

I N S T R U C T I O N A L S U P P O R T

— THE STORY OF —
AMERICA





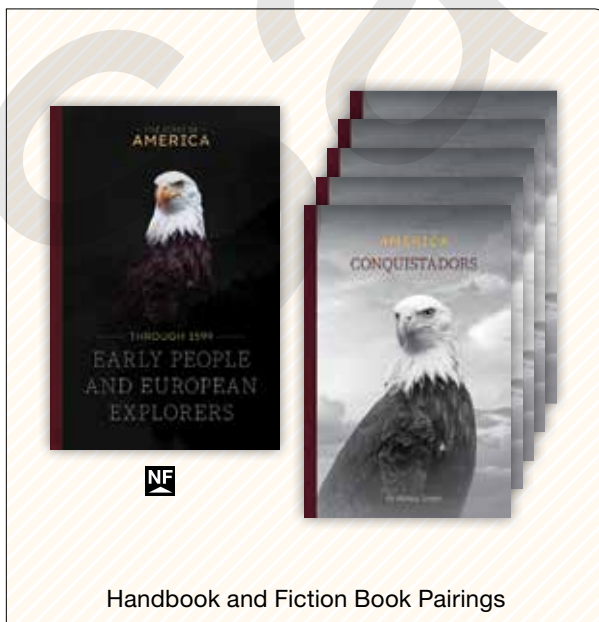


THROUGH 1599: EARLY PEOPLE AND EUROPEAN EXPLORERS

ERA OVERVIEW

The history of the United States is rooted in the much longer history of the North American continent. While researchers are unsure of when humans first arrived on the continent, evidence of early human civilizations continues to be uncovered. In this handbook, topics include an overview of the ways the first Americans may have reached the continent 16,000 years ago and a look at the Indigenous cultures that developed and thrived over the ensuing millennia. Themes then turn to the effects of European exploration. These include the conflicts and competition between European superpowers as well as clashes between Europeans and Indigenous Peoples. Of particular note throughout the handbook is the inclusion of underrepresented viewpoints from Indigenous voices to African conquistadors and Viking women warriors.

The five fiction books explore perspectives across this time period. *Follow the Herd* features a first-person perspective as a group of early humans crosses the Bering Land Bridge around 14,000 BC. Other perspectives featured include Indigenous main characters, one who faces a crisis that makes her gain appreciation for her culture and two who are curious about early European explorers who reach the shore near their home. A teen in St. Augustine in 1586 experiencing the effects of Sir Francis Drake's burning of the Spanish fort and a member of Hernan Cortes's crew round out the fiction book voices.



Handbook and Fiction Book Pairings



Informational Cards

Early People and European Explorers Timeline

11,000 BC: Humans are established in present-day North and South America.

1400s: There are 10 million people in the Inca Empire.

500 BC–1400 AD: Archaic cultures emerge.

1518: King Charles I of Spain allows slave ships to sail directly from Africa to the Americas without stopping in Europe.

1275: Marco Polo travels to China by way of the Silk Road trade routes.

1497: English explorer John Cabot lands on the eastern coast of North America.

14,000 BC

~1325: The Aztecs build Tenochtitlán.

1000: Vikings cross the Atlantic Ocean and set foot in North America.

1507: A German mapmaker gives the label “America” to present-day North and South America in honor of Italian explorer Amerigo Vespucci.

1000 BC: Farming is common in North America.

1492: Christopher Columbus sails from Spain and lands in North America.

1521: Hernán Cortés and his army conquer the Aztec Empire, forming New Spain.

1562: The Huguenots, a group of French Protestants, start a settlement in present-day South Carolina.

1534: Jacques Cartier explores Canada and claims the area for France.

1588: The Spanish Armada attacks England.

1542: Spain bans the enslavement of Indigenous Peoples in its colonies.

1599

1540: Francisco Vázquez de Coronado leads an expedition north from Mexico into the American Southwest.

1598: Juan de Oñate leads an expedition into New Mexico.

1532: Francisco Pizarro conquers the Inca Empire for Spain.

1585: Sir Walter Raleigh starts an English colony in Virginia.

1519: Ferdinand Magellan is the first European to cross the Pacific Ocean.

1552: African survivors of a shipwreck, later known as the Cimarrons, set up a free society in Panama.

THROUGH 1599, SECTION 1

The First Americans

OVERVIEW This section focuses on the indigenous cultures of the Americas. Mystery still surrounds where the first peoples of North America emigrated from and how their descendants came to establish cultures across the continent. But as archaeologists have uncovered evidence buried in the ground, theories such as migration across the Bering Land Bridge or along the coastline by boat have gained increased support. Ancient structures and cities left behind by later cultural groups point to how geographical features helped shape daily life. Large-scale civilizations of the Americas, including the Maya, Aztec, and Inca Empires, left behind lasting contributions from mathematical concepts to agricultural and architectural innovations. Each of these indigenous cultures shaped the continents that today we call North and South America.

