

# Level 5



**Science and Social Studies in  
Reading Mastery Signature Edition**

## **SCIENCE FACTS AND CONCEPTS**

### **Level 5**

#### **I. Animals and plants**

##### **A. Extinct and endangered animals**

1. A type of animal becomes extinct when there are no more animals of that type (lesson 57, inference passage)
2. 200 years ago many people believed there was no end to different types of wildlife (lesson 57, inference passage)
  - a. People killed wild animals by the hundreds of thousands and some animals became extinct (lesson 57, inference passage)
  - b. More than 100 types of animals have become extinct since 1800 (lesson 57, inference passage)
  - c. The passenger pigeon is one type of animal that became extinct (lesson 57, inference passage)
3. An endangered species is one that is nearly extinct (lesson 58, inference passage)
  - a. About several hundred species of animals are endangered (lesson 58, inference passage)
  - b. The Alaskan brown bear, the bald eagle, Sumatran tiger, and the sea turtle are endangered species (lesson 58, inference passage)

##### **B. Animal types based on diets**

1. Carnivores eat other animals (lesson 60, inference passage)
  - a. A carnivores eyes point straight ahead (lesson 63, inference passage)
  - b. Carnivores feed indirectly on green plants, because they eat animals that eat plants (lesson 60, inference passage)
  - c. Carnivores eyes point straight ahead
    - (i) Both eyes see straight ahead (lesson 63, inference passage)
    - (ii) Both eyes see almost the same thing (lesson 63, inference passage)
    - (iii) When it hunts, a carnivore uses its eyes to look for animals far in the distance (lesson 66, inference passage)
    - (iv) A carnivore uses its eyes to see what it is biting into when it eats (lesson 66, inference passage)
  - d. Carnivores have sharp, pointed teeth to tear flesh into small bits (lesson 68, inference passage)

2. Herbivores eat plants (lesson 60, inference passage)
  - a. Herbivores have eyes that look sideways (lesson 63, inference passage)
    - (i) Left eye sees what is on the left (lesson 63, inference passage)
    - (ii) Right eye sees what is on the right (lesson 63, inference passage)
    - (iii) Herbivores do not see straight ahead well (lesson 63, inference passage)
    - (iv) Eyes on both sides allow herbivores to watch for predators as it eats (lesson 63, inference passage)
  - b. Herbivores have flat teeth to grind plants (lesson 68, inference passage)
  - c. Herbivores include cows, goats, sheep, and horses (lesson 66, inference)
3. Omnivores eat both plants and animals (lesson 76, inference)
  - a. Omnivores have both flat and pointed teeth (lesson 76, inference passage)
  - b. Omnivores include people, bears, and pigs (lesson 76, inference passage)

### **C. Plants**

1. Green plants manufacture their own food (lesson 59, inference passage)
  - a. Leaves of green plants use sunlight, water, and carbon dioxide to manufacture food (lesson 59, inference passage)
  - b. The process of manufacturing food is called photosynthesis (lesson 59, inference passage)
2. Yucca, juniper, sagebrush, and cactus are plants that grow in the desert (lessons 15, 16, and 18, vocabulary, story)
3. Trees are tolerant and intolerant
  - a. Tolerant trees can survive in the shade (lesson 113, inference passage)
  - b. Tolerant trees grow slower because they can survive in the shade (lesson 113, inference passage)
  - c. Intolerant trees can't survive in the shade (lesson 113, inference passage)
  - d. Intolerant trees usually grow fast (lesson 113, inference passage)

### **D. Ecology**

1. Ecology is the study of how the life of one living thing affects the lives of other living things (lesson 56, inference passage)

2. The change in any living thing affects many other living things (lesson 56, inference passage)
  - a. The lives of birds may affect the lives of trees (lesson 56, inference passage)

