

# WELCOME!

On behalf of Splash! Publications, we would like to welcome you to *Alaska*, one of five lessons in our *Pacific 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 *Alaska*, students will:

- complete Vocabulary Cards for *abandoned, Allied Powers, allies, ammunition, appointed, boundaries, capital, carnivorous, coast, colonies, Congress, convince, culture, economy, expedition, federal government, glaciers, Great Depression, harpoons, industries, inhabitants, islands, mammals, motto, mushing, panhandle, paralyzed, peninsula, polio, preserve, prohibited, ptarmigan, remote, reservations, snares, species, wharves.*
- fill out the "What I Know" and "What I Want to Know" columns of Alaska's K•W•L•H Chart.

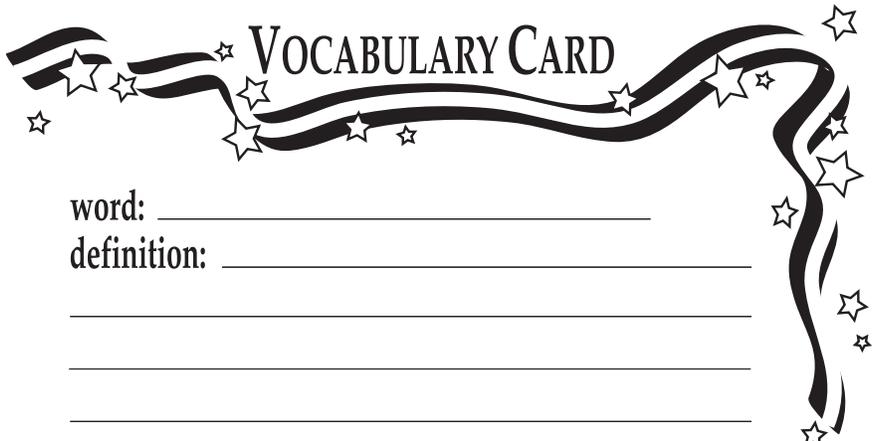
After reading *Alaska*, students will:

- answer Alaska Reading Comprehension and Language Skills Questions
- fill out "What I Learned" and "How I Found Out" columns of Alaska's K•W•L•H Chart.
- use K•W•L•H Chart to write a letter about Alaska.
- take a Vocabulary Quiz for Alaska.

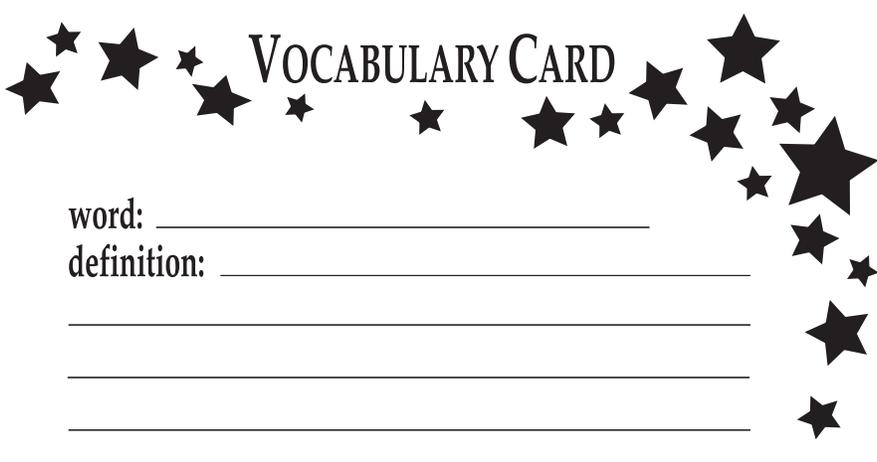
**NOTE:** The answers to all activities and quizzes are at the end of the lesson.

## OUR OTHER PACIFIC STATES LESSONS

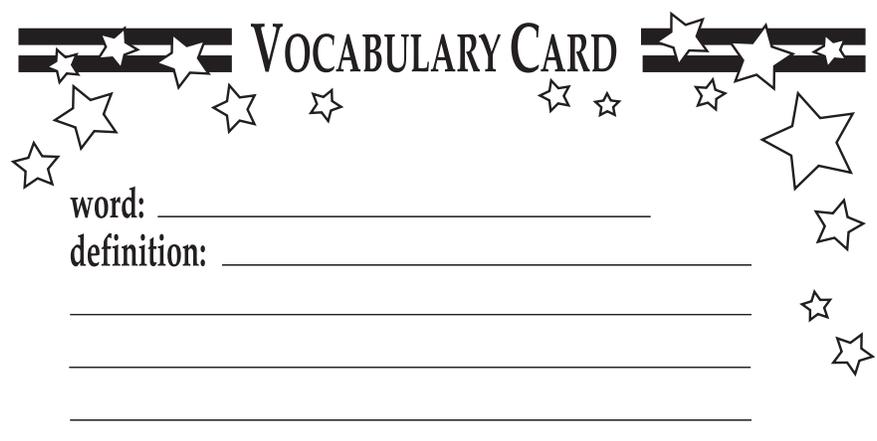
*California, Hawaii, Oregon, and Washington*

 VOCABULARY CARD

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

 VOCABULARY CARD

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

 VOCABULARY CARD

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

Name \_\_\_\_\_



# Alaska K·W·L·H CHART

Alaska, the Land of the Midnight Sun, is one of five Pacific states. In this activity, you will use information from the lesson on Alaska to learn about our 49th state. You will use the charts on the next two pages to record your information.



## DIRECTIONS:

1. Use the "What I **Know**" column of the charts on the next two pages to list facts that you already know about Alaska.
2. Use the "What I **Want to Know**" column of the charts to list six questions that you have about Alaska.
3. As you read about Alaska, use the information you learn to answer your questions. Write your answers in the "What I **Learned**" column of the charts. At the end of the lesson, use books, encyclopedias, and the Internet to research any unanswered questions.
4. List the title of the lesson, book titles, encyclopedias, and website addresses that you used to find your information in the "**How** I Found Out" column of the charts.



