

Super-Journal Week 2:2

Every night, you should be reading at least 30 minutes of whatever book you have checked out from your assigned reading list. Tape or glue (but do not staple) this sheet into your Super-Journal on the left-side page. Fill in the table below *every day* by recording the required data.

Day	Title	Start Pg.	End Pg.	Parent Sign.
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

On the right-side page of your Super-Journal, answer two of the questions below throughout the week. Be sure that the questions you choose to answer go with the appropriate type of book (Fiction or Nonfiction). The Super-Journal is due on the first day after the weekend (usually Monday). To earn credit for your journal entry, you *must* respond in at least five complete sentences per response and use **specific evidence from the text to support your claim** based on what you've read this week.

FICTION

1. What conflict or problem do your character/characters face in this part of your story?
2. Summarize the story in your own words.
3. How did the characters solve or respond to the conflict or problem?

NONFICTION

1. What is the main idea of the text? (Main Idea = the topic + the point)
2. What details or evidence did you use to find the main idea?

RL.1.2/RI.1.2

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RL.1.2/RI.1.2

Summary: Ancient Americans

People Arrive in the Americas

During the Ice Age much of the world's water was frozen in glaciers. The ocean floor between Alaska and Asia was a grassy land bridge. Many scientists think people followed migrating animal herds across it. Migration stopped about 10,000 years ago when the glaciers melted and the seas rose. People who had crossed from Asia, called Paleo-Indians, spread out over North and South America. They are the ancestors of modern American Indians.

Civilizations Develop

Early Paleo-Indians hunted big animals. About 11,000 years ago the big animals began to die out. People learned new ways to get food. They hunted smaller animals, fished, and gathered wild plants.

About 9,000 years ago some Paleo-Indians began to use agriculture. Scientists think people in present-day Mexico grew the first crops of corn, beans, and squash. People's lives changed as they stopped migrating to grow crops. More people survived because of the supply of food.

Paleo-Indians farmed and built villages and cities. The Adena, Hopewell, and Mississippians were Mound Builders. They built giant earth mounds and large villages in North America. Their civilization lasted for about 2,500 years.

The Ancient Pueblo civilization lived in the Southwest region for about 800 years. The Ancient Pueblo built big buildings made of stone with many rooms. The Ancient Pueblo also built underground rooms, called kivas, used for religious ceremonies. Around 1300, the Ancient Pueblo left their villages. No one knows why they left.

The Aztec civilization controlled Central Mexico around 1300 and was strong for 200 years. American Indian groups developed civilizations in almost every region of North America.

Before You Read

Find and underline each vocabulary word.

glacier *noun*, a huge, thick sheet of slowly moving ice

migration *noun*, movement from one region to another

agriculture *noun*, farming, or growing plants

civilization *noun*, a group of people living together with organized systems of government, religion, and culture

pueblo *noun*, the Spanish word for town

After You Read

REVIEW According to scientists, how did people first come to North America? Circle the sentences that tell how scientists think people came to North America.

REVIEW Where did the mound building civilizations live? Underline the sentence that tells you the answer.

REVIEW What were kivas? Highlight the sentence that tells how kivas were used.

Summary: Peoples of the Northwest

The Pacific Northwest

The Pacific Northwest region stretches from Alaska to

northern California. It lies between the Pacific Ocean on the

west and the mountains to the east. There are many islands

and bays. Thick forests cover much of the land.

American Indians who lived in the area around 1500 got

everything they needed from the land and water. On land

they gathered berries and fern roots. They hunted deer,

geese, elk, and bears. One key resource was salmon. They

caught so much salmon that the surplus was dried to eat

during the year. They also ate seals, whales, and shellfish. The

forests were another important resource. People made

houses from wood and decorated them with carvings. They

used cedar logs to make totem poles and placed them in

front of their houses. The tall poles told the history of

families who lived there. Canoes were also carved from

cedar and used to carry goods. On important occasions,

families held potlaches. Families demonstrated their wealth

by giving gifts to the rest of the community.