## **E. Organisms**

1. Each living thing is called an organism (lesson 86, inference passage)
  - a. Some organisms like giraffes are large and complicated (lesson 86, inference passage)
  - b. Some organisms like a blade of grass are small and simple (lesson 86, inference passage)
  - c. Some organisms are too small to see without a microscope (lesson 86, inference passage)
2. Many small organisms live in our body (lesson 86, inference passage)
  - a. Some organisms help us digest our food (lesson 86, inference passage)
  - b. Some organisms can cause serious diseases (lesson 86, inference passage)
3. Decomposers are tiny organisms that eat dead plants and animals (lesson 102, inference passage)
  - a. Objects decompose when left in the air (lesson 102, inference passage)
  - b. Objects that decompose start out as one material and change into another (lesson 102, inference passage)
  - c. Decomposers get their food by eating flesh or waste material from other organisms (lesson 102, inference passage)

## **F. Birds**

1. A hawk, jay, mockingbird and bluebirds are types of birds (lesson 17, picture)
2. A heron is a large white bird (lesson 57, vocabulary)
  - a. Herons have tall thin legs and a long S shaped neck (lesson 57, vocabulary)
  - b. Herons eat frogs and fish (lesson 57, vocabulary)
  - c. Herons build stick nests at the top of tall trees (lesson 58, story)
3. A curlew is a brown sea bird with long legs and a curving bill (lesson 51, vocabulary, poem)

## **G. Mammals**

1. A boar is a wild pig (lesson 10, vocabulary)
2. A fawn is a young deer (lesson 12, vocabulary)



3. A burro is a small donkey (lesson 14, vocabulary)
4. The fur of a sheep is called fleece (lesson 4, vocabulary)

## **H. Insects**

1. Lice are insects that live in the hair of people and other animals (lesson 10, vocabulary)
2. A tick is an eight-legged bug that digs into your skin and sucks blood (lesson 96, vocabulary)

## **II. Physical Geography**

### **A. Landforms**

1. A mesa is a large landform with steep sides and a flat top (lesson 14, vocabulary, story)
  - a. A mesa has valleys called washes (lesson 18, story)
  - b. Some washes are wide and have good soil for planting corn (lesson 18, story)
  - c. In thunderstorms water washes down them in a flood (lesson 18, story)
2. A large cave is a cavern (lesson 31, vocabulary)
  - a. A stalactite is a rock that hangs down from the ceiling of a cave (lesson 115, vocabulary, story)
  - b. A stalagmite is a rock that forms on the floor of a cave (lesson 115, vocabulary, story)
3. The summit of a mountain is the peak of the mountain (lesson 71, vocabulary)
4. A bluff is a high, steep riverbank or cliff (lesson 117, vocabulary)
5. The Mississippi River flows from northern Minnesota to New Orleans (lesson 88, story background)
  - a. The Mississippi River flows south (lesson 88, story background)
  - b. New Orleans is a busy port city (lesson 88, story background)
6. A wilderness is a wild place with no signs of people (lesson 58, vocabulary)

### **B. Climate**

1. A fine rain is called a mist (lesson 6, vocabulary)
2. Tropical areas are very warm parts of the world where plants grow year round (lesson 45, vocabulary)
3. A gale is a strong wind (lesson 70, vocabulary)

