



Core Knowledge®

HISTORY AND GEOGRAPHY

The Earliest Americans

Teacher Guide



Inuit

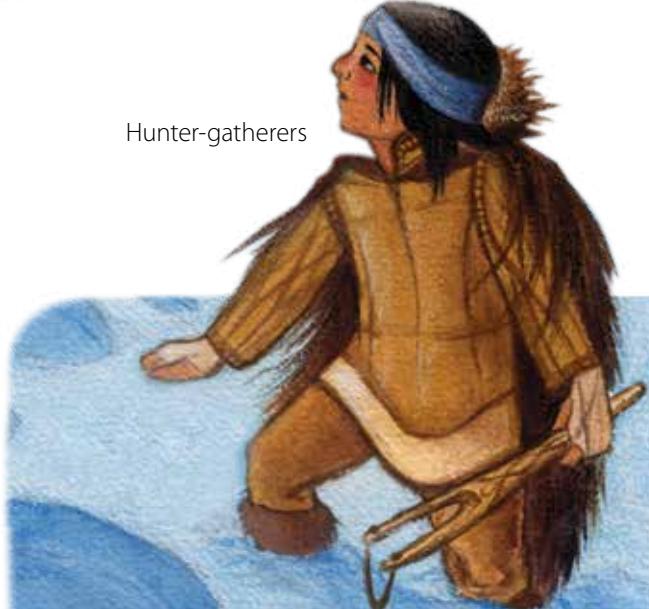


Native American



The three sisters

Hunter-gatherers



The Earliest Americans

Teacher Guide



Core Knowledge®

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The Earliest Americans

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The Earliest Americans

Teacher Guide

Core Knowledge Sequence History and Geography 3

UNIT 4

Introduction

ABOUT THIS UNIT

The Big Idea

America was populated by many different native peoples thousands of years before the arrival of European explorers.

The earliest Americans arrived in North America as early as thirty thousand years ago along the Pacific Coast. Others traveled from Asia across Beringia, the land bridge. Over time, native peoples migrated throughout the North American continent and into Central and South America. These early peoples adapted to their environments and developed unique cultures. Among the earliest Americans were the Ancestral Pueblo and Mound Builders, two groups that later gave rise to Native American groups in the American Southwest, Midwest, Southeast, and Eastern Woodlands.

What Students Should Already Know

Students in Core Knowledge schools should be familiar with:

Kindergarten

- one or more groups of Native American peoples

Grade 1

- the earliest peoples were hunters, gatherers, and nomads
- the “land bridge” from Asia to North America
- moving from hunting to farming
- gradual development of cities and towns

Grade 2

- Sequoyah, the Cherokee alphabet, and the Trail of Tears

What Students Need to Learn

- During the Ice Age, nomadic hunters migrated from Asia to North America, possibly by crossing a land bridge across what is now the Bering Strait.
- Following a few initial migrations, people with different languages and ways of life spread out across North and South America.
 - Inuit (Eskimos), Ancestral Pueblo (pueblo builders and cliff dwellers), and Mound Builders
 - Native Americans: Southwest (Pueblos: Hopi, Zuni; Diné: Navajo; Apaches), Eastern Woodlands (Haudenosaunee, Mahican, Delaware, Susquehannocks, Massachusetts, and Powhatan), Southeast (Cherokee and Seminole)

Time Period Background

The items below refer to content in Grade 3. Use timelines with students to help them sequence and relate events from different periods and groups.

c. 30,000–c. 15,000 BCE	Estimated range of time when the first peoples crossed from Asia into North America
c. 30,000–c. 12,000 BCE	Ancestors of Mound Builders enter North America
c. 15,000 BCE	Gathering of wild plants and berries to supplement hunting
c. 10,500 BCE	First peoples moved as far as the tip of South America
c. 10,000 BCE	Hunting small game became more important following the disappearance of New World megafauna (large game)
c. 5000 BCE	Peoples settling in Mexico plant corn
c. 2000 BCE	Crossing of Inuit from Asia to North America
c. 100 BCE	First known Ancestral Pueblo settle in North America
1500s CE	Haudenosaunee Confederacy leaders discuss common problems in council
1500s–1600s CE	Spaniards arrive in American Southwest and introduce sheep to the Navajo
1800s CE	Sequoyah creates system of writing for Cherokee language

AT A GLANCE

The most important ideas in Unit 4 are:

- The first peoples of North America are believed to have crossed from Asia into North America, either via a land bridge or by water, sometime in the distant past, perhaps between 30,000 and 15,000 years ago.
- As the first peoples spread across and throughout North and South America, their customs, traditions, and languages changed as they adapted to new environments and new ways of food production.
- Anthropologists, for purposes of study, categorize Native Americans into culture regions.
- In studying peoples of various cultures, it is a good idea to note their geographical region, physical environment, methods of obtaining food, housing style, clothing, and religious beliefs.

WHAT TEACHERS NEED TO KNOW

In Grade 3, students are beginning a more detailed and in-depth chronological investigation of topics in U.S. history. For students in Core Knowledge schools, some of the topics will have been introduced in Grades K–2, including ways of life of a few specific Native American peoples, early European explorations of the Americas, and life in colonial America before the rebellion by the English colonists.

Crossing the Land Bridge

Background

Scholars generally agree that the native peoples of North and South America migrated to this continent from Asia, but they disagree on when and how the first peoples crossed from Asia to North America. Estimates on their arrival range from as far back as about 30,000 years to about 15,000 years ago. It can be said with some certainty that “waves” of people coming at different times, from different places, and by many means settled the Americas in the distant past. As the passage across Beringia became less possible, these waves were fewer.

During that period, Earth was undergoing the last Ice Age. Many areas of Earth were frozen as solid ice that today have flowing, liquid water. As a result, the ocean levels were lower, and some land that is now submerged was then above water. During the Ice Age, Asia and North America were connected by land. Archaeologists have long believed that the first Americans crossed a “land bridge,” joining the eastern tip of Asia and what is now Alaska, and moved southward through a narrow ice-free corridor. However, in recent years this idea has been questioned. Some scholars believe that conditions would have

been far too cold and difficult for a crossing in Beringia. Some even doubt the existence of an ice-free passage. Today, many scholars believe that the earliest settlers may have come to North America in boats, by walking across frozen water, or by following the then-exposed continental shelf that bordered the Asian and North American Pacific coasts. Most Native American people, in their origin stories, hold that their people have always been here. The land bridge plays almost no role in their own histories. In any case, the movement east across Asia and into North America probably took place over thousands of years.

The first peoples to cross into North America from Asia were hunting prehistoric animals, such as the woolly mammoth and the bison. It may be that the first peoples followed these herds across the land bridge, or perhaps they arrived by other means and began hunting. Wherever the animals roamed, the hunting parties, probably made up of extended family groups, followed.

In discussing this subject with students, it makes sense to mention the land bridge hypothesis but also to mention other possibilities. It is not important for third graders to have a precise knowledge of the dates, which are still the subject of much debate among historians and archaeologists. Our knowledge of this time is very limited, and discovery of ancient artifacts and bones are our only clues to the nature and timing of the movement of peoples into North America. It will be sufficient if students understand that the migration, or migrations, took place long, long ago, thousands of years before the rise of ancient civilizations they have studied, such as Greece and Rome.

Spreading Throughout the Continents

As the climate warmed after the Ice Age, the hunters who were in North America followed their prey. They moved south through western Canada, the Rockies, Mexico, Central America, and eventually, by about 10,500 BCE, all the way to the southern end of South America. Some groups branched east until, over time, people reached the east coast of North America and the rainforests of Brazil. All along the way, some groups dropped out of the wandering and stayed in places that seemed hospitable. It is important to remember that this movement of people occurred over thousands of years.

Changing Ways of Life: From Hunting to Farming

As the ice disappeared, so did the prehistoric animals that the hunters relied on for their food, clothing, and shelter. The animals may have died out because of the change in temperatures or because the hunters killed too many mammoths, mastodons, and other large animals. The lack of these animals may be one reason that groups moved on. They were looking for the ever-scarcer big animals to hunt.

To make up for the lack of big game, hunters turned to smaller game, such as deer and rabbits, for their food. People also began to pick wild plants, nuts, seeds, and berries, and to dig up roots to eat. It is probable that people were

gathering wild foods as early as 15,000 BCE. Even when people hunted, it is also likely they gathered other types of food, depending on their availability.

Early people in the Americas, like people in the Middle East in ancient times, noticed as they foraged for food that some plants grew better than others. Some people reasoned that if they planted the seeds of these plants, they could get more food and get it more easily than by wandering over miles of land looking for berries and plants to pick. This process of planting and harvesting wild plants for people to eat is called domestication. With the domestication of plants, the development of farming ensured a steady food supply for those cultures that adopted farming. The most obvious benefit of a steady source of food was that people no longer had to search for food. Farming also allowed for the growing of surplus food to store in preparation for bad years when food would otherwise be scarce.

Because farming required staying in one place, settlements of a few families grew as the population grew. With a steady diet and better food, people were living longer and having more children. Once a number of people were gathered in one place, some form of authority was needed to organize them for the public good and to keep order. This was the beginning of government. However, even those who were nomads or seminomadic hunters had some form of organization that ensured order within the group. Whether a chief and advisers ruled a city-state of ten thousand people, as in the Aztec city-state, or an extended family group of thirty, as with the tribes of the Great Basin, someone decided what was to be done and who was to do it, and made certain that everyone did what he or she was supposed to do.

The development of Native American cultures in North America is somewhat different from what occurred in Mexico and Central and South America. While some groups—such as the Ancestral Pueblo in what is today the Southwestern United States, the Mississippian culture of the Southeast, and the Eastern Woodlands peoples—both hunted and farmed, many North American native peoples remained mainly hunters. Some also participated in widespread trading networks.

Languages Evolve

As groups dropped out of the general migration and adapted to the environments in which they had chosen to settle, they began to develop different languages. A fundamental change was in the words that were necessary or important to different groups. People who became farmers would have needed a large vocabulary that referred to crops, tools, and the growing process. Those people who remained hunters might have developed many more words relating to the hunt, to the animals they killed, and to the uses they made of them, such as food, clothing, and tepee coverings.

To learn more about specific topics in this unit, download the CKHG Online Resource about “The Earliest Americans”:

www.coreknowledge.org/ckhg-online-resources

Note: This unit represents the transition from world history to American history. All subsequent Grade 3 units will be about American history.

UNIT RESOURCES

Student Component

The Earliest Americans Student Reader—seven chapters

Teacher Components

The Earliest Americans Teacher Guide—seven chapters. This includes lessons aligned to each chapter of *The Earliest Americans* Student Reader with a daily Check for Understanding and Additional Activities, such as virtual field trips and vocabulary practice, designed to reinforce the chapter content. A Unit Assessment, Performance Task Assessment, and Activity Pages are included at the end of this Teacher Guide in Teacher Resources, beginning on page 67.

- The Unit Assessment tests knowledge of the entire unit, using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or written presentation. In this unit, the presentation is oral.
- The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

The Earliest Americans Timeline Image Cards—fourteen individual images depicting significant events and individuals related to early Americans. In addition to an image, each card contains a caption, a chapter number, and the Big Question, which outlines the focus of the chapter. You will construct a classroom Timeline with students over the course of the entire unit. The Teacher Guide will prompt you, lesson by lesson, as to which image card(s) to add to the Timeline. The Timeline will be a powerful learning tool, enabling you and your students to track important themes and events as they occurred within this time period.

Optional: Core Knowledge Curriculum Series™ Art Resources: Grade 3—art resources that may be used with cross-curricular art activities described in the Additional Activities of Chapters 5 and 6 if classroom internet access is not available. You can purchase the Grade 3 Art Resource Packet, available at:

www.coreknowledge.org/store

Timeline

Some preparation will be necessary prior to starting *The Earliest Americans* unit. You will need to identify available wall space in your classroom of approximately fifteen feet on which you can post the Timeline image cards over the course of the unit. The Timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls, whatever works best in your classroom setting. Be creative—some teachers hang a clothesline so that the image cards can be attached with clothespins!

Create eleven time indicators or reference points for the Timeline. Write each of the following dates on sentence strips or large index cards:

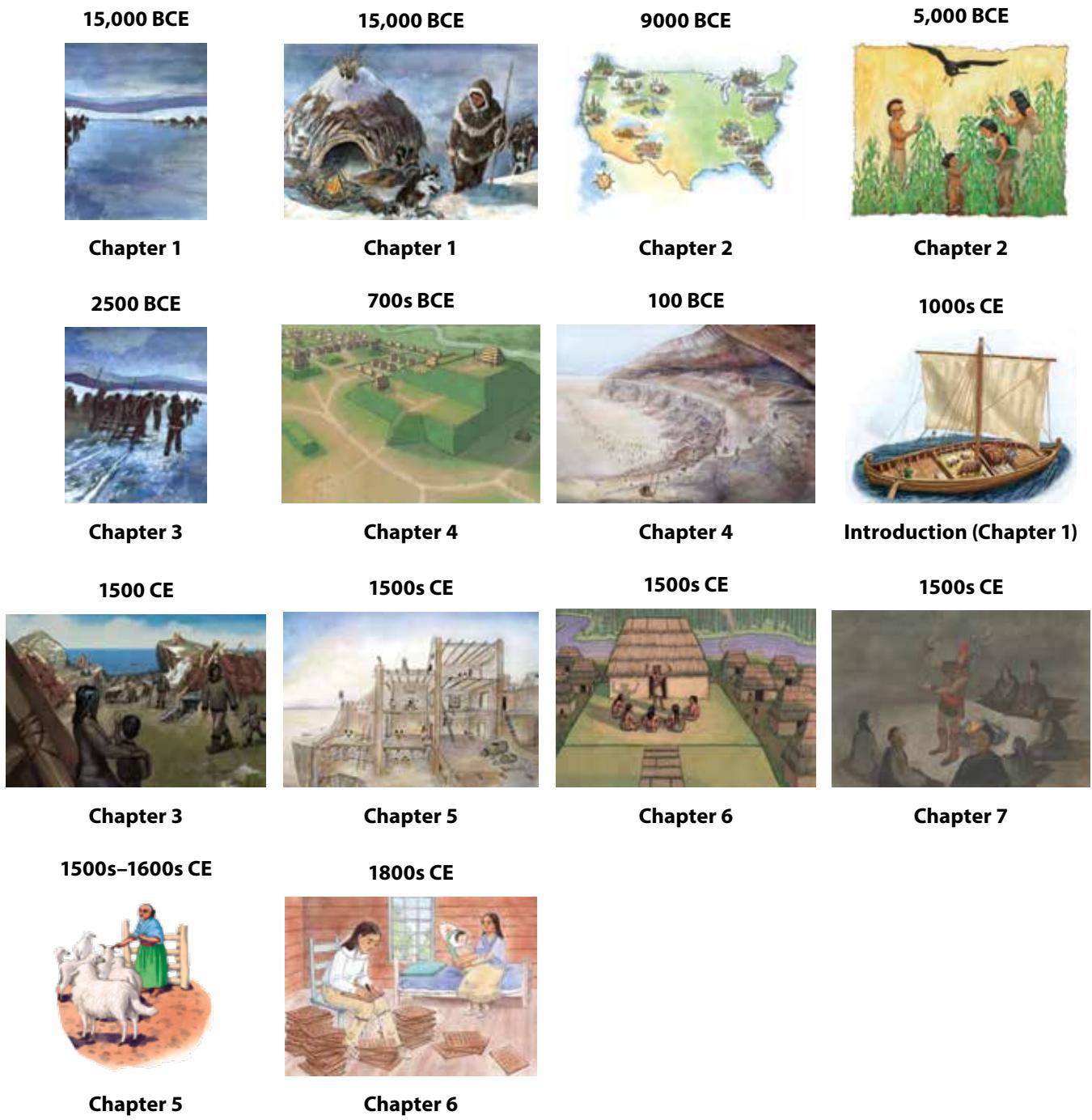
- **15,000 BCE**
- **9000 BCE**
- **5000 BCE**
- **2000s BCE**
- **700s BCE**
- **100 BCE**
- **1000s CE**
- **1500s CE**
- **1600s CE**
- **1700s CE**
- **1800s CE**

Affix these time indicators to your wall space, allowing sufficient space between them to accommodate the actual number of image cards that you will be adding to each time period as per the following diagram:

	15,000 BCE	9000 BCE	5000 BCE	2000s BCE	700s BCE	100 BCE	1000s CE	1500s CE	1600s CE	1700s CE	1800s CE

Chapter	11	2	2	3	4	4	1	3567	5		6

You will want to post all the time indicators on the wall at the outset before you place any image cards on the Timeline.



Note: The Timeline includes one card about the Vikings that gives context to the rest of the timeline. This card will be discussed during the Introduction at the beginning of Chapter 1.

The Timeline in Relation to the Content in the Student Reader Chapters

You will notice that the Unit 4 Timeline includes broader dates (centuries, millennia) rather than specific ones. That is because much of the content of this unit covers prehistory—history before the keeping of written records. The study of prehistory is dependent on archaeological discoveries, which are often impossible to date exactly.

Time to Talk About Time

Before you use the Timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What do *BCE* and *CE* mean?
9. What is a timeline?

USING THE TEACHER GUIDE

Pacing Guide

The Earliest Americans unit is one of seven history and geography units in the Grade 3 Core Knowledge Curriculum Series™. A total of seventeen days has been allocated to *The Earliest Americans* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 3 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

In each chapter, the teacher or a student volunteer will read various sections of the text aloud. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Turn and Talk

In the Guided Reading Supports section of each chapter, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring “to life” the themes or topics being discussed.

Big Questions

At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Reader chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

Chapter	Big Question
1	What was Beringia?
2	How did the ability to grow food change the way people lived?
3	What were the differences between life in the summer and life in the winter for the Inuit?
4	How would you compare the settlements built by the Ancestral Pueblo to those built by the Mound Builders?
5	What are some of the reasons why some Native American groups moved from place to place?
6	What were the key characteristics of the Creek, Seminole, and Cherokee Nations?
7	What was the purpose of the Haudenosaunee Confederacy?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary terms, by chapter, are:

Chapter	Core Vocabulary
1	Ice Age, land bridge, ice sheet, hunter-gatherers, herd, mammoth, musk ox, spear
2	river valley, mastodon, soil
3	northern lights, ancestor, caribou, hide, igloo, fuel
4	cliff dweller, canyon, Pueblo, adobe, mineral, mound
5	mesa, game
6	confederacy, council, clan, symbol
7	landscape, stalk, wigwam, longhouse, ebb, sachem, peace pipe

Activity Pages

Activity Pages



AP 1.1
AP 2.1
AP 4.1
AP 4.2
AP 5.1
AP 6.1
AP 7.1
AP 7.2

The following activity pages can be found in Teacher Resources, pages 75–84. They are to be used with the chapter specified either for additional class work or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

- Chapter 1—World Map (AP 1.1)
- Chapter 2—Domain Vocabulary: Chapters 1–2 (AP 2.1)
- Chapter 4—Native American Culture Regions (AP 4.1)
- Chapter 4—Domain Vocabulary: Chapters 3–4 (AP 4.2)
- Chapter 5—Design a Navajo Rug (AP 5.1)
- Chapter 6—Art from Natural Resources (AP 6.1)
- Chapter 7—Domain Vocabulary: Chapters 5–7 (AP 7.1)
- Chapter 7—Native American Homes (AP 7.2)

Additional Activities and Website Links

An Additional Activities section, related to material in the Student Reader, may be found at the end of each chapter. You may choose from among the varied activities when conducting lessons. Many of the activities include website links, and you should check the links prior to using them in class.

