

Grade 5

Unit 6

Cultures and Histories: Native Americans

Activity Book

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NAME: _____

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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 migratory lifestyle. They followed the enormous herds of bison that moved with the seasons. The bison provided them with everything they needed, including food, clothes, and the tepees they lived in. It is believed that, at one time, more than 30 million bison roamed parts of North America. Some of the tribes living in this enormous area of grassland did not have an abundance of trees to use for building. Instead, some homes were made out of soil, grass, and roots, whereas others were made out of animal hides and were called tepees.

B. **Southwest**

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

C. **Northeast**

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

D. **Pacific Northwest**

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

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1.2

Activity Page

Vocabulary for “A Long and Winding Road”

1. **birthright**, *n.* a right someone has because they were born into a specific group or family, or because it is a right of all people belonging to that group
2. **sustain**, *v.* to keep alive
3. **reservations**, *n.* separate areas of land in the United States set aside for Native Americans to live on
4. **tensions**, *n.* discomforts felt when different people or groups disagree and feel anger toward each other; strains
5. **forced relocation**, *n.* the act of making people move to a new place against their will

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

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1.3

Activity Page

Regions Word Sort

Pick two words from the choices listed in the Word Bank to describe each region.

Word Bank			
grasses	desert	longhouses	tepees
rivers and lakes	plank houses	mesas	cedar trees

Great Plains	grasses	tepees
Northwest	cedar trees	plank houses
Southwest	desert	mesas
Northeast	rivers and lakes	longhouses

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2.1

Activity Page

Vocabulary for “Across Mountains and Prairies”

1. **property lines**, *n.* boundaries, or borders, that indicate where one piece of property ends and another begins
2. **property deeds**, *n.* official pieces of paper that show who legally owns a piece of property
3. **regalia**, *n.* special clothing worn during ceremonies
4. **transition**, *n.* a change
5. **toll**, *n.* the cost in health or life

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

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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 lands where they lived? Cite evidence from the text to support your answers.

Answers may vary but could include that those tribes did not own
the land where they lived; it was the land of their ancestors; and there
were no borders or property lines.

Page(s) 13

2. How did the ritual that Mourning Dove describes help children to learn to be members of their tribe?

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 the bison “no greater symbol of the connection between people and nature” for the Great Plains tribes?

Answers may vary but should state that the bison provided almost everything tribes in the Great Plains needed to survive, and that they used every part of the bison 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: tepees • made of bison hide and wooden poles • sturdy in bad weather • portable	Type: wigwams • safe in many kinds of weather • made of flexible sticks and sheets of bark or mats woven from grass or leaves • portable	
Food	• followed bison • bison main food source • some grew corn and gathered wild plants	• moved from place to place to find food • nuts and berries • hunted rabbits and deer	• hard to grow food • hard to hunt • ate fish

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2.2
CONTINUED

Activity Page

5. The text names an effect: “By 1890, many of the Native people were no longer living in the Great Plains.” Write a cause statement that includes specific details from the text. Reread the statement to check if it makes sense and uses correct capitalization and punctuation.

Many Native Americans of the Great Plains had died from diseases.

Native Americans of the Great Plains were forced to leave their

homelands and make way for settlers, railroads, and cities of the

United States.

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2.3

Activity Page

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.

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

Or *walked*

 X Shoshanna ~~walks~~ into the library and returned the books.

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

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

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

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

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2.4

Activity Page

Lakota Man Outside Tepee



This image shows a Lakota man 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 bison hides sewn together and supported by poles made of pine. In the foreground, the young man 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.

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2.5

Activity Page

Sample Opinion Essay

Dear _____, Thank you for giving me the opportunity to select an image for the Great Plains portion of the "Traditional Connections to Nature" exhibition. As you know, Native American tribes of the Great Plains relied on nature and its resources to survive in such a challenging climate. The image "Lakota Man Outside Tepee" clearly shows the harsh landscape of the Great Plains, the many ways the Lakota used bison to survive, and the ways the Lakota lived in rhythm with the seasons. Therefore, I believe "Lakota Man Outside Tepee" is the best choice for the "Traditional Connections to Nature" exhibition.	Introduction • <i>greeting</i> • <i>preview reasons</i> • <i>states the claim/opinion</i>
One reason I believe "Lakota Man Outside Tepee" is the best choice for this exhibition is it shows the harsh environment that the Lakota needed to adapt to. The image description describes the landscape of the Great Plains as "dusty." Page 2 of "A Long and Winding Road" says that Great Plains winters were "frigid and icy," while the summers were "scorching." The "Lakota Man Outside Tepee" image accurately shows that the environment was dusty, dry, and lacked vegetation. In order for exhibition visitors to appreciate the ways the Lakota used natural resources to adapt, they will need to understand that the Lakota lived in a challenging environment. This image, with its yellow grasses and blurry, distant hills, might make visitors wonder, "So, how <u>did</u> the Lakota survive out there?"	1st Reason • <i>2-3 pieces of supporting evidence</i> • <i>commentary or explanation</i>
Another reason "Lakota Man Outside Tepee" should be chosen for the exhibition is it shows how the Lakota and other Great Plains tribes survived by using every part of the bison. Page 3 of "A Long and Winding Road" says, "All the tribes of the Great Plains depend on the bison for survival," so it makes sense to use an image that shows many of the ways bison were used. According to "A Long and Winding Road," the bison provided "food, shelter, clothing, fuel for fires, and tools." The image shows traditional Lakota clothing, moccasins, and tepee covers, which were all made from bison hide. In fact, according to "Across Mountains and Prairies," even the bison's sinew "was used for thread, bowstrings, and glue." The Lakota man's tepee and clothing were sewn together using sinew! Clearly, bison were very important to the Lakota and other Great Plains tribes, and this image does a great job of showing that.	2nd Reason • <i>2-3 pieces of supporting evidence</i> • <i>commentary or explanation</i>

