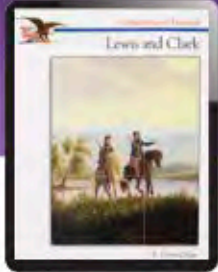


Lesson 25



LANGUAGE DETECTIVE

Talk About the Writer's Words

Nouns are words that name people, places, animals, or things. Work with a partner. Find the blue Vocabulary words that are nouns. What clues did you use? Use the nouns in new sentences.

Vocabulary in Context

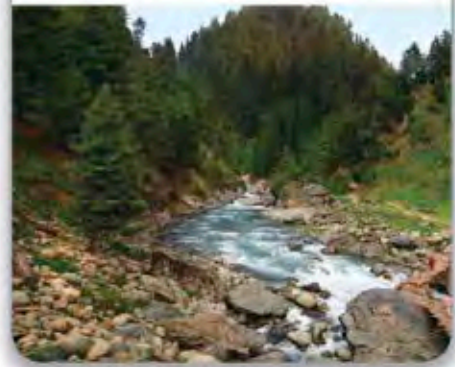
1 **expedition**

Adventurer Edmund Hillary led an **expedition** to climb Mount Everest.



2 **tributaries**

This creek is one of the **tributaries**, or small branches, of a larger river.



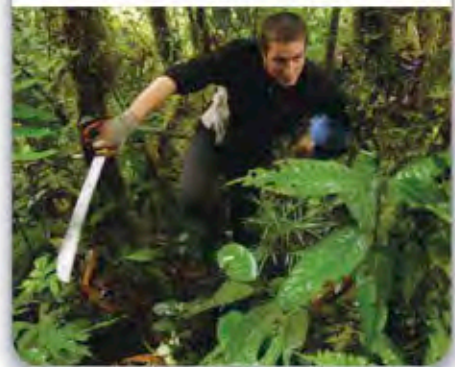
3 **trek**

These hikers are on a week-long **trek** through a national park.



4 **barrier**

Thick vegetation forms a **barrier** in the jungle. Explorers must cut through the obstacle.

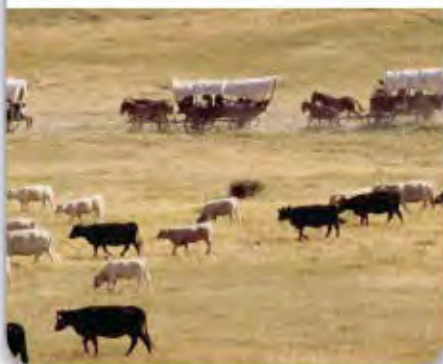


- ▶ Study each **Context Card**.
- ▶ Use a thesaurus to find a word to replace each of the Vocabulary words.

5

despite

Despite the blazing heat, these pioneers crossed the prairie.



6

fulfilled

This astronaut **fulfilled** his lifelong dream of going to the moon.



7

range

Jim Bridger explored the mountain chain known as the Rocky Mountain **range**.



8

techniques

This hiker knows different **techniques**, or methods, for starting a campfire.



9

resumed

After resting, this boy **resumed** his bike ride. He felt ready to ride again.



10

edible

Hikers need to know which berries are **edible** and which ones they must not eat.

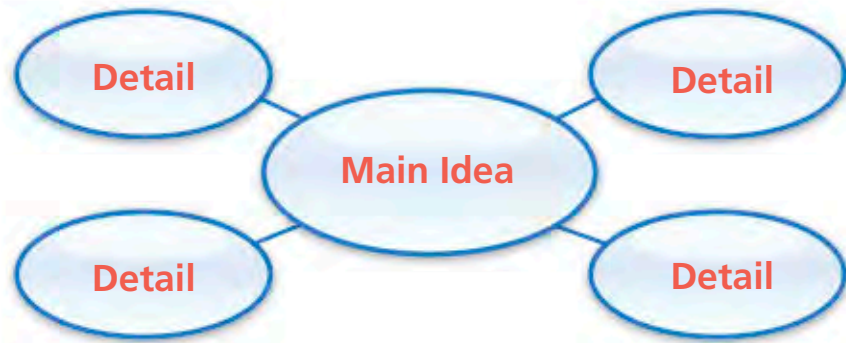




Read and Comprehend

✓ TARGET SKILL

Main Ideas and Details As you read “Lewis and Clark,” look for the **main ideas**, or most important points, that the author presents. Notice the **details**—such as facts, examples, and quotations—that explain or support each main idea. Use a graphic organizer like the one shown below to record main ideas and supporting details.



✓ TARGET STRATEGY

Monitor/Clarify As you read “Lewis and Clark,” **monitor**, or pay attention to, how well you understand the main ideas. Reread parts of the text or look for text evidence to **clarify**, or clear up, confusing details.

PREVIEW THE TOPIC

Exploration

President Thomas Jefferson bought the Louisiana Territory from France in 1803. He knew the area was immense, but he didn't know much else about it. He sent Lewis, Clark, and their Corps of Discovery to chart the region. Jefferson hoped they would find a major waterway that ships could use to sail from one coast to the other. Although they never found such a passageway, the expedition made valuable contacts with many Native American communities. The Corps also studied the territory's natural features, animals, and plant life.

This selection is based on journals kept by the explorers. As you read it, you will learn more about the day-to-day challenges they faced and the excitement they felt as they moved west.



Talk About It

Think about the qualities that an explorer would need to be successful. Write your ideas. Be sure to include information that explains why they would need those qualities. Then share your ideas with your classmates.

Lesson 25

ANCHOR TEXT



✓ GENRE

Narrative nonfiction tells about people, events, or places that are real. As you read, look for:

- ▶ factual information that tells a story
- ▶ features such as photographs and captions
- ▶ events in time order

MEET THE AUTHOR

R. Conrad Stein



R. Conrad Stein knew from the time he was twelve years old that he wanted to be a writer. After serving as a Marine, he studied history at the University of Illinois. A few years after he graduated, his background in history helped him get assignments writing history books for young readers. He has published more than eighty books; many of them are biographies or are focused on history. Stein believes his job is to express the drama of historical events.

LEWIS AND CLARK

by R. Conrad Stein



ESSENTIAL QUESTION

How did explorers help
America become the
country it is today?

In 1803, President Thomas Jefferson doubled the size of the United States after completing an agreement with France called the Louisiana Purchase. He had acquired the vast Louisiana Territory west of the Mississippi River. Jefferson decided to form an expedition through the unexplored Territory to the Pacific Ocean. He asked Meriwether Lewis to lead a group called the Corps of Discovery. Lewis chose William Clark to help him as co-leader. In 1804, Lewis and Clark began their journey from St. Louis, Missouri. They traveled through the Great Plains and then stopped for the winter season. A trader and his wife, a Native American named Sacagawea (sak uh juh WEE uh), joined the expedition when it resumed its journey in April 1805.

Lewis considered the Mandan (MAN duhn) Indians' stories about huge bears to be fanciful tales until one of the explorers was chased by a grizzly bear.





The Great Falls of the Missouri River were a beautiful sight, but also were difficult to travel around.

William Clark had perhaps the best eyesight of any crew member. On May 26, he saw the outline of a great mountain **range** to the west. In the next few days, all of the explorers could see the snow-covered Rocky Mountains on the horizon. The sight was inspiring as well as troubling. The explorers knew that they would have to find a way to cross the incredible **barrier**.

Before they could cross the Rockies, the Corps of Discovery faced the Great

Falls of the Missouri River in present-day Montana. Here the river tumbled down a bluff that was as high as a modern six-story building. The roar of the water was deafening. Lewis called it, "the grandest sight I ever beheld." But the waterfall meant that the explorers had to carry their boats and supplies up steep cliffs before they could set out again on quieter waters upstream. Traveling around the falls took the party twenty-four days, and left everyone exhausted.



Sacagawea quickly proved to be a valuable asset to the expedition.

Carrying her baby boy on her back, Sacagawea won the admiration of the crew. She carefully scanned the riverbank to find **edible** roots and fruit. These foods provided a welcome relief from the customary diet of meat and water. And in the mountain country, the Missouri River became a crooked stream that split into many small **tributaries**. Sacagawea pointed out landmarks that she remembered from a journey as a slave child, and she helped the captains choose the correct river branches on which to travel.

Soon the members of the party began to wonder why they had not yet seen any Shoshone (shoh SHOH nee) or other American Indians. They had seen signs of Indian settlement—hunters' trails and abandoned campsites—but since they left the Mandan and Hidatsa (hee DAHT suh) villages, the Corps of Discovery had not encountered any other people at all.

ANALYZE THE TEXT

Explain Historical Events What does the author do to make historical events easy to understand? How does this help you see relationships between the events and people described in the text?

In mid-August, Meriwether Lewis, hiking ahead of the party with a few other explorers, came upon three Shoshone women and several children. Lewis had carried an American flag in his pack for just such a meeting.

He waved the banner and walked slowly toward the group. One of the children fled. The women sat very still as if frozen with fear. Lewis explained that he was an explorer, and the women led him to their village.

The Shoshone were a small tribe who were almost always at war

with their powerful neighbors, the Blackfeet. They had never seen white people, but constant warfare made the Shoshone suspicious of all outsiders. Lewis hoped to buy horses from the tribe. Now that the rivers had all but disappeared, he needed horses to cross the peaks of the Rocky Mountains. But the chief, Cameahwait (kuh MEE uh wayt), would not part with any of the animals. Lewis did persuade Cameahwait to send a few Shoshone to find Clark and the rest of the party and bring them to the village.

At first, the Shoshone were cautious of Lewis and Clark, but the explorers soon realized that they were fortunate to encounter the Indians.



The next morning, Clark and the others arrived at the village, and a meeting was held with Chief Cameahwait. Sacagawea prepared to serve as the translator. When the meeting began, Sacagawea stared intently at the chief. Then she broke into tears of joy. Lewis wrote, "She jumped up, ran, and embraced him, and threw her blanket over him, and cried profusely." Sacagawea recognized Cameahwait as her brother, whom she had not seen in six years. Cheers and laughter rose from the village. The Shoshone hailed Sacagawea as a lost daughter who had come home.

On September 1, 1805, the Corps of Discovery left the Shoshone territory. Chief Cameahwait not only provided the party with horses, he also gave them a guide to show them the best route through the mountains. Crossing the Rockies proved to be a difficult ordeal. The trails were too rugged to ride on, so the party walked and used the horses as pack animals.

ANALYZE THE TEXT

Primary Sources The author uses a primary source, a direct quote from Lewis's writing, in the first paragraph. What can you conclude about Lewis from his words?

The expedition crossed the Rockies on foot, using the horses to carry their equipment and supplies.





Upon reaching the Clearwater River Valley, the expedition built new canoes to continue their journey west.

In mid-September, a blinding snowstorm struck. Even the Shoshone guide got lost. Worst of all, the once-abundant wild game could not be found on the high mountain peaks. The explorers were forced to kill some of their pack animals for meat. The explorers' journals report that the men laughed out loud when they finally crossed the mountains and reached grasslands on level terrain.

The Lewis and Clark expedition emerged from the Rocky Mountains into the lovely valley of the

Clearwater River in present-day Idaho. The waters were so clear that the river bottom and schools of fish were visible **despite** the river's depth. In the Clearwater country, Lewis and Clark abandoned their pack horses and built new canoes. They reasoned that the streams on this side of the Rockies would all eventually flow into the Columbia River, the major river of the Pacific Northwest. American Indians called the Columbia River the *Ouragon* or *Origan*. The land around it was later called the Oregon Territory.

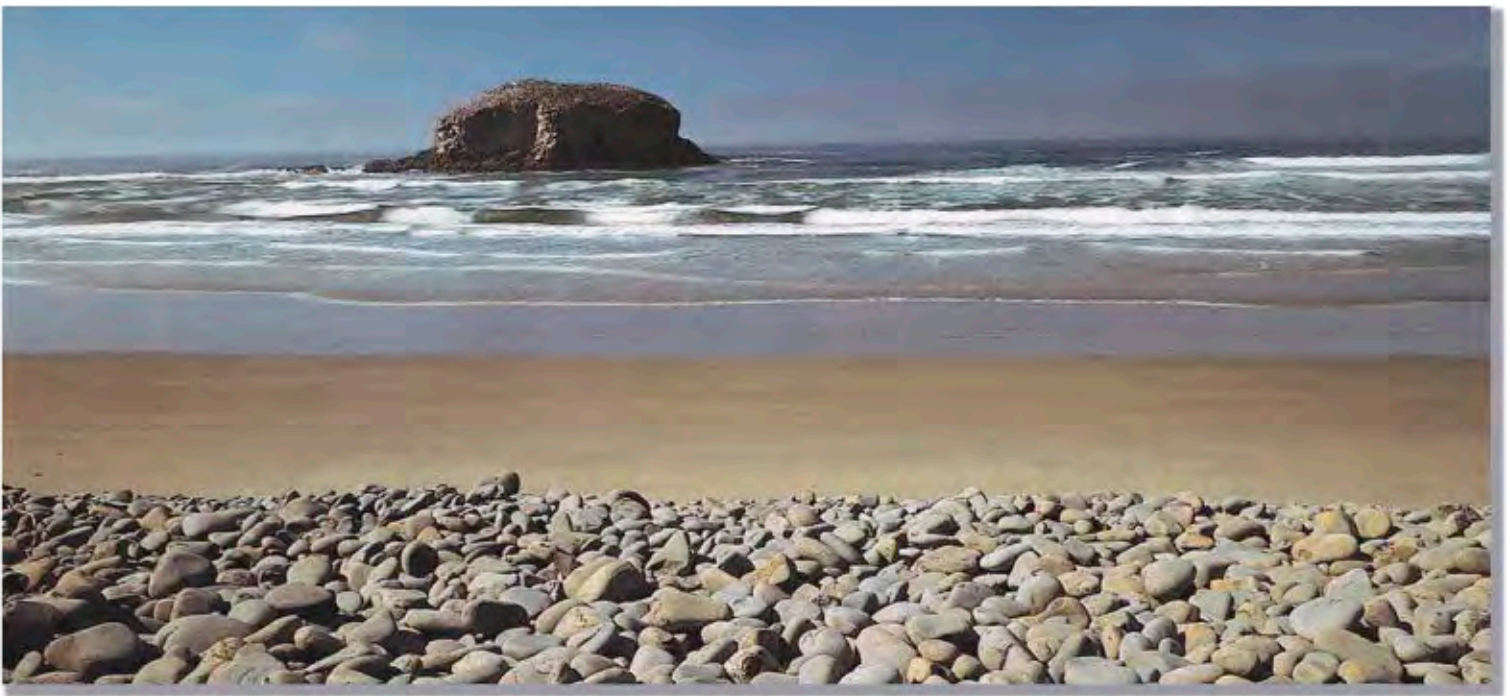
Traveling the rivers, the voyagers met the Nez Perce (NEZ PURS) Indians, who taught them valuable techniques for building and sailing log canoes. Less friendly were the Chinook (shih NOOK), who drove hard bargains when trading for goods. But encountering the Chinook meant that the Pacific Ocean was not far away. One of the Chinook wore a black navy coat that he may have bought from a North American or European sailor.

