



Age of Exploration and Trade

Lesson 2 Spain's Conquests in the Americas

ESSENTIAL QUESTION

Why do civilizations rise and fall?

GUIDING QUESTIONS

1. *How did Spain conquer Mexico?*
2. *How did Spanish conquistadors conquer the Inca?*

Terms to Know

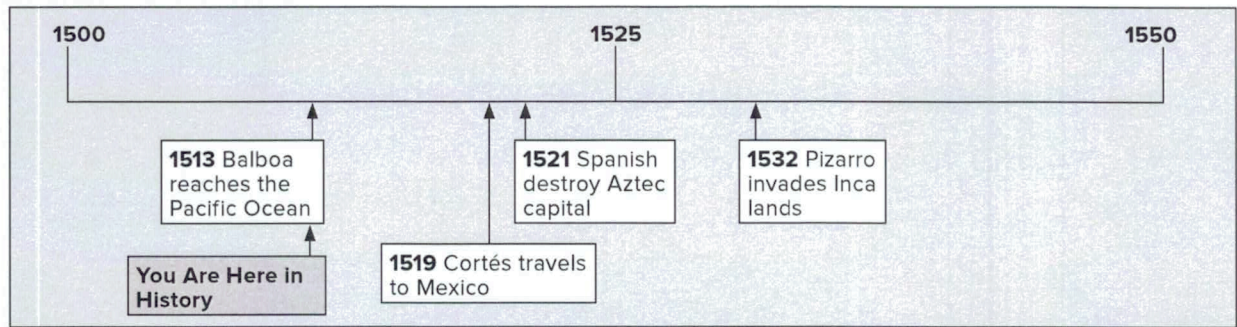
allies those who support each other as helpers for a common purpose

smallpox a disease that causes a high fever and often death

ambush a surprise attack

hostage someone held against his or her will in exchange for something

When did it happen?



What do you know?

Read each statement. Circle T if you think the statement is true. Circle F if you think the statement is false.

- | | | | | |
|--------------------------|---|--------------------------|---|--|
| <input type="checkbox"/> | T | <input type="checkbox"/> | F | 1. Native Americans had small, disorganized civilizations. |
| <input type="checkbox"/> | T | <input type="checkbox"/> | F | 2. The Spanish used armies to fight a war against the Aztec. |
| <input type="checkbox"/> | T | <input type="checkbox"/> | F | 3. The Native Americans were nearly wiped out by diseases. |
| <input type="checkbox"/> | T | <input type="checkbox"/> | F | 4. The Inca conquered the Spanish. |
| <input type="checkbox"/> | T | <input type="checkbox"/> | F | 5. Spain eventually controlled most of South America. |
| <input type="checkbox"/> | T | <input type="checkbox"/> | F | 6. The Aztec were able to overthrow the Spanish. |

Age of Exploration and Trade

Lesson 2 Spain's Conquests in the Americas, *Continued*

The Spanish Conquer Mexico

Poor Spanish nobles such as 19-year-old Hernán Cortés were inspired by Christopher Columbus. They wanted to become conquistadors and travel to the Americas to search for riches. By 1519 Cortés was in Mexico and hoping to find gold.

He brought about 500 soldiers, 16 horses, 14 cannons, and a few dogs. How could such a small number of soldiers conquer the huge Aztec Empire that ruled most of Mexico? Cortés used his horses and guns to scare Native Americans. He forced thousands of them to surrender.

He also found another weapon. It was a Maya woman named Malintzin. She spoke to Cortés through a translator who knew the Mayan language and Spanish.

Malintzin told Cortés that many Native Americans were angry with their Aztec rulers. She believed they would fight with Cortés against the Aztec. Malintzin helped Cortés find **allies**, or helpers, among the Native Americans. Another factor that helped was invisible: germs and sicknesses. Measles, **smallpox**, and other diseases killed more Aztec people than Spanish swords.

The Spaniards traveled hundreds of miles to the Aztec capital of Tenochtitlán. Spies told the Aztec leader, Montezuma, about the Spaniards' every move. The Aztec believed in a god named Quetzalcoatl. According to legend, this god with light skin had sailed away long ago. He promised to come back someday to take back his land. Montezuma was afraid that Cortés was this god coming home. So Montezuma did not want to attack the Spanish right away.

As Cortés marched closer, Montezuma decided to attack the troops. Cortés heard about the planned **ambush**.

How Cortés Defeated the Aztec:

1. He had guns and horses.
2. He had other Native American allies.
3. He attacked first.
4. Disease weakened the Aztec.



Identifying

1. Who was the Maya who helped Cortés?



Making Connections

2. Why do you think the Native Americans were scared of horses and guns?



Marking the Text

3. Underline the cause of death for most of the Aztec people.



Drawing Conclusions

4. How was Cortés able to defeat the Aztec?

Age of Exploration and Trade

Lesson 2 Spain's Conquests in the Americas, *Continued*

 **Reading Check**

5. Why did the Aztec allow Cortés to remain in their lands?

 **Marking the Text**

6. Circle the names of the Spanish conquerors who tried to find gold in Peru.

 **Identifying**

7. What empire did Pizarro want to find?

 **Analyzing**

8. Why was Pizarro able to seize Atahualpa so easily?

In November 1519, the soldiers marched into the Aztec capital. They took control of the city. Cortés took Montezuma **hostage**, or prisoner. He then told the Aztec to stop sacrificing people.

Cortés made the Aztec people angry. They fought back. The Spanish killed thousands of Aztec. However, there were more Aztec than Spanish soldiers. The Spanish had to fight their way out of the city. They moved into the hills with their allies.

Cortés got ready for a second attack. Smallpox broke out in the city. Many Aztec died and the rest were weak. They were no match for Cortés. In June 1521, the Spanish destroyed the Aztec capital.

Spain Conquers Peru

In 1513 Vasco Núñez de Balboa led his soldiers across the mountains of present-day Panama. He was looking for a great empire filled with gold.

Balboa found a sea, known today as the Pacific Ocean, but he never found the golden empire. Francisco Pizarro was one of Balboa's soldiers.

The empire that Pizarro wanted to find was the Inca Empire. By the 1530s, the Inca Empire had become weak. Even so, the Inca were not afraid of Pizarro. Pizarro had only 168 soldiers, one cannon, and 27 horses compared to the Inca's 30,000 warriors. Pizarro, too, was unafraid.

Spanish Explorer	Land Explored	People Conquered
Cortés	Mexico	Aztec
Balboa	Panama	None
Pizarro	Peru	Inca

In late 1532, Pizarro made a bold plan. The Spanish invited the Inca ruler, Atahualpa, to a meeting. He agreed to come. However, he made the mistake of not bringing his army of 80,000 men. He thought his 4,000 guards would keep him safe. He also thought they would not need any weapons.

When they met, Pizarro demanded that the emperor give up his gods. When Atahualpa laughed at this, Pizarro ordered an attack. The Spanish fired into the unarmed Inca crowd. Pizarro then took Atahualpa captive.

