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Vocabulary Development: Teaching Strategies and Student Learning Activities for a Sixth Grade Social Studies Program

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VOCABULARY DEVELOPMENT: TEACHING STRATEGIES
AND STUDENT LEARNING ACTIVITIES FOR A
SIXTH GRADE SOCIAL STUDIES PROGRAM

A Project Report
Presented to
The Graduate Faculty
Central Washington University

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Beverly June Baugh
August, 1980

VOCABULARY DEVELOPMENT: TEACHING STRATEGIES
AND STUDENT LEARNING ACTIVITIES FOR A
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This project was developed to provide a vocabulary development program for a sixth grade social studies textbook. Teaching strategies and student learning activities were developed to provide a systematic and effective means to teach word meanings critical to the comprehension of the content in the textbook.

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Special recognition is given to my children, Kristin and Gregory, for their support, encouragement and sacrifice.

I dedicate this study to my husband, Ed, for his unfailing support, patience and love.

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CHAPTER I

INTRODUCTION

The key to understanding any printed material is knowledge of what the words mean. This is especially true in content areas such as social studies and science. Content area word knowledge correlates highly with overall knowledge, success, and grades in any particular subject area. Harris and Sipay have stated that "in our highly verbal culture an accurate understanding of the meanings of words is a necessary prerequisite for reading with meaning." (12:436) Forgan and Mangrum emphasized this when they stated that "approximately 60 percent of comprehension is accounted for by vocabulary. In other words, comprehension is 60 percent word meaning." (10:136) Dale claimed:

In our national concern to improve the quality of reading, we have neglected vocabulary development. In our zeal to teach kids to pronounce words, we have neglected teaching the meaning of the words pronounced. Words are a cultural aspect of all concept development. (7:6)

For students to achieve success in any subject area, the teacher must take the responsibility for systematically teaching word meanings to expand their vocabularies.

Importance of the Project

This project was developed to provide a systematic and comprehensive vocabulary development program to be used with the sixth grade social studies textbook used in the

Eastmont School District. Students were having difficulty understanding the content of the text and teachers were having difficulty teaching the vocabulary in a meaningful way. This was evident from the author's experience with Title I reading students and from conversations with content teachers.

According to a study conducted by Criscuolo, 56 percent of the teachers in the content area felt student recognition of synonyms was important to vocabulary development and 68 percent felt that contextual analysis aided students in understanding the meaning of the content material, but most did not feel they had adequate skills to meet those demands. (6:265-271) This project was designed to provide both teaching strategies for introducing the vocabulary and student activities to provide practice with the vocabulary.

Statement of Purpose

The purpose of the project was to develop a systematic and comprehensive vocabulary development program for sixth grade social studies students in the Eastmont School District.

Design of the Project

Words used in the project were selected from the current sixth grade social studies textbook. The teachers responsible for social studies instruction selected words that would meet both the present and future educational needs of the students.

Student activity sheets, games and puzzles were designed for each social studies unit. The program provides up to five activities per unit with a variety of activities used to maintain student interest. Manzo and Sherk stated that "introducing vocabulary consistently with only one or two activities does not encourage word learning." (19:79) Suggestions for teaching strategies and the student activity sheets and games came from the literature and other sources. A teacher's guide was developed.

Limitations

The vocabulary development program was designed to be used with the specific social studies textbook currently used in the author's district. The intent of the project was to develop a program to assist teaching the vocabulary of social studies. It was intended that the materials be used as needed by the teachers and no attempt was made to evaluate the effectiveness of the program.

Although there are other factors related to readability, the author chose only to emphasize vocabulary development since this was of major concern to the teachers.

Definition of Important Terms

For the purpose of this project the following definitions were used:

Vocabulary

". . . the words which one understands, the meaning of which one knows." (11:644)

Vocabulary Development

the learning of word meanings.

Content Area

". . . a school subject in which the acquisition of information or knowledge is chief aim, for example, history, geography, science, etc." (11:567) The content areas are alternately referred to in this project as subjects or subject areas.

Concept

". . . any general or abstract intellectual representation of a situation, state of affairs, or object; a thought, an opinion, and idea, or a mental image." (11:124)

CHAPTER II

REVIEW OF THE LITERATURE

A review of the literature related to vocabulary development revealed a wealth of references from which to choose. The list of references was narrowed to include only those sources dealing with the following topics:

1. Vocabulary: An Integral Part of the Social Studies Program.
2. Vocabulary: The Levels of Meaning.
3. Teaching Strategies for Vocabulary Development.
4. Learning Activities for Vocabulary Development.

Vocabulary: An Integral Part of the Social Studies Program

Each content area has its own unique vocabulary. This unique vocabulary is vitally important to the concept understanding of any subject. A major premise in reading is that the first step in teaching concepts is to teach vocabulary. (9:186) Estes and Vaughan also stated that "vocabulary facilitates learning; it is neither a requisite for nor the final product of learning. It is inseparable from conceptual development." (9:187)

Serra stated: "The vocabulary burden is more acute in textbooks of content subjects than in general reading materials." (28:508) Harris and Sipay claimed

many of the books used as texts in the elementary and secondary schools are written by specialists who have little understanding of the reading limitations of the children who are expected to use them. (12:445)

Serra found that the "concept burden of social studies materials is excessive and that difficult or unusual concepts are not repeated sufficiently often in social studies textbooks." (28:509)

Since the understanding of concepts in social studies is so dependent upon understanding the meanings of words, teachers must carefully and systematically teach vocabulary. Herber stated that "if students hold limited meanings for the words, they will also hold limited understanding of the concepts, hence limited understanding of the subject." (13:130)

The need for a carefully structured and systematic program to teach vocabulary was emphasized by several references. Dale stated that "a systematic vocabulary development program involves student mastery of the technical terms and concepts needed for instruction in all subject areas." (7:7) Forgan and Mangrum suggested that "word meaning instruction must be intensive, systematic and regularly provided in an enthusiastic manner by every subject area teacher." (10:149) Olson pointed out that

in order to reduce students' reading problems, the teacher must introduce them to concepts and technical vocabulary necessary to understanding in a systematic manner. (21:5)

Mahoney emphasized that the specific meaning of a word must be taught.

Many words with a specific meaning in social studies have a more general meaning; for example "culture," "race," "cabinet," and "colony." Students often become confused and apply the more common meaning. The specific meaning must be systematically taught, for it cannot be assumed that all students understand it. (18:2)

Estes and Vaughan wrote that:

The vocabulary/concept paradox creates problems for students and teacher alike. First, to think abstractly and to communicate effectively about content area subject matter, students need to know the labels (i.e., vocabulary) for the concepts. Second, before they can meaningfully assimilate the labels, students need to associate those labels with the concepts they represent. (9:186)

Teachers cannot assume that students fully understand each vocabulary word related to the new concept to be learned. Only when the student has achieved the concept meaning can he be held responsible.

Vocabulary: The Levels of Meaning

As a child develops, he acquires first a listening vocabulary, then a speaking vocabulary; words become a verbal label that represents a concept or idea. "As children mature, the concept represented by the word gradually becomes more refined and accurate." (12:438)

For example, the word cat to a one year old child might be any animal that is soft and furry. As that child develops, the concept for cat becomes more specific and dogs, rabbits, sheep, etc., are excluded from the concept cat. When children enter school they begin to add both a reading and writing vocabulary. Words then become a printed or written label that represent a specific concept or idea. Harris and

Sipay concluded that by the time a child finishes high school, he may have acquired a vocabulary ranging from approximately 14,000 to 15,000 words. (12:437)

Estes and Vaughan introduced a chapter by stating "language is essentially ambiguous." (9:185) That statement suggests that the thrust of teaching vocabulary is not teaching the pronunciation of words, but teaching of the meanings of words. According to Forgan and Mangrum, "as a word comes into our vocabulary, it generally passes through at least three distinct stages of specific understanding." (10:141) These levels are as follows:

1. Specific Level of Word Meaning. At this level, the student has a word associated with a single idea, event, definition, or object. If you ask the student to define the word book, he might respond, "A book is something found in schools."
2. Functional Level of Word Meaning. At this level, the student understands one of the major uses or functions of a word. If asked to define the word book, he may respond, "A book is something you read." Or he may demonstrate an understanding by using the word in a sentence, "I like to read books."
3. General or Conceptual Level of Word Meaning. At this level, the student recognizes that there are many ideas associated with the word and he clusters these ideas by some common element. When he is asked to define the word book, he responds, "Since books can be used for storing, obtaining, or transmitting information, they are a way of sharing information or a means of communication." (10:143-144)

Forgan and Mangrum cautioned:

Words, as they come into our vocabularies, do not automatically or naturally rise through the three stages of this hierarchy. Many words are transfixed at the specific or functional levels and never reach the general or conceptual level. (10:141)

Although they do not specify three distinct levels of meaning for words, Burmeister, (4:128) Estes and Vaughan, (9:187-198) Johnson and Pearson, (15:136-141) stressed the need for developing vocabulary beyond a narrow concrete definition to a more abstract understanding of a word. Harris and Sipay reported that there are "three dimensions of vocabulary that are significantly related to comprehension." (12:438) They are as follows:

1. Extensiveness (number of words for which the child can select a synonym) was most important.
2. Intensiveness (number of meanings known per word) was next.
3. Flexibility (selection of the particular meaning which fits a given context) was third. (12:438)

If it is accepted that there are three levels of understanding for each word, then teachers must design vocabulary development at all those levels. Forgan and Mangrum stated:

Asking students to look up words in the dictionary generally transfixes those words at the specific level in the hierarchy. Asking students to define words as used in sentences, to use synonyms, and to write a single sentence using each word generally transfixes words at the functional level of understanding. Providing direct experiences with new words and asking students to incorporate the new words into their written and oral assignments, as well as their daily discussions generally transfixes the new words at the general or conceptual level of understanding. (10:143-144)

Vocabulary development must make use of as many experiences as possible to help students reach a level of understanding that will enable them to achieve the fullest meaning possible. "Research does not demonstrate that mere

incidental exposure to large numbers of words expands vocabulary or develops conceptual understandings of words." (10:142) The teacher who is rushing through his vocabulary lessons, briefly and only verbally defining words, is wasting both his time and the time of his students.

Teaching Strategies for Vocabulary Development

Every classroom contains a wide range of student learning abilities. In a "normal" classroom the range of ability may consist of those students who read several years above grade level as well as several years below. In upper elementary classrooms and at the secondary level, the range may be as great as seven years. (21:1) Some teachers become so expert in their field that they assume their students are knowledgeable too. Others who have not had training in the teaching of reading really do not know how to help their students deal with the complexity of the vocabulary and style of the text.

Several strategies for teaching vocabulary have been suggested. Piercey incorporated the idea that with oral discussion of a word, students could relate the word to prior knowledge or every day experience. She suggested the following procedure:

1. Talk Through has its feet in the psychological principle of paired association, the process of connecting new ideas with old. The technique of paired association is used as a cornerstone for commercial memory courses and training in salesmanship. Pairing is a respected memory device.

2. Talk Through minimizes teacher input and increases student responses. Engaging the class in Talk Through, the teacher uses a particular type of question to try to elicit the meaning from individuals instead of imposing the meaning on them.
3. Talk Through builds on students' strengths to shore up weaknesses. For instance, when the unknown word is related to something students already know, something in their everyday, on-going lives, almost all students can give successful responses. The example demonstrates that all students will be able to speak out, even those who usually don't for fear of giving an incorrect answer. Students will remember the unknown word because they will remember their own participation and their classmates' contributions. (22:6)

Piercey also recommended that while the Talk Through procedure is being implemented the teacher remember two points.

First, it is important for the word under discussion to be in writing so students can see it as Talk Through proceeds. Second, the word should be in context not in isolation, giving the students the benefit of context clues. (22:7)

The teacher plays an important role in vocabulary development. Schallert and Kleiman in their report "Some Reasons Why Teachers Are Easier to Understand than Text-books" listed four reasons why the teacher is the key element in student learning.

1. Tailoring the Message refers to teachers adapting their presentation to the children in their classes. Teachers can adapt because they know a great deal about what their students know and do not know because they can interact with them--ask them questions, receive questions, note puzzled looks, etc. Teachers may use simpler words and sentences than found in the book.
2. Activating Prior Knowledge refers to teachers' reminding students of information they already know which is relevant to the current topic and helping them see how new information is related to knowledge they already have.

3. Focusing Attention to increase interest and motivation of students by asking direct questions, reinforcing correct responses, eliciting guesses where appropriate and encouraging comments.
4. Comprehension Monitoring refers to teachers' checking whether the children have understood and remembered the important parts of the presentation. (27:10-11)

In a study by Adams (2:114) it was found that words which generate the greatest number of associations will be the easiest for the student to learn and remember. Adams also stated that

the meaningfulness or association value of a word rises and falls to the degree that the learner has had experience with the word and one good way to gain such experience is to talk about it. (2:114-115)

Dale stated that "vocabulary should be developed by using all the communication processes of reading and writing, speaking and listening, and visualizing and observing."
(7:5)

A list developed by Manzo and Scherk after a systematic examination of research on vocabulary acquisition stated that teachers who follow these guidelines will improve the efficiency and effectiveness of their instruction. The guidelines are as follows:

1. New words are learned best when taught as labels for direct experiences.
2. Vocabulary development must have the continued and systematic attention of all classroom teachers.
3. Many encounters with a word in like and differing contexts are necessary before it can be learned.

4. The teacher's attitude toward vocabulary improvement and the superiority of her own vocabulary are contagious and vital factors in improving student vocabulary.
5. Study of a limited number of words in-depth is more productive than superficial acquaintance with lists of words.
6. It is possible, but maybe practically foolish, to teach words which are not part of the verbal community in which students live. The lack of opportunity for use must result in eventual atrophy.
7. Introducing vocabulary consistently with only one or two activities does not encourage word learning.
8. The wide reading method of acquiring vocabulary which stresses little more than wide free reading with no other attention paid to words is usually not very effective for influencing rapid and marked improvement.
9. The study of Latin positively influences knowledge of morphemes, but does not seem to influence knowledge of vocabulary. (19:81-82)

Guidelines one through seven cover a number of strategies for the teacher to incorporate in the vocabulary program. Harris and Sipay's statement that "vivid first-hand sensory experience is the best basis for the development of accurate concepts" can be related to guideline one. (12:441) Since providing firsthand experiences is impossible in most cases, the teacher must provide the student with many vicarious experiences.

Guideline two emphasizes that it is every teacher's responsibility to provide vocabulary instruction daily in a systematic manner. This can be accomplished in many different ways and will be discussed later.

Guideline three suggests numerous encounters with words in varying types of activities for the student. This provides for long-term memory of the word and familiarity with the word. It also provides a background of experience with a word from which a student may draw.

Guideline four stresses teacher attitude. Foran and Mangrum claimed that "the teacher is the most important school-related variable to student success or failure."

