

GRADE 4, UNIT 2

# Indigenous Societies of North America



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*The ancestral Pueblo peoples built dwellings out of sandstone in natural cliff alcoves in the Southwest between 1150 and 1200 CE. Image by Jbjensen1 via Wikimedia, CC BY 4.0.*

## Acknowledgements

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

*Unit 2, Cluster 1 Inquiry Chart*

<b>Unit EQ</b>	How do we know that first peoples flourished in North America?
<b>Cluster SQ</b>	<b>What are the theories of how people first arrived in North America?</b>
<b>What questions will we ask?</b>	

<b>What did we do?</b>	<b>What did we learn that helps us answer our question(s)?</b>
<b>Lesson 3:</b> We studied evidence of early humans in North America. We put the evidence into two categories: by land or by sea.	
<b>Lesson 4:</b> We read about the land bridge theory and the coastal migration theory. We connected those theories to evidence from the previous lesson.	
<b>Lesson 5:</b> We listened to Indigenous migration stories and mapped the migration routes as told by oral tradition.	



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## *Notice and Wonder Chart*

**Directions:** You will see a series of four images. For each one, write what you notice from looking at the image and what you wonder about it.

What I Notice	What I Wonder
Image 1	Image 1
Image 2	Image 2
Image 3	Image 3
Image 4	Image 4



## *Unit 2 Know and Wonder Chart*

**Unit 2 Essential Question: How do we know that first peoples flourished in North America?**

What do you already know?	What do you wonder?



## *Blank Word Wall Vocabulary Cards*

**Directions:** These cards are designed to support students with learning key vocabulary in their home language(s). Edit this document to create as many cards as you need, then use a translation resource to translate each word and definition. Print and cut out these vocabulary cards to use on the Word Wall in the classroom. Translated cards should be paired with the English version on the Word Wall to support students with translanguaging.

### Blank Word Wall Cards

**vocabulary word**

definition

**vocabulary word**

definition

**vocabulary word**

definition

## *Maps of Early Human Migration Routes*

### Map 1









Name: \_\_\_\_\_ Date: \_\_\_\_\_

## *Evidence of Human Migration Notes Organizer*

**Directions:** Discuss the evidence in your slide deck with your group. You can use your own background knowledge in addition to the evidence. For example, can food grow on an ice sheet? Can a person travel more quickly by foot or by boat? Why might there be very little evidence of sea travel? Take notes in the chart below.

What evidence makes you think that first peoples came by land?	What evidence makes you think that first peoples came by sea?

What evidence makes you think that first peoples came by land?	What evidence makes you think that first peoples came by sea?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## *Evidence of Human Migration Notes Organizer (Frames and Evidence Bank)*

**Directions:** Discuss the evidence in your slide deck with your group. You can use your own background knowledge in addition to the evidence. For example, can food grow on an ice sheet? Can a person travel more quickly by foot or by boat? Why might there be very little evidence of sea travel? Take notes in the chart below.

Evidence Bank	
Beringia land bridge	kelp highway
ice sheets	global distribution of kelp
thickness of ice sheets	Clovis spears
White Sands footprints	human settlement map

Sentence Frames
<ul style="list-style-type: none"> <li>• <i>[Evidence] shows that...</i></li> <li>• <i>[Evidence] supports the [land / sea] theory because...</i></li> <li>• <i>Based on the [evidence], I think that...</i></li> <li>• <i>People could have used ___ to migrate to North America.</i></li> </ul>

<b>What evidence makes you think that first peoples came by land?</b>	<b>What evidence makes you think that first peoples came by sea?</b>

What evidence makes you think that first peoples came by land?	What evidence makes you think that first peoples came by sea?



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## *Land Bridge Theory Article*

**Directions:** A theory is an explanation based on evidence. Read one theory below that could explain how people first came to North America. Refer to the chart you created during the last lesson. Read the article again, and circle the evidence on your chart that matches this theory.

### Evidence of a Land Bridge

During the last ice age, thick ice sheets covered the northern part of Earth. When the ice formed, it trapped a lot of seawater in the ice. This lowered the water level of the ocean and exposed more land. As the water level dropped, a stretch of land was uncovered between Asia and North America. This area is called Beringia. This land bridge was exposed from about 35,000 to 11,000 years ago. The land bridge may have provided a way for the first people to travel from Asia into North America.

However, once in North America, people would have faced a new challenge. Thick ice sheets in Alaska would have blocked people from going further south. A passage through these ice sheets opened up around 14,000 years ago. This means people could have reached southern parts of North America about 13,000 years ago.

Spear points were discovered in New Mexico that date back to 13,000 years ago. They were first found near Clovis, New Mexico, so they are called Clovis points. Clovis points were also found in several areas around North America. Most dated back to around 13,000 years ago.



The land bridge theory proposes that people migrated to North America through Beringia, moving south until they found land that was not covered by ice sheets. Image by Roblespepe via Wikimedia Commons, CC BY-SA 3.0.

## Challenges to the Land Bridge Theory

Scientists who support this theory still wonder how the first people traveled and why they traveled into North America. Evidence that humans were in North America more than 14,000 years ago challenges this theory.

### Text sources:

- National Geographic Society. 2024. "[Map: Bering Land Bridge.](#)"
- National Park Service. 2023. "[Beringia.](#)"
- Roos, Dave. 2025. "[How Early Humans First Reached the Americas: Three Theories.](#)" HISTORY.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## *Coastal Migration Theory Article*

**Directions:** A theory is an explanation based on evidence. Read one theory below that could explain how people first came to North America. Refer to the chart you created during the last lesson. Read the article again, and circle the evidence on your chart that matches this theory.

### Evidence of Coastal Migration

There is evidence that suggests humans followed the coastline of northeastern Asia and Beringia into North America and South America. Scientists who support the coastal migration theory believe humans followed a “kelp highway” as a source of food along their journey. Kelp is a kind of seaweed that still grows along the coasts today. The coastal migration theory explains how people could have settled in a place called Monte Verde near the tip of South America 18,000 years ago. Evidence of kelp was found in the fireplaces of stone homes at Monte Verde. Scientists also found wooden corner posts that supported huts, scraps of animal hides used for clothing and bedding, and wood and stone tools. Wood and animal hides used by these first peoples were preserved in a swampy bog.



The possible sea route for North and South American migration followed a kelp forest, which could have provided food during the long journey. Base map by Sémhur via Wikimedia Commons, public domain.

## Challenges to the Coastal Migration Theory

Further evidence for this theory is hard to find. Humans settled in North and South America when sea levels were much lower. Now that sea levels are higher, evidence for this theory would be underwater and difficult to locate. Despite these challenges, scientists continue to look for more evidence to support this theory.

### Text sources:

- Chambers, Roseanne. 2021. "[The Kelp Highway.](#)"
- National Geographic. 2017. "[Did the First Americans Take a Ride on the Kelp Highway?](#)"
- Strommer, Kristin. 2017. "[The First Americans Were Seafarers, Not Hikers, Paper Says.](#)" OregonNews.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## *Land Bridge Theory Article (Adapted Text)*

**Directions:** A theory is an explanation based on evidence. Read one theory below that could explain how people first came to North America. Refer to the chart you created during the last lesson. Read the article again, and circle the evidence on your chart that matches this theory.

### Word Bank

<b>ice age</b>	a time when Earth was very cold and covered with ice
<b>Beringia</b>	a land bridge between Asia and North America
<b>land bridge</b>	land that connects two places
<b>exposed</b>	uncovered
<b>passage</b>	a way through
<b>spear points</b>	sharp stone tools used for hunting

### Evidence of a Land Bridge

During the last **ice age**, thick ice sheets covered the northern part of Earth. The ice trapped a lot of seawater. This made the ocean water level go down. When the water level dropped, more land appeared.

A strip of land appeared between Asia and North America. This land is called **Beringia**. The **land bridge** was **exposed** from about 35,000 to 11,000 years ago. The land bridge may have provided a way for the first people to travel from Asia into North America.

However, once in North America, people would have faced a new challenge. Thick ice sheets in Alaska blocked people from going further south. A **passage** through these ice sheets opened up around 14,000 years ago. This means people could have reached southern parts of North America about 13,000 years ago.

**Spear points** were discovered in New Mexico. They are 13,000 years old. They were first found near Clovis, New Mexico, so they are called Clovis points. Clovis points were also found in many areas around North America. Most are from about 13,000 years ago.

## Challenges to the Land Bridge Theory

Scientists who support this theory still wonder how the first people traveled and why they traveled into North America. Some evidence shows humans were in North America more than 14,000 years ago. This challenges the land bridge theory.



The land bridge theory proposes that people migrated to North America through Beringia, moving south until they found land that was not covered by ice sheets. Image by Roblespepe via Wikimedia Commons, CC BY-SA 3.0.

### Text sources:

- National Geographic Society. 2024. "[Map: Bering Land Bridge.](#)"
- National Park Service. 2023. "[Beringia.](#)"
- Roos, Dave. 2025. "[How Early Humans First Reached the Americas: Three Theories.](#)" HISTORY.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## *Coastal Migration Theory Article (Adapted Text)*

**Directions:** A theory is an explanation based on evidence. Read one theory below that could explain how people first came to North America. Refer to the chart you created during the last lesson. Read the article again, and circle the evidence on your chart that matches this theory.

### Word Bank

<b>coastline</b>	the part of the land near the sea
<b>Beringia</b>	a land bridge between Asia and North America
<b>kelp</b>	a kind of seaweed, or plant, that grows in the ocean
<b>preserved</b>	kept safe
<b>bog</b>	wet, swampy ground
<b>settled</b>	to live in one place
<b>sea level</b>	the height of ocean water

## Evidence of Coastal Migration

There is evidence that suggests humans traveled by boat to North America. They may have followed the **coastline** of northeastern Asia and **Beringia** into North America and South America.