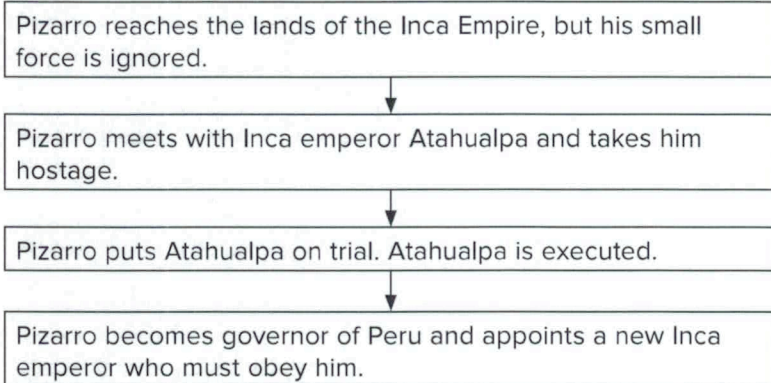
Age of Exploration and Trade

Lesson 2 Spain's Conquests in the Americas, *Continued*

Atahualpa tried to buy his freedom. He said he would give Pizarro an entire room full of gold and silver. Pizarro accepted the offer but refused to release Atahualpa. He charged the emperor with many crimes. These crimes included planning a rebellion and worshipping false gods.

In 1533 a military court found the emperor guilty. Atahualpa was sentenced to death. As a reward, the Spanish king made Pizarro the governor of Peru. Pizarro chose a new emperor of the Inca. The new emperor had to obey Pizarro. Still, the Spanish could not completely control the Inca Empire.

Pizarro Conquers the Inca



Even after Pizarro died, Inca rebels continued to fight the Spanish. However, the conquest of Peru allowed Spanish rule to move into much of South America.

Check for Understanding

List two actions of Cortés when he invaded Mexico.

1. _____
2. _____

List two ways Cortés and Pizarro were similar.

3. _____
4. _____



Listing

9. Name two events that caused the Inca to fall from power.



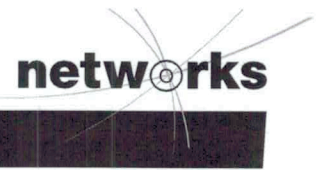
Reading Check

10. How successful were the efforts of Atahualpa to free himself from Pizarro?



11. Place a two-tab Foldable along the dotted line to cover the Check for Understanding. Title the anchor tab *Spanish Conquests*. Label the top tab *Aztec* and the bottom tab *Inca*.

Use both sides to record what you remember about how Spanish conquests affected the Aztec and Inca.



Age of Exploration and Trade

Lesson 3 Exploration and Worldwide Trade

ESSENTIAL QUESTION

Why do people make economic choices?

GUIDING QUESTIONS

1. *How did European nations build empires in the Americas?*
2. *How did Europe's merchants change the world trade system?*
3. *How did trade change the world?*

Terms to Know

plantation a large estate or farm that used enslaved people or hired workers to grow and harvest crops

cash crops fruits and vegetables grown in large amounts to be sold for profit

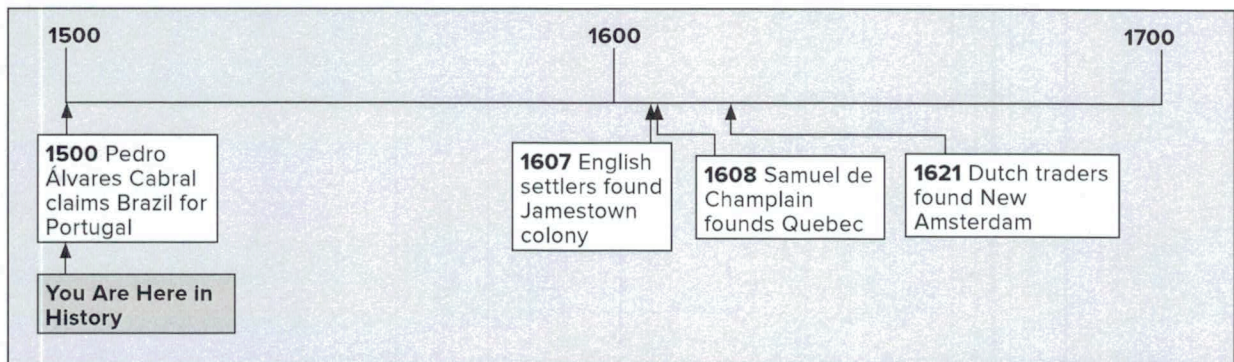
mercantilism an economic system that depends on a greater amount of exports than imports

commerce exchange of goods; business

entrepreneur a person who organizes, pays for, and takes the risk of starting a new business

cottage industry a system for making goods in workers' homes

When did it happen?



What do you know?

Read the list of foods and animals. Write *Europe* if you think it first came from Europe. Write *Americas* if you think it first came from the Americas.

Cows _____

Coffee _____

Peanuts _____

Wheat _____

Corn _____

Chocolate _____

Horses _____

Squash _____

Potatoes _____

Sheep _____

Age of Exploration and Trade

Lesson 3 Exploration and Worldwide Trade, *Continued*

Settling the Americas

By the 1600s, Spanish settlers were growing sugarcane on large farms called **plantations**. At first, Native Americans did all the work. Then disease and mistreatment caused most of them to die. Spain brought enslaved Africans to work on the plantations and in the gold and silver mines. The Portuguese also used enslaved Africans to do their hard work in Brazil.

The French came to North America to set up fur trading posts. French merchants hired explorer Samuel de Champlain in 1608 to help them get furs. He set up a trading post named Quebec. It became the capital of the colony of New France.

Crops/Goods/Services	Colony
fur	French
tobacco	English, Portuguese
sugarcane	Spanish, Portuguese, French
trade	Dutch

In 1682 a French explorer named La Salle followed the Mississippi all the way to the Gulf of Mexico. He named the region Louisiana in honor of King Louis XIV. The French in southern Louisiana brought enslaved Africans to grow sugarcane, rice, and tobacco.

During the 1600s, the English came to North America for many reasons. Some people wanted to make money. Others wanted religious freedom. Others came because they did not have a job and needed work. England's colonies grew quickly.

The Virginia Company established the first English settlement in North America in 1607. It was called Jamestown after King James I. Life in Virginia was very hard. There was not enough to eat. Some people died in the cold winters. Others were killed in fights with the Native Americans.

During those first years, the colony made no money. Settlers discovered that tobacco grew well in Virginia's soil. Tobacco became the first cash crop of the English colonies. A **cash crop** is grown in large amounts to sell and make money.

Defining

1. What is a *plantation*?

Marking the Text

2. Underline the name of the first English colony in North America. Circle the name of France's first territory in North America.

Explaining

3. Why was life hard in the Virginia colony?

Reading Check

4. Why did European colonists bring enslaved Africans to their plantations in the Americas?



Age of Exploration and Trade

Lesson 3 Exploration and Worldwide Trade, *Continued*

Defining

5. What is *commerce*?

Explaining

6. Why do entrepreneurs need plenty of money to trade over long distances?

Reading Check

7. Why did Europeans in the 1600s create joint-stock companies?

Describing

8. How do people work in a cottage industry?

Another European country, the Netherlands, wanted to explore North America. Henry Hudson sailed up the Hudson River and claimed land for the Dutch. In 1621 Dutch traders established a settlement called New Amsterdam. Today it is part of New York City.

World Trade Changes

Europeans came up with the idea of **mercantilism**. This is a theory that a country's power depends on its wealth. Countries can increase their wealth by owning more gold and silver.

Rules of Mercantilism



In addition to their colonies in North America, Europeans set up trading posts and colonies in Asia. In the 1600s, Europeans started doing business a new way, called the Commercial Revolution. **Commerce** is the buying and selling of goods in large amounts over long distances.

Merchants needed a lot of money to trade goods far away. They had to buy and store a large amount of goods and ship them over land and sea. This new business created **entrepreneurs**. Entrepreneurs invest, or put money, into a business. Their goal is to make money.