(10:150) The teacher must provide assistance through the "techniques of modeling and highlighting." (2:146) Adams defined the terms modeling and highlighting further:

Modeling can be accomplished by the teacher demonstrating and the student emulating, while highlighting uses visual or auditory emphasis to make the pieces of the skill stand out. (2:146)

Guideline five stresses choosing a limited number of important words to teach and then teaching those words effectively. Many times content teachers assign too many words for the student at one time and the burden falls upon the student to develop the in-depth understanding. (8:150) Teachers must choose carefully those words that will meet the immediate needs of the student, relate directly to the material to be covered, and provide for the future vocabulary needs of the student.

Guideline seven suggests that vocabulary development requires more than a superficial coverage of a word and its meaning. Burmeister, (4:129-162) Miller, (20:179-183) Forgan and Mangrum, (10:154-161) and Piercey (22:5-30) all suggested that the teacher utilize as many word study

activities as the student needs. These can range from games and word puzzles to word study sheets.

Learning Activities for Vocabulary Development

It has been the writer's experience that in many classrooms, social studies teachers provide the students with a list of words; the students look up the definitions in glossaries or dictionaries and use each word in a sentence. This type of vocabulary introduction has little relevancy to the students' understanding of the concepts represented by the words. Many times the definitions selected by the student are not correct for the material in which the words are being studied. Herber stated that "students develop vocabulary when they use words in situations which have meaning, in conversation and animated discussion, exercise materials, games and puzzles." (13:150) Herber identified three factors critical for growth in a particular skill; they are as follows:

1. The skill should be identified.
2. Guidance should be given in developing the skill.
3. Practice time should be provided for the learner. (13:151)

In identifying the skill to the student, the teacher provides the student with the need to participate in the learning activity. The teacher must communicate to the student reasons for learning certain words in the context to be covered. (13:142)

According to Estes and Vaughan, teacher guidance in developing the vocabulary should provide students the opportunity to explore word meaning concurrently with and as a complement to their conceptual development. That is, where they are most effective, vocabulary activities are appropriately integrated and timed with concept development and experience of phenomena. (9:189)

Since practice can be provided in many different ways, various techniques and activities should be utilized to maintain student interest and motivate students to participate. Aaronson stated:

When words are studied because they contribute to gaining understanding in a meaningful activity, motivation improves tremendously. Words need to be linked associatively and meaningfully to the experience of reading. (1:4)

Student learning activities need to have a definite purpose, provide needed practice, and enable the student to meet the objectives for vocabulary development.

Word recognition exercises are aimed at providing the student with the pronunciation of the new word as the first step and then providing the student with practice with the configuration of the word. Estes and Vaughan stated that "these activities can take the form of word searches, scrambled spellings of the word, board games which call for pronunciation of the word, flash cards," (9:195-196)

Word function exercises are aimed at developing a functional understanding of the word. Forgan and Mangrum suggested:

These activities develop and expand a major use of the function of the word. The activities can take the form of practice with synonyms, antonyms, classifications, analogies, crossword puzzles, explanation, discussion and visual aids. (10:154-155)

Estes and Vaughan stated that "meaning exercises are aimed directly at helping the students firmly attach words to concepts." (9:189) These exercises are the most difficult and require that the student be well on his way to understanding the meaning of the word. These activities should include: study of context clues, definition clues, synonym clues, audio visual aids, comparison of geographical, historic and social significance of the word. (10:158-160) These activities develop clusters of information to provide the broadest understanding of a word.

Summary

Vocabulary development is the basis for concept development, not only in social studies but in any content area. It must be taught in a structured and systematic manner in order to aid students in their concept development. This can be achieved through specific teaching strategies, carefully selected student learning activities and active involvement of the teacher.

CHAPTER III

PROCEDURES

This chapter describes the procedures used in the project.

Word Selection Procedure

Providing vocabulary instruction has been shown to be one of the most important factors in successful textbook reading. The current sixth grade social studies textbook in the Eastmont School District was the source from which vocabulary words were selected in this project. Teachers utilizing these materials identified words from each unit which they believed were important for students to understand. The major topical areas of this text were Latin America and Canada. Some criteria for selection of words were needed. It was determined that those words which seemed important to the present and future educational needs of students should be stressed. Thus, words unique to a particular country, such as cities' names, peoples' names and others indigenous to particular languages, were omitted. Those words that dealt with the geographical, economic, and sociological concepts were ultimately selected.

Selection of Teaching Strategies

The literature suggested the three strategies for vocabulary presentation which were selected for use in this project.

Word Introduction

Herber stated that although the vocabulary of a content area presented a meaning problem much more than a pronunciation problem, teachers should aid the student in correct word pronunciation. (13:132) Miller cautioned that correct word pronunciation is critical to the future use of the word. (20:178) It has been the experience of the author when dealing with students who have difficulty reading that correct word pronunciation and the practice of that pronunciation determined whether the student made a connection between a particular word and its definition. Lack of ability to pronounce a word also determined whether a student would include that word in his oral vocabulary. Therefore, each unit includes word introduction with teacher or student pronunciation of the words so the correct pronunciation becomes linked to the word. This is combined with the Talk Through procedure.

Talk Through

Piercey described a specific procedure for the introduction of vocabulary words. This process has as its basis the psychological principle of paired association. (22:6) Herber stated that "words take on meaning when placed in the context of other words and when considered in light of prior experience and related concepts." (13:136) He further stated:

Students' experiences can provide a basis for understanding and assimilating new concepts in any subject. Words which stand for those concepts can be presented in such a way that the association between the concepts and their labeling words is clear. This is the most time consuming aspect of vocabulary development. The instructional focus is on creating the need and opportunity for students to use a new word with sufficient frequency. (13:136-137)

The best way of implementing direct teacher involvement in the formation of the meaning of the word is through a step-by-step procedure outlined by Piercey.

1. The word to be introduced is written on the board so students can see it as Talk Through proceeds. One of the objectives is to have students recognize this word when they meet it again in printed form.
2. Second, the word should be in context, not in isolation, giving students the benefit of context clues.
3. The sentence is now on the blackboard and the process of eliciting, the Talk Through relating to students' everyday lives, begins. The teacher asks a question regarding the word to elicit responses from the students. Through additional questions and responses the teacher guides the discussion to the desired word meaning.
4. The teacher also tries to establish the meaning for the word by relating the word to students' everyday lives. Hopefully the meaning for the word as it is used in the example has been "discovered" by the students and someone other than the brightest students in the class will be able to discuss what the word means in the context of the sentence on the blackboard.
5. The teacher then takes the discussion back to the word in the sentence for closure. (22:6-8)

Development of Word Meanings

Estes and Vaughan stated that

dictionary's main worth is realized only when the person who uses it already possesses a firm grasp on the

concepts and phenomena to which a word is related.
Meaning is not copied from a dictionary. (9:188)

The meaning for each word was provided so that the student would not acquire an incorrect meaning for the word for the context in which it was used.

Selection of Student Learning Activities

Student worksheets were developed for use after the introduction of vocabulary had taken place. These activities included exercises dealing with word definition, synonyms, and contextual relationships and have been based on the suggestions found in the related literature. The restriction of using only words crucial to each unit did not allow for many traditional ways of teaching vocabulary such as roots, word origins and compound words.

Game and puzzle suggestions including bingo, board games, crossword puzzles, word searches, and scrambled words, among others, were used to give students practice in recognizing and using the words as well as to maintain interest. Most of the ideas for the games and puzzles were taken from suggestions in the literature and published activity books.

Teacher's Guide

A teacher's guide was included to provide the teacher with general information on how to use the program and the teaching techniques used during vocabulary introduction. Specific game suggestions and additional activities were

also included to provide extra practice and variety for the students.

All materials prepared for this project on vocabulary development appear in manual form in the Appendix.

CHAPTER IV

SUMMARY, DISCUSSION, AND RECOMMENDATIONS

Summary

This project was designed to provide a systematic vocabulary development program to be used with a sixth grade social studies textbook. Through the use of this program, teachers can provide students with a better understanding of the technical terms critical to the concept development of the content material.

Words for this program were selected by the sixth grade social studies teachers. It was decided that those words important to the present and future educational needs of the students would be included in the program.

Using suggestions from the related literature, the author developed a series of activity sheets. These activity sheets included the use of context clues, definition clues, synonyms, antonyms and word classification to provide the practice for students to develop a functional understanding of each word. Word searches, scrambled word spellings, definition puzzles and crossword puzzles were included to provide interest and variety for the students.

A teacher's guide was developed to provide the teacher with information on the use of the program with step by step directions for word introduction. It also

included additional activities such as group games, board games and enrichment activities including role playing, dramatizations and art activities.

Discussion

The research presented has suggested that many textbooks, social studies texts in particular, are written at levels that are higher than the reading levels of most students who use them. Add to this the complexity of a technical vocabulary critical to the concept development of the subject area and it becomes apparent why many students have difficulties in content classrooms today.

Completion of this project has increased a concern of the writer that vocabulary development is not viewed by content teachers or even many special reading teachers with the importance it should receive. As indicated, 60 percent of comprehension is directly related to a knowledge of vocabulary.

These factors all suggest the need for an intensive vocabulary program in all of the content areas. The vocabulary programs must recognize the importance of word parts, transfer of these word parts to form new words, and specialized meanings. Such a program should be an on-going and structured program beginning in the primary grades and branching into all of the reading and content areas.

This project included the development of vocabulary strategies and activities which would relate to, provide

materials for, and help students with vocabulary development in the social studies content area. It was felt that the activities presented would be of aid to social studies teachers only if they were readily available and easy to present. While such activities will not totally alleviate problems with vocabulary and the understanding of the content materials, it seems apparent that significant improvement in this area could begin to make the social studies materials more understandable for more students.

Recommendations

The major recommendation is that the vocabulary development program developed in this project be implemented in the current sixth grade social studies program in the Eastmont School District. The program should be used systematically with each unit in the textbook. It is recommended that the first two activities of each unit be used following word introduction to reinforce word recognition and word meaning. The additional activities provide further practice in word meaning and practice with the word within the context of the reading material in the textbook. It was not the intent of the author that every teaching strategy or student learning activity be used. Teacher judgment regarding student needs should be considered when determining the use of this program.

Evaluation of teaching strategies and student activities in the program should be an on-going process to

make sure the program is meeting the needs of the teachers and students.

Because vocabulary development is critical to all content area subjects, it is recommended that similar programs be developed for use in these other areas. Since content instruction is usually by teachers who have little or no formal training in content reading, it is recommended that such teachers be provided with intensive in-service in strategies of vocabulary development and have available the continued assistance of the reading specialist.

The complexity of the vocabulary in this textbook presented a challenge in the construction of a word study program such as this. Through this type of word by word breakdown of the material in a textbook, a teacher gains a great deal of insight into the readability of the text and the complexity of the sentence structure with which students must deal. It is recommended that content teachers construct vocabulary development programs. With the knowledge gained from this procedure, teachers can better understand the need to adjust their teaching methods so that maximum understanding of concepts is achieved by the students.

It is also recommended that teachers in the content areas develop basic vocabulary lists to be taught and tested at each grade level. This would provide teachers with information regarding specific instructional needs and allow for more continuity from one grade level to another in the basic vocabulary requirements of a particular subject area.

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APPENDIX A

TEACHER'S GUIDE

TEACHER'S GUIDE

Purpose: The program is designed to provide systematic and comprehensive vocabulary development for the Follett Social Studies textbook Latin America and Canada.

Contents: The program consists of a teacher's guide and student activity sheets. Suggestions for specific techniques for word introduction and word meaning instruction are included in the guide. The guide also provides additional activities and learning games to reinforce word meanings. Student activity sheets are designed so they may be used as masters for duplication.

Suggestions for Use: The program should be used with each unit in the textbook. It is recommended that the teacher introduce the words using the Talk Through technique (see word introduction procedures). The students can then use the first two activity sheets for word recognition and definition practice. The remaining activity sheets expand word meaning and relate the words directly to the unit and can be used while the student is involved with the unit reading material.

Additional activities and games are provided in the Teacher's Guide if more practice is needed. Teachers through close student observation should determine whether all or part of the activities should be used and whether every student requires the practice provided in the work sheets.

Teacher Participation: It is recommended the teacher take an active part in the development of the vocabulary. Talk Through activities, suggested additional activities and games require teacher participation. An enthusiastic teacher produces enthusiastic students. This program is not designed for total independent use by the student.

Word Introduction

Each list of words and definitions should be introduced using a technique developed by Dorothy Piercey called Talk Through. The steps are as follows:

1. The word to be introduced is written on the board so students can see it as Talk Through proceeds. One of the objectives is to have students recognize this word when they meet it again in printed form.

2. Second, the word should be in context, not in isolation, giving students the benefit of context clues.
3. The sentence is now on the blackboard and the process of eliciting, the Talk Through relating to students' everyday lives, begins. The teacher asks a question regarding the word to elicit responses from the students. Through additional questions and responses the teacher guides the discussion to the desired word meaning.
4. The teacher also tries to establish the meaning for the word by relating the word to students' everyday lives. Hopefully the meaning for the word as it is used in the example has been "discovered" by the students, and someone other than the brightest students in the class will be able to discuss what the word means in the context of the sentence on the blackboard.
5. The teacher then takes the discussion back to the word in the sentence for closure. (22:6-8)

Enrichment Activities

Dramatizations: Under each suggested dramatization is a short list of words that can be used within the framework of the drama. These are only a few suggestions and teachers are encouraged to add their own ideas or add more such activities as needed.

The fight for liberation in Latin America:

monarch	recruit
oppression	allegiance
dictator	independence
liberate	

The building of the Panama Canal:

malaria	isthmus
disease	channel
transcontinental	

The conquest of the Incas, Aztecs, etc.

conquistadors	colonial
seige	treaty
conquest	navigator

Murals and Posters: Student construction of murals or posters to illustrate the meaning of a word or combination of words can be fun and require a good understanding of the word. Student art and magazine cut-outs can be utilized. Be sure to have the students study the art forms in the textbook for suggestions. The following are only a few suggested words for this activity:

astronomy	poverty
rebellion	conquest
oppression	consumer
allegiance	marine
liberate	labor
metropolitan	drought
prosperity	tradition

Role Playing: Small groups of students select a word to roleplay for the class. This can either be charades with other students guessing the word or words or it can be for further illustration of the word for the rest of the class. Some suggestions:

dictatorship versus republic
producer versus consumer

The following words can be illustrated by role playing each particular scientist's view on civilization, the Indians, colonization, dictatorships, etc.:

anthropologist
historian
archeologist
geographer
economist
sociologist

Suggested Games and Activities for Checking Sight Vocabulary and Definitions

Send-Away Game: Write a word on the board while the students watch. Erase the word as soon as it is written. "What word did I send away?" This may be varied by having a great many sight words written on the board. A student may send away (erase) any word he knows.

Save-Pack Game: Quickly flash the word cards around the group giving each student a turn. If a student misses a word, he is given a duplicate card for his "save-pack." He works on his "save-pack" whenever he has an opportunity and gets other students to help him. As soon as he masters one word, his "save-pack" is one smaller. The students can try to see if they know each other's "save-pack."

I Am Thinking of a Word: Fill a chart holder with word cards or write the vocabulary list on the board. One student starts by saying, "I am thinking of a word." The next student says, "Is it . . . ?" and names one of the cards in the chart or on the board. This continues until some student finds the right card or word. Then the game begins over again.