Finally, I would choose the “Lakota Man Outside Tepee” image for the exhibition because it shows how Lakota lived in rhythm with nature and the seasons. On page 18 of “Across Mountains and Prairies,” it says that “most tribes of the Plains and neighboring regions were migratory,” meaning that they moved depending on the season. The text also explains that tepees were “portable,” “could stand up to thunderstorms and blizzards,” and allowed for the Lakota to move from place to place in search of bison. This image, which shows tepees in the background, can teach viewers about the Lakotas’ and other Plains tribes’ migratory lifestyle. In addition, the image description explains that 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.” This shows how the Lakota used a natural resource, sunshine, to make something that could meet many needs.	3rd Reason • <i>2-3 pieces of supporting evidence</i> • <i>commentary or explanation</i>
In conclusion, the image “Lakota Man Outside Tepee” is the perfect choice for the “Traditional Connections to Nature” exhibition. It vividly portrays the harsh environment of the Great Plains, shows how Great Plains tribes relied on every part of the bison for survival, and shows how the Lakota lived in harmony with the seasons and natural resources around them. Through this image, visitors will gain a deeper understanding of, and appreciation for, Great Plains tribes’ resilience and their relationships with the lands where they lived. Sincerely,	Conclusion • <i>restates the claim/opinion in a new way</i> • <i>restate reasons</i> • <i>closing statement</i>

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3.1

Activity Page

Vocabulary for “A Tale from the Great Plains”

1. **remnants**, *n.* leftover pieces; small parts of the whole
2. **dispatched**, *v.* sent for a specific purpose
3. **animosity**, *n.* hatred or hostility
4. **stalwartly**, *adv.* in a dependable and courageous way
5. **ill-fated**, *adj.* unfortunate or unlucky

Word(s) from the Chapter	Pronunciation	Page Number
Comanche	/cə*man*chee/	22
Lakota	/lə*koe*tə/	22
Spaniards	/span*yerdz/	22
Apache	/ə*pach*ee/	25

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3.2

Activity Page

Theme in “The Swift Blue One”

List key events or details from the story. Consider characters’ responses to these key events and details to determine a possible theme.

Answers may vary, but they could include:

Key Event or Detail	Character’s Response	Possible Themes
A Comanche warrior encounters a Spanish soldier on a horse.	A warrior attacks out of fear and animosity but later tries to understand the horse and the Spaniard.	fear and courage, cultural exchange, communication
A Spanish soldier, wounded by the warrior’s arrow, offers to teach horse language in exchange for his life.	A warrior agrees to spare the Spaniard’s life and learns the horse language.	adaptation, learning, respect for animals
A Spanish soldier dies.	A Comanche warrior speaks the horse language, and decides not to remove the saddle and blanket. He names the horse “The Swift Blue One.”	respect for animals, respect between man and animal, learning and adaptation
A Comanche warrior dies in battle.	Other Comanches are afraid of the Swift Blue One, so they set him free.	respect for animals, freedom
More horses escape from Spanish soldiers and join the Swift Blue One on the prairie.	The Swift Blue One becomes their “chief”; Comanches learn the horse language and the horse culture spreads.	legacy, leadership, respect for animals, cultural exchange

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3.3

Activity Page

Sample Opinion Essay Organizer

Introductory Paragraph	Claim: “Lakota Man Outside Tepee” is the best choice for the “Traditional Connections to Nature” exhibition.
Body Paragraph 1	Reason: It shows the harsh environment that the Lakota needed to adapt to. Evidence 1: Image description describes landscape as “dusty.” Commentary 1: It shows that the environment was dusty, dry, and lacked vegetation. Evidence 2: Page 2 of “A Long and Winding Road” says Great Plains winters were “frigid and icy,” while summers were “scorching.” Commentary 2: Image has yellow grasses and blurry, distant hills, and might make visitors wonder, “So, how did the Lakota survive out there?”

Body Paragraph 2	Reason: Image shows how the Lakota and other Great Plains tribes survived by using every part of the bison. Evidence 1: Page 3 of “A Long and Winding Road” says, “All the tribes of the Great Plains depend on the bison for survival.” Commentary 1: It makes sense to use an image that shows many uses of the bison. Evidence 2: The text says bison provided “food, shelter, clothing, fuel for fires, and tools.” Commentary 2: Image shows traditional Lakota clothing, moccasins, and tepee covers, all made from bison hide. Evidence 3: “Across Mountains and Prairies:” even the bison’s sinew “was used for thread, bowstrings, and glue.” Commentary 3: Lakota man’s tepee and clothing were sewn together using sinew! Clearly, bison were very important to the Lakota and other Great Plains tribes, and this image does a great job of showing that.
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CONTINUED

Activity Page

Body Paragraph 3	Reason: It shows how Lakota lived in rhythm with nature and the seasons. Evidence 1: Page 18 of “Across Mountains and Prairies” says that “most tribes of the Plains and neighboring regions were migratory,” meaning that they moved depending on the season. The text also explains that tepees were “portable,” “could stand up to thunderstorms and blizzards,” and allowed for the Lakota to move from place to place in search of bison. Commentary 1: Image shows tepees, and can teach viewers about Plains tribes’ migratory lifestyles. Evidence 2: Image description says “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.” Commentary 2: It shows how the Lakota used a natural resource, sunshine, to make something that could meet many needs.
Conclusion	Restate Claim: “Lakota Man Outside Tepee” is the perfect choice for the “Traditional Connections to Nature” exhibition.

NAME: _____

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4.1

Activity Page

Vocabulary for “The Changing Landscape of California”

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

Word(s) from the Chapter	Pronunciation	Page Number
Ishi	/ee*shee/	28
Yahi	/yo*hee/	28
tomols	/tom*əlz/	30
tule	/too*lee/	32
Wiyot	/wee*ot/	32
umacha	/oo*mo*chə/	32
shamans	/sho*mənz/	32

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4.2

Activity Page

“The Changing Landscape of California”

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

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 could include that after the Gold Rush, pioneers began building farms on the lands where Native Americans lived, and Native Americans were probably forced to leave their homes.

Page(s) 27

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 could 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) 28

	All Regions of California	Northern California	Central California	Southern California
Tribes	approximately 300,000 Native Americans; more than 100 tribes	Miwok Wiyot	Miwok	
Climate				wind rain mild winters
Food	hunting and gathering; acorns, roots, berries, fish, rabbits, deer			
Transportation	needed transportation to trade	canoes made of red-wood trees	canoes made of long reeds or river grass	tomols, made of wooden planks, could carry several paddlers and hundreds of pounds of trade goods
Homes	small villages of 100-1,000 people; no property lines	stout, sturdy, made of redwood planks	umacha, shaped like tepee 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		

NAME: _____

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4.2
CONTINUED

Activity Page

3. How did the arrival of European settlers impact 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. 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.

Page(s) 36

4. 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 settlers came to the area, and, after 1911, he taught anthropologists about the Yahi language and culture, allowing the Yahi culture to live on.