Many projects were so large that a group of entrepreneurs had to work together. They would form a joint-stock company. This is a business that many people can invest in by buying shares, or stocks, of the company. By owning stocks, investors share the expenses, the risks, and the profits.

Some merchants believed that artisans charged too much for their goods and took too long to make them. They created the **cottage industry**. This is when merchants hire people who work from their homes.

MARIE CURIE

4

(1) Some people call me the most famous female scientist in the world and the magazine *New Scientist* named me the “most inspirational woman in science” in 2009. Though I am embraced today as a scientific icon due to my ground-breaking research into radioactivity, this prestige is in stark contrast to the lack of encouragement women received when trying to pursue sciences when I was growing up. Nevertheless, I managed to discover two new radioactive elements, polonium and radium, and conducted pioneering research into radioactivity.

(2) I was born Maria Salomea Skłodowska in Warsaw, Poland on November 7th, 1867. There wasn't a lot of money growing up and I was one of six siblings. My father taught math and physics and encouraged all his children to study. Both my older sister, Bronia, and I developed a passion for science. My father would bring home laboratory equipment and showed us how to conduct experiments. At the age of 16, I graduated at the top of my class. Unfortunately, that's where my formal studies came to an end. At the time, there weren't any universities in Poland that would accept girls, even a girl who could beat all the boys at getting top marks. I couldn't stop learning so I began attending a secret underground university called the Floating University, which allowed girls to study. I supplemented my studies with my own book learning at night.

(3) My sister Bronia and I came to an agreement. Bronia wanted go to Paris to study medicine and I would help her financially by working as a governess. When it was my turn to leave Poland to study, Bronia would support me. It took a few years, but I finally made it to Paris in 1891. I was 24 years old and about to start my first studies at the University of Paris. In my classes, I was surrounded by 17 year old boys but I didn't care. Times were tough and in the winters I often got sick in my unheated apartment. I even fainted occasionally due to the lack of money for food. I studied hard and worked as a tutor in the evenings. I still barely supported myself, but in just three short years I had managed to earn two science degrees at the University of Paris. This was no small feat as I had to learn to speak and write in French very quickly to be successful in my studies.

(4) Shortly after getting my degrees, I met Pierre Curie who taught physics and chemistry. Our common passion for science drew us



Marie Curie
Chemist (1867-1934)

closer together and I found a partner in science, love and life. We married a year later in 1895. We had a secular ceremony and I wore a simple, but well made, dark blue dress, which I would later use as my laboratory outfit for many more years! My dream was always to go back to my beloved Poland, but they still would not accept women in their universities, so I was forced to stay in Paris to pursue a PhD.

(5) That same year, Wilhelm Roentgen discovered X-Rays and a short while later, Henri Becquerel reported discovering a penetrating ray that was emitted directly by uranium salts. My curiosity was sparked and I devoted my PhD research to these mysterious rays. Though my daughter Irène was born in 1897, this didn't prevent me from focusing on my exciting research. In fact, Pierre was so intrigued by my work that he abandoned his own research on crystals to join me in studying these rays. I would coin the term “radioactivity” for them, but we had no idea about their harmful effects. Both of us, especially myself, were bathed in ionizing radiation for years. I always had radioactive samples in test tubes in my desk and carried them around in my pockets. All of my research papers are now contained in a lead-lined box. Anyone wishing to see them must wear protective clothing as the papers, to this day, are still considered too contaminated with radiation to be handle without protection.

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(6) In 1898, Pierre and I discovered our first radioactive element. I wanted to name it polonium after my motherland. Later that year we also discovered another radioactive element we named radium. We even found that when exposed to radium, cancer cells were destroyed faster than healthy normal cells. This would later prove essential in developing radiation therapy for cancer.

(7) In 1903, Pierre, Henri Becquerel and I were awarded a Nobel Prize in Physics to recognize our work in radioactivity. Initially, the awards committee didn't want to recognize me. They had never given the Nobel Prize to a woman, but Pierre insisted that I be recognized. A year later I gave birth to our second daughter, Ève, but then tragedy struck in 1906 when Pierre was run over and killed by a horse-drawn

vehicle. I was devastated by the loss but I continued on with our research and was awarded a second Nobel Prize in 1911, this time in Chemistry. I was, and am, the only person to win the Nobel Prize in two different science disciplines. To add to my pride, my daughter, Irène, was awarded the Nobel Prize in Chemistry in 1935.

(8) In World War I, I joined the war effort. I knew that field surgeons would need X-Ray machines so I constructed over 200 mobile radiography devices that became known as *petites Curies* ("Little Curies") by the soldiers. These units treated over 1 million soldiers. In 1934, I died of aplastic anemia due to my extensive exposure to X-Rays during the war effort and my long-term exposure to radiation during my research.

Article Questions

- 1) Who were the people in Marie Curie's life that supported her studies and career in science? Provide an example of their support.
- 2) Why was Henri Becquerel's research essential to Marie Curie's later research?
- 3) What did Marie Curie discover?
- 4) Why was Marie Curie's research dangerous?
- 5) What is special about Marie Curie's Nobel Prize awards?
- 6) What were *petite Curies*?
- 7) Marie Curie was discriminated against because she was a woman. Do you feel that there are still barriers to women entering careers in science these days? Explain your answer.

Name: Grade: Date:

Look for the words from left to right, right to left, up to down and down to up and find the hidden words from the given list and underline the words in the list as you find them.

6th Grade - Matter Changes in Matter

1. Boiling point
2. Chemical change
3. Compound
4. Element
5. Mass
6. Melting point
7. Physical change
8. Sublimation

I	R	K	E	Q	K	H	Q	X	S	V	X	T	W	P
I	C	O	M	P	O	U	N	D	Y	I	V	W	Q	Q
Z	H	W	G	A	W	C	N	Q	V	Y	D	O	T	J
S	E	G	N	A	H	C	L	A	C	I	S	Y	H	P
S	M	E	V	Q	Y	P	A	A	L	D	J	J	E	L
A	I	T	N	E	M	E	L	E	N	J	R	Y	F	T
M	C	I	L	A	O	A	J	Y	I	X	M	O	L	W
V	A	H	P	S	U	B	L	I	M	A	T	I	O	N
Y	L	B	O	I	L	I	N	G	P	O	I	N	T	U
V	C	P	S	U	Q	N	H	V	V	S	M	A	W	D
Q	H	F	L	O	F	P	D	I	C	W	M	L	P	C
Y	A	I	A	I	H	V	G	M	E	N	P	P	B	R
N	N	I	Z	U	P	V	P	Y	C	H	I	J	E	C
V	G	W	M	E	L	T	I	N	G	P	O	I	N	T
H	E	P	X	W	Q	D	T	B	A	A	S	N	K	I

Name: Grade: Date:

Look for the words from left to right, right to left, up to down and down to up and find the hidden words from the given list and underline the words in the list as you find them.

