



On behalf of Splash! Publications, we would like to welcome you to *New Mexico*, one of five lessons in our *Southwest States Unit*. This lesson was designed by teachers with you and your students in mind. Each lesson in this unit has been professionally recorded with words and music on Audio CD. Differentiate instruction with this unit by setting up a listening center in your classroom.

THE FORMAT

Our goal is a lesson that you can use immediately. No comprehension questions to write, activities to create, or vocabulary words to define. Simply make copies of the lesson for your students and start teaching.

THE VOCABULARY

Our lessons feature words in bold type. We have included a Glossary to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context. Remember, we're teachers! Students will be exposed to these vocabulary words in the comprehension activities. They will also be tested on the vocabulary words at the end of the lesson.

Students will be responsible for filling out and studying their vocabulary cards. You may want to have students bring in a small box for storing their vocabulary cards. We don't have to tell you that incorporating these words into your Reading and Spelling programs will save time and make the words more meaningful for students.

THE LESSON PLAN

Before reading *New Mexico*, students will:

- complete Vocabulary Cards for ***abandoned, allies, antislavery, appointed, archaeologists, artifacts, Asia, attaining, caverns, ceded, ceremonies, cinder, compromise, constitution, deserted, draft, economy, enchantment, epidemic, extinct, flint, hostile, irrigate, kivas, maize, myth, native, North America, prosper, revolt, small pox, transcontinental, yucca.***

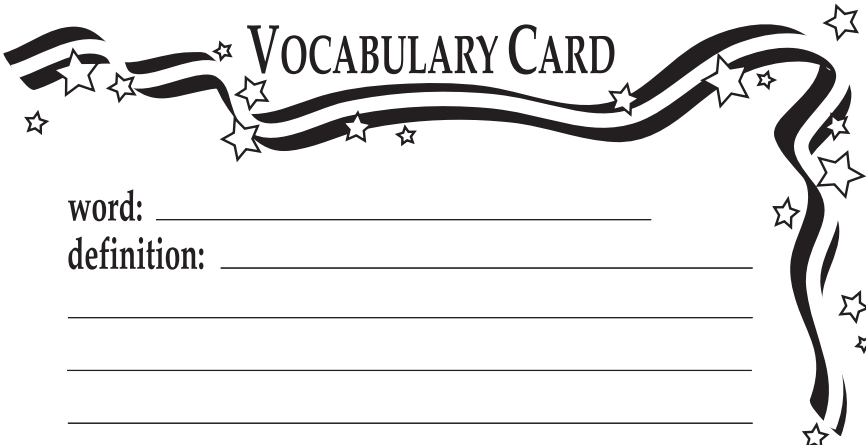
After reading *New Mexico*, students will:

- answer New Mexico Reading Comprehension Questions.
- answer New Mexico Language Comprehension Questions.
- use letter coordinates to complete New Mexico Grid Math.
- take a Vocabulary Quiz for New Mexico.

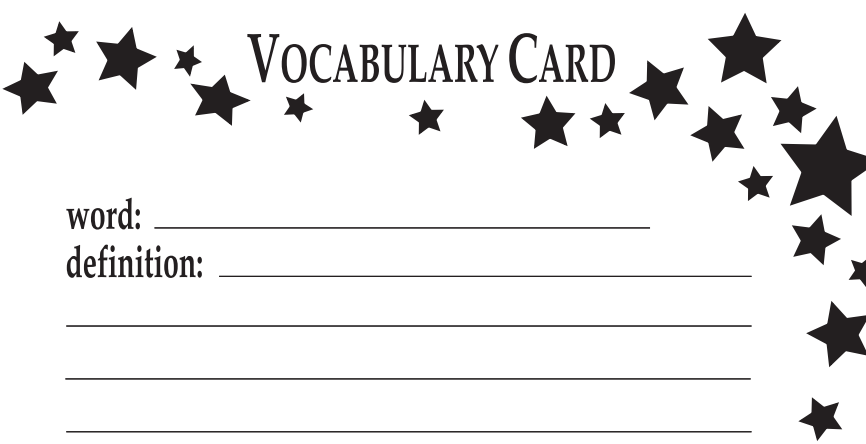
NOTE: The answers to all activities and quizzes are at the end of the lesson.

OUR OTHER SOUTHWEST STATES LESSONS

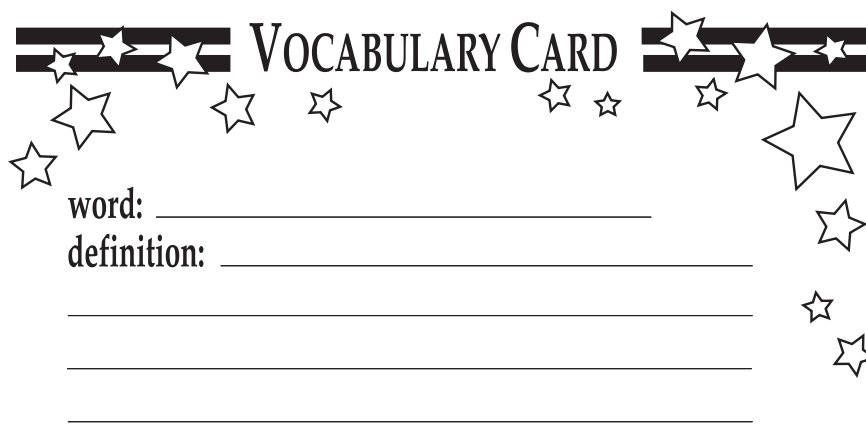
Introduction to the Southwest Region, Arizona, Oklahoma, and Texas.