A dismal rain pelted the travelers in early November as they sailed

down the Columbia River. They made a camp near an Indian village and spent a restless night. On the morning of November 7, 1805, the rain stopped and the fog cleared. A chorus of shouts suddenly went up from the camp. William Clark scribbled in his notes, "Ocean in view! O! the joy." On the horizon, still many miles to the west, lay the great Pacific Ocean. Upon seeing the ocean, some of the explorers wept, and others said prayers of thanksgiving.

The explorers experienced some difficulty in dealing with the Chinook Indians, but their encounter brought signs that the Pacific Ocean was near.





The explorers saw the Pacific Ocean for the first time near present-day Astoria, Oregon.

But arriving at the Pacific Ocean did not end the Lewis and Clark expedition. The party still had to return home to St. Louis. President Jefferson had provided Meriwether Lewis with a letter of credit guaranteeing payment to any ship captain who would take the explorers to the eastern coast. The party made a winter camp at the mouth of the Columbia River near present-day Astoria, Oregon, and kept a watch for ships. No vessels were spotted. Finally, on March 23, 1806, the crew broke camp and began the long trek east toward St. Louis.

To the explorers, the six-month return journey seemed to be easier than their first journey because they knew what to expect in the river and

mountain country. When the crew reached the Mandan village, they said good-bye to Sacagawea and her husband and continued back to St. Louis.

On September 23, 1806, the Lewis and Clark expedition arrived safely back in St. Louis, Missouri, where their journey had begun more than two years earlier. The travelers had gone a distance of just less than 4,000 miles (6,400 km) from St. Louis to the mouth of the Columbia River and back. But the twisting rivers and mountain trails meant that the Corps of Discovery had actually covered about 8,000 miles (13,000 km) on the history-making trip. Throughout the explorers' travels, they encountered more than fifty American-Indian tribes.

The journals kept by Captains Lewis, Clark, and several members of their expedition have been compiled into many published accounts since the journey ended in 1806.



The expedition returned with numerous samples of plant and animal life that had never before been seen by American scientists. Before the expedition, President Jefferson had hoped that the explorers would find a broad river that ships could use to sail directly to the Pacific Ocean. Lewis and Clark failed to find such a river, and the expedition was final proof that an inland waterway in North America did not exist.

From St. Louis, Lewis and Clark traveled to Washington, D.C. Almost every town they passed through brought out bands to welcome them as heroes. In Washington, D.C., the explorers delighted President Jefferson with tales of grizzly bears and high mountain passes. The president said, "Lewis and Clark have entirely fulfilled my expectations....

The world will find that those travelers have well earned its favor."

To Meriwether Lewis and William Clark, the mission itself was their greatest reward. Traveling through virtually unexplored lands was an exhilarating experience that they would cherish for the rest of their lives. Although they faced many dangers, the thrill—not the peril—of the expedition bursts from the pages of the journals they kept. As Lewis wrote the day he left the Indian village to enter the Western wilderness, "I could but esteem this moment of my departure as among the most happy of my life."

ANALYZE THE TEXT

Main Ideas and Details What is the main idea of the text on this page? What is the selection's overall main idea? Identify the key details that support it.



Dig Deeper

Use Clues to Analyze the Text

Use these pages to learn about Main Ideas and Details, Primary Sources, and Explaining Historical Events. Then read “Lewis and Clark” again to apply what you learned.

Main Ideas and Details

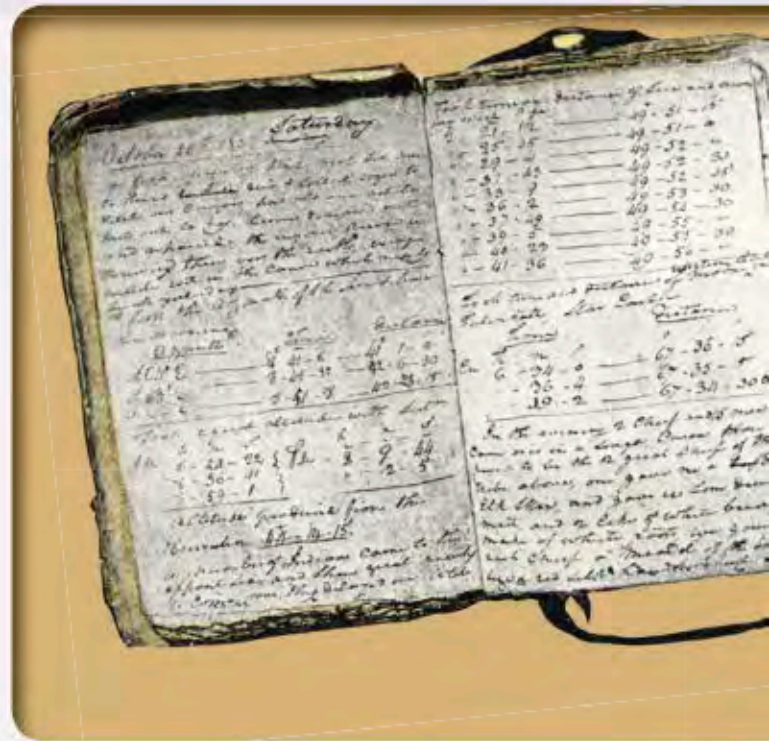
The **main idea** is what a text is mostly about. In addition to the overall main idea, paragraphs and sections of a text also have their own main ideas. Each main idea is supported by **details**. These details may be facts, examples, descriptions, quotations, or other types of text evidence.

Sometimes main ideas are stated directly. At other times, **implied** main ideas must be inferred from the information given. To find an implied main idea, readers ask themselves what point all of the details in a paragraph or section support. On page 757, the main idea is implied. Readers have to read carefully and make inferences based on text evidence to understand it.



Primary Sources

Authors of narrative nonfiction often rely on **primary sources** for details and information about people and events. Primary sources are materials created by someone who witnessed or took part in the event he or she is describing. Throughout "Lewis and Clark," the author refers to the expedition members' journals. From these primary sources, the author uses quotations and information to support his points.



Explain Historical Events

In most of "Lewis and Clark," the author presents **events** in sequence, helping readers understand the experiences of expedition members. The last part of the text, however, examines the significance of the explorers' accomplishments. It shows how individual events on the journey are related to the greater historical purpose of the expedition. Look for relationships between events in a historical text to understand what happened, when it happened, and why.

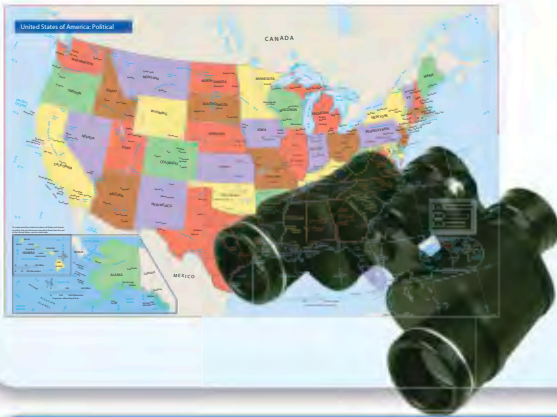


Your Turn

RETURN TO THE ESSENTIAL QUESTION

Turn and Talk

Review the selection to prepare to discuss this question: *How did explorers help America become the country it is today?* Discuss the question in small groups. As you present your ideas, be sure to relate them to what others in the group have said.



Classroom Conversation

Continue your discussion of “Lewis and Clark” by using text evidence to explain your answers to these questions:

- 1 Why was an expedition to explore the Louisiana Territory necessary?
- 2 Why was Sacagawea’s role in the expedition important?
- 3 How does the author make Lewis and Clark seem like real people instead of just historical figures?

ALL IN THE DETAILS

List It Think about the words, descriptions, and examples the author uses when he refers to the explorers Lewis and Clark. With a partner, create a list of these details. Use quotation marks to show the details that you quote directly from the text. Discuss what you learn about the explorers from your list. Then analyze what the details show about the author’s feelings toward the two men.

“Traveling around the falls . . . left everyone exhausted.”

“Lewis had carried an American flag in his pack for just such a meeting.”

Performance Task

WRITE ABOUT READING



Response One word that could describe the Lewis and Clark expedition is *eventful*. The group met one challenge after another in their quest to reach the Pacific Ocean. Write a paragraph in which you explain what happened on the expedition and why it was a great achievement. Support your ideas with quotations, details, and other text evidence.

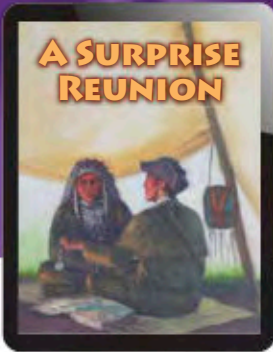


Writing Tip

Use sequential order to organize your paragraph. Be sure to include words and phrases that describe each event.

Lesson 25

PLAY



GENRE

A **play**, like this dramatic adaptation, tells a story through the words and actions of its characters.

TEXT FOCUS

Dialogue and Theme

Dialogue is lines of text in a play that stand for the words spoken by the characters. Because much of what happens in a play is conveyed through dialogue and interactions between characters, these elements are used to establish the play's theme.

A SURPRISE REUNION

By Byron Cahill



Cast of Characters

Narrator

Chief Cameahwait

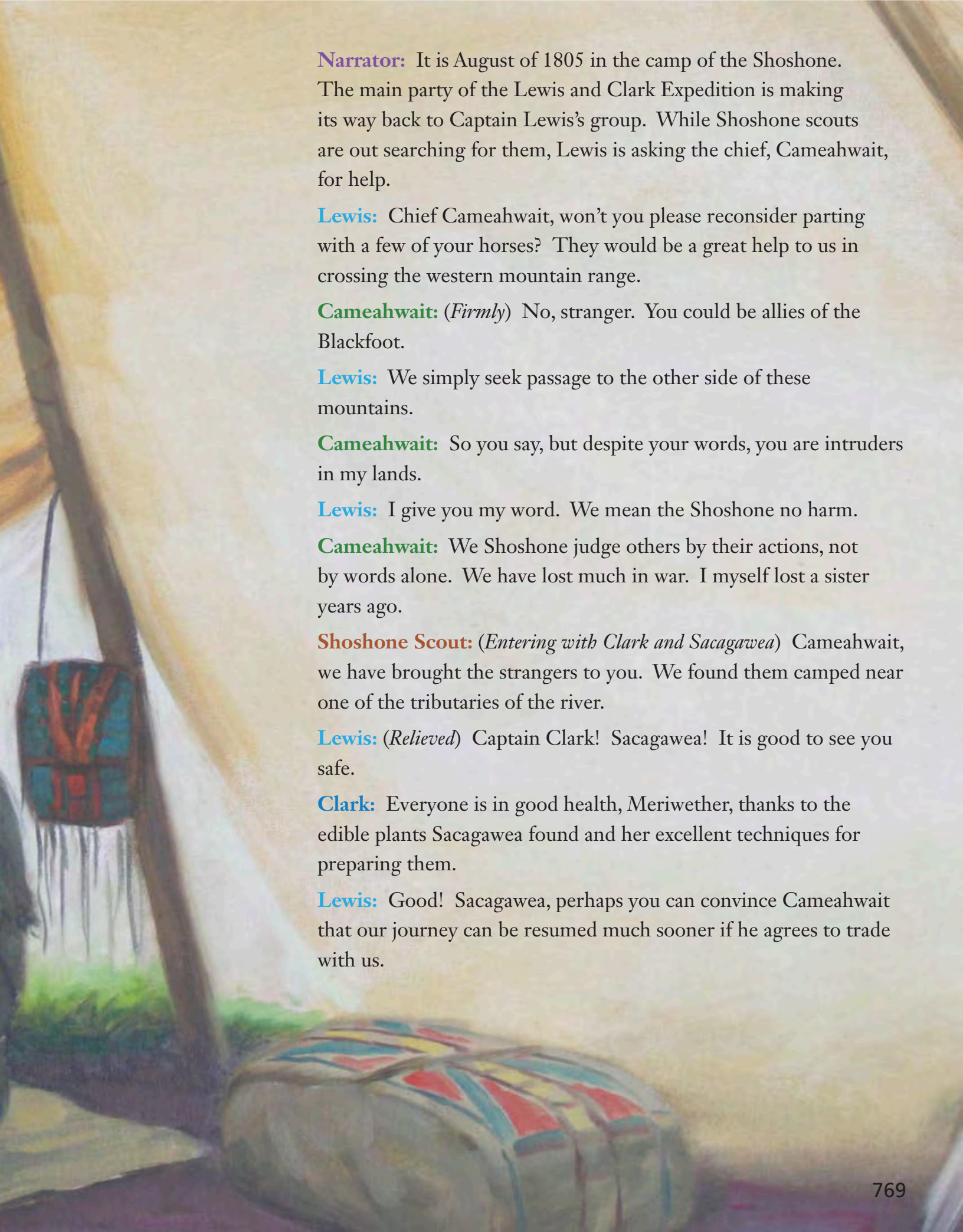
Captain Meriwether Lewis

Captain William Clark

Sacagawea

Shoshone Scout





Narrator: It is August of 1805 in the camp of the Shoshone. The main party of the Lewis and Clark Expedition is making its way back to Captain Lewis's group. While Shoshone scouts are out searching for them, Lewis is asking the chief, Cameahwait, for help.

Lewis: Chief Cameahwait, won't you please reconsider parting with a few of your horses? They would be a great help to us in crossing the western mountain range.

Cameahwait: (*Firmly*) No, stranger. You could be allies of the Blackfoot.

Lewis: We simply seek passage to the other side of these mountains.

Cameahwait: So you say, but despite your words, you are intruders in my lands.

Lewis: I give you my word. We mean the Shoshone no harm.

Cameahwait: We Shoshone judge others by their actions, not by words alone. We have lost much in war. I myself lost a sister years ago.

Shoshone Scout: (*Entering with Clark and Sacagawea*) Cameahwait, we have brought the strangers to you. We found them camped near one of the tributaries of the river.

Lewis: (*Relieved*) Captain Clark! Sacagawea! It is good to see you safe.

Clark: Everyone is in good health, Meriwether, thanks to the edible plants Sacagawea found and her excellent techniques for preparing them.

Lewis: Good! Sacagawea, perhaps you can convince Cameahwait that our journey can be resumed much sooner if he agrees to trade with us.

Clark: Sacagawea? What is wrong? You are shaking!

Narrator: Sacagawea does not answer. She gazes at Cameahwait, then rushes into his arms and throws her blanket around his shoulders, weeping loudly.

Sacagawea: (*Through her tears*) Brother! It is you, is it not?

Cameahwait: It is not possible! You were taken. Are these men your captors?