CROSS-CURRICULAR CONNECTIONS

Language Arts

Fiction

Stories

- “Autumn Color”
(a Haudenosaunee legend about the origin of the Big Dipper)

Visual Arts

American Indian Art

Use this link to download the CKHG Online Resources for this unit, where a specific link to the story “Autumn Color” may be found:

www.coreknowledge.org/ckhg-online-resources



A Special Note about *The Pathway to Citizenship*

In starting this unit on *The Earliest Americans*, you and your students will be making a transition from the study of world history in the year's earlier units to units of study that focus entirely on American history.

A critical goal of the *Core Knowledge Curriculum Series™*, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

We have therefore included an important feature in every American history unit called "The Pathway to Citizenship," readily distinguished by an icon of the American flag. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the historical events, laws, and structure of the American government.

In choosing the specific content to call to your and your students' attention, we have been guided by the civics test developed by the U.S. Citizenship and Immigration Services, which is required for all immigrants wishing to become naturalized American citizens. At the end of Grade 5, students who have used "The Pathway to Citizenship" materials throughout the *Core Knowledge Curriculum Series™* will have the opportunity to take an analogous citizenship test to demonstrate that they have acquired the knowledge fundamental to becoming a participatory American citizen.

Use this link to download the CKHG Online Resources for this unit, where the specific link for the USCIS Citizenship Resource Center may be found:

www.coreknowledge.org/ckhg-online-resources

Books

Bruchac, Joseph. *Buffalo Song*. Illus. Bill Farnsworth. New York: Lee & Low Books, 2008.

Bruchac, Joseph. *Crazy Horse's Vision*. Illus. S.D. Nelson. New York: Lee & Low Books, 2006.

Kalman, Bobbie. *Nations of the Plains*. New York: Crabtree Publishing, 2001.

Lajiness, Katie. *Chickasaw (Native Americans)*. Minneapolis: ABDO Publishing Company, 2017.

Littlechild, George. *This Land Is My Land*. San Francisco: Children's Book Press, 1993.

- Messinger, Carla, with Susan Katz. *When the Shadbush Blooms*. Illus. David Kanietakeron Fadden. New York: Lee & Low Books, 2007.
- Murdoch, David. *DK Eyewitness Books: North American Indian*. London: DK Children, 2005.
- Reynolds, Jan. *Frozen Land* (Vanishing Cultures). New York: Lee & Low Books, 2007.
- Rohmer, Harriet, Octavio Chow, and Morris Vidaure. *The Invisible Hunters: Los Cazadores Invisibles* (Stories from Central America/Cuentos de Centroamerica). Illus. Joe Sam. New York: Lee & Low Books, 2016.
- Roth, Susan L., and Cindy Trumbore. *Prairie Dog Song*. Illus. Susan L. Roth. New York: Lee & Low Books, 2016.
- Santiago, Chiori. *Home to Medicine Mountain*. Illus. Judith Lowry. New York: Lee & Low Books, 2002.
- Shemie, Bonnie. *Mounds of Earth and Shell* (Native Dwellings). Toronto: Tundra Books, 1995.
- Weber, Ednah New Rider. *Rattlesnake Mesa: Stories from a Native American Childhood*. Photographs by Richela Renkun. New York: Lee & Low Books, 2011.

THE EARLIEST AMERICANS SAMPLE PACING GUIDE

For schools using the *Core Knowledge Sequence* and/or CKLA

TG—Teacher Guide; SR—Student Reader; AP—Activity Page

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

The Earliest Americans

"Beringia: The Land Bridge" Core Lesson (TG & SR – Chapter 1)	"Virtual Field Trip to the Ice Age" (TG – Chapter 1, Additional Activity)	"America's First Settlers" Core Lesson (TG & SR – Chapter 2)	"Domain Vocabulary: Chapters 1–2," (TG – Chapter 2, Additional Activity, AP 2.1)	"People of the Far North" Core Lesson (TG & SR – Chapter 3)
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CKLA

"The Vikings"				
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

The Earliest Americans

"Ancestral Pueblo and Mound Builders" Core Lesson (TG & SR – Chapter 4)	"Ancestral Pueblo Virtual Field Trip" (TG – Chapter 4, Additional Activity)	"After the Ancestral Pueblo" Core Lesson (TG & SR – Chapter 5)	"Native Artwork of the Southwest" (TG – Chapter 5, Additional Activity)	Finish "Native Artwork of the Southwest" TG – Chapter 5, Additional Activity
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CKLA

"The Vikings"	"Astronomy"	"Astronomy"	"Astronomy"	"Astronomy"
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THE EARLIEST AMERICANS SAMPLE PACING GUIDE

For schools using the *Core Knowledge Sequence* and/or CKLA

TG—Teacher Guide; SR—Student Reader; AP—Activity Page

Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

The Earliest Americans

"Design a Navajo Rug" (TG—Chapter 5, Additional Activity, AP 5.1)	"After the Mound Builders" Core Lesson (TG & SR – Chapter 6)	"Other Forms of Native American Art" (TG – Chapter 6, Additional Activity)	Finish "Other Forms of Native American Art"; "Art from Natural Resources" (TG—Chapter 6, Additional Activity, AP 6.1)	"The Eastern Woodlands" Core Lesson (TG & SR – Chapter 7)
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CKLA

"Astronomy"

"Astronomy"

"Astronomy"

"Astronomy"

"Astronomy"

Week 4

Day 16

Day 17

The Earliest Americans

"Infinity of Nations Culture Quest" (TG – Chapter 7, Additional Activity)	Unit Assessment
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CKLA

"Astronomy"

"Astronomy"

THE EARLIEST AMERICANS PACING GUIDE

's Class

(A total of seventeen days has been allocated to *The Earliest Americans* unit in order to complete all Grade 3 history and geography units in the Core Knowledge curriculum.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

The Earliest Americans

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

The Earliest Americans

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

The Earliest Americans

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Week 4

Day 16

Day 17

The Earliest Americans

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CHAPTER 1

Beringia: The Land Bridge

The Big Question: What was Beringia?

Primary Focus Objectives

- ✓ Understand that nomadic hunters may have made their way from Asia to North America by crossing a land bridge located in the Bering Strait. (RI.3.2)
- ✓ Describe how Ice Age people of Beringia lived. (RI.3.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *Ice Age, land bridge, ice sheet, hunter-gatherers, herd, mammoth, musk ox, and spear.* (RI.3.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Land Bridge”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 1.1

- Display and individual student copies of World Map (AP 1.1)
- Use this link to download the CKHG Online Resources, where specific links to the Yukon Beringia Interpretive Center and other images of the Ice Age may be found:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

Ice Age, n. a period in Earth’s history when huge sheets of ice covered large parts of Earth’s surface (2)

Example: During the Ice Age, there were far fewer sources of available food.

land bridge, n. a small strip of land that connects two large land masses (2)

Example: Early humans crossed a land bridge from Asia into North America.

Variation(s): land bridges

ice sheet, n. a very thick piece of ice that covers a large area of land for an extended period of time (2)

Example: Early humans trekked across vast ice sheets to get from one place to another.

Variation(s): ice sheets

hunter-gatherers, n. small groups of people who feed themselves by hunting animals and gathering plants (5)

Example: Hunter-gatherers moved in groups from one place to another, often following the animals they hunted.

Variation(s): hunter-gatherer

herd, n. a large group of animals that live and travel together (5)

Example: The hunter spotted the herd grazing in the distance.

Variation(s): herds

mammoth, n. a large, prehistoric elephant-like animal covered with hair (5)

Example: Hunting for mammoth was very dangerous because of the animals' large size.

Variation(s): mammoths

musk ox, n. a wild ox with a shaggy coat and downward curving horns (5)

Example: The thick coat of the musk ox helps keep it warm in the freezing temperatures.

Variation(s): musk oxen

spear, n. a long, thin weapon made from a pointed stick, sometimes with a stone or metal tip (6)

Example: The hunter used a spear to take down his prey.

Variation(s): spears

THE CORE LESSON 25 MIN

Introduce *The Earliest Americans* Student Reader

5 MIN

Activity Page



AP 1.1



Display the World Map from Activity Page 1.1. Point to Scandinavia. Ask students what name was given to the warriors and explorers from this region. (*Vikings*) Display for students the first Timeline Card depicting the Vikings. Remind students that the Vikings were the first Europeans to reach North America. Ask students where the Vikings settled in North America. (*Newfoundland* or *Vineland*) Point to the approximate location of Newfoundland on the map (the large island off mainland Canada's southeast coast). Place the first card on the Timeline under the date referencing 1000s CE. Explain that people lived in North America long before the Vikings arrived.

Explain that in this unit students will be learning about the earliest Americans, a number of diverse peoples descended from early humans who made their way from Asia to North America.

Distribute copies of *The Earliest Americans* Student Reader. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and illustrations in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention images of hunting, homes, and food.

Explain to students that they will be reading about a time that covers approximately seventeen thousand years of history, from about the year 15,000 BCE until the 1800s CE. Students will learn about the history of early humans and the earliest Americans that settled in North America.

Introduce “Beringia: The Land Bridge”

5 MIN

Activity Page



AP 1.1



Display World Map (AP 1.1), and have students also refer to the map of the Beringia Migration on page 4 of the Student Reader. Have students identify Asia and North America. Note how these two continents appear to be reaching out toward each other. (The World Map does not accurately show the distance between the two continents.) In fact, they are almost touching in the area of the Bering Strait. Tell students that thousands of years ago, these two great continents were connected.

Explain to students that this chapter incorporates a historical fiction narrative told from the point of view of an Ice Age boy during the time period discussed. Call attention to the Big Question, and encourage students to look for the explanation of what Beringia was as they read the text.

Guided Reading Supports for “Beringia: The Land Bridge”

15 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Ancient Hunters,” Pages 2–5

Chapter 1
Beringia: The Land Bridge

Ancient Hunters More than fifteen thousand years ago, huge sheets of ice covered much of Canada and the northern United States. In some places the ice was thousands of feet thick.

Vocabulary
Ice Age, n., a period in Earth's history when huge sheets of ice covered large parts of Earth.

Land bridge, n., a small strip of land that connects two large land masses.

Ice sheet, n., a very thick piece of ice that covers a large area of land for an extended period of time.

The Big Question:
What was Beringia?

Page 2

Scaffold understanding as follows:

Call on a student volunteer to read the first paragraph of “Beringia: The Land Bridge” aloud.

CORE VOCABULARY—Read the remainder of the section “Beringia: The Land Bridge” aloud. Call attention to the Core Vocabulary terms *Ice Age*, *land bridge*, *ice sheet*, *hunter-gatherers*, *herd*, *mammoth*, and *musk ox*, and explain each word’s meaning as it is encountered in the text. Have students turn to page 9 of the Student Reader to see what a mammoth looks like. Display images of musk ox from the Internet to show students what they look like.



Page 3

SUPPORT—Call attention to the Beringia Migration map on page 4 of the text. Explain the changes that have occurred since the Ice Age. Note that the Bering Strait and Arctic Ocean are larger due to melting ice.

After you read the text, ask the following questions:

LITERAL—What two continents were once connected by the land bridge called Beringia?

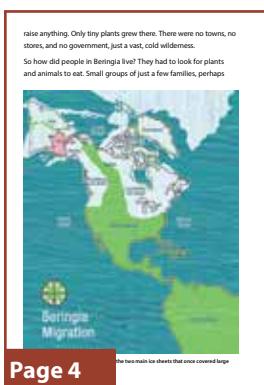
- » Beringia connected Asia and North America.

LITERAL—How did the people of Beringia live?

- » The people of Beringia were hunter-gatherers who looked for plants and hunted animals to eat. Small bands of just a few families helped each other survive.

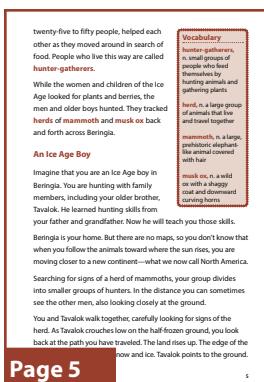
LITERAL—What animals did the men and boys of Beringia hunt?

- » The people of Beringia hunted mammoth and musk ox.



Page 4

"An Ice Age Boy," Pages 5–9



Page 5

Scaffold understanding as follows:

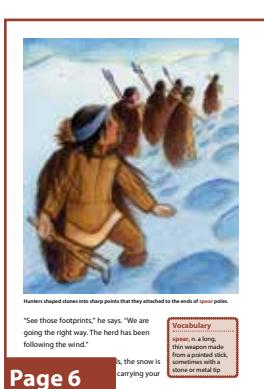
Call on student volunteers to read aloud the first four paragraphs of "An Ice Age Boy" on page 5.

CORE VOCABULARY—Continue reading the section "An Ice Age Boy" on pages 6–7 to students. Call attention to the Core Vocabulary term *spear* as it is encountered in the text, and explain the word's meaning. Make sure students recognize the spears in the image on page 6 and do not mistake the boy's slingshot for a spear.

SUPPORT—Have students study the image on page 6, and then ask them to identify what the large dark ovals in the snow represent. (*mammoth tracks*) If necessary, prompt students by asking what Tavalok and his band of hunters are doing in the story. (*tracking a herd of mammoth*)

Finish reading the remainder of the section aloud.

SUPPORT—Draw students' attention to the illustration of the hunters in camp on page 8. Guide students to notice how these early humans adapted to their Ice Age environment with their shelter, the fire, and their clothing.



Page 6

supplies on your back. It has been such a long journey! You have never been away from your mother and sister for so long. They and other women and girls have stayed behind, gathering plants and berries for everyone to eat.

You trust Tavalok and want to learn from him. He knows how to read the tracks. He can spot the animals' tracks and other signs of their presence. He knows where the land dips and turns. He knows where the hills end and where the land turns to stone and dirt. He knows where to find plants.

After the group manages to kill one of the mammoths in the herd, Tavalok will guide you back to find the women and children so they can eat, too.

"Our shelter is this way," says Tavalok. "Come along now, little brother."

You hurry to keep up. Tavalok is already disappearing into the snow. After a while you come to the place Tavalok remembers. Your legs are stiff and your stomach is empty. You turn and follow the rock-filled river. Then Tavalok spots other members of the group. They have already built a fire. Soon all members of the group are back together again.

Because you are so far north, the light is dim, but it is not dark. It will not get darker during the night.

You eat the strips of dried meat you find in your bag. In the quiet glow of the fire, Tavalok shapes new spear points from stone. You know when he is finished because he says, "It's time to go."

Page 7



The hunters made camp before continuing with the hunt.

"How far must we go until we reach the herd?" you ask.

Tavalok shakes his head. "How quickly does the mammoth herd move? I do not know. We will go toward the black clouds that cover the open land," he explains. "We will follow the tracks of the herd. I expect that after we sleep two or three more times, you will see the place where the rocks meet the sky."

"How far will the herd go?" you ask.

"It will travel to where the small plants and moss grow thick. We will not be far behind."

"And then will we be where the wind stops?" you ask.

"I do not think we will ever go that far, little brother," Tavalok laughs.

Page 8



Early hunters followed the herd's tracks in the areas. Typically, they killed one herd member. For a band of twenty-five to fifty hunter-gatherers, one mammoth provided

Page 9

After you read the text, ask the following questions:

INFERRENTIAL—Why do you think it was so important for hunter-gatherers to hunt in groups?

- » Hunting in groups made it easier to take down large animals such as mammoths. Killing a mammoth provided food for a large number of people.

EVALUATIVE—In what ways was life for an Ice Age child different from daily life for children today?

- » Ice Age children did not attend school as modern children do. Instead, when they were old enough, they helped hunt and gather food for their family's survival.

Timeline

- Show students the remaining Chapter 1 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: "What was Beringia?"
- Post the image cards under the date referencing 15,000s BCE; refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 5 MIN

Ask students to do one of the following:

- **Turn and Talk**—Tell a partner the answer to the Big Question, “What was Beringia?” Key points students should cite include: Beringia was a land bridge that connected Asia with North America. Early hunter-gatherers crossed Beringia while tracking herds of mammoth and musk ox.
- Choose one of the Core Vocabulary words (*Ice Age, land bridge, ice sheet, hunter-gatherers, herd, mammoth, musk ox, or spear*), and say a sentence aloud using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



VIRTUAL FIELD TRIP TO THE ICE AGE (RI.3.7)

30 MIN

Materials Needed: Internet access or images downloaded and printed from the Yukon Beringia Interpretive Centre



Background for Teachers: Prepare for the virtual field trip by previewing the images at the Yukon Beringia Interpretive Centre website. Use this link to download the CKHG Online Resources for this unit, where specific links for the Yukon Beringia Interpretive Centre and other images of the Ice Age may be found:

www.coreknowledge.org/ckhg-online-resources

If your classroom does not have Internet access, consider going online and downloading and printing the various images before class. Post the images around the classroom and conduct a gallery walk through the room.

Begin the virtual tour by displaying the First People online exhibit for students to see. Read through the section “Yukon’s Ice Age Human History,” pausing to call attention to images and their captions.

Next, display the Ice Age Animals online exhibit for students to see. Time permitting, share images of four to six different animals. You may ask students for feedback on which animals interest them the most, or select several animals prior to the start of the activity. Read each animal description aloud, and discuss the physical features of each animal as shown in the image. Discuss with students the similarities and differences between the Ice Age animals and

modern animals.

After viewing each online exhibit, guide class discussion to include the following points:

1. Early hunter-gatherers adapted to the environment in a number of ways. They made shelters in caves. These sites are important for discovering new information about past peoples.
2. Ice Age animals were uniquely adapted to the environment in which they lived. Many of the Ice Age animals resemble animals that live today.



Interactive Ice Age Activity (RI.3.7)

30 MIN

Materials Needed: Internet access



Background for Teachers: Before playing the Stickers Game and Ice Age Challenge provided on the Simon Fraser University website, play through each game at least once.

Use this link to download the CKHG Online Resources for this unit:

www.coreknowledge.org/ckhg-online-resources

The Stickers Game allows players to drag and drop Ice Age animal stickers onto an Ice Age backdrop. Players have the option to change the color of the background using the toolbar on the right-hand side.