 VOCABULARY CARD

word: _____
definition: _____

 VOCABULARY CARD

word: _____
definition: _____

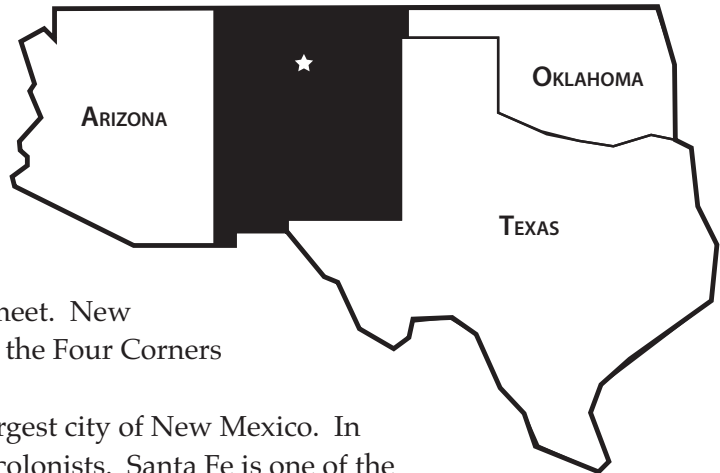
 VOCABULARY CARD

word: _____
definition: _____

NEW MEXICO

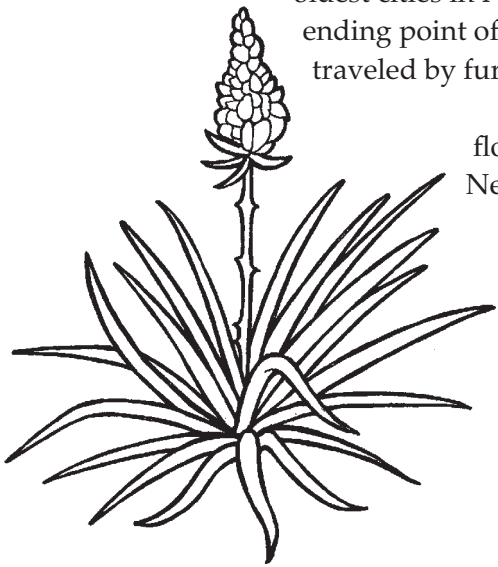
New Mexico, the Land of **Enchantment**, is located in the Southwest region of the United States. Natural beauty, colorful Native American villages, Spanish mission houses, and the remains of the state's ancient Cliff Dwellers are the types of attractions that give New Mexico its nickname.

New Mexico is shaped like a giant rectangle. In the northwest corner is the only point in the nation where four states meet. New Mexico, Colorado, Arizona, and Utah form the Four Corners region.



Santa Fe is the capital and second largest city of New Mexico. In 1610, Santa Fe was established by Spanish colonists. Santa Fe is one of the oldest cities in **North America**. The city became famous as the ending point of the Santa Fe Trail. During the 1800s, the Santa Fe Trail was traveled by fur trappers and gold seekers.

The state bird of New Mexico is the Roadrunner. The state flower is the **Yucca**, and the state tree is the Piñon (PIN•yahn). New Mexico's motto is "It Grows as It Goes."



YUCCA

NEW MEXICO'S POINTS OF INTEREST

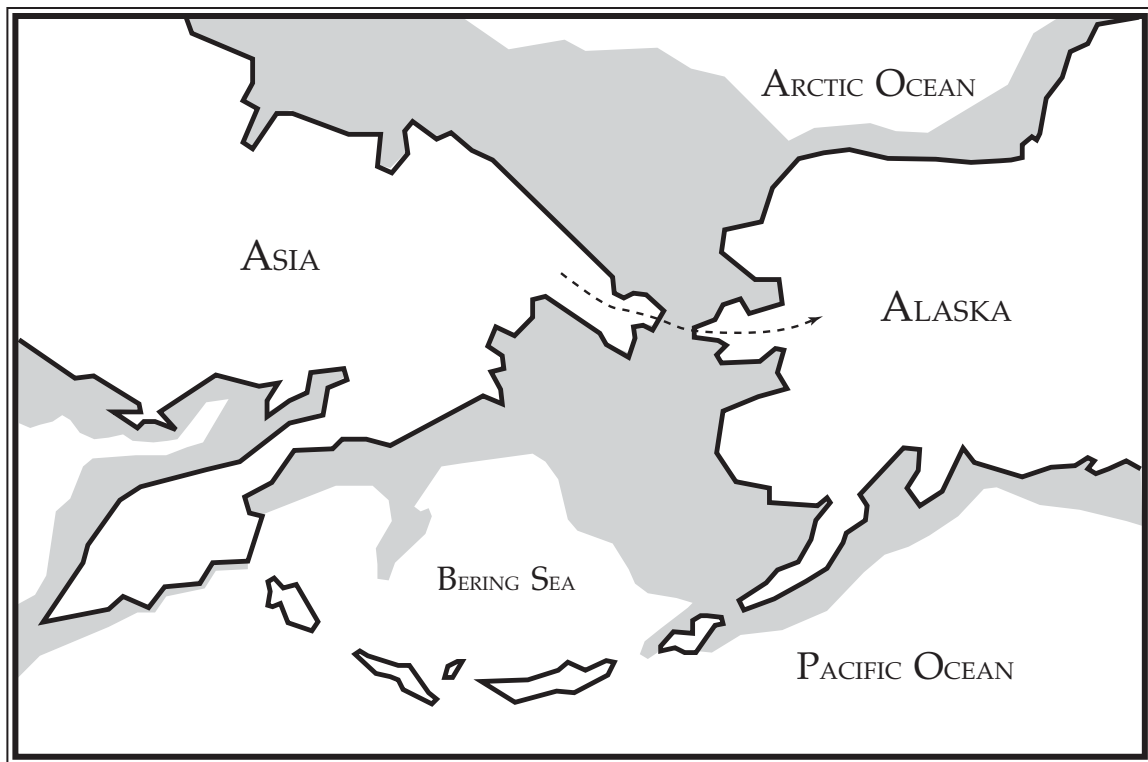
New Mexico is full of historic places of interest. Those who are interested in the past visit Native American ruins and battlefields of the Civil War. **Deserted** mining towns throughout New Mexico have become "ghost towns." This is because all the people have moved and only the ghosts are left to greet the visitors.