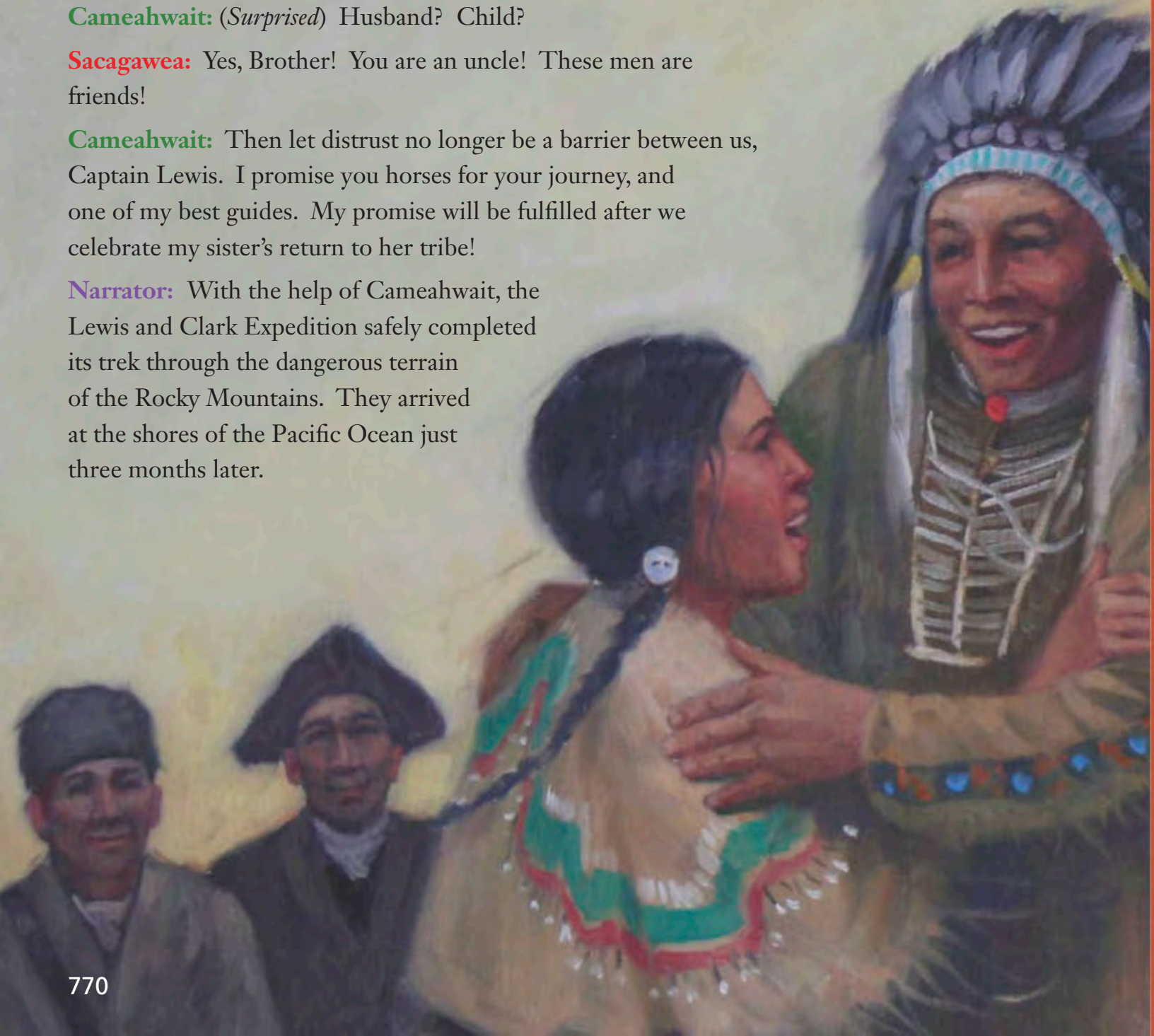
Sacagawea: No! I am a free woman. I am helping them on their journey. My husband and child are outside with the rest of the group.

Cameahwait: (*Surprised*) Husband? Child?

Sacagawea: Yes, Brother! You are an uncle! These men are friends!

Cameahwait: Then let distrust no longer be a barrier between us, Captain Lewis. I promise you horses for your journey, and one of my best guides. My promise will be fulfilled after we celebrate my sister's return to her tribe!

Narrator: With the help of Cameahwait, the Lewis and Clark Expedition safely completed its trek through the dangerous terrain of the Rocky Mountains. They arrived at the shores of the Pacific Ocean just three months later.

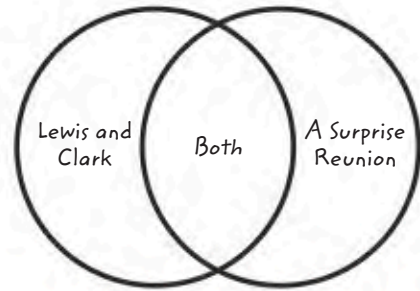




Compare Texts

TEXT TO TEXT

Compare Presentations of Events With a partner, review the play and the account of Sacagawea's reunion with her brother in "Lewis and Clark." Discuss the ways in which the portrayal of the event in both versions is the same and different. Identify the author's purpose in both texts and explain how the purpose affects the way the event is described. Summarize your key points and share them with the class, supporting your ideas with evidence and quotations from each text.



TEXT TO SELF

Write a Story Write a short story about a key event that happened after Lewis and Clark left St. Louis, Missouri. Include sensory details, appropriate language, and dialogue. Read your story aloud to a small group, using different voices, facial expressions, and gestures to add interest and convey feeling.



TEXT TO WORLD

Connect to Social Studies Use print or online sources to research the Louisiana Purchase. Take notes on the new facts you learn about this historic land purchase. Then discuss those facts with a partner.

Grammar

What Is a Contraction? A **contraction** is a word formed by joining two words into one shorter word. An **apostrophe** (') takes the place of the letter or letters that are dropped to make the shorter word. You can combine some verbs with the **negative** word *not* to make contractions. You can also combine personal pronouns with verbs such as *is*, *are*, *have*, *had*, and *will* to make contractions.

Examples of Contractions Made with Verbs Plus *not*

do not	don't	were not	weren't
does not	doesn't	will not	won't
is not	isn't	has not	hasn't

Examples of Contractions Made with Pronouns Plus Verbs

I am	I'm	I have	I've
he is	he's	he has	he's
you are	you're	you have	you've
they are	they're	they have	they've
you will	you'll	you had	you'd

Try This!

Rewrite each sentence below on a sheet of paper. Replace each pair of boldfaced words with a contraction.

- 1 The expedition **will not** be an easy trip.
- 2 **It is** likely that supplies will run short.
- 3 However, that **does not** mean we should be afraid.
- 4 **We will** find people along the way who can help us.
- 5 **I am** sure the experience will be a great adventure!

When using a contraction, put the apostrophe in the correct place. In a contraction with a pronoun and a verb, make sure the verb agrees in number with the pronoun. When using a contraction with *not*, avoid including another “no” word and creating a double negative. Finally, avoid using the contraction *ain’t*.

Contractions



Incorrect

Chief Cameahwait don't speak English. Sacagawea is able to translate. She're able to help the explorers borrow horses from the Shoshone.

Correct

Chief Cameahwait doesn't speak English. Sacagawea is able to translate. She's able to help the explorers borrow horses from the Shoshone.

Connect Grammar to Writing

As you edit your response essay, make sure you have used and written contractions correctly. Be sure to correct any contraction errors you find.

Reading-Writing Workshop: **Revise**

Opinion Writing

✓ Elaboration When you write your **response essay**, use strong verbs and adjectives to help make your points clear. Support your opinion and reasons with good examples, and provide a conclusion that readers will find memorable.

Kira used her chart to draft a response to the prompt, *Does the journal format of "Rachel's Journal" tell the story better than a traditional narrative would have? Why or why not?* Then she revised her essay to strengthen her topic sentence and her conclusion.

Use the Writing Process Checklist below as you revise your writing.

Revised Draft

"Rachel's Journal" is a story about a young pioneer. ~~I like its journal format.~~ Sometimes you even forget you are reading fiction! *When she writes in her journal,* Rachel is like a reporter taking notes on her life.

Because the story is written in the main character's journal, it feels very realistic.

Writing Process Checklist

Prewrite

Draft

▶ **Revise**

- ☒ Did I express a clear opinion in my first paragraph?
- ☒ Did I include strong reasons for my opinion?
- ☒ Did I use good examples to explain my reasons?
- ☒ Is my conclusion strong and convincing?

Edit

Publish and Share

Good Storytelling

by Kira Delaney

“Rachel’s Journal” is a story about a young pioneer. Because the story is written in the main character’s journal, it feels very realistic. Sometimes you even forget you are reading fiction!

When she writes in her journal, Rachel is like a reporter taking notes on her life. She writes about what she sees, what she does, and the people she meets. She describes the Platte River, cut-offs, and buffalo. She also writes about her family. Sometimes she writes about everyday chores such as washing and drying things out and repairing wagons.

The journal format makes it easy to imagine what a real pioneer girl would sound like. Rachel uses words that sound old-fashioned, such as *fret*. She also uses sayings that people don’t use much today, such as “worth a bean” and “two shakes of a lamb’s tail.”

The journal format is the perfect choice for this story. It makes readers feel close to Rachel and makes it easy to see the settings, events, and people through her eyes. It seems like we could be sitting next to her on the wagon.

Reading as a Writer

How did Kira make her response essay more convincing? Where can you strengthen your essay to make it more convincing?

In my final paper, I made my topic sentence and my conclusion stronger. I also used strong adjectives to convey my thoughts.



- ▶ Writing to Sources
- ▶ Writing as a Process: Plan and Draft
- ▶ Writing as a Process: Revise and Edit

Write a Response to Literature

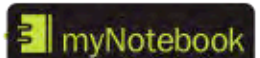
TASK You have read two historical fiction stories about young pioneers traveling west during the mid-1800s. In *Tucket's Travels*, you read about three children who endure dangerous conditions as they travel west. In *Rachel's Journal*, you read about a pioneer girl and her family traveling to California in a wagon train.

Think about the way the authors tell these two stories. Which format do you think is a better way of telling a story? Now, write a response-to-literature essay in which you explain which format you think is more effective. Use ideas in both stories to support your opinion. Remember that the audience for your essay is your teacher and your classmates.

Make sure your essay

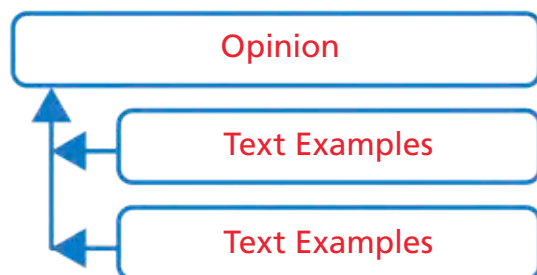
- clearly states your opinion in the introduction.
- is organized by grouping related ideas logically.
- supports your opinion with reasons and examples from the texts.

PLAN



Use the annotation tools in your eBook to find examples of each storytelling format.

Gather Details Which story presents its events more effectively? Which story paints the best picture of the conditions faced by pioneers during the 1800s? Revisit the texts as necessary. Which story details can you use to support your opinion?



Write Your Response to Literature Now begin working on your response to literature. Use the flow chart and what you have already learned about writing response essays to write your draft.

Write your rough draft in *myWriteSmart*. Focus on getting your ideas down rather than perfecting your word choices.

BEGINNING

Write the beginning of your essay. Clearly introduce your **topic** by stating your **opinion** about the stories and their formats. Be sure to **organize** your ideas in a logical way. Make sure each **idea** has its own paragraph.

MIDDLE

Develop your essay by providing logically ordered **reasons** that explain your opinion. Support your reasons with **examples** from the stories. Use **quotation marks** to indicate words and phrases that are taken directly from the stories. Be sure to use clear **transitions** to link your opinions to your reasons.

ENDING

Provide a strong **conclusion** for your essay. Be sure to restate your **opinion** about the stories and why you feel one format is more effective than the other.

REVISE



Review Your Draft Remember that the revision and editing steps give you a chance to look carefully at your writing and make changes. Work with a partner to determine whether your essay clearly introduces your topic, states your opinion and supports it with reasons and text evidence from the stories, is logically organized, and provides a concluding section that sums up your thoughts.

Have your partner review your essay in *myWriteSmart* and note where the essay is not clear. Discuss how to make improvements.

Purpose and Organization	Evidence and Elaboration	Conventions
<input checked="" type="checkbox"/> Did I introduce my opinion clearly?	<input checked="" type="checkbox"/> Did I support my opinion with reasons and details from the stories?	<input checked="" type="checkbox"/> Does my essay include a variety of complete sentences?
<input checked="" type="checkbox"/> Did I explain the focus of my essay?	<input checked="" type="checkbox"/> Did I use transitions to link my ideas to my opinion?	<input checked="" type="checkbox"/> Have I used quotation marks to show that the words are directly from the text?
<input checked="" type="checkbox"/> Are my reasons organized in a logical way?	<input checked="" type="checkbox"/> Did I use precise language to state my opinion and reasons?	<input checked="" type="checkbox"/> Is my spelling, punctuation, and capitalization correct?
<input checked="" type="checkbox"/> Do I have a strong conclusion that restates my opinion?		

PRESENT

Create a Finished Copy Write or type a final copy of your essay. You may want to include illustrations. Choose a way to share your response essay with your classmates. Consider these options.

1. Briefly summarize each story for your classmates. Then read aloud your essay to them. Be sure to speak clearly and at an understandable pace.
2. Publish your essay on a school website or blog and ask for feedback from readers.
3. Collect the essays and bind them together in an anthology for your classroom library.

Glossary

This glossary contains meanings and pronunciations for some of the words in this book. The Full Pronunciation Key shows how to pronounce each consonant and vowel in a special spelling. At the bottom of the glossary pages is a shortened form of the full key.

Full Pronunciation Key

Consonant Sounds

b	bib , cabbage	l	lid , needle , tall	th	bath , thin
ch	church , stitch	m	am , man , dumb	th	bathe , this
d	deed , mailed , puddle	n	no , sudden	v	cave , valve , vine
f	fast , fife , off , phrase , rough	ng	thing , ink	w	with , wolf
g	gag , get , finger	p	pop , happy	y	yes , yolk , onion
h	hat , who	r	roar , rhyme	z	rose , size , xylophone , zebra
hw	which , where	s	miss , sauce , scene , see	zh	garage , pleasure , vision
j	judge , gem	sh	dish , ship , sugar , tissue		
k	cat , kick , school	t	tight , stopped		
kw	choir , quick				

Vowel Sounds

ă	pat , laugh	ō	horrible , pot	ű	cut , flood , rough , some
ā	ape , aid , pay	ō	go , row , toe , though	û	circle , fur , heard , term , turn , urge , word
â	air , care , wear	oi	boy , noise , oil	yō	cure
ä	father , koala , yard	ou	cow , out	yō	abuse , use
ě	pet , pleasure , any	ōō	full , book , wolf	ə	ago , silent , pencil , lemon , circus
ē	be , bee , easy , piano	ōō	boot , rude , fruit , flew		
ĩ	if , pit , busy				
ī	ride , by , pie , high				
î	dear , deer , fierce , mere				

Stress Marks

Primary Stress ´: bi•ol•o•gy [bī ōl´ ə jē]

Secondary Stress ˘: bi•o•log•i•cal [bī ˘ ə löj´ ĭ kəl]

Pronunciation key and definitions copyright © 2007 by Houghton Mifflin Harcourt Publishing Company. Reproduced by permission from *The American Heritage Children's Dictionary* and *The American Heritage Student Dictionary*.

acknowledge • balk

aspect

Aspect comes from the Latin prefix *ad-* (“at”) and the Latin word root *specere*, which means “to look.” A *spectator*, which comes from the same word root, is a watcher. A *prospect*, which is something that is looked forward to, comes from the prefix *pro-*, “in front of” or “before,” and *specere*.

attract

Attract comes from the Latin prefix *ad-* (“toward”) and the Latin word root *trahere*, “to pull or to draw.” The English word *tractor*, a vehicle that pulls another vehicle or object, also comes from *trahere*. *Contract*, an agreement between two or more parties, comes from the Latin prefix *com-* (“together”) and *trahere*. *Retract*, which means “to take back,” comes from the Latin prefix *re-* (“again”) and *trahere*.

