Unit 2: Native American Cultures

By Mr. Washington

Today’s Schedule:

• Do now
• Beringia
• Native American Cultures
• Exit slip
• The Arrival of Men (worksheet)

— I can explain the Beringia Land Theory.

American Heritage: Native Americans 21:52

Do Now:

• List any questions that you have pertaining about the Economics Unit we just finished.

Native American Cultures (Beringia Land Bridge)

• About 30,000 years ago the world was experiencing an Ice Age
• Water levels dropped revealing a land bridge and many islands that were previously under water
• Scientists believe that the first Americans migrated from Asia to Alaska across Beringia
• These nomadic people were following mammoths and other prey that moved in search of grazing land.

Migration to North Americas 2:02

Survival in the Americas

• Native Americans learned to use the natural resources in their environments for food, clothing, and shelter (SURVIVAL)
• At the end of the Ice Age nomadic hunters and gatherers began to settle in one place and learned to farm
• District cultures developed
• Farming encouraged the growth of permanent communities
Today's Schedule:

- Quiz (Do now)
- Native Americans of the Northwest and Great Plains Regions
- Totem Pole Activity
- Exit slip
- Who Came First (worksheet)
- Culture Areas of North America (map)
- People of the Plains (reading)
  - I can explain how North American Civilizations developed.
  - I can compare and contrast social institutions between different groups.

Cultural Regions

NORTHWEST COAST

- made totem poles
- lived in cedar plank houses
- salmon main food
- hunted whales
- enjoyed potlatches

The Tribes of the Northwest Coast

The Great Plains

- Treeless, grassless
- Followed buffalo herds
- Lived in teepees

- Native Americans of the Great Plains relied upon the buffalo for life!!!
Students will read a passage about Totem Pole making. After they finish reading, they will trace or cut out 5 pieces to the totem pole. They will then color and construct their totem poles.

Exit-slip

• Describe the different aspects of both the Northwest and Great Plains Indians.

Today’s Schedule:

• Do now
• Finish Great Plains Regions
• Native Americans of the Southwest and Northeast Regions
• Exit slip
• Waste Not, Want Not (worksheet)- in class
• People of the Southwest (reading)
• People of the Northeast Woodlands (reading)

— I can explain the influence of the Spanish in the early Americas.

Do Now:

• Why did the Northwest Indians make totem poles?

Horses were brought by the Spanish

• Change the way Native Americans hunted:
  — Before the horse, men left their villages and traveled out on the plains to hunt for the buffalo on foot
  — Women, children and old people stayed behind in the village
  — After the hunt, meat was taken back to the village
  — With horses men followed the buffalo across the plains and families moved with the men

— Secure access to food
  — With horses the Indians had a secure access to food and all the things they needed to live
  — Plains Indians used every part of the buffalo to provide everything they needed.

— Could travel farther distances
  — Before the horse, women and children stayed behind while the men went on long hunts
  — Horses could carry people—women, children, older men and women—on their strong backs
  — Horses could carry heavy loads like a travois
  — Teepees could be pulled along so entire tribes could move together
• Trade increased
  - Horses made it possible for Indians from one part of the Great Plains to travel, meet other Indians, and exchange ideas

Horse Travois
• Wooden frame (two long poles) pulled by horses
• Before the arrival of horses, dogs were used to pull the travois
• Enabled Plains Indians to haul heavy loads

The Southwest Region
• hot, dry climate
• farmed by building irrigation ditches
• grew corn, beans, squash
• lived in large apartments made of sun-dried clay (adobe)
• wore clothing made of cotton (cotton grows wild in the desert)
• Heavily influenced by the Spanish

The Northeast Woodland
• many lakes, forest
• men hunted bear, deer, turkey, birds, small game, fished from lakes
• women farmed (corn, beans, squash)
• lived in long-houses
• Iroquois Confederacy developed in New York around the great lakes

Exit-slip
• Describe the different aspects of both the Northeast Woodlands and Southwest Indians.
Today's Schedule:
- review unit
- Culture Activity

- I can explain social institutions of a culture. (family, religion, education, government, and economy)

Unit Activity
Task:
- Create a mini-poster that represents life in your community

- Your poster must address four elements of culture and contain an illustration and a short explanation for each element.

