought their powerful guns, steel swords, and horses. They (and all other Europeans) also brought diseases against which the native peoples had no natural defenses. By the end of the 1500s, Spanish soldiers and diseases wiped out many groups of people from Mexico through South America.

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

- Read page 6 aloud.

**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.

**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*.

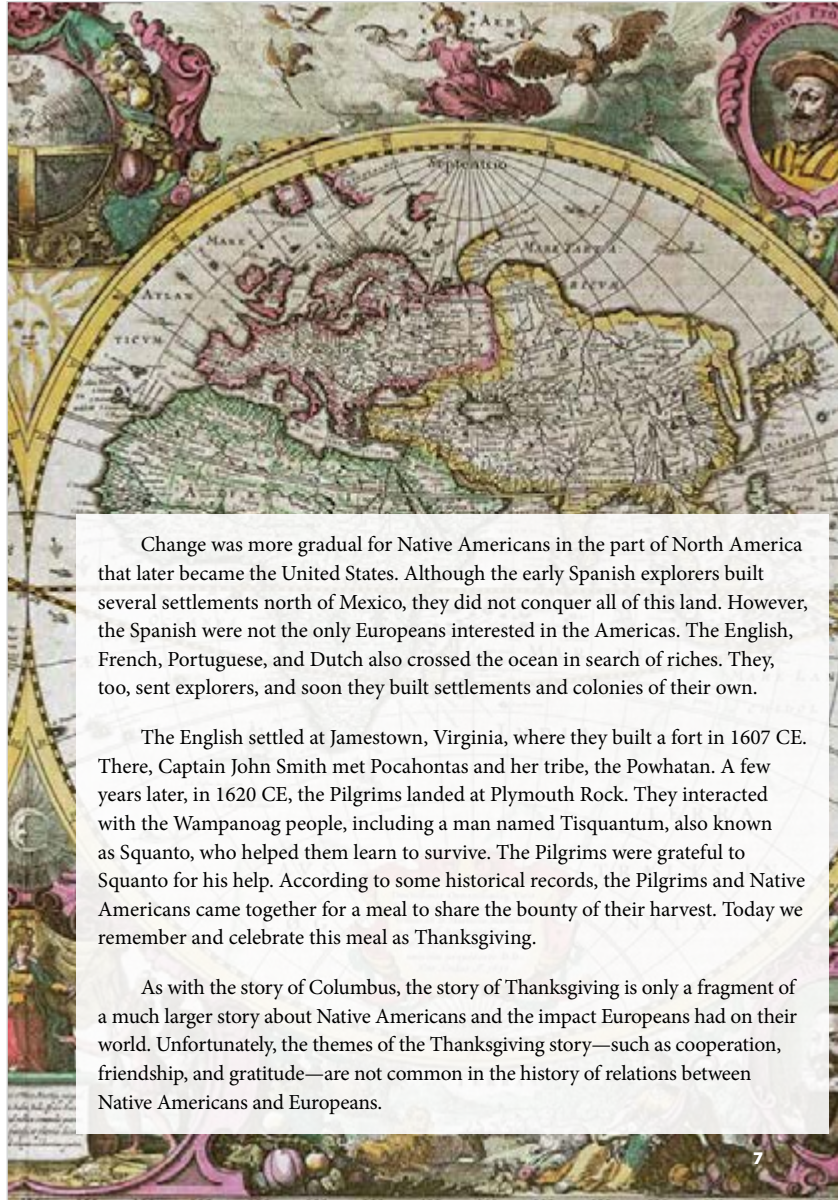
**Evaluative.** Why did many things begin to change for Native Americans starting in 1492 CE?

- » 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 and conflict created as each group competed for resources.

## 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.



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 Europeans.

## Support

Does the word *unfortunately* create a positive or negative tone in the last sentence on this page, which discusses the impact Europeans had on Native Americans' lives?

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

- Read page 7 aloud.

**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.



### 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.



Native Americans trading with each other

8

- Read pages 8 and 9 aloud.

**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.*

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.

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.

9

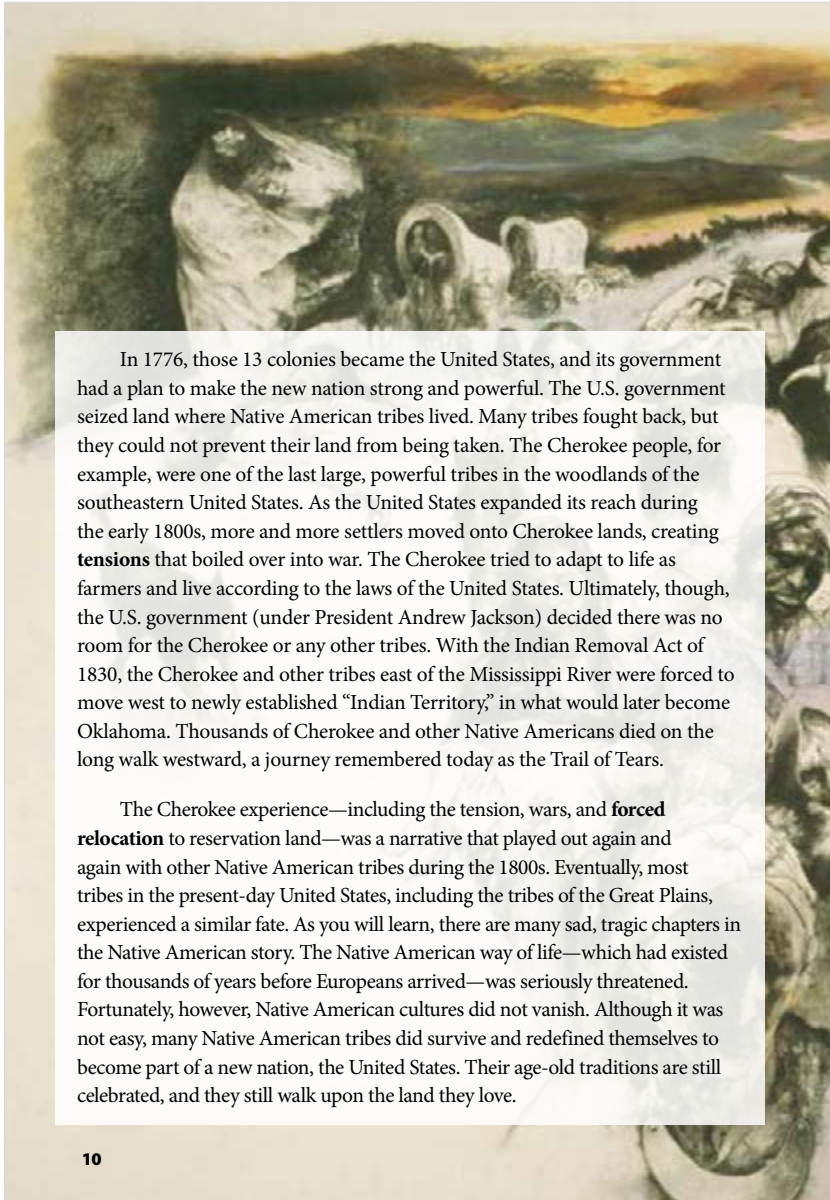
## Support

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

- » knowledge to aid their survival, land

**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.



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.

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.

10

- Read pages 10 and 11 aloud.
- **Inferential.** Describe the effect the continued expansion of the United States had on the Cherokee.
  - » The US 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.

## Support

How has life stayed the same for Native Americans?

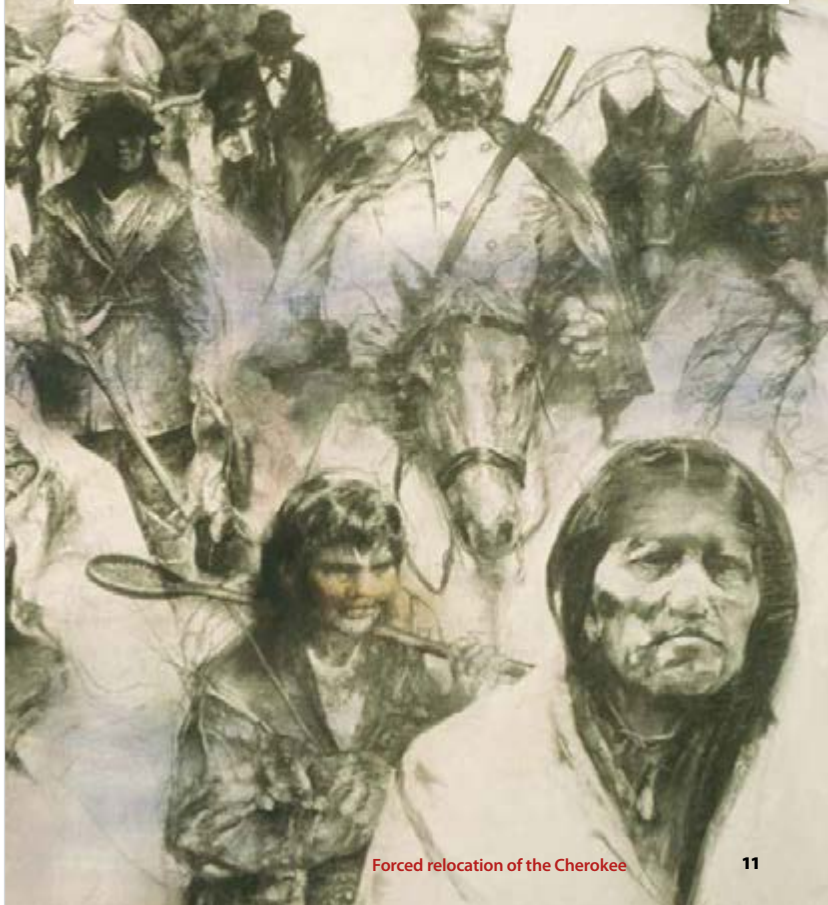
- » Tribes still celebrate age-old traditions and walk upon the land they love.

**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.

### 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.



Forced relocation of the Cherokee

11

### Support

How did horses transform the way of life for many tribes on the Great Plains?

- » Horses made hunting, traveling, and fighting much easier.



## CHAPTER DISCUSSION (10 MIN.)

- 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.

**Note:** Question 2 relates to The Big Question of the chapter.

## WORD WORK: *TENSION* (5 MIN.)

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* has multiple meanings. Share the following with students:
    - Meaning 1: discomfort felt when different people or groups disagree and feel anger toward each other
    - Meaning 2: the state of being stretched tight or strained
  - Say, “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.

## Word Sort



## Reading for Information

### Reading/Viewing Closely

#### Entering/Emerging

Provide 1:1 support for students during word sort.

#### Transitioning/Expanding

Allow students to partner with a classmate to complete word sort.

#### Bridging

Preview/review directions for word sort to ensure understanding of the task.

### FORMATIVE ASSESSMENT: WORD SORT (5 MIN.)

- On loose-leaf paper, have students copy the following Formative Assessment Word Sort chart that was prepared in advance.

|                     |  |  |
|---------------------|--|--|
| <b>Great Plains</b> |  |  |
| <b>Northwest</b>    |  |  |
| <b>Southwest</b>    |  |  |
| <b>Northeast</b>    |  |  |

- Have students pick a word from the choices listed in the box to describe each region.

| <b>Word Choices:</b> |              |           |                 |
|----------------------|--------------|-----------|-----------------|
| grasses              | desert       | longhouse | teepees         |
| rivers               | plank houses | mesas     | evergreen trees |

- Remind students to put their name on the loose-leaf paper.

## Lesson 1: A Changing World

# Take-Home Material

**READING**

- 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.
- Have students take home a text selection from the Fluency Supplement if you are choosing to provide additional fluency practice.

**Activity Page 1.3****Activity Page 1.4**

## 2

# Conflicting Beliefs

**PRIMARY FOCUS OF LESSON****Reading**

Students will describe the relationships or interactions between Native American tribes and European settlers based on information in the text. [RI.5.3]

**Grammar**

Students will recognize and correct inappropriate shifts in verb tense. [L.5.1d]

**Morphology**

Students will distinguish between root words and words with the suffix *-tion* or *-sion* correctly in sentences. [L.5.4b]

**Writing**

Students will identify the structure and purpose of a persuasive essay. [W.5.4]

**FORMATIVE ASSESSMENT****T-Chart****Perceptions of Land and Its Use T-Chart**

Use words and phrases to compare and contrast. [RI.5.3]

## LESSON AT A GLANCE

|                              | Grouping                | Time    | Materials   |
|------------------------------|-------------------------|---------|---|
| <b>Reading (45 min.)</b>     |                         |         |   |
| Introduce the Chapter        | Whole Group/<br>Partner | 10 min. | <input type="checkbox"/> <i>A Changing Landscape</i><br><input type="checkbox"/> SR.1<br><input type="checkbox"/> US Regions Map  |
| Small Group: Chapter 2       | Small Group             | 20 min. | <input type="checkbox"/> <i>A Changing Landscape</i><br><input type="checkbox"/> Activity Pages 2.1, 2.2<br><input type="checkbox"/> Words and Phrases Describing Perceptions of Land and Its Use Chart<br><input type="checkbox"/> Perceptions of Land and Its Use T-Chart |
| Discuss Chapter and T-Chart  | Independent/<br>Partner | 10 min. | <input type="checkbox"/> Words and Phrases Describing Perceptions of Land and Its Use Chart<br><input type="checkbox"/> Perceptions of Land and Its Use T-Chart   |
| Word Work: <i>Custom</i>     | Whole Group             | 5 min.  |   |
| <b>Language (30 min.)</b>    |                         |         |   |
| Grammar                      | Partner                 | 15 min. | <input type="checkbox"/> Verb Tense Poster<br><input type="checkbox"/> Examples of Incorrect Shifts in Verb Tense Chart<br><input type="checkbox"/> Activity Page 2.3   |
| Morphology                   | Independent             | 15 min. | <input type="checkbox"/> Activity Page 2.4  |
| <b>Writing (15 min.)</b>     |                         |         |   |
| Introduce a Persuasive Essay | Independent             | 15 min. | <input type="checkbox"/> Activity Pages 2.5, 2.6<br><input type="checkbox"/> Native American Outside Tepee Image<br><input type="checkbox"/> Sample Persuasive Essay  |
| <b>Take-Home Material</b>    |                         |         |   |
| Language                     |                         |         | <input type="checkbox"/> Activity Pages 2.3, 2.4  |

ADVANCE PREPARATION

Reading

- Collect Activity Page 1.3, which was completed for homework, to review and grade at a later time.
- Display the US Regions Map used in Lesson 1.
- 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   |
|--|
| <ul style="list-style-type: none"><li>• boundaries set by nature</li><li>• colonies</li><li>• land of their ancestors</li><li>• to own land</li><li>• papers</li><li>• property deed</li><li>• property lines</li><li>• part of the land</li><li>• caretakers</li><li>• defined borders</li><li>• all living things are part of the same earth</li><li>• everything came from the same creator</li></ul> |

- Prepare and display an enlarged version of the Perceptions of Land and Its Use T-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 T-Chart |   |
|---|---|
| Native Americans                        | European Explorers, Settlers, and US Citizens |
|   |   |

## LANGUAGE

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

Start Lesson

## Lesson 2: Conflicting Beliefs

# Reading



**Primary Focus:** Students will describe the relationships or interactions between Native American tribes and European settlers based on information in the text. [RI.5.3]

### INTRODUCE THE CHAPTER (10 MIN.)

- 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 US Regions Map. Tell students that they will be reading about tribes that lived in the Great Plains, Great Basin, and Northwest Plateau; point to these images on the US Regions Map.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students that the first vocabulary term they will encounter in this chapter is *property lines*.
- Have them find the term on page 12 of the Reader. Explain that each vocabulary word or phrase 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
  - alternate forms of the phrase

### Activity Page SR.1





- 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.
  - Words and phrases are listed in the order in which they appear in the chapter.

**property line, n.** the boundary, or border, that indicates where one piece of property ends and another begins (property lines) (12)

**custom, n.** a tradition or behavior that is common among a group or family; a ritual (customs) (13)

**property deed, n.** an official piece of paper that shows who legally owns a piece of property (property deeds) (13)

**transition, n.** a change (16)

**vision, n.** something that you imagine or dream (16)

**toll, n.** the cost in health or life (21)

| Vocabulary Chart for Chapter 2, “Across Mountains and Prairies” |                                 |  |
|---|---------------------------------|--|
| Vocabulary Type   | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words       |
| Core Vocabulary   | property line<br>property deed  | custom<br>transition<br>vision<br>toll |
| Spanish Cognates for<br>Core Vocabulary                         |                                 | costumbre<br>transición<br>visión      |
| Multiple-Meaning Core<br>Vocabulary Words                       |                                 | custom<br>toll                         |
|   |                                 |  |
| Sayings and Phrases   | the fruits of the land          |  |

- 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?



### Check for Understanding

On loose-leaf paper, have students copy the Perceptions of Land and Its Use T-Chart. Before they begin reading, have students use background knowledge to choose words and phrases describing perceptions of land and complete the T-chart. When done, ask students to pick one phrase and explain their thinking to a partner.

- For students who are struggling, provide a T-chart prepared in advance with one word or phrase in each column. Ask students to pick one more word or phrase from the chart and make a guess as to which column he/she thinks it belongs.
- Remind students that we will revisit the T-chart when discussing the chapter and wrapping up the lesson.

### 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.

### Activity Page 2.2



## 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?

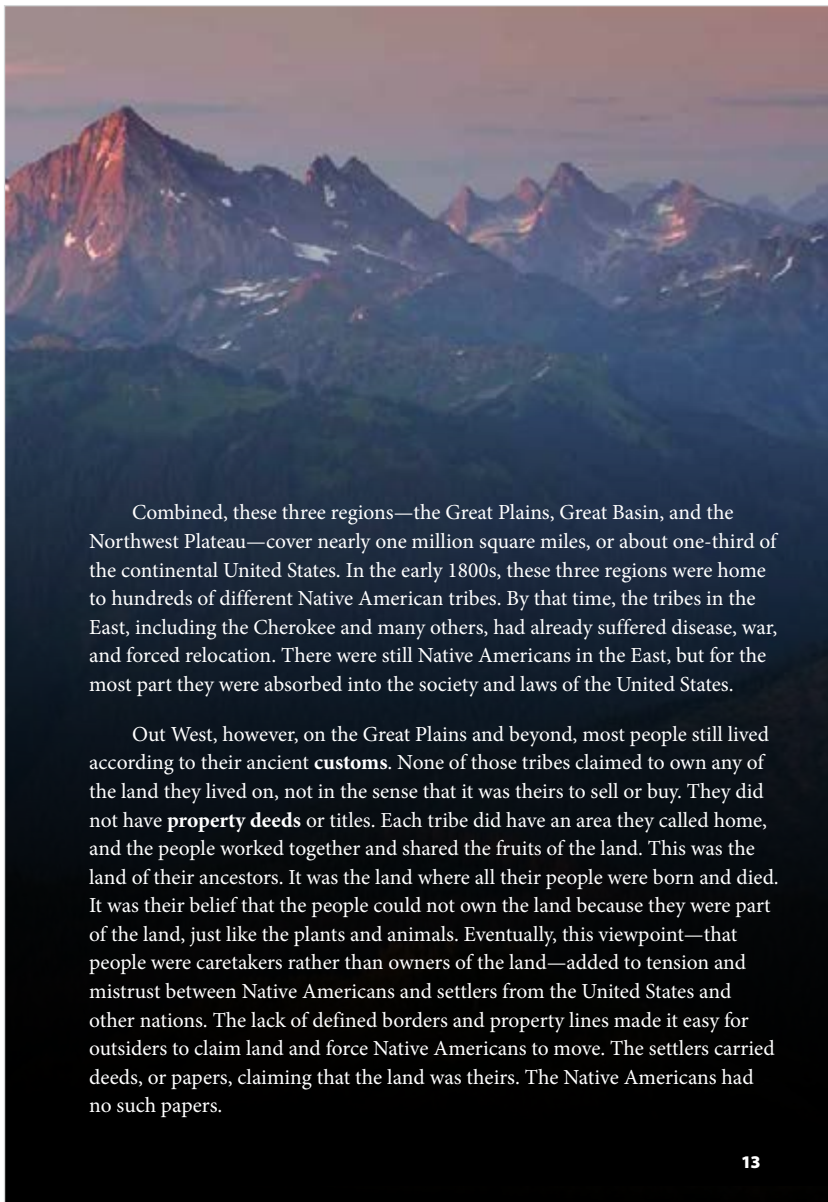
Before America was divided into colonies and eventually states, there were no borders, fences, or **property lines**. The only boundaries were those set by nature: wide rivers, deep canyons, parched deserts, high mountains, and dense forests. Early European explorers and settlers stayed mostly in the 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

- Have students read pages 12 and 13 silently.
- The following guided reading supports are intended for use with Small Group 1.

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



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.

13

**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.

**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.
- Have students record the answer(s) to this question on Activity Page 2.2.

## 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.

### 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.



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

14

- Have students read page 14 silently.

**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.

**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.





### 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.

15

| Word(s)  | CK Code        |
|----------|----------------|
| Okanagan | /oe*kə*nag*ən/ |

- Have a student read page 15 aloud.

**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.

- Have students record the answer to this question on Activity Page 2.2.

### Support

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



### 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.



The quester traveled alone into the wilderness.

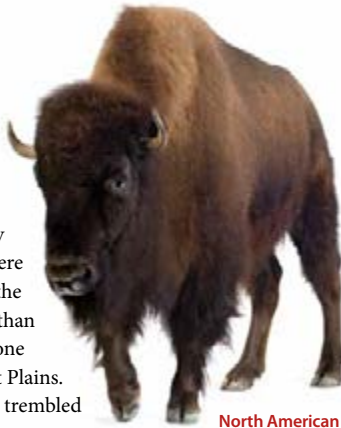
16

| Word(s) | CK Code     |
|---------|-------------|
| Lakota  | /lə*koɛ*tə/ |

- Have students read pages 16 and 17 silently.

### 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. 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.

17

**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

**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 this question on Activity Page 2.2.

### 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

### 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.

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

- Have students read pages 18 and 19 silently.

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.



The Caddo built strong, dry grass houses.

Tepee

19

**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.

## 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.

- 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.

### 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.



Mandan village

20

- Have students read pages 20 and 21 silently.

### 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

**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 that 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.

**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 this question on Activity Page 2.2.



### Chapter 3

# Tales from the Great Plains

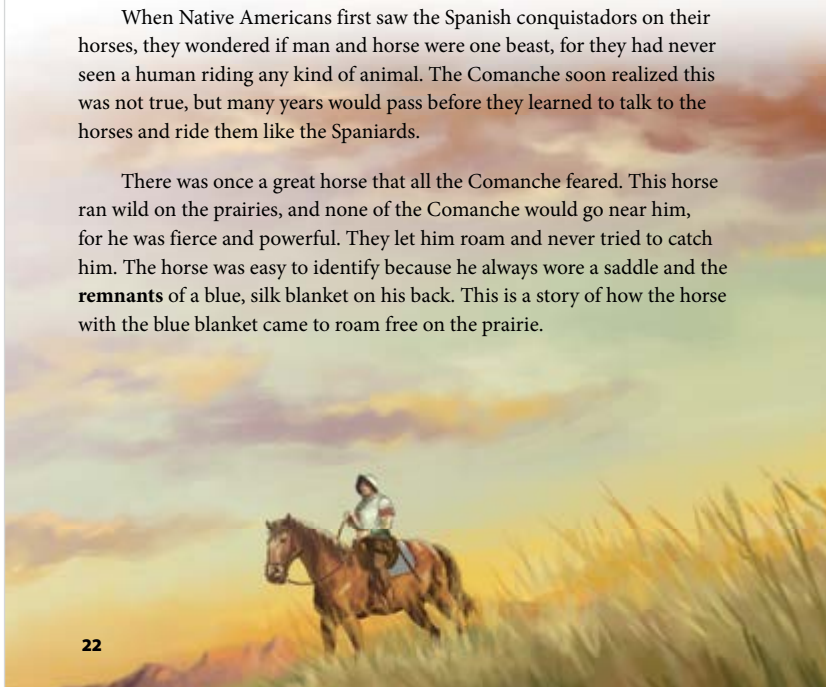
#### THE BIG QUESTION

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

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

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

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





### The Swift Blue One (Comanche)

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

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





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

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

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

**24**

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

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

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



25

### White Buffalo Calf Woman (Lakota Sioux)

On the Great Plains, among the Lakota and other Sioux nations, it was customary for young people to embark on a Vision Quest. A Vision Quest helped to guide a young person's actions and decisions as an adult. The Vision Quest was just one of seven sacred ceremonies practiced by the Lakota. According to Lakota legend, the people learned these seven ceremonies from White Buffalo Calf Woman.

*Many years ago, when the Sioux people were young and had not learned their way in the world, the **bands** of the Lakota tribe met for a **council**. This was during a terribly hot summer when the land was parched and the buffalo had moved so far away that the people could not find them. This was before the Sioux had horses, so they had to travel on foot and sometimes they could not keep up with the buffalo.*

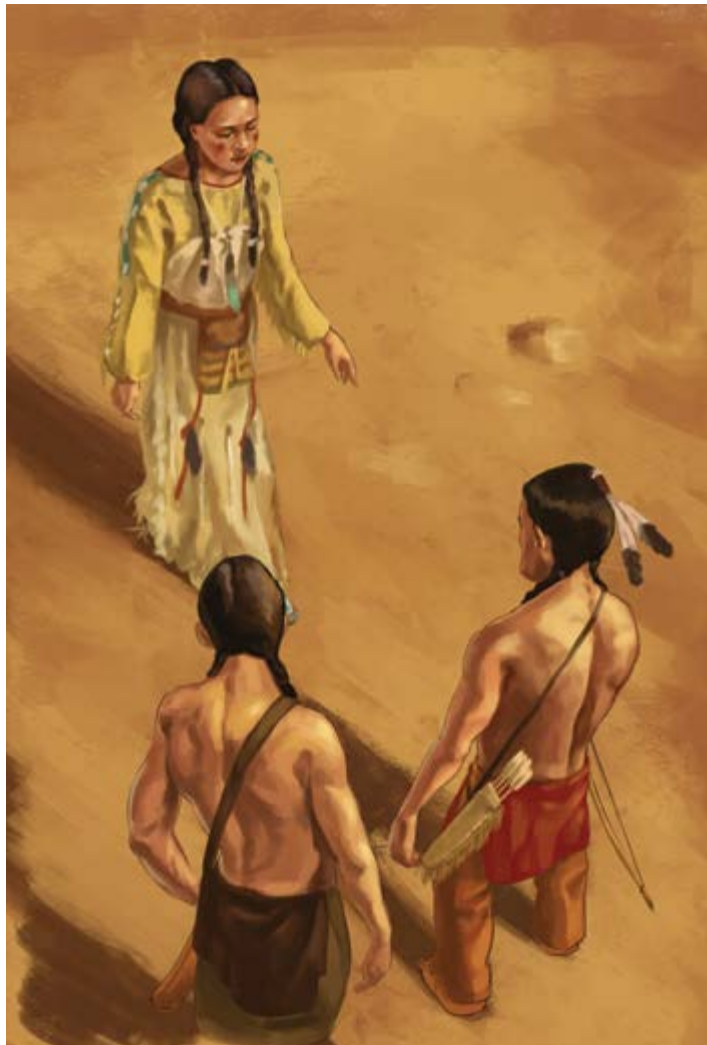
*Two brave young men went out to scout for buffalo. They searched everywhere, but they could find no signs of buffalo or anything else to eat. One day, they saw a hill and decided to climb up to see what they could see. In the distance, they spied something strange coming toward them. At first they could only make out a small speck, and they could not tell whether it was moving on the ground or in the air.*

*As it neared, they saw that it was a human figure. As it came nearer still, they could see that it was a beautiful young woman. She wore clothing of bright, white, buckskin decorated with beautiful, colorful designs. Two dark braids of hair dangled down, and she had red dots painted on each cheek. The two men could see that she was no ordinary woman. They realized she was a **wakan**, a sacred and powerful thing.*

*One of the men trembled with fear as the wakan stranger approached. The other, however, was smitten with love. "She is the most beautiful woman I have ever seen," he told his friend. "I want to marry her."*

*"Do not go near her," said the other. "You must respect her and do as she says."*

*But the love-struck man did not listen to these wise words. Instead, he approached the wakan stranger. Suddenly, a cloud of smoke enveloped both*



One of the men trembled with fear as the wakan stranger approached. The other, however, was smitten with love.

27

of them. The other man could not see through the smoke, but when it finally cleared, the woman was alone, and all that remained of his friend was a pile of scorched bones!

Truly afraid, the young man raised his bow and pointed an arrow at her. But she said, "Do not harm me. I am White Buffalo Calf Woman, and I bring good things for you and your people."

The young man dropped his bow and listened, comforted by her kind words.

"Go home and tell your chief to raise the medicine tepee and prepare for my arrival. In four days I will bring my gifts to your people."

So the young man hurried home and shared the news. Some people did not believe him. They thought he must be crazy with hunger. But the chief heard the words and commanded his people to raise the great medicine tepee, the largest tepee, which they used for the holiest ceremonies.

Sure enough, four days later the people saw the White Buffalo Calf Woman approaching the camp. In her arms she carried a large bundle.



28

*The chief invited her into the medicine tepee. Inside, she told the people to make an altar of red earth in the middle of the tepee and to place a buffalo skull upon it. She also told them to make a small rack using three sticks. Then she opened her bundle and removed a special object, the sacred pipe, called chanunpa, which she placed on the rack.*

*Into the pipe she put bark of the red willow tree, and she placed a buffalo chip on the fire. The buffalo chip made the everlasting fire, the fire to be passed from generation to generation. Then she lit the pipe. "The smoke of this pipe is the breath of the Great Spirit, Tunkashila," she said. She taught the people to pray using the sacred pipe. "With your feet on the ground and the smoke of the pipe rising to the sky, this pipe forms the connection between you and the Great Spirit."*

*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.*



## DISCUSS CHAPTER AND T-CHART (10 MIN.)

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

- Direct students to take out the loose-leaf paper used to complete the Perceptions of Land and Its Use T-Chart.
  - Now that students have read the chapter, use information from the text to answer questions 1 and 2. Compare and contrast the ways Native Americans and Europeans thought about land.
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?
  2. **Inferential.** From the list provided, what words or phrases describe how European explorers, settlers, and colonists viewed the land and its resources?
- For questions 1 and 2, have students reread their answers on the T-chart. Have them support their answer by referencing the text. Cross off or add words or phrases that need to be changed.

### Perceptions of Land and Its Use

| Native Americans   | European Explorers, Settlers, and US Citizens   |
|--|---|
| boundaries set by nature (12)<br>land of their ancestors (13)<br>part of the land (13)<br>caretakers (13)<br>all living things are part of the same earth (14)<br>everything came from the same creator (14) | colonies (12)<br>to own land (13)<br>papers (13)<br>property deed (13)<br>property lines (13)<br>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 US 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.

### T-Chart



### Challenge

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



Reading for Information  
Reading/Viewing Closely

### Entering/Emerging

Provide substantial support to read and explain words or phrases that compare and contrast Native American and European's relationship with the land.

### Transitioning/Expanding

Review the words or phrases from the Perceptions of Land chart and provide moderate support to compare and contrast.

### Bridging

Preview/review directions as needed to ensure student understands the task.



### WORD WORK: *CUSTOM* (5 MIN.)

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.

### Lesson 2: Conflicting Beliefs

## Language



### GRAMMAR (15 MIN.)

**Primary Focus:** Students will recognize and correct inappropriate shifts in verb tense. [L.5.1d]

### 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)
  - 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.)

### Activity Page 2.3



- 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 MIN.)

**Primary Focus:** Students will distinguish between root words and words with the suffix *-tion* or *-sion* correctly in sentences. [L.5.4b]

#### 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.” For example: 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.” For example: 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.”)
- 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 and 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   | 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.   |



### Check for Understanding

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. If students need more assistance, complete the entire activity page as a teacher-guided activity.

### Activity Page 2.4



## Lesson 2: Conflicting Beliefs

# Writing



**Primary Focus:** Students will identify the structure and purpose of a persuasive essay. [W.5.4]

### INTRODUCE A PERSUASIVE ESSAY (15 MIN.)

- 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 Teepee 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.)

### Activity Pages 2.5 and 2.6



- 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.