Scientists who support the coastal migration theory believe humans followed a “**kelp** highway.” Kelp is a kind of seaweed that still grows along the coasts today. People could have eaten the kelp as they traveled.

The coastal migration theory explains how people could have settled in a place called Monte Verde. Monte Verde is near the tip of South America. People lived there 18,000 years ago.

Scientists found evidence of kelp in the fireplaces of stone homes at Monte Verde. They also found wooden corner posts that supported huts, scraps of animal hides used for clothing and bedding, and wood and stone tools. The wood and animal hides were **preserved** in a swampy **bog**.

## Challenges to the Coastal Migration Theory

More evidence for this theory is hard to find. Here's why: Humans **settled** in North and South America when **sea levels** were much lower. Now sea levels are higher. This means evidence for this theory would be underwater. It is difficult to locate evidence underwater. Despite these challenges, scientists continue to look for more evidence to support this theory.

### Text sources:

- Chambers, Roseanne. 2021. "[The Kelp Highway](#)."
- National Geographic. 2017. "[Did the First Americans Take a Ride on the Kelp Highway?](#)"
- Strommer, Kristin. 2017. "[The First Americans Were Seafarers, Not Hikers, Paper Says](#)." OregonNews.



The possible sea route for North and South American migration followed a kelp forest, which could have provided food during the long journey. Base map by Sémhur via Wikimedia Commons, public domain.

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## *Mapping Indigenous Migration Stories*

**Directions:** As you watch each video, draw arrows on the map to show the direction that each group's ancestors traveled to reach their homeland. Be ready to discuss how the stories are similar to or different from the migration theories we learned about in class.

### Hopi Migration Story



## Chickasaw Migration Story



## Agua Caliente Migration Story





Name: \_\_\_\_\_ Date: \_\_\_\_\_

## *Mapping Indigenous Migration Stories (Frames and Word Bank)*

**Directions:** As you watch each video, draw arrows on the map to show the direction that each group's ancestors traveled to reach their homeland. Be ready to discuss how the stories are similar to or different from the migration theories we learned about in class.

### Word Bank

<b>homeland</b>	the place where a group of people comes from; their true home
<b>sacred</b>	very special and important in a spiritual or religious way
<b>ancestors</b>	family members who lived long ago

# Hopi Migration Story



# Chickasaw Migration Story



## Agua Caliente Migration Story







Name: \_\_\_\_\_ Date: \_\_\_\_\_

## *Inquiry Circle Supports (Frames and Word Bank)*

**Directions:** Read the sentence frames and find words and phrases from the word bank to complete the sentences. Use these sentences to participate during the Inquiry Circle.

Word Bank	
land bridge theory	Indigenous migration stories
coastal migration theory	archaeologist
Beringia	evidence
Kelp highway	Clovis points
migrate	White Sands footprints

Sentence Frames	
Naming Theories	<ul style="list-style-type: none"> <li>One theory is the ___.</li> <li>Another theory suggests that people ___.</li> </ul>
Discussing Evidence	<ul style="list-style-type: none"> <li>Evidence that supports/challenges this theory includes ___.</li> <li>The [evidence] shows that ___.</li> <li>Indigenous migration stories tell us that ___.</li> </ul>
Building on Ideas	<ul style="list-style-type: none"> <li>Building on what [Name] said, ___.</li> <li>I agree with [Name] because ___.</li> </ul>
Asking Questions	<ul style="list-style-type: none"> <li>Something I'm still wondering about is ___.</li> </ul>



## Cluster 1 Formative Assessment Task

### What are the theories about how people first arrived in North America?

**Directions:** You have learned about different theories that explain how the first people might have arrived in North America. Choose one migration theory to write about. Describe two pieces of evidence that support the theory and explain your reasoning for each piece of evidence. Then explain why we don't know for sure how people first arrived in North America. Use the words in the Word Bank to help you write your response.

Word Bank			
migrate	theory	land bridge	coastal migration

Theory:

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Evidence #1:

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My reasoning for this evidence:

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Evidence #2:

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My reasoning for this evidence:

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Why don't we know for sure how people first arrived in North America?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## *Cluster 1 Formative Assessment Task (Sentence Frames)*

### **What are the theories about how people first arrived in North America?**

**Directions:** You have learned about different theories that explain how the first people might have arrived in North America. Choose one migration theory to write about. Describe two pieces of evidence that support the theory and explain your reasoning for each piece of evidence. Then explain why we don't know for sure how people first arrived in North America. Use the words in the Word Bank to help you write your response.

Word Bank			
migrate	theory	land bridge	coastal migration

Theory:

*I think the \_\_\_ is best supported by the evidence.*

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---

Evidence #1:

*One piece of evidence is \_\_\_.*

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---

My reasoning for this evidence:  
*This evidence supports the theory because \_\_\_\_.*

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---

---

Evidence #2:  
*Another piece of evidence is \_\_\_\_.*

---

---

My reasoning for this evidence:  
*This evidence supports the theory because \_\_\_\_.*

---

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Why don't we know for sure how people first arrived in North America?  
*We don't know for sure because \_\_\_\_.*

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

*Unit 2, Cluster 2 Inquiry Chart*

<b>Unit EQ</b>	How do we know that first peoples flourished in North America?
<b>Cluster SQ</b>	<b>What can evidence tell us about how first peoples organized themselves into societies?</b>
<b>What questions will we ask?</b>	

<b>What did we do?</b>	<b>What did we learn that helps us answer our question(s)?</b>
<b>Lesson 8:</b> We watched a video and discussed what archaeologists can learn from fossilized footprints.	
<b>Lesson 9:</b> We examined artifacts from different early societies in North America to understand how first peoples lived and worked together.	

What did we do?	What did we learn that helps us answer our question(s)?
<b>Lesson 10:</b> We learned about complex societies and examined features that show how first peoples organized themselves into societies in North America.	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## *White Sands Archaeology Notes Organizer*

**Directions:** Take notes from the video to respond to the questions below. Be ready to share your responses with the class.

(0:58): Where were footprints discovered?

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(0:58) What type of evidence are the footprints?

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(3:19): What evidence did archaeologists find that showed humans and Ice Age animals were at White Sands at the same time?

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(4:24) What can the footprints tell us about how people lived and interacted at White Sands?

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(5:24) How old are the footprints?

---

(5:24) Why do archaeologists think the age of these footprints is so important?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## *White Sands Archaeology Notes Organizer (Sentence Frames)*

**Directions:** Take notes from the video to respond to the questions below. You can use the sentence frames to help you draft your responses. Be ready to share your responses with the class.

(0:58): Where were footprints discovered? Fill in the blanks.

The footprints were discovered at \_\_\_\_\_ National Park  
in \_\_\_\_\_.

(0:58) What type of evidence are the footprints? Circle one:

- artifact
- fossil
- oral tradition

(3:19): What evidence did archaeologists find that showed humans and Ice Age animals were at White Sands at the same time?

Archaeologists found \_\_\_\_.

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(4:24) What can the footprints tell us about how people lived and interacted at White Sands?

*The footprints show that people \_\_\_\_.*

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(5:24) How old are the footprints? Fill in the blank.

*The footprints are \_\_\_\_\_ years old.*

(5:24) Why do archaeologists think the age of these footprints is so important?

*The age is important because it shows \_\_\_\_.*

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## *Artifact Stations Notes Organizer*

**Directions:** Use this handout to record your observations, inferences, and questions at each artifact station.

### Station 1: Decorated Clay Objects

<b>SEE</b> What do I observe or notice?	<b>THINK</b> What does this tell me about how people lived?	<b>WONDER</b> What questions do I still have?

**Station 2: Black-on-White Pottery**

<b>SEE</b> What do I observe or notice?	<b>THINK</b> What does this tell me about how people lived?	<b>WONDER</b> What questions do I still have?

### Station 3: Warrior Sculptures

<b>SEE</b> What do I observe or notice?	<b>THINK</b> What does this tell me about how people lived?	<b>WONDER</b> What questions do I still have?



## *Artifact Stations*

### Station 1: Decorated Clay Objects



Clay objects found during the excavation of Poverty Point National Monument, a prehistoric earthwork site in present-day Louisiana.

**Description:** These small clay objects were made by hand and decorated with designs. Most clay objects at Poverty Point were plain and used for cooking, but these decorated ones are different. They have been found hundreds of miles away, which means people traded or traveled with them. Archaeologists aren't sure what these decorated objects were used for.

**Type:** Artifact

**Maker:** Poverty Point people

**Location:** Near the Mississippi River in present-day Louisiana

**Date:** 3,700–3,300 years ago

## Station 2: Black-on-White Pottery



Miembres pottery bowls made by the Mogollon people. The Mogollons lived in what is today known as northern Mexico, Arizona, and New Mexico.

**Description:** The Mogollon people made different types of pottery. Some pottery was plain, while other pottery was decorated with black-on-white painted designs. The decorated pottery shows artistic skill and careful craftsmanship. Archaeologists have found plain pottery and decorated pottery in different places at Mogollon sites.

**Type:** Artifact

**Maker:** Mogollon people

**Location:** Mountains of present-day Arizona and New Mexico

**Date:** 1,800–600 years ago

## Station 3: Warrior Sculptures



The Atlantes of Tula are the work of the Toltec culture. Each statue is 16 feet tall and carved out of basalt.

### Grade 4, Unit 2: Indigenous Societies of North America

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**Description:** The Toltec people carved large stone sculptures of warriors. Some sculptures were over 15 feet tall and were placed in public spaces in their capital city of Tula, where thousands of people lived. Creating these massive sculptures required many workers, specialized tools, and careful planning.

