*NOTE: Only the pages with corrections are included here. You will see the page with the error highlighted in red first. Then, you will see the correction outlined in green. All other (non-included) pages have no changes. For optimum viewing in Adobe Acrobat, go to menu bar>view>page display>two page view.
Lesson Suggestions: shared

BAV: abducted, dwellings, pre-
* The words listed above are provided to bring attention to other unfamiliar words students might encounter on this page.

Lesson Tasks
• Begin by giving the students some time to preview this week’s issue and make predictions about what they will be learning. Point out important text features.
• Introduce and distribute the BAV Chart blackline master. Have the students use this chart before reading the articles to identify key vocabulary.
• Instruct students to highlight the following words in the article “The Mystery at Mesa Verde.”
  o Mesa Verde, Ancient Puebloans, pre-Columbian, archaeologists
• As a class, read the article, pause to define BAV words using context clues and write them in the BAV Chart blackline master.
• After reading, use the teacher questions to generate discussion.

Teacher Questions, (Answers) and Cognitive Complexity Level/Relevance Level
1. Alana explains that there are three theories that could explain what happened to the Ancient Puebloans. What are the three theories? (drought, a battle and alien abduction) LOW/1
2. What made Ancient Puebloans ahead of their time? (building of cliff dwellings; farming of corn, squash and beans; baking pottery; weaving baskets and use of bows and arrows) LOW/1
3. Where have scientists found Ancient Puebloan communities? (Colorado, New Mexico, Utah and Arizona) LOW/1

Common Misconceptions: Students may not be familiar with B.C. and A.D. time notation. It would be helpful to explain to students that when we study history, particularly things that happened long ago, we talk about time in terms of before the time of Christ and after. The notation B.C. refers to a time before Christ. A.D. stands for the Latin phrase anno Domini, which means “in the year of the Lord.”

Differentiated Instruction for Universal Access
English Learner Connection and Below/Developing Learner: Provide students with a version of the BAV Chart Blackline Maser that has some of the definitions already supplied.

Gifted and Talented (GATE) Connection: Have students view the following video and write a one-paragraph summary of the information presented. Have students share this summary with the class.
“The Mesa Verde Mystery”: https://www.youtube.com/watch?v=pm25An8oM9w

Add these standards if students complete the differentiated activity above: W.5.2a, 5.2b, 5.2c, 5.2d, 5.2e, 5.4, 5.8, 5.9b, 5.10
Lesson Suggestions: shared

BAV: abducted, dwellings, pre-
* The words listed above are provided to bring attention to other unfamiliar words students might encounter on this page.

Lesson Tasks
• Begin by giving the students some time to preview this week’s issue and make predictions about what they will be learning. Point out important text features.
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1. Alana explains that there are three theories that could explain what happened to the Ancient Puebloans. What are the three theories? (drought, a battle and alien abduction) LOW/1
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3. Where have scientists found Ancient Puebloan communities? (Colorado, New Mexico, Utah and Arizona) LOW/1

Common Misconceptions: Students may not be familiar with B.C.E and B.C.E. time notation. The year before 1 C.E. is 1 B.C.E., while 2 B.C.E. came before that, and so on. Larger numbers B.C.E. are years further in the past. B.C.E is an alternative to the more traditional B.C., which stands for “before Christ.” C.E is an alternative to A.D., for Latin anno Domini, meaning “in the year of the Lord.”

Differentiated Instruction for Universal Access
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Add these standards if students complete the differentiated activity above: W.5.2a, 5.2b, 5.2c, 5.2d, 5.2e, 5.4, 5.8, 5.9b, 5.10
Ancient Puebloans Timeline

Directions: Use the information from the article “Ancient Puebloans in the Southwest Cultural Region” to help you complete the timeline below. There are some boxes where you will fill in the time and others where you will fill in the event.

B.C.  

Archaic Indians moved from place to place hunting animals and gathering plants for food, clothes and shelter.  

Year: __________

500 B.C. to A.D. 750

People settled on the Mesa Verde plateau.  

Year: __________

The Classic Period: Ancient Puebloans made advances in farming, pottery and construction of dwellings.  

Years: A.D._____ to A.D._____

A.D. 1300

HSS Standards Covered: 5.1, 5.1.1, 5.1.2, 5.1.3  
Analysis Skills Covered: K5CST1, K5CST2, K5HI1, K5HI3  
Cognitive Complexity Level: MODERATE/2
Ancient Puebloans Timeline

Directions: Use the information from the article “Ancient Puebloans in the Southwest Cultural Region” to help you complete the timeline below. There are some boxes where you will fill in the time and others where you will fill in the event.

500 B.C.E. to C.E. 750

People settled on the Mesa Verde plateau.
Year: 

The Classic Period: Ancient Puebloans made advances in farming, pottery and construction of dwellings.
Years: C.E. to C.E. 

Archaic Indians moved from place to place hunting animals and gathering plants for food, clothes and shelter.
Year: 

C.E. 1300
Lesson Tasks
• Begin by reviewing the information covered on Day 1.
• Read the main article on Pages 2 and 3 as a class, pausing to discuss BAV words (nomadic, Paleo Indians, Archaic Indians, Plains-Woodland Indians, mounds, Village Farmers, lodges, Huff Indian Village, council)
• Use the teacher questions to generate a discussion.
• Distribute the Ancient American Indians of the Great Plains blackline master and instruct students to work with a partner to complete the activity.
• After students have completed the Ancient American Indians of the Great Plains blackline master, have a class discussion about what they learned.

Teacher Questions, (Answers) and Cognitive Complexity Level/Relevance Level
1. What is a major difference between the Paleo/Archaic Indians and the Plains-Woodland Indians? (The Paleo/Archaic Indians were hunter-gatherers, and the Plains-Woodland Indians planted crops instead of just hunting and gathering.) MODERATE/3
2. Why did the Plains-Woodland Indians build mounds? (They built mounds for religious ceremonies and for housing.) LOW/2
3. During which time period did Great Plains Indians begin to trade with other groups? (From about A.D. 1000 to A.D. 1500, Village Farmers began trading with nomadic groups that passed by them.) LOW/2
4. How do archaeologists know the Village Farmers remained in one area for a long period of time? (They have discovered evidence that these groups not only hunted and gathered but produced food, as well. They would have to stay in one place in order to plant, grow and harvest their crops.) MODERATE/3

Day 2 continued
Primary and Secondary Sources Sleuth
HSS Standards Covered: N/A
ELA/Literacy Standards Covered: RF 5.4a, RF 5.4c
ELD Standards Covered: I.A.2, II.C.6
Analysis Skills Covered: K5REPOV1

Lesson Suggestions: independent—assign as homework

Cognitive Complexity Level: MODERATE/2

Differentiated Instruction for Universal Access
English Learner Connection and Below/Developing Learner: Work with students in small groups to complete the Ancient American Indians of the Great Plains blackline master and the Primary and Secondary Sources Sleuth activity.