**BIG IDEAS TO PONDER**

Before introducing students to Section 1 of the handbook, provide time for them to ponder and discuss questions related to the major themes of the text. The following questions work well for both whole-class and small group discussion.

- Why would archaeologists want to find out when and how the first people arrived in North America?
- How might land and weather patterns have shaped ancient cultures?
- What do you know about the Maya, Aztec, and Inca Empires? What might lead humans to form large-scale civilizations like these as opposed to smaller, individual tribes?

After students have had a chance to discuss these questions, ask each student to choose one question to write about in a reflection.

EXPLORE SECTION 1 THROUGH ACTIVITIES

Connect the above big ideas through the following activities to help prepare students to read Section 1.

- **WHOLE CLASS ACTIVITY:** Point out the Clovis points on page 13 of the handbook. Display Internet images of other artifacts from Indigenous Peoples of North America that archaeologists have uncovered. Ask students to ponder what these tools tell us about the earliest Americans. Discuss why certain artifacts have survived thousands of years and others have not. Have students ponder how the earliest peoples may have lived and what sort of shelters they may have built.
- **PARTNER ACTIVITY:** Designate partners and ask them to ponder how geographical features can shape cultures. Assign each pair a geographical area of North America (e.g., the Pacific Northwest, the desert Southwest, the Plains, the woodlands around the Great Lakes, the Northeastern coastline). Ask them to imagine how the earliest peoples may have used the features of that area for shelter and tools. Encourage them to research online to confirm or

disprove their ideas. Then have them draw what an Indigenous village in their geographical area may have looked like.

READING AND REFLECTING ON SECTION 1

Have students read Section 1 of the Handbook in small groups, with partners, or independently. Then have them revisit the big idea questions they answered before reading. Based on the content in Section 1, have them discuss how their answers to the questions have changed. Then ask students to write their answers to each question in a reflection.

SUGGESTED STUDENT PROJECTS

To encourage students to deepen and extend their learning about the key themes of Section 1, have them choose one of the following projects to complete. Alternatively, allow students to propose their own projects that promote exploration of one or more of the key themes.

- Create a journal for one of the earliest Americans. Record at least three entries describing the land in which they live and what daily life is like.
- Create a map that illustrates at least two possible ways the earliest peoples may have emigrated to North America. Add geographical features to the map as well as lines showing the routes people may have taken.
- Design and fill in a poster-size Venn diagram to compare and contrast two of the regional ancestral cultures in North America (e.g., Puebloans, Eastern Woodland Peoples, Mississippians, or Plains Village Peoples).
- Research one of the technological or academic innovations of the Maya, Aztecs, or Inca. Present how that innovation influences modern-day concepts, structures, or tools.

GRAPHIC ORGANIZER

Key Questions Strategy

OVERVIEW

One way students can organize important information about a group or historical event is to think like a reporter and ask themselves key questions which can then be answered using evidence from the text. The Key Questions organizer helps students use this approach by providing the key question stems and space for writing the questions and their answers.

STUDENT OBJECTIVES

- use prompts to develop key questions about a group or historical event
- look for evidence in the text to answer their questions
- share their questions and answers with other students