6th Grade - Matter Properties of Matter - List 1

1. Atom
2. Conductivity
3. Electron
4. Mass
5. Molecule
6. Nucleus
7. Proton
8. Temperature

N	U	Y	F	M	F	O	F	W	E	N	Z	O	Q	
O	C	Z	N	T	C	P	L	V	E	M	G	U	K	
N	F	M	Z	B	X	R	J	A	O	D	S	W	T	N
Y	A	W	Y	E	B	K	L	U	L	Q	N	J	H	O
I	T	E	U	F	T	E	N	B	A	Z	T	S	K	R
S	O	R	Q	R	I	T	Q	H	Q	Z	H	E	G	T
M	M	O	L	E	C	U	L	E	B	Z	T	K	V	C
E	R	U	T	A	R	E	P	M	E	T	H	W	S	E
N	C	Y	E	A	Z	N	E	U	K	N	R	K	U	L
Y	T	I	V	I	T	C	U	D	N	O	C	O	E	E
T	E	E	U	K	Q	K	K	Q	Z	W	I	T	L	U
S	U	F	K	I	J	K	A	H	S	A	G	J	C	L
S	Q	Q	J	D	N	X	L	S	S	A	M	O	U	C
X	J	X	B	C	V	M	W	Y	O	Q	E	I	N	P
V	N	O	T	O	R	P	M	Y	P	O	A	Y	N	F

Name: Grade: Date:

Look for the words from left to right, right to left, up to down and down to up and find the hidden words from the given list and underline the words in the list as you find them.

6th Grade - Matter

Properties of Matter - List 2

1. Boiling point
2. Compound
3. Density
4. Element
5. Melting point
6. Neutron
7. Substance
8. Weight
9. Combustibility
10. Malleable

P	P	D	O	G	X	R	X	L	E	P	T	B	E
X	C	O	M	B	U	S	T	I	B	S	I	L	E
D	K	C	P	W	S	S	U	B	S	T	A	I	S
E	L	S	A	T	A	Q	J	W	J	Y	R	N	T
N	B	S	W	N	G	S	P	K	B	X	Z	Q	A
S	O	J	A	I	J	J	V	O	F	I	A	W	E
I	E	F	D	O	X	J	W	T	K	N	Y	R	L
T	N	I	O	P	G	Q	I	L	I	O	B	M	A
Y	U	O	T	G	Y	Y	U	C	H	R	D	W	E
I	F	K	T	N	E	M	E	L	E	T	K	T	L
W	R	S	G	I	Z	Z	P	G	Q	U	N	V	L
Z	S	S	O	T	C	H	K	F	P	E	Q	V	A
R	V	H	W	L	U	H	G	V	E	N	U	C	M
T	H	G	I	E	W	D	N	U	O	P	M	O	C
N	N	R	H	M	K	C	B	E	E	O	K	G	D
I	N	R	I	M	K	C	B	E	E	O	K	G	D
I	N	R	H	M	K	C	B	E	E	O	K	G	D

Grades 6, 7, 8 **Student's Name:** _____

Welcome students to your fourth quarter **Current Event Class**. This lesson will help you to learn how to examine a Current Event reading assignment and understand the key important components of an article you read.

Please Follow the instructions to finish your work for:

Week of, May 4 - 8, 2020

1. Please read the article entitled: "***A short history of the U.S. government's relationship with Native Americans***"
2. On a enclosed sheet of paper write out the (4) questions at the end of the article with the correct answer (Pay attention to copy the question and the answer correctly.)
3. Using the enclosed graphic organizer concentrate on the 5 boxes marked; **Who, What, When, Where, and Why**. Look back over the article and find the information needed to complete the graphic organizer. When recording your information on the graphic organizer use **only** complete sentences so you will be able to remember the context of the information you have gathered.

Who: Who were the people mentioned in the article? Find this information and place it in the box titled: **Who**

What: What is the main topic the article is examining and explaining? Place this information in the box titled: **What**

When: When did the event take place in the article or what dates were mentioned? Place this information in the box titled: **When**

Where: Where did the event take place or what locations did the article mention? Place this information in the box titled: **Where**

Why: Why did this event happen or why is this event or information important? Place this information in the box titled: **Why**.

4. Take the enclosed line sheet of paper and in your own words take the information gathered on your graphic organizer and write a 8 - 15 sentence summary. The summary should include information gathered on each of the graphic organizer boxes titled: **Who, What, When, Where, Why**. Share your thoughts about the article and how important you think the information is that you learned and how it can help you.

Thank you for taking the time to read and gather the information from this article. We look forward to reading your thoughts and comments. Thank you, *Mr. Kimsey & Mr. Groves*

A short history of the U.S. government's relationship with Native Americans

By National Geographic Society, adapted by Newsela staff on 07.09.19

Word Count 977

Level 1040L



Image 1. General William T. Sherman (third from center) and commissioners in council with chiefs and headmen from the Sioux during a treaty made at Fort Laramie, Wyoming, in 1868. Image courtesy of U.S. National Archives and Records Administration

Relations between Native Americans and the U.S. government have been tense. To many Native Americans, the history begins with their uneasy welcoming of the first European settlers, which was followed by times of opposition, defeat and near-extinction. To Americans, the history includes both treating Native American tribes as equals and exiling them from their homes. Often, these efforts happened at the same time.

Many Native American tribes allied with the British during the Revolutionary War. However, the Treaty of Paris, which ended the war, was silent on the fates of these British allies. The new U.S. government was thus free to acquire Native American lands by treaty or force. Resistance from the tribes stopped the encroachment of settlers, at least for a while.

After the Revolutionary War, the United States maintained the British policy of making treaties with Native American tribes. In general, the treaties defined the boundaries of Native American lands. They also stated how much the government would pay the tribes for taking their land.

On occasion, the representatives of Native American tribes who signed the treaties were not authorized under tribal law to do so. For example, William McIntosh, chief of the Muscogee-Creek Nation, signed the Treaty of Indian Springs in violation of tribal law. The 1825 treaty ceded virtually all of the tribe's land in the state of Georgia. McIntosh was later assassinated.

Supreme Court Rules Against Tribal Sovereignty

Treaty-making ended in 1871 when Congress ceased to recognize the tribes as groups capable of making treaties. The value of the treaties also came into question after the U.S. Supreme Court ruled in 1903 that Congress had full power over Native American affairs and could override treaties. Many of the treaties made before then, however, remain in force at least to some extent. Occasionally, the Supreme Court is called upon to interpret them.

One treaty with ongoing consequences is the Treaty of Fort Laramie of 1868. The agreement was signed by the U.S. government and the Sioux Nation. In it, the United States pledged that the Great Sioux Reservation would be "set apart for the absolute and undisturbed use and occupation" of the tribe. The land included the Black Hills, a small mountain range in western South Dakota that is sacred to the Sioux.

Custer's Last Stand

Neither side ever fully complied with the treaty, and when gold was discovered in the area, the United States tried to buy back the Black Hills. The Sioux rejected the offer, resulting in the Black Hills War. In the famous Battle of the Little Bighorn, U.S. General George A. Custer led a group of soldiers against the Sioux and Cheyenne along the Little Bighorn River. Custer and his men were killed, and later the battle became known as Custer's Last Stand.

The United States continued its battle against the Sioux until reclaiming the Black Hills in 1877. In 1923, the Sioux sued, and 60 years later, the Supreme Court sided with them. It determined that the Sioux's constitutional rights had been violated. Under the Fifth Amendment, private land cannot be taken for public use without paying the landowner. The court ruled that the government owed the Sioux "just compensation" plus interest starting from 1877. As of 2018, the amount due is around \$1 billion. The tribe has refused to accept the money, however, because it is still seeking return of the land.

In the early-19th century, the government's major aim with Native Americans was to remove and resettle them.

Trail Of Tears

The Removal Act of 1830 authorized President Andrew Jackson to negotiate deals with Native American tribes for their removal and resettlement. The primary targets were the Cherokee, Creek, Choctaw, Chickasaw and Seminole tribes from Georgia, Alabama, Mississippi and Florida. Although resettlement was supposed to be voluntary, it ultimately was not. Thousands of Native Americans were forced from their homes and sent to Indian territory west of the Mississippi River. The forced relocation became known as the Trail of Tears.

