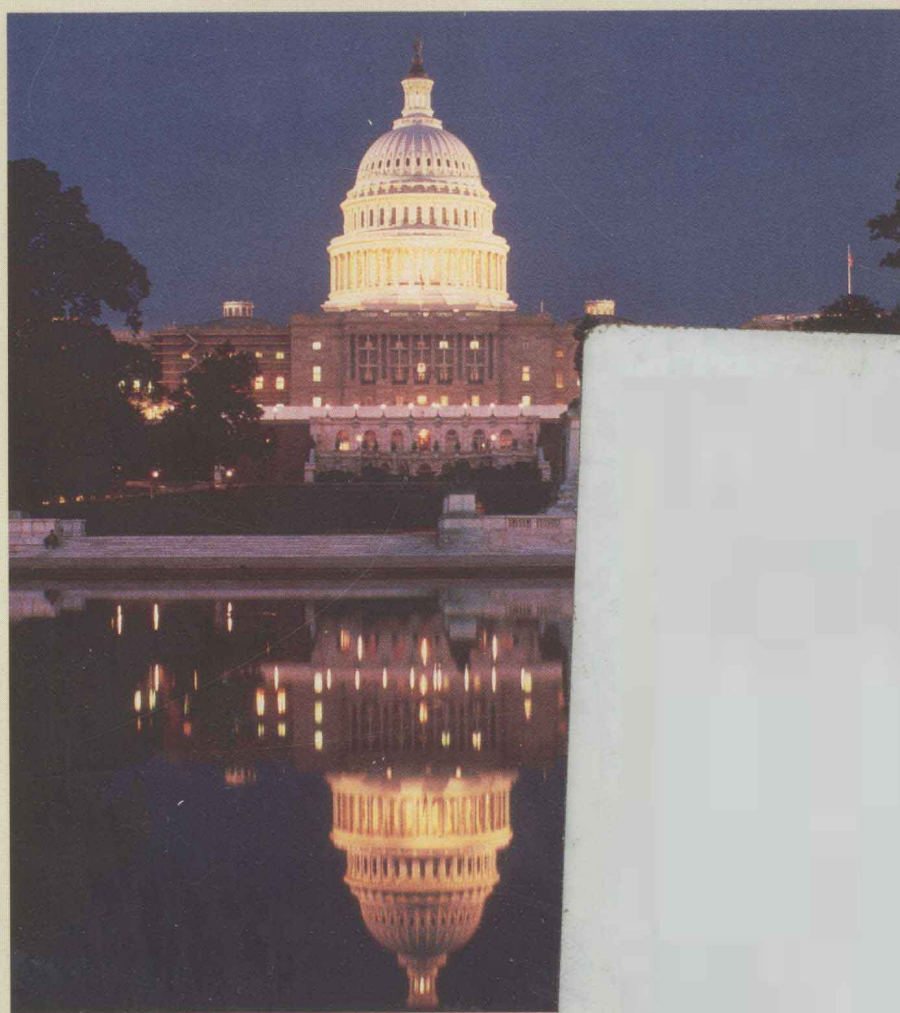


CONTEMPORARY'S
**LOOK
AT^{THE} U.S.**

An ESL/Civics Series
Based on the Federal Citizenship Texts

B O O K 2



Carole Cross

CONTEMPORARY'S
LOOK
AT THE U.S.
BOOK 2

CAROLE CROSS

ESL Coordinator
El Monte-Rosemead Adult School
El Monte, California

with

ROB PARAL

Research Associate
NALEO (National Association of
Latino Elected and Appointed Officials)
Washington, D.C.

Project Coordinator
Julie Landau

Editor
Betsy Rubin



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Production Editor

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Typography

Carol Schoder

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To the Instructor

The *Look at the U.S.* series was specially designed to help ESL teachers introduce civics concepts into the classroom. This multi-level series introduces the fundamentals of U.S. history and government and is based on the federal citizenship textbooks. This flexible series can serve as texts for:

- special ESL/civics classes for amnesty students
- citizenship classes
- standard ESL classes

In addition to this book, *Look at the U.S., Book 1*, the series includes:

- *Look at the U.S., Book 2*
- *Teacher's Guide, Books 1 & 2*
- *Look at the U.S., Literacy Level*
- *Teacher's Guide, Literacy Level*

Instructional Design for This Book

The purpose of this book is to teach the basics of U.S. history and government by reinforcing the English language skills of listening, speaking, reading, and writing. To accomplish this, each lesson incorporates the features shown on the chart below.

