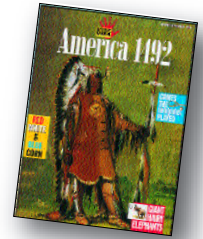




Teacher's Guide



America 1492

Dear Educator,

Get ready to travel back in time with **KIDS DISCOVER** to explore America before Europeans arrived! While reading *America 1492*, your young historians will learn about the fascinating topics at right.

This Teacher's Guide is filled with activity ideas and blackline masters to help your students enjoy and learn more from *America 1492*. Select or adapt the activities that suit your students' needs best.

Thank you for making **KIDS DISCOVER** a part of your classroom.

Sincerely,

KIDS DISCOVER

P.S. We would love to hear from you!
E-mail your comments and ideas to
teachers@kidsdiscover.com

Meeting the Standards

✓ United States History: Era 1 Three Worlds Meet (Beginnings to 1620)
– *National Standards for History*

✓ Visit www.kidsdiscover.com/standards to find out more about how **KIDS DISCOVER** meets state and national standards.

PAGES	WHAT'S IN AMERICA 1492
2–3	An Ice Age Crossing The first Americans and the land bridge connecting North America and Asia
4–5	The Sea People The Makah of the Pacific Northwest
6–7	The Desert Dwellers The Pueblo peoples of the Southwest
8–9	The Farmers of the Plains The Mandan of the Great Plains
10–11	The U.S. Wildlife Population in 1492 A beautifully illustrated map with the animals found throughout America in 1492
12–13	The People of the Forest The Iroquois of the Northeast
14–15	The Town Builders The Mound Builders and the Creek peoples of the Southeast
16–17	Detectives of the Past Archaeologists and Native Americans work together to interpret the ways of people long ago
18–19	Student Activities Make a clay bowl and play a bowl toss game, plus an acrostic, map match, and resources

• IN THIS TEACHER'S GUIDE •

2 Prereading Activities

3 Get Set to Read (Anticipation Guide)

4 Discussion and Writing Questions

5–6 It's in the Reading (Reading Comprehension)

7 Everything Visual (Graphic Skills)

8 Cross-Curricular Extensions

9–12 Answer Keys to Blackline Masters

◆◆◆◆◆ www.kidsdiscover.com ◆◆◆◆◆

KIDS DISCOVER • 149 Fifth Avenue, 12th Floor • New York, NY 10010 • T: 212-677-4457 • F: 212-353-8030



PREREADING ACTIVITIES



Before distributing **KIDS DISCOVER America 1492**, activate students' prior knowledge and set a purpose for reading with these activities.

Discussion

To get students thinking about how this topic relates to their interests and lives, ask:

- ✓ *What do you think life was like in North America before 1492? Who lived there?*
- ✓ *How do you think life changed after 1492?*

KWL Chart

K	W	L

On chart paper, draw three columns and label them **K** ("What we Know"), **W** ("What we Want to know" or "What we think we Will learn"), and **L** ("What we Learned"). Ask: *What do you already know about the Native*

Americans who lived in what is now America in 1492? List students' responses in the **K** column. In the **W** column, list students' questions and comments about what they want to learn or what they think they will learn by reading *America 1492*. (See box below for key terms students may bring up.) At the end of the unit, have students fill in the **L** column listing what they learned. Finally, ask students to correct any inaccurate information in the **K** column.

KEY TERMS

- | | |
|-------------------------|-------------------|
| ✓ Makah | ✓ Creek |
| ✓ Hopi | ✓ harpoon |
| ✓ Pueblo | ✓ kachina |
| ✓ Mandan | ✓ potlatch |
| ✓ Iroquois | ✓ mesa |
| ✓ Mound Builders | ✓ buffalo |

Get Set to Read (Anticipation Guide)