Gifted and Talented (GATE) Connection: Have students research other ancient American Indians of the Great Plains archaeological sites and prepare a short presentation to share what they have learned with the class.

Add these standards if students complete the differentiated activity above: W.5.7, W.5.8, W.5.10
Lesson Tasks
• Begin by reviewing the information covered on Day 1.
• Read the main article on Pages 2 and 3 as a class, pausing to discuss BAV words (nomadic, Paleo Indians, Archaic Indians, Plains-Woodland Indians, mounds, Village Farmers, lodges, Huff Indian Village, council)
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2. Why did the Plains-Woodland Indians build mounds? (They built mounds for religious ceremonies and for housing.) LOW/2
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Day 2 continued
Primary and Secondary Sources Sleuth
HSS Standards Covered: N/A
ELA/Literacy Standards Covered: RF 5.4a, RF 5.4c
ELD Standards Covered: I.A.2, II.C.6
Analysis Skills Covered: K5REPOV1

Lesson Suggestions: independent—assign as homework

Cognitive Complexity Level: MODERATE/2

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Add these standards if students complete the differentiated activity above: W.5.7, W.5.8, W.5.10
Ancient American Indians of the Great Plains

Directions: Use the links below to learn more about archaeological sites for groups from each time period. After reading about each site, complete the table.

Paleo Indian Archaeological Sites:
http://www.museum.state.il.us/muslink/nat_amer/pre/htmls/p_sites.html

Archaic Indian Archaeological Sites:
http://www.museum.state.il.us/muslink/nat_amer/pre/htmls/a_sites.html

Plains-Woodland Indian Archaeological Sites:
http://www.museum.state.il.us/muslink/nat_amer/pre/htmls/w_sites.html

Village Farmers Archaeological Sites:
http://www.museum.state.il.us/muslink/nat_amer/pre/htmls/lp_sites.html

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HSS Standards Covered: 5.1, 5.1.1, 5.1.2, 5.1.3
Analysis Skills Covered: K5CST1, K5CST3, K5REPOV2, K5HI1, K5HI2
Cognitive Complexity Level: MODERATE/2
Equal Voting Rights—Literacy Tests

Directions: This week, you learned about Constitutional amendments that changed the rules about who can vote in the United States. You learned that the 15th Amendment gave African Americans the right to vote but that many Southern States required African Americans to pass a literacy test before casting their ballot. Click on the link to see an example of a literacy test that was used in Alabama. Then, answer the questions below.


1) How many questions did you answer correctly?

2) Do you think there were many African Americans who could pass this test in order to vote?

3) Do you think this would be an easy test for anyone, of any race, to pass?

4) Why do you think African Americans were required to pass this test in order to vote?

HSS Standards Covered: 5.7, 5.7.3
Cognitive Complexity Level: MODERATE/2
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2) Do you think there were many African Americans who could pass this test in order to vote?

3) Do you think this would be an easy test for anyone, of any race, to pass?

4) Why do you think African Americans were required to pass this test in order to vote?
Week 9

Where Old and New Meet

HSS Standards Covered: 5.2, 5.2.1, 5.2.2, 5.2.3, 5.2.4
ELA/Literacy Standards Covered: RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.7, W.5.10
Analysis Skills Covered: K5CST1, K5CST3, K5CST4, K5HI1, K5HI2

Summary of This Week’s Lesson:
Students will study reasons for exploration and colonization of the Americas, including the Reformation and Columbian Exchange.

Focus Question: How did the Reformation and Columbian Exchange influence the exploration and colonization of the Americas?

Literature Links
“Exploration and Conquest: The Americas After Columbus: 1500-1620” by Betsy Maestro
“The New World: 1500-1750—Graphic U.S. History” by Saddleback Educational Publishing
“The Reformation: A Religious Revolution” by Tamara Hollingsworth

Building Academic Vocabulary (BAV)
cacao  heretic  Reformation
citrus  inquisition  staples
Columbian Exchange  Reconquista  textiles

Teacher Planning Guide
Day 1 (60 minutes)
Here We Are! ... Now What?
HSS Standards Covered: 5.2, 5.2.2
ELA/Literacy Standards Covered: RI.5.1, RI.5.4
ELD Standards Covered: I.B.5, I.B.6, II.C.6
Analysis Skills Covered: K5CST1, K5CST3, K5HI1

Background Information: The Reconquista was a long series of wars between the Christians and Muslim Moors over control of the Iberian Peninsula from A.D. 718 to A.D. 1492. The Iberian Peninsula includes modern-day Spain and Portugal and is bordered by the Atlantic Ocean, Mediterranean Sea and Pyrenees Mountains. The Moors were Muslims who lived in Morocco and Algeria and invaded Europe in A.D. 711. The Reconquista started in A.D. 718 with the Battle of Covadonga, the first major victory of the Christians over the Moors. Toward the end of the Reconquista, the Catholic Church helped to create several military orders to remove the Muslims from Europe. The Reconquista ended in A.D. 1492 with the surrender of the Muslims in Grenada to King Ferdinand and Queen Isabella.

Lesson Suggestions: shared
California USA Studies Weekly—Ancient America to Westward Expansion
Teacher Supplement

Week 9
Where Old and New Meet

HSS Standards Covered: 5.2, 5.2.1, 5.2.2, 5.2.3, 5.2.4
ELA/Literacy Standards Covered: RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.7, W.5.10
Analysis Skills Covered: K5CST1, K5CST3, K5CST4, K5HI1, K5HI2

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Teacher Planning Guide
Day 1 (60 minutes)
Page 1
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HSS Standards Covered: 5.2, 5.2.2
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Background Information: The Reconquista was a long series of wars between the Christians and Muslim Moors over control of the Iberian Peninsula from C.E. 718 to C.E. 1492. The Iberian Peninsula includes modern-day Spain and Portugal and is bordered by the Atlantic Ocean, Mediterranean Sea and Pyrenees Mountains. The Moors were Muslims who lived in Morocco and Algeria and invaded Europe in C.E. 711. The Reconquista started in C.E. 718 with the Battle of Covadonga, the first major victory of the Christians over the Moors. Toward the end of the Reconquista, the Catholic Church helped to create several military orders to remove the Muslims from Europe. The Reconquista ended in C.E. 1492 with the surrender of the Muslims in Grenada to King Ferdinand and Queen Isabella.

