

Land, People, Nation

A History of the United States

Third Edition

Anna Uhl Chamot and Kathleen Anderson Steeves

Beginning – High-Intermediate


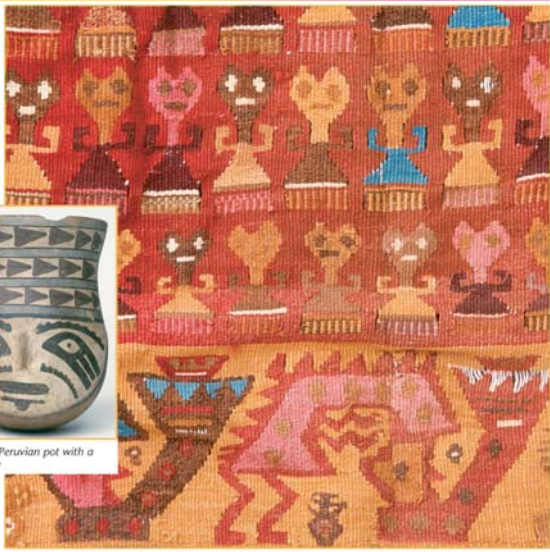
The new edition of *Land, People, Nation* combines the two previous volumes in one complete, full-color textbook. The short, engaging readings and color illustrations, maps, charts, and graphs help students build valuable interpretive skills as they master academic content and develop language proficiency.

Land, People, Nation provides explicit instruction in learning strategies based on the CALLA model (preparation, presentation, practice, self-evaluation, and expansion). This text also serves as a valuable alternative for students experiencing difficulty with a basal American history text.

Features:

- Aligned to the national history standards.
- Correlations to assist in lesson planning.
- Website listings to assist instructors in integrating technology into the program.

UNIT 1 **The Earliest Americans**

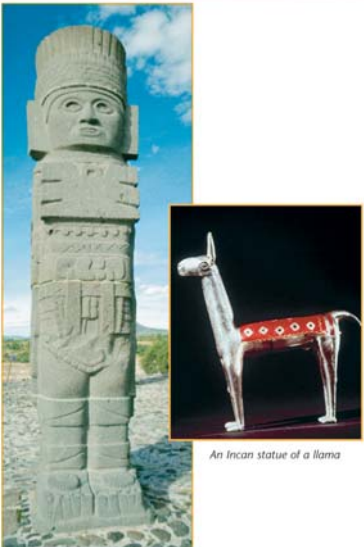
An ancient Peruvian pot with a human face

A precolumbian skirt with human and animal figures

TIMELINE

	10,000 B.C.E.	c. 1000 B.C.E.	1	1000	1050	1100	1200
	c. 10,000 B.C.E.— The last Ice Age ends. Hunters followed herds across Bering Straits land bridges.	c. 1000 B.C.E.— Mayan civilization in Mexico and Central America	c. 1—1300 C.E. Anasazi settle in the Southwest	c. 1000 Vikings settle in North America		c. 1100—1521 Aztec civilization in Mexico	

▲ Timelines are used to contextualize events.



A stone sculpture of a warrior from ancient Mexico

An Incan statue of a llama

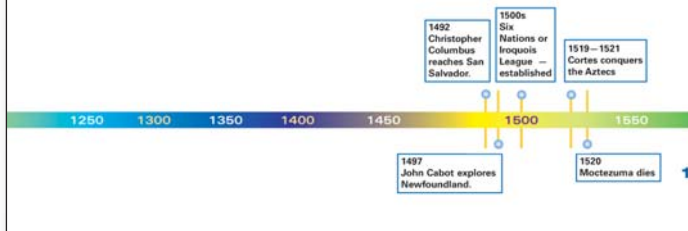
In this unit you will:

- read about the earliest Americans
- use bar graphs
- learn about several Native American cultures
- Read about the Polar Regions
- sharpen your listening and note-taking skills

Tell what you know:

- Who were the first people to live in the Americas (North, South, and Central America)?
- How did they live?
- What do these pictures tell you?

WRITE
Write your ideas in your notebook.



