



## Celebrating the Indiana Bicentennial Grade 4 Standards Activities

This activity  
designed by:

Karissa Lory

### Chapter 1: Native Americans in American History Activity #1

#### **Content Objective:**

As a result of this activity, the learner will:

- Discuss (Understanding) the major Native American tribes in Indiana from the 1700's-1830's to the rest of their classmates.

#### **Language Objective:**

As a result of this activity, the learner will:

- Select (Understanding) information from the textbook after reading about major Native American tribes in Indiana from the 1700's-1830's.
- Create (Creating) a book where the learner will write facts and information about the major Native American tribes mentioned in the reading of the textbook with a given template of the book that will be created by the learner.
- Define (Remembering) five vocabulary words found in the textbook given a four corners vocabulary chart.
- Recall (Remembering) important information read in the textbook by writing notes on the guided note taking worksheet that will be given to them.

#### **Teacher Materials:**

- Whiteboard or overhead projector
- Writing utensil
- Directions to make the book for each student
- Blank four corners vocab (5 per student)
- Filled out four corners vocab (5 of each vocab word used for an example)
- Guided note taking worksheets (1 per student)

#### **Student Materials:**

- *Hoosiers and the American Story* textbook written by: James H. Madison and Lee Ann Sandweiss
- Pencil for guided note taking worksheet and book
- Coloring utensils for book

#### **Indiana Academic Standards:**

Social Studies:

- 4.1.1 Identify and compare the major early cultures that existed in the region that became Indiana prior to contact with Europeans.
- 4.1.2 Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.



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### Language arts:

- 4.RN.2.1 Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.
- 4.RV.3.2 Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.
- 4.W.3.2 Write informative compositions on a variety of topics.
- 4.SL.3.1 Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### Procedures:

#### Day 1:

1. Ask students if they have ever heard of a group of people known as the Native Americans. Explain to the students that there were many groups of Native Americans that lived in Indiana a long time ago. Tell the students that in present time people who have a Native American background now live all over the world.
2. Explain to the students that there were various Native American groups and tribes in Indiana from the 1700's-1830's. Tell the students that these are the groups and tribes that they are going to learn about in today's lesson.
3. Explain to the students that they are going to read pages 9-12 in the *Hoosiers and the American Story* textbook written by: James H. Madison and Lee Ann Sandweiss.
4. Explain to the students that they will be taking notes while reading pages 9-12 in the textbook. Pass out the guided note taking worksheets to the students. Explain to the students how to fill out this worksheet while reading in the textbook.
5. Also, pass out 5 of the four corners vocabulary charts to each of the students. Write on the white board the 5 vocabulary words that will be difficult for the students to understand while reading the required section in the textbook. These are words that will be essential for the students to know in order understand the text in this section of the textbook. Write on the whiteboard the words *ancestors*, *preliterate*, *cultures*, *tribes*, and *wigwams*. Explain to the students that as a class they are going to fill out these charts. Place a blank chart under the overhead projector or draw a four corners vocabulary chart on the whiteboard. Fill out this chart with the students for each vocabulary word one at a time. Examples of the four corners vocabulary charts for these five vocabulary words are attached to this activity.
6. Have the students read pages 9-12 in the textbook. Remind the students to fill out the guided note taking worksheets while reading and to refer back to their four corners vocabulary charts whenever they come across one of the vocabulary words that they don't know the meaning of.

#### Day 2:

1. Write the words *Miami*, *Potawatomi*, *Delaware*, and *Shawnee* on the whiteboard.



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2. Explain to the students that they are now going to create a small book of the major Native American groups that are described in chapter one of the textbook. The words written on the whiteboard are the major Native American tribes that will be included in their book.
3. Explain to the students that the guided note taking worksheet that they filled out while reading the textbook will help them to create this book.
4. Pass out the directions for making this book.
5. The students should take their time to put in quality work when making this book. Explain to the students that their books will be turned in for a grade.