Books 1 & 2—Lesson Design		
FEATURE (<i>per lesson</i>)	SKILL	SOURCE
Setting the Stage	listening and speaking	teacher's guide
Before You Read	listening, speaking, and pre-reading	student text
Reading Passage	reading	student text
After You Read	reading comprehension	student text
Think About . . .	speaking, listening, or writing	student text
Using New Words	vocabulary development	student text
Sentence Completion (<i>Book 1</i>)	writing	student text
Express Your Ideas (<i>Book 2</i>)	writing	student text
These optional activities can be presented at the teacher's discretion:		
Listening Activity	listening and speaking	teacher's guide
Group Activity	listening and speaking	teacher's guide
Writing Activity	writing	teacher's guide

Activities found in the teacher's guide should be used to supplement the text and, most importantly, to actively draw the students into the learning process.

Teacher's Guide for Books 1 and 2

The teacher's guide for Books 1 and 2 provides:

- an overview of the key components of each lesson
- chapter-by-chapter ideas for supplementary classroom activities
- handouts to use in the classroom

Throughout your work with this series, you will be given the opportunity to link important issues in American government and history to concerns facing your students in their daily lives. In particular, teacher's guide activities will help you relate civics topics to everyday life.

The Multi-Level Approach

Books 1 and 2 address the same key concepts in U.S. history and government. However, since students have varying degrees of proficiency in English, the books are written at different levels. Book 1 is aimed at students who can speak, read, and write some basic English and who have had some education in their own country. Book 2 assumes a higher educational level and greater fluency in English.

Book 1 may be too difficult for some of the beginning-level students. For this reason, there is a literacy-level book (and accompanying teacher's guide) in the *Look at the U.S.* series.

For more information on other books in this series, contact:

Contemporary Books
Adult Education Division
Two Prudential Plaza
Chicago, Illinois 60601-6790

Our toll-free number is 1-800-621-1918.

For more information on how to use this book and for additional classroom activities, see *Look at the U.S. Teacher's Guide—Books 1 & 2*.

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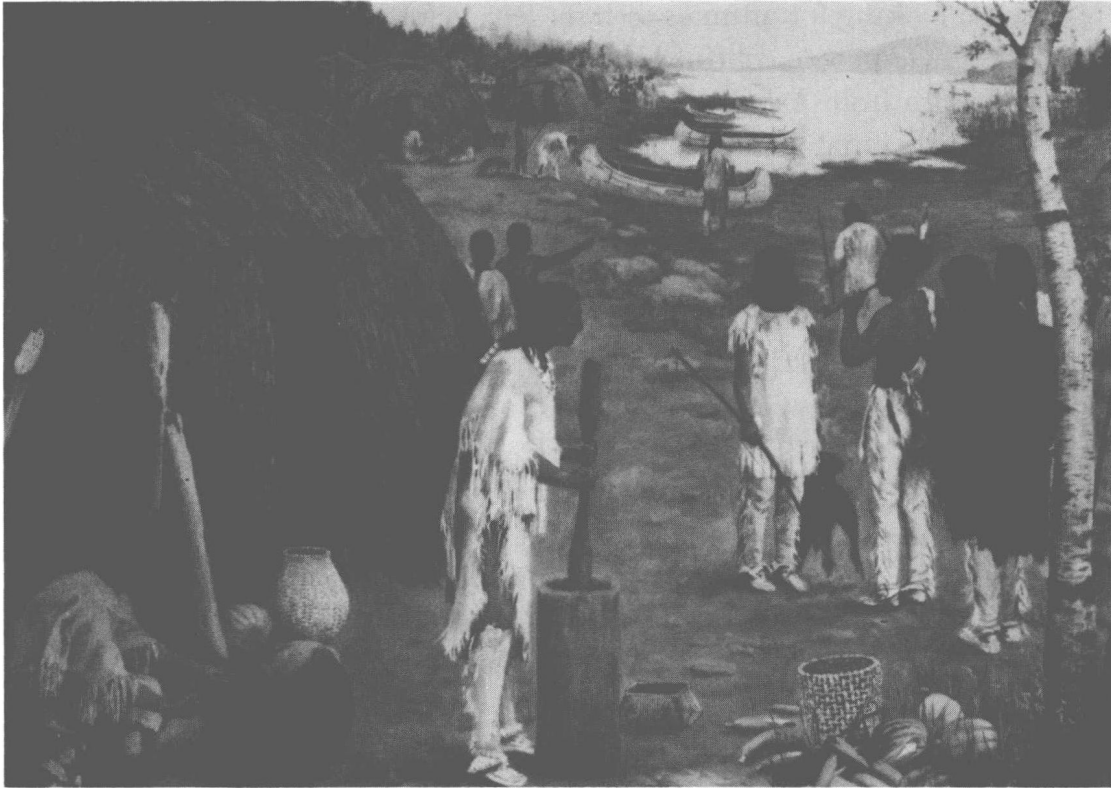
U.S. History



New arrivals to the U.S. in the 1800s.