The Tlingit

The Tlingit (KLINK-it) were one of the largest American

Indian groups in the Pacific Northwest. They lived near the

coast or on rivers. They shredded bark to make clothes. In

cold weather they wore animal skins.

The Tlingit society is divided into clans. A clan is a group

of related families. Strict rules told people how to act toward

other clans. Several families from the same clan lived

together in big houses. Each family had its own area.

Families gathered by a central fire to talk and cook. During

the winter, people stayed inside. They had time then to

weave, carve, paint, and sew. They held ceremonies and

potlaches.

About 17,000 Tlingit live in southeastern Alaska now.

Their clans and traditions are strong. They still have

potlaches for important occasions.

Before You Read

Find and underline each

vocabulary word.

surplus *adjective*, extra

potlatch *noun*, large feast

clan *noun*, group of related

families

After You Read

REVIEW What two

important resources

helped the Northwest

Indians live? Underline the

words that tell where the

Indian people in the

Northwest got the things they

needed. Highlight two

important resources.

REVIEW How were clans

important to the Tlingit?

Draw a box around the words

that say what a clan is.

Underline the sentence that

tells how clans influenced

how people lived.

Name _____ Date _____

CHAPTER 2

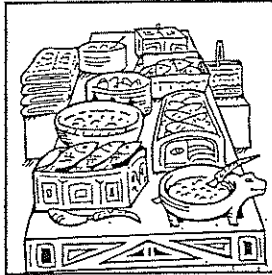
Support for Language Development

1. Write the vocabulary word on the line next to its meaning.

surplus

potlatch

clan



large feast that lasts
for several days

group of related
families

extra

2. Write the word or words that complete the sentence correctly.

- A. The Northwest is close to the _____ Ocean.
- B. Two key resources of the Tlingit were _____ and _____.
- C. On special occasions Northwest Indians held a _____.
- D. American Indians dried _____ salmon, so they had food all year long.

Summary: Peoples of the Southwest

Name _____

Date _____

CHAPTER 2, LESSON 3

The Southwest

The Southwest region includes New Mexico and Arizona, and parts of Utah, Nevada, Colorado, Texas, southern California, and northern Mexico. The Southwest is mostly low, flat desert or desert on high plateaus. There are some mountains and deep canyons. There is almost no rain and the land is very dry. Streams are fed by snow melting in the mountains. There are few trees.

Native Americans in the Southwest built houses of sticks, stones, and clay called adobe. They built their homes on top of steep mesas to keep them safe from attacks. They planted their corn deep in the ground so the roots could get moisture from the earth. They developed irrigation to water their crops in order to get good harvests. They also planted crops on land that was flooded in the spring.

The Hopi

The Hopi have lived in the Southwest for hundreds of years. They are Pueblo Indians. Early Hopi used irrigation to grow corn, beans, and squash. Corn was the staple food. Hopi grew red, blue, yellow, white, and purple corn. They grew enough to store so it would last all year. They also made clay pottery. They were among the first people to fire pottery. Firing pottery with coal makes the clay hard and strong. Through their religion the Hopi acted as caretakers of the land. They believed that when the land is healthy, the harvest would be good. Throughout the year the Hopi prayed and held ceremonies as part of taking care of the land. For instance, at a ceremony called the Bean Dance, the Hopi danced and prayed for a good harvest. Modern Hopi follow many traditions of their culture. They continue to take part in ceremonies. Visitors are sometimes allowed to watch. Many Hopi are skilled at traditional pottery, weaving, and jewelry making. Others hold jobs, are teachers, or run their own businesses.

After You Read

REVIEW Why was

irrigation necessary for the Southwest Indians?

Highlight the sentence that

describes the climate of the

region.

REVIEW What is the Bean

Dance? Underline the

sentence that tells you the

answer.

