This packet contains review materials from previous units studied in class. Included are reading passages* with activities to complete as well as spelling and grammar work. All contents are OPTIONAL.

*In some cases, the reading passage appears after the activity page. Look ahead a page or two to find it.
Vocabulary for “The Rise of Early American Civilizations”

1. **domesticate, v.** to raise and train animals to live around humans **(domesticated)** (2)
2. **irrigate, v.** to supply water using pipes or channels (3)
3. **flourish, v.** to be successful **(flourished)** (3)
4. **isthmus, n.** a narrow piece of land that connects two larger pieces of land (4)
5. **diverse, adj.** made up of different people or things (4)
6. **lush, adj.** healthy and full (4)
7. **cenote, n.** a natural well formed from a sinkhole **(cenotes)** (4)
8. **descendant, n.** a relative of someone who lived in the past **(descendants)** (4)
9. **empire, n.** a large territory or group of people under the total control of one ruler or government (5)
10. **sieve, n.** a tool with small holes for separating big and small pieces **(sieves)** (6)
11. **textile, n.** woven or knit fabric **(textiles)** (6)
Excerpt from “The Rise of Early American Civilizations”

Read the excerpt and complete the activity that follows.

Mesoamerica: The Maya and the Aztec

Mesoamerica, or Middle America, was home to the Maya and the Aztec civilizations. This region lies north of the Equator in an area called the tropics. It includes a portion of present-day Mexico in North America and parts of Central America. It occupies much of the isthmus that joins the continents of North and South America. The present Central American countries of Guatemala, Belize, Honduras, El Salvador, Nicaragua, and northern Costa Rica are all part of Mesoamerica. Mesoamerica has very diverse landscapes, including dry coastal deserts and wet inland rainforests.

The Yucatán Peninsula is surrounded by water on three sides. It lies between the Gulf of Mexico and the Caribbean Sea, and was home to many Maya. Warm, humid rainforests cover the southern part of the peninsula. Its lush vegetation supports animals as varied as jaguars, snakes, bats, monkeys, toucans, and quetzal birds. The northern part of the Yucatán is drier and has no rivers, only lakes and swamps. The Yucatán’s thousands of deep cenotes supply fresh water to the area—water needed in order for settlements to develop. Maya descendants are still there, living alongside the ruins of the ancient civilization.
The Aztec created a magnificent empire with cities under one central government. This empire began north of the Yucatán Peninsula in the Valley of Mexico and extended across much of central Mexico. Surrounded by mountains and volcanoes, it was a land full of wildlife. The wildlife is still there, but only ruins of pyramids mark the landscape with the remains of the Aztec civilization.

South America: The Inca

The Inca civilization began high in the Andes Mountains of present-day Peru. It grew to include parts of Ecuador, Bolivia, Chile, and Argentina. The landscape and climate vary greatly across this enormous stretch of land. Deserts and warm valleys lie beneath frigid snow-capped peaks. Llamas and alpacas are native to its mountain areas. These long-necked animals were domesticated to carry heavy loads and provide wool. Cougars and chinchillas also share this habitat with a wide variety of birds, amphibians, and fish.
The Rise of Early American Civilizations

Each box below contains a description of the geographical features of a region. On the line in each box, write the name of the early American civilization—Maya, Aztec, or Inca—which developed in the region described there.

Geographical Features of Different Regions

- Valley of Mexico, surrounded by mountains and volcanoes
- snow-capped peaks, deserts, and warm valleys
- warm, humid rainforests and deep cenotes

Match the term with its description and write the letter on the line. Refer to the text in the excerpt to confirm your answers.

A. Andes Mountains
B. Yucatán Peninsula
C. Mesoamerica
D. Central America
E. Equator

_____ The isthmus that joins North and South America
_____ Mesoamerica lies north of this imaginary line drawn on maps and globes
_____ The mountain range where the Inca civilization began
_____ Includes parts of present-day Mexico and Central America
_____ A part of southern Mexico surrounded on three sides by water
Subject and Predicate

For each sentence, draw a vertical line separating the subject and predicate. Circle the entire subject. Draw a wiggly line under the entire predicate.

Example: Craftsmen | lived in smaller homes.

