



On behalf of Splash! Publications, we would like to welcome you to *Iowa*, one of six lessons in our *Great Plains States Unit*. This lesson was designed by teachers with you and your students in mind. Each lesson in this unit has been professionally recorded with words and music on Audio CD. Differentiate instruction with this unit by setting up a listening center in your classroom.

## THE FORMAT

Our goal is a lesson that you can use immediately. No comprehension questions to write, activities to create, or vocabulary words to define. Simply make copies of the lesson for your students and start teaching.

## THE VOCABULARY

Our lessons feature words in bold type. We have included a Glossary to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context. Remember, we're teachers! Students will be exposed to these vocabulary words in the comprehension activities. They will also be tested on the vocabulary words at the end of the lesson.

Students will be responsible for filling out and studying their vocabulary cards. You may want to have students bring in a small box for storing their vocabulary cards. We don't have to tell you that incorporating these words into your Reading and Spelling programs will save time and make the words more meaningful for students.

## THE LESSON PLAN

Before reading *Iowa*, students will:

- complete Vocabulary Cards for **archaeologists, basin, bison, boundary, capital, captive, caribou, century, Civil War, colonies, Confederate, confident, Congress, constitution, constructed, convince, culture, customs, economy, empire, Europeans, exported, fertile, Great Plains, immigrants, inhabited, liberties, mammals, mammoth, monument, motto, nomads, outraged, pelts, prairie, prehistoric, preserves, profitable, recreation, reptiles, reservations, sacred, surplus, transport, treaties, underground railroad, unique.**

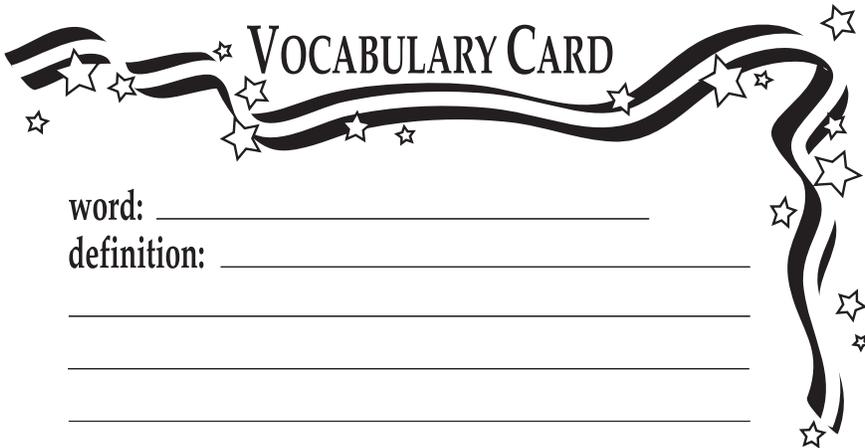
After reading *Iowa* students will:

- answer *Iowa* Reading Comprehension Questions.
- complete *Iowa* Language Skills.
- fill in *Iowa* and its state capital on the Great Plains Study Guide.
- follow written directions to draw a river otter.
- use number coordinates to plot Great Plains state parks on a map.
- take a Vocabulary Quiz for Great Plains States Part I.

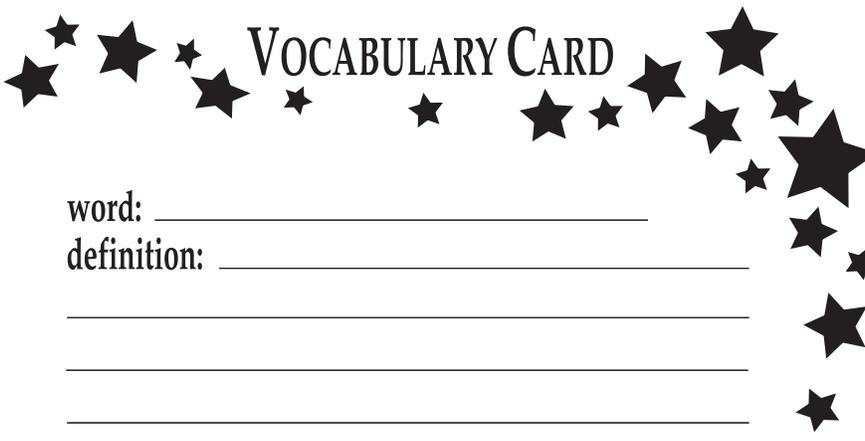
**NOTE:** The answers to all activities and quizzes are at the end of the lesson.

## OUR OTHER GREAT PLAINS STATES LESSONS

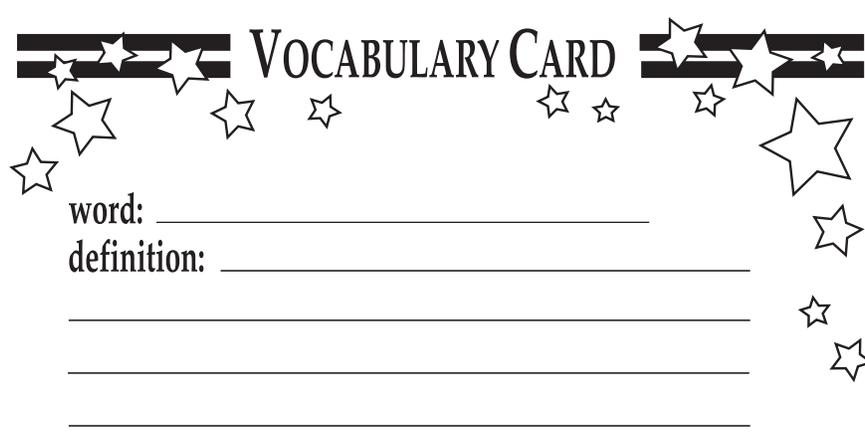
*Kansas, Missouri, Nebraska, North Dakota, and South Dakota.*

**VOCABULARY CARD**

word: \_\_\_\_\_  
definition: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**VOCABULARY CARD**

word: \_\_\_\_\_  
definition: \_\_\_\_\_  
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**VOCABULARY CARD**

word: \_\_\_\_\_  
definition: \_\_\_\_\_  
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Iowa, the Hawkeye State, is one of six **Great Plains** states located in the Middle West region of the United States. The state's nickname is in honor of Black Hawk, leader of the Sauk (SOCK) tribe.

Chief Black Hawk fought against the United States government when the Sauk and Fox tribes were moved from Illinois to Iowa. The move was made to make room for white settlers.

Iowa is also known as the Corn State. This nickname was chosen for Iowa because acres of corn are grown in the state's **fertile** soil. In fact, more corn is grown in Iowa than in any other state.

The **capital** and largest city in Iowa is Des Moines (duh•MOYN). Des Moines is located in the south-central part of Iowa in the heart of the Corn Belt. In the Corn Belt, farms are large and special machines are used to plant and pick corn.



The state bird of Iowa is the Eastern Goldfinch. The state flower is the Wild **Prairie** Rose, and the state tree is the Oak. Iowa's **motto** is "Our **Liberties** We Prize and Our Rights We Will Maintain."



**FAST  
FACTS**

- ★ Iowa is **unique** because it is the only state located between two rivers. The eastern **boundary** of Iowa is the Mississippi River. Iowa's western boundary is the Missouri River.
- ★ Fort Atkinson in Iowa was the only fort ever built by the United States government to protect Native American tribes from each other. The fort provided the Winnebago tribe protection from the Dakota, Sauk, and Fox tribes.