In the mid-19th century, the U.S. government pursued a policy known as "allotment and assimilation." Under the General Allotment Act of 1887, the government was allowed to divide tribal land into small parcels for individual members. The goal was to pressure Indians into

becoming farmers or ranchers, thereby helping to assimilate them into society. If land was left over, the government bought it back and sold it to non-Indian settlers. As a result, the act led to a significant loss of land by Native Americans.

A new approach was undertaken with the Indian Reorganization Act of 1934. The law ended allotment, banned the sale of Native American land and returned some lands to the tribes.

After World War II, however, proposals arose in favor of termination of tribes and an end to reservations. A number of reservations were closed, including those of the Menominee in Wisconsin and the Klamath in Oregon.

Indian Self-Determination Act Of 1975

The influence of the civil rights movement in the 1960s led to the Indian Self-Determination Act of 1975. The law restored some sovereignty to the tribes and allowed them to handle federal funds more independently.

The status of Native American tribes with respect to the states in which they live is complicated. In general, Native Americans are sovereign within their own territory. Tribal governments manage their own affairs with respect to their members, but lack authority over non-tribal members.

In 1987, the Supreme Court determined that states cannot regulate Native American gaming enterprises. This ruling resulted in the Indian Gaming Regulatory Act of 1988. It provides the framework that governs casinos operating on reservations.

INDIAN LAND FOR SALE

GET A HOME
OF
YOUR OWN
EASY PAYMENTS



PERFECT TITLE
POSSESSION
WITHIN
THIRTY DAYS

FINE LANDS IN THE WEST

IRRIGATED IRRIGABLE GRAZING AGRICULTURAL DRY FARMING

IN 1910 THE DEPARTMENT OF THE INTERIOR SOLD UNDER SEALED BIDS ALLIOTTED INDIAN LAND AS FOLLOWS:

Location	Acres	Average Price per Acre	Location	Acres	Average Price per Acre
Colorado	5,211.21	\$7.27	Oklahoma	34,664.00	\$19.14
Idaho	17,013.00	24.85	Oregon	1,020.00	15.43
Kansas	1,684.50	33.45	South Dakota	120,445.00	16.53
Montana	11,034.00	9.86	Washington	4,879.00	41.37
Nebraska	5,641.00	36.65	Wisconsin	1,069.00	17.00
North Dakota	22,610.70	9.93	Wyoming	865.00	20.64

FOR THE YEAR 1911 IT IS ESTIMATED THAT 350,000 ACRES WILL BE OFFERED FOR SALE

For information as to the character of the land write for booklet, "INDIAN LANDS FOR SALE," to the Superintendent U. S. Indian School at any one of the following places:

CALIFORNIA: Reno, Colusa.	MINNESOTA: Duluth.	NORTH DAKOTA: Fort Totten, Fort Yates.	OKLAHOMA: Muskogee, Muskogee, Muskogee.	OREGON: Klamath Agency, Klamath Agency.	SOUTH DAKOTA: Cheyenne Agency, Cheyenne Agency, Crow Creek, Crow Creek, Lower Brule, Lower Brule, Pine Ridge, Pine Ridge, Sisseton, Sisseton.	WASHINGTON: Fort Spokane, Fort Spokane, Twisp, Twisp.	WISCONSIN: Oconto, Oconto.
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WALTER L. FISHER,
Secretary of the Interior.

ROBERT G. VALENTINE,
Commissioner of Indian Affairs.

Quiz

- 1 Which section from the article BEST explains why the U.S. government split tribal lands into smaller pieces?
- (A) Introduction [paragraphs 1-4]
 - (B) "Supreme Court Rules Against Tribal Sovereignty"
 - (C) "Custer's Last Stand"
 - (D) "Trail Of Tears"
- 2 Select the paragraph from the article's introduction [paragraphs 1-4] that explains how the U.S. government conducted business with Native American tribes.
- (A) Relations between Native Americans and the U.S. government have been tense. To many Native Americans, the history begins with their uneasy welcoming of the first European settlers, which was followed by times of opposition, defeat and near-extinction. To Americans, the history includes both treating Native American tribes as equals and exiling them from their homes. Often, these efforts happened at the same time.
 - (B) Many Native American tribes allied with the British during the Revolutionary War. However, the Treaty of Paris, which ended the war, was silent on the fates of these British allies. The new U.S. government was thus free to acquire Native American lands by treaty or force. Resistance from the tribes stopped the encroachment of settlers, at least for a while.
 - (C) After the Revolutionary War, the United States maintained the British policy of making treaties with Native American tribes. In general, the treaties defined the boundaries of Native American lands. They also stated how much the government would pay the tribes for taking their land.
 - (D) On occasion, the representatives of Native American tribes who signed the treaties were not authorized under tribal law to do so. For example, William McIntosh, chief of the Muscogee-Creek Nation, signed the Treaty of Indian Springs in violation of tribal law. The 1825 treaty ceded virtually all of the tribe's land in the state of Georgia. McIntosh was later assassinated.
- 3 Which statement would be MOST important to include in a summary of the article?
- (A) The U.S. government forcibly removed several Native American tribes from their land during the Trail of Tears.
 - (B) Over 50 years after their land was stolen from them, the Sioux were awarded a legal victory but still have not been granted their land back.
 - (C) Many Native American tribes supported the British against the Americans during the Revolutionary War.
 - (D) A Supreme Court decision allowed Native American tribes to open and operate casinos on tribal land.
- 4 One of the article's central ideas is that there is a long history of mistreatment of Native American tribes by the U.S. government. How does the author introduce this central idea?
- (A) by explaining how the U.S. government determined the amount of money tribal land was worth
 - (B) by highlighting several key moments where the U.S. government took advantage of Native American tribes
 - (C) by describing the military conflicts between the U.S. government and the Native American tribes
 - (D) by suggesting that the U.S. government should return all tribal land to Native American tribes

On this sheet of paper write out the (4) questions at the end of the article with the correct answer. (Pay close attention to copy the question and the answer correctly.)

1. _____

2. _____

3. _____

4. _____

Current Events- Summary Graphic Organizer

Name _____ Date _____ Period _____

Date of Presentation _____

Circle which of the following that you will be studying this week:

Global News

National News

State News

Local News

Procedure:

- Google or other search engine "Current events for (_____)"
- Pick a topic that interests you.
- Write your topic for the week. _____
- Research your topic and complete the boxes below.
- After table is completed- write a summary of the event using the information below. 6-8 sentences.
- Include a picture and caption.

