

b. First Americans

Content Area: **Social Studies**
Course(s): **Social Studies 5**
Time Period: **Trimester 1**
Length:
Status: **Published**

Unit Overview

Essential Questions

What might you learn from studying early inhabitants of the Americas?

What is Beringia and why is it important?

What is a civilization?

What does a civilization need to grow and prosper?

What is an artifact?

How did the environment effect how the people lived

Why didn't Early Civilizations use money?

How did the early civilizations modify their environment to meet their needs?

Content

The first Americans arrived via a land bridge called Beringia.

Early civilizations: Olmec was the first civilization and lived along the Gulf coast of Mexico, created calendar, used stone in sculpture and archetecture

Maya lived in S. Mexico and Guatamala, created number zero, corn (maze) was their main food source

Mound Builders lived in Ohio RiverValley and used mounds of dirt to bury dead.

Anasazi lived in desert area SW U.S., Four Corners, used irrigation to farm.

Aztec lived in wet area of Valley of Mexico and adapted to and modified their environment by building floating gardens to grow crops.

Aztec believed in slavery

Tenochtitlan was their main city built on an island in Lake Texcoco.

The Inca used terracing and irrigation to grow crops in the Andes Mts. of South America

Skills

Name the first American civilizations

Identify the first Americans as hunters and gathers

Locate Beringia

List important features about the Olmec, Maya, Mound Builders, and Anasazi

Define civilization

Define artifact

Locate and label where different civilations lived and identify their climate

Define chinampas, terracing, and irrigation, slavery, empire, specialize

Assessments

Discussion and participation during the lessons

Assigned workbook pages

Completed maps

Notes

Chapter questions

Chapter reviews

Tests

Lessons/Learning Scenarios

Introduce early cultures as hunter gathers

Read and discuss Olmec and Maya cultures

Olmec: 1st civilization, Gulf coast of Mexico, left artifacts, created calendar

Maya: southern Mexico and Guatamala, farmers, artics, scientists, calendar, written records, number zero,

Mound Builders: Ohio River valley, buried dead under dirt mounds,

Anasazi: Four Corners, used irrigation, lived in rock cliffs, desert

Aztec: Valley of Mexico, LakeTexcoco, swamp land, floating gardens, used slavery, warriors,

Inca: Andes mountains, South America, skilled builders and farmers, used terracing and irrigation, made crafts,

Introduce areas of the Americas where the different civilizations were located

Standards

SOC.5-8.6.1.8.1	Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. European exploration expanded global economic and cultural exchange into the Western Hemisphere.
SOC.5-8.6.1.8.B.1.a	Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
SOC.5-8.6.1.8.B.1.b	Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.
SOC.5-8.6.1.8.B.2.a	Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
SOC.5-8.6.1.8.B.2.b	Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
SOC.5-8.6.1.8.D.1.b	Explain how interactions among African, European, and Native American groups began a cultural transformation.
SOC.5-8.6.1.8.D.1.c	Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.
SOC.5-8.6.2.8.B.4.h	Explain how the locations, land forms, and climates of Mexico, Central America, and South America affected the development of Mayan, Aztec, and Incan societies, cultures, and economies.

Resources

Our Nation Teacher's Edition, volume 1

Our Nation Student edition

Activity Maps

Activity Globes

Safari Montage Videos

teacher created foldable

teacher created worksheets

Scholastic News

Smithsonian Magazine (May 2011)

Teacher created test