1. Some Maya farmers cut terraces into the slopes of mountains.

2. The Maya used many rainforest plants for medicine.

3. The Spanish were in the Americas in search of riches.

4. The diverse landscape of Mesoamerica includes mountains, lowlands, and rainforests.

5. Maya used a barter system to trade goods.

6. The Maya were one of many groups of people who settled in Mesoamerica.

7. The Maya were not the first people to practice writing.

8. The Yucatán Peninsula has many cenotes, or natural wells.

9. All Maya city-states had centers of government and religion with stone pyramids and temples.

10. Powerful kings ruled the Maya city-states.
### il– and ir–: Prefixes Meaning “not”

*Fill in the following chart with the missing words, parts of speech, and meanings.*

<table>
<thead>
<tr>
<th>root word, (part of speech) meaning</th>
<th>affixed word, (part of speech) meaning</th>
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<tbody>
<tr>
<td>illegible, <strong>adj.</strong> not able to be read</td>
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<tr>
<td>legal, <strong>adj.</strong> allowed by law</td>
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<tr>
<td>irresponsible, <strong>adj.</strong> not trusted to do what is right</td>
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<tr>
<td>replaceable, <strong>adj.</strong> capable of being duplicated or exchanged for another item</td>
<td></td>
</tr>
<tr>
<td>irregular, <strong>adj.</strong> not normal or usual</td>
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</tr>
</tbody>
</table>
Write the correct word to complete each sentence.

| responsible | irreplaceable | legible | replaceable |
| regular     | irregular     | illegible | irresponsible |

1. It is fortunate that Désiré Charnay kept a neat, _____________ journal when he visited the jungles of Central America in the 1800s because people today can still read it and learn from his words.

2. Using the barter system for exchanging goods was a(n) _____________ part of everyday Maya life.

3. Maya kings were sometimes called holy lords and were trusted to perform certain duties. For example, they were _____________ for leading rituals and ceremonies.

4. It would be considered _____________ and highly unusual to play pok-a-tok without a ball.

5. The painted mural at Bonampak is a one-of-a-kind and, therefore, a(n) _____________ artifact that shows us how the wealthy Maya lived and dressed.

6. Write your own sentence using one of the words left in the box.

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________
Paraphrase from a Text

First, underline the fragments in each sentence that are important facts about geographical features of Mesoamerica. Then, paraphrase the important information and write your words and phrases in the Paraphrasing column.

<table>
<thead>
<tr>
<th>Geographical Features of Mesoamerica</th>
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<tr>
<td><strong>Page</strong></td>
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<td>12</td>
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</table>
Excerpt from “Golden Age of the Maya”

Read the excerpt and answer the question that follows.

Feeding City-States: Wetlands, Mountains, and Rainforests

Maya farmers worked hard to supply food to the city-states. Rainfall and soil quality varied throughout Mesoamerica. The Maya found clever ways to meet the challenges of their diverse landscapes.

Some lowland areas received heavy rains from May through December, followed by drought from January through April. Because of this inconsistent rainfall, the Maya developed ways of redirecting and reusing rainwater. They created canals in the lowlands. They built raised-earth platforms above the canals and created wetlands. Aquatic plants helped keep the water clean and provided shade for the fish in the canals. The fish, in turn, provided both food and fertilizer for the fields.

In highland areas, the Maya cut terraces into the slopes of mountains. They practiced multicropping on this flat land, planting and harvesting the land multiple times throughout the year. Their crops included beans, tomatoes, squash, chili peppers, and pumpkins. Maize, or corn, was the main food throughout Mesoamerica.
In forested areas, the Maya used a technique known as slash and burn. They slashed, or cut down, trees and then burned the area. Then they planted new crops. Ashes left from the fire added nutrients to the soil. After several years, the crops used up the nutrients in the soil. The Maya then repeated the process in another area.

The Maya also gathered tree crops. Fruit trees thrived in the rainforest. The Maya enjoyed the bountiful fruit of the breadnut tree. Similar to apricots in appearance, breadnut fruit has highly nutritious seeds. The Maya ate these seeds or ground them into flour. The Maya also used many rainforest plants for medicine.

Some Maya hunted game in the forests, including deer, rabbits, and other small mammals. They raised turkeys and dogs for food. They raised stingless bees for honey, which they used to sweeten foods and drinks. In coastal communities, the Maya ate fish and turtles as well.

