

THE EARLIEST AMERICANS/CROSSING THE LAND BRIDGE

Grade Level or Special Area: Third Grade

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Length of Unit: Five lessons of approximately thirty minutes each

I. ABSTRACT

In this history/geography unit, students will gain knowledge and understanding of how and why early man journeyed to North America. Students will engage in teacher-guided discussions about the Earliest Americans and complete activities to achieve understanding. The unit will be evaluated by administration of an assessment test.

II. OVERVIEW

A. Concept Objectives

1. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships (*Colorado Model Content Standards for History*, Standard 1).
2. Students will understand how to use knowledge of people, places, and environments to understand the past and present to plan for the future (*Colorado Model Content Standards for Geography*, Standard 6).

B. Content from the *Core Knowledge Sequence*

1. Third Grade History and Geography: American History and Geography (p. 71)
 - a. Crossing the Land Bridge
 - i. During the Ice Age, nomadic hunters cross what was a land bridge from Asia to North America (now Bering Strait). Different peoples, with different languages and ways of life, eventually spread out over the North and South American continents. These early peoples include:
 - a) Inuits (Eskimos)
 - b) Anasazi, pueblo builders and cliff dwellers
 - c) Mound builders

C. Skill Objectives

1. The students will define the vocabulary words: *Land Bridge, Asia, North America, Alaska, Beringia* and *Ice Age*.
2. The students will complete a map labeling the continents of Asia and North America, as well as Beringia, and other distinguishing physical attributes
3. The students will define the vocabulary words: *Siberia, Bering Strait, Glaciers*, and *Woolly Mammoth*.
4. The students will demonstrate knowledge of the geography of North America as it relates to the Earliest Americans through reading and teacher-guided discussion.
5. The students will complete a writing activity comparing the life of the earliest Americans to their own lives.
6. The students will define the vocabulary words *Inuit, igloo, arctic* and *ancestors*.
7. The students will demonstrate knowledge of the geography of North America as it relates to the Earliest Americans through reading and teacher-guided discussion.
8. The students will be able to answer specific questions using facts from their reading about the Inuit.

9. The students will define the vocabulary words *Anasazi*, *cliff dwelling*, *Mesa Verde*, *ruins* and *descendant*.
10. The students will demonstrate knowledge of the geography of North America as it relates to the Earliest Americans through reading and teacher-guided discussion.
11. The students will create a drawing of a cliff dwelling incorporating details using information from a story they will hear read to them.
12. The students will define the vocabulary words *Mound Builders* and *mound*.
13. The students will demonstrate knowledge of the geography of North America as it relates to the Earliest Americans through reading and teacher-guided discussion.
14. The students will be able to answer specific questions using facts from their reading about the Mound Builders.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Hirsch, Jr. E.D. *What Your 3rd Grader Needs To Know*, pp. 131-156
 2. Hirsch, Jr. E.D. *Pearson Learning Core Knowledge: History and Geography (Third Grade)*, pp. 163-223
- B. For Students
 1. General geographic understanding of the regions of the United States and North America (Core Knowledge Kindergarten-Grade 2)
 2. Understanding that Native Americans were the first inhabitants of North America (Core Knowledge Kindergarten-Grade 2)

IV. RESOURCES

- A. Hirsch, Jr. E.D. *Pearson Learning Core Knowledge: History and Geography (Third Grade)* (Lesson Two, pp. 107-108), (Lesson Four, pp. 114-115)

V. LESSONS

Lesson One: Geography of North America during the Ice Age (30 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students will understand how physical geography processes shape the Earth's surface patterns and systems.
 2. Lesson Content
 - a. Crossing the Land Bridge
 - i. During the Ice Age, nomadic hunters cross what was a land bridge from Asia to North America (now Bering Strait). Different peoples, with different languages and ways of life, eventually spread out over the North and South American continents.
 3. Skill Objective(s)
 - a. The students will define the vocabulary words: *Land Bridge*, *Asia*, *North America*, *Alaska*, *Beringia* and *Ice Age*.
 - b. The students will complete a map labeling the continents of Asia and North America, as well as Beringia, and other distinguishing physical attributes.

B. *Materials*

1. Appendix A, page 2 (vocabulary page) and A, page 3 (one copy per student, one transparency for teacher)
2. Appendix B, page 1 (vocabulary page) and B, page 3 (one copy for teacher)
3. Appendix A, page 2 and A, page 3 (made into a transparencies)
4. Overhead projector
5. Common classroom supplies; notebook, folder, paper, pencils, crayons, and markers to be used in every lesson hereafter

C. *Key Vocabulary*

1. A *land bridge* is a smaller area of land that connects two larger areas of land.
2. *Asia* is the largest continent on Earth.
3. *North America* is the northern continent with the Atlantic Ocean on its east and the Pacific Ocean on its west.
4. *Alaska* is the largest state in the United States located northwest of Canada.
5. *Beringia* was the area of land that connected Asia to North America during the Ice Age.
6. The *Ice Age* was a time about 10,000 years ago when glaciers covered much of North America and Europe.

D. *Procedures/Activities*

1. Spark lesson anticipation by asking, “Who were the Earliest Americans?” Allow time for student responses.
2. Tell students, “Today we are going to begin a new unit about the first people in North America who we will call the Earliest Americans.”
3. Distribute student Earliest Americans packets (Appendix A, pages 1-10) and direct students to write their names on the cover page.
4. Say to students, “Now we will define words that will help us to better understand what we are learning today.”
5. Supply students with the correct vocabulary definitions located on Appendix B, page 1 by using a transparency of student vocabulary page from Appendix A, page 2, #1-6 to write the correct vocabulary definitions on using the overhead projector.
6. Direct students to transfer the correct vocabulary definitions shown on the teacher’s transparency onto their student vocabulary page Appendix A, page 2, #1-6.
7. While students are transferring the definitions, be sure to stress the importance of studying these words for a vocabulary test at the end of the unit.
8. Briefly discuss the meanings of the vocabulary definitions with the students by reading them aloud and paraphrasing them if necessary. Be sure to address any questions students have about meanings at this time.
9. Direct students to turn back to page A, page 3 in their Earliest Americans packet.
10. Place the transparency of Appendix A, page 3 on the overhead projector.
11. Locate the map key (legend) with students and explain what each line or arrow stands for on the map.
12. Direct students to fill in each empty text box on their maps by providing the correct answers from the teachers answer key (Appendix B, page 3) using the overhead transparency.
13. Explain how today the area of Beringia or the land bridge is now the Bering Strait.
14. Point out the areas of Asia, Alaska and North America.
15. Explain how North America was covered by glaciers from north to south ending where the dashed line is located.

