

GRADE 4, UNIT 2

# Indigenous Societies of North America



TEACHER'S GUIDE



*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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Est. 2019 by the Mashpee Wampanoag Tribe Education Department

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## UNIT INFORMATION



# Indigenous Societies of North America

## Unit Throughlines

### How do we know that first peoples flourished in North America?

**EU 1.** Understanding of how people first came to North America is shaped by multiple forms of evidence and diverse perspectives, including scientific theories and Indigenous oral traditions. Because evidence is limited and continues to emerge, historical knowledge evolves over time.

**EU 2.** Analyzing physical evidence helps us understand how complex societies organized themselves, adapted to their environments, and met their needs.

**EU 3.** Physical evidence from archaeological sites provides insights into how first peoples lived and flourished. Preserving these sites allows for continued learning and honors them as sacred places that hold ongoing cultural and spiritual significance.

### Key Practice Standards

**PS 3.** Explain how and why primary and secondary sources are used to gather information.

## Learning Progression

### The Arrival of First Peoples in North America | 7 Lessons

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

- L 1. Use prior knowledge and curiosity about first peoples of North America to generate questions and observations about a series of images.
- L 2. Ask questions about evidence showing possible migration patterns of early humans.
- L 3. Analyze evidence to determine which migration theory it more strongly supports.
- L 4. Evaluate competing theories of human migration using evidence from sources.
- L 5. Explain why oral histories are valuable primary sources for understanding human migration.
- L 6. Synthesize evidence from multiple sources to discuss how different migration theories explain how people first arrived in North America.
- L 7. Evaluate a migration theory using evidence and reasoning.

### Evidence of Ancient Cultures | 5 Lessons

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

- L 8. Generate questions about how first peoples organized themselves into societies in North America using observations of fossilized footprints and other archaeological evidence.
- L 9. Make inferences about how first peoples organized themselves into societies in North America using observations of artifacts.
- L 10. Identify features of societies in North America using evidence from society cards.
- L 11. Synthesize evidence to explain how first peoples organized themselves into societies.
- L 12. Explain how organizing into societies helped first peoples adapt to their environment and meet their needs.

### Preservation of Archaeological Sites | 7 Lessons

#### Why is it important to preserve archaeological sites of first peoples?

**PS 5.** 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.

**PS 6.** Explain how an author uses reasons and evidence to support particular points in a source.

## Key Literacy Standards

**RI.4.1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**SL.4.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**W.4.2b.** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

**W.4.8.** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

L 13. Make connections and generate questions about why it is important to preserve archaeological sites of first peoples.

L 14. Identify evidence from photographs and an article about what archaeologists have learned about Teotihuacan and how the site is being preserved.

L 15. Synthesize information from timeline cards to create captions that tell the story of Cahokia.

L 16. Explain Indigenous connections to Mesa Verde and the importance of preserving this archaeological site.

L 17. Synthesize evidence from multiple sources to develop and discuss a claim about why it is important to preserve archaeological sites of first peoples.

L 18. Synthesize evidence from multiple sources to write an evidence-based explanation of why it is important to preserve archaeological sites of first peoples.

L 19. Use the Know and Wonder Chart and Inquiry Charts to identify important takeaway learnings from each cluster of the unit about first peoples of North America.

## Summative Assessment | 2 Days

This Summative Assessment pulls together concepts from throughout the unit and asks students to create a poster to illustrate their response to the unit's Essential Question: *How do we know that first peoples flourished in ancient North America?* Students select three pieces of evidence from different regions and societies studied in the unit. For each piece of evidence, they identify key source information including the type of evidence (such as archaeological sites, artifacts, oral tradition, or fossils), the location, and the society or people it came from. Students mark the locations of their evidence on a map of North America and create evidence boxes that explain how each piece of evidence shows that first peoples flourished.

# Indigenous Societies of North America



**How do we know that first peoples flourished in North America?**

## Framing the Unit

The unit is organized into three clusters of lessons. The first cluster focuses on how archaeologists develop theories about when and how first peoples came to North America. Students evaluate competing theories, including the land bridge theory and the coastal migration theory, and examine how new evidence, such as the White Sands footprints, changes our understanding over time. They also explore Indigenous migration stories, learning that oral traditions offer important perspectives alongside archaeological evidence.

The second cluster examines how archaeologists use artifacts and fossils to learn about first peoples in North America. They analyze artifacts from early societies, including Clovis points and pottery, and investigate six societies across North America. Students identify features of complex societies and synthesize evidence to explain how organizing into societies helped first peoples adapt to their environment and meet their needs.

The third cluster explores three major archaeological sites—Teotihuacan, Cahokia Mounds, and Mesa Verde—to understand why it is important to preserve archaeological sites of first peoples. Students learn how archaeologists conduct research through stratigraphy and why preserving these sites matters both for continuing archaeological study and for honoring the sacred places that remain important to Indigenous communities today.

The Summative Assessment asks students to create a poster that answers the unit's Essential Question: *How do we know that first peoples flourished in North America?* Students select three pieces of evidence from different locations and societies, analyze source information to determine relevance, and explain how each piece of evidence shows that first peoples flourished across North America. They present their evidence on a map poster.

*Prepare to teach this unit by exploring the [Background Brief: Indigenous Societies of North America](#), which was designed to help you build content knowledge through a variety of resources. The brief also highlights current perspectives and research—along with potential misconceptions and any debates you should know about—so you can present this unit with confidence.*

**Unit Overview***Enduring Understandings*

1. Understanding of how people first came to North America is shaped by multiple forms of evidence and diverse perspectives, including scientific theories and Indigenous oral traditions. Because evidence is limited and continues to emerge, historical knowledge evolves over time.
2. Analyzing physical evidence helps us understand how complex societies organized themselves, adapted to their environments, and met their needs.
3. Physical evidence from archaeological sites provides insights into how first peoples lived and flourished. Preserving these sites allows for continued learning and honors them as sacred places that hold ongoing cultural and spiritual significance.

*Connections to Current Events and Issues*

Connections to today's world and students' lives are built into this unit. Other contemporary connections could be added or developed for various topics of study within this unit, and we encourage you to take advantage of opportunities to connect students' learning to contemporary local, national, and global developments that may arise as you teach this unit. Some ideas for linking this unit to current events and issues include:

While this unit focuses on first peoples across North America, Massachusetts students can deepen their understanding by exploring the Wampanoag culture in their own state. Plimoth Patuxet Museums offer virtual school visits through the "[Wampanoag—People of the Dawn](#)" program, led by an Indigenous museum educator, who uses reproduction artifacts to explore with students how Wampanoag families lived, worked, and built communities before and after European arrival.

*Vocabulary (in order of appearance)***Tier 3 Vocabulary**

archaeologist  
fossil

artifact  
archaeological site

**Priority Tier 2 Vocabulary**

flourish  
migrate

theory  
complex

society

**Lesson Clusters***Cluster 1: The Arrival of First Peoples in North America (Lessons 1-7)*

**Unit Overview****What are the theories of how people first arrived in North America?**

*Focus Standards: 4.T2.1, 4.T2.2, 4.T2.3, PS 3, PS 6, PS 6, RI.4.1, SL.4.1, W.4.2b, W.4.8*

In this cluster of lessons, students explore the question: *What are the theories of how people first arrived in North America?* Students discuss archaeological evidence with peers and sort the evidence into two categories: by land or by sea. They read about the land bridge theory and the coastal migration theory, examining which evidence supports each theory. Students then shift from scientific theories to Indigenous knowledge as another way to understand human migration. They listen to Indigenous migration stories and compare these stories to the scientific theories to notice similarities and differences. Finally, after discussing what we know (and don't know) about how and when people first arrived in North America, students evaluate one migration theory and identify the evidence that supports and challenges it.

***Cluster 2: Evidence of Ancient Cultures (Lessons 8-12)*****What can evidence tell us about how first peoples organized themselves into societies?**

*Focus Standards: 4.T2.2, 4.T2.3, PS 3, PS 3, PS 5, PS 5, PS 6, PS 6, RI.4.1, SL.4.1, W.4.2b*

This cluster takes students on a journey of about 20,000 years as they examine evidence of how first peoples organized themselves into societies. Students learn how archaeologists use fossils and artifacts as primary sources to understand the past. They examine fossilized footprints at White Sands that show families traveling together, analyze artifacts from early societies including Clovis points and pottery, and investigate six societies across North America. Students identify features of societies and synthesize evidence to explain how organizing into societies helped first peoples adapt to their environment and meet their needs.

***Cluster 3: Preservation of Archaeological Sites (Lessons 13-19)*****Why is it important to preserve archaeological sites of first peoples?**

*Focus Standards: 4.T2.1, 4.T2.2, 4.T2.3, 4.T2.4, PS 3, PS 3, PS 5, PS 6, PS 6, RI.4.1, SL.4.1, W.4.8*

The inquiry arc in this cluster builds understanding about the importance of archaeological sites in the study of how people lived long ago. Students use stratigraphy in the launch lesson to show the relative age of artifacts. They investigate three important archaeological sites in North America: Teotihuacan, Cahokia Mounds, and Mesa Verde. In each investigation students are asked to use evidence to show how people lived at that time and then advocate for why the site should be preserved. The Summative Assessment Task asks students to create a map of key pieces of evidence that answer the Essential Question: *How do we know that first peoples flourished in ancient North America?*

**Unit Overview***Summative Assessment: Indigenous Societies of North America (Lessons 20-21)*

Focus Standards: 4.T2.1, 4.T2.2, 4.T2.3, 4.T2.4, PS 3, PS 5, PS 6, W.4.2b

This Summative Assessment pulls together concepts from throughout the unit and asks students to create a poster to illustrate their response to the unit's Essential Question: *How do we know that first peoples flourished in ancient North America?* Students select three pieces of evidence from different regions and societies studied in the unit. For each piece of evidence, they identify key source information including the type of evidence (such as archaeological sites, artifacts, oral tradition, or fossils), the location, and the society or people it came from. Students mark the locations of their evidence on a map of North America and create evidence boxes that explain how each piece of evidence shows that first peoples flourished.

**Unit Focus Standards***Content Standards*

- **4.T2.1:** Evaluate competing theories about the origins of people in North America (e.g., theories that people migrated across a land bridge that connected present-day Siberia to Alaska or theories that they came by a maritime route) and evidence for dating the existence of early populations in North America to about 15,000 years ago.
- **4.T2.2:** 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).
- **4.T2.3:** Explain how archaeologists conduct research (e.g., by participating in excavations, studying artifacts and organic remains, climate and astronomical data, and collaborating with other scholars) to develop theories about migration, settlement patterns, and cultures in prehistoric periods.
- **4.T2.4:** Give examples of some archaeological sites of Native Peoples in North America that are preserved as national or state monuments, parks, or international heritage sites (e.g., Teotihuacan in Mexico, Mesa Verde National Park in Colorado, Cahokia Mounds State Historic Site in Illinois, Chaco Culture National Historic Park in New Mexico) and explain their importance in presenting a comprehensive history of Americans and American life.

*Practice Standards*

- **PS 3:** Explain how and why primary and secondary sources are used to gather information.
- **PS 5:** 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.
- **PS 6:** Explain how an author uses reasons and evidence to support particular points in a source.

**Unit Overview***Literacy Standards*

- **RI.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **SL.4.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **W.4.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - **W.4.2b:** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- **W.4.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.



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

# Vocabulary List

## The Arrival of First Peoples in North America (Lessons 1-7)

Lesson	Word	Definition
1	<b>flourish (v.)</b>	to thrive in your environment and your community
2	<b>migrate (v.)</b>	to move from one location to another
3	<b>theory (n.)</b>	an explanation that is based on evidence
6	<b>archaeologist (n.)</b>	a scientist who studies people of the past by examining what they left behind

## Evidence of Ancient Cultures (Lessons 8-12)

Lesson	Word	Definition
8	<b>fossil (n.)</b>	the remains or traces of plants and animals that lived long ago
9	<b>artifact (n.)</b>	an object made or changed by humans in the past
10	<b>complex (adj.)</b>	having many different parts that work together
10	<b>society (n.)</b>	a group of people who share the same territory and culture

## Preservation of Archaeological Sites (Lessons 13-19)

Lesson	Word	Definition
13	<b>archaeological site (n.)</b>	a place in which evidence of past human societies is preserved
14	<b>preserve (v.)</b>	to protect or keep something safe so it lasts into the future
16	<b>sacred (adj.)</b>	considered to be holy and deserving of great respect

## LESSON PLANS



# The Arrival of First Peoples in North America

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

## CONTENTS

### Lesson 1

Unit Kickoff

### Lesson 2

Cluster 1 Launch

### Lesson 3

Evidence of Human Migration

### Lesson 4

Scientific Migration Theories

### Lesson 5

Indigenous Migration Stories

### Lesson 6

Putting It Together

### Lesson 7

Formative Assessment

## Overview

In this cluster of lessons, students explore the question: *What are the theories of how people first arrived in North America?* Students discuss archaeological evidence with peers and sort the evidence into two categories: by land or by sea. They read about the land bridge theory and the coastal migration theory, examining which evidence supports each theory. Students then shift from scientific theories to Indigenous knowledge as another way to understand human migration. They listen to Indigenous migration stories and compare these stories to the scientific theories to notice similarities and differences. Finally, after discussing what we know (and don't know) about how and when people first arrived in North America, students evaluate one migration theory and identify the evidence that supports and challenges it.

## Learning Objectives

**By the end of this cluster, students should be able to...**

- Ask questions about how people first arrived in North America and what evidence tells us about first peoples.
- Analyze archaeological evidence, migration maps, and Indigenous migration stories to evaluate different perspectives about how people first arrived in North America.
- Use evidence from multiple sources to develop and support a claim about how people first arrived in North America.
- Construct social studies arguments that select relevant information to support claims with evidence from multiple sources (WIDA ELD-SS.4-5.Argue.Expressive).

## Cluster 1: The Arrival of First Peoples in North America

## Vocabulary

TIER 2	TIER 3
flourish migrate theory	archaeologist

## Cluster Focus Standards

*Practice Standards*

STANDARD	LESSON(S)
<b>PS 3:</b> Categorize information from multiple sources in order to answer an inquiry question, quoting or paraphrasing the information gathered.	3-5
<b>PS 6:</b> Identify evidence from a source in response to an inquiry question.	1-2
<b>PS 6:</b> Identify multiple pieces of relevant evidence from sources in response to an inquiry question.	3-4, 6-7

*Content Standards*

STANDARD	LESSON(S)
<b>4.T2.1:</b> Evaluate competing theories about the origins of people in North America (e.g., theories that people migrated across a land bridge that connected present-day Siberia to Alaska or theories that they came by a maritime route) and evidence for dating the existence of early populations in North America to about 15,000 years ago.	2-4, 6-7
<b>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).	1, 5

**Cluster 1: The Arrival of First Peoples in North America**

**4.T2.3:** Explain how archaeologists conduct research (e.g., by participating in excavations, studying artifacts and organic remains, climate and astronomical data, and collaborating with other scholars) to develop theories about migration, settlement patterns, and cultures in prehistoric periods.

3-4, 6-7

*Literacy Standards*

STANDARD	LESSON(S)
<b>RI.4.1:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4-5
<b>SL.4.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	1-3, 6
<b>W.4.2b:</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	7
<b>W.4.8:</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	3-4

## *Unit 2, Cluster 1 Inquiry Chart (Teacher Version)*

<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>	

What did we do?	What did we learn that helps us answer our question(s)?
<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.	There is evidence supporting two theories of how people first came to North America. A theory is an explanation based on evidence.
<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.	Both theories have evidence to support them, and both theories have challenges.
<b>Lesson 5:</b> We listened to Indigenous migration stories and mapped the migration routes as told by oral tradition.	Indigenous migration stories provide a different kind of knowledge about how first peoples moved across North America. Both scientific theories and Indigenous stories offer valuable perspectives on the past. Some Indigenous people have migration stories that align with what archaeologists have learned about people moving across North America.

## LESSON 1

## Unit Kickoff

**EQ** How do we know that first peoples flourished in North America?

**SQ** What are the theories of how people first arrived in North America?

## LEARNING OBJECTIVE

Use prior knowledge and curiosity about first peoples of North America to generate questions and observations about a series of images.

## LANGUAGE OBJECTIVE

Engage in collaborative questioning with peers using *who*, *what*, *where*, *when*, and *why* to ask questions about images related to the oldest-known evidence of humans living in North America.

## LESSON OVERVIEW

This lesson kicks off the unit and engages students in thinking about the first people to live in North America. The lesson aims to activate prior knowledge, spark curiosity, and introduce the unit's Essential Question: *How do we know that first peoples flourished in North America?* Students are introduced to four images with information about the oldest evidence of humans on the continent. They work with partners to generate questions and observations about the images. Finally, students engage with the Essential Question by defining the word *flourish* and constructing a Know and Wonder Chart.

## LESSON STANDARDS

PS 6, 4.T2.2, SL.4.1

See full text of standards in the Cluster Overview.

## MATERIALS

- [Lesson 1 Slide Deck](#)
- [Notice and Wonder Chart](#)
- [Notice and Wonder Chart \(Teacher Version\)](#)
- [Unit 2 Know and Wonder Chart](#)
- [Unit 4.2 Word Wall Vocabulary Cards](#)

## VOCABULARY

flourish

## LESSON AT A GLANCE

Component	Time
Kick Off the Unit	15
Engage with the Essential Question	10
Build a Know and Wonder Chart	5

## Lesson 1: Unit Kickoff

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## Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Question Language and Literacy Builder \(3-5\)](#): Supports generation of questions on the Notice and Wonder Chart and the Know and Wonder Chart.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

### English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer for the image analysis and the Know and Wonder Chart. Provide a couple of question stems from the LLB for students to use when developing questions during both activities.
- [Look Fors](#): Oral responses should use the structures provided in the Question LLB and include simple elaboration of ideas (e.g., adding a familiar adjective to describe a noun).

### English Proficiency Levels 3-4:

- Encourage students to choose relevant question stems from the LLB when working on the Notice and Wonder Chart and the Know and Wonder Chart. Encourage partners to elaborate on each other's ideas to develop questions during both activities.
- [Look Fors](#): Oral responses should include simple sentences using the chosen question stems and some types of elaboration of ideas (e.g., using new or multiple adjectives, emerging use of clauses).

### English Proficiency Levels 5-6:

- Students may choose to use the LLB when working on the Know and Wonder Chart. They should explain to their partner why a question would be a priority to post on the Know and Wonder Chart.
- [Look Fors](#): Oral responses should use detailed and compound sentences, along with a variety of elaborations of ideas (e.g., linking words or phrases, combined clauses).

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## Lesson 1: Unit Kickoff

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**ADVANCE PREPARATION**

Prepare the [Unit 2 Know and Wonder Chart](#) or create a Know and Wonder Chart on chart paper for your class. If you create one on chart paper, it should have Unit 2 and the Essential Question at the top, with two sections labeled below: "What do you already know?" and "What do you wonder?"

Acquire sticky notes for students to use when building the Know and Wonder Chart at the end of the lesson.

Print (and laminate if possible) the [Unit 4.2 Word Wall Vocabulary Cards](#) that will be used throughout this unit. [Blank Word Wall Vocabulary Cards](#) for multilingual learners is also available. Directions for creating translanguaging Word Wall cards in home language(s) other than English are included in this document.

Prepare space in the classroom for the Unit 2 Word Wall.

Students will refer to handouts from lessons throughout this unit when it's time to put together what they've learned to answer the Supporting and Essential Questions. Establish (or remind students about) the system they will use to keep their documents for this unit organized in one place, such as a folder or binder.

Prepare to teach this unit by exploring the [Background Brief: Indigenous Societies of North America](#), which was designed to help you build content knowledge through a variety of resources. The brief also highlights current perspectives and research—along with potential misconceptions and any debates you should know about—so you can present this unit with confidence.

**Lesson 1: Unit Kickoff**

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## Kick Off the Unit (15 minutes)

**Slide 2:** Begin by explaining to students that they are starting a new unit in which they will learn about people who lived in North America many thousands of years ago.

Invite students to think about how we learn about people from the past. Ask: *Imagine you wanted to learn about your great-great-grandmother. Where could you look to find clues about her life?*

Ask a few students to share their ideas with the whole class. Possible responses:

- Photos or old pictures
- Objects she owned
- Letters or diaries she wrote
- Stories from family members

**Slide 3:** Then ask:

- *Now imagine going back even further, before there were cameras. Before there was even writing. How could we learn about people who lived long, long ago?*
- *What clues might last thousands of years?*

Prompt students to discuss with an elbow partner. Then invite student groups to share their ideas with the whole class. Possible responses:

- Buildings or structures
- Bones or fossils
- Tools
- Cave paintings or rock art

**Slide 4:** Arrange for students to sit with a partner and distribute the [Notice and Wonder Chart](#) to each student. Explain that to start our unit on Indigenous societies of North America, students will look at four images together. These images are all related to the oldest evidence found so far of humans living in North America.



### CULTURAL COMPETENCE

This unit focuses on specific groups of Indigenous people who we will refer to as *first peoples* because evidence shows they were the first people to live on the continent (see an example of this usage in the article from CBC Radio, "[Ice Age Footprints Suggest North America's First Peoples Were Here Earlier Than We Thought](#)"). Many resources refer to these peoples as Paleo-Indians, such as the National Park Service article "[Paleo-Indian Period—10,000 to 14,500 Years Ago](#)." These first peoples are the ancestors of many—though not all—of the hundreds of Indigenous tribes that are still thriving today, including the Pueblo peoples.

## Lesson 1: Unit Kickoff

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**Cluster 1: The Arrival of First Peoples in North America**

Give directions:

- Write what you notice about each image in the box on your handout and then write what you wonder about the image in the box next to it.
- Work with your partner to share ideas and build on each others' thinking.

**Slide 5:** Show the image of one footprint found at White Sands National Park in New Mexico.

Explain that strong observations describe specific details that help us learn more about the past. Model what a good observation looks like by thinking aloud about this image:

*When I look at this image, I notice the sand has wavy patterns. This makes me wonder what caused the wavy patterns?*

Invite students to share additional observations and questions as a whole class. Prompt students to record one observation and one question.

Given the limited information students have at this point, it will be natural for students to share more wonderings than noticings. Explain to students that the next three images will help us answer some of these questions.

**Slide 6:** Show the image of megafauna that lived in the area at the time the footprints were made (at the end of the last ice age). Prompt students to work with their partner to record one observation and one question.

**Slide 7:** Show the image of first peoples in the habitat with megafauna from the end of the last ice age. Prompt students to work with their partner to record one observation and one question.

**Slide 8:** Show the image of archaeologists working with evidence of footprints in White Sands National Park. Prompt students to work with their partner to record one observation and one question.

## Engage with the Essential Question (10 minutes)

**Slide 9:** Introduce the unit's Essential Question:



### CULTURAL COMPETENCE

As students review the images in this slide deck, keep in mind that museum exhibits and other learning resources may have imparted inaccurate or stereotyped depictions of Indigenous peoples. Learn more about recognizing inaccuracies through these resources:

In 2023, tribal consent laws began changing problematic exhibition practices and inappropriate use of Indigenous artifacts (example: "[NYC's Museum of Natural History Closes Some Native American Displays After Biden Admin. Changes](#)").

The American Museum of Natural History annotated the [Old New York Diorama](#) (part of the Theodore Roosevelt Memorial) to demonstrate its historical inaccuracies.

### Lesson 1: Unit Kickoff

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**How do we know that first peoples flourished in North America?**

- Explain to students that in this inquiry unit, they will explore the first peoples of North America by investigating how they arrived here, analyzing artifacts to understand their lives, and learning how scientists are preserving the remains of ancient societies for the future.
- Explain that learning through inquiry means students will work like historians to discover their own answer to the unit's Essential Question.

**Slide 10:** Introduce the vocabulary word that students will need to understand to answer the Essential Question: *flourish*.

- Say the vocabulary word: *flourish*.
- Use the word in context. *People want to live in an area where they can do well and flourish.*
- Share the student-friendly definition: *to thrive in your environment and your community*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Add the word to the Word Wall.

**Slide 11:** Highlight the word's features:

- The original Latin word for flourish is *florere*, which means "to bloom" or "to flower."
- This helps us understand that when someone or something flourishes, they grow in a healthy, positive way.

Explain that in this unit, we will be looking for evidence that first peoples flourished in their region of North America. This work involves both history and science.