It is important to remember that the Maya were not the first civilization to live in Mesoamerica. The way they lived was often very similar to the way others in the area lived. The Maya did not invent the pyramid, nor were they the first to practice writing. Instead, the Maya often improved upon practices originally borrowed from other cultures.
The paragraphs in this excerpt describe a number of clever ways the Maya people met the challenges of their diverse landscapes to provide food for themselves. Which method or solution do you think was the most clever? Use specific details from the text to explain your answer.
Sentences

Read the following paragraph carefully. Correct errors by making sure all sentences are complete and adding capitalization and punctuation where needed. Then, copy the edited paragraph on the lines below.

in highland areas. The Maya cut terraces into slopes of mountains they practiced multicropping on this flat land planting and harvesting. The land multiple times throughout the year. Their crops included beans, tomatoes, squash, chili peppers, and pumpkins Maize, or corn, was the main food throughout Mesoamerica.
Rewrite the following run-on sentences into two simple sentences. Remember to include correct capitalization and punctuation.

1. Maya medicine was a combination of science and religion the Maya used natural remedies to cure ailments

2. Spanish is the official language of Mesoamerica today there are also more than twenty-one Maya dialects spoken in Guatemala alone

3. many modern Maya women wear the same style of colored tunic as their ancestors each community has its own distinct designs
Practice Prefixes *il–* and *ir–*

Write the correct word to complete each sentence.

1. The museum holds many __________ pieces of art.
   (irreplaceable, replaceable, logical, illogical)

2. Our __________ Wednesday dinner is pasta.
   (logical, illogical, regular, irregular)

3. Dad wrote the shopping list quickly, so it was __________ and difficult to read.
   (illegible, legible, responsible, irresponsible)

4. My brother is __________ because he always remembers to feed the dog.
   (logical, illogical, irresponsible, responsible)

5. Today’s schedule is __________ because our school is hosting parents for the art show.
   (logical, illogical, regular, irregular)

6. It is only __________ to drive if you have a driver’s license.
   (legal, illegal, regular, irregular)
For each word, write a sentence using the word.

1. legible

2. irresponsible

3. illegal

4. replaceable
Excerpt from “Myths of the Maya”

Read the excerpt and answer the questions that follow.

The gods unleashed boiling rains and mighty floodwaters to drown the wooden people. They turned everything else on Earth against the wooden people, including their tools, tortilla griddles, and grinding stones. Cooking pots and water jugs rose up to attack them. When they tried to escape, roofs and tree branches collapsed on them. Animals threw them out of caves. With no place to hide, the wooden people were soon defeated. It is said that a few did survive and that they live in the trees today. These creatures, called monkeys, resemble the people who were the first to walk on Earth.

Neither clay nor wooden people served the gods as they intended. So, Tepew and Q’uk’umatz put their heads together once more. It was important to get it right on their third attempt. They asked some of Earth’s animals for their help. A wildcat, a coyote, a parrot, and a crow searched for the perfect place for humans to live. The animals found a beautiful setting with lots of fruits and seeds. There, they also discovered an abundance of spectacular yellow and white corn. The animals brought the corn back to Tepew and Q’uk’umatz.
Tepew and Q'uk'umatz decided to create humans from this new food crop. So it was that the first men of corn came to be. Their flesh was made from corn kernels. The grain was ground with water to shape the arms and legs of four men. They fed these men with the same plentiful crop of which they were made.

These corn men seemed powerful indeed. They could hold onto things, move easily, and show feelings for one another. They could think, hear, speak, and see. In fact, their vision far surpassed that of the gods. They could see far into the distant heavens and deep into the oceans’ depths. The corn men praised the gods and thanked them for their remarkable gifts. Tepew and Q’uk’umatz’s third attempt at creating people was a success. Finally, these earthly creatures were grateful to their makers.

The Powerful Jaguar

As the top predators in the jungle, jaguars symbolized powerful beings. The gods wanted their new creations to be just as powerful, so they named the first corn men after the jaguar.
1. What was happening to the wooden people that forced them to try and hide?
   A. The clay people were attacking them.
   B. The corn people were thinking, hearing, speaking, and seeing.
   C. The gods were punishing the wooden people by turning everything on Earth against them.
   D. The gods sent Earth’s animals out to search for the perfect place for humans to live.

Page(s) ______

2. The most important reason that the gods were more pleased with the corn men than with their first two creations was:
   A. the corn men had a plentiful supply of corn to eat.
   B. the corn men had vision that surpassed that of the gods.
   C. the corn men praised the gods and thanked them.
   D. the corn men could hold onto things and move easily.