**Type:** Artifact

**Maker:** Toltec people

**Location:** Central Valley of present-day Mexico

**Date:** 1,100–800 years ago

**Image sources:**

- “Poverty Point Clay Utensils” by Heironymous Rowe via Wikimedia Commons, CC BY-SA 3.0.
- “Mogollon Pottery” by Yinan Chen via Wikimedia Commons, CC0 / public domain.
- “Telamones Tula” by Luidger via Wikimedia Commons, CC BY-SA 3.0.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## *Artifact Stations Notes Organizer (Sentence Frames)*

**Directions:** Use this handout to record your observations, inferences, and questions at each artifact station.

### Station 1: Decorated Clay Objects

<b>SEE</b> What do I observe or notice?	<b>THINK</b> What does this tell me about how people lived?	<b>WONDER</b> What questions do I still have?
<ul style="list-style-type: none"><li>• <i>I see</i> ____.</li><li>• <i>I notice</i> ____.</li></ul>	<ul style="list-style-type: none"><li>• <i>This tells me that people</i> ____.</li><li>• <i>This shows that people</i> ____.</li></ul>	<ul style="list-style-type: none"><li>• <i>I wonder</i> ____.</li><li>• <i>How / Why did people</i> ____?</li></ul>

**Station 2: Black-on-White Pottery**

<b>SEE</b> What do I observe or notice?	<b>THINK</b> What does this tell me about how people lived?	<b>WONDER</b> What questions do I still have?
<ul style="list-style-type: none"><li>• <i>I see ___.</i></li><li>• <i>I notice ___.</i></li></ul>	<ul style="list-style-type: none"><li>• <i>This tells me that people ___.</i></li><li>• <i>This shows that people ___.</i></li></ul>	<ul style="list-style-type: none"><li>• <i>I wonder ___.</i></li><li>• <i>How / Why did people ___?</i></li></ul>

### Station 3: Warrior Sculptures

<b>SEE</b> What do I observe or notice?	<b>THINK</b> What does this tell me about how people lived?	<b>WONDER</b> What questions do I still have?
<ul style="list-style-type: none"><li>• I see ____.</li><li>• I notice ____.</li></ul>	<ul style="list-style-type: none"><li>• This tells me that people ____.</li><li>• This shows that people ____.</li></ul>	<ul style="list-style-type: none"><li>• I wonder ____.</li><li>• How / Why did people ____?</li></ul>



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## *Society Scavenger Hunt*

**Directions:** Work with your team to complete the scavenger hunt using your Society Card Deck. You can use evidence from the artifact images and the text on each card.

### **Find a society that created art or had religious ceremonies.**

Which society did you find?

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What evidence shows this?

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### **Find a society that grew crops or farmed.**

Which society did you find?

---

What evidence shows this?

---

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**Find a society that lived in a very challenging environment (very hot, very cold, or very dry).**

Which society did you find?

---

What did they do to adapt and survive in that environment?

---

**Choose two societies. How were their homes or shelters different based on where they lived?**

Society 1:



---

Society 2:

---

How were their homes different?

## Society Card Deck

Artifact	Description
 <p data-bbox="312 683 732 829">Clay objects found during the excavation of Poverty Point National Monument, a prehistoric earthwork site in present-day Louisiana.</p>	<p data-bbox="1184 383 1581 456"><b>3,700–3,300 years ago</b> <b>Poverty Point</b></p> <p data-bbox="869 508 1873 821">These people built a large settlement near where the Mississippi River flows into the Gulf of Mexico, in present-day Louisiana. About 2,000 people lived there in 600 homes. They traded with groups as far away as the Great Lakes. They also built huge mounds of dirt that formed six concentric half-circles. We still don't know why they built the mounds or how they used them. Artifacts include clay cooking objects, spear points, and stone beads.</p>
 <p data-bbox="249 1227 741 1344">Miembres pottery bowls made by the Mogollon people. The Mogollons lived in what is today known as northern Mexico, Arizona, and New Mexico.</p>	<p data-bbox="1199 883 1566 956"><b>1,800–600 years ago</b> <b>Mogollon</b></p> <p data-bbox="869 1008 1879 1398">The Mogollon people lived in mountain communities in present-day Arizona and New Mexico. Early Mogollon people lived in pit houses dug into the ground, which protected them from cold mountain weather. Later, they built above-ground homes from adobe (dried mud bricks). They also built underground rooms called kivas for ceremonies. The Mogollon hunted animals, gathered wild plants, and grew some crops. Archaeologists have found pottery bowls for cooking and storing food, plus decorated black-on-white pottery used in religious ceremonies.</p>



The Atlantes of Tula are the work of the Toltec culture. Each statue is 16 feet tall and carved out of basalt.

### 1,100–800 years ago Toltec

The Toltec people controlled a large empire in central Mexico. Their capital city of Tula had thousands of people. The Toltec government was run by two powerful groups: the military and the priests. They built stone pyramids and stone statues of warriors. These warrior statues were taller than a grown person! The Toltec also created the legend of Quetzalcóatl, a feathered serpent god. According to the story, Quetzalcóatl was a ruler who taught the people important skills and promised to return one day. This story was passed down through generations and influenced many other cultures in Mesoamerica.



The Cliff Palace of Mesa Verde National Park was once a 150 room building that housed almost 100 people. It is thought that the Cliff Palace served as a social or ceremonial gathering place for the Ancestral Pueblo people.

### 1,300–600 years ago Ancestral Pueblo

The Ancestral Pueblo people lived in the Southwest, where it was hot, dry, and often cold in winter. They built different types of homes depending on where they lived. Some built homes into the side of cliffs, using the natural rock for protection and shelter. Others built above-ground homes from adobe (dried mud) bricks in large villages. They also built underground rooms called kivas for ceremonies and community gatherings. This style of building gave them more space to store and grind corn to feed their large population. Some villages had as many as 10,000 people! There were many roads connecting the villages. The roads also allowed for a large trade network.



Gorget shell necklaces were worn and carved by the Mississippian people and were often carved with culturally meaningful designs. Common carvings include triskele, coiled rattlesnake, spider, chunky player, and birdmen.

### 1,300–450 years ago Mississippian

The Mississippian people built their largest villages along the Mississippi River and other nearby rivers. They built cities that became busy trade centers. The largest city was Cahokia, which had 20,000 people living there. Leaders lived in houses built on top of big platform mounds. Their homes were decorated with beautiful shells and pearls. Important people wore special shell necklaces called gorgets carved with symbols and designs. The Mississippians farmed corn, beans, and squash. They used stone hoes to make field work easier.



Snow goggles like these were used by the Thule people who inhabited the Arctic. They were used to protect the eyes from sunlight, snow, and wind.

### 1,100–400 years ago Thule

The Thule people lived along the coast of northern Alaska and northern Canada. They created special boats and tools to survive in the cold, frozen Arctic. They built umiak (large boats covered in animal skins) that could carry a whole team of hunters. They hunted whales, seals, caribou, polar bears, and other animals. To protect their eyes from the bright sun reflecting off snow and ice, they carved snow goggles with tiny holes to see through. The Thule lived in snow houses during the cold winter months and moved to skin tents in the summer. They traveled on sleds pulled by dogs.

#### Image sources:

- “Poverty Point clay utensils” by Heironymous Rowe via Wikimedia Commons, CC BY-SA 3.0.
- “Mogollon pottery” by Yinan Chen via Wikimedia Commons, CC0.
- “Telamones Tula” by Luidger via Wikimedia Commons, CC BY-SA 3.0.
- “Cliff Palace, Mesa Verde” by MARELBU via Wikimedia Commons, CC BY 3.0.
- “Cox Style Gorget” by Herb Roe via Wikimedia Commons, CC BY-SA 3.0.
- “Snow Goggles” via The Metropolitan Museum, public domain.

#### Text source:

Brown, Shana. n.d. [“American Indian History Timeline Since Time Immemorial to CE 1450.”](#) Washington Office of Superintendent of Public Instruction (OSPI).

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## *Society Scavenger Hunt (Sentence Frames)*

**Directions:** Work with your team to complete the scavenger hunt using your Society Card Deck. You can use evidence from the artifact images and the text on each card.

**Find a society that created art or had religious ceremonies.**

The [society name] created \_\_\_\_.

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**Find a society that grew crops or farmed.**

The [society name] grew \_\_\_\_.

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**Find a society that lived in a very challenging environment (very hot, very cold, or very dry).**

*The [society name] lived in a very [hot / cold / dry] environment. They adapted by \_\_\_\_.*

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**Choose two societies. How were their homes or shelters different based on where they lived?**

Society 1:

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Society 2:

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*[Society 1] lived in \_\_\_\_ [Society 2] lived in \_\_\_\_ These are different because \_\_\_\_.*

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## Cluster 2 Discussion Diamond

**Directions:** Write on your corner of the Discussion Diamond when prompted. Write a summary of your discussion in the middle after your group discusses.

The diagram is a large diamond shape with rounded corners. Four lines extend from the corners of this diamond to the edges of the page, forming a larger diamond shape. Each of these four lines is labeled with "Name:" and "Date:" in a small font, indicating where students should write their names and dates.



## *Discussion Diamond Support (Sentence Frames)*

**Directions:** Choose sentence frames from the list below to help you write your response to the Cluster 2 Supporting Question. Use the provided word bank and your class resources to help you fill in the sentence frames.

Word Bank		
settlements	fossils	Poverty Point
food storage	footprints	Ancestral Pueblo
agriculture	artifacts	Mongollon
government	Clovis points	Mississippian
specialized jobs	pottery	Toltec
religion and art	tools	Thule

### Sentence frames:

- Evidence tells us that first peoples \_\_\_.
- We learned that people organized by \_\_\_.
- This helped them \_\_\_.
- The footprints at White Sands show \_\_\_.
- The societies we studied demonstrate \_\_\_.
- The artifacts we examined reveal \_\_\_.
- This evidence tells us that \_\_\_.
- People worked together to \_\_\_.
- Because they had \_\_\_, they could \_\_\_.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## *Cluster 2 Formative Assessment Task*

**What can evidence tell us about how first peoples organized themselves into societies?**

### **Part 1**

Choose ONE society from the Society Card Deck. List three features of this society and evidence for each feature.