First Chair Game: Call the chair at the left end of the circle the first chair. A student can stay in this chair only until he misses a word. Then he goes to the end chair and the rest of the group moves up. Any student in the group who misses a word goes to the end chair and the others move up to fill his place.

Concentration: This game can be played like the commercial concentration game. Use the vocabulary development words. It can be played using the words only for recognition or the students can play trying to match the word to the definition card.

Two Team Race: The students are divided into two teams. The game proceeds like a spelling match. The teacher reads definitions of words studied previously. The student must answer with the correct word that matches that definition.

Passport Game: Every student has a card (passport). They must show their passports (say the word) before they may go on board the luxury liner. When the captain calls their port (their word) they must get off the boat.

Tic-Tac-Vocabo:

Directions:

1. Teacher selects two teams as equal as possible. One team is Tic, the other is Tac.
2. Teacher draws the Vocabo score design on the board. One is labeled Tic, the other Tac. (See below.)

V			
O			
C			
A			
B			
O			

3. Choose a team leader. Only this person may raise his hand when the Vocabo word is shown. The first hand raised either gets to answer or may confer with team members for 10-15 seconds, then choose someone else. He must then say the word, give the meaning and use it in a sentence. If the team misses, the other team gets a chance in the same manner. Each Tic or Tac is worth (1) point. Total points needed to win equals (9). All squares must be filled in.
4. If neither team gets the point, the teacher says the word, gives the meaning and uses it in a sentence. The word then goes back in the stack.

Vocabulary Bingo: This game is just like bingo, except the students fill in their bingo card (see ditto at end of Teacher's Guide) with the words from the unit word list using each word at least once and then duplication to fill up the rest of the spaces. The teacher will then call out a definition and the student will cover the word it defines. Once a word is covered, the marker cannot be moved. The first student who has bingo and can repeat the words and their definitions is the winner.

Multi-Use Playing Boards: (See sample game boards at end of Teacher's Guide.) Many different games using dice and word cards can be played using these types of playing boards. Word recognition games, word definition games, word sentence games, etc., can provide effective practice for students needing extra help or for activity corners when students have completed assignments early.

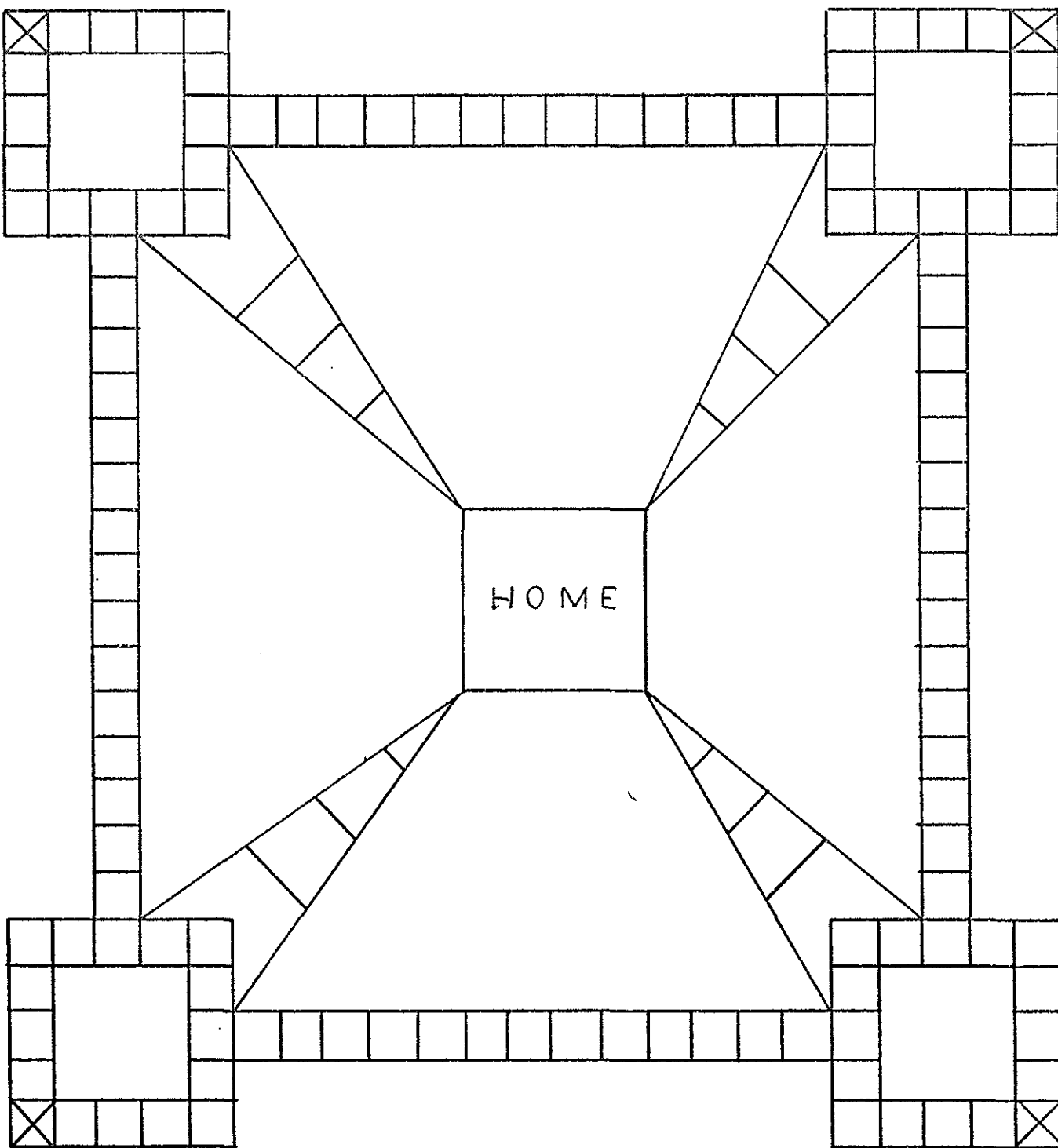
Word Banks

Word banks can be built to provide the students with an easily accessible file of the words previously learned. A file with the word and definition written on a card and filed alphabetically can provide information for future reference. This classroom file could be available at all times and students could be responsible for adding new words to the file as each unit is covered.

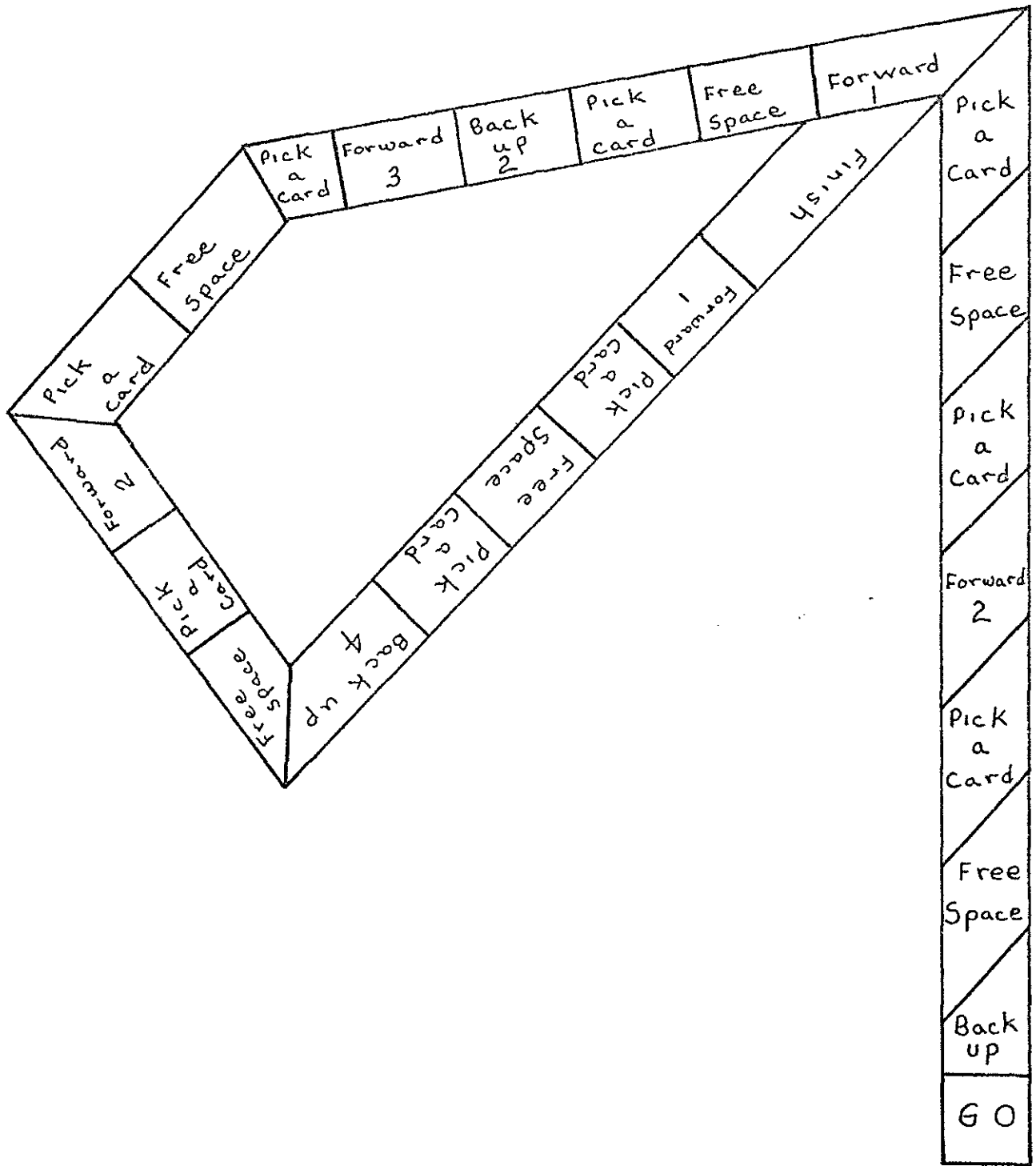
B I N G O

		F R E E		

MULTI-USE PLAYING BOARD



MULTI-USE PLAYING BOARD



APPENDIX B

STUDENT ACTIVITY SHEETS

UNIT ONE

Word List

1. altitude (al'ti tude) the height above sea level.
2. anthropologist (an'thro pol'o gist) a social scientist who studies the way people use their environment, how people work with each other, and what customs and beliefs people follow.
3. arable (ar'a ble) describes soil that is fit for growing crops.
4. climate (cli'mate) the kind of weather conditions of a place or region over a long period of time.
5. continent (con'ti nent) one of the seven large land masses into which the globe is divided.
6. data (da'ta) facts; information that is known and can be used for discussion.
7. hypothesis (hy poth'e sis) an idea or theory that is tested against information to see if it is true.
8. industry (in'dus try) any branch of business, trade or manufacture such as the automobile industry.
9. latitude (lat'i tude) the distance north or south of the equator measured in degrees.
10. longitude (lon'gi tude) the distance east or west of the prime meridian measured in degrees.
11. mineral (min'er al) any substance that is neither plant nor animal such as gold, copper, sand.
12. natural resources (nat'ur al re'sources) anything found in nature that is useful to people, such as air, soil, minerals, etc.
13. polar (po'lar) near or related to the North or South pole.
14. precipitation (pre cip'i ta'tion) moisture that falls to the earth in form of rain, sleet, hail, or snow.
15. technology (tech nol'o gy) advancement in such areas as tools, transportation and all methods of providing for human life and comfort.

Activity 1

Word Search

Directions: Find each of the vocabulary words in the puzzle and circle them. Be careful, words may be written vertically, horizontally or diagonally!

altitude
anthropologist
arable
climate
continent

data
hypothesis
industry
latitude
longitude

mineral
natural resources
polar
precipitation
technology

l a n t h r o p o l o g i s t b
p o l i n c o n t i n e n t c p
l a a l t i t u d e n a t u l s
k i t c e a l t i l t u d e i h
w p r e c i p i t a t i o n m y
t e c t h j w i p t o n m e a p
p o l r n i n d u i a d m u t o
c l i m o a t e g t n u l h e t
c o n t o t u d e d a t e s i e
m a r y g g r o u e s r b l e s
i r u o y s r v e w m y a x b i
n a t u r a l r e s o u r c e s
e b l o l o n g i t u d e l a t
r l s o i x d u s t r y i n s t
a e p p r e c i c l o m a p t s
l t e c h n e w v h m s a q y p

Activity 2

Directions: Match each list word with its definition or a word that means just about the same.

- | | |
|--------------------------|---|
| ___ 1. data | a. minerals, lumber, water |
| ___ 2. hypothesis | b. height, elevation |
| ___ 3. anthropologist | c. north or south pole |
| ___ 4. technology | d. land mass |
| ___ 5. natural resources | e. weather |
| ___ 6. industry | f. social scientist |
| ___ 7. altitude | g. information |
| ___ 8. longitude | h. ore, rock, metal |
| ___ 9. polar | i. measurement in degrees north or south |
| ___ 10. precipitation | j. suggestion or idea |
| ___ 11. continent | k. formable |
| ___ 12. climate | l. invention or machines to do man's work |
| ___ 13. arable | m. manufacturing |
| ___ 14. mineral | n. measurement in degrees east or west |
| ___ 15. latitude | o. rainfall, snow, hail |

Activity 3

Directions: Each vocabulary word is used three times in the sentences below. One of the sentences in each group uses the word incorrectly; you are to circle the letter that precedes that sentence. Do not circle more than one letter in any one group.

1. (a) In the polar regions it is very cold. (b) Mary is taking a trip to the polar regions because it is so warm. (c) The polar icecap is very thick.
2. (a) Because the soil is arable, crops cannot be grown in the valley. (b) The farmer has good crops because the land is arable. (c) Arable soil can produce many different kinds of crops.
3. (a) Because of the climate, people are able to grow many crops. (b) Using a climate, we climbed to the top of the mountain. (c) The climate in Alaska can be very cold.
4. (a) The altitude below the ocean is 5,000 feet. (b) The plane climbed to an altitude of 10,000 feet. (c) The altitude of the mountain is 6,245 feet above sea level.
5. (a) The motorcycle industry is growing because of the fuel shortage. (b) The buggy industry closed when everyone bought cars. (c) I am going to the industry to play basketball.
6. (a) The natural resources of this country are clothing, stoves, and automobiles. (b) Because of its natural resources, this country is very rich. (c) Natural resources such as water and good soil are important to every country.
7. (a) Longitude helps us measured north and south on a globe. (b) We will measured the size of the room by longitude. (c) The island can be found between 30 degrees longitude and 45 degrees longitude.
8. (a) There are seven continents in the world. (b) We visited the continent of South America. (c) We have fifty continents in the United States.
9. (a) Our city received five inches of precipitation last month. (b) Because there has not been much precipitation, the crops can not grow. (c) You would gain much precipitation through growing crops.