Page(s) 37

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

Settlers in other regions of the country tried to push tribes out of the way. They did not want to live with the Native people and instead forced them to abandon their land and relocate. The Spanish missionaries wanted the Native people to live with them in the missions. But the Spanish missionaries insisted that Native people first convert to Christianity and that they adopt a Spanish style of dress. So while wanting to live with the Native people, the Spanish missionaries were similar to other settlers in rejecting Native cultures and ways of life.

NAME: _____

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4.3

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 migratory. This means they did not live in one place all year long. For example, Plains tribes usually followed the bison, and they also ~~go~~ ^{went} to special camps during the frigid winters. At that time, tepees ~~are~~ ^{were} built using only bison hides and wooden poles, but they could stand up to thunderstorms and blizzards. Tribes of the Great Basin ~~build~~ ^{built} 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~~ ^{is} also the right color. For the clothes, I use feathers, beads, cotton, and velvet. I ~~paint~~ ^{gave} the doll's eyes. I also ~~gave~~ the dolls accessories such as a basket or a belt.

Sample #3

A Visit to The Crazy Horse Memorial

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

Sample #4

A Startling Encounter

Long ago, a young Comanche warrior encountered a Spanish soldier. Although the warrior had heard about these soldiers and their horses, he ~~has~~ ^{had} never seen one in person before. The young warrior was unsure of the soldier's motivation for being there. Perhaps this soldier was lost, or perhaps he ~~will have~~ ^{had} been dispatched to discover what was over the next hill. Still, the warrior's heart raced as he wondered if the soldier ~~have~~ ^{had} made plans to attack his tribe.

NAME: _____

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4.4

Activity Page

Suffixes *-tion* and *-sion*

Write the correct word to complete each sentence.

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

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

1. *cancellation*

Answers may vary.

2. *extension*

Answers may vary.

3. *subtract*

Answers may vary.

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

4. root word: *express*

meaning: to show or tell your feelings or thoughts

new word: *expression*

meaning: The act of showing or telling your feelings or thoughts

Sentence: Answers may vary.

5. root word: *observe*

meaning: to watch something with careful attention

new word: *observation*

meaning: The act of watching something with careful attention

Sentence: Answers may vary.

Opinion Essay Images and Descriptions



Pomo Woman Outside Her Tule

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



Chumash Men in a Tomol

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

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5.1
CONTINUED

Activity Page



Wiyot World Renewal Ceremony

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

NAME: _____

DATE: _____

Collecting Relevant Information

This image would be the best choice for the “Traditional Connections to Nature” exhibition about traditional Native American cultures and their connections to the lands where they lived.

Image Name: _____

Paraphrased Information and Quotes from Image Description

Paraphrased Information and Quotes from Chapter 4	
Page Number	Relevant Information

NAME: _____

DATE: _____

6.1

Activity Page

Vocabulary for “Rainforests, Rivers, and Ocean”

1. **harpoons**, *n.* long spears used to hunt large fish
2. **supplement**, *v.* to add or contribute another section or part to make something else complete
3. **tanning**, *v.* changing animal skin into leather using a special process
4. **identity**, *n.* distinguishing qualities or characteristics that make a person or group who they are
5. **distinguishing**, *adj.* unique or different in a noticeable way

Word(s) from the Chapter	Pronunciation	Page Number
Makah	/mo*ko/	40

NAME: _____

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6.2

Activity Page

Outline Notes for “Rainforests, Rivers, and Ocean”

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

I. Habitat of the Pacific Northwest (climate, plants, animals) steady rains • mild temperatures • trees 300 feet • dense treetop canopy • moss, ferns, lichens	II. Food Sources (what and from where) diverse • salmon and other fish • whales • roots, berries, and grains
III. Religion (form and features) totemism • 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	IV. Social Structure and Ceremonies (organization and features) clans, or large extended families • lived together and had a head called a chieftain • clans made up village that worked together and shared resources • potlatch ceremony of giftgiving

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 Lakota, Apache, Pawnee, and all the tribes of the Great Plains and beyond are grandchildren of The Swift Blue One.

NAME: _____

DATE: _____

6.4

Activity Page

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: _____

7.1

Activity Page

Vocabulary for “Stories from the Pacific Northwest”

1. **meek**, *adj.* quiet; gentle
2. **phenomena**, *n.* natural, often extraordinary events that can be observed or sensed
3. **tenacious**, *adj.* holding firmly or determined; not easily giving up or letting go

Word from the Chapter	Pronunciation	Page Number
tsunami	/soo*nom*ee/	53

NAME: _____

DATE: _____

7.2

Activity Page

“Stories 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) 52

2. What natural events are described in the story, “Thunderbird and Killer Whale”? Use what you read in the text to support your answer.

Answers may vary but could include that the flapping of
Thunderbird’s large wings described thunder, and that the story of
what happened when Killer Whale fell back into the ocean during his
fight with Thunderbird might recall an earthquake and tsunami that
took place hundreds of years ago.

Page(s) 53

NAME: _____

DATE: _____

7.3

Activity Page

Plan an Opinion Essay

Introductory Paragraph	Claim:
Body Paragraph 1	Reason: Evidence 1: Commentary 1: Evidence 2: Commentary 2:
Body Paragraph 2	Reason: Evidence 1: Commentary 1: Evidence 2: Commentary 2:

Body Paragraph 3	Reason: Evidence 1: Commentary 1: Evidence 2: Commentary 2:
Conclusion	Restate Claim:

NAME: _____

DATE: _____

8.1

Activity Page

Vocabulary for “Severing Ties”

1. **lean**, *adj.* having few resources, such as food, fuel, and money
2. **prosper**, *v.* to become rich and successful; to flourish
3. **tracts**, *n.* areas or strips of land
4. **encroach**, *v.* to gradually take something away from someone else
5. **wards**, *n.* people who are under the care or control of the government

Word(s) from the Chapter	Pronunciation	Page Number
massacre	/mas*ə*ker/	60
Cheyenne	/shie*an/	61
Lakota	/lə*koe*tə/	62

NAME: _____

DATE: _____

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. They fought with other tribes over access to certain land.

☒ B. They gathered nuts and berries but left enough seeds to sprout for future generations.

☒ C. They used every part of the bison but did not kill *all* of the bison.

D. They took losers captive after a battle.

Page(s) 54, 55

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

Many Europeans had little opportunity in their own countries and the Americas offered land and opportunity.