Chapter 1

Native Americans



Many Native Americans lived in villages.

BEFORE YOU READ

1. The Indian people are also called Native Americans. What does “native” mean?
2. What is your native country?
3. Who are the people in the picture? What are they doing?
4. Who lived in North America first—the Native Americans or the Europeans?
5. Do Native Americans still live in the United States? Where?

Native Americans

The first people to live in North America came from Asia. Look at the map on page 5. This map shows that at one time there was a piece of land connecting Alaska and Siberia, a part of Asia. This land, called a land bridge, appeared when the level of the ocean was very low.

People looking for animals to hunt left Asia and entered North America. These people continued to move south and east. They came to North America from Asia over many thousands of years.

These first inhabitants of the Americas moved to all parts of North and South America. As groups adapted themselves to different regions, they developed their own cultures, along with more than 1,500 languages. Several groups developed into powerful and advanced societies.

The Native Americans used many products that were later adopted by countries in all parts of the world. Corn, potatoes, tomatoes, tobacco, and chocolate are just a few of the products that were first used by Native Americans.

The arrival of European colonists in the Americas caused a tragic conflict. The Europeans dominated and abused the Native Americans. They fought with them and took away their land. Many Native Americans were forced to live on special areas of land called reservations.

The Native Americans lived in every part of the Americas, and their cultures were rich and diverse. Modern society has received many benefits from the contributions of these first Americans.

AFTER YOU READ

Choose the best answer to complete the sentence.

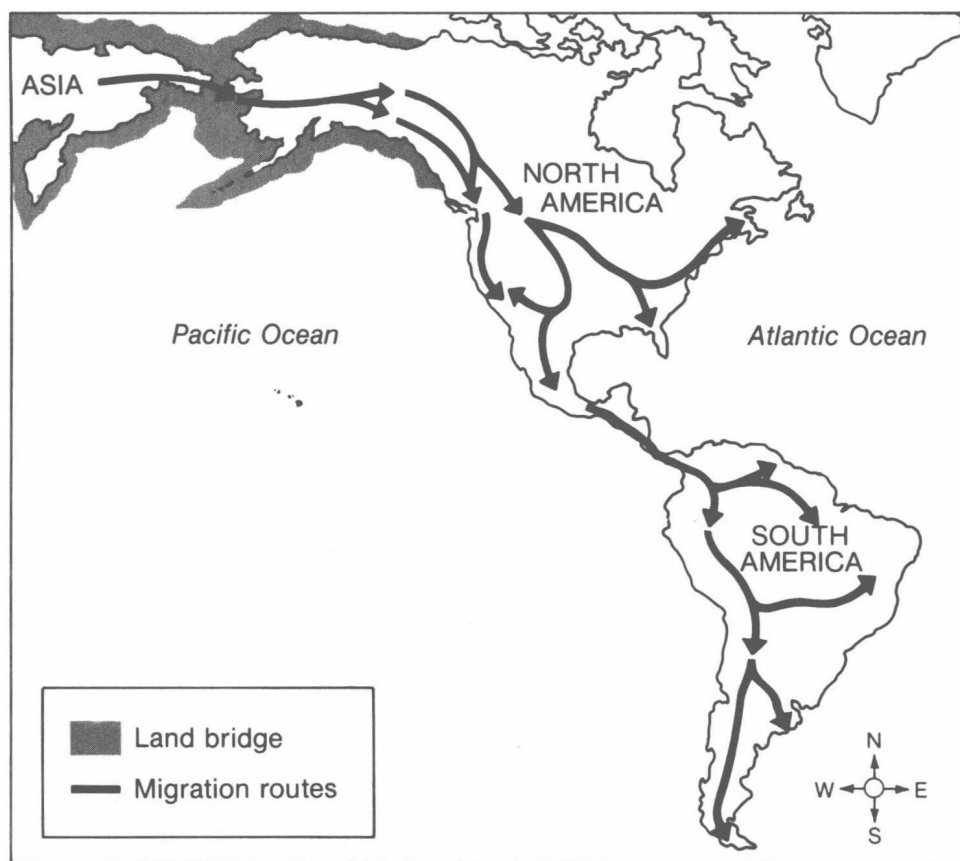
- | | |
|---|---|
| 1. The first inhabitants of North America came from | 2. Corn, potatoes, and tomatoes were |
| a. South America | a. brought to the Americas by the Europeans |
| b. Europe | b. first grown in the Americas |
| c. Asia | c. not used by the Native Americans |
| d. Central America | d. only used in North America |
| 3. The native people of the Americas | 4. The European colonists |
| a. did not adapt to North America | a. spoke more than 1,500 languages |
| b. returned to Asia | b. came to the Americas from Siberia |
| c. did not develop powerful societies | c. abused the Native Americans |
| d. developed more than 1,500 languages | d. lived on reservations |