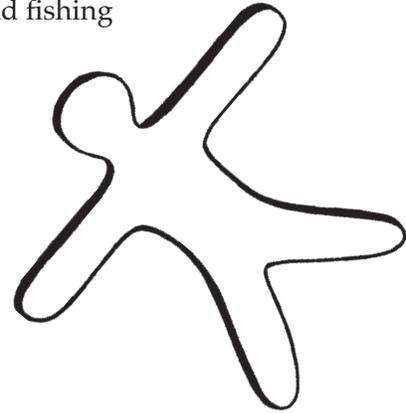


## IOWA'S POINTS OF INTEREST

Outdoor activities are very popular in Iowa. Hunting and fishing attract the most people each year. There are many areas open to the public for hunting pheasant, quail, and deer. Lakes, ponds, and streams are loaded with trout, pike, bass, and perch. Iowa's state parks and **recreation** areas provide many opportunities for boating, picnicking, camping, swimming, and the study of nature. Ledges State Park and Pilot Knob State Park are popular winter sports areas.

Iowa also has interesting historic places to visit. Herbert Hoover National Historic Site features the birthplace and neighborhood of our 31st president, Herbert Hoover.

Effigy (EF•fuh•jee) Mounds National **Monument** preserves 200 mounds **constructed** by Native Americans of the Eastern Woodland **culture**. Many of these mounds are in the shape of **mammals**, birds, and **reptiles**.



EFFIGY MOUND

## THE FIRST PEOPLE IN IOWA

**Archaeologists** (ar•kee•OL•uh•jists) believe that the first people lived in Iowa over 12,000 years ago. These **prehistoric** Native Americans were **nomads**. They traveled from place to place and hunted large animals like giant **bison**, woolly **mammoth**, **caribou**, and musk ox. In their villages, they constructed huge earthen mounds to bury their dead. These prehistoric Native Americans left more than 10,000 burial mounds containing tools and weapons.



MAMMOTH

By the time Europeans arrived in Iowa, the Mound Builders had disappeared. The area was **inhabited** by more than 20 Native American groups. Most of these Native Americans lived along Iowa's streams and rivers.

The Sauk and Fox lived in Illinois, but a group crossed the Mississippi River and built a large village in southeastern Iowa. The Illinois,

Iowa, Miami, Ottawa, and Sioux (SOO) tribes lived in the eastern part of Iowa along the Mississippi River. The Omaha, Oto, and Missouri tribes wandered through the western region of Iowa in search of buffalo.

Iowa was one of the first areas in the Middle West region visited by **Europeans**. These men were fur traders and explorers from Spain's **colonies** in the Southwest, France's settlements in Canada, and explorers from England. A French priest named Jacques Marquette (mar•KET) and French explorer Louis Joliet (joe•lee•ET) were the first to cross the Mississippi River. In 1673, Marquette and Joliet entered Iowa.

## FRENCH CONTROL OF IOWA

In 1682, French explorer Robert La Salle officially claimed the entire Mississippi River **basin** for France. This included the land from the Mississippi River to the Gulf of Mexico. In honor of King Louis XIV, Robert La Salle named the area Louisiana.

Over the next **century**, French fur traders visited Iowa, and traded with the Native Americans. In exchange for kettles, guns, and whiskey, the Native Americans gave the French traders valuable beaver, otter, and mink **pelts**.

In 1781, Native Americans of the Fox tribe discovered deposits of lead along Catfish Creek. The women of the tribe mined the lead and used the metal to make gunshot. French fur trader and lead miner Julien Dubuque (do•BEWK) heard about the lead deposits. In 1788, Dubuque entered Iowa and took control of the lead mining operation. He established Iowa's first permanent settlement.

## THE IMPORTANCE OF THE MISSISSIPPI RIVER

In 1800, the Mississippi River formed the western boundary of the United States. To the west of the United States was the Louisiana Territory. After the French and Indian War, France had given the Louisiana Territory to Spain. To the south of the United States was the territory of Florida. Florida was also controlled by Spain.

The Mississippi River was a very important waterway for the United States. It was used by farmers to **transport surplus** crops to cities along the river. The Mississippi River was also the only route to the Gulf of Mexico.

The United States sent surplus crops and other goods down the Mississippi River to the Gulf of Mexico. From the Gulf of Mexico these items were **exported** to other countries. New Orleans was the last city on the way to the Gulf of Mexico. This city, like the rest of the Louisiana Territory, was controlled by Spain.

In 1795, Spain gave the United States permission to use the city of New Orleans to store crops and other goods until they were ready to be exported. Without permission from Spain, the United States would not be able to use the Gulf of Mexico to export products that included flour, tobacco, pork, butter, cheese, and deer skins. The United States made a lot of money selling these items to other countries.



ROBERT LA SALLE

## THE UNITED STATES FEARS FRANCE

Soon after becoming the third president of the United States, Thomas Jefferson learned that Spain had returned the Louisiana Territory to France. Spain also planned to give the territory of Florida to France. France secretly planned to use the Louisiana Territory and Florida to build an **empire** and take over America.

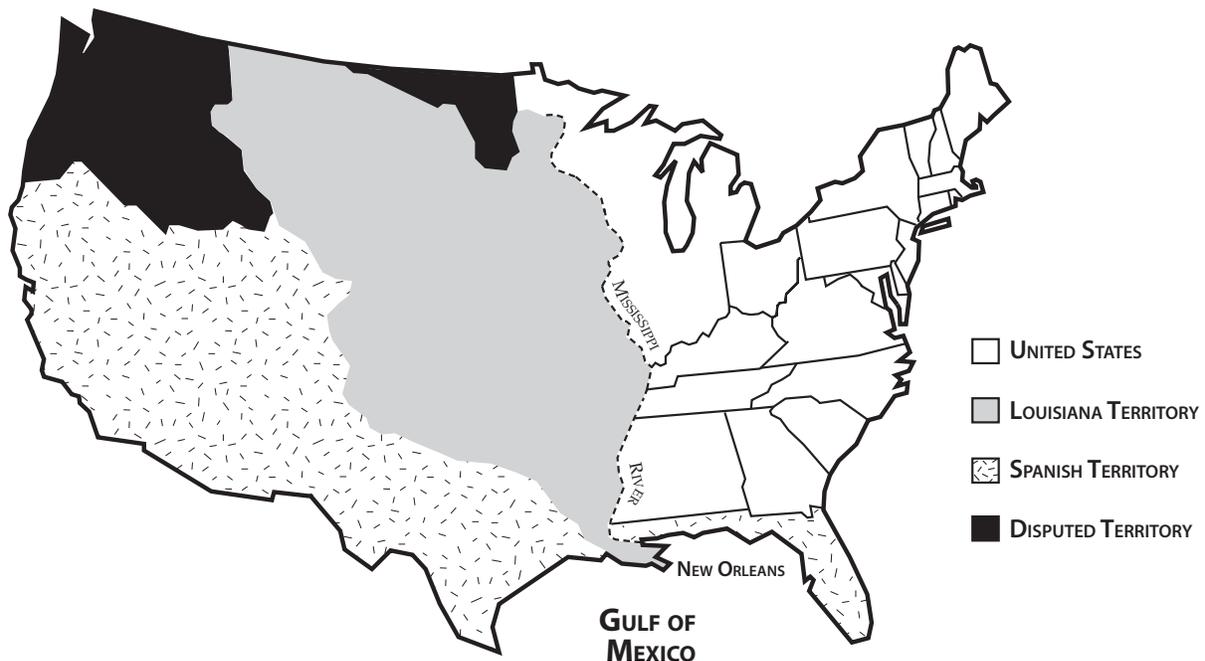
This news worried President Jefferson and the farmers who used the Mississippi River. If France controlled the city of New Orleans, it might close New Orleans and the Mississippi River to the United States. This would keep the United States from continuing its **profitable** exports to other countries.

## A DIFFICULT DECISION

On October 18, 1802, the Spanish government closed the city of New Orleans. The United States was no longer permitted to use this city to get to the Gulf of Mexico. Thomas Jefferson wanted to stop France from completely taking over the Louisiana Territory and Florida. He knew that there were only two ways for the United States to take action. The United States could go to war and fight for the land, or it could purchase the land from France.