Through the Ice Age Challenge, players assume the role of hunter-gatherers trying to find their friends who have migrated to a new home. Players work their way through five rounds: the Raven, the Torch, the Caves, the Storm, and the Beast. The goal of each round is to achieve ideal body temperatures. This is done through fishing and finding flames and torches. Players click on squares to move stones or ice, allowing the hunter-gatherer to move. Each move depletes some of the hunter-gatherer's body temperature. Players have three lives per round to achieve their goal. The second, third, and fifth rounds include holes in the ground that allow the hunter-gatherer to skip spaces on the playing ground. Level five, the Beast, features animals that, if touched, turn the players to ice, automatically costing them a life.

Begin the activity by introducing the Stickers Game to students. Demonstrate the drag-and-drop and coloring functions of the game. Allow students to try the game independently, with partners, or in small groups, depending on available technology. As students drag and drop stickers on the Ice Age habitat, encourage them to name the animal represented by the sticker and to share any additional factual information they have learned about each animal, e.g., that a single adult mammoth would provide enough food for a group of twenty-five to fifty hunter gathers, etc. Allow students to play with the Sticker Game for about five to ten minutes.

Next, introduce the Ice Age Challenge. Explain the basic premise of the game to students, and discuss why maintaining proper body temperature would have been a concern to the early hunter-gatherers. Display the game for students to see. Play through the first round, the Raven, as a class. Allow students to assist in determining next steps to move the hunter-gatherer from one place to another. Allow students to play the Ice Age Challenge independently, with partners, or in small groups, depending on available technology. Alternatively, play through each of the five rounds as a class. Allow for approximately three to five minutes at the end of the class to discuss the Ice Age Challenge activity. Explain to students that while this is a game with fictional characters, the need to stay warm both through eating food and making fire was critical to the survival of early humans.

CHAPTER 2

America's First Settlers

The Big Question: How did the ability to grow food change the way people lived?

Primary Focus Objectives

- ✓ Explain how America's first settlers divided into many groups and spread throughout North and South America. **(RI.3.2)**
- ✓ Explain the impact of farming on how people lived. **(RI.3.1)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *river valley, mastodon, and soil.* **(RI.3.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource "About America's First Settlers":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1

AP 2.1

- Display copy of World Map (AP 1.1)
- Individual student copies of Domain Vocabulary: Chapters 1–2 (AP 2.1)

Core Vocabulary (Student Reader page numbers listed below)

river valley, n. an area of low land surrounded by mountains or hills, often with a river running through it **(12)**

Example: Settling in a river valley gave the earliest Americans access to water for growing crops.

Variation(s): river valleys

mastodon, n. a large, prehistoric animal similar to an elephant and a mammoth **(12)**

Example: The mastodon, like the mammoth, was an important source of food for early humans.

Variation(s): mastodons

soil, n. the top layer of Earth's surface where plants grow (13)

Example: The farmer planted his seeds in the soil.

THE CORE LESSON 25 MIN

Introduce “America’s First Settlers”

5 MIN

Activity Page



AP 1.1



Display World Map (AP 1.1). Remind students that the first people to reach North America traveled across Beringia, the land bridge. Ask students to think about what they read in Chapter 1. How did these first American people get the food that they needed? (*They hunted and gathered.*) How did this affect their way of life? (*It meant they had to move around a lot, following the herds so they could hunt.*)

Call attention to the Big Question, and encourage students, as they read, to look for ways the ability to grow food changed how people lived.

Guided Reading Supports for “America’s First Settlers”

20 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Who Came First?,” Pages 10–11

Scaffold understanding as follows:

Read the first paragraph of the section “Who Came First?” aloud. Call on student volunteers to read the remainder of the section aloud.



SUPPORT—Ask students to look back at the map on page 4 as you reread the second paragraph. Guide students in locating the path that the early hunter-gatherers followed in crossing the land bridge, as well as Alaska and Canada, and the areas of earliest exploration in North America by hunter-gatherers.

SUPPORT—Call attention to the image on pages 10–11, and read the caption aloud. Explain to students that the earliest Americans had different ways of life, depending on where they lived. On the map, students can see that Native Americans lived in many different types of homes.



SUPPORT—Display World Map (AP 1.1), and have students refer to the map on page 4 of their Student Readers. Point out how far the hunter-gatherers walked: from the land bridge and what is now Alaska all the way to the tip of South America. Emphasize the vast distance these earliest Americans covered on foot over time.

Activity Page



AP 1.1



Page 11

After students read the text, ask the following questions:

LITERAL—Who were the first Americans?

- » The first Americans were probably the Ice Age hunters from Beringia. Some people may have come even earlier.

LITERAL—What happened that allowed the people of Beringia to go farther into North America?

- » The Ice Age ended, and the ice sheet that had blocked their way began to melt.

"A New World to Live In," Pages 12–13

Scaffold understanding as follows:

CORE VOCABULARY—Read the first two paragraphs of the section "A New World to Live In." Call attention to the Core Vocabulary terms *river valley* and *mastodon* as they are encountered in the text, and explain each term's meaning.

Ask students to read the remainder of the section on pages 12–13 quietly to themselves or with a partner.

CORE VOCABULARY—Call attention to the Core Vocabulary term *soil*, and explain its meaning.

SUPPORT—Explain to students that hundreds of languages developed as groups adapted to the environments in which they chose to settle and developed vocabulary related to their lifestyles. (See page 5 of the Introduction to this Teacher Guide for further information.)

SUPPORT—Call attention to the image of growing corn on page 13, and read the caption aloud. Explain to students that the corn we eat today is very different from the first corn raised by the early peoples who settled in Mexico. Early corn was much smaller than it is today.

After students read the text, ask the following questions:

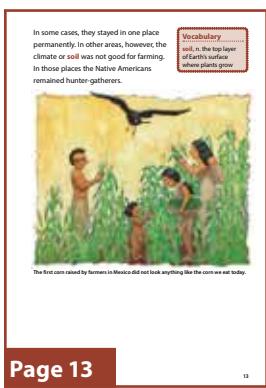
LITERAL—How did climate change help kill off the large animals?

- » Climate change destroyed the plants that the animals ate, causing them to starve.

LITERAL—Why did the first Americans change their ways of life as they traveled across North and South America?

- » Groups changed the ways they lived to fit the places where they lived.

Page 12



Page 13

LITERAL—What important discovery did people in Mexico make about seven thousand years ago?

» They discovered how to plant and raise corn.

Timeline

- Show students the Chapter 2 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How did the ability to grow food change the way people lived?”
- Post the image cards under the dates referencing 9000 BCE and 5000 BCE; refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 5 MIN

Ask students to do one of the following:

- **Turn and Talk**—Tell a partner the answer to the Big Question, “How did the ability to grow food change the way people lived?” Key points students should cite include: Growing food meant people no longer had to follow herds of animals or move from place to place to gather food growing wild in nature. By growing their own food, people had enough to eat and were able to settle down in one place permanently.
- Choose one of the Core Vocabulary words (*river valley, mastodon, or soil*), and say a sentence aloud using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Domain Vocabulary: Chapters 1–2 (RI.3.4)

15 MIN

Activity Page



AP 2.1

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 1–2 (AP 2.1)

Note to Teachers: Chapter 2 is a short chapter and may not take the entirety of the thirty minutes allotted. You may assign Domain Vocabulary: Chapters 1–2 (AP 2.1) in class and have students complete it.

Distribute copies of Domain Vocabulary: Chapters 1–2 to students. Explain the directions to students. Instruct students to begin working on the assignment independently. Students may complete the activity page for homework.

**Materials Needed:** Internet access

Background for Teachers: Before class, preview the Crow Canyon Paleoindian exhibit, including the Map, Food, Houses, and Artifacts pages. Use this link to download the CKHG Online Resources for this unit, where the specific link to the Crow Canyon exhibit may be found:

www.coreknowledge.com/ckhg-online-resources

Note: You may choose to have students explore the exhibit as a whole class or on their own in small groups, if enough computer workstations are available.

Begin the activity by reminding students of what they read: between nine and fifteen thousand years ago, groups of hunter-gatherers spread out across the Americas. Explain that scientists sometimes call these groups *Paleoindians*. In this activity, students will see how some of these Paleoindians lived.

Display the Crow Canyon Paleoindian exhibit. Have students visit each page. Read aloud, or invite volunteers to read aloud, the text. Note that the words in blue are linked to a glossary, if students are unsure of a word's meaning. Give students a chance to study the images on each page.

After students have explored the exhibit, discuss what they saw and read. What information did they already know from their reading? What information was new to them? What did they find most interesting? What was most surprising?

Note: You may wish to revisit the Crow Canyon website and have students explore the Pueblo I pages after they read about the Ancestral Pueblo in Chapter 4.

CHAPTER 3

People of the Far North

The Big Question: What were the differences between life in the summer and life in the winter for the Inuit?

Primary Focus Objectives

- ✓ Identify the Inuit people, and explain how they came to North America. (RI.3.2)
- ✓ Describe the way of life of the Inuit. (RI.3.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *northern lights, ancestor, caribou, hide, igloo, and fuel.* (RI.3.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the People of the Far North”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 1.1

- Display copy of World Map (AP 1.1)

Core Vocabulary (Student Reader page numbers listed below)

northern lights, n. soft, colorful light that appears in the sky in northern lands, caused by the reflection of sunlight (14)

Example: The Inuit boy watched as the northern lights danced across the sky.

ancestor, n. a relative who lived a long time ago (16)

Example: Mammoths and elephants share a distant ancestor.

Variation(s): ancestors

caribou, n. a species of deer native to North America (17)

Example: Caribou were an important source of meat and hides for early people living in the Arctic.

hide, n. an animal's skin (17)

Example: The animal's hide was used to make clothing.

Variation(s): hides

igloo, n. a dome-shaped temporary shelter made from snow blocks (18)

Example: The Inuit built an igloo to escape from the harsh cold and wind.

Variation(s): igloos

fuel, n. a substance that is used to create heat or energy (19)

Example: The tree branches provided fuel for the fire.

Variation(s): fuels

THE CORE LESSON 25 MIN**Introduce “People of the Far North”**

5 MIN

Activity Page



AP 1.1

Before beginning the chapter, remind students that a little more than one thousand years ago, Viking Eric the Red sailed west from Iceland to a new land he named Greenland. Although the Vikings found some farmland in southern Greenland (the region's climate was warmer than it is today), there were no forests. However, fish, seals, walruses, and whales were plentiful off Greenland's coast. Have students locate Greenland on World Map (AP 1.1).

Tell students that according to an old Viking tale, on one spring day a group of strangers paddling canoes visited the Vikings' colony in Greenland. The Vikings wondered who these strange, friendly people could be. Who else lived in this cold, flat region? Tell the students that in this lesson, they will find the answer to that question. Call attention to the Big Question, and encourage students to look for ways that life for the Inuit was different in the summer from in the winter.

Guided Reading Supports for “People of the Far North”

20 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"The Coming of the Inuit People," Pages 14–17

Chapter 3
People of the Far North

The Coming of the Inuit People
Think about a frozen world. It is so far north that for six months of the year there are very long periods of light. Then, for the other half of the year, there are very long periods of darkness. During the Arctic summer, the sun does not appear to set. It does, however, dip close to the horizon, where the sky seems to meet the land. Even so, there are only about one hundred days when it is warm enough for water not to turn to ice. The warm season is too short to grow crops. But berry bushes and small flowers blossom. This northern land has been called a "frozen desert." It is a hard place to live in home to an ancient group of people.

Page 14



The Big Question
What are the differences between life in the tundra and life in the interior?

Vocabulary
ancestor, n., a species
of caribou that once
lived in the interior
lands, caused by the
reflection of sunlight

Moonlight gleams on the ice. The northern lights shimmer and arc across the sky. Stars twinkle, and their positions change as spring approaches.



The ancestors of these Arctic people came to North America about 2,500 years ago. Unlike Native Americans, they are not directly related to the Beringian nomadic hunters who first populated Canada; the ancestors of the Arctic people are known as the Inuit (*Uviryorsut*). The word *that means the people*. When the Inuit first came to North America, they got almost everything they needed by hunting and fishing. They gathered plants during the short summer. Since there are no trees in the Arctic, the Inuit used driftwood. They collected the wood that floated on the sea or down rivers to make certain things they needed. They also made fishhooks, knives, and other small tools from bones and flint.

Page 16



on place to place while hunting.

Vocabulary
ancestor, n., a relative
who lived a long time
ago

Note, in an animal's skin

"Living in the Arctic," Pages 17–18

About two thousand years ago, other peoples in northern Asia taught the Inuit how to make and use bows and arrows. The Inuit used these new weapons to hunt seals, caribou, and polar bears. Soon, knowledge of bows and arrows spread from the Inuit to other Native American groups.

Living in the Arctic

A thousand years ago, the Arctic climate was a little warmer than it is today. Whales migrated along the Arctic Ocean coast. Some Inuit groups followed the whales east. They traveled from Alaska to northern Canada and all the way to Greenland. They set up villages. This meant they could stay in one place for more than a single season. On the sea, they traveled swiftly and safely in kayaks. Kayaks were canoes made out of animal hide stretched over a wooden frame and fastened with animal skins and seal bones. On land and on the thick ice, the Inuit carried heavy loads on sleds. These sleds were pulled by a person wearing a harness or by a team of dogs.

The Inuit became skilled hunters of whale and walrus. They used special tools such as harpoons tipped with barbs.

Page 17



Huskies pull a dog sled to carry heavy loads.

Vocabulary
caribou, n., a species
of deer found in North America

Note, in an animal's skin

Scaffold understanding as follows:

CORE VOCABULARY—Read the first paragraph of "The Coming of the Inuit People" aloud. Call attention to the Core Vocabulary term *northern lights*, and explain its meaning.

Call on student volunteers to read the last two paragraphs on page 14.

CORE VOCABULARY—Read the first paragraph on the top of page 16 aloud. Call attention to the Core Vocabulary term *ancestor* as it is encountered in the text, and explain its meaning.

SUPPORT—Call attention to the pronunciation key for the word *Inuit*. Encourage students to correctly pronounce the word.

CORE VOCABULARY—Read the remainder of the section aloud.

Call attention to the Core Vocabulary term *caribou* as it is encountered in the text, and explain its meaning.

After you read the text, ask the following questions:

EVALUATIVE—How are the Inuit different from Native Americans?

- » Unlike Native Americans, the Inuit are not directly related to the hunter-gatherers who came from Beringia.

LITERAL—Who taught the Inuit how to make bows and arrows for hunting?

- » The Inuit learned how to make bows and arrows for hunting from peoples who lived in northern Asia about two thousand years ago.

Scaffold understanding as follows:

CORE VOCABULARY—Read the first paragraph of the section "Living in the Arctic" aloud. Call attention to the Core Vocabulary term *hide*, and explain its meaning.



Call on student volunteers to read the remainder of the section aloud.

After students read the text, ask the following questions:

LITERAL—How did the Inuit travel by sea? How did they travel by land?

- » They used kayaks on the sea and sleds on land.

LITERAL—Why did some Inuit groups travel to Canada and Greenland?

- » The Inuit groups traveled to Canada and Greenland to follow whales.

"A Year in the Life of the Inuit," Pages 18–19



to how the Inuit live.

Scaffold understanding as follows:

CORE VOCABULARY—Preview the Core Vocabulary term *igloo*, and explain its meaning.

Ask students to read the section "A Year in the Life of the Inuit" quietly to themselves or with a partner.

SUPPORT—Call attention to the pronunciation key for the term *igloo* in the first paragraph. Encourage students to correctly pronounce the word.

CORE VOCABULARY—Review the Core Vocabulary term *fuel*, and explain its meaning. Ask students to give examples of fuel.

SUPPORT—Display World Map AP 1.1 and point to where the Inuit lived. Talk about how their geographical position affected the climate they lived in, especially the changes in the seasons. Call attention to the image on page 19, and read the caption aloud. Explain to students that the Inuit relied upon their surroundings for survival. This meant that they had to adapt to the changes in season.

After students read the text, ask the following questions:

LITERAL—What type of shelter did the Inuit live in during the winter? What type of shelter did they live in during the summer? What type of shelter did they live in during the fall?

- » In the winter they lived in igloos. In the summer, they lived in tents. In the fall, they lived in rock-lined pits covered with earth.

LITERAL—What animals did the Inuit hunt?

- » The Inuit hunted caribou, fish, whales, seals, and walruses.

EVALUATIVE—Why did the Inuit travel to and live in different regions during the different seasons of the year?

- » They followed the food, hunting caribou in the summer and seals, walruses, and whales in the fall.

Timeline

- Show students the Chapter 3 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What were the differences between life in the summer and life in the winter for the Inuit?”
- Post the image cards under the dates referencing the 2000s BCE and the 1000s CE; refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 5 MIN

Ask students to do one of the following:

- **Turn and Talk**—Tell a partner the answer to the Big Question, “What were the differences between life in the summer and life in the winter for the Inuit?” Key points students should cite include: In the winter, the Inuit lived in igloos and hunted caribou and seal. When the temperatures warmed up and the ice thawed, the Inuit fished for trout in streams, scavenged for plants and berries, and lived in tents made from animal hides.
- Choose one of the Core Vocabulary words (*northern lights, ancestor, caribou, hide, igloo, or fuel*), and say a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Ancestral Pueblo and Mound Builders

The Big Question: How would you compare the settlements built by the Ancestral Pueblo to those built by the Mound Builders?

Primary Focus Objectives

- ✓ Describe the accomplishments and way of life of the Ancestral Pueblo and the Mound Builders. **(RI.3.2)**
- ✓ Compare the Ancestral Pueblo and the Mound Builders. **(RI.3.1)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *cliff dweller, canyon, Pueblo, adobe, mineral, and mound.* **(RI.3.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Ancestral Pueblo and Mound Builders”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1
AP 4.1

- Display copy of World Map (AP 1.1)
- Display and individual student copies of Native American Culture Regions (AP 4.1)
- Use this link to download the CKHG Online Resources for this unit, where specific links about ancestral Pueblo culture may be found:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

cliff dweller, n. a person who lives on a rock ledge or cliff wall, such as a member of the Ancestral Pueblo people **(20)**

Example: The cliff dweller climbed a ladder to his home on the side of a cliff.
Variation(s): cliff dwellers

canyon, n. a deep valley between mountains, cut through the rock by river water (20)

Example: A river ran through the bottom of the canyon, and steep cliffs rose along its sides.

Variation(s): canyons

Pueblo, n. a group of Native American people who live in the American Southwest (23)

Example: Many of the Pueblo live in New Mexico and are descendants of cliff dwellers.

adobe, n. a type of brick made from sundried clay (25)

Example: The Pueblo used adobe to build their towns.

mineral, n. a naturally occurring substance found in Earth's crust (26)

Example: Minerals in the soil help plants grow tall and healthy.

Variation(s): minerals

mound, n. a large, rounded pile (27)

Example: The ancient people who lived along the Mississippi River built huge mounds at the centers of their towns.