<p>List the resources that you use to find your information here</p>	<p>Who: Who is the article about?</p>
<p>What: What are the main points to the article?</p>	<p>When: When did the date of the researched event take place?</p>
<p>Where: Where did the current event take place?</p>	<p>Why: What makes this event so interesting that people would care that it took place?</p>

Canyon Day Junior High Virtual Lesson Plan

Teacher: Ms. Altaha Class: Art Date: April 21, 2020

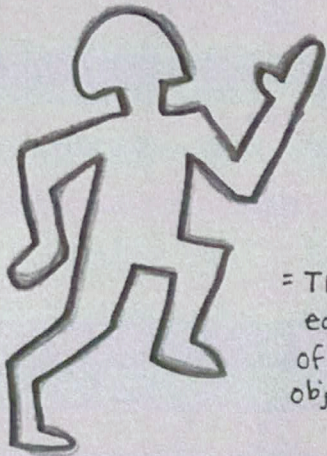
Week of: May 4-8, 2020
Standard
Learning Goal
<p>Monday: I can create different designs and pattern using lines Tuesday: I can create a drawing using lines to make a picture. Wednesday: I can create a picture using mood and words to show how I feel. Thursday: I can create a picture using shape and form to make an animal. Friday: I can create a drawing using Shape and Form to make a picture.</p>
Success Criteria
<p>Monday: I will be able to draw different designs and pattern using lines.. Tuesday: I will be able to draw any picture using lines. Wednesday: I will be able to draw using moods and words explaining how I feel. Thursday: I will be able to draw an animal using shape and form. Friday: I will be able to draw any picture using shape and form.</p>
Assignments are to be completed each day.
<p>Monday 5/4/20</p> <p style="text-align: center;">Line Design and Pattern</p> <p>Students are to make a design or pattern that fills up the whole paper. Be creative! It must be colored. <i>Students need a plain drawing paper, students may use any tools- crayon, color pencils, paint, oil pastels, etc.</i></p>
<p>Tuesday 5/5/20</p> <p style="text-align: center;">Line Drawing</p> <p>Students are to draw any picture using lines: start with an outline of a picture, then include lines inside the picture or on the outside of your drawing. <i>Students need a plain drawing paper, students may use any tools- crayon, color pencils, paint, oil pastels, etc.</i></p>
<p>Wednesday 5/6/20</p> <p style="text-align: center;">Mood and Words Drawing</p> <p>Students are to draw any picture using mood and words: examples- Covid-19 within the tribe/ nation or just the word lazy person on the couch. Drawings must be colored. <i>Students need a plain drawing paper, students may use any tools- crayon, color pencils, paint, oil pastels, etc.</i></p>
<p>Thursday 5/7/20</p> <p style="text-align: center;">Shape and Form Animal Drawing</p> <p>Students are to draw a picture of any animal using shape and form. It must be colored. <i>Students need a plain drawing paper, students may use any tools- crayon, color pencils, paint, oil pastels, etc.</i></p>
<p>Friday 5/8/20</p> <p style="text-align: center;">Shape and Form Drawing</p> <p>Students are to draw any picture using shape and Form: examples- Minecraft, legos, using shape to make out pictures. <i>Students need a plain drawing paper, students may use any tools- crayon, color pencils, paint, oil pastels, etc.</i></p>

Any questions contact Ms. Altaha.

o Email address: Taeyana.altaha@wusd.us

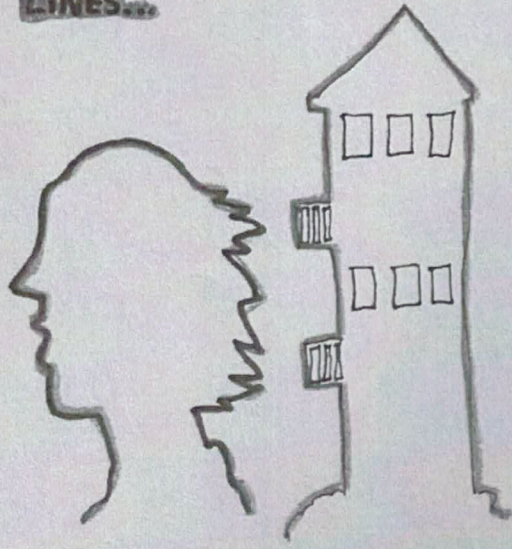
LINE

MORE ABOUT LINES...

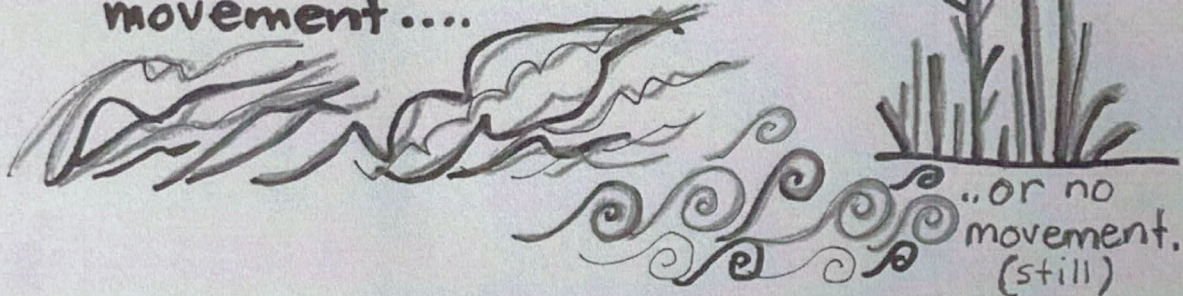


Contour (outline)

= The outer edge/line of an image, object or shape.

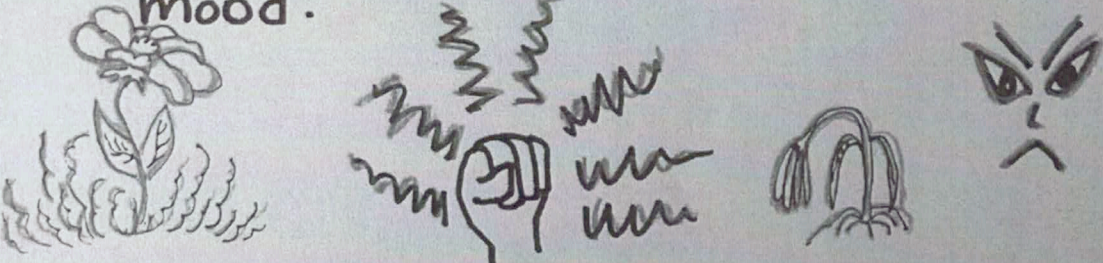


Lines can be used to show movement....

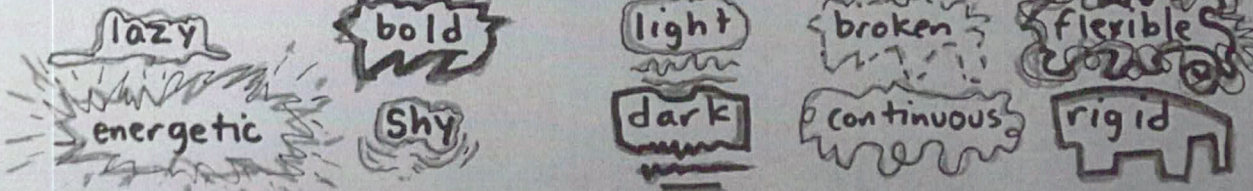


..or no movement. (still)

Lines can be used to show mood.

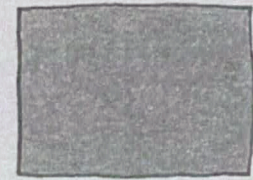


Here are more words to describe lines.