## **SOCIAL STUDIES AND GENERAL INFORMATION**

### **I. Political geography**

#### **A. Identifying places on a map**

1. Countries
  - a. Greece is a country (lesson 4, map)
  - b. Ireland is a country (lesson 26, map)
  - c. England is a country (lesson 37, story)
  - d. India is a country (lesson 37, map)
  - e. Canada is a country north of the United States (lesson 78, map)
2. Cities of the world
  - a. Dublin is a city in Ireland (lesson 26, map)
  - b. London is a city in England (lesson 37, map)
  - c. Hamilton is a city in Canada (lesson 78, map)
3. United States Cities
  - a. Philadelphia is a large city in Pennsylvania (lesson 78, story)
  - b. New York City is a large city north of Philadelphia (lesson 78, map)
  - c. Buffalo is in New York State across the river from Canada (lesson 78, map)
  - d. Hannibal is a town on the Mississippi River (lesson 87, story background)
  - e. St. Louis is located on the Mississippi (lesson 88, story background, map)
  - f. Memphis is a city on the Mississippi (lesson 88, story background)
  - g. Minneapolis is a northern city on the Mississippi (lesson 88, story background)
  - i. New Orleans is the most southern city on the Mississippi (lesson 88, map)
    - (i) New Orleans is a busy port city (lesson 88, story background)
    - (ii) Ships from all over the world pick up goods and leave goods (lesson 88, story background)
  - h. Wilmington is the largest city in Delaware (lesson 78, story)
4. San Francisco Bay Area (lesson 61, map)
  - a. A narrow water channel called the Golden Gate connects the bay to the Pacific Ocean (lesson 61, story background)
  - b. San Francisco, Oakland and San Jose are large cities on the San Francisco Bay (lesson 61, story background)
  - c. Farallon Islands is west of the Golden Gate (lesson 61, story background)
    - (i) Farallon Islands have a lighthouse to guide ships (lesson 61, story background)
  - d. Angel Island is in the middle of the bay (lesson 61, story background)
  - e. Santa Cruz is a city on the Pacific Ocean south of San Francisco (lesson 61, map)

5. States in the United States
  - a. Maryland (lesson 76, map)
  - b. Delaware (lesson 76, map)
  - c. Pennsylvania (lesson 76, map)
  - d. New York (lesson 76, map)

## II. History

### A. Ancient Greece

1. *The Iliad and the Odyssey* are two stories that tell about Greeks who lived 3,000 years ago (lesson 4, story background)
  - a. *The Iliad and the Odyssey* were probably first told by a blind poet name Homer (lesson 4, story background)
    - (i) Homer lived about 500 years after the Trojan War (lesson 4, story background)
    - (ii) Homer told his stories out loud to large groups of people (lesson 4, story background)
2. *The Iliad* is about the Greeks defeating Troy in the Trojan War (lesson 4, story background)
3. *The Odyssey* is about the journey home of Odysseus (lesson 4, story background)
  - a. Greece was divided into many parts (lesson 4, story background)
  - b. Each part of Greece had its own king (lesson 4, story background)
  - c. Odysseus was the king of Ithaca, one of the Greek islands (lesson 4, story background)
2. Greeks believe many gods ruled the world (lesson 4, story background)
  - a. Zeus was the chief god (lesson 4, story background)
    - (i) Zeus lived on Mt. Olympus, the highest mountain in Greece (lesson 4, story background)
    - (ii) He gave orders to the other gods (lesson 4, story background)
  - b. Poseidon was the god of the sea (lesson 4, story background)
    - (i) Poseidon was Zeus's brother (lesson 4, story background)
    - (ii) Poseidon could make storms and earthquakes (lesson 4, story background)
    - (iii) Poseidon did not get along with Zeus (lesson 4, information article)
  - c. Hermes was the messenger god (lesson 4, story background)
    - (i) Hermes ran as fast as the wind (lesson 4, story background)
    - (ii) He carried orders from Zeus to the other gods (lesson 4, story background)

- d. Athena was the daughter of Zeus (lesson 4, story background)
  - (i) Athena was the goddess of wisdom and work (lesson 4, story background)
  - (ii) Athena protected people and gave them courage (lesson 4, story background)
  - (iii) The city of Athens is named after Athena (lesson 4, information article)
- e. Hades was the god of the underworld (lesson 31, story background)
  - (i) Hades lived in a magic cave underground (lesson 31, information passage)
  - (ii) People went to the cave when they died (lesson 31, information passage)
  - (iii) Cerberis, a three headed dog with a dragons tail, guarded the entrance to Hades palace (lesson 32, story)
- f. Demeter was the goddess of the earth (lesson 31, story background)
  - (i) Demeter helped plants grow (lesson 31, story background)
  - (ii) Demeter kept the fields green (lesson 31, story background)
- g. Ino was the sea goddess (lesson 8, story)
- 3. Greek gods interacted with people but could not control peoples minds (lesson 4, story background)
- 4. Ancient Greeks had large wooden ships (lesson 5, picture)
  - a. Greek ships had a small sail (lesson 5, story)
  - b. Most of the ship's power came from oars (lesson 5, story)