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**Lesson 1: Unit Kickoff**

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## Build a Know and Wonder Chart (5 minutes)

**Slide 12:** Introduce the [Unit 2 Know and Wonder Chart](#) in your chosen format.

- Ask students to discuss with their partner what they know about first peoples in North America. Each pair of students should choose one thing they know from the images and write it on a sticky note.
- Ask students to discuss with their partner what they wonder about first peoples in North America. Each pair of students should choose one thing they wonder from the images and write it on a sticky note.
- Call each pair to the Know and Wonder Chart to read their sticky notes and place them on the chart. If a later group has a similar “Know” or “Wonder,” they can be grouped together on the chart.
- Explain that students will return to these questions later in the unit to see if any can be answered.



### SUPPORT ALL STUDENTS

Encourage students to use their [Question Language and Literacy Builder \(3-5\)](#) to support the generation of new questions on the Know and Wonder chart.

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### Lesson 1: Unit Kickoff

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## *Notice and Wonder Chart (Teacher Version)*

**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
<p>Image 1</p> <ul style="list-style-type: none"> <li>The sand has wavy patterns.</li> <li>There is a footprint in the sand.</li> <li>The sand looks hard like rock.</li> </ul>	<p>Image 1</p> <ul style="list-style-type: none"> <li>What caused the wavy patterns?</li> <li>Whose footprint is it?</li> <li>What is special about this footprint?</li> <li>Are there more footprints?</li> </ul>
<p>Image 2</p> <ul style="list-style-type: none"> <li>There are many different kinds of animals all living in the same area.</li> <li>There are huge elephants with long, curved tusks that could be mammoths.</li> <li>There are mountains with snow in the background.</li> </ul>	<p>Image 2</p> <ul style="list-style-type: none"> <li>What kinds of animals are these? Are they extinct now?</li> <li>Are these animals ancestors of some animals we know today?</li> <li>What happened to these large animals?</li> <li>Why were the animals so big?</li> <li>Did people live at the same time as these animals?</li> <li>Where are these animals?</li> </ul>
<p>Image 3</p> <ul style="list-style-type: none"> <li>People are walking in the sand and leaving footprints.</li> <li>People are looking at the mammoths across the water.</li> <li>This footprint in the sand looks similar to the footprint in the sand that we looked at earlier.</li> </ul>	<p>Image 3</p> <ul style="list-style-type: none"> <li>Who are these people and when did they live?</li> <li>Why aren't the people afraid of the giant animals?</li> <li>Is there evidence of giant animals near the evidence of human footprints?</li> <li>How did this footprint last so long?</li> </ul>
<p>Image 4</p> <ul style="list-style-type: none"> <li>Scientists are working carefully with the evidence.</li> <li>There are footprints that look like rock.</li> <li>Footprints are found in different layers of rock.</li> <li>Some footprints are raised up, and some are pressed in.</li> <li>The footprints go in many directions.</li> </ul>	<p>Image 4</p> <ul style="list-style-type: none"> <li>How do the scientists gather information about the evidence?</li> <li>If the footprints are found in different layers of rock, does that mean that the people were there for a long time?</li> <li>Why are some footprints raised up, and others are pressed in?</li> <li>If the footprints are going in different directions, does that mean that they were living there instead of just passing through?</li> </ul>

## LESSON 2

## Cluster 1 Launch

**EQ** How do we know that first peoples flourished in North America?

**SQ** What are the theories of how people first arrived in North America?

## LEARNING OBJECTIVE

Ask questions about evidence showing possible migration patterns of early humans.

## LANGUAGE OBJECTIVE

Engage in collaborative questioning with peers using *who*, *what*, *where*, *when*, and *why* to ask questions about evidence of migration.

## LESSON OVERVIEW

This lesson launches Cluster 1's Supporting Question: *What are the theories about how people first arrived in North America?* Students begin by participating in the Build the Word Wall routine with the word *migrate*, so students can make the connection that people migrate to areas where they believe they will flourish. They then participate in the Launching the Question routine using a series of maps that show one theory about early human migration. After generating questions about early migration patterns, students are introduced to the Unit 2, Cluster 1 Inquiry Chart and Cluster 1 Supporting Question and engage in discussion about additional questions that may need to be answered in the unit.

## LESSON STANDARDS

PS 6, 4.T2.1, SL.4.1

See full text of standards in the Cluster Overview.

## MATERIALS

- [Lesson 2 Slide Deck](#)
- [Cluster 1 Inquiry Chart](#)
- [Maps of Early Human Migration Routes](#)

## VOCABULARY

migrate

## LESSON AT A GLANCE

Component	Time
Build the Word Wall	5
Launching the Question	25

## Lesson 2: Cluster 1 Launch

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## Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Question Language and Literacy Builder \(3-5\)](#): Supports generation of questions during the Launching the Question routine.
- [Observe Language and Literacy Builder \(3-5\)](#): Supports generation of observations while students analyze the early human migration maps.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

### English Proficiency Levels 1-2:

- Guide students to select one or two question stems from the Question LLB to generate questions about the migration maps. Provide support by reading the question stems out loud and modeling how to complete them using the map (e.g., “Why did people... move from Africa?”) During the question prioritization activity, pair students with a language-proficient peer and ensure students practice saying their questions with their partner before the whole-class discussion.
- [Look Fors](#): Oral responses should use relevant question stems from the Question LLB and include simple elaboration of ideas related to the maps. During the prioritization activity, students should be able to indicate a question choice to their partner. Students may choose not to share with the whole class, but should be able to generate and share at least one question orally with a peer or the teacher.

### English Proficiency Levels 3-4:

- Encourage students to choose relevant question stems from the Question LLB when generating questions during the Notice and Wonder routine. During the question prioritization activity, encourage partners to explain why a particular question might help answer the Supporting Question, using sentence frames like “This question is important because...” If possible, pair students with a language-proficient peer who can model elaborated responses.
- [Look Fors](#): Oral responses should include questions using stems from the Question LLB with some elaboration of ideas. During the prioritization discussion, students should be able to express preferences and provide simple reasoning. Students should be able to generate multiple questions and participate in partner discussion about prioritizing them.

### English Proficiency Levels 5-6:

- Students may choose to use the Question LLB when generating questions during the Notice and Wonder routine. During the question prioritization activity, encourage students to build on their partner’s ideas and make connections between their question and what they want to learn.
- [Look Fors](#): Oral responses should include specific and detailed questions. During the prioritization discussion, students should provide clear reasoning to explain why a question is helpful for answering the Supporting Question. Students should readily participate in both partner and whole-class discussions.

## Lesson 2: Cluster 1 Launch

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**Cluster 1: The Arrival of First Peoples in North America****ADVANCE PREPARATION**

Decide whether to project the migration maps or print the [Maps of Early Human Migration Routes](#) for students to analyze. Print in color so the map key's color-coding for time periods is visible.

Have the Unit 2 Know and Wonder Chart from Lesson 1 easily accessible.

Decide if you will create this cluster's Inquiry Chart on chart paper or digitally using the [Cluster 1 Inquiry Chart](#) and how you'll maintain separate copies for each class period, if relevant.

Also, consider how you will support engagement with the Inquiry Chart:

- How will you facilitate each cluster's chart and ensure it stays in a visible location for students to reference?
- How will you support questioning and/or discussion? Some options include sticky notes, dry erase boards, digital sharing, or talk protocols. See the Guidebook for a bank of strategies.
- How will you make the Inquiry Chart a collaborative experience to ensure students are co-developing the "What questions will we ask?" and the "What did we learn?" responses? *Remember, each chart should reflect the voice and language of your students.* See the Guidebook for more guidance on facilitating the Inquiry Chart.
- How will you display or store each cluster chart for easy access at the beginning, middle (if it's a long cluster), and end of every cluster?

## Build the Word Wall *(5 minutes)*

**Slide 2:** Begin the lesson by inviting students to think about movement and migration in their own lives. Prompt them to:

- **Think** about a time when you or someone you know moved to a new home, city, state, or country. Why did you (or they) move?
- **Pair** up with an elbow partner.
- **Share** where you (or the person you know) moved and why.

Then ask a few student pairs to share out with the whole group. Possible responses:

- We moved to be closer to family.
- My friend moved because their parent got a new job.
- My grandparents moved from another country to find better opportunities.

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### Lesson 2: Cluster 1 Launch

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**Cluster 1: The Arrival of First Peoples in North America**

Acknowledge student responses and thank them for sharing. Explain that people move to new places for many reasons. Sometimes they move by choice, and sometimes they have to move because of things they can't control. Moving to a new place is called *migration*, and it's something people have done throughout history.

**Slide 3:** Introduce the new vocabulary word students will need to know for this lesson: *migrate*.

- Say the word: *migrate*.
- Use the word in context: *People migrate when they believe they will do better in a new location.*
- Share the student-friendly definition: *to move from one location to another*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Add the word to the Word Wall.

**Slide 4:** Highlight the word's features:

- The Latin word *migrare* means “to move.”
- Related words with this root include migrant, migration, immigrate, and immigrant.

Explain that the words *migrate* and *flourish* are connected. When people migrate, they move to a new place to find a better home. They do this so that their families can flourish. Flourishing means to not only have what you need to survive, but also to thrive. Over the next few lessons, we will learn about what people believe about how and why people first migrated to North America.

**Launching the Question** (25 minutes)**SPARK CURIOSITY**

**Slide 5:** To prepare students to analyze a map, build understanding about going backward in time. Explain that when we talk about “years ago” in this unit, the numbers will get bigger the farther back in time we go.

**Lesson 2: Cluster 1 Launch**

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**Cluster 1: The Arrival of First Peoples in North America**

Use the timeline as an example of how numbers get bigger in “years ago” using the timeline of a student’s life.

**Slide 6:** Display Map 1. Explain to students that they will look at a map that shows one idea about how and when early humans first migrated based on evidence left behind.

Preview the map by explaining the map key:

- “kya” means “thousands of years ago.”
- The numbers on the map refer to that many years ago. For example, a circle with the number “200” means that the first people were there 200 thousand years ago.
- The colors on the map key help with identifying the oldest areas.

Support students with thinking “backward”; the larger the number, the farther back in time.

Give students 30–60 seconds to look at the map silently, inviting them to think about what they notice and what they wonder about the map.

Ask: *What do you notice?*

- Possible responses: The circles have numbers on them that show that migration was happening between 200,000 and 100,000 years ago. There are only circles and lines in the continent of Africa. This might show that all humans lived in Africa 200,000 years ago and that there were no humans anywhere else in the world.
- Record student observations verbatim on chart paper or a dry-erase board.

Ask: *What do you wonder?*

- Possible responses: Why were humans only in Africa? When did they leave Africa?
- Record student observations verbatim on chart paper or a dry-erase board.

**CULTURAL  
COMPETENCE**

The migration maps in this lesson present one scientific theory based on evidence left behind by first peoples and their descendants. However, new data raises questions about some of these ideas, and other theories will be explored in upcoming lessons.

Dr. Paulette Steeves (Cree-Métis), an Indigenous archaeologist, argues that humans have been in North America longer than this migration theory suggests. Her thinking aligns with the origin stories of many Indigenous cultures, some of which describe people being here since time immemorial. To learn more, read the article [“Indigenous Archaeologist Argues Humans May Have Arrived Here 130,000 Years Ago”](#) from CBC Radio.

**Lesson 2: Cluster 1 Launch**

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**Cluster 1: The Arrival of First Peoples in North America**

**Slide 7:** Display Map 2. Give students 30–60 seconds to look at the new map silently, inviting them to think about what they notice and what they wonder about the map.

Ask: *What do you notice?*

- Possible responses: There are a lot more migration routes starting between 45,000 and 70,000 years ago. People migrated all over Europe, Asia, and even traveled by sea to Australia and the Pacific Islands.
- Record student observations verbatim on chart paper or a dry-erase board.

Ask: *What do you wonder?*

- Possible responses: How did early humans travel such far distances? Why did they migrate?
- Record student observations verbatim on chart paper or a dry-erase board.

**Slide 8:** Show Map 3. Give students 30–60 seconds to look at the final map silently, inviting them to think about what they notice and what they wonder about the map.

Ask: *What do you notice about how people first arrived in North America?*

- Possible responses: There is a big blue circle that says 25. There are lines going into North America starting 16,000 years ago. It looks like people first arrived in North America up near Alaska and then traveled south and east.
- Record student observations verbatim on chart paper or a dry-erase board.

Ask: *What do you wonder about how people first arrived in North America?*

- Possible responses: Why did people migrate to North America 16,000 years ago? It must've been very cold so far north. How did they survive the cold temperatures?
- Record student questions verbatim on chart paper or a dry-erase board.

**SUPPORT ALL STUDENTS**

Encourage students to use their [Observe Language and Literacy Builder \(3-5\)](#) and [Question Language and Literacy Builder \(3-5\)](#) to support the generation of observations and questions as they look at the migration map.

**Lesson 2: Cluster 1 Launch**

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**Cluster 1: The Arrival of First Peoples in North America****INTRODUCE THE SUPPORTING QUESTION AND ELICIT INITIAL THINKING**

**Slide 9:** Introduce the Cluster 1 Supporting Question:



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

- If students need additional support in understanding the question, prompt students to identify the question word, any words they may already know within the Supporting Question, and/or unfamiliar vocabulary.
- Note: Students define and add the word *theory* to the Word Wall in Lesson 3.

Explain that the map students just looked at shows one theory (an idea based on evidence) about how people first arrived in North America. But we don't actually know for sure! Scientists are always looking for more clues (or evidence) to help us figure out how and when people first arrived in North America.

**Slide 10:** Prioritize questions: Explain to students that they will now work with a partner to determine which questions that they generated might be most useful in helping them learn about and understand the Supporting Question.

Review the directions on the slide for prioritizing questions.

- Which question could help answer the Supporting Question?
- Explain your reason to your partner.
- Switch!

Prompt students to discuss and prioritize questions for 2–3 minutes. Star or mark the top three on the chart paper once a decision has been made.

**DEVELOP THE INQUIRY CHART**

**Slide 11:** Introduce the cluster's Inquiry Chart and point out the "What questions will we ask?" section. Then add the class's three priority questions to the "What questions will we ask?" section of the Inquiry Chart.

**PREVIEW THE LEARNING AHEAD****LEARN MORE**

Investigating History's Launching the Question routine is adapted from the Question Formulation Technique (QFT) created by the Right Question Institute (RQI). You can visit their [website](#) for more information about their work.

**Lesson 2: Cluster 1 Launch**

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**Cluster 1: The Arrival of First Peoples in North America**

Share with students that in this Cluster, they will use migration maps, Indigenous stories, archaeological evidence, and other sources to explore how first peoples arrived in North America, using the Supporting Question and questions they identified as their guide.

**You will return to this Inquiry Chart document later in the cluster and throughout the unit, so it is essential that you preserve students' thinking here.**

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**Lesson 2: Cluster 1 Launch**

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## LESSON 3

# Evidence of Human Migration

**EQ** How do we know that first peoples flourished in North America?

**SQ** What are the theories of how people first arrived in North America?

## LEARNING OBJECTIVE

Analyze evidence to determine which migration theory it more strongly supports.

## LANGUAGE OBJECTIVE

Categorize archaeological evidence supporting migration theories in writing using evidence-based sentence stems.

## LESSON OVERVIEW

In this lesson, students practice the work of archaeologists as they analyze evidence related to how first peoples migrated to North America. They learn that a *theory* is an explanation based on evidence. Each student works from a slide deck with eight pieces of evidence. They discuss the pieces of evidence with their group and categorize each one. In the next lesson, they will see how their thinking matches up with theories created by archaeologists.

## LESSON STANDARDS

4.T2.1, 4.T2.3, PS 3, PS 6, SL.4.1, W.4.8

See full text of standards in the Cluster Overview.

## MATERIALS

- [Lesson 3 Slide Deck](#)
- [Migration Evidence Student Slide Deck](#)
- [Evidence of Human Migration Notes Organizer](#)
- [Evidence of Human Migration Notes Organizer \(Teacher Version\)](#)

## VOCABULARY

theory

## LESSON AT A GLANCE

Component	Time
Provide Context for the Lesson	5
Build the Word Wall	5
Analyze Evidence to Support a Theory	15
Evaluate the Evidence	5

### Lesson 3: Evidence of Human Migration

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### Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Evidence of Human Migration Notes Organizer \(Frames and Evidence Bank\)](#): Supports oral discussion and written categorization of evidence using an evidence bank and sentence frames.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

#### English Proficiency Levels 1-2:

- If possible, group students intentionally with language-proficient peer(s) for the evidence analysis discussion. Guide students to use the evidence bank to identify pieces of evidence by name. Encourage students to use just one or two of the sentence frames from the handout when explaining their categorization orally with their group.
- Look Fors: Responses should use the sentence structures provided on the notes organizer and reference pieces of evidence by name from the evidence bank. Students may choose not to share with the whole class, but should be able to share orally with a peer or the teacher.

#### English Proficiency Levels 3-4:

- If possible, pair students with language-proficient peer(s) for the evidence analysis discussion. Encourage students to choose relevant sentence frames from the notes organizer when categorizing evidence.
- Look Fors: Responses should include simple sentences using the sentence frames provided on the notes organizer. Students should be able to reference multiple pieces of evidence from the evidence bank and share their thinking orally with a peer or the class.

#### English Proficiency Levels 5-6:

- Students will benefit from the evidence bank to accurately reference pieces of evidence and may choose to use the sentence frames on the notes organizer as starting points for their responses.
- Look Fors: Responses should include compound sentences that reference multiple pieces of evidence and explain connections between different pieces of evidence. Students should readily participate in the group discussion.

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### Lesson 3: Evidence of Human Migration

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### ADVANCE PREPARATION

Pre-assign groups of 3 or 4 students for the evidence analysis discussion.

Ensure that all students will have access to a charged digital device. Be prepared to share the [Migration Evidence Student Slide Deck](#).

*Theory* is a high-leverage word for the unit. Determine if students would benefit from completing the [Unit 2 Word Map](#) for this vocabulary word. This work can be done during an ELA block or other class time before this lesson.

## Provide Context for the Lesson (5 minutes)

**Slide 2:** Begin the lesson with a discussion about evidence in everyday life. Ask: *What did you eat for breakfast this morning?*

Invite a few students to share. Then ask: *How could you prove what you ate to someone who wasn't there?*

Possible responses:

- Someone in my family saw me eat it.
- There might be a bowl in the sink or a wrapper in the trash.

Explain to students that we use evidence (things we can see, touch, or hear about) to prove what happened.

**Slide 3:** Ask: *How did the first people arrive in North America?* Students will most likely say they don't know.

Follow up by asking: *Why is it difficult to know the complete answer?*

Possible responses:

- It's hard to find complete evidence that tells the full story.
- No one can ask the first people how they got here.
- There are no written records that give the complete answer.



### LEARN MORE

The word *theory* can be used in two different ways. A scientific theory is different from a hunch. Scientific theories are explanations based on a body of evidence. To learn more, read "[Scientific Theory](#)" from EBSCO. Also read "[Did You Know? The Difference Between Hypothesis and Theory](#)." from Merriam-Webster.

## Lesson 3: Evidence of Human Migration

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**Cluster 1: The Arrival of First Peoples in North America**

**Slide 4:** Explain that scientists called *archaeologists* try to uncover evidence to answer questions.

- Archaeological evidence can include physical remains left behind by people who lived in the past.
- Most evidence breaks down over time.
- When studying first people, scientists look for evidence that is made from rock (such as spear points) or has turned into rock (such as fossils of footprints).

### Build the Word Wall (5 minutes)

**Slide 5:** Introduce the new vocabulary word students will need to know for this lesson: *theory*.

- Say the word: *theory*
- Use the word in context: *There is more than one theory about how humans first came to North America.*
- Share the student-friendly definition: *an explanation that is based on evidence*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Add the word to the Word Wall.

**Slide 6:** Highlight ways to use the word *theory*:

- Develop a theory.
- Test a theory.
- Support a theory.
- Reject a theory.

### Analyze Evidence to Support a Theory (15 minutes)

**Slide 7:** Display the map and explain that it shows two possible theories about how people might have first arrived in North America.

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#### Lesson 3: Evidence of Human Migration

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**Cluster 1: The Arrival of First Peoples in North America**

Ask: *What does this map tell us about how people might have arrived in North America?* Possible response: People might have arrived by land or by sea.

Explain to students that their task today will be to find evidence for each theory.

**Slide 8:** Distribute a digital device and an [Evidence of Human Migration Notes Organizer](#) to each student. Share the link for the student slide deck and assist students with opening it on their device.

Share directions:

- Work with your group to discuss the evidence in your student slide deck.
- Take notes on the chart in your handout.

**Slide 9:** Practice talk moves to enhance active listening and collaboration.

- Read the talk moves with students.
- Set the expectation that they use the sentence stems to guide their conversations.
- Reinforce the importance of the sentence stems in helping students be active listeners instead of just taking turns to speak.

## Evaluate the Evidence (5 minutes)

**Slide 10:** Close out by checking student progress on categorizing the evidence. Ask: *At this point, do you think first peoples came to North America by land or by sea?*

After a few students share, pose this follow-up question: *Which piece of evidence was most helpful in coming to your decision? Why?*



### SUPPORT ALL STUDENTS

Students who would benefit from more structure in analyzing and categorizing evidence can use [Evidence of Human Migration Notes Organizer \(Frames and Evidence Bank\)](#) to help guide their discussion and writing. The evidence bank provides the names of all eight pieces of evidence, and the sentence frames support students in explaining their thinking using academic language.



### TEACHING TIP

If time allows, consider sharing videos such as [“The Startling Alternative Theory of How Humans Arrived in America”](#) from the Smithsonian or [“How the First Americans Arrived”](#) from PBS to show students how archaeologists analyze evidence and use it to test competing theories.

## Lesson 3: Evidence of Human Migration

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**Cluster 1: The Arrival of First Peoples in North America**

Possible responses:

- The White Sands footprints were most helpful because they showed that people had been in North America before the ice sheets melted.
- The kelp distribution map was most helpful because it showed a possible way that first peoples might have travelled by sea.

Pause this conversation after ideas have been shared and tell students they will continue this work in the new lesson.

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**Lesson 3: Evidence of Human Migration**

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## *Evidence of Human Migration Notes Organizer (Teacher Version)*

**Note to teachers:** The suggestions on this chart are intended to help you facilitate student discussions. At this point, there are no right or wrong answers.

**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?
<ul style="list-style-type: none"> <li>• The land bridge was exposed between 35,000 and 11,000 years ago. People could have crossed over that bridge.</li> <li>• A path between the two ice sheets in the northern part of North America opened up about 14,000 years ago. People could have continued south after then.</li> <li>• Clovis spear points are found in multiple places across what is now the United States. They are dated to around 13,000 years ago.</li> <li>• There is a pattern of settlements coming south from the land bridge and then heading east in North America. That shows people were traveling by land.</li> </ul>	<ul style="list-style-type: none"> <li>• It would have been hard to travel by land because there would be little food. Ice sheets are very thick. That would also affect how many plants and animals were available to eat as food.</li> <li>• It would have been very slow to travel by land in hard conditions. It might have been difficult for people to survive.</li> <li>• It is faster to travel by boat than on foot. Maybe that is how the first people got all the way to the tip of South America in a few thousand years.</li> <li>• We know that humans at that time knew how to make boats, but we don't know what their boats looked like or how big they were.</li> <li>• There would have been a food source if the first peoples traveled by sea. There is a kelp forest along the coasts of Asia and North America, right across Beringia.</li> <li>• It's hard to find evidence that the first peoples traveled by sea because that evidence would be underwater now.</li> <li>• The oldest evidence of humans so far is shown by the footprints in White Sands National Park, New Mexico. The footprints are 23,000 years old. The passage between the ice sheets didn't open until 14,000 years ago, so the first peoples must have come by sea.</li> </ul>

## LESSON 4

# Scientific Migration Theories

**EQ** How do we know that first peoples flourished in North America?

**SQ** What are the theories of how people first arrived in North America?

## LEARNING OBJECTIVE

Evaluate competing theories of human migration using evidence from sources.

## LANGUAGE OBJECTIVE

Identify and label evidence supporting two migration theories during close reading using content-specific academic vocabulary.

## LESSON OVERVIEW

This lesson continues the investigation into theories of migration. Now that students have recorded evidence into categories of “by land” or “by sea” in Lesson 3, they read short articles on the land bridge theory and the coastal migration theory. After a second reading, they circle evidence on their chart from Lesson 3 that supports each theory and label each theory on their chart. Students close out by discussing the challenges of each theory and reflecting on which theory they currently think has stronger evidence.

## LESSON STANDARDS

4.T2.1, 4.T2.3, PS 3, PS 6, RI.4.1, W.4.8

See full text of standards in the Cluster Overview.