Activity 3 (cont'd)

10. (a) At the rock show we saw many minerals displayed.
(b) We went to the plant shop to see the minerals.
(c) The rock has many minerals such as gold in it.
11. (a) We need some data so we can eat our dinner.
(b) Please read the data on the box before you make the cake. (c) The data on our new car states that it needs to have an oil change every 4,000 miles.
12. (a) The latitude in our room is very warm. (b) In the warmer latitudes, people are able to grow crops year round. (c) I can use the measurement of latitude to find out where the island is located.
13. (a) Because of technology, we now have electricity in our homes. (b) We will use our technology to explore space. (c) After five lessons in technology, I can now swim across the pool.
14. (a) The anthropologist is now studying polar bears and how they survive in a cold climate. (b) The anthropologist went to Africa to study how the tribe grows their crops. (c) An anthropologist is studying how people in our city live.
15. (a) When I tried out my hypothesis, I found I was not able to fly. (b) We used a hypothesis to take us below the surface of the ocean. (c) Mr. Edison started with a hypothesis when he discovered how to create electricity.

Activity 4

Directions: Rewrite each of the sentences by replacing the word or phrase in the parenthesis with a word from the word list.

altitude	data	mineral
anthropologist	hypothesis	natural resources
arable	industry	polar
climate	latitude	precipitation
continent	longitude	technology

1. The (moisture) that fell last night threatens to flood the city.

2. Australia is one of the seven (large land masses) of the world.

3. The airplane climbed to a/an (height) of 20,000 feet.

4. The (woman who studied people) is now in Africa studying how a tribe of people is living.

5. I have gathered a lot of (information) to support my (idea).

6. The United States has many (minerals, forests, bodies of water).

Activity 4 (cont'd)

7. Our (weather conditions) is perfect for growing apples.

8. (Gold, silver, iron and uranium) are in great abundance in our country.

9. It is very cold in the (north and south pole) regions.

10. The soil that is (suitable to growing crops) can be found in the valley.

11. The city has several (businesses) that manufacture automobiles.

12. Our (advancement) in science has enabled us to discover several types of new fuels.

13. I had a/an (idea) that would help us make fuel from fruit.

Activity 5

Directions: Choose the correct word from the list to complete each sentence and write it on the line.

altitude	data	mineral
anthropologist	hypothesis	natural resources
arable	industry	polar
climate	latitude	precipitation
continent	longitude	technology

1. The _____ who studied the Cubeo Indians was a people watcher. page 17
2. Many _____ such as gold, copper, sand, and stone are in the earth's crust. page 34
3. Cold currents usually travel from _____ regions to warm regions. page 26
4. Social scientists study the _____ they have gathered to see what conclusions they can draw. page 16
5. We use the word _____ to describe the average weather conditions of any area over many years. page 26
6. Scientists are only beginning to learn how valuable the oceans and seas are as storehouses of _____. page 34
7. At some point in the study of a problem, a social scientist may develop a _____. page 17
8. Nations with a high level of _____ rely on machines to do much of their work. page 19
9. _____ measures the distance north or south on the earth's surface. page 25
10. _____ soil is soil that can be used to grow crops. page 33
11. The _____ of the mountain is 10,000 feet. page 24
12. Over oceans, winds tend to follow general directions. Over _____, wind directions are not as regular. page 26

Activity 5 (cont'd)

13. Moisture that falls as rain or snow comes from the oceans and is called _____. page 24
14. _____ dealing with steel, copper, coal and oil employ millions of people. page 23
15. _____ measures the distance east or west on the earth's surface. page 25

UNIT TWO

Word List

1. architect (ar'chi tect) a person who designs and plans buildings and other structures.
2. artifact (ar'ti fact) tool or other object made by people.
3. astronomy (as tron'o my) the science that deals with the study of the sun, moon, planets, stars and other heavenly bodies.
4. civilization (civ'i li za'tion) the high degree of development attained by a group of people, their education, government, architecture and the like.
5. clan (clan) a group of related families governed by the same set of leaders.
6. community (com mu'ni ty) a group of people living together under the same laws and rulers; a group of people with similar interests living together.
7. custom (cus'tom) any usual behavior; usual and accepted behavior or practice among a group of people.
8. historian (his to'ri an) person who studies and writes about history.
9. legend (leg'end) story or belief passed on for many years from parents to children.
10. nomad (no'mad) wanderer; person with no permanent home.
11. political scientist (po lit'i cal sci'en tist) social scientist who investigates rules and systems of government.
12. sociologist (so ci ol'o gist) a social scientist who studies how people act in groups.
13. strait (strait) narrow channel connecting two larger bodies of water.

Activity 1

Scrambled Words

Directions: Using the word list, unscramble the words below and write them correctly.

architect
 artifact
 astronomy
 civilization
 clan
 community
 custom

historian
 legend
 nomad
 political scientist
 sociologist
 strait

- | | |
|----------------------|----------------------------------|
| 1. donam_____ | 8. tfartiac_____ |
| 2. trsait_____ | 9. stolgiscioo_____ |
| 3. ldenge_____ | 10. nalc_____ |
| 4. riothisan_____ | 11. lipolaict stscteini
_____ |
| 5. tronasyom_____ | |
| 6. tomcus_____ | 12. munitcomy_____ |
| 7. vilziitacion_____ | |

Activity 3

Crossword Puzzle

Directions: Complete the crossword puzzle by using the words and definitions below.

architect
artifact
astronomy
civilization

clan
community
custom
historian

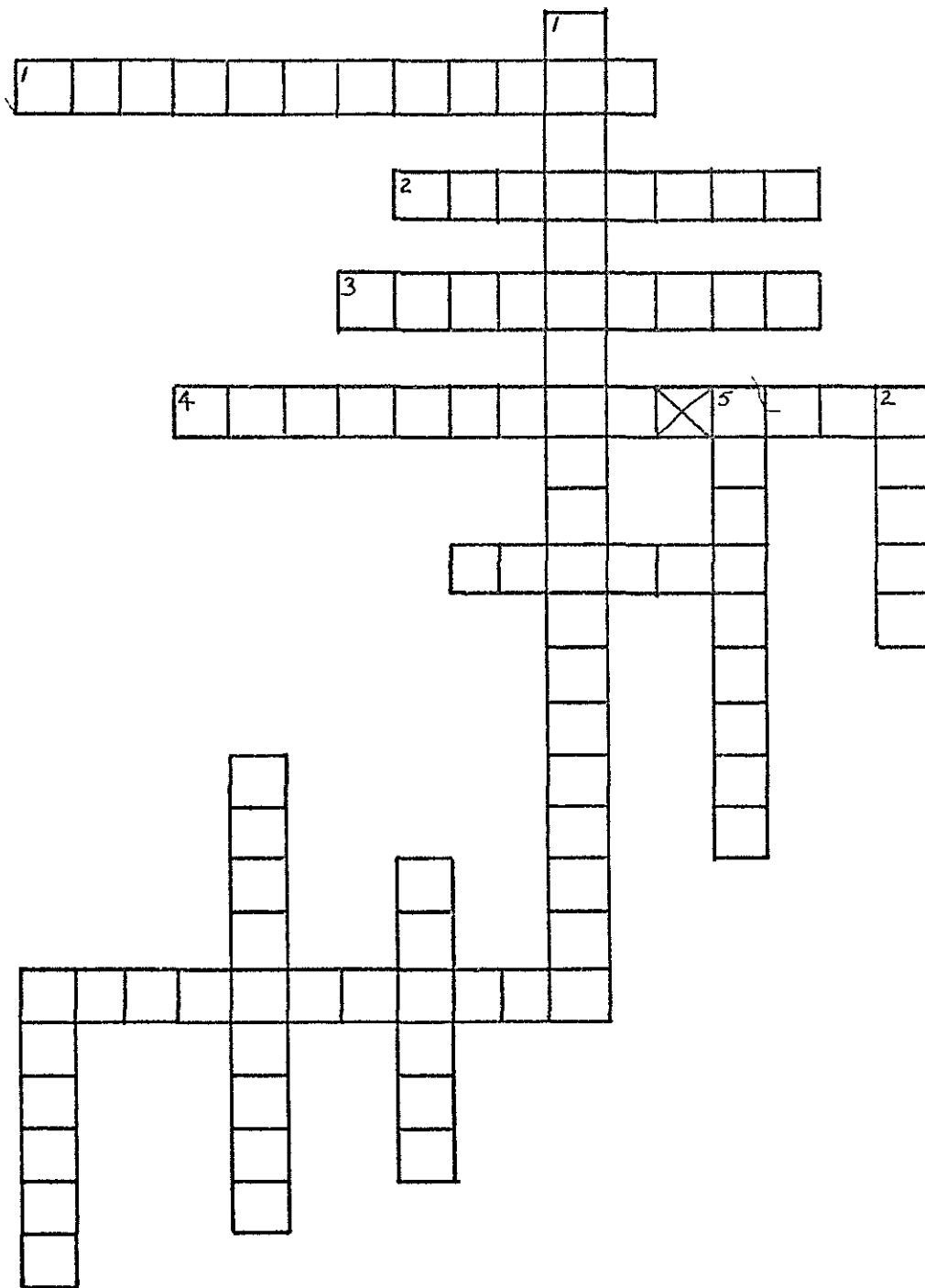
legend
nomad
political scientist
sociologist
strait

Across

1. the way people live
2. tool made by people
3. designer of buildings
4. a person who studies history
5. a group of related families
6. usual behavior
7. scientist who studies how people act

Down

1. scientist who studies government
2. wanderer
3. study of the stars
4. folk tale
5. city; town
7. channel, canal



Activity 3

Directions: Decide which of the following sentences are true. Put an "X" on the line in front of the ones that are true.

1. The architect would design clothes for people.
2. When digging for artifacts, we might find tools, pottery, or jewelry.
3. The study of weather is called astronomy.
4. The study of civilization is the study of how man lives.
5. If you lived in a clan, you would be living in a large city.
6. If I live in a community, the laws are different for everyone living there.
7. It is a custom to celebrate Thanksgiving in the fall.
8. If a person studies and writes about how people lived one hundred years ago, he is called a historian.
9. Santa Claus is a legend.
10. A nomad lives in one place and seldom moves.
11. A person who studies the way a group of people live is a political scientist.
12. A sociologist studies agriculture.
13. A strait is a highway connecting two cities.

Activity 4

Directions: Choose the correct word from the list to complete each sentence and write it on the line.

architects	historians
artifacts	legend
astronomy	nomads
civilization	political scientists
clans	sociologists
community	strait
custom	

- The map shows the routes _____ may have followed in traveling from Asia to North America. pp. 39
- _____ study systems of government and authority. pp. 44
- _____ must have rules and authorities that are responsible for enforcing rules. pp. 45
- The Mayan _____ was based on agriculture. pp. 51
- Mayas were such great _____ that some of their buildings are still standing after 2,000 years. pp. 53
- The Mayas discovered that by studying _____ they could tell time accurately and predict when each season of the year would come. pp. 52
- One Mayan _____ was to place babies' heads between boards to make them flat. pp. 53
- _____ are interested in group behavior, or how and why people form groups. pp. 58
- _____ serve as clues to the kind of people who have lived in an area. pp. 62
- _____ study the things that happened to people over a period of time. pp. 54
- The story of why the raven is black is called a _____. pp. 47
- Aztec land was divided into sections and were formed of related families, or _____. pp. 57
- The first people came to North America probably during the Ice Age and crossed the Bering _____ when ice covered its waters. pp. 38

UNIT THREE

Word List

1. cape (cape) a point of land extending into the water.
2. conquistador (con quis'ta dor) name given to the leaders of Spanish soldiers who defeated Indians in North and South America.
3. dominion (do min'ion) rule; controlling power.
4. gulf (gulf) a part of the ocean that extends into a land area.
5. isthmus (isth'mus) a narrow strip of land, with water on both sides of it, connecting two larger bodies of land.
6. league (league) an old measure of distance; usually about three miles.
7. navigator (nav'i ga'tor) a sailor explorer.
8. port (port) town or city with a harbor where ships can load and unload cargo.
9. province (prov'ince) a division of a country or government.
10. rebellion (re bel' lion) a fight against one's government.
11. siege (siege) an act of war in which soldiers surround a city or fort, prevent citizens from leaving and stop food and other supplies from reaching the people inside.
12. sphere (sphere) ball-shaped object.

Activity 1

Word Search

Directions: Find each of the vocabulary words in the puzzle and circle them. Be careful, words may be written vertically, horizontally or diagonally!

cape
conquistador
dominion
gulf

isthmus
league
navigator
port

province
rebellion
siege
sphere

```

i t h l e a g u e n r o w s
n a v i d o m g o o l p f p
s p h a r d e a p b s o t h
c o n q u i s t a d o r k e
a z u o s n a v i g a t o r
p o l f c e s e g e i s o e
e i l s t h i s t h m u s l
i u m p r e t t g u f l o e
g q x r e b e l l i o n u a
o u d o m i n i o n c a p g
n o t v i s i o n n g o t o
      i s           o s
      n o           o h
      c m           n i
      e e           e o

```

Activity 2

Directions: Match the vocabulary word from the word list to the correct definition by filling in the blanks.

cape
conquistador
dominion
gulf

isthmus
league
navigator
port

province
rebellion
siege
sphere

1. inlet; sound _____
2. sailor _____
3. a measurement _____
4. ball _____
5. battle _____
6. point of land _____
7. conqueror _____
8. revolt _____
9. rule _____
10. land bridge _____
11. division of government _____
12. harbor _____

Activity 3

Directions: Using the word list, group the words under the correct heading. Remember, you may not use every word.

cape
conquistador
dominion
gulf

isthmus
league
navigator
port

province
rebellion
siege
sphere

Water

War

Government

Use each remaining word from the list in a sentence correctly.

1.

2.

3.

Activity 4

Directions: Each vocabulary word is used three times in the sentences below. One of the sentences in each group uses the word incorrectly; you are to circle the letter that precedes that sentence. Do not circle more than one letter in any one group.

1. (a) We are planning a picnic on the cape near the ocean. (b) The ship finally reached the cape where it could escape the storm. (c) She wore a beautiful cape over her dress.
2. (a) The conquistador attacked the Indian village. (b) The Indian conquistadors now rule Spain. (c) The Spanish conquistadors seized gold and silver from the Indians.
3. (a) Spanish dominion was found in the New World. (b) The King holds dominion over the people and their land. (c) I had five dominions left when I won the checkers game.
4. (a) High in the mountains there is gulf where we will land our plane. (b) The ship crossed the Gulf of Mexico. (c) They left their ships anchored in the gulf.
5. (a) As we stood on the isthmus, we could see the ocean below. (b) The ship sailed along the land that connected North and South America. (c) We will swim in the isthmus on the other side of the mountain.
6. (a) The baseball team won the league championship. (b) She swam three leagues to complete the race. (c) Ocean depth is sometimes measured in leagues.
7. (a) He is a navigator on the ship. (b) Our navigator helped us climb over the mountain range. (c) Columbus was believed to be a great navigator.
8. (a) The ship will receive its cargo in the next port. (b) There are many ports along the coast of Mexico. (c) We parked our car in the five-story port while we went shopping.
9. (a) My grandfather lives in an Eastern province of Canada. (b) The King ruled seven provinces. (c) The government made provinces for each person to follow.