A

ac•knowl•edge (ăk nŏl' ij) v.

To recognize: *They were **acknowledged** as experts in science.*

ac•quaint•ed (ə kwānt' id) adj.

Familiar or informed: *People **acquainted** through mutual friends develop meaningful relationships.*

ad•apt•ed (ə dăp' tid) *adj.* Fitted or suitable, especially for a specific purpose: *A dog's claws are **adapted** for digging.*

ad•mit (ăd mīt') *v.* To acknowledge or confess to be true or real: *He **admitted** that I was right.*

ad•van•tage (ăd vān' tij) *n.* A beneficial factor or feature: *Museums and libraries are some of the **advantages** of city life.*

an•noy•ance (ə noi' əns) n.

1. Something causing trouble or irritation; a nuisance: *His tummy ache was a minor **annoyance**.*

2. Irritation or displeasure: *He **swatted** at the mosquito in **annoyance**.*

ap•pren•tice (ə prĕn' tis) *n.* A person who works for another without pay in return for instruction in a craft or trade: *The blacksmith's **apprentice** was trained to make horseshoes.*

as•pect (ăs' pĕkt) *n.* A way in which something can be viewed by the mind; an element or facet: *The doctor reviewed all **aspects** of the patient's history.*

as•sum•ing (ə sŏo mīng) *conj.* If; supposing: ***Assuming** our guests arrive on time, we'll have dinner at 6:00.*

as•ton•ish (ə stŏn' ish) *v.* To surprise greatly; amaze: *It **astonished** me that we finished our project on time.*

at•tract (ə trăkt') *v.* To cause to draw near; direct to oneself or itself by some quality or action: *Crowds were **attracted** to the beautiful beach.*

au•thor•i•ty (ə thŏr' i tē) *n.* A person or an organization having power to enforce laws, command obedience, determine, or judge: *City **authorities** closed the street for repairs.*

a•vail•a•ble (ə vā' lə bəl) *adj.* Capable of being obtained: *Tickets are **available** at the box office.*

B

back•ground (băk' grŏund') *n.* A person's experience, training, and education: *Math knowledge is a perfect **background** for jobs in science.*

balk (bŏk) *v.* To stop short and refuse to go on: *My pony **balked** at the gate and would not jump.*

ă rat / ā pay / â care / ä father / ě pet / ê be / ĭ pit / ī pie / î fierce / ŏ pot / ō go /
ô paw, for / oi oil / ōo book

ban-ish (băn'ish) *v.* To drive out or away; expel: *Banish such thoughts from your mind.*

bare (bâr) *v.* To open up to view; uncover: *The bear opened its mouth and bared its teeth at the wolf.*

bar-ri-er (băr' ē ə) *n.* Something that blocks movement or passage: *Cows crossing the road are a barrier to traffic.*

bea-con (bē'kən) *n.* A light or fire used as a warning or guide: *The flashing beacon on the lighthouse warned the ship that it was nearing the coast.*

beam (bēm) *v.* To smile broadly: *The baseball player was beaming after he made the game-winning play.*

beck-on (bĕk'ən) *v.* To signal (a person), as by nodding or waving: *The principal beckoned us to her office.*

ben-e-fit (bĕn' ə fit) *n.* Something that is of help; an advantage: *The field trip was of great benefit to the students.*

bon-dage (bŏn' dĭj) *n.* The condition of being held as a slave or serf; slavery or servitude: *The slaves were held in bondage.*

bound (bound) *v.* To leap, jump, or spring: *The deer was bounding into the woods.*

brace (brās) *v.* To give support to; make firm; strengthen: *The camper is bracing a tent with poles.*

bran-dish (brăn'dish) *v.* To wave triumphantly or threateningly: *She came home, brandishing the award she received at school.*

bru-tal (brōōt' l) *adj.* Cruel; ruthless: *The enemy launched a brutal attack.*

bun-dle (bŭn' dl) *v.* To dress (a person) warmly: *She made sure to bundle up before heading out in the snow.*

bun-gle (bŭng'gəl) *v.* To manage, do, or handle badly: *He bungled dinner when he didn't follow a recipe.*

C

cal-cu-late (kāl'kyə lāt') *v.* To find by using addition, subtraction, multiplication, or division: *They calculate the number of supplies needed before starting the project.*

ca-reer (kə rîr') *n.* A profession or occupation: *She is considering a career in medicine.*

check (chĕk) *v.* To stop or hold back: *The defenders were in charge of checking the opposing offense during the soccer match.*

clam-my (klăm' ē) *adj.* Unpleasantly damp, sticky, and usually cold: *My feet feel clammy in wet boots.*

col-lapse (kə lăps') *v.* To fall down or inward suddenly; cave in: *Part of the roof collapsed after the fire.*

beacon



competition



col•lect•ed (kə lĕk' tĭd) *adj.* In full control of oneself; composed; calm: *He did his best to stay cool and **collected** when making his speech.*

com•mo•tion (kə mō' shən) *n.* A disturbance or tumult: *The argument created a **commotion** in the hall.*

com•pe•ti•tion (kōm pĭ tĭsh' ən) *n.* A test of skill or ability; a contest: *The soccer match was a **competition** between two talented teams.*

com•pli•ment (kōm' plə mən't) *n.* An expression of praise, admiration, or congratulation: *She gave me a **compliment**.*

con•cen•trate (kōn' sən trāt') *v.* To keep or direct one's thoughts, attention, or efforts: *It's hard to **concentrate** on my homework when the television is on.*

con•duct (kōn' dŭkt) *n.* The act of directing; management: *The coach was responsible for the team's **conduct**.*

con•serve (kən sŭrv') *v.* To protect from loss or harm; preserve: ***Conserving** energy is important.*

con•ta•gious (kən tă' jəs) *adj.* Spreading by direct or indirect contact: *Her desire to win the team relay was **contagious**.*

con•tent•ment (kən tĕnt' mən't) *n.* The condition of being content; satisfaction: *Cats purr with **contentment** when they are satisfied.*

con•trar•y (kōn' trēr' ě) *adj.* Stubbornly opposed to others; willful: *Little children often become **contrary** when they need a nap.*

con•tri•bu•tion (kōn' trĭ byōō' shən) *n.* Something that is given: *We made **contributions** of food to the poor.*

cramped (krämp't) *adj.* Confined and limited in space: *A family of four lived in a **cramped** little apartment.*

crit•i•cal (krĭt' ĭ kəl) *adj.* Extremely important or decisive: *The surgeon performed a **critical** surgery.*

D

de•bate (dĭ bāt') *n.* A discussion or consideration of the arguments for and against something: *The class held a **debate** to discuss the fairness of the school dress code.*

de•cline (dĭ klĭn') *n.* The process or result of going down in number or quality: *Some people think the neighborhood is in **decline**.*

dec-or-ate (dĕk'ər āt') *v.* To furnish with something attractive, beautiful, or striking; adorn: *The students **decorated** the auditorium with flowers for graduation.*

del-i-ca-cy (dĕl'ĭ kə sē) *n.* A choice food considered with regard to its rarity, costliness, or the like: *When my family travels, we always taste the local **delicacy**.*

de-mol-ish (dĭ mŏl'ish) *v.* To tear down completely; level: *They **demolished** the old building.*

de-pend-ent (dĭ pĕn'dənt) *adj.* Relying on or needing the help of another for support: *Plants are **dependent** upon sunlight.*

de-scend (dĭ sĕnd') *v.* To move from a higher to a lower place or position; go or come down: *The hikers **descended** from the top of the mountain.*

de-sert-ed (dĕ zŭrt'ĭd) *adj.* Left alone; abandoned: *The girl felt **deserted** when her friends walked away from her.*

de-spite (dĭ spīt') *prep.* In spite of: *Lewis and Clark traveled to the Pacific **despite** the unknown land.*

des-ti-na-tion (dĕs'tə nā'shən) *n.* The place to which a person or thing is going or is sent: *The **destination** of that package is written on the label.*

de-struc-tion (dĭ strŭk'shən) *n.* The condition of having been destroyed: *The tornado caused great **destruction**.*

de-tect (dĭ tĕkt') *v.* To discover or determine the existence, presence, or fact of: ***Detecting** the smell of smoke could save your life.*

de-te-ri-o-rate (dĭ tĭr'ē ə rāt) *v.* To make or become inferior in quality, character, or value; worsen: *The moisture is **deteriorating** the cover of the old book.*

de-vel-op (dĭ vĕl'əp) *v.* To bring into being: *The author **developed** the book's plot gradually.*

dex-ter-i-ty (dĕks tĕr'ĭ tē) *n.* Skill or grace in using the hands, body, or mind: *A silversmith with **dexterity** can make beautiful pots.*

di-min-ish (dĭ mĭn'ish) *v.* To make or become smaller or less: *The store's supply of clothing is **diminishing** because of the clearance sale.*

dis-ad-van-tage (dĭs'əd vān'tĭj) *n.* A circumstance or condition that makes it harder to do something or to be successful: *A **disadvantage** of river transportation is its slowness.*

dis-com-fort (dĭs kŭm'fərt) *n.* A lack of comfort or ease: *The **discomfort** caused by her tight shoes made it difficult to run.*

destruction
Destruction comes from the Latin prefix *de-* ("off" or "down") and the Latin word root *struere*, which means "to construct." Related words are *structure*, "something that is constructed," and *instruct*, "to teach," which come from the same Latin word root.

dis•tract (dīs trăkt') *v.* To draw (the attention, for example) away from something: *The noise **distracted** the students in the library.*

dis•turb (dīs tûrb') *v.* To intrude upon; bother: *The visitors were **disturbing** the musician's practice.*

dom•i•nate (dôm' ə nāt') *v.* To have controlling power or occupy a commanding position over: *The mayor **dominated** the town hall meeting.*

dwarf (dwôrf) *v.* To cause to look or seem smaller: *The cruise ship **dwarfed** the fishing boat.*

E

ed•i•ble (ěd' ə bəl) *adj.* Safe to eat: *James was surprised to learn that some flowers are **edible**.*

e•di•tion (ĩ dīsh' ən) *n.* The entire number of copies of a book or newspaper printed at one time and having the same content: *Today's **edition** of the paper is sold out.*

ef•fec•tive (ĩ fěk' tīv) *adj.* Having an intended or expected effect: *The vaccine is **effective** against the flu.*

ef•fi•cient (ĩ fish' ənt) *adj.* Acting or producing effectively with a minimum of waste, expense, or unnecessary effort: *High gas mileage makes this car an **efficient** vehicle.*

el•e•ment (ěł' ə mənt) *n.* A part of a whole, especially a fundamental or essential part: *The novel is a detective story with one **element** of a science fiction story.*

e•lite (ĩ lět') or (ā lět') *adj.* Relating to a small and privileged group: *The athletes were the **elite** stars of the sports world.*

em•bark (ěm bărk') *v.* To set out on an adventure; begin: *The sailors **embark** on an ocean voyage.*

em•bar•rass (ěm băr' əs) *v.* To cause to feel self-conscious or ill at ease; disconcert: *Not knowing the answer to the question **embarrassed** me.*

en•dan•gered (ěn dān' jərd) *adj.* Nearly extinct: *The **endangered** animals were put in a preserve.*

en•thu•si•as•tic (ĩn thōō' zē əs'tik) *adj.* Full of or showing a strong interest, excitement, or admiration: *She is **enthusiastic** about going to summer camp with her friends.*

en•vy (ěn' vē) *n.* A feeling of discontent at the advantages or successes enjoyed by another, together with a strong desire to have them for oneself: *I was filled with **envy** when I saw their new car.*

ep•i•sode (ěp' ĩ sōd) *n.* An incident that forms a distinct part of a story: *The story was divided into six **episodes** for television.*

ev-i-dent (ěv' ĭ dənt) *adj.* Easy to see or notice; obvious: *From the dark clouds, it was **evident** that it would soon rain.*

ex-cep-tion (ĭk səp' shən) *n.* The act of leaving out or the condition of being left out: *All of our guests have arrived, with the **exception** of two.*

ex-pe-di-tion (ěk' spĭ dĭsh' ən) *n.* A group making a journey for a specific purpose: *The **expedition** cheered when they reached the top of Mt. Everest.*

ex-tend (ĭk stěnd') *v.* To stretch out; reach: *We saw a clothesline **extending** from the tree to the house.*

F

fac-tor (făk' tər) *n.* Something that brings about a result: *A willingness to work hard is an important **factor** in achieving successes.*

fare (fâr) *v.* To get along; progress: *How are you **faring** with your project?*

fea-ture (fē' chər) *v.* To give special attention to; offer prominently: *The exhibit will **feature** Native American pottery.*

fe-ro-cious (fə rō' shəs) *adj.* Extremely savage; fierce: *The tiger's **ferocious** roar frightened the deer.*

fit-ful (fit' fəl) *adj.* Starting and stopping: *During the storm, the wind blew in **fitful** gusts.*

flour-ish (flûr' ĭsh) *v.* To do well; prosper: *Their business **flourished** and they became rich.*

foe (fō) *n.* An enemy, opponent, or adversary: ***Foes** of the new city dump met to fight the plan.*

for-mal (fôr' məl) *adj.* Structured according to forms or conventions: *The board of directors met in a **formal** meeting.*

for-mu-la (fôr' myə lə) *n.* A method of doing something; procedure: *The teacher gave us the **formula** for writing a good research paper.*

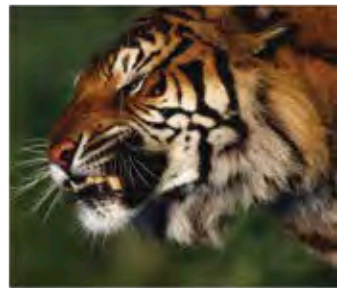
fran-tic (frăn' tĭk) *adj.* Very excited with fear or anxiety; desperate; frenzied: *She was **frantic** with worry.*

ful-fill (fŭl' fil') *v.* To carry out: *Sharon **fulfilled** her responsibility when she finished cleaning her room.*

G

gor-geous (gôr' jəs) *adj.* Dazzlingly beautiful or magnificent: *The snowcapped mountains were **gorgeous** in the sunset.*

ferocious



household

Household is made up of *house*, meaning “a building made for people to live in,” and *hold*, meaning “possession.”

identical

Identical comes from a Latin word meaning “identity,” the physical and personality characteristics that make up who a person is. Other English words relating to someone’s identity come from the same Latin word root: *identity*, of course, *identify*, and *identification*.

inflate



grad-u-al-ly (grăj' ō əl lē) *adv.* Occurring in small stages or degrees, or by even, continuous change: *The water level in the lake changed **gradually**.*

grant (grănt) *v.* To give or allow (something asked for): *The teacher **granted** us permission to leave early.*

guar-di-an (gär' dē ən) *n.* A person or thing that guards, protects, or watches over: *Courts act as **guardians** of the law.*

gush (gŭsh) *v.* To flow forth suddenly in great volume: *Water **gushed** from the broken pipe.*

