



Language Studio

Activity Book

Grade 3

Volume 2

Grade 3

Language Studio 5–8

Volume 2

Activity Book



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Language Studio 5

Light and Sound





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1.1

ACTIVITY PAGE

LANGUAGE STUDIO 5: LIGHT AND SOUND

Thoughts About Light Discussion Guide

Directions: After discussing the following questions, record your answers below.

1. What comes to your mind when you think about light?

2. What are some reasons that light is important?

3. What is the main source of light on the earth?

4. Name some natural light sources.

5. Name some man-made light sources.

6. Why do we experience sunlight for only part of the day?



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1.2

ACTIVITY PAGE

LANGUAGE STUDIO 5: LIGHT AND SOUND

Idea Web—Light

Directions: Use the idea web below to help you brainstorm answers to the question: What is light? Think of words, ideas, drawings, or images that describe light. Write the words or draw the images in bubbles and connect the bubbles to the center circle.

**What Is
Light?**



LANGUAGE STUDIO 5: LIGHT AND SOUND

Reflected Light

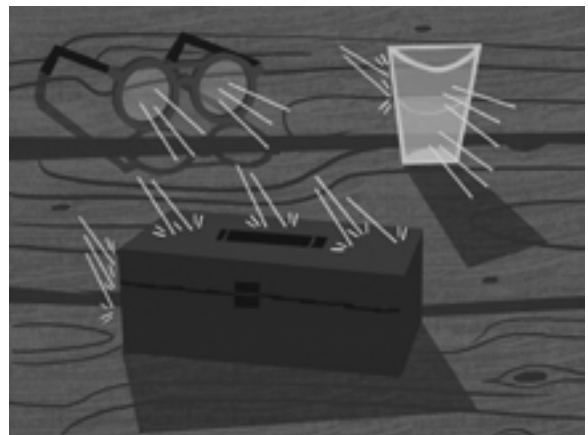
One afternoon, two friends named Jack and Samuel went fishing. Samuel attached the worm to the hook at the end of his line. Then he cast his line out into the smooth, glass-like surface of the Hudson River and sat down on the edge of the pier. As he looked at the water, he suddenly said, “Light is like magic.”



Samuel continued, “When light hits an object, it can pass right through it, bounce right off it, or soak right into it. It all depends on the object. Sometimes light does more than one of these things at the same time.”

“Wow!” Jack responded.

“Light that bounces off from objects is reflected light,” continued Samuel eagerly. “Most of the light that reaches our eyes is reflected light. You see, unless something makes its own light, such as the sun or a light bulb, the only way we can see it is if the light bounces off and is reflected into our eyes.”





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2.1
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LANGUAGE STUDIO 5: LIGHT AND SOUND

“Oh, I see,” said Jack, “that makes sense. So reflected light is the light that bounces off the surface of an object.”

“Right,” agreed Samuel. “Most objects reflect some light. In fact, you are reflecting some light right now, Jack; otherwise, I wouldn’t be able to see you,” laughed Samuel.

Jack glanced over at Alfie, his dog. Alfie was staring at his reflection in the still water. Jack laughed and said, “Look at the way the smooth water reflects a perfect image of Alfie—just like a mirror!”

Samuel nodded. “Things like mirrors and smooth water reflect the light that bounces off their surfaces. That reflected light reaches our eyes, and we see a reflection.”



“Why don’t we see a reflection in a clear window?”

“Well, light passes right through a clear window.” Samuel answered. “When light passes right through something, that light is called transmitted light.”

**LANGUAGE STUDIO 5: LIGHT AND SOUND****Test Your Listening—Reflected Light**

Directions: Answer the following questions based on the listening activity on Activity Page 2.1.

1. How are the two friends spending their afternoon?

2. What is transmitted light?

3. What is reflected light?

4. What is absorbed light?



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2.2
CONTINUED

ACTIVITY PAGE

5. True or false: Light can sometimes do a combination of passing through, bouncing off, and soaking into an object?

6. Which object produces a clear reflection: a mirror or a clear window? Why?

**LANGUAGE STUDIO 5: LIGHT AND SOUND****Main Idea and Supporting Details Quick Practice**

Directions: Using the main idea and supporting details from the passage below, complete the graphic organizer.

A dictionary is a very useful tool to use when writing. A dictionary contains the spellings and definitions, or meanings, of words in the English language. If you ever have a question about how to spell a word, look it up in your dictionary. Most dictionaries have hard covers and are heavy. Some dictionaries are over 100 years old. If you are unsure about how a word is spelled or what it means, look for the word in the dictionary.

Main Idea		
Supporting Detail		Supporting Detail
Supporting Detail		
Other information that is interesting but is not a supporting detail:		



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3.2

ACTIVITY PAGE

LANGUAGE STUDIO 5: LIGHT AND SOUND

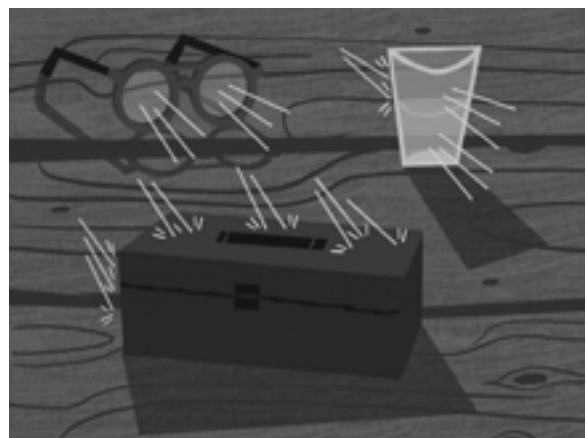
How Lenses Work

Here's an experiment to try at home. Fill a plain, clear drinking glass with water. Place a colored plastic straw into the water. Look closely at the straw from different angles. What do you see? The straw should look bent, magnified, or separated at the water line. Why do you think this happens?

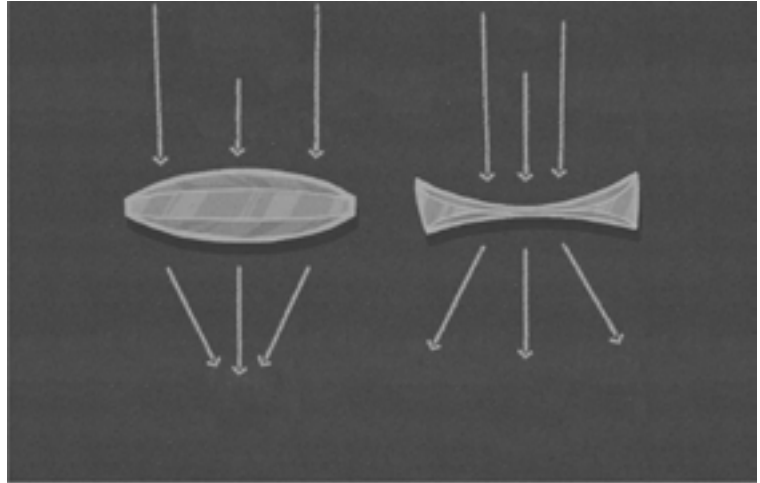


Certain substances, such as lenses, can bend light, which distorts the images we see.

To begin, light can be transmitted, or passed through some objects, but not others. Objects that most light can pass through, such as eyeglasses or an empty glass, are called *transparent*. Objects that light cannot pass through, such as a block of wood, are called *opaque*. Objects that allow some light to pass through, such as frosted glass and tracing paper are called *translucent*. Translucent objects allow a little bit of light pass through, but the light scatters or spreads out. When you look at something through a translucent object, the scattered light makes it appear fuzzy.



As light waves travel through different transparent substances, such as through the air and then through a drinking glass, or through a glass and then through the water, the light waves change speed. When a light wave suddenly changes speed, it quickly changes its direction. That change in direction makes an object appear as if it's bending. That's why when you look into a river and see fish, they seem closer to the surface than they actually are. The light has traveled from the sun, through the water to the fish and is reflected back through the water to your eyes.



A convex lens curves outward, which makes it thicker in the middle than at the edges. Rays of light passing through a convex lens are forced to change direction and move toward each other, which makes things look bigger if they are close to the lens. Convex lenses are used in instruments such as microscopes, magnifying glasses, binoculars, telescopes, and cameras.

A concave lens curves inward like a cave and is thinner in the middle than at the edges. Light rays passing through a concave lens are forced to change direction and move away from each other, which makes things look smaller. Cameras use lenses to focus the light rays inside the camera to record an image. Lenses are also used in security cameras and peepholes on the insides of doors. Someone looking into a tiny concave peephole gets a wide view of whatever is on the other side.



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3.3

ACTIVITY PAGE

LANGUAGE STUDIO 5: LIGHT AND SOUND

Main Idea and Supporting Details—How Lenses Work

Directions: Using the main idea and supporting details from the text on Activity Page 3.2, complete the graphic organizer.

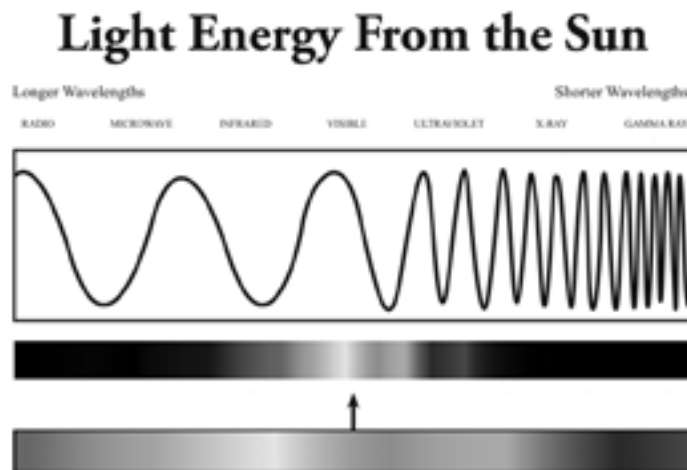
Supporting Detail	Supporting Detail
<div style="border: 1px solid black; width: 80%; margin: 0 auto; padding: 10px; text-align: center;">Main Idea</div>	
Supporting Detail	Supporting Detail
Other information that is interesting but is not a supporting detail:	



LANGUAGE STUDIO 5: LIGHT AND SOUND

What Is Color?

Waves of light energy race through space from the sun to Earth. Each type of light energy has its own unique wavelength. Just like waves in the ocean, light and energy and sound make up-and-down waves as they travel. Sometimes the wavelengths are spaced far apart. Sometimes they are close together.



We cannot see all of the sun's light energy, but the energy we can see is called visible light. White light is made up of a spectrum of all the colors we see in visible light. Some light is invisible, such as X-rays.

We need light to be able to see. Light from the sun travels to Earth. Most of it is invisible to us unless we have equipment like X-ray machines. The visible light shines on objects in the world around us. Some of the light reflects off objects and into our eyes. Then, parts of our eyes receive that information and communicate with our brain. The brain figures out what colors we are seeing.



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4.1
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However, the color of an object is determined by whether that object transmits, reflects, or absorbs light. Sometimes it is a combination.

Take grass, for example. First, light from the sun or another source shines on the grass. Then, the grass reflects green light waves, but it absorbs the other wavelengths of visible light. This means that it absorbs all the other colors. Absorbed light is the light that is soaked up by an object and is therefore no longer visible. After the reflected green light bounces off the grass, it reaches our eyes and our brains. Finally, the brain figures out that the grass is the color green.