Page(s) ______
3. On the left are statements from the Maya creation myth about a cause, or an event that led to something else. On the right are statements about the effect, or the result of a cause. Read each cause carefully, and decide which effect was a result of it. Write the correct letter for the effect in the blank next to the cause.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
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</thead>
<tbody>
<tr>
<td>1. The corn men praised and thanked the gods.</td>
<td>A. The gods named the first corn men after the jaguar.</td>
</tr>
<tr>
<td>2. The clay and wooden people did not praise the gods.</td>
<td>B. The gods clouded the corn peoples' vision and destroyed some of their wisdom.</td>
</tr>
<tr>
<td>3. The gods wanted their new creations to be powerful like the jaguar.</td>
<td>C. Tepew and Q’uk’umatz’s third attempt at creating people was a success.</td>
</tr>
<tr>
<td>4. The gods wanted to remain the most powerful beings.</td>
<td>D. The gods destroyed them and created the corn men.</td>
</tr>
</tbody>
</table>
Excerpt from "A Long and Winding Road"

Read the following excerpt and complete the activities that follow.

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

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

However, even if the prairie contains everything you need to survive, where on the grassy plains do you find food? What do you use to build a house or make a fire? Where do you find water? How can you survive the frigid, icy winters and the scorching summers?
The answers to these questions are easy to find, as long as you are willing to learn from those who came before you. The people, your people, have been here for some 10,000 years or more. The wisdom and stories of hundreds of generations is your birthright—the most precious thing you will ever own.

The elders tell you stories. They teach you about your place in the world, and they provide the wisdom that is passed down from one generation to another. Your ancestors were the first to walk this land, and they learned to survive here with only their brains, muscles, and courage to sustain them. They were the first to hear the winds and see the waving grass. They found the rivers. You believe their spirits are in the hills and grassy plains, and in the soil beneath your feet.

Most importantly, your ancestors learned to track and hunt the buffalo. The buffalo provide food, shelter, clothing, fuel for fires, and tools. Out here on the Great Plains, your tribe and all the tribes of the Great Plains depend on the buffalo for survival.
The tribes of the Great Plains are certainly not alone in the Americas. There are others, and if you walk far enough in any direction, you will find them. North, south, east, or west, there are different tribes in every habitable place. Over thousands of years, they have learned to survive.
In the southwest, you will meet the Navajo, Pueblo, and all the other tribes of the canyons and deserts. Head southeast and you will find the Cherokee, Creek, and Seminole thriving in the humid woods and swamplands. In the dense, chilly forests to the northeast, there are the Huron and the Six Nations of the great Iroquois Confederacy. To the west, on the dry, flat plateau between the snowy peaks of the Teton and Cascade Mountains, you will meet Shoshone and Nez Perce. Farther west, where trees grow as tall as mountains, you may meet the Chinook, the Pomo, and all the other tribes nestled along the western coast.

Some of the people you meet will be your friends. You will share stories and you will trade with them. Some of them will be your enemies, just as they were enemies to your grandparents and great-grandparents, and they will want to fight. This is the way it has always been, and so you will need to be prepared if you travel from your homeland.

If you are like most Native Americans living on the Great Plains, you will find that you are quite happy to stay and live with your family and friends, the members of your tribe. You do not need to wander too far from home. You will live here on the plains forever, tracking and hunting the buffalo, raising children of your own and teaching them how to live according to the ways of your ancestors. Life is just fine here on the plains. You have everything you need, and little changes, until it does…
U.S. Regions Map

Label the Great Plains region on the map.
The following words were used in “A Long and Winding Road.” For each word, pick an activity and complete the chart below.

<table>
<thead>
<tr>
<th>Word</th>
<th>Activity</th>
<th>Activity Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>birthright</td>
<td><strong>Vocabulary Activities</strong></td>
<td>1. Write a definition in your own words. You may use your glossary as a reference.</td>
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<td></td>
<td>2. Provide a synonym (similar meaning).</td>
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<td></td>
<td>3. Provide an antonym (opposite meaning).</td>
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<td>4. Use the word in a sentence.</td>
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<td>5. Provide another word that the word makes you think of and explain why.</td>
<td><em>(Apple makes me think of banana because they are both fruits.)</em></td>
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<td>6. Think of an example of the word and write about it. <em>(An example of fruit is cantaloupe. It is a melon that is white on the outside and orange on the inside. It is really tasty in the summer.)</em></td>
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</tr>
</tbody>
</table>
Excerpt from “Tales from the Great Plains”

Read the following excerpt and complete the activity that follows.