# Alaska K·W·L·H CHART

WHAT I KNOW	WHAT I WANT TO KNOW	WHAT I LEARNED	HOW I FOUND OUT

# Alaska K·W·L·H CHART

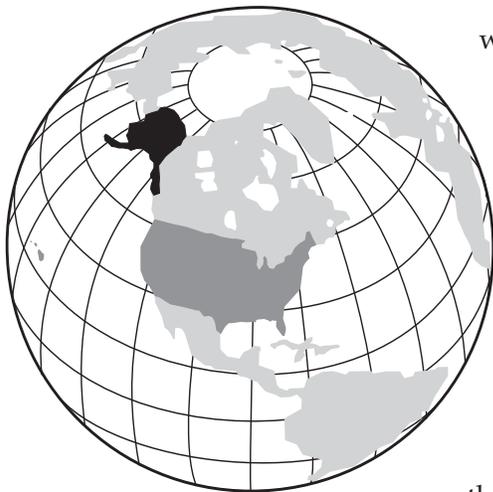
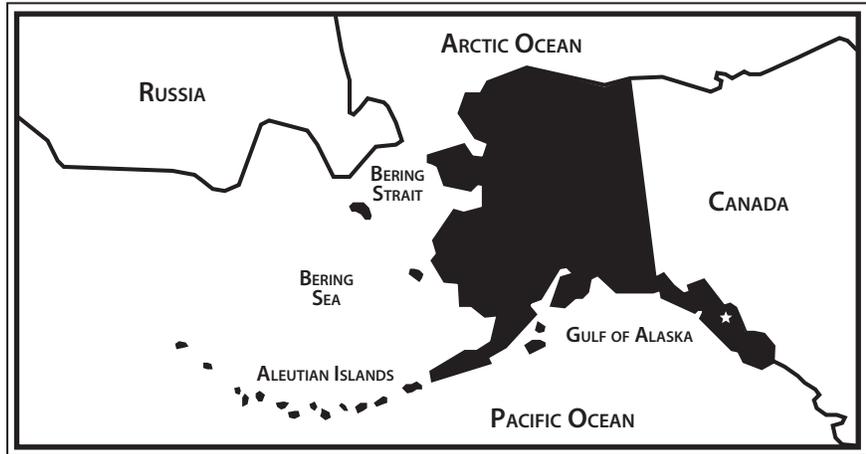
WHAT I KNOW	WHAT I WANT TO KNOW	WHAT I LEARNED	HOW I FOUND OUT



**A**laska, the Land of the Midnight Sun, is a Pacific state located in the northwest corner of the Western United States. Its nickname comes from the fact that the sun shines almost 24 hours a day during Alaska's summers.

Alaska is also known as America's Last Frontier. This is because of Alaska's opportunities and huge areas of unsettled land.

Alaska is a **peninsula** that is separated from the 48 connected states. These 48 states are known as the "Lower 48." As a result, Alaska is the northernmost and westernmost state in the United States.



Juneau (JOO•no) is the third largest city and **capital** of Alaska. Juneau is located in the **Panhandle** region of Alaska. People who travel to Juneau must arrive by boat or airplane. **Industries** in Juneau include government activities, fishing, lumbering, mining, and tourism.

The state bird of Alaska is the Alaska willow **ptarmigan** (TAR•muh•gun). The state flower is the forget-me-not, and the state tree is the sitka (SIT•kuh) spruce. Alaska's **motto** is "North to the Future."



**FAST FACTS**

★ Extending from Alaska's southwestern corner are the Aleutian (uh•LEW•shon) Islands. These islands stretch westward for 1,100 miles and separate the Bering Sea from the Pacific Ocean.



## ALASKA'S POINTS OF INTEREST

Everything in Alaska is huge. Alaska contains the country's six largest national parks. Seventeen of America's 20 highest mountains can also be found in Alaska. The tallest mountain in North America is the 20,320 feet peak of Mount McKinley. Denali (duh•NAH•lee) National Park is the home of Mount McKinley.



**KODIAK BEAR**

Alaska also features Tongass National Forest. Tongass is the largest national forest in the United States.

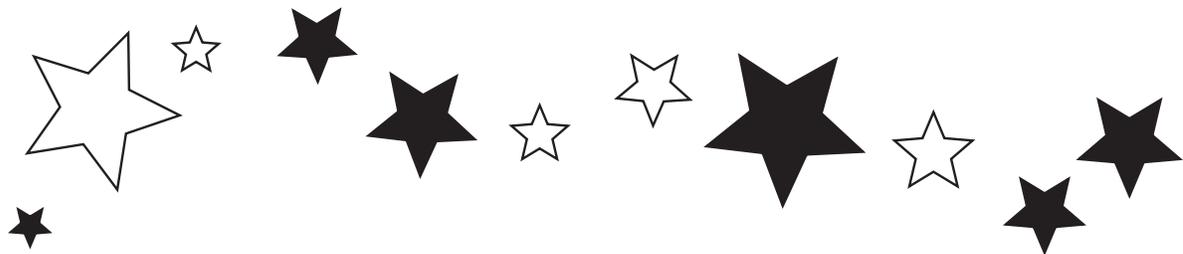
Several different **species** of wildlife live in Alaska. The kodiak bear is the world's largest of all living **carnivorous** land **mammals**. It is a brown bear that can weigh up to 1,700 pounds.

Other species of bear in

Alaska include the native grizzly bear, black bear, and polar bear.

Alaska's waters have more fish in them than any other state in the Union. Salmon is one of Alaska's most important products. Wood Tikchik State Park, the largest state park in the nation, protects Alaska's Pacific salmon, moose, caribou, and brown bear.

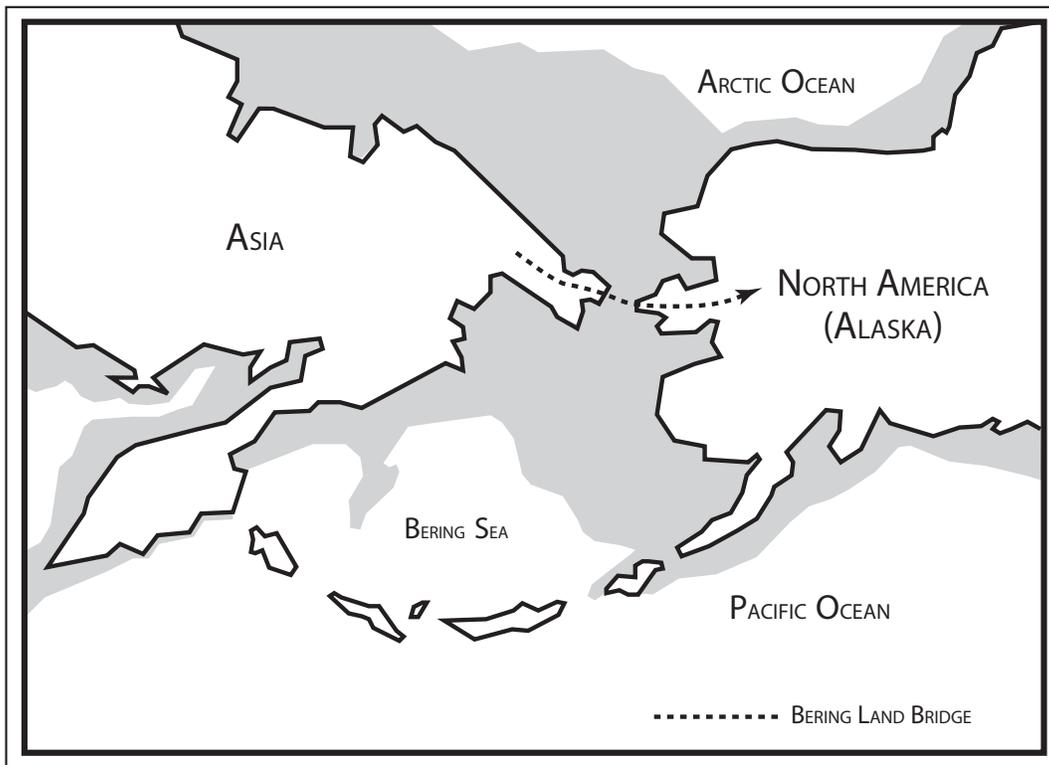
Summer temperatures in some areas of Alaska can reach 70° Fahrenheit. Alaska's summer activities include boating, fishing, climbing, and hiking. The temperatures in the winter can fall well below 0° Fahrenheit. Those who are willing to brave the freezing temperatures enjoy dog **mushing**, snowmobiling, trapping, and cross-country skiing.