New Mexico is also home to several national parks and monuments. Carlsbad **Caverns** National Park in the southeastern part of New Mexico has the largest underground caves in North America. Capulin (CAP•yew•lin) Volcano National Monument features an **extinct** volcanic **cinder** cone that rises 1,000 feet from the ground. Aztec Ruins National Monument preserves a 500-room dwelling built by the Pueblo people hundreds of years ago. New Mexico's 33 state parks invite those who enjoy boating, hiking, camping, or fishing.

THE BERING LAND BRIDGE

Thousands of years ago, the Folsom and Clovis cultures were the first inhabitants of New Mexico. In 1926, **artifacts** from these Native Americans were found near the New Mexico cities of Folsom and Clovis. The artifacts included arrowheads with long points and **flint** tools made into knives. They were found with the remains of extinct animals.

Archaeologists (ar•kee•OL•uh•jists) believe that the Folsom and Clovis cultures were originally from **Asia**. They entered North America by walking across the Bering Land Bridge. The “bridge” was actually a strip of frozen land that was 1,000 miles wide. The bridge connected northeast Asia to western Alaska thousands of years ago. Animals crossed back and forth over the bridge. The Asian people followed the animals to North America. When the ice melted, it raised the level of the sea. The people who followed the animals into North America had no way to get back to Asia.



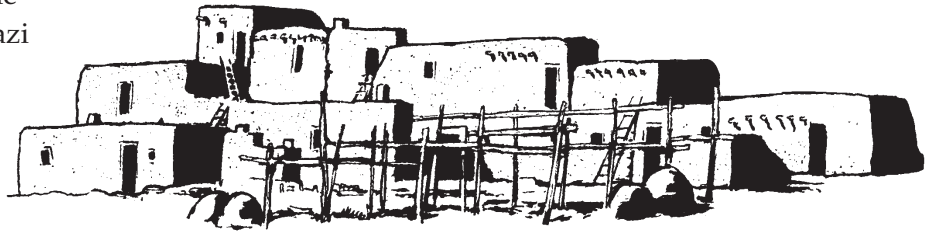
FAST FACTS

- ★ Today, the Bering Land Bridge is covered by the Bering Strait. The Bering Strait is a body of water that is 55 miles wide. It connects the Arctic Ocean to the Bering Sea.
- ★ Small boats are able to travel on the Bering Strait from northeast Russia to Alaska.
- ★ The Bering Strait is usually completely frozen over from October to June.

THE ANASAZI AND PUEBLO PEOPLES

Native Americans who came after the Folsom and the Clovis were farmers from the Anasazi (ahn•uh•SAH•zee) tribe. The Anasazi lived in the northwestern part of New Mexico. Their dwellings were pueblos built out of mud bricks. The oldest remains of the Anasazi people are located in the Four Corners region.

The descendants of the Anasazi were the Pueblo peoples. The Pueblo also farmed. They lived in villages along the Rio Grande River.



ANASAZI PUEBLO

The Pueblo used the water from the Rio Grande to **irrigate** their crops of **maize**, beans, and squash. They were highly skilled pottery makers and weavers who often decorated their homes with their crafts. The Pueblo built apartment-style houses out of adobe bricks. Some of their adobe dwellings were five stories high.

NEW MEXICO'S OTHER NATIVE AMERICANS

In southwestern New Mexico, the Mogollon (moe•gee•YAHN) people built dwellings in cliffs, high up in the mountains. They were not farmers like the Pueblo. Instead, the Mogollon hunted and gathered cactus fruits and other wild plant foods.



MOGOLLON CLIFF DWELLING

Around 1300, the Mogollon **abandoned** their dwellings and disappeared from New Mexico. Archaeologists are not sure why the Mogollon left New Mexico.

In the 1400s, about 100 years before the first Europeans arrived in New Mexico, the Navajo (NAH•vuh•hoe)

and Apache peoples settled in the area. The Navajo and Apache made life difficult for the Pueblo. They often raided the Pueblo settlements and stole food, clothing, and tools. They also took the Pueblo children as slaves. The fighting between these groups lasted for more than 400 years.

SPANISH EXPLORATION OF NEW MEXICO

In 1536, Spanish explorer Cabeza (cah•VAY•thuh) de Vaca (thay•VAH•kah) arrived in New Mexico. During his eight year journey across the Southwest, de Vaca and his group made friends with many Native American groups.

The Native Americans told Cabeza de Vaca about Seven Cities of Gold. According to the Native Americans, there were seven Zuñi villages in New Mexico that contained treasures and jewels. This was a **myth**. Cabeza de Vaca never found the wealth he was looking for among the Zuñi people.