Before You Read

Find and underline each

vocabulary word.

irrigation noun, supplying

water to crops using

streams, ditches, or pipes

is used for food

ceremony noun, special

event at which people

gather to express

important beliefs

Name _____ Date _____

CHAPTER 2

Support for Language Development

1. Write the vocabulary word on the line next to its meaning.

staple

ceremony

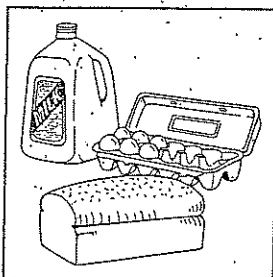
irrigation



a special event at which people gather to express important beliefs



supplying water to crops using streams, ditches, or pipes



main crop that is used for food

2. Write the word or words that complete the sentence correctly.

- A. The _____ is mostly dry desert.
- B. The _____ believe they are the caretakers of the land.
- C. Hopis were among the first to fire _____ to make it strong.
- D. Visitors can sometimes watch Hopi _____.

Summary: Peoples of the Plains

Name _____

Date _____

Before You Read

Find and underline each vocabulary word.

lodge noun, a house made of bark, earth, and grass

nomad noun, a person who moves around and does not live in one place

travels noun, similar to a sled, used by nomads to carry their possessions

After You Read

REVIEW In what ways were the lives of the Eastern and Western Plains Indians different? Circle the names of the Indian nations that lived in the Eastern Plains. Highlight the sentences that describe how they lived. Then draw a box around the name of Indians who lived on the Western Plains. Highlight the words that describe how they lived.

REVIEW Why were horses important to Western Plains Indians? Circle the sentence that tells how horses helped the Plains Indians.

The Great Plains

The Great Plains stretch from the Mississippi River to the Rocky Mountains, and from Texas into Canada. They used to be grassland. In the east, where there was more rain, the grass grew eight feet high. In the west, where the land was drier, the grasses were shorter.

American Indians have lived on the Plains for thousands of years. Their most important resource was the great herds of buffalo that used to roam the Plains. The Pawnee and Omaha farmed the Eastern Plains. They lived in villages near rivers and built earth lodges. In the spring and fall they worked their farms. In the winter and summer they hunted buffalo. American Indians used all parts of the buffalo. They ate the meat and used the skins for teepee covers, blankets, clothing, drums, and shields. Buffalo bones were carved to make tools. Buffalo hair was used for rope.

Plains Indians decorated their belongings with paint and porcupine quills. The dry Western Plains were not good farmland. The Western Plains Indians were nomads. They followed the herds of buffalo, carrying their belongings from place to place on travois. The Lakota once farmed the Eastern Plains, but they fought with the Ojibwa. The Lakota migrated west and became nomads.

The Comanche

Spanish explorers brought horses to North America in the 1500s. Horses made it easier to hunt, travel, and fight. The Comanche moved to the Great Plains in the 1600s. By the 1700s they had spread across what is now Texas and Oklahoma. They were nomads and fierce warriors. They controlled a large area of the Plains. The Comanche nation was divided into smaller groups that lived and hunted together. Each group chose war and peace chiefs. The chiefs met to discuss issues that affected all Comanche. About 8,500 Comanche live in the United States now. They have their own government and continue to value their traditions.

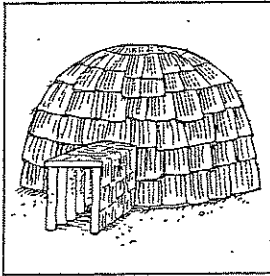
Support for Language Development

1. Write the vocabulary word on the line next to its meaning.

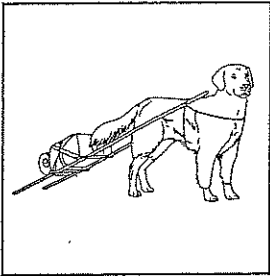
lodge

nomad

travois



a house made of bark,
earth, and grass



similar to a sled, used
by nomads to carry
their possessions



a person who moves
around and does not
live in one place

2. Read the sentences below. Which happened first? Write "1" in front of the first event. Write "2" in front of the second event. Write "3" in front of the third event.