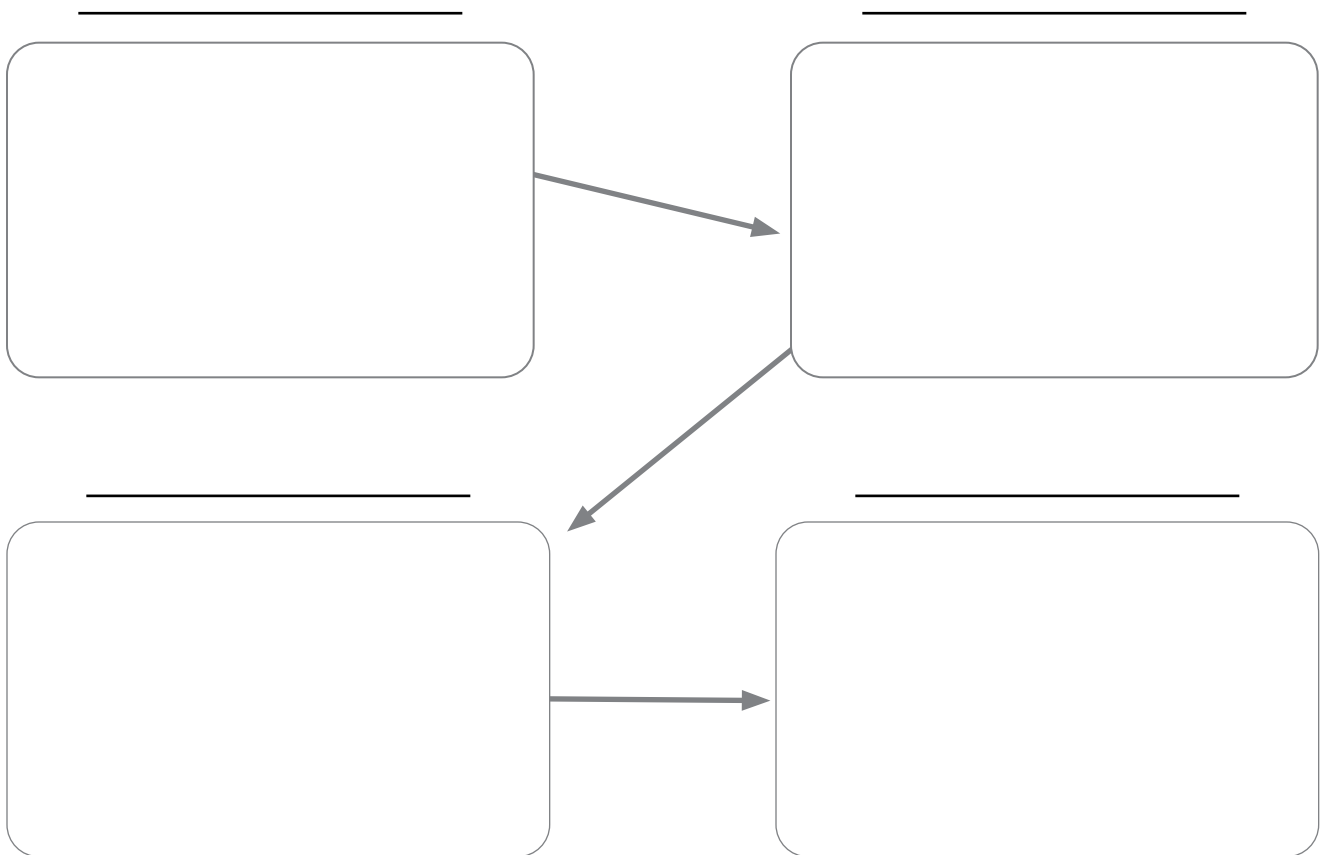
The color you see when you look at an object is actually the reflected light. An object has no color if there is no reflected light.

Black materials absorb all colors of light and do not reflect any. So, in a way, black is not a true color, it is more a lack of light. White is the opposite of that. An object that appears white to our eyes reflects all the colors of the spectrum and absorbs none of them.

**LANGUAGE STUDIO 5: LIGHT AND SOUND****The Red in a Cardinal**

Directions: Using what you learned from Activity Page 4.1, describe the process of how we see colors using the graphic organizer below. Be sure to include connecting words and phrases, such as first, then, next, after that, and finally in the blanks provided to help explain the order in which things happen.

Derek and Tanisha are having lunch underneath a tree one day. As they eat, a red cardinal lands in the branches. Derek says how beautiful the red feathers are. Tanisha agrees. She explains to her friend the process by which light helps them enjoy the beautiful red color.





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5.1

ACTIVITY PAGE

LANGUAGE STUDIO 5: LIGHT AND SOUND

What Is Sound?

Samuel and Jack were taking Amy and Ethan to New York City for the day. They were going to park at the train station and take the train into the city.

“Granddad,” said Ethan, “do you like the sound of the train? I really, really like it. It makes me feel as if we are going on a real adventure.”

“We are going on a real adventure,” Samuel replied. “Did you know that sound travels in sound waves just as light travels in light waves?” Samuel asked.

“Did you know that our ears, the receptors of sound, are usually self-cleaning?” said an animated Jack. “Or that your ears don’t stop working, even when you are asleep. Your brain shuts out noises. Well, as much as it possibly can. That’s why alarm clocks work—if they’re loud enough!”

It was well over two hours before they reached their destination. As the four



disembarked the train and made their way out of the train station, a cacophony of city sounds rose up into the morning air. People were shouting, horns were honking, and traffic was moving in all directions.

“As you can tell,” said Jack enthusiastically. “Even if you couldn’t see the city, you sure can hear it. Just like light, sound is a form of energy. There are many, many different kinds of sounds. All sound is made by the movement of objects. That movement is called vibration. When you pluck a guitar string, the string vibrates, or moves back and forth. The vibrations make the air shake. The air shakes because tiny particles in the air have been disturbed by the vibration. Those vibrations are called sound waves.”



“That’s cool,” said Ethan who was listening intently. “So, just as light enters our eyes in light waves, the sounds of the horns, people, and cars rushing by enter our ears in sound waves,” he offered.

“Exactly,” said Jack cheerfully. “Sound waves move outward from a vibrating object, kind of like ripples of water. Just like light, sound waves can travel through solids, liquids, and gases. Sometimes we can feel very strong vibrations through solid objects like the ground or the hard floor of a building.”



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5.2

ACTIVITY PAGE

LANGUAGE STUDIO 5: LIGHT AND SOUND

Draw the Verb, Write the Verb

Part 1: Choose an action verb from Activity Page 5.1. Use the space below to draw a picture of someone or something performing the action. Your picture can be about whatever you want it to be.

Part 2: Write a sentence about what you drew using the action verb you chose. Be sure the verb is in past tense to show that the events in the picture have already happened.



LANGUAGE STUDIO 5: LIGHT AND SOUND

Qualities of Sound

Jack had arranged for he, Samuel, and the grandkids to attend an afternoon concert at the Lincoln Center. They were going to listen to an orchestra made up of young musicians from all over the United States.

Jack pointed to the violinist, who was adjusting the tightness of the strings on his instrument. “The strings of the violin determine how high or low its sound is. The thickness, tightness, and length of the strings all make a difference in the kind of sound it makes.”

Then, Jack pointed at the tuba. “The musician blows on the tuba’s mouthpiece to produce the vibrations inside the instrument. His fingers press the valves, or buttons, on the tuba. This changes the length of the tube through which the air flows. The length of the air tube makes the sound lower or higher.”

“This might sound like a silly question,” said Amy, “but what makes sound loud or soft?”





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6.1
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 5: LIGHT AND SOUND

“That’s not a silly question at all,” replied Jack.

“You see, the loudness or softness of a sound is caused by the amount of energy being carried in the vibration. The greater the intensity, or power, of a sound wave, the louder the sound.

Think about the difference between a drum that is tapped lightly and one that is struck very hard. When the drummer taps lightly, there is less energy applied to the drum—less energy means lower intensity and a softer sound. When the same drum is struck with greater energy, the sound has higher intensity and it’s—loud!”



“I see,” said Ethan. “I have another question. What is pitch? I heard that word in music class, but I didn’t know what it meant.”

“Another excellent question,” said Jack. “In order to explain that, let me go back a step or two. When an object vibrates, such as the top of a drum, it does not produce just one sound wave, but many sound waves per second. The faster something vibrates, the shorter the wavelengths it produces. For example, the top of a larger drum vibrates more slowly than the top of a smaller drum. The tightness and thickness of the top of the drum make a difference, too.”

Jack took a breath and Samuel jumped in, “If the sound waves have a short wavelength, there are many waves per second. If the waves have a longer wavelength, there are fewer waves per second.”



**LANGUAGE STUDIO 5: LIGHT AND SOUND****Creating Compounds**

Directions: Complete the graphic organizer below using information you learned in Activity Page 6.1. Begin with two ideas from the text that you found interesting. Then write each idea in the form of a clause. After that, choose a coordinating conjunction to use to join the two clauses together into a compound sentence.

Ideas that I found interesting:

Clause 1:

Clause 2:

Coordinating Conjunction (and, but, or):

Compound sentence:



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7.1

ACTIVITY PAGE

LANGUAGE STUDIO 5: LIGHT AND SOUND**Suffix Morphology Charts***Directions: Complete each morphology chart for the words found in the text “Voice.”*

Word: singer	
Base word:	Meaning:
Suffix:	Meaning:
Meaning of word:	
Used in a sentence:	

Word: artist	
Base word:	Meaning:
Suffix:	Meaning:
Meaning of word:	
Used in a sentence:	

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LANGUAGE STUDIO 5: LIGHT AND SOUND

Word: easily	
Base word:	Meaning:
Suffix:	Meaning:
Meaning of word:	
Used in a sentence:	



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7.2

ACTIVITY PAGE

LANGUAGE STUDIO 5: LIGHT AND SOUND

Voice

Each human voice is quite unique. Each voice has its own tone. That's the reason why you can easily recognize a person by their voice. Only you have your voice.



However, although human voices differ from one another, they are all produced in the same way. If you could see inside your body, you would discover that inside your throat, at the top of your windpipe, or trachea, is your voice box. The voice box is also known as the larynx. Within your larynx are two bands of muscle called vocal cords. These vocal cords enable humans to make a wide range of sounds.

When you breathe in, your vocal cords relax so that air can reach your lungs. When you breathe out, a muscle called the diaphragm moves upward to force air out of your body. When you speak, air leaves your body, too. Your lungs and diaphragm force air through the opening in your



**LANGUAGE STUDIO 5: LIGHT AND SOUND**

throat, past the vocal cords. This movement of air causes the vocal cords to vibrate, and so sound is produced. As your vocal cords tighten and relax, different sounds are produced.

The pitch of your voice is determined by the size of your larynx and vocal cords. That's why a young child's voice is generally higher in pitch than an adult's. The larger your larynx and vocal cords, the louder and lower your voice is. The pitch of your voice is also determined by the tension of the surrounding muscles. Trained singers and vocal artists learn how to control these muscles to produce variations in pitch and intensity. Also, men usually have longer vocal cords than women, and that's why their voices are deeper.



LANGUAGE STUDIO 5: LIGHT AND SOUND

Parts of a Podcast Commercial

Writing Prompt: Imagine the year is 2050. Technology has advanced. Light and sound are used in new and exciting ways. Imagine that you have invented a new product that uses light and sound, and you want to sell that product to the public. Work with your group to write a 30-second podcast commercial for your invention.

How might light or sound solve a problem in the year 2050? Use what you've learned in Language Studio 5 about light, mirrors, lenses, colors, sounds, or voices and your own imagination to tell your audience why your invention is the best way to solve a problem!

In order to write a commercial, you'll need to understand the three parts contained in a commercial:

State the problem:

What This Is	What to Write About	Example
The problem is what needs to be fixed. It is the issue that will be solved by your invention.	Think of a problem that might affect life in 2050. Be as creative as you want!	Space bugs sticking to the windshield of your spaceship



NAME: _____

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8.1
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 5: LIGHT AND SOUND**Describe the invention:**

What This Is	What to Write About	Example
Tell your audience what it is you're selling.	Give your invention a name. Tell what the invention is and what it can do.	The Bug Zapper 3000. It is a laser that can zap away bugs.

Explain how the invention solves the problem:

What This Is	What to Write About	Example
Explain how your invention solves the problem.	Include two to three reasons that your invention solves the problem. <i>Answer the question: Why should a customer buy this invention?</i>	The Bug Zapper 3000 can clean away all the bugs from your windshield. It leaves no space bug guts behind!