## THE BERING LAND BRIDGE

Alaska's earliest **inhabitants** were hunters. They followed herds of animals from Asia to Alaska. This may seem impossible because water separates Asia and Alaska. Thousands of years ago, the temperature on Earth was very cold for a long period of time. The water that filled the Bering Sea between Asia and Alaska was frozen. The level of the sea dropped and land appeared.

The land created a 1,000-mile wide "bridge" between northeast Asia and western Alaska. Asian hunters walked across the Bering Land Bridge from Asia and entered North America. The ice finally melted, covering the Bering Land Bridge with water. The Asian hunters could not get back to Asia.



### FAST FACTS

- ★ Some of the world's most spectacular **glaciers** (GLAY•sherz) can be seen at Glacier Bay National Park and **Preserve**, northwest of Juneau.
- ★ Steam from active volcanoes can be seen at Katmi National Park and Clark National Park.

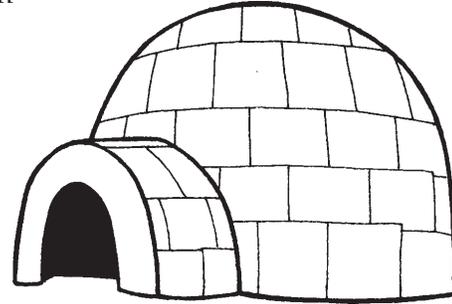
## THE ESKIMO CULTURE

The Eskimo **culture** came to Alaska about 6,000 years ago. They lived in the western region of the state. Their name was given to them by other Native American cultures. Eskimo means “eaters of raw meat.” The Yuit (YOU•it) were Eskimos who lived in southwestern Alaska. The Inupiat (in•YOU•pee•at) lived in northern Alaska.

The Eskimos inhabited the coldest areas of the world where the land was treeless and frozen. They depended on ice fishing. They also hunted polar bears and caribou.

The Eskimos used the animals they hunted for food, clothing, shelter, tools, and weapons. Clothing was sewn from the skins and fur. Weapons and tools were made from walrus ivory and caribou antlers.

When hunting or traveling during the winter, the Eskimos lived in igloos. These were dome-shaped ice houses made of snow. Igloos were also built for emergency shelter during winter storms. In the summer, the Eskimos lived in tents made of animal skins. These summer dwellings were built near favorite hunting and fishing spots.



IGLOO

## THE ALEUT (UH•LOOT) CULTURE

The Aleuts were related to the Eskimos, but they had their own language and culture. The Aleuts inhabited the present-day Aleutian Islands in the southwestern corner of Alaska. Like the Eskimos, the Aleuts were sea hunters of seals, whales, sea lions, and fish. Unlike the Eskimos, the Aleuts lived in mud houses that were built partly below ground. They used whale ribs to support their dwellings.

The Aleuts were named by the Russians, but historians aren't sure of the meaning of the name. The Aleuts called themselves Unangan (you•NON•gun), which means “the people.” In the 1700s, the Aleuts traded sea otter, seal furs, and foxes with Russian fur traders.

### FAST FACTS

- ★ Eskimos traveled over snow and frozen water by using dogsleds. The sleds were made of light wood and pulled by teams of dogs. Today, many Eskimos use snowmobiles during the winter and boats during the summer.
- ★ 20,000 Aleuts inhabited Alaska when the Russians arrived. Cruel treatment by the Russians and disease reduced their population. By 1800, there were only 2,500 Aleuts left.

## ALASKA'S NATIVE AMERICANS

Three major groups of Native Americans lived in the Panhandle of Alaska. They included the Tlingit (TLING•git), Tsimshian (TSIM•shee•un), and Haida (HI•duh) peoples.



TOTEM POLE

These tribes built large, rectangular-shaped houses out of wood. Several families lived in each house. They built canoes out of trees and fished with **harpoons**.

Alaska's Native Americans also hunted on land. They used bows and arrows to shoot. **Snares** were made to capture large animals. The Haida and Tsimshian were known for their artwork and crafts made of wood, bones, and shells. Their beautifully carved totem poles are preserved at many state and historic sites throughout Alaska.

The Athapaskan (ath•uh•PAS•kun) people lived in the northern corner of Alaska. Long, cold winters and short, warm summers made food difficult to find in this area of Alaska. The Athapaskan hunted caribou, moose, black bears, grizzly bears, sheep, and other small animals. They also fished for salmon and trout.

Athapaskans were always moving to find food. They built tepees covered with animal skins. The tepees were temporary dwellings that could be easily moved to the next hunting spot.

## RUSSIAN CONTROL OF ALASKA

In 1741, Russian explorers claimed Alaska for Russia. Captain Vitus Bering led an **expedition** from Siberia to explore the North American **coast** during that year. The Russian ruler, Empress Elizabeth, was not interested in establishing any permanent settlements in Alaska. She demanded that the Native Americans pay taxes to Russia for the furs that they traded. Empress Elizabeth wanted the Russian tax collectors and fur traders to treat the Native Americans well. Unfortunately, the Russians unknowingly brought diseases with them. The diseases almost completely wiped out the Aleut population.