Activity 4 (cont'd)

10. (a) We all formed a rebellion to show our loyalty to the Queen. (b) The Indians led a rebellion against the unjust government. (c) The colonists gained their freedom with a rebellion against the King.
11. (a) The people were without food and water because the enemy held their city in siege. (b) During the siege, many people were allowed to come in and out of the fort. (c) After the siege, the Indians were near starvation and their city was in ruins.
12. (a) The rectangle was made in the shape of a sphere. (b) Early scholars disagreed about its size; they did agree the earth must be shaped like a sphere. (c) Our soccer ball is shaped like a sphere.

UNIT FOUR

Word List

1. allegiance (al le' giance) loyalty of a person to his government.
2. confederation (con fed' er a' tion) a union of states or countries.
3. delegates (del' e gates) a person chosen as a representative.
4. diplomat (dip' lo mat) person whose work is to handle the relations of his country with other nations.
5. levy (levy) impose; place upon.
6. liberate (lib' er ate) set free.
7. monarch (mon' arch) king or queen.
8. monopoly (mo nop' o ly) complete control of a product or service so that others cannot make money by providing the same product or service.
9. oppression (op pres' sion) cruel or unjust treatment.
10. pacts (pacts) an agreement or contract between nations or men.
11. republic (re pub' lic) a form of government in which the people elect representatives to act as lawmakers.
12. serf (serf) person treated like a slave; a person who must work for the landowner and is not free to leave.
13. sovereign (sov' er eign) government ruler.
14. union (un' ion) joining of two or more persons or things into one.

Activity 1

Directions: Using the words below, find as many hidden words as you can and write those words on the lines provided. The number in the parenthesis following each word tells you there are at least that number of hidden words.

1. allegiance (5) _____
2. confederation (7) _____
3. delegate (5) _____
4. diplomat (5) _____
5. liberate (4) _____
6. monarch (3) _____
7. monopoly (4) _____
8. oppression (4) _____
9. pacts (5) _____
10. republic (3) _____
11. serf (1) _____
12. sovereign (4) _____
13. union (3) _____

Activity 2

Crossword Puzzle

Directions: Complete the crossword puzzle by using the words and definitions below.

allegiance
 confederation
 delegates
 diplomat
 levy

liberate
 monarch
 monopoly
 oppression
 pacts

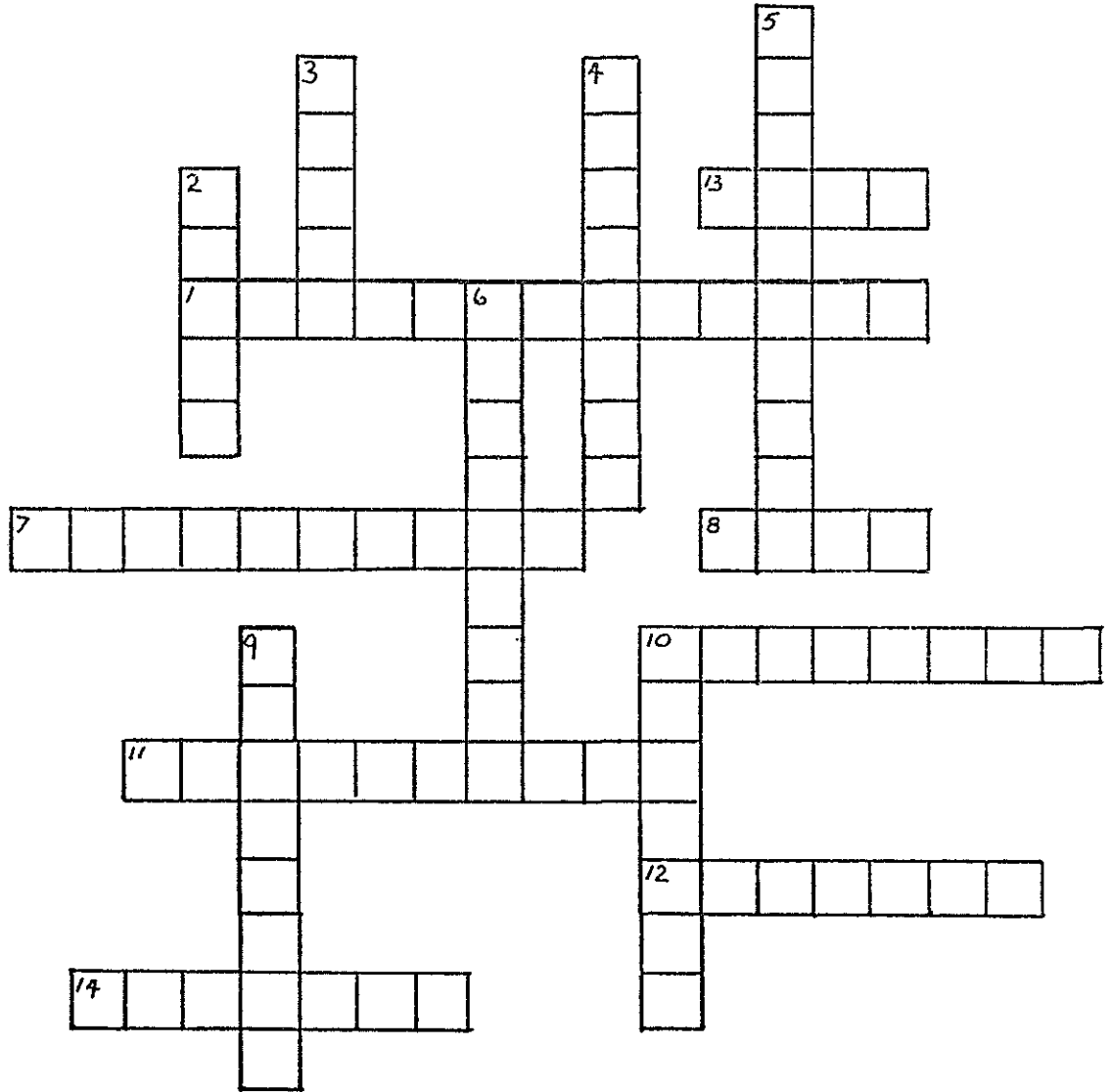
republic
 serf
 sovereign
 union

Across

1. union of states or countries
7. government ruler
8. land slave
10. complete control of a product or service
11. unjust treatment
12. representative form of government
13. impose
14. king or queen

Down

2. an agreement
3. joining of two or more persons or things
4. set free
5. loyalty
6. person chosen as a representative
9. a person who handles relations between his country and another



Activity 3

Directions: Rewrite each of the sentences by replacing the word or phrase in the parenthesis with a word from the list.

allegiance	levy	oppression	sovereign
confederation	liberate	pacts	union
delegates	monarch	republic	
diplomat	monopoly	serf	

1. The (people treated like slaves) were forced to work on plantations.

2. The two men made (a contract) to end the war.

3. The (king) was a fair and just (government ruler).

4. The (loyalty to his government) was so great that he was willing to fight for his country.

5. The governor will (place upon) on his people more unjust taxes.

6. Four states will form (a union) to sell gold, silver and other minerals.

Activity 3 (cont'd)

7. The United States is a (form of government in which the people elect representatives to act as lawmakers).

8. A (person whose work it is to handle relations with other nations) was sent to Mexico.

9. We have chosen a (person as a representative) to go to the student council meeting.

10. Someone (set free) all the animals in the zoo.

11. The slaves accused their owners of (cruel and unjust treatment).

12. The (joining of two or more persons) was not allowed because there was a fear of war.

13. The company held a (complete control) over the automobile industry.

Activity 4

Directions: Choose the correct word from the list to complete each sentence and write it on the line.

allegiance	liberate	republic
confederation	monarchs	serfs
delegate	monopoly	sovereign
diplomats	oppression	union
levy	pacts	

1. Most governments in Europe were ruled by _____ who believed they ruled by the will of God. page 92
2. The revolutionary forces proclaimed independence under a Mexican _____. page 102
3. This region, now called Ecuador, joined Venezuela and Columbia to form a _____ called Greater Columbia. page 104
4. Bolivar invited the _____ of North and South America to send _____ to a conference. page 106
5. In Latin America it was not possible for the independent countries to join and form a _____. page 107
6. The priest and his friends began to make plans to _____ Mexico from Spain. page 100
7. Farmers, laborers, mine workers and outlaws all joined Father Hidalgo's cause in hope of ending years of cruel _____. page 100
8. The colonists forced _____ to work in the mines or on plantations. page 95
9. The Spanish government would _____ heavy taxes on the colonists. page 95
10. The Creoles formed _____ with the Indians and negroes to overthrow the Spanish governors. page 98
11. The French colonists had established a _____ in the growing of sugarcane, coffee and tobacco. page 98

UNIT FIVE

Word List

1. constitution (con'sti tu'tion) a set of rules on which a government is based and makes up the highest law of the land.
2. cultivate (cul'ti vate) to plow and prepare the soil for the growing of crops.
3. delta (del'ta) land built up by the deposit of soil at the mouth of a river.
4. dictator (dic'ta tor) a ruler who holds complete control over a country.
5. faction (fac'tion) a small group of people that have broken away from or disagreed with another group of people.
6. fertile (fer'tile) well suited to the growing of crops.
7. metropolitan (met'ro pol'i tan) belonging to large cities.
8. migrate (mi'grate) to move from one place to another.
9. population density (pop'u la'tion den'sity) the average number of people living in a given amount of land space.
10. reform (re form) to change for the better.
11. subsistence (sub sis'tence) producing or having barely enough to live on.

Activity 1

Word Search

Directions: Find each of the vocabulary words in the puzzle and circle them. Be careful, words may be written vertically, horizontally or diagonally!

constitution
cultivate
delta
dictator
faction
fertile

metropolitan
migrate
population density
reform
subsistence

```

                d e l n t a t e r e f
                e d x m e t r o p o l
                l i c u l t i d e l t
                t c z d e n s f e r t
p o p u l a t i o n x d e n s i t y s a m
o n x t u w a m o m e t r o p o l i t a n
p s r c w m t o m o r m t r o f w s p a c
u t e t o o o d e n r m i g r a t e f a c
l i f y w n r s e o z o l a m c d i c t a
a t f a c t s o f j u s e k l t j u s t e
c u l t v a t e v a t m i g r i e f m o t
i t c u l t r x t u t i o n o o f e r t i
o i x z x q u s u b s i s t e n c e p o p
d o c t a t o                p o p u l a t
m n i y o u e                m e t r o p l

```

Activity 2

Directions: Match each list word with its definition or a word that means just about the same.

- | | |
|-----------------------|------------------------|
| 1. constitution | a. productive |
| 2. cultivate | b. change |
| 3. delta | c. move |
| 4. dictator | d. written law |
| 5. faction | e. hunger |
| 6. fertile | f. farming |
| 7. metropolitan | g. tyrant |
| 8. migrate | h. a group that rebels |
| 9. population density | i. soil build-up |
| 10. reform | j. city |
| 11. subsistence | k. number of people |

Activity 3

Directions: Each vocabulary word is used three times in the sentences below. One of the sentences in each group uses the word incorrectly; you are to circle the letter that precedes that sentence. Do not circle more than one letter in any one group.

1. (a) The dictator will not allow the people to own land. (b) My mother is like a dictator, she will not let me go anywhere without permission. (c) In a free country, dictators allow many freedoms.
2. (a) The new reforms will keep all laws the same. (b) We now have better highways due to reforms in the government. (c) The students are working to reform the gum chewing rules at school.
3. (a) He lives in a small metropolitan village. (b) There are many buildings in a metropolitan area. (c) The traffic in a metropolitan area can cause pollution.
4. (a) They built their house on the delta near the river. (b) We will float on the delta to cross the river. (c) There is a bridge from the edge of the river to the delta.
5. (a) The students made a constitution for the student body. (b) We need a constitution for our new club. (c) We will use the constitution to help us solve the math problem.
6. (a) The fertile soil will not produce crops. (b) I grew prize winning apples because the soil is so fertile. (c) The soil is not fertile and seeds will not grow.
7. (a) The birds migrate south in the winter. (b) I will migrate my desk to the other side of the room. (c) The fish migrate up the river to lay their eggs.
8. (a) The natives earn very little money from their subsistence farming. (b) Subsistence farming helps people to become very wealthy. (c) Because of poor soil, the people are called subsistence farmers.
9. (a) The flower bed has been well cultivated. (b) She will cultivate the soil so she can plant corn. (c) We will cultivate a new car this year.

10. (a) The population density of the village is very small.
(b) Population density tells us how many people will use the library. (c) Because the population density is very high, there are many cars in the city.
11. (a) A faction of soldiers would not fight.
(b) Because of the fight, some members of the team formed a faction. (c) When dividing a number in half, we call it factions.

Activity 4

Directions: Rewrite each of the sentences by replacing the word or phrase in the parenthesis with a word from the word list.

constitution
cultivate
delta
dictator

faction
fertile
metropolitan
migrate

population density
reform
subsistence

1. The (soil deposit) at the mouth of the river is (good for farming).

2. The farmer will (plow) the soil so he can plant his crops.

3. The people wrote a new (law) which gives everyone the freedom of speech.

4. Many people will (move) to another country because they have no jobs.

5. A small (group who have disagreed) are holding the (cruel ruler) hostage.

6. New York City is called a large (city) area.

Activity 4 (cont'd)

7. (Barely enough to remain alive) farming keeps the people very poor.

8. (The number of people living) in the jungle is very small.

9. The new president made many new laws and (changes) to the government.

Activity 5

Directions: Choose the correct word from the list to complete each sentence and write it on the line.

constitution	faction	population density
cultivate	fertile	reform
delta	metropolitan	subsistence
dictators	migrate	

1. Selfish _____ took over Indian villages and sold them to wealthy landowners. pp. 120
2. Another _____ was to provide education for all children. pp. 120
3. If a farmer did not _____ his land, it was taken from him. pp. 122
4. The southern part of Mexico's central plateau is blessed with _____ soil. pp. 132
5. The river _____ provides Mexico with many acres of fertile soil. pp. 131.
6. These people, who barely raise enough food for their families, are called _____ farmers. pp. 132
7. Those who do not wish to work on farms _____ to other areas, where they can find jobs in industries. pp. 134
8. Mexico City has a higher _____ than the small villages. pp. 135
9. A new _____ was written that gave the poor more freedom. pp. 122
10. A small _____ of Indians fought against the wealthy landowners. pp. 121
11. Mexico City is a large _____ area. pp. 137

UNIT SIX

Word List

1. cash crop (cash crop) crops such as fruits, vegetables, grain, etc., that are sold for money.
2. channel (chan'nel) narrow waterway connecting two large bodies of water.
3. corporation (cor'po ra'tion) a business owned and operated by a number of people.
4. earthquake (earth quake) a sudden trembling or movement of the earth's surface.
5. epidemic (ep'i dem'ic) rapid spreading of a disease so that many people have it at the same time.
6. eruption (erup'tion) the bursting forth of hot lava through the surface of the earth.
7. furrows (fur'rows) small grooves cut in the soil.
8. lava (la'va) hot, melted rock that flows from a volcano.
9. magma (mag'ma) hot, melted rock lying far below the surface of the earth.
10. malaria (ma lar'ia) a disease with high fever and chills.
11. transcontinental (trans'con ti nen'tal) reaching all the way across a continent.
12. volcanic cone (vol can'ic cone) cooled lava and ashes that build up on the surface of the earth around the pipe of a volcano.