## ROBERT LIVINGSTON AND JAMES MONROE

President Jefferson did not want to declare war. He decided to try purchasing the land. He sent Robert R. Livingston and James Monroe to the city of Paris in France. **Congress** allowed the pair to spend no more than two million dollars for the purchase. President Jefferson secretly told them to offer France about 10 million dollars for the territory of Florida and New Orleans. If France wouldn't sell this land, Livingston and Monroe were told to **convince** France to at least allow the United States to use New Orleans again.



## THE LOUISIANA PURCHASE

Livingston and Monroe traveled to Paris. They met with French leader Napoleon Bonaparte. They were amazed when Bonaparte offered to sell the entire Louisiana Territory to the United States. The 800,000 square miles of land would cost the United States 15 million dollars, or just four cents per acre.

This much land would almost double the size of the United States. Livingston and Monroe had not gotten permission to spend this much money. They felt **confident** that the United States would accept the offer.

President Jefferson presented the idea to Congress. In 1803, Congress approved the Louisiana Purchase. The money to pay for the purchase was borrowed from English and Dutch banks. On December 20, 1803, the United States officially took possession of the Louisiana Territory.



## NATIVE AMERICAN TREATIES SIGNED IN IOWA

Iowa was not immediately opened for white settlement after the Louisiana Purchase. Most of the land in Iowa was already owned by Native Americans. The United States government decided that Iowa and the rest of the Louisiana Territory was a perfect place to move unwanted Native Americans. In 1804, the Sauk and Fox tribes were forced to give up all of their land in Illinois and move to Iowa with the rest of their tribes.

Over the next 30 years, American settlers slowly moved into the present-day state of Iowa. They were anxious to plant crops in Iowa's fertile soil. As the white population grew, the Native Americans were forced to sign **treaties** and give up more of their land. The Sauk and Fox tribes, for example, moved to Iowa in 1804. Twenty years later they signed another treaty with the United States and gave up most of their land in Iowa.

The Native Americans did not always give up their land without a struggle. They were often forced to sell their land to the United States. Many battles were fought, but the United States Army was always more powerful. By 1838, the white population of Iowa was large enough for Congress to create the Iowa Territory. This new territory included all of Iowa, most of Minnesota, and parts of North and South Dakota.

## IOWA'S STATEHOOD

In the summer of 1846, the boundaries of the Iowa Territory were changed to the state's present-day boundaries. On December 28, 1846, Iowa became the 29th state to join the Union. The population of the new state was 102,338 people.

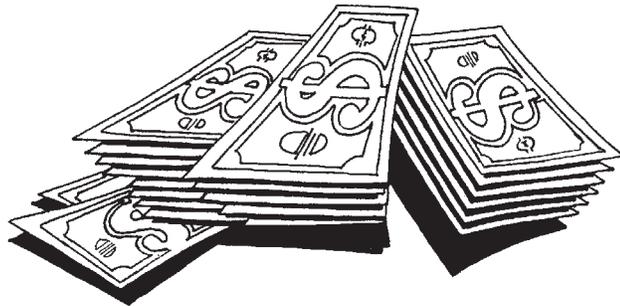
It was difficult to fully explore and settle Iowa. The Native Americans were still angry with the United States and continued to attack the white settlers. The United States government did not give up. By 1851, the last remaining Sioux tribe was forced off its land in the far northwestern corner of the state. They were moved west into Kansas, Nebraska, and the Dakotas.

## NATIVE AMERICANS RETURN TO IOWA

The Sauk and Fox tribes settled in Kansas after selling their land in Iowa. In exchange for their land in Iowa, they received land in Kansas and yearly payments from the United States government. They dreamed of someday returning to Iowa.

The United States had paid the Sauk and Fox just ten cents an acre for their land in Iowa. If the Sauk and Fox wanted to buy some of this land back, it would cost them \$12.50 per acre.

The United States government did not want the Native Americans back in Iowa. The government stopped sending yearly payments to the Sauk and Fox tribes. Unafraid, the Sauk and Fox saved what little money they had. By 1857, the tribes had enough money to purchase 80 acres of land along the Iowa River. They continued saving and eventually purchased another 3,000 acres in Iowa.



### FAST FACTS

- ★ The Fox called themselves Mesquakie (mes•CAW•kee), which means "red earth people."
- ★ The Sauk called themselves Osakiwuk (oh•SAH•kee•wuk) which means "people of the outlet." The "outlet" is the Sauk's original homeland on the Saginaw Bay in Michigan.

## THE SPIRIT LAKE MASSACRE

The Sioux also missed their land in Iowa. Even after settling on **reservations** in Minnesota and the Dakotas, the Sioux often traveled to Iowa to hunt.

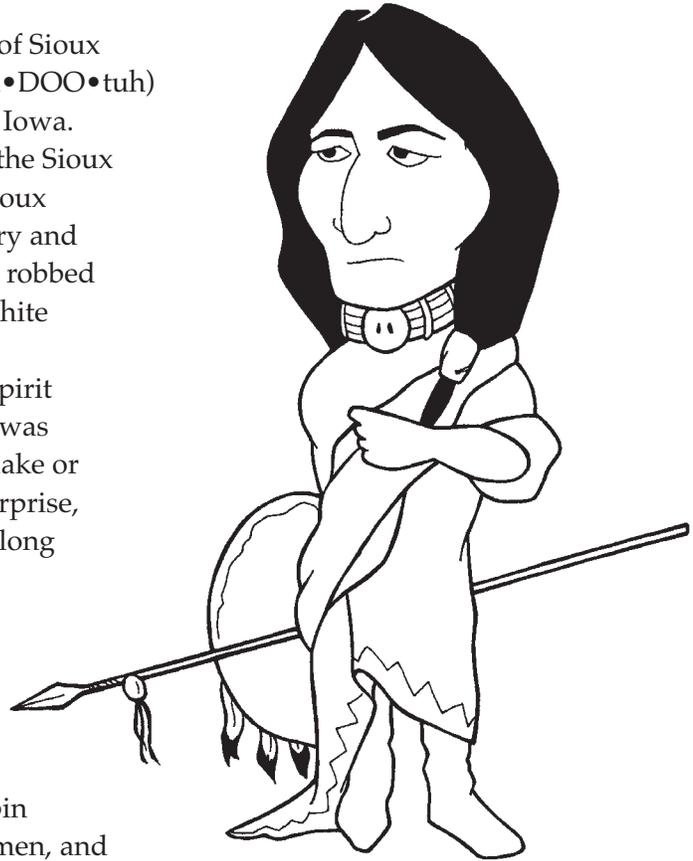
During the winter of 1857, a group of Sioux warriors led by Chief Inkpaduta (ink•puh•DOO•tuh) wandered into the northwestern corner of Iowa.

Inkpaduta had been thrown out of the Sioux tribe for murdering his own father. The Sioux wanted no part of this cruel leader. Hungry and poor, Inkpaduta and his band of followers robbed cabins and begged for food from Iowa's white settlers.

In March 1857, the group reached Spirit Lake. The Sioux believed that Spirit Lake was **sacred**. They would not hunt around the lake or even paddle across it in a canoe. To his surprise, Inkpaduta found cabins of white settlers along the shores of Spirit Lake.

**Outraged**, the group entered the cabin of Rowland Gardner. They killed everyone in the Gardner family and took a young girl **captive**.

Over the next few days, Inkpaduta and his warriors went from cabin to cabin and killed more than 30 men, women, and children. Inkpaduta's group escaped into the Dakota region and was never captured.