16. Explain that the Earliest Americans traveled from Asia over Beringia in search of food and animals to hunt during the Ice Age.
 17. Direct students to notice how the route shown on the map denotes where the earliest Americans traveled.
 18. End the lesson by telling students that tomorrow they will learn about who the earliest Americans were and how they lived.
- E. *Assessment/Evaluation*
1. Check students map labels for accuracy using the answer key (Appendix B, page 3), assigning a completion grade if desired.

Lesson Two: Who Were They? (40 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students will understand how to use knowledge of people, places, and environments to understand the past and present to plan for the future.
2. Lesson Content
 - a. Crossing the Land Bridge
 - i. During the Ice Age, nomadic hunters cross what was a land bridge from Asia to North America (now Bering Strait). Different peoples, with different languages and ways of life, eventually spread out over the North and South American continents.
3. Skill Objective(s)
 - a. The students will define the vocabulary words: *Siberia*, *Bering Strait*, *Glaciers*, and *Woolly Mammoth*.
 - b. The students will demonstrate knowledge of the geography of North America as it relates to the Earliest Americans through reading and teacher-guided discussion.
 - c. The students will complete a writing activity comparing the life of the earliest Americans to their own lives.

B. *Materials*

1. Appendix A, page 2 (vocabulary page), A, page 4 and A, page 5 (one copy per student)
2. Appendix A, page 2 (vocabulary page) made into a transparency
3. Appendix B, page 1 (teacher vocabulary page/answer key)
4. Appendix B, page 4 What's the Difference? Writing Rubric
5. Overhead projector
6. *Pearson Learning Core Knowledge History and Geography*, Third Grade, pp. 107-108

C. *Key Vocabulary*

1. *Siberia* is a region in northeast Asia.
2. The *Bering Strait* is the waterway that separates North America from Asia.
3. *Glaciers* are huge sheets of ice that covered much of the world during the Ice Age.
4. The *woolly mammoth* was an Ice Age animal that was covered with thick brown fur and may be related to today's elephant.

- D. *Procedures/Activities*
1. Ask students, “Who remembers what we learned about in our last lesson?” Allow time for student responses. Reinforce appropriate response (geography of Ice Age North America).
 2. Tell students, “Today we are going to learn about who the Earliest Americans were.”
 3. Say to students, “Let’s define words that will help us to better understand what we are going to learn today.”
 4. Supply students with the correct vocabulary definitions located on Appendix B, page 1 by using a transparency of student vocabulary page from Appendix A, page 2, #7-10 to write the correct vocabulary definitions on using the overhead projector.
 5. Direct students to transfer the correct vocabulary definitions shown on the teacher’s transparency onto their student vocabulary page Appendix A, page 2, #7-10.
 6. While students are transferring the definitions, be sure to stress the importance of studying these words for a test at the end of the unit.
 7. Briefly discuss the meanings of the vocabulary definitions with the students by reading them aloud and paraphrasing them if necessary. Be sure to address any questions students have about meanings at this time.
 8. Direct students to turn to Appendix A, page 4 in their Earliest Americans packet. Reading aloud with the class, choosing individual students to read one paragraph each until the page has been completely read.
 9. Stop to briefly discuss the information about the Earliest Americans and address questions that the students may have.
 10. Read aloud the story of the Ice Age boy from the book *Pearson Core Knowledge History and Geography*, third grade, pp. 107-108 to the class, stopping to discuss and answer questions as necessary until the story has been completely read.
 11. Direct students to turn to page A, page 5 in their Earliest Americans packet.
 12. Read the directions aloud to the students.
 13. Allow students 20 minutes to complete Appendix A, page 5.
 14. OPTIONAL: After students are finished with their writing activity, allow students who want to share their writing aloud with the class.
 15. End the lesson by telling students that tomorrow they will learn about the Inuit people.
- E. *Assessment/Evaluation*
1. Grade students’ writing from Appendix A, page 5 using Appendix B, page 4 (writing rubric).

Lesson Three: The Inuits (30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students will understand how to use knowledge of people, places, and environments to understand the past and present to plan for the future.
 2. Lesson Content
 - a. Crossing the Land Bridge
 - i. During the Ice Age, nomadic hunters cross what was a land bridge from Asia to North America (now Bering Strait).

Different peoples, with different languages and ways of life, eventually spread out over the North and South American continents. These early peoples include:

a) Inuit (Eskimos)

3. Skill Objective(s)
 - a. The students will define the vocabulary words *Inuit*, *igloo*, *arctic* and *ancestors*.
 - b. The students will demonstrate knowledge of the geography of North America as it relates to the Earliest Americans through reading and teacher-guided discussion.
 - c. The students will be able to answer specific questions using facts from their reading about the Inuit.

B. *Materials*

1. Appendix A, page 1 (vocabulary page) and A, page 6 (one copy per student)
2. Appendix B, page 1 (teacher vocabulary page/answer key) and B, page 5 (one copy for teacher)
3. Colored transparency pens (for teacher)
4. Overhead projector

C. *Key Vocabulary*

1. The *Inuit* are an ancient tribe of Early Americans who live in the Arctic region of North America.
2. An *igloo* is a dwelling used by the Inuit made of packed snow or ice.
3. The *arctic* is the cold, tundra region located around the North Pole.
4. *Ancestors* are relatives of a people who lived long ago.