SHAPE AND FORM

(forma y forma)



LARGE (largo)
and (y)

SMALL (pequeño)

GEOMETRIC (geometrica)

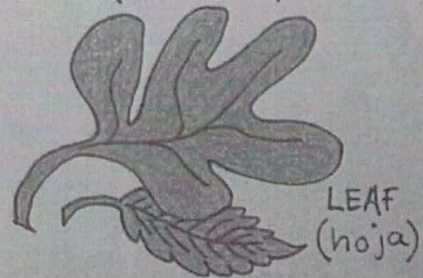
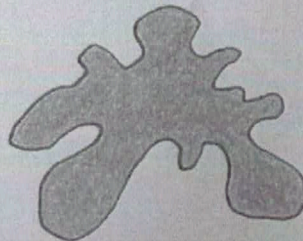
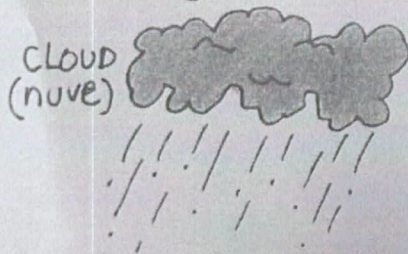


ORGANIC / FREE FORM / NATURAL

(orgánico)

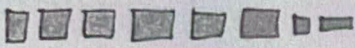
(forma libre)

(natural)



LINE

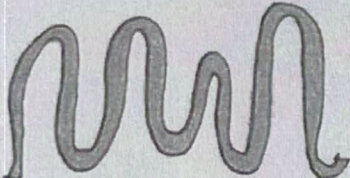
(línea)



BROKEN
(quebrado)



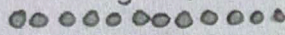
THICK
(Gruoso)



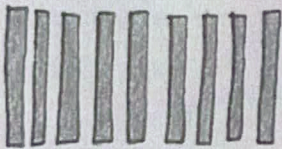
WAVY/CURLY
(ondulado)



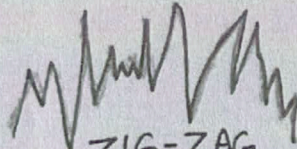
THIN
(delgado)



DOTTED
(línea de puntos)



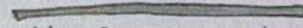
VERTICAL
(vertical)



ZIG-ZAG
JAGGED
(zig-zag)



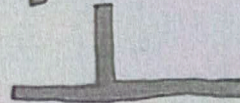
CURVED
(curva)



HORIZONTAL
(horizontal)



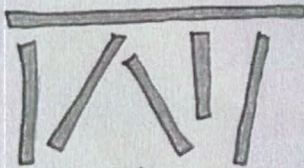
VERTICAL
(vertical)



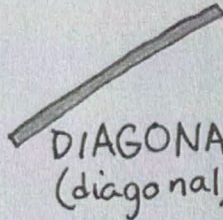
PERPENDICULAR
(perpendicular)



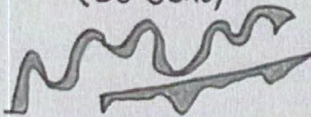
PARALLEL
(paralelas)



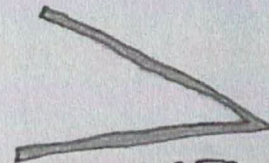
STRAIGHT
(derecho)



DIAGONAL
(diagonal)



VARIED
(variadas)

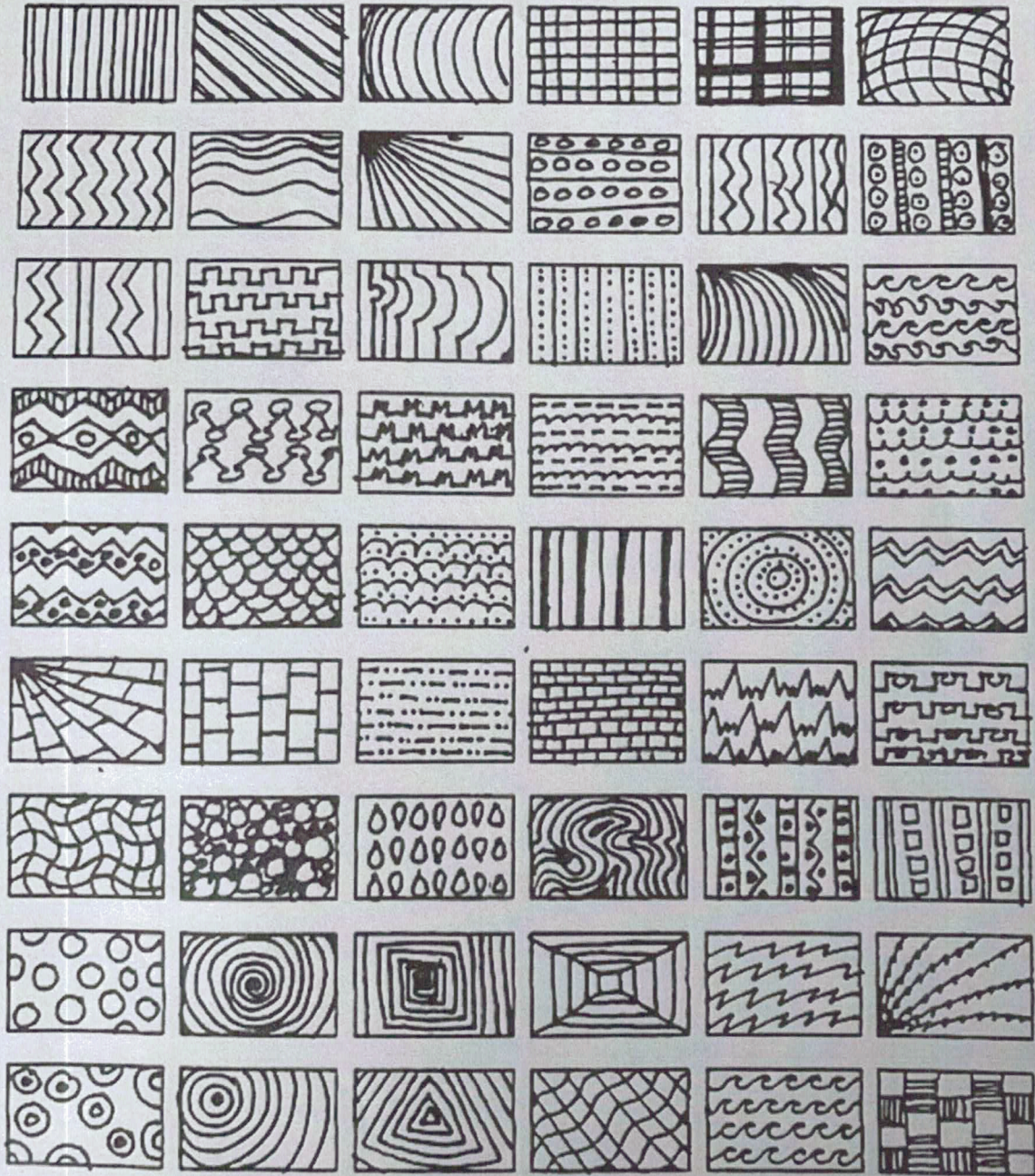


TAPERED
(termina en punta
conico)



SPIRAL
(espiral)

Examples of line



Hey Students!

Dagotée – Dii, shii Ms. Lupe 😊

Missing you students. Hope you are enjoying the Apache packets. This week you are going over a few town words and few, few, words regarding other people.

- Worksheet #1 short reading worksheet, which would have been bell work.
- Worksheet #2 fill in Apache – English and answer questions
- Word Search

Have fun! Be safe – wash your hands. I miss you all 😊

Name _____

Dear Diary



Opinion Words to Watch For:			
appeared	believe	seems	think
feel	looked	suppose	

Read Rachel's diary page. Underline the opinion words you find.

Dear Diary,

I think today was the most miserable day of my life. I always feel so rushed on school mornings. First I forgot my math homework at home. Mrs. Johnston, the math teacher, appeared to be very annoyed with me. She said it seems to her that I'm always unprepared for class.