Copy and distribute the **Get Set to Read** blackline master (page 3 of this Teacher's Guide). Explain to students that this **Anticipation Guide** will help them find out what they know and what misconceptions they have about the topic. **Get Set to Read** is a list of statements—some true, some false. Ask students to write whether they think each statement is true or false in the **Before Reading** column. Be sure to tell students that it is not a test and they will not be graded on their answers. The activity can be completed in a variety of ways for differentiated instruction:

- ◆ **Have students** work on their own or in small groups to complete the entire page.
- ◆ **Assign pairs** of students to focus on two statements and to become "experts" on these topics.
- ◆ **Ask students** to complete the **Before Reading** column on their own, and then tabulate the class's answers on the chalkboard, on an overhead transparency, or on your classroom computer.
- ◆ **Review the statements** orally with the entire class.

If you predict that students will need assistance finding the answers, complete the **Page Number** column before copying **Get Set to Read**.

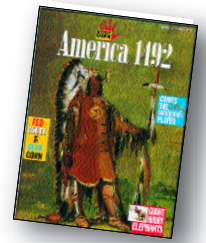
Preview

Distribute *America 1492* and model how to preview it. Examine **titles, headings, words in bold-face type, pictures, charts, and captions**. Then have students add new information to the **KWL** chart. If students will only be reading a few pages at one sitting, preview only the selected pages.

BE WORD WISE WITH POWER VOCABULARY!

You have exclusive access to additional resources including Power Vocabulary blackline masters for every available KIDS DISCOVER title! These activities introduce students to 15 specialized and general-use vocabulary words from each KIDS DISCOVER title. Working with both types of words helps students develop vocabulary, improve comprehension, and read fluently. Follow the links from your Teacher's Toolbox CD-ROM and find your title to access these valuable resources:

- ◆ Vocabulary cards
- ◆ Crossword puzzle
- ◆ Word find
- ◆ Matching
- ◆ Cloze sentences
- ◆ Dictionary list



Name _____ Date _____

Get Set to Read

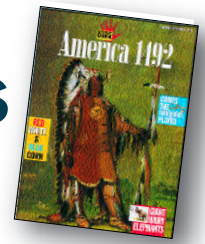
The year 1492 was the beginning of many changes in the Americas. What do you know about the people who lived in North America in 1492? In **Before Reading**, write *true* if you think the statement is true. Write *false* if you think the statement is not true. Then read **KIDS DISCOVER America 1492**. Check back to find out if you were correct. Write the correct answer and the page number where you found it.

CHALLENGE: Rewrite each false sentence in a way that makes it true.

Before Reading		After Reading	Page Number
_____	1. In 1492, Christopher Columbus arrived in the Americas.	_____	_____
_____	2. The Makah of the Pacific Northwest hunted whales and seals in 1492.	_____	_____
_____	3. In 1492, the Hopi were one group of Pueblo people in the American Northeast.	_____	_____
_____	4. The Mandan people of the Great Plains hunted buffalo throughout the year.	_____	_____
_____	5. The Great Plains in North America had up to 100 million horses but few buffalo in 1492.	_____	_____
_____	6. The Iroquois were a group of five separate peoples in New York State.	_____	_____
_____	7. The Creeks of the American Southeast are descendants of the Mound Builders.	_____	_____
_____	8. Today we know about the people who lived in North America in 1492 because of their written records.	_____	_____



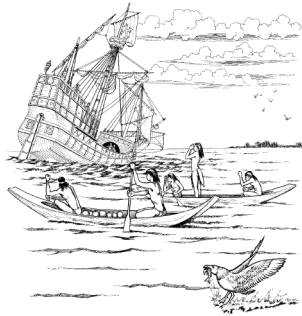
DISCUSSION & WRITING QUESTIONS



Use the following questions as oral discussion starters or for journaling. For additional in-class discussion and writing questions, adapt the questions on the reading comprehension blackline masters on pages 5 and 6.

Pages 2–3

- ✓ Why do you think some of the descendants of the people who came across the land bridge eventually moved south all the way to the tip of South America?
- ✓ What do you think were some of the factors influencing where people settled?