NEW MEXICO'S FIRST SPANISH COLONY

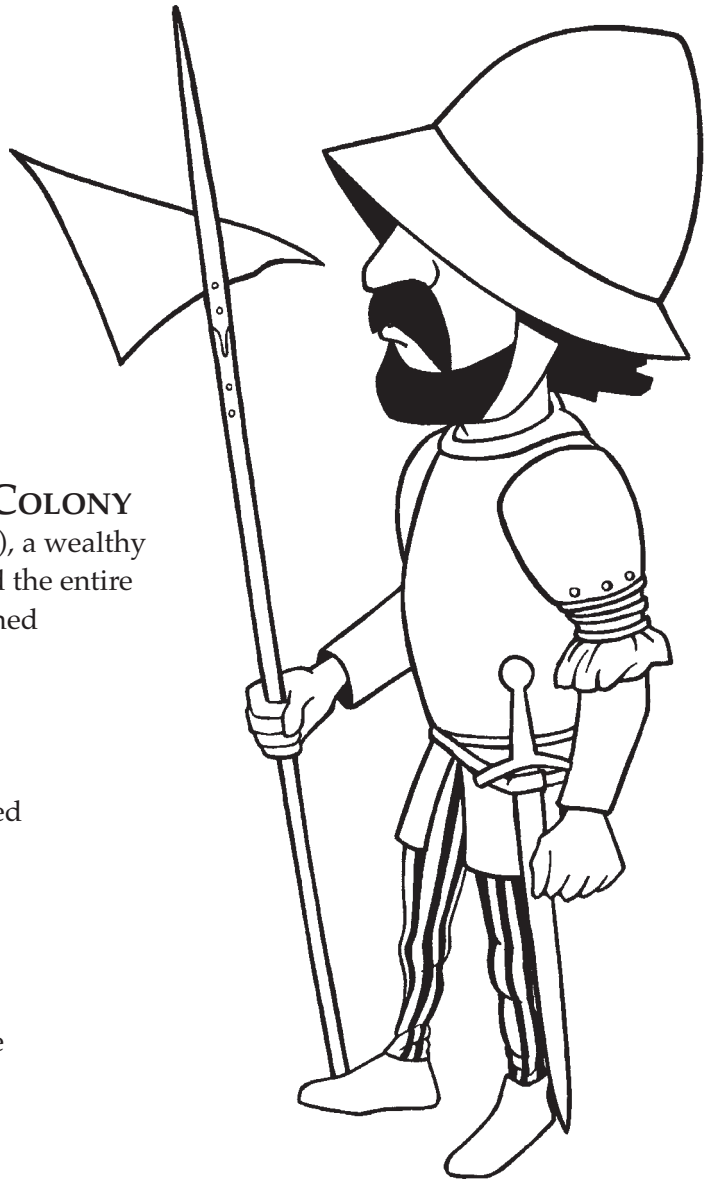
In 1598, Juan Oñate (own•YAH•tay), a wealthy Spaniard, entered New Mexico. He claimed the entire Southwest region for Spain. Oñate established the capital of New Mexico and **appointed** himself as governor of the new colony.

Oñate then set out to explore the rest of the Southwest region. In 1601, Oñate traveled as far as Kansas. In 1604, he reached the Gulf of California.

Oñate rarely spent any time in his New Mexico colony. As a result, the colony failed to **prosper**. In 1610, Oñate was replaced by Pedro de Peralta. The new governor built a successful settlement in the town of Santa Fe.

PUEBLO LIFE IN NEW MEXICO

The Spanish colonists were not kind to the Pueblo tribes in New Mexico. The Native Americans were forced to work long hours in the fields planting crops and raising animals to feed the Spanish colonists. The Pueblo were also forced to pay taxes to the Spanish colonists. The Pueblo paid these taxes with corn from their own farms and blankets they had made. The Pueblo were often beaten and starved.



CABEZA DE VACA

SPANISH MISSIONARIES

The missionaries from Spain forced their religious beliefs on the Native Americans. The Pueblo were not permitted to practice their **native** customs, speak their native languages, or celebrate their native **ceremonies**.

Spanish soldiers destroyed Pueblo **kivas** (KEE•vuz) and many of their religious artifacts.

The rulers in Spain wanted the Native Americans to give up their native customs and become **allies** with Spain.

Spain's rulers hoped that the Native Americans would help fight if Spain ever went to war against another country.

Thousands of Pueblo peoples died because of Spanish control in New Mexico.

Without knowing it, the Spanish colonists spread **small pox** throughout the Pueblo villages. This and other **epidemic** diseases killed thousands of Native Americans in the Southwest.

In the 1650s, a drought struck New Mexico. Crops died and hundreds of Native Americans died from starvation. The Pueblo blamed the Spanish missionaries because they were not permitted to perform their rainmaking ceremonies.



SPANISH MISSIONARY

FAST FACTS

- ★ Before the Spanish arrived, there were over 100 Pueblo villages throughout New Mexico. Today, there are only 19 villages.
- ★ After one war between the Spanish and Pueblo, the Spaniards severely punished the Native Americans. They cut off one foot of every Pueblo man over the age of 21. All men, women, and children over the age of 12 were sentenced to 20 years of slavery. Pueblo children under the age of 12 were taken from their parents and sent to live with priests at the missions.

POPÉ (POE•PAY)

Popé was a Pueblo medicine man who especially hated the Spanish government. In 1675, he was one of several Pueblo religious leaders who were arrested and beaten. After the beatings, Popé met with other Pueblo medicine men and Pueblo warriors. Together they planned an attack.

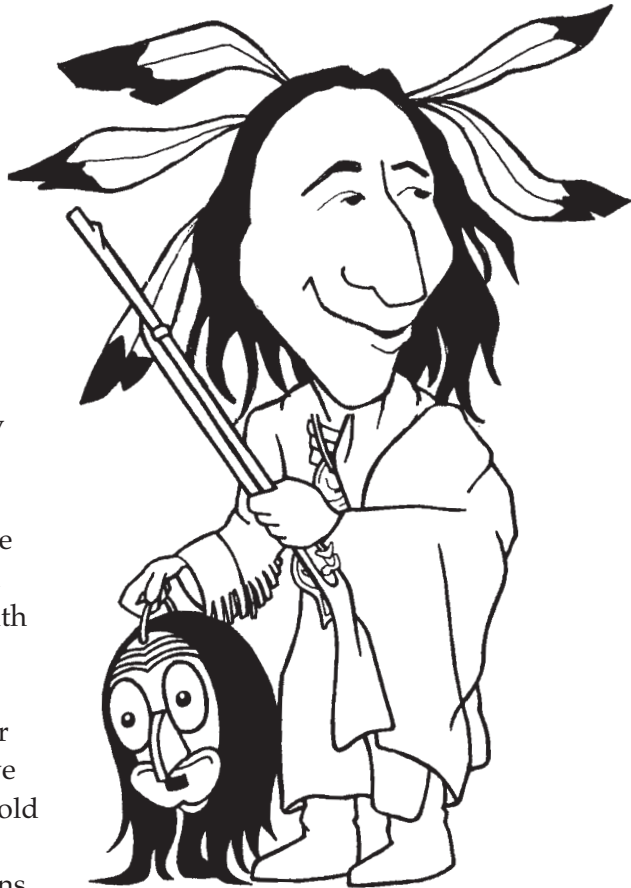
Popé claimed that he saw a vision while praying in the kiva. The vision told him to lead the Pueblo peoples in a **revolt** against the Spanish colonists. Popé was instructed in the vision to destroy the Spanish missions and return the Pueblo to their original customs and religions.

