

Immigration Builds a NATION

LESSON

10

Coming to Ellis Island

An immigrant recalls his journey from Poland to America.

apparel	intrinsically	rejected
duration	negative	secure
eliminate	positive	stifle
feeble		

LESSON

11

Angel Island: A Letter Home

A Chinese detainee writes home about his time on Angel Island.

attainable	exploit	preclude
conclude	include	progress
crisis	insightful	stereotype
exclusionary		

LESSON

12

Who Was Here First?

A radio program explores the mystery of the first Americans.

calamity	logically	plea
conform	margins	subsequently
convert	onslaught	uniquely
intelligence		



Watch a video introduction to this passage at vocabularyforsuccess.com.



Listen to this passage at vocabularyforsuccess.com.

Coming to Ellis Island

<oral history>

Interviewer: Today we are recording the oral histories of immigrants. Let's begin by asking how you came to America, Mr. Nowak.

Nowak: My name is Louis Nowak and I was born in 1910 in a ghetto in Poland. We were very poor. One day in 1920, my father told us to start packing—we were going to America! My mother started to cry, but I was very excited. I did not understand how challenging the journey would be. I wanted us to take all the family possessions, but Papa warned us about the crowded ship and how, no doubt, we'd need to eliminate many treasures. Somehow, though, Mother found room for her special-occasion dress, a particularly fine piece of apparel, because she wanted to feel like a lady here. My father took his prayer book with him, and I secretly packed my notebook and pencil. I wanted to write down everything that I saw.

Interviewer: Tell me about the ship. How crowded was it? What was it like onboard?

Nowak: We were in steerage—the worst part of the ship—in cramped double-decker beds. It was packed down there. Men and women were separated. In the ladies' cabin, my mother had to stifle my baby sister's cries so she wouldn't disturb other passengers. We had no privacy. Another negative thing was the awful food—we were *so* hungry and homesick. Mostly we got scraps and leftovers: day-old bread, warmed-over soup, overcooked meat.

For the duration of the trip, I'd sneak up to the first-class level to find perfectly good food that had been thrown away. First class was like another world—the rich people stayed there and had beautiful ballrooms and plenty of hot water and delicious food. Since we were at the bottom of the ship, we smelled the engine's odors—grease and smoke—and people didn't bathe too often, because hot water was not readily available for steerage passengers. It was all okay, though, because we knew we were going to a better life in the United States.

Interviewer: Describe your arrival. What happened when you finally got to New York, and what were you feeling?

Nowak: When we arrived at Ellis Island in New York City, health inspectors checked us out. They rejected all who were seriously sick and sent them back. Some people, especially those



VOCABULARY

eliminate
apparel
stifle
negative
duration

rejected
feeble
intrinsically
positive
secure

who were feeble, weren't allowed in. But we passed, and Aunt Rose let us live with her for a while. She was an intrinsically good person. She was very positive about life and helped my father feel more secure. Papa learned to bake bread, working 14-hour days, and later became the owner of the bakery. My mother finally felt like the lady she'd always dreamed of becoming, and I felt proud to be an American.

TALK ABOUT IT

With a partner, answer the questions below. Use as many of the highlighted words in the selection as you can.

1. If you were going to a new place to live and could take only a few possessions, what would you bring and what would you *eliminate*?
2. Why would being *rejected* at Ellis Island be a disaster for an immigrant family?

An immigrant ship approaches the Statue of Liberty in New York Harbor.

Left: A New York City health inspector checks immigrant children for illness.

Word Meanings

For each highlighted word on pages 104–105, the meaning is given below. For practice with other meanings, see pages 109–111. For synonyms and antonyms, see page 134.



1. **eliminate**
(ee-LI-muh-nayt) (v.) When you *eliminate* something, you remove it.
2. **apparel**
(uh-PA-ruhl) (n.) Articles of *apparel* are pieces of clothing. A person's pants, shirts, skirts, and dresses are his or her *apparel*.
(v.) When you *apparel* something, you dress or decorate it. In the spring, nature will *apparel* the trees with leaves.
3. **stifle**
(STYE-fuhl) (v.) When you *stifle* something, such as a sneeze or a yawn, you hold it back or try to prevent it from happening.
4. **negative**
(NE-guh-tiv) (adj.) A *negative* situation is unfavorable or disagreeable.
(n.) A *negative* is something that represents a disadvantage.
5. **duration**
(du-RAY-shuhn) (n.) The *duration* of something is the period during which it exists or lasts.
6. **rejected**
(ri-JEK-tid) (v.) When people are *rejected*, they are not accepted or are sent away. When things or ideas are *rejected*, they are dismissed or not considered.
7. **feeble**
(FEE-buhl) (adj.) People or ideas that are *feeble* are very weak or lacking in strength.
8. **intrinsicly**
(in-TRIN-zi-klee) (adv.) A quality that someone or something possesses *intrinsicly* is part of that person's or object's nature or personality.
9. **positive**
(PO-zuh-tiv) (adj.) Someone or something that is *positive* is optimistic and has a good effect on people.
(adj.) If you are *positive* about something, you are confident or certain about it.
10. **secure**
(si-KYOR) (adj.) When you feel *secure*, you feel confident, safe, and free from danger.
(v.) When you *secure* something, such as a job, it is yours and you are not likely to lose it.

Word Talk

Each lesson word has been placed in a category. With a partner, discuss and list items that belong in each category. Compare your results with those of another pair of students.

Reasons You Might
Feel *Secure*

Feeble Excuses for
Not Cleaning Up
Your Mess

Things You Might
Want to *Stifle*

Characteristics
Diamonds Have
Intrinsically

Places Where People
Buy *Apparel*

Reasons an
Assignment Might
Be *Rejected* By
a Teacher

Things You Might
Want to *Eliminate*

Behaviors That Are
Negative

Feelings That Are
Positive

Events and Their
Duration

Check for Understanding

Choose the lesson word that completes each sentence. Write the word on the line provided. Some words will be used twice.

apparel	feeble	rejected
duration	intrinsically	secure
eliminate	negative	stifle
	positive	

1. Some students said we should _____ the fall dance because they weren't interested in going.
2. Cheerful people usually have a/an _____ effect on those around them.
3. The children counted cows for the _____ of the one-hour car trip.
4. The clothing store sells _____ for everyone in the family.
5. I told my parents that I could not mow the lawn because I had to rest my feet, but they said my excuse was _____.
6. As the long lecture went on, the audience tried to _____ their yawns.
7. _____ attitudes of some group members can make working on a class project difficult for the students who want to do their best.
8. After considering the consequences, we _____ the idea of climbing over the fence to get our baseball.
9. The child didn't feel _____ without her old, worn-out baby blanket.
10. Many people believe that everyone is _____ good, although circumstances may cause some people to behave badly.
11. Sometimes it's impossible to _____ a giggle when your friend is being silly.
12. Mom _____ my request for a horse, explaining that it was too expensive.