## MATERIALS

- [Lesson 4 Slide Deck](#)
- [Land Bridge Theory Article](#)
- [Coastal Migration Theory Article](#)
- [Evidence of Human Migration Notes Organizer \(Updated Teacher Version\)](#)
- Lesson 3: Evidence of Human Migration Notes Organizer

## LESSON AT A GLANCE

Component	Time
Compare Evidence	5
Investigating Sources: Read Two Articles	25

### Lesson 4: Scientific Migration Theories

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### Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Land Bridge Theory Article \(Adapted Text\)](#) and [Coastal Migration Theory Article \(Adapted Text\)](#): Provide reduced sentence complexity and word banks with definitions to support comprehension and evidence identification.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

#### English Proficiency Levels 1-2:

- Ensure students have access to an aide or language-proficient peer, or pull a small group for teacher-led reading. Before reading, model how to identify and mark evidence using one paragraph from an article. Preview the word bank by reading terms and definitions aloud. Oral translation of the word bank and articles may be helpful if students are not yet reading fluently in their home language.
- **Look Fors:** Students should identify at least one piece of evidence from each article and circle corresponding evidence on their chart. Oral responses during partner discussion should use key vocabulary from the word bank (e.g., “kelp” or “Clovis points”). Students may choose not to share with the whole class but should be able to share orally with a peer or the teacher.

#### English Proficiency Levels 3-4:

- If possible, pair students with language-proficient peer(s) for the Investigating Sources routine. Encourage students to use the word bank to support their understanding while reading independently. During the “Connect” portion of the lesson, encourage students to use the provided sentence frames and reference specific evidence from the articles or their chart.
- **Look Fors:** Students should identify at least two pieces of evidence from each article and be able to label corresponding evidence on their chart. Oral responses should include simple sentences that connect evidence to theory using key vocabulary from the word banks and some elaboration of ideas.

#### English Proficiency Levels 5-6:

- Encourage students to use the adapted texts to support their reading fluency and vocabulary comprehension. Students can use the sentence frames as a starting place for their oral responses during the “Connect” portion of the routine.
- **Look Fors:** Students should identify all relevant evidence from both articles and accurately label theories on their chart. Oral responses should use compound sentences that reference multiple pieces of evidence and explain reasoning.

### Lesson 4: Scientific Migration Theories

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## Compare Evidence (5 minutes)



### CULTURAL COMPETENCE

Some migration theories are disputed by Indigenous people, as explained in the article “[Native Americans Call for Rethink of Bering Strait Theory](#)” from Voice of America, because they rely on Western scientific thinking and disregard Indigenous origin stories. Additionally, Indigenous archaeologists and scholars argue that focusing primarily on the land bridge theory can erase Indigenous identity and promote colonial ways of thinking; read more in the article “[B.C. Indigenous People React to the Resurfacing of Two Migration Theories](#)” from CBC News. To address these concerns, students will explore Indigenous migration stories in the next lesson. It is essential that students understand that Indigenous peoples have their own stories and knowledge about their origins that exist alongside scientific theories.

**Slide 2:** Remind students that in the previous lesson, they gathered evidence that supported the theory that first peoples came to North America either by land or by sea.

Redistribute the **Evidence of Human Migration Notes Organizer** from the previous lesson to students. Prompt students to silently review the evidence on their chart. Then, ask students if they think one theory is supported by more evidence than the other.

- Ask students that are leaning toward the theory that first peoples came by land to raise one finger.
- Ask students that are leaning toward the theory that first peoples came by sea to raise two fingers.
- If students think either theory could be possible, ask them to raise three fingers. More evidence may be needed!



## Investigating Sources: Read Two Articles (25 minutes)

### INTRODUCE PURPOSE AND PROCESS

**Slide 3:** Distribute the [Land Bridge Theory Article](#) and [Coastal Migration Theory Article](#) to students. Explain that they will learn more about these two migration theories by reading two articles. Whereas in the last lesson, students looked at individual pieces of evidence, articles are helpful because they bring all that evidence together.

### Lesson 4: Scientific Migration Theories

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**Cluster 1: The Arrival of First Peoples in North America**

Note that scientists write articles to explain their theories and show how different pieces of evidence support their ideas.

**OBSERVE THE DOCUMENT'S FEATURES**

**Slide 4:** Ask students: *What text features do you notice in the articles?* Possible responses:

- Title
- Headings (“Evidence,” “Challenges”)
- A map that previews the theory

Then ask: *Based on these text features, what do you already know about these sources?* Possible responses:

- They’re going to talk about two different theories.
- One theory is called the “land bridge theory” and the other is called the “coastal migration theory.”
- They will discuss the evidence for each theory and the challenges of each theory.

Teach the pronunciation of Beringia using the video “[How to Pronounce Beringia.](#)”

**READ THE DOCUMENT**

**Slide 5:** Organize students into pairs and remind students of the purpose for reading: to learn about two migration theories and the evidence that supports them.

Share the expectations for pair reading:

- Each student will be responsible for reading one article out loud to their partner.
- Mark evidence by underlining, highlighting, or putting a star.
- Flip the articles over when done as a visual cue that you’re ready to move on.

**Slide 6:** Ask students to silently read each article a second time and compare information in the article to evidence on their **Evidence of Human Migration Notes Organizers**.

**SUPPORT ALL STUDENTS**

Provide the [Land Bridge Theory Article \(Adapted Text\)](#) and [Coastal Migration Theory Article \(Adapted Text\)](#) to students who need additional language support. These versions provide simplified sentence structure and word banks with definitions.

**SUPPORT ALL STUDENTS**

While most students will work in pairs, consider forming groups of 3 or 4 for students who need peer support, or pull a small group to read the articles aloud with teacher support. Students may also benefit from doing the second reading of the articles with a peer, rather than independently.

**Lesson 4: Scientific Migration Theories**

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**Cluster 1: The Arrival of First Peoples in North America**

Prompt students to start with the **Land Bridge Theory Article**.

- When evidence for this theory is cited in the article, check the **Evidence of Human Migration Notes Organizer**.
- If that evidence is also on the chart, circle it.
- Write the name of the theory under the heading “came by land.”
- If any new evidence was presented in the article, add it to the chart.

Prompt students to continue with the **Coastal Migration Theory Article**.

- When evidence for this theory is cited in the article, check the **Evidence of Human Migration Notes Organizer**.
- If that evidence is also on the chart, circle it.
- Write the name of the theory under the heading “came by sea.”
- If any new evidence was presented in the article, add it to the chart.

## CONNECT TO OUR QUESTION

**Slide 7:** Facilitate a discussion recapping what students know so far about each theory and connecting evidence to the Supporting Question. This is also an informal opportunity to check-in on PS 6.

First, remind students of the Supporting Question:



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

Explain to students that they’ve just learned about two theories about how people first arrived in North America: the land bridge theory and the coastal migration theory.

Facilitate a Turn and Talk. Ask: *What are the challenges to each theory?*

- Provide the sentence frame: *One challenge to the [theory name] is that...*

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### Lesson 4: Scientific Migration Theories

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**Cluster 1: The Arrival of First Peoples in North America**

- Some challenges are already identified at the bottom of each article.
- Students may discuss any additional challenges they may have identified.

Facilitate a second Turn and Talk. Ask: *Which theory do you think has stronger evidence right now? Name one piece of evidence that makes you think so.*

- Provide the sentence frame: *I think the [theory name] has stronger evidence because [specific evidence].*
- Students should be able to name a specific piece of evidence and explain how it connects to one theory.

Tell students that in the next lesson they will learn about Indigenous migration stories. These stories give us another way to understand how first peoples arrived in North America.

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**Lesson 4: Scientific Migration Theories**

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

## *Evidence of Human Migration Notes Organizer (Updated Teacher Version)*

**Note to teachers:** The suggestions on this chart are intended to help you facilitate student discussions. At this point, there are no right or wrong answers. Evidence that supports either the land bridge theory or the coastal migration theory is highlighted. Evidence that is not highlighted indicates inferences that need confirming evidence.

What evidence makes you think that first peoples came by land? (land bridge theory)	What evidence makes you think that first peoples came by sea? (coastal migration theory)
<ul style="list-style-type: none"> <li>The land bridge was exposed between 35,000 and 11,000 years ago. People could have crossed over that bridge.</li> <li>A path between the two ice sheets in the northern part of North America opened up about 14,000 years ago. People could have continued south after then.</li> <li>Clovis spear points are found in multiple places across what is now the United States. They are dated to around 13,000 years ago.</li> <li>There is a pattern of settlements coming south from the land bridge and then heading east in North America. That shows people were traveling by land.</li> </ul>	<ul style="list-style-type: none"> <li>It would have been hard to travel by land because there would be little food. Ice sheets are very thick. That would also affect how many plants and animals were available to eat as food.</li> <li>It would have been very slow to travel by land in hard conditions. It might have been difficult for people to survive.</li> <li>It is faster to travel by boat than on foot. Maybe that is how the first people got all the way to the tip of South America in a few thousand years.</li> <li>We know that humans at that time knew how to make boats, but we don't know what their boats looked like or how big they were.</li> <li>There would have been a food source if the first peoples traveled by sea. There is a kelp forest along the coasts of Asia and North America, right across Beringia.</li> <li>It's hard to find evidence that the first peoples traveled by sea because that evidence would be underwater now.</li> <li>The oldest evidence of humans so far is shown by the footprints in White Sands National Park, New Mexico. The footprints are 23,000 years old. The passage between the ice sheets didn't open until 14,000 years ago, so the first peoples must have come by sea.</li> </ul>

## LESSON 5

# Indigenous Migration Stories

**EQ** How do we know that first peoples flourished in North America?

**SQ** What are the theories of how people first arrived in North America?

## LEARNING OBJECTIVE

Explain why oral histories are valuable primary sources for understanding human migration.

## LANGUAGE OBJECTIVE

Use comparative language to explain orally and in writing what Indigenous migration stories reveal about human migration that physical evidence cannot.

## LESSON OVERVIEW

In this lesson, students pivot from scientific theories and physical evidence to Indigenous knowledge as a way to understand human migration. Students watch videos depicting migration stories of the ancestors of Indigenous nations, including the Hopi and the Chickasaw. After locating each nation on a map, they notate the direction of the migration and discuss how these stories compare to the scientific theories studied in previous lessons. To close, students consider what Indigenous stories reveal that physical evidence cannot, deepening their understanding of multiple ways of knowing about the past.

## LESSON STANDARDS

4.T2.2, PS 3, RI.4.1

See full text of standards in the Cluster Overview.

## MATERIALS

- [Lesson 5 Slide Deck](#)
- [Mapping Indigenous Migration Stories](#)
- [Mapping Indigenous Migration Stories \(Teacher Version\)](#)
- [Cluster 1 Inquiry Chart](#)

## LESSON AT A GLANCE

Component	Time
Activate Background Knowledge	5
Investigating Sources: Listen to Migration Stories	25

### Lesson 5: Indigenous Migration Stories

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## Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Mapping Indigenous Migration Stories \(Frames and Word Bank\)](#): Supports oral discussion and written responses with key vocabulary definitions and sentence frames using comparative language.
- [Connect Language and Literacy Builder \(3-5\)](#): Supports students in making connections between the Indigenous migration stories and the scientific migration theories they learned about in previous lessons.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

### English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer for the Turn and Talk. Preview key vocabulary before showing the videos. Guide students to use the provided sentence frames during Turn and Talks and for the written reflection. If time permits, show videos twice for comprehension.
- Look Fors: Oral responses during Turn and Talks should use the provided sentence frames with at least one detail from the videos. Written responses on the reflection should include at least one complete sentence using *but* or *because* with the sentence frames. Students may choose not to share with the whole class, but should be able to share orally with a peer or the teacher.

### English Proficiency Levels 3-4:

- If possible, pair students with a language-proficient peer for Turn and Talks. Encourage students to use the sentence frames as starting points and add specific details from the videos.
- Look Fors: Oral responses should use the sentence frames with elaboration and specific details from the videos. Written responses should include two or more complete sentences using *but* and *because* to explain what oral histories reveal.

### English Proficiency Levels 5-6:

- Students can use the scaffolded handout to support vocabulary comprehension and may refer to sentence frames for structure, though they may not need them.
- Look Fors: Students should readily participate in Turn and Talks and the whole-class discussion. Written responses should include multiple complete sentences using *but*, *because*, or other comparative language to synthesize information from multiple videos.

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## Lesson 5: Indigenous Migration Stories

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**Cluster 1: The Arrival of First Peoples in North America****ADVANCE PREPARATION**

Make pacing decisions. Decide if you will show students all three videos or if you will only show the first two videos.

Have the Cluster 1 Inquiry Chart from Lesson 2 easily accessible.

**Activate Background Knowledge** (5 minutes)**CULTURAL COMPETENCE**

Indigenous migration stories represent thousands of years of knowledge passed down through oral tradition, as described in the Native Knowledge 360° article "[Celebrating Native Cultures Through Words: Storytelling and Oral Traditions](#)." This lesson intentionally positions Indigenous knowledge alongside scientific theories to help students understand that there are multiple valid ways of understanding the past. Avoid framing Indigenous stories as needing to be "verified" by archaeology; instead, present them as complementary forms of evidence that provide context, meaning, and cultural connection that physical evidence alone cannot capture. Review guidance from the Montana Historical Society resource "[The Bering Strait Controversy](#)."

**Slide 2:** Briefly review the two scientific migration theories that students learned about in Lessons 3 and 4:

- Land bridge theory: People walked across Beringia when it was exposed, then moved south when ice sheets opened (~14,000 years ago).
- Coastal migration theory: People traveled by boat along the coast, following the "kelp highway."

**Slide 3:** Explain that Indigenous peoples have stories that they've passed down for thousands of years through oral tradition (the practice of sharing stories by speaking and listening, rather than writing).

Today we will listen to Indigenous migration stories to see what they teach us about how first peoples moved across North America to their homelands.

**Investigating Sources: Listen to Migration Stories** (25 minutes)**INTRODUCE PURPOSE AND PROCESS****Lesson 5: Indigenous Migration Stories**

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**Cluster 1: The Arrival of First Peoples in North America**

**Slide 4:** Distribute [Mapping Indigenous Migration Stories](#) to each student.

Explain that students will watch videos of Indigenous people telling how their ancestors migrated to their current location in North America. For each video, students will:

- Draw an arrow on the corresponding map showing the direction the group traveled to reach their homeland.
- Discuss how the story compares to the scientific theories they learned about in Lesson 3 and Lesson 4.

**READ THE DOCUMENT**

**Slide 5:** Listen to “Hopi Origin Story” (4:22).

- Explain that many Indigenous people in the Southwest have stories that begin with their people emerging from the ground. However, once they emerge, they migrate to their homeland.
- The video describes the Hopi ancestors as traveling in circles to reach the center place. Because the story does not state where the people emerged from the land, guide students to draw a circle or spiral with an arrow around the word “Hopi” on their handout.

**Slide 6:** After the video, facilitate a Turn and Talk. Ask: *How is this migration story similar to or different from the scientific theories we learned about?*

- Provide the sentence frame: *The story is similar/different because...*
- Possible response: The Hopi story is different because it talks about traveling in circles or spirals instead of moving from east to west.

**Slide 7:** Listen to “The Chickasaw Migration Story” (2:43).

- Point out the Mississippi River on student handouts. This will be an important part of this story.
- Ask students to follow the same routine as with the other video and mark the direction of migration with arrows.

**SUPPORT ALL STUDENTS**

Provide the [Mapping Indigenous Migration Stories \(Frames and Word Bank\)](#) to students who would benefit from vocabulary support and sentence frames for discussion and written responses.

**Lesson 5: Indigenous Migration Stories**

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**Cluster 1: The Arrival of First Peoples in North America**

**Slide 8:** After the video, facilitate a Turn and Talk. Ask: *How is this migration story similar to or different from the scientific theories we learned about?*

- Provide sentence frame: *The story is similar/different because...*
- Possible response: The Chickasaw story is similar because it shows east-to-west movement, which is the direction they would move if coming from Beringia.

**Slide 9:** If time permits, listen to “The Agua Caliente Migration Story” (3:12).

- Explain that this next migration story is different from the other two stories. Invite students to listen carefully for how the migration pattern is different and what it tells us about why people moved.
- Point out the Coachella Valley on student handouts (in Southern California). This is where the story begins and ends.
- The video describes the Agua Caliente ancestors circling around the continent after their god passed away. They traveled south through Mexico and into South America before returning home to the Coachella Valley. Guide students to draw arrows showing this circular journey, starting at “Agua Caliente,” drawing arrows south through Mexico, curving around and then back north to return to the Coachella Valley.
- Students may notice that this is the only story where people leave and then come back to their starting place.

**Slide 10:** After the video, facilitate a Turn and Talk. Ask: *How is this migration story similar to or different from the scientific theories we learned about?*

- Provide sentence frame: *The story is similar/different because...*
- Possible response: The Agua Caliente story is different because it describes people leaving and coming back to their homeland instead of moving in a single direction.

**CONNECT TO OUR QUESTION****Lesson 5: Indigenous Migration Stories**

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**Cluster 1: The Arrival of First Peoples in North America**

**Slide 11:** Remind students that physical evidence and oral histories are both valuable sources, but they reveal different information.

Direct students to the reflection question on their **Mapping Indigenous Migration Stories** handout: What do these stories tell us that physical evidence cannot?

Facilitate a Think-Write-Share:

- **Think** about what you learned from the videos.
- **Write** your responses on the handout.
- **Share** what you wrote with an elbow partner.

Possible responses:

- Why people moved
- How people felt about their journey
- The connection between people and the land

**Slide 12:** Update the Cluster 1 Inquiry Chart. Ask: *What questions does this new evidence raise for you?* Possible responses:

- Does the timing of the migration stories match the evidence found by archaeologists?
- Do other Indigenous nations have migration stories that we could learn about?
- How are migration stories different from creation stories?
- Do the migration stories match what we know today about where ancestors of Indigenous people settled?

Post any new questions on the Inquiry Chart.

**SUPPORT ALL STUDENTS**

Encourage students to use their [Connect Language and Literacy Builder \(3-5\)](#) to make connections between the Indigenous migration stories and the scientific migration theories they learned about in previous lessons.

**Lesson 5: Indigenous Migration Stories**

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## Mapping Indigenous Migration Stories (Teacher Version)

**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



The Hopi people resided in the present-day southwestern United States, concentrated in present-day Nevada and Utah.

## Chickasaw Migration Story



The Chickasaw people migrated east from the present-day southwestern United States, eventually crossing what is now called the Mississippi River to settle near the present-day state of Mississippi.

## Agua Caliente Migration Story



The Agua Caliente people migrated to what is now called Mexico but later returned to present-day Southern California.

What do these stories tell us that physical evidence cannot?

Student responses will vary. Look for the inclusion of specific details from at least one video.

Possible response: Stories tell us why people moved, but physical evidence cannot. The Chickasaw followed a sacred pole to find their homeland. The Agua Caliente people felt sad when their god died, so they traveled looking for a new home. Stories also tell us that finding the right homeland was very important to Indigenous peoples. Physical evidence can show us where people went and what they used, but stories tell us the reasons why they moved and how they felt about their journey.

**Image sources:** Maps created by Educurious using “Blank US Map” by Heitordp via Wikimedia Commons, CC0 / public domain.

## LESSON 6

# Putting It Together

**EQ** How do we know that first peoples flourished in North America?

**SQ** What are the theories of how people first arrived in North America?

## LEARNING OBJECTIVE

Synthesize evidence from multiple sources to discuss how different migration theories explain how people first arrived in North America.

## LANGUAGE OBJECTIVE

Engage in collaborative discussions to develop an evidence-based response to the cluster inquiry question about different migration theories.

## LESSON OVERVIEW

This Putting It Together lesson wraps up Cluster 1 and the study of migration theories. Students work together to define the role of an archaeologist—the scientists whose work they have been studying throughout the cluster. After reviewing lessons using the Inquiry Chart, students participate in an Inquiry Circle to discuss the different theories about how people first arrived in North America and the evidence that supports each theory. Students prepare for the discussion by recording their initial ideas on sticky notes. The Inquiry Circle protocol provides scaffolding for individual thinking and building on each other's ideas through open-ended dialogue.

## LESSON STANDARDS

4.T2.1, 4.T2.3, PS 6, SL.4.1

See full text of standards in the Cluster Overview.

## MATERIALS

- [Lesson 6 Slide Deck](#)
- [Cluster 1 Inquiry Chart](#)
- [Cluster 1 Inquiry Chart \(Teacher Version\)](#)
- Lesson 3: Evidence of Human Migration Notes Organizer
- Lesson 5: Mapping Indigenous Migration Stories

## VOCABULARY

archaeologist

## LESSON AT A GLANCE

Component	Time
Build the Word Wall	5
Putting It Together	25

### Lesson 6: Putting It Together

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### Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Inquiry Circle Supports \(Frames and Word Bank\)](#): Provides sentence frames and vocabulary to support oral participation in the Inquiry Circle discussion about migration theories and evidence.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

#### English Proficiency Levels 1-2:

- Provide the Inquiry Circle Supports document during the sticky note preparation time. Help students choose two sentence frames to use and guide them in filling out their sticky notes using the word bank. If possible, give students 2–3 minutes to practice using their sentence frames with you or an aide before the Inquiry Circle begins.
- Look Fors: Oral responses should use the sentence frames provided and include simple elaboration of ideas.

#### English Proficiency Levels 3-4:

- Provide the Inquiry Circle Supports document during the sticky note preparation time. Guide students to choose relevant sentence frames from the handout and use the word bank to fill out their sticky notes. If possible, give students 2–3 minutes to practice using the sentence frames with a language-proficient peer before the Inquiry Circle begins.
- Look Fors: Oral responses should include simple sentences using the sentence frames provided. Students should reference at least one theory and one piece of evidence when participating in the Inquiry Circle.

#### English Proficiency Levels 5-6:

- If needed, students can refer to the sentence frames and word bank during the Inquiry Circle discussion.
- Look Fors: Students should readily participate in the Inquiry Circle discussion. Oral responses should include compound sentences and reference multiple theories or pieces of evidence when participating in the Inquiry Circle.

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### Lesson 6: Putting It Together

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**ADVANCE PREPARATION**

Acquire sticky notes (two per student).

Have the class's charts and cluster materials listed above easily accessible for student reflection and discussion.

*Archaeologist* is a high-leverage word for the unit. Determine if students would benefit from completing the [Unit 2 Word Map](#) for this vocabulary word. This work can be done during an ELA block or other class time before this lesson.

## Build the Word Wall (5 minutes)

**Slide 2:** Remind students that they have interacted with the activities of scientists throughout this cluster of lessons. These scientists are called *archaeologists*.

Ask: *From what you learned in this cluster, what do archaeologists do?* Possible responses:

- They dig underground to find evidence of humans that came before us.
- They analyze items that they find from humans in the past.
- They use evidence to come up with theories to explain what they found and answer big questions.

**Slide 3:** Introduce the new vocabulary word students will need to know for this lesson: *archaeologist*.

- Say the word: *archaeologist*
- Use the word in context: *Theories that are developed by archaeologists can change when they find new evidence.*
- Share the student-friendly definition: *a scientist who studies people of the past by examining what they left behind*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Add the word to the Word Wall.

---

### Lesson 6: Putting It Together

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**Cluster 1: The Arrival of First Peoples in North America**

**Slide 4:** Highlight the word's features:

- The Greek word *arkhaiologia* means *ancient history*.
- The suffix *-ology* means *to study* (like in *biology*, *geology*, etc.).



### Putting It Together (25 minutes)

Explain that for the rest of the class, students are going to return to the Cluster 1 Supporting Question and “put together” what they have learned so far about about how people first arrived in North America.

**Slides 5–6:** Present the **Unit 2, Cluster 1 Inquiry Chart** that the class created in Lesson 2, and remind students of the Cluster 1 Supporting Question:



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

### SUMMARIZE OUR LEARNING AND SHARE OUR INITIAL THINKING

Read the lesson summaries for the cluster in the “What did we do?” column aloud. If time allows, you can ask students for additional important activities or experiences they remember from the cluster.

Then briefly review and summarize the resources that were used in the cluster. You can also take a few minutes and have students organize their materials and handouts as you name them.

### SYNTHESIZE OUR IDEAS AND ANSWER THE SUPPORTING QUESTION

**Slide 7:** Pose the questions for the Inquiry Circle:

- *What are the theories about how people first arrived in North America?*
- *What evidence supports or challenges each theory?*



### TEACHING TIP

Building a classroom organization system that allows students to easily access learning tools and documentation throughout the unit will support their reflection skills and growing independence. Each classroom’s system will be different depending on the physical learning space and learners.