ACTION PLAN

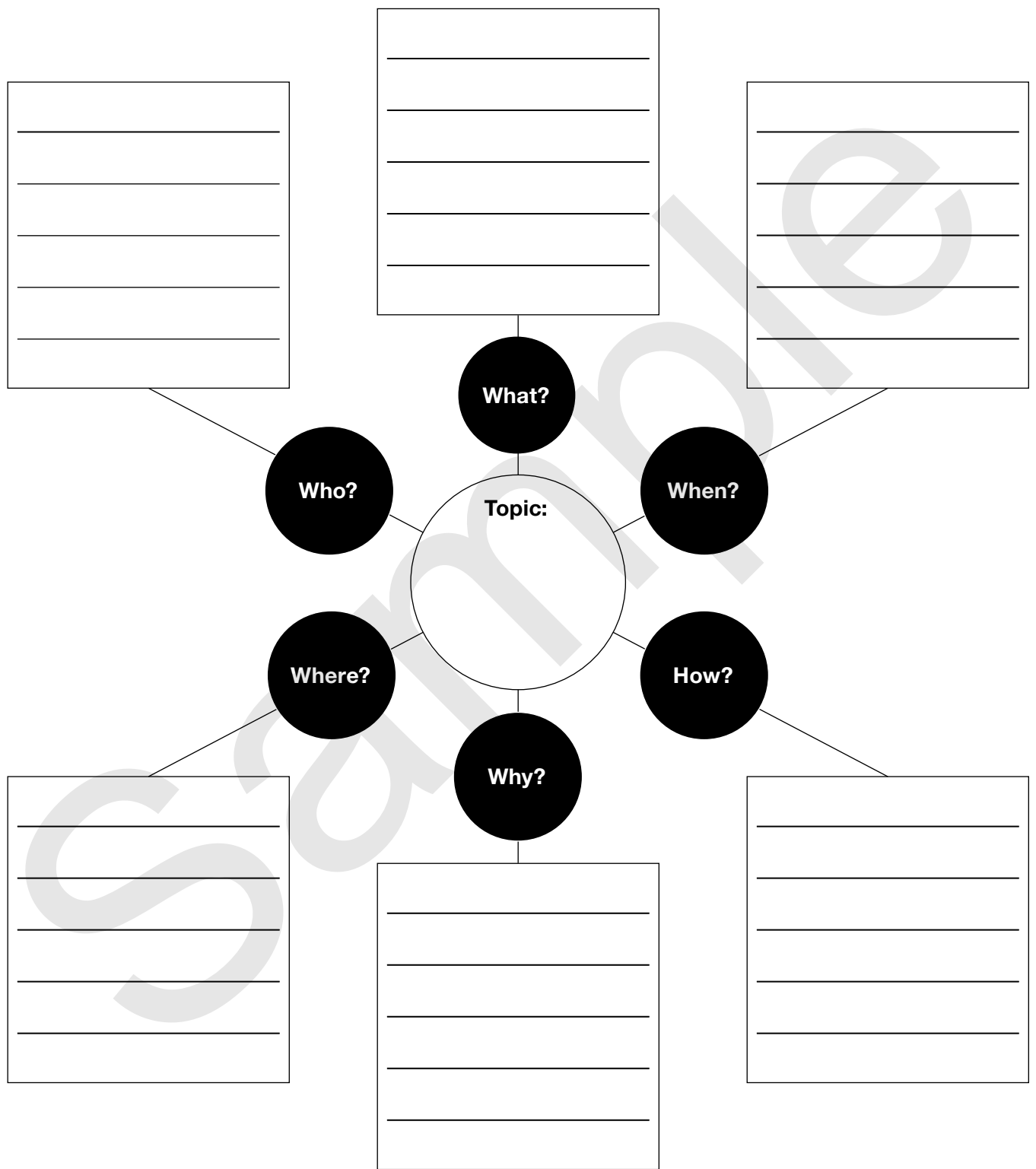
Point out that one way to remember the most important elements of a historical event or a famous person or group is to ask and answer key questions. These questions are based around the 5 W's and an H (who, what, when, where, why, and how), the same questions that reporters use when informing viewers or readers about important events.

Choose one of the ancestral peoples of North America described in Chapter Two of Handbook 1. As a class, fill out the organizer on the facing page to identify important information about that group of people. Model how to use the question prompt to develop a question. For example, the prompt “where” could be used to create the question, “Where did this group of people live?” Then have students look in the text to find the answer to this question. Note the answer on the organizer. Continue until the entire organizer is completed.

Then assign groups of 3–4 students and provide each group with a copy of the organizer on the facing page. Have students choose a different Indigenous group to research by asking and answering key questions on the organizer.

Once all groups are finished, provide time for them to present their graphic organizers to the class.

Key Questions Activity



THROUGH 1599, SECTION 1: THE FIRST AMERICANS QUIZ, continued

Name: _____ Date: _____

DIRECTIONS: Read the words and definitions. Write the correct word next to its definition.

ancestor	artifact	culture	empire	expedition
forage	generation	Indigenous	migrate	monument

- 6. _____ the beliefs and everyday activities of a group of people; their way of life
- 7. _____ a structure built to honor a person, idea, or event
- 8. _____ a group of people who journey together to explore a place that is far away
- 9. _____ referring to the earliest known people to live in a particular place
- 10. _____ to search for food
- 11. _____ to move from one place to live in another
- 12. _____ an area controlled by one ruler
- 13. _____ a relative from past times
- 14. _____ a group of people born and living around the same time
- 15. _____ an object from the past made by humans

DIRECTIONS: Answer the questions below. Use complete sentences.

16. What was one Indigenous group you learned about that you would like to learn more about? Why?

HISTORICAL FICTION

A Different Hunt

SYNOPSIS This book is set in 1000 AD in what is now upstate New York. The main character, Oheo, is a member of the Iroquois tribe. It is time for the autumn hunt, so the men and older boys are preparing to set out with their bows and arrows. Oheo longs to go with them, but her mother reminds her that women in their tribe have different responsibilities. Among these are tending to the crops and learning about the medicinal properties of plants and trees. Oheo does not find women's work interesting until her mother becomes ill. At that point, the knowledge she has gained becomes the key to healing her mother. Instead of hunting with a bow and arrow, Oheo goes on a hunt for something to heal her mother.