Expand Word Meanings

Read the paragraph below to learn other meanings for some of the lesson words.

For most people, it's hard to imagine what it was like to have been an immigrant a hundred or more years ago. Many idealize the idea of a sea voyage to a new land and imagine that the travelers would apparel themselves in their finest traveling clothes. The truth is that the journey was hard and long. First, immigrants had to secure a ticket just to be able to travel in steerage. The fact that this area was basically where the cargo went was a huge negative. Although our ancestors hoped they would find a better life in the new country, none of them could be positive that would happen.

! Some of the lesson words are used in this passage in a different way. Look at *secure*, for example. Here it is a verb meaning "to get something you are not likely to lose." Think about the other highlighted words and try to figure out their meaning in this context. Refer to page 106 to confirm their meanings.

Apply Other Meanings

Complete each sentence with a highlighted word from the paragraph above.

1. I was _____ that I mailed a birthday card to Grandma.
2. You should _____ a spot on the hockey team before you buy your equipment.
3. The fact that we couldn't raise enough money to pay for a bus was a big _____ for our field trip plans.
4. Nayla eagerly anticipated the first snow of the season, when winter would _____ the neighborhood in a beautiful white coat.
5. After he completed the test, John was _____ that he'd gotten an *A*, so when the grades were posted, he was disappointed to learn that he had earned a *B-*.
6. Black fly season was the biggest _____ of our fishing excursion, since we kept getting bitten by the bugs.
7. Did you _____ permission to borrow your sister's belt before you wore it to school this morning?
8. Spring will _____ the fields with colorful wild flowers.
9. Priscilla's grandparents were careful to _____ the funds for her college education.
10. We were _____ our team would win the tournament.

Word Associations

Use what you know about the lesson word in *italics* to answer each question. Circle the letter next to the phrase that best answers the question. Be prepared to explain your answers.



- What can an audience member expect to hear for the *duration* of a concert?
 - applause
 - music
 - talking
- What might cause a person to become *feeble*?
 - exercise
 - medicine
 - advanced age
- Where would you go to buy *apparel*?
 - department store
 - supermarket
 - office supply store
- What would someone who is *intrinsicly* honest have a hard time doing?
 - telling the truth
 - telling a lie
 - keeping a secret
- What would be a reason for someone to be *rejected* by a nice restaurant?
 - wearing an ugly tie
 - wearing a long dress
 - wearing no shoes
- What might get a *negative* reaction from students?
 - being on a first-place team
 - getting to school on time
 - a canceled pep rally
- What would you do if you were *positive* you had won an award?
 - tell your family
 - suspect you didn't do well
 - be disappointed
- What would be an effective way to *eliminate* having to do chores over the weekend?
 - organize a strike
 - finish them on Friday afternoon
 - put them off until Sunday
- What is the best way to *secure* a spot at a summer camp?
 - gain more confidence
 - register early
 - let someone else have it
- Which of these would you likely try to *stifle* when you are sick?
 - a sneeze
 - medicine
 - a thermometer



Check Again

Use what you know about the lesson word in italics to complete each sentence. Be sure your sentences make sense.

1. Their reasoning was *feeble* because _____
2. Her entry in the art contest was *rejected* because _____

3. For the *duration* of the movie, the person sitting behind me _____

4. In order to *eliminate* pollution, people need to _____

5. We got the *apparel* we needed for the school play from _____
6. After we lost the game, our coach told us that we would have to overcome our *negative* attitude if we wanted to _____
7. Being a parent is *intrinsically* challenging because _____

8. If you have a *positive* outlook, you _____
9. You can *secure* a table at the restaurant by _____
10. The actors in the school play had to *stifle* _____

Challenge Yourself

Follow the directions to write sentences with the lesson words in italics. Be sure your sentences make sense both grammatically and in meaning.

Write
Your Own

1. Write a sentence with the word *duration* in the third position.
2. Write a sentence exactly four words long, using the word *intrinsically*.
3. Write a question that is eight words in length, using the word *positive*.

Word-Solving Strategies: Context Clues

Examples

Sometimes an author will provide an example that illustrates the meaning of an unfamiliar word. Reread this sentence from “Coming to Ellis Island.”

Another negative thing was the awful food—we were *so* hungry and homesick.

If you didn’t know what **negative** meant, you could figure it out from the example: “awful food.” When you read, look for examples like this that illustrate word meanings.

Examples that give clues to meaning usually come after an unfamiliar word, but don’t be misled.

Despite some negative experiences, hope and dreams for a better life saw us through.

In this sentence, the examples are not “negative experiences.” In fact, they are the opposite.

BE CAREFUL!

Practice

A. In the first two boxes, write a highlighted word and an example. In the third box, write a meaning for the word.

Immigrants came to America with different **aspirations**—to live in freedom, to have great wealth, to improve their social status. Many came to escape **oppression**. For some, the mistreatment resulted in poverty and hunger, while others suffered intolerance and prejudice. Once here, they felt **gratification** for the chance to work and improve their lives. Their new home often didn’t live up to the dreams that brought them here, but in some instances, their success in the “land of opportunity” exceeded expectations.

WORD

EXAMPLES

MEANING

B. Write a sentence for each of the the highlighted words from the paragraph above. Use examples. You will use one word twice.

1. _____
2. _____
3. _____
4. _____

Practice for Tests

Fill in the bubble next to the answer that best completes the sentence or answers the question.

1. Read this sentence.

I wish they would *stifle* their mean comments and criticism.

Stifle means:

- A express
- B soften
- C reduce
- D silence

2. The opposite of *feeble* is:

- A sickly
- B robust
- C weak
- D happy

3. If you *eliminate* something, you:

- A omit it
- B explain it
- C get rid of it
- D get over it

4. Qualities that people and objects have *intrinsicly* are part of their basic:

- A makeup
- B training
- C upbringing
- D education

5. A word associated with *duration* is:

- A stability
- B firmness
- C time
- D change

6. Read this sentence.

The king and queen dressed in their finest *apparel* for the ceremony.