### Lesson 6: Putting It Together

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**Cluster 1: The Arrival of First Peoples in North America**

**Slide 8:** Distribute two sticky notes to each student. Give students 2–3 minutes of thinking and writing time.

- On sticky note 1: Write one theory about how people first arrived in North America.
- On sticky note 2: Write one piece of evidence that supports or challenges a theory.

Students should use their completed **Evidence of Human Migration Notes Organizer** and their **Mapping Indigenous Migration Stories** handout to provide evidence for their ideas.

After writing, prompt students to sit in a circle on the carpet or arrange chairs in a circle. Be sure everyone can see each other to promote dialogue.

**Slide 9:** Facilitate the Inquiry Circle. Set the expectation that students need to respond to the contribution of the person who spoke last. This will ensure that students are actively listening and building on ideas, not engaging in parallel talk.

Project sentence frames for students to use during the conversation:

- *I think \_\_\_ because \_\_\_.*
- *I agree with \_\_\_ because \_\_\_.*
- *I respectfully disagree with \_\_\_ because \_\_\_.*
- *Could you tell me more about \_\_\_?*
- *I would like to add \_\_\_.*
- *I am wondering about \_\_\_.*

Keep in mind the following:

- Do NOT interject. This is the students' conversation.
- Your only contribution should be to engage a quiet student by asking: *[Name], what do you think?*
- If needed, you can prompt the transition: *We've heard about different theories. What evidence supports each one?*
- Expect some awkward pauses. Do not jump in to break the tension. This conversation is the responsibility of the students.

**SUPPORT ALL STUDENTS**

Provide the [Inquiry Circle Supports \(Frames and Word Bank\)](#) to students who would benefit from vocabulary support and sentence frames during the Inquiry Circle. Encourage students to reference the document when completing their sticky note discussion prep.

**Lesson 6: Putting It Together**

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**Cluster 1: The Arrival of First Peoples in North America**

- Using sentence frames may feel stilted at first, but as students gain proficiency with the protocol, you will discover a more naturally flowing, respectful conversation.

**RETURN TO THE INQUIRY CHART**

Finally, revisit the questions students added under the Supporting Question in Lesson 2 as part of their Launching the Question routine as well as questions from the Wonder column of the Unit 2 Know and Wonder Chart from Lesson 1.

*Ask: Have any of these questions been answered? Have any new questions come up?*

Give students a few minutes to share their thinking and ideas with the whole group.

**STAMP THE KEY LEARNING**

Collect students' sticky notes from the Inquiry Circle and review them alongside observations from the Inquiry Circle. Identify any misconceptions about theories or gaps in understanding of evidence types. Prepare to address these during the Formative Assessment in the next lesson.

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**Lesson 6: Putting It Together**

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## LESSON 7

## Formative Assessment

**EQ** How do we know that first peoples flourished in North America?

**SQ** What are the theories of how people first arrived in North America?

## LEARNING OBJECTIVE

Evaluate a migration theory using evidence and reasoning.

## LANGUAGE OBJECTIVE

Explain how evidence supports a theory using reasoning and academic vocabulary in writing.

## LESSON OVERVIEW

In this Formative Assessment, students show what they have learned about migration theories by choosing one theory, citing two pieces of evidence that support it, and explaining their reasoning. They also acknowledge uncertainty by explaining why we still don't know for sure how people first arrived in North America.

## LESSON STANDARDS

4.T2.1, 4.T2.3, PS 6, W.4.2b

See full text of standards in the Cluster Overview.

## MATERIALS

- [Lesson 7 Slide Deck](#)
- [Cluster 1 Formative Assessment Task](#)
- [Cluster 1 Formative Assessment Task \(Teacher Version\)](#)
- Lesson 3: Evidence of Human Migration Notes Organizer
- Lesson 4: Land Bridge Theory Article
- Lesson 4: Coastal Migration Theory Article
- Lesson 5: Mapping Indigenous Migration Stories

## LESSON AT A GLANCE

Component	Time
Formative Assessment	30

## Lesson 7: Formative Assessment

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### Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Cluster 1 Formative Assessment Task \(Sentence Frames\)](#): Provides sentence frames to support written responses about migration theories and evidence.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

#### English Proficiency Levels 1-2:

- Encourage students to use the sentence frames to craft their responses. If needed, allow students to respond orally to the assessment prompts instead of writing. Students can speak their responses into a translation device or directly to the teacher, who records their answers.
- Look Fors: Written or oral responses should include single words or short phrases added to the sentence frames that describe a theory and evidence. Students should identify at least one piece of evidence that supports a theory.

#### English Proficiency Levels 3-4:

- Encourage students to use the sentence frames to craft their responses. If helpful, allow students to use their primary language when planning and brainstorming before completing the assessment.
- Look Fors: Written responses should use the provided sentence frames and include phrases and simple sentences that describe a theory and two pieces of evidence with basic reasoning.

#### English Proficiency Levels 5-6:

- Students can choose to use the provided sentence frames for support or write responses independently.
- Look Fors: Writing on the assessment should include compound sentences that describe a theory and two pieces of clearly connected evidence with detailed reasoning. Students should be able to explain why archaeologists don't know for sure how or when first peoples arrived in North America.



### ADVANCE PREPARATION

Ensure that the Unit 4, Cluster 1 Inquiry Chart and necessary student materials from previous lessons listed above are accessible for student reference and discussion.

### Lesson 7: Formative Assessment

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**Cluster 1: The Arrival of First Peoples in North America**

## Formative Assessment (30 minutes)

**Slide 2:** Inform students that for this cluster’s Formative Assessment, they will write an explanatory paragraph that answers the Supporting Question:



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

**Slide 3:** Remind students that in this cluster of lessons they explored different types of evidence about how first peoples arrived in North America, including archaeological evidence and Indigenous migration stories. They learned about different theories and perspectives that explain this evidence.

Explain that today students will choose one migration theory, explain the evidence that supports it, and discuss why we still don’t know for sure how people first arrived in North America.

Review the resources students can use while writing their paragraph:

- Word Wall
- Unit 2, Cluster 1 Inquiry Chart
- **Land Bridge Theory Article**
- **Coastal Migration Theory Article**
- **Evidence of Human Migration Notes Organizer**
- **Mapping Indigenous Migration Stories**



### SUPPORT ALL STUDENTS

Provide the [Cluster 1 Formative Assessment Task \(Sentence Frames\)](#) to students who would benefit from sentence frames to support their writing.

## Lesson 7: Formative Assessment

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**Cluster 1: The Arrival of First Peoples in North America**

**Slide 4:** Explain and facilitate the Formative Assessment Task.

- Distribute the [Cluster 1 Formative Assessment Task](#).
- Clarify the directions using the prompts on the slide.
- Provide time for each student to complete the task independently.
- Encourage students to refer to their chart for specific details about the theory they chose.

**TEACHING TIP**

Encourage students who think of more than two pieces of evidence to write additional ideas on the back of their notes organizer.

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**Lesson 7: Formative Assessment**

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

## Cluster 1 Formative Assessment Task (Teacher Version)

### 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 coastal migration theory is best supported by the evidence.

Evidence #1:

One piece of evidence is the kelp highway.

My reasoning for this evidence:

This evidence supports the theory because the kelp could be food for people traveling by boat.

Evidence #2:

Another piece of evidence is the White Sands footprints.

My reasoning for this evidence:

This evidence supports the theory because the footprints are very old. People were here before the ice melted, so they might have come by boat.

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

We don't know for sure because some evidence is underwater.

# Evidence of Ancient Cultures

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

## CONTENTS

### Lesson 8

Cluster 2 Launch

### Lesson 9

Archaeological Research

### Lesson 10

Complex Societies

### Lesson 11

Putting It Together

### Lesson 12

Formative Assessment

## Overview

This cluster takes students on a journey of about 20,000 years as they examine evidence of how first peoples organized themselves into societies. Students learn how archaeologists use fossils and artifacts as primary sources to understand the past. They examine fossilized footprints at White Sands that show families traveling together, analyze artifacts from early societies including Clovis points and pottery, and investigate six societies across North America. Students identify features of societies and synthesize evidence to explain how organizing into societies helped first peoples adapt to their environment and meet their needs.

## Learning Objectives

**By the end of this cluster, students should be able to...**

- Explain how archaeologists use fossils and artifacts as primary sources to learn about people in the past.
- Identify features of societies and evidence that demonstrates how first peoples organized themselves.
- Synthesize evidence from multiple sources to explain how organizing into societies helped first peoples adapt to their environment and meet their needs.
- Construct social studies explanations that describe components, order, causes and effects, or cycles using relevant examples and details (WIDA ELD-SS.4-5.Explain.Expressive).

## Vocabulary

TIER 2	TIER 3
complex society	artifact fossil

## Cluster 2: Evidence of Ancient Cultures

## Cluster Focus Standards

*Practice Standards*

STANDARD	LESSON(S)
<b>PS 3:</b> Explain how and why primary and secondary sources are used to gather information.	10
<b>PS 3:</b> Categorize information from multiple sources in order to answer an inquiry question, quoting or paraphrasing the information gathered.	8-9, 11
<b>PS 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.	8-9
<b>PS 5:</b> Within a given source, identify information that is relevant or irrelevant to a topic or question. When utilizing multiple sources, compare and contrast sources' relevance to an inquiry question.	12
<b>PS 6:</b> Explain how an author uses reasons and evidence to support particular points in a source.	10
<b>PS 6:</b> Identify multiple pieces of relevant evidence from sources in response to an inquiry question.	11-12

*Content Standards*

STANDARD	LESSON(S)
<b>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).	8, 10-12
<b>4.T2.3:</b> Explain how archaeologists conduct research (e.g., by participating in excavations, studying artifacts and organic remains, climate and astronomical data, and collaborating with other scholars) to develop theories about migration, settlement patterns, and cultures in prehistoric periods.	8-12

## Cluster 2: Evidence of Ancient Cultures

*Literacy Standards*

STANDARD	LESSON(S)
<b>RI.4.1:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	9-10
<b>SL.4.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	8, 11
<b>W.4.2b:</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	12

## *Unit 2, Cluster 2 Inquiry Chart (Teacher Version)*

<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>	

What did we do?	What did we learn that helps us answer our question(s)?
<b>Lesson 8:</b> We watched a video and discussed what archaeologists can learn from fossilized footprints.	Archaeologists are excited about finding footprints that are 23,000 years old because they show that people were in North America much earlier than scientists originally thought.
<b>Lesson 9:</b> We examined artifacts from different early societies in North America to understand how first peoples lived and worked together.	Artifacts are primary sources that can tell us how people in the past had special skills, worked together, and organized themselves into groups.
<b>Lesson 10:</b> We learned about complex societies and examined features that show how first peoples organized themselves into societies in North America.	All societies organize themselves in complex ways and have different features like specialized roles, agriculture, art and religion, and ways of adapting to their environment. Evidence from artifacts and texts helps us understand how first peoples organized themselves.

## LESSON 8

## Cluster 2 Launch

**EQ** How do we know that first peoples flourished in North America?

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

## LEARNING OBJECTIVE

Generate questions about how first peoples organized themselves into societies in North America using observations of fossilized footprints and other archaeological evidence.

## LANGUAGE OBJECTIVE

Engage in collaborative questioning with peers using *who*, *what*, *where*, *when*, and *why* to ask questions about the White Sands footprints.

## LESSON OVERVIEW

This lesson launches the cluster and introduces the Cluster 2 Supporting Question: *What can evidence tell us about how first peoples organized themselves into societies?* Students begin by activating prior knowledge to identify some of the types of evidence that archaeologists use to develop theories about the past. Then, they participate in the Build the Word Wall routine for the word *fossil*. Students watch a video about the discovery of fossilized footprints at White Sands National Park and answer questions at the end of each clip, focusing on what the footprints reveal about families and groups living and working together. Finally, students participate in the Launching the Question routine and generate questions to guide their learning in the cluster.

## LESSON STANDARDS

PS 5, 4.T.2.2, 4.T.2.3, PS 3, SL.4.1

See full text of standards in the Cluster Overview.

## MATERIALS

- [Lesson 8 Slide Deck](#)
- [Cluster 2 Inquiry Chart](#)
- [White Sands Archaeology Notes Organizer](#)
- [White Sands Archaeology Notes Organizer \(Teacher Version\)](#)

## VOCABULARY

fossil

## LESSON AT A GLANCE

Component	Time
Build the Word Wall	5
Launching the Question	25

## Lesson 8: Cluster 2 Launch

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### Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [White Sands Archaeology Notes Organizer \(Sentence Frames\)](#): Provides sentence frames to support note-taking and inferencing about fossilized footprints.
- [Question Language and Literacy Builder \(3-5\)](#): Supports generation of questions during the Launching the Question routine.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

#### English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer to work with throughout the lesson. Provide a couple of question stems from the LLB for students to use when working on the Inquiry Chart.
- [Look Fors](#): Oral responses should use the structures provided in the Question LLB and include simple elaboration of ideas (e.g., adding a familiar adjective to describe a noun).

#### English Proficiency Levels 3-4:

- Pair students with a language-proficient peer, if possible, throughout the lesson. Encourage students to choose relevant question stems from the LLB when working on the Inquiry Chart.
- [Look Fors](#): Oral responses should include simple sentences using the chosen question stems and some elaboration of ideas (e.g., using new or multiple adjectives, emerging use of clauses).

#### English Proficiency Levels 5-6:

- Students should readily participate in the discussions. Students may choose to use the LLB when working on the Inquiry Chart.
- [Look Fors](#): Oral responses should elaborate or condense ideas through detailed sentences that use more complex grammatical structures (e.g., linking words or phrases, combined clauses).

### Lesson 8: Cluster 2 Launch

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**Cluster 2: Evidence of Ancient Cultures****ADVANCE PREPARATION**

Have the Unit 2 Know and Wonder Chart from Lesson 1 easily accessible.

Decide if you will create this cluster's Inquiry Chart on chart paper or digitally using the [Cluster 2 Inquiry Chart](#) and how you'll maintain separate copies for each class period, if relevant.

Also, consider how you will support engagement with the Inquiry Chart:

- How will you facilitate each cluster's chart and ensure it stays in a visible location for students to reference?
- How will you support questioning and/or discussion? Some options include sticky notes, dry erase boards, digital sharing, or talk protocols. See the Guidebook for a bank of strategies.
- How will you make the Inquiry Chart a collaborative experience to ensure students are co-developing the "What questions will we ask?" and the "What did we learn?" responses? *Remember, each chart should reflect the voice and language of your students.* See the Guidebook for more guidance on facilitating the Inquiry Chart.
- How will you display or store each cluster chart for easy access at the beginning, middle (if it's a long cluster), and end of every cluster?

## Build the Word Wall (5 minutes)

**Slide 2:** Remind students about some key ideas from the previous cluster.

- Refer to the Word Wall and remind students of the work of archaeologists.
- **archaeologist:** a scientist who studies people of the past by examining what they left behind
- Remind students that archaeologists use different types of evidence to develop theories about the past.

Ask: *What kinds of evidence do archaeologists use?* Possible responses:

- Ice sheets and climate
- Fossils (White Sands footprints)
- Artifacts

Explain that we are going to look more closely at one type of evidence (fossils) and learn how archaeologists use fossils to better understand the lives of first peoples thousands of years ago and how they lived together in groups.

### Lesson 8: Cluster 2 Launch

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**Cluster 2: Evidence of Ancient Cultures**

**Slide 3:** Introduce a new vocabulary word students will need to know for this lesson: *fossil*.

- Say the word: *fossil*
- Use the word in context: *Scientists discovered fossil footprints at White Sands National Park that were over 20,000 years old!*
- Share the student-friendly definition: *the remains or traces of plants and animals that lived long ago*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Add the word to the Word Wall.

**Slide 4:** Highlight the word's features.

- The Latin word *fossilis* means “dug up” or “obtained by digging.”
- *Fossilis* comes from the Latin verb *fodere*, meaning “to dig.”
- This makes sense because fossils are usually found by digging in the ground or in rocks.

Explain that today we are going to look at an example of a fossil that archaeologists discovered in White Sands National Park and think about what it tells us about the people who lived there long ago.


**SUPPORT ALL STUDENTS**

Students who would benefit from writing support can use the [White Sands Archaeology Notes Organizer \(Sentence Frames\)](#).


**Launching the Question** (25 minutes)

**SPARK CURIOSITY**

**Slide 5:** Distribute the [White Sands Archaeology Notes Organizer](#) to students. Explain that students will watch clips of a video called “These Ancient Footprints Rewrite Human History” about archaeologists studying human footprints at White Sands National Park.

- At the end of each clip, students will answer a question about what they learned.

**Lesson 8: Cluster 2 Launch**

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**Cluster 2: Evidence of Ancient Cultures**

- After students have watched the whole video, students will generate as many questions as they can about the lives of first peoples in North America.

**Slide 6:** Preview helpful vocabulary for the video:

- **dune:** a hill or mound of sand that has been piled up by wind
- **ground sloth:** a large, slow-moving mammal that lived thousands of years ago and is now extinct
- **mammoth:** a huge, elephant-like animal that lived during the Ice Age and is now extinct

**Slide 7:** Preview the questions that students will answer on this slide. Then, show the first clip from the video (0:00–0:58).

After viewing, provide time for students to work with a partner to respond to the questions:

- *Where were footprints discovered?*
- *What type of evidence are the footprints?*

Call on students to share their responses:

- Location: White Sands National Park in southern New Mexico
- Type of evidence: fossil

**Slide 8:** Preview the question that students will answer on this slide and show the second clip from the video (0:58–3:19). Then, provide time for students to work with their partner to respond to the question:

- *What evidence did archaeologists find that showed humans and Ice Age animals were at White Sands at the same time?*

Possible responses:

- They found human footprints next to and on top of animal footprints.
- Human and sloth footprints were layered on top of each other.
- They saw prints showing humans walking alongside mammoths and other animals.

**TEACHING TIP**

As students encounter evidence that is relevant to the unit's Essential Question, add evidence to the class Know and Wonder Chart, including key details needed for the Summative Assessment. Example: "Fossil footprints at White Sands National Park show families living together 23,000 years ago." Students can reference this chart during the Summative Assessment.

**Lesson 8: Cluster 2 Launch**

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**Cluster 2: Evidence of Ancient Cultures**

**Slide 9:** Preview the question that students will answer on this slide and show the third clip from the video (3:19–4:24). Then, provide time for students to work with their partner to respond to the question:

- *What can the footprints tell us about how people lived and interacted at White Sands?*

Possible responses:

- Families lived together and cared for one another (mothers and children).
- Children played in the mud.
- People worked together in groups (responding to the sloth).
- People interacted with animals.

**Slide 10:** Preview the questions that students will answer on this slide and show the fourth clip from the video (4:24–5:24). Then, provide time for students to work with their partner to respond to the final questions:

- *How old are the footprints?*
- *Why do archaeologists think the age of these footprints is so important?*

Possible responses:

- Age: 23,000 years old
- It shows people were in the Americas much earlier than scientists originally thought.
- It supports what Indigenous peoples have said about being here for a very long time.

**Slide 11:** Remind students that we just learned that the footprints show families and groups living and working together at White Sands. Then ask: *What else do you wonder about how first peoples lived together in North America?*

**LEARN MORE**

Archaeologists at White Sands National Park continue to make new discoveries. One recent discovery is drag marks next to footprints that show how people may have used a travois (a simple transport device made of two wooden poles) to carry heavy loads over 20,000 years ago. This would be the earliest evidence of transport technology in North America. To learn more, read the article "[World's First Vehicle? Archaeologists Uncover 22,000-Year-Old Tracks in New Mexico](#)" from *Archaeology News*.

**Lesson 8: Cluster 2 Launch**

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**Cluster 2: Evidence of Ancient Cultures**

Prompt students to generate their own questions about first peoples in North America. Direct students to:

- Ask as many questions as you can.
- We will save discussing or answering the questions for another time.

Provide 2–3 minutes for students to ask questions. Record them verbatim on chart paper or a dry-erase board.

**INTRODUCE THE SUPPORTING QUESTION AND ELICIT INITIAL THINKING**

**Slide 12:** Introduce the Cluster 2 Supporting Question:



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

- If students need additional support in understanding the question, prompt students to identify the question word, any words they may already know within the Supporting Question, and/or unfamiliar vocabulary.
- Note: Students will add *society* to the Word Wall in Lesson 10.

**Slide 13:** Prioritize questions: Explain to students that they will now work with a partner to determine which questions might be most useful in helping them learn about and understand the Supporting Question.

Review the directions on the slide for prioritizing questions.

- Which question could help answer the Supporting Question?
- Explain your reason to your partner.
- Switch!

Prompt students to discuss and prioritize questions for 2–3 minutes. Star or mark the top three on the chart paper once a decision has been made.

**DEVELOP THE INQUIRY CHART**

**Slide 14:** Introduce the cluster’s Inquiry Chart and point out the “What questions will we ask?” section.

**SUPPORT ALL STUDENTS**

Encourage students to use their [Question Language and Literacy Builder \(3-5\)](#) to support the generation of new questions for the Inquiry Chart.

**LEARN MORE**

Investigating History’s Launching the Question routine is adapted from the Question Formulation Technique (QFT) created by the Right Question Institute (RQI). You can visit their [website](#) for more information about their work.

**Lesson 8: Cluster 2 Launch**

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**Cluster 2: Evidence of Ancient Cultures**

Then add the class's three priority questions to the "What questions will we ask?" section of the Inquiry Chart.

**PREVIEW THE LEARNING AHEAD**

Share with students that in this cluster, they will use different types of evidence, including fossils and artifacts, to learn about how first peoples lived and organized themselves from family groups to complex societies in North America, using the Supporting Question and priority questions they identified as their guide.

**You will return to this Inquiry Chart document later in the cluster and throughout the unit, so it is essential that you preserve students' thinking here.**

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**Lesson 8: Cluster 2 Launch**

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## *White Sands Archaeology Notes Organizer (Teacher Version)*

**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?

White Sands National Park in southern New Mexico

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

Fossil

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

They found human and sloth footprints layered on top of each other.

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

They can show us that families lived together and cared for one another (for example, a mother carrying a child.) They can show us that people worked together in groups and interacted or hunted animals (for example, hunting a sloth).

(5:24) How old are the footprints?

23,000 years old

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

The age of the footprints shows that people were in North America much earlier than scientists originally thought. Also, it supports what Indigenous peoples have said about being here for a very long time.

## LESSON 9

# Archaeological Research

**EQ** How do we know that first peoples flourished in North America?

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

## LEARNING OBJECTIVE

Make inferences about how first peoples organized themselves into societies in North America using observations of artifacts.

## LANGUAGE OBJECTIVE

Use observations and inference sentence frames in writing and discussion to describe artifacts and explain what they reveal about first peoples.

## LESSON OVERVIEW

This lesson continues to explore how archaeologists do their research. Building on the previous lesson’s examination of fossil footprints, students now turn to artifacts as another type of primary source evidence. After participating in the Build the Word Wall routine for the word *artifact*, students use the Investigating Sources routine to practice analyzing Clovis points by observing the artifact, making inferences, and asking questions. Then, students participate in a stations activity to examine three additional artifacts from different early societies in North America. To close, students synthesize their learning by discussing what the artifacts tell us about how people lived and worked together and add new questions to the Cluster 2 Inquiry Chart.

## LESSON STANDARDS

PS 5, 4.T2.3, PS 3, RI.4.1

See full text of standards in the Cluster Overview.

## MATERIALS

- [Lesson 9 Slide Deck](#)
- [Artifact Stations](#)
- [Artifact Stations Notes Organizer](#)
- [Artifact Stations Notes Organizer \(Teacher Version\)](#)

## VOCABULARY

artifact

## LESSON AT A GLANCE

Component	Time
Build the Word Wall	5
Investigating Sources: Analyze Clovis Points	10
Investigate Additional Artifacts	15

### Lesson 9: Archaeological Research

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### Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Artifact Stations Notes Organizer \(Sentence Frames\)](#): Includes sentence frames to support observation, inference, and question generation during the stations activity.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

#### English Proficiency Levels 1-2:

- Consider having students complete just one or two stations with extended time (8–10 minutes). Have students verbally rehearse their thinking with a language-proficient peer or adult using the sentence frames before writing at each station. Encourage students to use just one sentence frame from each column and to focus on making just one observation, inference, and question.
- Look Fors: Students use sentence frames to make observations and simple inferences. Writing can include drawings, single words, or short phrases.

#### English Proficiency Levels 3-4:

- Have students verbally rehearse their thinking with a language-proficient peer using the sentence frames before writing at each station. Consider having students visit only two stations to allow for more processing time and deeper analysis.
- Look Fors: Observations include phrases and simple sentences describing artifact details. Inferences use sentence frames to connect observations to how people lived. Students are able to produce simple, complete sentences.