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

### 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.)

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

## Lesson 2: Conflicting Beliefs

# Take-Home Material

### LANGUAGE

#### Grammar; Morphology

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

Activity Pages  
2.3 and 2.4





## 3

# Native American Storytelling

**PRIMARY FOCUS OF LESSON****Reading**

Students will compare and contrast characters in two Native American stories using details from the text. [RL.5.3]

**Writing**

Students will use a graphic organizer to identify the argument and supporting evidence in a persuasive essay explaining the relationship between Native Americans and the land. [W.5.1a]

**FORMATIVE ASSESSMENT****Activity Page 3.3**

**“Tales from the Great Plains”** Use core vocabulary words to summarize the text. [W.5.2d]

## LESSON AT A GLANCE

|                            | Grouping                | Time    | Materials   |
|----------------------------|-------------------------|---------|---|
| <b>Reading (45 min.)</b>   |                         |         |   |
| Review                     | Whole Group             | 5 min.  |   |
| Introduce the Chapter      | Whole Group             | 5 min.  | <input type="checkbox"/> <i>A Changing Landscape</i><br><input type="checkbox"/> Activity Pages 3.1   |
| Partner Reading: Chapter 3 | Partner                 | 20 min. | <input type="checkbox"/> <i>A Changing Landscape</i><br><input type="checkbox"/> Activity Pages 3.1–3.3   |
| Lesson Wrap-Up             | Whole Group/<br>Partner | 10 min. | <input type="checkbox"/> <i>A Changing Landscape</i><br><input type="checkbox"/> Activity Pages 3.1–3.3   |
| Word Work: <i>Remnant</i>  | Whole Group             | 5 min.  |   |
| <b>Writing (45 min.)</b>   |                         |         |   |
| Identify Main Argument     | Partner                 | 15 min. | <input type="checkbox"/> Activity Pages 3.4, 3.5<br><input type="checkbox"/> Sample Persuasive Essay<br><input type="checkbox"/> Native American Outside Tepee Image<br><input type="checkbox"/> Answer Key for Activity Page 3.5 |
| Identify Evidence          | Partner                 | 30 min. | <input type="checkbox"/> Activity Pages 3.4, 3.5<br><input type="checkbox"/> Sample Persuasive Essay<br><input type="checkbox"/> Native American Outside Tepee Image<br><input type="checkbox"/> Answer Key for Activity Page 3.5 |
| <b>Take-Home Material</b>  |                         |         |   |
| Reading                    | Independent             |         | <input type="checkbox"/> Activity Page 3.3  |

## ADVANCE PREPARATION

### Reading

- Copy each text box on Activity Page 3.2 onto separate pieces of chart paper and prepare to hang on walls in varying locations around the classroom. For example, label one chart “The Swift Blue One.” Another chart, label “White Buffalo Calf Woman.” A third chart, label “Similarities.”

### 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.

### Language

#### Grammar; Morphology

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

Start Lesson

## Lesson 3: Native American Storytelling

# Reading



**Primary Focus:** Students will compare and contrast characters in two Native American stories using details from the text. **[RL.5.3]**

## REVIEW (5 MIN.)

- Review information from the previous chapter, using the following questions:
  1. 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.
  2. 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.

3. 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. Native Americans ate or used every part of the buffalo.

### INTRODUCE THE CHAPTER (5 MIN.)

- 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
  - alternate forms of the word
- Have students reference Activity Page 3.1 while you read each word and its meaning.

**remnant, n.** a leftover piece; a small part of the whole (remnants) (22)

**scout, 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)

**band, n.** a group of people, animals, or things that act together to achieve a common purpose (bands) (26)

**council, n.** a group of people chosen to lead or give advice (26)

**wakan, n.** in the Sioux culture, a supernatural power (26)

### Activity Page 3.1



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

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

- 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?

### PARTNER READING: CHAPTER 3 (20 MIN.)

- Pair students to read and discuss the chapter.
- 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.

### Activity Page 3.2



### Support

When one partner is reading “The Swift Blue One” aloud, the other is taking notes instead of both taking notes. Switch roles for “White Buffalo Calf Woman.” Have both students take notes on similarities.

- 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*yardz/      |
| 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.

### LESSON WRAP-UP (10 MIN.)

- Review student responses on Activity Page 3.2 with the whole class. Refer to charts that were posted around the room as needed.
- 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

### Support

Guide students when taking notes to specific sections of text to help find important details.

### Challenge

Have students record their responses when finished on charts that were prepared in advance that represent each section of Activity Page 3.2. Students can put a star by similar responses instead of duplicating.



### Interacting in Meaningful Ways Writing

#### Entering/Emerging

Jointly write using core vocabulary to summarize the excerpt “Tales from the Great Plains.”

#### Transitioning/Expanding

With increasing independence, use core vocabulary to summarize the excerpt “Tales from the Great Plains.”

#### Bridging

Independently write a clear and coherent summary of the excerpt “Tales from the Great Plains” using core vocabulary.

- 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 young Lakota Sioux 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”
- 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 young Lakota Sioux 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 young Lakota Sioux 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:  
**Note:** Question 1 relates to The Big Question of this chapter.
- 4. **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 MIN.)

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 of, or words that have a similar meaning to, 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.

## Lesson 3: Native American Storytelling

# Writing



**Primary Focus:** Students will use a graphic organizer to identify the argument and supporting evidence in a persuasive essay explaining the relationship between Native Americans and the land. [W.5.1a]

## IDENTIFY MAIN ARGUMENT (15 MIN.)

- 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.



### Activity Page 3.4



#### 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).

### Activity Page 3.5



#### Support

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

#### Support

Model how to record the evidence as bulleted notes and phrases in the correct column on Activity Page 3.5 by projecting the digital version.

- 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.
- 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.

### IDENTIFY EVIDENCE (30 MIN.)

- 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.



### Check for Understanding

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. If students need more support, jointly identify evidence and guide note taking.

- 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.

End Lesson

### Lesson 3: Native American Storytelling

# Take-Home Material

#### READING

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

### 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.

### Activity Page 3.3



## 4

# Spanish and European Impact on Native American Life

## PRIMARY FOCUS OF LESSON

### Reading

Students will use the text to explain details of Native American life explicitly and inferentially when comprehending information from the text.

[RI.5.1]

### Grammar

Students will recognize and correct inappropriate shifts in verb tense.

[L.5.1d]

### Morphology

Students will correctly distinguish between root words and words with the suffixes *-tion* or *-sion* in sentences. [L.5.4b]

### Writing

Students will use a rubric to evaluate a model persuasive essay.

[W.5.4]

## FORMATIVE ASSESSMENT

### Activity Page 4.2

**The Changing Landscape of California** After reading Chapter 4, answer comprehension questions using details from the text. [RI.5.1]

### Activity Page 4.5

**Suffixes *-tion* and *-sion*** Use the suffixes *-tion* or *-sion* correctly in sentences. [L.5.4b]

## LESSON AT A GLANCE

|                             | Grouping                                | Time    | Materials  |
|-----------------------------|---|---------|--|
| Reading (45 min.)           |   |         |  |
| Introduce the Chapter       | Whole Group                             | 5 min.  | <input type="checkbox"/> <i>A Changing Landscape</i><br><input type="checkbox"/> Activity Pages 4.1–4.3    |
| Small Group: Read Chapter 4 | Small Group                             | 25 min. |  |
| Lesson Wrap-Up              | Whole Group;<br>Partner;<br>Independent | 10 min. |  |
| Word Work: <i>Immunity</i>  | Whole Group                             | 5 min.  |  |
| Language (30 min.)          |   |         |  |
| Grammar                     | Partner                                 | 15 min. | <input type="checkbox"/> Writing Samples Chart<br><input type="checkbox"/> Activity Page 4.4               |
| Morphology                  | Whole Group                             | 15 min. | <input type="checkbox"/> Activity Page 4.5   |
| Writing (15 min.)           |   |         |  |
| Persuasive Essay Evaluation | Whole Group                             | 15 min. | <input type="checkbox"/> Activity Pages 3.4, 3.5, SR.2<br><input type="checkbox"/> Persuasive Essay Rubric |
| Take-Home Material          |   |         |  |
| Reading: Language           |   |         | <input type="checkbox"/> Activity Pages 4.3, 4.5   |

## ADVANCE PREPARATION

### Reading

- Collect Activity Page 3.3, which was completed for homework, to review and grade at a later time.

### Language

### Grammar

- Prepare and display the following Writing Samples Chart. 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.

|                               | <b>Exemplary</b>  | <b>Strong</b>   | <b>Developing</b>                                       | <b>Beginning</b>   |
|-------------------------------|---|---|---|--|
| <b>Introduction</b>           | Paragraph clearly expresses the argument.                     | Paragraph states the argument.                          | Paragraph loosely relates to the argument.              | Paragraph does not make an argument.                           |
| <b>Body</b>                   | 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. |
| <b>Conclusion</b>             | 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.                     |
| <b>Structure of the Piece</b> | 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.                 |

## Lesson 4: Spanish and European Impact on Native American Life

## Reading

45M

**Primary Focus:** Students will use the text to explain details of Native American life explicitly and inferentially when comprehending information from the text.

[RI.5.1]

## INTRODUCE THE CHAPTER (5 MIN.)

- Tell students they will read Chapter 4, “The Changing Landscape of California.”
- Have students turn to the table of contents, locate the chapter, then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students that the first vocabulary word they will encounter in this chapter is *loincloth*.
- Have them find the word on page 32 of the Reader.
- Have students refer to the glossary at the back of the Reader and locate *loincloth*, then have a student read the definition.
- Explain the following:
  - the part of speech
  - alternate forms of the word
- Have students reference Activity Page 4.1 while you read each word and its meaning.

## Activity Page 4.1



**loincloth, n.** a piece of cloth worn around the hips as clothing by men in certain cultures, usually in warm climates (32)

**quiver, n.** a bag or case used to carry arrows (32)

**nimble, adj.** able to move quickly and gracefully (35)

**immunity, n.** the body's ability to resist or fight off a disease (40)

| Vocabulary Chart for Chapter 4, “The Changing Landscape of California” |                                 |                                  |
|--|---------------------------------|----------------------------------|
| Vocabulary Type  | Tier 3<br>Domain–Specific Words | Tier 2<br>General Academic Words |
| Core Vocabulary  | loincloth<br>quiver             | nimble<br>immunity               |
| Spanish Cognates for<br>Core Vocabulary                                |                                 | inmunidad                        |
| Multiple-Meaning Core<br>Vocabulary Words                              | quiver                          |                                  |
|  |                                 |                                  |
| Sayings and Phrases  | land of plenty                  |                                  |

- Have one student read The Big Question at the beginning of the chapter. Ensure that 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 be completing Activity Page 4.2 as they read this chapter, but explain that the text does not provide enough information for them to complete all the 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.

#### Activity Page 4.2





### Support

Depending on the needs of Small Group 1, you may decide to have students orally answer questions 1–4 from Activity Page 4.2 and record details for the chart together with guided support.

### Support

For students in Small Group 2 that need support answering questions 1–4 on Activity Page 4.2, indicate the page numbers where they can find details to support their answers as needed.

## 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.

### SMALL GROUP: READ CHAPTER 4 (25 MIN.)

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

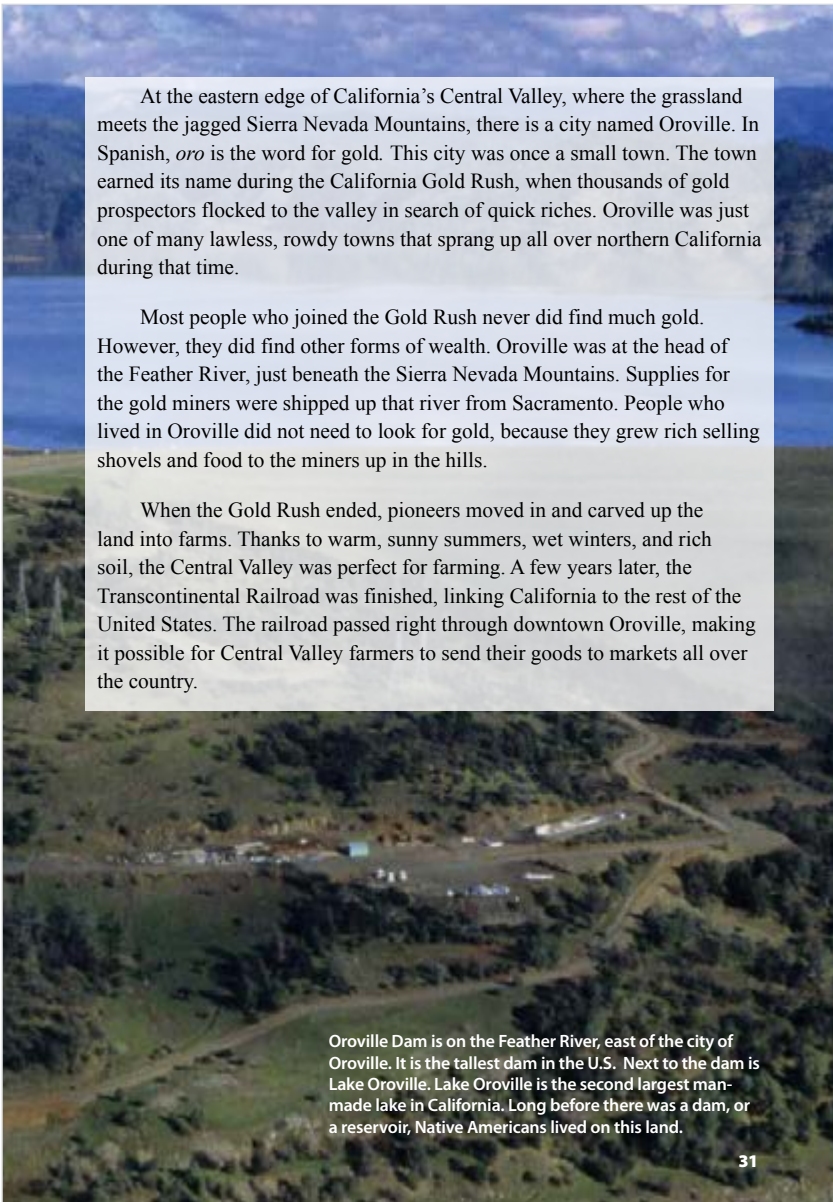
## Chapter 4

# 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

An aerial photograph of the Oroville Dam and Lake Oroville. The dam is a long, straight structure across a river valley. The lake is a large, calm body of water in the foreground. The surrounding landscape is hilly and green. In the background, the Sierra Nevada Mountains are visible under a blue sky with some clouds.

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

## Support

Have students discuss answers to question 1.

- Have a student read page 31 aloud.

**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 4.2.

### 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



Ishi in the summer of 1911

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

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.

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

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

- Have a student read page 32 aloud.

**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.

### Challenge

Point out that the author uses the word *sneaking* to describe how Ishi entered the town. What does the author's word choice here imply about the relationship between settlers and Native Americans?

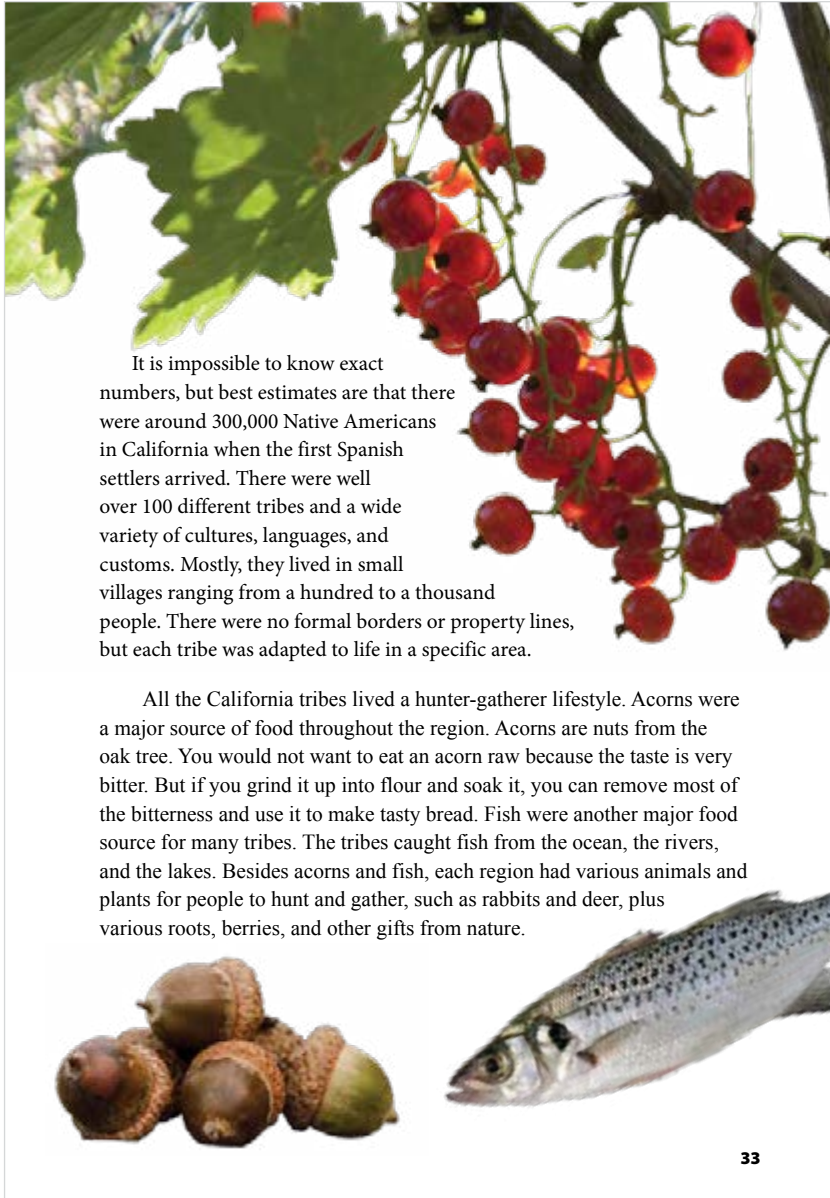
## Support

Have students discuss answers to question 2.

**Inferential.** Why was the sight of Ishi emerging from the wilderness in 1911 very unusual?

- » 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.





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.

- Have a student read page 33 aloud.

**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.

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

- » They mostly lived in small villages ranging from 100 to 1,000 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.

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.**

**34**

| Word(s) | CK Code   |
|---------|-----------|
| tomols  | /tom*əlz/ |

- Have a student read page 34 aloud.

**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.

**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.

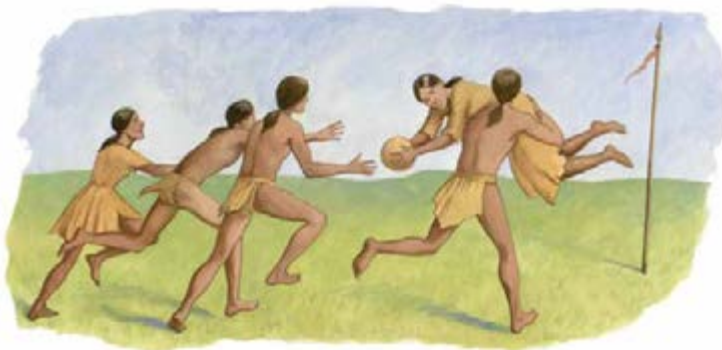
In the Central Valley, the people made their canoes by weaving long, tough reeds, or river grass. There they did not need to paddle into the rough ocean. Instead, they had wide, lazy rivers and sparkling lakes. And all the way up north, where the great redwood trees grow up into the clouds, people made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

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



Weaving was an important skill.

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



Ball game not unlike soccer

35

- Have a student read page 35 aloud.

**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.

**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.



**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.

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

- Have a student read page 36 aloud.

## Support

What were the houses of the southern region called?

» *tules*

**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.”

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

» Answers may vary, but may include that houses 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.

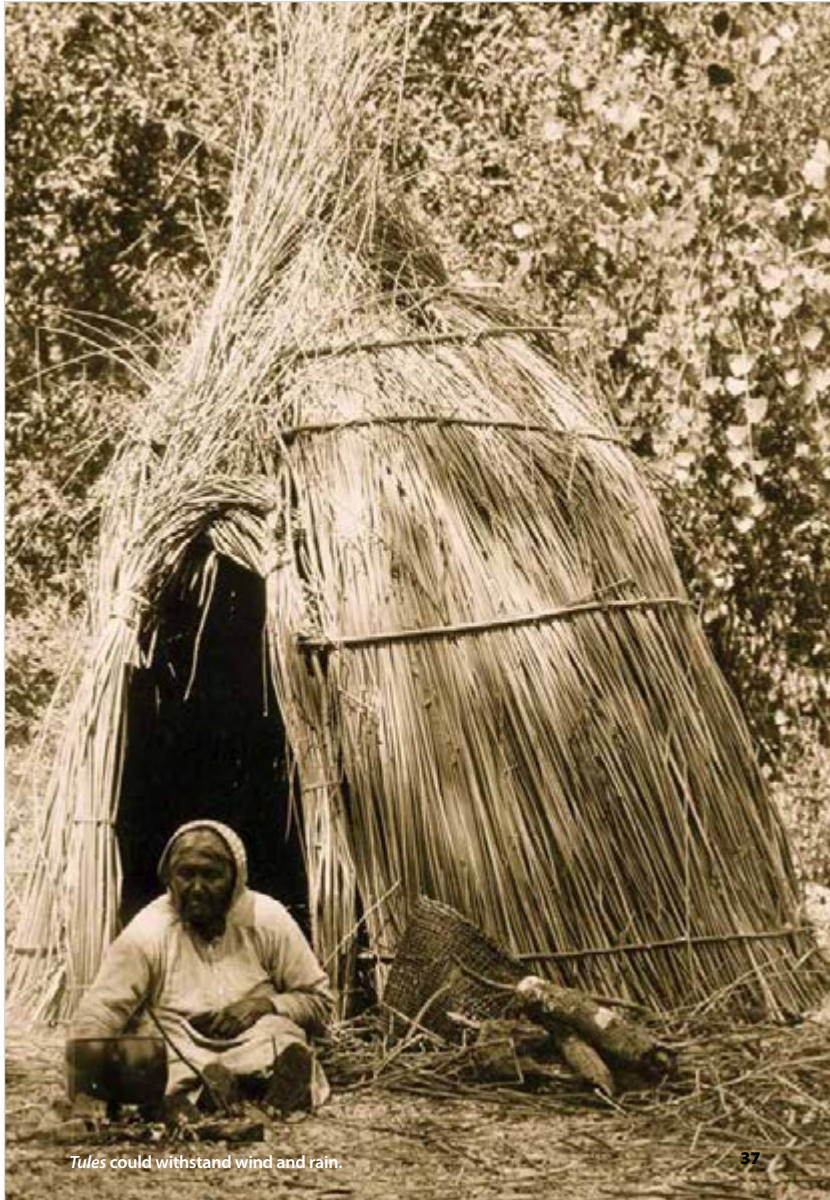
- Have students record this information in the column labeled “Southern California,” in the second row, labeled “Climate,” and the fifth row, labeled “Homes,” in the chart on Activity Page 4.2.

**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.

- 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.





**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.

**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.

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

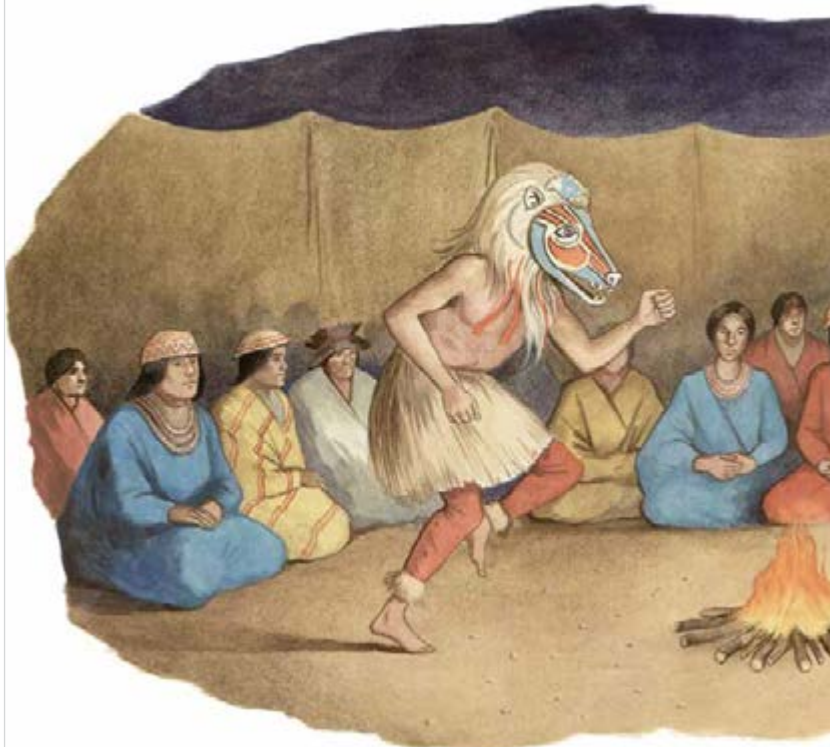
» Tribes felt a special bond with other living things.

- 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.

**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 house 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.

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

- Have a student read pages 38 and 39 aloud.



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.



39

**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.

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.

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.

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

40

- Have a student read pages 40 and 41 aloud.

## Support

What was the goal of 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.

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.

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.

41

**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.

### Support

Have students discuss answers to question 3.

**Inferential.** In what way did Ishi provide 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.

### Support

Have students discuss answers to question 4.

## LESSON WRAP-UP (10 MIN.)

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

**Note:** Question 4 relates to The Big Question of the chapter.

1. **Inferential.** What did European settlers in North America usually do when they encountered 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 them to change their way of life. The missionaries tried to convert the Native Americans to Christianity, and they tried to force them to give up their way of life and adopt European habits and traditions.
- 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.
3. **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 encourage 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.

### Support

Provide sentence frames to guide answers: “Spanish and European settlers were \_\_\_ because they both \_\_\_.”  
“Spanish settlers were \_\_\_ than other European settlers because they \_\_\_.”

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? Optional: Turn to a partner and discuss.

» Answers may vary, but should include that the Native Americans 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 MIN.)

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 of, or words that have a similar meaning to, *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.



Interacting in  
Meaningful Ways  
Reading/Viewing  
Closely

#### Entering/Emerging

Provide substantial support in reading, explaining ideas to compare and contrast the way Spanish settlers and European settlers interacted with Native Americans.

#### Transitioning/Expanding

Provide moderate support in reading, explaining ideas to compare and contrast the way Spanish settlers and European settlers interacted with Native Americans.

#### Bridging

Preview/review directions as needed to support student's understanding of the task.

## Lesson 4: Spanish and European Impact on Native American Life

# Language



### GRAMMAR (15 MIN.)

**Primary Focus:** Students will recognize and correct inappropriate shifts in verb tense. [L.5.1d]

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

### Activity Page 4.4



### Check for Understanding

Circulate and check in with students as they work. If necessary, prompt students to refer to the Verb Tense Poster and Examples of Incorrect Shifts in Verb Tense Chart previously used in Lesson 2.

## MORPHOLOGY (15 MIN.)

**Primary Focus:** Students will correctly distinguish between root words and words with suffixes *-tion* or *-sion* in sentences. [L.5.4b]

### 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*



## Activity Page 4.5



### Interacting in Meaningful Ways

#### Entering/Emerging

Provide 1:1 support to read and write the correct suffix.

#### Transitioning/Expanding

Provide a model of the process to read, determine, and write the suffix correctly in a complete sentence.

#### Bridging

Preview/review directions as needed to support students' understanding of the task.

## Activity Pages 3.4, 3.5, and SR.2



- 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.

## Lesson 4: Spanish and European Impact on Native American Life

# Writing



**Primary Focus:** Students will use a rubric to evaluate a model persuasive essay. [W.5.4]

### PERSUASIVE ESSAY EVALUATION (15 MIN.)

- 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 that these boxes 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.
  - Emphasize the vocabulary that describes an “Exemplary” response according to the rubric, such as *clearly expresses*, *clearly supports*, etc.

End Lesson

## Lesson 4: Spanish and European Impact on Native American Life

# Take-Home Material

### READING; LANGUAGE

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

#### Activity Page 4.3



#### Activity Page 4.5



## 5

# Pacific Northwest Climate Influences Native American Tribes

## PRIMARY FOCUS OF LESSON

### Reading

Students will examine how the author uses text to make particular points about Native American life before and after the arrival of explorers, miners, missionaries, and settlers. [RI.5.8]

### Writing

Students will choose an image to serve as the foundation for a persuasive essay and will find and use relevant information to summarize or paraphrase information in notes. [W.5.8]

## FORMATIVE ASSESSMENT

### Activity Page 5.1

**Excerpt from “The Changing Landscape of California”** Read aloud to a family member for fluency. [RF.5.4]

### Activity Page 5.3

**Collecting Relevant Information** Find relevant information that best supports the image and describes the relationship between Native Americans and the land. [W.5.8]

## LESSON AT A GLANCE

|                              | Grouping                    | Time    | Materials  |
|------------------------------|-----------------------------|---------|--|
| Reading (45 min.)            |                             |         |  |
| Review                       | Whole Group                 | 5 min.  | <input type="checkbox"/> <i>A Changing Landscape</i><br><input type="checkbox"/> Activity Page 5.1   |
| Close Read Chapter 4         | Whole Group/<br>Independent | 30 min. |  |
| Lesson Wrap-Up               | Whole Group/<br>Partner     | 5 min.  |  |
| Word Work: <i>Nimble</i>     | Whole Group                 | 5 min.  |  |
| Writing (45 min.)            |                             |         |  |
| Choose an Essay Topic Image  | Independent                 | 10 min. | <input type="checkbox"/> Activity Pages 3.4, 5.2, 5.3<br><input type="checkbox"/> Persuasive Essay Images and Descriptions<br><input type="checkbox"/> Sample Persuasive Essay<br><input type="checkbox"/> Native American Outside Tepee Image<br><input type="checkbox"/> <i>A Changing Landscape</i> |
| Model Collecting Information | Whole Group                 | 10 min. |  |
| Collect Relevant Information | Independent/<br>Small Group | 25 min. |  |
| Take-Home Material           |                             |         |  |
| Reading                      | Independent                 |         | <input type="checkbox"/> Activity Page 5.1   |

## ADVANCE PREPARATION

### Reading

- Collect Activity Page 4.3, which was completed for homework, to review and grade later.

### 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 the 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.

### Language

### Morphology

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

Start Lesson

## Lesson 5: Pacific Northwest Climate Influences

### Native American Tribes

# Reading



**Primary Focus:** Students will examine how the author uses text to make particular points about Native American life before and after the arrival of explorers, miners, missionaries, and settlers. [RI.5.8]

---

## REVIEW (5 MIN.)

- Review information from the chapter, using the following questions:
1. 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.
  2. 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.
  - Have one student read The Big Question at the beginning of the chapter. Ensure that 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?

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## CLOSE READ CHAPTER 4 (30 MIN.)

- 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.