H

heave (hēv) *v.* To lift with effort or force: *We had to **heave** the furniture onto the moving truck.*

hes-i-tate (hěz' ĭ tāt') *v.* To be slow to act, speak, or decide: *We **hesitated** about whether to go over the rickety bridge.*

hon-ored (ŏn' ərd) *adj.* Proud to be given special respect or a special opportunity: *I felt **honored** to represent our class in the school talent show.*

hos-tile (hŏs' təl) *adj.* Not friendly: *Don't give me such a **hostile** look.*

house-hold (hous' hōld') *n.* The members of a family and others living together in a single unit: *Every **household** has its own rules.*

I

i-den-ti-cal (ī dĕn' tĭ kəl) *adj.* Exactly equal and alike: *We're riding **identical** bicycles.*

im-merse (ĭ mŭrs') *v.* To involve deeply; absorb: *She **immersed** herself in her character for the school play.*

im-press (ĭm prĕs') *v.* To have a strong, often favorable effect on the mind or feelings of: *The worker **impressed** his manager and was promoted.*

im-print (ĭm prĭnt') *v.* To make a mark or pattern on a surface by pressing or stamping: *The company's logo was **imprinted** on its products.*

in-cred-i-bly (ĭn krĕd' ə blē) *adv.* In a way that is hard to believe: *The winner of the race ran **incredibly** fast.*

in-flate (ĭn flāt') *v.* To cause to expand with air or gas: *She **inflated** the tires on her bicycle.*

in-flu-en-tial (ĭn' flōō ĕn' shəl) *adj.* Having or exercising influence: *Our city has an **influential** newspaper.*

in-sight (ĭn' sīt) *n.* The perception of the true nature of something: *The movie critic's review had brilliant **insights** about the meaning of the movie.*

in-te-ri-or (ĭn tĭr' ē ər) *n.* An inner part; inside: *The carvings appear on the **interior** walls of the cave.*

ă rat / ā pay / â care / ä father / ě pet / ě be / ĭ pit / ĭ pie / ĭ fierce / ŏ pot / ō go / ô paw, for / oi oil / ōō book

in•ter•rupt (ĩn tər ʔpt') *v.* To do something that hinders or stops the action or conversation of; break in on: *I was about to finish my joke when my brother interrupted me.*

in•tim•i•date (ĩn tĩm'ĩ dāt) *v.* To fill with fear; to frighten, or discourage: *The rough water intimidated us in our light canoe.*

is•sue (ĩsh' ōō) *n.* A subject being discussed or disputed; a question under debate: *The senator spoke about the issue of reforming campaign laws.*

K

keen (kēn) *adj.* Acute; sensitive: *The keen eyes of the owl help him to see at night.*

L

lack (lāk) *v.* To be without: *The neighborhood lacked streetlights.*

launch (lōnch) őr (lānch) *n.* The act of starting or setting into action: *The company was ready for the launch of its new research program.*

lec•ture (lĕk' chər) *v.* To give an explanation or a scolding: *My father lectured me about going out after dark.*

leg•en•dar•y (lĕj' ən dĕr' ē) *adj.* Very well-known; famous: *Paul Revere's ride is legendary.*

lunge (lŭnj) *v.* To make a sudden forward movement: *She was lunging for the ball.*

M

mag•nif•i•cent (măg nĩf'ĩ sĕnt) *adj.* Outstanding of its kind; excellent: *Jackie Robinson was a magnificent athlete.*

mar•gin (mār' jĩn) *n.* An edge or border: *Weeds grew around the margins of the pond.*

mar•vel (mār' vĕl) *v.* To be filled with surprise, astonishment, or wonder: *He stared at the ocean, marveling at its vastness.*

mas•ter (mäs' tər) *v.* To become the master of; bring under control: *He mastered a foreign language.*

ma•ture (mə tyōōr') or (mə tōōr') or (mə chōōr') *v.* To grow older: *Most puppies mature into full-grown dogs in a year or two.* *adj.* Having reached full growth or development: *A mature redwood can be hundreds of feet tall.*

men•tal (mĕn' tl) *adj.* Occurring in or done in the mind: *Good writing creates a mental image for the reader.*

midst (mĩdst) or (mĩtst) *n.* The middle position or part; the center: *They planted a tree in the midst of the garden.*

mim•ic (mĭm' ĭk) *adj.* Acting as an imitation: *A snowman is a mimic person.* *v.* To resemble closely; simulate: *Children often mimic the mannerisms of their parents.*

min•i•mum (mĭn' ə məm) *n.* The smallest amount or degree possible: *We need a minimum of an hour to make dinner.*

mi•rage (mĭ rāzh') *n.* An optical illusion in which something that is not really there appears to be seen in the distance: *In the desert we saw mirages that looked like lakes.*

mis•hap (mĭs' həp') *n.* An unfortunate accident: *The trip ended without a mishap.*

mock (mۆk) *v.* To treat with scorn or contempt; deride: *I felt bad for Tom while his brother was mocking him.*

N

nerve (nûrv) *n.* Courage or daring: *It took all my nerve to talk to the new student in our class.*

numb (nۆm) *adj.* Deprived of the power to feel or move normally: *The boy's toes were numb with cold.*

numb

Numb comes from the Old English word *niman*, which literally means “to take.” When you are numb, you cannot feel or move normally; feeling has been taken from you.

O

ob•ject (əb' jĕkt') *v.* To be opposed; express disapproval: *We objected to the loud noises downstairs.*

ob•vi•ous (ۆb' vē əs) *adj.* Easily perceived or understood; evident: *Large football players have an obvious advantage.*

of•fi•cial•ly (ə fĭsh' əl lē) *adv.* By or in a way relating to an office or post of authority: *The winner was officially declared.*

op•po•nent (ə pۆ' nənt) *n.* A person or group that opposes another in a battle, contest, controversy, or debate: *The two runners were opponents in the race.*

or•di•nance (ۆr' dn əns) *n.* A statute or regulation, especially one enacted by a city government: *The ordinance requires that every dog be on a leash.*

or•gan•ize (ۆr' gən ĭz') *v.* To put together or arrange in an orderly, systematic way: *She was told to organize her messy room.*

o•rig•i•nal (ə rĭj' ĭ nəl) *adj.* Existing before all others; first: *Virginia is one of the original thirteen colonies.*

out•fit (out'fĭt') *v.* To equip: *The campsite was outfitted with a tent and a grill.*

P

pace (pās) *n.* Speed of motion or progress: *I love the fast **pace** of city life.*

par-tic-u-lar (pər tɪk' yə lər) *adj.* Separate and different from others of the same group or category: *The painter wanted the walls a **particular** shade of blue.*

peal (pēl) *n.* A loud burst of noise: *A **peal** of thunder frightened the baby.*

perch (pûrch) *n.* A branch or rod on which an animal can sit: *The cat climbed to the highest **perch** to avoid the dog.*

per-son-al-ly (pûr' sən əl lē) *adv.* In person or by oneself; without the help of another: *I thanked her **personally**.*

per-suade (pər swād') *v.* To cause (someone) to do or believe something by arguing, pleading, or reasoning; convince: *He tried to **persuade** them to come with us.*

pic-ture (pɪk' chər) *v.* To form a mental image of; visualize; imagine: *He **pictured** himself winning the bike race.*

pierc-ing (pɪr' sɪŋ) *adj.* Loud and shrill: *The **piercing** sound of the alarm woke me up.*

plunge (plŭnj) *v.* To thrust, throw, or place forcefully or suddenly into something: *The farmer **plunged** the pitchfork into the hay.*

pre-lim-i-nar-y (prɪ lɪm' ə nēr' ē) *adj.* Prior to or preparing for the main matter, action, or business; introductory: *The architect showed **preliminary** sketches for a building.*

pres-ence (prēz' əns) *n.* The fact or condition of being present or near: *The crying child was comforted by his mother's **presence**.*

press-ing (prēs' ɪŋ) *adj.* Demanding immediate attention; urgent: *Hunger is one of the world's most **pressing** problems.*

pre-vi-ous-ly (prē' vē əs lē) *adv.* Before something else in time or order: ***Previously**, the girls lived in New Orleans.*

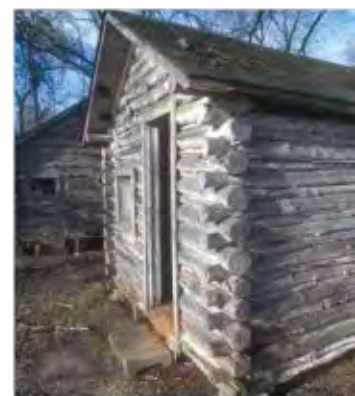
prim-i-tive (prɪm' ɪ tɪv) *adj.* Simple or crude: *A log cabin is a **primitive** type of house.*

pro-ce-dure (prə sē' jər) *n.* A way of doing something or getting something done, often by a series of steps: *To conduct a science experiment, he had to follow a **procedure**.*

prod (prɒd) *v.* To stir to action; urge: *She continually **prodded** him to do his homework.*

pro-duce (prə dōs') *v.* To create by mental or physical effort: *It takes time to **produce** a painting.*

primitive



provisions



pro-hib-it (prō hīb' it) *v.* To forbid by law or authority: *The pool rules **prohibit** diving in the shallow end.*

pros-per (prōs' pər) *v.* To be fortunate or successful; thrive: *The man **prospered** after graduating from college.*

pro-vi-sions (prə vīzh' ənz) *n.* Stocks of foods and other necessary supplies: *Soldiers at war are given **provisions**.*

pub-li-ca-tion (pūb lī kā' shən) *n.* An issue of printed or electronic matter, such as a magazine, offered for sale or distribution: *The school's monthly **publication** is very informative.*

Q

quake (kwāk) *v.* To shiver or tremble, as from fear or cold: *I was so frightened that my legs were **quaking**.*

qual-i-fy (kwōl' ə fī) *v.* To make eligible or qualified, as for a position or task: *She received high grades, **qualifying** her for the Honor Society.*

quiv-er (kwīv' ə r) *v.* To shake with a slight vibrating motion; tremble: *Her voice **quivered** with excitement when she talked about her birthday party.*

R

range (rānj) *n.* An extended group or series, especially a row or chain of mountains: *The Rocky Mountain **range** is in the western United States.*

re-al-i-za-tion (rē əl ĭ zā' shən) *n.* The act of realizing or the condition of being realized: *The **realization** that he lost his wallet panicked him.*

rea-son (rē' zən) *v.* To use the ability to think clearly and sensibly: *I **reasoned** that I should stay inside because it was raining outside.*

re-bel-lious (rī bēl' yəs) *adj.* Prone to or participating in a rebellion: *The **rebellious** farmer fought in the Revolutionary War.*

re-cite (rī sīt') *v.* To repeat or say aloud (something prepared or memorized), especially before an audience: *The players **recite** the Pledge of Allegiance before each game.*

rec-ord (rēk' ə rd) *n.* The highest or lowest measurement known, as in sports events or weather readings: *Death Valley holds the **record** for least rainfall in a year in the United States.*

reg-u-late (rēg' yə lāt) *v.* To control or direct according to a rule or a law: *Rangers **regulate** park activities.*

re-peal (rī pēl') *v.* To withdraw or cancel officially; revoke: *The Senate voted to **repeal** the law.*

rep-re-sen-ta-tive (rěp' rĭ zĕn' tə tĭv) *n.* A person who acts for one or more others: *Rob and Peter were elected as class representatives.*

re-quire (rĭ kwĭr') *v.* To be in need of; need: *Practice is required for a person to become better at a sport.*

re-sem-ble (rĭ zĕm' bəl) *v.* To have similarity or likeness to; be like: *Some house cats resemble cougars.*

res-i-dent (rĕz' ĭ dĕnt) *n.* A person who lives in a particular place: *Residents of the building had to leave because the power was out.*

re-spon-si-bil-i-ty (rĭ spŏn' sə bĭl' ĭ tē) *n.* Something that one is responsible for; a duty or obligation: *The two cats are my responsibility.*

re-store (rĭ stŏr') *v.* To bring back to an original condition: *The carpenter wanted to restore the old building.*

re-sume (rĭ zŏom') *v.* To continue: *Classes resumed after school vacation.*

re-treat (rĭ trĕt') *v.* The act or process of withdrawing, especially from something dangerous or unpleasant: *Patriots forced the Hessians to retreat from battle.*

rev-o-lu-tion (rĕv' ə lŏŏ' shən) *n.* The overthrow of one government and its replacement with another: *The goal of the American Patriots during their revolution was to overthrow British rule.*

rhyth-mic (rĭth'mĭk) *adj.* Of or having a movement, action, or condition that repeats in regular sequence: *The rhythmic sound of the drums had a calming effect.*

romp (rŏmp) *n.* Lively or spirited play: *The girls took their dogs for a romp in the park.*

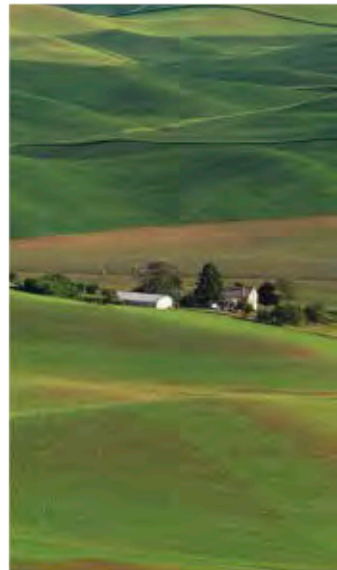
rou-tine (rŏŏ tĕn') *n.* A series of activities performed or meant to be performed regularly; a standard or usual procedure: *They were delayed by the guards' routine of checking their passports.*

ru-mor (rŏŏ' mər) *n.* A story or report, usually spread by word of mouth, that has not been established as true: *I heard a rumor that Peter is moving to China.*

rur-al (rŏŏr' əl) *adj.* Of, relating to, or characteristic of the country: *Farms are found in rural areas.*

rus-tle (rŭs' əl) *v.* To make a soft fluttering sound: *A rustling in the woods scared me away.*

rural



S

sal•va•tion (sāl vā' shən) *n.*

Someone or something that saves or rescues: *The spring was the **salvation** of the thirsty traveler.*

sav•age (sāv'ij) *adj.* Ferocious; fierce: *The **savage** tigers hunted their prey.*

scan (skān) *v.* To examine (something) closely: *She **scanned** the report card.*

se•cre•tive (sē'krə tiv) *adj.* Inclined to secrecy; tending to keep secrets: *We had to be **secretive** while we planned the surprise party.*

se•cure (sī kyōōr') *v.* To cause to remain firmly in position or place; fasten: *We **secured** the ship's hatches.*

seep (sēp) *v.* To pass slowly through small openings; ooze: *Cold air could **seep** in through the cracks.*

shake (shāk) *v.* To make uneasy; disturb; agitate: *She was **shaken** by the bad news.*

shat•ter (shăt'ər) *v.* To break into pieces by force; smash: *The **shattered** glass was unfixable.*

shift (shift) *v.* To move or transfer from one place or position to another: *She **shifted** the heavy basket in her arms.*