Chapter 3
Tales from the Great Plains

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

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

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

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

Fear and anger rushed through the Comanche’s veins, and he rose from his hiding place in the tall grass and shot an arrow at the Spaniard. The arrow found its way through a crack in the soldier’s armor, and he fell from his horse to the ground with a loud thud. Wounded, he moaned in pain. His horse stood over him and did not move.
The Comanche wanted to approach the Spaniard to inspect his strange weapons and armor, but when he drew near, the horse snorted angrily and beat his front hooves on the ground. The Comanche was afraid of the horse and he backed away. He wanted the horse to leave, so he snarled and growled and yelled at him, but the horse still did not budge. The Comanche did not speak the horse language, and he did not know what to do next.

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

The Comanche tried to save the Spaniard’s life, but the arrow was too deep, and he died anyway. The horse had a soft blue blanket and a saddle on its back. The Comanche did not remove either because he thought the horse wanted them. Then the Comanche got onto the horse’s back and spoke the horse language, and the horse carried him back to camp.
The other Comanche were amazed when they saw him. He told them his story and showed them how he had learned to make the horse go and stop, walk and gallop. After that, the Comanche warrior always rode the horse, and he became a fearsome warrior and a great hunter. He named the horse The Swift Blue One because he was as fast as the wind. The other warriors were afraid of the horse, and they thought he would ride over them and crush them with his big hooves.

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

In time, more horses escaped from the Spanish soldiers, and these horses joined The Swift Blue One out on the prairie. He became their chief, and they followed him everywhere. The Swift Blue One’s herd grew and grew, until there were too many horses to count. Eventually, other Comanche learned the horse language, and the horse culture spread. Many of the horses ridden by the Sioux, Apache, Pawnee, and other tribes of the Great Plains and beyond are the descendants of The Swift Blue One.
Write a paragraph summarizing this excerpt, using the core vocabulary words remnant and scout. Remember, scout can be used both as a noun and as a verb.
Excerpt from “The Changing Landscape of California”

Read the following excerpt and complete the activity that follows.

It is impossible to know exact numbers, but best estimates are that there were around 300,000 Native Americans in California when the first Spanish settlers arrived. There were well over 100 different tribes and a wide variety of cultures, languages, and customs. Mostly, they lived in small villages ranging from a hundred to a thousand people. There were no formal borders or property lines, but each tribe was adapted to life in a specific area.

All the California tribes lived a hunter-gatherer lifestyle. Acorns were a major source of food throughout the region. Acorns are nuts from the oak tree. You would not want to eat an acorn raw because the taste is very bitter. But if you grind it up into flour and soak it, you can remove most of the bitterness and use it to make tasty bread. Fish were another major food source for many tribes. The tribes caught fish from the ocean, the rivers, and the lakes. Besides acorns and fish, each region had various animals and plants for people to hunt and gather, such as rabbits and deer, plus various roots, berries, and other gifts from nature.
Trade was also an important part of tribal life in California. If they could not find what they needed in nature, the people could trade with a neighboring tribe. Coastal tribes had access to lots of fish, but they needed more acorns. Inland tribes had plenty of acorns but not always enough meat. Tribes in the central mountains had access to a special rock called obsidian, or volcanic glass, which was valuable for making razor-sharp arrowheads and knives. Obsidian was far more valuable to Native Americans than gold or silver. They did not find too much use for those metals, though they did know where to find them.

Canoes played an essential role in the culture and lifestyle of nearly every California tribe. Different regions made different kinds of canoes. In southern California, they built big tomols out of wooden planks. Only specially trained craftsmen could build them, and they never shared their secrets! Tomols could carry several paddlers and hundreds of pounds of trade goods. Best of all, the sturdy, speedy tomols were seaworthy, so southern tribes could paddle up the coast and trade with northern tribes.
In the Central Valley, the people made their canoes by weaving long, tough reeds, or river grass. There they did not need to paddle into the rough ocean. Instead, they had wide, lazy rivers and sparkling lakes. And all the way up north, where the great redwood trees grow up into the clouds, people made dugout canoes from hollowed-out logs. Dugout canoes were tough enough for the ocean but also **nimble** enough to survive the wild mountain rivers.

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

There was also time for fun and games. In northern California, children enjoyed a game similar to soccer. The boys and girls all played together. Boys were only allowed to kick the ball, whereas the girls could kick it, throw it, or carry it into the goal. However, a boy was also allowed to pick up a girl and carry her into the goal with the ball!
As with all Native Americans, the people of California built their houses using the best materials available in their home territory. Southern tribes used small trees and reeds to build *tules*. A *tule* was a round, one-room hut. Despite being made from reeds, *tules* were strong, able to withstand wind and rain, and cozy enough for mild, southern California winters. The Miwok people and other tribes of central and northern California preferred the *umacha*, which was shaped like a tepee but made of long wooden rails instead of buffalo hide. Farther north, in the redwood forests, the Wiyot people and their northern neighbors built stout, sturdy houses out of redwood planks.