<b>Features of Complex Society</b>			
<b>settlements</b>	<b>food storage</b>	<b>agriculture</b>	<b>government</b>
<b>specialized jobs</b>	<b>art</b>	<b>religion</b>	

Society name:

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Time period:

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Feature	Evidence

Look at the artifact on your society card. Why is it relevant for answering the Cluster 2 Supporting Question?

*The \_\_\_ is relevant because it shows \_\_\_.*

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## *Cluster 2 Formative Assessment Task (Sentence Frames)*

**What can evidence tell us about how first peoples organized themselves into societies?**

### **Part 1**

Choose ONE society from the Society Card Deck. List three features of this society and evidence for each feature.

<b>Features of Complex Society</b>			
<b>settlements</b>	<b>food storage</b>	<b>agriculture</b>	<b>government</b>
<b>specialized jobs</b>	<b>art</b>	<b>religion</b>	

Society name:

---

Time period:

---

Feature	Evidence

Look at the artifact on your society card. Why is it relevant for answering the Cluster 2 Supporting Question?

*The \_\_\_ is relevant because it shows \_\_\_.*

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## Part 2

Choose one way your chosen society organized themselves. This could be one of the features we studied (settlements, food storage, agriculture, specialized jobs, government, art and religion) OR another way you notice from the card. Then, explain how organizing in this way helped this society adapt to their environment and meet their needs.

Use at least two pieces of evidence from your society card. Your explanation must include the artifact shown on the card.

**Claim:** Connect to a feature of society.

*One way the \_\_\_ people organized was by \_\_\_.*

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**Evidence:** Describe the artifact. What is it? What does it show?

*The \_\_\_ shown on the card \_\_\_.*

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**Evidence:** Add more specific details from the card.

*The card also shows \_\_\_\_.*

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**Reasoning:** Explain how organizing this way helped them survive or adapt.

*This helped them \_\_\_\_\_. Because they had \_\_\_\_\_, they could \_\_\_\_\_.*

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

*Unit 2, Cluster 3 Inquiry Chart*

<b>Unit EQ</b>	How do we know that first peoples flourished in North America?
<b>Cluster SQ</b>	<b>Why is it important to preserve archaeological sites of first peoples?</b>
<b>What questions will we ask?</b>	

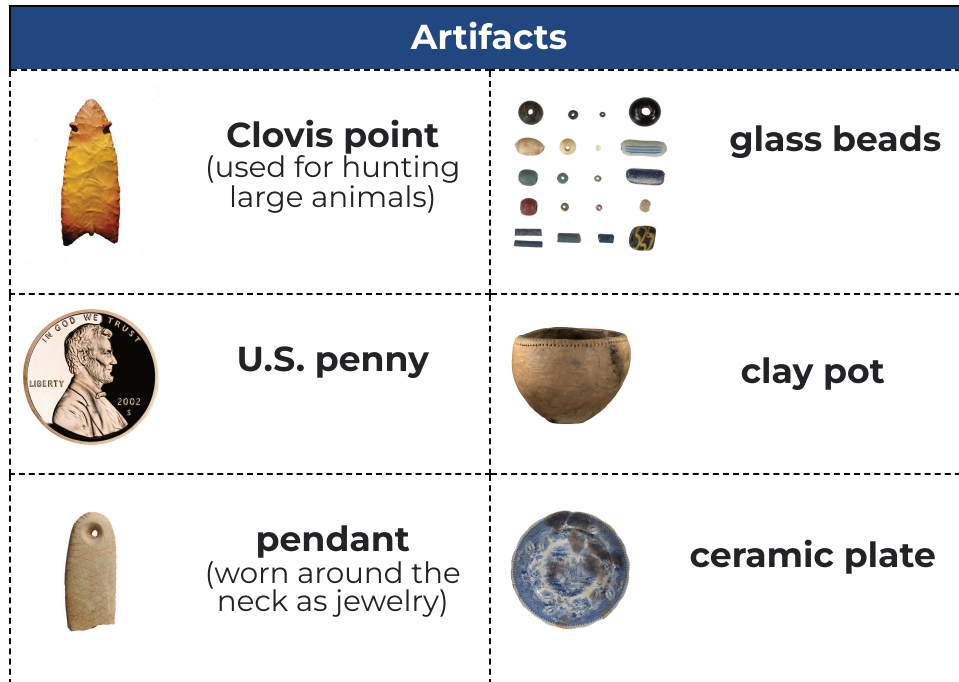
<b>What did we do?</b>	<b>What did we learn that helps us answer our question(s)?</b>
<b>Lesson 13:</b> We made a model showing the stratigraphy of an archaeological site and then asked questions about it.	
<b>Lesson 14:</b> We analyzed sources about Teotihuacan. We highlighted important details about people who lived there and how the site is being preserved.	

What did we do?	What did we learn that helps us answer our question(s)?
<b>Lesson 15:</b> We created a visual storyboard showing the rise and fall of the large Mississippian city at Cahokia Mounds and how it is being preserved today.	
<b>Lesson 16:</b> We watched a video that features Indigenous people describing the ancient complex society at Mesa Verde. We discussed the connection to current-day Indigenous peoples.	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

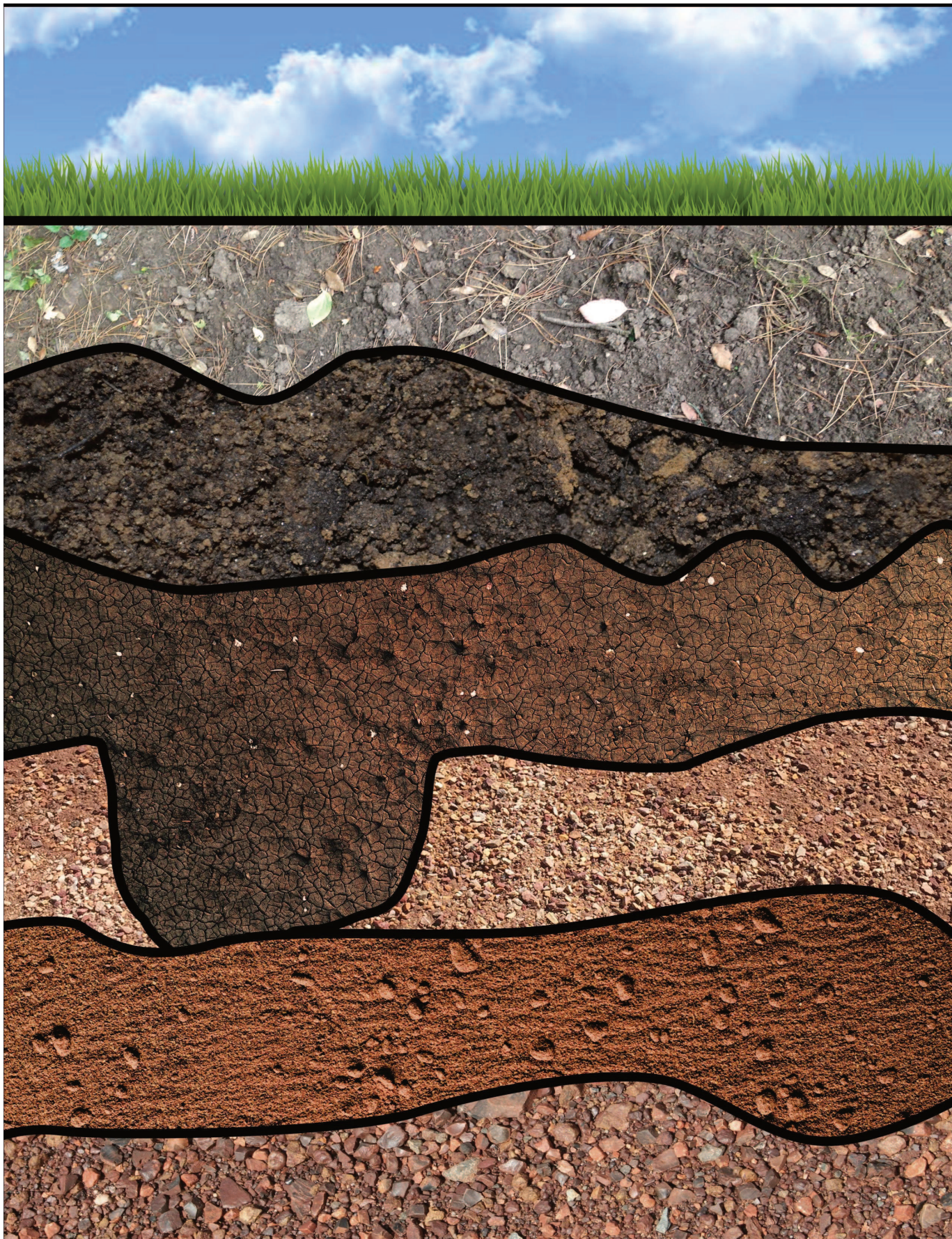
## Stratigraphy Activity

**Directions:** Cut out the artifacts along the dotted lines. Then, place the artifacts on the picture of soil layers. Artifacts should be placed in chronological order relative to the other artifacts. Artifacts that are older should be buried deeper than more recent artifacts.



### Image sources:

- “Clovis Point” by Daderot via Wikimedia Commons, CC0 / public domain.
- “Coweeta Creek Mound (Ma 34), Glass Beads” by Steve Davis via the University of North Carolina at Chapel Hill from the Research Laboratories of Archaeology Collection, CC BY-SA 3.0.
- “United States Penny Obverse” by Sniff via Wikimedia Commons, public domain.
- “Gilbert Rea #2 (Vir 213), Complete Clay Pot” by Tom Maher via the University of North Carolina at Chapel Hill from the Research Laboratories of Archaeology Collection, CC BY-SA 3.0.
- “Hardaway Site (St 4), Engraved Pebble Pendant” by Steve Davis via the University of North Carolina at Chapel Hill from the Research Laboratories of Archaeology Collection, CC BY-SA 3.0.
- “Graham Memorial Site (Or 257), Ceramic Plates” by Steve Davis via the University of North Carolina at Chapel Hill from the Research Laboratories of Archaeology Collection, CC BY-SA 3.0.
- “Stratigraphy Activity” by Educurious, created using public domain stock images.