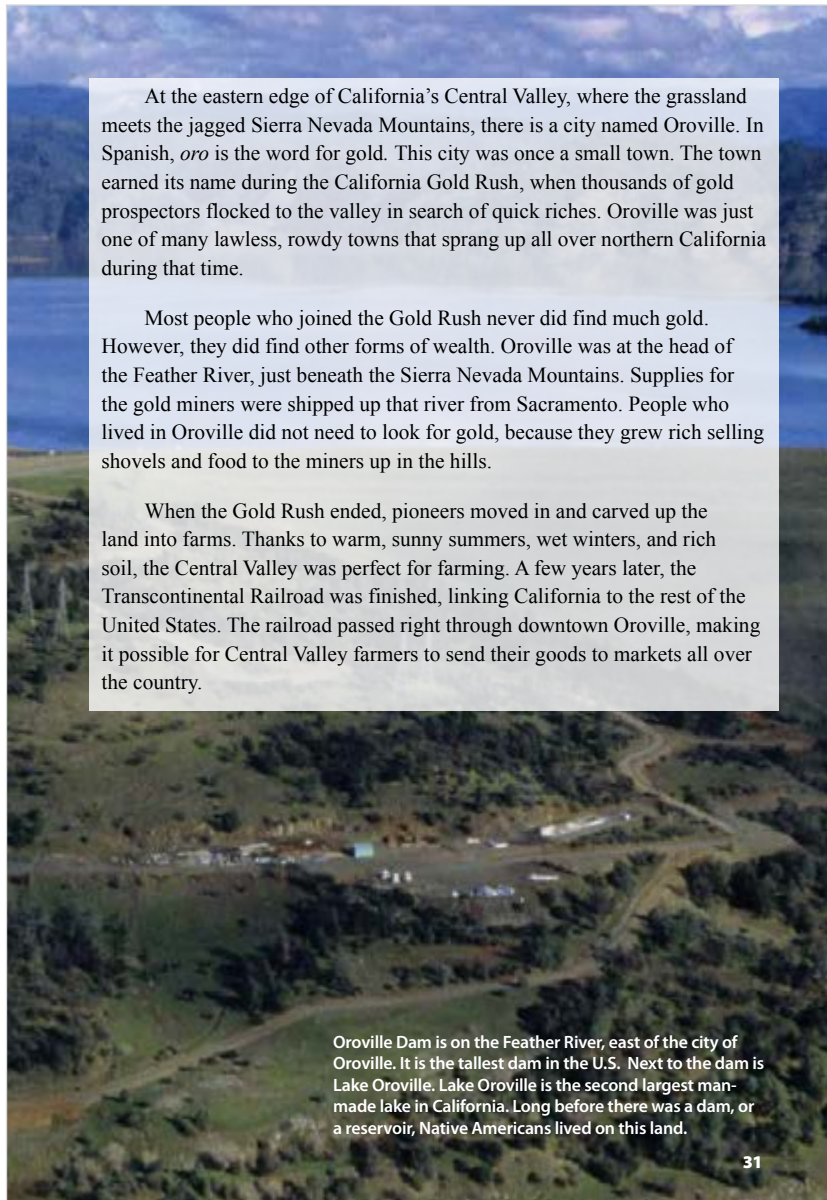
## Chapter 4

# 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



- Read page 31 aloud.

**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 such towns 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



### 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



Ishi in the summer of 1911

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

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.

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

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

- Have students read page 32 silently.

**Inferential.** A simile is a comparison of two things, usually using the word *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.

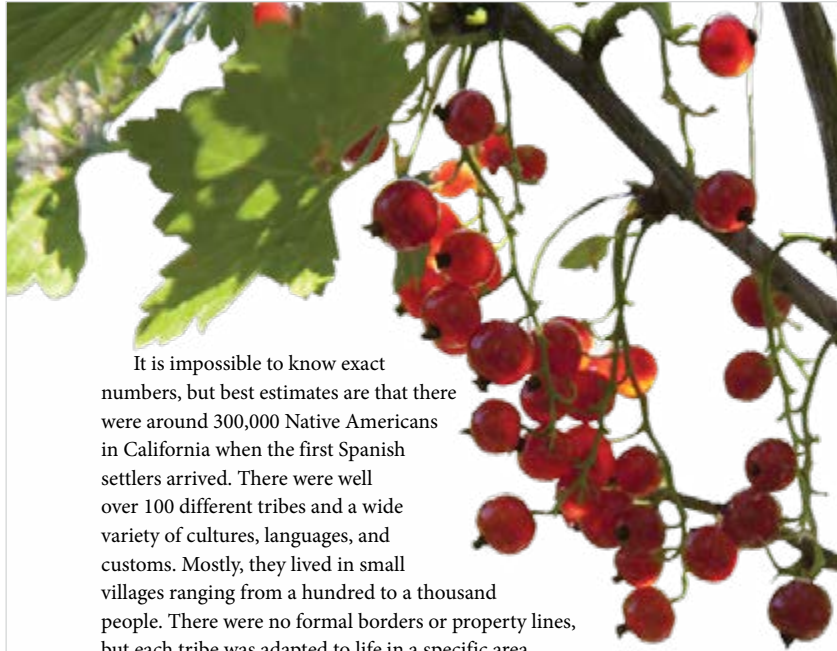
**Evaluative.** What is meant by the following sentence in the second paragraph on page 32: “He was certainly not the last Native American in California, but he was probably the last to leave the woods and the old way of living”?

- » Native Americans still lived in California when Ishi emerged from the woods in Oroville. However, by that point most 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



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.**

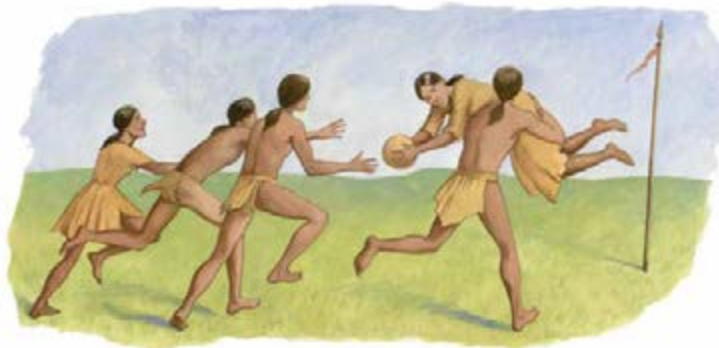
In the Central Valley, the people made their canoes by weaving long, tough reeds, or river grass. There they did not need to paddle into the rough ocean. Instead, they had wide, lazy rivers and sparkling lakes. And all the way up north, where the great redwood trees grow up into the clouds, people made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

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



Weaving was an important skill.

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



Ball game not unlike soccer

35

- Have students read page 35 silently.

**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.

**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.



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.

| Word(s) | CK Code     |
|---------|-------------|
| tule    | /too*lee/   |
| Wiyot   | /wee*ot/    |
| umacha  | /oo*mo*cha/ |
| shamans | /sho*manz/  |

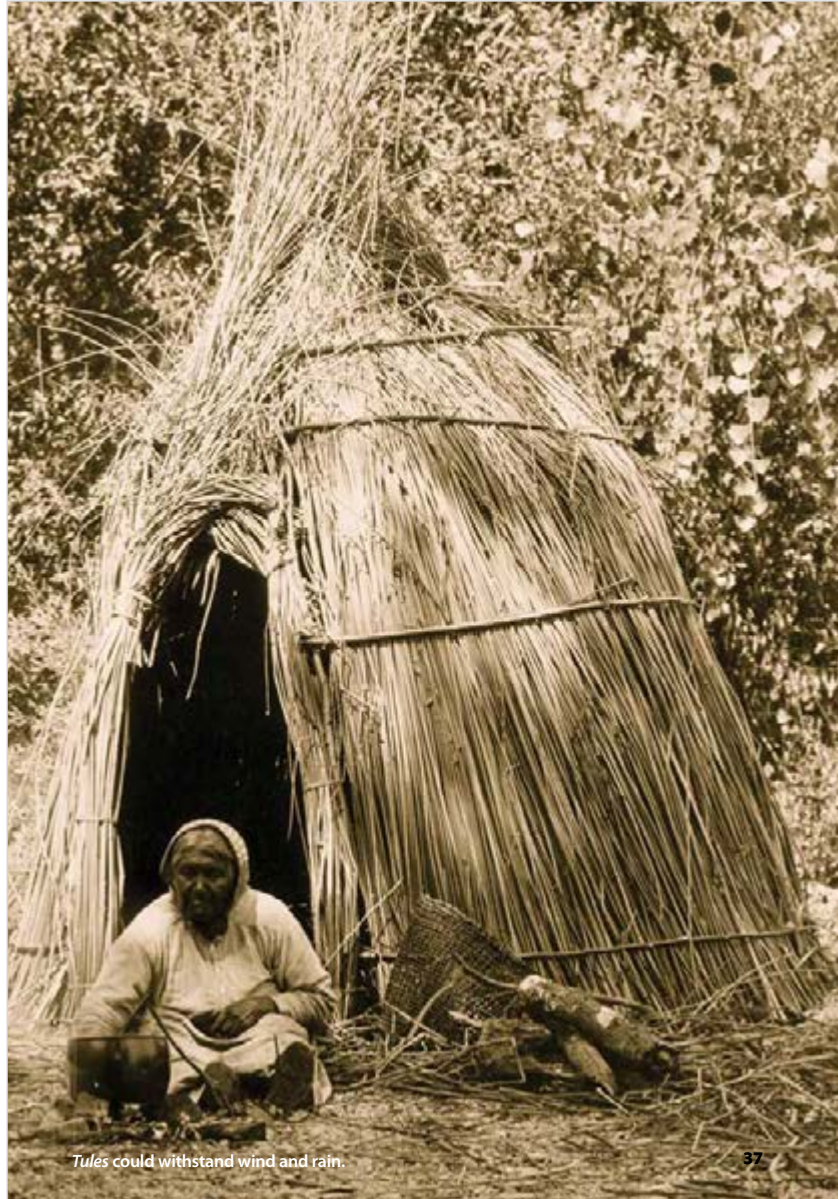
- Have students read the first paragraph on page 36 silently.



**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 for constructing homes in different regions.

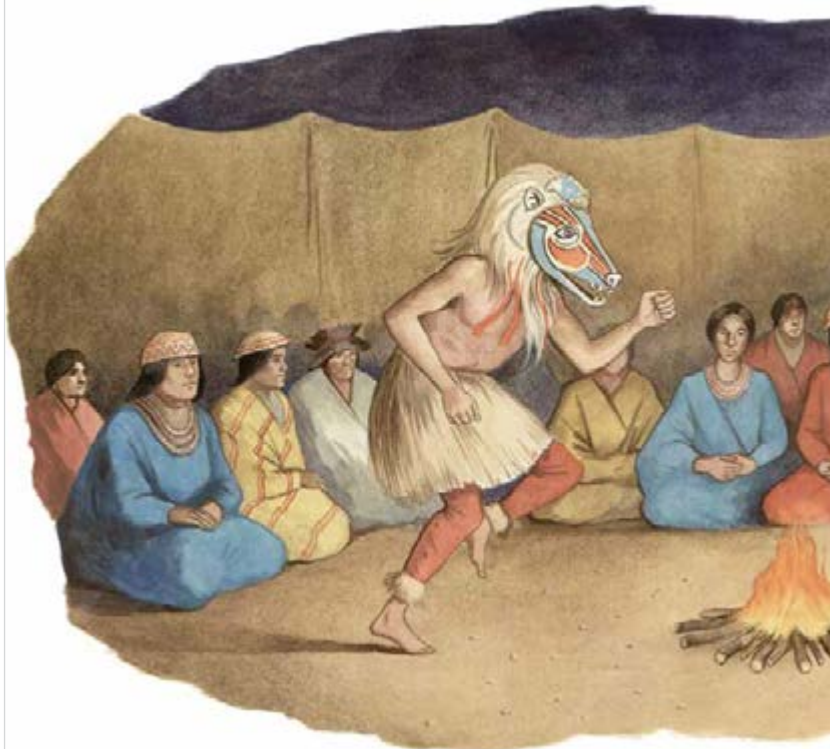




*Tules could withstand wind and rain.*

37

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

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.



39

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.

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.

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

40

- Have students read the first paragraph on page 40 silently.

**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 indeed civilized: 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.

- Have students read the rest of page 40 and all of page 41 silently.



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.

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.

41



### Check for Understanding

Circulate around the room and ask students to read portions of the text to you to check for fluency and on-task behaviors.

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

- » They had to dress like Europeans, give up their languages, cultures, customs, and beliefs to learn about Christianity and European traditions, and were forced to do farm work.

**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.

### Support

A mission was a settlement 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.

## Challenge

Ask students to write an original simile describing how the Native Americans might have felt when they encountered the settlers.

## Support

Provide an example to prompt thinking: If you, the teacher, were to choose imagery, what details from the text would you use to support that choice?



## Using Foundational Literacy Skills

### Fluency

### Entering/Emerging

Provide 1:1 support by modeling a portion of the excerpt, then have students repeatedly read the same section chorally to practice fluency and prosody.

### Transitioning/Expanding

Model a portion of the excerpt and provide support as needed when students are repeatedly reading portions of the excerpt.

### Bridging

After repeatedly reading portions of the excerpt for fluency, have students read aloud to younger students.

## LESSON WRAP-UP (5 MIN.)

**Note:** The following question relates to The Big Question of the chapter.

- Use the following question to discuss the chapter.

**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 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 cultures alive. The language also evokes emotional responses related to the difference between Native Americans' old ways of life and the way of life after explorers, miners, missionaries, and settlers arrived in California, including 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 MIN.)

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 of, or words that have a similar meaning to, *nimble*?"
    - Prompt students to provide words like *agile*, *lively*, *spry*, *sprightly*, *graceful*, and *limber*. Have each student work with a partner to create a sentence for each of the synonyms of *nimble* he or she provides.

## Lesson 5: Pacific Northwest Climate Influences

### Native American Tribes

# Writing



**Primary Focus:** Students will choose an image to serve as the foundation for a persuasive essay and will find and use relevant information to summarize or paraphrase information in notes. [W.5.8]

### CHOOSE AN ESSAY TOPIC IMAGE (10 MIN.)

- Tell students that today they will choose the image about which they will write their persuasive essay, and 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.

### Activity Page 5.2





### Activity Page 5.3



### Activity Page 3.4



- 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 INFORMATION (10 MIN.)

- 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.
- 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>   | In the Okanagan tribe, children learned the importance of sharing as a means of survival through rituals.                       |
| 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 they were highly valued and all parts were used. |

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

### Support

For students who may have difficulty working independently, create a small group and provide guided support to collect information 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.*



### Writing Interacting in Meaningful Ways

#### Entering/Emerging

Collaboratively complete  
Activity Page 5.3  
to help students select  
information that supports  
their images.

#### Transitioning/Expanding

Jointly paraphrase  
one image description  
and jointly paraphrase  
one relevant piece of  
information that supports  
the chosen image. Provide  
support as needed for the  
rest of the descriptions  
and relevant information  
needed to complete  
Activity Page 5.3.

#### Bridging

Assign “note-taking  
buddies” to collaborate as  
needed to record relevant  
information that supports  
students’ choices.

### Activity Page 5.1



### COLLECT RELEVANT INFORMATION (25 MIN.)

- 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.

End Lesson

### Lesson 5: Pacific Northwest Climate Influences Native American Tribes

# Take-Home Material

### READING

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



## 6

# Native Americans' Connection with Nature

## PRIMARY FOCUS OF LESSON

### Reading

Students will use details from the text to understand how habitat influenced the daily life and culture of Native Americans. [RI.5.1]

### Grammar

Students will identify and use transitional words or phrases to convey times and events. [L.5.1c]

### Morphology

Students will identify the root *mem* and its meaning in words and sentences. [L.5.4b]

### Spelling

Students will apply word analysis skills to spell the suffixes *-tion* and *-sion* and the root *mem*. [RF.5.3]

## FORMATIVE ASSESSMENT

### Activity Page 6.2

**Outline Notes for “Rainforests, Rivers, and Ocean”** Take notes on categories using chart provided. [RI.5.1]

### Activity Page 6.7

**Sorting the Spelling Words** Sort the spelling words into categories based on suffix or root word. [RF.5.3]

## LESSON AT A GLANCE

|                            | Grouping                                | Time    | Materials   |
|----------------------------|---|---------|---|
| Reading (45 min.)          |   |         |   |
| Introduce the Chapter      | Whole Group                             | 10 min. | <input type="checkbox"/> US Regions Map<br><input type="checkbox"/> <i>A Changing Landscape</i><br><input type="checkbox"/> Activity Pages 6.1, 6.2<br><input type="checkbox"/> Perceptions of Land and Its Use Chart |
| Read Chapter 5             | Small Group/<br>Partner/<br>Independent | 25 min. |   |
| Lesson Wrap-Up             | Whole Group                             | 5 min.  |   |
| Word Work: <i>Distinct</i> | Whole Group                             | 5 min.  |   |
| Language (45 min.)         |   |         |   |
| Grammar                    | Whole Group/<br>Independent             | 15 min. | <input type="checkbox"/> Transitional Words and Phrases That Show Time Poster<br><input type="checkbox"/> Activity Pages 6.3, 6.4   |
| Morphology                 | Whole Group/<br>Partner/<br>Independent | 15 min. | <input type="checkbox"/> Activity Page 6.5  |
| Spelling                   | Independent                             | 15 min. | <input type="checkbox"/> Activity Pages 6.6, 6.7, SR.3  |
| Take-Home Material         |   |         |   |
| Language                   |   |         | <input type="checkbox"/> Activity Pages 6.4–6.7<br><input type="checkbox"/> Fluency Supplement selection (optional)   |

## ADVANCE PREPARATION

### Reading

- Display the completed US Regions Map prepared in Lesson 1.

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

### 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.

### Universal Access

- Prepare structured notes for Activity Page 6.2 in advance for students who need extra support completing the chart. Examples of structured notes can include page numbers as a hint for where to find details for each category, one or two examples of notes that belong in each category to get students started, or notes written in each category with key words left blank for students to fill in.

## Lesson 6: Native Americans' Connection with Nature

# Reading



**Primary Focus:** Students will use details from the text to understand how habitat influenced the daily life and culture of Native Americans. [RI.5.1]

### INTRODUCE THE CHAPTER (10 MIN.)

- Refer to the US 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 that the first vocabulary word they will encounter in this chapter is *harpoon*.
- Have them find the word on page 43 of the Reader.
- Have students refer to the glossary at the back of the Reader and locate *harpoon*, then have a student read the definition.
- Explain the following:
  - the part of speech
  - alternate forms of the word
- Have students reference Activity Page 6.1 while you read each word and its meaning.

**harpoon, n.** a long spear used to hunt large fish (*harpoons*) (43)

**supplement, v.** to add or contribute another section or part to make something else complete (43)

**tan, v.** to change animal skin into leather using a special process (*tanning*) (45)

**identity, n.** the characteristics that make a person or group different from other people or groups (46)

**distinct, adj.** different in a noticeable way (48)

### Activity Page 6.1





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

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

- Have one student read The Big Question at the beginning of the chapter. Ensure that 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.

### Activity Page 6.2



### Support

Provide structured notes for Activity Page 6.2. Structured notes examples can include page numbers to find details, examples of notes belonging in each category to get students started, or notes with key words left blank.

- Small Group 2: This group should include students who are capable of reading and comprehending text without guided support. Differentiate by assigning students to read either independently or with partners, based on their needs. Likewise, you may want to ask some or all of your 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 students with an answer key 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 CHAPTER 5 (25 MIN.)

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



#### Interacting in Meaningful Ways Reading/Viewing Closely

##### Entering/Emerging

Provide structured notes to support completion of Activity Page 6.2 after reading Chapter 5.

##### Transitioning/Expanding

Provide moderate support for students to outline notes for Chapter 5 by modeling one example per category.

##### Bridging

Check in with students as needed to ensure comprehension of reading and directions for Activity Page 6.2.

## 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?

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.

### Fishing for Salmon

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

42

### Support

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

### Challenge

What metaphor relates to the forest floor?

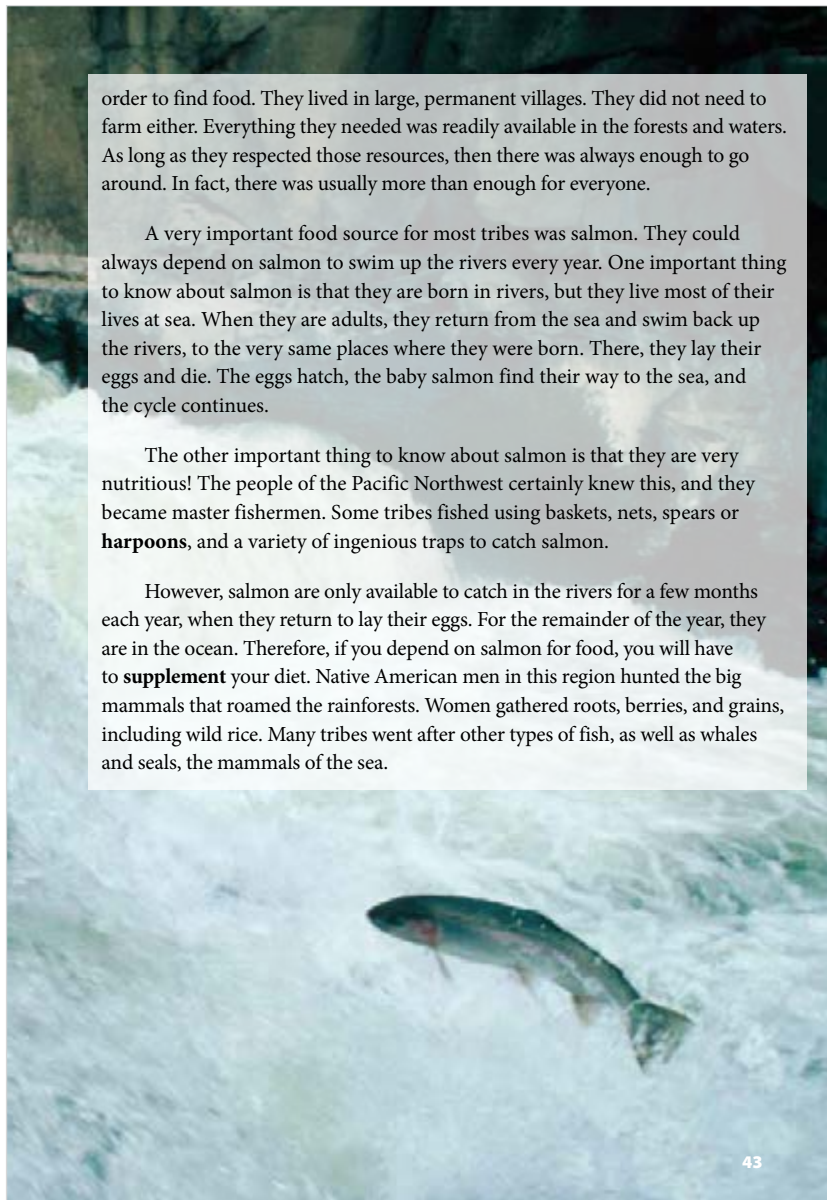
» "The forest floor is a carpet of thick mosses, fluffy ferns, and lichens."

- Have students read the first two paragraphs on page 42 silently.

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

» Answers will 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."

- Have students complete section I of Activity Page 6.2 based on what they just read.
- Read the rest of page 42 and page 43 aloud.



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.

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.

**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.

**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 able to catch salmon from the rivers for only 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.

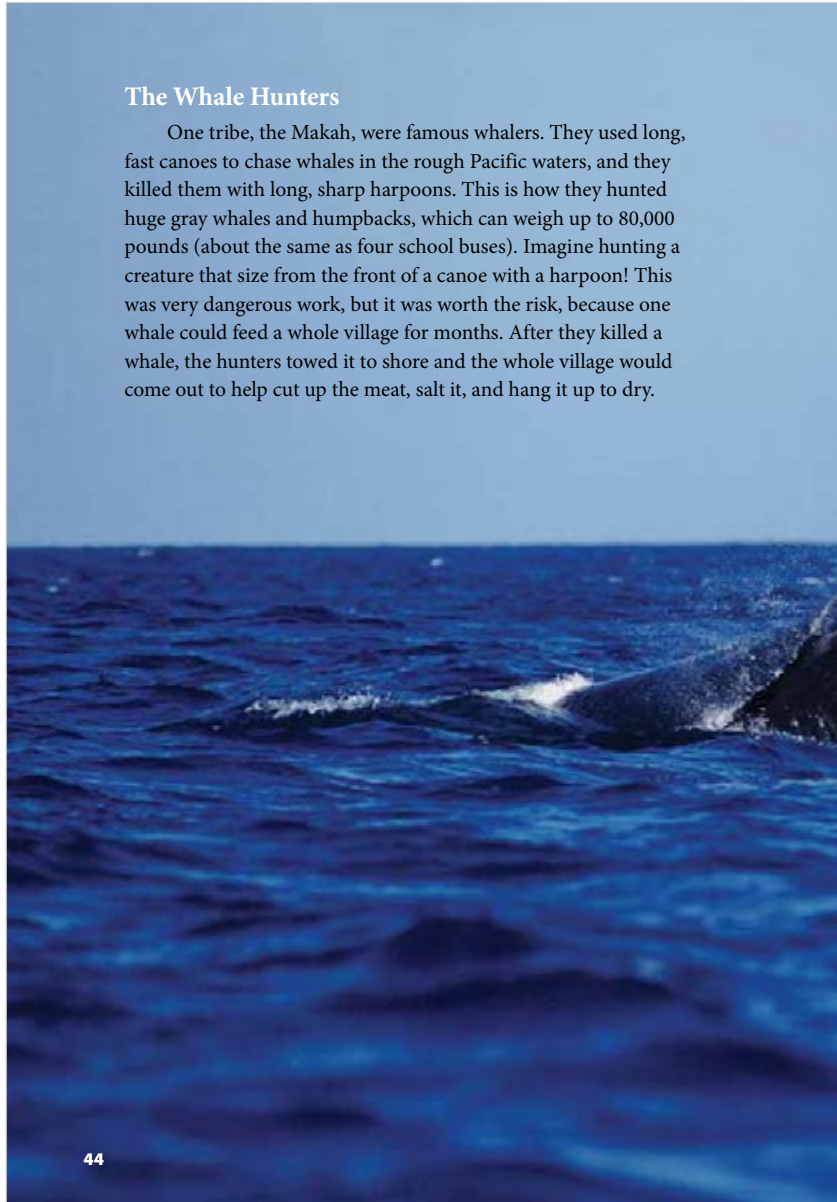
## Support

What does the word *supplement* mean?

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

### 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.

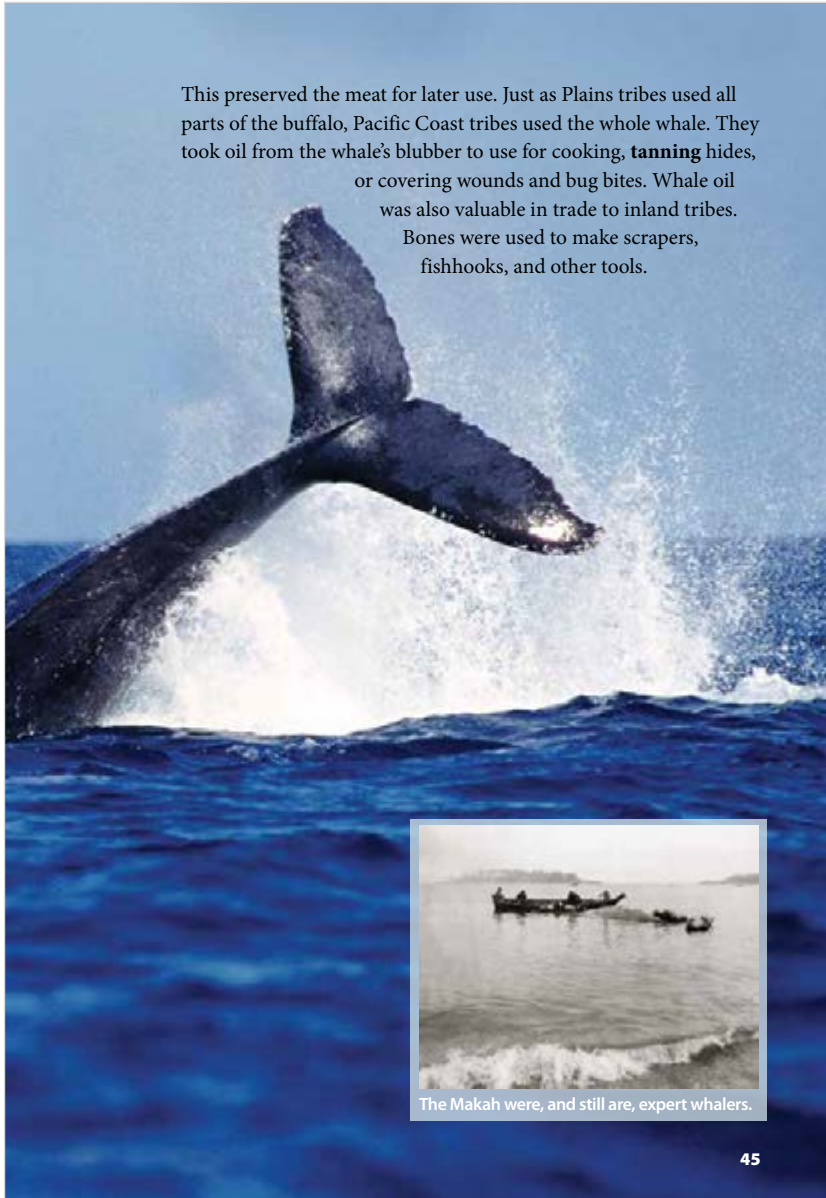


| Word(s) | CK Code |
|---------|---------|
| Makah   | /mo*ko/ |

- Have a student read pages 44 and 45 aloud.



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.



**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.

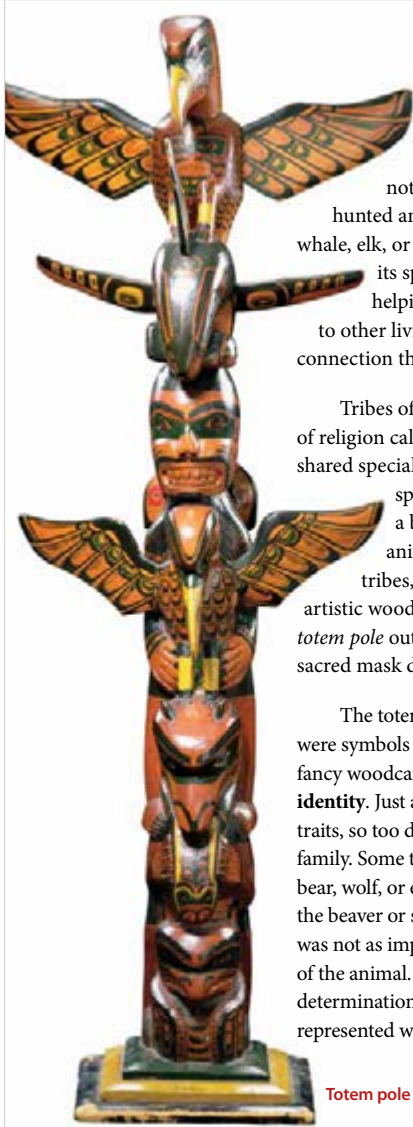
### Support

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

- » food sources

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.



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### 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

- Have students read page 46 and the first paragraph on page 47 silently.

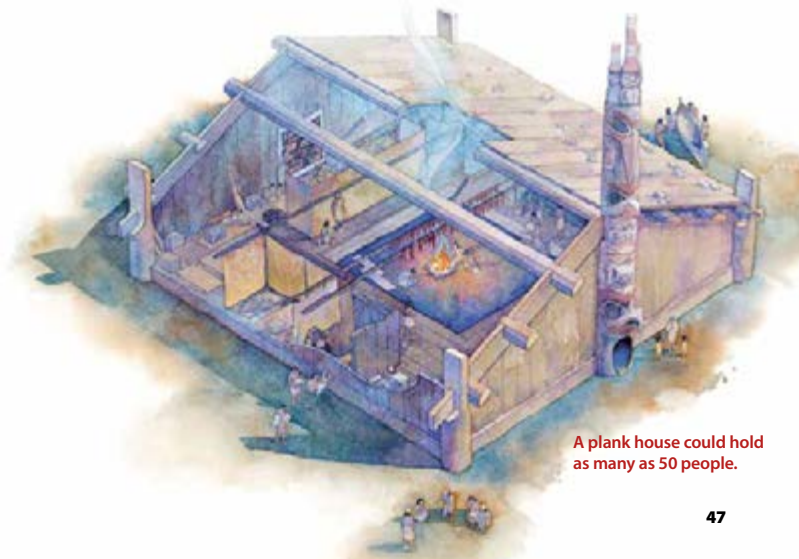


In some tribes, a family could not hunt, eat, or otherwise harm its totem animal. Not all totems were animals, though. Some family totems were related to other parts of nature, like the rivers, the wind, or the sun and moon. Some totems included mythical creatures and monsters, like the powerful Thunderbird 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.