Page(s) 56, 57

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

land; bison; timber; minerals such as gold, silver, iron, oil, and copper

Page(s) 59

4. Throughout this unit, you have been learning about Native American tribes' close relationships with the lands where they lived. How did the pioneers' use of those lands conflict with those close relationships?

Answers may vary but could include that pioneers and Native Americans viewed land differently. Pioneers wanted to own the land where they settled and take whatever they could from the natural resources found there. Conversely, Native Americans saw themselves as part of the land rather than the owners of it, and got the resources they needed from living in harmony with the cycles and patterns of nature.

NAME: _____

DATE: _____

8.2
CONTINUED

Activity Page

5. What did the U.S. government intend 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

Native Americans living out west.

Page(s) 61–62

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.

Page(s) 62

NAME: _____

DATE: _____

8.3

Activity Page

Cause and Effect

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

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

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

NAME: _____

DATE: _____

9.1

Activity Page

Chronological Narrative

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

finally	now	then	during
before	eventually	while	at the moment

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

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

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

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

NAME: _____

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.

1. A ceremony was held to commemorate the date the Civil War ended.

We commemorate Saturdays by sleeping in late.

2. Do you know if he memory to pick up the mail?

When my grandmother passed away, we decided to plant a tree in memory of her.

3. They brought seashells back home from the beach as a memento of their vacation.

The grocery list included bananas, milk, bread, and a memento.

4. My teacher asked me to memorize my favorite poem.

Her favorite memorize is of a family reunion she went to many years ago.

5. I am trying to memorable the name of the movie we saw last week, but I can't.

Our trip to the beach was very memorable because we saw dolphins.

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

1. *memorial*

Answers may vary.

2. *memorable*

Answers may vary.

3. *remember*

Answers may vary.

4. *memoir*

Answers may vary.

5. *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 grandmother and I had a(n) discussion about what we should do for my grandfather'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 friend 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: _____

10.1

Activity Page

Spelling Assessment

Write the spelling words as your teacher calls them out.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

Write the sentence as your teacher calls it out.

NAME: _____

DATE: _____

10.2

Activity Page

Conjunctions, Prepositions, and Interjections

Circle the conjunctions, underline the prepositions, and draw a box around the interjections in each sentence.

1. Oh, I didn't see you there!
2. Thomas washed the dishes while his brother played outside.
3. I wanted to go jogging, so I put on my running shoes and ran up the hill.
4. “Ahem,” the teacher cleared her throat, and she tapped on the desk to get her students' attention.
5. Toby placed the massive textbook inside his backpack.
6. Yikes, that was a close call!
7. They're going to the zoo, but I decided to stay.
8. She hid under the bed during the game of hide-and-seek.

Write a compound-complex sentence that includes at least two conjunctions:

Because the weather was beautiful, I decided to go to the beach, and

I invited my friend to come with me.

Write a complex sentence that includes at least one preposition:

Answers may vary but could include:

Although I usually walk my bike up the hill, I'll try riding it today.

Write a compound sentence that includes at least one interjection:

Answers may vary but could include:

Oh no, it's raining very hard, and I forgot my umbrella!

NAME: _____

DATE: _____

11.1

Activity Page

Vocabulary for “Battle of the Little Bighorn”

1. **reveille**, *n.* an early morning bugle or drum call signaling soldiers to report to duty
2. **reckless**, *adj.* careless; acting without considering the consequences
3. **allies**, *n.* supporters; people or groups who help another person or group toward achieving a common goal
4. **tumult**, *n.* chaos or disorder

Word(s) from the Chapter	Pronunciation	Page Number
Lieutenant	/loo*ten*ənt/	64
reveille	/rev*ə*lee/	64
Arapaho	/ə*rap*ə*hoe/	66
Cheyenne	/shie*an/	66
Wasichu	/wo*see*choo/	67

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) 64

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 Arapaho and Cheyenne would fight with the Lakota against the U.S. Army.
 - C. He thought that the timing was right to win the battle.
 - D. He was a reckless leader.
 - ☒ E. All of the above

4. What led to the Black Hills War?

The Lakota had signed treaties with the federal government to live on
a reservation that no one else could take from them. However, settlers
continued to move west, pushing the Lakota off their land. The Lakota
moved further west, beyond that reservation, so they could hunt bison.
The federal government gave them a deadline to return to their
reservation or there would be war. The Lakota did not return, and, thus,
war ensued.

Page(s) 66-67

NAME: _____

DATE: _____

11.2
CONTINUED

Activity Page

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?

Sitting Bull was a brave soldier and spiritual leader, whereas Crazy Horse was known as a fearsome warrior who could run straight at the enemy without being shot or struck. Sitting Bull was a spiritual leader who inspired his tribe, while 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 Little Bighorn.

Page(s) 67

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.

Page(s) 68

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 defend himself and his soldiers.
 - 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.

Page(s) 71

NAME: _____

DATE: _____

11.3

Activity Page

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

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

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

Answers may vary.

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

Answers may vary.

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

Answers may vary.

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

Answers may vary.

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

Answers may vary.

NAME: _____

DATE: _____

11.4

Activity Page

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

root word—(part of speech) meaning	affixed word—(part of speech) meaning
see—(verb) to use the sense of sight to observe something	1. foresee—(verb) to have the ability to see ahead into the future
bode—(verb) to signal or be a sign for something	2. forebode—(verb) to signal or be a sign for something before it happens
ground—(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.

3. The house his family lives in was built by his father's forefather many years ago.
4. The fortune teller at the carnival claimed to be able to foresee things about a person's future.
5. She asked her father if he would help her with her 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: _____

DATE: _____

13.1

Activity Page

Vocabulary for “Taking the Land”

1. **isolation**, *n.* a separation from other things or people
2. **revive**, *v.* to make someone or something strong, active, alive, or healthy again
3. **sustenance**, *n.* food and drink that gives nourishment and keeps someone or something alive

Word(s) from the Chapter	Pronunciation	Page Number
Dawes	/dawz/	72
Carlisle	/kar*liel/	73

NAME: _____

DATE: _____

14.1

Activity Page

Vocabulary for “The Ghost Dance”

1. **massacre**, *n.* the killing of a large number of people or animals
2. **substantial**, *adj.* large in quantity, amount, or size
3. **intercepted**, *v.* stopped something or someone from reaching a particular place

Word(s) from the Chapter	Pronunciation	Page Number
Massacre	/mas*ə*ker/	80
Lakota	/lə*koe*tə/	80
Dawes	/dawz/	81
Bureau	/byer*oe/	91
Paiute	/pie*uet/	81
Wovoka	/wə*voe*kə/	81

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.