**LANGUAGE STUDIO 5: LIGHT AND SOUND****Podcast Commercial—Discussion Guide**

Directions: Use the following questions to help guide your group discussions. Write your responses to each question in the space provided.

Think of an invention from the year 2050 that uses light or sound to solve a problem.

1. What problem are you trying to solve?

2. Will you use light or sound to solve this problem?

3. What can your invention do?

4. What is one way your invention uses light or sound to solve the problem?



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8.2
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 5: LIGHT AND SOUND

5. What is a second way your invention uses light or sound to solve the problem?

6. Why should a customer buy your invention?

**LANGUAGE STUDIO 5: LIGHT AND SOUND****Podcast Commercial Planning Guide**

Directions: Complete the planning guide.

State the problem

The problem is ...

This is a problem because ...

Describe the invention

This invention is called ...

This invention is a/an ...

This invention can ...

Explain how the invention solves the problem

Reason 1:

Reason 2:

Reason 3:



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9.2

ACTIVITY PAGE

LANGUAGE STUDIO 5: LIGHT AND SOUND**Podcast Commercial—Writing Rubric**

	Problem	Description of Invention	Solution
3	<ul style="list-style-type: none">• The problem is clearly stated.• The reason why this is a problem is explained.	<ul style="list-style-type: none">• The invention is given a name.• The writing explains what the invention is.• The writing explains what the invention can do.	<ul style="list-style-type: none">• The writing provides two to three clear reasons why the invention solves the problem.• The writing answers the question: <i>Why should a customer buy this invention?</i>
2	<ul style="list-style-type: none">• A problem is implied, but it is not clearly stated.• The reason why this is a problem is somewhat explained.	<ul style="list-style-type: none">• The name of the invention is unclear.• The writing somewhat describes the invention.• The writing somewhat explains what the invention can do.	<ul style="list-style-type: none">• The writing provides one reason why the invention solves the problem.• The writing somewhat answers the question: <i>Why should a customer buy this invention?</i>
1	<ul style="list-style-type: none">• There is no problem stated.• The reason this is a problem is not explained.	<ul style="list-style-type: none">• The invention is not named.• The writing does not describe the invention.• The writing does not explain what the invention can do.	<ul style="list-style-type: none">• The writing does not provide reasons why the invention solves the problem.• The writing does not answer the question: <i>Why should a customer buy this invention?</i>



LANGUAGE STUDIO 5: LIGHT AND SOUND

Podcast Commercial Writing Template

Directions: Complete the Podcast Commercial Template.

Commercial Title: _____

Beginning sentence	<div></div> <div></div> <div></div>
State the problem	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
Describe the invention	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>



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LANGUAGE STUDIO 5: LIGHT AND SOUND

<p>Explain how the invention solves the problem</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Concluding sentence</p>	<hr/> <hr/>



LANGUAGE STUDIO 5: LIGHT AND SOUND

Podcast Commercial—Performance Rubric

Directions: Complete the planning guide.

	Fluency	Voice	Eye Contact
3	Read the text with confidence and without long pauses.	Spoke clearly and with expression.	Made eye contact with the audience while presenting.
2	Read the text with some confidence and/or with few long pauses.	Spoke somewhat loudly and/or clearly with some expression.	Made partial eye contact with the audience while presenting.
1	Lack of confidence apparent while reading the text. Took many long pauses.	Spoke softly and/or did not speak clearly. Little or no expression.	Did not make eye contact with the audience while presenting.

Language Studio 6

The Viking Age





NAME: _____

DATE: _____

1.1

ACTIVITY PAGE

LANGUAGE STUDIO 6: THE VIKING AGE

Viking Dragon-Headed Longships

Directions: Read the text about Vikings, look at the illustration, and answer the question.

The Vikings were known for their magnificent longships. They used these ships to explore, trade, raid other countries, and invade new lands.

Why were the Vikings called the lords of the seas?





LANGUAGE STUDIO 6: THE VIKING AGE

Vikings KWL Chart

Directions: Record some information and ideas about the Vikings that you already know, that you want to know, and that you learned throughout this unit.

<div>K</div> <div>What I Know</div>	<div>W</div> <div>What I Want to Know</div>	<div>L</div> <div>What I Learned</div>



NAME: _____

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1.3

ACTIVITY PAGE

LANGUAGE STUDIO 6: THE VIKING AGE**Who Were the Vikings?**

Directions: Read the following text to learn more about Vikings. Pay attention to how the word because connects ideas.

A long time ago, more than 1,000 years in the past, the Vikings were the lords of the seas. Vikings were famous as ferocious warriors who were feared by people because of their seaborne raids. Vikings were an important part of a Norse civilization that also had farmers, fishermen, shipbuilders, craftsmen, traders, explorers, settlers, and poets.



Viking expansion was made possible by their magnificent longships. The longships are symbols of the Viking Age. The sight of longships struck fear into the hearts of others, but they were highly valued by the Vikings, who celebrated the ships in poetry, gave them as gifts, and even used them in funeral rituals.

Directions: Fill in the blanks with the meaning of each word.

Ferocious means _____.

Seaborne means _____.

Raids means _____.

Norse means _____.



LANGUAGE STUDIO 6: THE VIKING AGE

Viking Raids and Trades

Directions: Read the following text to learn more about Vikings.

When the Vikings first ventured away from Scandinavia in their longships, they raided and plundered foreign settlements, terrifying the local inhabitants. Vikings were also called Norsemen, which means Northmen. This name came from people they raided who were living in England and other parts of Europe. After these raids, the Vikings returned home again with their plundered goods. Over time, however, the Vikings began to settle in and sometimes conquer the lands they had raided and plundered.

The Vikings, or Norsemen, began regular raids on Ireland, England, and other parts of Europe, including present-day Spain, France, Germany, and Russia. Viking warriors were known to kill without mercy, and would steal anything of value, including people who could be used as slaves.

However, Vikings didn't just raid and steal; they also traded. Their cargo ships—carrying items from their home like fish, furs, timber, walrus ivory and hides, and woolen cloth—sailed on major rivers across Europe and into Russia. They traded these items for silver or for things they did not have in their homeland.





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2.2

ACTIVITY PAGE

LANGUAGE STUDIO 6: THE VIKING AGE**Linking Ideas**

Directions: Choose words and phrases from the Word Bank to fill in the blanks below. Remember that these words are used to connect ideas and events. You do not have to use all of the words.

Word Bank

first

since

next

after

for example

in addition

at the end

1. The _____ thing the Vikings did was set sail in their longships.
2. _____, the Vikings sailed to foreign lands.
3. The Vikings raided countries in Europe such as Spain, _____.
4. The Vikings returned home _____ the raids.
5. _____ to stealing, the Vikings also used items from home for trading.
6. Write your own sentence using one of the words or phrases from the Word Bank:

**LANGUAGE STUDIO 6: THE VIKING AGE****What I Know About Vikings**

Directions: Complete these sentences with information about the Vikings. Use your KWL chart to help you. Then write your own sentence about the Vikings.

1. The longships _____

2. The Vikings lived _____

3. One thing the Vikings did was _____

4. Another thing the Vikings did was _____

5. They used cargo ships to _____

6. _____



NAME: _____

DATE: _____

4.1

ACTIVITY PAGE

LANGUAGE STUDIO 6: THE VIKING AGE**Viking Stories and Storytellers**

Directions: Read the following text and look at the illustration to learn more about the Vikings.

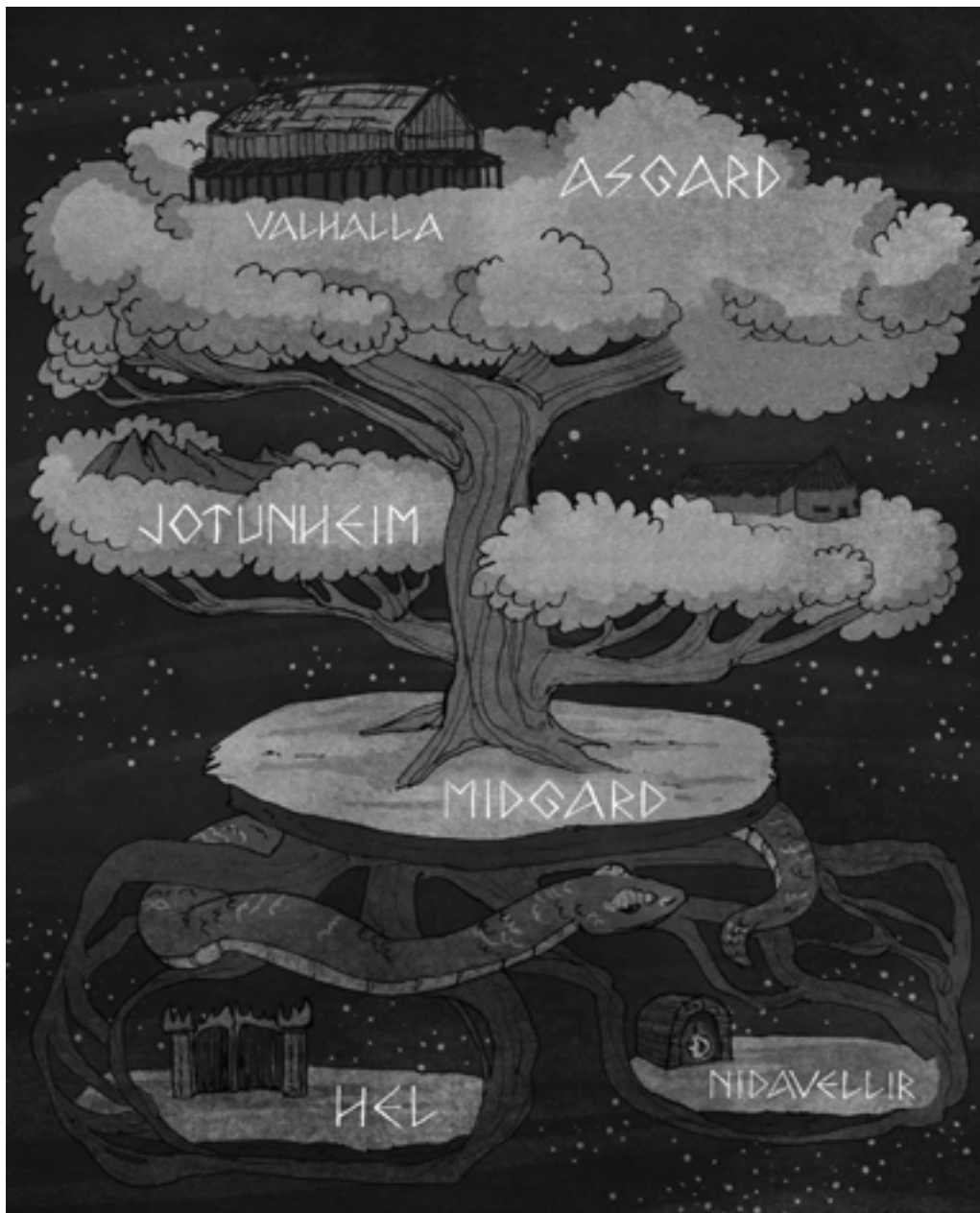
Much of what we know about the Vikings was handed down to each generation in the form of sagas, or narratives, told by poets called skalds. Skalds were given the task of celebrating the achievement of kings, chieftains, and warriors.



A skald was a historian who shared tales of war and preserved family history. This passing down of history by telling stories is called an oral tradition. Early on, the Viking people did not write their history down, but later many of the sagas were preserved in writing.

In addition to passing on their history, poets told about the Viking gods. The Viking people had their own mythology to explain the happenings of the world. In Norse mythology, Asgard was the home of the gods, and it was there that Odin, the ruler of Asgard, and his queen, Frigga, lived. There were many gods in Asgard, but perhaps the most famous one was Odin's son, Thor. Thor was the mighty god of thunder.

Inside Asgard was Valhalla, a palace where Vikings went if they had fought and died bravely in battle. It was considered a great honor to go to Valhalla. Five hundred forty doors opened up into the palace, and through each door, eight hundred Viking warriors could walk side by side. Vikings also believed in the power of magic. They believed in giants, ghosts, zombies, dwarfs, elves, trolls, and dragons. The Vikings believed in good spirits and bad spirits.