CHIEF INKPADUTA

## IOWA'S ECONOMY

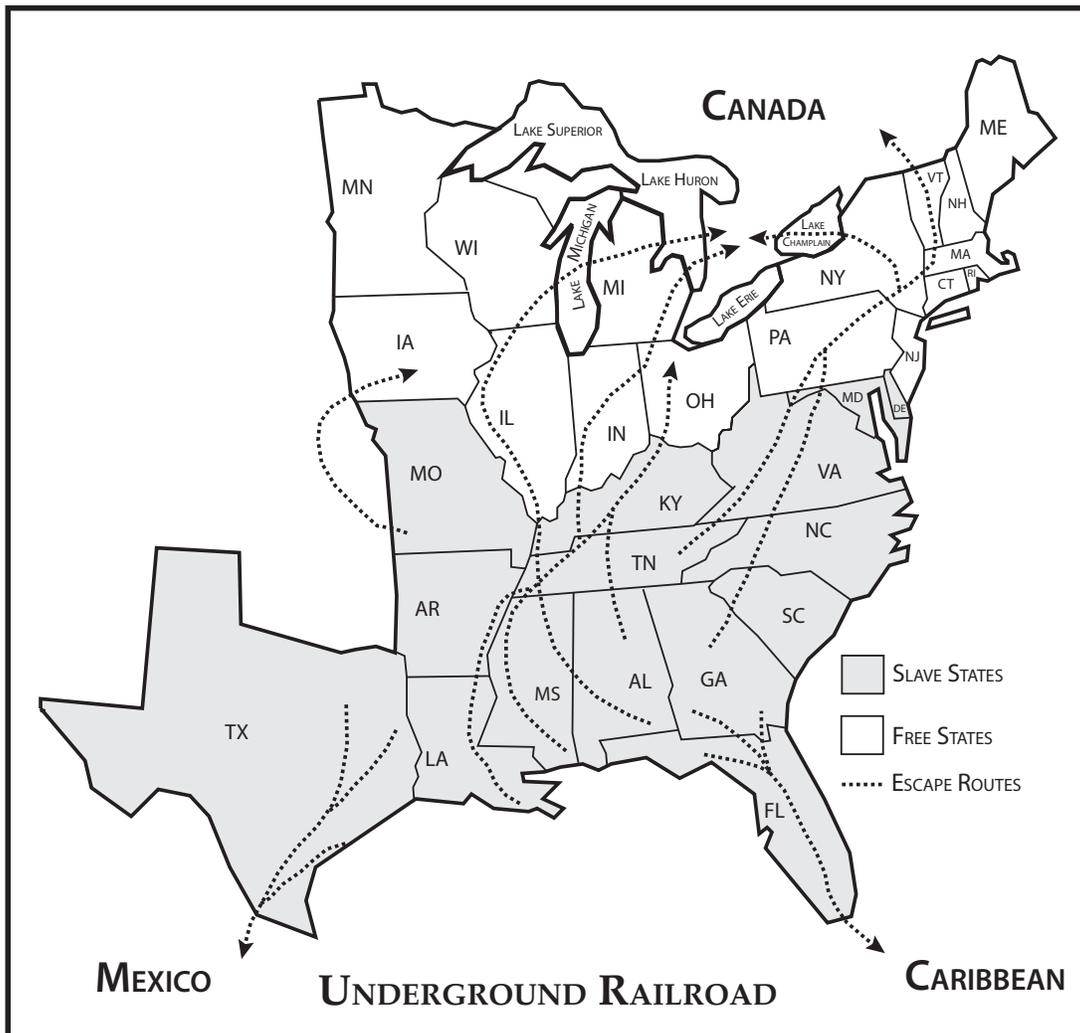
The Spirit Lake Massacre reminded the Iowa settlers that Native American attacks had not completely ended. Still, the population of Iowa grew quickly. Railroads were built. New settlers traveled to Iowa from the Ohio River Valley, the states in the Upper South, and Missouri. Many **immigrants** from Germany and Ireland also came to Iowa. They escaped from the wars in Europe and searched for the fertile farms of Iowa. They grew potatoes, wheat, and corn.

## THE CIVIL WAR

The people of Iowa were strongly against owning slaves to work on their farms. An **underground railroad** in the southern part of Iowa helped runaway slaves escape from their owners in the Southern states. During the **Civil War**, 75,000 men from Iowa volunteered to fight for the Union Army. More than 12,000 of Iowa's men were killed in battle, while almost 8,500 men died from sickness and disease.

Iowa's women also participated in the Civil War. Women took over the family farms while their husbands, sons, and brothers fought against slavery. Annie Wittenmyer established a hospital for wounded **Confederate** and Union soldiers. She traveled throughout the country and set up kitchens to make sure that the troops were properly fed.

When the Civil War ended, Iowa became a leader in rights for black Americans. In 1868, Iowa changed its state **constitution**. Black men were permitted to vote and serve in Iowa's state government. Other states built separate schools for black children and white children. Iowa's public school system allowed students of both colors to attend the same school.





# IOWA



**Directions: Read each question.  
Darken the circle for the correct answer.**

- 1 According to Iowa's Fast Facts, Iowa is unique because –
- A it is the only state with two mottoes
- B it is the only state without rivers or lakes
- C it is the only state located between two rivers
- D it is the only state without a state bird
- 2 By looking at the map showing the Louisiana Purchase, you can tell that –
- F the Spanish Territory was east of the Mississippi River
- G Spain didn't control any of the land
- H New Orleans was north of the United States
- J the land purchased was west of the Mississippi River
- 3 After taking the Louisiana Territory back from Spain, France planned to –
- A give the Louisiana Territory to Great Britain
- B use the Louisiana Territory to build an empire in America
- C give the Louisiana Territory to China
- D sell the Louisiana Territory to the Native Americans in Iowa
- 4 After reading about Chief Inkapaduta, you get the idea that –
- F he was an honored leader in his tribe
- G he was loved by white settlers
- H he was hated by his own tribe
- J he was a very rich man

**Directions: Darken the circle for the sentence that uses the underlined word in the same way as the sentence in the box.**

- 5 Marquette and Jolliet were the first explorers to cross the Mississippi River.

**In which sentence does cross have the same meaning as the sentence above?**

- A He can't cross the street by himself.
- B I wear a gold cross around my neck.
- C He drew a cross in the sand and showed me the way.
- D Cross out the wrong answer.

- 6 President Jefferson wanted to stop France from taking over Louisiana.

**In which sentence does stop have the same meaning as the sentence above?**

- F Turn left at the stop sign.
- G The next rest stop is 200 miles.
- H Stop signs are octagons with eight sides.
- J I tried to stop the car on the ice.

- 7 The women of the Fox tribe worked long hours in the tribe's lead mine.

**In which sentence does mine have the same meaning as the sentence above?**

- A The last piece of chicken is mine.
- B You can mine for gold in California.
- C Copper was found in the dark mine.
- D I don't know which sweater is mine.

READING

## Answers

- 1 (A) (B) (C) (D)      5 (A) (B) (C) (D)
- 2 (F) (G) (H) (J)      6 (F) (G) (H) (J)
- 3 (A) (B) (C) (D)      7 (A) (B) (C) (D)
- 4 (F) (G) (H) (J)



Directions: Read each sentence carefully. Then darken the circle for the correct answer to each question.

Here is a rough draft report about the Sauk and Fox tribes. Read the rough draft carefully. Then answer questions 1-4.

## The Sauk and Fox

The Sauk and Fox tribes. Originally they lived in northern Michigan. In the 1600s, they  
 (1) (2) (3)  
 were forced out of the area by Iroquois warriors who wanted to control the beaver fur trade  
 with the French. Both tribes moved to Wisconsin before being driven into Iowa and Illinois  
 (4)  
 by the French who drove them out of Wisconsin.

In Iowa and Illinois, the Sauk and Fox remained very close, but never became one single  
 (5)  
 tribe. Each tribe had its own chief and religious **customs**. The men of each tribe were  
 (6) (7)  
 spiritual and war leaders. The women took care of the fields. They grew corn, beans, and  
 (8) (9)  
 squash. If a guest visited the village, dog meat was usually prepared.  
 (10)

1 Which sentence best combines sentences 8 and 9 without changing their meaning?

- A The women took care of the fields where they grew corn, beans, and squash.
- B Corn and beans and squash were grown in the women's fields.
- C Beans were grown in the fields, and squash and corn too, and the women took care of them.
- D Women of the fields took care of the crops and beans and squash and corn too.