### FAST FACTS

- ★ Totem poles were made out of cedar trees. They were carved with pictures of family history and showed faces of animal and human spirits that helped the Native Americans throughout their lives.
- ★ Totem poles were created to mark land owned by the tribes or in honor of important events.
- ★ Today, a full size totem pole sells for \$40,000-\$60,000.



## SPAIN TRIES TO TAKE CONTROL OF ALASKA

During the 1700s, Spain controlled California. Spain feared that Russia would try to take over its land along the Pacific Coast. To protect their land, the Spanish built forts in many of their California settlements. In the 1770s, Spain sent explorers to Alaska. The Spanish explorers tried unsuccessfully to take control of Alaska. Great Britain, France, and the United States also explored Alaska. Unlike Spain, these countries never tried to take control from Russia.

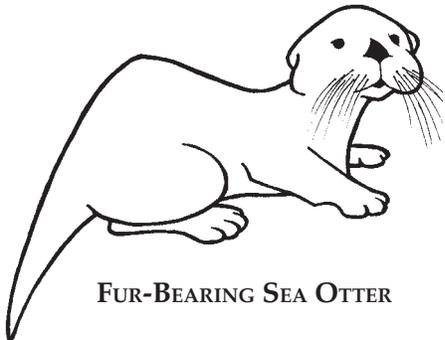
## RUSSIAN SETTLEMENTS IN ALASKA

Russia wanted to protect its claim in Alaska. In 1784, Russian fur trader Grigory Shelekhov (SHELL•yuh•cuff) built the first permanent settlement on Kodiak Island. During the next 40 years, Shelekhov and his followers established several **colonies**. The colonists built ships, hunted and trapped fur bearing animals, and battled Alaska's native peoples. They worked to keep other countries from taking part of Russia's profitable fur trading industry in Alaska.

The Russian navy tried to keep the British and the Americans from entering Alaska. This caused unwanted conflicts between Russia, Great Britain,



SPANISH EXPLORER



FUR-BEARING SEA OTTER

and the United States. In 1824 and 1825, the three countries finally agreed to establish **boundaries** that granted Russia part of Canada and most of Alaska. Russia gave Great Britain and the United States permission to trade along the coast of Alaska for ten years.

## THE UNITED STATES PURCHASES ALASKA

Maintaining Alaska became too costly for Russia. In 1867, Russia sold Alaska to the United States for 7.2 million dollars. This was about two cents per acre. It

was difficult to **convince** Americans to settle in a place with such harsh weather. As a result, Alaska remained unsettled for many years. Fur trading with Alaska's native peoples continued. The Alaska Commercial Company built schools, hospitals, and established rules and laws in many small communities throughout Alaska. In 1878, salmon fishing became popular. Americans moved to Alaska and worked in Alaska's first salmon canning factories.

## GOLD DISCOVERIES IN ALASKA

In 1880, there were 33,426 people living in Alaska. Only 430 were white and six were black. The rest of the people were Native Alaskans. The biggest growth in Alaska's population came that year. Gold was discovered in the present-day city of Juneau.

By 1890, Juneau had 1,251 people and a variety of businesses, schools, and a hospital. The United States government **appointed** a governor for Alaska.

Laws were established to protect Alaska's natives. American settlers and miners were **prohibited** from settling on the natives' land. The United States government also supplied Alaska's natives with \$25,000 for the education of their children.

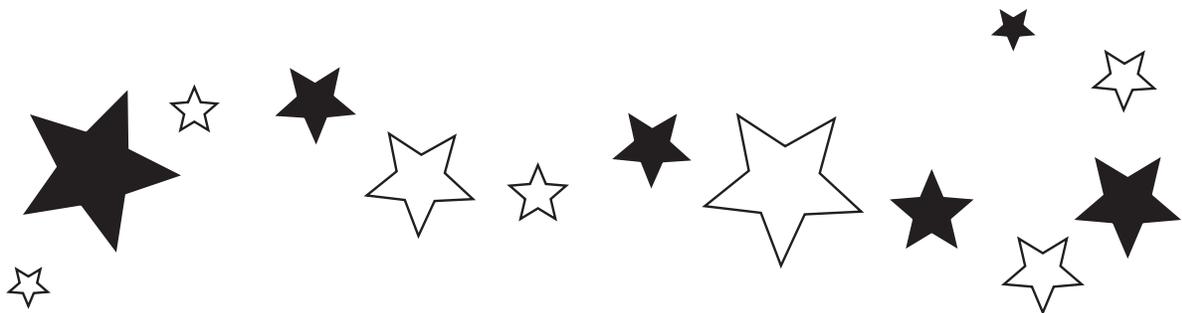
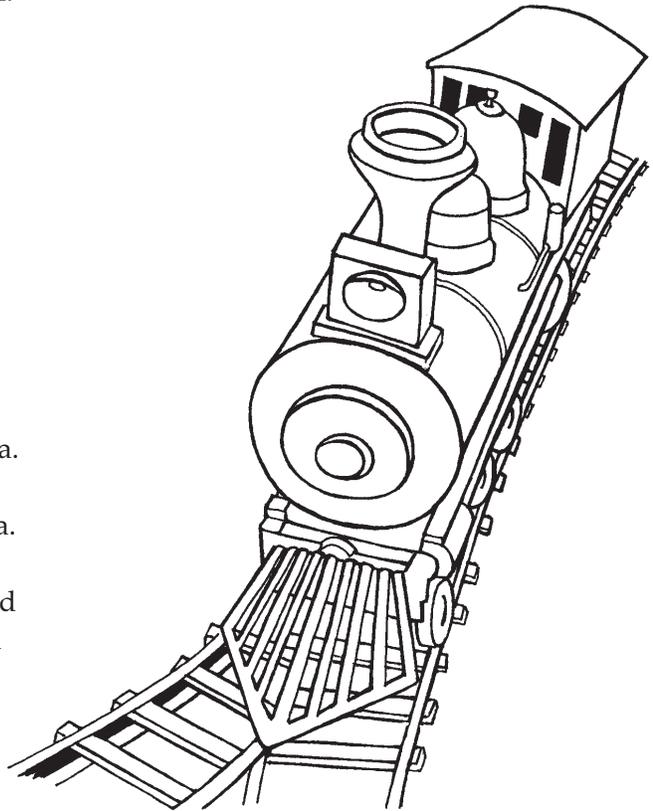
## AMERICANS SETTLE IN ALASKA

Gold continued to be mined in Alaska. Other important minerals like copper were discovered throughout many parts of Alaska.

In 1897, gold was discovered in the Klondike gold fields in nearby Canada. Gold seekers passed through southeastern Alaska on their way to the Klondike. Communities quickly grew along the route.