Apparel means:

- A fabric
- B furs
- C jewels
- D clothes

7. Someone with a *negative* outlook is:

- A aggressive
- B gloomy
- C hopeful
- D careless

8. When you are *positive* you know the answer, you are

- A certain
- B hopeful
- C cheerful
- D optimistic

9. When your work is *rejected*, you feel

- A gratified
- B successful
- C disappointed
- D pressured

10. People feel *secure* when they are not

- A able to move
- B threatened
- C independent
- D employed



Angel Island: A Letter Home

<letter>

July 1924

Dear Jia Li,

We've been on Angel Island for weeks now. Every day, I watch a boy eat apricots that he's bought at the store and swing on the broken swing. He's so happy, but it will take much more for me to forget my tears.

We endured so much during our long trip by boat from China to San Francisco. I am sad to say that we have not been welcomed here. America's exclusionary policies have made it difficult for the tens of thousands of us from Asian countries to enter the United States. Newcomers, like me, are detained on Angel Island, in the middle of California's San Francisco Bay. I don't know if it will take days or months until I am finally called for questioning. Knowing Father is in San Francisco waiting for me doesn't preclude my being nervous about the questioning. I know that if I don't answer properly, I'll be sent back to China.

You'd be so proud! Ever since I left, I've been studying the book that Papa

prepared with the questions—and the answers. I've made such progress! The only question I don't know the answer to is how long I must wait. Meanwhile, there's nothing to do here, but the food is tolerable because our meals include rice. I've been told there's a man who's been here a year, and I conclude he didn't have the proper papers to prove his identity.

I think that Americans often unfairly stereotype us as quiet and assume we won't complain. At the same time, some detainees try to exploit our situation to make us feel angrier than we already are. However, it's not quite the crisis the troublemakers make it out to be. Most people keep to themselves and some even carve poetry into the walls to express their loneliness. I've made a new friend, Deshi, who is a very insightful man. He says that our sadness is just like the fog in the bay. It will float away once we step onto the mainland. He reminds me that happiness will be attainable when I see Papa!

Your loving brother,

Huang-Fu



VOCABULARY

exclusionary stereotype
preclude exploit
progress crisis
include insightful
conclude attainable

TALK ABOUT IT

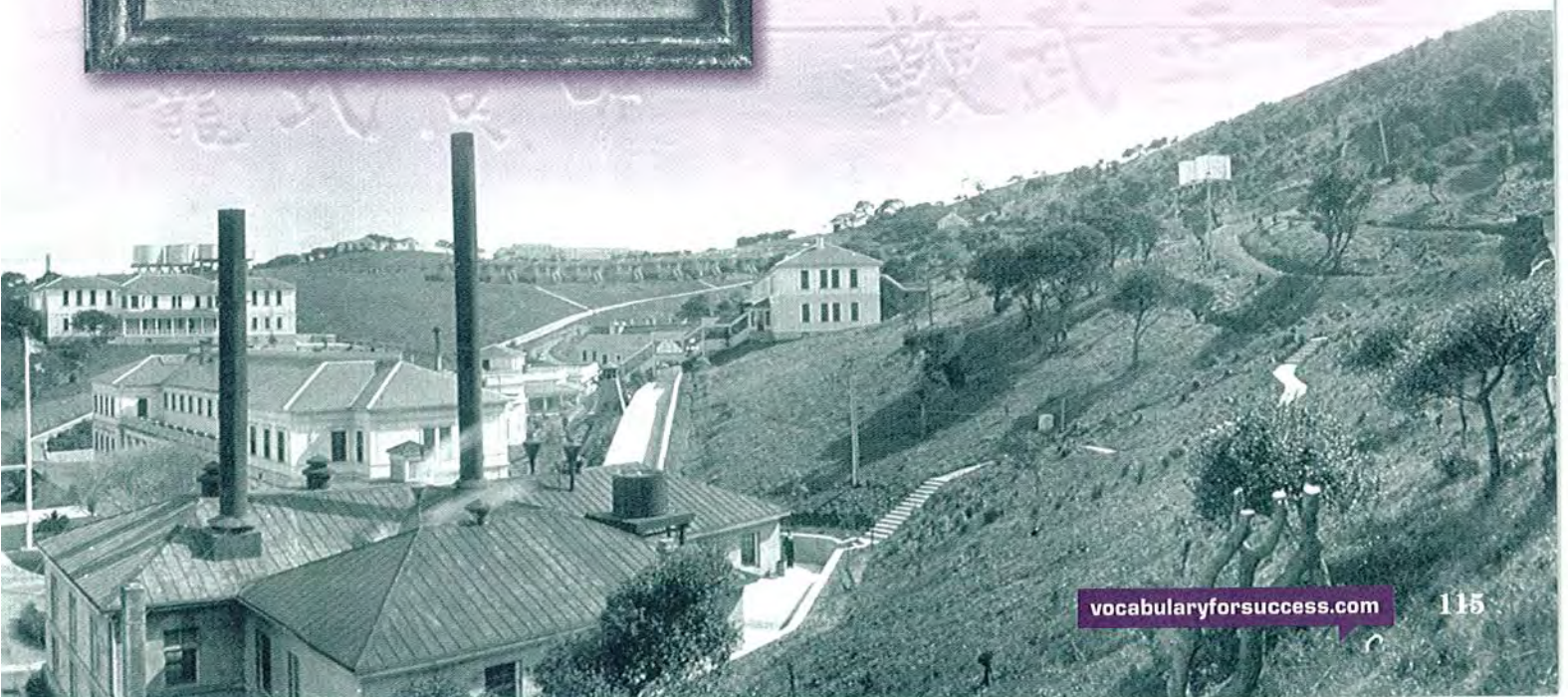
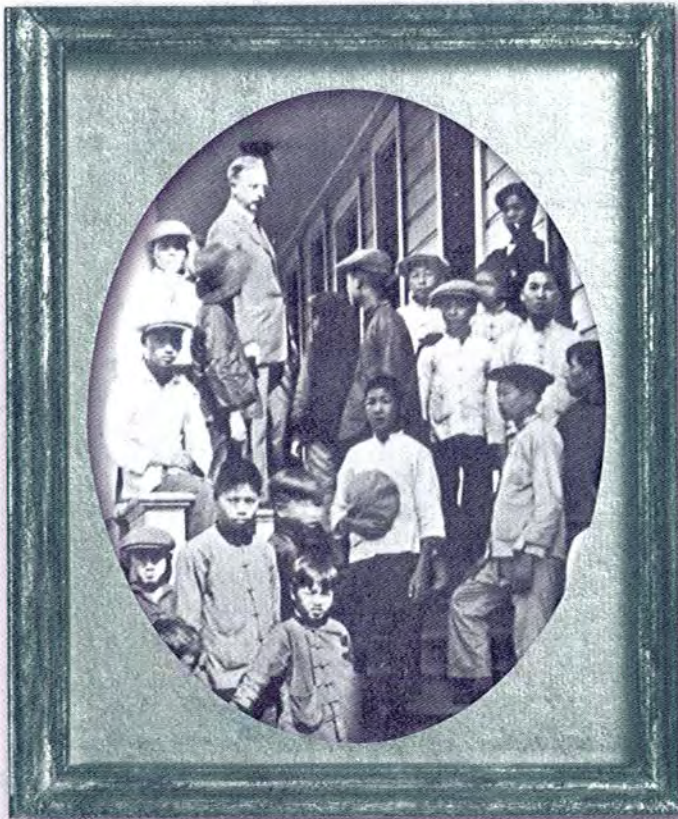
With a partner, answer the questions below. Use as many of the highlighted words in the selection as you can.