THE PUEBLO REVOLT

On August 10, 1680, the Pueblo attacked. During the nine day revolt, they burned the city of Santa Fe and destroyed several Spanish missions. The Native Americans killed Spanish priests and more than 1,000 Spanish colonists. The Spanish colonists who survived the attack fled south to Texas.

The Native Americans took control of New Mexico and once again spoke their native languages and practiced their native religions. For 12 years they enjoyed their old way of life.

The Spanish government made plans to retake control of New Mexico. Popé had died and the Pueblo no longer had a strong leader. In 1696, Spanish troops easily regained control of New Mexico. The Spanish colonists and priests returned to New Mexico and rebuilt the city of Santa Fe. For the next 125 years, the Spaniards and Pueblo peoples lived somewhat peacefully in New Mexico.



POPÉ

MEXICO TAKES CONTROL OF NEW MEXICO

In 1821, Mexico fought and won its independence from Spain. Mexico took control of New Mexico and the rest of the land in the Southwest. Under Spanish control, Americans had never been permitted to enter New Mexico. The Mexican government changed this rule and even encouraged Americans to enter the territory. American mountain men traveled along the Santa Fe Trail to the New Mexico city of Santa Fe. They traded furs and other American products with the Spanish settlers and the Native Americans. In 1828, a treaty with the United States established the boundary between the United States and Mexico.

THE MEXICAN WAR

In 1845, Texas became a part of the United States. The United States was interested in **attaining** the rest of the land in the Southwest. This land belonged to Mexico. Mexico was not willing to give or sell its territory to the United States. The only other way to get land was to win it. In 1846, the United States declared war on Mexico.

During the Mexican War, General Stephen Kearny entered Santa Fe, the capital of New Mexico. He claimed the area for the United States without firing a single shot. The United States easily took over most of the land in the Southwest.

In 1848, the Mexican War ended. Mexico and the United States signed the Treaty of Guadalupe-Hidalgo. In exchange for 15 million dollars, Mexico **ceded** part of California and the entire region of New Mexico to the United States. Two years later the United States formed the New Mexico Territory out of the present-day states of New Mexico and Arizona. The **Compromise** of 1850 allowed settlement by both slave owners and **antislavery** settlers in the New Mexico Territory.

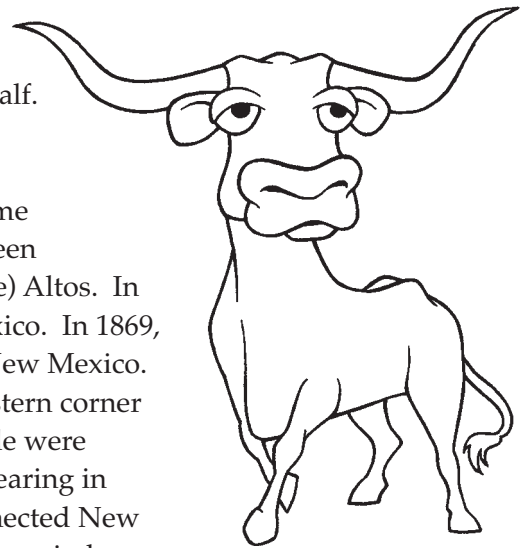
THE CIVIL WAR

During the Civil War, the Confederacy controlled the New Mexico Territory for a short time. In 1862, Confederate troops captured the city of Santa Fe. The Confederacy withdrew from Santa Fe after losing the Battle of Glorieta. The Union troops took over New Mexico. They defeated the Navajo people and forced them to live on reservations. In 1863, the United States government divided the New Mexico Territory in half. The Territory of Arizona was created from the western half. New Mexico was created from the eastern half.

NEW MEXICO'S ECONOMY

After the Civil War, mining and sheep raising became important industries in New Mexico. Gold had already been discovered in the Ortiz Mountains and at Piño (PEEN•yoe) Altos. In 1867, more gold was discovered in north central New Mexico. In 1869, silver was discovered in the southwestern mountains of New Mexico.

In the 1880s, coal mining developed in the northeastern corner of the New Mexico Territory. In 1866, Texas longhorn cattle were brought into the territory. Large cattle ranches began appearing in New Mexico. In 1881, the **Transcontinental** Railroad connected New Mexico to the rest of the United States. During the 20 year period following the Civil War, thousands of Americans from the East entered the New Mexico Territory.



LONGHORN COW

STATEHOOD FOR NEW MEXICO

The New Mexico Territory waited 62 years before becoming a state. The United States government viewed New Mexico as a **hostile** land of Spanish speaking settlers and wild Native Americans. President William Taft finally supported statehood for New Mexico. Congress permitted the territory to **draft** a state **constitution**. Two years later, on January 6, 1912, New Mexico entered the Union as the 47th state.


NEW MEXICO


**Directions: Read each question.
Darken the circle for the correct answer.**

- 1 Which of these phrases best describes why New Mexico is known as the Land of Enchantment?
- A ...only point where four states meet...
- B ...located in the Southeast region...
- C ...natural beauty, colorful Native American villages...
- D ...Santa Fe Trail was traveled by fur trappers and gold seekers...
- 2 What can you learn from studying the map that shows the Bering Land Bridge?
- F Asia is west of Alaska.
- G The Bering Land Bridge connected Asia to the Bering Sea.
- H Alaska is north of the Arctic Ocean.
- J Alaska is west of Asia.
- 3 After reading about Popé, you get the idea that –
- A he supported the Spanish government
- B he wanted his people and the Spanish government to be friends
- C he was guided by prayer and visions to lead his people into war
- D he was a peaceful man
- 4 Why did the United States declare war on Mexico in 1846?
- F The United States wanted more land.
- G The Native Americans were still angry with Mexico.
- H Gold was discovered in Mexico.
- J Mexico tried to take control of the United States.