Lesson Suggestions: shared
were used for tools.
2. The nomadic people did not build permanent homes; later, groups built pithouses, which were dug into the ground. Pueblos were stone or adobe structures with many rooms. Cliff dwellers built homes in the sides of cliffs.
3. Mesa Verde had enough water for farming. People built permanent homes.
4. We do not know much about their government, but there is some evidence that some people lived in larger homes than others.

**Teacher Supplement Activities**

**Weekly Literacy Connection:**

**BAV Chart**

Answers may vary.

**Ancient Puebloans Timeline**

Archaic Indians moved from place to place hunting animals and gathering from plants for food, clothes and shelter in 1500 B.C.

From 500 B.C. to A.D. 750, Basketmakers stopped moving from place to place and started growing crops for food.

In A.D. 550, people settled on the Mesa Verde plateau.

A.D. 750 to 1300 was known as the Classic Period, when Ancient Puebloans made advances in farming, pottery and constructing dwellings.

In A.D. 1300, the community of Mesa Verde ended suddenly. The entire area was abandoned. We do not know why they left.

**Assessment**

1. Early groups were nomadic hunters and gatherers and did not build permanent homes. Basketmakers built pithouses. Later, groups built pueblos and dwellings in the sides of cliffs. **MODERATE/2**

2. B LOW/1
3. C LOW/1
4. A LOW/1
5. D MODERATE/2
6. B MODERATE/2
7. C LOW/2
8. D LOW/1
9. C LOW/1
10. One theory is that the people of Mesa Verde moved because there was a draught. Another theory is that the people of Mesa Verde were killed off in a battle. The third theory is that the people of Mesa Verde were abducted by aliens. **MODERATE/2**

**Teacher Supplement Activities**

**Weekly Literacy Connection:**

**Sentence Correcting and Verb Tense**

1. Totem poles were an important part of the culture of Pacific Northwest Indian tribes. **MODERATE/2**

2. The climate of the Pacific Northwest Region can be described as temperate, or never very hot or very cold. **LOW/2**

3. have lived
4. will visit
5. are traveling

**Pre-Columbian Indians of the Pacific Northwest**

1. Hadia, Tlingit, Tsimshian
2. hunted, fished
3. Cedar, clothing
4. clans, leaders
5. artifacts, written
6. mudslide
7. whales, trading
8. plank houses
9. feasts, celebrate
10. Chinook
11. longhouses
12. bark

**Assessment**

1. Tribes of the Pacific Northwest used cedar trees to build homes, tools, totem poles, canoes and clothing. **MODERATE/2**

2. B LOW/1
3. D LOW/1
4. A MODERATE/1
5. C MODERATE/2
6. B MODERATE/2
7. D LOW/1
8. C LOW/1
were used for tools.
2. The nomadic people did not build permanent homes; later, groups built pithouses, which were dug into the ground. Pueblos were stone or adobe structures with many rooms. Cliff dwellers built homes in the sides of cliffs.
3. Mesa Verde had enough water for farming. People built permanent homes.
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**Teacher Supplement Activities**

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Answers may vary.

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**Assessment**

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2. B LOW/1
3. C LOW/1
4. A LOW/1
5. D MODERATE/2
6. B MODERATE/2
7. C LOW/2
8. D LOW/1
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10. One theory is that the people of Mesa Verde moved because there was a draught. Another theory is that the people of Mesa Verde were killed off in a battle. The third theory is that the people of Mesa Verde were abducted by aliens. MODERATE/2

**Week 3**

**Student Edition Activities**

**Page 4 Activities**

**Think & Review Answers**

1. The climate in the region grows cedar abundantly because of the rainfall and temperature.
2. The Pacific Northwest Indians lived in an area that had a temperate climate and abundant resources for food and shelter.
3. The wealthy leaders held potlatch celebrations, where they gave extravagant gifts.
4. Answers may vary, but students should reference either the abundant game and fish, or the wood that was available for shelter, or both. Some may say whales, specifically.
5. A mudslide covered some Makah homes; excavation has helped us understand how they lived.

**Teacher Supplement Activities**

**Weekly Literacy Connection:**

**Sentence Correcting and Verb Tense**

1. Totem poles were an important part of the culture of Pacific Northwest Indian tribes.
2. The climate of the Pacific Northwest Region can be described as temperate, or never very hot or very cold.
3. have lived
4. will visit
5. are traveling

**Pre-Columbian Indians of the Pacific Northwest**

1. Hadia, Tlingit, Tsimshian
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3. Cedar, clothing
4. clans, leaders
5. artifacts, written
6. mudslide
7. whales, trading
8. plank houses
9. feasts, celebrate
10. Chinook
11. longhouses
12. bark

**Assessment**

1. Tribes of the Pacific Northwest used cedar trees to build homes, tools, totem poles, canoes and clothing. MODERATE/2
2. B LOW/1
3. D LOW/1
4. A MODERATE/1
5. C MODERATE/2
6. B MODERATE/2
7. D LOW/1
8. C LOW/1
California USA Studies Weekly—Ancient America to Westward Expansion
Teacher Supplement

1st Quarter Answer Keys

Village Farmer Time Period
Sites and Important Artifacts:
- Morton Site
  - home to groups over several hundred years
  - evidence of houses and food-storage pits
- Norris Farms No. 36 Site
  - evidence of a large mound
  - cemetery
  - studied bones to learn how long people lived, how tall they were, how healthy they were, how society was organized
  - many people badly injured and killed in conflict

Assessment
1. Plains-Woodland Indians lived in houses made of wood, grass and mud. Sometimes, homes were built partially underground, and wooden poles were used to hold up animal skins. Village Farmers lived in lodges made of earth, grass and clay. MODERATE/2
2. C LOW/1
3. B LOW/1
4. A LOW/1
5. D MODERATE/2
6. C MODERATE/2
7. A MODERATE/2
8. D LOW/1
9. C LOW/1
10. When European settlers came with horses and guns, it was easier for them to hunt bison. They killed an average of 5,000 bison per day. This greatly reduced the number of bison available to American Indian groups and caused them to lose an important natural resource. MODERATE/2

Week 5
Student Edition Activities
Page 4 Activities
Be an Archaeologist!
1. modern humans
2. early settlers
3. the lower layers were deposited first
4. 10,000-12,000 yrs. ago
5. 750-1,000 yrs. ago
6. 100-150 yrs. ago
7. 750-1,000 yrs. ago

Think & Review Answers
1. Middle and Late Woodland Indians lived together in villages, farmed the land around them and traded with other cultures.
2. Human geography is the study of how people interact with the environment. Answers may vary.
3. Axes, knives, arrowheads, spear points, hoes and needles were all used.
4. The women were in charge of the Iroquois household.
5. Mississippian Indians sometimes built homes that were canes and branches covered with mud. Other Woodland groups built longhouses.