In 1898, the United States Army built military posts in several towns to enforce laws and protect the settlers. The United States government also allowed railroads to be built in Alaska.

The government gave 160 acres of free land to any man over 21 who agreed to live in Alaska for at least five years. Both of these things brought more Americans to Alaska. In 1912, the United States government created the Alaska Territory.



## WORLD WAR I

In 1917, just five years after Alaska became a territory, the United States declared war on Germany. Many Alaskans went to Europe and fought during World War I. They joined with the **Allied Powers** and helped force the Germans out of France. In 1918, World War I ended. More than 115,000 Americans lost their lives during the war.

## THE GREAT DEPRESSION

After World War I, Alaska's **economy** was still centered around mining, fishing, and the fur trade. In the 1920s, the airplane was invented. Airplanes flew people to **remote** places of Alaska where roads and railroads could not be built.

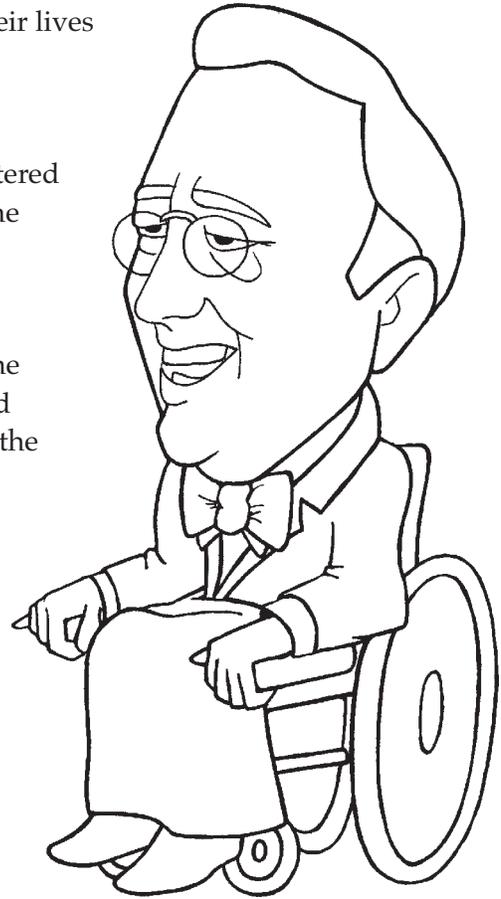
During the 1930s, the **Great Depression** affected the economy of Alaska and the rest of the United States. Gold and copper mines closed, salmon prices went down, and the **federal government** reduced the money it gave to Alaska for education and transportation.

## THE BENEFITS OF THE NEW DEAL

President Franklin D. Roosevelt helped Alaska and the rest of the United States with what he called the New Deal. This program helped the United States recover from the Great Depression. The New Deal specifically helped Alaska when the United States government raised the price of gold. This put Alaska's mines back in business.

The United States government offered families 40 acres of farmland for 200 dollars. A farming colony in the Matanuska (mat•uh•NEW•skuh) River valley of Alaska was established. More than 200 families moved to Matanuska and farmed potatoes, carrots, cabbage, alfalfa, and oats.

Alaska's natives also benefited from the New Deal. It preserved their cultures, allowed them to establish their own governments, and gave them loans to buy fishing boats and set up salmon canneries in their villages. More importantly, Alaska's natives did not have to live on **reservations** like the Native Americans throughout the rest of the United States.



PRESIDENT FRANKLIN D. ROOSEVELT

### FAST FACTS

- ★ In the summer of 1921, Franklin Roosevelt was infected with **polio**. The disease **paralyzed** his legs. He was unable to walk and spent the rest of his life in a wheelchair.

## WORLD WAR II

In 1939, World War II broke out. The war involved almost every country in the world. Part of this war took place in the Alaska Territory. As a result, it greatly changed Alaska. The Aleutian Islands of Alaska were located very close to Japan. Japan was an enemy of the United States and its **allies**.

The United States had planned to build a military base to protect Alaska from attack. **Congress** never approved the money for the project.

On December 7, 1941, the Japanese bombed the Pearl Harbor Naval Base in Hawaii. The attack caught the United States completely by surprise. The Japanese then attacked Alaska's Aleutian Islands. Alaska was not prepared to defend itself. By 1942, Japan controlled two of Alaska's Aleutian Islands.

The United States Army sprang into action. The Alaska-Canada Military Highway was quickly built. On November 20, 1942, the highway opened. The highway stretched for more than 1,500 miles and connected the military airplane landing fields in Canada and Alaska. This road, called the Alaska Highway today, was used to take military supplies from the United States to Canada.

The United States also increased its military forces in Alaska. On May 29, 1943, United States troops took back one of the Aleutian Islands. The Japanese **abandoned** the other island and left Alaska completely.

After World War II, Alaska benefited from all that the United States government had done in its territory. The Alaska Railroad and the Alaska Highway were both completed. The United States Navy built many docks and **wharves** along Alaska's coast. These were left for Alaska's fishing industries to use after the war. World War II also brought many soldiers and construction workers to Alaska. After the war, many of these people decided to stay in Alaska. The population of the Alaska Territory increased.