NAME: _____

DATE: _____

5.1

ACTIVITY PAGE

LANGUAGE STUDIO 6: THE VIKING AGE

Cause and Effect Graphic Organizer

Directions: Choose ideas from your KWL Chart. Decide what was the cause and what was the effect. Write them in the organizer below. The first one is done for you.

CAUSE The Vikings invaded other countries.	→	EFFECT People were afraid of the Vikings.
CAUSE	→	EFFECT
CAUSE	→	EFFECT
CAUSE	→	EFFECT



LANGUAGE STUDIO 6: THE VIKING AGE

Vikings Writing Rubric

Directions: Use the following rubric to ensure that your writing has the correct content and structure.

	Content	Structure
3	Student uses information from the texts to write at least three accurate sentences about the Vikings.	Student uses conjunctions correctly to connect ideas. All sentences are complete thoughts and written correctly.
2	Student uses information from the texts to write at least two accurate sentences about the Vikings.	Student uses conjunctions correctly in at least some of the sentences. Most sentences are complete thoughts and written correctly.
1	Student uses information from the texts to write at least one accurate sentence about the Vikings.	Student does not include conjunctions or uses them incorrectly. Sentences are incomplete thoughts.

NAME: _____

DATE: _____

6.2

ACTIVITY PAGE

LANGUAGE STUDIO 6: THE VIKING AGE

Write About the Vikings

Directions: Write sentences about Vikings. Use ideas from your Cause and Effect Graphic Organizer to help you write sentences.

[illegible]

Language Studio 7

Astronomy: Our Solar System and Beyond





NAME: _____

DATE: _____

1.1

ACTIVITY PAGE

LANGUAGE STUDIO 7: ASTRONOMY**Earth Orbits the Sun**

Planet Earth is made of rock and orbits a star you already know by name. Can you guess it? Earth's star is the sun! The sun (like all stars) is an enormous mass of incredibly hot gas. It creates a huge amount of energy in the form of light and heat. Earth is one of eight planets that orbit the sun.

Actually, Earth is the third planet away from the sun—93 million miles away, to be exact! That's a long way! If you drove from Earth to the sun in a car going 60 miles an hour—or about the speed you might travel on a highway—it would take you almost 177 years to get there (and that's without stopping to stretch!).

**LANGUAGE STUDIO 7: ASTRONOMY****Earth Orbits the Sun****The Earth and the Sun**

1. What object does planet Earth orbit?

2. How many planets orbit the sun?

3. Where is planet Earth in relation to the sun?

4. Compare and contrast the sun and Earth.

Draw a picture of Earth orbiting the sun. Label Earth and the sun in your sketch.

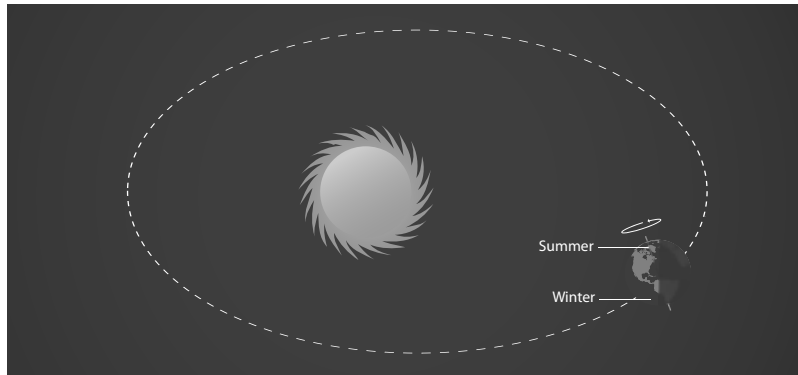


NAME: _____

DATE: _____

3.1

ACTIVITY PAGE

LANGUAGE STUDIO 7: ASTRONOMY**Earth Spins on Its Axis**

The second way planets in our solar system move is by spinning as they orbit the sun. Have you ever spread your arms wide and twirled yourself around until you were so dizzy you could hardly stand up? Can you feel the axis or center line of your body around which you spin? What parts of your body rotate or spin around your axis? Maybe you have played with a spinning top or have seen an ice-skater spin quickly around and around on one foot. This is what it means to rotate. But when a planet rotates, it doesn't twirl around on feet like you do—it spins around an imaginary line that goes from its north pole to its south pole, right through its center. This imaginary line is called the planet's axis.

One day is the amount of time it takes for a planet to rotate one time around its axis. A day on Earth is 24 hours. These 24 hours are divided into daytime and nighttime. As Earth rotates, half of Earth faces the sun and receives the sun's light. It is daytime on this side of Earth. But at that same moment, the opposite half of Earth is facing away from the sun. This side of Earth is not receiving any of the sun's light, so it is dark there. It is in the Earth's shadow. It is nighttime.

**LANGUAGE STUDIO 7: ASTRONOMY****The Moon During a Lunar Eclipse**



NAME: _____

DATE: _____

4.2

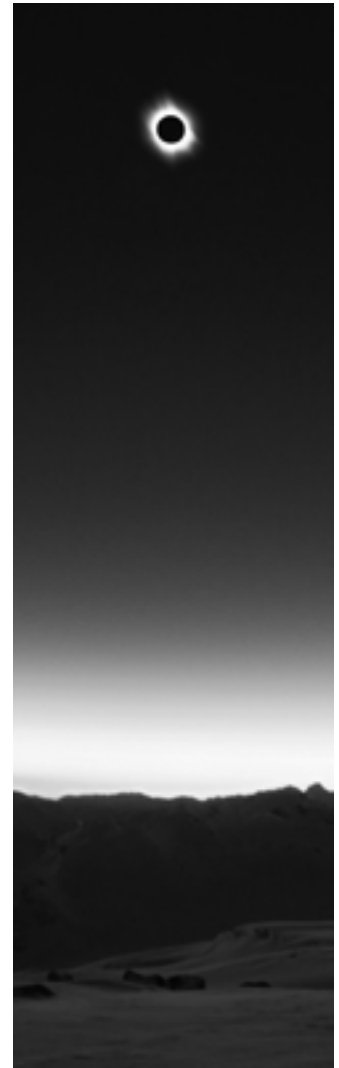
ACTIVITY PAGE

LANGUAGE STUDIO 7: ASTRONOMY**Solar and Lunar Eclipses**

eclipse, n. An event that occurs when one object in outer space blocks the sunlight reaching another object.

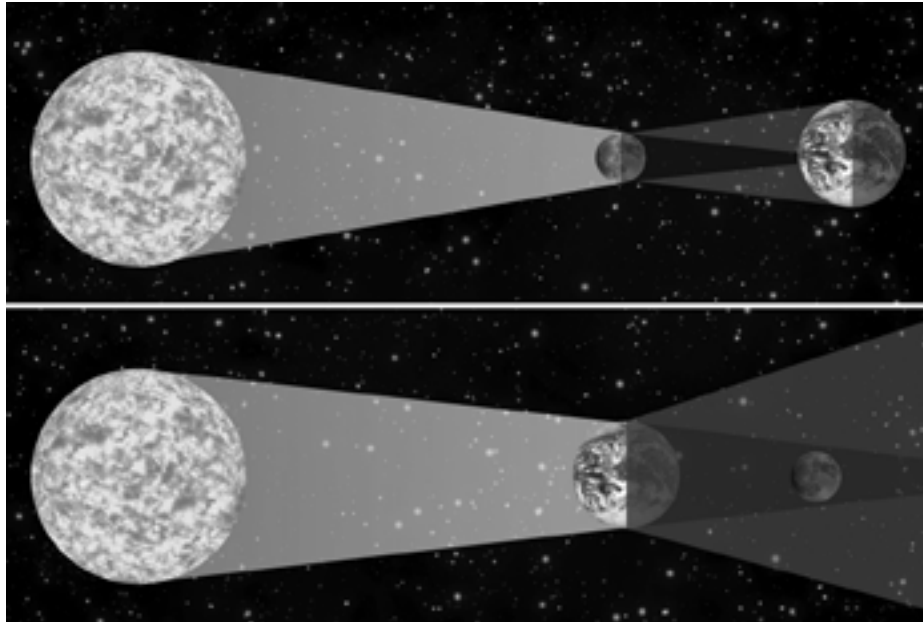
Eclipses

Sometimes the moon, Earth, and sun line up so that one of them is hidden from view. This is known as an **eclipse**. A solar eclipse happens when the moon comes between the sun and Earth, hiding the sun so some people on Earth can't see it. A lunar eclipse is when Earth comes between the sun and the moon. When this happens, people on Earth see Earth's shadow on the moon, making the moon appear dark or even seem to disappear. But the moon doesn't really disappear—it's just hidden for a short time in Earth's shadow.



**LANGUAGE STUDIO 7: ASTRONOMY****Solar and Lunar Eclipses**

Directions: Look at the two diagrams and then fill in the blanks below using words from the Word Box. Each word can be used more than once.

**Word Bank**

sun

Earth

moon

lunar

solar

1. Look at the top diagram. This is an example of a _____ eclipse.
2. Look at the bottom diagram. This is an example of a _____ eclipse.
3. In a solar eclipse, the _____ comes between the _____ and _____.
4. In a lunar eclipse, _____ comes between the _____ and the _____.



NAME: _____

DATE: _____

5.1

ACTIVITY PAGE

LANGUAGE STUDIO 7: ASTRONOMY

The Big Bang

The Big Bang

Big Bang, n. A scientific theory of how the universe began.

universe, n. All objects and matter in space including Earth and beyond.

Example: Our planet Earth is very, very small compared to the vastness of the universe.

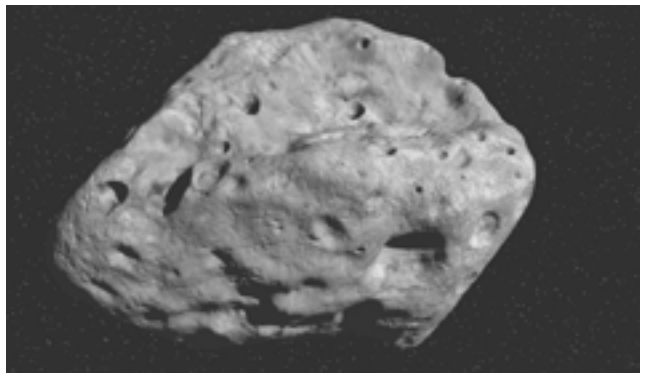
Variation(s): universes

Today, there is a common theory about how the universe first developed called the **Big Bang** Theory. It is a theory that is well-tested and widely accepted by many scientists, but not by everyone. The Big Bang Theory seeks to explain how the universe may have come to be. And it began with—a tiny speck!

That's right! According to the Big Bang Theory, before the universe was the way it is today, it was believed to be very different. There were *no* billions of galaxies. There was *no* Milky Way. There were *no* stars at all. *No* sun, *no* solar system, *no* planets, *no* Earth, *no* moons, *no* asteroids, *no* comets. There may not have even been time or space! All of the ingredients to make everything we see today were there; they were just in a very different form. It's hard to imagine, but the Big Bang Theory traces the universe back to a point where all of what we can now see in the universe was compressed into a teeny-tiny speck. This

speck was jam-packed full of, well—everything! It was unbelievably dense and crowded. This speck was also super-hot. Hotter than anything on Earth. Hotter than the sun!

Around 14 billion years ago, something amazing happened to all that compressed stuff. *Kaboom!* A bursting forth! A moving outward! A rapid unfolding! It's been called many things by many people, but this amazing thing that happened is believed to be the “Big Bang”—the birth of the universe. It was hot and it was sudden and it was powerful. In a fraction of a second, space that had not been there before was suddenly everywhere all at once. Tiny new particles formed and began crashing into each other, creating energy and eventually joining to form larger bits of matter. The universe kept expanding and expanding—all of its matter spreading out as the universe kept getting larger! And as the universe expanded, it began cooling down a little at a time.