1. Do you think that Huang-Fu's friend, Deshi, was truly *insightful*? Why or why not?
2. Based on Huang-Fu's letter, do you *conclude* that happiness is *attainable* for him? Why or why not?

Background: Chinese poetry carved into the walls by a detainee

Left: Immigrants waiting outside an Angel Island hospital

Below: The immigration station at Angel Island



Word Meanings

For each highlighted word on pages 114–115, the meaning is given below. For practice with other meanings, see pages 119–121. For synonyms and antonyms, see page 134.

1. **exclusionary**
(ek-SKLOO-zhuh-nair-ee) (adj.) Policies or rules that are *exclusionary* leave certain people out and prevent them from participating or being included.
2. **preclude**
(pree-KLOOD) (v.) Circumstances can *preclude* an event from happening by making it impossible.
3. **progress**
n. (PRO-gress)
v. (pruh-GRESS) (n.) When you make *progress*, you move forward.
(v.) Things that *progress* move forward or advance.
4. **include**
(in-KLOOD) (v.) When you *include* something, you make it part of a whole. You can *include* a person in an activity by making him or her part of a group.
5. **conclude**
(kuhn-KLOOD) (v.) To *conclude* is to come to a decision by using reasoning based on information.
(v.) When you *conclude* an event or activity, you end it.
6. **stereotype**
(STE-ree-oh-tipe) (v.) People *stereotype* others by making judgments about individuals based on very general and often negative opinions of a whole group.
(n.) A *stereotype* is a general mental image or opinion of a group of people, usually based on a prejudiced attitude.
7. **exploit**
v. (ek-SPLOIT)
n. (EK-splot) (v.) If you *exploit* situations or people, you use them, often unfairly, to your own advantage.
(n.) An *exploit* is a remarkable or heroic act.
8. **crisis**
(KREYE-siss) (n.) A *crisis* is a changing situation that will likely result in a highly unfavorable outcome.
9. **insightful**
(in-SITE-ful) (adj.) Someone who is *insightful* is able to understand situations clearly.
10. **attainable**
(uh-TAY-nuh-bul) (adj.) Something that is *attainable* can be reached or achieved.



Word Talk

Each lesson word is listed here. With a partner, take turns drawing a picture to illustrate the meaning of six of the words. As one partner draws, the other partner identifies the vocabulary word.

attainable
conclude
crisis
exclusionary
exploit (v.)
include
insightful
preclude
progress (n.)
stereotype (v.)



Check for Understanding

Choose the lesson word that completes each sentence. Write the word on the line provided. Some words will be used twice.

attainable exclusionary preclude
conclude exploit progress
crisis include stereotype
insightful

1. We worked all day, so we made great _____ getting the garden ready for planting.
2. Happy endings often seem more _____ in movies than in real life.
3. My classmates' _____ comments will help me revise my paper.
4. Based on the evidence, we were able to _____ that the cat had knocked over the plant.
5. Healthy diets _____ lots of fruits and vegetables.
6. Unfortunately, my summer-long camp schedule will _____ my going on a family vacation.
7. _____ decisions are made when people create party guest lists.
8. You _____ eighth-graders when you say they're all interested in video games.
9. Do parents _____ their children when they require them to do chores?
10. Melting ice in the Arctic region is creating a _____ for polar bears, because their habitat is disappearing.
11. Parents care about their children's academic _____ because they want them to advance in school.
12. Always _____ your name and the date on all your schoolwork.



Expand Word Meanings

Read the paragraph below to learn other meanings for some of the lesson words.

It's 1865 in the United States. In the East, the Civil War is about to conclude, while in the West, they're building railroads. Work on the railroads doesn't progress very fast, and after two years, they've laid only 50 miles of track. More workers are needed, so a railroad man named Charles Crocker suggests hiring Chinese Americans. Many believe the stereotype that the Chinese are too small for such an exploit, but Crocker says, "They built the Great Wall, didn't they?" So, Chinese workers are hired for the huge task of building the transcontinental railroad.

In this passage, some of the lesson words are used in a different way. For example, *conclude* in this paragraph means "come to an end." Look at the other highlighted words and try to figure out their meanings as they are used here. Refer to page 116 to confirm the definitions.

Apply Other Meanings

Complete each sentence with a highlighted word from the paragraph above.

1. The writer was struggling to find an effective way to _____ her story.
2. Many older Americans are determined to disprove the _____ that the elderly are fragile and forgetful.
3. Rock climbing at Yosemite has been my most exciting _____ so far.
4. With the dog stopping every few feet to sniff the ground, it took us ten minutes to _____ a single block.
5. Although the mountain climber was proud of his _____, most people thought it was dangerous and foolish to go so close to the edge of the cliff.
6. When the musicians _____ their last song, the conductor will ask them all to stand and bow.
7. Is there any truth to the _____ that teenagers are rude?
8. Without proper treatment, a simple disease can _____ to the point where it can be life-threatening.
9. Most speakers _____ their lectures with a powerful and thoughtful statement.
10. In some service organizations, you can _____ to a higher level of membership.

Word Associations

Use what you know about the lesson word in *italics* to answer each question. Circle the letter next to the phrase that best answers the question. Be prepared to explain your answers.