#### English Proficiency Levels 5-6:

- Students should be able to complete all three stations independently. Encourage students to move beyond the basic sentence frames and add more detail and complexity to their inferences (e.g., adding “because” clauses or combining multiple observations).
- Look Fors: Observations include detailed descriptions. Inferences connect observations to how people lived. Students may begin to write without relying on the sentence frames.

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### Lesson 9: Archaeological Research

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## Cluster 2: Evidence of Ancient Cultures



## ADVANCE PREPARATION

Set up three artifact stations using the [Artifact Stations](#) document. Consider creating two copies of each station (six stations total) to keep groups smaller. Print color copies of the artifact images and place them in page protectors for durability and reuse. Determine station locations in your classroom before the lesson begins.

Have the Cluster 2 Inquiry Chart from Lesson 8 easily accessible.

*Artifact* is a high-leverage word for the unit. Determine if students would benefit from completing the [Unit 2 Word Map](#) for this vocabulary word. This work can be done during an ELA block or other class time before this lesson.

## Build the Word Wall (5 minutes)

**Slide 2:** Remind students that in the last lesson, they learned about fossils, a type of evidence that archaeologists use to understand the lives of people who lived in the past. Point to *fossil* and *archaeologist* on the Word Wall.

Inform students that today they're going to learn about another type of evidence that archaeologists use to understand people of the past—artifacts.

**Slide 3:** Introduce a new vocabulary word students will need to know for this lesson: *artifact*.

- Say the word: *artifact*
- Use the word in context: *The caves contained many artifacts that show how early humans made tools and prepared food.*
- Share the student-friendly definition: *an object made or changed by humans in the past*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Add the word to the Word Wall.



## LEARN MORE

What is the difference between an artifact and a fossil? The main difference is that fossils are the preserved remains of living things, and artifacts are the remains of things that were made by humans. For example, the footprints at White Sands National Park are fossils, and Clovis points are artifacts. To learn more, read the article from the National Park Service, "[The Intersecting Crossroads of Paleontology and Archaeology: When Are Fossils Considered Artifacts?](#)"

### Lesson 9: Archaeological Research

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**Cluster 2: Evidence of Ancient Cultures**

**Slide 4:** Highlight the word's features.

- From the Latin *arte* + *factum*.
- *arte* = by skill or craft
- *factum* = to make

**Slide 5:** Explain that artifacts (like fossils!) are primary sources—evidence created by people who lived in the past. Unlike secondary sources, artifacts were actually made and used by first peoples themselves.

*Ask: Why do you think it's important to study objects that people actually made and used? Possible responses:*

- They help us understand what was important to people.
- They help us understand how people lived.
- They show us exactly what people made and were capable of.



## Investigating Sources: Analyze Clovis Points (10 minutes)

### INTRODUCE PURPOSE AND PROCESS

**Slide 6:** Remind students of the Cluster 2 Supporting Question.



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

Explain that today we will use artifacts to help answer this question. We'll start by examining one artifact—Clovis points—together, and then students will examine additional artifacts to learn more about early societies in North America.

**Slide 7:** Explain that to analyze the artifacts in today's lesson, we will use the See-Think-Wonder routine. This is similar to how archaeologists study artifacts.

- **See:** What do we observe or notice about the artifact?
- **Think:** What does this tell us about how people lived?
- **Wonder:** What questions do we still have?

## Lesson 9: Archaeological Research

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## Cluster 2: Evidence of Ancient Cultures

## OBSERVE THE DOCUMENT'S FEATURES

**Slide 8:** Share key information about Clovis points:

- **Maker:** First peoples in North America (specific makers unknown)
- **Date:** Approximately 13,000 years ago
- **Location:** Found throughout North America; first discovered in Clovis, New Mexico
- **Type of source:** Artifact

Ask: *What do you see or observe about this artifact?*

Invite 3–4 students to share quick observations. Record key observations on the whiteboard or chart paper.

Possible responses:

- Pointed shape
- Made from stone
- Different sizes
- Carefully shaped edges

## READ THE DOCUMENT

**Slide 9:** Explain that now we'll think about what the artifact tells us about how people lived. We can use our observations or any of the key information we have about the artifact to make our inferences.

Model inference thinking aloud using the observations and key information provided. Point to the observations or to the relevant key information as you connect them to inferences.

Example: *I see that Clovis points have been found all over North America. This tells me that people either traveled long distances or that different groups learned to make similar tools and shared knowledge with each other.*

Invite students to turn and talk to practice making an inference based on an observation.

- Ask: *What might Clovis points tell us about how people lived?*
- Provide the sentence frame: *I see that Clovis points \_\_\_\_\_. This tells me that \_\_\_\_\_.*



## LEARN MORE

To learn more about why Clovis points are so important in the developing story of the first humans in North America, read the *Smithsonian* magazine article, "[The Clovis Point and the Discovery of America's First Culture.](#)"

## Lesson 9: Archaeological Research

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**Cluster 2: Evidence of Ancient Cultures****CONNECT TO OUR QUESTION**

**Slide 10:** Explain that even after making inferences, archaeologists still have questions they want to investigate further. For this final step, “Wonder,” we will think about other questions we still have.

Model generating a question: *I wonder: How long did it take to learn to make a Clovis point? Did children practice making them?*

Invite students to turn and talk: *What is one thing you wonder about Clovis points?*

**Investigate Additional Artifacts** (15 minutes)

**Slide 11:** Remind students that the Clovis points we just examined are about 13,000 years old. The artifacts students are going to see next are much more recent (between 3,700 and 1,000 years old). That means thousands of years passed between when people made Clovis points and when they made the artifacts at the stations.

Over these thousands of years, people continued to develop new skills and organize into larger groups. The artifacts students will see next show evidence of these developments. Students will use the See-Think-Wonder routine to investigate these changes.

**Slide 12:** Distribute the [Artifact Stations Notes Organizer](#) and provide directions for the stations activity:

- At each station, you will find an image of an artifact with key information about it.
- Use the See-Think-Wonder routine at each station.
- When the timer goes off, move to the next station.

Facilitate the station activity:

- Place the [Artifact Stations](#) around the room. (Because there are only three stations, you may want to set up two of each station, so that there are not too many students at each station.)
- Organize students into groups of 4 or 5 and assign them each a starting station.

**SUPPORT ALL STUDENTS**

For students who could benefit from additional language support, the [Artifact Stations Notes Organizer \(Sentence Frames\)](#) includes embedded sentence frames to support observation, inference, and question generation.

**Lesson 9: Archaeological Research**

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**Cluster 2: Evidence of Ancient Cultures**

- Set a timer for 4 minutes. When time is up, prompt students to move to the next station.

**Slide 13:** Bring students back together to share what they noticed and what questions they have. Ask:

- *What is one thing you learned from these artifacts?*
- *What new questions do you wonder about how first peoples organized themselves into societies?*

Add any new questions to the “What questions will we ask?” section of the Cluster 2 Inquiry Chart.

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**Lesson 9: Archaeological Research**

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## *Artifact Stations Notes Organizer (Teacher Version)*

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

Student responses will vary. Use these as a guide for the types of observations, inferences, and questions you might expect.

### Station 1: Decorated Clay Objects

SEE What do I observe or notice?	THINK What does this tell me about how people lived?	WONDER What questions do I still have?
<ul style="list-style-type: none"> <li>• I see small clay objects.</li> <li>• They have different designs and colors.</li> <li>• They are in different shapes (circular, rectangular, oval).</li> </ul>	<p>The different designs tell me that people took time to decorate objects and cared about how they looked.</p>	<p>I wonder why some of the clay objects were decorated and what they were used for.</p>

**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>• Some of the pottery is very plain with no decoration.</li><li>• Other pottery has painted designs of lines.</li></ul>	This tells me that people made different objects for different purposes.	Why did people make two different types of pottery?

**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 very tall stone statues.</li><li>• The warriors are dressed in big headpieces and fancy clothing.</li></ul>	The size of the sculptures tells me that people must have worked together to create them.	How did people make such large sculptures? What technology or tools did they use?

## LESSON 10

# Complex Societies

**EQ** How do we know that first peoples flourished in North America?

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

## LEARNING OBJECTIVE

Identify features of societies in North America using evidence from society cards.

## LANGUAGE OBJECTIVE

Use academic vocabulary (*settlements, agriculture, specialized jobs, government, art and religion, food storage*) to identify and describe features of societies in writing.

## LESSON OVERVIEW

Now that students have explored the different kinds of evidence used by archaeologists (artifacts and fossils), they will investigate what the evidence tells us about ancient societies. The lesson begins by sparking curiosity with quartz Clovis points (beautiful but impractical for hunting), which introduces the idea that early peoples had purposes beyond survival. Students then learn about features of complex societies through the Build the Word Wall routine. Finally, students work in groups with a deck of cards showing different societies in North America. Through a scavenger hunt activity, students identify features of complex societies and examine how different societies adapted to their environments.

## LESSON STANDARDS

PS 3, PS 6, 4.T2.2, 4.T2.3, RI.4.1

See full text of standards in the Cluster Overview.

## MATERIALS

- [Lesson 10 Slide Deck](#)
- [Society Scavenger Hunt](#)
- [Society Scavenger Hunt \(Teacher Version\)](#)
- [Society Card Deck](#)

## VOCABULARY

complex  
society

## LESSON AT A GLANCE

Component	Time
Spark Curiosity	5
Build the Word Wall	5
Society Scavenger Hunt	15

### Lesson 10: Complex Societies

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### Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Society Scavenger Hunt \(Sentence Frames\)](#): Includes sentence frames to support citation of evidence when identifying and analyzing features of complex societies.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

#### English Proficiency Levels 1-2:

- Have students work with a smaller card deck (three or four cards). Focus on Questions 1 and 2 only, allowing 5 minutes per question. Have students verbally rehearse their answers with a language-proficient peer or adult using the sentence frames before writing. Encourage students to point to evidence on the cards (either text or artifact image) as they explain their thinking.
- [Look Fors](#): Students can identify societies with specific features using the cards. Writing may include single words or short phrases copied from cards. Students use the provided sentence frames to construct their responses.

#### English Proficiency Levels 3-4:

- Have students work with four or five cards and complete Questions 1, 2, and 3. Encourage students to use the provided sentence frames to develop their responses and verbally rehearse their answers with a language-proficient peer or adult before writing them down.
- [Look Fors](#): Students cite evidence from cards using phrases and simple sentences. Writing includes society names and specific details from the text or image. Students use sentence frames to structure responses.

#### English Proficiency Levels 5-6:

- Students should be able to work with all six cards and complete all four questions independently or with minimal support. Students may use sentence frames to construct their responses.
- [Look Fors](#): Students cite specific textual evidence and include explanations that connect evidence to society features or environment adaptations. For Question 4, students are able to make meaningful comparisons and explain reasons for differences in shelter types.

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### Lesson 10: Complex Societies

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## Cluster 2: Evidence of Ancient Cultures



## ADVANCE PREPARATION

Prepare the Society Card Decks before the lesson. Each group of 4 students will need a card deck. After printing, cut out the text and image for each culture or civilization in one horizontal piece. Fold the horizontal piece in half around a piece of card stock cut to a similar size. Finally, laminate each card. This will give you a set of six cards for each group that can be saved and used year after year.

Ensure that you have one sticky note per student for the Give One, Get One protocol at the end of the lesson.

## Spark Curiosity (5 minutes)

**Slide 2:** Display an image of Clovis points. Remind students that in the previous lesson, they analyzed Clovis points as artifacts (primary sources made by people in the past) and made inferences about how people used them for hunting.

**Slide 3:** Display an image of quartz Clovis points. Explain that archaeologists have discovered Clovis points made from quartz crystal. Share key information:

- These quartz points were carefully crafted and beautiful.
- But quartz breaks easily (much more easily than the stone used for regular Clovis points).
- This means they wouldn't have been very practical for hunting purposes.

*Ask: If these points weren't used for hunting, what purpose might they have served?* Invite 2 or 3 students to share ideas.

Possible responses:

- Maybe they were decorative.
- Maybe they were for ceremonies.
- Maybe they were valuable or special in some way.
- Maybe they were used for trading.

**Slide 4:** Explain that these quartz points show us something important: Very early people in North America (about 13,000 years ago) had purposes beyond just survival. They made beautiful objects, they had ceremonies and beliefs, and they valued certain materials.



## LEARN MORE

Quartz Clovis points have been found at several archaeological sites and represent some of the earliest evidence of nonutilitarian artifact creation in North America. It is believed that they may have served ceremonial, social, or symbolic purposes rather than practical hunting functions. An archaeologist describes the possible significance of quartz Clovis points in the video "[13,000 Year Old Crystal Clovis Point Found in Kansas.](#)"

## Lesson 10: Complex Societies

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**Cluster 2: Evidence of Ancient Cultures**

Over the next 10,000 years, people continued to settle into larger groups and organize into more complex societies. Today, we're going to learn about the different features that make up complex societies.

**Build the Word Wall** (5 minutes)

**Slide 5:** Introduce a new vocabulary word students will need to know for this lesson: *society*.

- Say the word: *society*
- Use the word in context: *Societies developed when people started living together in larger groups.*
- Share the student-friendly definition: *a group of people who share the same territory and culture*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Add the word to the Word Wall.

**Slide 6:** Introduce another vocabulary word students will need to know for this lesson: *complex*.

- Say the word: *complex*
- Use the word in context: *Complex societies adapt to or modify their environment to meet the needs of their people.*
- Share the student-friendly definition: *having many different parts that work together*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Add the word to the Word Wall.

**CULTURAL  
COMPETENCE**

Students may be interested to learn that there is evidence of an ancient culture in Ipswich, Massachusetts! A 3,000 year old village was discovered along the Merrimack River. To learn more, read the article from the Historic Ipswich website, "[The Bull Brook Paleo-Indian Discovery.](#)"

**Lesson 10: Complex Societies**

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**Cluster 2: Evidence of Ancient Cultures**

**Slide 7:** Introduce the concept of a complex society and its features. Explain that a complex society is a group of people who share the same territory and culture and have many different parts (like jobs, beliefs, and ways of organizing) that work together.

Display the features of complex societies:

- **Settlements:** villages, towns, or cities where people lived together
- **Food storage:** saving extra food for later
- **Agriculture:** growing food
- **Specialized jobs:** different people doing different work
- **Government:** leaders and rules that help organize the group
- **Art and religion:** ceremonies, beliefs, decorations, and symbolic objects

Explain that all societies are complex, but they may have different features or organize themselves in different ways. Archaeologists look for evidence of these features when studying ancient societies.

**Slide 8:** Connect features of a complex society to quartz points. Ask: *Which feature of a complex society do the quartz points represent?*

- Possible response: Art and religion. The quartz points show that people made objects for ceremonial or symbolic purposes, not just for survival.

## Society Scavenger Hunt (15 minutes)

**Slide 9:** Prepare students to participate in a group activity.

- Distribute one [Society Card Deck](#) per group of 3 or 4 students (make sure cards are in mixed order).
- Distribute [Society Scavenger Hunt](#) to each student.



### CULTURAL COMPETENCE

The term *civilization* is used in several Investigating History units, particularly in sixth and seventh grade when students study world history. Although both *civilization* and *complex society* are used, *complex society* is preferred. That shift is an effort by historians to decouple the inaccurate interpretation of civilized vs. uncivilized (primitive) when discussing Indigenous peoples. To learn more, see the first section of the chapter "[Examining Complex Societies](#)" from *Exploring Our World: Biological and Anthropological Principles of General Anthropology*.



### SUPPORT ALL STUDENTS

For students who need additional language support, distribute the [Society Scavenger Hunt \(Sentence Frames\)](#) which includes sentence frames to support citation of evidence.

## Lesson 10: Complex Societies

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**Cluster 2: Evidence of Ancient Cultures**

Display a sample society card on the screen. Explain that each card shows a different society in North America.

- Point to the artifact image on the card. Explain that this is a primary source (an artifact made by people in the past). Note that some of the artifacts included on the cards are ones that students already analyzed in the previous lesson.
- Point to the text on the card. Explain that this is a secondary source (text written by historians today that helps us understand the society).

As an informal opportunity to check-in on PS 3, ask students to consider: *Why is it helpful to have both the artifact and the text?* Call on 1 or 2 students.

- Possible response: The artifact shows us what people actually made, and the text helps us understand what it means and gives us more information about the society.

**Slide 10:** Explain the scavenger hunt activity:

- You'll work with your group to answer questions about these societies.
- You can use evidence from BOTH the artifact (primary source) and the text (secondary source) to answer your questions.
- Some questions ask you to identify societies with certain features.
- Other questions ask you to examine how societies adapted or changed their environment.

Facilitate the scavenger hunt activity. Circulate to support groups as needed. Consider setting a timer for 10 minutes, so students know how much time they have to complete the activity.

**Slide 11:** Use the Give One, Get One protocol to synthesize learning.

- Share the prompt: *How did one society use or change their environment?*
- Prompt students to write their response on a sticky note (1 minute).

**LEARN MORE**

Information in the Society Card Deck comes from "[American Indian History Timeline Since Time Immemorial to CE 1450.](#)" This timeline, developed by Yakama / Muckleshoot educator Shana Brown, traces the long history of Indigenous civilizations across the Americas.

**Lesson 10: Complex Societies**

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**Cluster 2: Evidence of Ancient Cultures**

- Direct students to stand up and find a partner.
- Partner A shares their idea, and then Partner B shares their idea (30 seconds each).
- Signal for students to find a new partner and repeat (do two or three rounds).

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**Lesson 10: Complex Societies**

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## *Society Scavenger Hunt (Teacher Version)*

**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?

Mogollon, Toltec, Mississippian, Ancestral Pueblo, or Poverty Point

What evidence shows this?

Example response: The Toltec created tall stone statues of warriors and created the legend of Quetzalcóatl.

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

Which society did you find?

Mogollon, Mississippian, or Ancestral Pueblo

What evidence shows this?

Example response: Mississippians farmed corn, beans, and squash.

### **Find a society that lived in a very challenging environment (for example, extreme cold or high mountains).**

Which society did you find?

Thule (cold), Mogollon (mountains), or Ancestral Pueblo (dry)

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

Example response: The Thule people created special boats and tools, carved snow goggles, and lived in snow houses in the winter. They traveled on dog sleds.

---

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

Society 1:

Example: Thule

Society 2:

Example: Ancestral Pueblo

How were their homes different?

Example response: The Thule lived in temporary snow houses in the winter and skin tents in the summer. The Ancestral Pueblos built permanent cliff dwellings and adobe homes in the desert. This is different because the Thule lived in very cold weather and the Puebloans lived in very hot weather.

## LESSON 11

# Putting It Together

**EQ** How do we know that first peoples flourished in North America?

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

## LEARNING OBJECTIVE

Synthesize evidence to explain how first peoples organized themselves into societies.

## LANGUAGE OBJECTIVE

Engage in collaborative discussions to develop evidence-based written and oral claims to the cluster inquiry question about how first peoples organized into societies.

## LESSON OVERVIEW

This Putting It Together lesson brings students back to the Cluster 2 Supporting Question: *What can evidence tell us about how first peoples organized themselves into societies?* Students synthesize their learning by reviewing the Inquiry Chart and evidence they examined throughout Cluster 2. Using the Discussion Diamond protocol, students individually record their thinking, share ideas in small groups, and create a group summary statement. Finally, groups share their summaries with the class, and the teacher records key learning on the Inquiry Chart.

## LESSON STANDARDS

4.T2.2, 4.T2.3, PS 3, PS 6, SL.4.1

See full text of standards in the Cluster Overview.

## MATERIALS

- [Lesson 11 Slide Deck](#)
- [Cluster 2 Inquiry Chart](#)
- [Cluster 2 Inquiry Chart \(Teacher Version\)](#)
- [Cluster 2 Discussion Diamond](#)
- [Cluster 2 Discussion Diamond \(Teacher Version\)](#)
- Lesson 1: Unit 2 Know and Wonder Chart
- Lesson 8: White Sands Archaeology Notes Organizer
- Lesson 9: Artifact Stations
- Lesson 9: Artifact Stations Notes Organizer
- Lesson 10: Society Card Deck
- Lesson 10: Scavenger Hunt

### Lesson 11: Putting It Together

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## LESSON AT A GLANCE

Component	Time
Putting It Together	30

### Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Discussion Diamond Support \(Sentence Frames\)](#): Includes sentence frames and a word bank to support written responses during the Discussion Diamond protocol.
- [Talk Moves Language and Literacy Builder](#): Provides sentence frames for listening and speaking moves to help students engage in collaborative discussion during and after the Discussion Diamond.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

#### English Proficiency Levels 1-2:

- During silent writing time, sit near these students and point to or highlight one or two sentence frames they should use. Direct students to use specific evidence sources (e.g., one card from the Society Card Deck) rather than all cluster materials. Allow students to draw pictures on their corner alongside or instead of written sentences.
- [Look Fors](#): Students participate in discussion during group sharing using at least one provided sentence frame. Written responses include one or two simple sentences using the highlighted sentence frames. Students use words from the word bank.

#### English Proficiency Levels 3-4:

- During silent writing time, circulate and point to or highlight two or three relevant sentence frames for students. Encourage them to reference specific evidence from one or two sources. Remind students to use the word bank to complete sentences.
- [Look Fors](#): Students use sentence frames to write simple sentences connecting evidence to how people organized. Responses include specific evidence and multiple words from the word bank.

#### English Proficiency Levels 5-6:

- Encourage students to use multiple sentence frames and different types of evidence. Students should be able to complete this activity independently with the sentence frames and word bank available for reference.
- [Look Fors](#): Students write detailed responses that reference multiple types of evidence and features of societies. Students may write without heavily relying on sentence frames. Students actively build on peers' ideas during group discussion using vocabulary from the word bank.

### Lesson 11: Putting It Together

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**Cluster 2: Evidence of Ancient Cultures****ADVANCE PREPARATION**

Prepare copies of *Cluster 2 Discussion Diamond* for groups of 4 students or create the template on chart paper for student groups to work with.

Have the class's charts and cluster materials listed above easily accessible for student reflection and discussion.

**Putting It Together** (30 minutes)

**Slide 2:** Explain that today students are going to return to the Cluster 2 Supporting Question and “put together” what they have learned so far about how first peoples organized themselves into societies.

**Slides 3–4:** Present the **Unit 2, Cluster 2 Inquiry Chart** that the class created in Lesson 8, and remind students of the Cluster 2 Supporting Question:



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

**SUMMARIZE OUR LEARNING AND SHARE OUR INITIAL THINKING**

Read the lesson summaries for the cluster in the “What did we do?” column aloud. If time allows, you can ask students for additional important activities or experiences they remember from the cluster.

Then briefly review and summarize the resources that were used in the cluster. You can also take a few minutes and have students organize their materials and handouts as you name them.

- **White Sands Archaeology Notes Organizer**
- **Artifact Stations**
- **Artifact Stations Notes Organizer**
- **Society Card Deck**
- **Scavenger Hunt**

**TEACHING TIP**

Building a classroom organization system that allows students to easily access learning tools and documentation throughout the unit will support their reflection skills and growing independence. Each classroom's system will be different depending on the physical learning space and learners.

**Lesson 11: Putting It Together**

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**Cluster 2: Evidence of Ancient Cultures**

Review the additional reference tools created throughout the cluster. Ask students to help identify these items in the classroom: *What did we create together as a class?*

- Word Wall
- Unit 2, Cluster 2 Inquiry Chart

**SYNTHESIZE OUR IDEAS AND ANSWER THE SUPPORTING QUESTION**

Then ask: *What did we learn that helps us answer our Supporting Question?*

Give students time to discuss in a Think-Pair-Share format. Guide them to support their claims with specific evidence and examples. Ask probing questions to help students reach key takeaways of the cluster.

Possible responses:

- The footprints at White Sands showed that families traveled and worked together 23,000 years ago.
- The Clovis points from 13,000 years ago showed that groups of people hunted together and had shared beliefs.
- The artifacts from different societies such as Poverty Point and Mogollon show how people began to organize themselves into bigger groups with features like art, religion, settlements, food storage, and government.
- Over time, first peoples developed new skills and formed larger, more organized societies.

When student groups share with the whole class, record their responses in the “What did we learn?” column of the Inquiry Chart.

**RETURN TO THE INQUIRY CHART**

Finally, revisit the questions students added under the Supporting Question in Lesson 8 as part of their Launching the Question routine, as well as questions from the Wonder column of the **Unit 2 Know and Wonder Chart** from Lesson 1.