Roundhouses were the central feature in most villages. No matter what type of houses they built, and no matter whether the tribe was large or small, wealthy or poor, there was almost always a roundhouse in the middle of the village. The roundhouse was used for ceremonies and important meetings. The roundhouse was also where the tribal religious leaders, or *shamans*, carried out important rituals.

Religious beliefs reflected a close connection to the cycles of nature and to animals. While all tribes had unique beliefs, myths, and rituals, the people generally believed they shared a special kinship or bond with other living things. They felt fortunate and thankful to live in a place with so many resources.
Describe what life was like for Native Americans living in what is now known as California before European settlers arrived in the area.
Suffixes –tion and –sion

Write the correct word to complete each sentence.

1. I got a flu shot to help ________________ me from getting the flu.
   (extend, extension, prevent, prevention)

2. The new soccer player is a good ________________ to the team.
   (add, addition, discuss, discussion)

3. I wrote a draft of my poem, but I left time for ________________ because I am not completely happy with it.
   (cancel, cancellation, revise, revision)

4. My parents made the ________________ to move to New Mexico to be closer to my grandparents.
   (decide, decision, divide, division)

5. Could you ________________ me to the nearest restaurant?
   (subtract, subtraction, direct, direction)

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

1. cancellation

   ____________________________________________________________

   ____________________________________________________________
2. **extension**

3. **subtract**

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

1. root word: **express**
   meaning: to show or tell your feelings or thoughts
   new word: **expression**
   meaning: 
   Sentence: 

2. root word: **observe**
   meaning: to watch something with careful attention
   new word: **observation**
   meaning: 
   Sentence: 
Root *mem*

*Write the correct word to complete each sentence.*

<table>
<thead>
<tr>
<th>memoir</th>
<th>memorial</th>
<th>commemorate</th>
<th>memory</th>
</tr>
</thead>
<tbody>
<tr>
<td>memento</td>
<td>memorable</td>
<td>memorize</td>
<td>remember</td>
</tr>
</tbody>
</table>

1. A monument was built to ________________ 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 ________________ to him.

3. My earliest ________________ 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 ________________ my lines.

5. Our Thanksgiving dinner five years ago turned out to be a very ________________ one when we forgot to cook the turkey.

6. Do you ________________ 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 ________________ that would remind me of my trip and my relatives who live far away.

8. Have you read the ________________ about the man who survived a tornado?
For each of the following words, write a sentence using the word.

1. memento

2. memory

3. memorize
### Sorting the Spelling Words

*Sort the spelling words into categories based on the suffix or root in each word.*

<table>
<thead>
<tr>
<th>cancellation</th>
<th>memento</th>
<th>revision</th>
<th>commemorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>direction</td>
<td>discussion</td>
<td>subtraction</td>
<td>extension</td>
</tr>
<tr>
<td>memorial</td>
<td>decision</td>
<td>memorize</td>
<td>prevention</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>suffix –tion</th>
<th>suffix –sion</th>
<th>root mem</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
List the spelling words in alphabetical order. Remember to say and spell each word syllable by syllable.

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________
7. __________________________
8. __________________________
9. __________________________
10. __________________________
11. __________________________
12. __________________________
Excerpt from “Myths from the Pacific Northwest”

Read the following excerpt and complete the activity that follows.

Thunderbird and Killer Whale

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

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

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

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

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

Thunderbird and Killer Whale fought for many days. At last, Killer Whale knew he could not win, and he swam away. Gradually, the fish returned and the people had food again. Ever since, the people have never forgotten how Thunderbird helped them.
According to the story, Thunderbird’s wings cause the sound of the thunder. This is common in most Thunderbird myths. But this story seems to explain something else. Many researchers believe this story is about a tsunami, or tidal wave, that struck the Pacific Northwest hundreds of years ago. Tsunamis are caused by earthquakes in the earth’s crust, deep beneath the ocean surface. The vibrations from the earthquake create waves, and if the earthquake is strong enough, these waves can form a tsunami. Tsunamis are very destructive when they strike land. It is no surprise that the survivors would mark the event with a myth like this.
Write a paragraph summarizing this excerpt, using the core vocabulary words recede and vibration.