Pages 4–5

Some Native American groups gave potlatches, parties in which everyone went home with gifts. Have students imagine they are giving a potlatch. Ask:

- ✓ What five friends would you invite? What one gift would you give to each of them, assuming that money is no object? Why did you choose the gifts you did?
- ✓ What one gift would you like to receive at a potlatch? Why?

Pages 4–5 and 6–7

Have students read the material on pages 4–5 and 6–7. Ask:

- ✓ How was life in the Northwest in 1492 different from life in the Southwest in 1492?

Pages 8–9

After students read about the Mandan buffalo hunt at the bottom of pages 8–9, ask:

- ✓ What do you think about the Mandan's method of hunting buffalo? Why?

Pages 8–9

Have students imagine that they are at Okipa, the Mandan celebration in which stories about the past are told and tests of strength take place. Ask:

- ✓ What story from your past would you tell at Okipa?
- ✓ What tests of strength and courage do you think the Mandan young men might have performed?

Pages 10–11

- ✓ Based on the map, what animals inhabited the area where you live in 1492? Do these animals still inhabit this area?
- ✓ Are you surprised by any of the animals or their locations on the map? Which ones?

Pages 12–13

A longhouse was home to 10 or 12 related families. Ask:

- ✓ What are the advantages and disadvantages of this kind of living arrangement?

Pages 12–13

The Iroquois said a prayer of thanksgiving after killing an animal. Have students read the prayer on page 13. Ask:

- ✓ Does anything in the prayer surprise you?
- ✓ What would you say if you said a prayer for an animal after it was killed?

Pages 14–15

- ✓ What are some reasons why the Mound Builders built temples or houses for chiefs on mounds?

Pages 14–15

The Creeks built their houses around a central square. Ask:

- ✓ Do you know of any neighborhoods or areas that are built around a central square?
- ✓ Why do you think people would build houses or buildings around a central square?

Pages 16–17

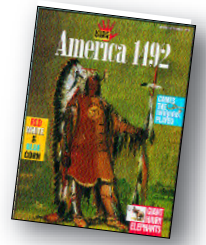
- ✓ Would you like to be an archaeologist? Why? What are some parts of the job that interest you?

All pages

Various kinds of housing are described in this issue, such as pueblos, lodges, and longhouses. Ask:

- ✓ Which would you have preferred to live in? Why?





Name _____ Date _____

It's in the Reading

After reading **KIDS DISCOVER America 1492**, choose the best answer for each question.
Fill in the circle.



Find your answers on the pages shown in the book icon next to each question.

1. Why did the first people come to the Americas?

- ☐ A. They were looking for a route to the Far East.
- ☐ B. They were following animals they hunted.
- ☐ C. They needed new farmland to grow their crops.
- ☐ D. They were looking for riches and adventure.



2. When was whale-hunting season for the Makah?

- ☐ A. spring
- ☐ B. summer
- ☐ C. fall
- ☐ D. winter



3. Why didn't the people of the Southwest build wood homes?

- ☐ A. They liked the look of adobe homes.
- ☐ B. Wood was scarce in the dry Southwest.
- ☐ C. They used all wood for heating their homes.
- ☐ D. Wood was a plentiful resource in the area.



4. What could you tell about a Hopi woman wearing a squash-blossom hairdo?

- ☐ A. She spent many hours arranging her hair.
- ☐ B. She came from a wealthy family.
- ☐ C. She was a single woman old enough to marry.
- ☐ D. She was a married woman.



5. Why did the Mandan hunt in the fall?

- ☐ A. There were more buffalo in the fall.
- ☐ B. The buffalo were well fed after a summer of grazing.
- ☐ C. The Mandan needed to provide food to last through the winter.
- ☐ D. The Mandan couldn't find buffalo to hunt in summer.