D. *Procedures/Activities*

1. Ask students, "Who remembers what we learned about in our last lesson?" Allow time for student responses. Reinforce appropriate response (how the Earliest Americans came to North America).
2. Tell students, "Today we are going to learn about a group of Early Americans who lived in the far north or the arctic."
3. Say to students, "Now we will define words that will help us to better understand the facts we will learn about the Inuit today."
4. Supply students with the correct vocabulary definitions located on Appendix B, page 1 by using a transparency of student vocabulary pages from Appendix A, page 2, #11-14 to write the correct vocabulary definitions on using the overhead projector.
5. Direct students to transfer the correct vocabulary definitions shown on the teacher's transparency onto their student vocabulary pages Appendix A, page 2, #11-14.
6. While students are transferring the definitions, be sure to stress the importance of studying these words for a test at the end of the unit.
7. Briefly discuss the meanings of the vocabulary definitions with the students by reading them aloud and paraphrasing them if necessary. Be sure to address any questions students have about meanings at this time.
8. Direct students to turn to Appendix A, page 6 in their Early Americans packet. Reading aloud with the class, choosing individual students to read one paragraph each until the page has been completely read.
9. Stop to briefly discuss the information about the Inuit and address questions that the students may have.
10. Read the directions at the bottom of page A, page 6 aloud to the students. Be sure to tell them that they may review the information about the Inuit at the top of

Appendix A, page 6 while they are completing the true/false activity if they need to.

11. Allow students five minutes to complete the true/false questions from Appendix A, page 6.
12. End the lesson by telling students that tomorrow they will learn about the Cliff Dwellers.

E. *Assessment/Evaluation*

1. Grade students' independent work from Appendix A, page 6 using Appendix B, page 5.

Lesson Four: The Anasazi: Cliff Dwellers (40 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students will understand how to use knowledge of people, places, and environments to understand the past and present to plan for the future.
2. Lesson Content
 - a. Crossing the Land Bridge
 - i. During the Ice Age, nomadic hunters cross what was a land bridge from Asia to North America (now Bering Strait). Different peoples, with different languages and ways of life, eventually spread out over the North and South American continents. These early peoples include:
 - a) Anasazi, pueblo builders and cliff dwellers
3. Skill Objective(s)
 - a. The students will define the vocabulary words *Anasazi*, *cliff dwelling*, *Mesa Verde*, *ruins* and *descendant*.
 - b. The students will demonstrate knowledge of the geography of North America as it relates to the Earliest Americans through reading and teacher-guided discussion.
 - c. The students will create a drawing of a cliff dwelling incorporating details using information from a story they will hear read to them.

B. *Materials*

1. Appendix A, page 2 (vocabulary pages), A, page 6 and A, page 7 (one copy per student)
2. Appendix B, page 1, B, page 2 (teacher vocabulary page/answer key) and B, page 6 (Drawing Rubric, one copy for teacher)
3. Colored transparency pens (for teacher)
4. Overhead projector

C. *Key Vocabulary*

1. The *Anasazi* were Early Americans who lived in the Southwest region of North America.
2. A *cliff dwelling* was a type of house built on a cliff that the Anasazi lived in.
3. *Mesa Verde* is where ruins of an Anasazi cliff dwelling can be found.
4. *Ruins* are what are left of buildings built long ago.
5. A *descendant* is a person who is related to someone who lived long ago.

D. *Procedures/Activities*

1. Ask students, “Who remembers what we learned about in our last lesson?” Allow time for student responses. Reinforce appropriate response (about a group of Early Americans called the Inuit).
2. Tell students, “Today we are going learn about the Anasazi.”
3. Say to students, “Now we will define some words that will help us to better understand what we are going to read about today.”
4. Supply students with the correct vocabulary definitions located on Appendix B, page 1 and B, page 2 by using transparencies of student vocabulary pages from Appendix A, page 1 and A, page 2, #15-19 to write the correct vocabulary definitions on using the overhead projector.
5. Direct students to transfer the correct vocabulary definitions shown on the teacher’s transparency onto their student vocabulary pages Appendix A, page 1 and A, page 2, #15-19.
6. While students are transferring the definitions, be sure to stress the importance of studying these words for a test at the end of the unit.
7. Briefly discuss the meaning of the vocabulary definitions with the students by reading them aloud and paraphrasing them if necessary. Be sure to address any questions students have about meanings at this time.
8. Direct students to turn to Appendix A, page 7 in their Early Americans packet. Reading aloud with the class, choosing individual students to read one paragraph each until the page has been completely read.
9. Stop to briefly discuss the information about the Anasazi and address questions that the students may have.
10. Read aloud the story of the Anasazi boy from the book *Pearson Core Knowledge History and Geography*, third grade, pp. 114-115 to the class, stopping to discuss and answer questions as necessary until the story has been completely read.
11. Direct students to turn to page A, page 6 in their Earliest Americans packet.
12. Read the directions aloud to the students.
13. Tell the students that they need to be sure to color the picture with earth tones (brown, yellow, orange, red), because those colors would have been the colors of the Anasazi could use.
14. Allow students 20 minutes to complete Appendix A, page 7.
15. OPTIONAL: After students are finished with their drawing activity, allow students who want to share their drawing with the class.
16. End the lesson by telling students that tomorrow they will learn about the Mound Builders.

E. *Assessment/Evaluation*

1. Grade students’ independent work from Appendix A, page 7 using the Drawing Rubric, Appendix B, page 6.

Lesson Five: Mound Builders (30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students will understand how to use knowledge of people, places, and environments to understand the past and present to plan for the future.