Teacher Supplement Activities
Weekly Literacy Connection: Ancient Eastern Woodland Indians of North America Main Idea Map
Early Woodland Period
Topic: Adena Culture
Main Idea: The Adena culture is the name given to groups of prehistoric people that lived in the Eastern Woodland Region from 800 B.C to A.D. 1.

Key Detail #1: The culture moved from hunting and gathering to a more settled way of life.

Key Detail #2: They farmed in gardens near their villages and turned local crops into a food-producing economy.

Key Detail #3: They traded for copper and shells and probably lived in clans.

Middle Woodland Period
Topic: Hopewell Culture
Main Idea: The Hopewell culture was one group that lived during the cultural explosion of the Middle Woodland period around 100 B.C.

Key Detail #1: The Hopewell are known for building large mounds and enclosures, as well as beautiful works of art.

Key Detail #2: The Hopewell traded with groups that lived in villages as far away as the Rocky Mountains and the Gulf of Mexico.

Key Detail #3: The Hopewell lived in small villages, where they farmed crops but also hunted and fished.

Late Woodland and Mississippian Period
Topic: Mississippian Culture
Main Idea: Later Woodland communities became more sophisticated between A.D. 500 and 1000, followed by the introduction of the Mississippian culture.

Key Detail #1: No one is certain from where the Mississippian tribes came, but they learned to work the land well enough to stay in one place and also traded with other villages.
Week 5

Student Edition Activities

Page 4 Activities

Be an Archaeologist!
1. modern humans
2. early settlers
3. the lower layers were deposited first
4. 10,000-12,000 yrs. ago
5. 750-1,000 yrs. ago
6. 100-150 yrs. ago
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1. Middle and Late Woodland Indians lived together in villages, farmed the land around them and traded with other cultures.
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3. Axes, knives, arrowheads, spear points, hoes and needles were all used.
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5. Mississippian Indians sometimes built homes that were canes and branches covered with mud. Other Woodland groups built longhouses.

Teacher Supplement Activities

Weekly Literacy Connection: Ancient Eastern Woodland Indians of North America Main Idea Map

Early Woodland Period
Topic: Adena Culture
Main Idea: The Adena culture is the name given to groups of prehistoric people that lived in the Eastern Woodland Region from 800 B.C.E to C.E. 1.

Key Detail #1: The culture moved from hunting and gathering to a more settled way of life.

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Topic: Mississippian Culture
Main Idea: Later Woodland communities became more sophisticated between C.E. 500 and 1000, followed by the introduction of the Mississippian culture.

Key Detail #1: No one is certain from where the Mississippian tribes came, but they learned to work the land well enough to stay in one place and also traded with other...
plenty of food
2. the Columbian Exchange
3. tomatoes; potatoes; corn; pineapple; sunflowers; chili peppers; peanuts
4. horses; sheep; pigs; chicken; cattle
5. to make a bitter, watery drink

Weekly Literacy Connection:
Figurative Language
1. simile; The kings and queens of Europe were fighting a lot.
2. metaphor; Settling the New World was hard work.
3. metaphor; European settlers were very greedy.
4. simile; Explorers believed creating trade routes would make them rich.

The Columbian Exchange
Food (plants/crops)
Old World: wheat, rye, barley, oats, tea, pears, lemons, bananas, turnips, oranges, olives, peaches, sugarcane
New World: corn, potatoes, pumpkins, avocados, strawberries, papayas, pineapples, tomatoes, yams, peppers, beans, peanuts, tobacco, sunflowers

Animals (food/work)
Old World: cows, sheep, pigs, chickens, horses, oxen, honey bees
New World: parrots

People/Disease
Old World: American Indians
New World: African slaves, smallpox, dysentery

Beliefs
Old World: Christianity
New World: astronomy, American Indian religions

Technology
Old World: horses, cattle and oxen to plow fields, pull wagons and transport people; spin wool, dye cloth, weave; wheels on carts
New World: none mentioned in article

Assessment
1. The Columbian Exchange helped to introduce food and technologies to other areas of the world that helped improve the way of life and kept people from starving. The Columbian Exchange also brought about slavery and spread diseases, which killed many people. MODERATE/2
2. C LOW/1
3. A MODERATE/1
4. D LOW/1
5. B LOW/2
6. A LOW/2
7. B LOW/2
8. C MODERATE/2
9. C MODERATE/2
10. After reading the Bible, King Henry VIII of England decided to separate from the Catholic Church. He created his own church, called the Church of England, and made himself the leader. MODERATE/2
11. A LOW/1
12. D LOW/2
13. B LOW/1
14. D MODERATE/2
15. C MODERATE/1
16. A LOW/1
17. D LOW/2
18. D LOW/1
19. The Columbian Exchange helped to introduce food and technologies to other areas of the world that helped improve the way of life and kept people from starving. The Columbian Exchange also brought about slavery and spread diseases, which killed many people. MODERATE/2
20. Prince Henry was not actually a navigator but sponsored many expeditions to Africa to explore trade routes. MODERATE/2
Weekly Literacy Connection: Figurative Language
1. simile: The kings and queens of Europe were fighting a lot.
2. metaphor: Settling the New World was hard work.
3. metaphor: Cartographers worked hard to make new maps.
4. simile: Explorers believed creating trade routes would make them rich.

The Columbian Exchange
Food (plants/crops)
Old World: wheat, rye, barley, oats, tea, pears, lemons, bananas, turnips, oranges, olives, peaches, sugarcane
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4. D LOW/1
5. B LOW/2
6. A LOW/2
7. B LOW/2
8. C MODERATE/2
9. C MODERATE/2
10. After reading the Bible, King Henry VIII of England decided to separate from the Catholic Church. He created his own church, called the Church of England, and made himself the leader. MODERATE/2

Post-test, Weeks 6-9
1. After Christopher Columbus’ expedition, the rest of Europe became aware there were lands to explore west of the Atlantic Ocean. The leaders of the European countries knew claiming this land could make them rich and powerful, so they funded their own explorers to head to the New World.
7. Which New England Colony was the farthest north?  
- Connecticut  
- Rhode Island  
- New Hampshire  
- Massachusetts Bay

8. Which New England Colony was the smallest?  
- Massachusetts Bay  
- Rhode Island  
- Connecticut  
- New Hampshire

9. Which Colony’s founder wrote the Fundamental Orders?  
- Connecticut  
- Rhode Island  
- New Hampshire  
- Massachusetts Bay

Use this week’s issue of Studies Weekly to help you answer this question. Include the page number and title of the article that helped you find the answer in your response.