USING NEW WORDS

Choose from the words below to complete the sentences.

contributions reservation cultures inhabitants
tobacco conflict abused

1. The first _____ of North America came from Asia.
2. The Native Americans developed a wide variety of _____ and languages.
3. A tragic _____ developed between the Europeans and the Native Americans.
4. The European colonists _____ the Native Americans.
5. Native Americans have made many _____ to modern society, such as art and different crops.



Thousands of years ago, people crossed a small piece of land to come from Asia to North America.

THINK ABOUT THE NATIVE AMERICANS

Answer the following questions.

1. Where did the Native Americans come from?
2. How did the Native Americans come to North America?
3. In what parts of the Americas did the Native Americans live?
4. Why do you think the people of North and South America spoke many languages?
5. Why do you think the Europeans could dominate the Native Americans?

Answers for this chapter start on page 108.

EXPRESS YOUR IDEAS

Think about the Native Americans before the Europeans came and after the Europeans came. How do you think the Europeans changed the lives of the Native Americans?

Answers will vary.

Chapter 2

Christopher Columbus and the New World



Christopher Columbus claimed the New World for the Queen of Spain.

BEFORE YOU READ

1. Why did you come to the United States?
2. Why do people travel to new countries?
3. How did Columbus travel to the New World?
4. In what other ways did people travel at the time of Columbus?
5. What do you think Columbus was looking for when he crossed the ocean?

Christopher Columbus

At the time of Columbus, in the 1400s, people from Europe often traded products with people in Asia. Europeans traveled to Asia to buy valuable goods such as silk and spices. To reach Asia, Europeans had to travel by land, and the trip was difficult and dangerous.

Christopher Columbus was an Italian navigator who believed that there was an easier way to reach Asia from Europe. Columbus believed that he could reach Asia by sailing west across the Atlantic Ocean. He convinced the Queen of Spain to help him, and she gave Columbus three sailing ships: the *Niña*, the *Pinta*, and the *Santa María*. She also provided men to sail with him.

In the 1400s, most people believed that the earth was flat. They thought that if a person sailed too far across the ocean he would fall off the end of the earth. So they thought Columbus was crazy.

In the year 1492, Columbus crossed the Atlantic Ocean to look for a new route to Asia. After about 30 days of travel, he and his men reached land. They believed that they were near India, in Asia, so they called the people they met “Indians.” Of course, Columbus was not in Asia. He had reached the New World: North America and South America.

There were two important results of this trip. People learned that the earth was round, not flat. Also, Europeans began to colonize the New World.

AFTER YOU READ

Choose the best answer to complete the sentence.

1. Columbus wanted
 - a. to find the New World
 - b. to sail to Italy
 - c. to travel by land
 - d. to sail to Asia
2. At the time of Columbus, many Europeans
 - a. traveled by ship to Asia
 - b. believed the earth was flat
 - c. sailed with Columbus to the New World
 - d. sold silk and spices in Asia

3. Europeans went to Asia

- a. in the *Niña*, the *Pinta*, and the *Santa María*
- b. to prove the earth was flat
- c. to buy goods
- d. to discover the New World

4. After the trip by Columbus,

- a. people knew the earth was flat
- b. the Europeans colonized the New World
- c. people stopped buying silk and spices
- d. the Asians colonized the New World

USING NEW WORDS

Use words from the reading passage to fill in the blanks.