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**Lesson 11: Putting It Together**

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**Cluster 2: Evidence of Ancient Cultures**

Ask: *Have any of these questions been answered? Have any new questions come up?*

Give students a few minutes to share their thinking and ideas with the whole group.

**STAMP THE KEY LEARNING**

**Slide 5:** Remind students of the Cluster 2 Supporting Question:



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

Briefly model how to answer the Supporting Question by thinking aloud. Share the following example:

- **Claim:** The Ancestral Pueblo people organized by building settlements.
- **Evidence:** The cliff dwellings shown on the card were built into the side of cliffs.
- **Reasoning:** This helped them stay safe and protected. Because they built homes into the natural rock, they were sheltered from the weather and protected from attacks.

**Slide 6:** Distribute the [Cluster 2 Discussion Diamond](#) or prepared chart paper versions with the Discussion Diamond template and inform the students that they will be working in groups of 4 to answer the Supporting Question.

Remind students of the steps of the Discussion Diamond protocol:

- Write their responses on a corner of the page.
- Share their ideas aloud with their group.
- Summarize the group's ideas in the center of the page.

Make sure the **Artifact Stations** from Lesson 9 and the **Society Card Deck** from Lesson 10 are accessible to each group to use as a reference.

**TEACHING TIP**

You know your students best, so for any chart work throughout the unit, feel free to decide if it will be filled out by you transcribing students' responses or students writing on sticky notes to put on the chart.

**Lesson 11: Putting It Together**

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**Cluster 2: Evidence of Ancient Cultures**

Invite students to respond to the Supporting Question: *What can evidence tell us about how first peoples organized themselves into societies?*

- Prompt students to silently think about what source(s) would be helpful in answering this question and write their responses on their corner of the page (3 minutes).
- Then, prompt students to share their ideas with their group and add to their sections as needed (4 minutes).
- Finally, prompt students to have one member of the group write a summary of the group's ideas (3 minutes).

**Slide 7:** Guide the students back to the whole-group setting. Invite students to share any big takeaways from their small group discussions with the larger group. Possible responses:

- The footprints at White Sands showed that families traveled and worked together thousands of years ago.
- Artifacts like pottery and tools showed that people developed special skills and organized work in their communities.
- Different societies like Poverty Point, Ancestral Pueblo, and Mississippian organized themselves in different ways depending on their environment.
- Evidence tells us that first peoples lived in organized groups and worked together to meet their needs.

Then ask students to consider which types of evidence were most helpful in answering the supporting question. Possible responses:

- Fossils helped us understand how early families lived and traveled together.
- Artifacts showed us what skills people had and what was important to them.

Close by collecting each group's Discussion Diamond work and any other student reference materials that are out.

**SUPPORT ALL STUDENTS**

Encourage students to use the [Discussion Diamond Support \(Sentence Frames\)](#) to construct their written responses during this activity.

**SUPPORT ALL STUDENTS**

Encourage students to refer to their [Talk Moves Language and Literacy Builder](#) as they work on their responses during this activity.

**Lesson 11: Putting It Together**

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## *Cluster 2 Discussion Diamond (Teacher Version)*

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

Responses will vary. Examples of what a completed Discussion Diamond might look like:

Evidence tells us that first peoples organized themselves in different ways over time. The fossil footprints at White Sands show families traveled together even 23,000 years ago! Many artifacts show that people organized with similar beliefs, values, and artistic styles thousands of years ago. For example, the Mogollon people made black-on-white pottery.

Evidence tells us that first peoples lived in settlements. The Ancestral Pueblo people built homes in the side of cliffs for protection and shelter. Many societies had thousands of people living together in one settlement.

We learned that people organized by living and working together. The footprints at White Sands show that families traveled together long ago. The artifacts show that people had skills like making pottery and decorated objects. They must have passed these skills down and taught other people in their community.

We learned that people organized into societies by adapting to their environment. For example, the Thule people created special boats and tools to survive in the cold weather. They made snow goggles to protect their eyes. They lived in snow houses in the winter.

Inside Discussion Diamond:

- Artifacts like pottery and decorated objects showed people had special skills and shared beliefs.
- Different societies adapted to their environment, like Ancestral Pueblo people building cliff homes for protection.
- Many societies had settlements with thousands of people living and working together.

## LESSON 12

## Formative Assessment

**EQ** How do we know that first peoples flourished in North America?

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

## LEARNING OBJECTIVE

Explain how organizing into societies helped first peoples adapt to their environment and meet their needs.

## LANGUAGE OBJECTIVE

Write an explanation with a claim, evidence, and reasoning to show how organizing helped societies adapt to their environment.

## LESSON OVERVIEW

In this Formative Assessment, students show what they have learned by explaining how organizing into societies helped first peoples adapt to their environment and meet their needs. Using the Society Card Deck and resources from the cluster, students choose one society and identify three features with evidence from the card. They explain why the artifact shown on the card is relevant to the Supporting Question. Then, students write a paragraph explaining how organizing in one specific way helped the society adapt to their environment and meet their needs, using at least two pieces of evidence including the artifact.

## LESSON STANDARDS

4.T2.2, 4.T2.3, PS 5, PS 6, W.4.2b

See full text of standards in the Cluster Overview.

## MATERIALS

- [Lesson 12 Slide Deck](#)
- [Cluster 2 Formative Assessment Task](#)
- [Cluster 2 Formative Assessment Task \(Teacher Version\)](#)
- Lesson 9: Artifact Stations
- Lesson 9: Artifact Stations Notes Organizer
- Lesson 10: Society Card Deck
- Lesson 10: Society Scavenger Hunt

## LESSON AT A GLANCE

Component	Time
Introduce the Task	5
Formative Assessment	25

## Lesson 12: Formative Assessment

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**Cluster 2: Evidence of Ancient Cultures****Plan for English Learner Success**

The following scaffolds can support all students in achieving the lesson objectives:

- [Cluster 2 Formative Assessment Task \(Sentence Frames\)](#): Provides sentence frames to support written responses during the assessment.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

**English Proficiency Levels 1-2:**

- Confer with students before Part 2 to help them select one way the society organized (feature) and identify relevant evidence on their society card. If needed, allow students to complete only Part 1 of the assessment.
- **Look Fors:** Written responses should include single words or short phrases added to the sentence frames that describe a claim and evidence. Students should be able to name one feature of a society.

**English Proficiency Levels 3-4:**

- Encourage students to use the sentence frames to craft their responses.
- **Look Fors:** Written responses should use the provided sentence frames and include phrases and simple sentences that describe a claim and at least two pieces of evidence. Students should be able to name multiple features of a society.

**English Proficiency Levels 5-6:**

- Students can choose to use the provided sentence frames for support or write responses independently.
- **Look Fors:** Writing on the assessment should include compound sentences with detailed explanations. Students should be able to name multiple features of society and explain how organizing helped the society adapt to their environment.

**ADVANCE PREPARATION**

Add ideas from your class's Discussion Diamonds from the previous lesson to Slide 2.

Ensure that the Unit 2, Cluster 2 Inquiry Chart and necessary student materials from previous lessons listed above are accessible for student reference.

**Introduce the Task** (5 minutes)

**Slide 2:** Inform students that for this cluster's Formative Assessment, they will use evidence to answer the Supporting Question:

**Lesson 12: Formative Assessment**

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**Cluster 2: Evidence of Ancient Cultures**

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

**Slide 3:** Provide strong examples of the ideas students developed in the Discussion Diamonds in the previous lesson. This can be accomplished by sharing or combining similar ideas that emerged from the discussions.

**Slide 4:** Remind students that in this cluster of lessons, they examined different types of evidence about how first peoples organized themselves into societies, including fossils, artifacts, and text-based secondary sources. They learned about six different complex societies. They learned about features of societies and how organizing helped first peoples adapt to their environment.

Explain that today students will choose one society from the card deck, identify features and evidence, and write a paragraph explaining how organizing in one specific way helped that society adapt to their environment and meet their needs.

Review the resources students can use while completing their assessment:

- **Artifact Stations**
- **Artifact Stations Notes Organizer**
- **Society Card Deck**
- **Society Scavenger Hunt**
- Word Wall
- Unit 2, Cluster 2 Inquiry Chart



### **Formative Assessment** (25

minutes)

The formative assessment for Cluster 1 is [Cluster 2 Formative Assessment Task](#).

#### **Lesson 12: Formative Assessment**

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**Cluster 2: Evidence of Ancient Cultures**

**Slide 5:** Explain and facilitate the formative assessment task.

- Distribute the [Cluster 2 Formative Assessment Task](#).
- Organize the class into groups of 3–4 students.
- Distribute a deck of society cards to each group. Tells students they can choose one card to focus on for their response.
- When the card isn't being used, it should go back in the center pile. They can also use evidence from any of the other resources from this cluster.
- Clarify the directions using the prompts on the slide.
- Provide time for each student to complete the task independently.
- Circulate to provide support as needed.

Close by collecting students' **Cluster 2 Formative Assessment Task** handouts and any remaining student materials.

**SUPPORT ALL STUDENTS**

Students who would benefit from further scaffolding during this writing task can use [Cluster 2 Formative Assessment Task \(Sentence Frames\)](#).

**Lesson 12: Formative Assessment**

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## Cluster 2 Formative Assessment Task (Teacher Version)

**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.

Features of Complex Society			
settlements	food storage	agriculture	government
specialized jobs	art	religion	

Society name: Mogollon

Time period: 1,800–600 years ago

Feature	Evidence
settlements	pit houses and adobe houses
art and religion	black-on-white pottery for ceremonies
agriculture	grew crops

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

The pottery is relevant because it shows art and religion. The black-on-white pottery was used in religious ceremonies. This shows the Mogollon people organized with religion.

## 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.

Use this sentence frame to start your response or come up with your own:  
*One way the \_\_\_ people organized was by \_\_\_.*

One way the Mogollon people organized was by having settlements. They lived in pit houses and adobe homes. The pottery shown on the card was used for cooking and storing food. Building settlements helped them adapt because they could stay in one place and grow crops. This allowed them to meet their needs for food and shelter.

# Preservation of Archaeological Sites

*Why is it important to preserve archaeological sites of first peoples?*

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Formative Assessment

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Unit Synthesis

## Overview

The inquiry arc in this cluster builds understanding about the importance of archaeological sites in the study of how people lived long ago. Students use stratigraphy in the launch lesson to show the relative age of artifacts. They investigate three important archaeological sites in North America: Teotihuacan, Cahokia Mounds, and Mesa Verde. In each investigation students are asked to use evidence to show how people lived at that time and then advocate for why the site should be preserved. The Summative Assessment Task asks students to create a map of key pieces of evidence that answer the Essential Question: *How do we know that first peoples flourished in ancient North America?*

## Learning Objectives

**By the end of this cluster, students should be able to...**

- Explain how archaeologists use archaeological sites and artifacts to gather information about ancient peoples.
- Use evidence and reasoning to develop claims about why it is important to preserve archaeological sites of first peoples.
- Identify evidence from archaeological sites, artifacts, and Indigenous knowledge about how ancient societies flourished in North America.
- Construct social studies arguments that select relevant information to support claims with evidence from multiple sources (WIDA ELD-SS.4-5.Argue.Expressive).

## Vocabulary

TIER 2	TIER 3
<p>preserve sacred</p>	<p>archaeological site</p>

## Cluster 3: Preservation of Archaeological Sites

## Cluster Focus Standards

*Practice Standards*

STANDARD	LESSON(S)
<b>PS 3:</b> Explain how and why primary and secondary sources are used to gather information.	19
<b>PS 3:</b> Categorize information from multiple sources in order to answer an inquiry question, quoting or paraphrasing the information gathered.	13, 16
<b>PS 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.	14, 18-19
<b>PS 6:</b> Explain how an author uses reasons and evidence to support particular points in a source.	15-16
<b>PS 6:</b> Identify multiple pieces of relevant evidence from sources in response to an inquiry question.	17-19

*Content Standards*

STANDARD	LESSON(S)
<b>4.T2.1:</b> Evaluate competing theories about the origins of people in North America (e.g., theories that people migrated across a land bridge that connected present-day Siberia to Alaska or theories that they came by a maritime route) and evidence for dating the existence of early populations in North America to about 15,000 years ago.	19
<b>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).	14-19

**Cluster 3: Preservation of Archaeological Sites**

<p><b>4.T2.3:</b> Explain how archaeologists conduct research (e.g., by participating in excavations, studying artifacts and organic remains, climate and astronomical data, and collaborating with other scholars) to develop theories about migration, settlement patterns, and cultures in prehistoric periods.</p>	13-17, 19
<p><b>4.T2.4:</b> Give examples of some archaeological sites of Native Peoples in North America that are preserved as national or state monuments, parks, or international heritage sites (e.g., Teotihuacan in Mexico, Mesa Verde National Park in Colorado, Cahokia Mounds State Historic Site in Illinois, Chaco Culture National Historic Park in New Mexico) and explain their importance in presenting a comprehensive history of Americans and American life.</p>	13-19

*Literacy Standards*

STANDARD	LESSON(S)
<p><b>RI.4.1:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	14, 18-19
<p><b>SL.4.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p>	13, 16-17
<p><b>W.4.8:</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	15

## *Unit 2, Cluster 3 Inquiry Chart (Teacher Version)*

<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>	

What did we do?	What did we learn that helps us answer our question(s)?
<b>Lesson 13:</b> We made a model showing the stratigraphy of an archaeological site and then asked questions about it.	Where an artifact is found within an archaeological site provides important information about the artifact. That makes the preservation of archaeological sites important.
<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.	Teotihuacan was a large, complex society that was settled about 2,400 years ago. Artifacts and buildings tell us how they lived. Many groups are working to research and protect the archaeological site.
<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.	The artifacts at Cahokia Mounds show how the society became more complex over time and was then abandoned. Many groups are working to research and protect the archaeological site.

What did we do?	What did we learn that helps us answer our question(s)?
<p><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.</p>	<p>The Ancestral Pueblo people lived in Mesa Verde for about 700 years before migrating to other areas and creating new settlements that became the origins of current Indigenous nations. Mesa Verde is considered a sacred site by many Indigenous peoples because their ancestors lived there.</p>

## LESSON 13

## Cluster 3 Launch

**EQ** How do we know that first peoples flourished in North America?

**SQ** Why is it important to preserve archaeological sites of first peoples?

## LEARNING OBJECTIVE

Make connections and generate questions about why it is important to preserve archaeological sites of first peoples.

## LANGUAGE OBJECTIVE

Engage in collaborative questioning orally with peers using *who*, *what*, *where*, *when*, and *why* to ask questions about why it is important to preserve archaeological sites of first peoples.

## LESSON OVERVIEW

In this lesson, students participate in the Launching the Question routine with the Cluster 3 Supporting Question: *Why is it important to preserve archaeological sites of first peoples?* To engage student curiosity in the subject, students learn how archaeologists use stratigraphy to study artifacts found in these sites. Working in small groups, students place pictures of artifacts in relative positions according to their age. Through this process, students learn that it's not only the artifact that is important, but also where it is found in the vertical strata of an archaeological site. They then engage in collaborative questioning about the diagram they created and the cluster's Supporting Question. The lesson concludes with whole-group work on the cluster's Inquiry Chart.

## LESSON STANDARDS

4.T2.3, 4.T2.4, PS 3, SL.4.1

See full text of standards in the Cluster Overview.

## MATERIALS

- [Lesson 13 Slide Deck](#)
- [Stratigraphy Activity](#)
- [Stratigraphy Activity \(Teacher Version\)](#)
- [Cluster 3 Inquiry Chart](#)

## VOCABULARY

archaeological site

## LESSON AT A GLANCE

Component	Time
Build the Word Wall	5
Launching the Question	25

## Lesson 13: Cluster 3 Launch

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**Cluster 3: Preservation of Archaeological Sites****Plan for English Learner Success**

The following scaffolds can support all students in achieving the lesson objectives:

- [Question Language and Literacy Builder \(3-5\)](#): Supports the formation of connected or additional questions during the Launching the Question routine.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

**English Proficiency Levels 1-2:**

- If possible, pair students with a language-proficient peer for both the stratigraphy activity and when generating questions. Provide a couple of question stems from the LLB for students to use when working on the Inquiry Chart. Remind students of relevant vocabulary words on the Word Wall (e.g., *artifact*, *archaeological site*) when generating their questions.
- **Look Fors:** Oral responses should use the structures provided in the Question LLB and include simple elaboration of ideas (e.g., adding a familiar adjective to describe a noun).

**English Proficiency Levels 3-4:**

- Pair students with a language-proficient peer, if possible, during the stratigraphy activity and discussions. Encourage students to choose relevant question stems from the LLB when working on the Inquiry Chart.
- **Look Fors:** Oral responses should include simple sentences using the chosen question stems with some elaboration of ideas (e.g., using new or multiple adjectives, emerging use of clauses). Students may attempt to use vocabulary words like *archaeological site* and *stratigraphy* in their questions or discussion.

**English Proficiency Levels 5-6:**

- Students should readily participate in the stratigraphy activity and discussions. Students may choose to use the LLB when working on the Inquiry Chart. Encourage students to use academic vocabulary including *archaeological site*, *stratigraphy*, and *artifact* in their questions and discussions.
- **Look Fors:** Oral responses should elaborate or condense ideas through detailed sentences that use more complex grammatical structures (e.g., linking words or phrases, combined clauses). Students should incorporate new vocabulary when discussing the archaeological site model and generating questions.

**Lesson 13: Cluster 3 Launch**

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**Cluster 3: Preservation of Archaeological Sites****ADVANCE PREPARATION**

If you would like to use the stratigraphy materials year after year, create kits in sealable plastic bags. The artifacts can be cut apart and laminated ahead of time and placed in a bag with the soil layer handout. If students are cutting out the artifacts for the first time, gather enough pairs of scissors to provide one to each group.

Decide if you will create this cluster's Inquiry Chart on chart paper or digitally using the [Cluster 3 Inquiry Chart](#) and how you'll maintain separate copies for each class period, if relevant.

Also, consider how you will support engagement with the Inquiry Chart:

- How will you facilitate each cluster's chart and ensure it stays in a visible location for students to reference?
- How will you support questioning and/or discussion? Some options include sticky notes, dry erase boards, digital sharing, or talk protocols. See the Guidebook for a bank of strategies.
- How will you make the Inquiry Chart a collaborative experience to ensure students are co-developing the "What questions will we ask?" and the "What did we learn?" responses? *Remember, each chart should reflect the voice and language of your students.* See the Guidebook for more guidance on facilitating the Inquiry Chart.
- How will you display or store each cluster chart for easy access at the beginning, middle (if it's a long cluster), and end of every cluster?

## Build the Word Wall (5 minutes)

**Slide 2:** Remind students that in Cluster 1 they learned the word *archaeologist* and provide the definition again: *a scientist who studies people of the past by examining what they left behind.*

Explain that in this cluster, students will study what archaeologists have learned about some people who lived long ago. Students will also study why it's important to preserve places where artifacts of ancient societies are found.

**Slide 3:** Introduce a new vocabulary word that students will need to know for this lesson: *archaeological site.*

- Say the word: *archaeological site*
- Use the word in context: *The location of artifacts at an archaeological site can tell us a lot about an ancient society.*
- Share the student-friendly definition: *a place in which evidence of past human societies is preserved*

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### Lesson 13: Cluster 3 Launch

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**Cluster 3: Preservation of Archaeological Sites**

- Engage with the word: *Ask students to restate the definition in their own words or provide an example of what they think might be found at an archaeological site. Encourage multilingual learners to translate the word into their home language.*
- Add the word to the Word Wall.

**Slide 4:** Highlight the word's features:

- archaeological = related to archaeology, the study of people of the past using artifacts
- site = a location
- Together, *archaeological site* means a location where we can study people of the past.



### Launching the Question (25 minutes)

#### SPARK CURIOSITY

**Slide 5:** Begin by briefly explaining that archaeologists use a technique called stratigraphy to study artifacts at archaeological sites. Practice saying the word using the video "[How to Pronounce Stratigraphy](#)" so students feel comfortable using it when talking about archaeological sites.

Explain:

- Stratigraphy is the study of rock layers and their relationship to age over time.
- Layers on the bottom are older than layers on the top.
- Each layer is called a *stratum*.
- When ancient people left things behind in areas where they lived, those things eventually got covered up by soil or sand over time.
- Older soil and artifacts get covered up by newer soil and artifacts.

**Slide 6:** Show students an example of a stratigraphic profile. Then, facilitate a Turn and Talk. Ask: *What do you notice about this stratigraphic profile?*

Ask a few volunteers to share what they noticed. Possible responses:



#### MAKE CONNECTIONS

Make connections to what students have learned about weathering and erosion in science to explain why artifacts get covered up by soil or sand over time. Focus on STE standard 4-ESS2-1: Make observations and collect data to provide evidence that rocks, soils, and sediments are broken into smaller pieces through mechanical weathering and moved around through erosion.

#### Lesson 13: Cluster 3 Launch

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**Cluster 3: Preservation of Archaeological Sites**

- Artifacts that look older, like a stone arrow point, are buried deeper than artifacts that look newer, like a plastic comb.
- Each layer shows artifacts that were used at a different time in history.
- The different layers can all be found in the same area of land.
- The layers tell a story of who lived there and how they lived.

**Slide 7:** Organize students into groups of 4. Distribute the [Stratigraphy Activity](#) to each group.

Discuss the image on the slide:

- Explain that the layers of soil at the bottom are older than the layers of soil on the top.
- Point to the dark brown area where someone dug a hole for a well at some point in the past. The hole was dug into older layers of soil.
- Ask: *How old is this soil? Is it the age of the dark brown soil or the age of the lighter brown soil below it?*
- Reinforce that all the dark brown soil is the same age, and the hole is a result of human activity at a point in time even though it goes into older soil.

Facilitate an activity on stratigraphy:

- Select a student with good cutting skills in each group to cut the artifacts apart along the dotted lines.
- Explain to students that their goal is to decide which artifacts they think are oldest to newest.
- Students should work together to place the artifacts on the picture of soil layers in chronological order relative to the other artifacts.
- Clarify that most of the artifact pictures won't fit perfectly on the soil layers. Encourage students to place the artifacts in order to the side of the soil layers.

**Slide 8:** Show the correct order of artifacts relative to each other and ask students to compare their results to those on the slide.

**LEARN MORE**

To learn more about stratigraphy and other tools used by archaeologists to study artifacts, explore the web page "[Archaeological Dating](#)" from the Crow Canyon Archaeological Center.

**LEARN MORE**

The activity in this lesson is adapted from the packet "[NC Archaeology @ Home](#)" from the North Carolina Office of State Archaeology. There are other activities in the packet that fourth graders might enjoy as enrichment options.

**Lesson 13: Cluster 3 Launch**

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**Cluster 3: Preservation of Archaeological Sites**

Prompt students to generate questions about the stratigraphy model:

- Ask as many questions as you can about this model and the artifacts you placed in order.
- We will save discussing or answering the questions for another time

Provide 2–3 minutes for students to ask questions. Record them verbatim on chart paper or a dry-erase board.

Possible responses:

- How did fragile artifacts (like the pot) stay whole after being buried?
- How did someone figure out the age of these things?
- What happens if people move items out of their place in the stratigraphy?

### INTRODUCE THE SUPPORTING QUESTION AND ELICIT INITIAL THINKING

**Slide 9:** Introduce the Cluster 3 Supporting Question:



**Why is it important to preserve archaeological sites of first peoples?**

If students need additional support in understanding the question, prompt students to identify the question word, any words they may already know within the Supporting Question, and/or unfamiliar vocabulary.

Explain: *We learned today that the location where the artifacts are found provides important information to archaeologists, such as how old an artifact is in comparison to other objects. We will learn more about archaeological sites in upcoming lessons.*



#### SUPPORT ALL STUDENTS

Encourage students to use their [Question Language and Literacy Builder \(3-5\)](#) to support the generation of new questions for the Inquiry Chart.



#### CULTURAL COMPETENCE

The Crow Canyon Archaeological Center practices a form of archaeology in which Indigenous knowledge, values, and goals underpin the scientific research. To learn more, explore the web page "[What Is Indigenous Archaeology—and What Does it Mean for Crow Canyon?](#)"

### Lesson 13: Cluster 3 Launch

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**Cluster 3: Preservation of Archaeological Sites**

**Slide 10:** Prioritize questions: Explain to students that they will now work with a partner to determine which questions might be most useful in helping them learn about and understand the Supporting Question.

Review the directions on the slide for prioritizing questions.

- Which question could help answer the Supporting Question?
- Explain your reason to your partner.
- Switch!

Prompt students to discuss and prioritize questions for 2–3 minutes. Star or mark the top three questions on the chart paper once a decision has been made.