### 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.



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

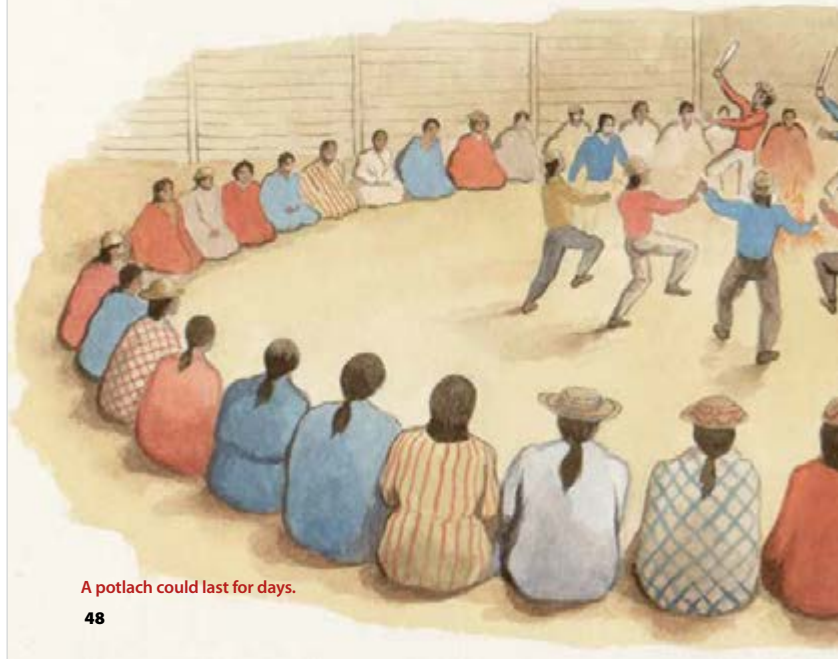
- » Tribes of the Pacific Northwest practiced a form of religion called totemism. They believed that people shared special bonds with animals and other parts of nature, and every family had a special bond with a specific animal or other part of nature, their totem. Some people displayed totem poles or 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 will 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.
- Have students read the remainder of page 47 through the first paragraph on page 50 silently.

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.



A potlatch could last for days.

48

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

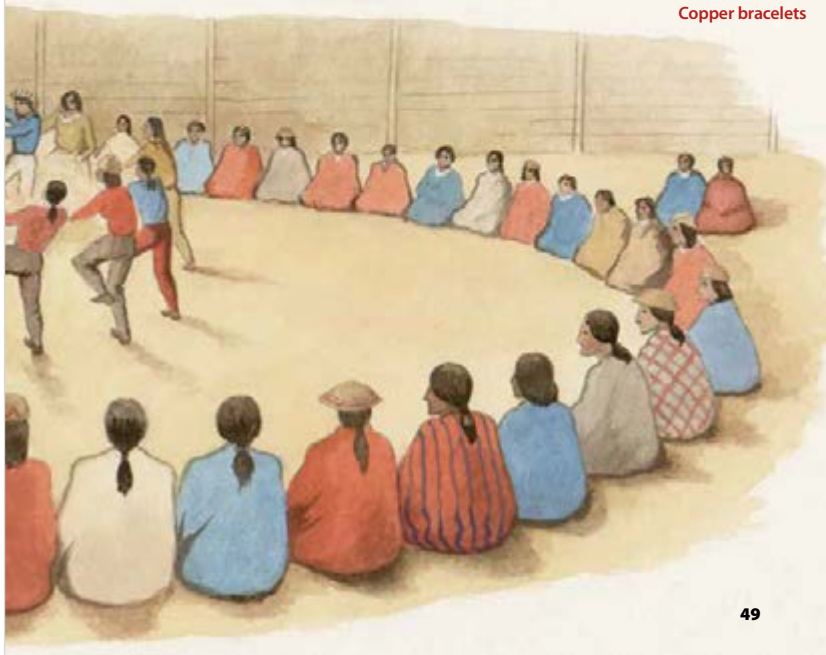


Blankets

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





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.

### 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.

50

**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 that worked together and shared resources.
- Have students add details to section IV of Activity Page 6.2 based on what they just read.
- Have students read pages 48 and 49 silently.

**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.

**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.
  - Have students read the rest of page 50 and page 51 silently.

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.



Modern potlatch ceremony

51

**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.

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

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



## LESSON WRAP-UP (5 MIN.)

**Note:** Question 1 relates to The Big Question of the chapter.

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

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

- » Answers will 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 MIN.)

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 "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.



- Ask students what *distinct* means, and have them list some synonyms of, or words that have a similar meaning to, *distinct*.
  - Prompt students to provide words such as *unique*, *unusual*, and *different*.
- Ask students to list some words or phrases that are antonyms, or words that have the opposite meaning, of *distinct*.
  - 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*."

## Lesson 6: Native Americans' Connection with Nature Language



### GRAMMAR (15 MIN.)

**Primary Focus:** Students will identify and use transitional words or phrases to convey times and events. [L.5.1c]

### 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 the 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.

### Activity Page 6.3



- 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 that 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.

## MORPHOLOGY (15 MIN.)

**Primary Focus:** Students will identify the root *mem* and its meaning in words and sentences. [L.5.4b]

### Introduce the 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 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.)

## Activity Page 6.4



## Support

Provide a graphic organizer that includes the elements needed to complete Activity Page 6.4—for example, introduction, characters, event, event, event. This will help students to organize the story and meet the requirements.

- Continue in this manner for the remaining *mem* words, using the following chart as a guide.

**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.

| 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 for 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 that 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 4th.                             |
| 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.   |

## Activity Page 6.5



- 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.

## SPELLING (15 MIN.)

**Primary Focus:** Students will apply word analysis skills to spell the suffixes *-tion* and *-sion* and the root *mem*. [RF.5.3; ELD.PIII.5.1]

### 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.

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

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

## Pronunciation/Syllabication Chart

| 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.

**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  |
|---------------|---|---|
| subtraction   | (noun) the act of taking a part of something away   | With the <u>subtraction</u> of the \$7 I spent, I now have only \$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.  |
| 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 US 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 that 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.



Using Foundational  
Literacy Skills  
Phonics and Word  
Recognition

#### Entering/Emerging

Provide 1:1 support pointing out similarities and differences between phonemes of native language and English language when spelling words.

#### Transitioning/Expanding

Provide moderate support when needed by highlighting patterns that exist in spelling words.

#### Bridging

Add native language words that transfer to English language words that fit into the spelling categories.

Activity Pages  
6.4–6.6



Activity Page 6.7



End Lesson

## Lesson 6: Native Americans' Connection with Nature

# Take-Home Material

### LANGUAGE

#### 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.





## 7

# Native American Myths

## PRIMARY FOCUS OF LESSON

### Reading

Students compare myths and explain how Native Americans' stories reflect their values. [RL.5.9]

### Writing

Students plan a persuasive essay and draft an introduction. [W.5.1a]

## FORMATIVE ASSESSMENT

### Activity Page 7.2

**Myths from the Pacific Northwest** Answer comprehension questions using information from the text. [RL.5.9]

### Draft an Introduction

Students draft an introduction to their persuasive essays using the planning page. [W.5.1a]



### Writing Studio

If you are using Writing Studio, you may begin Unit 7, Lesson 1 after completing this lesson. If you have not done so already, you may wish to review the Writing Studio materials and their connection to this unit.

## LESSON AT A GLANCE

|                                   | Grouping                    | Time    | Materials   |
|-----------------------------------|-----------------------------|---------|---|
| Reading (45 min.)                 |                             |         |   |
| Introduce the Chapter             | Whole Group                 | 5 min.  | <input type="checkbox"/> <i>A Changing Landscape</i><br><input type="checkbox"/> Activity Pages 7.1–7.3   |
| Read Aloud Chapter 6              | Whole Group                 | 20 min. |   |
| Discuss Chapter and Wrap-Up       | Whole Group/<br>Partner     | 15 min. |   |
| Word Work: <i>Meek</i>            | Whole Group                 | 5 min.  |   |
| Writing (45 min.)                 |                             |         |   |
| Examine a Sample Persuasive Essay | Whole Group                 | 10 min. | <input type="checkbox"/> Sample Persuasive Essay<br><input type="checkbox"/> Native American Outside Tepee Image<br><input type="checkbox"/> Activity Pages 5.3, 7.4<br><input type="checkbox"/> Writing journals |
| Plan a Persuasive Essay           | Independent                 | 15 min. |   |
| Examine an Introduction           | Whole Group                 | 5 min.  |   |
| Draft an Introduction             | Small Group/<br>Independent | 15 min. |   |
| Take-Home Material                |                             |         |   |
| Reading                           |                             |         | <input type="checkbox"/> Activity Page 7.3  |

## ADVANCE PREPARATION

### 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.

### Language

#### 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 students at that point in the unit.

Start Lesson

## Lesson 7: Native American Myths

# Reading



**Primary Focus:** Students compare myths and explain how Native Americans' stories reflect their values. [RL.5.9]

## INTRODUCE THE CHAPTER (5 MIN.)

- 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, 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 and locate *meek*, then have a student read the definition.
- Explain the following:
  - the part of speech
  - alternate forms of the word
- Have students reference Activity Page 7.1 while you read each vocabulary word and its meaning.

**meek, adj.** quiet; gentle (53)

**recede, v.** to move back from; withdraw (*receded*) (56)

**vibration, n.** a continuous, fast, shaking movement (*vibrations*) (57)

## Activity Page 7.1



| Vocabulary Chart for Chapter 6, “Myths from the Pacific Northwest” |                                 |                                  |
|--|---------------------------------|----------------------------------|
| Vocabulary Type  | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words |
| Core Vocabulary  | vibration                       | meek<br>recede                   |
| Spanish Cognates for<br>Core Vocabulary                            | vibración                       |                                  |
| Multiple-Meaning Core<br>Vocabulary Words                          |                                 |                                  |
|  |                                 |                                  |
| Sayings and Phrases  |                                 |                                  |

- Have one student read The Big Question at the beginning of the chapter. Ensure that 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 ALOUD CHAPTER 6 (20 MIN.)

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

## Chapter 6

# Myths from the Pacific Northwest

### THE BIG QUESTION

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



### 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.

*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

### Challenge

Have students name other myths they know about and discuss why those myths were written. Have them compare and contrast those myths' purpose with the purpose of the myth about Raven.

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

*"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

*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.*

*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.*

*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!*



*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.*

55

**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.

**Inferential.** 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.

### Support

Is the old man successful in keeping the light hidden?

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

### Support

What is a trickster?

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

**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 even hide all the things he owns. 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.

**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.

**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 by turning into a blackberry and tricking the old man's daughter into eating him, by tricking the old man into thinking he's a baby, and by tricking the old man into opening the box where he hides the sun, moon, and stars so Raven can steal them.

**Evaluative.** Usually a trickster in a story does things that are bad or 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 other people in the end. He uses tricks for good instead of bad.

## Thunderbird and Killer Whale

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

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

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

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

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

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

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



57

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

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

## DISCUSS CHAPTER AND WRAP-UP (15 MIN.)

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

- 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. 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.

### Activity Page 7.2



### Check for Understanding

Check that students are including evidence to support their responses to questions 1 and 2. As needed, provide sentence frames to organize thinking. Sample sentence frame for question 1: "The character \_\_\_\_ believes that nature \_\_\_\_\_. The myth explains this by stating \_\_\_\_\_."

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



**Interacting in  
Meaningful Ways**  
Reading/Viewing  
Closely

**Entering/Emerging**

Have students use picture clues to retell the story in their own words. Add important details if necessary. Then complete Activity Page 7.2 with guided support.

**Transitioning/Expanding**

Provide moderate support to students by directing students to specific page numbers to support their answer.

**Bridging**

Have students share responses with a partner and see if they agree/disagree with answers and text support

**WORD WORK: MEEK (5 MIN.)**

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. Ask, “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.



**Check for Understanding**

Review one previous Word Work word from Lessons 1–6 (*distinct*, *nimble*, *immunity*, *remnant*, *custom*, *tension*). Ask students to turn to a partner and recall the definition. If needed, put the word into a sentence, or provide a synonym to prompt thinking. If time permits, review another word.

## Lesson 7: Native American Myths

# Writing



**Primary Focus:** Students plan a persuasive essay and draft an introduction. [W.5.1a]

### EXAMINE A SAMPLE PERSUASIVE ESSAY (10 MIN.)

- 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 MIN.)

- 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.

Activity Pages  
5.3 and 7.4



### Draft an Introduction



### Support

You may wish to group students who need more help and feedback into a small group to work directly with you.

### EXAMINE AN INTRODUCTION (5 MIN.)

- 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, which is italicized, and the main argument, which is underlined, in the introductory paragraph:

*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 MIN.)

- 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.
- 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.

End Lesson



**Interacting in  
Meaningful Ways  
Supporting Opinions**

**Entering/Emerging**  
Provide 1:1 modeling of using Activity Page 7.4 to draft the introduction. Provide a list of common transition words to help link the details into a fluent paragraph.

**Transitioning/Expanding**  
Jointly draft the first sentence of the introduction to get students started.

**Bridging**  
Have students read their drafts to a partner and reflect on their use of a lead/hook and argument similar to the Sample Essay.

**Activity Page 7.3**



## Lesson 7: Native American Myths

# Take-Home Material

### READING

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

## Lesson 7: Native American Myths

# 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.



## 8

# Severing Ties

## PRIMARY FOCUS OF LESSON

### Reading

Students will explain the relationships between Native Americans, European settlers, and the US government based on specific information from the text.

[RI.5.3]

### Writing

Students will draft the first body paragraph of a persuasive essay to describe an image using details from the text. [W.5.1b]

## FORMATIVE ASSESSMENT

### Activity Page 8.2

**“Severing Ties”** Answer questions using evidence from the text. [RI.5.1]

### Activity Page 8.3

**Cause and Effect** Read the paired statements to decide which is the cause and which is the effect. [RI.5.3]

## LESSON AT A GLANCE

|                            | Grouping                                | Time    | Materials  |
|----------------------------|---|---------|--|
| Reading (45 min.)          |   |         |  |
| Introduce the Chapter      | Whole Group                             | 5 min.  | <input type="checkbox"/> <i>A Changing Landscape</i><br><input type="checkbox"/> Activity Pages 8.1–8.4<br><input type="checkbox"/> Cause and Effect Poster<br><input type="checkbox"/> Answer Key for Activity Page 8.3<br><input type="checkbox"/> Scissors (optional)<br><input type="checkbox"/> Glue (optional) |
| Read Chapter 7             | Small Group/<br>Partner/<br>Independent | 20 min. |  |
| Lesson Wrap-Up             | Whole Group/<br>Partner/<br>Independent | 15 min. |  |
| Word Work: <i>Encroach</i> | Whole Group                             | 5 min.  |  |
| Writing (45 min.)          |   |         |  |
| Persuasive Essay Body      | Whole Group                             | 10 min. | <input type="checkbox"/> Sample Persuasive Essay<br><input type="checkbox"/> Writing Journals<br><input type="checkbox"/> Activity Pages 5.2, 5.3, 7.4, 8.5, SR.2  |
| Descriptive Paragraph      | Independent                             | 30 min. |  |
| Lesson Wrap-Up             | Partner                                 | 5 min.  |  |
| Take-Home Material         |   |         |  |
| Reading                    |   |         | <input type="checkbox"/> Activity Page 8.4   |

## ADVANCE PREPARATION

### Reading

- Collect Activity Page 7.3, which was completed for homework, to review and grade at a later time.
- 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<br>the reason something happens<br>answers the question “why?” |
| Effect | something that happens as a result of, or because of, a cause<br>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.
- Create a model organizer for Activity Page 8.5 using an image and description from Activity Pages 5.2 and 5.3.
- Plan to pair students to share a body paragraph at the end of the lesson.

## Lesson 8: Severing Ties

# Reading



**Primary Focus:** Students will explain the relationships between Native Americans, European settlers, and the US government based on specific information from the text. [RI.5.3]

### INTRODUCE THE CHAPTER (5 MIN.)

- 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.
- 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
  - alternate forms of the word
- Have students reference Activity Page 8.1 while you read each word and its meaning.

Activity Page 8.1



**lean, adj.** having few resources, such as food, fuel, and money (59)

**immigrant, n.** someone who leaves his or her own country to live in another country (*immigrants*) (61)

**prosper, v.** to become rich and successful; to flourish (62)

**tract, n.** an area or strip of land (*tracts*) (64)

**revenge, n.** the act of doing something to hurt someone because they did something to hurt you (65)

**encroach, v.** to gradually take something away from someone else (66)

**ward, n.** someone who is under the care or control of the government (*wards*) (66)

**resistance, n.** refusal to accept something; being against something (66)

| Vocabulary Chart for Chapter 7, “Severing Ties” |  |  |
|---|--|--|
| Vocabulary Type                                 | Tier 3<br>Domain-Specific Words  | Tier 2<br>General Academic Words                     |
| Core Vocabulary                                 | immigrant<br>tract<br>ward   | lean<br>prosper<br>revenge<br>encroach<br>resistance |
| Spanish Cognate for Core Vocabulary             | inmigrante   | prosperar<br>resistencia                             |
| Multiple-Meaning Core Vocabulary Words          | tract<br>ward  | lean<br>resistance                                   |
|   |  |  |
| Sayings and Phrases                             | trials and tribulations<br>social mobility<br>stiff competition<br>live in harmony with nature<br>treasure trove<br>staked their claims<br>cycle of revenge<br>lay down their guns |  |

- 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 US 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.

### READ CHAPTER 7 (20 MIN.)

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

#### Activity Page 8.2



#### Interacting in Meaningful Ways Reading/Viewing Closely

##### Entering/Emerging

In a small group, read text in small segments and teacher highlights main ideas that align to comprehension questions on Activity Page 8.2

##### Transitioning/Expanding

Before students read the chapter with a partner, review the directions and questions on Activity Page 8.2. Point out page numbers for each question to provide support.

##### Bridging

As students complete Activity Page 8.2 with a partner, have them keep a list of words that need clarifying for follow-up support.



## Chapter 7

# Severing Ties

### THE BIG QUESTION

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

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

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

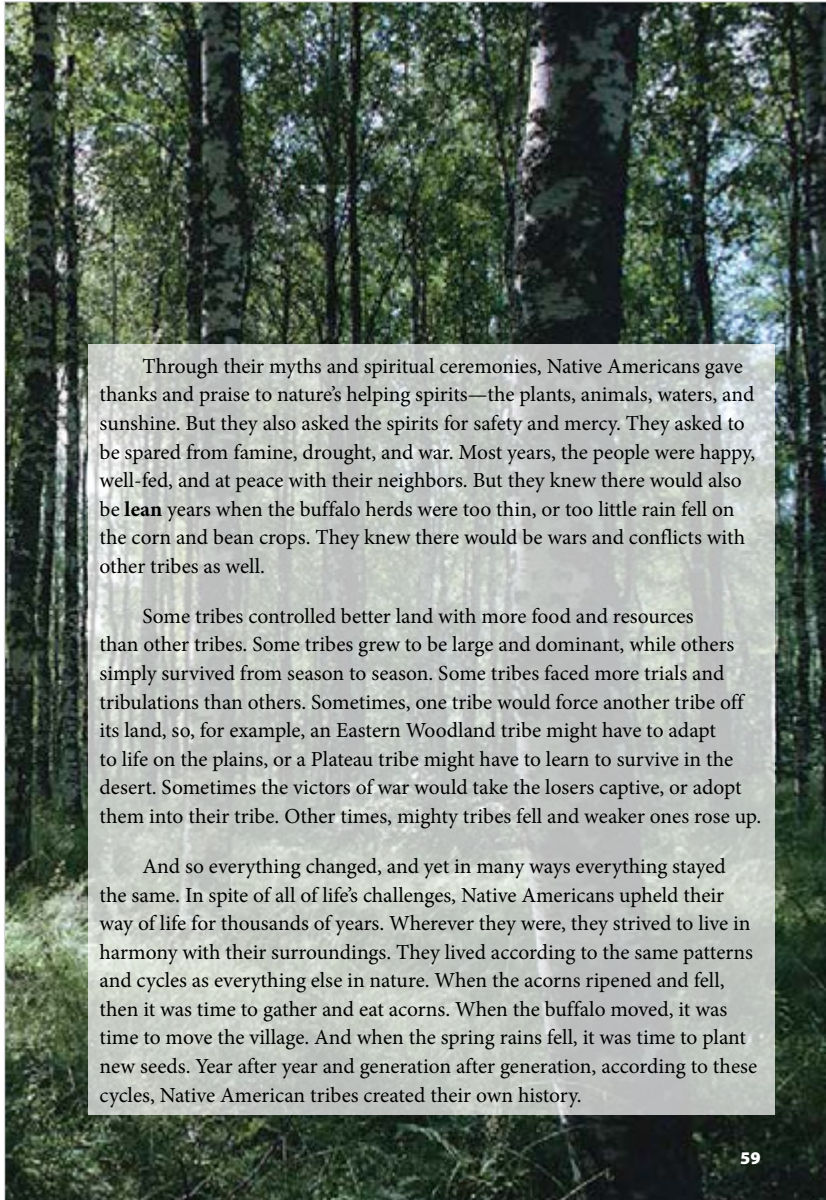
58

- Have students read pages 58 and 59 silently.

**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.





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

**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



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.”



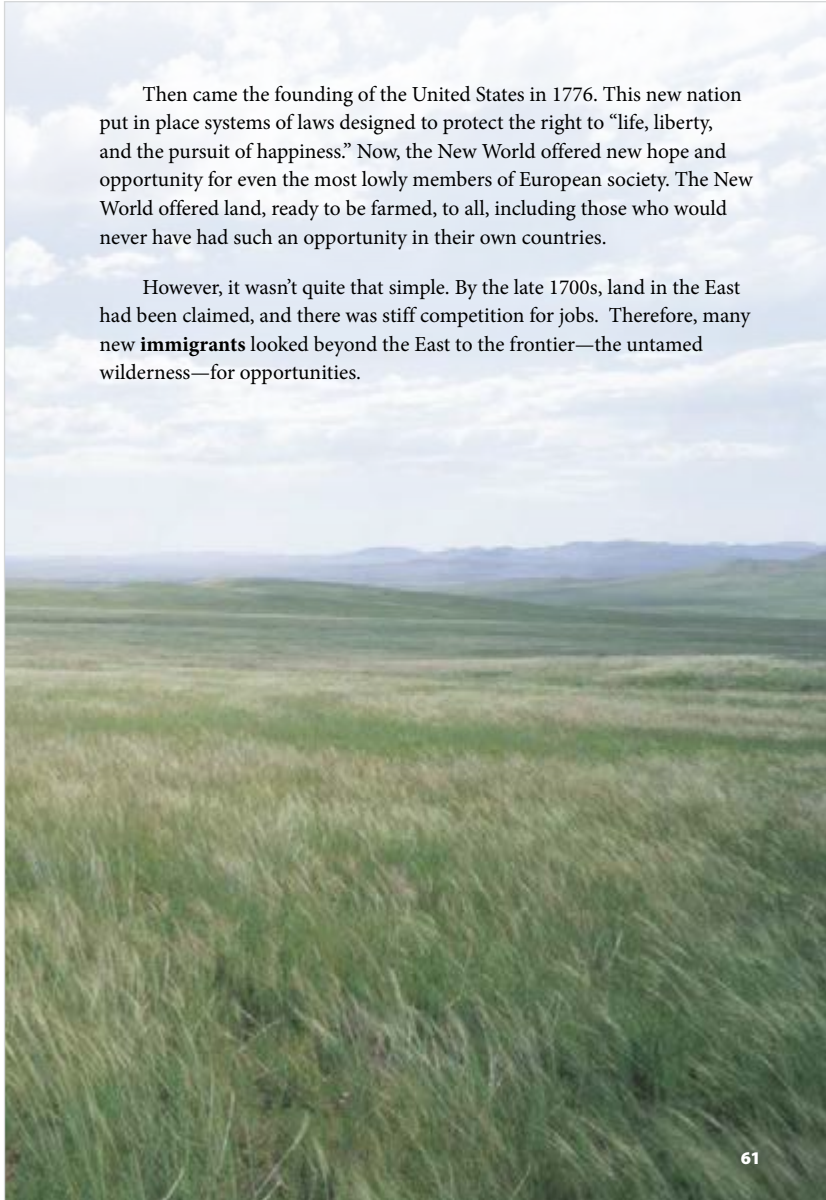
Wide-open prairie

60

- Have students read pages 60 and 61 silently.

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.



**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.

## Support

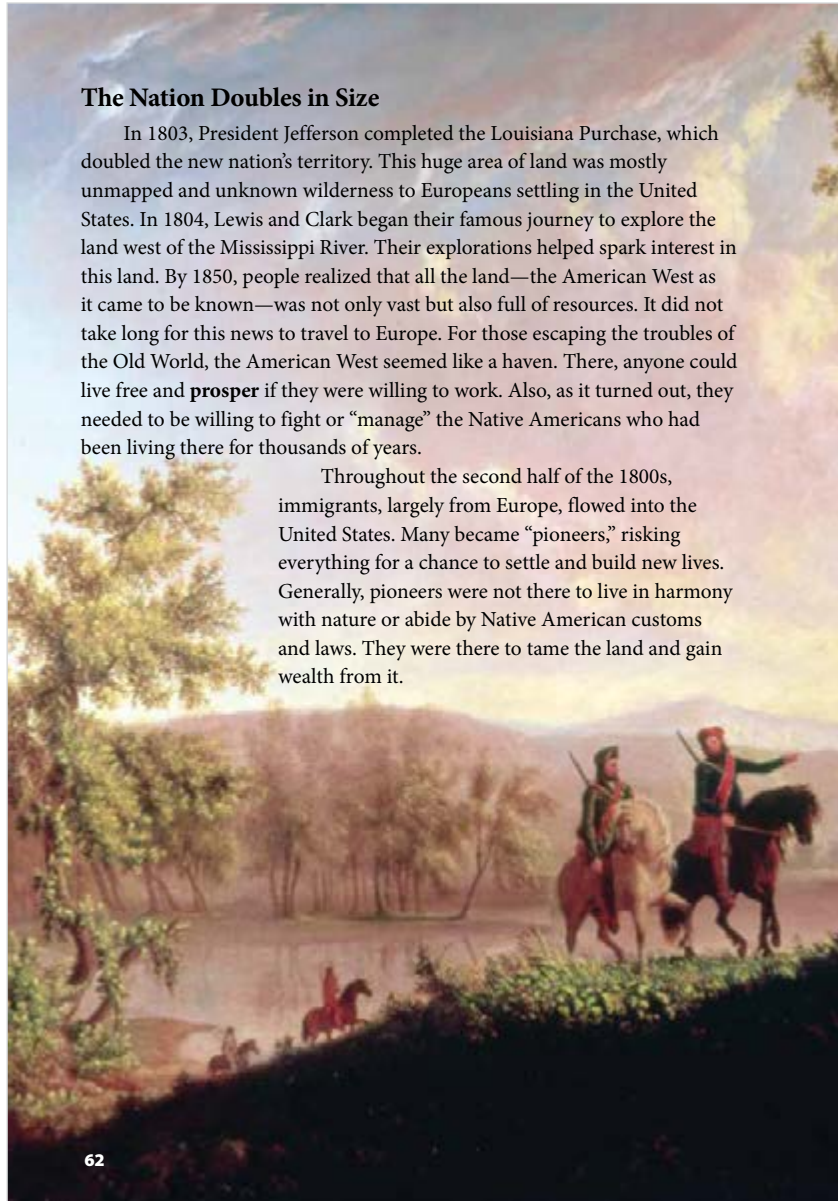
Why did many European immigrants look beyond the East for opportunities?

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

### The Nation Doubles in Size

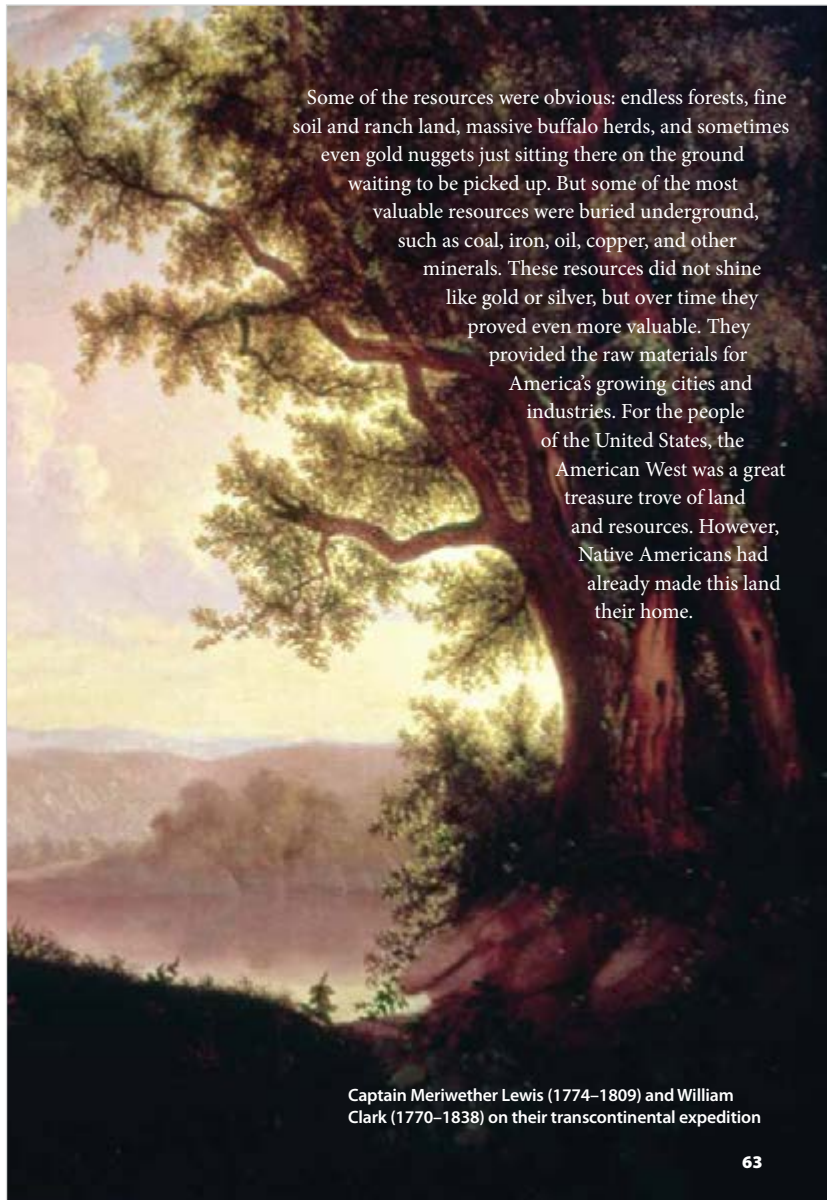
In 1803, President Jefferson completed the Louisiana Purchase, which doubled the new nation's territory. This huge area of land was mostly unmapped and unknown wilderness to Europeans settling in the United States. In 1804, Lewis and Clark began their famous journey to explore the land west of the Mississippi 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.



- Read pages 62 and 63 aloud.





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.

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

63

**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 only took what they needed.

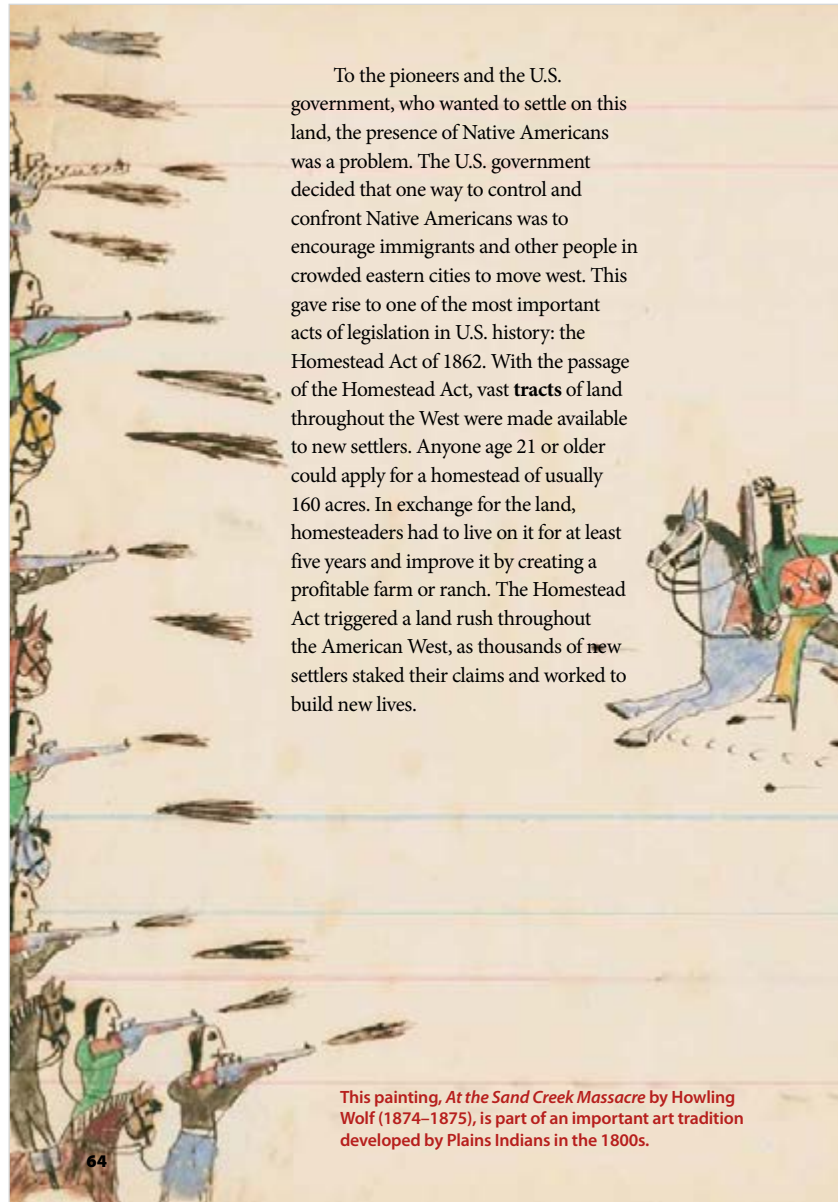
**Literal.** What kind of things were pioneers able to gain wealth from out West?

