

MAKING NEW WORDS YOUR OWN

Lesson 15

CONTEXT: People and Places

From Tipis to Igloos: How American Indians Adapted to the Land

When you think of traditional American Indian homes, what image comes to mind? Housing styles depended somewhat on climate and the raw materials available. Tradition and patterns of use were other factors that went into the design of American Indian houses. The Plains Indians, for example, moved often, so they built portable houses.

In the following exercises, you will have the opportunity to expand your vocabulary by reading about the traditional houses American Indians have made. Below are ten Vocabulary Words that will be used in these exercises.

abundant	descriptive	establish	possess	survey
barrier	desirable	flourish	prehistoric	terrain

EXERCISE 1

Wordbusting

Directions. Follow these instructions for this word and the nine words on the next page.

- Figure out the word's meaning by looking at its **context**, its **structure**, and its **sound**. Fill in at least one of the three CSS boxes. Alternate which boxes you complete.
- Then, look up the word in a dictionary, read all of its meanings, and write the meaning of the word as it is used in the sentence.
- Follow this same process for each of the Vocabulary Words on the next page. You will need to draw your own map for each word. Use a separate sheet of paper.

1.

abundant

→

Igloos are domed houses built from blocks of snow. Although snow is abundant in the Arctic, only certain kinds of snow can be used to make igloos.

Context:

Structure:

Sound:

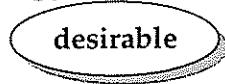
Dictionary:

2.



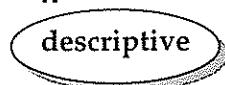
The Plains peoples also took advantage of snow as a building material. In the winter, they would bank snow around the bases of their tipis as a **barrier** against wind.

3.



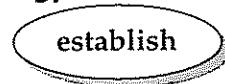
Igloos can be made only in the winter when snow is plentiful. On the other hand, tipis made **desirable** houses all year long. They could be lined for warmth in winter or opened up to the fresh air in summer.

4.



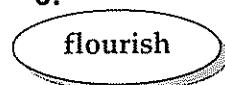
To make tipis, tightly stitched buffalo hides were stretched over long poles. In one **descriptive** passage, a Spanish explorer gives a detailed account of a heavy rainstorm. He noted that no rain passed through the buffalo skin.

5.



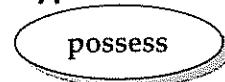
The Pueblo peoples built their homes from stone, wood, and adobe. When a Pueblo woman married, her husband would **establish** a home for them by building a new room onto her family's house.

6.



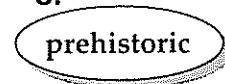
The Pueblos of the Southwest seem to do everything with a **flourish**. They built large, apartment-house villages and made beautiful pottery and woven cloth.

7.



Some Pueblo villages were built on high mesas. These towns **possess** breathtaking views of the surrounding mountains and valleys.

8.



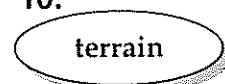
Scientists believe that the Pueblo peoples are distant relatives of the **prehistoric** Anasazi. No written records exist to tell us about the Anasazi.

9.



Scientists **survey** Anasazi ruins and compare them with modern Pueblo structures. Through this kind of careful examination, they are able to draw conclusions about how the Anasazi might have lived.

10.



Anasazi ruins blend smoothly into the **terrain** of the desert Southwest. These American Indian houses often look like part of the land, like the canyon walls on which they are built.

EXERCISE 2

Context Clues 

Directions. Scan the definitions in Column A. Then, think about how the **boldface** words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided. Finally, write the Vocabulary Word on the line before the definition.

COLUMN A

_____ 11. word: _____
adj. concerned with describing; presented in detail

_____ 12. word: _____
v. to thrive; to succeed; to wave about; *n.* anything done in a showy way

_____ 13. word: _____
n. the ground or a piece of ground; a piece of ground for some use

_____ 14. word: _____
adj. plentiful; more than enough

_____ 15. word: _____
v. to set up; to bring about; to prove

_____ 16. word: _____
n. a detailed study; *v.* to inspect or review in detail; to view or consider

_____ 17. word: _____
v. to have something; to have as an attribute or quality

_____ 18. word: _____
n. something that prevents passage; a blockade; anything that separates

_____ 19. word: _____
adj. before recorded history

_____ 20. word: _____
adj. worth wanting or having; worthwhile; pleasing, attractive

COLUMN B

(A) Meghan is a sixth-grader who needs information to establish her own theory on American Indian homes.

(B) Meghan's theory is that the **abundant** water in one area or the lack of water in another area affected American Indian house styles.

(C) In the American Southwest, where water is scarce, American Indians were able to **flourish**. They adapted their lives to the climate and were able to do well.

(D) In the library, Meghan finds a detailed, descriptive article about the Pueblos.

(E) Meghan learns that the Pueblos live in the Southwest. For centuries, they built attractive houses from earth, stone, water, and wood. Many are still **desirable** dwellings.

(F) Meghan reads that the building styles of the Pueblos are divided into two types. The eastern Pueblos live near the Rio Grande. The western Pueblos live on drier **terrain** in New Mexico and Arizona.

(G) The lack of ground water is not much of a barrier to the western Pueblos. They are able to overcome the shortage by collecting rainwater.

(H) Meghan now possesses considerable information about the two different building methods. The western Pueblos, for example, use more stone and less water in building.

(I) The article also discusses the Anasazi, the Pueblos' **prehistoric** ancestors. Meghan would like to study these ancient people.

(J) Meghan's well-researched **survey** supports her theory. She is happy with her study of different types of dwellings.

EXERCISE 3***Like Meanings and Opposite Meanings***

Directions. For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

21. moving with a **flourish**

- (A) jerking motion
- (B) stilted movement
- (C) wide sweep
- (D) waving about

24. a published **survey**

- (A) a traditional law
- (B) a book about the ocean
- (C) a report on a broad area
- (D) a long, historical poem

22. Meghan's descriptive essay

- (A) boring
- (B) detailed
- (C) exciting
- (D) dangerous

25. rugged **terrain**

- (A) a small cave
- (B) waterfalls
- (C) a state highway
- (D) an area of ground

23. a prehistoric ax

- (A) before recorded history
- (B) before the American Revolution
- (C) after written language
- (D) after recorded history

Directions. For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

26. abundant snow

- (A) old
- (B) available
- (C) scarce
- (D) useful

29. to establish a cultural **center**

- (A) organize
- (B) make happen
- (C) govern
- (D) bring to an end

27. to possess sturdy houses

- (A) lack
- (B) build
- (C) decorate
- (D) own

30. desirable **housing**

- (A) unwanted
- (B) interesting
- (C) practical
- (D) sturdy

28. a high **barrier**

- (A) collar
- (B) opening
- (C) wall
- (D) maintain