### **Closure:**

1. Have the students present their books with the rest of the class. Explain to the students that this presentation will be taken for a grade too.
2. Tell the students to mentally reflect on their book that they completed by comparing it to others during their classmates' presentations.
3. Tell the students some information about the four tribes that they may have not written down or drawn in their books that was mentioned in their textbooks.
4. Explain to the students that they now know some major Native American tribes that were settled in Indiana during the 1700's to the 1830's.

### **Pre-Vocab Words List:**

The five vocabulary words that need to be discussed with the students using the four corner vocab sheet are "ancestors," "preliterate," "cultures," "tribes," and "wigwams." The four corner vocab sheet for these words is attached.

### **SIOP Techniques:**

- Guided note taking- strategies
- 4 corners vocab chart- building background

### **Culturally Responsive Teaching Explained:**

This activity is connected and integrated, promotes critical thinking, and includes assessment and reflection. The activity is connected and integrated because this activity integrates both Social Studies and Language Arts within it. This activity promotes critical thinking because the instructor provides questions on the guided note taking worksheet where students have to critically think about these questions in order to answer them while reading the textbook. Also, the students have to critically think about what information is important enough to include in their books in order to provide information about the four major Native American tribes learned about during this activity. This activity has assessment and reflection because the students are graded on both their books that are completed and their presentation given in class. The students reflect on their assignment by mentally comparing their book to their classmates' books while listening to their classmates present their final projects during class.

### **Sources Used:**

Madison, James H. & Sandweiss, Lee Ann. (2014). Hoosiers and the American Story. Indianapolis, IN: Indiana Historical Society Press.



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Merriam-Webster's Learner's Dictionary.(n.d.). Retrieved November 23, 2015, from <http://www.learnersdictionary.com/>

# Directions to Book

**You will write and draw on the template given to you in order to create a book about the four major Native American tribes that you read about in your textbook. Your book will include information on the Miami tribe, Potawatomi tribe, Delaware tribe, and Shawnee tribe.**

- **Write a title and draw an illustration on the front page that summarizes what your whole book is about.**
- **Each tribe should have information and an illustration on the questions asked below.**

**-How did each tribe live?**

**(Each tribe needs a separate page for this question)**

**-What is something interesting or unique about each tribe?**

**(Each tribe needs a separate page for this question)**

**-What battles or struggles did the tribes have to endure?**

**(On 1 page about all of the tribes combined)**

**-What do all of the tribes have in common?**

**(On 1 page about all of the tribes combined)**

Name: \_\_\_\_\_

## Guided Note Taking Worksheet

Directions: Fill in the chart by providing facts to answer the questions below while reading pages 9-12 in the *Hoosiers and the American Story* textbook.

Miami	
How did this tribe live?	
What is interesting or unique about this tribe?	
Potawatomi	
How did this tribe live?	
What is interesting or unique about this tribe?	
Delaware	
How did this tribe live?	
What is interesting or unique about this tribe?	
Shawnee	
How did this tribe live?	
What is interesting or unique about this tribe?	
Miami, Potawatomi, Delaware, and Shawnee Tribes	
What battles or struggles did the tribes have to endure?	
What did the tribes have in common?	

## Evaluation for Native American Tribes Book

Book 10 points total

- 1 Point- Illustration on the front page that summarizes the book.
- 1 Point- Title on the front page that summarizes the book.
- 1 Point- The Miami tribe is written about using facts that answers the questions on the directions page.
- 1 Point- There are appropriate illustrations that relates to the facts written about the Miami tribe.
- 1 Point- The Potawatomi tribe is written about using facts that answers the questions on the directions page.
- 1 Point- There are appropriate illustrations that relates to the facts written about the Potawatomi tribe.
- 1 Point- The Delaware tribe is written about using facts that answers the questions on the directions page.
- 1 Point- There are appropriate illustrations that relates to the facts written about the Delaware tribe.
- 1 Point- The Shawnee tribe is written about using facts that answers the questions on the directions page.
- 1 Point- There are appropriate illustrations that relates to the facts written about the Shawnee tribe.