◀ Chapter objectives are clearly stated.

LISTENING FOR INFORMATION Taking Notes

LEARNING STRATEGY

Taking notes is an important learning strategy. You can take notes when you read and when you listen. Taking notes helps you remember.

A T-list helps you take notes on information you hear or read. Copy the T-list below in your notebook. The main ideas on the left are already complete.

- Listen carefully and complete the details on the right.
- When you have finished, read all the information silently.
- Check your work with a classmate.

MAIN IDEAS

DETAILS AND EXAMPLES

A Early Inuit crossed the Bering Strait many years ago.

1. Early Inuit were the last group of Asian _____ to arrive in America.
2. They crossed _____.
3. Inuit did not _____ south.
4. Today, Inuit live in North America Polar Regions of _____ and _____.

B Inuit learned to find food in the cold Arctic Region.

1. Inuit hunted sea animals such as _____ and _____.
2. Inuit also hunted large _____ animals such as caribou and polar bears.

C Inuit learned to keep warm in a very cold climate.

1. Inuit learned to make warm _____ and build special _____.
2. Inuit used _____ of animals and birds to make warm clothes.
3. Some Inuit made tents from animal _____.
4. Some Inuit made houses from _____ bones and grass and dirt.
5. Sometimes Inuit built houses of _____. These houses are called igloos.

UNIT 1: The Earliest Americans 25

Learning strategies are explicitly taught. ▶

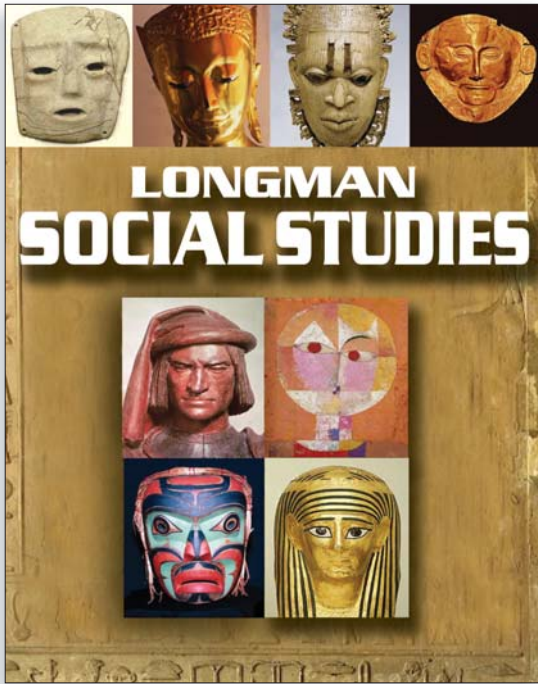


Pricing/ISBNs

Title	13-Digit ISBN	10-Digit ISBN	Price
Student Book	978-0-13-238638-8	0-13-238638-0	\$ 44.95
Teacher's Guide	978-0-13-238637-1	0-13-238637-2	\$ 55.95



www.longman.com/landpeoplenation



Longman Social Studies

Lee Ann Aguilar Lawlor and Julie Mariscal

Grades 6-12
Beginning – High-Beginning

Specifically designed for the English language learner in grades 6-12, *Longman Social Studies* prepares students for success in a standards-based social studies program. Students build content knowledge and vocabulary as they study a broad overview of world and American history. Reading strategies are explicitly taught and modeled, while social studies skills such as interpreting maps, timelines, charts, and graphs are presented and recycled throughout the text. Timeline posters and a map pack include additional activities to reinforce important content and skills.



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Map Pack	978-0-13-199783-7	0-13-199783-1	\$ 49.50



Primary Source

Leonardo da Vinci

Leonardo da Vinci lived during the Renaissance in Italy. He was a painter. But Leonardo was interested in more than just painting. For example, he studied botany. Botany is the science of plants. He studied plants so he could paint flowers and grass better. He also studied sunlight. He saw that sunlight could make shadows or change the color of an object.

Before Leonardo, people's portraits were usually painted as if the people were sitting right in front of the sun. Leonardo did not think this looked right. When he painted, he did experiments with light and shadow. Soon he changed the way people thought about painting.