## **B. Apprentice System 700 years ago**

- 1. Children worked instead of going to school (lesson 21, story background)
  - a. A 12-year old worked 10 or more hours per day, 6 days per week with no pay (lesson 21, story background)
  - b. If they lived on farms, they worked in the fields helping their parents (lesson 21, story background)
  - c. If they lived in towns, they worked in small shops (lesson 21, story background)
- 2. Apprentices (lesson 21, story background)
  - a. Apprentices were mostly boys who started at age 10 to learn a craft (lesson 21, story background)
  - b. Apprentices were not paid (lesson 21, story background)
  - c. Apprentices worked for a craft master who owned a shop (lesson 21, story background)
  - d. Apprentices were taught a craft by the master (lesson 21, story background)

3. Journeyman (lesson 21, story background)
  - a. After years as an apprentice, the apprentice became a journeyman (lesson 21, story background)
  - b. Journeymen were paid (lesson 21, story background)
  - c. Journeymen were hired by masters (lesson 21, story background)
4. Masters
  - a. Masters usually owned a shop (lesson 21, story background)
  - b. Masters belong to an organization called a guild (lesson 21, story background)
  - c. The guild controlled who became a master (lesson 21, information article)
    - (i) Guild Masters judged a journeyman's work, masterpiece, to see if they could become a master (lesson 21, story background)
    - (ii) Towns had many kinds of guilds (lesson 21, information article)
5. Types of crafts
  - a. A joiner joins pieces of wood together to make furniture (lesson 21, story background)
  - b. A turner carves table legs and other round pieces of furniture (lesson 21, story background)
  - c. A miller is a person who grinds flour (lesson 21, information article)
6. The apprenticeship system lasted until machines were invented in the 1500's (lesson 21, story background)

### **C. Ireland in the 1850's**

1. Potatoes were the main food for most people in Ireland (lesson 26, story background)
2. Around 1845 a disease called the "potato blight" began destroying Irish potatoes (lesson 26, story background)
  - a. Over 1 million people starved to death (lesson 26, story background)
  - b. Millions of people left Ireland (lesson 26, story background)
3. The "potato blight" ended in 1849 (lesson 26, story background)

### **D. The United States in the 1840's**

1. Schools
  - a. Many schools were one classroom with students of all ages in the class (lesson 88, story background)
  - b. Schools were very strict (lesson 88, story background)
    - (i) Teachers could "whack" students with a rod (lesson 88, story background)
    - (ii) Boys and girls sat on different sides of the classroom (lesson 88, story background)
    - (iii) Students sat on long benches (lesson 88, story background)