1. Whose job description would *include* giving people correct change?

a. teacher
b. lawyer
c. cashier

2. Which word best describes a *stereotype*?

a. oversimplified
b. complicated
c. achievable

3. What might be an impressive *exploit*?

a. taking a test
b. rescuing a bald eagle
c. writing a novel

4. How do most people in a *crisis* feel?

a. amused or happy
b. lazy or tired
c. worried or anxious

5. Which person is hired mostly to make *insightful* comments?

a. movie critic
b. gardener
c. firefighter

6. What would be chosen through an *exclusionary* process?

a. students in a public school
b. shoppers at a grocery store
c. players on a varsity team



7. What would *preclude* a bicycle ride in the country?

a. a thunderstorm
b. getting a new bike
c. planning the route

8. What is used to measure the *progress* of students?

a. calculators
b. tests
c. rulers

9. Which is *attainable* for most people your age?

a. owning a home
b. doing chores
c. winning a contest

10. How would you *conclude* a story?

a. solve a character's problem
b. stop in the middle of a scene
c. introduce a new character



Check Again

Use what you know about the lesson word in italics to complete each sentence. Be sure your sentences make sense.

1. It's wrong to *stereotype* people because _____

2. The damaged lettuce in the garden led us to *conclude* that _____
3. Being a nice person doesn't necessarily *preclude* _____
4. The *exclusionary* policies at the restaurant meant that any man who wasn't wearing a jacket and tie _____
5. *Insightful* advice can help you _____
6. The greatest *crisis* the world faces today is _____

7. When you exercise, you know you're making *progress* when _____

8. Most people's daily routines *include* _____
9. When you want something that is not *attainable*, _____

10. Employers *exploit* their workers when they _____

Challenge Yourself

Follow the directions to write sentences with the lesson words in italics. Be sure your sentences make sense both grammatically and in meaning.

Write
Your Own

1. Write a sentence with the word *stereotype* in the third position.
2. . Write a sentence exactly ten words long, using the word *progress*.
3. Write a question with the word *include* in the fourth position.



Word-Solving Strategies: Root Words

The root word **clud**: “to close or shut”

Several of the lesson words share the same root word: *cludere*, or *clud*. It means “to close or shut.” Knowing what the root word means can help you figure out word meanings.

Let’s look at the lesson word *preclude*. The prefix *pre-* means “before.” When added to the root *clud*, the useful word *preclude* is created. *Preclude* means “to close or shut something out beforehand.”

Now consider the lesson word *exclusionary*. It has the root *clud*. It also has a prefix and two suffixes. Let’s think about how the word is built. When you add the prefix *ex-*, which means “out,” to *clud*, you get the verb *exclude*, which means “to shut out.” Next, the suffix *-ion* can be added to make the verb into a noun: *exclusion*. *Exclusion* means “the act of shutting out.” Note that

when the suffix is added, the spelling changes. The *e* is dropped and *d* becomes *s*. Finally, the suffix *-ary* turns the noun into an adjective: *exclusionary*.

Think about how the meaning “shut or close” is part of the meaning of the lesson words *include* and *conclude*.

More Examples

Consider the meaning of these words formed by adding prefixes to the root word *clud*:

se- (“apart”) + *clud* →
seclude

re- (“back”) + *clud* →
recluse

Although thinking about the meanings of prefixes and root words can help you determine the meaning of words, it doesn’t always work perfectly. For example, the prefix *con-* means “together.” When added to *clud*, the resulting word doesn’t really mean “close or shut together.” It means bringing things together to come to an end or a decision.

BE CAREFUL!

Practice

Use what you’ve learned about the root word *clud* to use the following *clud* words in sentences. Use a dictionary if you’re not sure about the meaning of word.

1. seclusion _____

2. conclusion _____

3. inclusive _____

4. inclusion _____

5. reclusive _____

6. preclusions _____

Practice for Tests

Fill in the bubble next to the answer that best completes the sentence or answers the question.

1. Read this sentence.

We were all eager for the very boring movie to *conclude*.

Conclude means:

- A continue
- B explain the story
- C end
- D repeat the main idea

2. The opposite of *include* is:

- A contain
- B involve
- C avoid
- D exclude

3. A word closely associated with *stereotype* is:

- A pattern
- B prejudice
- C picky
- D tolerance

4. A person who is *insightful* has:

- A understanding
- B good eyesight
- C curiosity
- D imagination

5. *Exclusionary* practices:

- A treat people equally
- B judge people unfairly
- C leave some people out
- D limit everyone's rights

6. Read this sentence.

Computers don't *preclude* the need to read and write well.

Preclude means:

- A support
- B determine
- C help
- D rule out

7. If you *progress* to the next level, you:

- A change
- B move up
- C return
- D fail

8. An appropriate response to a *crisis* is:

- A immediate action
- B changing nothing
- C disorganized activity
- D avoiding the situation

9. People who *exploit* a situation:

- A keep it a secret
- B investigate it
- C take advantage of it
- D try to avoid it

10. Things that are *attainable* can be:

- A understood
- B achieved
- C remembered
- D deserved



Clovis hunters take down a mammoth.

Who Was Here First?

<radio script>

OPENING MUSIC: (:10 seconds)

ANNOUNCER: Today we ask: Who were the first Americans? Until about fifteen years ago, scientists thought they knew the answer. However, when new evidence didn't conform to the existing "facts," different theories had to be developed. That's what makes archaeology uniquely interesting! New scientific discoveries can challenge the "facts" and convert them to "fiction," creating even more questions. More on this topic after a message from our sponsor.

COMMERCIAL (:30 seconds)

ANNOUNCER: The story begins in 1932, when scientists in Clovis, New Mexico, found stone tools they believed were approximately 13,000 years old. These were the oldest evidence yet to show when humans lived in the Americas.

The accepted theory became this: The Clovis people, as they came to be called, had traveled from Siberia to Alaska. They'd walked across a "bridge" of land that no longer exists, and then traveled from North to South America.

According to archaeologist Dr. Angel Perez Hernandez, however, "Recent discoveries put an end to our previous view of the Clovis people." Dr. Hernandez is referring to the onslaught of new scientific information. Today scientists believe the first people arrived in the Americas as early as 15,000 years ago and that the peoples of North and South America were not related. Each migrated to the Americas in several separate groups—by land and by sea.