PRESENTATION EVALUATION  
NATIVE AMERICAN TRIBES BOOK

Presentation- 10 Points total

2 Points- The presenter spoke clearly when presenting the book.

2 Points- The presenter created eye contact with the audience when presenting the book.

2 Points- The presenter presented each page of the book by speaking about what was written inside of the book.

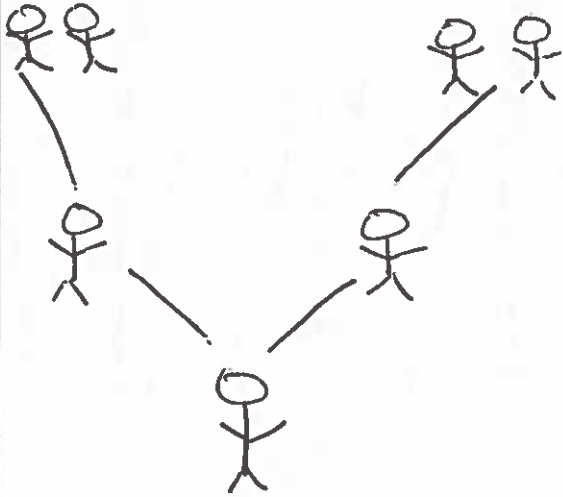
2 Points- The presenter presented the illustrations on each page of the page book and discussed the illustrations.

2 Points- The presenter provided some enthusiasm about the book and the information provided in the book.



## Four Corners Vocabulary Chart

### Picture



### Sentence

My ancestors lived during The Great Depression.

### Definition

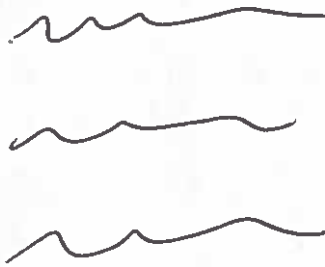
Family members from a long time ago.

### Word

Ancestors

## Four Corners Vocabulary Chart

**Picture**



**Sentence**

She was  
preliterate  
because she  
wasn't able to  
write a sentence.

**Definition**

lacking a written  
language

**Word**

Pre literate

## Four Corners Vocabulary Chart

### Picture



English

### Sentence

I may have a different culture than people who are from another country.

### Definition

The way a person or society is

### Word

Cultures

## Four Corners Vocabulary Chart

**Picture**



**Sentence**

People in tribes  
have a lot in  
common.

**Definition**

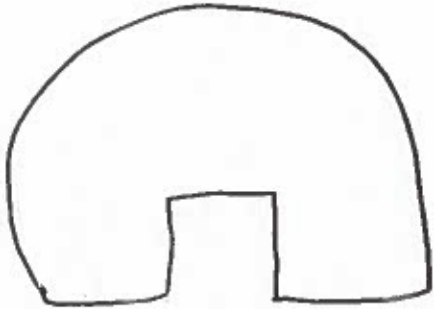
A group of people  
that have something  
in common.

**Word**

Tribes

## Four Corners Vocabulary Chart

**Picture**



**Sentence**

The Native Americans  
lived in wigwams.

**Definition**

A Native American  
home

**Word**

Wigwams



## Celebrating the Indiana Bicentennial Grade 4 Standards Activities

This activity  
designed by:

Karissa Lory

### Chapter 1: Native Americans in American History Activity # 2

**Name:** Karissa Lory

**Topic:** Well Known Native Americans in Indiana

**Content Objective:**

As a result of this activity, the learner will:

- Select (Understanding) what factual information, statements, or questions they should include in their letter to a famous Native American that once lived in Indiana.

**Language Objective:**

As a result of this activity, the learner will:

- Write (Creating) a letter to a famous Native American who once lived in Indiana after reading about them in their textbook while being given a prompt and template to write this letter to the specific individual.