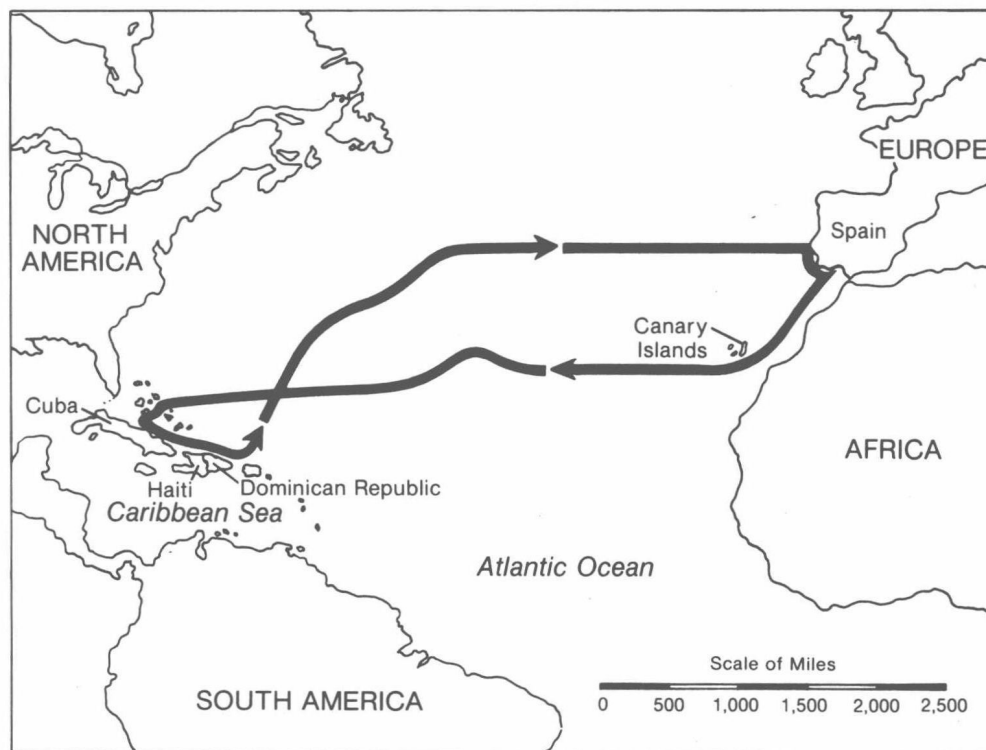
Example: Europeans bought these things in Asia: silk and spices (*paragraph 1*)

Europeans traveled to Asia to buy valuable goods such as **silk** and **spices**.

1. A person who directs a sailing ship: _____ (*paragraph 2*)

2. The opposite of round: _____ (*paragraph 5*)

3. To create communities in a new place: to _____
(*paragraph 5*)



This map shows how Columbus traveled to the New World and back to Spain.

THINK ABOUT COLUMBUS

Answer the following questions.

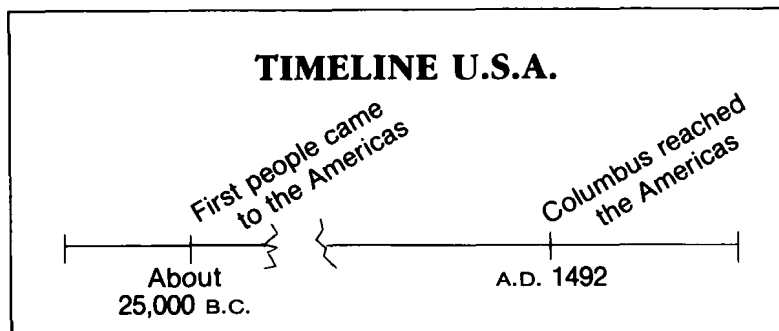
1. At the time of Columbus, how did Europeans travel to Asia?
2. Why did Columbus sail across the ocean?
3. Why do you think Columbus asked the Queen of Spain for help?
4. Why did Columbus think he was near India?
5. How did Columbus change history?

Answers for this chapter start on page 108.

EXPRESS YOUR IDEAS

After Columbus made his trip, the Europeans began to colonize the New World. Do you think the world is better or worse because of what Columbus did?

Answers will vary.



Chapter 3

Jamestown and Plymouth



Native Americans and settlers eating the first Thanksgiving dinner.

BEFORE YOU READ

1. What was your first year in the United States like?
2. Is it difficult to start a new life in a new land? Why?
3. What is a colony?
4. Why did people come to the early colonies in the New World?
5. Why was life in the early colonies difficult?