Activity 1

Scrambled Words

Directions: Using the word list, unscramble the words below and write them correctly.

cash crop
channel
corporation
earthquake
epidemic
eruption

furrows
lava
magma
malaria
transcontinental
volcanic cone

1. avla _____
2. nelanch _____
3. noteripu _____
4. gamam _____
5. conttalnenistran

6. pidemice _____
7. shac proc _____
8. ralamia _____
9. canvolic enoc _____
10. qakeruther _____
11. rowsfur _____
12. pooractonir _____

Activity 2

Crossword Puzzle

Directions: Complete the crossword puzzle by using the words and definitions below.

cash crop
channel
corporation
earthquake

epidemic
eruption
furrows
lava

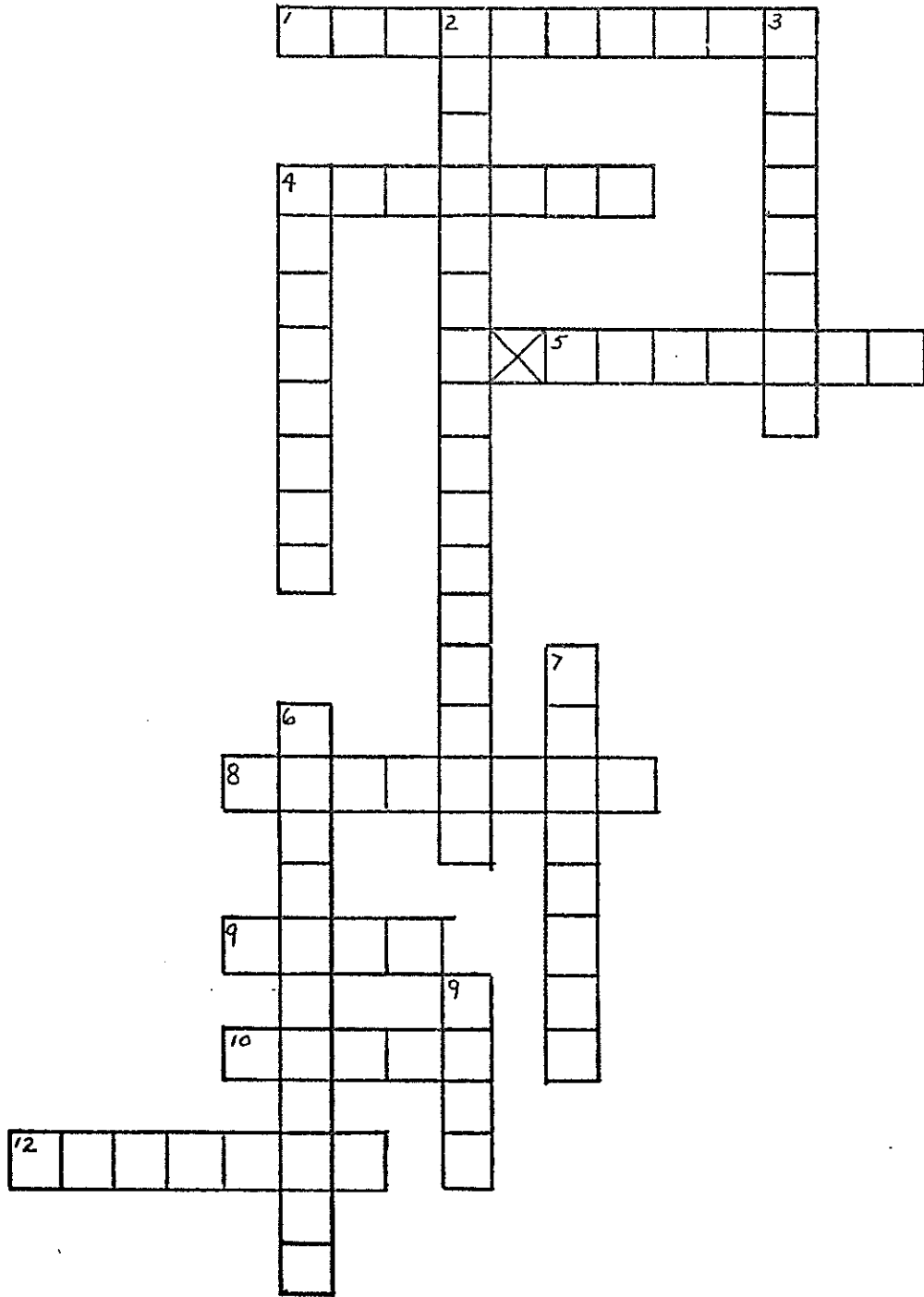
magma
malaria
transcontinental
volcanic cone

Across

1. trembling of earth's surface
4. narrow waterway connecting two large bodies of water
5. small grooves cut in the soil
8. cooled lava and ashes that build up around the pipe of a volcano
10. hot molten rock below the earth's surface
12. high fever and chills

Down

2. across a continent
3. hot lava bursting through the earth's surface
4. crops sold for money
6. business owned and operated by a group
7. spreading of a disease to many people
9. molten rock flowing from earth's surface



Activity 3

Directions: Using the word list, group the words under the correct heading. Remember you may not use every word.

cash crop
channel
corporation
earthquake

epidemic
eruption
furrows
lava

magma
malaria
transcontinental
volcanic cone

VolcanoesDiseasesFarming

1. _____

1. _____

1. _____

2. _____

2. _____

2. _____

3. _____

4. _____

5. _____

Use each remaining word in a sentence correctly.

1. _____

2. _____

3. _____

Activity 4

Directions: Decide which of the following sentences are true. Put an "X" on the line in front of the ones that are true.

1. If you were growing a cash crop, you would be growing money.
2. You must follow the channel in order to reach the ocean.
3. A corporation is a building where people work.
4. When there is an earthquake, you should stay and enjoy it.
5. There was a flu epidemic and many people were sick.
6. If a mountain was erupting, hot lava would flow down its sides.
7. The farmer plows furrows in the soil so crops can be planted.
8. Lava is made of big rocks that roll down a mountainside.
9. We are able to see magma flowing on the surface of the earth.
10. If you have malaria, you have a bad cough and no fever.
11. We took a transcontinental trip across the United States.
12. A volcanic cone is made from cooled lava and ash.

Activity 5

Directions: Choose the correct word from the list to complete each sentence and write it on the line.

cash crops	furrows
channel	lava
corporations	magma
earthquake	malaria
epidemic	transcontinental
eruption	volcanic cones

1. When melted rock called _____ reaches the surface of the earth, it is called _____. pp. 146
2. Most _____ are made up of lava, rocks, and ash which combined to form the mountain. pp. 146
3. The Panama Canal is a _____ between the Pacific Ocean and the Carribean Sea. pp. 151
4. Yellow fever, _____, and other diseases were killing thousands of workers. pp. 151
5. Coffee beans are among the most important of the _____. pp. 157
6. The tractor is used to make _____ in the soil. pp. 156
7. Some small farms have become part of _____ and are more productive. pp. 157
8. Magma comes to the surface of the earth when there is a volcanic _____. pp. 147
9. All of Central America is in an _____ zone. pp. 146
10. A _____ canal was built in Panama to cross Central America. pp. 149
11. An _____ of yellow fever killed many workers in Panama. pp. 151

UNIT SEVEN

Word List

1. commonwealth (com'mon wealth) a group of people who make up a nation.
2. cooperatives (co op'er a'tives) a group of people who work together in a business, sharing expenses and profits.
3. economy (econ'o my) a system of production and the use of goods and services.
4. hurricane (hur'ri cane) tropical storm with strong winds and rains.
5. hydroelectric (hy'dro e lec'tric) developing electricity from water power.
6. invest (in vest) use money to buy something which will produce a profit.
7. legislature (leg'is la'ture) group of elected people that have the duty and power of making laws for a state or country.
8. prosperity (pros per'i ty) having success or wealth.
9. refinery (re fin'ery) a building and machines for purifying metal, sugar, petroleum, or other things.
10. revenue (rev'e nue) money received; income.
11. sharecropper (share'crop per) a person who farms the land in return for part of the crop.
12. unemployment (un em ploy'ment) being out of work; lack of employment.

Activity 1

Directions: The Secret Message tells about Unit 7. Match the word with its definition and write the word on the blanks to find the Secret Message.

commonwealth
cooperatives
economy
hurricane

hydroelectric
invest
legislature
prosperity

refinery
revenue
sharecropper
unemployment

- 1. - - - - - -
- 2. - - - - -
- 3. - - - - - -
- 4. - - - - - -
 Ⓐ
- 5. - - - - - - -
- 6. - - - - -
- 7. - - - - - - - -
 Ⓑ
- 8. - - - - - - -
- 9. - - - - - - - - - -
- 10. - - - - - -
- 11. - - - - - - - - - -
 Ⓔ
- 12. - - - - - - -

- | | |
|--|---|
| 1. wealth | 7. industry for purifying raw materials |
| 2. developing electricity from water power | 8. lack of employment |
| 3. a group that makes laws | 9. people who make up a nation |

Activity 1 (cont'd)

4. production and use of goods and services
5. tropical storm
6. income
10. use of money to make a profit
11. people who work together in a business
12. a person who farms for part of the crop

Activity 2

Reverse Crossword Puzzle

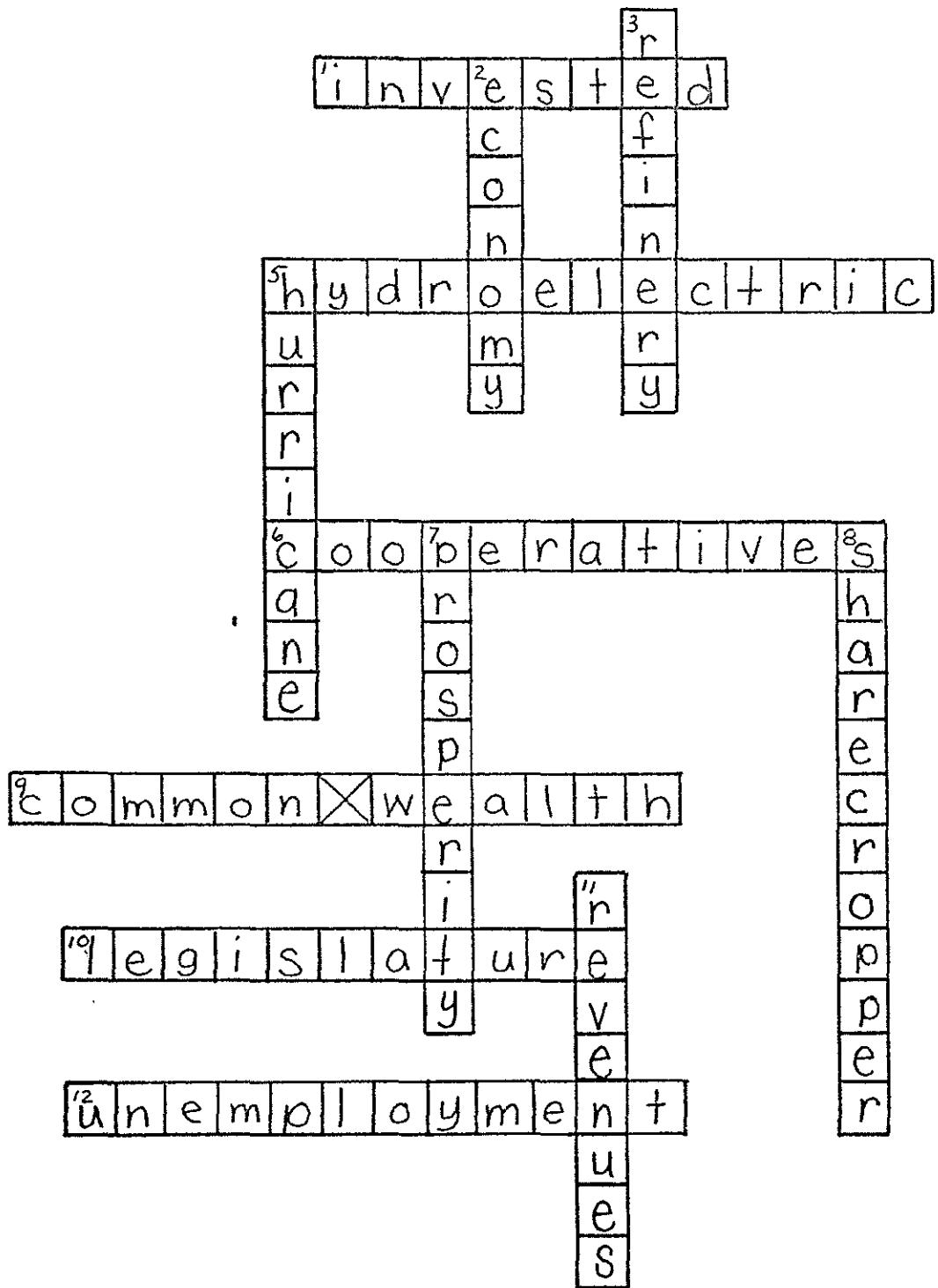
Directions: Write the definition clue for each word on the crossword puzzle.

Across

1. _____
5. _____
6. _____
9. _____
10. _____
12. _____

Down

2. _____
3. _____
5. _____
7. _____
8. _____
11. _____



Activity 3

Directions: Circle the correct synonym or synonyms for each word. Use a dictionary or thesaurus if you need extra help.

1. commonwealth: nation island country
2. cooperatives: business commune independent
3. economy: waste commerce business
4. hurricane: storm volcano wind
5. hydroelectric: electricity solar power water power
6. invest: study buy intrust
7. legislature: lawmakers independence congress
8. prosperity: poverty wealth success
9. refinery: place for purifying factory government
10. revenue: income expenses earnings
11. sharecropper: to share in part owner owner
12. unemployment: employed lay-off work stoppage

Activity 4

Directions: Choose the correct word from the list to complete each sentence and write it on the line.

commonwealth
cooperatives
economy
hurricane

hydroelectric
invest
legislature
prosperity

refinery
revenue
sharecropper
unemployment

1. The _____ of the West Indies depends on tourism. pp. 173
2. During months of _____, workers cannot support their families. pp. 175
3. The islands depend on the _____ from cigarettes, cigars and other tobacco products to support government costs. pp. 176
4. About one out of every five persons labors on the large plantations. The others either own their own small farms or work as _____ for large land owners. pp. 176
5. Not all Cubans were wealthy and the _____ was shared by only a few. pp. 181
6. The people of Puerto Rico are U.S. citizens and elect their own governor and _____. pp. 183
7. Many Puerto Ricans do not want their country to become a state and prefer the present _____ arrangement. pp. 184
8. Dams were built on mountain streams. _____ plants at these dams now generate electricity for lighting homes and running factories. pp. 185
9. Puerto Ricans were encouraged to _____ their money in new machinery to improve farming methods. pp. 185
10. Sugar _____ were built and operated night and day. pp. 181
11. Large government-owned farms, called _____ were formed. pp. 182
12. Many _____ began near the West Indies and they roar toward the United States. pp. 172

UNIT EIGHT

Word List

1. coves (coves) a small bay along a coast that is sheltered from the sea and wind.
2. dredge (dredge) to clean out or deepen a waterway by scooping out earth, rocks and other things.
3. evolve (evolve) to slowly change.
4. fungus (fun'gus) plants without flowers, leaves or green coloring, such as mold or mildew, that feed on other plants.
5. geologist (ge ol'o gist) scientist who studies the earth and rock formations.
6. interpreter (in ter'pret er) a person who explains what another is saying, especially among people speaking different languages.
7. isolated (iso lated) set apart; out of reach.
8. parasite (par'a site) plant or animal that lives on another living thing and gets its food from it.
9. piers (piers) a structure built out over the water, and used as a walk or a landing place.
10. propel (pro pel) to move or push along a boat or other vehicle.
11. smelting (smelt'ing) to take the pure metal out of an ore, usually by a melting process.
12. tenant (ten'ant) someone who rents a house or land from the owner.