It's in the Reading (continued)

6. What did Mandan women do that was the job of Hopi men?

- ☐ A. build homes
- ☐ B. farm
- ☐ C. hunt
- ☐ D. move into a new lodge



7. Why aren't horses shown on the map on pages 10–11?

- ☐ A. The map did not have room to show all the places where horses lived in America.
- ☐ B. The map shows America after the Europeans took all horses to Europe.
- ☐ C. The map does not show the part of America where horses lived.
- ☐ D. The map shows animals living in America before Europeans came in 1492.



8. What is the best conclusion about a visit to a longhouse by a medicine man wearing a False Face?

- ☐ A. Someone in the house was sick.
- ☐ B. The medicine man lived there.
- ☐ C. The medicine man was thanking the spirits for a good hunt.
- ☐ D. It was time for the children to learn about the False Face Society.



9. What did older people and young children do to help their Creek community?

- ☐ A. They both kept the sacred fire burning.
- ☐ B. They both played chunky.
- ☐ C. They agreed on a place to settle.
- ☐ D. They both scared birds and other animals away from the crops.



10. What was one way American Indians of 1492 kept their history alive?

- ☐ A. They recorded oral histories on tape.
- ☐ B. They used storytelling.
- ☐ C. They kept written accounts of events as they happened.
- ☐ D. They used computers to keep records of events.



11. How were all the peoples of America featured in *America 1492* alike?

Name _____ Date _____

Everything Visual

Maps can have very different purposes. The small maps on many pages of KIDS DISCOVER *America 1492* show where different peoples lived in 1492. The large map on pages 10–11 has a very different purpose. Note the animal names and pictures around the border of the map. These name the animals on the map. The map shows much more than where animals lived. Look carefully at the map. Then answer the questions. To answer some of the questions, you will have to think about what you know and apply that knowledge to what you see on the map and its borders.

1. Why are differing kinds of structures, such as houses, shown on the map?
What do the buildings indicate about the materials used in them?

2. Where were bald eagles found in North America in 1492?

3. Why are the California condor, bison, green turtle, and grizzly bear found at the four corners of the map?

4. Why are corn, acorns, sunflowers, and berries shown on the map when many other foods are not?

5. In 1492, where did caribou live?

6. Where did manatee live in 1492?

7. Why are different kinds of trees shown on different parts of the map?



Have students try these activities to expand their knowledge and interest in what America was like in 1492.

Social Studies

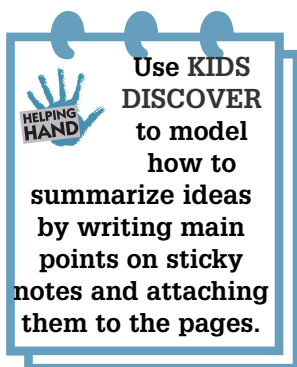
Give students an outline map of North America. As students read the issue, invite them to create a color-coded key that shows a different color to represent each Native American group shown in the issue. Then students can use the small maps found throughout the issue to determine where these groups once lived. Students should color in these areas on their own maps and create a key which explains the meanings of the colors.

Language Arts, History

The world is constantly changing. Have students interview a grandparent or another elder to find out what life was like when that person was about the student's age. Students should ask questions about differences between life then and life now, such as methods of transportation, how people spent leisure time, food, labor-saving devices, housing, shopping, and so on. To present the information, have students create their own magazine with a title like "America 1950" or "Puerto Rico 1965." Each page spread should focus on one topic discussed in the interview, and should include pictures, illustrations, captions, and text with quotes. Encourage students to read each other's magazines.

Social Studies, Language Arts

Over five centuries have passed since the time of Columbus's voyages. Have students work in groups, with each group taking a different 100-year period: 1492–1592; 1593–1692; 1693–1792; 1793–1892; 1893–1992. Groups should write down five major events that took place within their time period, including details on the significance of each event. Students can read the descriptions of the events in time line order.