**Teacher Materials:**

- Overhead Projector or Whiteboard
- Writing Utensil
- 5 Four Corners Vocabulary Chart per Student
- Directions for Letter per Student
- Letter Paper for Students
- Evaluation

**Student Materials:**

- Pencil
- Paper for Note Taking
- Textbook- *Hoosiers and the American Story* by: James H. Madison and Lee Ann Sandweiss

**Indiana Academic Standards:**

Social Studies:

- 4.1.1 Identify and compare the major early cultures that existed in the region that became Indiana prior to contact with Europeans.
- 4.1.2 Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.
- 4.1.3 Explain the importance of the Revolutionary War and other key events and people that influenced the development of Indiana as a state.
- 4.1.5 Identify and explain the causes of the removal of Native American Indian groups in the state and their resettlement during the 1830s



## Celebrating the Indiana Bicentennial Grade 4 Standards Activities

### Language arts:

- 4.RN.2.1 Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.
- 4.RV.3.2 Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.
- 4.W.4 Apply the writing process to – □ Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

### Science:

- 4.2.5 Describe methods that humans currently use to extend the use of natural resources.
- 4.2.6 Describe ways in which humans have changed the natural environment. Explain if these changes have been detrimental or beneficial.

### Procedures:

#### Day 1:

1. Ask the students if they know of any famous Native Americans. Explain to the students that there are four well known famous Native Americans that lived in Indiana a long time ago.
2. Discuss with the students what they think that they would say or ask a famous Native American if they had the chance to speak with them.
3. Before reading in the textbook fill out the 5 four corners vocabulary charts with the students for the vocabulary words prophet, rivalries, portrait, legacy, and chief. These are words that will be essential for the students to know in order understand the text in this section of the textbook. Place a blank chart under the overhead projector or draw a four corners vocabulary chart on the whiteboard. Fill out this chart with the students for each vocabulary word one at a time. Examples of the four corners vocabulary charts for these five vocabulary words are attached to this activity.
4. Split the students up into groups of three. Have the students choral read pages 13-16 in their *Hoosiers and the American Story* textbook written by James H. Madison and Lee Ann Sandweiss in their groups. The students should take notes while reading this section in their textbook. Explain to the students that they should specifically take notes on any famous Native Americans that are mentioned in this section.



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5. Ask the students to come back together as a whole class. Discuss the two famous Native Americans discussed in the section that they had just read as a class. The two famous Native Americans that they should've just read about would've been The Prophet and Tecumseh.
6. Split the students into different groups of three. Have the students choral read pages 17-20 in their textbooks in their groups. The students should take notes while reading this section in their textbook. Explain to the students that they should specifically take notes on any famous Native Americans that are mentioned in this section.
7. Ask the students to come back together as a whole class. Discuss the two famous Native Americans discussed in the section that they had just read as a class. The one famous Native American that they should've just read about would've been Frances Slocum/Maconaquah.
8. Explain to the students that they will need to keep these three famous Native Americans in mind for next class.

### Day 2:

1. Explain to the students that they are going to write a letter to one of the famous Native Americans mentioned in chapter 1 of their choice.
2. Pass out the directions to the students so that they see what they need to include in their letters.
3. The students will turn these letters in as a rough draft once they are finished with them.

### Day 3:

1. The students will get their letters back with errors marked and feedback given in order for them to improve their letters for a final grade.
2. The students will revise their letters individually.
3. Then the students will do a pair-check with a partner. The partners will switch letters and explain any final changes that should be made in their partner's letter before turning it in for a final grade. The students will rewrite their letters if they need to.
4. The students will turn their letters in for a final grade.

### Closure:

1. Ask the students if any of them would like to read their final letters to the class.
2. Discuss the similarities and differences among the letters that were presented in the class.
3. Ask the students how they think these Native Americans would've responded to the letters written to them.





## Celebrating the Indiana Bicentennial Grade 4 Standards Activities

4. Tell the students that they now know about famous Native Americans who once lived in Indiana.

### **Pre-Vocab Words List:**

The five vocabulary words that need to be discussed with the students using the four corner vocab sheet are “prophet,” “rivalries,” “portrait,” “legacy,” and “chief.” The four corner vocab sheet for these words is attached.