- _____ A. Comanche Indians spread across the Great Plains.
_____ B. Plains Indians began to ride and raise horses.
_____ C. Spanish introduced horses into North America.

Summary: Peoples of the East

Name _____ Date _____

The Eastern Woodlands

The Eastern Woodlands stretched from the Atlantic coast to the Mississippi River and from the Gulf of Mexico to the Great Lakes. It had plenty of rain and was rich in natural resources. There were many sources of food. Forests covered the region. Many American Indian nations lived in the mountains, valleys, and plains. They hunted deer, bears, and rabbits. They made syrup from the sap of maple trees. Near the Great Lakes American Indians gathered wild rice. Most were also farmers. Their staple crops, called the "three sisters," were corn, beans, and squash. Woodland Indians made houses appropriate to the climate. In the warm south, houses could have no walls, just roofs for shade and protection from rain. They wore light clothing woven from grasses. In the cold north, Woodland Indians built longhouses. Many families lived together in a longhouse. They wore warm deerskin clothing.

The Haudenosaunee

Five Haudenosaunee nations stopped warring and formed a confederation between 1100 and 1600. The confederation, known as the Haudenosaunee League, included Mohawks, Oneidas, Onondagas, Cayugas, and Senecas. Later, the Iroquois joined. The Haudenosaunee, also called the women in the clan, chose chiefs. The League was governed by chiefs from each nation. To make a decision, all of the chiefs had to agree. They discussed issues until they reached agreement.

The Haudenosaunee traded with other American Indians. They used wampum to symbolize agreements and show important events. When the Europeans came into the region they bartered furs for blankets and knives. More than 50,000 Haudenosaunee live in North America now. Some live in their homelands in Canada and New York State. Some live in cities. Many follow traditional customs and ceremonies. Some Mohawks are steelworkers. They helped build landmarks such as the Empire State Building and the Golden Gate Bridge.

Before You Read

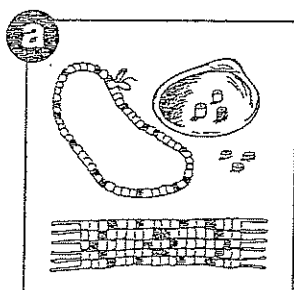
Find and underline each vocabulary word.
 longhouse *noun*, a large house made with wooden poles and bark
 confederation *noun*, a type of government in which people join together, but local leaders make most decisions for their group
 wampum *noun*, carefully shaped and cut seashells strung like beads
 barter *noun*, exchange of goods without using money

After You Read

REVIEW What were the three sisters? Circle the sentence that tells about the three sisters.
REVIEW Why did the Haudenosaunee use wampum? Circle the sentence that tells how the Haudenosaunee used wampum.

Support for Language Development

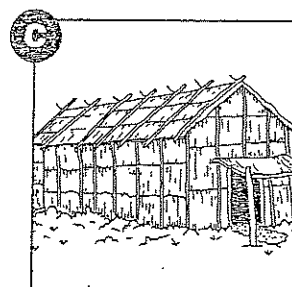
1. Write the letter of the picture and word that goes with the definition below.



wampum



barter



longhouse

- _____ exchange of goods without using money
- _____ a large house made of wooden poles and bark
- _____ carefully shaped and cut seashells strung like beads

2. Write the word that completes the sentence correctly.

- A. The Eastern Woodlands were rich in natural _____.
- B. In the warm south, people built houses with no _____.
- C. In the cold north, people lived in _____.

Read the section called "Farming and Building" in your text. In the box labeled "Compare," tell how the northern and southern regions were alike. In the box labeled "Contrast," tell how the regions were different.

Compare	Contrast
_____, _____ and _____ were the staple crops for most woodland Indians	In _____ southern climates, people built houses without walls. Farther north, people needed protection from the _____.