Next I lost my science report. Mr. Hagler, the science teacher, looked as if he didn't believe I had written it. He told me I'll have to rewrite it by tomorrow.

Now I can't find my library book. I suppose the librarian will make me pay for it. Perhaps I left it in school. I hope tomorrow is a better day.

Rachel

Answer the questions.

1. What did Rachel forget at home?

2. What did Mr. Hagler tell Rachel to do?

3. Why does Rachel think the librarian will make her pay for the book?

4. How do you think Rachel could keep track of things better?

5. Do you ever lose your books or school work? Explain why or why not.

Challenge: Write another diary page by Rachel. Explain in four or more sentences why the next day was a better day.

Apache Class Word List

Have an Apache speaking person review words with you.

Whiteriver – Chilwozh: continuous wash

Cibecue – Dischebikoh : Red dust

Carrizo – Gadisoh: Spanish word

Cedar Creek – Bediyu: behind

Canyon Day – Yanyogai: yucca plant

North Fork – tseet'can

McNary – Chaabitó: Beaver Springs

Hondah – Hón'dah – welcome/come in

Ye' – from

Da'zhee – San Carlos

Zahalii – cents/coins

Nak ai yé – Mexican

Yu' daha – Navajo

Di bi dah – all around

Nas sii yaa – I've been around

Be 'so – dollars

Nit – pass/already happen

Ni'maa – your mother

Name _____ Class Period _____

Town worksheet

Give the Apache name for the following:

Behind -

Welcome-

Yucca Plant -

Beaver Springs-

Continuous Wash-

Red Dust -

Spanish Word -

I've been around -

Dollars-

Mescarlero

~~East Fork~~ -

Translate to English:

Ye' -

Zahalii-

Yu'daha-

~~Dibida~~

Nasiiyaa -

Dibida -

Bediyu -

Hon'Dah

Chaabito -

Chilwozh-

Gadisoh -

Yanyogai-

Dischebikoh -

tseet'can

Dibida

yu'daha

Nakaiye'

da'zhee

Write the following in English

Be' so

Shitaa Chilwozh ye'

Bediyu dibida nasiyaa nit.

Ni Maa Chabbito ye' na'?

Draw how much zahalii you will need to make \$00.97.

Draw how much Beso you will need to make \$77.00

Draw a picture of NiMaa given you sum Beso and how much is she given you?

Where does most Yuidaha live?

Are you part Dilzhee'?

Write the town words two times each in Apache/English.

Name _____ Class Period _____

Town worksheet

Give the Apache name for the following:

Behind -

Welcome-

Yucca Plant -

Beaver Springs-

Continuous Wash-

Red Dust –

Spanish Word -

I've been around -

Dollars-

Mescarlero

East Fork -

Translate to English:

Ye' -

Zahalii-

Yu'daha-

Dilzhee'

Nasiiyaa -

Dibida –

Bediyu -

Hon'Dah

Chaabito -

Chilwozh-

GadisoH -

Yanyogai-

Dischebikoh –

tseet'can

Dibida

yu'daha

Nakaiye'

da'zhee

Write the following in English

Shitaa Chilwozh ye'

Bediyu dibida nasiiyaa nit.

Ni Maa Chabbito ye' na'?

Draw how much zahalii you will need to make \$00.97.

Draw how much Beso you will need to make \$77.00

Draw a picture of NiMaa given you sum Beso and how much is she given you?

Where does most Yuidaha live?

Are you part ^{Da'zhee'} ~~Da'zhee'~~

Write the town words two times each in Apache/English. *(Use part of next page to complete)*

Draw a picture of something in Yanyogai.

Draw a picture of something in Beaver Springs.

Draw a picture of Something in Hon'dah.

Draw a picture of something in Yanyogai.

Draw a picture of something in Beaver Springs.

Draw a picture of Something in Hon'dah.

Draw a picture of something in Yanyogai.

Draw a picture of something in Beaver Springs.

NAME: _____ DATE: _____



www.AtoZTeacherStuff.com

B	O	U	A	B	Z	E	I	C	X	C	L
H	I	F	E	W	D	E	Y	E	N	B	R
O	U	H	Q	G	T	M	H	L	J	P	M
J	K	J	A	M	T	O	Z	U	P	E	S
Z	I	R	Z	V	X	I	J	L	V	D	O
H	W	B	Q	G	Y	A	P	I	N	S	P
C	D	E	B	V	R	H	G	D	D	E	U
H	V	C	H	C	A	O	O	R	B	X	N
A	C	X	C	L	H	K	S	Y	A	G	F
K	D	H	P	S	S	B	I	N	H	P	S
N	N	I	E	S	W	T	E	D	A	A	E
T	L	O	L	P	I	Y	P	A	Y	D	M
V	O	H	W	K	D	M	R	X	G	A	Y
F	N	L	A	O	F	A	U	A	A	L	Q
N	W	S	T	Z	H	L	A	C	J	P	E
Q	W	T	P	A	H	Y	Q	I	W	Q	A
K	D	G	F	I	Q	O	X	I	D	T	P
N	W	R	Y	V	L	P	S	I	A	Z	P
W	O	H	V	V	H	Z	A	B	I	Y	F
Q	C	Z	Q	T	K	N	I	D	M	T	Z
L	Z	H	V	W	D	X	G	P	D		
J	I	I	L	A	H	A	Z	Q	P		
C	H	A	B	B	I	T	O				
R	Z	S	T	H	G	A	X				
C	K	N	Z	Q	H						
Y	X	K	I	K	U						
A	Y	X	Y								
F	J	P	B								

DISSCHEBIKOH
 GADISOH
 YANYOGAI
 CHILWOZH
 HONDAH
 CHABBITO
 YE
 BESO
 ZAHALII
 DILZHEE
 YDAHA
 NASIIJAA
 DIBIDA



NAME: _____ DATE: _____

B I Z E R	X G E	R L M	A R G T R
I Q Y I D	D E D	H S V	B D D V K
S V L C I	A Z Z	V H D	J Y N W H
O Y S	H O H	H L I	M O H
J C S	A D E	R B B	A Q H
W T N	D E E	M C I	S O I
F U E	A N F	D H D	H Y J
Z Z C	Y U E	I A A	G G A
Y U C	O T Y	S A B	A A H
C P S	E M I I M F L C B I		L A A
C G C	T Y A U K F C H I L		E Y G
Y Q Q	E W K Q D H O E T O		F I L
I C H	S M A	B O M	P I I
A H Y	S Q N	I Q T	U S Z
G I T	T L F	K D N	G A D
O L P	A I G	O U F	A N Q
Y W E	N K X	H Y D	D X E
N O V	W E W	O I A	I O A
A Z R	R A H	I O V	S B V
Y H P	Z X V	R T N	O E A
O H S	U O P	G B Z	H D X
Y O B V Y			N B S I W
U F T W H			X Z O Y M
W T G U O			U N I U U

GADISOH - Carizo
 DIBIDA - All around
 BISO - dollars
 NASIYAA - I've been
 around
 TESSTAN - North
 YE - from
 DZILGAHA - Mtn.
 people
 LIKE - and
 TUNEDOZE - Far
 away
 BIKO - with
 DZHEE - San Carl
 CHAABITO - McNar
 YADAAH - Navajo
 HONDA - Welcome
 MASHGALE - Mosaic
 YANYOGAI - Canyon D
 NAKAIYE - Mexican
 BEDIYU - Cedar Creek
 DISCHEBIKOH - cbc
 CHILWOZH - whiter