Variation(s): mounds

THE CORE LESSON 25 MIN

Introduce “Ancestral Pueblo and Mound Builders”

5 MIN

Activity Pages



AP 4.1

AP 1.1



Distribute copies of Native American Culture Regions (AP 4.1) to students, and display World Map (AP 1.1). Have students refer to World Map (AP 1.1) to identify the area of Native American Culture Regions (AP 4.1). Review with students the map and map key on Native American Culture Regions (AP 4.1), and answer the first question as a review of the native people they read about in Chapter 3. Point out the other two names of Early Americans in the map key, as well as their locations on the map. Explain to students that they will be reading about the cultures of the Ancestral Pueblo and the Mound Builders in this chapter. Explain to students that this chapter features a fictional narrative from the perspective of an Ancestral Pueblo boy. Call attention to the Big Question, and encourage students to look for ways the settlements of the Ancestral Pueblo and the Mound Builders were both similar and different.

Guided Reading Supports for “Ancestral Pueblo and Mound Builders” 20 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Meet the Cliff Dwellers” and “Dry Years,” Pages 20–24

Activity Page



AP 4.1

Chapter 4
Ancestral Pueblo
and Mound Builders

The Big Question: How would you compare the structures built by the Ancestral Pueblo to those built by the Mound Builders?

Vocabulary:

- cliff dweller: A person who lives on rock ledges or cliffs, such as a member of the Ancestral Pueblo people.
- canyon: A deep valley between mountains; cut into the earth by a stream.

Page 20

Meet the Cliff Dwellers It is late in the day. A young boy stands and watches the world around him. He is waiting for his father to return from a hunting and trading trip. The boy will be glad to see him.

At the boy watches, he hears the rhythmic sound of his sister grinding corn for the evening meal. He hears his other sisters making baskets and decorating clay pots.

His mother sings with a clear, sweet voice that echoes through the canyon below. Maybe their father will hear her and hurry home.

Down at the creek, his mother fills the water jar. His little brother is there too, playing in the still water. The boy knows that in years like this, when it rains a lot, the creek swirls and rushes over the flat stones. Also in wet years,



Page 21

Things were like small towns.

During the wet years, corn was plentiful.

The winter brings snow to the high country, where they live. Then the corn grows tall and the squash grows thick. The rooms where the food is stored are filled with jars of beans and baskets of corn.

Dry Years

But some years the winter snows and summer rains don't come. In those years, his parents worry whether there will be enough food for their village. When it's dry, his father worries he won't find many animals when he goes hunting. In the dry years, the animals have less water to drink and more plants to eat.

Page 22

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The winter brings snow to the high country, where they live. Then the corn grows tall and the squash grows thick. The rooms where the food is stored are filled with jars of beans and baskets of corn.

But some years the winter snows and summer rains don't come. In those years, his parents worry whether there will be enough food for their village. When it's dry, his father worries he won't find many animals when he goes hunting. In the dry years, the animals have less water to drink and more plants to eat.

Scaffold understanding as follows:



SUPPORT—Have students refer to Native American Culture Regions (AP 4.1) and locate the Ancestral Pueblo. Explain to students that the beginning of this chapter takes place in the American Southwest.

CORE VOCABULARY—**Read the first two paragraphs of the section “Meet the Cliff Dwellers” aloud.** Call attention to the Core Vocabulary terms *cliff dweller* and *canyon* as they are encountered in the text, and explain their meanings.

Call on a student volunteer to read the last paragraph of the section aloud.

Read the first four paragraphs of the section “Dry Years” on pages 22–23 aloud.

CORE VOCABULARY—**Call attention to the Core Vocabulary term *Pueblo* as it is encountered in the text, and explain its meaning.**

SUPPORT—Call attention to the pronunciation key for *Pueblo* on page 23. Encourage students to correctly pronounce the word.

SUPPORT—Display AP 4.1, and indicate the approximate location of the “Four Corners” of Arizona, New Mexico, Utah, and Colorado.

Call on student volunteers to read the remainder of the section aloud.

SUPPORT—Have students revisit the image of cliff dwellings on page 21, and read the caption aloud. Point out to students how the homes were built into the side of the cliff.

After students read the text, ask the following questions:

LITERAL—What are cliff dwellers?

- » Cliff dwellers are people who built their homes beneath or on the sides of cliffs.

The boy's grandmother is the oldest person in the village. She says that there have always been wet summers and winters with lots of snow—and also winters and summers when it was dry. But now she says that there seem to be more dry years than ever before. What is happening? The people don't know, but they are worried.

Now smoke from the evening fire cuts through the upper room of the cliff dwelling. The boy's mother and father will not return tonight. Maybe he had to hunt so far from the village that he camped along the trail. Maybe he has found a place where the land is rich and the water is clear, where the people can build a new home. The boy will have to wait for news. He climbs down a ladder to join his grandmother, mother, sisters, and little brother.

The young boy in this story lived one thousand years ago. His people were the ancestors of the Pueblo people, a Native American group that today live in an area called the Four Corners. This is where the present day states of Arizona, New Mexico, Utah, and Colorado meet.

The boy's home was a village built into the side of a cliff, high above the stream at the canyon bottom.

Rooms were stacked on top of each other like an apartment building under the overhanging cliffs. Ladders connected the different levels of the cliff dwellings.

There, villagers went about their work. They wove clothing. They

of animal hide and yucca. Yucca is a

Page 23

23

Vocabulary
Pueblo, n. a group
of Native Americans
who live in villages
in the American Southwest.

The young boy in this story lived one thousand years ago. His people were the ancestors of the Pueblo people, a Native American group that today live in an area called the Four Corners. This is where the present day states of Arizona, New Mexico, Utah, and Colorado meet.

The boy's home was a village built into the side of a cliff, high above the stream at the canyon bottom.

Rooms were stacked on top of each other like an apartment building under the overhanging cliffs. Ladders connected the different levels of the cliff dwellings.

There, villagers went about their work. They wove clothing. They

of animal hide and yucca. Yucca is a

LITERAL—Who are the Pueblo?

- » The Pueblo are Native Americans who live in the Four Corners area of the United States.

"The Ancestral Pueblo," Pages 24–25

Scaffold understanding as follows:

Ask students to quietly read the section "The Ancestral Pueblo" to themselves or a partner.

After students read the text, ask the following questions:

LITERAL—Who were the Ancestral Pueblo?

- » The Ancestral Pueblo were a cliff-dwelling people who lived in the American Southwest nearly two thousand years ago. They are the ancestors of the Native Americans who now live in the Southwest of the United States.

LITERAL—What did the Ancestral Pueblo eat?

- » The Ancestral Pueblo hunted game and raised crops such as corn, beans, and squash. They also gathered other plants to eat.

"Ancestral Pueblo Villages" and "What Happened to the Ancestral Pueblo?," Pages 25–27

Scaffold understanding as follows:

CORE VOCABULARY—Read the section "Ancestral Pueblo Villages" aloud. Call attention to the Core Vocabulary term *adobe* as it is encountered in the text, and explain its meaning.

SUPPORT— Call attention to the pronunciation key for the word *adobe*. Encourage students to correctly pronounce the word.

Call on a student volunteer to read the first paragraph of the section "What Happened to the Ancestral Pueblo?" on page 26.

CORE VOCABULARY—Read the remainder of the section aloud.

Call attention to the Core Vocabulary term *mineral* as it is encountered in the text, and explain its meaning.

The first native people of the Americas who raised corn lived in Mexico about seven thousand years ago. Over time, various groups of people in the Americas, such as the Ancestral Pueblo, also added corn to the crops they grew.

Because they grew corn, they could grow crops for part of the year; they set up farming villages. As well as corn, they grew beans and squash. But they did continue to hunt and to gather wild plants.

Women and girls had the job of raising crops and gathering wild plants. Men still mostly hunted and traded.

Ancestral Pueblo Villages

As the population grew, the Ancestral Pueblo spread over a wide area in the Southwest. They began building villages in several different places, which were often like the one the boy in the story lived in. They made some buildings with stone or adobe ("ah-doh-beh"), which was made of clay. All of the buildings included places for sleeping and for storing food. They also had places for meetings, religious ceremonies, and celebrations. Outdoor plazas or porches connected to the houses. The style of building was two or three stories high. The flat roof of one story formed the porch for the story above. Ladders connected each level.

The Ancestral Pueblo also built paths and trails to connect the settlements where they lived. With other groups, they traded pottery, woven goods, jewelry, and tools.

Page 25

25

Vocabulary
adobe, n. a type
of brick made from
sun-dried mud.

Page 25

Activity Page

AP 4.1

What Happened to the Ancestral Pueblo?

For hundreds of years, the Ancestral Pueblo lived as cliff dwellers in an area of the Four Corners. Suddenly, they were gone. What happened? We don't know. Scientists have several different ideas.

Farming can be very hard. Plants need light, warmth, and water to grow. They also need minerals in the soil to be healthy. Over many years, the Ancestral Pueblo may have worn out the soil.

The weather also may have changed. Without enough rainfall, it is difficult to grow food to eat. The animals used for food struggle to survive, too.



Vocabularies
mineral... a naturally occurring substance found in Earth's crust

Page 26

SUPPORT—Have students revisit Native American Culture Regions (AP 4.1). Answer the second question on the activity page as a class.

After you finish reading the text, ask the following questions:

LITERAL—What is adobe, and how did the Ancestral Pueblo use it?

- » Adobe is a type of brick made from sundried clay. The Ancestral Pueblo used adobe to build their homes, in addition to plazas, meeting places, and places for celebrations and worship.

LITERAL—How might a change in climate have caused the Ancestral Pueblo to leave their homes?

- » Without enough rainfall, the Ancestral Pueblo would not have been able to grow food, and the animals they depended on for food would have died.

"The Mound Builders," Page 27

Scaffold understanding as follows:

CORE VOCABULARY—Preview the Core Vocabulary term **mound**, and explain its meaning. Draw an example of a mound on the board or chart paper, or create a mound of school supplies, to illustrate the concept. Ask students to read this section quietly to themselves or a partner.

 **SUPPORT**—Have students refer to Native American Culture Regions (AP 4.1) and locate the Mound Builders. Explain to students that the area once occupied by the Mound Builders is now in the present-day American Midwest and Southeast. You may also display a copy of AP 1.1 to designate the approximate locations of the American Midwest and Southeast in the context of the world map.

After students read the text, ask the following questions:


 **LITERAL**—In what parts of North America did most of the Mound Builders live?

- » Most of the Mound Builders lived in the American Midwest and Southeast.

LITERAL—About what time did the Mound Builder civilization first begin?

- » The Mound Builder civilization began about 2,800 years ago, about the time of the ancient Greek civilization.

LITERAL—What crops did the Mound Builders grow?

- » The Mound Builders grew corn, squash, and beans.

Activity Page

AP 1.1

Something made the Ancestral Pueblo leave their cliff dwellings and move. We may never know exactly what it was. Today, the Pueblo people who live in small groups throughout the Southwest carry their roots to the Ancestral Pueblo, the cliff dwellers of long ago.

The Mound Builders

Just as the Ancestral Pueblo did, other ancient Native Americans learned to live in a way that seems very mysterious to us today. One such group of people was called the **Mound Builders**. They once lived near rivers, but what is now the Midwest and in the Southeast had a very dry climate. This was about the same time as the civilization of ancient Greece.

Building a Town

Let's watch the Mound Builders as they build a town. Using baskets, they collect dirt and heap it up into huge piles to form flat-topped mounds. The tallest mounds are several stories high! Then they put buildings on top of the mounds. The buildings have stone walls and roofs.

Page 27

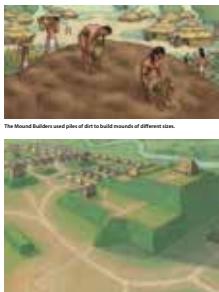
“Building a Town,” Pages 27–29

The Mound Builders’ villages stretched along the Mississippi River Valley. Their villages spanned from the present-day states of Ohio, Wisconsin, and Minnesota to Louisiana and the southeastern United States.

What happened to the Ancestral Pueblo cliff dwellers is still a mystery. We do, however, know what happened to some of the Mound Builders. The cities of the Mound Builders lasted for hundreds of years. During this time some groups of Mound Builders became powerful, while others were weaker. Then came the arrival of European explorers in the 1500s. The people of the Mississippi Valley could not fight off the germs and diseases carried by the Europeans. In a very short time, they began to die rapidly.

Survivors of the Mound Builders became the Native American nations known today as the Creek, the Cherokee, and the Choctaw. In the late 1600s, French explorers saw the last Mound Builder city in what is now Mississippi. It was ruled by a wealthy, powerful king. But by the early 1700s, this city was gone, too.

Page 28



The Mound Builders used piles of dirt to build mounds of different sizes.

Page 29

29

Scaffold understanding as follows:

Read the first two paragraphs of “Building a Town” aloud.

SUPPORT—Call attention to the image of the Mound Builder village on page 29, and read the caption. Explain to students that the mounds were very important to the Mound Builders for a number of reasons. They were used for ceremonies and also to show social status.

Ask students to read the remainder of the section quietly to themselves or a partner.

After students read the text, ask the following questions:

LITERAL—Why did many Mound Builders die?

- » The germs and diseases carried by the Europeans killed many of the Mound Builders.

 **LITERAL**—What happened to the survivors of the Mound Builders?

- » The survivors of the Mound Builders became Native American nations known today as the Cherokee, Creek, and the Choctaw.

Timeline

- Show students the Chapter 4 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How would you compare the settlements built by the Ancestral Pueblo to those built by the Mound Builders?”
- Post the image cards under the dates referencing the 700s BCE and 100 BCE; refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 5 MIN

Ask students to do one of the following:

-  **Turn and Talk**—Tell a partner the answer to the Big Question, “How would you compare the settlements built by the Ancestral Pueblo to those built by the Mound Builders?” Key points students should cite include: Both the Ancestral Pueblo and the Mound Builders built complex civilizations and structures. They grew corn, beans, and squash, and also hunted game. The Ancestral Pueblo were cliff dwellers, while the Mound Builders built

their towns and living quarters on huge mounds they created. Although we do not know what happened to the Ancestral Pueblo, we do know what happened to the Mound Builders.

- Choose one of the Core Vocabulary words (*cliff dweller, canyon, Pueblo, adobe, mineral, or mound*), and say a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Domain Vocabulary: Chapters 3–4 (RI.3.4)

15 MIN

Activity Page



AP 4.2

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 3–4 (AP 4.2)

Distribute copies of Domain Vocabulary: Chapters 3–4 (AP 4.2) to students. Explain the directions to students. You may choose to assign Domain Vocabulary: Chapters 3–4 as an in-class activity or have students complete the assignment for homework.



Ancestral Pueblo Virtual Field Trip (RI.3.7, W.3.1)

30 MIN

Materials Needed: Internet access or images downloaded and printed from I Love History website



Background for Teachers: Prepare for the virtual field trip by previewing the text and images at the I Love History “Ancestral Pueblo Culture (Anasazi)” website, as well as the information and images for “Living Underground” and “Multi-Family Living.” Use this link to download the CKHG Online Resources for this unit, where the specific links for the Ancestral Pueblo Virtual Field Trip may be found:

www.coreknowledge.org/ckhg-online-resources

If your classroom does not have Internet access, consider going online and downloading and printing the various images before class. Post the images around the classroom, and conduct a gallery walk through the room.

Begin the virtual tour by explaining the context of the activity to students. Tell students that in this activity, they will have the opportunity to get a closer look at the way the Ancestral Pueblo once lived. Have students quickly brainstorm the information they recall about the Ancestral Pueblo.

Display the “Ancestral Pueblo Culture (Anasazi)” website. Read the first section, “A big shift!,” aloud. Call attention to the image of Hovenweep, Utah. Ask students the question in red, “How do you think life would change when people stopped roaming and settled down to farm?” Students may respond that settling down to farm made it possible for people to begin building permanent homes and towns. Over time, these homes and towns would become more advanced and complex.

Continue reading the section “What was life like?” and call attention to the image of the Ancestral Pueblo structure on the right. After reading the section, display for students the “Living Underground” page. Tell students that they will now get a closer look at Ancestral Pueblo pithouses. Read through the content and pause to discuss each image. Ask students the questions at the bottom of the page:

- What are the advantages of a pithouse or dugout? What are the disadvantages?
- How are these houses like your house? How are they different?

Continue to the “Multi-Family Living” page. Tell students they will now get a closer look at the style of housing the Ancestral Pueblo built after pithouses. Read through the content and pause to discuss each image.

Return to the “Ancestral Pueblo Culture (Anasazi)” page, and read through the remaining sections. Pause to discuss each image.

At the end of the Ancestral Pueblo Virtual Tour, have students write a short paragraph (three to five sentences) explaining what they found most interesting about the information discussed in the activity. Time permitting, allow students to share their responses with the class.



Hopewell Virtual Field Trip (RI.3.7, W.3.1)

30 MIN

Materials Needed: Internet access



Background for Teachers: Prepare for the virtual field trip by previewing the images at the Hopewell Culture Photo Gallery and the National Parks Service Museum Collection websites. Use this link to download the CKHG Online Resources for this unit, where the specific links for the Hopewell Virtual Field Trip may be found:

www.coreknowledge.org/ckhg-online-resources

Note to Teachers: Before conducting this activity, tell students that modern archaeologists must work very carefully with Native American groups, whose ancestral sites often include sacred burial grounds and artifacts that must be protected and, in many cases, left undisturbed.

Begin the virtual tour by explaining the context of the activity to students. Tell students that in this activity, they will have the opportunity to get a closer look at Mound Builder culture by taking a virtual field trip to Hopewell Culture National Historic Park located in Ohio. Have students quickly brainstorm the information they recall about the Mound Builders.

First display for students images from the Hopewell Culture Photo Gallery, beginning with photos from the gallery “Media Quality Centennial Photos.” Share with students the images of Simmering Mounds and of archaeology fieldwork. Discuss with students the size and scope of the mounds. Remind students that mounds served many purposes. They were used for ceremonies,

and people of higher social status lived on the tallest mounds. Proceed to the next group of photos, “Artistic Shots of Mound City Group,” and share each photo with students, pausing to discuss each one. Finally, share with students the gallery “Mound City Group ‘North 40’ archeology dig.” Discuss with students the importance of archaeological discovery. Archaeologists excavate, or dig up, areas in and around the Hopewell site. They do this in the hopes of finding artifacts left behind by the Mound Builders. These artifacts share important clues about the way the Mound Builders once lived.

After viewing the photo gallery, progress to the Museum Collection. (If the Museum Collection screen comes up blank, click “advanced search” under the search bar. Then select “Hopewell Culture” from the Select a Park dropdown menu.) Select five to seven artifacts to share with students. You may ask students for feedback about which artifacts they find the most interesting or select several artifacts prior to the start of the activity. Read each artifact description aloud and discuss the use or purpose of each artifact.

At the end of the Hopewell Virtual Field Trip, allow students a few minutes to write a short paragraph (three to five sentences) about what they learned and found most interesting during the activity. Time permitting, allow students to share their responses with the class.

CHAPTER 5

After the Ancestral Pueblo

The Big Question: What are some of the reasons why some Native American groups moved from place to place?