2. Lesson Content
 - a. Crossing the Land Bridge
 - i. During the Ice Age, nomadic hunters cross what was a land bridge from Asia to North America (now Bering Strait). Different peoples, with different languages and ways of life, eventually spread out over the North and South American continents. These early peoples include:
 - a) Mound builders
 3. Skill Objective(s)
 - a. The students will define the vocabulary words *Mound Builders* and *mound*.
 - b. The students will demonstrate knowledge of the geography of North America as it relates to the Earliest Americans through reading and teacher-guided discussion.
 - c. The students will be able to answer specific questions using facts from their reading about the Mound Builders.
- B. *Materials*
1. Appendix A, page 2 (vocabulary page) and A, page 8 (one copy per student)
 2. Appendix B, page 2 (teacher vocabulary page/answer key) and B, page 7 answer key (one copy for teacher)
 3. Colored transparency pens (for teacher)
 4. Overhead projector
- C. *Key Vocabulary*
1. The *Mound Builders* were a group of Early Americans who lived in the Midwest area of North America.
 2. A *mound* is a rounded area of earth built by man that stands taller than the area around it.
- D. *Procedures/Activities*
1. Ask students, “Who remembers what we learned about in our last lesson?” Allow time for student responses. Reinforce appropriate response (the Anasazi and the cliff dwellings).
 2. Tell students, “Today we are going learn about the Mound Builders.”
 3. Say to students, “Now we will define some words that will help us to better understand what we are going to read about today.”
 4. Supply students with the correct vocabulary definitions located on Appendix B, page 2 by using a transparency of student vocabulary pages from Appendix A, page 2, #20-21 to write the correct vocabulary definition on using the overhead projector.
 5. Direct students to transfer the correct vocabulary definition shown on the teacher’s transparency onto their student vocabulary pages Appendix A, page 2, #20-21.
 6. While students are transferring the definitions, be sure to stress the importance of studying these words for a test at the end of the unit.
 7. Briefly discuss the meanings of the vocabulary definitions with the students by reading them aloud and paraphrasing them if necessary. Be sure to address any questions students have about meaning at this time.
 8. Direct students to turn to Appendix A, page 8 in their Early Americans packet. Reading aloud with the class, choosing individual students to read one paragraph each until the page has been completely read.
 9. Stop to briefly discuss the information about the Mound Builders and address questions that the students may have.

10. Read the directions at the bottom of Appendix A, page 8 aloud to the students. Remind students that they may look back at the information about the Mound Builders if they need to.
 11. Allow students five minutes to complete the cloze activity.
 12. End the lesson by telling students that tomorrow they play a review game about the Earliest Americans.
- E. *Assessment/Evaluation*
1. Check student's Appendix A, page 8 for accuracy using the answer key Appendix B, page 7.

VI. CULMINATING ACTIVITY

- A. Early American Homes Activity (two class periods of approximately 30-45 minutes each)
1. Students should be divided into three groups. Assign each group the Inuit, the Anasazi or the Mound Builders.
 2. Students will research using their Earliest Americans Packets, as well as computer or library resources as necessary, to develop a replica of a home for the Early American group they have been assigned.
 3. Students working together in the Inuit group should be given several boxes of sugar cubes, rubber cement, and a large piece of cardboard to construct an Inuit winter village by building a connected igloo.
 4. Students working together in the Anasazi group should be given brown play dough, two empty shoeboxes (stacked on top of each other to make cliffs), straws (to make ladders), and transparent tape to construct a cliff dwelling.
 5. Students working together in the Mound builders should be given green play dough, small milk cartons (for houses/buildings), brown construction paper (to cover cartons), and transparent tape to construct a mound village.
 6. The project can be displayed in the classroom and presented to an audience (parents or another class) by the group.
- B. Early Americans Unit Test
1. This test will be given to assess knowledge of the Early Americans Unit.
 2. Administer the Early Americans Unit Test (Appendix C).
 3. The test should be graded as a final assessment of the unit using the Early Americans Unit Test Answer Key (Appendix D).

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Student Early Americans Packet
- B. Appendix B: Teacher Early Americans Packet/Answer Key/Rubrics
- C. Appendix C: Early Americans Unit Test
- D. Appendix D: Early Americans Unit Test Answer Key

VIII. BIBLIOGRAPHY

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The Earliest Americans/Crossing the Land Bridge