**Grade 4, Unit 2: Indigenous Societies of North America**

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## *Teotihuacan Reading*

**Directions:** Read the article below to learn about this archaeological site. Then, highlight evidence to help answer the questions below.

1. Highlight **ONE** sentence that helps you answer this question: What have archaeologists learned about Teotihuacan by studying the site?
2. Highlight **ONE** sentence that helps you answer this question: How is this archaeological site being preserved?

### **Where Is Teotihuacan?**

Teotihuacan was an ancient city in what is now central Mexico. It was settled about 2,400 years ago. People lived there for about 800 years. At its peak, the population was around 200,000 people. That's close to the population of Worcester, the second-largest city in Massachusetts.

### **Who Built Teotihuacan?**

We don't know who built Teotihuacan or why they left the city. About 500 years after people left, the Aztecs found it. The Aztecs named it Teotihuacan, meaning "the place where the gods were created." The Aztecs also named all of the buildings that they found on the site.

### **What Do We Know About the People of Teotihuacan?**

The people of Teotihuacan created a city with a grid layout. There were around 2,000 apartment homes. There were also several pyramids, plazas, and temples. There were palaces for the rulers.

The people of Teotihuacan had a simple written language using symbols for words. The art found at Teotihuacan shows that people believed in many gods. The primary god was shown as a spider goddess.

Other artifacts show the city traded goods with other civilizations in the area. They produced spear and dart heads made of a sharp volcanic stone. They bought cotton, cacao, feathers, and shells from other areas.

Some people in Teotihuacan were farmers. They grew beans, avocados, peppers, and squash. They also raised chickens and turkeys.

## How Is the Archaeological Site of Teotihuacan Being Preserved?

It is important to preserve this archaeological site. It needs to be kept safe from people who want the land for new buildings or farming. The structures are also breaking down over time.

Several groups are working to preserve the site. The World Monuments Fund has paid to restore some of the art. They have also helped control tourism. The site is owned by the Mexican government. Mexico has created an agency to protect and conserve the site. It is also a World Heritage Site. This means an international group called UNESCO gives it legal protection.

### Text sources:

- HISTORY.com editors. 2025. "[Ancient Americas: Teotihuacan.](#)"
- UNESCO. n.d. "[Pre-Hispanic City of Teotihuacan.](#)"
- World Monuments Fund. n.d. "[Our Work / Projects and Programs: Teotihuacan.](#)"

## Partner Responses

**Directions:** Compare what you highlighted with what your partner highlighted. If you both highlighted the same sentence, go back and highlight a new sentence. Then, work with your partner to write two sentences to answer each question below. Use both pieces of evidence from the article, but write it in your own words.

1. What have archaeologists learned about Teotihuacan by studying the site?

*Archaeologists have learned that the people of Teotihuacan \_\_\_ and \_\_\_.  
This shows that \_\_\_.*

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2. How is this archaeological site being preserved?

*The archaeological site is being preserved by \_\_\_.  
Groups are protecting Teotihuacan by \_\_\_.*

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Teotihuacan Reading (Word Bank)

**Directions:** Read the article below to learn about this archaeological site. Then, highlight evidence to help answer the questions below.

1. Highlight **ONE** sentence that helps you answer this question: What have archaeologists learned about Teotihuacan by studying the site?
2. Highlight **ONE** sentence that helps you answer this question: How is this archaeological site being preserved?

### Word Bank

<b>grid layout</b>	streets organized in straight lines, like a checkerboard
<b>artifact</b>	an object made by humans in the past
<b>traded</b>	bought and sold goods with other groups
<b>preserve</b>	to protect or keep something safe
<b>restore</b>	to fix or repair something old

## Where Is Teotihuacan?

Teotihuacan was an ancient city in what is now central Mexico. It was settled about 2,400 years ago. People lived there for about 800 years. At its peak, the population was around 200,000 people. That's close to the population of Worcester, the second-largest city in Massachusetts.

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## What Do We Know About the People of Teotihuacan?

The people of Teotihuacan created a city with a **grid layout**. There were around 2,000 apartment homes. There were also several pyramids, plazas, and temples. There were palaces for the rulers.

The people of Teotihuacan had a simple written language using symbols for words. The art found at Teotihuacan shows that people believed in many gods. The primary god was shown as a spider goddess.

Other **artifacts** show the city **traded** goods with other civilizations in the area. They produced spear and dart heads made of a sharp volcanic stone. They bought cotton, cacao, feathers, and shells from other areas.

Some people in Teotihuacan were farmers. They grew beans, avocados, peppers, and squash. They also raised chickens and turkeys.

## How Is the Archaeological Site of Teotihuacan Being Preserved?

It is important to **preserve** this archaeological site. It needs to be kept safe from people who want the land for new buildings or farming. The structures are also breaking down over time.

Several groups are working to preserve the site. The World Monuments Fund has paid to **restore** some of the art. They have also helped control tourism. The site is owned by the Mexican government. Mexico has created an agency to protect and conserve the site. It is also a World Heritage Site. This means an international group called UNESCO gives it legal protection.

### Text sources:

- HISTORY.com editors. 2025. "[Ancient Americas: Teotihuacan.](#)"
- UNESCO. n.d. "[Pre-Hispanic City of Teotihuacan.](#)"
- World Monuments Fund. n.d. "[Our Work / Projects and Programs: Teotihuacan.](#)"

## Partner Responses

**Directions:** Compare what you highlighted with what your partner highlighted. Discuss why you chose your evidence. Then, work with your partner to write two sentences to answer each question below. Use both pieces of evidence from the article, but write it in your own words.

1. What have archaeologists learned about Teotihuacan by studying the site?

*Archaeologists have learned that the people of Teotihuacan \_\_\_ and \_\_\_.  
This shows that \_\_\_.*

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2. How is this archaeological site being preserved?

*The archaeological site is being preserved by \_\_\_.  
Groups are protecting Teotihuacan by \_\_\_.*

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## *Cahokia Mounds Storyboard*

**Directions:** Work with your group to create a storyboard showing the history of Cahokia. Each person will create one scene using information from the timeline cards. The scene must include a simple illustration showing what happened during your time period and a caption explaining the important events.

Scene 1: Early Cahokia (700s–900s)	Scene 2: Cahokia Flourishing (1000s–1200s)
Illustration:	Illustration:
Caption:	Caption:

Scene 3: Decline and Departure (1300s–1600s)	Scene 4: Preservation Today (1900s–Present)
Illustration:	Illustration:
Caption:	Caption:

Name: \_\_\_\_\_

Date: \_\_\_\_\_



## *Lesson 15 Exit Ticket*

Why is it important to preserve Cahokia Mounds?

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## Cahokia Mounds Timeline Cards

### Timeline Cards

**800s:** Larger communities with houses start to develop. People begin to divide work. Some grow food while others do different jobs. Corn is introduced to the area.



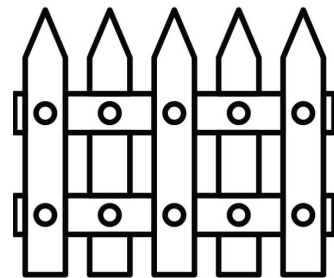
**900s:** Workers build huge mounds by carrying up to 50 pounds of earth in baskets on their backs. They eventually build the largest mound north of Mexico.



**1000s–1100s:** Farms grow corn, beans, and squash (the “three sisters”) to feed many people. The stone hoe is used as a farming tool, which increases the amount of food that can be produced. The population grows quickly as people move to Cahokia from other areas.



**1100s–1200s:** Cahokia becomes a major trading center. People trade along waterways from the Great Lakes to the Gulf of Mexico. The Cahokia Woodhenge is built to track the movement of the sun. A large fence called a palisade is built around the city to protect Cahokia from attack. Social classes separate leaders from workers.



**1300s:** It becomes difficult to feed and protect the large population. It is also a challenge to dispose of all the waste produced by so many people. The area becomes polluted and unhealthy. People leave Cahokia.



**1400s–1600s:** Other groups like the Oneota culture and later the Cahokia tribe settle in the area for short periods. Indigenous peoples continue living in the region. In the 1600s, European colonists arrive, bringing diseases and conflicts that impact Indigenous communities.



**1900s:** To preserve the site, wooden structures like the palisade fence and Woodhenge posts are reconstructed. Prairie grasses are replanted. Archaeologists begin carefully digging to learn more. Preservation protects the mounds so future generations can learn from them.



**Today:** Many groups work together to protect the archaeological site. In 1982, it becomes a UNESCO World Heritage Site, which means that it must be protected as an important cultural landmark. Scientists continue to study artifacts while Indigenous tribes like the Osage Nation help make sure their ancestors' city is respected.



**Text sources:**

- Illinois Department of Natural Resources, Historic Preservation Division. n.d. "[Cahokia Mounds](#)."
- Mississippi Valley Archaeology Center at the University of Wisconsin–La Crosse. n.d. "[Oneota: 1200–1650 AD](#)."
- National Park Service. n.d. "[Woodland Period—1,000 to 3,200 Years Ago](#)."
- Wikipedia. n.d. "[Cahokia](#)."

**Image sources:**

"Corn" by difatama, "Earth Mound" by OCHA Visual, "Hoe" by Eucalyp, "Fence" by ibrandify, "Refugees" by Gan Khoon Lay, "Discoverer" by Amethyst Studio, "Meadow" by Softscape, "Together Hands" by very poernomo, all via thenounproject.com, CC BY 3.0.



## *Cahokia Mounds Storyboard (Sentence Frames)*

**Directions:** Use the sentence frames for each scene to help you write your caption. You do not need to use all of the sentence frames, just the ones that are helpful to you.