2 Which sentence needlessly repeats a word or group of words?

- F 2
- G 4
- H 5
- J 9

3 Which group of words is not a complete sentence?

- A 1
- B 3
- C 8
- D 10

4 What is the most colorful way to write sentence 10?

- F Dog meat was prepared for guests.
- G A guest of the village was usually served dog meat.
- H If an honored guest visited the village, a feast of dog meat was usually prepared.
- J As it is written.

LANGUAGE

### Answers

- |   |                 |   |                 |
|---|-----------------|---|-----------------|
| 1 | (A) (B) (C) (D) | 3 | (A) (B) (C) (D) |
| 2 | (F) (G) (H) (J) | 4 | (F) (G) (H) (J) |



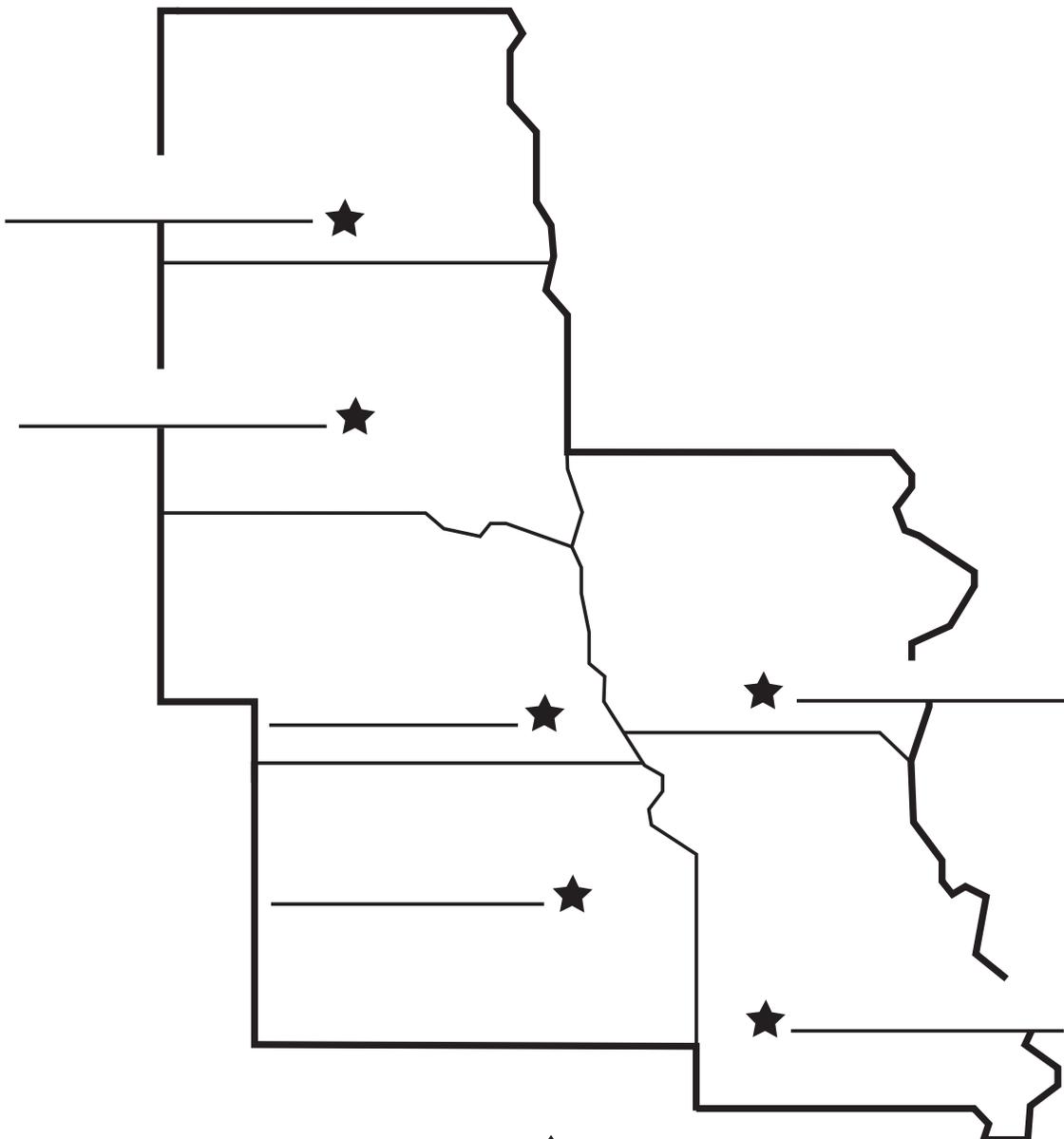
# GREAT PLAINS

## STATES AND CAPITALS STUDY GUIDE



**D**uring this unit, you will be studying about each of the six Great Plains states. In this activity, you will create a study guide to help you take a quiz about the Great Plains states and their capitals.

**Directions:** Use the blank map of the Great Plains states to make a study guide. As you learn about each state, find the state on the map. Label each state with its correct name. On the lines provided, fill in each state's capital city. Spelling Counts!

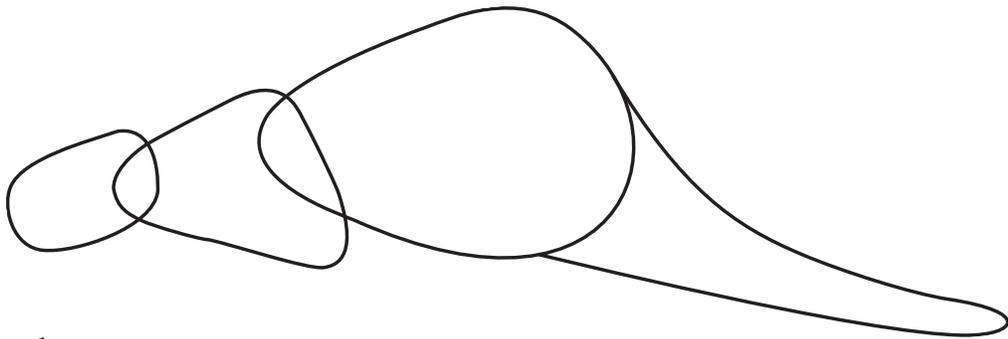




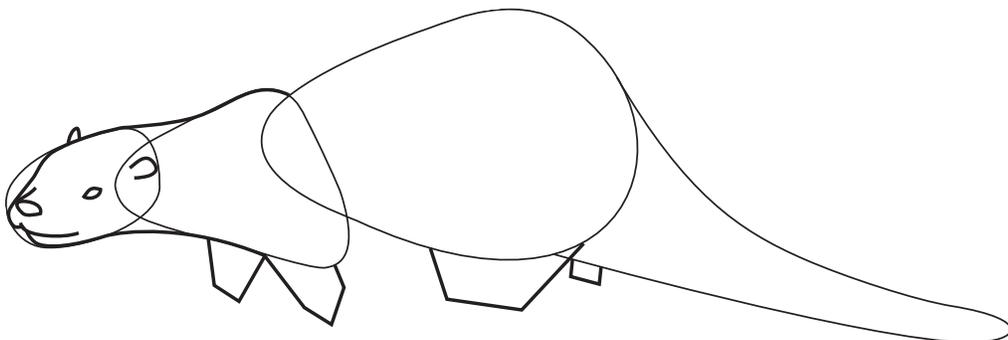
# HOW-TO-DRAW A RIVER OTTER

During the 1700s, river otters were hunted in Iowa's rivers for their fur. In exchange for kettles, guns, and whiskey, the Native Americans gave the French traders valuable river otter pelts. The fur was used to make expensive coats and hats. In this activity, you will follow step-by-step directions for drawing a river otter.