WORLD WAR II PILOT

## OIL DISCOVERIES AND ALASKA'S STATEHOOD

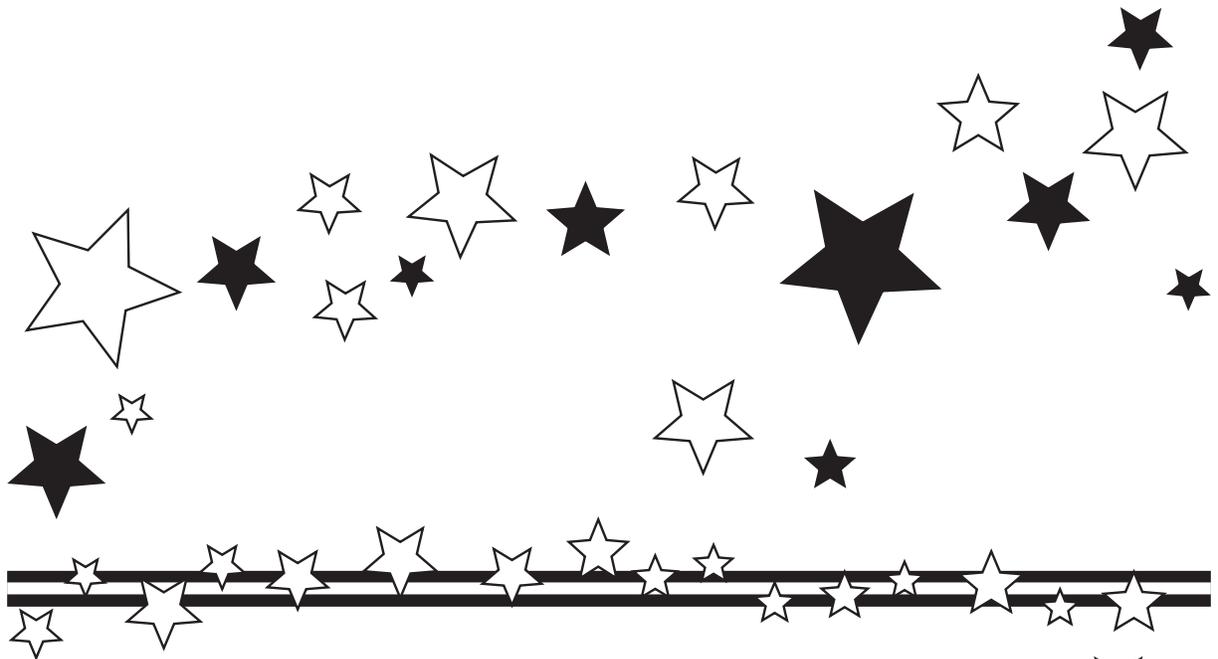
Alaska's economy also got a boost after World War II, but it had nothing to do with the war. In 1957, oil was discovered in the southern part of Alaska on the Kenai (kih•NIE) Peninsula. This led to many more oil discoveries in Alaska.

Oil became a major part of Alaska's economy. Oil also brought more people to Alaska.

By 1959, the population of the Alaska Territory was more than 140,000. On January 3, 1959, Alaska joined the Union as the 49th state.



OIL DERRICK



### FAST FACTS

- ★ When the Japanese took over two of the Aleutian Islands, the United States government feared the Aleuts would ally with Japan. The Aleuts were forced to leave the islands while white people were permitted to stay.
- ★ The United States military troops moved into the abandoned Aleut homes.
- ★ The Aleuts were moved to southeastern Alaska. They were forced to live in buildings without enough food, clothing, or medical care. More than 80 people died during the first year.
- ★ In 1945, the Aleuts were permitted to return home. They found their villages destroyed. The United States military had left trash, oil spills, and live **ammunition**.




**ALASKA**


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

- 1 **What can you learn from studying the map of Alaska on the first page?**
  - A Russia is south of Alaska.
  - B Alaska is east of Canada.
  - C The Bering Strait runs right through the middle of Alaska.
  - D Canada is east of Alaska.
  
- 2 **According to the information about Alaska's points of interest, what is the tallest mountain in North America?**
  - F Yellowstone Mountain
  - G Mount McKinley
  - H Tongass National Forest
  - J Pikes Peak
  
- 3 **After reading about Russian control in Alaska, you get the idea that –**
  - A the Russians were most interested in establishing permanent settlements in Alaska
  - B the Russians kept the Native Americans healthy
  - C the Aleut population suffered greatly from diseases brought by the Russians
  - D the Russians arrived in Alaska long before the Native Americans
  
- 4 **Why did Russia sell Alaska to the United States?**
  - F It became too expensive for Russia to maintain Alaska.
  - G Russia wanted to make Spain angry.
  - H The United States and Russia went to war and the United States won Alaska.
  - J The United States offered to pay billions of dollars for Alaska.

**Directions: Darken the circle for the word or phrase that means the same as the underlined word.**

- 5 wharves along Alaska's coast.
  - A tunnels
  - B bridges
  - C docks
  - D islands
  
- 6 snares were made.
  - F promises
  - G traps
  - H pastries
  - J clay animals
  
- 7 fished with harpoons.
  - A canoes
  - B guns
  - C nets
  - D spears
  
- 8 carnivorous land mammals.
  - F plant eaters
  - G wild and untamed
  - H meat eaters
  - J small in size

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) | 8 (F) (G) (H) (J) |

**Directions: Darken the circle for the best combination of the two sentences.**

- 1 **Alaska is known as the Land of the Midnight Sun. The sun shines almost 24 hours a day during Alaska's summers.**
  - A Almost 24 hours a day during the summer the Land of the Midnight Sun.
  - B Alaska is known as the Land of the Midnight Sun because the sun shines almost 24 hours a day in the summer.
  - C The Land of the Midnight Sun has a sun that shines almost 24 hours.
  - D The sun is always almost shining 24 hours a day during the summer because Alaska is known as the Land of the Midnight Sun.
  
- 2 **Igloos were dome-shaped ice houses. They were built for emergency shelter during storms.**
  - F During storms, ice igloos were built for emergency shelter and domed.
  - G Dome-shaped ice houses used for emergency shelter were built of ice and used during storms known as igloos.
  - H Igloos were dome-shaped ice houses built for emergency shelter during storms.
  - J Dome-shaped storm houses were built.
  
- 3 **President Roosevelt had a plan called the New Deal. The New Deal helped the United States recover from the Great Depression.**
  - A President Roosevelt's New Deal helped the United States recover from the Great Depression.
  - B The New Deal helped the Great Depression.
  - C President Roosevelt helped the New Deal recover from the United States during the Great Depression.
  - D The Great Depression was a New Deal in the United States.

**Directions: Darken the circle for the word that is spelled correctly and best completes the sentence.**

- 4 **The New Deal helped many \_\_\_\_\_ buy land at low prices.**
  - F familys
  - G familees
  - H famalies
  - J families
  
- 5 **The United States government helped Alaska's mines when it \_\_\_\_\_ the price of gold.**
  - A razed
  - B raized
  - C raised
  - D rayzed
  
- 6 **Two of the Aleutian Islands in Alaska were once \_\_\_\_\_ by Japan.**
  - F controlled
  - G cantroled
  - H controled
  - J controlt
  
- 7 **After World War II, many military people decided \_\_\_\_\_ stay in Alaska.**
  - A too
  - B two
  - C toe
  - D to

LANGUAGE

**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) |                   |



## Alaska K•W•L•H CHART

Now that you have finished your research and filled in the K•W•L•H Chart, write a letter to someone describing what you have learned about Alaska. Your letter should contain the information from the “What I Learned” column of your K•W•L•H Chart. Make sure your letter includes:

- HEADING:** Write your school name on the first line, your school address on the second line, and today’s date on the third line.
- GREETING:** This is where you write the name of the person to whom you are writing. The Greeting usually starts with Dear \_\_\_\_\_ and always ends with a comma.
- BODY:** This is where you write your letter. The first sentence of the Body is always indented a few spaces.
- CLOSING:** This is where you end your letter. The Closing should match the type of letter you are writing. If the letter is to someone you don’t know very well, you might use Sincerely or Best Regards. If the letter is to a friend, you might use Your Friend or Love. The Closing always ends with a comma.
- SIGNATURE:** This is the official end to your letter when you sign your name. The Signature is always in cursive.