NAME: _____

DATE: _____

5.2

ACTIVITY PAGE

LANGUAGE STUDIO 7: ASTRONOMY**Evaluating the Author's Word Choice**

Directions: Read the following sentences from the reading passage. Look at the underlined word or phrase.

What effect do the words or phrases have on the reader? Does the author's word choice help you visualize what is happening, or does the author's word choice confuse you? Write your response in the box and explain how the underlined words help or hinder your understanding and visualization of the Big Bang.

Author's Choice	Effect of Word Choice
1. The Big Bang Theory seeks to explain how the universe may have come to be. And it began with—a <u>tiny speck</u> !	
2. It's hard to imagine, but the Big Bang Theory traces the universe back to a point where all of what we can now see in the universe was compressed into a teeny-tiny speck. This speck was <u>jam-packed</u> full of, well—everything!	
3. Around fourteen billion years ago, something amazing happened to all that compressed stuff. <i>Kaboom!</i> A bursting forth! A moving outward! A rapid unfolding!	



LANGUAGE STUDIO 7: ASTRONOMY

Nouns and Noun Phrases

There were *no* stars at all. *No* sun, *no* solar system, *no* planets, *no* Earth, *no* moons, *no* asteroids, *no* comets.

Part 1

Directions: Write down the eight nouns you identified from the sentences above. Next, add an adjective to the noun to create a noun phrase. Remember, the adjective should describe the noun for the reader. Be as detailed as you can!

adjective + noun = noun phrase

(example: beautiful + Milky Way = beautiful Milky Way)

Adjective	Noun	Noun Phrase
	Noun 1:	
	Noun 2:	
	Noun Phrase 3:	



NAME: _____

DATE: _____

6.1
CONTINUED

ACTIVITY PAGE

Adjective	Noun	Noun Phrase
	Noun 4:	
	Noun 5:	
	Noun 6:	
	Noun 7:	
	Noun 8:	

Part 2

Directions: Write a sentence using one of the noun phrases from the chart.

**LANGUAGE STUDIO 7: ASTRONOMY****Understanding Text Structure: Using Connecting Words to Describe a Sequence****The Big Bang**

~~~~~

Around 14 billion years ago, something amazing happened to all that compressed stuff. *Kaboom!* A bursting forth! A moving outward! A rapid unfolding! It's been called many things by many people, but this amazing thing that happened is believed to be the “Big Bang”—the birth of the universe. It was hot and it was sudden and it was powerful. In a fraction of a second, space that had not been there before was suddenly everywhere all at once. Tiny new particles formed and began crashing into each other, creating energy and eventually joining to form larger bits of matter. The universe kept expanding and expanding—all of its matter spreading out as the universe kept getting larger! And as the universe expanded, it began cooling down a little at a time.

~~~~~



NAME: _____

DATE: _____

7.1
CONTINUED

ACTIVITY PAGE

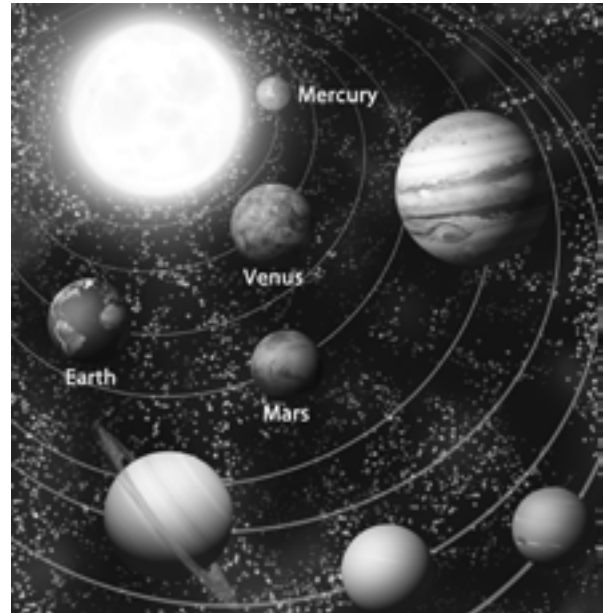
Directions: Describe the process of the Big Bang using the graphic organizer below. Be sure to include connecting words and phrases, such as first, then, next, and finally in the blanks provided to help explain the order in which things happen.



LANGUAGE STUDIO 7: ASTRONOMY

Our Solar System

What exactly is our solar system? Think of our solar system as a gigantic neighborhood in space. But our solar system is made up of the sun and the **celestial bodies** that orbit around it rather than houses and apartments. Besides the sun, the solar system includes celestial bodies such as the planets and their moons, dwarf planets, **satellites**, **asteroids**, **meteoroids**, and **comets**. Our solar system is huge—so huge that some of the objects in it are billions of miles away from each other! In fact, most of the solar system is the vast amount of space between the celestial bodies.



As you have heard, the sun is the center of this neighborhood that we call our solar system. Our sun is a star. That's right—the sun is a gigantic, extremely hot mass of gas that makes light and heat for all the celestial bodies in its orbit. The sun is so gigantic that Earth could easily fit inside it—more than one million times!

Our solar system includes eight planets. The planet Mercury is the closest to the sun, followed by Venus, Earth, Mars, Jupiter, Saturn, Uranus [YUR-in-us], and Neptune. One easy way to remember the order of the planets is to remember this sentence or mnemonic device: **Many Very Energetic Mermaids Just Swam Under Neptune**.



NAME: _____

DATE: _____

8.2
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 7: ASTRONOMY

Suffixes *-ful* and *-less*

Directions: Write a word on the line provided to complete the sentence.

The suffix *-ful* means “full of.”

The suffix *-less* means “without.”

1. It is _____ to look at the sun (full of harm)
2. Maria was _____ she would see the lunar eclipse. (full of hope)
3. Some people believe that astronauts are _____. (without fear)
4. The sunrise was so _____. (full of beauty)
5. We live on a _____ planet. (full of wonder)
6. The sun is an _____ celestial body. (without ice)
7. Tony was _____ when he saw the rings of Saturn through the telescope. (without breath)
8. Long ago, people were _____ of eclipses. (full of fear)
9. The pictures of our solar system are so _____ (full of color)
10. It is difficult to imagine that the universe is _____ (without end)



LANGUAGE STUDIO 7: ASTRONOMY

Astronomy Project: Write a Paragraph

Assignment: Your final project for the Astronomy Language Studio is to write a paragraph about one of the topics we read about in class. You will also include a labeled diagram that supports your paragraph. When you complete your final draft, you will present your work to the group.

Part 1:

With your group, discuss the topics that you learned about in class. Put a check mark by two topics that you found most interesting.

Astronomy Paragraph Topics

_____ Earth and the Sun

_____ Why Do We Have Day and Night?

_____ Solar Eclipses

_____ Lunar Eclipses

_____ The Big Bang Theory

_____ The Solar System

Part 2:

With your group, talk about the two topics you chose. Then narrow your choice to one topic. Write the topic you chose on the line provided.



NAME: _____

DATE: _____

9.1
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 7: ASTRONOMY

Part 3:

With your group, talk about what you want to include in your paragraph. Write notes in the area below as you talk. Remember to take notes about the ideas your group members discuss!

Part 4:

Sketch a diagram that you will include with your paragraph. Then label the objects.



NAME: _____

DATE: _____

9.2

ACTIVITY PAGE

LANGUAGE STUDIO 7: ASTRONOMY

Astronomy Project: Writing Group Guidelines

You will work with your group during prewriting, rough draft writing, and final paragraph writing. Each member in the group will write their own paragraph. Group members will provide help to one another during each step of the writing process.

Respect each other.

Respect each other's ideas.

Respect your group members.

Listen to each other. Don't interrupt.

Know the task.

Talk out loud about the assigned task. Make sure all group members know what to do.

Help each other to understand the task.

If the group is unclear about what to do, raise your hand for the teacher.

Share ideas.

Be willing to share your ideas with others.

Talk out loud about your ideas.

Be a good listener.

Manage your time.

Get into your groups quickly.

Get to work.

Stay on task. Talk about the task!

Work hard and have fun learning!

**LANGUAGE STUDIO 7: ASTRONOMY****Possessive Nouns****Part 1**

Directions: Underline the possessive noun in each sentence.

1. How many spacecraft have landed on the moon's surface?
2. Joey wanted to get all of the astronauts' autographs.
3. Earth's gravity keeps us from floating away.
4. Our sun's light shines on many planets.
5. What did you learn about the planets' orbits?
6. That bright star's name is Rigel.
7. All of the astronomers' telescopes were aimed at the comet.
8. Sunlight reflects off tiny particles of dust that are in a comet's tail.
9. Mercury's orbit is the smallest because it is closest to the sun.
10. The scientists' experiments were a huge success.



NAME: _____

DATE: _____

10.1
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 7: ASTRONOMY

Part 2

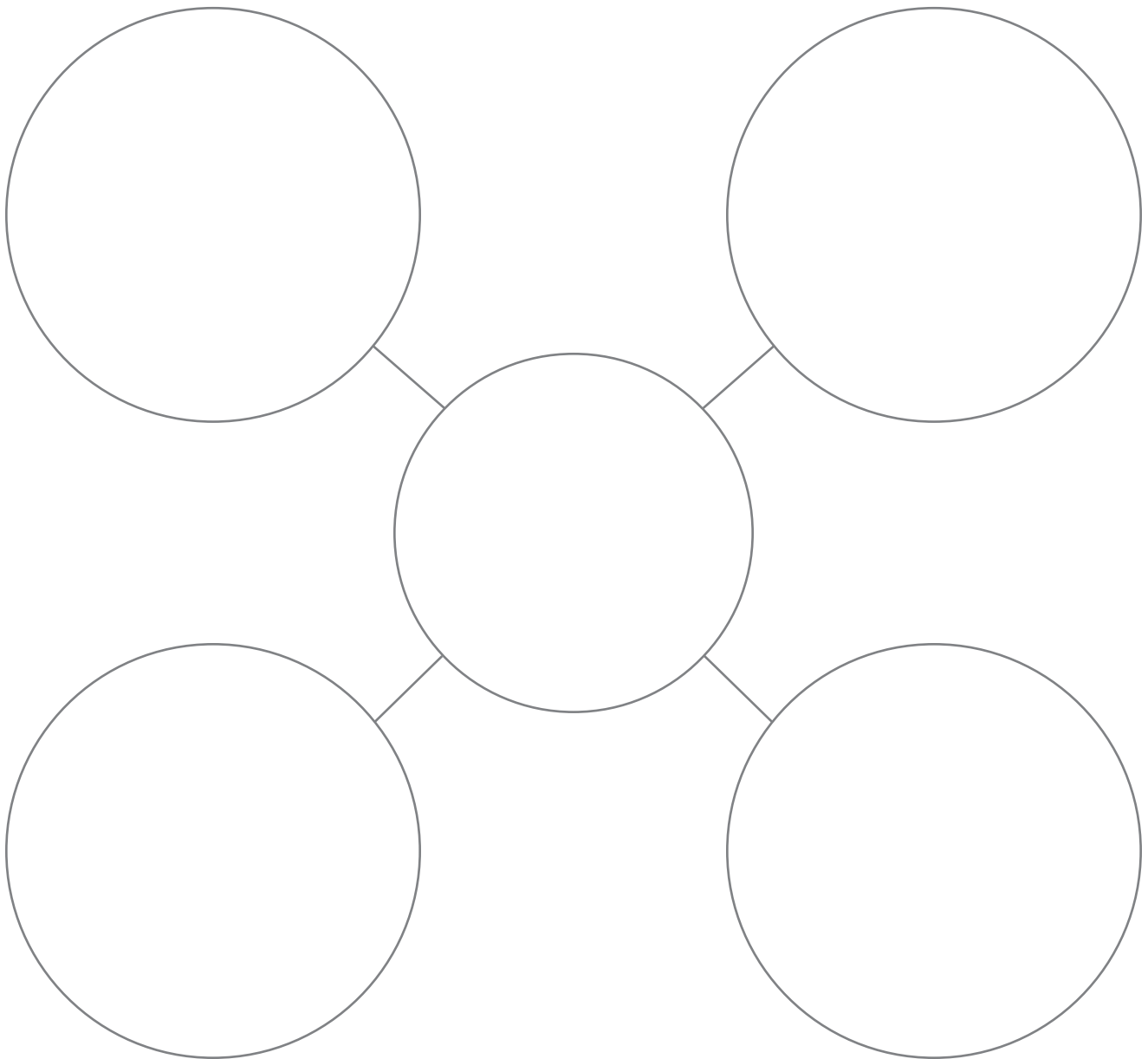
Directions: Write the singular possessive nouns from Part 1 on the lines provided.