shim•mer (shīm'ər) *v.* To shine with a subdued, flickering light: *The **shimmering** candle could be seen in the darkness.*

shoul•der (shōl' dər) *v.* To place on the shoulder or shoulders for carrying: *The dad **shouldered** the boy so he could see over the crowd.*

shuf•fle (shŭf' əl) *v.* To walk slowly, while dragging the feet: *I **shuffled** my feet because I was so tired.*

snug (snŭg) *adj.* Fitting closely: *A bicycle helmet should be **snug**, so it doesn't fall off.*

spare (spâr) *v.* To show mercy or consideration to: *I **spared** your feelings by not telling you about the problems.*

spe•cial•ty (spësh' əl tē) *n.* A special pursuit, occupation, talent, or skill: *His **specialty** is portrait painting.*

sprawl•ing (sprôl' ing) *adj.* Spreading out in different directions: *I looked over the **sprawling** meadow.*

squal•ling (skwôl' ing) *n.* Loud crying: *The mother stopped her baby's **squalling** by singing him to sleep.* *adj.* Crying loudly: *They found the **squalling** kitten under a bush.*

squash (skwôsh) *v.* To beat or flatten into a pulp; crush: *He was **squashing** the peach on the pavement.*

shattered



stag•ger (stăg'ər) *v.* To move or stand unsteadily, as if carrying a great weight; totter: *Carrying the large boxes, she staggered clumsily.*

stall (stôl) *v.* To slow down or stop the process of; bring to a standstill: *The traffic stalled because of the accident ahead.*

strain (strān) *v.* To work as hard as possible; strive hard: *The boy strained to lift the heavy bag.*

strat•e•gy (străt'əjē) *n.* The planning and directing of a series of actions that will be useful in gaining a goal: *General George Washington came up with a strategy for the battle.*

stride (strīd) *n.* A single, long step: *The giraffe took long strides.*

strug•gle (strüg'əl) *v.* To make strenuous efforts; strive: *She struggled to stay awake.*

stunt•ed (stŭn'tīd) *adj.* Slowed or stopped abnormally in growth or development: *The stunted tree did not grow because there was no water.*

sum•mon (sŭm'ən) *v.* To call forth; muster: *The smell of turkey summons memories of past Thanksgiving dinners.*

sup•posed•ly (sə pō'zīd lē) *adv.* Seemingly: *Until she lied, she was supposedly my friend.*

surge (sûrj) *v.* To move with gathering force, as rolling waves do: *The crowd surged forward.*

sur•vey (sər vā') or (sûr' vā') *v.* To look over the parts or features of; view broadly: *We surveyed the neighborhood from a hilltop.*

sus•pense (sə spěns') *n.* The state or quality of being undecided or uncertain: *The movie left us in suspense.*

sweep•ing (swēp'ing) *adj.* Moving in, or as if in, a long curve: *The castaways waved to the rescue plane with sweeping gestures.*

T

tech•nique (těk nēk') *n.* A procedure or method for carrying out a specific task: *Jason learned techniques for carving wooden toys.*

te•di•ous (tē' dē əs) *adj.* Tiresome because of slowness, dullness, or length; boring: *He didn't like math, so he thought the lecture was tedious.*

tem•po•rar•y (tēm'pə rēr'ē) *adj.* Lasting, used, serving, or enjoyed for a limited time; not permanent: *The man was given a temporary license until he could get a permanent one.*

ten•ta•tive (těn'tə tīv) *adj.* Not fully worked out, concluded, or agreed on: *The publisher created a tentative production schedule.*

suspense

The word *suspense* comes from the Latin prefix *sub-*, meaning “from below,” and the Latin word root *pendere*, “to hang.” A *suspension bridge* is a bridge on which the roadway hangs from cables. The related word *depend*, which means “to rely on” or “be determined by,” comes from the Latin prefix *de-*, “down from,” and *pendere*.

thumb (thŭm) *v.* To scan written matter by turning the pages with the thumb: *She **thumbed** through the magazine.*

tor-ment (tôr' mĕnt') *n.* Great physical or mental pain: *I was in a state of **torment** listening to the teacher explain the homework assignment.*

trans-fer (trăns fûr' or trăns'fər) *v.* To cause to move from one place to another: *She **transferred** money into her savings account.*

trek (trĕk) *n.* A long, hard journey, especially on foot: *Settlers made the **trek** to the West.*

trib-u-tar-y (trib' yə tĕr' ě) *n.* A river or stream that flows into a larger river or stream: *People enjoy boating on **tributaries** of the Mississippi River.*

typ-i-cal-ly (tip' ĭ kəl lē) *adv.* In a way that is usual for a kind, group, or category: ***Typically**, school begins early in the morning.*

U

un-doubt-ed-ly (ŭn dōŭ' tid lē) *adv.* Beyond question; undisputedly: *He was **undoubtedly** glad he made it to the meeting on time.*

un-e-vent-ful (ŭn' ĭ vēnt' fəl) *adj.* Having no significant events: *The trip was **uneventful**.*

u-ni-form (yōō' nə fôrm') *adj.* Being the same as another or others: *He built the porch out of planks of **uniform** length.*

u-nique (yōō' nĕk') *adj.* Being the only one of its kind: *The puppy had a **unique** mark on his back.*

un-i-son (yōō' nĭ sən) or (yōō' nĭ zən) *n.* At the same time; at once: *The rowers must work in **unison** to win.*

un-ob-served (ŭn' əb zûrvd') *adj.* Not seen or noticed: *We crept up the walkway **unobserved**.*

up-right (ŭp' rīt') *adv.* Straight up: *I taught my dog to sit **upright** and beg for a biscuit.*

urge (ûrj) *v.* To entreat earnestly and repeatedly; exhort: *The coach continues to **urge** us to stay in shape over summer vacation.*

V

vain (vān) *adj.* Having no success: *Firefighters made a **vain** attempt to save the burning building.*

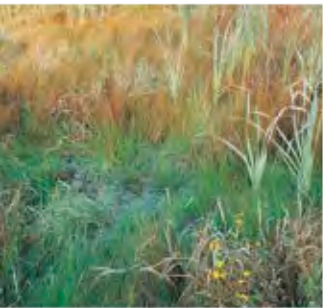
var-y (vâr' ě) *v.* To be different or diverse: *His diet will **vary** from day to day.*

veg-e-ta-tion (vēj' ĭ tā' shən) *n.* The plants in an area or region; plant life: *There is little **vegetation** at the North Pole.*

uni-

The basic meaning of the prefix *uni-* is “one.” It comes from the Latin prefix *uni-*, which in turn comes from the Latin word root *unus*, “one.” The word *unicorn*, a mythological one-horned horse, comes from *uni-* and the Latin word root *cornu*, “horn.” *Uniform*, *unique*, *unison*, and *unicycle* all have “one” in their definitions.

vegetation



view•point (vyōō' pŏint') *n.*

A position from which something is observed or considered; a point of view: *From the **viewpoint** of the British, their navy was the best.*

vil•lain (vīl' ən) *n.* A wicked or very bad person; a scoundrel: *The evil brothers were the **villains** of the movie.*

vi•o•la•tion (vī ə lā' shən) *n.* The act or an instance of breaking or ignoring or the condition of (a law or rule) being broken or ignored: *She was fined for traffic **violations**.*

W

wheel (hwēl) *v.* To turn or whirl around in place: *She **wheeled** to see what had made the loud sound behind her.*

wob•ble (wŏb' əl) *v.* To move unsteadily from side to side: *The old table **wobbled**.*

villain

The meaning of *villain* has changed over the centuries. The word comes from the Latin word root *villa*, which means “country house.” It originally meant a peasant or serf who lived in the country. It gradually changed to mean a person with coarse feelings or a foolish person, and then a wicked person.

Acknowledgments

- The Birchbark House* written and illustrated by Louise Erdrich. Copyright © 1999 by Louise Erdrich. Reprinted by permission of Hyperion Books. All rights reserved.
- Can't You Make Them Behave, King George?* by Jean Fritz, illustrated by Tomie dePaola. Text copyright © 1977 by Jean Fritz. Illustrations copyright © 1977 by Tomie dePaola. Reprinted by permission of Coward-McCann, a division of Penguin's Young Readers Group, a member of Penguin Group (USA). Inc., and Gina Maccoby Literary Agency.
- Cougars* by Patricia Corrigan, illustrated by John F. McGee. Copyright © 2001 by Northword Press. Reprinted by permission of T & N Children's Publishing.
- Dangerous Crossing* by Stephen Krensky, illustrated by Greg Harlin. Text copyright © 2005 by Stephen Krensky. Illustrations copyright © 2005 by Greg Harlin. All rights reserved including the right of reproduction in whole or in any form. Reprinted by permission of Dutton Children's Books, a member of Penguin's Young Readers Group, a division of Penguin Group (USA) Inc., and The Gersh Agency.
- Darnell Rock Reporting* by Walter Dean Myers. Copyright © 1994 by Walter Dean Myers. Reprinted by permission of Random House Children's Books, a division of Random House, Inc.
- "Deanie McLeanie" by Walter Dean Myers. Copyright © 1994 by Walter Dean Myers. Reprinted by permission of Miriam Altshuler Literary Agency.
- "Disturbed, the cat" from *The Penguin Book of Japanese Verse* (1967). Translated by Geoffrey Bownas and Anthony Thwaite. Reprinted by permission of Geoffrey Bownas.
- "The Dog Newspaper" from *Five Pages a Day: A Writer's Journey* by Peg Kehret. Text copyright © 2005 by Peg Kehret. Reprinted by permission of Albert Whitman & Company and Curtis Brown, Ltd.
- El Diario de Elisa* by Doris Luisa Oronoz. Text copyright © by Doris Luisa Oronoz. Reprinted by permission of the author.
- Everglades Forever: Restoring America's Great Wetlands* by Trish Marx, photographs by Cindy Karp. Text copyright © 2004 by Trish Marx. Photographs copyright © 2004 by Cindy Karp. Reprinted by permission of Lee & Low Books, Inc., NY, NY 10016.
- Excerpt from *The Black Stallion* by Walter Farley. Text copyright © 1941 by Walter Farley. Text copyright renewed © 1969 by Walter Farley. Reprinted by permission of Random House, Inc. and the Walter Farley Family Trust.
- Excerpt from "Man Na Meri" from *Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea* by Sy Montgomery, photographs by Nic Bishop. Text copyright © 2006 by Sy Montgomery. Photographs copyright © 2006 by Nic Bishop. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company.
- "Genius" from *A Dime a Dozen* by Nikki Grimes. Copyright © 1998 by Nikki Grimes. Reprinted by permission of Dial Books for Young Readers, a division of Penguin Young Readers Group, a member of Penguin Group (USA) Inc. All rights reserved.
- "Good Sportsmanship" from *All in Sport* by Richard Armour. Copyright © 1972 by Richard Armour. Reprinted by permission of Geoffrey Armour.
- "James Forten" from *Now Is Your Time! The African-American Struggle for Freedom* by Walter Dean Myers. Copyright © 1991 by Walter Dean Myers. Reprinted by permission of HarperCollins Publishers.
- "Karate Kid" by Jane Yolen from *Opening Day: Sports Poems*, published by Harcourt Brace & Co. Copyright © 1996 by Jane Yolen. Reprinted by permission of Curtis Brown, Ltd.
- "LAFFF" by Lensey Namioka from *Within Reach: Ten Stories* edited by Donald P. Gallo. Copyright © 1983 by Lensey Namioka. Reprinted by permission of Lensey Namioka. All rights reserved by the author.
- Lewis and Clark* by R. Conrad Stein. Copyright © 1997 by Children's Press®, a division of Grolier Publishing Co., Inc. All rights reserved. Reprinted by permission of Scholastic Library Publishing.
- Lunch Money* by Andrew Clements. Text copyright © 2005 by Andrew Clements. Reprinted by permission of Simon & Schuster's Books for Young Readers, a division of Simon & Schuster's Children's Publishing Division, and Writers House, LLC, acting as agent for the author.
- "A Package for Mrs. Jewls" from *Wayside School is Falling Down* by Louis Sachar, illustrated by Adam McCauley. Text copyright © 1989 by Louis Sachar. Illustrations copyright © 2003 by Adam McCauley. Reprinted by permission of HarperCollins Publishers.
- Off and Running* by Gary Soto. Text copyright © 1996 by Gary Soto. Reprinted by permission of the author and BookStop Literary Agency. All rights reserved. Jacket cover reprinted by permission of Random House Children's Books, a division of Random House, Inc.
- Old Yeller* by Fred Gipson. Copyright © 1956 by Fred Gipson. Reprinted by permission of HarperCollins Publishers and McIntosh & Otis, Inc.
- "The Princess and the Pea" from *The Starlight Princess and Other Princess Stories* by Annie Dalton, illustrated by Belinda Downes. Text copyright © 1999 Dorling Kindersley Limited. Illustrations copyright © 1999 by Belinda Downes. Reprinted by permission of DK Publishing, Inc.
- Rachel's Journal* written and illustrated by Marissa Moss. Copyright © 1998 by Marissa Moss. All rights reserved. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company and the Barbara S. Kouts Agency.
- "Rockett Girls" from *Double Dutch: A Celebration of Jump Rope, Rhyme and Sisterhood* by Veronica Chambers. Copyright © 2002 by Veronica Chambers. Reprinted by permission of Hyperion Books for Children and the Sandra Dijkstra Literary Agency. All rights reserved.
- "A Seeing Poem" from *Seeing Things* by Robert Froman, published by Thomas Y. Crowell, 1974. Copyright © 1974 by Robert Froman. Reprinted by permission of Katherine Froman.
- Storm Warriors* by Elisa Carbone. Copyright © 2001 by Elisa Carbone. Cover illustration copyright © 2001 by Don Demers. Reprinted by permission of Alfred A. Knopf, an imprint of Random House Children's Books, a division of Random House, Inc.

They Called Her Molly Pitcher by Anne Rockwell, illustrated by Cynthia von Buhler. Text copyright © 2002 by Anne Rockwell. Illustrations copyright © 2002 by Cynthia von Buhler. Reprinted by permission of Alfred A. Knopf, a division of Random House Children's Books, a division of Random House, Inc.

"Tiger" from *All the Small Poems and Fourteen More* by Valerie Worth. Copyright © 1987, 1994 by Valerie Worth. Reprinted by permission of Farrar, Straus and Giroux, LLC.

"A Tomcat Is" by J. Patrick Lewis from *Cat Poems*, published by Holiday House. Copyright © 1987 by J. Patrick Lewis. Reprinted by permission of Curtis Brown, Ltd.

"To Write Poetry/ Para escribir poesia" from *Iguanas in the Snow and Other Winter Poems/Iguanas en la nieve y otras poemas de invierno* by Francisco X. Alarcón. Copyright © 2001 by Francisco X. Alarcón. Reprinted by permission of Children's Book Press, San Francisco, CA, www.childrensbookpress.org

"Tucket's Travels" from *Tucket's Gold* by Gary Paulsen. Copyright © 1999 by Gary Paulsen. Reprinted by permission of Flannery Literary.

We Were There, Too! by Phillip Hoose. Text copyright © 2001 by Phillip Hoose. All rights reserved. Maps by Debra Ziss. Reprinted by permission of Farrar, Straus and Giroux, LLC.