- » 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.



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.

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

- Have students read pages 64 through 66 silently.

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.



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.

65

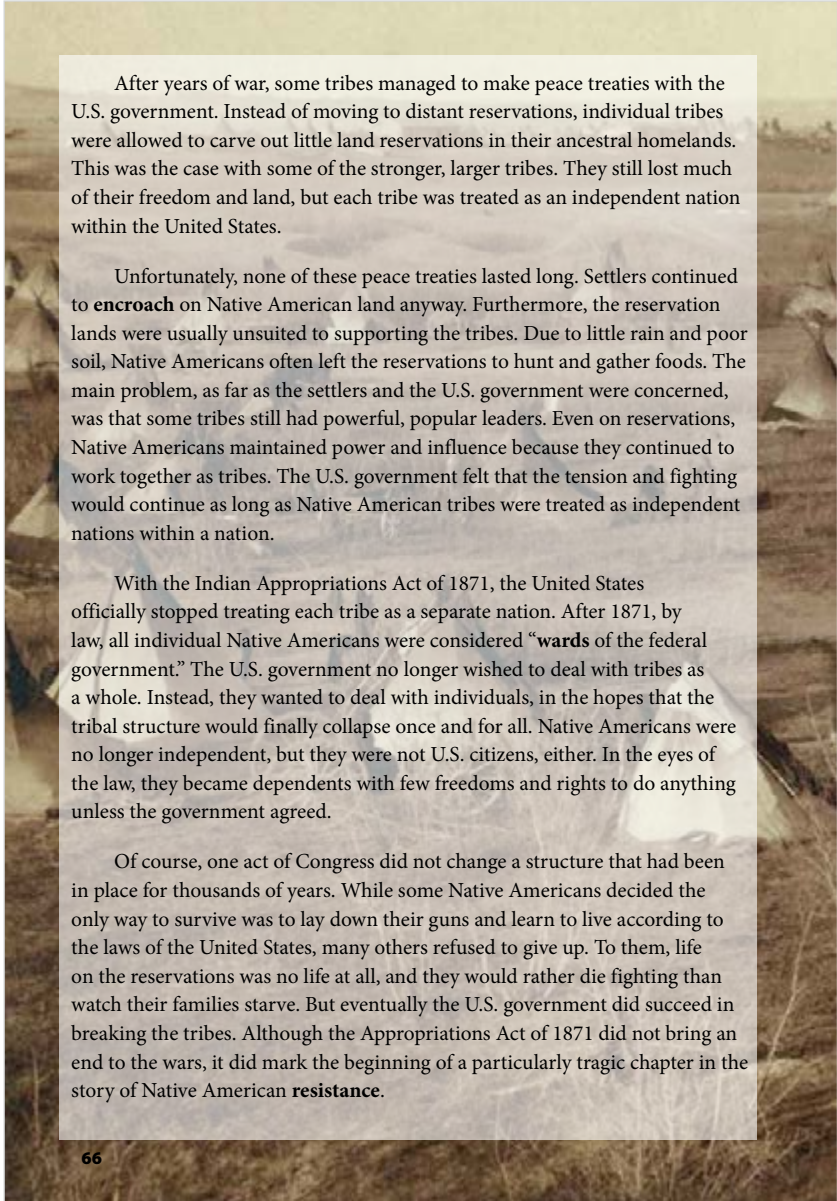
**Inferential.** What was the Homestead Act of 1862 and what did it lead to?

- » It was a law passed by the US 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.

**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 US Army tried to force them to go, and fighting ensued.





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

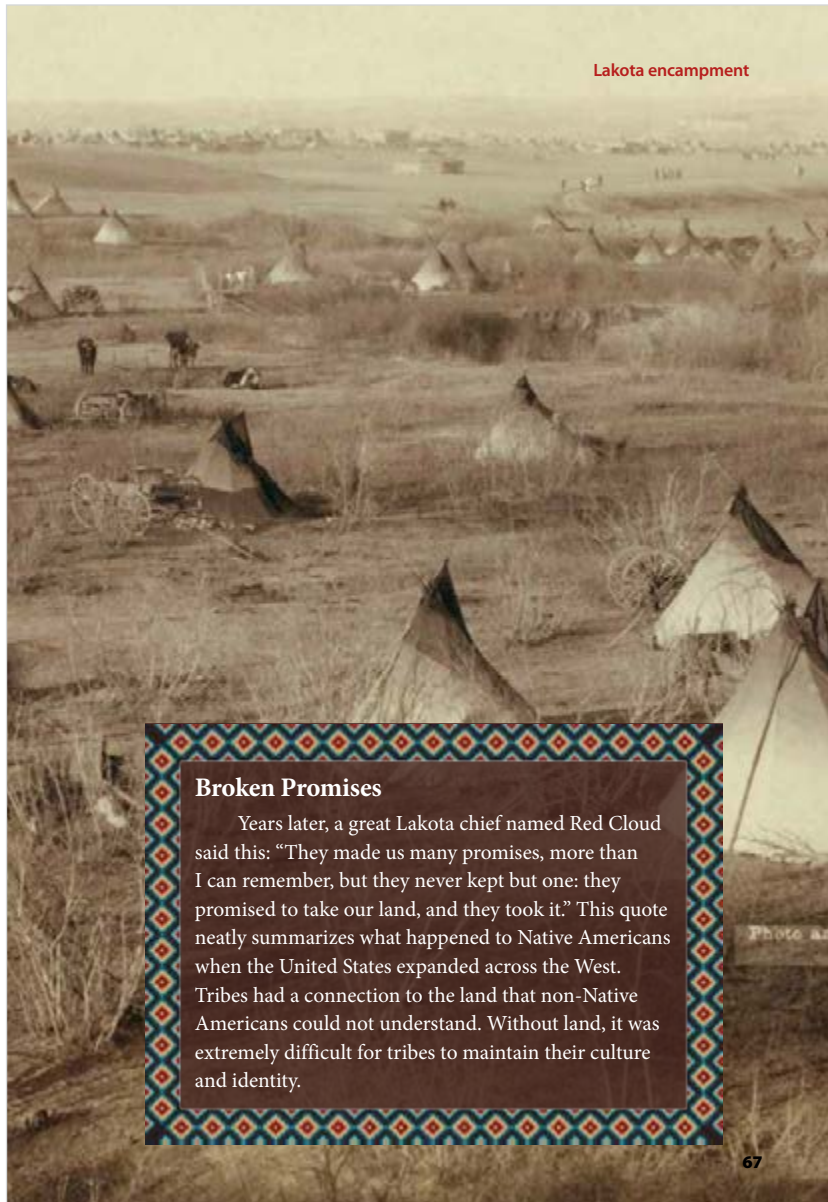
## Support

How were some tribes viewed by the US government prior to 1871?

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

**Inferential.** Why did the US 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 US government felt that fighting would continue as long as tribes were treated as independent nations. The Indian Appropriations Act made individual Native Americans wards of the government to be dealt with individually.



### 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.

| Word(s) | CK Code     |
|---------|-------------|
| Lakota  | /lə*koe*tə/ |

- Have a student read page 67 aloud.

**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.



## Chapter 8

# Your Name is Luther

### THE BIG QUESTION

How did events in Luther's life affect his view of assimilation?

Richard Henry Pratt is not a famous name, but his story does provide an important window into Native American history. Through Pratt's story, we learn that there were people in the United States who did not want to see Native Americans killed off or trapped on poor reservations. Some wanted to help Native Americans assimilate and become part of a rapidly changing nation. In the end, Pratt's efforts did not help in the way he had hoped. This is his story.



Colonel Richard Henry Pratt on horseback

Pratt was not a Native American. He was born to a family of British descent in New York State. In 1850, at age 10, his family moved west to Indiana, which was a frontier state at the time. Needing money, Pratt's father followed the Gold Rush to California. He got lucky and struck gold! Unfortunately, he died before he could bring that gold home.

As a result, at age 13, Pratt was fatherless and penniless. As the oldest child, he had no choice but to leave school and work in order to help provide for the family. He grew up understanding the importance of hard work, as well as the value of knowing a trade or skill that would provide an income. Later, during the Civil War, he volunteered

for the Indiana Volunteer **Cavalry** and fought for the Union. He was a good soldier—smart, brave, and hardworking. Pratt liked army life, and he stayed with the cavalry after the war was over. He was assigned to the Tenth Cavalry Regiment, or the “Buffalo Soldiers” as they were known. Their job was to make sure the Lakota and other plains tribes stayed on their reservations.

This was easier said than done. The land on most reservations was very poor, so people could not farm there. The U.S. government promised to provide money, food, fuel, and other supplies to the reservations, but there was never enough for everyone. Many people preferred to die fighting than starve on the reservations. As a result, the Tenth Cavalry was involved in several of many “Indian Wars” between the United States and the Great Plains tribes.

Although Pratt was employed to control and even fight Native Americans, he also saw firsthand how horrible living conditions were on the reservations. He understood why people would rather fight than surrender. Pratt **sympathized** with Native Americans, and he thought there must be a better alternative to war and starvation.

In the army, Pratt had contact with Native American prisoners of war. The army was not sure what to do with these prisoners because they knew that if they released them, they would probably have to fight them again. Pratt tried to figure out how to enable the prisoners to return to a life of peace rather than remain in prison or die in battle. He believed Native Americans needed to be taught how to live according to the laws and customs of the United States. He taught them to speak English, and then he taught them to read and write. What Pratt realized is that Native Americans were just like him. They wanted to be able to take care of their families, their homes, and their land. They wanted food, shelter, and safety. They cared for their children and wanted the best for them. Pratt believed that, in order to have those things, it would be best if Native Americans learned to read and write English and were more familiar with U.S. ways and customs.

Pratt had a favorite saying: “Kill the Indian to save the man.” This did not mean that he literally wanted to kill Native Americans. He actually wanted to save their lives, but in order to do that he believed it was necessary

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

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

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



Native American children reading at the Carlisle School

To find students for his new school, Pratt went back to the same reservation lands where he once fought as a soldier, in South Dakota and Nebraska. He talked to some of the tribal leaders. He told them he had an idea to help their children find a bright, happy future. This brings us to the story of another fascinating character in American history: Luther Standing Bear.

### Luther's Story

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



Native American children studying anatomy at the Carlisle School

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

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

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

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

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

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

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



Native American children digging for potatoes

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

After their haircuts, the children received new clothing. They had never worn such tight, scratchy garments and they were very uncomfortable. Aside from the sadness of separation from their families, the worst part was that they were not allowed to speak their own language. The children were only allowed to speak English, which was impossible at first since none of them knew that language. Luther was a very fast learner, though, and he grew to enjoy reading and writing.

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



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

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

Unfortunately, few Native American children were as successful as Luther and other members of the first class at the Carlisle School.

Most boarding schools were run like military bases, and children were often treated very badly. In some schools,

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

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

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

## LESSON WRAP-UP (15 MIN.)

**Note:** Question 1 relates to The Big Question of the chapter.

- 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.



### Check for Understanding

Ask the class to put thumbs up for “clear understanding” of the difference between cause and effect, thumbs sideways for “somewhat understand,” and thumbs down if having difficulty understanding difference between cause and effect.

### Activity Page 8.3



- 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.

**Evaluative.** What effect did the arrival of settlers and US government policy have on Native American tribes?

- » The arrival of settlers and the intervention of the US government led to fighting between settlers and Native Americans. In addition, new laws were passed by the US 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 US settlement in the West.

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

### WORD WORK: *ENCROACH* (5 MIN.)

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.
  - Ask, "What does the word *encroach* mean? What are some synonyms of, or words or phrases that have a similar meaning to, *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.

### Challenge

Create a diagram that illustrates the cause and effect relationship to question 1.



Interacting in  
Meaningful Ways  
Reading/Viewing Closely

### Entering/Emerging

Provide 1:1 prompting and support for Activity Page 8.3. Use scissors to cut the statements apart and move them around in order with cause on the left and effect on the right.

### Transitioning/Expanding

Model the first question with students, have them work in pairs, and check in when support is needed to complete Activity Page 8.3.

### Bridging

Review directions of Activity Page 8.3 and ensure students understand the task.





### Check for Understanding

Spiral in more review of previous Word Work words from Lessons 1–7. Pick one word to review. Ask students to turn to a partner and recall the definition. If needed, put the word into a sentence, or provide a synonym to prompt thinking. If time permits, review another word.

## Lesson 8: Severing Ties Writing



**Primary Focus:** Students will draft the first body paragraph of a persuasive essay to describe an image using details from the text. [W.5.1b]

### PERSUASIVE ESSAY BODY (10 MIN.)

- 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.

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

### DESCRIPTIVE PARAGRAPH (30 MIN.)

- 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.