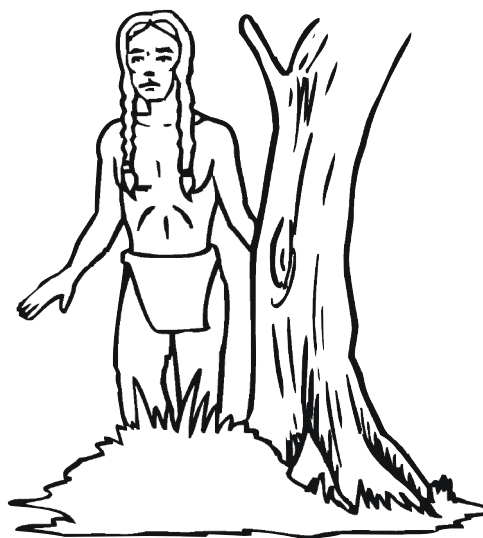


Geography, History, Math

Have students trace a route on a map or globe from Asia to North America and then down into South America to see where the first Americans came from and how they spread south. Using the map's scale, students should determine the distance groups of people, over several generations, traveled to settle where they are.

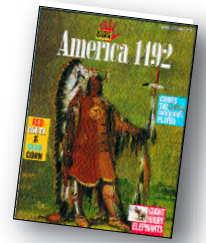
Social Studies, Language Arts

Have students use the library or the Internet to research Native American poems. Students can read the poems to the class and discuss their meanings.



Art, Social Studies

There are as many as 600 Kachina spirits recognized by the Hopi. Have students use the Internet or the library to research what some of the Kachina spirit masks look like and what they symbolize. Then provide students with a variety of art materials, such as large and small cardboard boxes, feathers, papier-mâché, paints, etc. Encourage students to create their own Kachina spirit mask. They may wish to recreate one they found in their research, or design their own mask based on the designs of other Kachina masks. Allow students to show their masks, explain what the spirit does, and why they chose to design the mask the way they did.



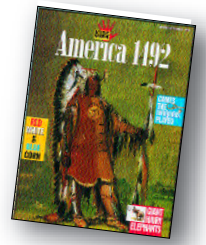
Name **ANSWER KEY** Date _____

Get Set to Read

The year 1492 was the beginning of many changes in the Americas. What do you know about the people who lived in North America in 1492? In *Before Reading*, write *true* if you think the statement is true. Write *false* if you think the statement is not true. Then read **KIDS DISCOVER America 1492**. Check back to find out if you were correct. Write the correct answer and the page number where you found it.

CHALLENGE: Rewrite each false sentence in a way that makes it true.

Before Reading		After Reading	Page Number
_____	1. In 1492, Christopher Columbus arrived in the Americas.	<i>True</i>	<i>p. 3</i>
_____	2. The Makah of the Pacific Northwest hunted whales and seals in 1492.	<i>True</i>	<i>p. 5</i>
_____	3. In 1492, the Hopi were one group of Pueblo people in the American Northeast Southwest.	<i>False</i>	<i>p. 7</i>
_____	4. The Mandan people of the Great Plains hunted buffalo throughout the year in spring and fall.	<i>False</i>	<i>p. 8</i>
_____	5. The Great Plains in North America had up to 100 million horses but few buffalo buffalo but no horses in 1492.	<i>False</i>	<i>p. 11</i>
_____	6. The Iroquois were a group of five separate peoples in New York State.	<i>True</i>	<i>pp. 12-13</i>
_____	7. The Creeks of the American Southeast are descendants of the Mound Builders.	<i>True</i>	<i>p. 14</i>
_____	8. Today we know about the people who lived in North America in 1492 because of their written records the work of archaeologists and the descendants of the people who lived then.	<i>False</i>	<i>p. 16</i>



Name **ANSWER KEY** Date _____

It's in the Reading

After reading **KIDS DISCOVER America 1492**, choose the best answer for each question.
Fill in the circle.



Find your answers on the pages shown in the book icon next to each question.

1. Why did the first people come to the Americas?

- ☐ A. They were looking for a route to the Far East.
- ☒ B. They were following animals they hunted. (*cause and effect*)
- ☐ C. They needed new farmland to grow their crops.
- ☐ D. They were looking for riches and adventure.