Primary Focus Objectives

- ✓ Describe the ways of life of the Hopi, Zuni, Navajo, Apache, and Comanche. (**RI.3.2**)
- ✓ Locate the Native American nations of the Southwest. (**RI.3.1**)
- ✓ Identify and describe Native American artwork including Hopi kachina dolls and Navajo blankets, rugs, and sand paintings. (**RI.3.7**)
- ✓ Understand the meaning of the following domain-specific vocabulary: *mesa* and *game*. (**RI.3.4**)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About After the Ancestral Pueblo and Mound Builders”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1

AP 4.1

AP 5.1

- World Map (AP 1.1)
- Display and individual student copies of Native American Culture Regions (AP 4.1)
- Individual student copies of Design a Navajo Rug (AP 5.1); colored pencils or crayons
- Internet access to images of Native American art, available at:
www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

mesa, n. from the Spanish word for table, a rocky, flat-topped hill (**32**)

Example: We visited a Pueblo village on a high mesa.

Variation(s): mesas

game, n. animals that are hunted for sport or for food (33)

Example: Many Native Americans traveled to new places looking for game.
Variation(s): ancestors

THE CORE LESSON 25 MIN

Introduce “After the Ancestral Pueblo”

5 MIN

Activity Page



AP 4.1

Begin the lesson by reviewing the information students learned in Chapter 4. Have students refer to Native American Culture Regions (AP 4.1) and identify the locations of the Ancestral Pueblo and the Mound Builders. Have students share what they recall about both of these early native peoples.

Explain to students that today they will be learning about Native Americans after the Ancestral Pueblo who lived in the Southwest. Call attention to the Big Question, and encourage students to look for reasons why some Native American groups moved from place to place.

Guided Reading Supports for “After the Ancestral Pueblo”

20 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Pueblo” and “The Hopi and the Zuni,” Pages 30–33

Chapter 5
After the Ancestral
Pueblo

The Pueblo Native people and their descendants are the descendants of the Ancestral Pueblo cliff dwellers. Today, these people live in the American Southwest.

In Spanish, the word *pueblo* means village. In the 1500s and 1600s, the first Spanish explorers arrived in the Southwest. There they met the native people. The Spanish named these people for the villages where they had lived and farmed for hundreds, even thousands, of years.

Pueblo villages look like they're modeled after Ancestral Pueblo cliff dwellings. Like the Ancestral Pueblo, the Pueblo built apartment-style homes out of adobe bricks.

This is one reason scientists feel certain that the Pueblo people are related to the ancient Ancestral Pueblo cliff dwellers.

Page 30

Scaffold understanding as follows:

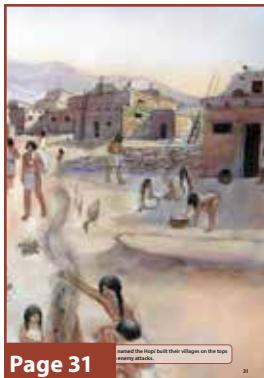
Call on student volunteers to read the first two paragraphs of the section “The Pueblo” aloud.

CORE VOCABULARY—Read the remainder of the section

“The Pueblo” aloud. Call attention to the Core Vocabulary term *mesa* as it is encountered in the text, and explain its meaning.

Read the first paragraph of the section “The Hopi and the Zuni” aloud.

SUPPORT—Call attention to the pronunciation key for *Hopi* on page 32. Encourage students to correctly pronounce the word.



Page 31

Activity Page



AP 1.1

AP 4.1

Like the ancient Ancestral Pueblo, the Hopi built houses with different levels connected by ladders.

Nineteen Pueblo villages still exist. They can be found on the high mesas (mesah'uh), in the deep canyons, and along the river valley of New Mexico. All Pueblo villages share many traditions passed down from their ancestors. But each separate village also has its own special customs.

Hopi and the Zuni

The Hopi (hoop'ee) are Pueblo people. They stayed in the high desert or on the plateau areas of Arizona, just like their ancestors. They built villages on the high mesas. There they grew corn. The word Hopi comes from a phrase

Page 32

SUPPORT—Call attention to the images on pages 30–32, and read the captions aloud. Have students compare these Hopi dwellings with the Ancestral Pueblo dwellings in Chapter 4 on pages 20–21. Guide them to notice the similarities in building materials and structures.

Read the last paragraph of the section “The Hopi and the Zuni” aloud.

SUPPORT—Call attention to the pronunciation key for *Zuni* on page 33. Encourage students to correctly pronounce the word.

SUPPORT—Display World Map (AP 1.1) and Native American Culture Regions (AP 4.1). On each map, locate the approximate regions where the Hopi and the Zuni live.

After you read the text, ask the following question:

LITERAL—What is one reason archaeologists think the Pueblo are the descendants of the Ancestral Pueblo?

- » Pueblo villages look like they’re modeled on the Ancestral Pueblo cliff dwellings.

LITERAL—What does the word *Hopi* mean?

- » The word *Hopi* means “the peaceful people.”

SUPPORT **LITERAL**—Where do the Hopi people live today?

- » The Hopi people live in Arizona.

LITERAL—What makes the Zuni people different from other Pueblo groups?

- » The Zuni do not share a language with the other Pueblo groups.

“The Navajo,” Pages 33–34

Scaffold understanding as follows:

CORE VOCABULARY—**Read the first paragraph of “The Navajo” aloud.** Call attention to the Core Vocabulary term *game*, and explain its meaning.

Read the second paragraph of the section “The Navajo” aloud.

SUPPORT—Call attention to the pronunciation keys for *Navajo* and *Diné*. Encourage students to correctly pronounce the words.

Page 33



Page 34

Ask students to read the remainder of the section quietly to themselves or a partner.

SUPPORT—Call attention to the image on page 34, and read the caption aloud. Explain that the Spaniards drastically changed the way of life of the Navajo by introducing sheep to their culture. Raising sheep led the Navajo to live a more settled life. It also gave rise to their fantastic weaving, an important part of Navajo art to this day.

After students read the text, ask the following questions:

LITERAL—What are some of the different reasons that groups of Native Americans migrated over tens of thousands of years?

- » They migrated because of climate changes, to find more or better land, and to escape enemies.

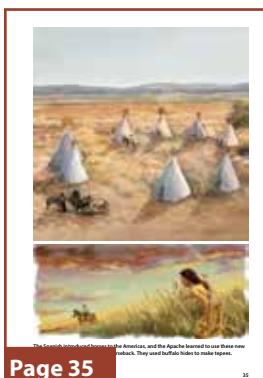
 **LITERAL**—Where did the Navajo originally come from?

- » The Navajo originally migrated to the Southwest from Canada.

LITERAL—How did life change for the Navajo people after 1600?

- » The Navajo began to raise sheep and to make things from fleece. As a result, they became more settled.

"The Apache and the Comanche," Pages 34–37



Page 35

Scaffold understanding as follows:

Read the title of the next section "The Apache and the Comanche" aloud.

 **SUPPORT**—Call attention to the pronunciation key for *Apache* on page 34. Encourage students to correctly pronounce the word. Also call attention to the pronunciation key for *Comanche* on page 36, asking students to repeat the pronunciation correctly.

Ask students to quietly read this entire section to themselves or a partner.

SUPPORT—Call attention to the images on page 35, and read the caption aloud. Explain to students that the Spaniards did not change the way of life just for the Navajo; they also changed the way of life for the Apache. The Apache began riding horses, which eventually became an important part of their daily life and culture.

SUPPORT—Call attention to the image on page 36, and read the caption aloud. Explain to students that the Comanche, like the Apache, also adopted the horse as a part of their daily life and culture.



Page 36

Unfortunately, the "hatchet" wasn't really "buried." Not all the Apache made peace. Nor did the Europeans or their descendants leave them alone. All through the 1800s, the Apache were at war with other Native Americans and with various settlers. They fought against the Mexicans, the Spanish, and finally the Americans. One of the most famous Apache leaders was Geronimo, who fought to save his people's land.
Today several Apache groups live in the southwestern United States. The Comanche mostly live in Oklahoma.

Page 37

After students read the text, ask the following questions:

LITERAL—How did the Apache use the horses brought to the Americas by the Spanish?

- » The Apache rode the horses to follow the buffalo and to raid villages and forts.

LITERAL—Why were the Apache often at war?

- » The Apache had to defend their land against other Native Americans and the Spanish, as well as against Mexican and American settlers.

LITERAL—What does it mean to "bury the hatchet"?

- » To "bury the hatchet" means to stop fighting or arguing. (**Note:** This term comes from an Apache tradition of burying an actual hatchet as a sign of peace.)



LITERAL—Where do many of the Apache and Comanche live today?

- » Today, the Apache live in the Southwestern United States. The Comanche live mostly in Oklahoma.

Timeline

- Show students the Chapter 5 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: "What are some of the reasons why some Native American groups moved from place to place?"
- Post the image cards under the dates referencing the 1500s and 1600s: refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 5 MIN

Ask students to do one of the following:

- **Turn and Talk**—Tell a partner the answer to the Big Question, "What are some of the reasons why some Native American groups moved from place to place?"
 - » Key points students should cite include: Some Native American groups moved from place to place in search of food, following different game. Others moved when the climate changed, when they found better land, and/or when they were attacked by enemies.

- Choose one of the Core Vocabulary words (*mesa* or *game*) and say a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



Native Artwork of the Southwest (RI.3.7)

45 MIN

Materials Needed: Internet access

Alternate Art Activity for Native Artwork of the Southwest: If you do not have access to the Internet, you can purchase the *Core Knowledge Curriculum Series™ Art Resource Packet for Grade 3*, available at:

www.coreknowledge.org/store



Background for Teachers: Prior to the Native Artwork of the Southwest activity, view the selected images of the Heard Museum Navajo rug, Smithsonian Institute Navajo blanket, Navajo sand paintings, and the Britannica Kids Hopi kachina dolls. Use this link to download the CKHG Online Resource for this unit, where the specific links for these images may be found:

www.coreknowledge.org/ckhg-online-resources

Begin the Native Artwork of the Southwest activity by explaining the context of Native American artwork. Spirituality is a part of nearly every aspect of Native American culture, including its objects. Virtually all historical Native American art had some sort of sacred connection, even items created for everyday use. While working, the artist typically gave thanks to the spirits for the natural materials and also looked for divine guidance during the artistic process. Native Americans believe that the spirit resides within the completed object, endowing it and, by extension, its owner with special powers. Abstract designs appear on much of Native American art. Different shapes and colors have special meanings. Images, as well as colors, typically reference the natural and spiritual world.

Explain to students that they will have the opportunity to look at four different works of Native American art, two with mostly functional purposes and two created for purely decorative or spiritual purposes.

First display the image of the Navajo rug featured on the Heard Museum web page. Allow students to view the rug in its entirety before zooming in to highlight specific aspects of the weaving. Call attention to the different colors and patterns used in the intricate design. Tell students that this rug was woven in the 1960s in an area called Teec Nos Pos, an area of Arizona where many Navajo still live today.

Have students answer the following Looking Questions about the rug:

- How many colors did the Diné weaver use in this rug?
 - » The weaver used six colors—red, green, white, yellow, brown, and black.

- Is the design symmetrical or asymmetrical?
 - » The design is symmetrical.
- What words would you use to describe the pattern?
 - » Students might describe the pattern as complex, bold, or geometric.

Next, display for students the Navajo blanket featured on the Smithsonian Institute web page. Read the description beneath the image before zooming in for students to see. Call attention to the use of colors and geometric patterns. Then have students answer the following Looking Questions:

- How many colors did the Diné weaver use in this blanket?
 - » The weaver used four colors—red, white, tan, and black.
- Is the design symmetrical or asymmetrical?
 - » The design is symmetrical.
- What words would you use to describe the pattern?
 - » Students might describe the pattern as bold or geometric.

After viewing and discussing the Navajo blanket, display for students the Navajo sand paintings. Read through the paragraphs to the bottom of the first image. Scroll to each picture and pause to allow students to view and comment. Have students compare the colors and symmetry in the sand paintings with those of the rug and blanket.

Finally, display for students the image of Hopi kachina dolls, and read the caption beneath it. Explain to students that the Hopi, and other Pueblo people, believe that kachinas are spirits that move between the spiritual and the real world. Kachina dolls are handmade representations of these spirits that take many forms, including the shapes of animals.

Give students a minute to study the kachina dolls, and then ask the following Looking Questions:

- These kachina dolls were made by Hopi Native Americans. What materials were used to make these dolls?
 - » These dolls are made of fabric, shells, yarn or thread, feathers, wood, and leather.
- What kind of animal does the doll on the far right look like?
 - » Answers will vary, but students should note a resemblance between the doll and cattle or bison because of the shape of the doll's face and the horns.

- In what ways does this kachina doll not look exactly like a real animal?
 - » The doll is wearing clothing, standing upright, and holding a stick or staff and bags in its hands. Explain that kachinas are not animals, but animal spirits.
- How has the artist used the color red to help you notice certain parts on the kachina dolls?
 - » The color red emphasizes the mouth on one doll, the ears of another, and the head/face of the third.
- Why do you think Hopi adults make kachina dolls like these for their children?
 - » Answers will vary. Help students understand that the kachinas, or spirits, are important in the Hopi religion. Kachina dolls help Hopi children understand the spirits, the ceremonies, and the rituals of the Hopi religion.

Once students have had an opportunity to view all four pieces of art, display the following questions. Allow students several minutes to think of answers to the questions. Time permitting, have students share their responses with the class.

1. In what ways are the Navajo rug and Navajo blanket similar? In what ways are they different?
 - » Student responses will vary. Students may note that the blankets use different colors and patterns. Similarities, however, include straight lines and geometric patterns.
2. What is the purpose of Navajo sand painting?
 - » Navajo sand paintings are used in religious ceremonies. They are used to help heal sick people.
3. What is a kachina doll?
 - » A kachina doll is a hand-carved figurine that represents a kachina, a spirit that moves between the spiritual and real world.

Design a Navajo Rug (AP 5.1) (RI.3.7)

15 MIN

Activity Page



AP 5.1

Materials Needed: (1) Sufficient copies of Design a Navajo Rug (AP 5.1); (2) colored pencils or crayons

Distribute copies of Design a Navajo Rug (AP 5.1), and review directions with students. Distribute assorted colored pencils and crayons to students to design and decorate their Navajo-inspired rugs.

CHAPTER 6

After the Mound Builders

The Big Question: What were the key characteristics of the Creek, Seminole, and Cherokee Nations?

Primary Focus Objectives

- ✓ Describe the ways of life of the Creek, Seminole, and Cherokee. (**RI.3.2**)
- ✓ Locate where the Creek, Seminole, and Cherokee live. (**RI.3.1**)
- ✓ Identify and describe other forms of Native American art. (**RI.3.7**)
- ✓ Understand the meaning of the following domain-specific vocabulary: *confederacy, council, clan, and symbol.* (**RI.3.4**)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About After the Ancestral Pueblo and Mound Builders”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 4.1

AP 6.1

- Display and individual student copies of Native American Culture Regions (AP 4.1)
- Individual student copies of Art from Natural Resources (AP 6.1); colored pencils or crayons
- Use this link to download the CKHG Online Resources for this unit, where images and information about Native American art may be found:
www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

confederacy, n. a loosely organized group of states or tribes (**38**)

Example: The Native Americans formed a confederacy to prevent future conflict and war.

Variation(s): confederacies

council, n. group of people who meet to help run a government (40)

Example: The council met once a week to discuss issues in the village.

Variation(s): councils

clan, n. a group of families claiming a common ancestor (41)

Example: Members from each clan were represented at the council meeting.

Variation(s): clans

symbol, n. a picture or object that is a sign for something; for example, the American flag is a symbol of the United States (42)

Example: Sequoyah carefully invented each symbol for the Cherokee language.

Variation(s): symbols

THE CORE LESSON 25 MIN

Introduce “After the Mound Builders”

5 MIN

Activity Page



AP 4.1

Begin the lesson by having students review Native American Culture Regions (AP 4.1). Have students locate the Mound Builders on the map. Explain to students that while many of the Mound Builders died as a result of European diseases, descendants of the Mound Builders continued to live in the region. Call attention to the Big Question, and encourage students, as they read, to look for ways the environment may have impacted how Native Americans lived.

Guided Reading Supports for “After the Mound Builders”

20 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Creek Nation,” Pages 38–40

Scaffold understanding as follows:



CORE VOCABULARY—Read the first two paragraphs of the section “The Creek Nation” aloud. Call attention to the Core Vocabulary term *confederacy*, and explain its meaning.

Call on a student volunteer to read the last paragraph on page 38.

CORE VOCABULARY—Read the first paragraph on the top of page 40 aloud. Call attention to the Core Vocabulary term *council*, and explain its meaning.

Chapter 6
After the Mound Builders

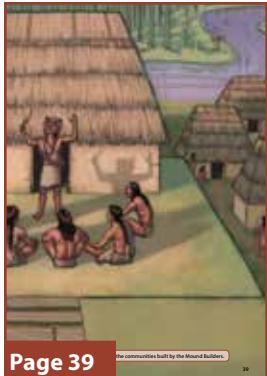
The Creek Nation As you know, the Mound Builders culture declined in the 1300s and 1600s. This happened when Europeans and the germs they carried spread through what is now the southern United States.

Vocabulary
confederacy A loosely organized group of states or tribes.

Mound Builder survivors probably joined other Native American groups in this region who lived in villages and small towns. Some of these groups became the Creek Confederacy, along the Mississippi River.

The Creek Nation formed after the Mound Builder culture broke up, sometime before 1600. Creek communities were a lot like the Mound Builder communities.

Page 38



Page 39

the communities built by the Mound Builders.

Activity Page



AP 4.1

The Creek kept parts of Mound Builder culture. Creek towns had a plaza for ceremonies and games. They had a house where the council met. The chief and the assistant chief lived on the plaza.

Creek towns had their own language. They held the same religious ceremonies. When a town got too big, part of the group would split off and start a new town nearby. In this way, the Creek spread into North and South Carolina, Georgia, Florida, Alabama, Mississippi, and Louisiana.

Creek towns and villages were well-planned. Cattle, hogs, and other livestock were kept in fenced areas. Corn and potatoes were grown on farmland between the villages.

sets, or villages, near larger settlements, or towns.

Page 40

Invite volunteers to read the remainder of the section aloud.

SUPPORT—Call attention to the image at the bottom of page 40, and read the caption aloud. Have students identify similarities between the Creek village in this illustration and the illustrations of the Mound Builder villages on page 29. Like the Mound Builders, the Creek paid special attention to the ways their villages were laid out.

SUPPORT—Display Native American Culture Regions (AP 4.1), and point to the approximate areas where the Creek spread (the states of North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, and Louisiana).

After volunteers read the text, ask the following questions:

LITERAL—When did the Creek Nation begin?

- » The Creek Nation began some time after the Mound Builder culture broke up, before 1600.

LITERAL—How did the Creek Nation spread out? What new regions did the Creek move to?

- » Every time a Creek town became too large, some members split off and formed a new one. Over time, Creek towns existed in North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, and Louisiana.

"The Seminole," Page 41

Scaffold understanding as follows:

CORE VOCABULARY—Preview the Core Vocabulary term clan, and explain its meaning.