10. What is a market economy?  
HSS 5.4, 5.4.5; AS K5HI1, K5HI2
7. Which New England Colony was the farthest north?  
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10. What is a market economy?  
HSS 5.4, 5.4.5; AS K5HI1, K5HI2
Day 5 (60 minutes)
Assessment
To check for understanding, distribute the weekly assessment for students to complete independently. If time allows, you may choose to assign an extension activity to conclude the lesson.

**Digital Development:** The teacher may use this as a student product assessment and/or a replacement for the weekly assessment. MODERATE/HIGH 3-4

**2.0 Technology Suggestion**
Have the students create a Living Museum of American Revolutionary Spies. Have the students research spies of the American Revolution. Use resources in the classroom along with the following excellent online resource: http://www2.si.umich.edu/spies/Index-stories.html. Then, have the students prepare a presentation to present at a “living museum” exhibit. Visitors to the classroom can visit the museum exhibits. Students “come to life” when the spy has a visitor approach. Have the students give a speech and answer questions about the spy.

Throughout this week, students have learned about the First and Second Continental Congress, as well as notable individuals involved with the American Revolution. Use a Word Document to collect information, take notes and prepare a speech.

**Homework Suggestion:**
Students should complete the Crossword Puzzle for homework on Day 3 and the page 4 activity Plans for the Battle of Bunker Hill on Day 4.
Day 5 (60 minutes)

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To check for understanding, distribute the weekly assessment for students to complete independently. If time allows, you may choose to assign an extension activity to conclude the lesson.

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Weekly Assessment

Use this week’s issue of Studies Weekly to help you answer this question. Include the page number and article that helped you find the answer in your response.

1) Explain how geography helped the colonists gain an advantage over the well-trained British troops during major military battles.  

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Use the map on the right to help answer #2.

2) British general, John Burgoyne, was attempting to ______________________ when the British army lost the battle of Saratoga.  
   - get to Albany, New York
   - take control of Lake Champlain
   - get to Canada
   - take control of the Hudson River

Use the picture on the left to help with #3.

3) Which general surrendered to the Continental Army in Saratoga, New York?  
   - General George Washington
   - General Charles Cornwallis
   - General John Burgoyne
   - General Nathanael Greene
Weekly Assessment

Use this week’s issue of Studies Weekly to help you answer this question. Include the page number and article that helped you find the answer in your response.

1) Explain how geography helped the colonists gain an advantage over the well-trained British troops during major military battles. HSS 5.6.1 AS K5HI1

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

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2) British general, John Burgoyne, was attempting to ______________________ when the British army lost the battle of Saratoga. HSS 5.6, 5.6.1 AS K5HI1
   - get to Albany, New York
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   - General George Washington
   - General Charles Cornwallis
   - General John Burgoyne
   - General Nathanael Greene
Day 3 (Homework)
Page 4
Crossword Puzzle

Lesson Suggestions: Independent—as homework

Have students practice “citing sources” by having them highlight where in this week’s magazine they found the answer to each crossword puzzle clue.

Cognitive Complexity Level: LOW/2

Day 4 (30 Minutes)
Page 4
Logan’s Lament

HSS Standards Covered: 5.3.3, 5.3.6, 5.6.1
ELA/Literacy Standards Covered: RI.5.3
ELD Standards Covered: I.B.6, II.C.6
Analysis Skills Covered: K5HI1, K5HI3

Background Information
The figure discussed in this article is traditionally known as Chief Logan, including in standard HSS 5.3.6, but whether he actually was a chief is uncertain. The historical record regarding Logan is incomplete, and various aspects of Logan’s history are uncertain or disputed by historians. Some contend that Logan was not a chief, but a leader of a smaller war band. Many biographical sources, particularly on the internet, contradict one another. We recommend caution when undertaking research on Logan.

Learning Objective: To learn of an Iroquois leader and his relationship with whites.

Lesson Suggestion: reciprocal reading

Lesson Tasks
• Read the article aloud, stopping often to summarize, allow for predictions, clarify and ask questions.

Teacher Questions/Discussion Prompts, (Answers) and Cognitive Complexity Level/Relevance Level
1. Why would the white people kill Logan’s family? (Answers will vary, but may include: they wanted to kill all Indians and didn’t care who they were) HIGH/4
2. What is a “lament”? (something expressing sadness) LOW/2

Let’s Write: Writing Literacy Skills Prompts
(*Indicates that prompt is featured in this week’s Student Edition)
HSS Standards Covered: 5.6, 5.6.2
ELA/Literacy Standards Covered: W.5.1, W.5.2, W.5.3, W.5.4
ELD Standards Covered: I.C.10, I.C.11, II.A.1

*Opinion: When countries go to war, it helps a lot to have an ally or friend who takes your side. But, war is dangerous and expensive. Do you think friends should always help each other in times of war? Write a paragraph to explain and support your opinion. Be sure to proofread and edit your writing for usage, capitalization, punctuation and spelling.
Day 4 (30 Minutes)
Page 4
Logan’s Lament
HSS Standards Covered: 5.3.3, 5.3.6, 5.6.1
ELA/Literacy Standards Covered: RI.5.3
ELD Standards Covered: I.B.6, II.C.6
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Informative/Explanatory: Research the Marquis Marie Joseph de Lafayette and explain his contributions to the battles at Valley Forge and Yorktown. Be sure to proofread and edit your writing for usage, capitalization, punctuation and spelling.

Narrative: Write a letter from the point of view of an African American slave who escaped from the plantation to join the British Army. Be sure to proofread and edit your writing for usage, capitalization, punctuation and spelling.
Think & Review Questions

Answer the questions using a complete sentence.

1. Why did France and Spain want to help the Americans?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

2. Describe the end of the fighting between the British and Americans.

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

3. Who was Baron von Steuben, and how did he help the Americans?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

4. What were the results of the Treaty of Paris?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

5. Did African Americans fight for the Continental Army?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
Think & Review Questions

Answer the questions using a complete sentence.

1. Why did France and Spain want to help the Americans?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. What role did American Indians play in the Revolutionary War?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. Who was Baron von Steuben, and how did he help the Americans?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. What was the Treaty of Paris?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

5. Did African Americans fight for the Continental Army?
   __________________________________________________________
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Weekly Literacy Connection
Latin Roots

The English language has many building blocks—like roots, prefixes and suffixes. Knowing the meaning of some of these building blocks can often help us determine the meaning of unknown words.