Below is a passage from one of Leonardo's notebooks. He wrote this in 1480. As you read, look for words you know. They will help you understand the passage.

... very great charm of shadow and light is to be found in the faces of those who sit in the doors of dark houses. The eye... sees that part of the face which is in shadow lost in the darkness of the house, and that part of the face which is lit draws its [brightness]... from the sky. From this light and shade the face gains greatly... in beauty...



▲ La Gioconda

1. How did Leonardo prepare himself to paint flowers?
2. Think about what Leonardo said about the way he wanted to paint a person's face in a portrait. Look at his painting *La Gioconda* (also called *Mona Lisa*). Did Leonardo do what he said he wanted to do?



The Printing Press

An important invention in the Renaissance was the printing press. A German named Johannes Gutenberg invented it. Before the printing press, early books, called manuscripts, were written by hand. It took years to write one manuscript, so books were expensive. Only rich people owned them. The printing press used movable type—the letters could be changed easily. Gutenberg's first printed book was a Bible. The invention of the printing press made it easier and cheaper to make books. More people learned to read. New ideas and thoughts were shared everywhere.

thoughts: what a person thinks

▼ Gutenberg's workshop



▲ A page from Gutenberg's Bible

CONNECT TO TODAY

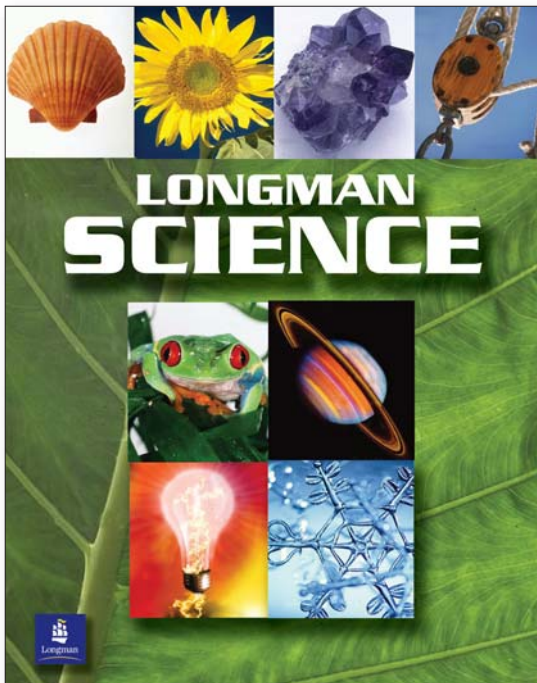
Printing

Gutenberg's printing press used metal letters that could be moved around. Later, people developed presses powered with steam called power presses. These presses printed faster. Today we create documents on computers and print with laser printers. Printing is now faster than ever!



Before You Go On

1. What else interested Leonardo besides painting?
2. How were books written before the printing press?
3. What modern invention compares to the printing press? Explain how both inventions changed people's lives.



Longman Science

Grades 6-12
Beginning – High-Beginning

Longman Science, specifically designed for the English language learner in grades 6-12, prepares students for success in a standards-based science program. Students build content knowledge and vocabulary as they study a broad overview of life, earth, and physical science. Reading strategies are explicitly taught and modeled, science skills are presented and recycled and each unit ends with a student experiment. Science posters reinforce and provide more practice with key science concepts.



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Posters	978-0-13-229341-9	0-13-229341-2	\$ 50.00



Reptiles

Snakes, lizards, and turtles are reptiles. Most reptiles live on land, but some live in water. All reptiles have lungs. They use their lungs to breathe. Reptiles also have hard scales or plates on their bodies to protect their inner parts. Snakes and lizards have scales. Turtles have plates.

Most reptiles hatch from eggs. In fact, many young reptiles never see their parents. Sea turtles, for example, leave their eggs in a hole on the beach. The young turtles hatch and quickly crawl into the sea.



SCIENCE AT HOME

Reptiles at the Zoo

You can see all kinds of reptiles at most zoos. One of the most interesting snakes is the anaconda. It is the heaviest snake in the world. It can weigh 250 kilograms (550 lbs) or more.