Name: _____

Student Vocabulary Definition Sheet

1. Land Bridge: _____

2. Asia: _____

3. North America: _____

4. Alaska: _____

5. Beringia: _____

6. Ice Age: _____

7. Siberia: _____

8. Bering Strait: _____

9. Glaciers: _____

10. Woolly Mammoth: _____

11. Inuit: _____

12. Igloo: _____

13. Arctic: _____

14. Ancestor: _____

15. Anasazi: _____

16. Cliff Dwelling: _____

17. Mesa Verde: _____

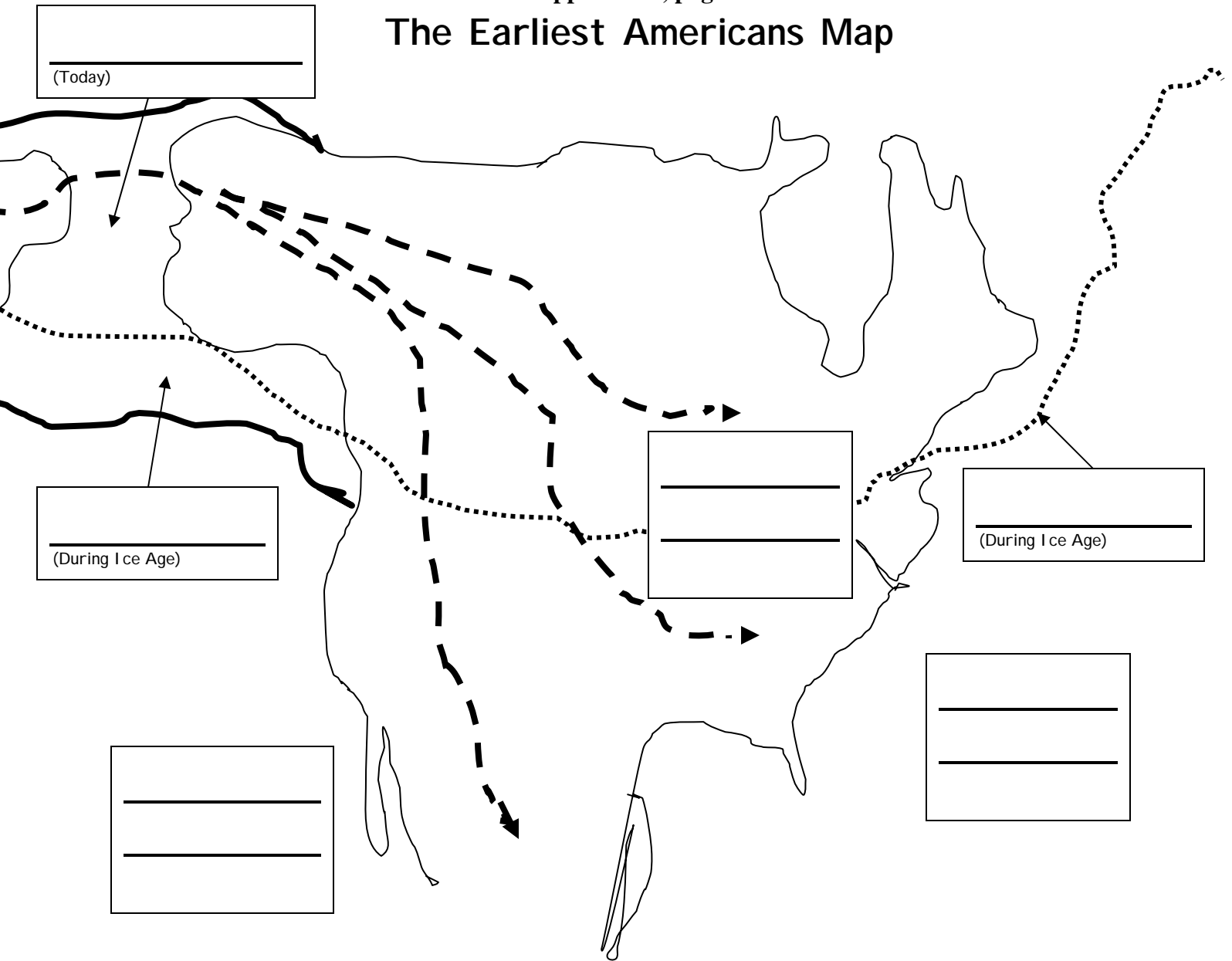
18. Ruins: _____

19. Descendants: _____




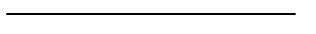
20. Mound Builders: _____

21. Mound: _____

The Earliest Americans Map



Map Key (Legend)

-  Route traveled by the Earliest Americans
-  Area covered by glaciers during the Ice Age
-  The land of Beringia, now covered by water
-  Edge of the North American continent today

Student Earliest Americans Packet

Who Were They?

Where did they come from?

Scientists believe that the Earliest Americans came from Siberia, an area in Northeast Asia about 15,000 years ago. The ancient people that lived in Siberia are very similar to the Native American people that live in America today.

How did they get to America?

The Earliest Americans traveled over an area called Beringia, which joined Asia to North America during the Ice Age. During the Ice Age, the oceans were lower than they are today, because the glaciers that were covering parts of the world held in much of the world's ocean water. This made many parts of the world that are underwater today become dry land. Today, Beringia is covered with water and the area is called the Bering Strait.

After they crossed the Bering Strait, the Earliest Americans traveled south over North America into many different areas of both North and South America.

What did they eat?

The Earliest Americans were hunters and gathers. This means that they hunted animals for food and gathered food such as berries, roots, nuts, and plants. They hunted Ice Age animals, especially woolly mammoth. The woolly mammoth was a huge Ice Age creature that may be related to today's elephants. It looks like an elephant but is much larger, has very large tusks, and is covered with thick fur.

Where did they sleep?

Since the Earliest Americans traveled following animals for hunting and searching for food to gather, they slept in temporary shelters. They may have made tents of woolly mammoth bones, skin and fur. The tents needed to be warm, because Siberia, Beringia, and the northern parts of North America were very cold during the Ice Age.

What happened to them?

The Earliest Americans were the ancestors of all Native Americans in North America. So you may say they are still alive today!

Student Earliest Americans Packet

The Inuit

Name: _____ Date: _____

Who were the Inuit?

The Inuit were a group of Early Americans who traveled over Beringia about 2,500 years ago. They lived in the Arctic area of Siberia before traveling over Beringia to North America. The word Inuit means "the people."

How did the Inuit Live?

The Inuit were hunters and gatherers. They fished and hunted all year. During the short summer, they gathered small plants. They made tools they needed for hunting and fishing from iron that they traded with other Early Americans who lived farther south on the continent.

After a time, the Inuit learned to how to hunt larger animals. They became better toolmakers and could use their spears to hunt whales in the ocean as well as seals and polar bears.

The Inuit made homes in the cold winter months out of ice and packed snow. Sometimes, many families would connect their homes with tunnels. These homes were called *igloos*. In the summer months, the Inuit lived in tents made from animal skins.

What happened to the Inuit?

The Inuit still live today in northern Canada. Although they do live in modern communities, they still honor their ancestors who lived before them so many years ago.

DIRECTIONS: Write the word *True* in the blank if the statement is true.
Write the word *False* in the blank if the statement is false.

1. _____ The Inuit came from Siberia 15,000 years ago.
2. _____ The Inuit were hunters and gatherers.
3. _____ *Inuit* means "the travelers."
4. _____ In winter, the Inuit made homes from ice called *igloos*.
5. _____ Today, the Inuit still live like they did thousands of years ago.

Student Earliest Americans Packet

The Anasazi: Cliff Dwellers

Who were the Anasazi?

The Anasazi were a group of Early Americans who are the ancestors of the Native Americans who lived in the Southwest area of the United States (Colorado, Utah, New Mexico, and Arizona). Anasazi means “ancient people who are not us.”

Where did the Anasazi live?

The Anasazi are thought to have lived first in the far north of Canada, but moved south around 2,000 years ago. They settled in the Southwest.

The villages they lived in look like groups of apartments. They built “cliff dwellings” to live in. A cliff dwelling is a house made of adobe bricks that is built high on the edge of a cliff.