PERSPECTIVES

Read the following introduction to the students before reading the book. Then ask them the pre-reading questions that follow.

What would it have been like to be part of the powerful Iroquois tribe long before Europeans set foot on what is now the United States? Living in villages where each extended family had its own longhouse, these Indigenous people had an affinity with nature. Women and men had different roles, but each was important to the strength and health of the village.

- Why do you think men and women would have had different roles in an Iroquois village?
- What might it have been like to live in a longhouse with extended family?
- How do you think knowledge was passed down from one generation to the next in Iroquois culture? What evidence do you have for this conclusion?

INTRODUCE THE BOOK

Show students the book *A Different Hunt*. Ask them to think about the title and predict what the book might be about given that title.

POST-READING QUESTIONS

Ask students the following questions after they read the book.

- What makes the day the story opens an important day?
- Why do you think Oheo longs to do something different from the traditional tasks women do?
- What are the Three Sisters? Why do you think they were called that?
- Were you surprised to learn that Iroquois women were considered the owners of the land and the heads of their clan? Why or why not?
- How does Oheo help heal her mother?
- Do you agree with Oheo's final words? Why or why not?

INFORMATIONAL CARDS

People



ACTIVITIES

Pull out the 34 people cards for Handbook 1. Display them to students and explain that these cards help students process historical events through the people and groups that shaped them.

- Place all the people cards in a basket, and have each student draw one card. Then instruct students to research their selected individual or group in order to give a one-minute introduction of that person or group to the class.
- Have students work in pairs. Provide them with the people cards and have them play a guessing game. One partner will call out key facts about the person or group from the bullets on the back side of the card until their partner is able to guess the person or group.
- Have students work in small groups. Provide each group with 3–5 people cards and have the group discuss how the individuals or groups on their cards shaped historical events. Ask them to ponder how history might have proceeded differently if that person or group were not present to shape key events.

CATEGORIES

The People Cards for Handbook 1 fall into six major groups. As students use these cards to review key individuals and groups who shaped history, organizing them into categories can help them find connections. It can also be helpful in comparing and contrasting different groups and individuals.

African Explorers

- Cimarrons
- Esteban
- Juan Garrido
- Nuflo de Olano

European Groups

- Huguenots
- Vikings

Spanish Conquistadors

- Álvaro Núñez Cabeza de Vaca
- Francisco Pizarro
- Francisco Vázquez de Coronado
- Hernán Cortés
- Hernando de Soto
- Juan Ponce de León

European Explorers

- Amerigo Vespucci
- Christopher Columbus
- Ferdinand Magellan
- Jacques Cartier
- Jean Ribault
- John Cabot
- John White
- Sir Francis Drake
- Sir Walter Raleigh

Indigenous Leaders

- Donnacona
- Montezuma II

Indigenous Peoples

- Aztecs
- Eastern Woodlands people
- Inca
- Iroquois
- Maya
- Mississippians
- Nez Perce
- Plains Village people
- Puebloans
- Taíno people
- Timucua

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THROUGH 1599
**EARLY PEOPLE AND
EUROPEAN EXPLORERS**

CONQUISTADORS
A DIFFERENT HUNT
FOLLOW THE HERD
FROM THE FIRE
THE WINGED SHIP

1600-1763
**ESTABLISHMENT AND
GROWTH OF COLONIES**

CROSSROADS
LIGHTNING'S BITE
REVENGE OR FREEDOM
SPIRIT OF THE CORN
TOO LATE

1764-1783
**COLONIAL UNREST AND
THE AMERICAN REVOLUTION**

A CHANCE FOR FREEDOM
CHOOSING SIDES
LIFE AND LIBERTY
MERCILESS WARRIOR
SPREADING THE NEWS

1784-1799
**THE BIRTH OF
A NATION**

BANK OF THE FUTURE
FALLING LIKE TIMBERS
SEEING ALL SIDES
A TIME OF NEED
YOU ARE FREE

1800-1849
**NATIONAL EXPANSION
AND SOCIAL CHANGE**

NOWHERE TO HIDE
PROVE YOURSELF
RAILROAD TO FREEDOM
UNITE FOR EQUALITY
WELCOME TO AMERICA

1850-1866
**GROWING STATE CONFLICTS
AND THE CIVIL WAR**

HIS OWN MASTER
THE LONG WALK HOME
PRIVATE PAT
TRAGEDY AT THE THEATER
UNITED EFFORT