### **Scene 1: Early Cahokia (700s–900s)**

- *First, the people of Cahokia \_\_\_.*
- *The people of Cahokia built \_\_\_.*
- *During this time \_\_\_.*

### **Scene 2: Cahokia Flourishing (1000s–1200s)**

- *Cahokia became a great city because \_\_\_.*
- *The people of Cahokia grew \_\_\_ and traded \_\_\_.*
- *When Cahokia was flourishing, \_\_\_.*

### **Scene 3: Decline and Departure (1300s–1600s)**

- *But then \_\_\_.*
- *People left Cahokia because \_\_\_.*
- *In the 1300s, it became difficult to \_\_\_.*
- *Cahokia was abandoned because \_\_\_.*

### **Scene 4: Preservation Today (1900s–Present)**

- *Today, Cahokia Mounds is preserved by \_\_\_.*
- *To protect the site, groups are \_\_\_.*
- *Cahokia Mounds is important to preserve because \_\_\_.*



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## *Mesa Verde Notes Organizer*

**Directions:** Watch excerpts from the video to learn about why Mesa Verde is important to Indigenous peoples and what we can learn from visiting and studying the archaeological site.

1. Why is Mesa Verde important to Indigenous peoples?

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2. What can we learn from visiting and studying Mesa Verde?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## *Mesa Verde Notes Organizer (Sentence Frames)*

**Directions:** Watch excerpts from the video to learn about why Mesa Verde is important to Indigenous peoples and what we can learn from visiting and studying the archaeological site. Choose one sentence frame to help you write your answers to the questions below.

1. Why is Mesa Verde important to Indigenous peoples?

- *Mesa Verde is important to Indigenous peoples because \_\_\_\_.*
- *Mesa Verde is sacred to Indigenous peoples because \_\_\_\_.*

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2. What can we learn from visiting and studying Mesa Verde?

- *We can learn \_\_\_\_.*
- *Mesa Verde shows us that \_\_\_\_.*

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## *Inquiry Circle Prep*

**Directions:** Use this handout to prepare your thinking for the Inquiry Circle discussion. You can write sentences, jot down bullet points, draw sketches, or use another method that works for you.

Question	Your Thinking
<p>Think about the three archaeological sites you learned about.</p> <p>What's one detail that stuck with you?</p> <p>What did it teach you about how people lived?</p>	

Question	Your Thinking
<p>Imagine these archaeological sites were destroyed or lost.</p> <p>What would we lose?</p> <p>What wouldn't we know?</p>	
<p>Why is it important to preserve archaeological sites of first peoples?</p>	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## *Inquiry Circle Prep (Frames and Word Bank)*

**Directions:** Use this handout to prepare your thinking for the Inquiry Circle discussion. You can write sentences, jot down bullet points, draw sketches, or use another method that works for you. The sentence frames give you ways to start your ideas. The word bank has helpful vocabulary words you can use during discussion.

Word Bank			
archaeological site	preserve	flourish	pyramids
complex society	sacred	migrate	mounds
cliff dwellings	Teotihuacan	Cahokia Mounds	Mesa Verde

Question	Your Thinking
<p>Think about the three archaeological sites you learned about.</p> <p>What's one detail that stuck with you?</p> <p>What did it teach you about how people lived?</p> <ul style="list-style-type: none"> <li>• <i>One detail that stuck with me is ____.</i></li> <li>• <i>This taught me that people ____.</i></li> <li>• <i>From [site name], I learned that ____.</i></li> </ul>	

Question	Your Thinking
<p>Imagine these archaeological sites were destroyed or lost.</p> <p>What would we lose?</p> <p>What wouldn't we know?</p> <ul style="list-style-type: none"><li>• <i>If the sites were destroyed, we would lose ____.</i></li><li>• <i>We wouldn't know ____.</i></li><li>• <i>Without [site name], we couldn't learn about ____.</i></li></ul>	
<p>Why is it important to preserve archaeological sites of first peoples?</p> <ul style="list-style-type: none"><li>• <i>It is important to preserve archaeological sites because ____.</i></li><li>• <i>Preserving sites helps us ____.</i></li><li>• <i>From [site name], we learned that ____, which shows why preservation matters.</i></li></ul>	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## *Cluster 3 Formative Assessment Task*

### **Part 1: Analyze a photograph of an archaeological site.**

**Directions:** Choose one photograph of an archaeological site to analyze. Then, identify key information about the photograph and explain how it is relevant to the Cluster 3 Supporting Question.

Which photograph did you choose? Circle one:

**Teotihuacan**

**Cahokia Mounds**

**Mesa Verde**

Answer the following questions about the photograph you chose.

1. What does this source show?

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2. Where are these structures located?

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3. When were these structures built?

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## *Photographs of Archaeological Sites*

### Teotihuacan



Teotihuacan was a major city in ancient Mesoamerica, built outside present-day Mexico City. It was built between 100 BCE and 250 CE. The most well-known occupants of the city were the Aztecs, but the original builders are unknown. An estimated 100,000–200,000 people lived there.

## Cahokia Mounds



The Cahokia Mounds are the site of an Indigenous city built across the Mississippi River from present-day St. Louis. The mounds were built between 900 and 1300 CE. It was the largest and most important settlement of Mississippian culture. An estimated 10,000–20,000 people lived there.

## Mesa Verde



Mesa Verde is a settlement in present-day Colorado, built between 500 and 1100 CE. It was an important settlement for the Ancestral Pueblo people. An estimated 20,000 people lived there.

**Image sources:**

- “Teotihuacan” by Ralf Roletschek via Wikimedia Commons, Free Art License.
- “Monks Mount” by Skubasteve834 via Wikimedia Commons, CC BY 4.0.
- “Cliff Palace” by Judson McCranie via Wikimedia Commons, CC BY-SA 3.0.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## *Cluster 3 Formative Assessment Task (Circle Options and Frames)*

### **Part 1: Analyze a photograph of an archaeological site.**

**Directions:** Choose one photograph of an archaeological site to analyze. Then, identify key information about the photograph and explain how it is relevant to the Cluster 3 Supporting Question.

Which photograph did you choose? Circle one:

**Teotihuacan**

**Cahokia Mounds**

**Mesa Verde**

Answer the following questions about the photograph you chose.

1. What does this source show? Circle one:

This is a photograph of:

**pyramids**

**earthen mounds**

**cliff dwellings**

2. Where are these structures located? Circle one:

These structures are located in:

**central Mexico**

**Illinois**

**Colorado**

3. When were these structures built? Circle one:

They were built about:

**700–800 years ago**

**800–1,200 years ago**

**2,400 years ago**

4. How does this photograph help us understand why we should preserve archaeological sites?

*This photograph shows that \_\_\_\_.*

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## Part 2: Explain why preservation is important.

**Directions:** Throughout this cluster, you studied three archaeological sites: Teotihuacan, Cahokia Mounds, and Mesa Verde. Use evidence from the photograph you analyzed in Part 1 and what you learned about all three sites to answer the Cluster 3 Supporting Question: Why is it important to preserve archaeological sites of first peoples?

- *It is important to preserve archaeological sites because \_\_\_\_.*
  - *The structures at [site name] show us that \_\_\_\_.*
  - *Preserving these sites helps us \_\_\_\_.*
- 
- 
- 
-

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## *Extension: Indigenous Societies in North America*

### *Content Assessment*

### Section 1: Geography

**Directions:** Below is a map of North America showing important locations you studied in this unit. The locations are marked with numbered dots. Use the word bank to match each location to its number on the map. Write the name of the location next to the correct number. Then, answer the map analysis questions.

Word Bank			
White Sands	Cahokia Mounds	Mesa Verde	Teotihuacan
Beringia			



Important locations of ancient North America

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## Map Identification

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Map Analysis

6. Look at the map. In which present-day country is Teotihuacan located?

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7. Beringia is the area between Siberia and Alaska. According to the land bridge theory, how did first peoples use this area?

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## Section 2: Vocabulary

**Directions:** Draw a line between the vocabulary word and the matching definition.

Vocabulary word	Connection	Definition
theory		a scientist who studies people of the past by examining what they left behind
artifact		to protect or keep something safe so it lasts into the future
archaeologist		a place in which evidence of past human societies is preserved
archaeological site		an explanation that is based on evidence
preserve		an object made or changed by humans in the past

### Section 3: Social Studies Past & Present

**Directions:** Read the source below and then answer the questions. You can use this source to help remind you about migration theories, but you can also use other information from the unit that you remember.

“The shimmering dunes of White Sands National Park in southern New Mexico harbor an extraordinary secret: fossilized human footprints that suggest human presence in the Americas as much as 10,000 years earlier than previously believed.”

—“These Ancient Footprints Rewrite Human History”

1. What does the evidence from White Sands tell us about when people first came to North America?

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2. Why do archaeologists' theories about the past sometimes change? Use the White Sands discovery as an example in your answer.


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## Section 4: Paragraph Response

**Directions:** Throughout the unit, we've used different types of sources to learn about first peoples. Look at the sources below, answer the multiple-choice questions, and then write a paragraph response.

<b>Source A: the cliff dwellings at Mesa Verde (shown in this photograph)</b>	<b>Source B: an article explaining what life was like at Mesa Verde</b>
	<p>"From about AD 1150 to 1300 the Ancestral Pueblo people of the southwestern United States built remarkable houses called cliff dwellings. These massive, apartment-like structures are among the most striking achievements of [first peoples]. Set along the sides or under the overhangs of cliffs, they had 20 to as many as 1,000 rooms on multiple stories." (Source: Kids Britannica)</p>

1. Which source is a **primary source** (physical evidence from the past)?
  - A. Source A
  - B. Source B
  - C. Both sources
  - D. Neither source
  
2. Which source is a **secondary source** (created by someone studying the past)?
  - A. Source A
  - B. Source B
  - C. Both sources
  - D. Neither source

3. Why is it helpful to use both primary and secondary sources to learn about first peoples and places like Mesa Verde? In your response, be sure to explain what each source tells you about Mesa Verde and the people who lived there.