To some people, being forced to rethink established ideas feels like a calamity,

VOCABULARY

conform
uniquely
convert
onslaught
calamity

intelligence
margins
subsequently
logically
plea

but to most, discoveries are exciting and challenging. So, our understanding of the first Americans has changed. Is this because today's researchers have greater intelligence? Of course not. It's just the result of new information. The margins for error in new radiocarbon dating procedures are modest; recent tests on the stone tools revealed that the Clovis arrived in North America hundreds of years later than previously believed. Other evidence subsequently placed humans in South America during the same timeframe. Scientists logically revised old theories to explain this.

Many unanswered questions remain, but scientists make a plea for us all to keep an open mind. This is Juli-tan Chow reporting.

END.

TALK ABOUT IT

With a partner, answer the questions below. Use as many of the highlighted words in the selection as you can.

1. Why might it be difficult to *convert* scientists to a different point of view?
2. Why do you think scientists make a *plea* for people to be open-minded?



Spear points found at Clovis sites such as this one reveal important information about the first Americans.

Word Meanings

For each highlighted word on pages 124–125, the meaning is given below. For practice with other meanings, see pages 129–131.

For synonyms and antonyms, see page 134.

1. **conform**
(kuhn-FORM) (v.) When things *conform* to one another, they are similar, in agreement, or in harmony.
2. **uniquely**
(yoo-NEE-kee) (adv.) Someone who is *uniquely* suited to a situation is unusually deserving and without an equal. A person who is *uniquely* talented at a task is the only one with those particular skills.
3. **convert**
v. (kuhn-VURT)
n. (KON-vurt) (v.) When you *convert* something, you change it from one form or system to another. For example, you can *convert* temperatures in Celsius to Fahrenheit. (n.) A *convert* is a person who has changed to a new belief or a new way of thinking.
4. **onslaught**
(ON-slawt) (n.) An *onslaught* is an attack. An onslaught can also be a situation that feels like an attack, such as when a government official faces an *onslaught* of questions from angry citizens.
5. **calamity**
(kuh-LA-mi-tee) (n.) A *calamity* is a disastrous event that causes loss, distress, trouble, hostility, and suffering.
6. **intelligence**
(in-TE-luh-juhnss) (n.) The ability to learn and understand and to use your knowledge to deal with new situations is *intelligence*. (n.) *Intelligence* is secret or strategic information, often about an enemy or rival. A government might gather *intelligence* on another country.
7. **margins**
(MAR-juhnzh) (n.) *Margins* are extra amounts that allow for special situations without causing difficulties or concern. (n.) The spaces around areas or the edges of spaces are the *margins*.
8. **subsequently**
(SUHB-suh-kwent-lee) (adv.) An event or item that comes after another occurs *subsequently*. For example, if police find evidence, they might *subsequently* make an arrest.
9. **logically**
(LO-ji-kee) (adv.) Something that occurs *logically* happens in an orderly way that follows reason.
10. **plea**
(plee) (n.) A *plea* is an urgent request. (n.) In court, an accused person's answer to a charge is a *plea* of "guilty" or "not guilty."



Word Talk

Each lesson word has been placed in a category. With a partner, discuss and list items that belong in each category. Compare your results with those of another pair of students.

Examples of a
Calamity

Situations You Must
Approach *Logically*

Ways to Demonstrate
Intelligence

What You Could
Convert a Tin
Can Into

Things That Are
Uniquely American

Reasons You Might
Make a *Plea*

Situations in Which
Margins Provide
Many Possibilities

Things That Might
Cause an *Onslaught*
of Questions

Circumstances in
Which People's
Opinions Often
Conform

Actions That Come
Subsequently
Following Dinner

Check for Understanding

Choose the lesson word that completes each sentence. Write the word on the line provided. Some words will be used twice.

calamity	intelligence	plea
conform	logically	subsequently
convert	margins	uniquely
	onslaught	

- Bridget's _____ was often apparent when she was discussing books.
- The mayor wasn't expecting such a/an _____ of public criticism.
- They are planning to _____ the old school building into apartments.
- All contest entries must _____ to the published rules.
- The water company determined the allowable _____ for certain pollutants in the drinking water in order to keep residents safe.
- The environmentalists made a/an _____ to stop offshore drilling for oil.
- _____, items that cost more should be made of better quality materials.
- When Sienna got the flu on the day of the talent show tryouts, she considered it a/an _____.
- I ate too much popcorn and _____ felt ill.
- Her experience taking care of her own pets made her _____ qualified to volunteer at the animal shelter.
- The sad look in the dog's eyes was a silent _____ to be petted.
- When we prepared the cake using my mother's French cookbook, we had to _____ all amounts in the recipe from metric to customary measures.



Expand Word Meanings

Read the paragraph below to learn other meanings for some of the lesson words.

I read a book in which the author claimed that Spanish missionaries placed Native Americans on the margins of society. The book said that the missionaries changed the Native Americans' beliefs. Then they subjected each convert to a life of servitude. The text suggested that the Spanish wished to gather intelligence about the Native Americans. They wanted to gain control over their mines and other riches. If these missionaries were here today to answer the accusations, would their plea be guilty or not guilty?

Some of the lesson words are used in a different way in this passage. Look at *margins*, for example. Here the word means "the edge." Look at the other highlighted words. Can you figure out their meanings here? Refer to page 126 to confirm their definitions.

Apply Other Meanings

Complete each sentence with a highlighted word from the paragraph above.

1. We went to the book fair to gather _____ about new books and their authors.
2. The teacher told the children not to go beyond the _____ of the playground.
3. When the vase shattered, I knew that my best option was to say my _____ and accept my punishment for throwing the ball in the house.
4. Darin used to hate vegetables, but now he's a/an _____ to healthy eating.
5. Kendra lived on the _____ of the two towns, so each town center was an equal distance from her home.
6. Nikola looked through his sister's text messages, hoping to gain some _____ as to what his family was planning for his birthday.
7. At the beginning of the trial, the judge asked the defendant to issue her _____.
8. No matter how long I argued, I could not make lazy Jim a/an _____ to the idea of riding bikes to school.
9. Professional athletes often watch videos of their opponents in order to get _____.
10. The goal of the fitness program was to make every student a/an _____ to an active lifestyle.

Word Associations

Use what you know about the lesson word in *italics* to answer each question. Circle the letter next to the phrase that best answers the question. Be prepared to explain your answers.