"Words Free as Confetti" from *Confetti: Poems for Children* by Pat Mora. Copyright ©1996 by Pat Mora. Reprinted by permission of Lee and Low Books.

Credits

Photo Credits

Placement Key: (r) right, (l) left, (c) center, (t) top, (b) bottom, (bg) background

5 (t) ©George Shelley/Corbis; **5** (cl) ©Tom Carter/PhotoEdit; **6** (bl) ©Mark A Johnson/Corbis; **7** (tl) ©USCG Image Library; **10** (bl) ©Penguin Young Readers Group; **10** (cl) ©NASA; **11** (cl) ©Charlie Cantrell/Reuters/Landov; **12** (bl) ©Masterfile; **13** (cr) ©David David Gallery/Superstock; **14** (tl) ©Kar/Shutterstock; (tcl) ©Login/Shutterstock; (tcr) ©Alhovich/Shutterstock; (tr) ©file404/Shutterstock; **15** ©iStockPhoto.com; **16** (tl) ©Jim West/Alamy Images; **16** (tr) Blend Images/Alamy Images; **16** (bl) ©Patrick Giardino/Getty Images; **16** (br) Inspirestock/Jupiter Images; **17** (tc) ©Tom Morrison/Getty Images; **17** (tr) ©Blend Images/Alamy; **17** (bl) Ableimages/Getty Images; **17** (bc) ©Rick Gayle/Corbis; **17** (tl) ©Charles Gupton/Corbis; **17** (br) Digital Vision Ltd/Superstock; **18** ©Photodisc/Getty Images; **20** (t) Handout/Newscom; **33** (t) ©Photodisc/Getty Images; **33** (b) ©Jupiterimages/Getty Images; **35** (c) ©Jupiterimages/Getty Images; **39** (cr) ©Ron Levine/Getty Images; **44** (br) Photodisc/Getty Images; **44** (bl) ©Goodshoot/Jupiterimages/Getty Images; **44** (tl) Jupiterimages/Getty Images; **45** (tl) ©Jupiterimages/Alamy Images; **45** (tr) ©Corbis; **45** (tc) ©Corbis; **45** (bl) Brand X Pictures/Getty Images; **45** (bc) Brand X Pictures/Jupiterimages/Getty Images; **47** Creatas/Jupiterimages/Getty Images; **63** (b) Photodisc/Getty Images; **63** (t) ©Getty Images; **64** (b) ©Stockbyte/Getty Images; **65** ©Stanislav rishnyak/Alamy Images; **75** (t) Brand X Pictures/Getty Images; **76** (cl) ©Corbis; **80** (tl) ©Tony Freeman/PhotoEdit; **80** (tr) ©Image Source/Alamy Images; **80** (bl) Corbis; **80** (br)

©Superstock; **80** (bl) Beard & Howell/Getty Images; **80** (tl) PhotoDisc/Getty Images; **81** (tr) ©Stockbyte/Getty Images; **81** (tl) ©Shutterstock; **81** (tc) ©Paul Conklin/PhotoEdit; **81** (bl) ©Mary Kate Denny/PhotoEdit; **81** (bc) ©Adam Taylor/Getty Images; **81** (br) ©Dann Tardiff/Corbis; **82** (b) ©Getty Images; **94** (tr) ©Marc Vaughn/Masterfile; **100** (b) ©Ariel Skelley/Getty Images; **100** (t) ©Digital Vision/Getty Images; **102** (t) PhotoDisc/Getty Images; **102** (tl) PhotoDisc/Getty Images; **104** Age fotostock/Superstock; **105** (br) Getty Images/Digital Vision; **105** (tl) PhotoDisc/Getty Images; **110** ©George Shelley/Corbis; **110** (br) ©BananaStock/Superstock; **110** (bl) ©PNC/Getty Images; **110** (br) ©Tom Rosenthal/Superstock; **110** (tc) ©Tom Carter/PhotoEdit; **110** (br) ©Tom Rosenthal/Superstock; **111** (tl) ©WireImage/Masterfile; **111** (tc) ©David Sanger Photography/Alamy Images; **111** (tr) ©rudi von briel/PhotoEdit; **111** (bl) ©Tim Pannell/Corbis; **111** (bc) ©David Madison/Getty Images; **111** ©Dann Tardiff/Corbis; **114** ©USA Jump Rope; **116** ©USA Jump Rope; **116** (tc) ©Lawrence Manning/Corbis; **120** (t) ©Bob Jacobson/Corbis; **124** (t) ©Bob Jacobson/Corbis; **127** (b) ©Getty Images; **128** (t) Digital Vision/Alamy; **130** (tl) ©Tom Carter/PhotoEdit; **130** ©George Shelley/Corbis; **130** (tl) ©Tom Carter/PhotoEdit; **130** (cl) ©George Shelley/Corbis; **132** ©Warren Morgan/Corbis; **133** (tl) ©George Shelley/Corbis; **133** (cr) ©D. Hurst/Alamy Images; **133** (tc) ©Tom Carter/PhotoEdit; **138** (tc) ImageState/Alamy; **138** (tr) ©Mike Powell/Allsport Concepts/Getty Images; **138** (bc) ©SW Productions/Getty Images; **138** (br) ©Arco Images GmbH/Alamy Images; **139** (tr) ©Digital Vision/Getty Images; **139** (tl) ©JAMAL A. Wilson/Stringer/AFP/Getty Images; **139** (tc) ©Alistair Berg/Taxi/Getty Images; **139** (bc) ©Digital Vision/Alamy Images; **139** (br) ©Peter Beck/Corbis; **155** (t) ©Corbis Flirt/Alamy Images; **155** (b) ©Blend Images/Alamy Images; **156** (t) ©Getty Images; **161** (t) Jupiterimages/Getty Images; **161** (c) OJO Images/Getty Images; **161** (b) Comstock/Getty Images; **[169]** (l) ©David Mckee/Shutterstock; **170** (bl) Comstock/Getty Images; **170** (tl) Jupiter Images; **170** (tr) ©Don Paulson Photography/SuperStock; **170** (br) ©Corbis; **171** (bc) ©John Giustina/Getty Images; **171** (tl) Georgia Department of Economic Development; **171** (bl) Corbis; **171** (tc) Getty Images/Photodisc; **171** (br) Don Mason/Blend Images/Getty Images; **173** Tom Brakefield/Getty Images; **191** (t) ©Leandro Gabrieli/Getty Images; **191** (b) Digital Vision/Getty Images; **192** (t) Corbis; **192** (b) Photodisc/Getty Images; **193** (c) ©Mary H Swift/Alamy Images; **199** (tl) ©Getty Images; **199** (tr) Photodisc/Getty Images; **204** (tc) ©The Granger Collection, New York; **204** (tr) ©The Granger Collection, New York; **204** (bc) ©The Granger Collection, New York; **204** (br) ©The Granger Collection, New York; **205** (tr) ©Nancy Beijersbergen/Alamy Images; **205** (tl) ©Catherine Karnow/Corbis; **205** (tc) ©Layne Kennedy/Corbis; **205** (bl) ©Adam Woolfitt/Corbis; **205** (bc) ©The Granger Collection, New York; **205** (br) ©Juniors Bildarchiv/Alamy Images; **208** (tr) ©Thomas D McAvoy/Stringer/Time & Life Pictures/Getty Images; **221** (t) ©Grambo Photography/All Canada Photos/Getty Images; **221** (b) Corbis; **222** (t) ©Corbis; **222** (br) Corbis; **223** (c) ©Corbis; **232** (tc) ©Daryl Benson/Masterfile; **232** (tr) ©David R. Frazier/PhotoEdit; **232** (tr) ©Mary H Swift/Alamy Images; **232** (bc) ©Peter Arnold, Inc./Alamy Images; **232** ©Mark A Johnson/Corbis; **233** (bc) ©Digital Vision/Getty Images; **233** (br) ©Image Source/Getty Images; **233** (tl) ©Paul Glendell/Alamy Images; **233** (tc)

©David R. Frazier/PhotoEdit; **233** (tr) ©Michael DeFreitas Wildlife/Alamy Images; **233** (bl) ©PhotoDisc/Superstock; **235** ©Getty Images; **251** (t) Pixel Shack/Alamy; **251** (b) ©Mark Downey/Photodisc/Getty Images; **252** (cl) ©Corel Corporation; **253** (c) ©Digital Vision/Getty Images; **254** ©Layne Kennedy/Digital Vision/Corbis; **254** ©Mark A Johnson/Corbis; **255** (br) ©Rob Howard/Corbis; **256** (tr) ©Jeff Vanuga/Corbis; **256** (bg) ©Courtesy of Scenics of America/Photolink Image & Design; **257** (tc) ©Mark A Johnson/Corbis; **257** (tr) ©George McCarthy/Corbis; **257** (b) ©Tom Algire/SuperStock; **262** (tc) ©Reuters/Corbis; **262** (tr) ©Joe Raedle/Getty Images; **262** (bc) ©John Kershaw/Alamy Images; **262** (br) ©Barbara Davidson/Dallas Morning News/Corbis; **262** (tl) ©USCG Image Library; **263** (bl) ©JGI/Blend Images/Corbis; **263** (tr) ©Jeff Curtes/Corbis; **263** (tc) ©Tony Freeman/PhotoEdit; **263** (tr) ©Jean-Bernard Vernier/Corbis Sygma; **263** (bc) ©Michael Ventura/PhotoEdit; **263** (br) ©Rubberball/Superstock; **265** ©Jupiterimages/Getty Images; **267** (t) ©USCG Image Library; **280** (t) ©Photodisc/Getty Images; **281** (c) ©Glowimages/Getty Images; **282** (tl) ©USCG Image Library; **282** ©USCG Image Library; **284** (bg) ©USCG Image Library; **284** (inset) ©Chicamacomico Life-Saving Station Historic Site; **285** (tl) ©USCG Image Library; **290** (tc) ©Juniors Bildarchiv/Alamy Images; **290** (tr) ©Mark C Ross/Getty Images; **290** (bc) ©Richard Hamilton Smith/Corbis; **290** (br) ©Corbis RF/Getty Images; **291** (tc) ©Janice Lichtenberger/Alamy Images; **291** (bl) ©Houghton Mifflin Harcourt; **291** (tr) ©Chad Johnston/Masterfile; **291** (bc) ©Advance Images/Alamy Images; **291** (br) ©Ian O'Leary/Stone/Getty Images; **291** (tl) ©E. A. Janes/Photo Researchers, Inc.; **293** ©First Light/Alamy Images; **300** (bl) ©Radius Images/Alamy Images; **305** ©DLILLC/Corbis; **307** (t) PhotoDisc/Getty Images; **308** (t) ©Corbis; **308** (b) ©Image Source/Getty Images; **309** (c) ©Jupiterimages/Getty Images; **313** (b) ©Jeff Maloney/Getty Images; **313** (cr) ©DK Limited/Corbis; **321** (l) ©Tetra Images/Corbis; **322** (tc) ©North Wind Picture Archives; **322** (tr) ©The Granger Collection, New York; **322** (bc) ©Look and Learn/Bridgeman Art Library (New York); **322** (br) ©Science Museum, London, UK/Bridgeman Art Library (New York); **323** (tl) ©National Geographic/Getty Images; **323** (tc) ©North Wind Picture Archives; **323** (tr) ©Paul A. Souders/Corbis; **323** (bl) ©The Granger Collection, New York; **323** (bc) ©The Granger Collection, New York; **323** (br) ©Bates Littlehales/National Geographic Society/Image Collection; **324** ©Bates Littlehales/National Geographic Society/Image Collection; **326** (c) ©Image Farm Inc.; **341** (fg) Jupiterimages/Getty Images; **341** (br) ©Artville/Getty Images; **342** (b) Jupiterimages/Brand X Pictures/Getty Images; **344** (inset) ©North Wind Picture Archives/Alamy Images; **344** (border) Getty Images/Photodisc; **345** (inset) ©Edward Gooch/Getty Images; **345** (border) ©Houghton Mifflin Harcourt; **346** (tr) ©Corbis; **346** (border) ©Getty Images; **347** (b) ©Superstock/Getty Images; **348** (t) ©Photri Images/Alamy Images; **349** (t) Jupiterimages/Getty Images; **349** (c) Photodisc/Getty Images; **354** (tr) ©The Granger Collection, New York; **354** (bc) ©North Wind/North Wind Picture Archives; **354** (br) A View of the House of Commons, engraved by B. Cole (fl.1748-75) (engraving), English School, (18th century) /©Stapleton Collection, UK, /The Bridgeman Art Library; **355** (tl) ©The Granger Collection, New York; **355** (tc) ©Granger Collection; **355** (tr) ©The Granger Collection, New York;

355 (bl) ©The Granger Collection, New York; **355** (bc) ©Kevin Fleming/Corbis; **355** (br) ©Joseph Sohm; Visions of America/Corbis; **358** (br) ©Courtesy of Penguin Young Readers Group/Penguin Group (USA) Inc.; **371** (t) ©Aleksandr Ugorenkov/Alamy Images; **371** (b) ©Corbis; **372** (t) ©Tanya Constantine/Getty Images; **373** (br) ©Comstock/Getty Images; **376** (bg) North Wind Picture Archives/Alamy; **377** (tr) C Squared Studios/Photodisc/Getty Images; **377** (tr) Collection of the New-York Historical Society, USA/The Bridgeman Art Library International; **379** (t) American School, (19th century)/Private Collection/Peter Newark American Pictures/The Bridgeman Art Library International; **381** (c) ©Hulton Archive/Getty Images; **381** (tr) Allan Ramsay; **381** (tr) C Squared Studios/Photodisc/Getty Images; **382** (b) Franz Xaver Habermann/Corbis; **383** (t) ©Corbis; **383** (c) ©Hulton Archive/Getty Images; **383** (b) D. Hurst/Alamy; **388** (tc) ©Bettmann/Corbis; **388** (tr) ©The Granger Collection, New York; **388** (bc) ©Bettmann/Corbis; **388** (br) ©Granger Collection; **389** (tl) ©Bettmann/Corbis; **389** (tc) ©The Granger Collection, New York; **389** (tr) ©Granger Collection; **389** (bl) ©Bettmann/Corbis; **389** (bc) ©Granger Collection; **389** (br) ©North Wind Picture Archives/Alamy Images; **391** ©Library of Congress Prints & Photographs Division; **406** (t) ©Jupiterimages/Getty Images; **406** (b) ©Digital Vision/Getty Images; **416** (tc) ©North Wind/North Wind Picture Archives; **416** (tr) ©Colonial Williamsburg Foundation; **416** (bc) ©Kelly-Mooney Photography/Corbis; **416** (br) ©Bettmann/Corbis; **417** (tl) ©The Granger Collection, New York; **417** (tc) ©Colonial Williamsburg Foundation; **417** (bl) ©North Wind/North Wind Picture Archives; **417** (bc) ©Colonial Williamsburg Foundation; **417** (br) ©The Granger Collection, New York; **419** (b) ©Dave G. Houser/Corbis; **420** (c) ©HUGH GRANNUM/NewsCom; **426** ©The Granger Collection, New York; **428** (t) ©North Winds/North Wind Picture Archives; **430** (br) ©Leon Gardiner Collection/Historical Society of Pennsylvania; **433** (b) ©Ablestock.com/Jupiterimages/Getty Images; **433** (t) ©The Architect of the Capitol; **435** (c) Corel Stock Photo Library - royalty free; **438** (tl) ©Ross Warner/Alamy Images; **444** (tc) ©The Granger Collection, New York; **444** (tr) ©Colonial Williamsburg Foundation; **444** (bc) ©North Wind/North Wind Picture Archives; **444** (br) ©The Corcoran Gallery of Art/Corbis; **445** (tc) ©The Granger Collection, New York; **445** (tl) ©Colonial Williamsburg Foundation; **445** (tr) ©Colonial Williamsburg Foundation; **445** (bl) ©Colonial Williamsburg Foundation; **445** (bc) ©Colonial Williamsburg Foundation; **445** (br) ©Leif Skoogfors/Corbis; **447** ©Nancy Carter/Alamy Images; **448** ©Alan Crostwaite/Acclaim Images; **450** (l) ©Museum of Fine Arts, Boston; **450** (bg) ©Saniphot/Shutterstock; **451** (c) ©The Granger Collection, New York; **451** (b) ©Ocean/Corbis; **452** (l) ©Jupiterimages/Brand X Pictures/Alamy Images; **452** (bg) ©Saniphot/Shutterstock; **453** (t) ©The Granger Collection, New York; **454** (t) ©Don Farrall/PhotoDisc/Getty Images; **454** (bg) ©Saniphot/Shutterstock; **455** (b) ©Ocean/Corbis; **456** (bg) ©Saniphot/Shutterstock; **456** (tr) ©Michael Freeman/Corbis; **457** (t) ©The Granger Collection, New York; **457** (b) ©Ocean/Corbis; **458** (l) ©Colonial Williamsburg Foundation; **458** (bg) ©Saniphot/Shutterstock; **459** (br) ©Darlene Bordwell Photography; **460** (tc) ©Rush Research/James O'Donnell/Smithsonian Images - National Postal Museum/U.S. Postal Service Licensing Group; **460** (bg) ©Saniphot/Shutterstock; **461** ©Comstock Images/