### LESSON WRAP-UP (5 MIN.)

- 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.

~~~~~End Lesson~~~~~

### Lesson 8: Severing Ties

# Take-Home Material

### READING

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

Activity Pages  
5.2, 5.3, 7.4, and 8.5



### Support

Have a model organizer prepared in advance for Activity Page 8.5 using an image from Activity Pages 5.2 and 5.3 describing the image.

Activity Page 8.4



## 9

# Land Ownership

## PRIMARY FOCUS OF LESSON

### Reading

Students analyze the text to note the differing perspectives of land ownership by Native Americans and pioneers. [RI.5.6]

### Grammar

Students identify and use transitional words, phrases, and clauses to manage a set of events. [L.5.1c]

### Morphology

Students identify words with root *mem* in sentences. [L.5.4b]

### Spelling

Students apply word analysis skills to spell suffixes *-tion* and *-sion* and the root *mem*. [RF.5.3]

## FORMATIVE ASSESSMENT

### Activity Page 9.1

**Chronological Narrative** Fill in the blanks with transitional words or phrases. [L.5.1c]

### Activity Page 9.2

**Root *mem*** Circle the sentence that uses the *mem* root word correctly and write words correctly in a sentence. [L.5.4b]

### Activity Page 9.3

**Practice Spelling Words** Write the correct spelling word to complete each sentence. [RF.5.3]

## LESSON AT A GLANCE

|                            | Grouping                                | Time    | Materials                                                                                                                         |
|----------------------------|-----------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------|
| Reading (45 min.)          |                                         |         |                                                                                                                                   |
| Review                     | Whole Group                             | 5 min.  | <input type="checkbox"/> Activity Page 8.4<br><input type="checkbox"/> <i>A Changing Landscape</i>                                |
| Review the Chapter         | Whole Group                             | 5 min.  |                                                                                                                                   |
| Close Reading of Chapter 7 | Whole Group/<br>Independent             | 20 min. |                                                                                                                                   |
| Lesson Wrap-Up             | Whole Group                             | 10 min. |                                                                                                                                   |
| Word Work: <i>Prosper</i>  | Whole Group                             | 5 min.  |                                                                                                                                   |
| Language (45 min.)         |                                         |         |                                                                                                                                   |
| Grammar                    | Whole Group                             | 15 min. | <input type="checkbox"/> Activity Pages 6.4, 9.1<br><input type="checkbox"/> Transitional Words and Phrases That Show Time Poster |
| Morphology                 | Whole Group/<br>Partner/<br>Independent | 15 min. |                                                                                                                                   |
| Spelling                   | Independent                             | 15 min. | <input type="checkbox"/> Activity Pages 9.3, SR.3                                                                                 |
| Take-Home Material         |                                         |         |                                                                                                                                   |
| Language                   |                                         |         | <input type="checkbox"/> Activity Page 9.1                                                                                        |

## ADVANCE PREPARATION

### Reading

- Be prepared to use the Perceptions of Land and Its Use Chart.

### 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.

Start Lesson

## Lesson 9: Land Ownership

# Reading



**Primary Focus:** Students will analyze the text to note the differing perspectives of land ownership by Native Americans and pioneers. [RI.5.6]

### REVIEW (5 MIN.)

- 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 MIN.)

- 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.
- Have one student read The Big Question at the beginning of the chapter. Ensure that students understand the meaning of The Big Question before reading the chapter.
  - How did the arrival of settlers and the US government’s actions affect Native Americans living west of the Mississippi River?

### CLOSE READING OF CHAPTER 7 (20 MIN.)

- 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.

Activity Page 8.4





## Chapter 7

# Severing Ties

### THE BIG QUESTION

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

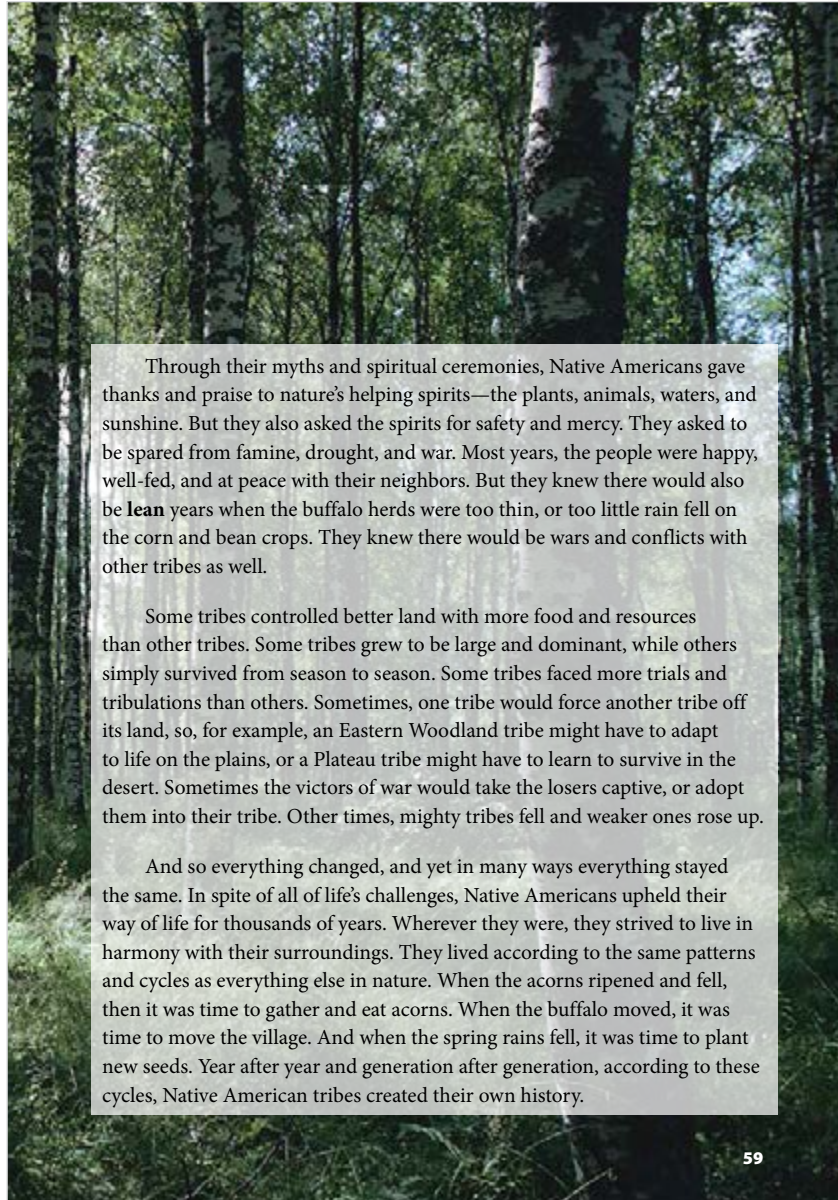
Native Americans were well adapted to the cycles and patterns of nature. Whether they lived in a small fishing village or a large, sprawling farming society, they learned to survive in harmony with their surroundings. They used wood from trees, but they did not cut down all the trees. They used every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

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

58

- Have students read pages 58 and 59 silently.





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

**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 of the buffalo." What is similar and repeated across these sentences?

- » When the Native Americans used something, they did not use or destroy all of it (trees and buffalo).

**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.

**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.

**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.

**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. “Everything 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.



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.”



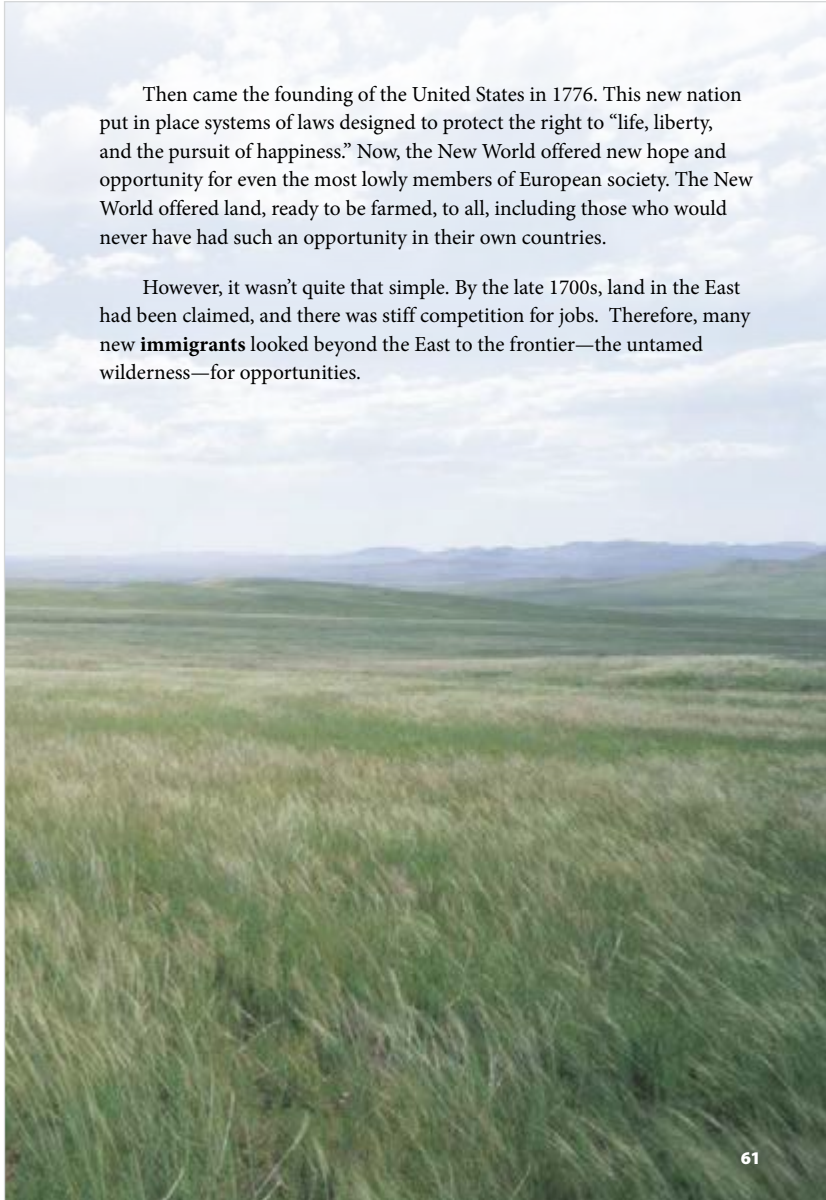
Wide-open prairie

60

- Read pages 60 and 61 aloud.

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.



**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.”

## Support

Which group would describe the land out West as “untamed wilderness” and as a “frontier”: Native Americans or European settlers?

- » European settlers

**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.

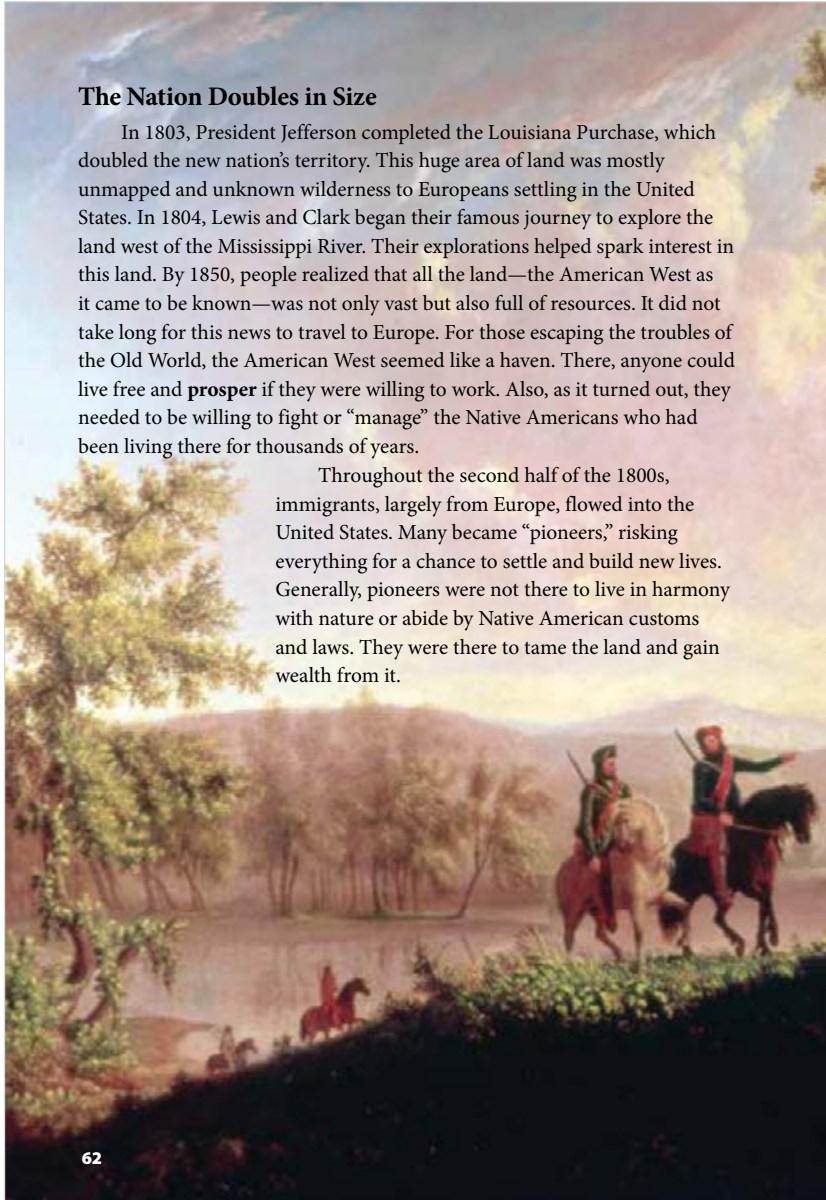
**Evaluative.** What words might Native Americans use to describe the land out West?

- » Answers may vary, but should describe the land as home or nature to the Native American tribes living there.

### The Nation Doubles in Size

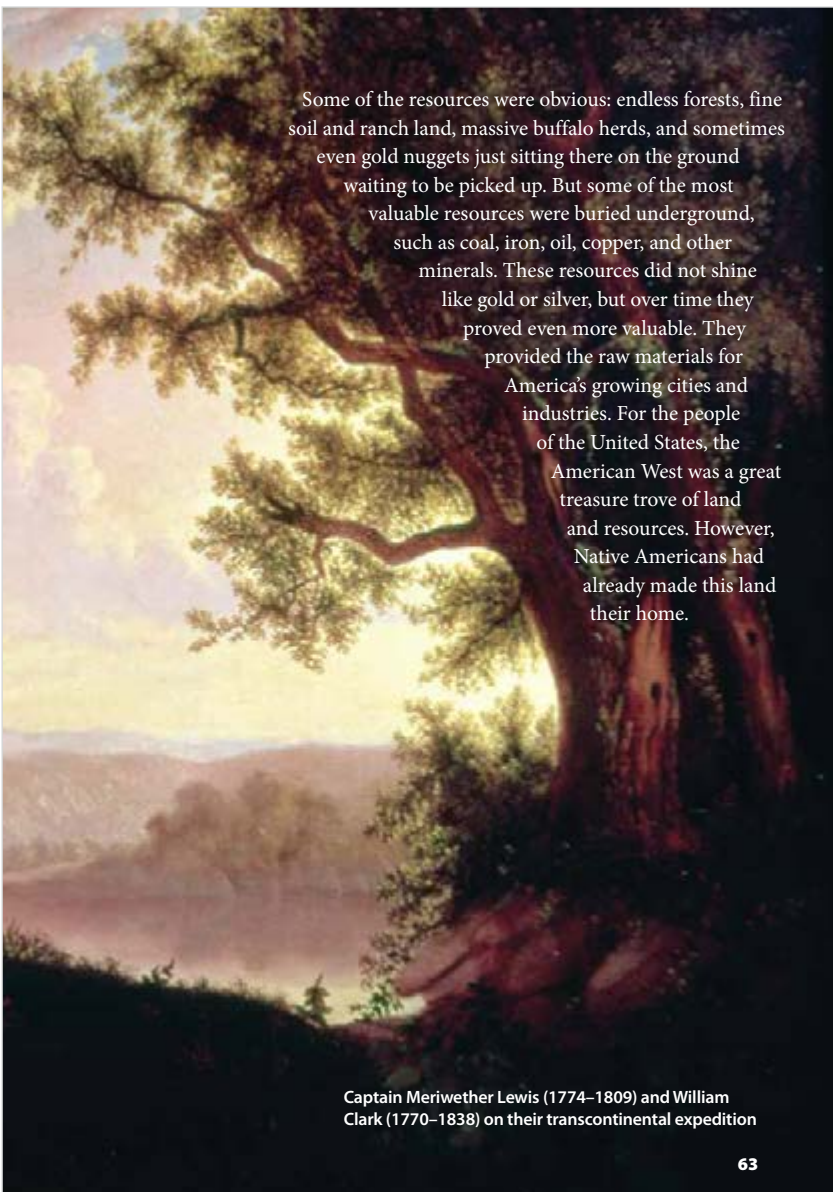
In 1803, President Jefferson completed the Louisiana Purchase, which doubled the new nation's territory. This huge area of land was mostly unmapped and unknown wilderness to Europeans settling in the United States. In 1804, Lewis and Clark began their famous journey to explore the land west of the Mississippi 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

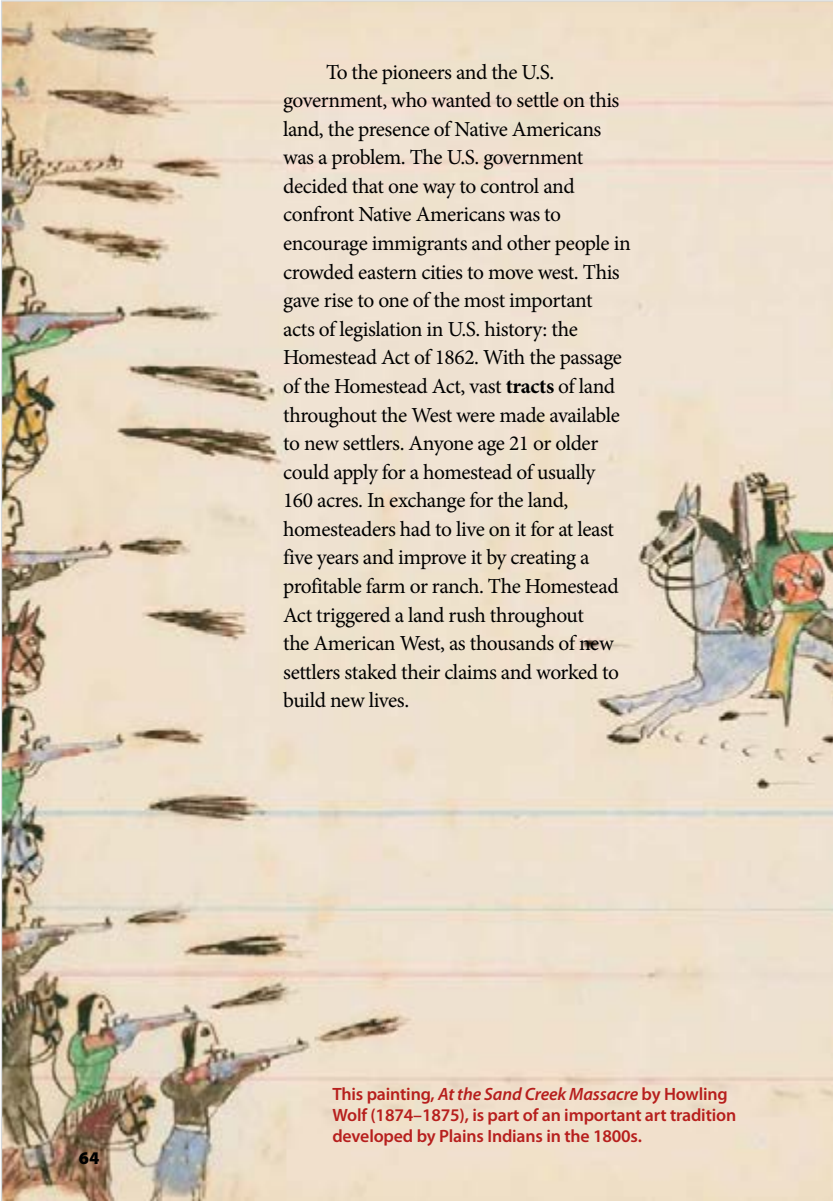




Some of the resources were obvious: endless forests, fine soil and ranch land, massive buffalo herds, and sometimes even gold nuggets just sitting there on the ground waiting to be picked up. But some of the most valuable resources were buried underground, such as coal, iron, oil, copper, and other minerals. 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.

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

63



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.

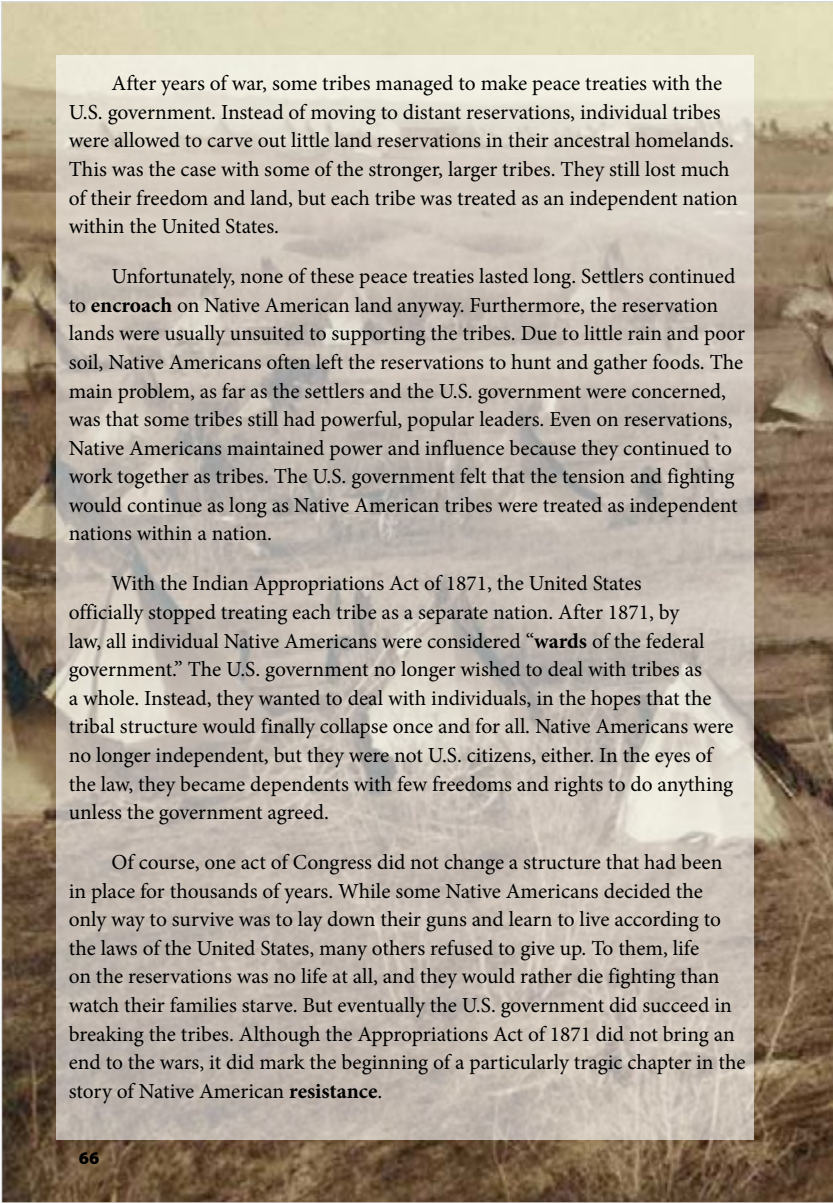
This painting, *At the Sand Creek Massacre* by Howling Wolf (1874–1875), is part of an important art tradition developed by Plains Indians in the 1800s.

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.



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.





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.

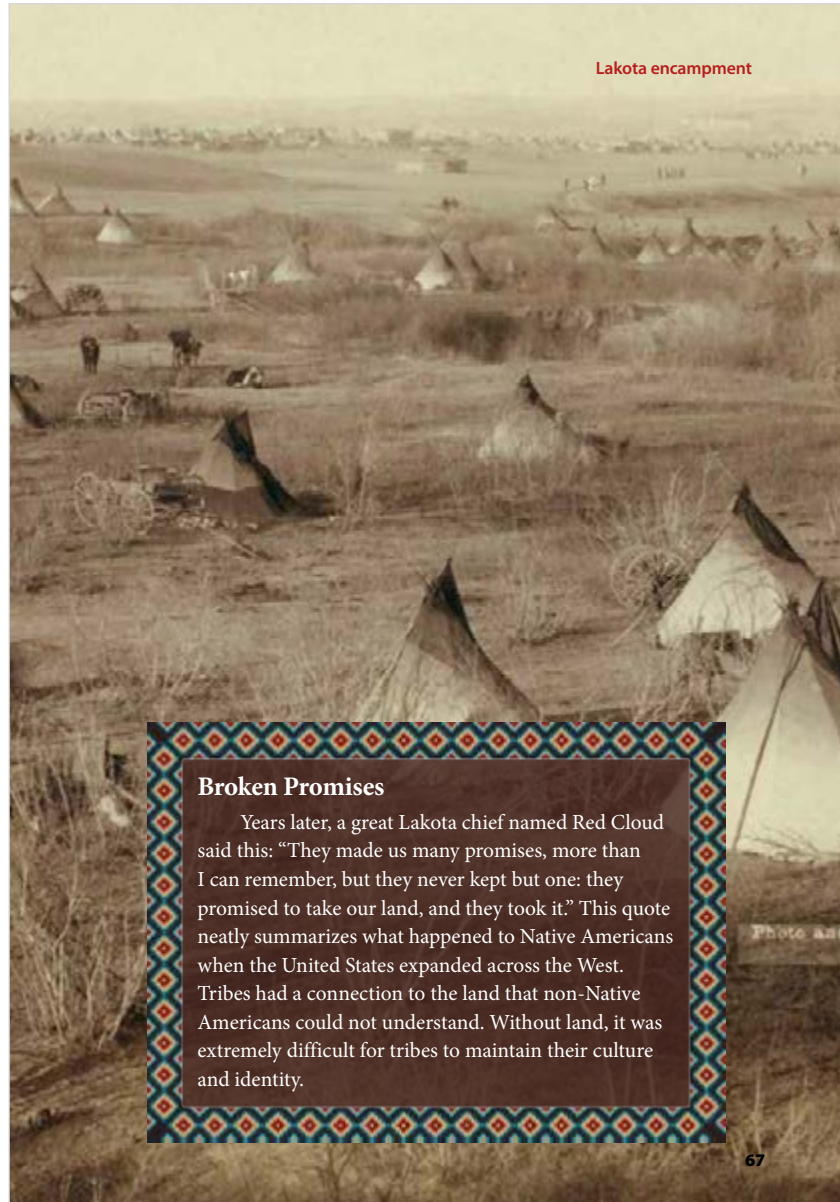
With the Indian Appropriations Act of 1871, the United States officially stopped treating each tribe as a separate nation. After 1871, by law, all individual Native Americans were considered “**wards** of the federal government.” The U.S. government no longer wished to deal with tribes as a whole. Instead, 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

| Word(s) | CK Code     |
|---------|-------------|
| Lakota  | /lə*koe*tə/ |

- Have a student read pages 66 and 67 aloud.



### 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 US government.

**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 US government’s actions in the West.

## LESSON WRAP-UP (10 MIN.)

- Use the following questions to discuss the chapter.

**Note:** Questions 1 and 2 relate to The Big Question of 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.
  2. **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.
  3. **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 the land is one of the themes of this Reader.

### Challenge

Discuss the one thing you would change about the effect westward expansion had on the Native Americans.

### WORD WORK: PROSPER (5 MIN.)

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 of, or words or phrases that have a similar meaning to, *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* that he or she provides.



#### Check for Understanding

Review other previous Word Work words from Lessons 1-8. Pick one word to review. Ask students to turn to a partner and recall the definition. If needed, put word into a sentence, or provide a synonym to prompt thinking. If time permits, review another word.

## Lesson 9: Land Ownership

# Language



### GRAMMAR (15 MIN.)

**Primary Focus:** Students identify and use transitional words, phrases, and clauses to manage a set of events. [L.5.1c]

#### 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 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 MIN.)

**Primary Focus:** Students identify words with root *mem* in sentences. [L.5.4b]

#### 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.

#### Activity Page 6.4



#### Activity Page 9.1



#### Learning About How English Works Using Verbs and Verb Phrases

##### Entering/Emerging

In a small group, review the directions for Activity Page 9.1. Have the group read the words in the bank box. Model a Think-Aloud for deciding the correct answers.

##### Transitioning/Expanding

Review title, directions and words in the word bank for Activity Page 9.1. Have students complete the first two. Check for accuracy before they do the rest independently.

##### Bridging

Review title and directions for Activity Page 9.1 to ensure understanding of assignment. Have students circle words that need clarification.



## Activity Pages 9.2 and 9.3



## Activity Page SR.3



### Interacting in Meaningful Ways Analyzing Language Choices

#### Entering/Emerging

In a small group or 1:1, choral read the paired sentences, think aloud with students, and have students respond orally instead of writing sentences for activity Activity Page 9.2.

#### Transitioning/Expanding

Have students discuss using the word in a sentence first, then write the sentence for Activity Page 9.2. Review sentences with a partner for feedback.

#### Bridging

Review directions for Activity Page 9.2. Have students review sentences with a partner for feedback.

- 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. (It's *memory*, because it is a noun.)
- 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 MIN.)

**Primary Focus:** Students apply word analysis skills to spell suffixes *-tion* and *-sion* and the root *mem*. [RF.5.3]

### 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 against the word bank on the activity page and make any necessary corrections.

- 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.

End Lesson

## Lesson 9: Land Ownership

# Take-Home Material

### LANGUAGE

#### Grammar

- Have students take home Activity Page 9.1 to complete for homework.

### Challenge

Have students brainstorm additional words that end in *-sion*, *-tion*, and have the root word *mem*.

### Activity Page 9.1



Using Foundational  
Literacy Skills  
Phonics and Word  
Recognition

### Entering/Emerging

When spelling words for Activity Page 9.3, provide 1:1 support, pointing out similarities and differences between phonemes of native language and English Language,

### Transitioning/Expanding

Provide moderate support when needed by highlighting patterns that exist in spelling words and support with meaning of unknown words on Activity Page 9.3.

### Bridging

Review directions of Activity Page 9.3 to ensure understanding of assignment. Model first question and monitor for the rest of the questions.



## 10

# Luther Standing Bear

**PRIMARY FOCUS OF LESSON****Language**

Students will apply their word analysis skills to correctly spell targeted words. [RF.5.3]

**Reading**

Students will analyze and note the differences between Richard Henry Pratt and Luther Standing Bear's points of view regarding "assimilation through education." [RI.5.6]

**Writing**

Students will draft the second and third body paragraphs of a persuasive essay with clear, supporting evidence from the text and link opinion and reasons. [W.5.1b; W.5.1c]

**FORMATIVE ASSESSMENT**

Activity Page 10.1

**Spelling Assessment** Write spelling words and dictation sentence. [RF.5.3]

Activity Page 10.3

**Notes on Richard Henry Pratt and Luther Standing Bear** Complete the chart and answer questions. [RI.5.6]

## LESSON AT A GLANCE

|                                | Grouping                                | Time    | Materials                                                                                                              |
|--------------------------------|-----------------------------------------|---------|------------------------------------------------------------------------------------------------------------------------|
| Language (15 min.)             |                                         |         |                                                                                                                        |
| Spelling Assessment            | Independent                             | 15 min. | ❑ Activity Page 10.1                                                                                                   |
| Reading (45 min.)              |                                         |         |                                                                                                                        |
| Introduce the Chapter          | Whole Group                             | 5 min.  | ❑ <i>A Changing Landscape</i><br>❑ Activity Pages 10.2–10.4                                                            |
| Read Chapter 8                 | Partner/<br>Independent                 | 25 min. |                                                                                                                        |
| Lesson Wrap-Up                 | Whole Group                             | 10 min. |                                                                                                                        |
| Word Work: <i>Experimental</i> | Whole Group                             | 5 min.  |                                                                                                                        |
| Writing (30 min.)              |                                         |         |                                                                                                                        |
| Draft Body of Persuasive Essay | Small Group/<br>Partner/<br>Independent | 30 min. | ❑ Writing Journals<br>❑ Sample Persuasive Essay<br>❑ Activity Pages 5.2, 5.3, 7.4, SR.2<br>❑ word processor (optional) |
| Take-Home Material             |                                         |         |                                                                                                                        |
| Reading                        |                                         |         | ❑ Activity Page 10.4                                                                                                   |

## ADVANCE PREPARATION

### Language

#### Grammar

- Collect Activity Page 9.1 to review and grade at a later time, as there is no grammar lesson today.

#### Spelling

- Erase or cover the list of spelling words prior to the assessment.

#### 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.
- Write the following transition words on the board/chart paper.

| Words That Show Similarity                    |                                                         |
|-----------------------------------------------|---------------------------------------------------------|
| similarly<br>just like<br>same as<br>likewise | another example<br>like<br>specifically<br>consequently |

- Create a “Glow and Grow” Feedback Form to give feedback to students on their body paragraphs for descriptive essay.

#### 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.

## Universal Access

- In advance for support with Spelling Assessment, have the lines for Activity Page 10.1 separated into corresponding syllables and provide part of the word already spelled for students. For example, Sub trac \_\_\_\_\_. Students will only be responsible for determining the missing word part: *mem*, *-tion*, or *-sion* for each spelling word.

Start Lesson

### Lesson 10: Luther Standing Bear

# Language



#### SPELLING ASSESSMENT (15 MIN.)

**Primary Focus:** Students will apply their word analysis skills to correctly spell targeted words. [RF.5.3]

### Assessment

**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.

- 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.

#### Activity Page 10.1



| 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> .                                     |
| 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.                                      |



### Using Foundational Literacy Skills Phonics and Word Recognition

#### Entering/Emerging

Have the lines for Activity Page 10.1 separated into corresponding syllables. Provide part of the word already spelled (e.g., sub trac \_\_\_\_). Students determine the missing word part: *mem*, *-tion*, or *-sion*.

#### Transitioning/Expanding

Before test begins, write the root word *mem* and suffixes *-tion* and *-sion* on top of paper for visual cue support. Repeat spelling words and dictation sentence as often as needed.

#### Bridging

Repeat spelling words and dictation sentences as needed.

|                |                                                                                                  |
|----------------|--------------------------------------------------------------------------------------------------|
| 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.

## Lesson 10: Luther Standing Bear

# Reading



**Primary Focus:** Students will analyze and note the differences between Richard Henry Pratt and Luther Standing Bear's points of view regarding "assimilation through education." [RI.5.6]

### INTRODUCE THE CHAPTER (5 MIN.)

- 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.
- 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
  - alternate forms of the 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.

**assimilation, n.** the process of becoming part of a society or culture (v. assimilate) (68)

**cavalry, n.** a part of an army made up of soldiers on horseback (69)

**sympathize, v.** to feel or express concern or support for someone or something (sympathized) (69)

**experimental, adj.** using a new, different, or unproven way of thinking or doing something (70)

**heritage, n.** the traditions and beliefs that are unique to a specific group and handed down from generation to generation (73)

## Activity Page 10.2



| Vocabulary Chart for Chapter 8, “Your Name Is Luther” |                                                           |                                  |
|-------------------------------------------------------|-----------------------------------------------------------|----------------------------------|
| Vocabulary Type                                       | Tier 3<br>Domain-Specific Words                           | Tier 2<br>General Academic Words |
| Core Vocabulary                                       | assimilation<br>cavalry<br>heritage                       | sympathize<br>experimental       |
| Spanish Cognates for<br>Core Vocabulary               | asimilación                                               | simpatizar<br>experimental       |
| Multiple-Meaning Core<br>Vocabulary Words             |                                                           |                                  |
| Sayings and Phrases                                   | assimilation through education<br>cast aside<br>at random |                                  |

- 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 CHAPTER 8 (25 MIN.)

**Note:** 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 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:

### Pronunciation Table

| Word(s)  | CK Code     |
|----------|-------------|
| Lakota   | /lə*koe*tə/ |
| Carlisle | /kar*liel/  |
| Sioux    | /soo/       |
| Bureau   | /byer*oe/   |

## LESSON WRAP-UP (10 MIN.)

**Note:** Question 3 relates to The Big Question of the chapter.

- 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.

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”

## Activity Page 10.3



Interacting in  
Meaningful Ways  
Reading/Viewing Closely

### Entering/Emerging

Support students with reading Chapter 8 in small groups. Read aloud, read chorally, and guide students with the page number to find details from the text that relate to each question.

### Transitioning/Expanding

Have a student work with a partner to read Chapter 8 and answer comprehension. Check in to provide support.

### Bridging

As students read Chapter 8, have them make a list of words that need clarification from the teacher.



demonstrated Pratt's belief in assimilation and his desire to strip away traditional Native American culture. Pratt thought that he could help Native Americans have a better life if he forced them to give up 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.

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 US 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.

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### WORD WORK: *EXPERIMENTAL* (5 MIN.)

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.



### Check for Understanding

Review additional Word Work words from Lessons 1-9. Pick one word to review. Ask students to turn to a partner and recall the definition. If needed, use word in a sentence, or provide a synonym to prompt thinking. If time permits, review another word.

## Lesson 10: Luther Standing Bear

# Writing



**Primary Focus:** Students will draft the second and third body paragraphs of a persuasive essay with clear, supporting evidence from the text and link opinion and reasons. [W.5.1b; W.5.1c]

### DRAFT BODY OF PERSUASIVE ESSAY (30 MIN.)

**Note:** If using a word processor to draft their persuasive essays, have students begin their body paragraphs immediately after the description paragraph.

- Have students open their writing journals, and tell them that they will draft the second and third body paragraphs of their persuasive essay.
- Review the Words That Show Similarity chart with the class. Remind students that they were first introduced to these words, phrases, and clauses in Unit 4. Remind students to reference this chart when linking opinions and reasons in their draft.

### Challenge

Ask students to name the type of writing they are drafting and the purpose for which they are writing.

- 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.
- Circulate and check in with students as they draft, offering support and guidance as needed.
- **Feedback.** On the “Glow and Grow” Feedback Form that was created in advance, provide reinforcing (Glow) or corrective (Grow) 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.

End Lesson

## Lesson 10: Luther Standing Bear

# Take-Home Material

### READING

- Have students take home Activity Page 10.4 to read and complete for homework.

Activity Pages  
5.2, 5.3, 7.4, and SR.2



### Support

You may choose to group students who need more scaffolding and immediate feedback into a small group, so you can work with them directly.

Activity Page 10.4



## Spelling Analysis Chart

[illegible]

- 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.





## 11

# Battle of the Little Bighorn

## PRIMARY FOCUS OF LESSON

### Reading

Students explain the importance of the Battle of the Little Bighorn in the conflict between the US government and Native Americans. [RI.5.3]

### Grammar

Students demonstrate use of a comma to set off the words *yes* and *no* in a sentence, to set off a tag question, and to indicate direct address.

[L.5.2c]

### Morphology

Students identify root words and words with the prefix *fore*— correctly in sentences. [L.5.4b]

### Spelling

Students apply word analysis skills to spell targeted words. [RF.5.3]

## FORMATIVE ASSESSMENT

### Activity Page 11.2

**Battle of the Little Bighorn** Answer the questions using information from the text. [RI.5.3]

### Activity Page 11.6

**Practice Spelling Words** List spelling words in alphabetical order and sort words by categories. [RF.5.3]

### Fluency Supplement

**Text Selection from Fluency Supplement** Read with accuracy and fluency. [RF.5.4]

## LESSON AT A GLANCE

|                         | Grouping    | Time    | Materials                                                                                                             |
|-------------------------|-------------|---------|-----------------------------------------------------------------------------------------------------------------------|
| Reading (45 min.)       |             |         |                                                                                                                       |
| Introduce the Chapter   | Whole Group | 5 min.  | <input type="checkbox"/> <i>A Changing Landscape</i><br><input type="checkbox"/> Activity Pages 11.1, 11.2            |
| Read Chapter 9          | Small Group | 25 min. |                                                                                                                       |
| Lesson Wrap-Up          | Whole Group | 10 min. |                                                                                                                       |
| Word Work: <i>Chaos</i> | Whole Group | 5 min.  |                                                                                                                       |
| Language (45 min.)      |             |         |                                                                                                                       |
| Grammar                 | Whole Group | 15 min. | <input type="checkbox"/> Comma Usage Poster<br><input type="checkbox"/> Activity Page 11.3                            |
| Morphology              | Whole Group | 15 min. |                                                                                                                       |
| Spelling                | Independent | 15 min. | <input type="checkbox"/> Activity Pages 11.5, 11.6, SR.3                                                              |
| Take-Home Material      |             |         |                                                                                                                       |
| Language                |             |         | <input type="checkbox"/> Activity Pages 11.3–11.6<br><input type="checkbox"/> Fluency Supplement selection (optional) |

## ADVANCE PREPARATION

### Reading

- Collect Activity Page 10.4, which was completed for homework, to review and grade at a later time.

### Language

### 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.

## Lesson 11: Battle of the Little Bighorn

## Reading



**Primary Focus:** Students explain the importance of the Battle of the Little Bighorn in the conflict between the US government and Native Americans.

[RI.5.3]

**INTRODUCE THE CHAPTER (5 MIN.)**

- 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.
- Have students refer to the glossary at the back of the Reader and locate *conflict*, and then have a student read the definition.
- Explain the following:
  - the part of speech
  - alternate forms of the word
- Have students reference Activity Page 11.1 while you read each word and its meaning.

**conflict, n.** a war or a battle that is part of a larger war (74)

**reveille, n.** an early morning bugle or drum call signaling soldiers to report to duty (74)

**reckless, adj.** careless; acting without considering the consequences (76)

**ally, n.** a supporter; a person or group who helps another person or group toward a common goal (allies) (76)

**chaos, n.** complete confusion or disorder (79)

**Activity Page 11.1**

**Vocabulary Chart for Chapter 9, “Battle of the Little Bighorn”**

| <b>Vocabulary Type</b>                 | <b>Tier 3<br/>Domain-Specific Words</b> | <b>Tier 2<br/>General Academic Words</b> |
|----------------------------------------|-----------------------------------------|------------------------------------------|
| Core Vocabulary                        | reveille                                | conflict<br>reckless<br>ally<br>chaos    |
| Spanish Cognates for Core Vocabulary   |                                         | conflict                                 |
| Multiple-Meaning Core Vocabulary Words |                                         |                                          |
|                                        |                                         |                                          |
| Sayings and Phrases                    | deal a major blow to<br>break camp      |                                          |

- Have one student read The Big Question at the beginning of the chapter. Ensure that 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 to read either 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.

#### **Activity Page 11.2**



## Chapter 9

# Battle of the Little Bighorn

### THE BIG QUESTION

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

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

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

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.

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### READ CHAPTER 9 (25 MIN.)

- 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/         |

- Have students read pages 74 and 75 silently.

### Challenge

Ask students to review what they have learned from earlier readings about the conflict between Native Americans and settlers.



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

## Support

Who was General Custer?

- » General Custer was the commander of the Seventh Cavalry Regiment for the US Army. He was Varnum's commander.

**Literal.** Describe the landscape that Lieutenant Varnum and the US 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.

**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.



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

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



General George A. Custer, 1876

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

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

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| Word(s)  | CK Code       |
|----------|---------------|
| Arapahoe | /ə*rap*ə*hoe/ |
| Cheyenne | /shie*an/     |
| Wasichu  | /wo*see*choo/ |

- Have students read pages 76 and 77 silently.



**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**

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**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.

**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.

**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.

- Have students record the answer(s) to question 5 on Activity Page 11.2.

## Support

Why was Sitting Bull a revered Lakota leader?

- » He told his people to have courage against the Wasichu, asked the spirits what would happen to them, and predicted they would win 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.

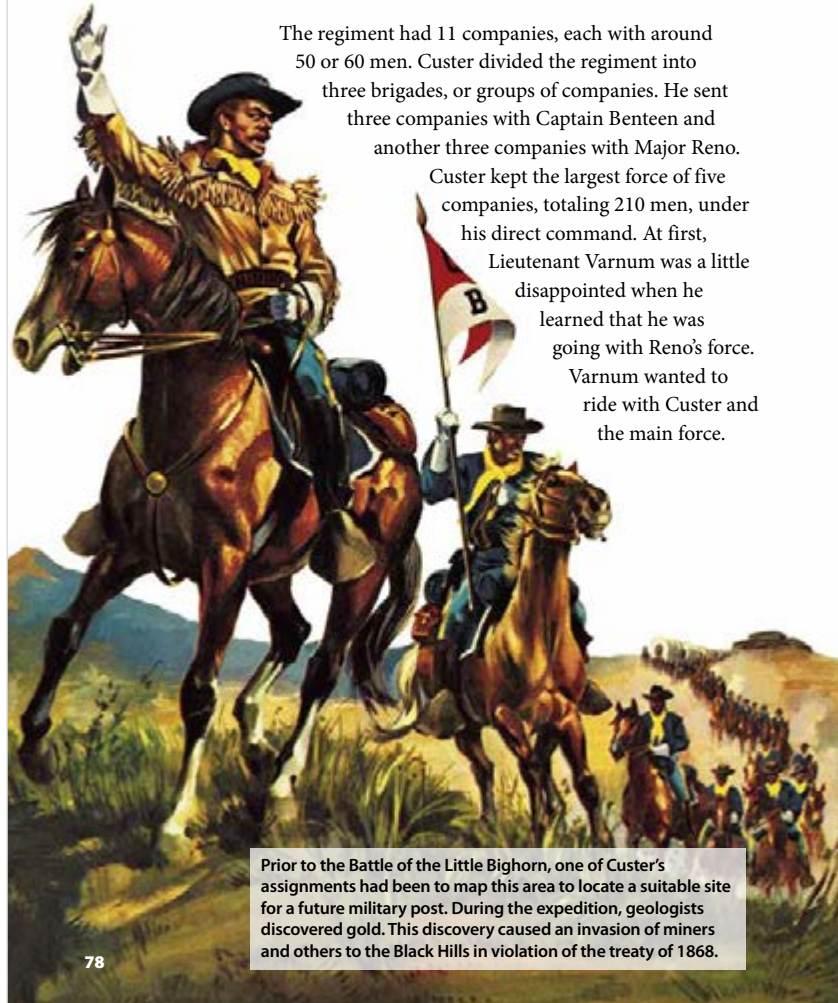
After talking with Varnum and his scouts, Custer ordered his troops to prepare to attack the village. Custer planned a surprise attack, but he soon realized this was impossible. After all, the Lakota had scouts, too, and it is not easy to hide a cavalry regiment for very long out on the plains.

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.

Varnum wanted to ride with Custer and the main force.



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.

- Read pages 78 and 79 aloud, stopping before the beginning of the last paragraph on page 79.

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.

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.

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

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**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.

**Inferential.** How did the landscape make it difficult for the US 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 US soldiers.

- Have students record the answer(s) to question 6 on Activity Page 11.2.
- Have students read the last paragraph beginning on page 79 through page 81 silently.



*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.

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

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## 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.

**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 Native Americans.
- Have students identify the answer(s) to question 7 on Activity Page 11.2.



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)*

81

**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 US Army for almost a year. However, the Battle of the Little Bighorn was their last great victory before they surrendered to the US Army in 1877.
- Have students record the answer(s) to question 8 on Activity Page 11.2.





### Interacting in Meaningful Ways Reading/Viewing Closely

#### Entering/Emerging

In small groups, support students with reading and comprehending questions by reading aloud, choral reading, and guiding students with page numbers to find details from the text that support each question. Alternate answering questions orally and in writing.

#### Transitioning/Expanding

In small groups, read and answer comprehension questions. Alternate answering questions orally and in writing.

#### Bridging

As students are reading and answering comprehension questions, check in to make sure students include details from the text.

## LESSON WRAP-UP (10 MIN.)

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

**Note:** Questions 1 and 2 relate to The Big Question of 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 US 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 US 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 US 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 US 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 US 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 US Army’s defeat. Custer’s decision to divide the US soldiers into three brigades and attack from different positions failed.



### Check for Understanding

Assign four corners of classroom by levels of understanding the Big Question.

- I need more review.
- I understand the battle, I need help with importance.
- I understand importance of the battle.
- I can teach it to someone else.

Partner "I can teach it" students with "I need more review" students and so on to discuss The Big Question.

### WORD WORK: *CHAOS* (5 MIN.)

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.

## Lesson 11: Battle of the Little Bighorn

# Language



### GRAMMAR (15 MIN.)

**Primary Focus:** Students demonstrate use of a comma to set off the words *yes* and *no* in a sentence, to set off a tag question, and to indicate direct address. [L.5.2c]

### 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.)
- 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.



### Check for Understanding

Have students hold up a “Fist to Five” to show degree of understanding the use of commas. A fist means zero understanding. Three fingers means “I sort of understand and may need help completing the activity page”. Five fingers means “I understand and am ready to complete the rest of the activity page by myself”.

### Activity Page 11.3



## MORPHOLOGY (15 MIN.)

**Primary Focus:** Students identify root words and words with the prefix *fore-* correctly in sentences. [L.5.4b]

### 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 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.

**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                                                                                                                            |
|-----------|-----------------------------------------------------------------------------------|--------------|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 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.



### Using Foundational Literacy Skills Phonics and Word Recognition

#### Entering/Emerging

Provide 1:1 support pointing out similarities and differences between phonemes of native language and English language when spelling words for Activity Pages 11.5 and 11.6.

#### Transitioning/Expanding

Provide support when needed by highlighting patterns that exist in spelling words, and support with meaning of unknown words on Activity Pages 11.5 and 11.6.

#### Bridging

Review directions of Activity Pages 11.5 and 11.6 to ensure understanding of assignment. Model first question and monitor for the rest.

### Activity Page 11.4



## SPELLING (15 MIN.)

**Primary Focus:** Students apply word analysis skills to spell targeted words.  
[RF.5.3]

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

### Pronunciation/Syllabication Chart

| 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* <u>oo</u> *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 <u>spiritual</u> ceremonies, Native Americans gave thanks and praise to what they called "nature's helping spirits" and also asked for safety and mercy. |

- 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.



### Using Foundational Literacy Skills Fluency

#### Entering/Emerging

Provide 1:1 support by modeling text in Fluency Supplement then repeatedly choral read the same section to practice fluency and prosody.

#### Transitioning/Expanding

Model a portion of the text from the Fluency Supplement and provide support as needed when student is repeatedly reading text independently.

#### Bridging

After repeatedly reading portions of the text from the Fluency Supplement independently, have students read aloud to a younger student.

## Lesson 11: Battle of the Little Bighorn

# Take-Home Material

### LANGUAGE

#### 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 11.5 and 11.6 to complete for homework.



## 12

# Conflict Between Native Americans and US Government

## PRIMARY FOCUS OF LESSON

### Reading

Students will explain the importance of the Battle of the Little Bighorn in history between Native Americans and the US government based on specific information from the text. [RI.5.3]

### Writing

Students will draft the third body paragraph and conclusion of a persuasive essay. [W.5.1d]

## FORMATIVE ASSESSMENT

### Writing Journals

**Write a persuasive essay using an image to describe** Native Americans' relationship with the land. [W.5.1d]

### Activity Page 12.1

**Excerpt from "Battle of the Little Bighorn"**  
Read the excerpt and complete the vocabulary activities. [L.5.4a]

## LESSON AT A GLANCE

|                             | Grouping                                | Time    | Materials                                                                                                                                                    |
|-----------------------------|-----------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading (45 min.)           |                                         |         |                                                                                                                                                              |
| Review the Chapter          | Whole Group                             | 5 min.  | <input type="checkbox"/> <i>A Changing Landscape</i><br><input type="checkbox"/> Activity Page 12.1                                                          |
| Close Read Chapter 9        | Whole Group/<br>Small Group/<br>Partner | 30 min. |                                                                                                                                                              |
| Lesson Wrap-Up              | Whole Group                             | 5 min.  |                                                                                                                                                              |
| Word Work: <i>Reckless</i>  | Whole Group                             | 5 min.  |                                                                                                                                                              |
| Writing (45 min.)           |                                         |         |                                                                                                                                                              |
| Draft Persuasive Essay Body | Independent                             | 15 min. | <input type="checkbox"/> Writing Journals<br><input type="checkbox"/> Activity Pages 5.2, 5.3, 7.4, SR.2<br><input type="checkbox"/> Sample Persuasive Essay |
| Examine a Conclusion        | Whole Group                             | 5 min.  |                                                                                                                                                              |
| Draft a Conclusion          | Independent                             | 15 min. |                                                                                                                                                              |
| Lesson Wrap-Up              | Partner                                 | 10 min. |                                                                                                                                                              |
| Take-Home Material          |                                         |         |                                                                                                                                                              |
| Reading                     |                                         |         | <input type="checkbox"/> Activity Page 12.1                                                                                                                  |

## ADVANCE PREPARATION

### 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.
- Create a “Glow and Grow” to give feedback to students on their body paragraphs for descriptive essay.

### Language

#### 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.

Start Lesson

## Lesson 12: Conflict Between Native Americans and US Government

# Reading



**Primary Focus:** Students will explain the importance of the Battle of the Little Bighorn in history between Native Americans and the US government based on specific information from the text. **[RI.5.3]**

## REVIEW THE CHAPTER (5 MIN.)

- 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.
- Have one student read The Big Question at the beginning of the chapter. Ensure that 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 READ CHAPTER 9 (30 MIN.)

- 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.

## Chapter 9

# Battle of the Little Bighorn

### THE BIG QUESTION

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

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

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

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

| Word(s)    | CK Code       |
|------------|---------------|
| Lieutenant | /loo*ten*ənt/ |
| reveille   | /rev*ə*lee/   |
| Sioux      | /soo/         |

- Have a student read the first paragraph on page 74 aloud.



**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.

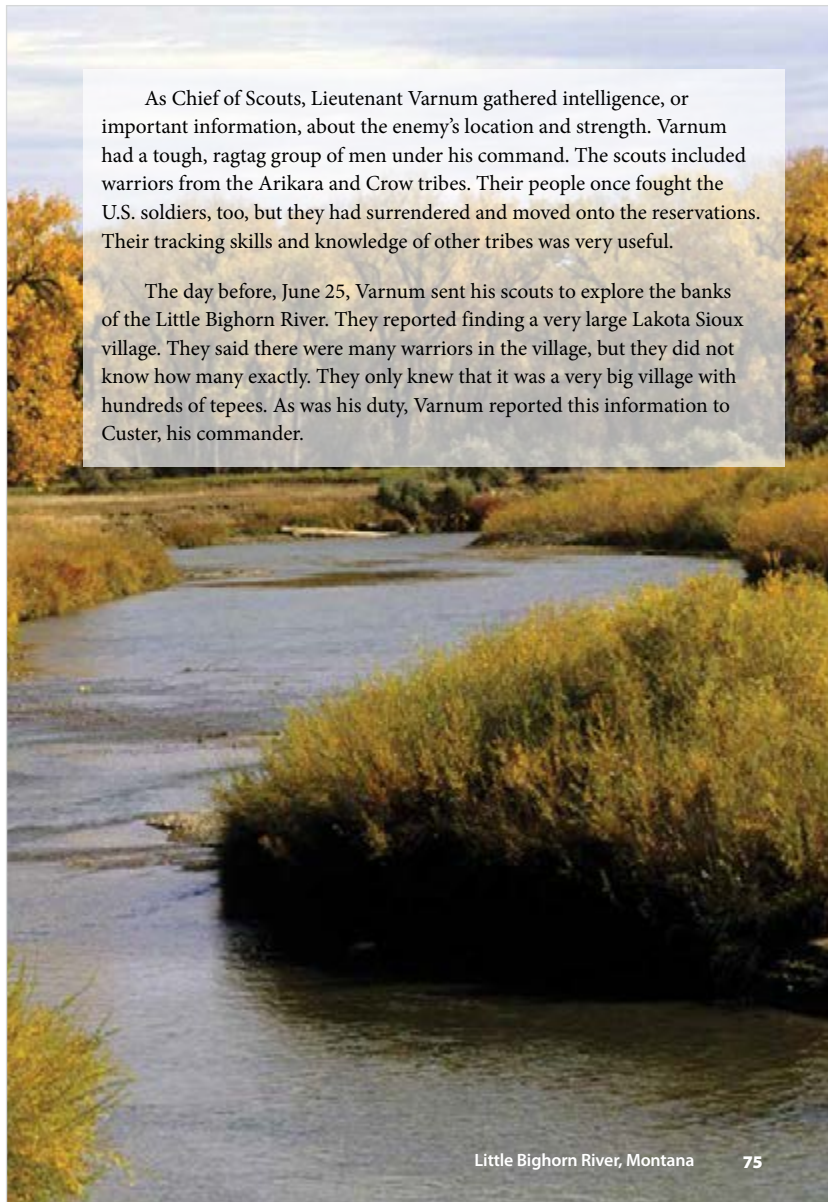
- Have a student read the second and third paragraphs on page 74 aloud.

**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.

**Evaluative.** 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.



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

- Have a student read the first paragraph on page 75 aloud.

**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.

### Support

The word *ragtag* means a group of different people who are not well coordinated or organized.

### Challenge

Have students use details from the chapter to construct a diagram of the battle.

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

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



General George A. Custer, 1876

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

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

76

## Support

What are allies?

» Allies are people or groups that help each other toward a common goal.

| Word(s)  | CK Code       |
|----------|---------------|
| Arapahoe | /ə*rap*ə*hoe/ |
| Cheyenne | /shie*an/     |
| Wasichu  | /wo*see*choo/ |

- Have a student read the first two paragraphs on page 76 aloud.

**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.

**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.

- Have a student read the third paragraph on page 76 aloud.

**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.



**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

- Have a student read the first full paragraph on page 77 aloud.

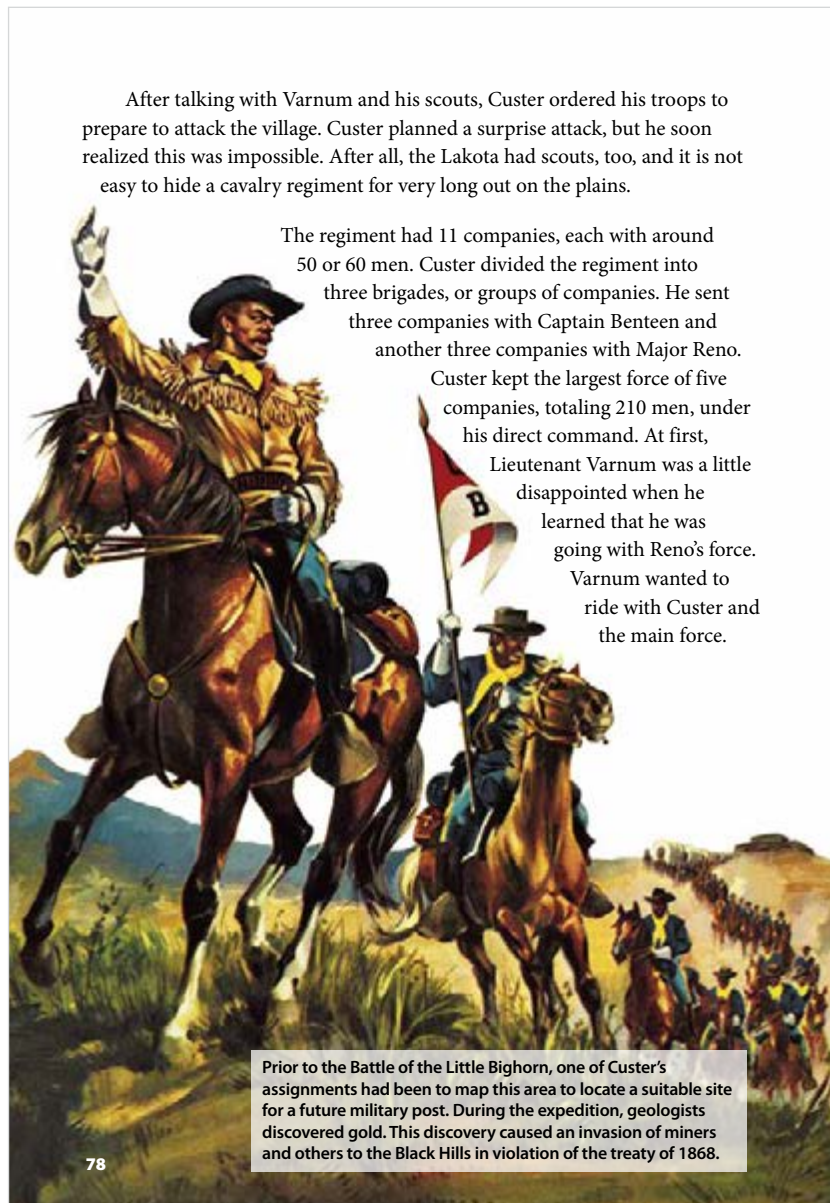
**Inferential.** What did the Lakota think about the soldiers and settlers? How do you know?

- » 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.”

- Have a student read the last paragraph on page 77 aloud.

**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.



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.

Varnum wanted to ride with Custer and the main force.

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.

78

- Have a student read the first paragraph on page 78 aloud.

**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.



Interacting in  
Meaningful Ways  
Reading/Viewing Closely

### Entering/Emerging

Guide students by providing page numbers to find examples of literary devices in the text.

### Transitioning/Expanding

Allow students to locate and reread examples of literary devices from the text.

### Bridging

Ask students to reread examples of literary devices from the text.



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 teepees 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.

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

## Support

The phrase *sure enough* indicates that someone's prediction or guess was proven true.

- Have a student read the third full paragraph on page 79 aloud.  
**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.
- Have a student read aloud the paragraph beginning at the bottom of page 79 and ending on the top of page 80.





*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.

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

80

**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 into 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.

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)*

### LESSON WRAP-UP (5 MIN.)

- 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 MIN.)

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.

### Support

If further support is needed, provide multiple-choice answers. Include the correct answer, *visualization*, and three incorrect choices such as: *symbolism*, *characterization*, *mood*. Have students explain their answer choice using evidence from the text.

- Say, “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.



### Check for Understanding

Thumbs up if students understand the meaning of *reckless*. Thumbs sideways if they need more practice with the word *reckless* in context. Thumbs down if they need reteaching.

## Lesson 12: Conflict Between Native Americans and US Government

# Writing



**Primary Focus:** Students will draft the third body paragraph and conclusion of a persuasive essay. [W.5.1d]

### DRAFT PERSUASIVE ESSAY BODY (15 MIN.)

**Note:** If using a word processor to draft their persuasive essays, have students begin their body paragraphs immediately after the description paragraph.

- 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.
- 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, by using the “Glow and Grow” Feedback Form that was created in advance. Examples of feedback include:
  - 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.

### Writing Journals



### Activity Pages 5.2, 5.3, 7.4, and SR.2



### Support

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

### EXAMINE A CONCLUSION (5 MIN.)

- 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).

*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 MIN.)

- 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.

## LESSON WRAP-UP (10 MIN.)

- 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 using the "Glow and Grow" Feedback Form that was prepared in advance 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.