Part 3

Directions: Write the plural possessive nouns from Part 1 on the lines provided.

**LANGUAGE STUDIO 7: ASTRONOMY****Astronomy Project: Write a Paragraph****Gathering Details**

Directions: In the center circle of the graphic organizer, write the name of your topic. Then use the other circles to write in details you will use in your paragraph. Share your graphic organizer with members in your group.





NAME: _____

DATE: _____

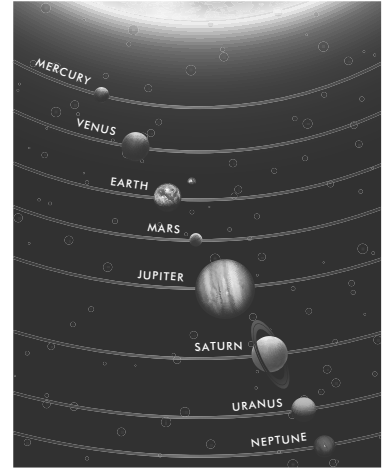
11.1

ACTIVITY PAGE

LANGUAGE STUDIO 7: ASTRONOMY**Connecting Words and Text Structure****Part 1**

Directions: Circle the connecting words in the following paragraph.

Our solar system has eight planets. Let's take a trip beginning at the sun and travel outward. First, we visit the planet of Mercury. Next, we stop at Venus. We fly by Earth and head toward Mars. Then, we encounter the fifth planet in our solar system, Jupiter. Jupiter is the largest planet in our solar system! We continue our journey and visit Saturn and Uranus. Finally, we arrive at the last planet, Neptune. What a great trip!

**Part 2**

Directions: Read the questions. Then write your answer on the line provided.

1. What planet do we find first on our trip?

2. What planet is the next stop after Mercury?

3. What is the fifth planet in our solar system?

4. What is the final planet on our trip?

**LANGUAGE STUDIO 7: ASTRONOMY****Astronomy Project: Write a Paragraph****Organizing Information****Part 1**

Directions: Now it's time to organize your ideas. Use the details that you wrote in your graphic organizer from Activity Page 10.1 and write sentences on the lines provided.

Title: _____

Part 2

Directions: Use the sentences you wrote above and organize them in the correct sequence. Use the chart provided.

First,**Next,****Then,****Finally,**



NAME: _____

DATE: _____

12.1

ACTIVITY PAGE

LANGUAGE STUDIO 7: ASTRONOMY

Revising Topic Sentences: From Weak to Great

(weak) Earth is a great place.

(better) Earth is the third planet from the sun.

(Great) What would an alien think about planet Earth?

Directions: For each weak topic sentence, write two improved ones. The goal is to grab the reader's attention, so be creative!

1. Our solar system is big.

2. Astronomers have good jobs.

3. The sun is a star.

**LANGUAGE STUDIO 7: ASTRONOMY****Writing a Final Paragraph**

Directions: Write your topic sentence. Then write your improved, supporting sentences from Activity Page 11.2. Write your concluding sentence on the last lines to conclude your paragraph.

Topic Sentence:

Supporting Sentences:

Concluding Sentence:



NAME: _____

DATE: _____

12.3

ACTIVITY PAGE

LANGUAGE STUDIO 7: ASTRONOMY

Drawing and Labeling a Diagram

Directions: Draw your final diagram. The diagram is a visual aid for your paragraph. Label any objects in your diagram.



LANGUAGE STUDIO 7: ASTRONOMY

Listening Evaluation Rubric

	Attention	Engagement	Connection
3	Focuses fully on speaker; makes eye contact; does not talk while another is speaking	Takes notes; prepares questions for presenters	Asks interesting questions; remembers information in presentation
2	Focuses on speaker most of the time; rarely interrupts or talks while another is speaking	Takes some notes; prepares some questions for presenters	Asks one question; able to recall most of information in presentation
1	Does not focus on speaker; looks around; interrupts or talks to person sitting nearby	Takes no notes	Does not ask questions; does not recall information



NAME: _____

DATE: _____

13.2

ACTIVITY PAGE

LANGUAGE STUDIO 7: ASTRONOMY

Listening Note Guide

Directions: Answer the questions below as you listen to the presentations.

Presenter's Name: _____

Something I thought was interesting: _____

Something I'd like to know more about: _____

One question I have: _____



LANGUAGE STUDIO 7: ASTRONOMY

Speaking Rubric

	Text Structure	Content	Delivery
3	Uses many key words for the chosen structure	Includes many specific details, including images, about the chosen topic	Speaks clearly at an appropriate pace, tone, and volume
2	Uses some key words for the chosen structure	Includes some specific details, including images, about the chosen topic	Speaks clearly most of the time at an appropriate pace, tone, and volume
1	Uses no key words for the chosen structure	Includes images only about the chosen topic	Speaks unclearly; pace, tone, and volume interfere with meaning

Language Studio 8

Native Americans: Regions and Cultures





NAME: _____

DATE: _____

1.1

ACTIVITY PAGE

LANGUAGE STUDIO 8: NATIVE AMERICANS

KWL Chart

Directions: Use each column to make notes of information. The K column is for information you know already. The W column is for information you would like to learn, or questions you have. The L is for what you have learned.

Native Americans

K What I Know	W What I Want to Know	L What I Learned



LANGUAGE STUDIO 8: NATIVE AMERICANS

Key Ideas

Directions: After listening closely to each paragraph, record the key ideas in the space below. You may use sentences, words, or drawings.

Paragraph 1: Long, long ago—so long ago, that we cannot say for certain when—people began to move from one land to another. These prehistoric people were nomadic hunters who traveled in groups. They began to move from the land we now call Asia into the land we call North America. They did not *plan* to move. They were simply following the herds of animals they hunted in order to survive. Experts believe that various groups of hunters ventured on foot across a vast, cold area between Asia and North America called Beringia, following these prehistoric herds.

Key Ideas:

Paragraph 2: This probably is not the only way people arrived in North America. It is likely that people also came to North America in boats, following the coastline in search of land and food, and then stayed because they discovered an abundance of new resources. This migration of people and



NAME: _____

DATE: _____

1.2
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 8: NATIVE AMERICANS

animals did not happen all at once, nor did these people come from only one place. People moved from across Asia into North America over a long period.

Key Ideas:

Paragraph 3: However they arrived, these people probably were the first to inhabit North America. Eventually, as the climate began to warm and the ice-covered land began to thaw, people could travel farther into North America. Large numbers of people continued to migrate, or move, in small groups. They lived a nomadic life as they followed the herds of animals on which they preyed.

Key Ideas:



LANGUAGE STUDIO 8: NATIVE AMERICANS

Spreading Through the Continents

Directions: Key words from this reading are in bold. Highlight words and phrases that help you determine the meaning of these words.

As the climate began to warm and the ice-covered land began to thaw, people could travel farther into North America. Large numbers of people continued to **migrate**, or move, in small groups. They lived a **nomadic** life as they followed the herds of animals on which they preyed.

Some animals were able to **adapt** to **climate** change. Buffalo, for example, became smaller and swifter over time. After the ice melted, new plants, grasses, and trees emerged and various animals adapted to a new diet. Native people





NAME: _____

DATE: _____

2.1
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 8: NATIVE AMERICANS

adapted, too. They found other, smaller prey to hunt such as deer and rabbits, as well as new varieties of fruits, nuts, and seeds to gather and consume, or eat.

Over many years, people moved across the vast expanse of North America to various **regions**—the wide open grasslands of the Central Plains; the northeastern and southeastern woodlands, swamplands, and coastal regions; and the sun-drenched west coast and dry southwestern deserts. Some people settled in the Arctic and sub-Arctic regions of the far north. Others moved south into what we now call South America.

Eventually, many people stopped living nomadic existences and established **permanent** or semipermanent settlements. They discovered regions where the food supplies were plentiful and there were natural resources such as fresh water to drink and wood or other materials to construct homes and build fires.



LANGUAGE STUDIO 8: NATIVE AMERICANS

Key Terms

Directions: Write a definition for the words from your reading. Use your notes from the reading and reference materials to help with your definition.

Word	Definition
Adapt	
Climate	
Migrate	
Nomadic	
Permanent	
Region	



NAME: _____

DATE: _____

2.2
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 8: NATIVE AMERICANS

Key Terms

Word	Definition



LANGUAGE STUDIO 8: NATIVE AMERICANS

Write About It: The First Native Americans

Directions: Write a paragraph about how the first people came to the Americas and spread across the continent. Include the key words you have learned in your paragraph.

Writing Rubric

	Key words	Organization
3	Includes at least three key words.	Demonstrates a logical organization that includes a beginning, middle, and end.
2	Includes one or two key words.	Demonstrates some logical organization. May be missing a clear beginning, middle, and end.
1	Does not use key words.	Demonstrates no clear plan of organization. Does not include a beginning, middle, or end.



NAME: _____

DATE: _____

3.1

ACTIVITY PAGE

LANGUAGE STUDIO 8: NATIVE AMERICANS

Cultural Identity

Directions: As you read this paragraph with your teacher, fill in the missing words.

~~~~~

After a long period, many native \_\_\_\_\_ came to live in groups called \_\_\_\_\_. Each tribe had its own \_\_\_\_\_, language, set of beliefs, and overall cultural identity. How each tribe lived, the \_\_\_\_\_ the tribe members wore, the foods they ate, and the \_\_\_\_\_ they lived in depended greatly on the environment in which they lived. This is especially true of language. People created different \_\_\_\_\_ that related specifically to regional beliefs and habitats. The languages of these native people became widely different from region to region, and from tribe to tribe within a region.

~~~~~

Key Idea:



LANGUAGE STUDIO 8: NATIVE AMERICANS

Nouns: People, Places, and Things

Directions: Read each sentence. Find and underline the nouns.

Hint: Nouns are people, places, and things. Each of these sentences has more than one noun.

1. Some tribes living on the Great Plains made homes out of soil, grass, and roots.
2. Other tribes made tipis out of animal hides.
3. In the Southwest, the Pueblo used bricks and stones to make tall buildings.
4. The Iroquois of the Northeast built longhouses out of wood and bark.
5. The Iroquois hunted deer and rabbits.
6. Fishermen set nets and traps in the rivers and hunted fish with spears.
7. Farmers grew corn, beans, and squash.
8. Native tribes on the northwest coast caught fish, seals, porpoises, and whales.
9. In cold regions, clothes were made of fur and animal hides.
10. In warmer regions, clothes were made from plants.



NAME: _____

DATE: _____

3.2
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 8: NATIVE AMERICANS

Draw a picture to illustrate one of the sentences above.



LANGUAGE STUDIO 8: NATIVE AMERICANS

Types of Adjectives

Directions: Add adjectives to each category.

Opinion/ Observation	beautiful							
Size	huge							
Age	old							
Shape	round							
Color	red							
Origin	Northeastern							
Material	wooden							
Quantity	many							



NAME: _____

DATE: _____

4.2

ACTIVITY PAGE

LANGUAGE STUDIO 8: NATIVE AMERICANS

Identifying and Using Adjectives

Part A

Directions: Read each sentence. Circle the nouns. Then underline adjectives that describe the nouns.

1. Tribes on the Great Plains lived in grass huts.
2. The Pueblo used clay bricks to make tall buildings.
3. On the northwest coast, native tribes relied on the large supply of fish.
4. Tribes told different, unique tales to explain their world.
5. New rules helped large groups of people live in one place.