Activity 1

Directions: Add letters to the message and complete the words listed below. Several words will be used more than once!

coves
dredge
evolve
fungus
geologist
interpreter

isolated
parasite
piers
propelled
smelting
tenant

g

i

v

e

a

s

m

i

l

e

t

o

a

p

a

l

!

Activity 2

Crossword Puzzle

Directions: Complete the crossword puzzle by using the words and definitions below.

coves
dredge
evolve
fungus

geologist
interpreter
isolated
parasite

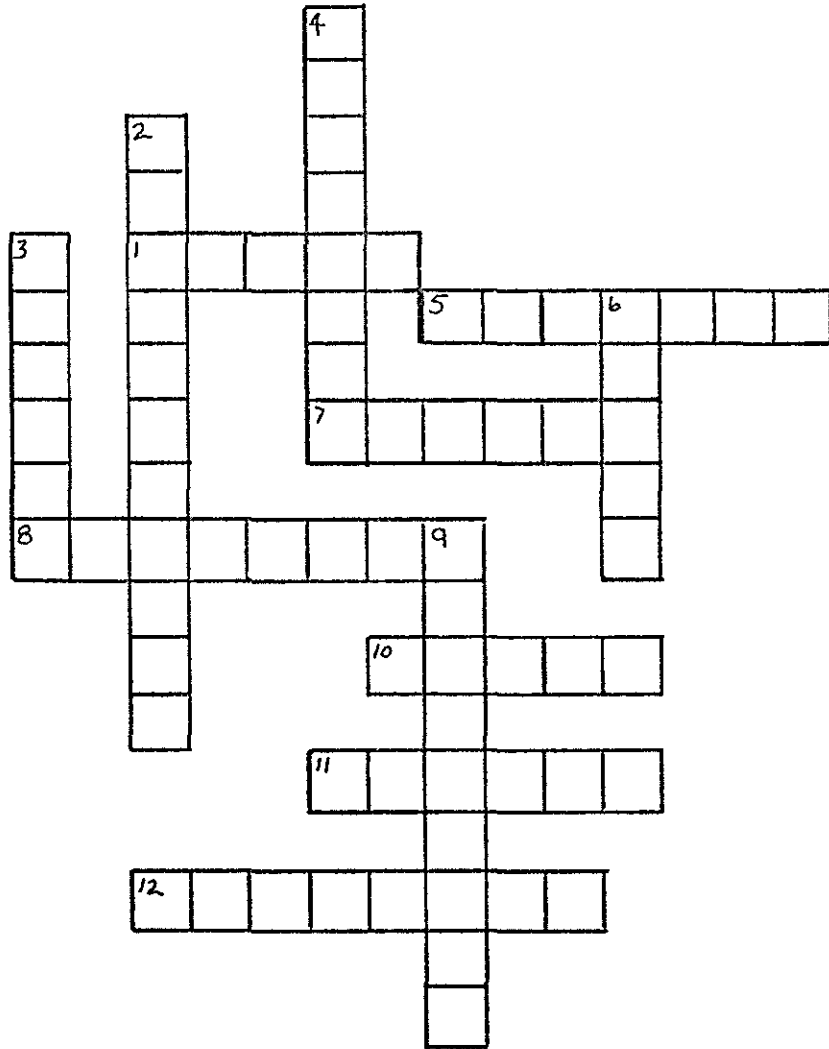
piers
propel
smelting
tenant

Across

1. someone who rents a house or land
5. move forward
7. to clean out
8. to melt metal out of ore
10. a small bay
11. change slowly
12. a plant or animal that lives off another

Down

2. language expert
3. plants without flowers, leaves or green coloring
4. set apart
6. dock, wharf
9. one who studies rocks



Activity 3

Directions: Decide which of the following sentences are true. Put an "X" on the line in front of the ones that are true.

1. During the storm, we sailed into a cove for shelter.
2. We will dredge the soil so we can plant our crops.
3. The old village will evolve into a beautiful city.
4. The fungus plant has beautiful yellow flowers that bloom each spring.
5. The geologist is studying how the Indian tribe grows its crops.
6. An interpreter will help us understand what the people have to say.
7. They live in an isolated village high in the mountains.
8. The parasite was slowly killing the tree by eating the leaves.
9. We left our car in a pier while we went shopping in the city.
10. The ship is propelled by a large motor.
11. We are smelting the fish so we can eat them next winter.
12. The tenant paid the rent on his house.

Activity 4

Directions: Rewrite each of the sentences by replacing the word or phrase in the parenthesis with a word from the word list.

coves
dredge
evolve
fungus

geologist
interpreter
isolated
parasite

piers
propel
smelting
tenant

1. The shoreline is dotted with (many inlets and bays) accessible only by sea.

2. We asked the (man who explains what another person is saying) what the Indians wanted from us.

3. The (man who studies the earth) discovered a large deposit of oil along the coast of Venezuela.

4. The channel from Lake Maracaibo to the ocean was (cleaned out) so large ships could come into the lake.

5. Iron ore was loaded on large ships that took it to the United States for (a melting process).

6. Destructive (plants without flowers, leaves or green coloring) diseases killed almost all of the cacao plants.

Activity 4 (cont'd)

7. Some Indians own canoes (moved along) by outboard motors.
-
-

8. Riverboats tie up at concrete (structures built out over the water) next to large oceangoing ships from around the world.
-
-

9. Like other (set apart) villages, they produce most of the things they need.
-
-

10. Many of the (one who rents land) farmers could raise only what needed by their families.
-
-

11. I was tired, disappointed, and sick from the (plant or animal that lives on another living thing) infection in my foot.
-
-

12. At one time it was only a muddy village, but it has (slowly changed) into a modern harbor.
-
-

UNIT NINE

Word List

1. colonial (co lo'ni al) territory belonging to and ruled by a foreign country.
2. conquest (con'quest) victory; take something in battle.
3. fjords (fjords) narrow, steep sided sea inlets.
4. founded (found'ed) establishment of a new colony.
5. guano (guan'o) soil fertilizer taken from the droppings of certain seabirds.
6. hemisphere (hem'i sphere) a half of the earth.
7. incentive (in cen'tive) thing that urges a person on; motivation.
8. marine (ma riné) having to do with the sea.
9. modify (mod'i fy) to change.
10. nitrogen (ni'tro gen) an element needed by growing plants.
11. refining (re fin'ing) making pure; making fine, polished or cultivated.

Activity 1

Directions: There are two words that describe the countries in Unit Nine. Read the definitions and write the list word on the correct line. The word down the middle will tell about Unit Nine.

colonial
conquest
fjords

founded
guano
hemisphere

incentive
marine
modify

nitrogen
refining

1. -----
2. ----- -----
3. ----- -----
4. -----
5. ----- -----
6. ----- -----
7. ----- -----
8. ----- -----
9. ----- -----
10. ----- -----
11. ----- -----

- | | |
|-----------------------------------|-------------------------------|
| 1. half of the earth | 7. victory |
| 2. to change | 8. ruled by a foreign country |
| 3. element needed by plants | 9. motivation |
| 4. having to do with the sea | 10. making pure |
| 5. establishment of a new colony | 11. steep sided inlets |
| 6. fertilizer from bird droppings | |

Activity 2

Reverse Crossword Puzzle

Directions: Write the definition clue for each word on the Crossword Puzzle.

Across

1. _____

4. _____

6. _____

7. _____

8. _____

10. _____

Down

2. _____

3. _____

4. _____

5. _____

9. _____

Activity 3

Directions: Each vocabulary word is used three times in the sentences below. One of the sentences in each group uses the word incorrectly; you are to circle the letter that precedes the sentence. Do not circle more than one letter in any one group.

1. (a) The soldiers celebrated the conquest and capture of the city. (b) The conquest over the other team gave the school the championship title. (c) It was a great conquest to lose the game.
2. (a) Spain established many colonial outposts in South America. (b) The United States has 50 colonial states. (c) The colonial government was very cruel to the Indians.
3. (a) We sailed our ship into the deep, narrow fjord. (b) The fjord at the top of the mountain was very flat. (c) A ship could easily hide in the many fjords along the coastline.
4. (a) They founded the little boy who had been lost for three days. (b) Spain founded many colonies in the new world. (c) The missionaries founded many outposts when they came to teach the Indians about Christianity.
5. (a) The farmers used guano to make the soil more fertile. (b) Guano is used to make concrete. (c) Guano is a fertilizer rich in nitrogen.
6. (a) We live in the northern hemisphere. (b) There are eight hemispheres in the world. (c) Some countries are in both the northern and southern hemispheres.
7. (a) Even though he was crippled, he had a great deal of incentive to play football. (b) A person needs incentive to do their best. (c) How many incentives have you earned this week?
8. (a) Sharks, whales, and dolphins are marine animals. (b) The mountains are covered with marine flowers. (c) There are many tiny marine plants at the bottom of the ocean.
9. (a) Modifying the rules will make the game more difficult. (b) The Indians will modify their farming by using tractors instead of oxen. (c) By modifying the plan, we won't make any changes.

Activity 3 (cont'd)

10. (a) We put nitrogen on the plants so they will not grow. (b) Nitrogen is important for plant growth. (c) Fertilizer made from guano is rich in nitrogen.
11. (a) They are refining sugar beets at the new factory. (b) Gasoline has been refined before it is sold. (c) They will refine the wall before it is painted.

Activity 4

Directions: Choose the correct word from the list to complete each sentence and write it on the line.

colonial
conquest
fjords
founded

guano
hemisphere
incentive
marine

modify
nitrogen
refining

1. _____, a fertilizer formed by the droppings of seabirds, was once one of Peru's major exports. pp. 227
2. The droppings of the seabirds have formed large deposits of fertilizer rich in _____. pp. 227
3. Even when tenant farmers are given a chance to own land, they often lack the education and _____ to build a better way of life. pp. 231
4. The government has passed laws to _____ the hacienda system by breaking up those estates that are not productive. pp. 233
5. The rugged coastline is jagged with _____, islands, and bays through which small coastal steamers travel. pp. 242
6. Peru, Bolivia and Chile are located in which _____? pp. 225
7. The Peru current is a cold, green stream of water, filled with tiny _____ plants and animals. pp. 227
8. Smelters, which are located near the mines, _____ the ore and produce copper in the form of ingots. pp. 239
9. The _____ of the Incas by Pizarro, brought many treasures of gold, silver and other precious metals. pp. 236
10. The _____ government of Spain was overthrown by the Indians. pp. 234

UNIT TEN

Word List

1. civilian (ci vil'ian) a person who is not a soldier or sailor in the armed forces.
2. consumers (con sum'ers) a person who uses food, clothing, or any article that is sold.
3. dictator (dic'ta tor) a ruler who holds complete control over a country.
4. economic (eco'nom'ic) having to do with the system of production and use of goods and services.
5. estate (es tate') a large piece of land or farm.
6. immigrant (im'mi grant) one who comes to live in another country.
7. independence (in'de pend'ence) freedom from the control of another country.
8. inflation (in fla'tion) a sudden rise in prices.
9. justice (jus'tice) fairness; rightness.
10. labor (la'bor) work; workers in a group.
11. producer (pro duc'er) a person who grows or manufactures things that are used by others.
12. semi-arid (semi'ar'id) an area having only light rainfall.

Activity 1

Directions: Using the word list, unscramble the words below and write them correctly.

civilian
consumers
dictators
economic

estate
immigrant
independence
inflation

justice
labor
producer
semi-arid

1. pendeindence _____
2. tesate _____
3. robal _____
4. tacidrots _____
5. conomie _____
6. sumoncercs _____
7. nationlif _____
8. croderup _____
9. stuceij _____
10. gramtiimn _____
11. mies-dria _____
12. livnicai _____

Activity 3

Directions: Circle the correct synonyms for each word. Use a dictionary or thesaurus if you need extra help.

1. civilian: soldier citizen nonmilitary
2. consumers: customer shopper witness
3. dictator: master ruler businessman
4. economic: industrial geography business
5. estate: small farm ranch plantation
6. immigrant: newcomer citizen adoptive citizen
7. independence: enslaved freedom self-rule
8. inflation: increase reduction build-up
9. justice: injustice truth fairness
10. labor: work employment idleness
11. producer: farmer consumer worker
12. semi-arid: humid dry desert

Activity 4

Directions: Choose the correct word from the list to complete each sentence and write it on the line.

civilian
consumers
dictator
economic

estates
immigrants
independence
inflation

justice
labor
producer
semi-arid

1. The _____ made their way to the plains in high-wheeled oxcarts. pp. 257
2. Rosas used his power to become a _____. pp. 259
3. The Indians joined the soldiers in the revolutionary movement and brought _____ to Uruguay. pp. 261
4. During his terms of president, he worked for laws that would bring _____ to his people. pp. 261
5. Many nations are _____ of Argentina's natural resources. pp. 267
6. Much of Patagonia is _____ where dry rolling plains extend for miles without a tree. pp. 252
7. The large _____ which are still part of Argentina have tended to hold back change and progress. pp. 265
8. Under Peron's dictatorship, the _____ health of the country became strong. This improved wages and benefits to workers. pp. 260
9. Recent presidents have not been able to restore economic order and _____ has skyrocketed, making savings decline. pp. 262
10. Although Argentina is a large _____ of farm products for export, it must import manufactured goods including automobiles, heavy machinery, textiles, iron and steel. pp. 268

UNIT ELEVEN

Word List

1. architects (ar'chi tects) a person who designs and plans buildings and other structures.
2. drought (drought) long period of dry weather; continued lack of rain when plants and crops suffer from lack of water.
3. foreign (for'eign) outside one's own country.
4. heritage (her'i tage) that which is passed on to children or other descendants.
5. humidity (hu mid'i ty) moisture or wetness in the air.
6. plantation (plan ta'tion) a large farm or estate on which such crops as cotton, tobacco, or sugar are grown.
7. plateau (pla teau) a plain at high altitudes.
8. poverty (pov'er ty) the condition of being poor.
9. prospector (pros'pec tor) someone who searches for deposits of oil, gold, silver or other precious minerals.
10. reservoirs (res'er voirs) large tank or pool where water is collected and stored for use.
11. surveyor (sur vey'or) person who measures land areas and describes their formations.
12. tropical (trop'i cal) hottest areas on the earth.