**DEVELOP THE INQUIRY CHART**

**Slide 11:** Introduce the cluster’s Inquiry Chart and point out the “What questions will we ask?” section. Then add the class’s three priority questions to the “What questions will we ask?” section of the Inquiry Chart.

**PREVIEW THE LEARNING AHEAD**

Share with students that in this cluster, they will use photographs, articles, and videos to explore why it is important to preserve archaeological sites of first peoples, using the Supporting Question and priority questions they identified as their guide.

**You will return to this Inquiry Chart document in Lesson 17 and throughout the unit, so it is essential that you preserve students' thinking here.**

**LEARN MORE**

Investigating History’s Launching the Question routine is adapted from the Question Formulation Technique (QFT) created by the Right Question Institute (RQI). You can visit their [website](#) for more information about their work.

**Lesson 13: Cluster 3 Launch**

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

## *Stratigraphy Activity (Teacher Version)*

**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.

Artifacts should be placed on the soil in the following order:

- U.S. penny (18 years old)
- ceramic plate (190 years old)
- glass beads (300 years old)
- clay pot (750 years old)
- pendant (7,500 years old)
- Clovis point (14,000 years old)

## LESSON 14

## Teotihuacan

**EQ** How do we know that first peoples flourished in North America?

**SQ** Why is it important to preserve archaeological sites of first peoples?

## LEARNING OBJECTIVE

Identify evidence from photographs and an article about what archaeologists have learned about Teotihuacan and how the site is being preserved.

## LANGUAGE OBJECTIVE

Write responses to questions about Teotihuacan by using evidence from an article.

## LESSON OVERVIEW

This lesson introduces students to the ancient city of Teotihuacan, located near what is now Mexico City. Students begin by analyzing photographs of structures at the archaeological site to identify source information and understand what these artifacts reveal about the people who built them. They then use the Investigating Sources routine to highlight evidence that will help answer two questions related to the Supporting Question: *What have archaeologists learned about Teotihuacan by studying the site? How is this archaeological site being preserved?* Students compare what they highlighted with a partner and prepare a response to share with the class.

## LESSON STANDARDS

PS 5, 4.T2.2, 4.T2.3, 4.T2.4, RI.4.1

See full text of standards in the Cluster Overview.

## MATERIALS

- [Lesson 14 Slide Deck](#)
- [Teotihuacan Reading](#)
- [Teotihuacan Reading \(Teacher Version\)](#)

## VOCABULARY

preserve

## LESSON AT A GLANCE

Component	Time
Build the Word Wall	5
Introduce Teotihuacan	5
Investigating Sources: Teotihuacan	20

## Lesson 14: Teotihuacan

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**Cluster 3: Preservation of Archaeological Sites****Plan for English Learner Success**

The following scaffolds can support all students in achieving the lesson objectives:

- [Teotihuacan Reading \(Word Bank\)](#): Provides a word bank and sentence frames to support comprehension and written responses.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

**English Proficiency Levels 1-2:**

- Ensure students have access to an aide or language-proficient peer, or pull a small group for teacher-led reading. Preview the word bank by reading terms and definitions aloud. Oral translation of the word bank and reading may be helpful if students are not yet reading fluently in their home language. Consider allowing students to verbalize their responses to each question using their highlighted sentences instead of writing them down.
- **Look Fors:** Students should highlight at least one sentence for each guiding question. Written responses should use one of the provided sentence frames with simple elaboration of ideas (e.g., adding a familiar adjective to describe a noun). Students may choose not to share with the whole class but should be able to share orally with a peer.

**English Proficiency Levels 3-4:**

- If possible, pair students with language-proficient peer(s). Encourage students to use the word bank to support their understanding while reading independently. Encourage students to use the provided sentence frames to structure their written responses.
- **Look Fors:** Students should highlight one sentence for each guiding question and discuss their choices with a partner. Written responses should use the sentence frames with relevant evidence from the article, written in their own words. Responses should include simple sentences with some elaboration of ideas (e.g., using new or multiple adjectives, emerging use of clauses).

**English Proficiency Levels 5-6:**

- Encourage students to use the word bank to support their vocabulary comprehension. Students can use the sentence frames as a starting point for their written responses and may choose to expand beyond them. During the whole-class discussion, encourage students to share their responses.
- **Look Fors:** Students should highlight appropriate evidence for both guiding questions and write responses that incorporate both pieces of evidence. Written responses should use compound or detailed sentences that clearly answer the guiding questions. Students should be able to explain their evidence choices.

**Lesson 14: Teotihuacan**

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**ADVANCE PREPARATION**

You will need one piece of chart paper to track student ideas throughout the lesson as well as a highlighter for each student.

*Preserve* is a high-leverage word for the unit. Determine if students would benefit from completing the [Unit 2 Word Map](#) for this vocabulary word. This work can be done during an ELA block or other class time before this lesson.

## Build the Word Wall (5 minutes)

**Slides 2:** Introduce a new vocabulary word students will need to know for this lesson: *preserve*.

- Say the word: *preserve*
- Use the word in context: *We need to preserve archaeological sites so people can continue to learn from them.*
- Share the student-friendly definition: *to protect or keep something safe so it lasts into the future*
- Engage with the word: *Ask students to think of something they want to preserve—something worth protecting or holding onto. Why is it important to them? Invite personal connections and encourage multilingual learners to translate the word into their home language.*
- Add the word to the Word Wall.

## Introduce Teotihuacan (5 minutes)

**Slide 3:** Introduce one of the earliest complex societies in North America: Teotihuacan. Teach the pronunciation of Teotihuacan using the video “[How to Pronounce Teotihuacan](#).” Show the location of Teotihuacan on the map.

- Explain that this is an archaeological site in central Mexico.
- From studying artifacts, archaeologists know that this complex society started to flourish around 2,400 years ago.

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### Lesson 14: Teotihuacan

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**Cluster 3: Preservation of Archaeological Sites**

**Slide 4:** Explain that these are structures (buildings) at the archaeological site of Teotihuacan. Even though they're very large, these buildings are artifacts because they were made by humans in the past.

Remind students what we know about these artifacts:

- These structures are located in central Mexico.
- They were built about 2,400 years ago.

Guide students to observe the photograph and discuss with a partner. Ask: *What types of structures do you see? What might they have been used for?*

Invite students to share out. Possible responses:

- I see pyramids and large buildings with many rooms.
- Maybe they were used for religious purposes.
- They could have been places for ceremonies or gatherings.

**Slide 5:** Explain that when archaeologists study artifacts, they think about the type of artifact, where and when it was made, and who made it. All of this information helps them understand the past.

Ask: *Based on what you know about these structures, what can they tell us about how the people of Teotihuacan lived and flourished?*

Prompt students to turn and talk, then share out popcorn style. Possible responses:

- They could organize many people to build something this big.
- They had knowledge about construction and engineering.
- They valued religion.
- They had a society with leaders and workers.
- The society was flourishing because they had time and resources to build big buildings.

**TEACHING TIP**

Students will need to locate artifacts and archaeological sites on a map of North America for their Summative Assessment. Consider posting a large map of North America as an anchor chart in your classroom. As you study each archaeological site in Cluster 3, add labels or markers to show the locations. This ongoing visual reference will help students build their geographic knowledge and prepare them for the Summative Assessment Task.

**Lesson 14: Teotihuacan**

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**Cluster 3: Preservation of Archaeological Sites**

Collect and display student responses on chart paper.

Explain that students will be reading an article next about Teotihuacan, and they can check whether the article confirms or adds to what they noticed.

**Investigating Sources: Teotihuacan**

(20 minutes)

**INTRODUCE PURPOSE AND PROCESS**

**Slide 6:** Explain that students will read an article to learn more about Teotihuacan. Two questions will guide their investigation:

- *What have archaeologists learned about Teotihuacan by studying the site?*
- *How is this archaeological site being preserved?*

Explain that learning about what archaeologists have discovered and how the site is being preserved will help us answer our cluster's Supporting Question: *Why is it important to preserve archaeological sites of first peoples?*

Distribute the [Teotihuacan Reading](#) to each student.

**OBSERVE THE DOCUMENT'S FEATURES**

**Slide 7:** Ask students to discuss what they observe about the article with their partner. Then, invite volunteers to share their ideas. Possible responses:

- There are four paragraphs.
- The headings show what each paragraph is about.
- The two guiding questions are listed at the top.

**READ THE DOCUMENT**

**Slide 8:** Facilitate a close-reading task.

Begin by explaining the task:

- As you read, you will highlight evidence that helps answer our two guiding questions.

**SUPPORT ALL STUDENTS**

Provide the [Teotihuacan Reading \(Word Bank\)](#) to students who would benefit from a word bank when reading the article on Teotihuacan and sentence frames to scaffold their responses.

**BUILD LITERACY**

To learn more about using highlighting to support comprehension, read the AdLit blog post "[Selective Highlighting](#)."

**Lesson 14: Teotihuacan**

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**Cluster 3: Preservation of Archaeological Sites**

- Highlight one sentence that provides evidence to help you answer the first question: *What have archaeologists learned about Teotihuacan by studying the site?*
- Highlight one sentence that provides evidence to help you answer the second question: *How is this archaeological site being preserved?*
- Explain that highlighting should be selective. Students should only choose the strongest evidence.

Allow time for students to read and highlight independently. When they have finished, ask them to put down their highlighter to show they are ready for the next step.

**CONNECT TO OUR QUESTION**

**Slide 9:** Facilitate partner work to compare highlighted sentences.

- If both partners highlighted the same sentence, ask them to go back to the article and highlight a new sentence.
- The objective is for two pieces of different evidence to come from each pair of students.
- Ask partners to work together to respond to the questions on the second page of their handout, using both pieces of evidence to support their responses.
- Remind students to write their responses in their own words.

**Slide 10:** Ask for a volunteer to share their answer to the first question: *What have archaeologists learned about Teotihuacan by studying the site?*

- Students who have the same answer should indicate that with a "me too" sign (thumb and pinky extended with three middle fingers down).
- Refer back to the chart paper from earlier and note whether the article confirmed or added any new information.

Continue asking for answers until new answers have been exhausted.

Ask for a volunteer to share their answer to the second question: *How is this archaeological site being preserved?*

**Lesson 14: Teotihuacan**

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**Cluster 3: Preservation of Archaeological Sites**

Students who have the same answer should indicate that with a “me too” sign.

Continue asking for answers until new answers have been exhausted.

Explain that we will learn about two more archaeological sites in the coming lessons that will help provide more evidence to answer our Supporting Question: *Why is it important to preserve archaeological sites of first peoples?*

**Teacher Note: The completed questions in the Teotihuacan Reading can be used as an Exit Ticket.**

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**Lesson 14: Teotihuacan**

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## *Teotihuacan Reading (Teacher Version)*

**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 created a complex city with a grid layout and built pyramids, plazas, and temples. This shows that this complex society was flourishing.

2. How is this archaeological site being preserved?

Groups are protecting Teotihuacan by restoring structures that are breaking down over time and by controlling how many tourists visit so the site doesn't get damaged.

## LESSON 15

## Cahokia Mounds

**EQ** How do we know that first peoples flourished in North America?

**SQ** Why is it important to preserve archaeological sites of first peoples?

## LEARNING OBJECTIVE

Synthesize information from timeline cards to create captions that tell the story of Cahokia.

## LANGUAGE OBJECTIVE

Write captions using relevant information from timeline cards to explain key events in Cahokia's history.

## LESSON OVERVIEW

In this lesson students collaborate in small groups using a timeline to learn about Mississippian culture through the rise and fall of its largest city: Cahokia. They integrate information from a timeline by the Cahokia Mounds Museum Society with additional information from timeline cards to develop a picture of what life was like for the people of Cahokia. Using this information, students discuss what we can learn from studying artifacts from Cahokia Mounds and why this archaeological site should be preserved.

## LESSON STANDARDS

PS 6, 4.T.2.2, 4.T.2.3, 4.T.2.4, W.4.8

See full text of standards in the Cluster Overview.

## MATERIALS

- [Lesson 15 Slide Deck](#)
- [Cahokia Mounds Timeline Cards](#)
- [Cahokia Mounds Storyboard](#)
- [Lesson 15 Exit Ticket](#)
- [Lesson 15 Exit Ticket \(Teacher Version\)](#)

## LESSON AT A GLANCE

Component	Time
Introduce Cahokia Mounds	5
Create a Cahokia Storyboard	20
Complete Exit Ticket	5

## Lesson 15: Cahokia Mounds

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### Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Cahokia Mounds Storyboard \(Sentence Frames\)](#): Supports caption-writing by providing sentence starters organized by scene that students can choose from to structure their writing.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

#### English Proficiency Levels 1-2:

- If possible, pair students with language-proficient peer(s) for the group timeline activity. Guide students to use at least one sentence frame to write their caption. Point to specific information on the timeline cards that students can use to complete each sentence frame. Students may dictate captions to a teacher, aide, or language-proficient peer. Allow students to use single words or short phrases for their captions.
- Look Fors: Captions may include single words or short phrases that describe that time period. Writing may be directly copied from the timeline cards. Students may use one sentence frame.

#### English Proficiency Levels 3-4:

- If possible, pair students with language-proficient peer(s) for the group timeline activity. Guide students to choose at least one provided sentence frame to write their caption. Encourage students to use specific information from their timeline cards to fill in their sentence frame(s).
- Look Fors: Captions should include one or two sentences per scene using sentence frames with relevant information from timeline cards. Writing should show emerging use of vocabulary from the cards and some elaboration of ideas.

#### English Proficiency Levels 5-6:

- Students should be able to use the scaffolded materials and write their caption independently.
- Look Fors: Captions should clearly explain key events in each scene using detailed sentences. Students may use sentence frames or write independently.

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### Lesson 15: Cahokia Mounds

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**Cluster 3: Preservation of Archaeological Sites****ADVANCE PREPARATION**

Each group needs a set of timeline cards. Print and cut the cards apart in advance. Consider laminating cards for future use.

Decide whether students will create their storyboards on the provided handout or on individual index cards that they will later assemble. Index cards may be easier for groups to divide work and then combine their scenes. Consider providing colored pencils for students when they create their storyboard.

**Introduce Cahokia Mounds** (5 minutes)**CULTURAL COMPETENCE**

The precolonial peoples and societies of the regions that are known today as the American Midwest and Southeast were well established when European explorers arrived. Archaeologists refer to these societies as “Mississippian culture” because of their proximity to what is now called the Mississippi River Valley. We do not know how these peoples referred to themselves, because they did not leave behind written records. It is important to note that “Mississippian culture” is a phrase used to indicate a time period within a particular area and should not be mistaken as the name of the multiple peoples who lived there. Archeologists use the term “culture” to describe patterns of material remains (e.g., artifacts and structures) from a broader time and place, which was made up of multiple societies that interacted (through trade, etc.) and shared common ways of life.

**Slides 2–3:** Introduce one of the largest cities in North America around 900 years ago: Cahokia Mounds.

- Show the location of Cahokia Mounds on the map.
- Explain that this archaeological site is in present-day Illinois, near what is now St. Louis.
- From studying artifacts, archaeologists know that this complex society started to flourish around 1,200 years after Teotihuacan.
- Explain that archaeologists refer to this society as “Mississippian culture.” Teach the pronunciation of Mississippian using the video “[How to Pronounce Mississippian](#).” Some people of this culture were probably ancestors of the Natchez.

**Lesson 15: Cahokia Mounds**

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**Cluster 3: Preservation of Archaeological Sites**

**Slide 4:** Show an illustration of what Cahokia Mounds might have looked like during its peak.

- Explain that one common feature of the people who built Cahokia was that they built mounds out of earth.
- Each community was ruled by a chief.
- The chief's home always sat on top of a mound.
- Cahokia Mounds was the largest city in Mississippian culture.

Explain that the largest mound in Cahokia was called Monks Mound.

- It's also the largest mound built anywhere north of Mexico.
- Workers built it by carrying baskets of earth on their backs.

### Create a Cahokia Storyboard (20 minutes)

**Slide 5:** Organize students into groups of 4 and distribute one set of [Cahokia Mounds Timeline Cards](#) to each group. Share directions:

- Read each card together.
- Look at the dates on each card.
- Lay the cards out in a line from oldest (800s) to newest (today).



#### LEARN MORE

A comprehensive 14-minute video about Mississippian culture and Cahokia Mounds, "[Cahokia Mounds State Historic Site](#)," was created by the Historic Sites Division of the Illinois Historic Preservation Agency and is recommended as an enrichment option.



#### TEACHING TIP

If time permits, add a brief discussion to build understanding of how we use different types of sources (PS 3). Ask: *How did organizing these timeline cards help us understand what happened at Cahokia? Why is a timeline a useful source for learning about the past?* This helps students think about how different types of sources (like timelines) organize information to help us learn about history.

**Slide 6:** Once the timeline cards are in order, ask: *What story do these cards tell about Cahokia? How did this society change over time?*

#### Lesson 15: Cahokia Mounds

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**Cluster 3: Preservation of Archaeological Sites**

Share sequencing words to help students describe what happened:

- *First... Later...*
- *In the beginning... Over time....*
- *Cahokia became... But then... Now...*

Prompt students to talk with their group and then share out. Possible responses:

- First people built mounds, then the city grew bigger.
- Cahokia became a great trading city, but then people left.
- Now, people are working to protect the mounds.

**Slide 7:** Explain that students will work with their group to tell the story of Cahokia using words and pictures. To do so, they will create a storyboard (a series of pictures with captions). Their storyboard will have four scenes:

- **Scene 1:** Early Cahokia (700s–900s)
- **Scene 2:** Cahokia flourishing (1000s–1200s)
- **Scene 3:** Decline and departure (1300s–1600s)
- **Scene 4:** Preservation today (1900s–present)

Direct students to sort their timeline cards into these four scenes. There are two cards per scene.

**Slide 8:** Distribute [Cahokia Mounds Storyboard](#) to groups. Encourage students to divide up the scenes so that one student is responsible for each scene. If time permits, you can also have students work collaboratively on each scene.

**SUPPORT ALL STUDENTS**

For students who would benefit from additional support when creating their storyboard, distribute [Cahokia Mounds Storyboard \(Sentence Frames\)](#), which includes sentence frame options for each scene.

Direct students to create their scene:

- Draw a simple illustration showing what was happening during your time period.

**Lesson 15: Cahokia Mounds**

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**Cluster 3: Preservation of Archaeological Sites**

- Write a caption (one or two sentences) explaining the important events.
- Use information from your timeline cards to write your caption.

Circulate as students work to support groups with their storyboards.

**Slide 9:** (Optional) Share and compare storyboards. If using index cards, have groups arrange their four scenes in chronological order. Then, direct groups to pair up with another group. Prompt students to:

- Take turns sharing your storyboards.
- Explain the story of Cahokia from beginning to present day.
- After both groups share, discuss: *What was similar in our storyboards? What was different?*

**LEARN MORE**

Learn more about the city of Cahokia in this article from *The Washington Post*: "[Ancient Cahokia: Metropolitan Life on the Mississippi.](#)"

**Complete Exit Ticket** (5 minutes)

**Slide 10:** Distribute a [Lesson 15 Exit Ticket](#) to each student.

Read the question aloud: *Why is it important to preserve archaeological sites like Cahokia Mounds?* Prompt students to:

- Look at their storyboard and timeline cards to form an answer.
- Write at least two sentences explaining why Cahokia Mounds should be preserved.

Possible responses:

- Archaeological sites like Cahokia Mounds have artifacts that can tell us how people lived long ago.
- Where the artifacts are found gives us information about how old they are.
- The mounds at Cahokia make us wonder about why they were built, how they were used, and who lived on top of them.
- The site should be preserved so archaeologists can continue to research the site.

**Lesson 15: Cahokia Mounds**

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## *Lesson 15 Exit Ticket (Teacher Version)*

Student responses will vary. Look for specific evidence from the timeline cards in their writing.

Why is it important to preserve Cahokia Mounds?

It is important to preserve Cahokia Mounds because the artifacts and mounds tell us about a great city that flourished over 1,000 years ago. The site helps us understand the past and respect the people who built it. Groups like UNESCO and the Osage Nation are working to protect it for future generations.

## LESSON 16

## Mesa Verde

**EQ** How do we know that first peoples flourished in North America?

**SQ** Why is it important to preserve archaeological sites of first peoples?

## LEARNING OBJECTIVE

Explain Indigenous connections to Mesa Verde and the importance of preserving this archaeological site.

## LANGUAGE OBJECTIVE

Explain Indigenous connections to Mesa Verde in writing using key details and evidence from a video source.

## LESSON OVERVIEW

This lesson provides a third example of an archaeological site of first peoples in North America: Mesa Verde in what is now southwestern Colorado. This time, however, there is a strong oral tradition among Indigenous people today who trace their ancestry back to the time of the Mesa Verde settlement. Unlike Teotihuacan and Cahokia Mounds, which have periods of undocumented history, Indigenous people know that their ancestors migrated from Mesa Verde to the current-day settlements of several Indigenous nations. Students watch a video about Mesa Verde that was produced in collaboration with local Indigenous people and discuss the important connection between the archaeological site and Indigenous communities today.

## LESSON STANDARDS

PS 6, 4.T.2.2, 4.T.2.3, 4.T.2.4, PS 3, SL.4.1

See full text of standards in the Cluster Overview.

## MATERIALS

- [Lesson 16 Slide Deck](#)
- [Mesa Verde Notes Organizer](#)
- [Mesa Verde Notes Organizer \(Teacher Version\)](#)

## VOCABULARY

sacred

## LESSON AT A GLANCE

Component	Time
Introduce Mesa Verde	10
Investigating Sources: Footprints of Our Ancestors	20

## Lesson 16: Mesa Verde

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### Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Mesa Verde Notes Organizer \(Sentence Frames\)](#): Supports written responses to guiding questions by providing sentence frames that students can choose from to structure their explanations.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

#### English Proficiency Levels 1-2:

- Before starting the video, preview the main idea for students: that Indigenous people in the Southwest can trace their ancestors back to ancient times. Students may work with a language-proficient peer or aide to discuss what they notice. Allow students to use single words or bullet points to record initial ideas and then use sentence frames to form complete responses.
- Look Fors: Students should record at least one idea per guiding question. Responses may include single words or one simple sentence using the provided sentence frames.

#### English Proficiency Levels 3-4:

- Provide the scaffolded handout and encourage students to choose one sentence frame to write their response. Allow time for students to discuss their ideas orally before writing. Encourage students to use *sacred* in their response.
- Look Fors: Written responses should include one or two sentences per guiding question using sentence frames with evidence from the video. Responses may use vocabulary like *sacred*, *Indigenous*, and *ancestors*.

#### English Proficiency Levels 5-6:

- Students should be able to use the scaffolded materials and write their responses independently.
- Look Fors: Written responses should clearly explain Indigenous connections to Mesa Verde and the importance of preservation using detailed sentences. Students may use sentence frames or write independently.

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### Lesson 16: Mesa Verde

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## Introduce Mesa Verde (10 minutes)

**Slide 2:** Introduce Mesa Verde National Park. Explain:

- Mesa Verde is an archaeological site in southwestern Colorado.
- Mesa Verde means “green table” in Spanish and was most likely named by a Spanish explorer.
- The site contains cliff dwellings built by Ancestral Pueblo people about 700–800 years ago.

**Slide 3:** Display a photograph of Cliff Palace at Mesa Verde. Explain that this is one of the largest cliff dwellings at Mesa Verde. The Ancestral Pueblo people built these homes into the cliffs.

*Ask: What do you notice about these structures? What might they tell us about the people who built them?*

Give students time to discuss in a Think-Pair-Share format. Guide them to support their ideas with specific details from the image using the following sentence starters:

- *I notice that \_\_\_\_\_. This tells me that the people \_\_\_\_\_.*
- *The structures look \_\_\_\_\_. The people who built this must have \_\_\_\_\_.*
- *One detail I see is \_\_\_\_\_. This shows that the Ancestral Pueblo people \_\_\_\_\_.*

Possible responses:

- I notice that the structures are built into the side of the cliff. This tells me that the people were skilled builders.
- The structures look protected and safe. The people who built these must have wanted protection from weather or enemies.
- One detail I see is many rooms all connected together. This shows that the Ancestral Pueblo people lived together in communities.

**Slide 4:** Introduce a new vocabulary word students will need to know for this lesson: *sacred*.

- Say the word: *sacred*



### LEARN MORE

If students are interested in learning more about the people who first settled Mesa Verde, they may enjoy this article from the National Park Service: [“Ancestral Pueblo People and Their World.”](#)

## Lesson 16: Mesa Verde

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**Cluster 3: Preservation of Archaeological Sites**

- Use the word in context: *Mesa Verde is a sacred place to many Indigenous peoples because their ancestors lived there.*
- Share the student-friendly definition: *considered to be holy and deserving of great respect*
- Engage with the word: *Ask students if they can think of places or things that might be sacred to different people or cultures. Encourage multilingual learners to translate the word into their home language.*
- Add the word to the Word Wall.