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**Image sources:**

- Original base map from the Commission for Environmental Cooperation (CEC). 2022. "North American Environmental Atlas - Political Boundaries". Statistics Canada, United States Census Bureau, Instituto Nacional de Estadística y Geografía (INEGI). Edited by Educurious.
- "Cliff Dwellings in Mesa Verde NP" by Jbjensen1 via Wikimedia Commons, CC BY 4.0.

**Text source:**

Kids Britannica. n.d. "[Cliff Dwelling](#)."

## *Clusters 1–3 Handouts and Sources List*

**Directions:** Use the lists of resources below to find examples of evidence of first peoples flourishing in North America.

### **Handouts**

- Mapping Indigenous Migration Stories (Lesson 5)
- White Sands Archaeology Notes Organizer (Lesson 8)
- Artifact Stations Notes Organizer (Lesson 9)
- Society Scavenger Hunt (Lesson 10)
- Cahokia Mounds Storyboard (Lesson 15)
- Cahokia Mounds Exit Ticket (Lesson 15)
- Mesa Verde Notes Organizer (Lesson 16)

### **Sources**

- Artifact Stations (Lesson 9)
- Society Card Deck (Lesson 10)
- Teotihuacan Reading (Lesson 14)
- Cahokia Mounds Timeline Cards (Lesson 15)



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## *Extension: Indigenous Societies in North America*

### *Content Assessment (Sentence Frames)*

#### Section 1: Geography

**Directions:** Below is a map of North America showing important locations you studied in this unit. The locations are marked with numbered dots. Use the word bank to match each location to its number on the map. Write the name of the location next to the correct number. Then, answer the map analysis questions.

Word Bank			
<b>White Sands</b>	<b>Cahokia Mounds</b>	<b>Mesa Verde</b>	<b>Teotihuacan</b>
<b>Beringia</b>			



Important locations of ancient North America

## Map Identification

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## Map Analysis

6. Look at the map. In which present-day country is Teotihuacan located?

\_\_\_\_\_

7. Beringia is the area between Siberia and Alaska. According to the land bridge theory, how did first peoples use this area?

*According to this theory, first peoples used Beringia to \_\_\_\_.*

\_\_\_\_\_

\_\_\_\_\_

## Section 2: Vocabulary

**Directions:** Draw a line between the vocabulary word and the matching definition.

Vocabulary word	Connection	Definition
theory		a scientist who studies people of the past by examining what they left behind
artifact		to protect or keep something safe so it lasts into the future
archaeologist		a place in which evidence of past human societies is preserved
archaeological site		an explanation that is based on evidence
preserve		an object made or changed by humans in the past

### Section 3: Social Studies Past & Present

**Directions:** Read the source below and then answer the questions. You can use this source to help remind you about migration theories, but you can also use other information from the unit that you remember.

“The shimmering dunes of White Sands National Park in southern New Mexico harbor an extraordinary secret: fossilized human footprints that suggest human presence in the Americas as much as 10,000 years earlier than previously believed.”

—“These Ancient Footprints Rewrite Human History”

1. What does the evidence from White Sands tell us about when people first came to North America?

*The footprints tell us that people came to North America \_\_\_\_.*

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2. Why do archaeologists' theories about the past sometimes change? Use the White Sands discovery as an example in your answer.

*Archaeologists' theories sometimes change when \_\_\_\_.*  
*For example, the White Sands discovery \_\_\_\_.*

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## Section 4: Paragraph Response

**Directions:** Throughout the unit, we've used different types of sources to learn about first peoples. Look at the sources below and answer the questions, answer the multiple-choice questions, and then write a paragraph response.

<b>Source A: the cliff dwellings at Mesa Verde (shown in this photograph)</b>	<b>Source B: an article explaining what life was like at Mesa Verde</b>
	"From about AD 1150 to 1300 the Ancestral Pueblo people of the southwestern United States built remarkable houses called cliff dwellings. These massive, apartment-like structures are among the most striking achievements of [first peoples]. Set along the sides or under the overhangs of cliffs, they had 20 to as many as 1,000 rooms on multiple stories." (Source: Kids Britannica)

1. Which source is a **primary source** (physical evidence from the past)?
  - A. Source A
  - B. Source B
  - C. Both sources
  - D. Neither source
  
2. Which source is a **secondary source** (created by someone studying the past)?
  - A. Source A
  - B. Source B
  - C. Both sources
  - D. Neither source

3. Why is it helpful to use both primary and secondary sources to learn about first peoples and places like Mesa Verde? In your response, be sure to explain what each source tells you about Mesa Verde and the people who lived there.

*Source A tells us \_\_\_\_\_. Source B tells us \_\_\_\_\_.  
Using both sources helps us because \_\_\_\_\_.*

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**Image sources:**

- Original base map from the Commission for Environmental Cooperation (CEC). 2022. "North American Environmental Atlas - Political Boundaries". Statistics Canada, United States Census Bureau, Instituto Nacional de Estadística y Geografía (INEGI). Edited by Educurious.
- "Cliff Dwellings in Mesa Verde NP" by Jbjensen1 via Wikimedia Commons, CC BY 4.0.

**Text source:**

Kids Britannica. n.d. "[Cliff Dwelling](#)."

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## *Summative Assessment Task*

### **Step 1: Identify Your Evidence**

**Directions:** Review the class map and your Clusters 1–3 Handouts and Sources List to select three pieces of evidence that best show the flourishing of first peoples in North America. Fill out the sections below, then cut and paste each evidence box onto your poster.

Evidence name: \_\_\_\_\_

Type (circle one):

**archaeological site****artifact****fossil****Indigenous knowledge**

Location: \_\_\_\_\_

Society / people: \_\_\_\_\_

Time period / age: \_\_\_\_\_

*I chose this evidence because...*

---

---

*This evidence shows first peoples flourished by...*

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Evidence name: \_\_\_\_\_

Type (circle one):

**archaeological site    artifact    fossil    Indigenous knowledge**

Location: \_\_\_\_\_

Society / people: \_\_\_\_\_

Time period / age: \_\_\_\_\_

*I chose this evidence because...*

---

---

*This evidence shows first peoples flourished by...*

---

---

---

Evidence name: \_\_\_\_\_

Type (circle one):

**archaeological site    artifact    fossil    Indigenous knowledge**

Location: \_\_\_\_\_

Society / people: \_\_\_\_\_

Time period / age: \_\_\_\_\_

*I chose this evidence because...*

---

---

*This evidence shows first peoples flourished by...*

---

---

---

## Step 2: Create Your North America Map

**Directions:** Mark the locations of your three pieces of evidence on the map. If your evidence is not connected to a specific location, you may put it to the side of the map. Cut and paste the map onto your poster and draw lines to each piece of evidence. If you finish early, you can add pictures or illustrations of each piece of evidence to your poster.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## *Summative Assessment Task Checklist*

**Directions:** Use this checklist to make sure you've completed all parts of your poster. Check off each item as you complete it.

### **Step 1: Plan Your Evidence**

- We selected three pieces of evidence.
- Our evidence comes from different locations and represents different societies / peoples.
- We have at least two different types of evidence:
  - artifact
  - fossil
  - archaeological site
  - oral tradition
- For each piece of evidence, we've provided:
  - source information
  - an explanation of why we chose the evidence
  - an explanation of how the evidence shows that first peoples flourished in North America
  - (optional) a visual / illustration to represent the evidence

### **Step 2: Create Your Map Poster**

- We marked and labeled all three locations on our map.
- We glued our map and the evidence boxes onto the poster.
- We drew lines connecting each map location to its evidence box.

### **Step 3: Final Check**

- Our poster has a title and our names.

- Our poster clearly answers the Essential Question: How do we know that first peoples flourished in North America?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## *Summative Assessment Task (Word Bank)*

### Step 1: Identify Your Evidence

**Directions:** Review the class map and your Clusters 1–3 Handouts and Sources List to select three pieces of evidence that best show the flourishing of first peoples in North America. Fill out the sections below, then cut and paste each evidence box onto your poster. Use the word bank to help you explain how evidence shows flourishing.

Word Bank			
complex society	settlements	food storage	agriculture
specialized jobs	government	art	religion
created	organized	adapted	flourished

Evidence name: \_\_\_\_\_

Type (circle one):

**archaeological site    artifact    fossil    Indigenous knowledge**

Location: \_\_\_\_\_

Society / people: \_\_\_\_\_

Time period / age: \_\_\_\_\_

*I chose this evidence because...*

---

---

*This evidence shows first peoples flourished by...*

---

---

---

Evidence name: \_\_\_\_\_

Type (circle one):

**archaeological site    artifact    fossil    Indigenous knowledge**

Location: \_\_\_\_\_

Society / people: \_\_\_\_\_

Time period / age: \_\_\_\_\_

*I chose this evidence because...*

---

---

*This evidence shows first peoples flourished by...*

---

---

---

Evidence name: \_\_\_\_\_

Type (circle one):

**archaeological site    artifact    fossil    Indigenous knowledge**

Location: \_\_\_\_\_

Society / people: \_\_\_\_\_

Time period / age: \_\_\_\_\_

*I chose this evidence because...*

---

---

*This evidence shows first peoples flourished by...*

---

---

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## Step 2: Create Your North America Map

**Directions:** Mark the locations of your three pieces of evidence on the map. If your evidence is not connected to a specific location, you may put it to the side of the map. Cut and paste the map onto your poster and draw lines to each piece of evidence. If you finish early, you can add pictures or illustrations of each piece of evidence to your poster.