### **SIOP Techniques:**

- Pair-Check- Review/Assessment
- Four Corners Vocabulary Charts- Building Background

### **Culturally Responsive Teaching Explained:**

This activity is student-centered, includes transform, is connected and integrated, promotes critical thinking, and includes assessment and reflection. This activity is student-centered because the student must include information based on their own cultural background, their own family, and their own community in their letter to the famous Native American who lived in Indiana of their choice. This activity includes transform because the instructor become the monitor during this activity while the students lead the activity. The students read on their, write their letters on their own, and choose which information to include in their letters on their own. This activity is connected and integrated in a couple of ways. This activity connects the three subjects of social studies, language arts, and science. Also, this activity connects the students’ lives with subject matter. This activity promotes critical thinking because the students have to think critically on how to cover each part of the prompt when writing their letters. Also, this activity has the students think critically because they have to state and share an opinion in their letter. This activity includes assessment and reflection in two ways. The students will turn in a rough draft of their letters and then get it back with feedback in order to revise their letters into a final draft. The students will receive a grade for their final draft of their letters.

### **Sources Used:**

Madison, James H. & Sandweiss, Lee Ann. (2014). Hoosiers and the American Story. Indianapolis, IN: Indiana Historical Society Press.

Merriam-Webster's Learner's Dictionary.(n.d.). Retrieved November 23, 2015, from <http://www.learnersdictionary.com/>

## Directions for Letter

You will be writing a letter to one of the famous Native Americans mentioned in chapter 1. You're options are The Prophet, Tecumseh, or Frances Slocum/Maconaquah. You will be including information about your own life and facts about the Native American's life that you read about in your textbook. You may include any extra information about the Native American or yourself in the letter.

You must include the following:

- A statement or question about their cultural background
- A statement about your cultural background.
- A statement or question about their family.
- A statement about your family.
- A statement or question about their community.
- A statement or question about your community.
- An opinion you had about the Native Americans life.
- An opinion that you have on your own life or culture.
- A statement or question on how the Native American used any natural resources in Indiana.
- A statement on how you use natural resources in Indiana now.

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# Evaluation for Letter

## Activity 2

### Total Points: 24

- A statement or question about their cultural background (2 Points)
- A statement about your cultural background. (2 Points)
- A statement or question about their family. (2 Points)
- A statement about your family. (2 Points)
- A statement or question about their community. (2 Points)
- A statement or question about your community. (2 Points)
- An opinion you had about the Native Americans life. (2 Points)
- An opinion that you have on your own life or culture. (2 Points)
- A statement or question on how the Native American used any natural resources in Indiana. (2 Points)
- A statement on how you use natural resources in Indiana now. (2 Points)
- Correct grammar, spelling, and punctuation was used in the letter. (2 Points)
- Information was factual (2 Points)

Dear Tecumseh,

I'm excited that I get to write to you. Your cultural background is very interesting to me. I think it's neat that you have two names and that you're called either Tecumseh or Shooting Star. In my culture we only have one name. Do you miss your father since he has passed away in battle? I bet you're proud of him though. I know that I would be. My dad works on houses for a living. He never has to fight in hard battles or wars. What was your favorite thing about your community? My favorite thing about my community is how all of my friends live so close to me! My opinion on your life is that you are a strong and brave man for fighting for what you believe is right. In my opinion, I don't think I should be as proud of what I've done in my life compared to what you have done in your life. What kind of natural resources did you use while you lived in Indiana? We use a lot of natural resources in Indiana now in days. We use water, oil, coal, and many other natural resources in order to live and survive here in Indiana. Well I'm glad that I got to write you and I hope that you respond to my letter.

Sincerely,

Karissa Lory

## Four Corners Vocabulary Chart

### Picture



### Sentence

The prophet  
speaks for someone  
from up above.

### Definition

A person who  
speaks for God  
or someone from  
up above, or by  
divine inspiration.

### Word

prophet

## Four Corners Vocabulary Chart

**Picture**

**Sentence**

The school right next to ours were always our biggest rivals in sports.



**Definition**

Competition between two people, places, or things.

**Word**

rivalry

## Four Corners Vocabulary Chart

**Picture**



**Sentence**

My family portraits mean a lot to me.