Part B

Directions: Read each sentence. Fill in the blanks with adjectives and nouns to describe early Native American life.

1. Native Americans in the _____ region wore _____.
2. Some Native Americans built _____.

3. Some Native Americans ate _____.
4. Native Americans of the Central Plains followed _____ herds of buffalo.

Challenge: Write a sentence using one of the adjectives from Activity Page 4.1.



NAME: _____

DATE: _____

5.1

ACTIVITY PAGE

LANGUAGE STUDIO 8: NATIVE AMERICANS**The Mound Builders**

More than three thousand years ago, several groups of early Americans began to spread out and inhabit the river valleys north, south, east, and west of the Mississippi River. These three groups of Mound Builders, called the Adena, Hopewell, and Mississippians, lived at different times in and around this region of North America.

These Native Americans built amazing mounds. Some were burial mounds, whereas others were strictly for **ceremonial** purposes. There were





mounds shaped like animals, too. Often the chief of the settlement, as the most important leader, had his home built on top of a mound. After thousands of years, the mounds—and the artifacts that have been discovered in and around them—speak to us of a time long ago before Europeans came to this continent. They speak of a time when native peoples worshipped many groups of nature gods and lived freely on this land.



NAME: _____

DATE: _____

5.2

ACTIVITY PAGE

LANGUAGE STUDIO 8: NATIVE AMERICANS**Adding Details****Part A**

Directions: Read each sentence. Circle the verbs. Then underline the adverb or phrase that describes where, how, or why the action in the sentence happened.

1. The Adena settled near the Ohio River. (*where?*)
2. The Adena lived in circular homes. (*where?*)
3. The Adena gradually joined with other cultures. (*how?*)
4. The Hopewell built villages along riverbanks. (*where?*)
5. They produced food by hunting, farming, and fishing. (*how?*)

Part B

Directions: Read the paragraphs about the Mississippian Culture. Then add details to the paragraph that follows. You may choose to add adjectives, adverbs, or phrases.

The Mississippian Culture

The Mississippian Culture was perhaps the most developed mound culture of all. They relied on corn as their most important food crop. They lived in large towns, sometimes referred to as city-states. They were populated by hundreds, if not thousands, of people.

Mississippian mounds were several stories high and were symbols of the people's religious beliefs. The Mississippians worshipped the sun and their ancestors. They were good craftspeople, artists, and builders. The people were governed by powerful leaders and priests. Their religious beliefs touched every aspect of their lives.

Add details to the following paragraph:

The people of the Mississippian Culture lived. They built mounds. They were craftspeople and artists. They had religious beliefs.



NAME: _____

DATE: _____

6.1

ACTIVITY PAGE

LANGUAGE STUDIO 8: NATIVE AMERICANS**Pueblo Homes**

The Ancestral Pueblo built their homes on flat hills called *mesas*. They built their homes of a sun-dried brick made from clay called *adobe*. They became expert builders and made some of the first buildings with more than one story, or level.



Large Adobe Pueblo

The Ancestral Pueblo began to live in large settlements or villages. It was not unusual for hundreds of people to live in one village. These villages eventually became known as *pueblos*, the Spanish word for towns. The Ancestral Pueblo continued to construct rooms beneath the ground, but over time these underground rooms, called *kivas*, changed shape. They became round or keyhole-shaped.



Round Kivas

Strangely, for reasons we cannot fully explain, the Ancestral *Pueblo* began to abandon their homes. They began to construct homes, called cliff dwellings, beneath or at the base of the cliffs.



Abandoned Homes



NAME: _____

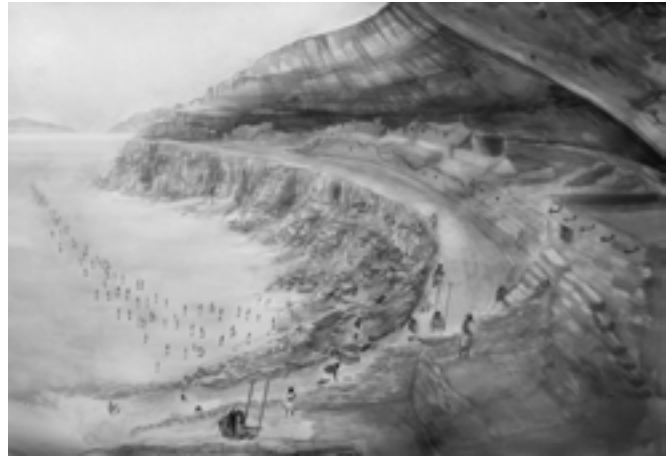
DATE: _____

6.2

ACTIVITY PAGE

LANGUAGE STUDIO 8: NATIVE AMERICANS**The Mystery of the Southwest**

The Ancestral Pueblo population lived closely together in enormous cliff structures. Some of these structures had as many as one thousand rooms and rose up four stories high beneath the cliff. The cliff dwellings were difficult to get to, though. People had to climb up and down using finger- and footholds carved into the rock.



Cliff Dwellings

However, there is another mystery surrounding these ancient peoples. By about 1300 CE, the Ancestral Pueblo had left these magnificent homes, never to return again. It seems that over a period of time, family groups walked away from their ancestral homes and set out into the arid valleys. They left behind all their tools and supplies used in daily life and went in search of other places to settle.

Abandoned Cliff Dwellings

**LANGUAGE STUDIO 8: NATIVE AMERICAS****Discussion Questions:**

1. Would you like to live in houses built into the cliff? Why or why not? What do you think would have been the biggest problems or challenges of this way of life?
2. Why do you think the Ancestral Pueblo left their cliff dwellings?



NAME: _____

DATE: _____

7.1

ACTIVITY PAGE

LANGUAGE STUDIO 8: NATIVE AMERICANS

Food of the Northeastern and Southeastern Peoples

Eastern Woodlands Groups: The Iroquois

The Iroquois grew different varieties of corn and beans. They also grew squash, sunflowers, and tobacco. They cleared the land of trees and shrubs and planted their crops. Corn, beans, and squash were particularly important crops, and the Iroquois referred to them as the “three sisters.”



In the wintertime, when food was scarce, many Iroquois left their villages to hunt. They moved with the herds and often did not return to their villages until early spring. The Iroquois hunted deer using bows and arrows. They also



hunted smaller mammals, setting traps to catch them. In addition, the Iroquois fished and gathered berries, and tapped the trees to get maple syrup.

Like many other tribes, the Iroquois lived near water. Water was a source of life, and it provided a means of transportation. The Iroquois traveled in dugout canoes. They fished using nets and traps.

Southeastern Tribes

For the Southeastern Indians, corn, beans, and squash (including pumpkin) were the most important crops. These crops were essential to the survival of Southeastern Indians. Sunflowers were grown for seeds and oil, and tobacco was harvested, too. All tribes fished and hunted, especially during the winter months. They used bows and arrows to hunt animals such as deer, rabbits, raccoons, and turkeys.

The children of the tribes gathered nuts, berries, and sap. Again, several kinds of corn were grown and cooked in a variety of ways. Corn could also be dried and used during the months when food was less plentiful.





NAME: _____

DATE: _____

7.1
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 8: NATIVE AMERICANS

Even though the Southeastern tribes farmed, it was still important for them to obtain food by hunting, fishing, and gathering. In the wintertime, when frost or snow coated the landscape and nothing could grow in the sleeping earth, hunting parties would leave home and go in search of much-needed food.

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## LANGUAGE STUDIO 8: NATIVE AMERICANS

### Native American Foods

*Directions: Write a paragraph about the Native Americans who lived in Northeastern and Southeastern regions. What did these groups eat? How are they the same?*

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*Directions: Use this space to draw a picture of a food that was important to the Native Americans. Label your picture with the name of the Native American group and the name of the food.*



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**8.1**

ACTIVITY PAGE

**LANGUAGE STUDIO 8: NATIVE AMERICANS****Suffixes: *-ness* and *-ish***

|                                                    |                                                                                                                                      |
|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>Suffix:</b> <i>-ness</i>                        |                                                                                                                                      |
| <b>Definition:</b> state of being                  |                                                                                                                                      |
| <b>Change made:</b> Turns an adjective into a noun |                                                                                                                                      |
| <b>Examples:</b>                                   | <b>Sentences:</b>                                                                                                                    |
| rich + ness = richness                             | Because of the <u>richness</u> of the soil in the Mississippi River valley, there were many plants that could be harvested for food. |
| sick + ness = sickness                             | The Hopis believed that kachinas might help in times of <u>sickness</u> and disease.                                                 |

|                                                    |                                                                                              |
|----------------------------------------------------|----------------------------------------------------------------------------------------------|
| <b>Suffix:</b> <i>-ish</i>                         |                                                                                              |
| <b>Definition:</b> related to or characteristic of |                                                                                              |
| <b>Change made:</b> Turns a noun into an adjective |                                                                                              |
| <b>Examples:</b>                                   | <b>Sentences:</b>                                                                            |
| Spain + ish = Spanish                              | Native American villages became known as <i>pueblos</i> , the <u>Spanish</u> word for towns. |
| child + ish = childish                             | When Native American boys became hunters, they viewed playing games as <u>childish</u> .     |





## LANGUAGE STUDIO 8: NATIVE AMERICANS

### People of the Arctic/sub-Arctic Region

#### The Thule

Like most people who migrated a long, long time ago, the Thule moved from place to place in pursuit of food, shelter, and land to live on. The people of the Thule culture relied heavily on hunting a very large whale called the bowhead whale. Every part of the whale enabled the people of the Thule culture to survive. One whale could keep a village alive throughout an entire winter.

The people of the Thule culture lived in villages of about six to thirty houses. The houses were dug into the ground. They built snow homes, or igloos, in the winter months as they moved from place to place, hunting as they went. The people of the Thule culture



used dogs to pull sleds made out of driftwood and whale bones. They used the bones and teeth of the animals they hunted to hunt the same animals. They built boats out of walrus ribs and walrus hides, and hunted at sea in the icy waters. They used lamps powered by seal and whale oil.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**8.2**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 8: NATIVE AMERICANS

### The Inuit

The Inuit came after the Thule. They were a nomadic hunting and gathering people. In addition to whales, the Inuit relied heavily on fishing, catching seals and walruses, and hunting caribou and other smaller mammals. The Inuit hunted the caribou not only for meat, but also for its very warm fur. Caribou fur was used to make all kinds of clothes.

The Inuit invented the kayak. A kayak is a light, one-person boat that can be used for hunting or transportation. The Inuit made well-crafted sleds. Inuit sleds were made out of animal bones and seal “rope.” The Inuit were skilled dog trainers, and these sleds were pulled by well-trained dogs.



Traditionally, in the wintertime, the Inuit lived in igloos. The word igloo is the Inuit word for shelter. The Inuit igloo was shaped like a dome. A tunnel entrance trapped cold air so that it could not enter the main part of the home. Igloos were made from hard blocks of snow. These homes were not made to last because the Inuit moved frequently, hunting and trapping animals. In the warmer months, the Inuit lived in tents made from caribou or sealskin.

**LANGUAGE STUDIO 8: NATIVE AMERICANS****What Is an Artifact?****Word:** artifact**Definition:** an object made by a person or group of people that tells about their culture**Examples:** tools, ornaments, pottery, jewelry**Sentences:**

We know the Hopewell Mound Builders were good artists from the decorative pottery and other artifacts that have survived.

Artifacts of the Cherokee, a Southeastern tribe, include beautiful pots, beadwork, bags, and textile art.

**Draw a picture of an artifact our culture might leave behind. Label your picture.**



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**9.2**

ACTIVITY PAGE

**LANGUAGE STUDIO 8: NATIVE AMERICANS****Native American Artifacts**

Hopi: Kachina dolls were hand-carved by men and given to boys and girls. Each doll represented a particular spirit. The doll's face revealed what spirit it was. At festivals, men wore a variety of masks and special clothes to represent the kachinas.