▲ Anaconda

◀ This green iguana is a type of lizard.

▼ Sea turtles lay their eggs on the beach.



Birds

Birds live on land, and most fly in the air. All birds hatch from eggs. All birds care for their young. They bring their young food and give them shelter.

All birds have wings, but not all birds can fly. The ostrich is the largest bird in the world. It can't fly. But it has strong legs and can run very fast.

All birds have feathers. Most birds use the long feathers on their wings and tails for flying. Body feathers are on the main part of the bird's body. These smaller feathers help keep birds warm.

ENVIRONMENT WATCH



Endangered Species

This yellow-headed Amazon parrot is endangered. There are not many of this species of bird alive. This is because people are cutting down the forests where the birds live. People are also catching these birds to sell them as pets. We need to protect these birds and the many other endangered species.



▲ An ostrich cannot fly.



▲ Wing and tail feathers help birds fly.



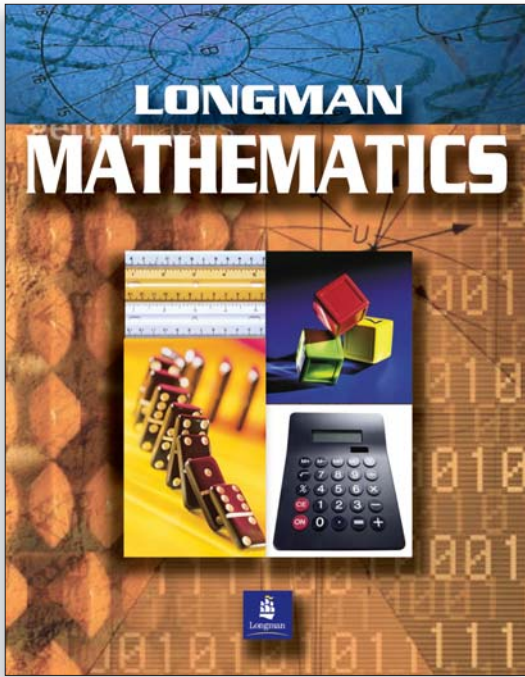
▲ Body feathers keep birds warm.

Before You Go On

1. Name two traits all reptiles have.
2. What are two uses of feathers?
3. How do ostriches get away from animals that want to eat them?

Animals 85

▼ Math specific vocabulary is introduced and then practiced through dialogues.



Longman Mathematics

Julie Rumi Iwamoto

Grades 6-12
Beginning – High-Beginning

Longman Mathematics prepares students in grades 6-12 for success in a standards-based mathematics program. Students build mathematics vocabulary as they study the basics of mathematics, including numbers, fractions, ratios, percents, geometry, and measurement. At the same time, they develop an understanding of how to read, interpret, and respond to math word problems in English. Mathematics posters with activities reinforce important mathematical concepts.

 www.longman.com/contentmath

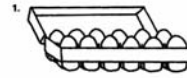
Pricing/ISBNs

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Vocabulary

Look at the illustrations and read the expressions.



1. a dozen eggs



2. a half-dozen eggs (half a dozen eggs)



3. a single glove



4. a pair of gloves



5. twin brothers (twins)



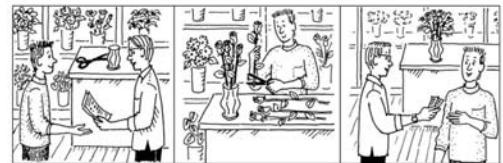
6. a couple of chairs



7. a double scoop

Exercise 9

A. Look at the illustrations. Then read the dialogue below.



The Flower Shop

Richard: Jason, here's an order for a dozen roses for Mr. and Mrs. Hunt. Mrs. Hunt just had twin girls!

Jason: That's great!

Richard: Here's another order for a couple of green plants for Mrs. Myers. She has a bad back again and is in the hospital.

Jason: I'm sorry to hear that . . . I'll fill the orders right away. By the way, how much is a dozen roses?