**Definition**

A picture of a person, especially of the face in a painting, drawing, or photograph

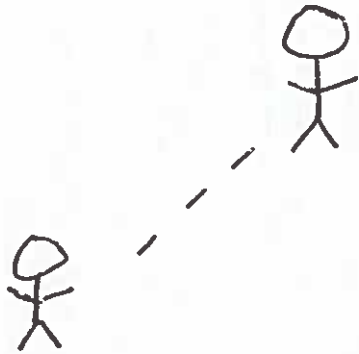
**Word**

portrait



## Four Corners Vocabulary Chart

**Picture**



**Sentence**

That watch is  
a legacy in  
my family.

**Definition**

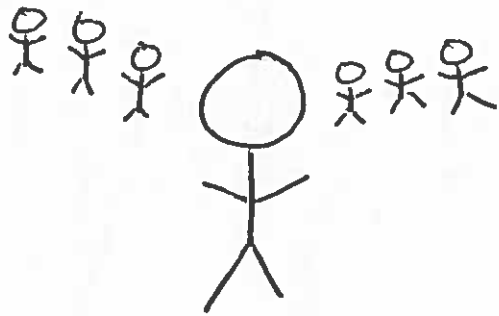
Something that  
has been passed  
down from the  
past, usually  
a family member.

**Word**

legacy

## Four Corners Vocabulary Chart

**Picture**



**Sentence**

My cousin is the  
Chief of police.

**Definition**

The head or leader  
of an organized  
body of people;  
the highest person  
of authority.

**Word**

Chief



## Celebrating the Indiana Bicentennial Grade 4 Standards Activities

This activity  
designed by:

Karissa Lory

### Chapter 1: Native Americans in American History

### Activity # 3

**Name:** Karissa Lory

**Topic:** The Potawatomi Trail of Death

**Content Objective:**

As a result of this activity, the learner will:

- Select (Understanding) information that they feel is important to include in their play about The Potawatomi Trail of Death.

**Language Objective:**

As a result of this activity, the learner will:

- Assemble (Creating) a play by writing a script and presenting information on The Potawatomi Trail of Death that they read about during class given their textbook and directions for creating the play.

**Teacher Materials:**

- Whiteboard or Overhead Projector
- Directions and Evaluation per Student

**Student Materials:**

- Pencil
- Paper for Script
- Textbook- *Hoosiers and the American Story* by: James H. Madison and Lee Ann Sandweiss

**Indiana Academic Standards:**

Social Studies:

- 4.1.5 Identify and explain the causes of the removal of Native American Indian groups in the state and their resettlement during the 1830's.

Language arts:

- 4.RN.2.1 Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.
- 4.RV.3.2 Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.
- 4.W.3.2 Write informative compositions on a variety of topics.
- 4.SL.3.1 Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**Procedures:**

The activities within this booklet were prepared by education majors at Franklin College.



## Celebrating the Indiana Bicentennial Grade 4 Standards Activities

### Day 1:

1. Ask the students if they have ever heard of The Potawatomi Trail of Death.
2. Ask the student to write down and predict what they think The Potawatomi Trail of Death is.
3. Explain to the students that their questions and predictions will be answered once they read this section in chapter one.
4. First, pass out 5 of the four corners vocabulary charts to each of the students. Write on the white board the 5 vocabulary words that will be difficult for the students to understand while reading the required section in the textbook. These are words that will be essential for the students to know in order understand the text in this section of the textbook. Write on the whiteboard the words “territory,” “sympathy,” “treaty,” “rebellious,” and “wilderness.” Explain to the students that as a class they are going to fill out these charts. Place a blank chart under the overhead projector or draw a four corners vocabulary chart on the whiteboard. Fill out this chart with the students for each vocabulary word one at a time. Examples of the four corners vocabulary charts for these five vocabulary words are attached to this activity.
5. Explain to the students they are going to read this excerpt in chapter one all together as a class. Choral read pages 21-25 in the textbook. Stop in some places to discuss what this trail is about.
6. Ask the students if they could imagine being on this trail or how they would feel going through this experience. Discuss this as a whole class.