Directions: Darken the circle for the word that best completes both sentences.

- 5 New Mexico is full of ____ towns. I thought I saw a ____ in my closet.
- A ghost
- B mining
- C jacket
- D historic
- 6 The giant dinosaurs are _____. _____ animal remains were found.
- F alive
- G several
- H extinct
- J near
- 7 The Mogollon _____ from New Mexico. The plane _____ from sight.
- A arrived
- B disappeared
- C ran
- D came
- 8 General Stephen Kearny _____ Santa Fe. I _____ my pig in the contest.
- F walked
- G entered
- H fed
- J rode

READING

Answers

- | | | | |
|---|-----------------|---|-----------------|
| 1 | (A) (B) (C) (D) | 5 | (A) (B) (C) (D) |
| 2 | (F) (G) (H) (J) | 6 | (F) (G) (H) (J) |
| 3 | (A) (B) (C) (D) | 7 | (A) (B) (C) (D) |
| 4 | (F) (G) (H) (J) | 8 | (F) (G) (H) (J) |

Directions: Darken the circle for the best combination of the two sentences.

- 1 **The Bering Land Bridge was 1,000 miles wide. It connected northeast Asia to western Alaska.**
 - A The Bering Land Bridge was 1,000 miles wide and northeast Asia and western Alaska were connected by it.
 - B The Bering Land Bridge was 1,000 miles wide and connected northeast Asia to western Alaska.
 - C Connecting northeast Asia to western Alaska, the Bering Land Bridge was 1,000 miles wide.
 - D 1,000 miles wide was the Bering Land Bridge and to it were connected northeast Asia and western Alaska.

- 2 **The Pueblo built their farms along the Rio Grande River. They used the Rio Grande River to water their crops.**
 - F The Rio Grande River helped the Pueblo build their farms and water their crops.
 - G Along the Rio Grande River the Pueblo built and watered their crops.
 - H Crops planted near the Rio Grande River were watered with the river and farms were built by the Pueblo along the river too.
 - J The Pueblo built their farms along the Rio Grande River so they could use the river to water their crops.

- 3 **Popé was a medicine man. He was a Native American of the Pueblo tribe.**
 - A Popé was a medicine man of the Pueblo tribe.
 - B Popé, a Native American, was a medicine man and a Pueblo.
 - C The medicine man named Popé was also a Native American of the Pueblo tribe.
 - D The Native American tribe of Pueblo used Popé as a medicine man of the tribe.

Directions: Darken the circle for the word that is spelled correctly and best completes the sentence.

- 4 **Many _____ were signed between the Native Americans and the United States government.**
 - F treatys
 - G treateys
 - H treaties
 - J treetys

- 5 **New Mexico _____ 62 years before becoming a state.**
 - A weighted
 - B waited
 - C waitted
 - D whaited

- 6 **Under Mexican control, thousands of Native Americans _____ from starvation.**
 - F died
 - G dide
 - H dyed
 - J diyed

- 7 **The Pueblo decorated _____ homes with pottery and weavings.**
 - A thier
 - B there
 - C they're
 - D their

Answers

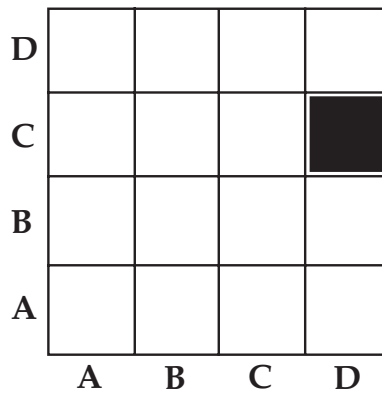
LANGUAGE

- | | |
|-------------------|-------------------|
| 1 (A) (B) (C) (D) | 5 (A) (B) (C) (D) |
| 2 (F) (G) (H) (J) | 6 (F) (G) (H) (J) |
| 3 (A) (B) (C) (D) | 7 (A) (B) (C) (D) |
| 4 (F) (G) (H) (J) | |

Grid⁶ MATH

Grid Math is a fun way to learn an important skill. Grids are used to find places on maps, to track weather patterns, and in space exploration.

For Example: If you want to draw a box where D meets C (D,C), you would go over to D and up to C, and draw the box in that space. On a map or an atlas, (D,C) may be the place where you would find the name of a city.



Directions: In this activity you will use a grid system to put together a puzzle that should remind you of an important New Mexico symbol. You will need the 48 puzzle pieces (some of the puzzle pieces are below and the rest of them are on the next page), and the blank grid.

1. Cut out the puzzle pieces **one at a time** (cut around the thick black line of the square). Glue **that** piece in its proper place on the empty grid before cutting out the next piece. Make sure that you do not turn the puzzle piece upside down or turn it on its side before gluing it; the way it looks before you cut it out is the way it should be glued onto the grid.
2. Follow the example above: If the puzzle piece is labeled (D,A), glue that piece in the space where D meets A on the grid by going over to D and up to A.
3. When you are finished, color in your picture with your coloring pencils.
4. (D,A) has been done for you as an example.