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

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 Red Cloud was also respected as a great warrior. Red Cloud was different from both Sitting Bull and Crazy Horse because he tried to make peace with the U.S. government, and he believed Native Americans needed to accept that they were part of the United States, rather than continue to fight it.

Page(s) 81

2. 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 could 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) 81

3. 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) 81

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

Some may have thought that the dance would return life to the way it was before the settlers arrived; some may have thought that the dance was a way to revive their people's confidence and spirits; and others may have thought that the dance was a way to reconnect with their past.

Page(s) 83

NAME: _____

DATE: _____

14.2
CONTINUED

Activity Page

5. Why did President Harrison and other federal government officials fear the Lakota people's Ghost Dance?

Answers may vary but could include that they saw the Ghost Dance as another attempt by the Lakota people to resist being forced to live on reservations, and they feared this resistance would lead to another war.

Page(s) 83

6. 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) 84

7. 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.

Page(s) 85

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

Answers may vary but could 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) 85

NAME: _____

DATE: _____

14.3

Activity Page

Writing Titles

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

Book: _____

Chapter: _____

Work of art: _____

Movie: _____

Poem: _____

Song: _____

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

Person's Name: _____

Titles	
Book	
Movie	
Song	

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

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

NAME: _____

DATE: _____

14.4

Activity Page

Prefix *fore-*

Write the correct word to complete each sentence.

1. If a person is blind, it means that person does not have the sense of

_____ **sight** _____.
(father, forefather, sight, foresight)

2. The threat of a blizzard is the _____ **foremost** _____ reason I am
(see, foresee, most, foremost)
staying home today.

3. 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.

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

4. My forefather took me to the ballpark with him yesterday.

The forefathers of the tribal elders wanted peace, too

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

1. *foretell*

Answers may vary.

2. *foresight*

Answers may vary.

NAME: _____

DATE: _____

14.5

Activity Page

Practice Spelling Words

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

lifestyle	survive	ceremony	immigrant	assimilate
heritage	generation	landscape	reservation	spiritual

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

NAME: _____

DATE: _____

15.1

Activity Page

Vocabulary For “We’re Still Here”

1. **resilience, *n.*** ability to persist and adapt to difficult conditions
2. **revitalization, *n.*** process of reinvigorating, renewing, or restoring something
3. **longevity, *n.*** long duration of life or existence
4. **industrialized, *v.*** started using factories and machines to produce goods in large amounts
5. **sovereignty, *n.*** power or authority of a group or person to govern themselves or make their own decisions
6. **federal recognition, *n.*** a country’s formal acknowledgment of the political existence of a government, nation, or organization

Word(s) from the Chapter	Pronunciation	Page Number
Ysleta del Sur Pueblo	/ees*le*tə/ /del/ /soor/ /pweb*loe/	88
Tigua	/tee*gwə/	88
Kickapoo	/ki*kə*po/	88
Coushatta	/kə*sho*tə/	88
Yakama	/yo*kə*mə/	90
Ichishkíin	/ee*chee*shkeen/	90
Menominee	/mə*no*mi*nee/	91
Ojibwe	/oe*jib*way/	94
Haaland	/hol*ənd/	95
Laguna	/lə*goo*nə/	95

“We’re Still Here”

Reread chapter 11, “We’re Still Here,” and complete the activity that follows.

Chapter 11

We’re Still Here

THE BIG QUESTION

How are some Native American groups and individuals ensuring their tribes and cultures continue to thrive today?



Throughout the 1900s, the U.S. government implemented new laws, regulations, and approaches to tribal relations that significantly impacted the lives of Native Americans. For example, in the 1930s, tribes were encouraged to form new governments that operated like federal and state governments, including holding elections and setting up court systems. In the 1950s, the federal government began to end the reservation system, instead promoting Native American migration to cities. This meant tribes did not have a central place to live and interact. As a result, many tribes lost their ability to govern themselves, and tribal members became isolated from their families as many had to move away to find work and affordable places to live. Beginning in the late



1960s, the government implemented new policies that allowed tribes to choose their own paths and regulations, which are still in place today.

Native American tribes continue to contribute to society. Native American communities have continued to adapt to their new surroundings, neighbors, and economic circumstances. They have repeatedly demonstrated **resilience**, or the ability to adapt to new conditions while maintaining their cultural traditions.

Some tribes have launched language **revitalization** programs to preserve their tribal languages and have returned to hunting, farming, and eating traditional foods. Tribes continue to stand up for the rights they are guaranteed by treaties and to advocate for their land and people.

Individual Native Americans have made history too, in government, the arts, sports, industry, and many other endeavors. Tribes and communities are represented across our society today, and Native American cultures continue to thrive.



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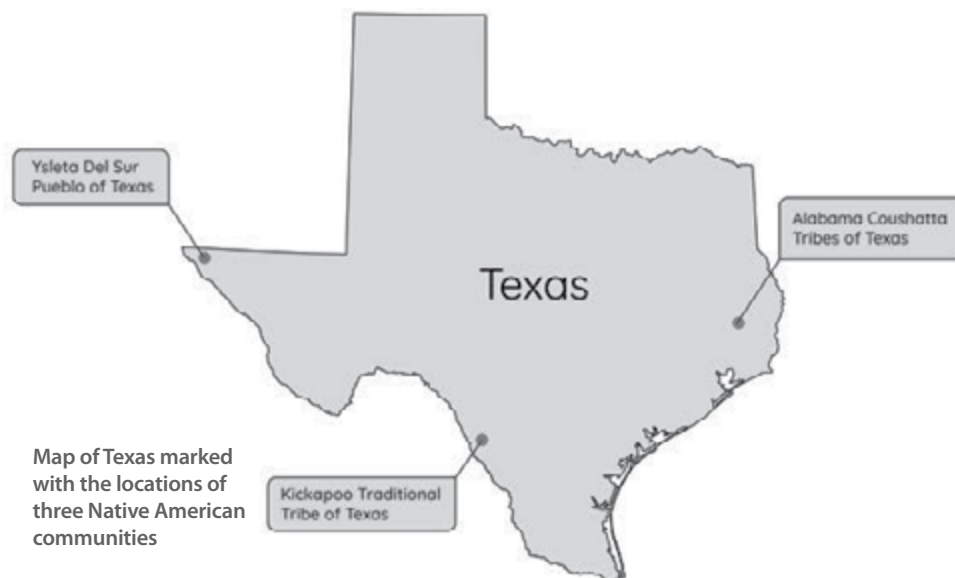
Different Tribes Together: Texas

Tribes adapted to changing government policies in different ways. Some migrated to new locations. Some joined related or nearby tribes. Some stayed close to their original homes and continued practicing their traditions. In the big state of Texas, tribes have taken all of these approaches. Let's take a closer look at how three children in Texas—Lorena, Ana, and Susan—live in communities that contribute to the **longevity** of Native American cultures.