<table>
<thead>
<tr>
<th>Root</th>
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<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>sent</td>
<td>feel</td>
<td>sentiment, consent</td>
</tr>
<tr>
<td>cit</td>
<td>call, start</td>
<td>citation, cite</td>
</tr>
<tr>
<td>ced, ceed, cede</td>
<td>move, yield, go, surrender</td>
<td>procedure, proceed</td>
</tr>
<tr>
<td>anti</td>
<td>against</td>
<td>antifreeze, antigravity</td>
</tr>
</tbody>
</table>

Look at the roots, the meaning and sample words listed above. Then, read the sentences below and try to determine the meaning of the underlined words.

1. There were many people who resented slavery and believed that all men were created equal.

2. Daniel Shays incited a rebellion against the new leaders.

3. The American Indians did not concede their land, and many refused to leave.

4. The Pennsylvania Gazette was a newspaper that published antislavery articles.

HSS Standards Covered: 5.6.6, 5.6.7
Analysis Skills Covered: K5HI1
Cognitive Complexity Level: LOW/1
Weekly Literacy Connection  
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4. The Pennsylvania Gazette was a newspaper that published **antislavery** articles.
by treating men and women the same.”

Martha Dandridge Custis Washington —“ Martha often traveled to be with her husband during the war. She stood in for George when he had to be away. She also spent a lot of time with sick or injured soldiers. Martha worked very hard to help the fight for independence. By the end of the war, she was just as popular as her husband.”

Mercy Otis Warren —“ Women were not allowed to work as politicians during the 1700s. That did not stop Mercy Otis Warren. She was not allowed to run for office, so she wrote letters and held meetings.”

Phillis Wheatley —“ In 1773, Phillis’ collection of poems was published. The book was titled “Poems on Various Subjects, Religious and Moral.” It was the first book written by a black woman to be published in America. The book meant that Phillis was a famous, celebrated poet.”

Deborah Sampson —”Women were not allowed to be soldiers, but Deborah wanted to serve. She dressed up like a man and used the name Robert Shurtleff to join a Massachusetts regiment in 1781.”

Sybil Ludington —“Sybil rode her horse all night, visiting as many of the militia as she could.”

Bio-Poem
Answers will vary.

Assessment
1. Answers will vary but may include that they had to tend fields, run farms, care for the wounded and, in some cases, fight in the war. MODERATE/2-3
2. C LOW/1
3. D LOW/1
4. C LOW/1
5. B LOW/1
6. D LOW/1
7. A LOW/1
8. B LOW/1
9. C LOW/1
10. Answers will vary but may include the scarcity of food, inflation of prices, poverty and debt. MODERATE/2-3

Week 25
Student Edition Activities
The Thrill of Victory: The Agony of Defeat
1. British
2. British
3. Americans
4. British
5. Americans
6. British
7. British
8. Americans
9. Americans

Think and Review
1. Both countries were enemies of England. They were sick of British domination in Europe and were still angry about the French and Indian War.
2. Towards the end of the war the Patriots were able to control more major land areas and the British were losing soldiers. The Revolutionary War ended when General Charles Cornwall surrendered to the American troops at Yorktown. King George was to pull all troops from the Colonies, but that did not happen right away and a few skirmishes continued.
3. The Prussian soldier Baron Friedrich Wilhelm von Steuben volunteered to help the Continental Army. He was commissioned as a major general and helped train soldiers at Valley Forge. He also helped to write a training manual called the Blue Book.
4. The Treaty of Paris was the official end of the Revolutionary War. By signing it King George agreed to recognize the U.S. as a free and independent country. British soldiers had to leave the U.S., but they were still allowed to use the Mississippi River for trade and transportation. The Americas were allowed to fish in the Atlantic waters of Newfoundland, Canada.
5. Washington enlisted free African Americans. Some slave owners paid slaves to fight for them, and some Colonies, such as Rhode Island, enlisted slaves to fight in exchange for freedom.

Teacher Supplement Activities
Weekly Literacy Connection
Commas Added:
1. 1778, America
2. friends, or allies, and
3. signed, some
4. first, the Dutch did not want to pick sides, but

Problem Solution
Benjamin Franklin went to France to encourage the French to help America. Because the Colonists and the French had previously been enemies, they had to sign an agreement to ensure that they would remain friends through the war. Baron von Stuben helped to train the troops and better prepare them to fight the British.

Assessment
1. They had to accept all the help they could get even if it meant that they had to make peace with previous enemies. France had ships and an army that
by treating men and women the same.”

Martha Dandridge Custis
Washington—“Martha often traveled to be with her husband during the war. She stood in for George when he had to be away. She also spent a lot of time with sick or injured soldiers. Martha worked very hard to help the fight for independence. By the end of the war, she was just as popular as her husband.”

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3. The Prussian soldier Baron Friedrich Wilhelm von Steuben volunteered to help the Continental Army. He was commissioned as a major general and helped train soldiers at Valley Forge. He also helped to write a training manual called the Blue Book.
4. The Treaty of Paris was the formal agreement, signed in 1783, that ended the Revolutionary War. Great Britain agreed to recognize the United States as an independent country.
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4. first, the Dutch did not want to pick sides, but

Problem Solution
Benjamin Franklin went to France to encourage the French to help America. Because the Colonists and the French had previously been enemies, they had to sign an agreement to ensure that they would remain friends through the war. Baron von Stuben helped to train the troops and better prepare them to fight the British.

Assessment
1. They had to accept all the help they could get even if it meant that they had to make peace with previous enemies. France had ships and an army that could give the Patriots major support in defeating the British. MODERATE/2-3
2. C LOW/2
3. B MODERATE/2-3
4. B LOW/1
5. A LOW/1
6. A LOW/1
7. D LOW/1
8. C LOW/1
9. D LOW/1
10. Baron von Steuben was an experienced military trainer who was allowed to join the army as a major general. Von Steuben helped Washington
Week 35
Waves of Immigrants

HSS Standards Covered: 5.8, 5.8.1, 5.8.4
ELA/Literacy Standards Covered: RI.5.1, RI.5.2, RI.5.3, RI.5.5, RI.5.7, SL.5.1d, W.5.1, W.5.2, W.5.3, W.5.4, W.5.10
ELD Standards Covered: I.B.6, I.C.6, I.C.10, I.C.11, II.A.1, II.C.6
Analysis Skills Covered: K5CST4, K5CST5, K5HI1, K5HI3

Summary of This Week’s Lesson:
Students will study immigration from 1789-1850 and the modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap.

Focus Question: What were the experiences of European immigrants on the western frontier?