Activity 1

Directions: The words in the message tell about Unit Eleven.
Add letters to this message and complete the
words listed below.

architects
drought
foreign
heritage

humidity
plantation
plateau
poverty

prospector
reservoirs
surveyor
tropical

○-----
-----○-
-----○-----

○-----
--○-----
-----○-
Ⓩ

○-----
--○-----

ⓑ
--○-----
○-----
-----○-
-----○

Activity 2

Reverse Crossword Puzzle

Directions: Write the definition clue for each word on the Crossword Puzzle.

Across

1. _____

3. _____

6. _____

7. _____

9. _____

10. _____

12. _____

Down

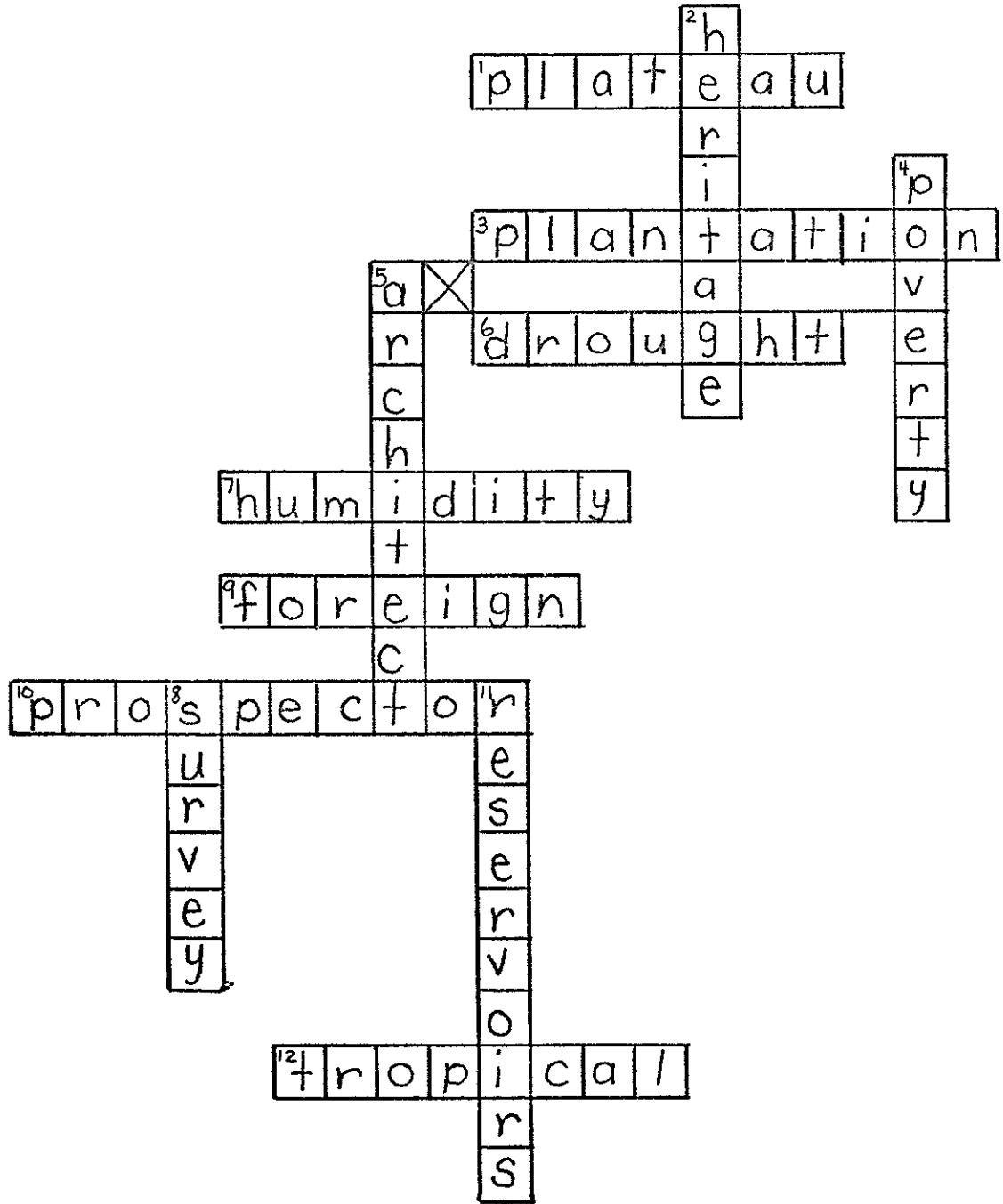
2. _____

4. _____

5. _____

8. _____

11. _____



Activity 3

Directions: Rewrite each of the sentences by replacing the word or phrase in the parenthesis with a word from the list.

architects
drought
foreign
heritage

humidity
plantation
plateau
poverty

prospector
reservoirs
surveyor
tropical

1. They grow wheat on the (high plain) where the soil is rich in nutrients.

2. Because of the (long period of dry weather) the crops dried up.

3. The (person who designs buildings) has planned many new buildings in the city.

4. During the dry season, the people rely on the (tank or pool where water is stored) for their water.

5. Many people work on (large farms).

6. Part of their (that which is passed on to children) is to celebrate Christmas.

Activity 3 (cont'd)

7. Because of the (wetness in the air), our skin felt very wet.

8. The (hottest areas on the earth) regions have many different varieties of fruit.

9. Large deposits of gold were found by the old (one who searches for deposits of gold).

10. The boundaries of the farm were drawn by a (person who measures land areas).

11. The United States buys many (outside one's country) cars.

12. Because of the (condition of being poor), many people do not eat properly.

Activity 4

Directions: Choose the correct word from the list to complete each sentence and write it on the line.

architects
drought
foreign
heritage

humidity
plantation
plateaus
poverty

prospectors
reservoirs
surveyor
tropical

1. The temperature is high and the air is heavy with _____ . pp. 281
2. Sometimes, when there are long periods of _____ rivers dry up and plants turn brown. pp. 285
3. _____ began planning for the new city in 1957. pp. 292
4. From the _____ findings, the best site for the city was selected. pp. 292
5. To this day gold is taken from this region, and diamond _____ roam the hills following rumors of new finds. pp. 294
6. _____ are used to collect rain for use during times of drought. pp.
7. The Amazon rainforests teem with _____ plants and animals. pp. 280
8. _____ opera stars came to this town a thousand miles up the Amazon. pp. 284
9. Large _____ produce most of Brazil's yearly coffee crop. pp. 289
10. Brazil is like parts of the United States--scrubby hills, valleys, some forests and grassy _____. pp. 291
11. Many people live in _____ having barely enough money to buy food and clothing. pp. 291

UNIT TWELVE

Word List

1. calumet (cal' u met) Indian peace pipe.
2. centennial (cen ten' ni al) hundredth birthday or anniversary.
3. commonwealth (com' mon wealth) group of people who make up a nation.
4. convert (con vert') to change the religious beliefs of a person to a different faith.
5. dominion (do min' ion) controlling power; rule.
6. land grant (land grant) land given to someone by a monarch or a government.
7. loyalist (loy' al ist) person who sided with the British during the American Revolution.
8. parliament (par' lia ment) a group of people or council that is the highest lawmaking body in a country.
9. profit (prof' it) money that is left when the cost of goods and producing the goods is subtracted from the amount of money taken in.
10. restrictions (re stric' tions) something that regulates, prevents or holds back.
11. sentry (sen' try) a guard.
12. tradition (tra di' tion) the handing down of beliefs, customs, stories from parents to children.

Activity 1

Word Search

Directions: Find each of the vocabulary words in the puzzle and circle them. Be careful, words may be written vertically, horizontally or diagonally!

calumet
centennial
commonwealth
convert

dominion
land grant
loyalist
parliament

profit
restrictions
sentry
tradition

```

t r a d t r v e r t l o m
k r e s t r i c t i o n f
d o m i n s e n t r y l c
p r o f i s o m e n a o e
t r a d i t i o n a l y n
l o d y a c l i s c i a t
s e o x s o m e o a s i e
c o m m o n w e a l t h n
c o i n l v e r t u t s n
d o n m i e n i o m r t i
c a i l u r m e t e a s a
p r o f i t a b i t s a l
l a n d - g r a n t d q u
p a r l i a m e n t e n t

```

Activity 2

Crossword Puzzle

Directions: Complete the crossword puzzle by using the words and definitions below.

calumet
centennial
commonwealth
convert

dominion
land grant
loyalist
parliament

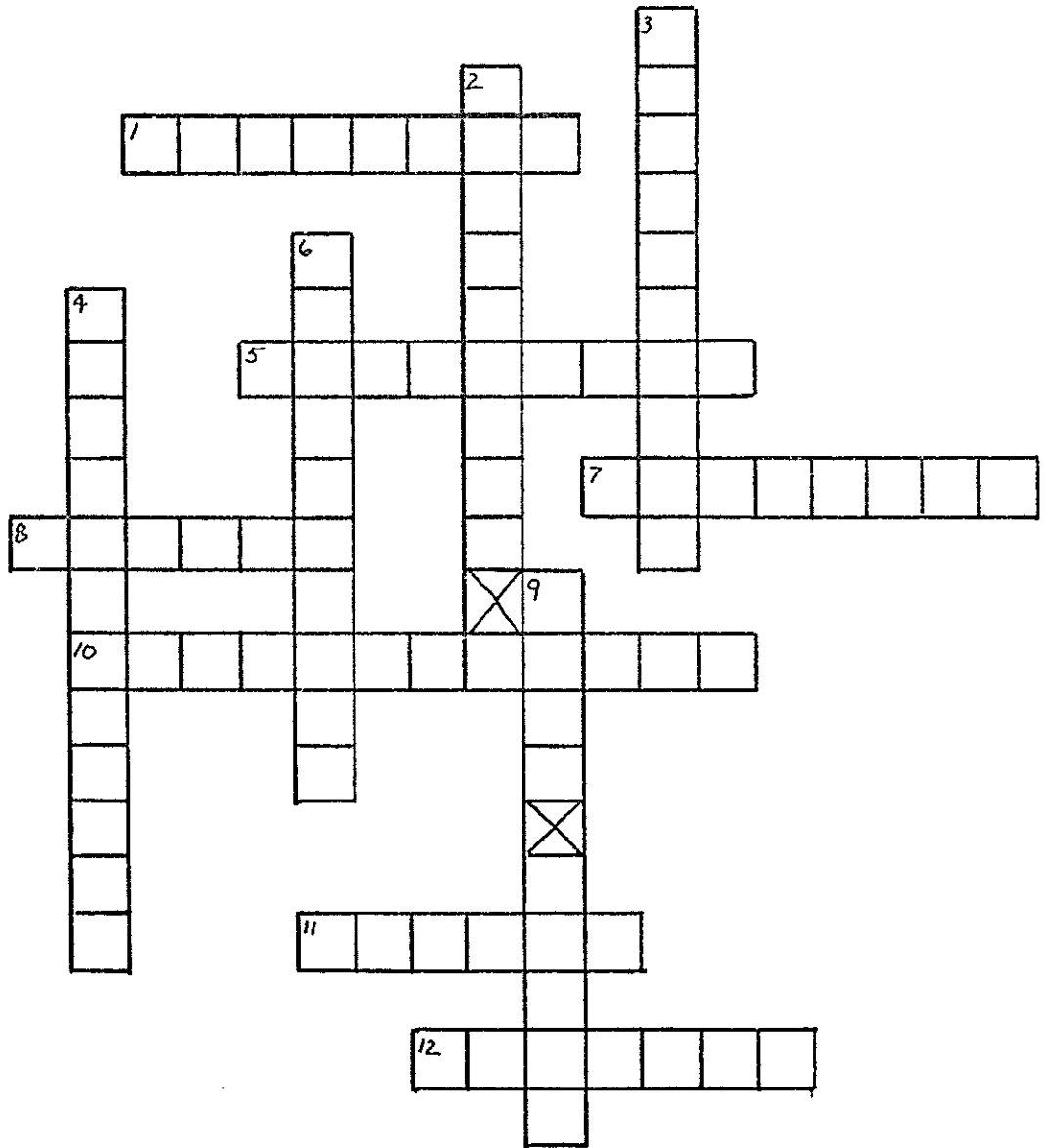
profit
restrictions
sentry
tradition

Across

1. rule
5. highest lawmaking body
7. Indian peace pipe
8. money earned after expences
10. people who make up a nation
11. guard
12. change religious beliefs

Down

2. faithful; loyal
3. 100 year anniversary
4. something that regulates
5. beliefs, customs, stories
9. land given by the government



Activity 3

Directions: Decide which of the following sentences are true. Put an "X" on the line in front of the ones that are true.

1. They sprinkled calumet on the cut to help it heal more rapidly.
2. The village held a centennial celebration to mark the tenth anniversary of freedom.
3. The Spanish formed a commonwealth to enact new laws and elect a governor.
4. The missionaries converted the Indians to Christianity.
5. The dictator held complete dominion over the people.
6. The settlers received land grants from the government so they could own farms.
7. The American Revolutionaries were loyalists and helped the British.
8. Parliament can make laws only for very small villages.
9. We made a good profit when we sold our fruit.
10. Because of the restrictions, we are free to do whatever we please.
11. The sentry made sure he could not escape from the prison.
12. Christmas and Thanksgiving are traditions in the United States.

UNIT THIRTEEN

Word List

1. bounty (boun'ty) that which is given freely and in large quantities.
2. coastal (coast'al) the land that borders an ocean.
3. cooperative (co op'er a'tive) a group of people who work together in a business, sharing expenses and profits.
4. current (cur'rent) the movement of water; flow or stream.
5. Gulf Stream (Gulf Stream) a current running through the Atlantic Ocean from the Mexican Gulf to the North American coast.
6. humidity (hu mid'i ty) moisture or wetness in the air.
7. mineral (min'er al) any substance that is neither plant nor animal such as gold, copper, sand.
8. navigator (nav'i ga'tor) an explorer of the seas.
9. overland (over land) traveling on land.
10. prosperity (pros per'i ty) having success or wealth.
11. technology (tech nol'o gy) advancement in such areas as tools, transportation, and all methods of providing for human life and comfort.
12. terminal (ter'mi nal) the stopping point.
13. transatlantic (trans'at lan'tic) crossing the Atlantic Ocean.

Activity 1

Directions: Add letters to the message and complete the words listed below. One word must be used more than once!

bounty
coastal
cooperative
current
Gulf Stream
humidity

navigator
overland
prosperity
technology
terminal
transatlantic

H
 A
 V
 E
 A
 H
 A
 P
 P
 Y
 D
 A
 Y
 !

Activity 2

Crossword Puzzle

Directions: Complete the crossword puzzle by using the words and definitions below.

bounty
coastal
cooperative
current

Gulf Stream
humidity
mineral
navigator

overland
prosperity
technology
terminal
transatlantic

Across

1. given freely in large quantities
4. land bordering on the ocean
5. advancement that aids human life and comfort
7. the stopping point
9. gold, copper, sand
11. movement of water

Down

2. a current running from Gulf of Mexico to North American coast
3. sailing ship used for fishing
5. across the Atlantic Ocean
6. success or wealth
8. explorer of the seas
10. a group working together in a business
12. traveling on land
13. moisture in the air