SUPPORT—Call attention to the pronunciation key for *Seminole*. Encourage students to correctly pronounce the word.

Direct students to read the paragraph about the Seminole to themselves.

SUPPORT—Use the Native American Culture Regions (AP 4.1) map to locate the states where Seminoles presently live (*Florida and Oklahoma*).

After students read the text, ask the following question:

LITERAL—Every Seminole is a member of one of eight clans, named mostly after different animals, such as Bear, Deer, and Panther. What do Seminoles believe about the names of their clans?

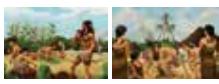
- » Members of each clan believe they are related to the particular animal after which their clan is named. They believe that these animals taught their clan ancestors how to live.

Activity Page



AP 4.1

"The Cherokee" and "Sequoyah," Pages 41–43



The Cherokee lived in small farming communities.

Each group of Cherokee had two chiefs. One chief ruled during peacetime. The other chief ruled during war. The chiefs helped to guide the people and make decisions. But the chiefs did not have complete control over the people. The people had a say in how they were ruled.

Like all other Native American people, the Cherokee told many legends. These legends explained how their world had come into being and how people should live. In the late 1700s and early 1800s, the Cherokee became the only Native American people in the United States who also kept written records.

Sequoyah

The written language of the Cherokee was created by a man named Sequoyah (*ay'kwo'duh*). He was born in the 1770s in Tennessee. Sequoyah became interested in books and papers, which he had seen written in English. He invented a set of symbols for the Cherokee language to be written and great achievement.

Page 42

Activity Page



AP 4.1

Scaffold understanding as follows:

Read the first paragraph of "The Cherokee" aloud.

SUPPORT—Call attention to the pronunciation key for *Cherokee*.

Encourage students to correctly pronounce the word.



SUPPORT—Display Native American Culture Regions (AP 4.1), and note the areas of the Cherokee homeland (western North Carolina, eastern Tennessee, northern Georgia) and the region to which they were forced to move (Oklahoma).

Ask student volunteers to read the remainder of the section "The Cherokee" aloud.

After students read the text, ask the following questions:

LITERAL—Why did Cherokee council houses have seven sides?

- » Cherokee council houses had seven sides to represent each of the seven clans.

LITERAL—Why did Cherokee groups have two chiefs?

- » Cherokee groups had a chief to rule during times of peace and one to rule during times of war.

Read the title of the next section, "Sequoyah," aloud.

SUPPORT—Call attention to the pronunciation key for *Sequoyah*.

Encourage students to correctly pronounce the name.

CORE VOCABULARY—Point out the word *symbol* in the Vocabulary box on page 42, and explain its meaning.

Ask students to read the section titled "Sequoyah" to themselves, referring to the vocabulary box as they read. Direct them to also study the illustration and caption on page 43 after reading.

After students finish reading, ask the following question:

LITERAL—Who was Sequoyah, and why was he important?

- » Sequoyah was a member of the Cherokee. He created a set of symbols so the Cherokee language could be written down.

Page 43



Cherokee Alphabet	
D.	H.
S.	K.
C.	T.
F.	A.
G.	J.
M.	E.
N.	I.
O.	R.
L.	Z.
T.	B.
U.	V.
I.	X.
L.	Y.
W.	Q.
A.	P.
E.	S.
C.	K.
G.	T.
U.	C.

Creating the Cherokee language

43

Timeline

- Show students the Chapter 6 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.

- Review and discuss the Big Question: “How might the environment have had an impact on how Native Americans lived?”
- Post the image cards under the dates referencing the 1500s and 1800s. Refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 5 MIN

Ask students to do one of the following:

- **Turn and Talk**—Tell a partner the answer to the Big Question, “How might the environment have had an impact on how Native Americans lived?” Key points students should cite include: Native Americans adapted to the environment around them. For example, the Cherokee built wood-frame homes using timber, woven vines, and mud because these materials were readily available. Where the soil was fertile, Native Americans planted and grew crops on farmlands during the warmer months.
- Choose one of the Core Vocabulary words (*confederacy, council, clan, or symbol*), and say a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



Other Forms of Native American Art (RI.3.7)

45 MIN

Activity Page



AP 4.1

Materials Needed: Display copy of Native American Culture Regions (AP 4.1) and Internet access

Alternate Art Activity for Other Forms of Native American Art: If you do not have access to the Internet, you can purchase the Core Knowledge Curriculum Series™ Art Resources Packet for Grade 4, available at:

www.coreknowledge.org/store



Background for Teachers: Prior to the Other Forms of Native American Art activity, view the selected image of the Meskwaki bear claw necklace, read the article “More about buffalo hide painting,” study the interactive buffalo robe called “What Story Does It Tell,” and download the PDF worksheet with questions about the interactive buffalo robe. Use this link to download the CKHG Online Resources for this unit, where the specific links for these materials may be found:

www.coreknowledge.org/ckhg-online-resources

Begin the activity by providing context on the Native American artwork for students. In a previous activity, students viewed the artwork of the Southwest.

During this lesson, they will view two different art forms: one from the Plains and the other from the Midwest.

Display Native American Culture Regions (AP 4.1), and point out the locations of the Plains and of the Midwest (the latter is roughly the upper area shaded as Mound Builders). Make sure students recognize that the artworks they will be viewing are not related to the Native American nations they read about in Chapter 6, which were primarily located in the Southwestern United States.

Traditionally, Native American artists relied on local materials for their work. Artists used animal hides, furs, teeth, horns and bone; shells; clay; reeds and grasses; bark and wood; and so on. Materials reflected each nation's specific environment. For example, bears were common in Meskwaki (Fox) territory, while buffalo were more commonly seen by tribes living on the Northern and Southern plains.

Trade with Europeans, and eventually white settlers, had a big impact on Native American art. European traders started coming to what is now North America as early as the 1500s, bringing beads, iron tools, cloth, and metal weapons. The Meskwaki (Fox) and other Woodlands peoples traded animal pelts in return for these non-Native American products.

But trade was not limited to Europeans. Native American nations traded items with one another centuries before conquerors, missionaries, settlers, explorers, and traders came to their lands. As a result of trade, beads made of shells from the Atlantic or Pacific coasts might show up far inland, and exotic tropical bird feathers could show up in the Southwest, having made their way from what is now called South America.

Display for students the image of the Meskwaki bear claw necklace. If possible, cover up any indication that the necklace is made of bear claws. Allow students several minutes to view the artwork before posting the following Looking Questions on the board. Have students record their answers and then share responses as a class.

1. What is this piece of art?
 - » It's a necklace.
2. What do you think the long, graceful pieces along the edge are?
 - » The graceful pieces are bear claws.
3. What parts of the necklace are not found in nature?
 - » The beads are not found in nature.
4. What do you think this necklace might indicate about the person who wore it?
 - » Answers will vary; perhaps he or she was an important person, or the person was "as strong as a bear."

5. Would this necklace be valued and admired? Why or why not?

» Answers will vary. Students may say that the necklace would be valued because it is beautiful; its design is symmetrical. The necklace suggests how difficult the struggles must have been to gather this many bear claws.

Share with students that only great chiefs or warriors would wear this type of necklace. Because the necklace itself was believed to have strong powers, only a man who had special spiritual rights could have assembled it and then endowed the object with the power to protect its owner.

Next, display the Smithsonian Institute article “More about buffalo hide painting.” Read through the article with students. Pause to discuss each image as it is encountered in the text.

After reading the article, display “What Story Does It Tell.” Explain to students that many different images were painted on buffalo robes for many different reasons. This interactive buffalo robe shares what each picture and symbol means.

Enable the “show key” function that labels each symbol with a corresponding number. Use the downloaded worksheet of questions to guide your discussion of the robe with students. Time permitting, select five or six symbols from the buffalo robe. Instruct students to determine what they think each of the symbols means; give them several minutes to discuss their responses. For each symbol, allow students to share their responses aloud before revealing the actual meaning.

Art from Natural Resources (RI.3.7)

15 MIN

Activity Page



AP 6.1

Materials Needed: Sufficient copies of Art from Natural Resources (AP 6.1) and colored pencils or crayons

Distribute copies of Art from Natural Resources (AP 6.1), and read the directions aloud. Distribute colored pencils and crayons. Allow students to color in their drawings of Native American art.

The Eastern Woodlands

The Big Question: What was the purpose of the Haudenosaunee Confederacy?

Primary Focus Objectives

- ✓ Describe the culture and ways of life of the peoples of the Eastern Woodlands. (RI.3.2)
- ✓ Explain why the Haudenosaunee Confederacy was important. (RI.3.1)
- ✓ Identify reasons for the struggle between Native Americans and European Americans. (RI.3.7)
- ✓ Understand the meaning of the following domain-specific vocabulary: *landscape, stalk, wigwam, longhouse, ebb, sachem, and peace pipe.* (RI.3.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Eastern Woodlands”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1

AP 4.1

- World Map (AP 1.1)
- Display and individual student copies of Native American Culture Regions (AP 4.1)
- Use this link to download the CKHG Online Resources for this unit, where the Infinity of Nations Culture Quest may be found:
www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

landscape, n. the physical features of an area (44)

Example: The landscape of the Eastern Woodlands features many trees.

Variation(s): landscapes

stalk, n. the thick stem of a plant (46)

Example: The small girl pulled the ears from the stalk of corn.

Variation(s): stalks

wigwam, n. a domed dwelling made of poles tied together with bark covering the sides, built by the Eastern Woodlands people (47)

Example: The little girl ran inside the opening of the wigwam to greet her sister.

Variation(s): wigwams

longhouse, n. large, rectangular dwelling with doors located at each end and places for fires inside (47)

Example: Several families lived inside of a single longhouse.

Variation(s): longhouses

ebb, v. to move away from the shore (48)

Example: The man watched the water ebb from the beach.

Variation(s): ebbs, ebbing, ebbed

sachem, n. a chief in a Northeastern Native American Nation (49)

Example: Members of the Oneida Nation looked to the sachem for advice.

Variation(s): sachems

peace pipe, n. a ceremonial pipe used by Native Americans (51)

Example: The peace pipe was used for important Haudenosaunee ceremonies.

Variation(s): peace pipes

THE CORE LESSON 25 MIN

Introduce “The Eastern Woodlands”

5 MIN

Activity Pages



AP 4.1

AP 1.1

Begin the lesson by having students review Native American Culture Regions (AP 4.1). Have students locate the Eastern Woodlands on the map. Display World Map (AP 1.1), and show the corresponding region on the central coast of eastern North America. Explain to students that in this lesson, they will be learning about several different Native American groups living in this region. Call attention to the Big Question, and encourage students to look for reasons behind the Haudenosaunee Confederacy as they read the text.

Guided Reading Supports for “The Eastern Woodlands”

20 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Living in the Woodlands” and “The Three Sisters,” Pages 44–46

Chapter 7
The Eastern Woodlands

Living in the Woodlands By the time Columbus landed in 1492, many different native peoples were living in the Eastern Woodlands of North America. The Eastern Woodlands stretched from Lake Superior to the Atlantic Coast.

Vocabulary *landscape*, n. the physical features of an area

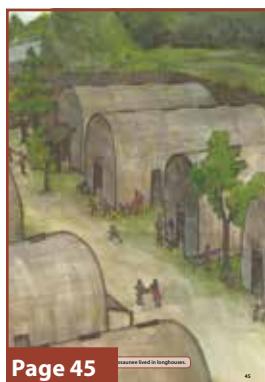
The Big Question What was the purpose of the Haudenosaunee Confederacy?

The landscape of the Eastern Woodlands was mostly forest. Most people lived in clearings near creeks, rivers, lakes, or ponds between forested areas. There was plenty of wood for building and for fuel. There were many big and small animals and birds to hunt. There was almost a year-round supply of fish. There were a lot of roots, berries, and nuts to collect.

The Three Sisters

Besides all the food that was available just outside the door, the land could be cleared in order to plant crops. The soil was rich, even though the growing season was short. Corn, beans, and squash were planted together.

Page 44



Page 45 *Indians lived in longhouses.*

Corns, beans, and squash were grown together and called “the three sisters.”

Vocabulary *stalk*, n. the thick stem of a plant

One Eastern Woodlands people, the Haudenosaunee (*/hoe'dən'ōzə'nē*), called these main crops “the three sisters.” All three crops were planted together.

Corn seeds were planted in rows of little hills, one step apart. Beans were planted between the corn plants. The beans could climb up the corn stalks as they grew taller. Squash was grown in the low areas between the hills. The broad leaves of the squash plants provided shade to stop weeds from growing. The squash plants also kept the ground moist.

Wigwams and Longhouses

The Eastern Woodlands people lived in small villages. They built materials. Around the Great Lakes,

Page 46

Scaffold understanding as follows:

CORE VOCABULARY—Read the section “Living in the Woodlands” aloud.

Call attention to the Core Vocabulary term *landscape*, and explain its meaning. Invite students to describe the landscape of their community and the illustration on pages 44–45.

Read the first two paragraphs of the section “The Three Sisters” aloud.

SUPPORT— Call attention to the pronunciation key for the word *Haudenosaunee*. Encourage students to correctly pronounce the word.

SUPPORT— The word *Haudenosaunee* means “People of the Long House.” The Haudenosaunee are sometimes called the Iroquois, but *Iroquois* is the name given to the Eastern Woodlands people by the French. It is not what the Haudenosaunee call themselves.

CORE VOCABULARY—Read the last paragraph of the section “The Three Sisters” on page 46 aloud. Call attention to the Core Vocabulary term *stalk*, and explain its meaning.

SUPPORT— Call attention to the image on page 46. Use the illustration to explain the interdependent relationship of “the three sisters” as described in the text.

After you read the text, ask the following questions:

INFERRENTIAL— Why were the Eastern Woodlands such a good place for Native Americans to live?

- » The Eastern Woodlands had many sources of water, year-round fishing, small animals to hunt, and other plants to gather.

LITERAL— What were “the three sisters”?

- » The “three sisters” were the three main crops grown by the Haudenosaunee—corn, beans, and squash.

"Wigwams and Longhouses," Pages 46–48



Eastern Woodlands people who lived near the Great Lakes lived in wigwams. people built wigwams. A wigwam had a framework of poles pounded into the ground in a circle. The poles were tied together at the top to make a dome. Bark, reeds, or mats were used for the walls. Fires were built in the middle of the floor. Smoke escaped through a hole at the top.

The Haudenosaunee didn't live in wigwams. They lived in longhouses. These were also made of bentwood poles. The houses looked like long rectangles with a door at each end. There were fire pits in the center of the room. Poles in the roof. Longhouses were about 40 feet long. They could be longer or shorter, depending on how many families lived in them.

Page 47

Vocabulary
wigwam, n., a domed
dwelling made of
bark covering a frame
of bent poles used by
the Eastern Woodlands
people.

longhouse, n., large
rectangular dwelling
with doors located at
each end; used by
Native Americans for fires inside

47

Scaffold understanding as follows:

CORE VOCABULARY—Read the first paragraph of the section

"Wigwams and Longhouses" aloud. Call attention to the Core Vocabulary term *wigwam*, and explain its meaning. Use the image on page 47 to illustrate the definition.

CORE VOCABULARY—Read the last paragraph of the section aloud.

Call attention to the Core Vocabulary term *longhouse*, and explain its meaning. Use the image of a longhouse on page 48 to illustrate the term.

After you read the text, ask the following questions:

LITERAL—What kinds of houses did the native people who lived around the Great Lakes build?

- » The native people built wigwams from forest materials, including wood, reeds, and bark.

LITERAL—Who lived in longhouses?

- » The Haudenosaunee lived in longhouses.

EVALUATIVE—How were wigwams and longhouses similar? How were they different?

- » Both wigwams and longhouses were built using materials found in the forest. Wigwams were dome-shaped, while longhouses were long, rectangular structures.

"The Mahican," Pages 48–49



A longhouse could hold as many as ten families. many families lived in the building. A typical longhouse held ten families with five fire pits.

The Mahican

Another group of Eastern Woodlands Native Americans was the Mahican. Their name comes from moh-he-cn-nuk, meaning great water that is always moving, either flowing or ebbing. This is where the legend says the Mahican crossed over the water that gave them their name. This water, said the legend, was far to the north. There, two lands were nearly connected. Then the Mahican traveled east. They crossed a place that seemed like home. It was the Hudson River.

Page 48

Scaffold understanding as follows:

CORE VOCABULARY—Read the first paragraph of "The Mahican" aloud.

Call attention to the Core Vocabulary term *ebb*, and explain its meaning. Explain to students that *ebbing*, a form of *ebb*, means that water is moving away from the shore.

Invite a volunteer to read the last paragraph of the section on the top of page 49.

After the volunteer reads the text, ask the following question:

LITERAL—What does the name *Mahican* mean? How did this name come to be?

- » The name *Mahican* means "great water that is always moving, either flowing or ebbing." The Mahican crossed many bodies of water before finally settling in the Hudson River Valley.

"The Haudenosaunee Confederacy," Pages 49–51

The Mohawk spent years fighting against neighboring nations. The Mohawk were their bitterest enemies. Both groups became great fighters because of their constant battles with each other!

The Haudenosaunee Confederacy

In the 1500s, there was plenty of food, but not very many people in the rich woodlands of the Northeast. Still, the Woodlands nations quarreled among themselves. They needed to find a way to stop the fighting.

Five nations formed a confederacy—the Haudenosaunee Confederacy. Most of the nations who joined the confederacy lived in what is now New York State. The nations were the Mohawk, the Oneida (oh-nuh-dah-guh'), the Seneca (suh-nuh-kah'), the Oneida (oh-nuh-dah-guh'), and the Cayuga (kay-yoo-gah').

They did this to keep the peace among themselves and unite against enemies. One by one, each chief or sachem (suh-chuhm), agreed to the plan. They knew their survival depended on cooperation.

The confederacy discussed problems and found solutions at council meetings. It also had its own laws.

All adults—men and women—had a voice in making decisions. The women were very good farmers. They produced much of the food that the Haudenosaunee ate. As a result they had a major

Page 49

49

Activity Pages



AP 1.1

AP 4.1



Haudenosaunee Indians discussed common problems at council meetings.

Haudenosaunee men were mighty warriors. They were feared by their Native American and French enemies.

It is sometimes said that the Haudenosaunee Confederacy influenced the contents of the United States Constitution. Even so, several Eastern Woodlands nations, including the Haudenosaunee, sided with the British during the American Revolution. When the United States gained its independence, it was a serious defeat for the Haudenosaunee. They could no longer expect help from the British. They had to try to stop thousands of settlers from seizing their lands on their own.

The strength of the Haudenosaunee Confederacy greatly impressed many people. Some confederacy ceremonies impressed people throughout North America. For example, the Iroquois Confederacy was called the "Great Law of the Iroquois."

Page 50

Scaffold understanding as follows:

Invite a volunteer to read the first paragraph of the section "The Haudenosaunee Confederacy" aloud.

Read the second paragraph of the section aloud.