Why did they live on the edge of a cliff? The Anasazi wanted to protect themselves from unfriendly people who might try to attack them, so they built their homes in the cliffs so that they would be difficult to reach. Their homes were built like apartment houses today, with one on top of another. If an enemy did try to attack, they would pull up the ladders that they used to climb up to the cliff dwellings so that the enemy could not get to them.

We can see the ruins of the Anasazi cliff dwellings today. At Mesa Verde National Park in Southwest Colorado, we can see the actual homes the Anasazi lived in 2,000 years ago.

What did the Anasazi eat?

The Anasazi were hunters and gatherers at first. Then, some other tribes who came north from Mexico taught them how to grow corn. The Anasazi grew their food below their cliff houses on a flat plain.

Where are the Anasazi today?

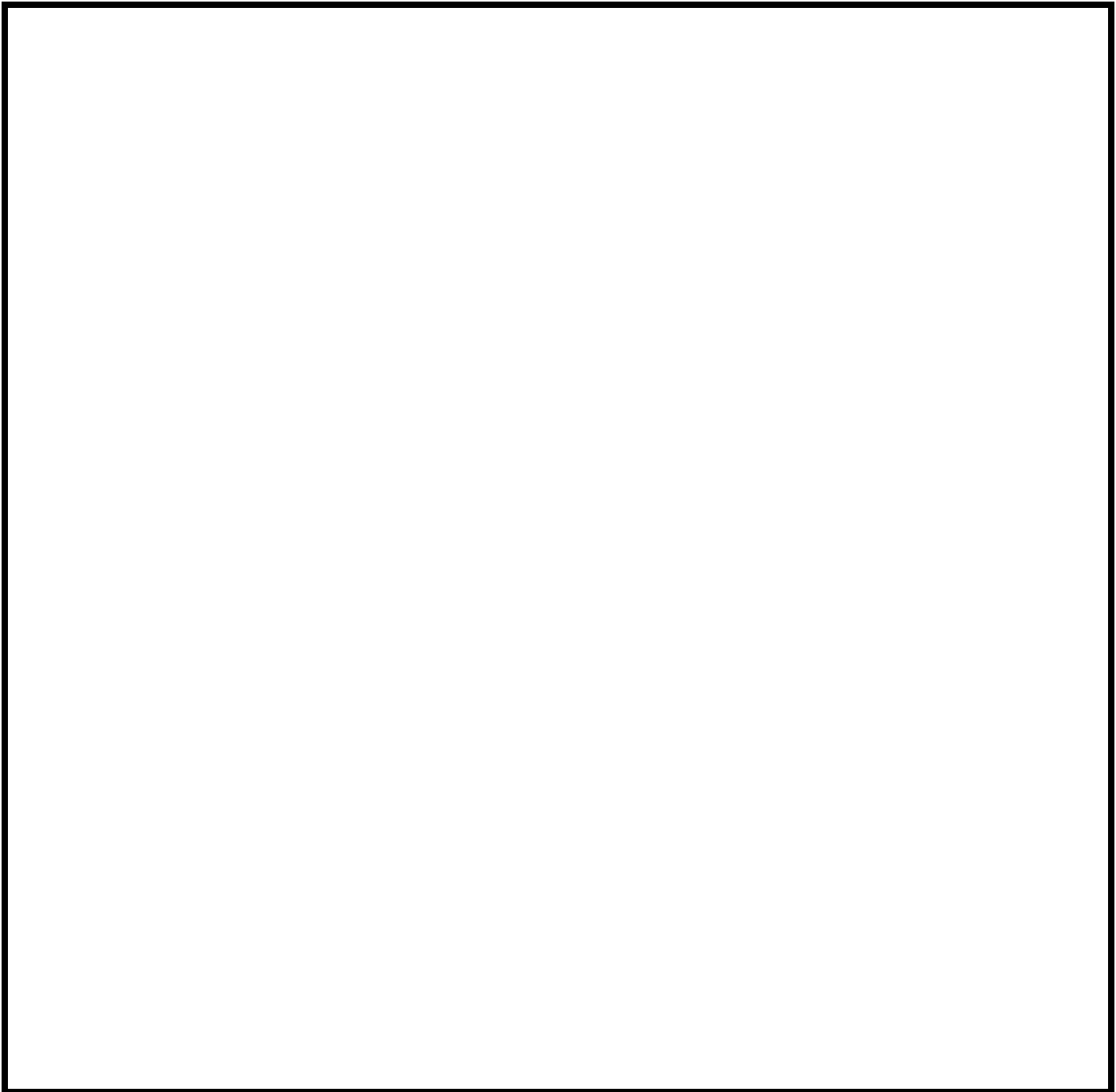
The Anasazi lived in the same area for hundreds of years. Scientists discovered, however, that about 700 years ago, that the Anasazi left their cliff village. We don't know why, but some ideas are that unfriendly people attacked them or that there was a long drought. People today who are descendants of the Anasazi live in many areas of the Southwest.

Student Earliest Americans Packet

The Anasazi: Cliff Dwellers

Name: _____ Date: _____

DIRECTIONS: Using details and information from the story, draw a picture of a cliff dwelling. Circle three areas in your drawing that show things that are mentioned in the story. Color your picture as well.



Student Earliest Americans Packet

Mound Builders

Student Name: _____ Date: _____

Who were the Mound Builders?

The Mound Builders were a group of Early Americans who settled in the Midwest Region of North America about 2,800 years ago.

The Mound Builders were a group of farmers who grew corn, squash, and beans. They lived in villages and towns and did not move around as the Inuit did. They built roads and traveled to other towns to sell or trade their crops.

Why are they called Mound Builders?

The Mound Builders built mounds to live on. Like the Anasazi, they used the mounds as protection from enemies. They built buildings of the village on the mounds. A flat area in the middle of the village mounds was used for celebrations and other important events. Houses were built on the mounds, too. Some house mounds were taller than others. The most important people in the village lived on the tallest mounds.

How did they build the Mounds?