~~~~~  
End Lesson  
~~~~~

### Lesson 12: Conflict Between

### Native Americans and US Government

# Take-Home Material

## READING

- Have students take home Activity Page 12.1 to read and complete for homework.

Activity Page 12.1





## 13

# Separation of Native American Tribes

**PRIMARY FOCUS OF LESSON****Reading**

Students will explain the different perspectives of land ownership affecting Native Americans. [RI.5.6]

**Writing**

Students will develop and strengthen persuasive essays by revising and editing with guidance and support. [W.5.5]

**FORMATIVE ASSESSMENT****Activity Page 13.2**

**Excerpt from “The Taking of the Land”** Read the excerpt for fluency. [RF.5.4]

**Persuasive Essays**

Revise and edit a persuasive essay using an image to describe Native Americans’ relationship with land. [W.5.5]

## LESSON AT A GLANCE

|                           | Grouping                | Time    | Materials                                                                                                                                                      |
|---------------------------|-------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading (45 min.)         |                         |         |                                                                                                                                                                |
| Introduce the Chapter     | Whole Group             | 5 min.  | <input type="checkbox"/> <i>A Changing Landscape</i><br><input type="checkbox"/> Activity Pages 13.1, 13.2                                                     |
| Read Aloud Chapter 10     | Whole Group             | 25 min. |                                                                                                                                                                |
| Lesson Wrap-Up            | Whole Group/<br>Partner | 10 min. |                                                                                                                                                                |
| Word Work: <i>Revive</i>  | Whole Group             | 5 min.  |                                                                                                                                                                |
| Writing (45 min.)         |                         |         |                                                                                                                                                                |
| Revise a Persuasive Essay | Partner;<br>Independent | 45 min. | <input type="checkbox"/> Writing Journals<br><input type="checkbox"/> Activity Pages SR.2, SR.4<br><input type="checkbox"/> Persuasive Essay Editing Checklist |
| Take-Home Material        |                         |         |                                                                                                                                                                |
| Reading                   |                         |         | <input type="checkbox"/> Activity Page 13.2                                                                                                                    |

## 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.

### 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.

~~~~~ Start Lesson ~~~~~

## Lesson 13: Separation of Native American Tribes

# Reading



**Primary Focus:** Students will explain the different perspectives of land ownership affecting Native Americans. [RI.5.6]

## INTRODUCE THE CHAPTER (5 MIN.)

- 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.
- 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
  - alternate forms of the word



- Have students reference Activity Page 10.1 while you read each vocabulary word and its meaning.

**isolation, n.** a separation from other things or people (83)

**revive, v.** to make someone or something strong, active, alive, or healthy again (n. revival) (87)

**petition, n.** a written request, signed by many people, asking someone in power to do something (88)

**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<br>revive<br>sustenance |
| Spanish Cognates for Core Vocabulary                     |                                       | sustento                          |
| Multiple-Meaning Core Vocabulary Words                   |                                       |                                   |
|  |                                       |                                   |
| Sayings and Phrases                                      | lay at the heart of<br>make ends meet |                                   |

- Have one student read The Big Question at the beginning of the chapter. Ensure that students understand the meaning of The Big Question before reading the chapter.
  - How did the Dawes Act change Native Americans’ land rights?

### READ ALOUD CHAPTER 10 (25 MIN.)

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

## Chapter 10

# The Taking of the Land

### THE BIG QUESTION

How did the Dawes Act change Native Americans' land rights?



**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.

82

| Word(s)  | CK Code    |
|----------|------------|
| Dawes    | /dawz/     |
| Carlisle | /kar*liel/ |

- Read page 82 and the first paragraph of page 83 aloud

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.

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.

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

**Inferential.** What did the Dawes Act do to Native American tribes and reservations?

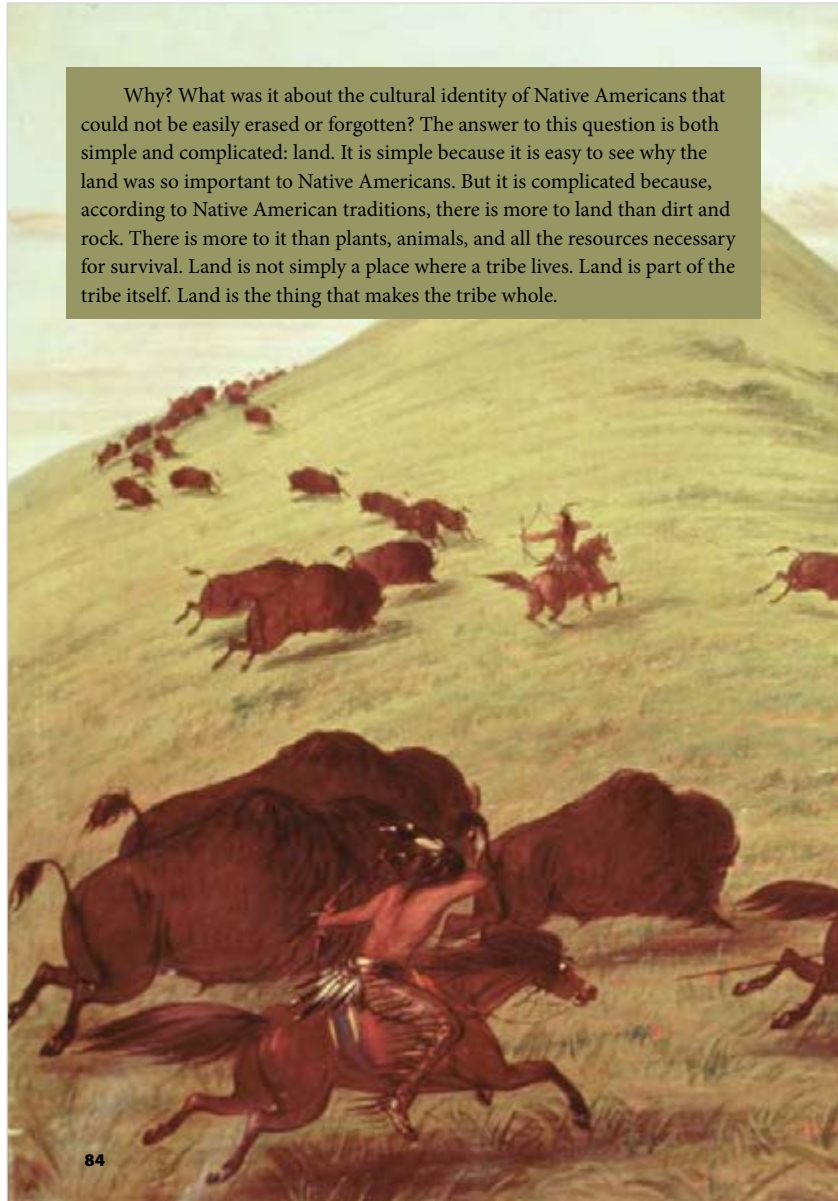
- » It broke up reservations and forced Native Americans to own land as individual family farmers, rather than as tribes. Many believed this would force Native Americans to assimilate, which would be their only path to survival.

- Read the rest of page 83 aloud.

**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.

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.



- Read pages 84, 85, and the first paragraph on page 86 aloud.



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.



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.

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.

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

86

## 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.

**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.

**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.
- Read the rest of page 86 and all of page 87 aloud.

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

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

### The Dawes Act

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

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

87

**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 not only how easy it was for Native Americans to live comfortably in the wild, but also 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.

**Inferential.** How did the Dawes Act succeed, from the point of view of the US government, where other acts and treaties had failed?

- » It took away the one thing Native American tribes needed to maintain their cultural identities: land.

**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.

### 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.

88

- Read page 88 aloud.

**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.

### Challenget

The Hopi Petition describes Americans as the Native Americans’ “elder brother.” Think about the kind of relationship brothers often have, then discuss whether or not the American government treated Native American tribes as family members.

**Support.** Is the Hopi Petition written from the perspective of Native Americans or from the perspective of the US government? How do you know?

- » It is written from the Native Americans' perspective: it is addressed "To the Washington Chiefs," and describes what the Hopi people observed when officials from the US 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.

**Evaluative.** How does the Hopi Petition view of the Dawes Act differ from the US 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 US government thought the act "succeeded."

Moguin 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 this means. 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 name 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. Care 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.



## LESSON WRAP-UP (10 MIN.)

- 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.

**Note:** Question 3 relates to The Big Question of the chapter.

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 US 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 US 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 MIN.)

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.
  - Tell students 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*. Say, “I am going to read several sentences. Decide whether the verb *revive* or the noun *revival* would correctly complete the sentence.”



### Check for Understanding

Pass out small whiteboards to students at their desks to show response to the following sentences. Students will write *noun* or *verb* on the whiteboard and hold up board for teacher review.



## Learning About How English Works

### Modifying to add details

#### Entering/Emerging

Provide 1: 1 support using Activity Page SR.2 to revise persuasive essay. Collaborate to expand sentences to provide details.

#### Transitioning/Expanding

With a partner use Activity Page SR.2 to revise persuasive essay. Expand and enrich sentences to provide details.

#### Bridging

Circulate and check in on progress using Activity Page SR.2 to revise and edit persuasive paragraph.

### Persuasive Essay



Activity Pages  
SR.2 and SR.4



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. Some people \_\_\_\_ their connection with their ancestors by learning more about them.  
» revive, v.
4. Our town experienced a \_\_\_\_ when new shops and restaurants opened on Main Street.  
» revival, n.

## Lesson 13: Separation of Native American Tribes

# Writing



**Primary Focus:** Students will develop and strengthen persuasive essays by revising and editing with guidance and support. [W.5.5]

### REVISE A PERSUASIVE ESSAY (45 MIN.)

- 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.
- 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.

- 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.

End Lesson

## Lesson 13: Separation of Native American Tribes

# Take-Home Material

### READING

- Have students take home Activity Page 13.2 to read for fluency.

### Support

Pair students to complete the editing checklist for each partner's essay.

### Activity Page 13.2



### Using Foundational Literacy Skills Fluency

#### Entering/Emerging

Provide 1:1 support by modeling excerpt from Activity Page 13.2 then repeatedly choral read the same section to practice fluency and prosody.

#### Transitioning/Expanding

Model a portion of the excerpt from Activity Page 13.2 and provide support as needed when student is repeatedly reading text independently.

#### Bridging

After student repeatedly reads the excerpt from Activity Page 13.2 independently, have students read aloud to a younger student or family member.

# The Ghost Dance

## PRIMARY FOCUS OF LESSON

### Reading

Students will explain the relationship between the US government and the Lakota people based on information from the text. [RI.5.3]

### Grammar

Students will demonstrate the use of underlining, quotation marks, and italics to indicate titles of works. [L.5.2d]

### Morphology

Students will identify root words and words with the prefix *fore-* correctly in sentences. [L.5.4b]

### Spelling

Students will apply word analysis skills to spell targeted words. [RF.5.3]

## FORMATIVE ASSESSMENT

### Activity Page 14.2

**The Ghost Dance** Answer the questions using information from the text. [RI.5.3]

### Activity Page 14.4

**Prefix *fore-*** Write the correct word to complete the sentence. [L.5.4b]

## LESSON AT A GLANCE

|                           | Grouping  | Time    | Materials  |
|---------------------------|---|---------|--|
| Reading (45 min.)         |   |         |  |
| Review                    | Whole Group   | 5 min.  | <input type="checkbox"/> <i>A Changing Landscape</i><br><input type="checkbox"/> Activity Pages 14.1, 14.2                                     |
| Introduce the Chapter     | Whole Group   | 5 min.  |  |
| Read Chapter 11           | Whole Group/<br>Small Group/<br>Partner/<br>Independent | 20 min. |  |
| Lesson Wrap-Up            | Whole Group   | 10 min. |  |
| Word Work: <i>Reunite</i> | Whole Group   | 5 min.  |  |
| Language (45 min.)        |   |         |  |
| Grammar                   | Whole Group   | 15 min. | <input type="checkbox"/> Titles Poster<br><input type="checkbox"/> samples of each type of work<br><input type="checkbox"/> Activity Page 14.3 |
| Morphology                | Partner/<br>Independent                                 | 15 min. | <input type="checkbox"/> Activity Page 14.4  |
| Spelling                  | Partner   | 15 min. | <input type="checkbox"/> Activity Pages 14.5, SR.3   |
| Take-Home Material        |   |         |  |
| Grammar                   |   |         | <input type="checkbox"/> Activity Page 14.3  |

## ADVANCE PREPARATION

### Language

#### 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<br>word processed: <i>The Secret Garden</i> |
| movies and television series                  | <u>Homeward Bound</u> from Walt Disney Pictures<br><i>Homeward Bound</i>                                     |
| works of art: paintings, photographs, statues | <u>Mona Lisa</u> by Leonardo da Vinci<br><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 folk song depicting spring)   |

- Bring in an example of each type of work: a book, a movie or a television series, a work of art, a chapter from a book, a short poem, and a 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.

## Lesson 14: The Ghost Dance

# Reading



**Primary Focus:** Students will explain the relationship between the US government and the Lakota people based on information from the text. **[RI.5.3]**

## REVIEW (5 MIN.)

- Review information from the previous chapter by using the following questions:

1. 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.
2. 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 US 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 US Army.
3. 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 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 MIN.)

- 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.



## Activity Page 14.1



Reading for  
Information  
Reading/Viewing  
Closely

### Entering/Emerging

Provide 1:1 support with Activity Page 14.2 by guiding students to sections of the text that contain evidence supporting the question prompt.

### Transitioning/Expanding

Allow students to complete Activity Page 14.2 with a partner. Offer guidance as needed.

### Bridging

Circulate and check in on progress completing Activity Page 14.2. Offer support as needed.

- Have students refer to the glossary at the back of the Reader, locate *massacre*, and then have a student read the definition.
- Explain the following:
  - the part of speech
  - alternate forms of the word
- Have students reference Activity Page 14.1 while you read each word and its meaning.

**massacre, n.** the killing of a large number of people or animals (90)

**reunite, v.** to bring back together after a separation (reunited) (91)

**symbolize, v.** to represent, or be a symbol of, something (symbolizes) (95)

| Vocabulary Chart for Chapter 11, “The Ghost Dance” |                                 |                                  |
|--|---------------------------------|----------------------------------|
| Vocabulary Type                                    | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words |
| Core Vocabulary                                    | massacre                        | reunite<br>symbolize             |
| Spanish Cognates for<br>Core Vocabulary            | masacre                         | reunir<br>simbolizar             |
| Multiple-Meaning Core<br>Vocabulary Words          |                                 |                                  |
|  |                                 |                                  |
| Sayings and Phrases                                | easier said than done           |                                  |

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

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

### Activity Page 14.2



## 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?

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

90

| 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/ |

- Have a student read aloud page 90 to the end of the partial paragraph on the top of page 91.



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.

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.

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.

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.

91

**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 US 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 US government, and he believed Native Americans needed to accept that they were part of the United States, rather than continue fighting it.

## Support

What is the BIA?

- » The BIA is the Bureau of Indian Affairs, an agency of the federal government.

## Support

The text says Wovoka was a shaman. A shaman is a spiritual leader.

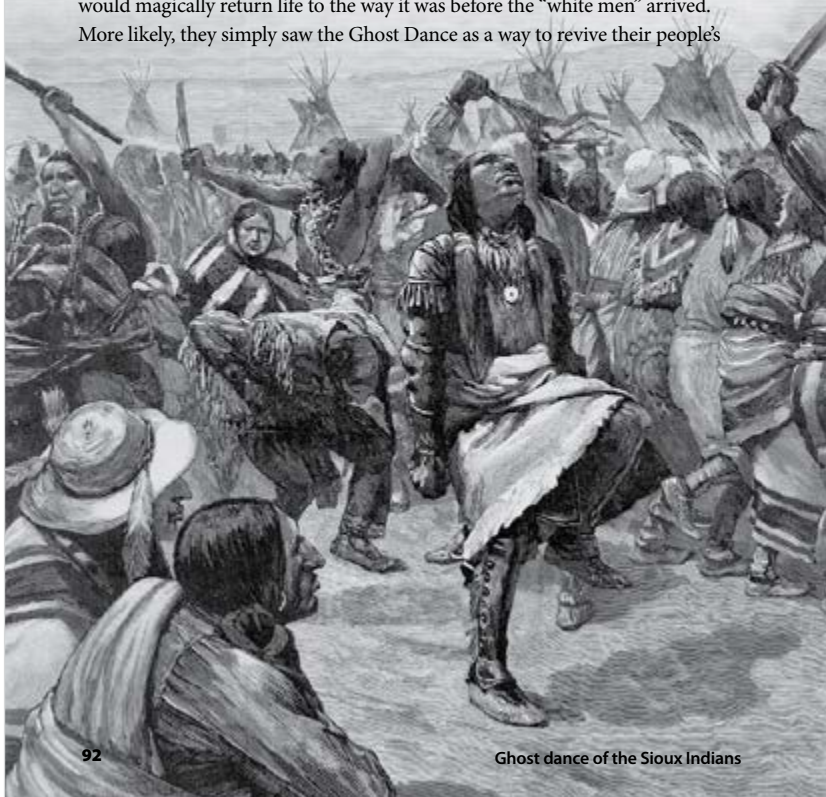
- Have students record the answer(s) to question 1 on Activity Page 14.2.
- Have a student read the rest of page 91 aloud.

**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.
- 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.

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

- Have a student read pages 92 and 93 aloud.

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.

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.



**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.

**Inferential.** Why did the US government fear the Lakota people's attempts to reconnect with their past?

- » Answers may vary, but may include that the US 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.

## 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.





Chief Spotted Elk

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.

94

## Support

The word *intercepted* means “stopped someone from getting to the place one 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.

- Have a student read page 94 aloud.

**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.

**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.

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.

95

- Have a student read page 95 aloud.
- Have students record the answer(s) to question 7 on Activity Page 14.2.

### Challenge

Have students 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. Students may record their answers on Activity Page 14.2, question 8.

## LESSON WRAP-UP (10 MIN.)

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

**Note:** Questions 2 and 3 relate to The Big Question of 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 US 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 US 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.



### Check for Understanding

Ask the following question: "How has your understanding of the history of Native Americans in the US changed since we began this unit? With a partner, share your the ways in which it may have changed."

## WORD WORK: REUNITE (5 MIN.)

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.
    - Ask, “What are some synonyms of, or words that have a similar meaning to, *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*.”
-

# Language



## GRAMMAR (15 MIN.)

**Primary Focus:** Students will demonstrate use of underlining, quotation marks, and italics to indicate titles of works. [L.5.2d]

### 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.

### Activity Page 14.3



## MORPHOLOGY (15 MIN.)

**Primary Focus:** Students will identify root words and words with the prefix *fore-* correctly in sentences. [L.5.4b]

### 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.
- If 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.



Reading for  
Information  
Reading/Viewing Closely

### Entering/Emerging

Provide 1:1 support on Activity Page 14.4. Identify each prefix in the paired sentences by underlining it. Then discuss the meaning of each word by reviewing the meaning of the prefix and the meaning of the root word.

### Transitioning/Expanding

With a partner complete Activity Page 14.4. Have students read aloud the sentences to support comprehension and determine the correct use of each word.

### Bridging

Offer guidance on Activity Page 14.4 as needed.