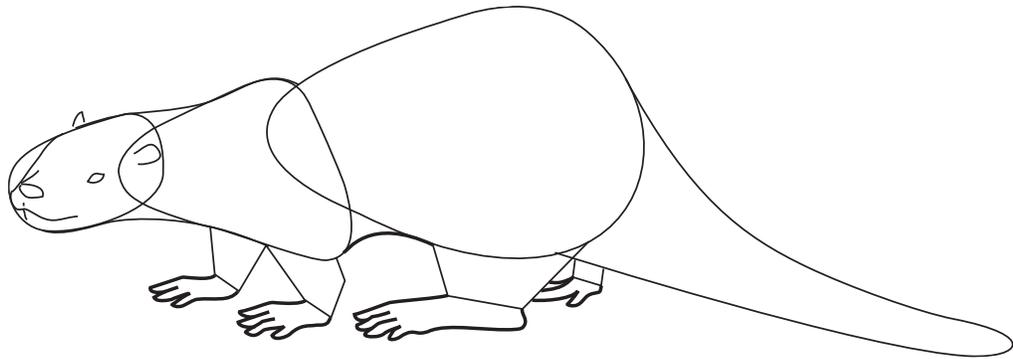
**Directions:** Very lightly sketch out the first step. Then, also very lightly add step 2. Continue in this way until all four steps are completed. In each drawing, the new step is shown darker than the previous one so that it can be clearly seen, but you should keep your drawing very light.



1. Draw these shapes to form the head, body and tail.



2. Add lines to form the mouth, the nose, the eye, the neck, the ears, and the legs.



3. Add lines to form the river otter's feet.



4. Erase guidelines, smooth out other lines and add detail

#### COLOR

Use your black colored pencil to trace the outline of the nose and eye of your river otter. Color the nose and eye black. Then use your brown colored pencil to trace the outline of the river otter. Color your river otter with light and dark shades of brown.



#### FAST FACTS

- ★ River otters are expert swimmers and divers that can remain underwater for several minutes. They can also travel on land, reaching speeds of 30 miles per hour. By running and sliding, river otters can travel easily over ice and snow.
- ★ River otters are very playful and have been known to use steep river banks as sliding boards. The otters play "follow the leader," sliding down into the water on their bellies, face first with their front legs folded behind them.

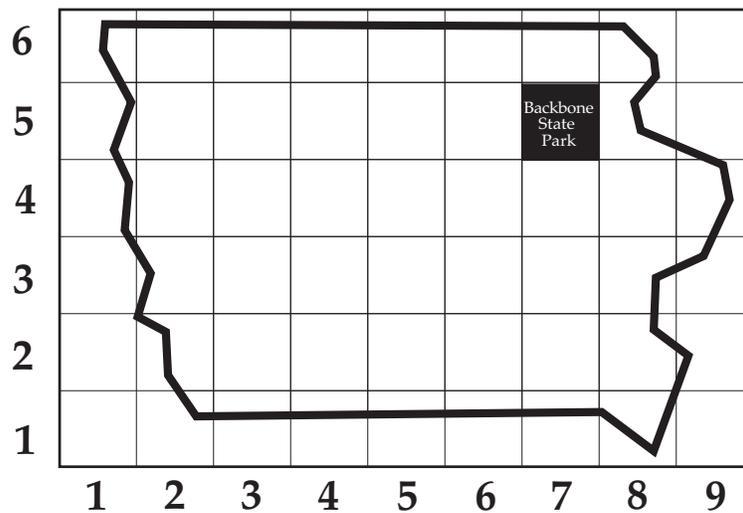


# ★ ★ MAPPING: GREAT PLAINS STATES ★ ★

Using a **grid system** helps you locate places in the world. A **grid system** is made up of lines that come together to form squares. The squares divide a map into smaller pieces, making it easier to find important places. Learning how to use a **grid system** is easy, and will teach you an important location skill.

**Example:** The state of Iowa has many interesting places to visit. Backbone State Park, located at ( 7,5 ), is a great place for a family picnic.

If you want to locate Backbone State Park at ( 7,5 ), you would put your finger on the number 1 at the bottom of the grid, slide **over** to 7 and **up** to 5. Backbone State Park is located in the square created where these two numbers come together.



**Directions:** In this activity, you will use a grid system to locate many of the state parks in the six Great Plains states.

1. In the lower left-hand corner of each state, neatly print the state's name.
2. Follow the example above for locating each state park by going **over** and **up**. If a state park is located at ( 7,5 ), go **over** to 7 and **up** to 5.
3. When you locate a state park on the grid, color in the square with a coloring pencil. Use the following colors: Iowa - orange, Nebraska - pink, Kansas - green, Missouri - blue, North Dakota - purple, South Dakota - red.