2. When was whale-hunting season for the Makah?

- ☒ A. spring (*main idea and details*)
- ☐ B. summer
- ☐ C. fall
- ☐ D. winter



3. Why didn't the people of the Southwest build wood homes?

- ☐ A. They liked the look of adobe homes.
- ☒ B. Wood was scarce in the dry Southwest. (*inference*)
- ☐ C. They used all wood for heating their homes.
- ☐ D. Wood was a plentiful resource in the area.



4. What could you tell about a Hopi woman wearing a squash-blossom hairdo?

- ☐ A. She spent many hours arranging her hair.
- ☐ B. She came from a wealthy family.
- ☒ C. She was a single woman old enough to marry. (*main idea and details*)
- ☐ D. She was a married woman.



5. Why did the Mandan hunt in the fall?

- ☐ A. There were more buffalo in the fall.
- ☐ B. The buffalo were well fed after a summer of grazing.
- ☒ C. The Mandan needed to provide food to last through the winter. (*inference*)
- ☐ D. The Mandan couldn't find buffalo to hunt in summer.



It's in the Reading (continued)

6. What did Mandan women do that was the job of Hopi men?

- ☐ A. build homes
- ☒ B. farm (*synthesis*)
- ☐ C. hunt
- ☐ D. move into a new lodge



7. Why aren't horses shown on the map on pages 10–11?

- ☐ A. The map did not have room to show all the places where horses lived in America.
- ☐ B. The map shows America after the Europeans took all horses to Europe.
- ☐ C. The map does not show the part of America where horses lived.
- ☒ D. The map shows animals living in America before Europeans came in 1492. (*facts and details*)



8. What is the best conclusion about a visit to a longhouse by a medicine man wearing a False Face?

- ☒ A. Someone in the house was sick. (*draw conclusions*)
- ☐ B. The medicine man lived there.
- ☐ C. The medicine man was thanking the spirits for a good hunt.
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- ☒ D. They both scared birds and other animals away from the crops. (*comparison and contrast*)



10. What was one way American Indians of 1492 kept their history alive?

- ☐ A. They recorded oral histories on tape.
- ☒ B. They used storytelling. (*main idea and details*)
- ☐ C. They kept written accounts of events as they happened.
- ☐ D. They used computers to keep records of events.



11. How were all the peoples of America featured in *America 1492* alike?

Answers will vary, but students may suggest that all used the resources of the land where they lived to meet their needs. All have descendants living today.



Name **ANSWER KEY** Date _____

Everything Visual

Maps can have very different purposes. The small maps on many pages of KIDS DISCOVER *America 1492* show where different peoples lived in 1492. The large map on pages 10–11 has a very different purpose. Note the animal names and pictures around the border of the map. These name the animals on the map. The map shows much more than where animals lived. Look carefully at the map. Then answer the questions. To answer some of the questions, you will have to think about what you know and apply that knowledge to what you see on the map and its borders.

1. Why are differing kinds of structures, such as houses, shown on the map?
What do the buildings indicate about the materials used in them?

These structures show the kinds of buildings people in different areas constructed. The buildings indicate that the people used the resources of the land to build them.

2. Where were bald eagles found in North America in 1492?

The bald eagles lived in the Southeast, Middle West, Southwest, and West.

3. Why are the California condor, bison, green turtle, and grizzly bear found at the four corners of the map?

Each of these animals had large populations in 1492 but has become endangered since then.

4. Why are corn, acorns, sunflowers, and berries shown on the map when many other foods are not?

These are main foods either gathered or raised by American peoples in 1492.

5. In 1492, where did caribou live?

Caribou lived in the northern part of the United States.

6. Where did manatee live in 1492?

Manatee lived on the Gulf Coast of Florida.

7. Why are different kinds of trees shown on different parts of the map?

The different kinds of trees shown in each area are the trees that were typical for the area.