- What would most likely be considered a *calamity*?
 - a popular school play
 - a collapsed bridge
 - a TV show rerun
- When a person wakes up, what happens *subsequently*?
 - he or she puts on his or her pajamas
 - he or she sleeps
 - he or she gets out of bed
- What could you *convert* into a dollhouse?
 - a cardboard box
 - plastic bags
 - a teddy bear
- What might you find in the *margins* of a football field?
 - the 50-yard line
 - fans
 - a first down
- What would you most likely do *logically*?
 - cheer for a runner
 - sprint to the finish line
 - train for a track meet
- Which idea does NOT *conform* to what we know about runners?
 - eating well
 - training hard
 - hating exercise
- What could be described as an *onslaught*?
 - too much information
 - too much sleep
 - too many vacation days
- Which activity might provide *intelligence*?
 - training a dog
 - doing research online
 - doing a crossword puzzle
- Which organization might make a *plea* for donations?
 - a bank
 - an animal shelter
 - a department store
- What would be a *uniquely* personal characteristic?
 - thumbprint
 - hair color
 - shoe size



Check Again

Use what you know about the lesson word in italics to complete each sentence. Be sure your sentences make sense.

1. If you present your argument *logically*, you _____
2. If you ride your bike along the *margins* of the roads, you _____

3. You might make a *plea* for more time if _____

4. You could gather *intelligence* about a chess opponent by _____

5. On the day of the parade, *calamity* struck when _____

6. We heard a noise and *subsequently* _____
7. Your behavior in class should *conform* to _____
8. I faced an *onslaught* of questions from my parents when _____
9. Something that is *uniquely* yours _____
10. In order to buy things in Europe, we had to *convert* _____

Challenge Yourself

Follow the directions to write sentences with the lesson words in italics. Be sure your sentences make sense both grammatically and in meaning.

*Write
Your Own*

1. Write a sentence with the word *intelligence* in the sixth position.
2. Write a sentence exactly ten words long, using the word *logically*.
3. Write a question with the word *uniquely* in the seventh position.

Word-Solving Strategies: Suffixes

The Suffix *-ly*

You've learned that suffixes change a word's part of speech. The suffix *-ly* turns an adjective into an adverb. An adverb describes a verb, an adjective, or another adverb and often tells us *how*.

The lesson word *logically* starts with the noun *logic*, which means "reasoning or thinking." When the suffix *-al* is added, it becomes *logical*, an adjective that means "capable of reasoning." Finally, the suffix *-ly* is added to create the adverb *logically*.

The suffix *-ly* can be added to any adjective to form an adverb. It is added to the adjective *subsequent*, which means "following" or "coming after," to form the lesson word *subsequently*. It is added to the adjective *unique*, which means "without like or equal," to form the lesson word *uniquely*.

The suffix *-ly* is usually added without any spelling changes, but there are exceptions. When the adjective ends with *y*, the letter *y* changes to *i* before *-ly* is added. The adjective *sleepy* becomes the adverb *sleepily*. When the adjective ends with *ble*, the *e* simply changes to *y*. The adjective *capable* becomes the adverb *capably*. When the adjective ends with *ic*, *al* is added for the suffix. The adjective *specific* becomes the adverb *specifically*.

Examples

Study these examples of adjectives to adverbs.

intense → intensely

final → finally

wearry → wearily

steady → steadily

academic → academically

Although *al* is added to words like *ironic* and *economic* before the suffix *-ly* is added, there is one exception to the rule. That exception is *publicly*. When *-ly* is added to the adjective *public*, it is added without any spelling changes. *Publicly* is the only exception to the rule.

BE CAREFUL!

Practice

Use what you've learned about the suffix *-ly* to create adverbs from the following adjectives.

1. ideal _____

2. appropriate _____

3. tragic _____

4. notable _____

5. ordinary _____

6. bright _____

7. perfect _____

8. sloppy _____

9. graphic _____

10. sensible _____

Synonyms and Antonyms

In the following Word Bank, you will find synonyms and antonyms for some of the words in Lessons 10–12. (Remember: Some words have both synonyms *and* antonyms.) Study these words; then complete the exercises below.

impossible sample accepted keep strong abuse
discard improvement senselessly fulfill match disaster

A. For each sentence, fill in the blank with a **SYNONYM** for the word in boldface.

1. The new library wing must _____ the rest of the building. Architects will review the plans to make sure the addition will **conform**.
2. Longer hours would **exploit** the workers. The company says it won't _____ them in that way.
3. Grandma had to **eliminate** some furniture when she moved from her big house to a small apartment. She decided to _____ her kitchen table and chairs.
4. A long drought would be a/an _____ for local farmers. Many crops would be lost in such a **calamity**.
5. My report card shows that I've made **progress** in math. My parents are very pleased with my _____.

B. For each sentence, fill in the blank with an **ANTONYM** of the word in boldface.

6. My brother applied to college but feared he would be **rejected**. He was relieved when he found out that he was _____ for the fall semester.
7. When Granddad was in the hospital, he was **feeble**. It took months to get better, but now he is finally _____ again.
8. The student _____ scribbled down an answer to the question. If he had thought **logically**, he could have made a well-reasoned point.
9. Although I decided to **eliminate** many of my books from the bookcase, I will _____ my favorites in a box in the attic.
10. At first, the climbers thought their dream of reaching the mountaintop was **attainable**, but when a severe snowstorm blew in, they realized it was a/an _____ goal.

Practice for Tests

Fill in the bubble next to the answer that best completes the sentence or answers the question.

1. Read this sentence.

Citizens responded to the decision to demolish the building with an *onslaught* of protests.

Onslaught means:

- A late beginning
- B angry wave
- C loss of appetite
- D ceremony

2. A word associated with *conform* is:

- A frustrate
- B parallel
- C ordinary
- D agree

3. The opposite of *subsequently* is:

- A consequently
- B successively
- C previously
- D recently

4. Another word for *intelligence* is:

- A information
- B education
- C ignorance
- D intuition

5. A synonym for *convert* is:

- A twist
- B squeeze
- C change
- D agree

6. Read this sentence.

Regina's parents finally gave in to her *plea* to attend the concert.

Plea means:

- A admission
- B collection
- C apology
- D request

7. If you consider something *logically*, you:

- A make a guess
- B use good sense
- C imagine it
- D make a decision

8. Something that is within the *margins* is:

- A acceptable
- B of major importance
- C dangerous
- D very detailed

9. A synonym for *calamity* is:

- A tranquility
- B accusation
- C disaster
- D friendship

10. A person who is *uniquely* skilled has abilities that:

- A are rarely appreciated
- B few other people possess
- C have no value
- D are in demand

Word Study: Denotation and Connotation

Words that are synonyms have basically the same **denotation**. For example, both *thrifty* and *stingy* mean that you are careful with money, but the two words have different **connotations**. *Thrifty* has a positive connotation, whereas *stingy* has a negative one. Compare the connotations of these synonym pairs.