(D,A)



(E,B)



(B,D)



(C,H)



(D,F)



(E,D)



(E,G)



(B,H)



(C,B)



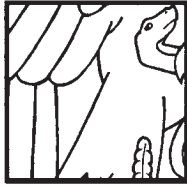
(D,E)



(C,F)



(A,F)



(C,E)



(D,B)



(E,H)



(A,D)



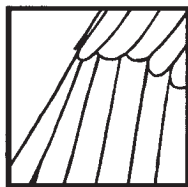
(C,G)



(E,C)



(F,G)



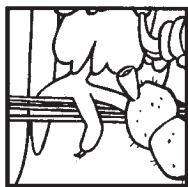
(B,E)



(F,E)



(A,B)



(C,D)



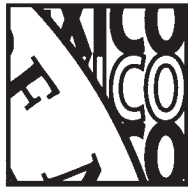
(B,G)



(E,F)



(A,H)



(F,F)



(D,D)



(E,B)



(C,A)



(F,H)



(B,C)



(F,A)



(A,G)



(B,B)



(D,C)



(E,E)



(F,C)



(A,A)



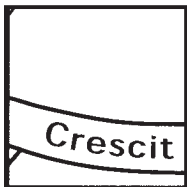
(B,F)



(E,A)



(D,G)



(C,C)



(A,E)



(F,D)



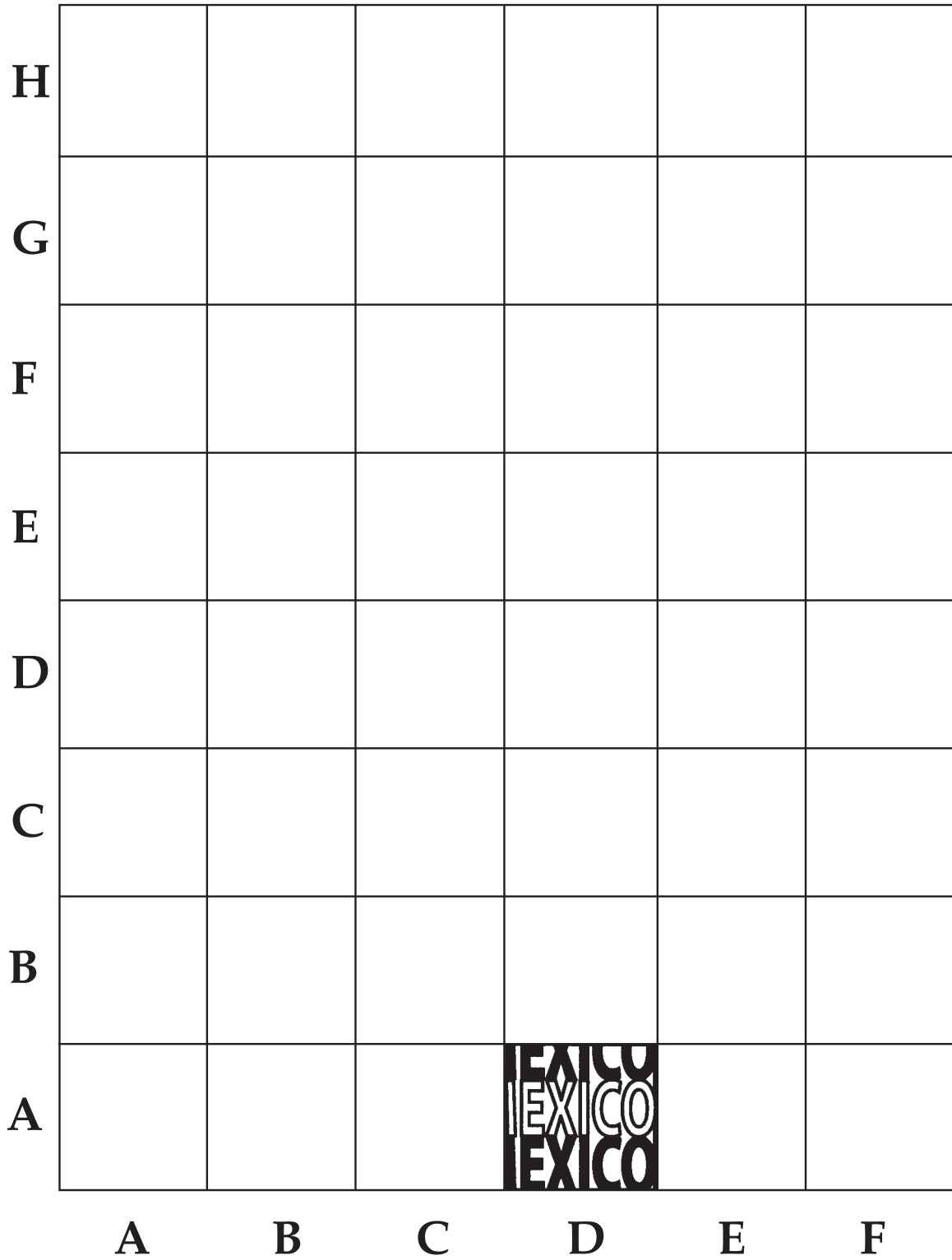
(B,A)



(A,C)

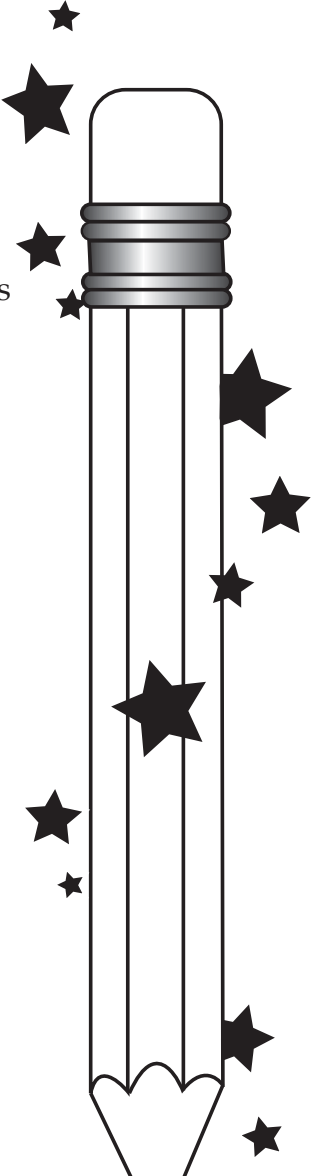






















(D,H)



☆ ★ ☆ ★ ☆ **VOCABULARY QUIZ** ☆ ★ ☆ ★ ☆
NEW MEXICO

Directions: Match the vocabulary word on the left with its definition on the right. Put the letter for the definition on the blank next to the vocabulary word it matches. Use each word and definition only once.