### Activity Page 14.4



### Activity Page SR.3



### Activity Pages 14.5



### Activity Page 14.3



## SPELLING (15 MIN.)

**Primary Focus:** Students will apply word analysis skills to spell targeted words. [RF.5.3]

### 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.

~~~~~End Lesson~~~~~

### Lesson 14: The Ghost Dance

# Take-Home Material

## LANGUAGE

### Grammar

- Have students complete Activity Page 14.3 for homework.





## 15

## Unit Assessment

## LESSON AT A GLANCE

|                                  | Grouping    | Time    | Materials                                                                                                                                                                      |
|----------------------------------|-------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Spelling (15 min.)</b>        |             |         |                                                                                                                                                                                |
| Spelling Assessment              | Independent | 15 min. | ❑ Activity Page 15.1                                                                                                                                                           |
| <b>Unit Assessment (75 min.)</b> |             |         |                                                                                                                                                                                |
| Unit Assessment                  | Independent | 75 min. | ❑ Activity Page 15.2                                                                                                                                                           |
| Optional Fluency Assessment      | Independent |         | ❑ Student Copy of Fluency Assessment text<br>❑ Recording Copy of Fluency Assessment text, one for each student<br>❑ Fluency Scoring Sheet, one for each student<br>❑ stopwatch |

## ADVANCE PREPARATION

### Language

#### Spelling

- Erase or cover the list of spelling words prior to the assessment.

#### Grammar

- Collect Activity Page 14.3 to review and grade as there is no grammar lesson today.

### 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.

Start Lesson

### Lesson 15: Unit Assessment

# Spelling



## SPELLING ASSESSMENT (15 MIN.)

- Have students turn to Activity Page 15.1 for the spelling assessment.
- Use the following list and 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.

## Lesson 15: Unit Assessment

# Unit Assessment



### UNIT ASSESSMENT (75 MIN.)

- 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.

### Activity Page 15.2



### 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 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.

### 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 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:

|                               |                                                                                                                       |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>Words read correctly</b>   | No mark is required.                                                                                                  |
| <b>Omissions</b>              | Draw a long dash above the word omitted.                                                                              |
| <b>Insertions</b>             | Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted. |
| <b>Words read incorrectly</b> | Write an ‘X’ above the word.                                                                                          |
| <b>Substitutions</b>          | Write the substitution above the word.                                                                                |
| <b>Self-corrected errors</b>  | Replace original error mark with an ‘SC.’                                                                             |
| <b>Teacher-supplied words</b> | 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.

- 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.

## SPELLING ASSESSMENT ANALYSIS

[illegible]

- It may be helpful to refer back to the Pronunciation/Syllabication Chart.

| 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*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*oo*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.

---

### Lesson 15: Unit Assessment

# 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](http://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 Literal            | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | RI.5.1                                |
| 2 Part A Inferential | A, C, D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | RI.5.1, RI.5.3                        |
| 2 Part B Literal     | 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 Inferential | D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | RI.5.1, RI.5.3, RI.5.4, L.5.4, L.5.4a |
| 3 Part B Inferential | "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 Inferential        | B, C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | RI.5.1, RI.5.2, RI.5.3                |
| 5 Evaluative         | 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 Literal            | A, B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | RL.5.1                                |
| 7 Part A Inferential | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | RL.5.1, RL.5.4, L.5.4, L.5.4a         |
| 7 Part B Literal     | "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 Inferential        | 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                        |
| 9 Inferential        | 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 Evaluative        | 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 [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 | 3. memorize | 5. forebode |
| 2. foresight    | 4. decision | 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 13  
warpath, searching for the camps of enemies, taking their horses, and 24  
sometimes fighting bravely. He was still a young man, not married, but 36  
was quiet and of good sense, and all the people respected him. 48

All my life I have tried to remember what he told me this first time 63  
that he talked with me. It was good advice, and came to me from a 78  
good man, who afterwards became one of the chiefs of the tribe. 90

He said to me: “My son, I am going to tell you some things that 105  
will be useful to you, and if you listen to what I say, your life will be 122  
easier for you to live. You will not make mistakes, and you will come 136  
to be liked and respected by all the people. Before many years now 149  
you will be a man, and as you grow up you must try more and more 165  
to do the things that men do. There are a few things that a boy must 181  
always remember.” 183

“When older people speak to you, you must stop what you are 195  
doing and listen to what they say, and must do as they tell you. If 210  
anyone says to you, ‘My son, go out and drive in my horses,’ you must 225

|                                                                           |     |
|---------------------------------------------------------------------------|-----|
| go at once. Do not wait and do not make anyone speak to you a second      | 241 |
| time. Start at once.”                                                     | 245 |
| “You must get up early in the morning. Do not let the sun, when           | 259 |
| it first shines, find you in bed. Get up at the first dawn of day, and go | 276 |
| early out into the hills and look for your horses. These horses will soon | 290 |
| be put in your charge. You must watch over them, you must never lose      | 304 |
| them, and you must always see that they have water.”                      | 314 |
| “You must take good care of your arms. Always keep them in good           | 327 |
| order. A man who has poor arms cannot fight.”                             | 336 |
| “It is important for you to do all these things. But there is one thing   | 351 |
| more important than anything else, and that is to be brave. Soon you      | 364 |
| will be going on a warpath, and then you must strive always to be in      | 379 |
| the front of the fighting, and to try hard to strike many of the enemy.   | 394 |
| You must be saying all the time to yourself, ‘I will be brave; I will not | 410 |
| fear anything.’ If you do that, the people will all know of it, and will  | 425 |
| look on you as a man.”                                                    | 431 |

**Word Count: 431**

Student Name \_\_\_\_\_ Date \_\_\_\_\_

## Fluency Scoring Sheet

|   |                                    |
|---|------------------------------------|
|   | Words Read in One Minute           |
| — | Uncorrected Mistake in One Minutes |
|   |                                    |
|   | W.C.P.M.                           |

| W.C.P.M.                   | National Percentiles for Fall,<br>Grade 5 |
|----------------------------|-------------------------------------------|
| 166                        | 90th                                      |
| 139                        | 75th                                      |
| 110                        | 50th                                      |
| 85                         | 25th                                      |
| 61                         | 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.

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.

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.)

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

## 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

For a detailed description of remediation strategies, which address lagging skills in Reading Comprehension, Fluency, Language, and Writing, refer to the Program Guide. For additional practice, PP.3–PP.9 may be assigned.

### Writing

Use time during the Pausing Point to revisit students' persuasive essays, along with the Persuasive Essay Rubric and Editing Checklist. Pair up 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 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 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. 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.

# 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
- Enrichment Selections
- Activity Book Answer Key



## Core Connections: U.S. Regions Map







## Geographic Regions Image 1

The Northwest







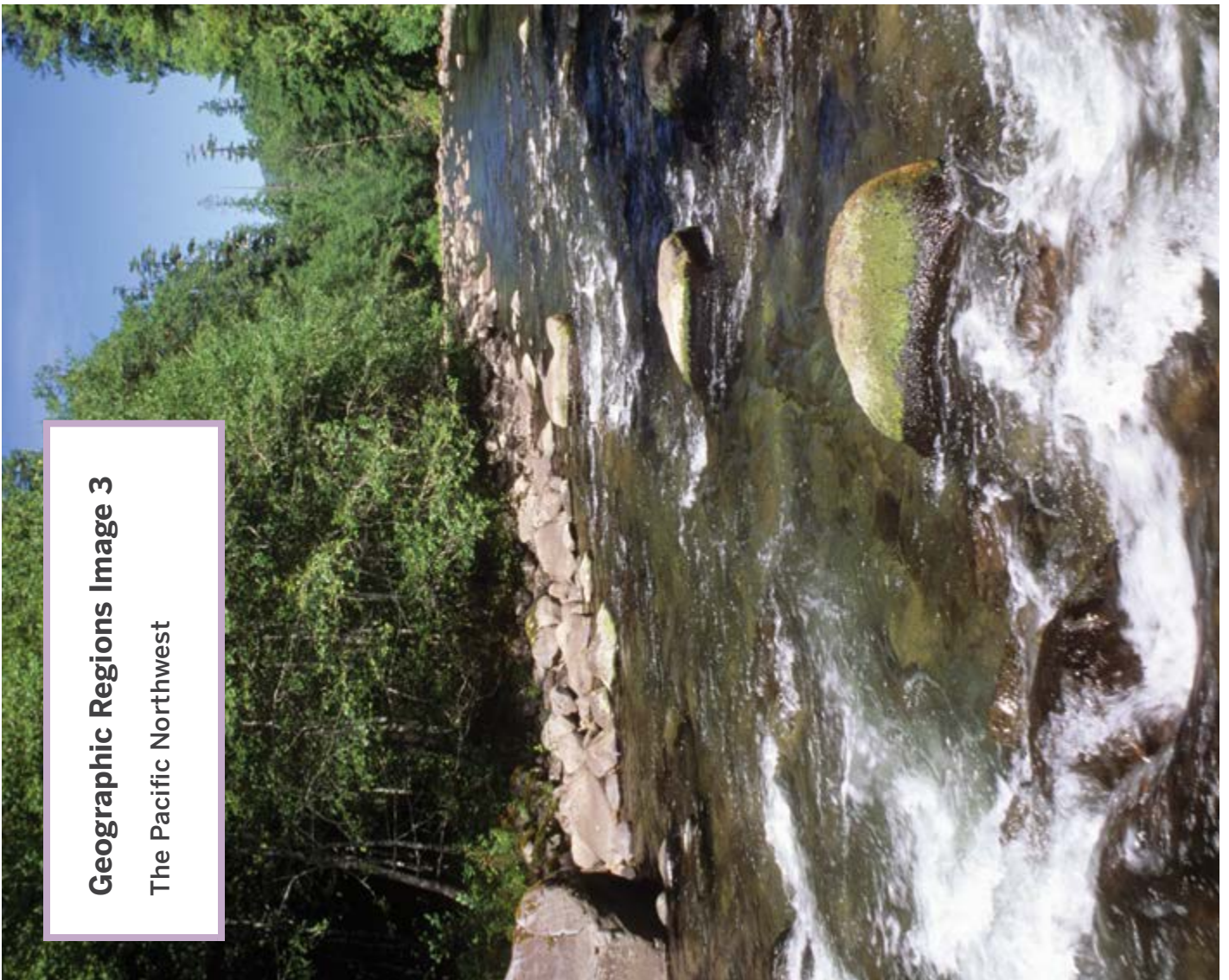
## Geographic Regions Image 2

### The Great Plains









### Geographic Regions Image 3

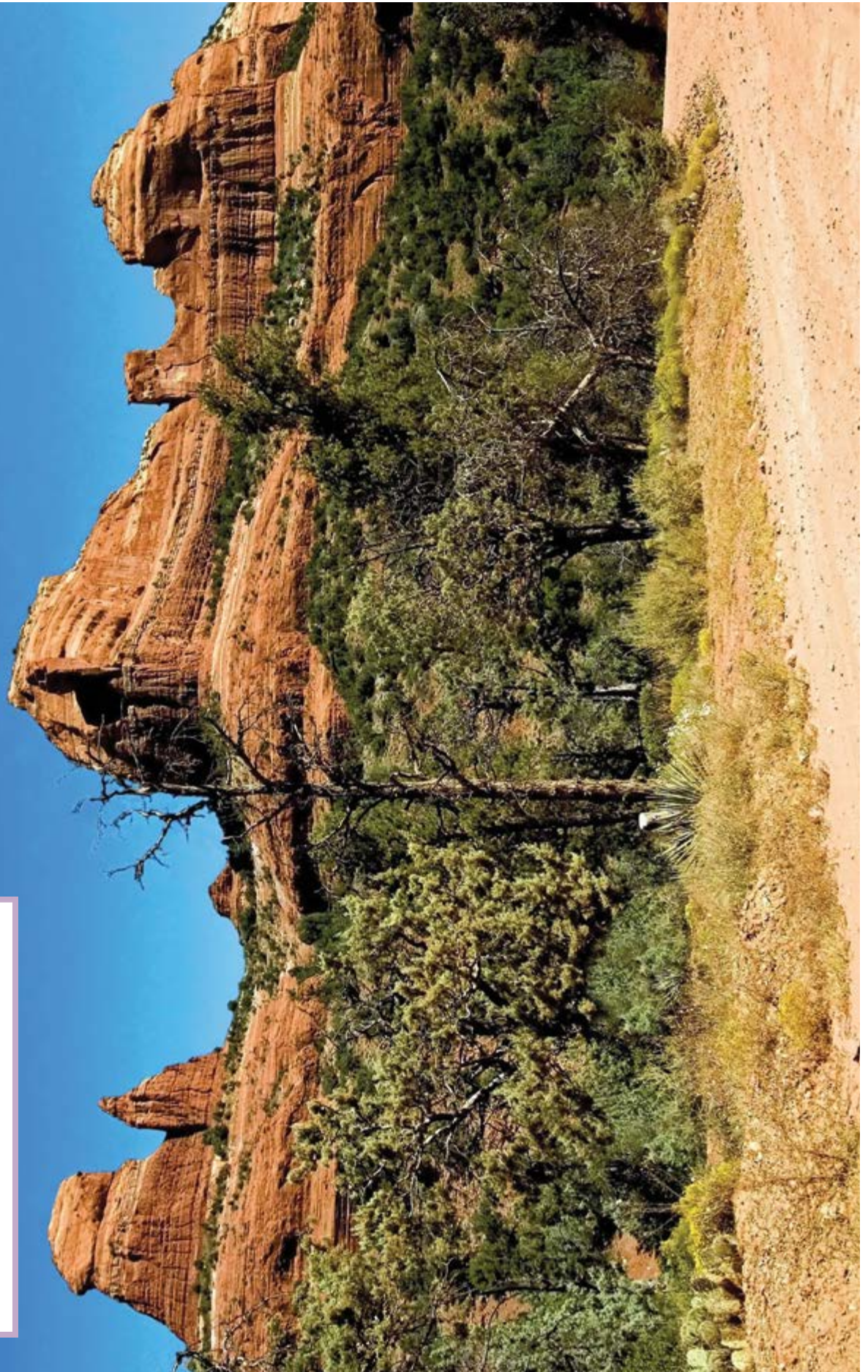
The Pacific Northwest





## Geographic Regions Image 4

The Southwest







## Core Connections: Native American Culture Image 1







## Core Connections: Native American Culture Image 2







## Core Connections: Native American Culture Image 3





## Core Connections: Native American Culture Image 4







# Glossary

## 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)

**atrocity, 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

**non-native, adj.** not originally from a specific place or country

---

## P

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

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

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

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

---

## Q

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

---

## R

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

**reckless, adj.** careless; acting without considering the consequences

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

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

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

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

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

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

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

---

## S

**scout, 1. n.** someone who is sent somewhere in advance of others to gather information; **2. v.** to observe

someone or something in order to gather and report information about that person or thing

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

**sustain, v.** to keep alive

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

**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*hoe/                   |
| Pueblo           | /pweb*loe/                    |
| Huron            | /hyer*on/                     |
| Iroquois         | /eer*ə*koi/                   |
| Teton            | /tee*ton/                     |
| Shoshone         | /shə*shoe*nee/                |
| Amerigo Vespucci | /ə*maer*i*goe/ /ves*poə*chee/ |
| Pocahontas       | /poe*kə*hon*təs/              |
| Wampanoag        | /wom*pə*naw*ag/               |

| Chapter 2 |                |
|-----------|----------------|
| Plateau   | /plat*oe/      |
| Okanagan  | /oe*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 | /toən*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*hoe/       |
| Apache      | /ə*pach*ee/       |
| Athabaskan  | /ath*ə*bas*kən/   |
| Guadalcanal | /gwaw*dəl*kə*na/  |
| 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*hoe/     |
| 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 a 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 also 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.



### **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

|                               | <b>Exemplary</b>                                              | <b>Strong</b>                                           | <b>Developing</b>                                       | <b>Beginning</b>                                               |
|-------------------------------|---------------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------------|
| <b>Introduction</b>           | Paragraph clearly expresses the argument.                     | Paragraph states the argument.                          | Paragraph loosely relates to the argument.              | Paragraph does not make an argument.                           |
| <b>Body</b>                   | 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. |
| <b>Conclusion</b>             | 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.                     |
| <b>Structure of the Piece</b> | 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 |
|-------------------------------------------------------------------------------------------------------------------------|-------|
| <b>Meaning</b>                                                                                                          |       |
| 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. |       |
| <b>Format</b>                                                                                                           |       |
| Does the student use appropriate formatting for the piece of writing?                                                   |       |
| • All paragraphs are indented.                                                                                          |       |
| <b>Capitals</b>                                                                                                         |       |
| Is capitalization appropriately applied?                                                                                |       |
| • All sentences begin with a capital letter.                                                                            |       |
| • All proper nouns are capitalized.                                                                                     |       |
| <b>Spelling</b>                                                                                                         |       |
| 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.          |       |
| <b>Punctuation</b>                                                                                                      |       |
| 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.

## ENRICHMENT SELECTIONS

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 vocabularies are bolded in the selection and appear in the glossary. Remind students that they can look up a word in the glossary if needed.

**atrocities, n.** a horrific, awful, or cruel event (atrocities) (96)

**draft, v.** to require people to join the military, usually during wartime (drafted; n. draft) (97)

**foil, v.** to prevent someone from doing something or achieving a goal (99)

**non-native, adj.** not originally from a specific place or country (99)

**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<br>Domain-Specific Words                                                                  | Tier 2<br>General Academic Words |
| Core Vocabulary                                | draft<br>non-native<br>traitor                                                                   | Atrocities<br>foil               |
| Spanish Cognates for<br>Core Vocabulary        | no nativos<br>traidor                                                                            | Atrociadad                       |
| Multiple-Meaning Core<br>Vocabulary Words      | draft                                                                                            | Foil                             |
| Sayings and Phrases                            | in other words<br>in the heat of battle<br>survived the war, but just barely<br>sworn to secrecy |                                  |

### Pronunciation Guide for “The Navajo Code Talkers”

|             |                   |
|-------------|-------------------|
| Navajo      | /nov*ə*hoe/       |
| Apache      | /ə*pach*ee/       |
| Athabaskan  | /ath*ə*bas*kən/   |
| Guadalcanal | /gwaw*dəl*kə*na/  |
| Tarawa      | /tə*raw*wə/       |
| Iwo Jima    | /ee*woe/ /jee*mə/ |
| Kieyoomia   | /kie*yoo*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.

**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<br>Domain-Specific Words | Tier 2<br>General Academic Words |
|----------------------------------------|---------------------------------|----------------------------------|
| Core Vocabulary                        |                                 | Transcribe                       |
| Spanish Cognates for Core Vocabulary   |                                 | transcriber                      |
| Multiple-Meaning Core Vocabulary Words |                                 | Foil                             |
|                                        |                                 |                                  |
| Sayings and Phrases                    |                                 |                                  |

### Pronunciation Guide for “Ancestors’ Words”

|            |                 |
|------------|-----------------|
| Caddoan    | /kad*oe*ən/     |
| Wichita    | /wi*chee*tə/    |
| Caddo      | /kad*oe/        |
| Kitsai     | /kit*sie/       |
| Arikara    | /ə*rik*ə*rə/    |
| Navajo     | /nov*ə*hoe/     |
| Athabaskan | /ath*ə*bas*kən/ |
| Apache     | /ə*pach*ee/     |

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 tipis 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 tipis.

**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 | Type: tipis<br>• made of buffalo hide and wooden poles<br>• sturdy in bad weather<br>• portable | Type: wigwags<br>• safe in many kinds of weather<br>• made of flexible sticks and sheets of bark or mats woven from grass or leaves<br>• portable |                                                     |
| Food  | • followed buffalo<br>• buffalo main food source<br>• some grew corn and gathered wild plants   | • moved from place to place to find food<br>• nuts and berries<br>• hunted rabbits and deer                                                       | • hard to grow food<br>• hard to hunt<br>• 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: \_\_\_\_\_  
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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 returned the books. <sup>returns</sup>

Or   X   Shoshanna <sup>walked</sup> walks into the library and returned the books.

- X   Native Americans traded furs and plants. They also <sup>traded</sup> ~~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 <sup>showed</sup> ~~will show~~ them how to hunt.
- X   After the English established 13 colonies on the East Coast, Native Americans <sup>lost</sup> ~~lose~~ land to the settlements.
- ✓   The Spanish brought many horses from Europe. Many horses escaped into the wild.
- X   Riding horses <sup>made</sup> ~~will make~~ hunting much easier, and it helped the tribes travel faster.
- X   The Sioux relied on buffalo for many things. For example, they <sup>used</sup> ~~use~~ buffalo fur for clothing.

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

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

- Jayden writes <sup>(write, present)</sup> an email message to his father every day.
- Long ago, the tribe hunted <sup>(hunt, past)</sup> buffalo to survive.
- The settlers will build <sup>(build, future)</sup> a road through the valley next year.
- Thousands of salmon swim <sup>(swim, present)</sup> up the river every year.
- The Aztec empire fell <sup>(fall, past)</sup> to Spanish conquerors who took over their land.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

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, or is it fine as it is?
- The cord did not reach far enough, so we got a(n) extension to make it longer.
- She wasn't very happy with the story she had written, so she decided to revise it to make it better.
- A(n) cancellation of an earlier appointment allowed my doctor to see me right away.
- With the 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 about our plans for this weekend.
- I told my sister that she could decide what movie we would watch tonight.
- My teacher asked me if I could stay after class so we could discuss her thoughts on the poem I wrote.
- Could you add more sprinkles on the top of my ice cream cone?

- The school decided to 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: \_\_\_\_\_

DATE: \_\_\_\_\_

3.2ACTIVITY 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.

"The Swift Blue One"

Notes:

Answers may vary but may include:

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

"White Buffalo Calf Woman"

Notes:

Answers may vary but may include:

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

Similarities:

Answers may vary but may include:

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).

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

3.5ACTIVITY 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.

Evidence 1:  
shows the harsh Great Plains habitat

Evidence 2:  
shows buffalo hides being stretched and a tepee

Evidence 3:  
shows clothing made of buffalo hide

How Evidence Supports Argument  
Having to adapt to the harshness of their environment shaped the way of life for Great Plains tribes.

How Evidence Supports Argument  
Tribes depended on buffalo in their habitat in almost every way and used it to make things.

How Evidence Supports Argument  
Tribes used buffalo for everything, including clothing.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

4.2ACTIVITY 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.

1. 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.

Page(s) 31

2. 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.

Page(s) 32

|                         |                                                                                           |                                                                                                                                                |                                                           |                                                                                                   |
|-------------------------|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------|
|                         | All Regions of California<br>approximately 300,000 Native Americans; more than 100 tribes | Northern California<br>Miwok<br>Wiyot                                                                                                          | Central California<br>Miwok                               | Southern California                                                                               |
| Tribes                  |                                                                                           |                                                                                                                                                |                                                           |                                                                                                   |
| Climate                 |                                                                                           |                                                                                                                                                |                                                           | wind<br>rain<br>mild winters                                                                      |
| Food                    | hunting and gathering; acorns, roots, berries, fish, rabbits, deer                        |                                                                                                                                                |                                                           | tomods, made of wooden planks, could carry several paddlers and hundreds of pounds of trade goods |
| Transportation          | needed transportation to trade                                                            | canoes made of redwood trees                                                                                                                   | canoes made of long reeds or river grass                  |                                                                                                   |
| Homes                   | small villages of 100–1,000 people; no property lines                                     | stout, sturdy, made of redwood planks                                                                                                          | umacha, shaped like tepees, but made of long wooden rails | made of reeds and small trees, strong and cozy                                                    |
| Religion and Ceremonies | Roundhouse used for ceremonies, meetings, rituals; special bond with other living things  | 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 |                                                           |                                                                                                   |

Answer Key Native Americans

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**4.2**  
CONTINUED

ACTIVITY PAGE

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.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**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 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 will take a two-hour bus ride to the Crazy Horse Memorial. At the Crazy Horse Memorial, they will learn about Native American will listen heroes. They will listen to a Native American elder tell a story. They will hike half way up the memorial and see the amazing views below.

NAME: \_\_\_\_\_
DATE: \_\_\_\_\_

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.

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: \_\_\_\_\_
DATE: \_\_\_\_\_

6.2
ACTIVITY PAGE

Outline Notes for “Rainforests, Rivers, and Ocean”

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

|                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I. Habitat of the Pacific Northwest<br>(climate, plants, animals)<br><u>steady rains</u> <ul style="list-style-type: none"> <li>mild temperatures</li> <li>trees 300 feet</li> <li>dense treetop canopy</li> <li>moss, ferns, lichens</li> </ul>                               | II. Food Sources<br>(what and from where)<br><u>diverse</u> <ul style="list-style-type: none"> <li>salmon and other fish</li> <li>whales</li> <li>roots, berries, and grains</li> </ul>                                                                                                                                              |
| III. Religion<br>(form and features)<br><u>totemism</u> <ul style="list-style-type: none"> <li>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</li> </ul> | IV. Social Structure and Ceremonies<br>(organization and features)<br><u>clans, or large extended families</u> <ul style="list-style-type: none"> <li>lived together and had a head called a chieftain</li> <li>clans made up village that worked together and shared resources</li> <li>potlatch ceremony of gift-giving</li> </ul> |

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: \_\_\_\_\_  
DATE: \_\_\_\_\_

6.5

TAKE-HOME

### Root mem

Write the correct word to complete each sentence.

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

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

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

1. *memento*

Answers may vary.

2. *memory*

Answers may vary.

3. *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    |
|--------------|--------------|-------------|
| cancellation | discussion   | memorial    |
| direction    | decision     | memento     |
| subtraction  | revision     | memorize    |
| prevention   | extension    | commemorate |

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

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

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**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.

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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.

Page(s) 60, 61

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: \_\_\_\_\_  
DATE: \_\_\_\_\_

**8.2**

CONTINUED

ACTIVITY PAGE

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<br>the reason something happens<br>answers the question <b>why?</b> |
| Effect | something that happens as a result of, or because of, a cause<br>tells <b>what</b> 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.

Page(s) 74

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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DATE: \_\_\_\_\_

**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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**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  $[24 \div 9]$  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                               |
| 3. <i>ground</i> —(noun) an area or part of 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.

5. I asked my father if he would help me with my homework.
6. 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.

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**14.2**

CONTINUED

ACTIVITY PAGE

- 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.
- 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

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: \_\_\_\_\_

**14.4**

ACTIVITY PAGE

### 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

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**15.2**

ASSESSMENT

- 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?  
A. These museums often asked tribes to create artifacts they use today.  
B. These museums often allowed visitors to see and touch the artifacts on display.  
C. These museums often presented the artifacts as if they came from lost or dead cultures.  
D. These museums often did not pay enough money to purchase Native American artifacts.

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

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

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

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**  
CONTINUED

ASSESSMENT

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**  
CONTINUED

ASSESSMENT

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 potlatches to celebrate the great events in life and all the gifts of nature.

Rewrite sentence(s), if needed:

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

3. Thunderbird and Killer Whale fought for many days. (First/At last) 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.

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**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

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PP.1

ASSESSMENT

### Native Americans Mid-Unit Content Assessment

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

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

2. 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.*

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

Great Plains

Great Basin

Northwest Plateau

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

Great Plains

Great Basin

Northwest Plateau

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

Great Plains

Great Basin

Northwest Plateau

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

Great Plains

Great Basin

Northwest Plateau

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PP.1

ASSESSMENT

7. In what region did the tribes gather nuts and berries, and hunt rabbits and deer?

Great Plains

Great Basin

Northwest Plateau

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

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

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

Answers may vary but should at least state that the story shows that

horses were very important to the Comanche culture.

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

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

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

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

Answers may vary but should state that she taught the Lakota Sioux

seven important ceremonies.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**PP.1**  
CONTINUED ASSESSMENT

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**  
CONTINUED ASSESSMENT

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: \_\_\_\_\_

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**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.

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**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.

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**PP.2**  
CONTINUED

ASSESSMENT

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: \_\_\_\_\_

DATE: \_\_\_\_\_

**PP.2**  
CONTINUED

ASSESSMENT

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

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

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

End-of-Unit Content Assessment Total: \_\_\_\_\_ /20 points

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

### 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 ~~rides~~ <sup>rode</sup> a horse.

Or  
  X   Lucio ~~went~~ <sup>goes</sup> to the stable and rides a horse.

- X   Scientists call the modern horse *Equus caballus*. This species ~~included~~ <sup>includes</sup> 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~~ <sup>ran</sup> away.
- X   Thousands of wild horses still roam U.S. land today; however, the U.S. government ~~captured~~ <sup>captures</sup> 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 ~~will transport~~ <sup>transported</sup> their harvests long distances.

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

Example: Sandra   has   <sup>(have)</sup> her horse riding lessons every Tuesday.

- Today some people can adopt wild horses. The Bureau of Land Management   tells   <sup>(tell)</sup> us how we can adopt a wild horse.
- The Internet Adoption Program to adopt a wild horse   started   <sup>(start)</sup> last month.
- Tomorrow Dominique   will view   <sup>(view)</sup> pictures of the wild horses on the program's website.
- Before the adopter is allowed to have a horse, the program   checks   <sup>(check)</sup> that the adopter is 18 years of age or older and that the adopter can house, feed, and care for the horse.
- In 2003, over 60,000 wild horses   were   <sup>(be)</sup> adopted.

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.6ACTIVITY PAGE

Writing Titles

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

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

NAME: \_\_\_\_\_

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PP.7ACTIVITY 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 |

1. I want to discuss a problem with you because I think you might be able to help.

2. Did you decide what you want to eat for dinner tonight?

3. After I completed the subtraction of the two numbers, I multiplied the answer by two.

4. I wish we could extend summer break; I don't want it to end!

5. 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.

1. If you subtract 2 from 5, then you have 3 left.  
(subtract, subtraction, discuss, discussion)

2. We wanted to divide the pizza in half so we could split it evenly between the two of us.  
(divide, division, prevent, prevention)

3. I asked the librarian for direction to the mystery section of the library.  
(decide, decision, direct, direction)

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

5. 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.

1. *cancel*  
Answers may vary.

2. *discussion*  
Answers may vary.

3. *prevention*  
Answers may vary.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.8ACTIVITY PAGE

Root mem

Write the correct word to complete each sentence.

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

1. The city chose to commemorate the anniversary of its establishment with a large festival.

2. The time we went up in the hot air balloon was really memorable.

3. 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.

1. A bench was donated to the library as a memorial to the librarian who worked there for many years.  
My family memorial my uncle by getting together, looking at pictures of him, and telling stories about him.

2. Can you give me the remember you brought back from your trip to England?  
This photo makes me remember the time we went to the carnival.

3. I enjoyed reading the memoir written by a famous poet about her childhood.  
I would like to go to the memoir to honor my grandparents.

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

1. memento

Answers may vary.

2. memorize

Answers may vary.

NAME: \_\_\_\_\_

**PP.9**

ACTIVITY PAGE

DATE: \_\_\_\_\_

### fore-: Prefix Meaning “before” or “ahead”

Fill in the following chart with the missing words, parts of speech, and meanings.

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

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

Write the correct word to complete each sentence.

4. Please do not tell anyone about the surprise party for your sister so we can keep it a secret.  
(bode, forebode, tell, foretell)
5. Thank goodness I had the foresight to pack an extra sweatshirt, because I got my first one dirty.  
(sight, foresight, see, foresee)
6. 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: \_\_\_\_\_

**E1.1**

ACTIVITY PAGE

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### 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'ka'nal/  | 100         |
| Tarawa                   | /tə'raw*ə/        | 100         |
| Iwo Jima                 | /ee*woe/ /jee'ma/ | 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.

1. 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
2. Irony means using words or actions that are the opposite of what is expected. Why was it ironic that the Allies depended on the Navajo language in World War II?  
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

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### 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*ho/      | 107         |
| Athabaskan               | /ath*a*bas*kan/ | 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**

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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: \_\_\_\_\_

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**A.1**  
CONTINUED

ASSESSMENT

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**  
CONTINUED

ASSESSMENT

### 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: \_\_\_\_\_  
DATE: \_\_\_\_\_

**A.1**  
CONTINUED

ASSESSMENT

### Questions

7. What is the painter Titian known for?
- ☒ A. richness of color in landscapes and portraits
  - B. religious art
  - C. working with the artist Giorgione
  - D. 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?
- A. the first purely landscape picture he created
  - B. pictures he painted using juices of flowers
  - C. the portrait of Emperor Charles V
  - ☒ D. 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?
- A. He grew up in Venice, among the canals and busy trading atmosphere.
  - ☒ B. He grew up in the mountains, among beautiful, natural scenes.
  - C. He grew up in Rome, around religious art commissioned by the pope.
  - D. He grew up in a busy city, around lots of people, merchants, and art.

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