The Mound Builders used baskets to carry dirt to the area where they would build a mound. It must have taken many people a long time to build the mounds. Some of them were 70 feet high! It would have taken 72,000 tons of dirt to build it!

What happened to the Mound Builders?

The mound builders lived for hundreds of years and built many roads and villages. When the Europeans began to explore North America, however, they brought with them diseases that killed many of the Mound Builders. The few who did survive, joined other Native American groups.

DIRECTIONS: Fill in the blanks with the correct facts about the Mound Builders.

1. The Mound Builders were _____, who grew many crops including corn, squash, and beans.
2. The Mound Builders settled in the Midwest about _____ years ago.
3. The Mound Builders built houses and _____ on the top of the mounds.
4. The mound builders used _____ filled with dirt to build the mounds.
5. European _____ killed many of the Mound Builders.

Teacher Vocabulary Definition Sheet

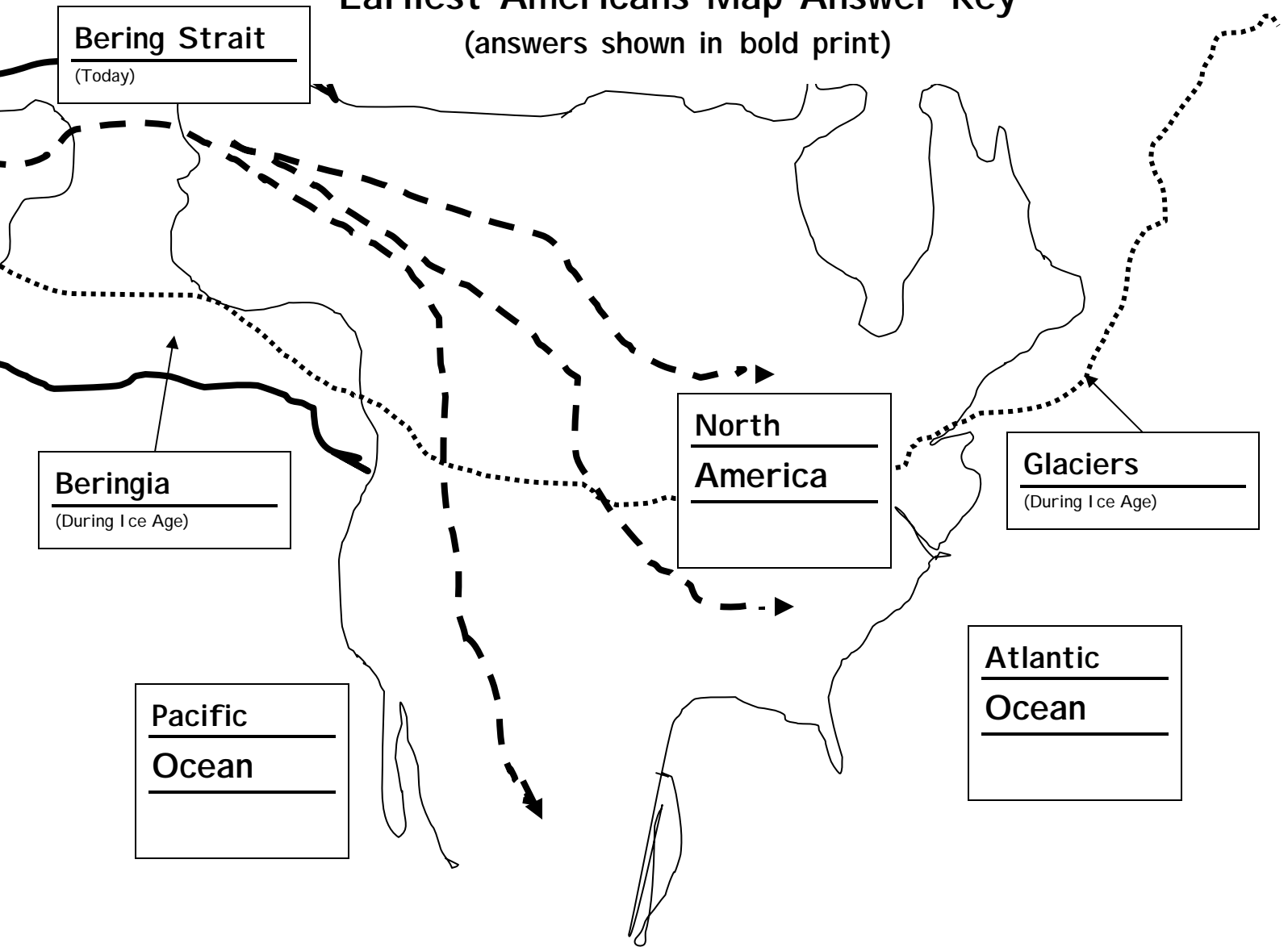
1. Land Bridge: a smaller area of land that connects two larger areas of land.
2. Asia: the largest continent on Earth.
3. North America: the northern continent with the Atlantic Ocean on its east and the Pacific Ocean on its west.
4. Alaska: the largest state in the United States located northwest of Canada.
5. Beringia: the area of land that connected Asia to North America during the Ice Age.
6. Ice Age: a time about 10,000 years ago when glaciers covered much of North America and Europe.
7. Siberia: a region in northeast Asia.
8. Bering Strait: the waterway that separates North America from Asia.
9. Glaciers: huge sheets of ice that covered much of the world during the Ice Age.
10. Woolly Mammoth: an Ice Age animal that was covered with thick brown fur and may be related to today's elephant.
11. The Inuit: an ancient tribe of Early Americans who live in the Arctic region of North America.
12. Igloo: a house used by the Inuit made of packed snow or ice.
13. Arctic: the cold, tundra region located around the North Pole.
14. Ancestors: relatives of a people who lived long ago.
15. Anasazi: Early Americans who lived in the Southwest region of North America.

Appendix B, page 2

16. Cliff Dwelling: a type of house built on a cliff that the Anasazi lived in.
17. Mesa Verde: the place where ruins of an Anasazi cliff dwelling can be found.
18. Ruins: what's left of buildings built long ago.
19. Descendant: a person who is related to someone who lived long ago.
20. Mound Builders: a group of Early Americans who lived in the Midwest area of North America.
21. Mound: a rounded area of earth built by man that stands taller than the area around it.