- | | | |
|-------------------------|--|---|
| 1. _____ artifacts |  | A. large underground caves. |
| 2. _____ appointed | | B. no longer living. |
| 3. _____ ceded | | C. stretching across an entire continent. |
| 4. _____ archaeologists | | D. to water crops by digging a ditch that leads from a body of water to a farm. |
| 5. _____ ceremonies | | E. an agreement reached when each side changes or gives up some of its demands. |
| 6. _____ constitution | | F. land that was given by treaty. |
| 7. _____ draft | | G. a false belief. |
| 8. _____ flint | | H. chosen or selected. |
| 9. _____ enchantment | | I. a very hard stone that produces a spark when struck by steel. |
| 10. _____ hostile | | J. a partially burned piece of coal or wood. |
| 11. _____ epidemic | | K. describing something as wonderful and unusual. |
| 12. _____ kivas | | L. getting for oneself. |
| 13. _____ allies | | M. objects and tools used by early humans for eating, cooking, and hunting. |
| 14. _____ economy | | N. absent of people. |
| | O. against slavery. | |

- | | | |
|----------------------------|--|---|
| 15. _____ extinct |  | P. one of seven continents in the world. Bounded by Alaska on the northwest, Greenland on the northeast, Florida on the southeast, and Mexico on the southwest. |
| 16. _____ Asia |  | Q. a word used to describe the way a city, town, state, or country makes money. |
| 17. _____ caverns |  | R. a plant that grows in warm regions of North America, has long leaves, a woody base, and white blossoms. |
| 18. _____ cinder |  | S. gave up completely. |
| 19. _____ deserted |  | T. a disease that spreads quickly and affects many people at the same time. |
| 20. _____ attaining |  | U. to have success or wealth. |
| 21. _____ compromise |  | V. unfriendly. |
| 22. _____ irrigate |  | W. write. |
| 23. _____ abandoned |  | X. scientists who study past human life by looking at prehistoric fossils and tools. |
| 24. _____ yucca |  | Y. places of worship for Native Americans of the Pueblo tribe. |
| 25. _____ transcontinental |  | Z. belonging to a place because of birth. |
| 26. _____ antislavery |  | AA. the plan for the state or nation that outlines the duties of government and guarantees the rights of the people. |
| 27. _____ small pox |  | BB. a dangerous disease which causes fever and bumps all over the skin. |
| 28. _____ revolt |  | CC. a type of Native American corn. |
| 29. _____ prosper |  | DD. the world's largest continent with more than half of the Earth's population. |
| 30. _____ North America |  | EE. religious or spiritual gatherings. |
| 31. _____ native |  | FF. groups of people who come together to help one another in times of trouble. |
| 32. _____ myth |  | GG. a fight against authority. |
| 33. _____ maize | 
 | |



GLOSSARY

a•ban•doned gave up completely.

al•lies groups of people who come together to help one another in times of trouble.

an•ti•slav•er•y against slavery.

ap•point•ed chosen or selected.

ar•chae•ol•o•gists scientists who study past human life by looking at prehistoric fossils and tools.

ar•ti•facts objects and tools used by early humans for eating, cooking, and hunting.

A•sia the world's largest continent with more than half of the Earth's population.

at•tain•ing getting for oneself.

cav•erns large underground caves.

ced•ed land that was given by treaty.

cer•e•mo•nies religious or spiritual gatherings.

cin•der a partially burned piece of coal or wood.

com•pro•mise an agreement reached when each side changes or gives up some of its demands.

con•sti•tu•tion the plan for the state or nation that outlines the duties of government and guarantees the rights of the people.

de•sert•ed absent of people.

draft write.

e•con•o•my a word used to describe the way a city, town, state, or country makes money.

en•chant•ment describing something as wonderful and unusual.

ep•i•dem•ic a disease that spreads quickly and affects many people at the same time.

ex•tinct no longer living.

flint a very hard stone that produces a spark when struck by steel.

hos•tile unfriendly.

ir•ri•gate to water crops by digging a ditch that leads from a body of water to a farm.

ki•vas places of worship for Native Americans of the Pueblo tribe.

maize a type of Native American corn.

myth a false belief.

na•tive belonging to a place because of birth.

North A•mer•i•ca one of seven continents in the world. Bounded by Alaska on the northwest, Greenland on the northeast, Florida on the southeast, and Mexico on the southwest.

pros•per to have success or wealth.

re•volt a fight against authority.

small•pox a dangerous disease which causes fever and bumps all over the skin.

trans•con•ti•nen•tal stretching across an entire continent.

yuc•ca a plant that grows in warm regions of North America, has long leaves, a woody base, and white blossoms.

ANSWERS

ANSWERS TO COMPREHENSION QUESTIONS

READING

1. C
2. F
3. C
4. F
5. A
6. H
7. B
8. G

LANGUAGE

1. B
2. J
3. A
4. H
5. B
6. F
7. D

ANSWERS TO VOCABULARY QUIZ

- | | | |
|-------|--------|--------|
| 1. M | 12. Y | 23. S |
| 2. H | 13. FF | 24. R |
| 3. F | 14. Q | 25. C |
| 4. X | 15. B | 26. O |
| 5. EE | 16. DD | 27. BB |
| 6. AA | 17. A | 28. GG |
| 7. W | 18. J | 29. U |
| 8. I | 19. N | 30. P |
| 9. K | 20. L | 31. Z |
| 10. V | 21. E | 32. G |
| 11. T | 22. D | 33. CC |

ANSWERS TO NEW MEXICO GRID MATH