- c. Most schools used the McGuffey Readers (lesson 88, story background)
    - (i) The McGuffey Readers had no pictures (lesson 88, story background)
    - (ii) The McGuffey Readers contained legends, poems, articles, speeches, and stories (lesson 88, story background)
  - d. Students used chalk to write on a slate (lesson 97, information passage)
  - e. Most students attended school from ages 6 to 14 (lesson 88, story background)
2. Life Style
- a. Houses didn't have electricity or running water (lesson 87, story background)
    - (i) Houses had fireplaces for heating and wood stoves for cooking (lesson 87, story background)
    - (ii) There was no garbage collection, so the streets were filled with garbage (lesson 88, story background)
    - (iii) Oil lamps provided light (lesson 90, story background)
  - b. People loved to listen to poetry (lesson 88, story background)
  - c. People read magazines, newspapers, and books in their spare time (lesson 90, story background)
    - (i) Radios, television, and telephones had not been invented yet (lesson 90, story background)
3. Medical Care
- a. Doctors could not cure many diseases (lesson 90, information article)
    - (i) Doctors visited homes when someone was sick (lesson 90, story background)
  - b. Mothers provided a lot of medical care (lesson 90, information article)
  - c. Some people believed magic spells could prevent or cure diseases (lesson 90, story background)
  - d. Many medical schools were being started (lesson 90, information article)
    - (i) Anatomy is the study of a body and its parts (lesson 104, vocabulary)
    - (ii) Laws prevented medical students from cutting up dead bodies to study anatomy (lesson 90, story background)
  - e. Yellow fever, cholera, and malaria were common diseases (lesson 90, story background)
4. Steamboats were used on the Mississippi River (lesson 89, story background)
- a. The Mississippi was very important in the 1840's (lesson 88, story)
  - b. The steamboat was the most important kind of boat along the Mississippi (lesson 89, story)

- (i) The steamboat had a steam engine that drives power wheels on both sides (lesson 88, story)
  - (ii) Paddlewheels moved the steamboat forward (lesson 89, story)
  - (iii) Paddlewheels were strong enough to move upstream against the current (lesson 89, story)
- c. The steamboats had shallow hulls, which didn't scrape the bottom of the river (lesson 89, story)
- d. All the goods that people needed were carried on the river by steamboats (lesson 89, story)
  - (i) Steamboats carried many kinds of goods, including lumber, corn, tools, nails, pigs, hides, tobacco, and cotton (lesson 88, story)
  - (ii) Steamboats carried many kinds of passengers, including settlers, gamblers, con men, peddlers, lawyers, and business people (lesson 89, story)
- 5. Trains were being used in the eastern part of the U.S. in the 1840's (lesson 88, story)
  - a. Trains were faster than steamboats (lesson 88, story)

## **E. The Civil War**

- 1. The Civil War was a war between two parts of the United States (lesson 76, story background)
  - a. Several Southern states broke away from the U.S. and formed the Confederacy (lesson 81, story)
  - b. Confederate states were in the south (lesson 76, story background)
  - c. The states that remained were called the Union (lesson 81, story)
  - d. The Union states were in the north (lesson 76, story background)
- 2. The Civil War began in 1861 and ended in 1865 (lesson 76, story background)
  - a. Abraham Lincoln was President when the Civil War began (lesson 81, story)
  - b. The North won the Civil War (lesson 76, story background)
- 3. Slavery was one of the causes of the Civil War (lesson 76 story background)
  - a. Most Union states banned slavery before the Civil War (lesson 76, story background)
  - b. Free states were in the North (lesson 76, story background)
  - c. Slave states were in the South (lesson 76, story background)
  - d. Some slave states such as Maryland and Kentucky banned slavery during the Civil War (lesson 76, story background)
  - e. Slave states had many plantations, or large farms (lesson 76, story)
- 4. Before the Civil War, the government passed a law about runaway slaves (lesson 78, story)
  - a. Slave catchers hunted runaway slaves (lesson 76, story)



- b. Slave catchers could arrest slaves in the free states (lesson 78, story)
- c. Slave catchers were not well liked in the north (lesson 78, story)
- d. Because of the law, many escaped slaves went to Canada (lesson 78, story)
- 5. Slaves escaped by using the Underground Railroad (lesson 77, story)
  - a. The Underground Railroad was a not a real railroad (lesson 78, story)
  - b. The Underground Railroad was a trail with a system of hiding places (lesson 77, story)
  - c. Escaping slaves would travel along the Underground Railroad at night (lesson 77, story)
  - d. Escaping slaves would sleep during the day in the hiding places (lesson 77, story)
  - e. Escaping slaves were lead on the Underground Railroad by a conductor (lesson 77, story)
- 6. After the Civil War was over, the slaves were freed (lesson 76, story background)