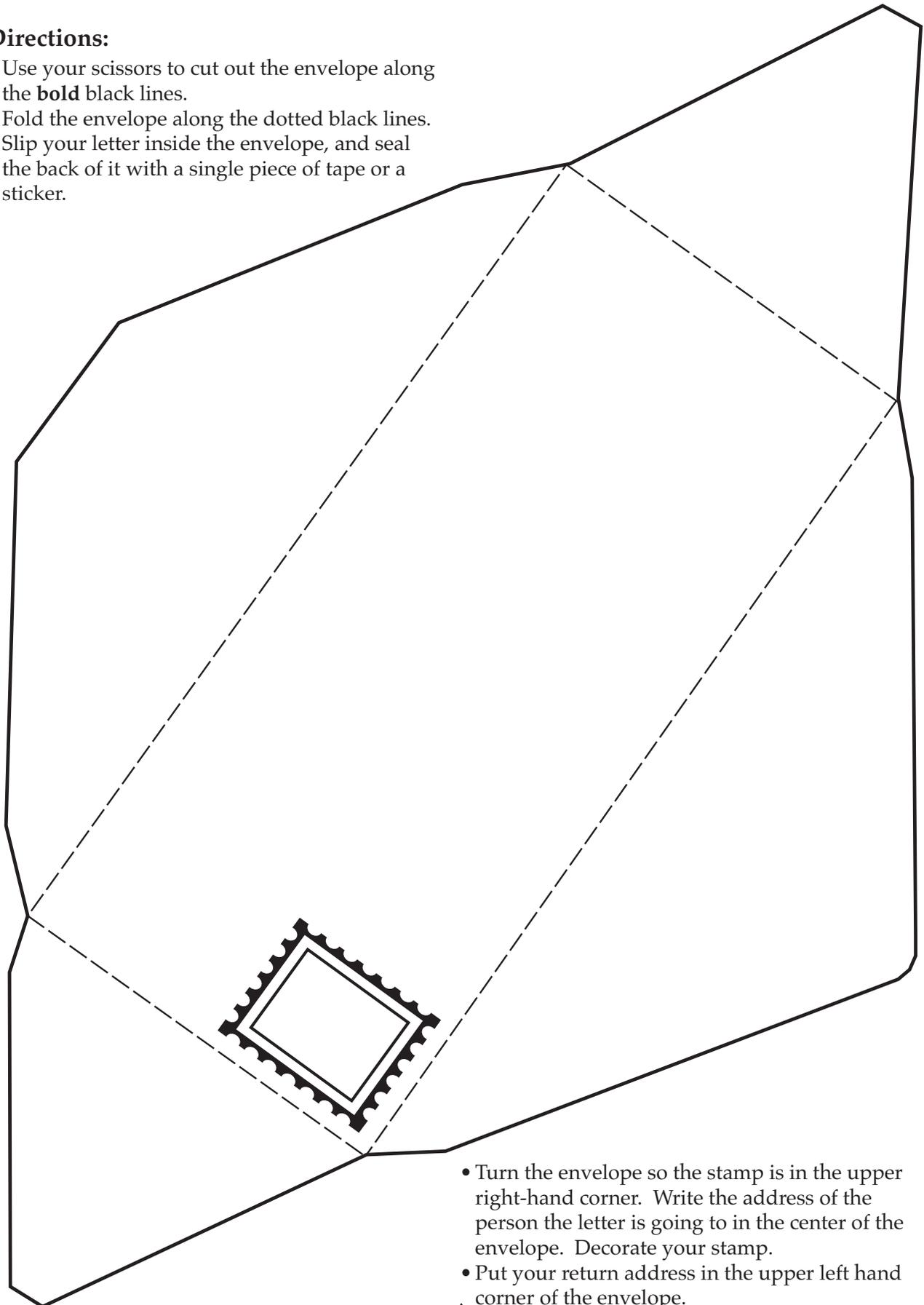
- Remember to include information from the “What I Learned” column of the K•W•L•H Chart in your letter.
- Write your rough draft on separate paper and have it edited.
- Write your final draft on the special paper provided by your teacher.
- When you are finished with your final draft, place it in the envelope that your teacher will give you. Properly address the envelope.
- Be prepared to read your letter aloud to the rest of the class!





## Directions:

- Use your scissors to cut out the envelope along the **bold** black lines.
- Fold the envelope along the dotted black lines.
- Slip your letter inside the envelope, and seal the back of it with a single piece of tape or a sticker.



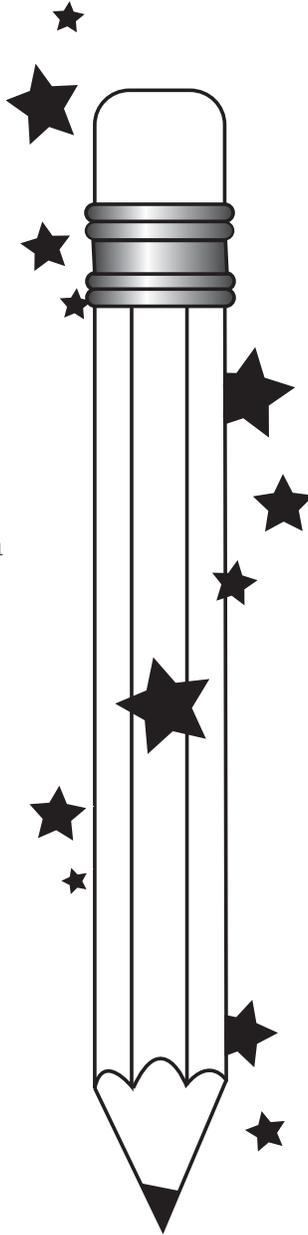
- Turn the envelope so the stamp is in the upper right-hand corner. Write the address of the person the letter is going to in the center of the envelope. Decorate your stamp.
- Put your return address in the upper left hand corner of the envelope.