SUPPORT—Call attention to the pronunciation keys for *Onondaga*, *Seneca*, *Oneida*, and *Cayuga*. Encourage students to correctly pronounce each of these names.

SUPPORT—Use World Map (AP 1.1) or Native American Culture Regions (AP 4.1) to point out the region (upstate New York) where the Haudenosaunee live.

Ask students to read the remainder of page 49 to themselves.

CORE VOCABULARY—Call attention to the pronunciation key for *sachem*. Encourage students to correctly pronounce the word, and explain its meaning.

After students read the text, ask the following questions:

LITERAL—Why was the Haudenosaunee Confederacy formed?

- » The Haudenosaunee Confederacy was formed to keep peace among the Mohawk, Oneida, Seneca, Onondaga, and Cayuga, as well as to unite the nations against their enemies.

LITERAL—Who participated in discussions about problems at the council meetings?

- » All adults—both men and women—participated in discussions.

Invite volunteers to read the remainder of the section on pages 50–51 aloud.

CORE VOCABULARY—Call attention to the Core Vocabulary term *peace pipe* when it is encountered, and explain its meaning.

After volunteers read the text, ask the following questions:

EVALUATIVE—How did an American victory in the American Revolution harm the Haudenosaunee?

- » Many of the Haudenosaunee had alliances with the British. After the American Revolution, the Haudenosaunee no longer received help from the British.

LITERAL—What does the expression “smoking the peace pipe” mean today?

- » The expression “smoking the peace pipe” means to be willing to sit down and calmly talk over something that has been causing trouble and to reach a solution that is fair.

"A Sad Struggle Between Peoples," Page 51



Scaffold understanding as follows:

Invite students to read the section quietly to themselves or with a partner.

After students read the text, ask the following question:

LITERAL—Why did European Americans and Native Americans fight?

- » European Americans and Native Americans had different ways of life. Native Americans were accustomed to getting their food by hunting and gathering over large areas of land or by farming on small amounts of land. The newly arrived European settlers wanted to claim large amounts of land, where the Native Americans were already living, to establish their own farms. In addition to claiming land, Europeans unintentionally brought diseases with them, which also affected the survival of Native Americans. The Native Americans fought to defend their way of life.

Timeline

- Show students the Chapter 7 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: "What was the purpose of the Haudenosaunee Confederacy?"
- Post the image card under the date referencing the 1500s. Refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 5 MIN

Ask students to do one of the following:

- **Turn and Talk**—Tell a partner the answer to the Big Question, "What was the purpose of the Haudenosaunee Confederacy?" Key points students should cite include: the purpose of the Haudenosaunee Confederacy was to maintain peace among the Mohawk, Onondaga, Oneida, Seneca, and Cayuga, as well as to unite against their enemies.
- Choose one of the Core Vocabulary words (*landscape, stalk, wigwam, longhouse, ebb, sachem, or peace pipe*), and say a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Domain Vocabulary: Chapters 5–7 (RI.3.4)

15 MIN

Activity Page



AP 7.1

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 5–7 (AP 7.1)

Distribute copies of Domain Vocabulary: Chapters 5–7 (AP 7.1) to students.

Explain the directions to students. You may choose to assign Domain Vocabulary: Chapters 5–7 as an in-class activity or have students complete the assignment for homework.

Native American Homes (RI.3.7)

15 MIN

Activity Page



AP 7.2

Materials Needed: (1) Sufficient copies of Native American Homes (AP 7.2);
(2) colored pencils or crayons

Distribute copies of Native American Homes (AP 7.2) as well as the colored pencils or crayons. Review the directions for the activity. Instruct students to first write a descriptive sentence about each of the Native American homes featured on the activity page. After students have finished writing their sentences, they may color in each home with colored pencils or crayons. This activity may also be assigned as homework.



Infinity of Nations Culture Quest (RI.3.7) Activity Length Flexible



Background for Teachers: Prepare for the Infinity of Nations Culture Quest activity by first previewing the object gallery and then the Infinity of Nations Culture Quest interactive game. The object gallery features various headdresses from different native peoples; it is also possible to view Infinity of Nations Culture Quest objects from the gallery. It is recommended that you play through the Infinity of Nations Culture Quest activity at least once prior to the start of the activity. During the interactive game, players can “travel” to ten different regions on the map and complete an activity unique to each region. Through the activity, players gain knowledge about different native peoples, their environment, and an object unique to their culture. For each activity completed, players earn a “badge.” The goal of the game is to collect all ten badges to become an Infinity of Nations Culture Quest Leader.

Use this link to download the CKHG Online Resources for this unit, where the specific link for the Infinity of Nations Culture Quest game may be found:

www.coreknowledge.org/ckhg-online-resources

Begin the activity by providing context for students. Explain that they have learned about a number of different native peoples from around North America. Have students quickly brainstorm which groups they have discussed

in class. Students should be able to name the Ancestral Pueblo, Mound Builders, Pueblo (Hopi, Zuni), Comanche, Navajo, Creek, Seminole, Cherokee, and the nations of the Eastern Woodlands (Haudenosaunee, Mahican). Explain that in this activity, they will get the chance to learn more about some of these cultures, as well as to discover new information about other native peoples from around the United States, Canada, and Central and South America.

Begin the virtual tour by displaying the object gallery. Read the description beneath the title “Headdresses.” Click on each object in the gallery for a close-up view of the headdress and a detailed description. Scroll through the images in each description to see where each headdress is from and to see how each headdress is worn.

After viewing images in the object gallery, proceed to the Infinity of Nations Culture Quest game. Explain the purpose of the interactive activity to students. Technology permitting, allow students to work through the activity independently, with partners, or in small groups. Alternatively, you may work through the interactive map as a class.

After completing the Infinity of Nations Culture Quest activity, give students several minutes to write a short paragraph about two new facts they learned and two things they found interesting during the activity. Time permitting, allow students to share their responses with the class.

Note: You may also want to continue to make this activity available in a center or during other times of the day, technology permitting, so that students may continue to explore the different nations, cultures, and objects.

Teacher Resources

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Name _____

Date _____

Unit Assessment: *The Earliest Americans*

A. Circle the letter of the best answer.

1. The land bridge that connected Asia and North America is called
 - a) Beringia.
 - b) the Arctic Circle.
 - c) Nunavut.
 - d) the Four Corners.

2. The people who lived in Beringia were
 - a) Europeans.
 - b) South Americans.
 - c) farmers.
 - d) hunter-gatherers.

3. The earliest Americans came
 - a) from Asia.
 - b) with the Vikings.
 - c) with Columbus.
 - d) from England.

4. The first native people of the Americas to raise crops, specifically corn, lived seven thousand years ago in
 - a) Beringia.
 - b) Florida.
 - c) Mexico.
 - d) Canada.

5. A dome-shaped shelter made from snow blocks is called a(n)
 - a) ice sheet.
 - b) igloo.
 - c) longhouse.
 - d) wigwam.

6. A special Inuit canoe made from animal hide is called a
 - a) tundra.
 - b) lichen.
 - c) canyon.
 - d) kayak.

- 7.** The Ancestral Pueblo were
- a)** Cherokees.
 - b)** Inuit.
 - c)** cliff dwellers.
 - d)** Haudenosaunee.
- 8.** The Ancestral Pueblo lived in an area that is now called
- a)** the Four Corners.
 - b)** Beringia.
 - c)** the Southeast.
 - d)** the Eastern Woodlands.
- 9.** Because they were farmers, the Mound Builders
- a)** migrated often.
 - b)** stayed in one place.
 - c)** lived in the Southwest.
 - d)** hunted buffalo.
- 10.** The population of Native Americans decreased rapidly because Europeans brought
- a)** gold.
 - b)** germs.
 - c)** spices.
 - d)** ships.
- 11.** A Pueblo people who live in villages on the high mesas are the
- a)** Hopi.
 - b)** Mahican.
 - c)** Apache.
 - d)** Seminoles.
- 12.** The Navajo and the Apache migrated to the Southwest from
- a)** the Eastern Woodlands.
 - b)** the Four Corners.
 - c)** northern Mexico.
 - d)** northern Canada.
- 13.** The Creek's ancestors were the
- a)** Cherokee.
 - b)** Ancestral Pueblo.
 - c)** Mound Builders.
 - d)** Inuit.

- 14.** The Seminole Nation lives in
- a)** New Mexico.
 - b)** Texas.
 - c)** New York.
 - d)** Florida.
- 15.** The seven sides of a Cherokee council house represented the group's
- a)** clans.
 - b)** crops.
 - c)** confederacy.
 - d)** sachem.
- 16.** Sequoyah wrote
- a)** the law of the Haudenosaunee.
 - b)** a set of symbols for writing Cherokee.
 - c)** the Constitution of the United States.
 - d)** a history of the Ancestral Pueblo.
- 17.** The three sisters were
- a)** Native American princesses.
 - b)** Pueblo nations.
 - c)** Haudenosaunee crops.
 - d)** Great Lakes.
- 18.** The Haudenosaunee lived in
- a)** wigwams.
 - b)** pueblos.
 - c)** igloos.
 - d)** longhouses.
- 19.** The Mohawk, Oneida, and the Seneca were part of the
- a)** Cherokee Nation.
 - b)** Haudenosaunee Confederacy.
 - c)** Ancestral Pueblo.
 - d)** Creek Confederacy.
- 20.** The saying "smoking the peace pipe" means
- a)** starting a war.
 - b)** planting Indian crops.
 - c)** sitting down and talking calmly.
 - d)** winning a war.

B. Match each term on the left with its definition on the right.

Terms

21. _____ northern lights

22. _____ mound

23. _____ adobe

24. _____ mammoth

25. _____ spear

26. _____ land bridge

27. _____ confederacy

28. _____ wigwam

29. _____ peace pipe

30. _____ sachem

Definitions

a) a loosely organized group of states or tribes

b) a long, thin weapon made from a pointed stick, sometimes with a stone or metal tip

c) a ceremonial pipe used by Native Americans

d) a large, rounded pile

e) a domed dwelling made of poles tied together with bark covering the sides, built by the Eastern Woodlands people

f) a type of brick made from sundried clay

g) soft, colorful light that appears in the sky in northern lands, caused by the reflection of sunlight

h) a small strip of land that connects two large land masses

i) a large, prehistoric elephant-like animal covered with hair

j) a chief in a Northeastern Native American nation

Performance Task: *The Earliest Americans*

Teacher Directions: Ask students to select two different Native American groups that they have learned about during *The Earliest Americans*. Students will give an oral presentation comparing and contrasting the two groups. Possible choices for students include the Inuit, Ancestral Pueblo, Mound Builders, Pueblo (Navajo, Hopi, Zuni), Comanche, Apache, descendants of the Mound Builders (Creek, Seminole, Cherokee), and Eastern Woodlands groups (Mahican, Haudenosaunee). Encourage students to use their Student Reader to take notes and organize their thoughts in the Notes Table provided.

As an alternative, students might work in small groups of two or three to research a given nation and give a presentation based on their research.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table.

Name of Native American Group	Navajo	Haudenosaunee
Location	American Southwest, Four Corners area	Eastern Woodlands
Shelter	individual domed houses made of adobe	longhouses
Food (Hunting and Farming)	raised sheep, hunted game	raised crops (corn, beans, squash), hunted small game, gathered local plants
Additional Information	<ul style="list-style-type: none">art forms include weaving and sand paintingancestors from Alaska and Canada	<ul style="list-style-type: none">formed a confederacy to unite warring groupsused peace pipes in important ceremonies

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their presentations using the rubric.

Students should not be evaluated on the completion of the Notes Table, which is intended to be a support for students as they first think about their presentations.

Above Average	Student presentation is accurate, detailed, and engaging. The student demonstrates exceptional background knowledge of Native American culture and historical events. The presentation is clearly articulated and focused, and demonstrates strong understanding of the subjects discussed.
Average	Student presentation is mostly accurate and somewhat detailed. The student demonstrates sufficient background knowledge of Native American culture and historical events. The presentation is focused and generally clear.
Adequate	Student presentation is mostly accurate but lacks detail. The student demonstrates some background knowledge of Native American culture and historical events. The presentation may exhibit issues with organization and/or focus.
Inadequate	Student presentation is incomplete and demonstrates a minimal understanding of the content in the unit. The student demonstrates incomplete or inaccurate background knowledge of Native American culture and historical events. The presentation may exhibit major issues with organization and/or focus.

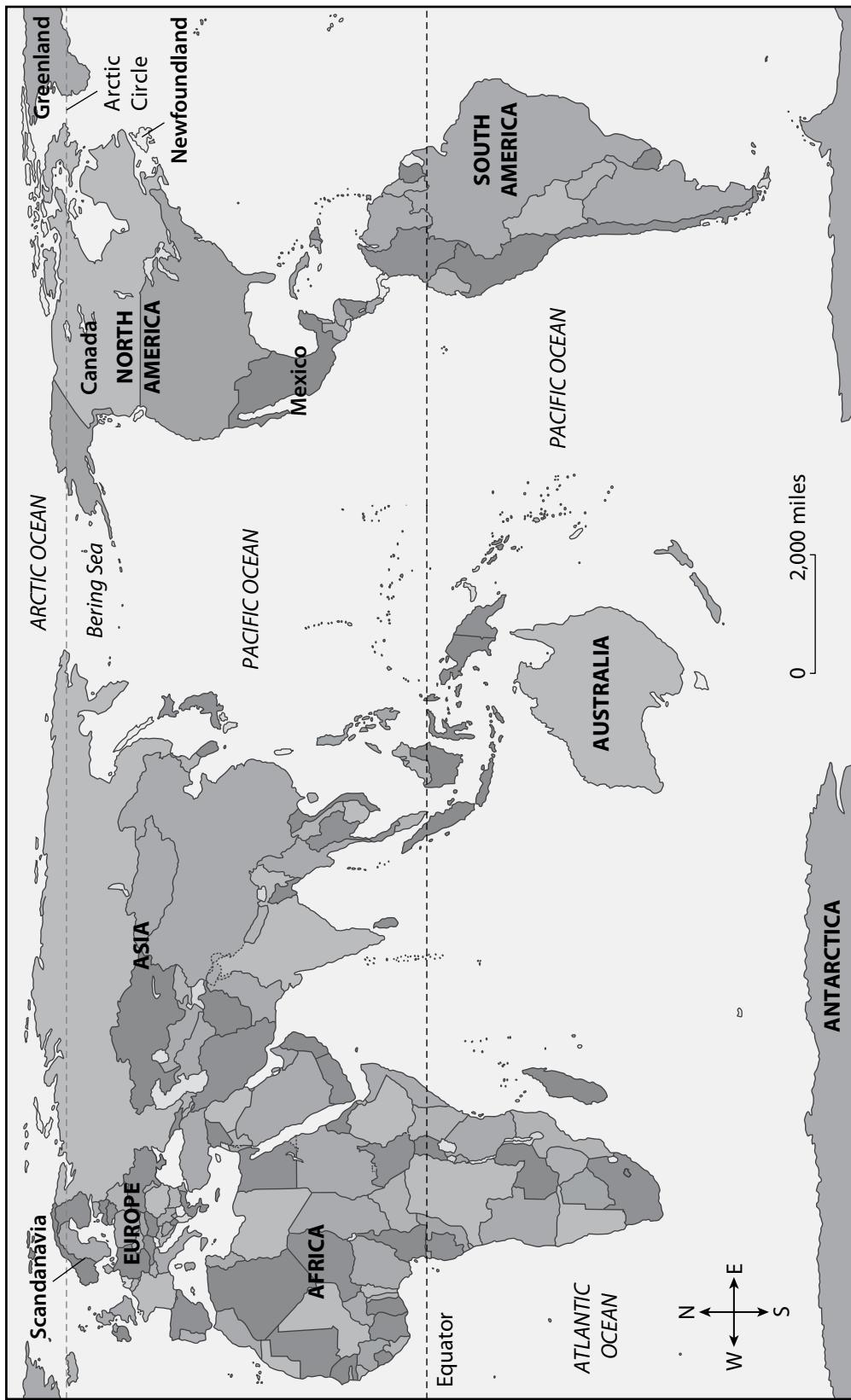
The Earliest Americans Performance Task Notes Table

Use the table below to help organize your thoughts as you refer to the chapters in *The Earliest Americans*. You do not need to complete the entire table for your presentation, but you should try to have at least three points of comparison between the two Native American groups that you have selected.