Literature Links
“Coming to America: The Story of Immigration” by Betsy Maestro
“Immigration (Uncovering the Past: Analyzing Primary Sources)” by Lizann Flatt
“Pioneers to the West (Children’s True Stories: Migration)” by John Bliss
“The Memory Coat” by Elvira Woodruff
“When Jessie Came Across the Sea” by Amy Hest

Building Academic Vocabulary (BAV)

- Conestoga wagons
- Cumberland Gap
- Cumberland Trace
- discrimination
- Erie Canal
- famine
- flatboats
- Iron Horse
- overcrowding
- National Road
- political unrest
- pull factors
- push factors
- steamboats

Teacher Planning Guide
Day 1 (60 Minutes)
Page 1
European Settlers Arrive
HSS Standards Covered: 5.8, 5.8.1
ELA/Literacy Standards Covered: RI.5.1, RI.5.2, RI.5.3
ELD Standards Covered: I.B.6, II.C.6
Analysis Skills Covered: K5CST4, K5HI1

Background Information:
Immigration
Ellis Island has had many names. In the 17th century, the Mohegan Indians called it Kioshk, or Gull Island. Dutch settlers changed the name to Oyster Island, and the British renamed it Gull Island again. Later, the name changed to Gibbet Island. A man named Samuel Elllis gave the island its final name, Ellis Island, after its purchase in the 1770s.

The island has served many difference purposes. In its early history, it was used for its rich oyster beds. Later, British soldiers used the island to hang men convicted of piracy. It was even used as a picnic area. During the War of 1812, the island was used to house prisoners, and during the Civil War the Union army used it to
California USA Studies Weekly—Ancient America to Westward Expansion
Teacher Supplement
Week 35
Waves of Immigrants

HSS Standards Covered: 5.8, 5.8.1, 5.8.4
ELA/Literacy Standards Covered: RI.5.1, RI.5.2, RI.5.3, RI.5.5, RI.5.7, SL.5.1d, W.5.1, W.5.2, W.5.3, W.5.4, W.5.10
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Building Academic Vocabulary (BAV)

Conestoga wagons  famine  political unrest
Cumberland Gap  flatboats  pull factors
Cumberland Trace  Iron Horse  push factors
discrimination  National Road  steamboats
Erie Canal  overcrowding

Teacher Planning Guide

Day 1 (60 Minutes)
Page 1
European Settlers Arrive
HSS Standards Covered: 5.8, 5.8.1
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4th Quarter Crossword Puzzle Answer Keys

WEEK 34

ACROSS
1. Many _____ immigrants came to America because of political unrest. [GERMAN]
2. ______ growth in Britain pushed people to the United States. [POPULATION]
3. immigrants who came to America because of a famine [IRISH]
4. Access to natural _________ pulled settlers to the American West. [RESOURCES]
5. construction project that lowered shipping prices and made New York City a popular seaport [ERIE CANAL]
6. Settlers stuffed _____ between the logs of their cabins to keep out the cold. [CLAY]
7. river transportation that was also used as cabin-building material [FLATBOAT]
8. nickname given to the railroad by some American Indians: _______ horse [IRON]
9. the National Road began in this city [CUMBERLAND]
10. These Pennsylvania wagons were famous for being able to carry lots of weight. [CONESTOGA]

DOWN
1. to find and mark new trails [BLAZE]
2. people who traveled around the Rocky Mountains looking for furs [MOUNTAINMEN]
4. Treaty that ended the Mexican-American War: the treaty of __________ Hidalgo [GUADALUPE]
6. meeting where men traded furs, bought supplies and relaxed [RENDEZVOUS]
8. John Jacob Astor made his fortune trading this animal’s fur [BEAVER]
9. a person who works for someone in order to learn a job [APPRENTICE]
10. army officer who explored the Rockies: __________ Pike [ZEBULON]

WEEK 35

ACROSS
1. SOUTHPASS
2. HUNDRED
3. MANIFEST DESTINY
4. APPRENTICE
5. BEAVER
6. ZEBULON

DOWN
1. TREASURE
2. REPLICA
3. CANAL
4. OHIO
5. CALIFORNIA
6. TERRITORIES
7. HAWAII

WEEK 36

ACROSS
1. TEX
2. ALASKA
3. NEW ORLEANS
4. TRANS CONTINENTAL
5. EDEL
6. GADSDEN
7. CALIFORNIA
8. Florida
9. CALIFORNIA
10. TERRITORIES

DOWN
1. TERRITORIES
2. CALIFORNIA
3. SAVANNAH
4. OHIO
5. HAWAII
6. ALASKA
7. NEW ORLEANS
8. GADSDEN
9. CALIFORNIA
10. TERRITORIES
declare laws unconstitutional
Legislative checks on Judicial:
may reject appointments to
the Supreme Court, proposes
constitutional amendments
to overrule decisions, may
impeach justices

Assessment
1. The Declaration of
   Independence says that all
   people are born with “certain
   unalienable rights” including
   “life, liberty and the pursuit of
   happiness.” If all people are
   entitled to these rights, then by
   holding slaves, the colonists
   were denying them those rights.
   It made people question if
   slavery was right. This answer
   can be found on Page 2 in the
   article “Respect for Human
   Rights.” MODERATE/2

2. A MODERATE/2
3. D MODERATE/2
4. C MODERATE/2
5. D LOW/2
6. C MODERATE/2
7. B LOW/2
8. D LOW/1
9. A LOW/1
10. Our government is divided into
    three branches to insure that our
    leaders get their power from
    the people. The three branches
    keep this power in check.
    They also make sure that no
    branch forgets how important
    our individual liberty is. Each
    branch has its own job to do
    and a way to check how much
    the other two branches can do.
    This answer can be found on
    Page 2 in the article “Dividing
    the Power.” MODERATE/2

Think and Review
1. The writers of the Constitution
   wanted to make sure that
   only proposals that were very
   important to a majority of the
   country would be passed as
   amendments.
2. A preamble is an introduction
to a statement or important
document.
3. George Mason was the author
   of Virginia’s Declaration of
   Rights. He thought those rights
   were so important that he
   would not sign the Constitution
   without a similar Bill of Rights.
4. The 10th Amendment is
   not only about the rights
   of individual citizens. It
   guarantees that any powers not
   held by the federal government
   shall be given to the states and/
or individual citizens instead.
5. The rule of law is the idea that
   everyone must obey and respect
   the law. It is important because
   it guarantees that no one is
   above the law, no matter how
   rich, poor, powerful or weak.

Teacher Supplement Activities
Celebrating Constitution Day
See rubric for grading.

Bill of Rights Matching
A. First Amendment
B. Second Amendment
C. Fourth Amendment
D. Third Amendment
E. Fifth Amendment, Sixth
F. Amendment, Seventh
   Amendment (accept any or all
   of these)
G. First Amendment
H. Eighth Amendment
I. First Amendment
J. Fourth Amendment and/or Fifth
   Amendment

Equal Voting Rights-Literacy
Tests
Answers will vary. Check students’
work.