Name: \_\_\_\_\_ Date: \_\_\_\_\_

*Indigenous Societies of North America Rubric*

Standard	Exceeding	Meeting	Approaching
<p><b>Practice Standard 5</b> Identify information about a given source, including the maker, date, source type and/or place of origin, and examine its intended audience and purpose. Using identifiable information, determine a source's relevance to an inquiry question.</p>	<p>Student provides complete and accurate information about all three sources.</p> <p>Student provides a clear and detailed explanation of why they selected each piece of evidence by connecting source information to the Essential Question.</p>	<p>Student provides mostly accurate information about all three sources. May be missing one or two details.</p> <p>Student explains why each piece of evidence is relevant to the inquiry question, though explanations may be basic.</p>	<p>Student provides incomplete or inaccurate information about sources. Missing multiple required details (type, location, society, time period).</p> <p>Student does not explain why evidence is relevant OR explanations do not connect to the inquiry question about flourishing.</p>
<p><b>Practice Standard 6</b> Identify evidence from a source in response to an inquiry question.</p>	<p>Student selects three pieces of evidence from different locations representing different societies.</p> <p>Map accurately shows all three locations marked, labeled, and visually connected to evidence boxes.</p>	<p>Student selects three pieces of evidence from different locations representing different societies.</p> <p>Map shows all three locations marked.</p>	<p>Student selects fewer than three pieces of evidence OR evidence represents the same location / society OR student selects only one type of evidence.</p> <p>Map is missing, incomplete, or shows inaccurate locations.</p>
<p><b>Content Standard 4.T2.2</b> Using maps of historic Native Peoples' culture regions of North America and photographs, identify archaeological evidence of some of the characteristics of major civilizations of this period (e.g., stone tools, ceramics, mound-building, cliff dwellings).</p>	<p>Student identifies specific, accurate characteristics of societies for all three pieces of evidence.</p> <p>Student thoroughly explains how each characteristic shows us how people lived and flourished in their environment.</p>	<p>Student identifies accurate characteristics for all three pieces of evidence.</p> <p>Student explains what each characteristic tells us about how people lived and flourished.</p>	<p>Student identifies vague or inaccurate characteristics OR does not identify characteristics for all evidence.</p> <p>Student provides minimal or missing explanations of what characteristics reveal about how people lived and flourished.</p>

**Grade 4, Unit 2: Indigenous Societies of North America**

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**Overall Feedback:**



# QUESTION



We ask questions about what we see, think, and wonder.

	Less complex ⇨	More complex ⇨	Most complex ⇨
Who?	Who was ___?	Who made ___?	Who wrote ___?
What?	What was ___?	What did ___?	What would ___?
Where?	Where was ___?	Where did ___?	Where would ___?
When?	When was ___?	When did ___?	When would ___?
Why?	Why was ___?	Why did ___?	Why would ___?
How?	How was ___?	How did ___?	How would ___?





# OBSERVE

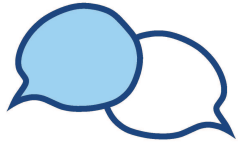


We observe a source by looking for details that help us understand it better.

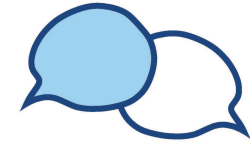
Less complex ⇒	More complex ⇒	Most complex ⇒
In this source I see ___.	An important detail I see in this source is ___.	I notice ___. This is important because ___.
In this source I notice ___.	Something I notice and want to know more about is ___.	I see / don't see ___, which makes me wonder ___.

Things to look for	Source types and details	Examples
<p><b>Details to look for:</b> places, people, events, geography, patterns, words, numbers, colors, map keys</p> <p><b>Features of sources:</b> title, author, headings, images, captions, charts, maps, vocabulary definitions</p>	<p><b>Source types:</b> article, artifact, document, drawing, graphic, illustration, image, letter, map, newspaper, photograph, primary / secondary source, video, website</p> <p><b>Source details:</b> author, audience, date, title, location, materials used in an artifact, size of an artifact</p>	<ul style="list-style-type: none"> <li>In this source I see <u>a ruler by the coin that shows its size</u>.</li> <li>I don't see <u>any people</u>, which makes me wonder <u>if the city was abandoned</u>.</li> </ul>





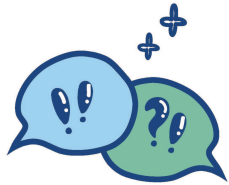
# TALK MOVES



We use talk moves to listen closely, share what we think, and build on the ideas of others.

Listening moves	Speaking moves
<p><b>Clarify</b></p> <ul style="list-style-type: none"> <li>• Could you say that another way?</li> <li>• Can you explain what you mean by that?</li> <li>• I understand ___, but I want to know ___.</li> </ul>	<p><b>Add on</b></p> <ul style="list-style-type: none"> <li>• I'd like to add to what ___ said. I think ___.</li> <li>• I agree with you and ___.</li> <li>• Another example is ___.</li> </ul>
<p><b>Inquire</b></p> <ul style="list-style-type: none"> <li>• Can you tell us more about ___?</li> <li>• What do you think about ___?</li> <li>• What are some other perspectives?</li> </ul>	<p><b>Challenge ideas</b></p> <ul style="list-style-type: none"> <li>• I respectfully disagree because ___.</li> <li>• Why do you think that?</li> <li>• What is your evidence for ___?</li> </ul>





# CONNECT

## Language and Literacy Builder

We connect to our inquiry questions...

- By comparing sources, points of view, and relevant evidence to help us answer our questions

Less complex ⇨	More complex ⇨	Most complex ⇨
I think...	These two sources show...	The evidence in these sources is significant because...
One connection is... Another connection is...	This source shows ____, but the other source shows...	Based on evidence that shows ____, we conclude that...
Both sources show...	These sources help answer our question about ____ because...	Of all the sources we've reviewed, the most useful for answering our question are ____ and ____ because...
This source helps answer our question because...	This information matters because...	From these sources, we've learned ____. This is important because...
This source helps answer our question <u>because</u> it shows human brains got bigger during the Paleolithic Era.	This information matters because it tells us how changes in brains and bodies led to big changes in how early humans lived.	From these <u>sources</u> , we've learned that physical changes led early humans to evolve in many ways. <u>This is important because</u> it prepared the earliest humans to become modern humans that are similar to us today.





# CLAIM-EVIDENCE-REASONING



We make claims to share what we think, explain how evidence supports our ideas, and make sure our reasoning is clear.

	SENTENCE STARTERS	EXAMPLE
<b>A CLAIM</b> answers an inquiry question	<p>Write a statement that answers the question. Use part of the question in your answer.</p> <ul style="list-style-type: none"> <li>• <b>(claim = question stem + your answer)</b></li> </ul>	<p><b>Question:</b> Why do most Canadians live in the southern part of the country?</p> <p><b>Claim:</b> Most Canadians live in the southern part of the country because the land is better for farming.</p>
<b>EVIDENCE</b> supports a claim	<p>Add facts or details from a source that support your claim.</p> <ul style="list-style-type: none"> <li>• <b>The quote from ___ tells us ___.</b></li> <li>• <b>One piece of evidence from ___ is ___.</b></li> <li>• <b>An additional piece of evidence from ___ is ___.</b></li> <li>• <b>This idea is also supported by ___.</b></li> </ul>	<p><b>Evidence #1:</b> One piece of evidence from <u>the Canada article</u> is <u>that flat plains with good soil are found in the south.</u></p> <p><b>Evidence #2:</b> An additional piece of evidence from <u>the article</u> is <u>that farmers can't grow crops in the northern parts of Canada because it is too cold.</u></p>
<b>REASONING</b> explains how evidence supports the claim	<p>Explain how the evidence supports your claim.</p> <ul style="list-style-type: none"> <li>• <b>This evidence shows ___.</b></li> <li>• <b>This is an example of (explain the big idea) ___.</b></li> </ul>	<p><b>Reasoning:</b> This evidence shows <u>most Canadians live on the warmer, flat plains in the south</u> because it is easier to <u>grow food.</u></p>




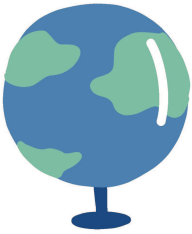

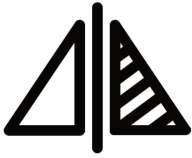

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Grade 4 Word Map Example

**Directions:** Explore this word for your personal dictionary. Follow your teacher's instructions about what sections to complete and what tools to use.

geography  
word

the study of places and the relationship between people and their environment  
definition

 <p><b>Illustrate:</b></p> <p>Draw a picture or diagram to help you remember the meaning of the word.</p> 	 <p><b>Word Family:</b></p> <p>Write down different forms of the word.</p> <ul style="list-style-type: none"> <li>• geography (n)</li> <li>• geographic (adj)</li> <li>• geographically (adv)</li> <li>• geographer (n)</li> </ul>
 <p><b>Part of speech:</b></p> <p>Is this word a noun, a proper noun, a verb, an adjective, or an adverb?</p> <ul style="list-style-type: none"> <li>• noun</li> </ul>	 <p><b>Translanguage:</b></p> <p>Translate the word and write it here.</p> <ul style="list-style-type: none"> <li>• geografia</li> </ul>

**Image sources:** "Sketch" by Adrien Coquet, "Puzzle pieces" by shashank singh, "Translate" by Uswa KDT, "Complement" by Brandon Shields, "Geography" by Mia Elysia, all via Noun Project, licensed under CC BY 3.0.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Word Map

**Directions:** Explore this word for your personal dictionary. Follow your teacher's instructions about what sections to complete and what tools to use.

\_\_\_\_\_

word

\_\_\_\_\_

definition



**Illustrate:**

Draw a picture or diagram to help you remember the meaning of the word.



**Word Family:**

Write down different forms of the word.



**Part of speech:**

Is this word a noun, a proper noun, a verb, an adjective, or an adverb?



**Translanguage:**

Translate the word and write it here

Image sources: "Sketch" by Adrien Coquet, "Puzzle pieces" by shashank singh, "Translate" by Uswa KDT, "Complement" by Brandon Shields; all via thenounproject.com, licensed under CC BY 3.0.