#### **F. England in the 1880's**

- 1. India was a colony of England (lesson 37, story background)
- 2. India was ruled by British kings and queens (lesson 37, story background)
- 3. The British Army stayed in India to keep control of the colony (lesson 37, story background)
- 4. A boarding school is a type of school where students live (lesson 37, story background)
  - a. Students stayed at boarding schools all the time (lesson 37, story background)
  - b. Students usually went home on holidays (lesson 37, story background)

#### **G. The United States in the 1930's**

- 1. There were not enough jobs (lesson 1, story background)
- 2. Many unemployed people wandered from town to town (lesson 1, story background)
- 3. Some people thought machines, "laborsaving devices," would help solve the country's problems (lesson 1, story background)

### **III. Biographies**

#### **A. Harriet Tubman**

1. Harriet Tubman was born around 1820 (lesson 76, story background)
  - a. She was a slave in Maryland (lesson 76, story background)
  - b. When she was young, Harriet received a head injury that sometimes made her fall asleep (lesson 77, story)
2. Harriet Tubman escaped from Maryland to Pennsylvania (lesson 77, story)
3. After she escaped, Harriet Tubman came back to the South to help other slaves escape (lesson 77, story)
  - a. Harriet Tubman freed more than 300 slaves (76, story background)
  - b. Harriet Tubman was sometimes called Moses for leading so many slaves to freedom (lesson 76, story)
  - c. There was a reward for the capture of Harriet Tubman (lesson 79, story)
  - d. Harriet Tubman was a guide on the Underground Railroad (lesson 77, story)
4. Harriet Tubman helped the people of Troy to free a captured slave named Joe Nalle (lesson 80, story)
5. Harriet Tubman helped the North in the Civil War (lesson 81, story)
  - a. She made raids inside enemy lines (lesson 82, story)
  - b. She worked as a nurse (lesson 82, story)
  - c. She served as a spy (lesson 82, story)
6. After the war, Harriet Tubman continued to help people (lesson 82, story)
  - a. She raised money for a hospital (lesson 82, story)
  - b. She made speeches about giving women the vote (lesson 82, story)
7. Harriet Tubman died in 1913 (lesson 82, story)

#### **B. Jack London**

1. Jack London is one of America's most famous and popular writers (lesson 61, story background)
2. He lived from 1876 to 1916 (lesson 61, story background)
3. He did many things in his life before he started writing (lesson 61, story background)
  - a. He became an oyster pirate in San Francisco Bay after quitting high school (lesson 61, story background)
  - b. He worked for California Fish and Game patrol catching pirates (lesson 61, story background)
  - c. Inspired by a book, he finished high school and went to college to learn to be a writer (lesson 61, story background)

- d. He went to the Yukon to look for gold (lesson 61, information article)
- 4. He wrote a book, *The Cruise of the Dazzler*, for young readers based on his experience as a pirate (lesson 61, story background)
- 5. Other well know books are *The Call of the Wild*, *The Sea Wolf*, *White Fang*, and *The Iron Heel* (lesson 61, story background)

#### **IV. Social Sciences**

##### **A. Anthropology: The Mesa Indians**

- 1. Some Indians live in villages on mesas (lesson 14, story)
  - a. Some of the villages are hundreds of years old (lesson 14, story)
  - b. It is hard to live on a mesa because there is no water (lesson 14, story)
- 2. The Indians grow crops like corn and squash below the mesa (lesson 14, story)
  - a. The Indians use a stone called a metate to grind corn (lesson 15, story)
  - b. Corn, squash and peaches are dried for the winter (lesson 14, story)
- 3. Kachinas are spirits that take care of people (lesson 16, story)
  - a. Kachinas bring rain for the cornfields and toys to good children (lesson 16, story)
- 4. Some mesa Indians make pottery from clay (lesson 14, story)
  - a. The Indians make money by selling pottery to tourists (lesson 14, story)
  - b. Making the pottery from clay is a slow process that involves grinding, wetting, shaping, cooling, polishing, drawing a design and baking (lesson 20, story)