Ancestral Pueblo: The Ancestral Pueblo became known for their stonework, their expert basket weaving, and their pottery. Their baskets were beautifully designed and woven. They were so carefully woven that after they were coated with mud and baked by the sun, they could be used for cooking, carrying water, and storing harvested crops. The Ancestral Pueblo also mined turquoise stone and used it in their jewelry.



Iroquois: Belts and necklaces made from colored shells were called wampum. The color and design of the beads could tell a story. Wampum was used for trading.





ACTIVITY PAGE

[illegible]



## LANGUAGE STUDIO 8: NATIVE AMERICANS

### Native American Project Notes

*Directions: You are going to use what you know as well as additional research about Native Americans to write a poem. You will work in small groups to write your poem. This project has three important steps:*

1. Identify important or interesting facts to present.
2. Decide what type of poem you want to write.
3. Present your poem to the rest of the class.

Use this page to write and organize your notes about your Native American group.

#### Types of dwellings:

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#### Sources and types of food:

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**10.1**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 8: NATIVE AMERICANS

### Clothing:

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### Legends and important stories:

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### Artifacts:

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### Other important facts and details:

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## LANGUAGE STUDIO 8: NATIVE AMERICANS

### Native American Project

*Directions: You are going to use what you know about Native Americans to write an acrostic, poem, or rap song. (An acrostic is a poem that uses the first letter of a word or phrase—such as MOUND BUILDERS—as the first letter of words or phrases to form a poem.) You will work in small groups. This project has three important steps:*

1. Read the notes on this page to find important or interesting facts to present.
2. Decide what type of poem you want to write.
3. Present your poem to the rest of the class.

### The Mound Builders

Three groups of Mound Builders: Adena, Hopewell, and Mississippians  
Lived at different times

#### Region:

Mississippi River Valley

#### Types of dwellings:

Circular homes with cone-shaped roofs

Made from poles, tree branches, mud, and bark

#### Sources and Types of Food:

Hunting, fishing, and gathering

Farmed sunflowers and squash

Later, corn and beans



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**10.1.A**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 8: NATIVE AMERICANS

### **Other**

#### **Adena:**

Built amazing mounds

Some were burial mounds

Some mounds were shaped like animals

Worshipped nature gods

#### **Hopewell:**

Built well-constructed villages along riverbanks

Used animal hides for clothing, mats, and homes

Made stone pipes

Made pottery in the shapes of animals and human beings

#### **Mississippian Culture:**

Corn is most important food crop

Lived in large towns

Made mounds that were several stories high

Worshipped the sun and their ancestors

Expert craftspeople, artists, and builders



## LANGUAGE STUDIO 8: NATIVE AMERICANS

### Native American Project

*Directions: You are going to use what you know about Native Americans to write an acrostic, poem, or rap song. (An acrostic is a poem that uses the first letter of a word or phrase—such as PUEBLO—as the first letter of words or phrases to form a poem.) You will work in small groups. This project has three important steps:*

1. Read the notes on this page to find important or interesting facts to present.
2. Decide what type of poem you want to write.
3. Present your poem to the rest of the class.

### The Ancestral Pueblo

#### Region:

Area of Southwest that connects present-day Colorado, New Mexico, Arizona, and Utah

#### Types of dwellings:

First, pit houses dug into the ground and covered with tree branches, leaves, and dirt

Then made homes of wood and adobe

First multistory buildings

Later lived in cliff dwellings



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**10.1.B**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 8: NATIVE AMERICANS

### Sources and Types of Food:

Farmed dry area by diverting water from streams and rivers to their fields

Some lived on greener mesas, where it was easier to grow crops

Grew beans

Raised turkeys

Laid out crops that were on the flat rooftops of homes to dry in the sun

### Other

Lived on mesas or in valleys

Created cliff dwellings

Began to live in pueblos

Had round underground rooms called kivas

Known for stonework, excellent basket weaving, and pottery

Planted cotton and used it for clothing

Used turquoise stone in jewelry



## LANGUAGE STUDIO 8: NATIVE AMERICANS

### Native American Project

*Directions: You are going to use what you know about Native Americans to write an acrostic, poem, or rap song. (An acrostic is a poem that uses the first letter of a word or phrase—such as HOPI—as the first letter of words or phrases to form a poem.) You will work in small groups. This project has three important steps:*

1. Read the notes on this page to find important or interesting facts to present.
2. Decide what type of poem you want to write.
3. Present your poem to the rest of the class.

#### Hopi

*Hopi* means “peaceful” or “wise.”

Descendants of Ancestral Pueblo

#### Region:

Area that is now Arizona

#### Types of dwellings:

Houses made of stone and wooden beams

Entered their houses through the ceiling using a ladder



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**10.1.C**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 8: NATIVE AMERICANS

### Sources and Types of Food:

Grew beans, squash, melons, pumpkins, and corn

Corn was most important crop; grew several different kinds of corn

Learned how to plant the corn deep in the ground where it could reach underground water

Planted crops at bottom of mesas; when it rained, water ran down into their fields to water their crops

### Other

Wove cloth for clothing and blankets

Made moccasins, belts, baskets, pottery, and jewelry

Kachinas were thought to be the spirits of animals, parts of nature such as wind and rain, and spirits of the dead, and deities

Held festivals and ceremonies; asked the gods to bring forth rain to make the crops grow

Kachina dolls were hand-carved from cottonwood roots by men and given to boys and girls. Each doll represented a particular spirit.



## LANGUAGE STUDIO 8: NATIVE AMERICANS

### Native American Project

*Directions: You are going to use what you know about Native Americans to write an acrostic, poem, or rap song. (An acrostic is a poem that uses the first letter of a word or phrase—such as IROQUOIS—as the first letter of words or phrases to form a poem.) You will work in small groups. This project has three important steps:*

1. Read the notes on this page to find important or interesting facts to present.
2. Decide what type of poem you want to write.
3. Present your poem to the rest of the class.

#### Iroquois

Called themselves the “Haudenosaunee: (hoo-dee-noh-*SHAW*-nee), which means people of the longhouse

#### Region:

Present-day New York and Ohio

#### Types of dwellings:

Longhouse, made of wood

Each longhouse was home to several related families; larger longhouses were home to 50 people



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**10.1.D**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 8: NATIVE AMERICANS

### Sources and Types of Food:

Grew corn, beans, and squash, which they called the “three sisters”

Hunted in the winter

Used bows and arrows

Set traps to catch smaller animals

Fished

Gathered berries

Tapped maple trees for syrup

### Other

Peace pipe was smoked when promises were made between tribes

Five separate tribes: Mohawk, Oneida, Onondaga, Seneca, and Cayuga

Built log walls all around their villages with just one entrance for safety

Canoes

Used animal furs to keep warm

Buckskin moccasins on their feet

Dyes, beads, and quills to decorate their clothes

Wampum of belts, necklaces made from colored shells





## LANGUAGE STUDIO 8: NATIVE AMERICANS

### Native American Project

*Directions: You are going to use what you know about Native Americans to write an acrostic, poem, or rap song. (An acrostic is a poem that uses the first letter of a word or phrase—such as CHEROKEE—as the first letter of words or phrases to form a poem.) You will work in small groups. This project has three important steps:*

1. Read the notes on this page to find important or interesting facts to present.
2. Decide what type of poem you want to write.
3. Present your poem to the rest of the class.

#### Cherokee

##### Region:

Present-day Georgia, North and South Carolina, Virginia, Kentucky, and Tennessee

##### Types of dwellings:

Circular homes with cone-shaped roofs

Made of wood, cane, mud, and bark

##### Sources and Types of Food:

Farmed corn, beans, squash, pumpkins, sunflowers

Fished and hunted



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**10.1.E**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 8: NATIVE AMERICANS

Used bows and arrows to hunt deer, rabbits, raccoons, turkeys

Children gathered nuts, berries, and sap

Dried corn to use during months when food was less plentiful

### Other

Small tribal villages and larger town-like settlements on the edge of a river

Wore deerskin dresses, shirts, leggings, robes, and shoes

Harvest festival called the “Green Corn Festival”

Traveled by canoe

Used dogs as pack animals

Made beautiful pots, beadwork, bags, and textile art

Played a ball game called *anetsa*



## LANGUAGE STUDIO 8: NATIVE AMERICANS

### Native American Project

*Directions: You are going to use what you know about Native Americans to write an acrostic, poem, or rap song. (An acrostic is a poem that uses the first letter of a word or phrase—such as INUIT—as the first letter of words or phrases to form a poem.) You will work in small groups. This project has three important steps:*

1. Read the notes on this page to find important or interesting facts to present.
2. Decide what type of poem you want to write.
3. Present your poem to the rest of the class.

#### Inuit

##### Region:

Arctic/sub-Arctic

##### Types of dwellings:

In winter, lived in igloos, which is *Inuit* for shelter

Igloos are made from blocks of ice

Shaped like a dome with a tunnel entrance

In warmer months, lived in tents made from caribou or sealskin



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**10.1.F**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 8: NATIVE AMERICANS

### Sources and Types of Food:

Nomadic hunting and gathering

Hunted for whales

Fished for seals, walruses

Hunted caribou and smaller mammals

Gathered berries and seaweed in spring and summer

Collected eggs in spring and summer

### Other

Wore coats, leggings, hats, and gloves from caribou fur

Traveled by kayak

Traveled by sleds pulled by dogs

Carved animal figures out of bone, walrus ivory, and caribou antlers



## LANGUAGE STUDIO 8: NATIVE AMERICANS

### Native American Project Rubric

|   | Vocabulary                                                                      | Content                                                                                           | Presentation                                                             |
|---|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| 3 | Uses precise language, including vocabulary terms, adjectives, and adverbs      | Includes many specific facts and details that tell about the culture of the Native American group | Speaks clearly at an appropriate pace, tone, and volume                  |
| 2 | Uses some precise language, including vocabulary terms, adjectives, and adverbs | Includes some facts and details that tell about the culture of the Native American group          | Speaks clearly most of the time at an appropriate pace, tone, and volume |
| 1 | Uses little precise language such as vocabulary terms, adjectives, or adverbs   | Includes just one fact or detail that tells about the Native American group                       | Speaks in an unclear manner at an inappropriate pace, tone, and volume   |

Vocabulary terms our poem includes:

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**11.1**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 8: NATIVE AMERICANS

Descriptive adjectives and adverbs our poem includes:

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Facts and details our poem includes:

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## LANGUAGE STUDIO 8: NATIVE AMERICANS

### Native American Poem

*Directions: Use this page to write your poem.*

My Name: \_\_\_\_\_

The other members of my group:

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Native American group: \_\_\_\_\_

Type of poem: \_\_\_\_\_

Poem:

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## 11.2

CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 8: NATIVE AMERICANS

[illegible]



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### Schools

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## Credits

### Language Studio 5

Lesson 2: Meghan Jean Kinder; Lesson 3 (Wavelengths): Core Knowledge Staff; Lesson 5-7: Meghan Jean Kinder

### Language Studio 6

Lesson 1 (Ship, rough seas): Scott Hammond, (Viking ship): Shutterstock; Lesson 2 (Three famous vikings): Jacob Wyatt; Lesson 4 (People with giant): Brittany Tingey, (Tree with snake): Brittany Tingey

### Language Studio 7

Shutterstock

### Language Studio 8

Lesson 2 (Two buffalo): Shutterstock; Lesson 5 (Building Wigwams): Becca Scholes, (Walking up Mound): Becca Scholes; Lesson 6 (Large Adobe Pueblo): Shari Griffiths, (Underground rooms): Shutterstock, (Abandoned Homes): Shari Griffiths, (Cliff dwellings): Shari Griffiths, (Abandoned cliff dwellings): Bryan Beus; Lesson 7 (Gathering corn): Carolyn Wouden, (Deer hunter, canoe): Carolyn Wouden, (Hunter and harvesters): Scott Hammond, (3 hunters, winter): Scott Hammond; Lesson 8: Daniel Hughes; Lesson 9 (Dolls with masks): Bryan Beus, (Weaving baskets): Shari Griffiths, (Family fashion): Carolyn Wouden