Earliest Americans Map Answer Key

(answers shown in bold print)



What's the Difference? Writing Rubric

Student Name: _____

CATEGORY	4	3	2	1	Score
STAYS ON TOPIC	Writing is on topic throughout entire story (100% of the time).	Writing is on topic throughout most of the story (80%-99%) of the time).	Writing is on topic through out some of the story (40%-79% of the time).	Writing is almost never on topic in the story (less than 39% of the time) and it is hard to tell what the topic is.	
DETAILS	Student has explained with one detail for each at least three ways their life is different from the Ice Age boy.	Student has explained with one detail for each at least two ways their life is different from the Ice Age boy.	Student has explained with one detail for each at least one way their life is different from the Ice Age boy.	Student has explained with no details at least one way their life is different from the Ice Age boy.	
CAPITALIZATION AND PUNCTUATION	The student has made no capitalization or punctuation mistakes in his/her writing.	The student has made less than two capitalization or punctuation mistakes in his/her writing.	The student has made less than five capitalization or punctuation mistakes in his/her writing.	The student has made more than five capitalization or punctuation mistakes in his/her writing.	
GRAMMAR	The student has made no grammatical errors in his/her writing.	The student has made less than two grammatical errors in his/her writing.	The student has made less than four grammatical errors in his/her writing.	The student has made more than four grammatical errors in his/her writing.	
TOTAL SCORE:	<p style="text-align: right;">Points _____/16</p> <p style="text-align: right;">Percentage _____%</p> <p style="text-align: right;">Letter Grade _____</p>				

Answer Key

Answers are shown in bold print

The Inuits

DIRECTIONS: Write the word *True* in the blank if the statement is true.
Write the word *False* in the blank if the statement is false.

1. False The Inuit came from Siberia 15,000 years ago.
2. True The Inuit were hunters and gatherers.
3. False *Inuit* means "the travelers."
4. True In winter, the Inuit made homes from ice called *igloos*.
5. False Today, the Inuit still live like they did thousands of years ago.

Anasazi: Cliff Dwellers Drawing Rubric

Student Name: _____

CATEGORY	4	3	2	1	Score
CONTENT	Student has circled at least three areas of their drawing in which a detail from the story is shown.	Student has circled at least two areas of their drawing in which a detail from the story is shown	Student has circled at least one area of their drawing in which a detail from the story is shown	Student has circled no areas of their drawing in which a detail from the story is shown	
NEATNESS	The student has nearly no stray marks and has colored in the lines.	The student has some stray marks and has colored outside of the lines two times.	The student has many stray marks and has colored outside of the lines three or more times.	The student has nearly too many stray marks and has outside of the lines nearly all of the time.	
COLOR	The student has colored the entire drawing using earth tones only (brown, yellow, orange, red).	The student has colored at least 75% of the drawing using earth tones only.	The student has colored at least 50% of the drawing using earth tones only.	The student has colored parts of the drawing using but used colors other than earth tones.	
TOTAL SCORE:	Points _____/12 Percentage _____% Letter Grade _____				

Answer Key

Answers are shown in bold print

Mound Builders

DIRECTIONS: Fill in the blanks with the correct facts about the Mound Builders.

1. The Mound Builders were **farmers**, who grew many crops including corn, squash, and beans.
2. The Mound Builders settled in the Midwest about **2,800** years ago.
3. The Mound Builders built houses and **villages** on the top of the mounds.
4. The mound builders used **baskets** filled with dirt to build the mounds.
5. European **diseases** killed many of the Mound Builders.

Appendix C

Student Unit Assessment

Name: _____ Date: _____

Directions: Circle the correct answer for each question.

1. What is the name of the area of land that the Earliest Americans crossed to get to North America?
BERING STRAIGHT BERINGIA ALASKA
2. Where did the Inuit live?
ANTARCTIC SOUTHWEST ARCTIC
3. What was the name of the type of home that the Anasazi lived in?
IGLOO TENT CLIFF DWELLING
4. Where did the Mound Builders live?
MIDWEST SOUTHWEST ARCTIC
5. What was the name of the elephant-like animal that lived during the Ice Age?
WOOLY MAMMOTH HAI RY ELEPHANT FURRY RHINO
6. The Earliest Americans who crossed Beringia were:
FARMERS HUNTERS AND GATHERERS FISHERMAN
7. The Inuit live in what country today?
FRANCE EGYPT CANADA
8. Why did the Anasazi and Mound Builders build their homes high above the ground?
SO THEY COULD SEE FAR AWAY SO THEY WOULDN'T BE FLOODED
TO PROTECT THEIR HOMES FROM ENEMIES
9. What killed many of the Mound Builders?
A FLOOD EUROPEAN DI SEASES IT'S UNKNOWN
10. What is the name for the period of time when the world was very cold and the oceans were lower?
ICE AGE COLD ERA DEEP FREEZE

Appendix D

Student Unit Assessment Answer Key

ANSWERS ARE SHOWN IN BOLD PRINT

Directions: Circle the correct answer for each question.

1. What is the name of the area of land that the Earliest Americans crossed to get to North America?
BERING STRAIGHT **BERINGIA** ALASKA
2. Where did the Inuit live?
ANTARCTIC SOUTHWEST **ARCTIC**
3. What was the name of the type of home that the Anasazi lived in?
IGLOO TENT **CLIFF DWELLING**
4. Where did the Mound Builders live?
MIDWEST SOUTHWEST ARCTIC
5. What was the name of the elephant-like animal that lived during the Ice Age?
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TO PROTECT THEIR HOMES FROM ENEMIES
9. What killed many of the Mound Builders?
A FLOOD **EUROPEAN DISEASES** IT'S UNKNOWN
10. What is the name for the period of time when the world was very cold and the oceans were lower?
ICE AGE COLD ERA DEEP FREEZE