Getty Images; **464** (t) Getty Images; **465** (br) ©Joe Sohm/
 Visions of America/Getty Images; **477** ©Chris Clor/Blend
 Images/Corbis; **478** (bc) ©Corbis; **478** (tr) ©Lindsey
 Parnaby/EPA/Corbis; **478** (br) ©Masterfile; **479** (tl) ©Seth
 Wenig/Reuters/Corbis; **479** (tc) ©Lenora Gim/Getty
 Images; **479** (bl) ©Paul Harris/Dorling Kindersley LTD
 Picture Library; **479** (br) ©Everett Collection, Inc.; **495** (t)
 ©Photodisc/Getty Images; **496** (b) © Getty Images; **497**
 (c) ©Photodisc/Getty Images; **498** (cr) ©Library of
 Congress Prints & Photographs Division; **499** (bl)
 ©Hulton Archive/Getty Images; **506** (tc) ©Bob
 Daemmrich/PhotoEdit; **506** (tr) ©Stephen Bonk/
 Shutterstock; **506** (bc) ©Stockbyte/Superstock; **506** (br)
 ©Paul Gilham/Getty Images; **506** (tl) ©NASA; **507** (tl)
 ©Jon Arnold Images Ltd./Superstock; **507** (tc) ©Clive
 Brunskill/Getty Images; **507** (tr) ©Chris Whitehead/
 Digital Vision/Getty Images; **507** (bl) ©Mathew
 Gavanagh/Stringer/Getty Images; **507** (bc) ©Timothy A.
 Clary/Staff/AFP/Getty Images; **507** (br) ©David Young-
 Wolff/Getty Images; **509** ©Fstop/Alamy Images; **527** (br)
 ©Steve Allen/Brand X Pictures/Getty Images; **528** (b)
 Comstock Images/Age Fotostock; **528** (c) ©Getty Images;
529 (c) ©Brand X Pictures/Alamy Images; **530** (br) ©The
 Granger Collection, New York; **530** ©NASA; **530** (tl)
 ©NASA; **532** (bl) ©BBC/Corbis; **532** ©Masterfile; **533**
 (tc) ©NASA; **538** (tl) ©Penguin Young Readers Group;
538 (tc) ©Bob Daemmrich/PhotoEdit; **538** (tr) ©Steve
 Hamblin/Alamy Images; **538** (bc) ©Danita Delimont/
 Alamy Images; **538** (br) ©Patrik Giardino/Corbis; **539** (tr)
 ©Dennis MacDonald/Alamy Images; **539** (tc) ©Shaun
 Botterill/Getty Images Sport/Getty Images; **539** (tr) Getty
 Images; **539** (bl) ©NASA Johnson Space Center; **539** (bc)
 ©John Neubauer/PhotoEdit; **539** (br) ©Steve Nudson/
 Alamy Images; **540** (fg) ©Getty Images; **553** (b) ©Brand X
 Pictures/Jupiterimages/Getty Images; **554** (t) ©Brand X
 Pictures/Getty Images; **554** (br) ©Artville/Getty Images;
556 (tl) ©Penguin Young Readers Group; **557** (br)
 ©Penguin Young Readers Group; **558** (br) ©ImageSource/
 Age Fotostock America, Inc.; **559** (c) ©Cocoon/Getty
 Images; **559** (tc) ©Penguin Young Readers Group; **563** (br)
 ©Peter Griffith/Masterfile; **564** (tc) ©Masterfile; **564** (tr)
 ©PhotoEdit; **564** (bc) ©Jim West/Alamy Images; **564** (br)
 ©Larry Lee/Larry Lee Photography/Corbis; **565** (tr)
 ©Blend Images/Alamy Images; **565** (tc) ©Corbis; **565** (tr)
 ©Myrleen Ferguson Cate/PhotoEdit; **565** (bl) ©David
 Young-Wolff/PhotoEdit; **565** (bc) ©Kayte M. Deiona/
 PhotoEdit; **565** (br) ©Rhoda Sidney/PhotoEdit; **567** Getty
 Images/Brand X Pictures; **583** (t) ©Image Source/Getty
 Images; **583** (b) ©Yellow Dog Productions/Getty Images;
584 (t) Christian Kargl/Getty Images; **585** (c) Photodisc/
 Getty Images; **586** (b) ©Ariel Skelley/Getty Images; **587** (t)
 ©j/f/Getty Images; **587** (b) ©Getty Images; **588** (bl)
 ©Catchlight Visual Services/Alamy Images; **589** (c) Blend
 Images/Alamy; **594** (tl) National Oceanic and Atmospheric
 Association (NOAA); **594** (bl) ©Corbis; **594** (br) Corbis;
594 (tr) ©Greg Ewing/Getty Images; **594** (tl) ©Charlie
 Cantrell/Reuters/Landov; **595** (br) ©Corbis; **595** (bc)
 Corbis; **595** (bl) Photodisc/Getty Images; **595** (tc)
 Photodisc/Getty Images; **595** (tr) © Stephen Frink/
 Photographer's Choice RF/Getty Images; **597** Image
 Source/Alamy; **615** (t) ©keith taylor/Alamy Images; **615**
 (b) ©Mark Barrett/Alamy Images; **616** (t) ©nycshooter/
 Getty Images; **616** (b) ©WILDLIFE GmbH/Alamy
 Images; **617** (c) Comstock/Jupiterimages/Getty Images;
618 (bg) ©Charlie Cantrell/Reuters/Landov; **618** (tl)
 ©Charlie Cantrell/Reuters/Landov; **619** (t) ©Mira
 Oberman/AFP/Getty Images/NewsCom; **619** (b) ©AFP/
 Getty Images/NewsCom; **620** (t) ©David Grossman/
 Alamy Images; **620** (b) ©Aurora Photos/Alamy Images;
621 (c) Photodisc/Getty Images; **621** (b) ©Ariel Skelley/
 Blend Images/Getty Images; **621** (tl) ©Charlie Cantrell/
 Reuters/Landov; **629** ©iStockPhoto.com; **630** (tr)
 ©Library of Congress Prints & Photographs Division; **630**
 (tc) ©Granger Collection; **630** (bc) ©Nick Vedros &
 Assoc/Getty Images; **630** (br) ©LMR Media/Alamy
 Images; **631** (tl) ©North Wind Picture Archives/Alamy
 Images; **631** (tc) ©North Wind Picture Archives; **631** (tr)
 ©Vera Bogaerts/Shutterstock.com; **631** (bl) ©North Wind
 Picture Archives; **631** (bc) ©Bettmann/Corbis; **631** (br)
 ©Scott T. Smith/Corbis; **633** ©Adam Jones/Digital Vision/
 Getty Images; **634** (tc) ©AL GRILLO/AP Images; **651** (t)
 ©Corbis; **651** (b) ©Radius Images/Getty Images; **652** (t)
 ©Radius Images/Alamy Images; **653** ©Design Pics Inc./
 Alamy Images; **659** (t) ©PhotoAlto/Odilon Dimier/Getty
 Images; **659** (c) ©Ellen McKnight/Alamy Images; **664** (tc)
 ©Richard T. Nowitz/Corbis; **664** (tr) ©Rodolfo Arpia/
 Alamy Images; **664** (bc) ©Joel Sartore/Getty Images; **664**
 (br) ©Jim and Jamie Dutcher/Getty Images; **664** (tl) North
 Wind Picture Archives; **665** (tl) ©Alamy Images; **665** (bc)
 ©Chuck Eckert/Alamy Images; **665** (tc) ©franco
 pizzochero/Age Fotostock America, Inc.; **665** (tr) ©age
 fotostock/Superstock; **665** (bl) ©Doug Dreyer/Getty
 Images; **665** (br) ©age fotostock/Superstock; **668** (tc)
 ©Eric Miller/AP Images; **681** (t) PhotoDisc/Getty Images;
682 (tl) Photodisc/Getty Images; **684** North Wind Picture
 Archives; **684** (tl) North Wind Picture Archives; **685** (cr)
 ©Monroe P. Killy/Minnesota Historical Society; **685** (tr)
 ©Kenneth M. Wright Studios/Minnesota Historical
 Society; **686** ©Frances Densmore/Minnesota Historical
 Society; **687** (t) ©Only Horses Tbk/Alamy Images; **687** (b)
 Corbis; **687** (b) ©Bettmann/Corbis; **687** (tl) North Wind
 Picture Archives; **692** (tl) ©Masterfile; **692** (bl) ©Time &
 Life Pictures/Getty Images; **692** (tr) ©Richard Heinzen/
 Superstock; **692** (bc) ©William A. Allard/Getty Images;
692 (br) ©Barbara Rich/Getty Images; **693** (tl) ©Bob
 Daemmrich/PhotoEdit; **693** (tc) ©American Stock
 Contributor Collection/Getty Images; **693** (tr) ©Hind
 Sight Media/Alamy Images; **693** (bl) ©Jeff R. Clow/
 Shutterstock.com; **693** (bc) ©Michael Rutherford/
 Superstock; **693** (br) ©WireImageStock/Masterfile; **695**
 ©Emma Lee/Life File/Getty Images; **696** ©Craig Aurness/
 Corbis; **698** (b) ©The Granger Collection, New York; **699**
 (t) ©The Granger Collection, New York; **704** (b)
 ©Gilcrease Museum; **705** (r) ©The Everett Collection;
709 (t) ©Comstock Images/Getty Images; **709** (b)
 ©Thomas Northcut/Lifesize/Getty Images; **710** (br) Jack
 Hollingsworth/Corbis; **711** (c) Corbis; **712** (tl)
 ©Masterfile; **712** ©Masterfile; **714** ©Nancy Greifenhagen/
 Alamy Images; **715** (tl) ©Masterfile; **715** (cr) ©John and
 Lisa Merrill/Corbis; **720** (tr) ©Lee Jones/Alamy Images;
720 (tc) ©Yellow Dog Productions/Getty Images; **720** (bc)
 ©Layne Kennedy/Corbis; **720** (br) ©Kevin Foy/Alamy
 Images; **720** (tl) ©Underwood & Underwood/Corbis; **721**
 (tl) ©Jaume Gual/Age Fotostock America, Inc.; **721** (tc)
 ©Time & Life Pictures/Getty Images; **721** (tr) ©Kelvin
 Murray/Getty Images; **721** (bl) ©Livia Corona/Getty
 Images; **721** (br) ©Masterfile; **723** ©Design Pics/Carson
 Ganci/Getty Images; **737** (b) ©Brand X Pictures/
 Jupiterimages/Getty Images; **737** (t) ©Photodisc/Getty
 Images; **738** (c) Corbis; **739** (cr) © Comstock; **740** (bc) Art
 Resource, NY; **740** (bc) ©Snark/Art Resource; **740** (tl)
 ©Underwood & Underwood/Corbis; **741** (cr) ©Peter

Newark American Pictures/Bridgeman Art Library (London); **741** (br) ©The Reliable Contraband (engraving) (b/w photo), Forbes, Edwin (1839-95)/Private Collection/The Bridgeman Art Library International; **742** ©Underwood & Underwood/Corbis; **742** (tr) ©The Granger Collection, New York; **742** (cl) ©Western History/Genealogy Dept./Denver Public Library; **743** (cr) ©The Granger Collection, New York; **743** (br) ©James L. Amos/CORBIS; **743** (tl) ©Underwood & Underwood/Corbis; **748** (tl) ©Popperfoto/Getty Images; **748** (inset) ©David David Gallery/Superstock; **748** (tr) ©Alfaf Qadri/epa/Corbis; **748** (bl) ©Anne Ackermann/Taxi/Getty Images; **748** (br) ©STEPHEN ALVAREZ/National Geographic Society/Image Collection; **749** (tl) ©James L. Amos/Corbis; **749** (tc) ©Corbis; **749** (bl) ©Harald Eisenberger/Getty Images; **749** (br) ©Karin Dreyer/Blend Images/Getty Images; **749** (tr) ©Jim Bridger (1804-81) (b/w photo), American Photographer, (19th century)/©Private Collection, Peter Newark American Pictures/The Bridgeman Art Library (London); **750** (tl) ©David David Gallery/Superstock; **750** (b) ©David David Gallery/SuperStock; **752** (tL0 (tl) ©David David Gallery/Superstock; **753** (cl) ©Richard Cummins/Superstock; **753** (cr) ©Richard Cummins/Superstock; **754** (b) ©Comstock Images/Getty Images; **756** (t) The Granger Collection, New York; **757** (b) ©SuperStock; **758** (br) ©Blue Lantern Studio/Corbis; **764** (tl) ©David David Gallery/Superstock; **765** (t) ©North Wind Picture Archives/Alamy Images; **767** (tr) ©David David Gallery/Superstock; **767** (c) ©HMH; **771** (tl) ©David David Gallery/Superstock; **771** (cr) The Granger Collection, New York; **G11** (br) ©Alamy Images

Illustration

158–160 Alessandra Cimatoribus; **194–198** Micha Archer; **589–612** Robert Barrett;

All other photos: Houghton Mifflin Harcourt Photo Libraries and Photographers.

JOURNEYS



Houghton
Mifflin
Harcourt
hnhco.com

ISBN 978-0-544-54341-6



9 780544 543416

LV 5



1609129