Richard: A dozen roses is \$24.00. The price doubled in just four years!

Jason: Is a half-dozen roses \$12.00?

Richard: Yes, and a single rose is \$2.00.

Jason: Thanks, Richard.

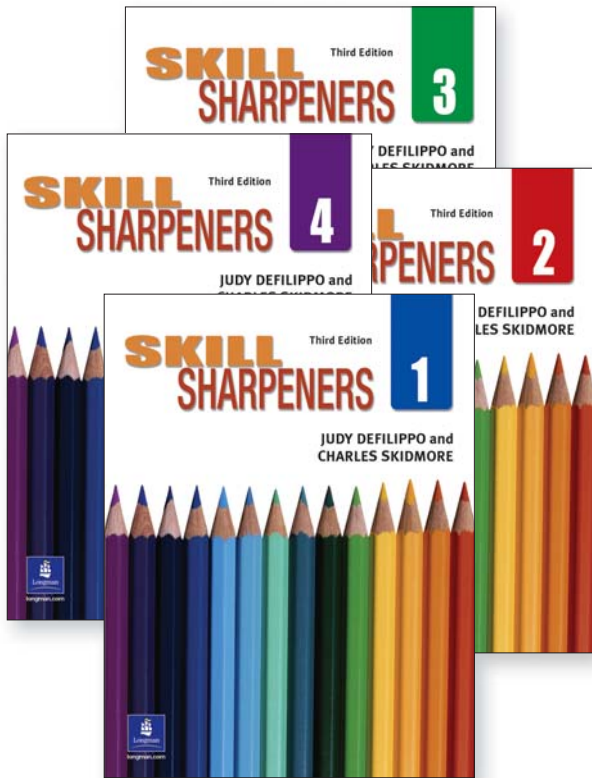
Richard: You're welcome . . . Hey, Jason, I have an extra pair of tickets to the county fair this weekend. Would you like them?

Jason: Yes! My girlfriend and I would really like to go to the fair.

Richard: Great! They're yours!

Jason: Thanks, Richard. Oh . . . and don't forget to call your wife back.

Richard: Right. Today's her birthday. I'll call her back and then I'll send her two dozen roses.



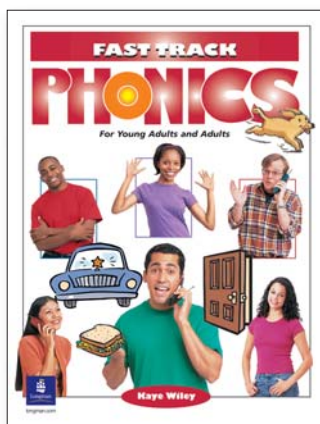
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Third Edition

Judy DeFilippo and Charles Skidmore

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The *Skills Sharpeners* series presents language skills that will help prepare students to succeed on state competency tests. Skills are integrated with academic content in social studies, science, math, and history. Includes comprehensive treatment of language structures, higher-order thinking skills, writing skills, and test-taking strategies.



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The Simple Past Tense

Language Objective
Talk about picture prompts using the simple past tense.

The simple past tense is used to talk about activities or situations that began or ended in the past, for example, "Julio stayed home yesterday," "It rained all night long." Most simple past tense verbs are formed by adding *-ed* to the verb.

Forms of the Simple Past
Statement: I (you / he / she / it / we / they) worked yesterday.
Question: Did I (you / he / she / it / we / they) work yesterday?

Write a sentence under each picture. Use the correct past tense verb from the Data Bank. (One of the words is used twice.) The first one is done for you.

1. She listened to music.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

DATA BANK
painted played (2) chased snowed washed cleaned -listened- studied

SKILL OBJECTIVES: Forming past tense of regular verbs; writing sentences. Write on the board, "What did you do yesterday?" Ask individual students such questions as, "Did you watch TV? What programs did you see?" "Did you listen to music?" etc. Read the explanation of the simple past tense and the forms of the simple past. Have the class look at item 1. Explain that in each item, *-ed* is added to the verb to form the simple past. Call attention to the Data Bank, then do the new items orally before having students write the sentences.

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