Assessment
1. The purpose of the Preamble
   is to introduce the Constitution
   and explain its goals. This
   answer can be found on p. 1 in
   the article “Introducing…the
   Constitution!” MODERATE/2
2. A LOW/2
3. D MODERATE/2
4. C MODERATE/2
5. D MODERATE/2
6. D MODERATE/2
7. B LOW/2
8. D LOW/1
9. A LOW/1
10. The Bill of Rights was written
    because some states refused
    to ratify the Constitution
    without adding a document that
    would preserve the individual
    rights of citizens. Many state
    constitutions included a
    document like this, and citizens
    felt the national constitution
    should contain one, too.
    Once the Bill of Rights was
    written, all 13 states ratified the
    Constitution. This answer can
    be found on pp. 2 and 3 in the
    articles “The Constitution Is
    Born!” and “George Mason.”
    MODERATE/2

Post-test, Weeks 26-30
1. B LOW/1
2. C MODERATE/2-3
3. C MODERATE/2-3
4. C MODERATE/2
5. D LOW/1
6. A MODERATE/2
7. D MODERATE/2
8. C MODERATE/2
9. B MODERATE/2
10. C LOW/1
11. B MODERATE/2-3
12. D MODERATE/2
declare laws unconstitutional
Legislative checks on Judicial:
may reject appointments to
the Supreme Court, proposes
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to overrule decisions, may
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Assessment
1. The Declaration of
   Independence says that all
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   “life, liberty and the pursuit of
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   entitled to these rights, then by
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   were denying them those rights.
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   slavery was right. This answer
   can be found on Page 2 in the
   article “Respect for Human
   Rights.” MODERATE/2

2. A MODERATE/2
3. C MODERATE/2
4. C MODERATE/2
5. D LOW/2
6. C MODERATE/2
7. B LOW/2
8. D LOW/1
9. A LOW/1
10. Our government is divided into
    three branches to insure that our
    leaders get their power from
    the people. The three branches
    keep this power in check.
    They also make sure that no
    branch forgets how important
    our individual liberty is. Each
    branch has its own job to do
    and a way to check how much
    the other two branches can do.
    This answer can be found on
    Page 2 in the article “Dividing
    the Power.” MODERATE/2

Week 30
Student Edition Activities
Page 4 Activities
Constitution Bingo
Check students’ bingo cards as you
play the game.

Equal Voting Rights-Literacy Tests
Answers will vary. Check students’ work.

Assessment
1. The purpose of the Preamble
   is to introduce the Constitution
   and explain its goals. This
   answer can be found on p. 1 in
   the article “Introducing…the
   Constitution!” MODERATE/2

2. A LOW/2
3. D MODERATE/2
4. C MODERATE/2
5. D MODERATE/2
6. D MODERATE/2
7. B LOW/2
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    because some states refused to
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    written, all 13 states ratified the
    Constitution. This answer can
    be found on pp. 2 and 3 in the
    articles “The Constitution Is
    Born!” and “George Mason.”
    MODERATE/2

Post-test, Weeks 26-30
1. B LOW/1
2. C MODERATE/2-3
3. C MODERATE/2-3
4. C MODERATE/2
5. D LOW/1
6. A MODERATE/2
7. D MODERATE/2
8. C MODERATE/2
9. B MODERATE/2
10. C LOW/1
11. B MODERATE/2-3
12. D MODERATE/2
4th Quarter Answer Keys

2-3. MODERATE/2

**Week 34**
**Student Edition Activities**
**Page 4 Activities**
**Comparing Data from Map Sources**
1. island
2. Northern California
3. fox, wolf, bear, seal and otter
4. They were struggling financially and had lost businesses due to overhunting.
5. over 375 million
6. Bering Strait

**Think and Review**
1. They chose to go west to work in the fur trade and to be explorers.
2. to hide the scars he received when he was mauled by a grizzly bear
3. an arm of the Pacific Ocean
4. He did not blaze his own trails but made maps of trails that were already there.
5. Answers may vary. Look for references to Manifest Destiny and/or settlers’ dissatisfaction with the demand by the Mexican government to live according to their expectations.
6. Kit Carson

**Teacher Supplement Activities**
**Weekly Literacy Connection**
**Sentence Correcting**
1. Soon after the Corps of Discovery had returned from its journey of exploring the Louisiana Territory, creative businessmen jumped at the chance to make their fortunes in the West.
2. The discovery of South Pass opened the way for future settlement of the area.
3. This newspaper ad caught the eye of men such as Jedidiah Smith and Jim Bridger

**Mountain Men, Explorers and Guides**
Jim Bridger—member of Ashley’s Hundred; one of the first to explore what is now Yellowstone National Park; believed to be the first white man to see the Great Salt Lake; discovered a shortcut through the Rocky Mountains that we call Bridger’s Pass; built Fort Bridger in Wyoming, worked as a government scout; learned to speak Spanish, French and six American Indian languages

Jedediah Smith—member of Ashley’s Hundred; helped establish a trail through South Pass; led a group of trappers across the Great Basin; became the first American to enter California from the east by land

John C. Frémont—was an important government scout; made maps of trails that were already established; created charts and reports that were helpful for settlers heading west; best known for mapping and exploring the Oregon Trail; interested in plant and animal life, as well as the American Indian tribes and their cultures; later became one of the first senators of California.

Kit Carson—was a trapper who traveled all over the frontier; became known for the many routes he marked and the maps he made; served as John C. Frémont’s guide and helped to map a new route over the Sierra Nevada, now known as Carson Pass; Carson City, Nevada is also named for him; later served as a wagon guide, an American Indian agent and even a general in the U.S. Army

Zebulon Pike—led the first U.S. government expedition to enter present-day Colorado; explored the territory that was unknown to most American people; his writings stirred much interest in the West; discovered a tall peak in the Rocky Mountains, now known as Pikes Peak; one of the first explorers to introduce the nation’s readers to the Rocky Mountains through his journals

**Texas War for Independence/Mexican-American War Timeline**
Mexico opens up the Texas Territory for settlers.
1830
Settlers in Texas rebel against Mexico and begin to fight for independence.
March 1836
President Polk sends the U.S. Army to protect the Rio Grande from Mexico.
May 13, 1846
The Treaty of Guadalupe Hidalgo is signed.

**Assessment**
1. Mountain men, explorers and guides were the first white men to set foot in the unknown areas of the Western frontier. They explored the land, discovered new routes, drew detailed maps
Week 34

Student Edition Activities
Page 4 Activities
Comparing Data from Map Sources
1. island
2. Northern California
3. fox, wolf, bear, seal and otter
4. They were struggling financially and had lost businesses due to overhunting.
5. over 375 million
6. Bering Strait

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