POSITIVE	NEGATIVE
antique	old
generous	excessive
reserved	unfriendly

Look at the word *feeble* in Lesson 10 and some of its synonyms:

frail	weak	wimpy
delicate	infirm	slight

Even though their common denotation is “lacking strength,” most of these words are neutral. They have neither positive nor negative connotations. *Wimpy*, however, is negative. *Delicate* and *slight* are more positive ways to say something lacks strength.

Practice

A. Underline the word in parentheses that has the connotation (positive, negative, or neutral) given at the beginning of the sentence.

- negative** 1. Some clothing factories (use, **exploit**) their workers to make a profit.
- positive** 2. The school’s admission policies were very (**selective**, exclusionary).
- neutral** 3. (**Secure**, restrain) the dog in the yard while the plumber is working in the house.
- neutral** 4. She was careful to set only (**attainable**, unchallenging) goals for herself.
- positive** 5. Most people hope to find a job that provides a (fixed, **stable**) income.
- negative** 6. The museum expected parents to (**stifle**, control) their unruly children.
- negative** 7. Determined to make it on her own, she (**declined**, spurned) all offers of help.

B. Work with a partner. Write a plus sign (+) if the word has positive connotations; write a minus (-) sign if the word has a negative connotation. Put a zero (0) if the word is neutral.

- | | | | |
|--|---------------------------------------|---------------------------------------|--|
| 1. stereotype <input type="checkbox"/> | 3. agreeable <input type="checkbox"/> | 5. uniquely <input type="checkbox"/> | 7. crisis <input type="checkbox"/> |
| 2. include <input type="checkbox"/> | 4. impatient <input type="checkbox"/> | 6. onslaught <input type="checkbox"/> | 8. intelligence <input type="checkbox"/> |

Vocabulary for Comprehension

Read the following passage, in which some of the words you have studied in Lessons 10–12 appear in boldface type. Then answer questions 1–6.



Melting Pot or Salad Bowl

Until the 1970s, the United States was called a “melting pot.” Different cultures “melted” together to form a common culture. The idea was to create one society. People who had
5 come from different places tried to **conform** to the culture they found here. They didn’t think they could **progress** in life or that success could be **attainable** if they didn’t try to fit in.

In the nineteenth and early twentieth centuries,
10 there was a **stereotype** for every nationality. It was these **negative** images that people wanted to escape when they tried to **eliminate** what made them different. They **rejected** their native languages in favor of English. They altered

15 their **apparel** and style of dress to look like the people around them. They struggled to be in the mainstream of American society instead of in the **margins**.

Since 1970, the United States has accepted
20 multiculturalism. The metaphor for America has changed from a melting pot, where cultures become the same, to a salad bowl, where different cultures mix together but each remains distinct. Cultures preserve and
25 celebrate the qualities that are **uniquely** theirs while allowing people to acquire the skills and knowledge needed to succeed in a new country.

1. In line 7, **progress** means

- A alert
- B appreciate
- C advance
- D accomplish

2. Another word for **negative** (line 11) is

- A unfavorable
- B unimportant
- C foreign
- D difficult

3. Something that is **rejected** (line 13) is

- A reclaimed
- B revived
- C transformed
- D put aside

4. Another word for **apparel** (line 15) is

- A appearance
- B accent
- C clothing
- D baggage

5. Another word for **margins** (line 18) is

- A open spaces
- B edges
- C hallways
- D centers

6. Something that is **uniquely** (line 25) yours is

- A positively yours
- B originally yours
- C yours temporarily
- D yours alone

Using Context

Circle the word that best completes each sentence. Note that the choices are related forms of the vocabulary words in the box.

administration	include	progress
clarify	indication	prohibit
demonstrate	innovation	rejected
eliminate	investment	representation
endeavor	moral	stifle
enhance	occupied	suspend

1. Your willingness to volunteer is a/an (**demonstration/inclusion**) of your generosity.
2. The first two rows of benches are reserved for the team members, and they will be (**suspending/occupying**) them soon.
3. I've decided to eat a healthier diet by (**endeavoring/eliminating**) sweets and sodas.
4. The magazine adopted a (**progressive/prohibitive**) approach that presents information in a new way that encourages people to work for change in their communities.
5. The angry king is (**clarifying/stifling**) his citizens by arresting anyone who criticizes him.
6. Please (**indicate/innovate**) your first and second choices on your questionnaire.
7. This excellent report is (**representative/administrative**) of the hard work the committee always does.
8. These lights are the (**occupation/enhancement**) we needed to make the stage look more dramatic.
9. The company is (**rejecting/investing**) in new technology to make itself more competitive.
10. Because ensuring people's right to an education is the (**morally/demonstrative**) right thing to do, I am sending a donation to an organization that helps build schools for children in other nations.

Analogies

Read each sentence stem carefully. Then complete the sentence so that it makes sense. Use the relationship between the words in italics to help you.

1. A *tangible* object can be touched, while an *illusion* is _____

2. Kind treatment of others helps *establish* a sense of trust between people, while *sinister* actions and behaviors _____

3. A group that is *exclusionary* is likely to reject people for a variety of reasons, while a group that is willing to *diversify* is likely to _____

4. People who *conform* are usually quiet, while those who are *radical* _____

5. A person who feels *constrained* by another is often hesitant to make decisions, while a person who feels he or she has some freedom to act will take *positive* steps to _____

6. A *mishap* is usually the result of not paying attention, while a *calamity* is _____

7. Achievement is not always the result of *intelligence*, while good instincts and success often *coincide* because _____

8. A *remedy* that is given right away will help a person feel better more quickly, while someone who waits to get medical treatment might take longer to *recover* because _____

Word Relationships

Read each question carefully. Think about the relationship between the two unit words in italics. Then write an explanation that answers each question.

1. What could you do to make your *goals* more *attainable*?

2. What could *intensify* feelings of *isolation*?

3. Why might it be necessary to *monitor* an unusual *phenomenon*?

4. What is the most *prominent luminous* object in the sky?

5. How are you putting your *welfare* in danger if you wait to seek shelter until a tornado is *visible*?

6. What is the advantage of having an *advocate plea* for someone in a trial?