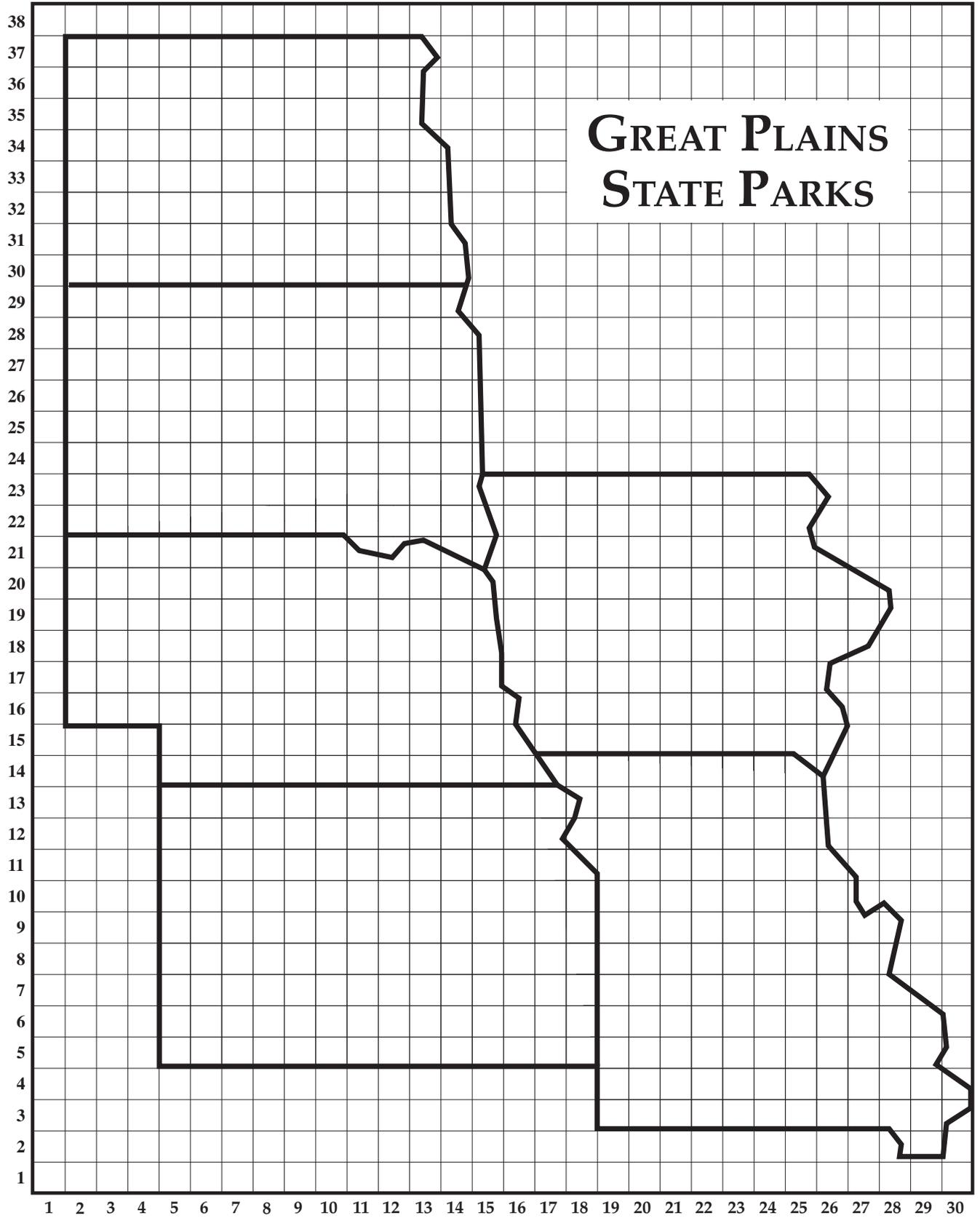


## GREAT PLAINS STATE PARKS

Great Plains State Parks	Location
Bear Butte	( 4,26 )
Beaver Lake	( 9,31 )
Bellevue	( 26,20 )
Bennett Spring	( 22,6 )
Big Lake	( 19,12 )
Big Oak Tree	( 29,4 )
Castlewood	( 26,9 )
Elk City	( 16,6 )
Fisher Grove	( 12,27 )
Glen Elder	( 11,12 )
Gull Point	( 18,23 )
Hartford Beach	( 14,28 )
Indian Cave	( 15,15 )
Lewis and Clark	( 4,35 )
Mahoney	( 12,17 )
Mark Twain	( 25,11 )
Mushroom Rock	( 13,10 )
Newton Hills	( 14,23 )
Nine Eagles	( 21,15 )
Perry	( 17,11 )
Pine Lake	( 22,20 )
Platte River	( 13,16 )
Scott	( 7,9 )
Smith Falls	( 7,21 )
Stone	( 16,19 )
Sully Creek	( 4,32 )
Thousand Hills	( 23,13 )
Trail of Tears	( 29,6 )
Turtle River	( 12,34 )
Wildcat Den	( 25,17 )



Name \_\_\_\_\_



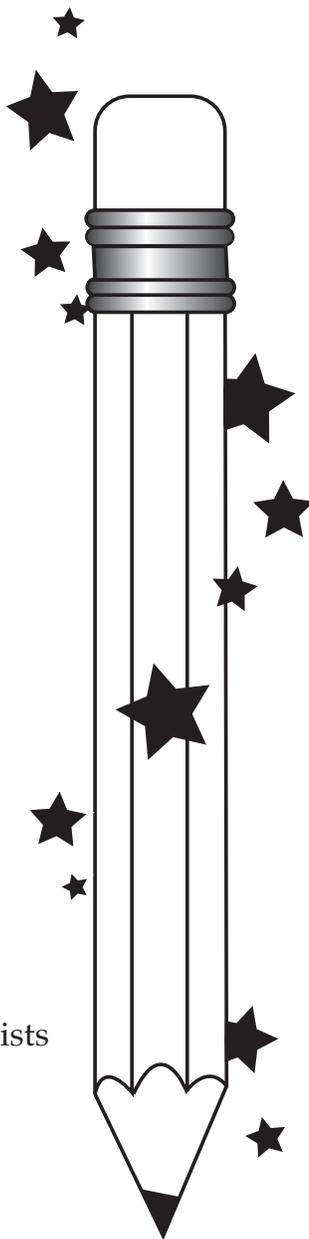
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**VOCABULARY QUIZ** ☆ ★ ☆ ★ ☆

**GREAT PLAINS STATES**

**PART I**

**Directions:** Match the vocabulary word on the left with its definition on the right. Put the letter for the definition on the blank next to the vocabulary word it matches. Use each word and definition only once.

1. \_\_\_\_\_ century
2. \_\_\_\_\_ sacred
3. \_\_\_\_\_ motto
4. \_\_\_\_\_ fertile
5. \_\_\_\_\_ convince
6. \_\_\_\_\_ capital
7. \_\_\_\_\_ liberties
8. \_\_\_\_\_ economy
9. \_\_\_\_\_ Congress
10. \_\_\_\_\_ unique
11. \_\_\_\_\_ prehistoric
12. \_\_\_\_\_ mammoth
13. \_\_\_\_\_ exported
14. \_\_\_\_\_ archaeologists
15. \_\_\_\_\_ outraged
16. \_\_\_\_\_ recreation



- A. buffalo.
- B. dividing line.
- C. the city that serves as the center of government for the state.
- D. the land drained by a river and its branches.
- E. a prisoner who has been taken by force without permission.
- F. the war fought from 1861 to 1865 between the Union and the Confederacy over the issue of slavery.
- G. a period of 100 years.
- H. groups of people who are ruled by another country.
- I. the group of people in the Senate and House of Representatives who are elected to make laws for the United States.
- J. a plan which outlines the duties of the government and guarantees the rights of the people.
- K. built or made.
- L. talk someone into doing something your way.
- M. scientists who study past human life by looking at prehistoric fossils and tools.
- N. a shared set of beliefs, goals, religious customs, attitudes, and social practices within a group.
- O. the way a city, state, or country makes money.

17. \_\_\_\_\_ Europeans
18. \_\_\_\_\_ colonies
19. \_\_\_\_\_ boundary
20. \_\_\_\_\_ monument
21. \_\_\_\_\_ immigrants
22. \_\_\_\_\_ nomads
23. \_\_\_\_\_ preserves
24. \_\_\_\_\_ culture
25. \_\_\_\_\_ bison
26. \_\_\_\_\_ constitution
27. \_\_\_\_\_ Civil War
28. \_\_\_\_\_ profitable
29. \_\_\_\_\_ reservations
30. \_\_\_\_\_ captive
31. \_\_\_\_\_ inhabited
32. \_\_\_\_\_ pelts
33. \_\_\_\_\_ basin
34. \_\_\_\_\_ constructed
35. \_\_\_\_\_ empire
36. \_\_\_\_\_ reptiles
37. \_\_\_\_\_ transport
38. \_\_\_\_\_ Great Plains



- P. a group of territories or peoples under one ruler.
- Q. people who come from the Continent of Europe.
- R. sold goods to foreign countries.
- S. rich soil that produces a large number of crops.
- T. a grassland region stretching south from Canada to Texas where cattle are raised and wheat is grown.
- U. people who come to a new country to live permanently.
- V. lived or settled in a place.
- W. freedoms to do as one pleases.
- X. large hairy extinct elephant with tusks that curved upward.
- Y. building, stone, or statue created to remember a person or event.
- Z. a short phrase describing conduct or principles.
- AA. people who wander from place to place with no permanent home.
- BB. angered beyond belief.
- CC. skins and furs of animals.
- DD. the period of time before recorded history.
- EE. protects from injury or ruin.
- FF. a type of business that makes more money than it spends.
- GG. activity designed for rest and relaxation.
- HH. cold-blooded air breathing animals with backbones that usually have skin covered with scales or bony plates.
- II. lands set aside by the United States government for Native Americans.
- JJ. holy; not meant for human use.
- KK. move from one place to another.
- LL. special; one of a kind.