Name of Native American Group		
Location		
Shelter		
Food (Hunting and Farming)		
Additional Information		

Name _____

Date _____

World Map

Name _____

Name _____

Date _____

Activity Page 2.1

Use with Chapter 2

Domain Vocabulary: Chapters 1–2

Directions: Use the word bank and clues below to complete the crossword puzzle. Do not include any spaces or hyphens between words when writing words in the puzzle.

herd	hunter-gatherers	Ice Age	ice sheet	land bridge
mammoth	mastodon	musk ox	river valley	soil

Across

8. small groups of people who feed themselves by hunting animals and gathering plants
10. a small strip of land that connects two large land masses

Down

1. a large, prehistoric animal similar to an elephant and a mammoth
2. a very thick piece of ice that covers a large area of land for an extended period of time
3. a large, prehistoric elephant-like animal covered with hair
4. a period in Earth's history when huge sheets of ice covered large parts of Earth's surface
5. an area of lowland surrounded by mountains or hills, often with a river running through it
6. a long, thin weapon made from a pointed stick, sometimes with a stone or metal tip
7. a large group of animals that live and travel together
9. the top layer of Earth's surface where plants grow

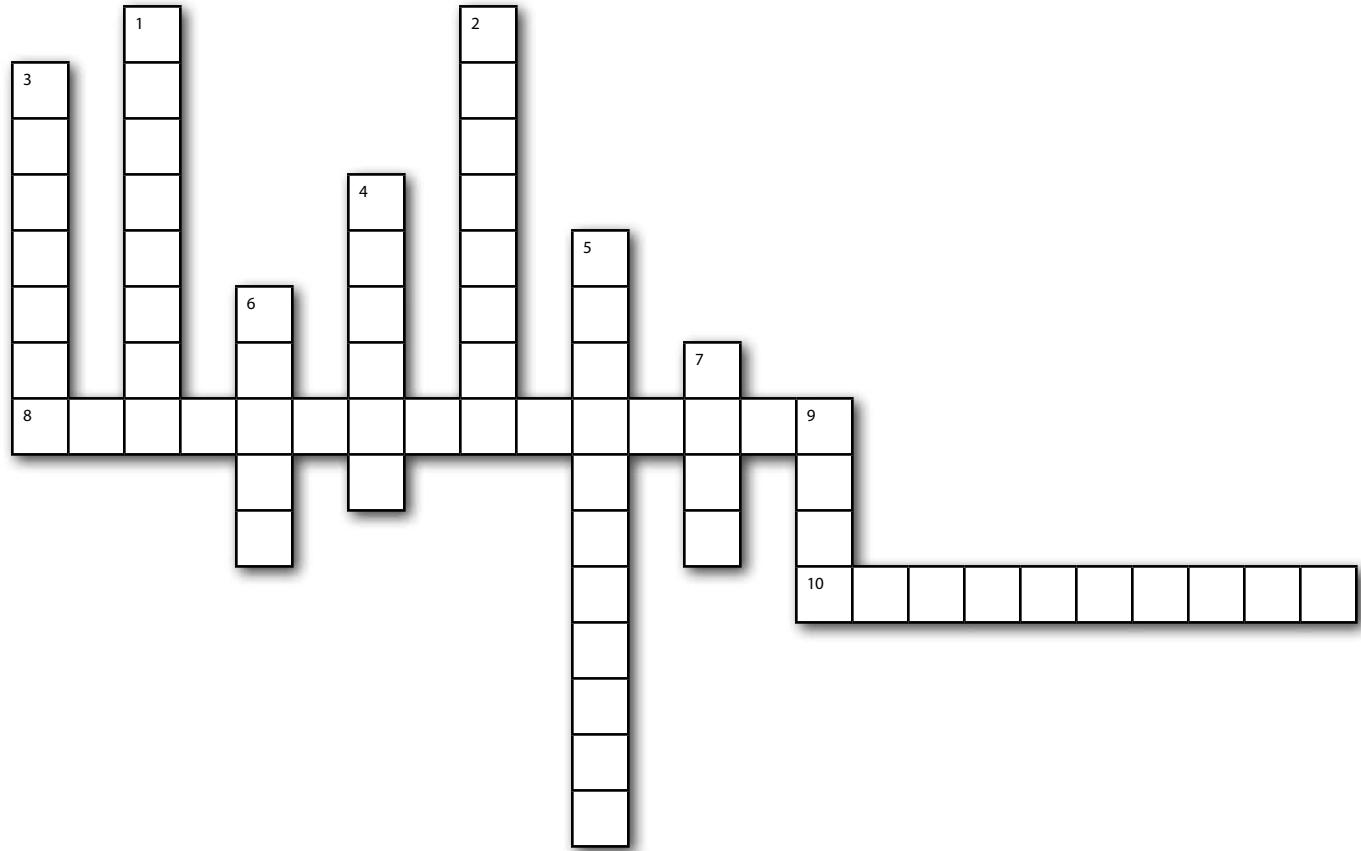
Name _____

Date _____

Activity Page 2.1 *continued*

Use with Chapter 2

Domain Vocabulary: Chapters 1–2



Name _____

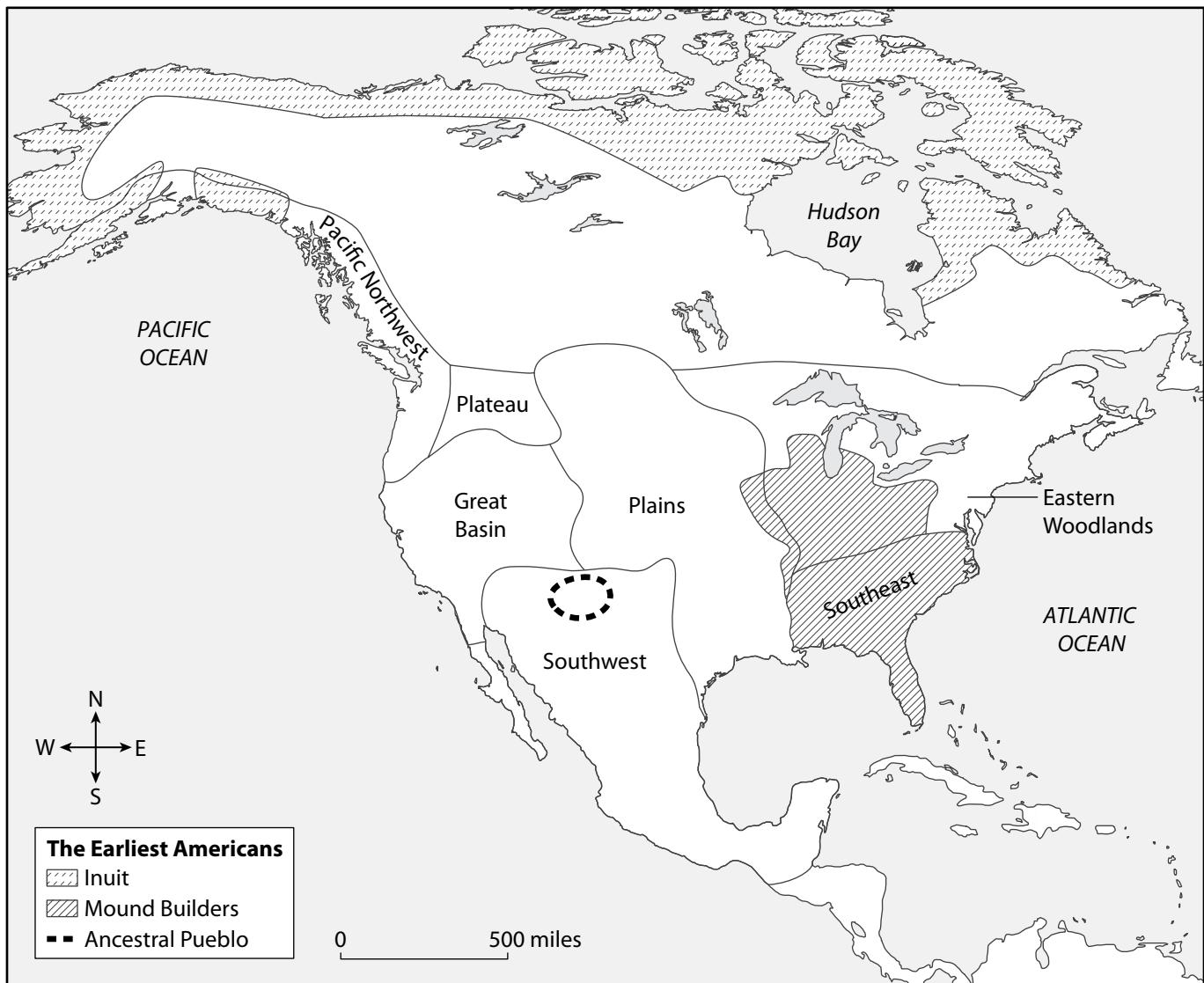
Date _____

Activity Page 4.1

Use with Chapter 4

Native American Culture Regions

Directions: Study the map. Use it to answer the questions below.



- What is the name of the native peoples who lived—and still live—in the far North?

- In which region of what is now the United States did the Ancestral Pueblo live?

Name _____

Date _____

Activity Page 4.2

Use with Chapter 4

Domain Vocabulary: Chapters 3–4

Directions: Use the Core Vocabulary terms in the box to complete the sentences below. You will not use all of the words.

northern lights

ancestors

hides

caribou

igloo

mineral

cliff dweller

canyon

fuel

Pueblo

adobe

mound

1. The Inuit used animal _____ to make their tents in the summer.
2. There were very few sources of _____ for the Inuit to use to stay warm in the winter.
3. The _____ built his home on a rock ledge.
4. The Ancestral Pueblo built their homes using a type of brick called _____.
5. The _____ of the Cherokee were Mound Builders.
6. An Inuit family living in the far North built an _____ as shelter from the cold weather.
7. A river rushed between the rocks at the bottom of the _____.
8. The _____ created beautiful colors in the night sky.
9. _____ were an important source of food for the Inuit.
10. The _____ live in an area of the United States called the Four Corners.

Name _____

Date _____

Activity Page 5.1

Use with Chapter 5

Design a Navajo Rug

Directions: Design a traditional Navajo rug by following the steps below.

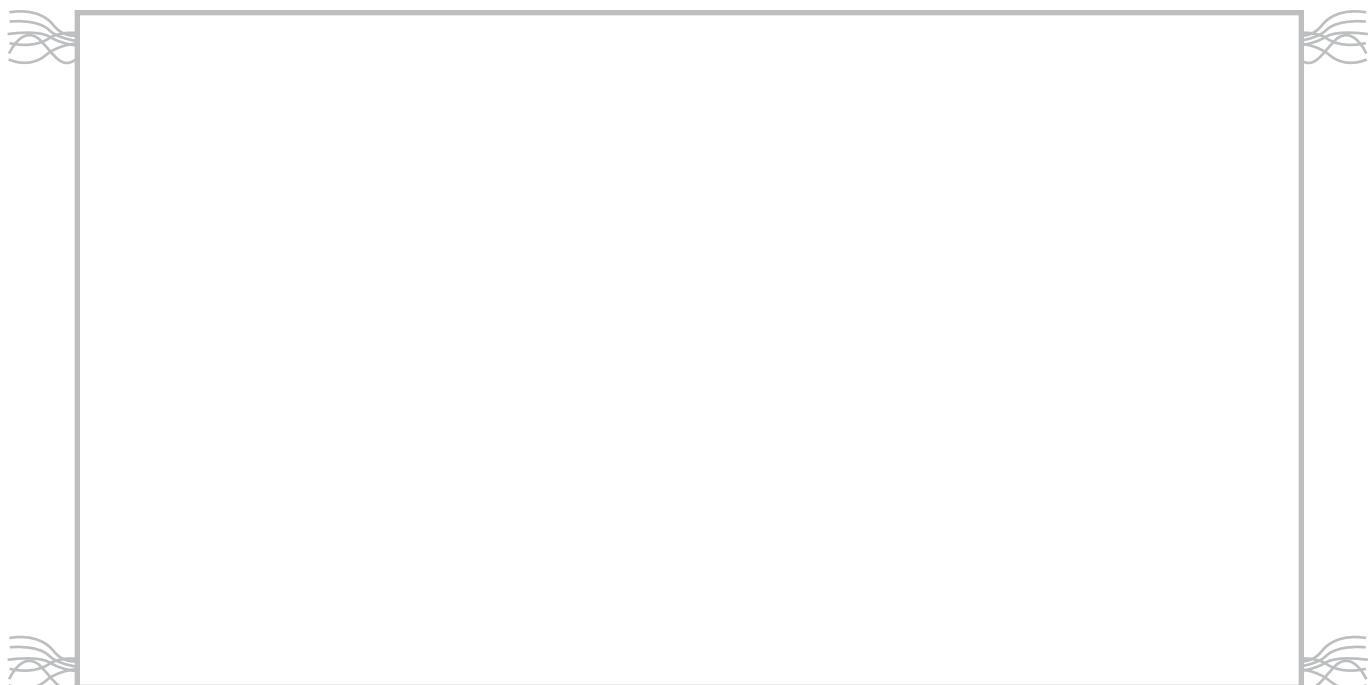
Step 1: Use line, shape, and color to create a simple symbol for each of the following elements of nature.

Wind

Sun

Birds

Step 2: Use the symbols you drew to design a rug in the rectangle below.



Name _____

Date _____

Activity Page 6.1

Use with Chapter 6

Art from Natural Resources

Directions: Think of an object that you might make from each natural resource listed below. Draw the object.

Clay

Sheep's wool

Shells

Animal hides

Name _____

Date _____

Activity Page 7.1

Use with Chapter 7

Domain Vocabulary: Chapters 5–7

Directions: Circle the correct term from the choices presented to complete each sentence.

Example: The Haudenosaunee used the river as a source of _____ water.

playing **drinking** working

1. The _____ was a chief in a Northeastern Native American nation.

sachem council longhouse

2. Many different families belonged to the _____.

mesa longhouse clan

3. Trees are a part of the _____ in the Eastern Woodlands.

landscape stalk mesa

4. Ears of corn grew on the _____.

ebb longhouse stalk

5. Members of the Haudenosaunee Confederacy met in the _____ to talk.

wigwam longhouse peace pipe

6. The _____ had a domed roof made of poles tied together.

wigwam mesa longhouse

7. The village's _____ was responsible for making important decisions.

confederacy council game

8. Members of the Mohawk, Oneida, Onondaga, Seneca and Cayuga formed a _____ to maintain peace.

council mesa confederacy

9. People sitting in the boat watched the water _____ away from the shore.

game mesa ebb

10. Native Americans of the Eastern Woodlands hunted _____ as a source of food.

stalk caribou game

Name _____

Date _____

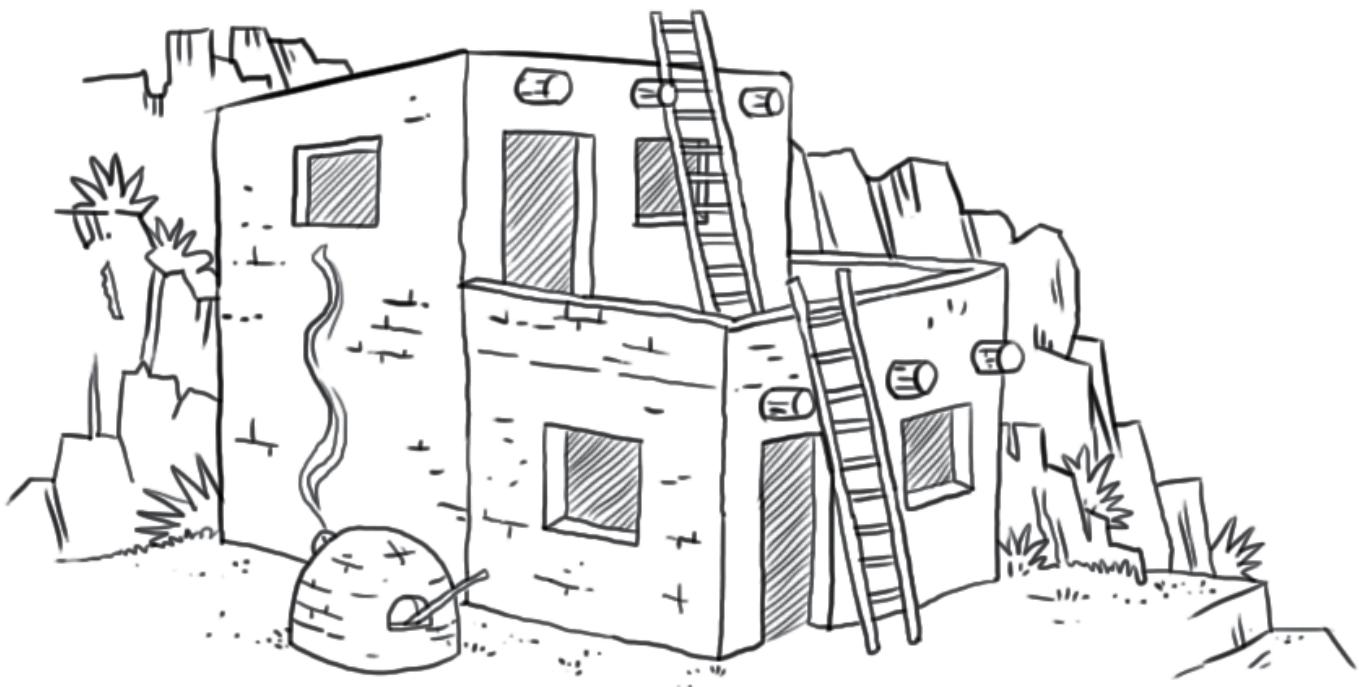
Activity Page 7.2

Use with Chapter 7

Native American Homes

Directions: Write a one-sentence description of each home.

Southwest



Pueblo

Name _____

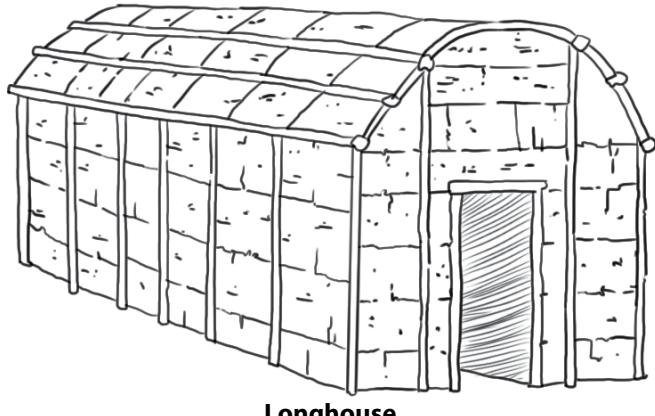
Date _____

Activity Page 7.2 *continued*

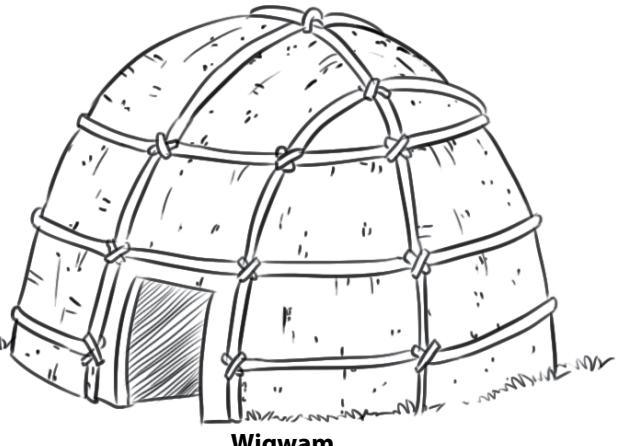
Use with Chapter 7

Native American Homes

Eastern Woodlands



Longhouse



Wigwam

Answer Key: *The Earliest Americans*

Unit Assessment

(pages 68–71)

- 1.a 2.d 3.a 4.c 5.b 6.d 7.c 8.a 9.b 10.b 11.a
12.d 13.c 14.d 15.a 16.b 17.c 18.d 19.b 20.c
21.g 22.d 23.f 24.i 25.b 26.h 27.a 28.e 29.c
30.j

Activity Pages

Domain Vocabulary: Chapters 1–2 (AP 2.1)

(pages 76–77)

Across

8. hunter-gatherers
10. land bridge

Down

1. mastodon
2. ice sheet
3. mammoth
4. Ice Age
5. river valley
6. spear
7. herd
9. soil

Native American Culture Regions (AP 4.1) (page 78)

1. Inuit
2. Southwest

Domain Vocabulary: Chapters 3–4 (AP 4.2) (page 79)

1. hides
2. fuel
3. cliff dweller
4. adobe
5. ancestors
6. igloo
7. canyon
8. northern lights
9. caribou
10. Pueblo

Domain Vocabulary: Chapters 5–7 (AP 7.1)

(page 82)

1. sachem
2. clan
3. landscape
4. stalk
5. longhouse
6. wigwam
7. council
8. confederacy
9. ebb
10. game

Native American Homes (AP 7.2) (pages 83–84)

Pueblo: The pueblo is rectangular and has multiple floors connected by ladders.

Longhouse: The longhouse is long and rectangular, and it is made of wood.

Wigwam: The wigwam is shaped like a dome and made of wood and other materials from the forest.



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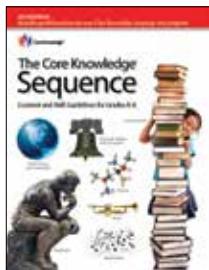
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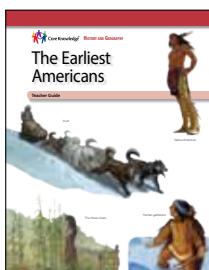
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The Earliest Americans
Core Knowledge Sequence History and Geography 3



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