##### **B. Economics: Products**

- 1. The demand for a product tells how many people want to buy that product (lesson 3, vocabulary)
- 2. When you create a demand for a product, you create a market for that product (lesson 3, vocabulary)
- 3. When you merchandise a product, you carry out a plan for selling that product (lesson 3, vocabulary)

## **C Law: How trials work**

1. The government lawyer presents evidence against the accused person (lesson 106, story background)
2. One lawyer presents evidence in favor of the accused person (lesson 106, story background)
3. The judge makes sure that the lawyers follow the rules (lesson 106, story background)
4. The jury decides if the accused person is innocent or guilty (lesson 106, story background)
  - a. The jury is made up of twelve people (lesson 106, story background)
  - b. The jury's decision is called the verdict (lesson 106, story background)

## **V. Common Objects**

### **A. Sailboats**

1. A skiff is a small rowboat (lesson 62, vocabulary)
2. A sloop is a fast sailboat that sometimes carried pirates (lesson 61, story background)
3. Parts of a sailboat
  - a. The mast is the large pole that holds up the sails on a sailing ship (lesson 65, vocabulary)
  - b. Canvas is a strong cloth that is used for sails (lesson 8, vocabulary)
  - c. The forecandle is the part of a ship in which sailors sleep (lesson 62, vocabulary)
  - d. A tiller is a handle at the back of the boat (lesson 64, information passage)
    - (i) The tiller is connected to a paddle that goes in the water (lesson 64, story background)
    - (ii) The tiller is used to turn and keep the boat straight (lesson 64, story background)

### **B. Food**

1. A squash is a vegetable that is like a pumpkin (lesson 14, vocabulary)
2. A gourd is a fruit with a hard shell, which can be used as tools or containers (lesson 14, vocabulary)
3. A pomegranate is a fruit with a hard red skin (lesson 35, story background)
  - a. Pomegranates contain many seeds (lesson 35, story background)
  - b. Pomegranates grow on trees (lesson 35, story background)

4. A huckleberry is a small purple berry (lesson 57, vocabulary)
5. An orchard is a farm that grows fruit trees or nut trees (lesson 14, vocabulary)
  - a. Peaches are grown in an orchard (lesson 14, story)

### **C. Materials**

1. Canvas is the cloth that artists paint on (lesson 30, vocabulary)
2. Satin is a fine fabric that is very shiny and smooth (lesson 52, vocabulary)
3. Whitewash is a substance that people use to paint wood (lesson 92, story background)

### **D. Tools**

1. A flask is a kind of bottle (lesson 9, vocabulary)
2. A quiver is a container that holds arrows (lesson 13, vocabulary)
3. A lasso is a rope that is used to catch horses and cattle (lesson 13, vocabulary)
4. A hoe is a tool that is used to break up dirt (lesson 17, vocabulary)
5. A palette is used for mixing paint (lesson 30, vocabulary)
6. An easel is a large frame that holds an artist's picture (lesson 30, vocabulary)
7. A pick is a large digging tool with a wooden handle and a large pointed metal head (lesson 107, vocabulary)

### **E. Places**

1. A corral is a fenced area for horses or burros (lesson 14, vocabulary)
2. A plaza is an open area surrounded by walls or buildings (lesson 15, vocabulary)
3. Ruins are the remains of things made by people (lesson 16, vocabulary)
4. A quarantine station is a place where sick people are isolated (lesson 65, vocabulary)
5. A tannery is a place where people take hides of animals and make them into leather (lesson 99, vocabulary)
6. A slaughterhouse is a place where people kill animals and prepare them for market (lesson 110, vocabulary)
7. A hamlet is a small town (lesson 117, vocabulary)
8. A foundry is a factory that melts down metal (lesson 118, vocabulary)