# GLOSSARY

**A.D.** the period in history after the birth of Christ.

**a•bol•ished** stopped or put an end to.

**ad•mired** thought very highly of.

**al•lies** groups of people who come together to help one another in times of trouble.

**an•ti•slav•er•y** against slavery.

**ar•chae•ol•o•gists** scientists who study past human life by looking at prehistoric fossils and tools.

**ar•ti•facts** objects and tools used by early humans for eating, cooking, and hunting.

**au•to•bi•og•ra•phy** the story of your life written by you.

**ba•sin** the land drained by a river and its branches.

**bi•og•ra•phies** stories of a person's life written by someone else.

**bi•son** buffalo.

**bound•a•ry** dividing line.

**bur•rows** holes that are dug by small animals.

**cap•i•tal** the city that serves as the center of government for the state.

**cap•i•tol** the building where the government meets to make important decisions for the state.

**cap•tive** a prisoner who has been taken by force without permission.

**car•i•bou** a large deer of northern and arctic North America that is closely related to the reindeer.

**cen•sus** a count of the number of people in a city, town, state, or country.

**cen•tu•ry** a period of 100 years.

**Civ•il War** the war fought from 1861 to 1865 between the Union and the Confederacy over the issue of slavery.

**cli•mate** the average weather conditions of a place over a period of years.

**coast** an area of land that borders water.

**col•o•nies** groups of people who are ruled by another country.

**com•ple•tion** the condition of being finished.

**com•pro•mise** an agreement reached when each side changes or gives up some of its demands.

**Con•fed•er•ate** the type of nation formed by the Southern states during the Civil War.

**con•fi•dent** a feeling of trust.

**con•flicts** struggles or disagreements.

**Con•gress** the group of people in the Senate and House of Representatives who are elected to make laws for the United States.

**con•stel•la•tions** star patterns.

**con•sti•tu•tion** a plan which outlines the duties of the government and guarantees the rights of the people.

**con•struct•ed** built or made.

**con•trib•u•tions** works that make things better.

**con•vince** talk someone into doing something your way.

**cul•ture** a shared set of beliefs, goals, religious customs, attitudes, and social practices within a group.

**cus•toms** the usual ways of doing things.

**de•bate** a discussion that gives arguments for and against a subject.

**ded•i•cat•ed** set apart for some special purpose.

**de•feat•ed** won victory over.

**de•fend** protect.

**dev•as•tat•ing** the act of ruining or destroying.

**drought** a long period with no rain.

**e•con•o•my** the way a city, state, or country makes money.

**em•pire** a group of territories or peoples under one ruler.

**ep•i•dem•ic** a disease that spreads quickly and affects many people at the same time.

**e•qual•i•ty** being equal.

**e•rod•ed** destroyed by wind and rain.

**e•rupt•ed** broke out.

**Eu•ro•pe•ans** people who come from the Continent of Europe.

**ev•i•dence** proof.

**ex•pan•sion** stretching the borders of something.

**ex•pe•di•tion** a journey for the purpose of exploring.

**ex•port•ed** sold goods to foreign countries.

**ex•tinct** no longer living.

**fac•to•ries** buildings where a large amount of items are produced in the same way at the same time.

**fed•er•al** government leaders at the national level.

**fer•tile** rich soil that produces a large number of crops.

**fled** escaped.

**fron•tier** an area of land that has not yet been settled.

**gorg•es** narrow passages between two mountains.

**gov•er•nor** a person who is in charge of an area or group.

**Great Bri•tain** an island which includes England, Scotland, and Wales.

**Great Plains** a grassland region stretching south from Canada to Texas where cattle are raised and wheat is grown.

**har•vest** pick crops.

**his•to•ri•ans** people who study history.

**hoax** a trick.

**hos•tile** unfriendly.

**ice age** a time when the Earth was mostly covered with huge sheets of ice.

**il•le•gal•ly** against the law.

**im•mi•grants** people who come to a new country to live permanently.

**in•de•pen•dence** no longer under someone else's control.

**in•dus•try** business that provides a certain product or service.

**in•hab•it•ed** lived or settled in a place.

**in•sep•a•ra•ble** impossible to separate.

**in•ter•pret•er** someone who turns one language into another language so it can be understood by both parties.

**in•vad•ed** attacked and took over by force.

**in•ves•ti•gate** to take a closer look.

**junc•tion** the point where two places meet.

**keel•boat** a shallow covered river boat that is usually rowed or towed and used for freight.

**li•ber•ties** freedoms to do as one pleases.

**live•stock** animals that are raised on a farm to eat or sell for profit.

**lo•custs** grasshoppers that move in huge swarms and eat up plants in their path.

**maize** Native American corn.

**ma•jor•i•ty** more than half.

**mam•mals** warm-blooded animals who feed their young with milk, have backbones, and are covered with hair.

**mam•moth** large hairy extinct elephant with tusks that curved upward.

**man•u•fac•tured** made something from raw materials by hand or machinery.

**mi•grat•ed** moved from one region or country to another.

**mil•i•tar•y** people who are part of the armed forces who may be asked to go to war.

**mil•ling** the process of turning wheat into flour.

**mis•sion•ar•y** a person sent to spread a religious faith.

**mon•u•ment** building, stone, or statue created to remember a person or event.

**mot•to** a short phrase describing conduct or principles.

**na•tive** belonging to a place because of birth.

**neu•tral** unwilling to choose sides.

**no•mads** people who wander from place to place with no permanent home.

**out•laws** people who break the law.

**out•raged** angered beyond belief.

**pasque•flow•er** a white or purple early spring flower that belongs to the buttercup family.

**pelts** skins and furs of animals.

**pi•o•neers** early settlers who prepared the way for others to follow.

**plan•ta•tions** very large farms in the South where crops of cotton and tobacco were grown and slave labor was generally used.

**port** a city or town located near water with an area for loading and unloading ships.

**prai•rie** wide area of flat or rolling grassland.

**pre•his•tor•ic** the period of time before recorded history.

**pre•serves** protects from injury or ruin.

**prof•it•a•ble** a type of business that makes more money than it spends.

**pro•slav•er•y** in favor of slavery.

**prov•ince** a part of a country having a government of its own.

**raids** sudden attacks.

**rec•re•a•tion** activity designed for rest and relaxation.

**re•ject•ed** refused to accept.

**rep•tiles** cold-blooded air breathing animals with backbones that usually have skin covered with scales or bony plates.

**res•er•va•tions** lands set aside by the United States government for Native Americans.

**Rev•o•lu•tion•ar•y War** battle for independence between the English colonists in America and Great Britain.

**sa•cred** holy; not meant for human use.

**sa•loon** a building where alcohol is served.

**seg•ment** part of a whole piece.

**small•pox** a dangerous disease which causes fever and bumps all over the skin.

**spec•i•mens** samples that are used to represent a whole group.

**sta•ble** a sheltered area for horses and other farm animals.

**sur•plus** an amount left over.

**sur•ren•dered** gave up.

**te•pees** cone-shaped dwellings made of poles and covered with animal skins or tree bark.

**threat•ened** warned of upcoming trouble.

**tour•ist** a person who travels for pleasure.

**trans•con•ti•nen•tal** stretching across a continent.

**trans•port** move from one place to another.

**trea•ties** formal agreements.

**un•der•ground rail•road** a system of homes throughout the United States, Canada, Mexico, and the Caribbean that hid runaway slaves on their way to freedom.

**u•nique** special; one of a kind.

**wel•fare** being or doing well.

**wet•lands** swampy lands that contain a lot of moisture.

# ANSWERS

## ANSWERS TO COMPREHENSION QUESTIONS

- | READING | LANGUAGE |
|---------|----------|
| 1. C    | 1. A     |
| 2. J    | 2. G     |
| 3. B    | 3. A     |
| 4. H    | 4. H     |
| 5. A    |          |
| 6. J    |          |
| 7. C    |          |

## ANSWERS TO VOCABULARY QUIZ

- |        |        |
|--------|--------|
| 1. G   | 20. Y  |
| 2. JJ  | 21. U  |
| 3. Z   | 22. AA |
| 4. S   | 23. EE |
| 5. L   | 24. N  |
| 6. C   | 25. A  |
| 7. W   | 26. J  |
| 8. O   | 27. F  |
| 9. I   | 28. FF |
| 10. LL | 29. II |
| 11. DD | 30. E  |
| 12. X  | 31. V  |
| 13. R  | 32. CC |
| 14. M  | 33. D  |
| 15. BB | 34. K  |
| 16. GG | 35. P  |
| 17. Q  | 36. HH |
| 18. H  | 37. KK |
| 19. B  | 38. T  |

## ANSWERS TO GREAT PLAINS MAPPING