☆ ★ ☆ ★ ★ ☆
**VOCABULARY QUIZ** ☆ ★ ☆ ★ ★ ☆

**ALASKA**

**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. \_\_\_\_\_ colonies
2. \_\_\_\_\_ abandoned
3. \_\_\_\_\_ species
4. \_\_\_\_\_ allies
5. \_\_\_\_\_ snares
6. \_\_\_\_\_ appointed
7. \_\_\_\_\_ reservations
8. \_\_\_\_\_ ammunition
9. \_\_\_\_\_ remote
10. \_\_\_\_\_ boundaries
11. \_\_\_\_\_ ptarmigan
12. \_\_\_\_\_ capital
13. \_\_\_\_\_ prohibited
14. \_\_\_\_\_ carnivorous
15. \_\_\_\_\_ coast
16. \_\_\_\_\_ culture



- A. the city that serves as the center of government for the state or nation.
- B. talk someone into doing something your way.
- C. a shared set of beliefs, goals, religious customs, attitudes, and social practices within a group.
- D. people who live in a place regularly or for a long period of time.
- E. warm-blooded animals that feed their young with milk, have backbones, and are covered with hair.
- F. the group of people at the national level who are elected to set up a system of rules for our country.
- G. unable to move.
- H. a ground-dwelling bird of the northern regions with completely feathered feet.
- I. gave up completely.
- J. far off in place or time.
- K. structures built on the shore for loading and unloading ships.
- L. traps for catching small animals and birds.
- M. the name given to the countries led by Great Britain, Russia, and France during World War I. The United States joined this group in 1917.
- N. the group of men and women in the Senate and House of Representatives who are elected to make laws for the United States.

- |                              |   |  |
|------------------------------|---|--|
| 17. _____ preserve           |    | O. pieces of land surrounded on all sides by water.  |
| 18. _____ Congress           |    | P. groups of people who are ruled by another country.  |
| 19. _____ polio              |    | Q. the way a city, state, or country makes money.  |
| 20. _____ convince           |    | R. a journey for the purpose of exploring.   |
| 21. _____ peninsula          |    | S. traveling over snow with a sled pulled by dogs.   |
| 22. _____ paralyzed          |    | T. chosen or selected.   |
| 23. _____ economy            |    | U. a large piece of land surrounded by water on three sides.                                     |
| 24. _____ panhandle          |    | V. the period of difficult economic times during the 1930s.                                      |
| 25. _____ harpoons           |    | W. dividing lines.   |
| 26. _____ expedition         |    | X. not allowed.  |
| 27. _____ mushing            |  | Y. an area of land that borders water.   |
| 28. _____ motto              |  | Z. a very serious disease that affects the nerve cells in the brain and the spinal cord.         |
| 29. _____ federal government |  | AA. a narrow piece of land that sticks out.  |
| 30. _____ glaciers           |  | BB. groups of people who come together to help one another in times of trouble.                  |
| 31. _____ mammals            |  | CC. lands set aside by the United States government for Native Americans.                        |
| 32. _____ islands            |  | DD. groups of plants or animals that are alike in many ways.                                     |
| 33. _____ industries         |  | EE. a short phrase describing one's beliefs.   |
| 34. _____ Great Depression   |  | FF. an area set aside for the protection of plants and animals.                                  |
| 35. _____ Allied Powers      |  | GG. businesses that provide a certain product or service.  |
| 36. _____ inhabitants        |  | HH. bullets and explosive items used in war.   |
| 37. _____ wharves            |   | II. barbed spears used especially for hunting whales and large fish.                             |
|                              |   | JJ. types of animals that eat meat.  |
|                              |   | KK. large bodies of ice moving slowly down a valley or spreading across the surface of the land. |



# GLOSSARY

**a•ban•doned** gave up completely.

**Al•lied Pow•ers** the name given to the countries led by Great Britain, Russia, and France during World War I. The United States joined this group in 1917.

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

**am•mu•ni•tion** bullets and explosive items used in war.

**ap•point•ed** chosen or selected.

**bound•a•ries** dividing lines.

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

**car•niv•o•rous** types of animals that eat meat.

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

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

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

**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.

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

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

**fed•er•al gov•ern•ment** the group of people at the national level who are elected to set up a system of rules for our country.

**gla•ciers** large bodies of ice moving slowly down a valley or spreading across the surface of the land.

**Great De•pres•sion** the period of difficult economic times during the 1930s.

**har•poons** barbed spears used especially for hunting whales and large fish.

**in•dus•tries** businesses that provide a certain product or service.

**in•hab•i•tants** people who live in a place regularly or for a long period of time.

**is•lands** pieces of land surrounded on all sides by water.

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

**mot•to** a short phrase describing one's beliefs.

**mush•ing** traveling over snow with a sled pulled by dogs.

**pan•han•dle** a narrow piece of land that sticks out.

**par•a•lyzed** unable to move.

**pen•in•su•la** a large piece of land surrounded by water on three sides.

**po•li•o** a very serious disease that affects the nerve cells in the brain and the spinal cord.

**pre•serve** an area set aside for the protection of plants and animals.

**pro•hib•it•ed** not allowed.

**ptar•mi•gan** a ground-dwelling bird of the northern regions with completely feathered feet.

**re•mote** far off in place or time.

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

**snares** traps for catching small animals and birds.

**spe•cies** groups of plants or animals that are alike in many ways.

**wharves** structures built on the shore for loading and unloading ships.

# ANSWERS

## ANSWERS TO COMPREHENSION QUESTIONS

### READING

1. D
2. G
3. C
4. F
5. C
6. G
7. D
8. H

### LANGUAGE

1. B
2. H
3. A
4. J
5. C
6. F
7. D

## ANSWERS TO VOCABULARY QUIZ

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

## ALASKA K•L•W•H GRADING CHART

CRITERIA	POINTS POSSIBLE	POINTS EARNED
Completing What I <b>Know</b> Section of Chart	<b>20</b>	
Completing What I <b>Want</b> to Know Section of Chart	<b>20</b>	
Completing What I <b>Learned</b> Section of Chart	<b>20</b>	
Completing <b>How</b> I Learned Section of Chart	<b>20</b>	
Neatness of Chart	<b>20</b>	
<b>TOTAL</b>	<b>100</b>	

## ALASKA LETTER GRADING CHART

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<b>CRITERIA</b>	<b>POINTS POSSIBLE</b>	<b>POINTS EARNED</b>
K•W•L•H Chart Information	<b>12</b>	
Spelling	<b>12</b>	
Punctuation	<b>12</b>	
Grammar	<b>12</b>	
Capitalization	<b>12</b>	
Heading	<b>5</b>	
Greeting	<b>5</b>	
Body (indent)	<b>5</b>	
Closing	<b>5</b>	
Signature	<b>5</b>	
Addressing Envelope	<b>15</b>	
<b>TOTAL</b>	<b>100</b>	