These three girls grew up in Texas as members of different Native American nations. Lorena, from the Ysleta del Sur Pueblo near El Paso, is a part of the Tigua people. Ana, from the Kickapoo Tribe, lives along the Rio Grande River in southwestern Texas. Susan is part of the Alabama-Coushatta tribe and lives on a reservation near Houston.

Each of these tribes contributed to making Texas what it is today. Each has a government of its own, which provides services for its people. But they are also very different from each other in language, cultures and traditions.

Lorena's people, the Tigua, are located far west in the Ysleta del Sur Pueblo. The Tigua are a Pueblo people, who traditionally lived in small,



semi-permanent villages and had tightly knit family clans, or groups. Lorena's community has been living and self-governing in its current location since 1682! Lorena attends an after-school program run by the tribe where she gets help with homework and makes friends.

Ana is part of the Kickapoo Tribe of Texas, although she has cousins in the Kickapoo Tribes in Kansas, Oklahoma, and Mexico. Ana's parents work in the tribal government and in different businesses that her tribe has built, including a casino. Ana's tribe has only had a reservation since the 1980s, although her people have lived in the region for much longer.

The Alabama-Coushatta tribe of Texas has a unique history, which Susan learns about in school. It used to be two separate tribes: the Alabama and the Coushatta. These two tribes migrated together to the area where they are now located and fought together against Spain in the Mexican War of Independence. The Alabama-Coushatta Reservation was established in 1854, and the tribe asked the federal government to recognize them together. On the weekends, Susan and her family go fishing at Lake Tombigbee Campground, which is run by their tribe.

These Texas tribes have different histories, but are all working so that their communities and cultures thrive for generations to come. These three examples are from just one state, but Native communities and reservations exist all over the United States.

Language Revitalization

In the 1800s, many Native Americans were forced to give up their traditional practices and languages. There were once more than three hundred Native languages spoken in what is now the United States, but only about half of them are still spoken today. Now, tribes across the country are working together to save their Native languages.

Why do Native American languages matter? They help carry the culture of a people. For example, tribes might have specific words for the different houses they build, words that do not exist in English. Once everyone stops using those words, how can they be remembered? Many tribes only have a few people who speak their original languages fluently, or easily.

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How are tribes working to help revitalize, or renew, their languages? Many of them are holding language classes like you might have in a school. These classes help children and adults learn the words, pronunciation, and deeper meanings behind the language. On some reservations, there are even language immersion schools where children speak in the tribe's language all day long. One example is Nkwusm school, a school on Montana's Flathead Reservation, for students in grades K–8. These students speak Salish all day long and learn not only the words, but also their tribe's traditional culture.

Because not everyone can get to a classroom, some tribes have created tools using technology to help teach their languages. Some are using videos and have created apps. The Yakama Nation in the state of Washington have even created a special keyboard that people can install on their phones so they can communicate in their language, Ichishkíin. Now people who use that keyboard can text, email, and even post on social media in Ichishkíin. These creative solutions provide ways for tribes to stay connected and carry their traditions, cultures, and languages into the future. These are examples of resilience.



Mother and daughter using technology for language-learning

Menominee Tribe and their Forest

A Menominee boy walks from his house into the forest, where he will find many different kinds of trees, including oak, maple, ash, and pine. Besides the trees, he might find animals that live in northern forests. These include bears, otters, and cormorants, a kind of diving bird that lives near water. He might take a rest along a creek where trout swim. There are many acres of forest around his home, thanks to the tribal leaders who worked to ensure that some of the forest remained protected and not cut down. In fact, the Menominee Tribe of Wisconsin has maintained this forest for over one hundred and fifty years, keeping it healthy while selling some timber to make money for the tribe.

How do you keep a forest healthy? In this case, the forest is healthy because the forest keepers only sell mature trees, dead trees, or fallen trees. They do not cut down young and otherwise healthy trees. They also cut trees from different areas of the 235,000-acre reservation (about the size of New York City), so that trees have a chance to grow back in one region before more are cut. They maintain a diversity of types of trees in the forest because trees offer different minerals, nutrients, and amounts of shade that help other trees grow.



Menominee Forest in Wisconsin

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DATE: _____

The forest is important to the Menominee people for a few reasons. First, it provides a source of income as the tribe sells the wood to people and businesses who make furniture, cabinets, and even basketball court floors. Second, the tribe is setting an example for others who want to maintain and preserve healthy forests. They can teach other groups how to create a good forest environment and how to make sure it does not get sick. Finally, the forest represents a sacred part of Menominee culture. Because the Menominee view the land as part of their culture and their identity as Native people, a healthy forest is a key part of who they are. Making sure the forest is healthy will help keep their culture alive for future generations.

Muckleshoot Food Sovereignty Project

What do you eat? Do you eat any traditional meals or foods with your family or relatives? Do you know where your food comes from? Most people in America today find the majority of their food in a grocery store. Even though some people might grow a few vegetables, it would be hard to find someone who grows or produces all their own food. However, in the past, there were no stores. People found or grew the foods they needed, and tribes were no exception. Because Native American tribes lived in certain regions, they adapted their diet to what was available in those locations. Plains tribes hunted bison; coastal tribes ate fish and berries. Their cultural beliefs were also tied to these foods. Many gave prayers of thanks for providing what they needed, wasted very little, and often hosted ceremonies to honor the animals and plants that helped them live.

As the United States **industrialized**, many of these traditional foods and cultural activities were lost. Imagine a field of naturally growing berries



being replanted as wheat, or the prairie being grazed by cows instead of bison. Fish that tried to swim upstream to reproduce might have found dams blocking their way, and fish populations began to decrease. Tribes that relied on these berries, bison, and fish had a hard time continuing their traditions.