### Day 2:

1. Explain to the students that they are going to have this experience by acting out this experience as a play to present in front of the whole class. Explain to them that they will create their own scripts and play to present for their classmates.
2. Split the class up into groups of five.
3. Pass out the directions to each group.
4. Give each group plenty of time to prepare and practice before they present the next day to the class.

### Day 3:

1. Have each group practice again before they present their plays for the class.
2. Have each group present their plays for the class.

### Closure:

1. Discuss each play after it has been presented for the class.
2. Discuss with the students how they felt while acting out this event. Discuss with the students how they think the Native Americans felt while living through this event.
3. Tell the students that they now know about The Potawatomi Trail of Death and how it was a depressing event that took place in the past.



## Celebrating the Indiana Bicentennial Grade 4 Standards Activities

### **Pre-Vocab Words List:**

The five vocabulary words that need to be discussed with the students using the four corner vocab sheet are “territory,” “sympathy,” “treaty,” “rebellious,” and “wilderness.” The four corner vocab sheet for these words is attached.

### **SIOP Techniques:**

- Projects (The play)- Interaction
- Four Corners Vocabulary Charts- Building Background

### **Sources Used:**

Madison, James H. & Sandweiss, Lee Ann. (2014). Hoosiers and the American Story. Indianapolis, IN: Indiana Historical Society Press.

Merriam-Webster's Learner's Dictionary.(n.d.). Retrieved November 23, 2015, from <http://www.learnersdictionary.com/>

## Directions for the Play

You and your group members will come up with a play to act out in front of your classmates. The play will be out The Potawatomi Trail of Death.

Your play must include the following in order to receive full credit:

(2 Points) A full script for yourself.

(2 Points) You must act and speak during the presentation.

(2 Points) You must have a minimum of 5 lines.

(2 Points) Your lines must be factual and relate directly to The Potawatomi Trail of Death

## Four Corners Vocabulary Chart

### Picture



### Sentence

I'm lost in the wilderness.

### Definition

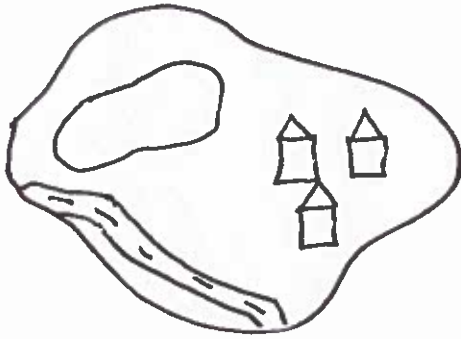
a wild and uncultivated region, as of forest or desert, uninhabited or inhabited only by wild animals; a tract of wasteland.

### Word

wilderness

## Four Corners Vocabulary Chart

### Picture



### Sentence

The Native Americans  
lost some of their  
territory in Indiana  
a long time ago.

### Definition

any tract of land;  
region or district

### Word

territory



## Four Corners Vocabulary Chart

### Picture



### Sentence

I have sympathy  
for the family  
after their loss.

### Definition

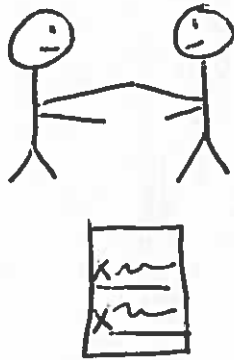
harmony of or  
agreement in  
feeling, as between  
persons or on the  
part of one person  
with respect to  
another

### Word

Sympathy

## Four Corners Vocabulary Chart

### Picture



### Sentence

The two countries  
signed a treaty  
so that they could  
have peace  
between one  
another.

### Definition

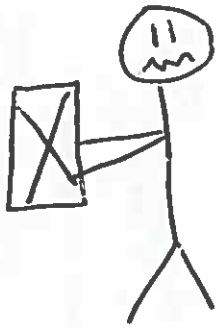
A formal agreement  
between two or  
more places or  
people in reference  
to peace, alliance,  
commerce, or other  
relations.

### Word

treaty

## Four Corners Vocabulary Chart

### Picture



### Sentence

I am being rebellious because I refuse to do my homework even though my parents want me to.

### Definition

defying or resisting some established authority, government, or tradition,

### Word

rebellious