- dress
- traditions/customs
- housing
- religion/beliefs
- food
- language/communication
- art/literature/music/dance/crafts

Today's Schedule:
- Do now
- Mesoamerican Cultures
- OH! THE POWER OF CORN
- Exit-slip

- I can explain the importance of agriculture to Mesoamerican cultures.

Mesoamerica: A History of Central America 55:26

Mesoamerica
- hot, humid, much rain
- mountains, jungle
- corn was first farmed in Mexico
- theocracy--religious leaders ruled society

Historical Importance of Corn 7:49
About 9,000 years ago, people in present day Mexico made a discovery that would change the lives of Native Americans for thousands of years. They learned how to plant and use maize, an early form of corn.

A) Identify Two changes this discovery brought to the lives of Native Americans.

B) Choose ONE of the changes identified in part A and explain in detail why it was an important change.

Today's Schedule:

- review Mesoamerica
- Do now
- Olmec/Maya/Aztec Civilizations
  - Inca, Aztec, Maya (map)
  - Be Attractive the Classic Maya Way! (reading)- in class
  - The Mayas (worksheet)

I can explain how Mesoamerican Civilizations developed.

The Olmec Civilization

- The Olmec developed along the Mexican Gulf coast among the lowland jungles, grasslands, and swamps
- They built large ceremonial and commercial centers between about 1200 and 400 B.C., during this time, Olmec priests developed a number and calendar system, as well as a writing system, called glyphs
- Some scholars believe that the Olmec later migrated southeast, there they may have contributed to the rise of the Maya Civilization around 400 B.C.
The Mayas of Central America

- developed accurate calendar
- believed in human sacrifices
- practiced a theocracy type of government

The Maya Cont.

- The Maya built their civilization in the jungles and rain forest of present day Mexico, Guatemala, Honduras, and Belize
- They planted Maize, beans, sweet potatoes, and other vegetables

Mayan Cities

- By 300, the Maya had built many large cities
- Each city had at least one stone pyramid
- Some pyramids reached about 200 feet, the height of a 20 story building
- The largest Mayan City was Tikal (Mayan Capital)
- The temples on top of the pyramids were religious and governmental centers
- The Maya believed that their gods controlled everything that happened on Earth

Decline of an Empire

- Around 900, the Maya Civilization in the lowlands began to decline
- By 1100, the great cities were almost ghost towns
- The jungles overcrowded the plazas, roads, and fields
- No one known what caused the decline

The Aztecs of Central America

- The South Central region of present-day Mexico was once the home of the Aztec
- Cannibalism
- built large cities

The Aztec

- Centuries after the fall of the Maya, a group of hunters called the Aztec wandered through central Mexico, searching for a permanent home
- In 1325, they came upon an island in Lake Texcoco, today part of Mexico City
Tenochtitlan

- On the island, Tenochtitlan emerged.
- In time, the Aztec Capital expanded to the mainland around the lake.
- At its height, Tenochtitlan was the largest in the Americas, and one of the largest in the world.
- Tenochtitlan also served as a center of trade, attracting thousands of merchants to its outdoor marketplace.
- Later destroyed by the Spanish.

Exit-slip

- Describe the different aspects of the Aztec, Olmec, and Maya Civilizations.

Today’s Schedule:

- Do now
- Inca Civilization
- Maps
- Pass out study-guide
- Exit-slip
- The Incas (worksheet)
  - I can explain how the Inca Civilization developed.
  - I can use different maps to find major landforms and waterways of the U.S.

Inca of South America

- Hot, humid, mountains, jungles
- Developed terrace farming
- Human sacrifices
- Were destroyed by the Spanish

• How do you think Terrace Farming helps people that live in the mountains?
Cartogram

- Cartograms allow you to plot an isolated variable
- The map on the left shows land area, nothing else.
- The one on the right shows population, nothing else.

Mercator Map

- Distorted at the North and South Poles
- Very little distortion at the equator

Political Map

- Shows borders
- Countries, cities, and towns

Physical Map

- Shows physical features (mountains, rivers, etc.)
Exit-slip:

• Describe each of the maps discussed in class today.

Today’s Schedule:

• Take up study-guide
• Test

Today’s Schedule:

• Open Response Practice
• RAP

Common Cultural Characteristics

There are many cultures around the world. Culture is a way of life shared by a group of people.

A) Name three elements of culture.

Three elements of culture are....

B) Explain one element of your culture to someone moving to your neighborhood named in part A.

__________________ is one element of my culture.
__________________ is...