Wild Berries

Today, tribes all over the country are trying to restore traditional foods and cultural activities related to food in order to strengthen their bodies and their connections to their traditional cultures. These efforts are connected to food **sovereignty**, which means that a community can decide what it eats based on the foods that grow in its area.

The Muckleshoot Food Sovereignty Project is one example of this kind of activity. The Muckleshoot are a tribe along the coast of Washington. Their traditional foods consist of fish, berries, and over three hundred other foods that have become hard to locate. The Project helps local tribal members find these foods in nature, learn how to prepare them, and enjoy them in community groups. The Project teaches students how to filet salmon and demonstrates how to process elk, another traditional food source. They have berry festivals and other community events to help the Muckleshoot people learn about their traditional culture. The leaders of the Muckleshoot Food Sovereignty Project believe that when people understand how to feed themselves traditionally, they also connect to their cultures, their pasts, and each other.



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The Little Shell Gain Federal Recognition

Have you ever worked hard to make something happen that could help yourself or people you love have a better life? One Native American tribe in Montana worked for over one hundred and fifty years to have the culture and contributions of their tribe recognized. In the end, Montana's Little Shell Tribe of Chippewa Indians were able to achieve their goal of **federal recognition**.

To be federally recognized as a tribe means that the government of the United States acknowledges the shared ancestry, culture, land, and legacy of self-governance of a group of Native Americans. Federal recognition



Chief Little Shell

can be important to tribes because it allows them to receive certain kinds of benefits and considerations from the government which help them survive as a tribe, including assistance in carrying out projects and the right to govern themselves.

One group who worked for this recognition is the Little Shell tribe of Montana, named for their leader in the second half of the 1800s, Little Shell. Many of the Little Shell people are Métis, who are a group of descendants of French fur traders and Ojibwe or Cree women. This group migrated all over the plains in family-based units

in search of land to live on, bison to eat, and items to trade. Through the 1800s, all of these became harder and harder to find. In 1892, the federal government attempted to gain more Ojibwe land and offered to pay ten cents per acre, much less than it had paid for other Native lands. Little Shell felt that was not enough, especially since his people had been having trouble finding their traditional foods and other ways of making a living. He knew they needed more. However, the government signed a treaty to buy land from other people instead, and Little Shell's group was left out of the agreement.

The group scattered across Montana, some living on their traditional lands, which were now on the edges of growing cities and other settlements. For over one hundred years they tried repeatedly to gain federal recognition as a tribe, but failed. They tried by approaching lawyers, senators, and even by purchasing some land themselves. Lawmakers came together with tribal representatives, and in 2019 they became the 574th tribe to be recognized by the federal government. It was a major victory for this group of Native Americans who had spent generations trying to achieve recognition.

Chris La Tray, Métis poet and storyteller, said, “Recognition is important and honors the tribe and all the efforts made for decades by people who dedicated their lives to making it happen. But it is just a beginning and an opportunity for the Little Shell Tribe to determine for ourselves whatever comes next.”

From a Military Family to Secretary of the Interior

Deb Haaland is the child of two parents who served in the military. She belongs to the Laguna Pueblo people, but she grew up transferring from school to school because of her parents’ jobs. When she got older, she worked hard to put food on the table. She owned a small business, which allowed her to make enough money to put herself through college. Slowly, people noticed her efforts. Through this hard work, she rose all the way to one of the most highly regarded positions in our country.



Deb Haaland

Haaland followed her time at the University of New Mexico by getting a job at the San Felipe Pueblo, where she served as tribal administrator. Then, she became the first woman elected to the Board of Directors of a large

NAME: _____

DATE: _____

organization that oversees businesses in New Mexico. In this position, she advocated for environmentally friendly business practices.

In 2019, Haaland became one of the first female Native Americans to serve as a Representative in the United States Congress. And in 2021, President Joe Biden appointed her to be Secretary of the Interior, which is a position in his cabinet. The president's cabinet consists of all the individuals who direct various government departments, such as the Department of Agriculture and the Department of Education. Having a Native person appointed to this role was an important milestone for Native Americans, because the Secretary of the Interior is in charge of all pueblos, reservations, and other lands important to tribes. In addition, the Department of the Interior manages lands and natural resources, as well as some historic places in the United States.

In her acceptance speech, Haaland noted the importance of working to protect America's beauty, people, and resources. She said, "I'll be fierce for all of us, for our planet, and all of our protected land."

Haaland's story is an important example of tribal resilience. Haaland's appointment to Congress and to the president's cabinet was a monumental occasion for Native Americans. It recognized and honored the contributions she, like many other Native Americans, has made and will continue to make to our nation.

Conclusion

Throughout this unit, you have learned a little about the histories, cultures, and achievements of different Native American tribes. No matter where you live in the United States, you are residing on or near land that was once, and may still be, inhabited by Native American tribes. Have you ever learned about tribes who lived, and might still live, in your area? What kinds of questions would you ask members of those tribes if you had the opportunity? What else would you like to learn about Native tribes? Learning about the first inhabitants of our land, both their history and modern-day culture, helps us to recognize and honor all Americans and the history we make together.

Native Americans
of diverse tribes
working to
maintain their
cultural traditions



DATE: _____

Activity Page

[illegible]

NAME: _____

DATE: _____

E1.1**Activity Page**

The Navajo Code Talkers

Word(s) from the Chapter	Pronunciation	Page Number
Navajo	/nov*ə*hoe/	98
Apache	/ə*pach*ee/	101
Athabaskan	/ath*ə*bas*kən/	101
Guadalcanal	/gwaw*dəl*kə*nal/	102
Tarawa	/tə*raw*ə/	102
Iwo Jima	/ee*woe/ /jee*mə/	102
Kieyoomia	/kie*yoo*mee*ə/	104
Nagasaki	/nog*o*sok*ee/	105

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

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

Page(s) _____

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

Page(s) _____

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

Page(s) _____

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

Page(s) _____

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

Page(s) _____

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

Page(s) _____

NAME: _____

DATE: _____

Student Resources

In this section, you will find:

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

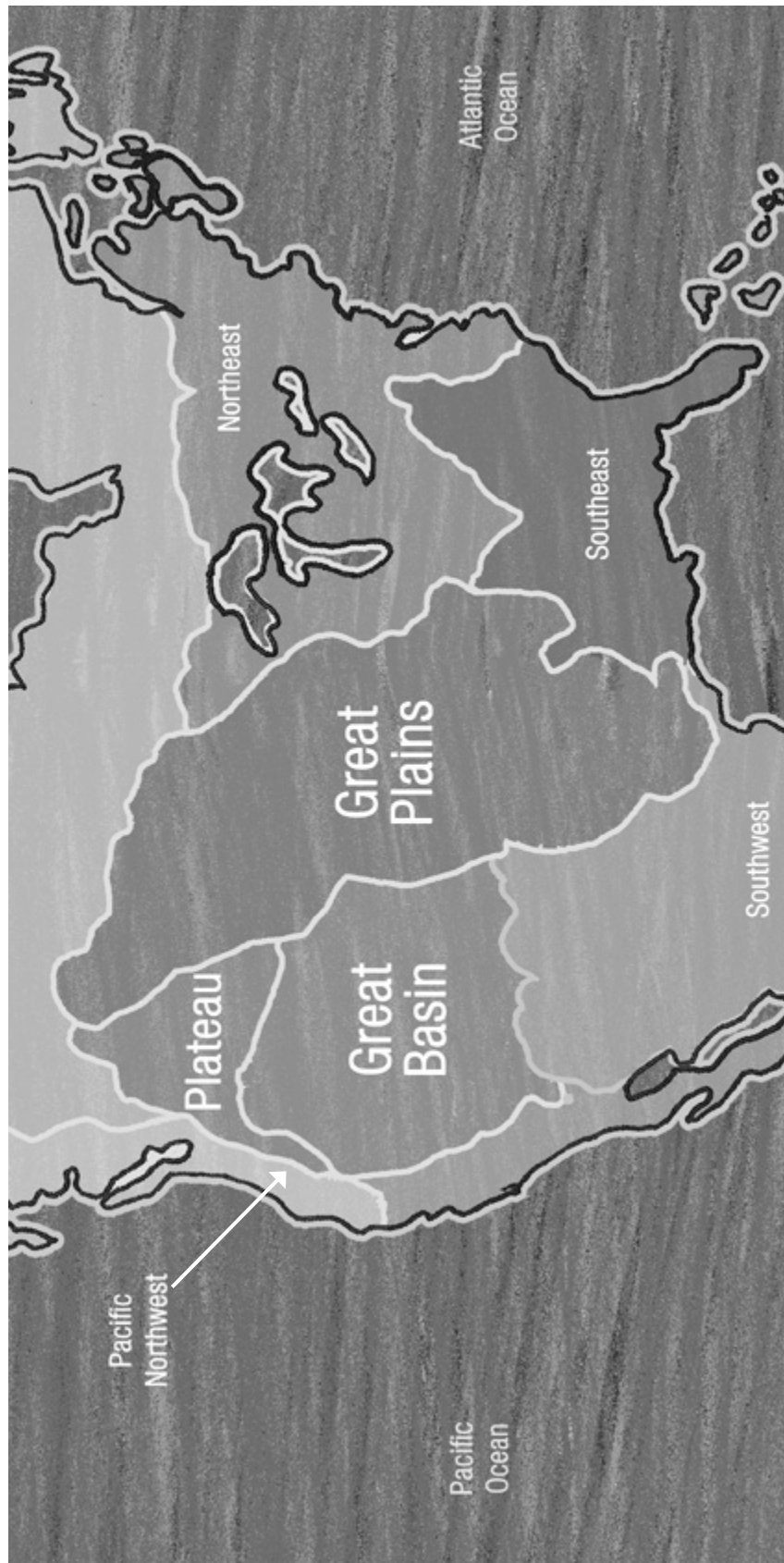
NAME: _____

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SR.1

Resource

U.S. Regions Map



NAME: _____

DATE: _____

SR.2

Resource

Opinion Essay Rubric

	Advanced	Proficient	Basic
Ideas	The writing - states an opinion about a topic or text - supports the opinion with reasons that are themselves supported by facts and details - demonstrates awareness of audience and purpose	The writing - states an opinion about a topic or text - supports the opinion with reasons that are themselves supported by facts and details	The writing does not do one or more of the following: - state an opinion about a topic or text - support the opinion with reasons that are themselves supported by facts and details
Organization	The writing - introduces a topic or text and opinion about that topic or text clearly and in an engaging fashion - logically groups related ideas in an organizational structure that supports the writer's purpose - arranges reasons for the opinion in a logical order - provides a concluding statement or section related to the opinion presented and to the audience or purpose for writing	The writing - introduces a topic or text and opinion about that topic or text clearly - logically groups related ideas in an organizational structure that supports the writer's purpose - arranges reasons for the opinion in a logical order - provides a concluding statement or section related to the opinion presented	The writing does not do one or more of the following: - introduce a topic or text and opinion about that topic or text clearly - logically group related ideas in an organizational structure that supports the writer's purpose - arrange reasons for the opinion in a logical order - provide a concluding statement or section related to the opinion presented

	Advanced	Proficient	Basic
Conventions	The writing • links opinion and reasons using words, phrases, and clauses • uses language to add subtlety through connotative meanings	The writing • links opinion and reasons using words, phrases, and clauses	The writing does not: • link opinion and reasons using words, phrases, or clauses

NAME: _____

DATE: _____

SR.3

Resource

Individual Code Chart

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SR.3
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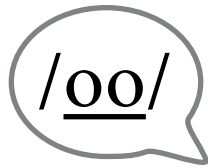
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SR.3

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Resource



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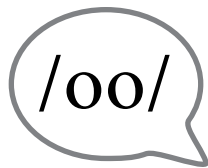
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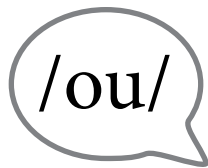


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NAME: _____

DATE: _____

SR.4

Resource

Opinion Essay Editing Checklist

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

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

Editing Goal 1: _____

Editing Goal 2: _____

Parfleche Image and Description



This image shows a parfleche, or a case used to carry things. This parfleche is made of bison 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 bison 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 Lakota warrior carrying a parfleche made by a Cheyenne woman.

Acknowledgements

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Amplify CKLA

Amplify staff and contributors, who have worked on this edition of CKLA as well as prior editions of CKLA. This product reflects their expertise, passion, and dedication.



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Educators across the country who have provided essential feedback on previous editions of CKLA, helping us to make the program better for teachers and students.

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