**CULTURAL COMPETENCE**

The ancient people who built Mesa Verde have long been called the “Anasazi,” which is a Diné (Navajo) term meaning “ancient enemy.” To better reflect their modern descendants, they are now called Ancestral Puebloans or Ancestral Pueblo people. For a more thorough explanation, read the article “[What Does 'Anasazi' Mean, and Why Is It Controversial?](#)” from the Indian Pueblo Cultural Center.



## Investigating Sources: Footprints of Our Ancestors *(20 minutes)*

**INTRODUCE PURPOSE AND PROCESS**

**Slide 5:** Distribute the [Mesa Verde Notes Organizer](#), one per student. Explain that today we are going to watch a video about Mesa Verde called “Footprints of Our Ancestors” in order to answer two questions:

- *Why is Mesa Verde important to Indigenous peoples?*
- *What can we learn from visiting and studying Mesa Verde?*

**OBSERVE THE DOCUMENT'S FEATURES**

**Slide 6:** Explain that to begin, we will watch the opening clip of the video to understand more about the type of source it is and its features. Play (0:00–0:25), then pause.

Ask: *What do you notice about this video? What features stand out to you?* Possible responses:

**SUPPORT ALL STUDENTS**

For students who would benefit from additional language support, distribute [Mesa Verde Notes Organizer \(Sentence Frames\)](#), which includes sentence frames for each question.

**Lesson 16: Mesa Verde**

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**Cluster 3: Preservation of Archaeological Sites**

- People are speaking, chanting, and singing in another language.
- I see Indigenous peoples dancing.
- I notice the title: “Footprints of Our Ancestors.”

**Slide 7:** Share information about the source:

- **Type of source:** Documentary video (secondary source)
- **Who made it:** Mesa Verde National Park created this video in collaboration with Indigenous people whose ancestors built the cliff dwellings.

Ask: *Why do you think Indigenous people wanted to help create this video about Mesa Verde? What might they want us to understand?*

Give students time to discuss in a Think-Pair-Share format.  
Possible responses:

- To teach us about their ancestors
- To explain why the site is sacred and important to them
- To help us respect and preserve the site

Affirm student responses by explaining that the purpose of this video is to share Indigenous perspectives on why Mesa Verde is important. This video will help answer the Cluster 3 Supporting Question: *Why is it important to preserve archaeological sites of first peoples?*

**READ THE DOCUMENT**

**Slide 8:** Watch an excerpt of “Footprints of Our Ancestors” (0:25–5:55).

- After the excerpt, give students 2–3 minutes to record their initial ideas for the first guiding question: *Why is Mesa Verde important to Indigenous peoples?*
- Then, prompt students to discuss their ideas with a partner.

**Slide 9:** Watch a second excerpt of “Footprints of Our Ancestors” (5:55–9:19).

**Lesson 16: Mesa Verde**

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**Cluster 3: Preservation of Archaeological Sites**

- After the excerpt, give students 2–3 minutes to record their ideas for the second guiding question: *What can we learn from visiting and studying Mesa Verde?*
- Then, prompt students to discuss their ideas with a partner.

**CONNECT TO OUR QUESTION**

**Slide 10:** Remind students that we use different types of sources to learn about the past:

- Physical evidence (artifacts like cliff dwellings, pottery, tools)
- Oral histories and Indigenous knowledge (stories, traditions, wisdom passed down through generations)

Explain that we are going to discuss what we learned today from combining these different types of sources using a discussion strategy called Stand Up, Hand Up, Pair Up:

1. All students stand up.
2. Students mingle and find a partner by putting their hands together in the air.
3. Partners sit down together and put their hands down.

**Slide 11:** Display the Round 1 question: *What did this video (created with Indigenous people) teach us that studying just the archaeological site alone could not?*

- Give students 30 seconds of thinking time.
- Partners discuss for 1 minute.
- Call on two or three pairs to share their thinking.

Possible responses:

- The video told us why the site is sacred to Indigenous people.
- We learned that the people didn't disappear. They migrated and their descendants are still here.
- We learned about the connections between ancient people and modern Indigenous nations.

Repeat the Stand Up, Hand Up, Pair Up protocol.

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**Lesson 16: Mesa Verde**

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**Cluster 3: Preservation of Archaeological Sites**

**Slide 12:** Display the quote: “Movement is part of life.” Share the Round 2 question: *What does this quote from the video tell us about what might have happened to the people of Teotihuacan and Cahokia Mounds?*

- Give students 30 seconds of thinking time.
- Partners discuss for 1 minute.
- Call on two or three pairs to share their thinking.

Possible responses:

- People don’t disappear, so maybe people from Teotihuacan and Cahokia Mounds moved on like the people from Mesa Verde.
- Maybe they joined other people who had settled in other places.

Invite students to return to their seats. Explain that in our next lesson, we will use what we learned about Teotihuacan, Cahokia, and Mesa Verde to answer the Cluster 3 Supporting Question: *Why is it important to preserve archaeological sites of first peoples?*

**Teacher Note: The completed Mesa Verde Notes Organizer can be used as an Exit Ticket.**

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**Lesson 16: Mesa Verde**

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

## *Mesa Verde Notes Organizer (Teacher Version)*

**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?

Mesa Verde is important to Indigenous peoples because Mesa Verde is the home of their ancestors. The site is sacred and special because the spirits of their ancestors are still there.

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

We can learn about the people who built and lived in the homes in Mesa Verde. We can see things like rock art and handprints on the walls that give us clues about the people who lived there long ago.

## LESSON 17

# Putting It Together

**EQ** How do we know that first peoples flourished in North America?

**SQ** Why is it important to preserve archaeological sites of first peoples?

## LEARNING OBJECTIVE

Synthesize evidence from multiple sources to develop and discuss a claim about why it is important to preserve archaeological sites of first peoples.

## LANGUAGE OBJECTIVE

Engage in collaborative discussion by using evidence from multiple sources to develop a claim about why it is important to preserve archaeological sites of first peoples.

## LESSON OVERVIEW

The purpose of this lesson is to provide students with an opportunity to collaborate and discuss ideas from this cluster that will help them answer the Supporting Question: *Why is it important to preserve archaeological sites of first peoples?* Students review what they learned using the class's Inquiry Chart. Then they participate in an Inquiry Circle in which they build on each other's ideas in preparation for the Formative Assessment.

## LESSON STANDARDS

4.T2.2, 4.T2.3, 4.T2.4, PS 6, SL.4.1

See full text of standards in the Cluster Overview.

## MATERIALS

- [Lesson 17 Slide Deck](#)
- [Cluster 3 Inquiry Chart](#)
- [Cluster 3 Inquiry Chart \(Teacher Version\)](#)
- Lesson 14: Teotihuacan Reading
- Lesson 15: Cahokia Mounds Storyboard and Exit Ticket
- Lesson 16: Mesa Verde Notes Organizer

## LESSON AT A GLANCE

Component	Time
Review Learning Documentation	5
Putting It Together	25

### Lesson 17: Putting It Together

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**Cluster 3: Preservation of Archaeological Sites****Plan for English Learner Success**

The following scaffolds can support all students in achieving the lesson objectives:

- [Inquiry Circle Prep \(Frames and Word Bank\)](#): Provides sentence frames for each discussion question and a word bank with key vocabulary to support students in preparing their thinking before Inquiry Circles.
- [Talk Moves Language and Literacy Builder](#): Provides sentence frames for listening and talk moves to help students engage in collaborative discussion during Inquiry Circles.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

**English Proficiency Levels 1-2:**

- Provide the scaffolded Inquiry Circle Prep handout during preparation time. Allow students to use drawings, single words, bullet points, and short phrases on their prep handout. Highlight one sentence frame per question for students to use when preparing their ideas. During Inquiry Circles, provide the Talk Moves LLB and pre-highlight one sentence frame per quadrant for students to use. If possible, give students 2–3 minutes to practice using their sentence frames with you, an aide, or a language-proficient peer before Inquiry Circles begin.
- **Look Fors:** Oral responses should use sentence frames from the prep handout with simple elaboration of ideas and at least one familiar vocabulary word from the word bank (e.g., *preserve* or *sacred*). Students may attempt to use at least one talk move from the LLB.

**English Proficiency Levels 3-4:**

- Provide the scaffolded Inquiry Circle Prep handout during preparation time and guide students to choose relevant sentence frames that match their ideas and use the word bank while preparing. Allow students to use drawings, bullet points, and short phrases on their prep handout. During Inquiry Circles, provide the Talk Moves LLB and encourage students to use these sentence frames to build on peers' ideas or ask questions. If possible, give students 2–3 minutes to practice with a language-proficient peer before Inquiry Circles begin.
- **Look Fors:** Oral responses should use sentence frames with specific evidence from at least one archaeological site. Students should use talk moves from the LLB to add on to peers' ideas or ask for clarification during discussion.

**English Proficiency Levels 5-6:**

- Provide the scaffolded Inquiry Circle Prep handout and Talk Moves LLB as optional references during preparation and discussion. Encourage students to use the sentence frames and word bank if they are helpful.
- **Look Fors:** Students should readily participate in Inquiry Circles with detailed responses that synthesize evidence from multiple archaeological sites. Students should use talk moves naturally to listen, clarify, add on, or challenge ideas respectfully. Oral responses should include academic vocabulary (e.g., *complex society*, *archaeological site*, *sacred*, or *descendants*).

**Lesson 17: Putting It Together**

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**Cluster 3: Preservation of Archaeological Sites****ADVANCE PREPARATION**

Have the class's charts and cluster materials listed above easily accessible for student reflection and discussion.

**Review Learning Documentation** (5 minutes)

**Slide 2:** Review individual student documentation created throughout the cluster. Have students gather and review the following resources they created in this cluster:

- **Teotihuacan Reading**
- **Cahokia Mounds Storyboard**
- **Cahokia Mounds Exit Ticket**
- **Mesa Verde Notes Organizer**

**Slide 3:** Review the additional reference tools created throughout the cluster. Ask students to help identify these items in the classroom: *What did we create together as a class?*

- Unit 2, Cluster 3 Inquiry Chart
- Word Wall

Explain that students will use each of these to reflect back on what they did and learned throughout Cluster 3.

**TEACHING TIP**

Building a classroom organization system that allows students to easily access learning tools and documentation throughout the unit will support their reflection skills and growing independence. Each classroom's system will be different depending on the physical learning space and learners.

**Putting It Together** (25 minutes)

Explain that for the rest of the class, students are going to return to the Cluster 3 Supporting Question and “put together” what they have learned so far about why it is important to preserve archaeological sites of first peoples.

**Slides 4–5:** Present the Unit 2, Cluster 3 Inquiry Chart that the class created in Lesson 13, and remind students of the Cluster 3 Supporting Question:



**Why is it important to preserve archaeological sites of first peoples?**

**Lesson 17: Putting It Together**

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**Cluster 3: Preservation of Archaeological Sites****SUMMARIZE OUR LEARNING AND SHARE OUR INITIAL THINKING**

Read the lesson summaries for the cluster in the “What did we do?” column aloud. If time allows, you can ask students for additional important activities or experiences they remember from the cluster.

**SYNTHESIZE OUR IDEAS AND ANSWER THE SUPPORTING QUESTION**

**Slide 6:** Distribute [Inquiry Circle Prep](#) to each student. Explain to students that they are going to participate in small-group Inquiry Circles to synthesize their learning. They will discuss three questions. Before the Inquiry Circles, they will have an opportunity to prepare their thinking.

Preview the three questions:

- *Think about the three archaeological sites you learned about (Teotihuacan, Cahokia Mounds, Mesa Verde). What’s one detail that stuck with you? What did it teach you about how people lived?*
- *Imagine these three archaeological sites were destroyed or lost. What would we lose? What wouldn’t we know?*
- *Why is it important to preserve archaeological sites of first peoples?*

**SUPPORT ALL STUDENTS**

Provide the [Inquiry Circle Prep \(Frames and Word Bank\)](#) to students who would benefit from additional vocabulary support and sentence frames during the Inquiry Circles. Encourage these students to reference the document when preparing their thinking and during discussions.

**TEACHING TIP**

Provide students with flexibility in how they prepare for discussion. Consider modeling different preparation methods: writing complete responses to reference during discussion, bullet-pointing key ideas or evidence, sketching visual reminders of archaeological sites, or using another method that works for you. Students can then choose the approach that helps them enter the discussion ready to participate.

Encourage students to refer to the following resources as they prepare their thinking:

- **Teotihuacan Reading**
- **Cahokia Mounds Storyboard**
- **Cahokia Mounds Exit Ticket**
- **Mesa Verde Notes Organizer**

**Lesson 17: Putting It Together**

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**Cluster 3: Preservation of Archaeological Sites**

**Slide 7:** Organize the class into groups of 3 or 4 students. Groups can sit in circles on the carpet, move their desks together, or arrange chairs in small circles.

Then, remind students of the discussion expectations:

- Listen carefully to each other.
- Build on what the person before you said.
- Use evidence from your resources.
- Everyone should have a chance to share.

**Slide 8:** Remind students to use talk moves to listen carefully, show what they think, and build on the ideas of others.

**Slide 9:** Facilitate Round 1 of small-group Inquiry Circles. Display the Round 1 question: *Think about the three archaeological sites you learned about (Teotihuacan, Cahokia Mounds, Mesa Verde). What's one detail that stuck with you? What did it teach you about how people lived?*

Before beginning discussion, establish who will share first (e.g., the person sitting closest to the door). Prompt groups to discuss for 5 minutes. Invite one student to begin by sharing what they wrote down. Then invite others to build on those ideas using sentence frames.

Circulate and listen. Encourage the use of sentence frames and reference to materials. At the end of the round, highlight some of the ideas that you heard.

**Slide 10:** Facilitate Round 2 of small-group Inquiry Circles. Display the Round 2 question: *Imagine these archaeological sites were destroyed or lost. What would we lose? What wouldn't we know?*

Prompt groups to discuss for 5 minutes. Invite one student to begin by sharing what they wrote down. Then invite others to build on those ideas using sentence frames.

Circulate and listen. Prompt groups to think about both physical evidence and Indigenous knowledge. At the end of the round, highlight some of the ideas that you heard, making sure to emphasize the different types of evidence that students used to support their claims.

**Slide 11:** Facilitate Round 3 of small-group Inquiry Circles. Display the Round 3 question (the Supporting Question):

**SUPPORT ALL STUDENTS**

Encourage students to refer to their [Talk Moves Language and Literacy Builder](#) as they work on their responses during this activity.

**TEACHING TIP**

Use a timer to signal transitions between discussion rounds. Give students a 1-minute warning before each round ends so groups can wrap up their thoughts. This helps maintain pacing and ensures all groups move through the three rounds together.

**Lesson 17: Putting It Together**

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**Cluster 3: Preservation of Archaeological Sites**

*Why is it important to preserve archaeological sites of first peoples?*

Prompt groups to discuss for 5 minutes. Invite one student to begin by sharing what they wrote down. Then invite others to build on those ideas using sentence frames.

Circulate and listen for:

- Synthesis of evidence across multiple archaeological sites
- Use of specific evidence from handouts
- Building on each other's ideas
- Clear claims about why preservation matters

If time permits after the Inquiry Circles, have one or two groups share one key insight from their Round 3 discussion with the whole class.

**RETURN TO THE INQUIRY CHART**

Finally, revisit the questions students added under the Supporting Question in Lesson 13 as part of their Launching the Question routine.

*Ask: Have any of these questions been answered? Have any new questions come up?*

Give students a few minutes to share their thinking and ideas with the whole group.

**STAMP THE KEY LEARNING**

Preview that students will use ideas they generated in this lesson to support their thinking as they answer the Supporting Question in the next lesson.

**TEACHING TIP**

You know your students best, so for any chart work throughout the unit, feel free to decide if it will be filled out by you transcribing students' responses or students writing on sticky notes to put on the chart.

**Lesson 17: Putting It Together**

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## LESSON 18

## Formative Assessment

**EQ** How do we know that first peoples flourished in North America?

**SQ** Why is it important to preserve archaeological sites of first peoples?

## LEARNING OBJECTIVE

Synthesize evidence from multiple sources to write an evidence-based explanation of why it is important to preserve archaeological sites of first peoples.

## LANGUAGE OBJECTIVE

Use specific details and information from cluster sources to make a claim in writing about the importance of preserving archaeological sites.

## LESSON OVERVIEW

In this Formative Assessment, students are presented with three photographs showing structures from the archaeological sites they studied: Teotihuacan, Cahokia Mounds, and Mesa Verde. Students choose one photograph to analyze in depth, identifying key information about the source and considering its relevance to the Cluster 3 Supporting Question. Then, students synthesize their learning across all three sites to write an explanation of why it is important to preserve archaeological sites of first peoples, using evidence from the photograph they analyzed and their cluster materials.

## LESSON STANDARDS

PS 5, 4.T2.2, 4.T2.4, PS 6, RI.4.1

See full text of standards in the Cluster Overview.

## MATERIALS

- [Lesson 18 Slide Deck](#)
- [Photographs of Archaeological Sites](#)
- [Cluster 3 Formative Assessment Task](#)
- [Cluster 3 Formative Assessment Task \(Teacher Version\)](#)
- Lesson 14: Teotihuacan Reading
- Lesson 15: Cahokia Mounds Storyboard and Exit Ticket
- Lesson 16: Mesa Verde Notes Organizer

## LESSON AT A GLANCE

Component	Time
Introduce the Formative Assessment	5
Formative Assessment	25

## Lesson 18: Formative Assessment

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**Cluster 3: Preservation of Archaeological Sites****Plan for English Learner Success**

The following scaffolds can support all students in achieving the lesson objectives:

- [Cluster 3 Formative Assessment Task \(Circle Options and Frames\)](#): Provides multiple-choice options for identifying source information and sentence frames for written responses.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

**English Proficiency Levels 1-2:**

- Preview the three photographs and guide students to choose the archaeological site they are most familiar with. Before students begin Part 2, help them review their materials from Lessons 14–16 and mark (with sticky notes or highlighting) two pieces of evidence they want to use. Guide students to use at least one of the provided sentence frames.
- **Look Fors:** Students correctly circle options for Questions 1–3. Question 4 includes at least one sentence with a clear idea about what the photograph shows. Part 2 includes a basic claim about why preservation is important (e.g., “to learn about the past” or “the sites are sacred”) with evidence from at least one site.

**English Proficiency Levels 3-4:**

- Before students begin Part 2, have them review their materials from Lessons 14–16 and mark (with sticky notes or highlighting) two or three pieces of evidence they want to use. Guide students to use the provided sentence frames to construct their response.
- **Look Fors:** Questions 1–3 are correct. Question 4 includes two or more sentences with specific details from the photograph. Part 2 includes a clear claim about preservation with at least one reason supported by evidence from at least two sites.

**English Proficiency Levels 5-6:**

- Challenge students to extend beyond sentence frames. After using a frame to start an idea, prompt them to add *because* or *for example* to elaborate.
- **Look Fors:** Question 4 includes a detailed explanation. Part 2 includes a claim with multiple reasons about why preservation is important supported by synthesized evidence from multiple archaeological sites.

**ADVANCE PREPARATION**

Have the class’s charts and cluster materials listed above easily accessible for student reflection and discussion.

Print color copies of the [Photographs of Archaeological Sites](#) that students will analyze.

**Lesson 18: Formative Assessment**

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**Cluster 3: Preservation of Archaeological Sites****Introduce the Formative Assessment** (5*minutes)*

**Slides 2–5:** Remind students of the three archaeological sites they studied in this cluster.

Display photographs of each archaeological site, explaining that at each site we looked at distinct structures that were built by first peoples:

- Teotihuacan: pyramids
- Cahokia Mounds: earthen mounds
- Mesa Verde: cliff dwellings

**Slide 6:** Explain that today, they will choose one of the three photographs to analyze as a source. Then, they will use what they learned about all three sites to answer the Cluster 3 Supporting Question:



**Why is it important to preserve archaeological sites of first peoples?**

**Formative Assessment** (25*minutes)*

The Formative Assessment for Cluster 1 is [Cluster 3 Formative Assessment Task](#).

Students will use [Photographs of Archaeological Sites](#) to complete the assessment.

**Lesson 18: Formative Assessment**

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**Cluster 3: Preservation of Archaeological Sites**

**Slide 7:** Briefly remind students of the kinds of information to identify when analyzing sources:

- What type of source is it?
- What does it show?
- Who made it?
- Where and when was it made?
- Why is it relevant to our inquiry question?

**Slide 8:** Distribute the [Cluster 3 Formative Assessment Task](#) and [Photographs of Archaeological Sites](#). Give students time to select which photograph they want to analyze. You can do this a number of ways:

- Randomly assign each student one photograph.
- Allow students to come up to the front of the classroom and choose one photograph to take back to their seats.
- Provide one set of photographs for groups of 3 and have students divide them up amongst themselves.

Facilitate Part 1 of the Formative Assessment.

- Review the directions on Part 1 of the handout.
- Circulate to monitor progress.

**Slide 9:** Once most students have completed Part 1, bring the class together for a brief discussion. Ask: *How do these photographs help us understand why we should preserve archaeological sites?*

Invite 2 or 3 students who chose different photographs to share their thinking from Question 4. Possible responses:

- The photographs show us what people built long ago.
- They show us how people adapted to different environments.
- Without preservation, we wouldn't be able to see these structures.
- The photographs help us learn about complex societies.

**SUPPORT ALL STUDENTS**

Students who would benefit from further scaffolding during this source analysis and writing task can use the [Cluster 3 Formative Assessment Task \(Circle Options and Frames\)](#) handout.

**Lesson 18: Formative Assessment**

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**Cluster 3: Preservation of Archaeological Sites**

**Slide 10:** Facilitate Part 2 of the Formative Assessment.

- Review the directions on Part 2 of the handout.
- Encourage students to use evidence from the photograph they just analyzed AND from what they learned about other sites in this cluster when writing their response to the Cluster 3 Supporting Question.
- Make students' materials from Lessons 14, 15, and 16 available for reference.
- Circulate to monitor progress.

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**Lesson 18: Formative Assessment**

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## Cluster 3 Formative Assessment Task (Teacher Version)

### 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?

- Teotihuacan: pyramids
- Cahokia Mounds: earthen mounds
- Mesa Verde: cliff dwellings

2. Where are these structures located?

- Teotihuacan: central Mexico
- Cahokia Mounds: Illinois
- Mesa Verde: Colorado

3. When were these structures built?

- Teotihuacan: 2,400 years ago
- Cahokia Mounds: 700–800 years ago
- Mesa Verde: 800–1,200 years ago

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

This photograph shows us that the people who lived at Cahokia were able to move tons of dirt to create these massive mounds. It helps us understand that Cahokia was a complex society. If these mounds were destroyed, we would lose important evidence about how thousands of people lived in North America.

## 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?

Responses will vary. Look for two or three of the following ideas in students' writing:

- It is important to preserve archaeological sites of first peoples because they teach us about complex societies.
- The archaeological sites of Teotihuacan, Cahokia Mounds, and Mesa Verde show us that the people who lived there were able to work together to build large structures. They show us that they probably had religion, government, and specialized jobs.
- Archaeologists are still finding artifacts in archaeological sites like Cahokia Mounds, Teotihuacan, and Mesa Verde. It is important to preserve these sites so we can learn more about these ancient cities.
- Archaeological sites like Mesa Verde are sacred to some Indigenous peoples because they represent connections to their ancestors.

## LESSON 19

# Unit Synthesis

**EQ** How do we know that first peoples flourished in North America?

**SQ** Why is it important to preserve archaeological sites of first peoples?

## LEARNING OBJECTIVE

Use the Know and Wonder Chart and Inquiry Charts to identify important takeaway learnings from each cluster of the unit about first peoples of North America.

## LANGUAGE OBJECTIVE

Share key ideas from each cluster and use details from the unit to answer the unit's Essential Question in a class discussion.

## LESSON OVERVIEW

In the synthesis lesson, students reflect on their learnings throughout the unit. They first revisit their Unit 2 Inquiry Charts in order to discuss and identify one big takeaway per cluster. They then revisit the Unit 2 Know and Wonder Chart. Students consider the Essential Question: *How do we know that first peoples flourished in North America?* and discuss what questions from the “Wonder” column they can now answer. The lesson closes with students working collaboratively to create a class map of evidence showing how first peoples flourished across North America. This map serves as a reference tool students will use during the Summative Assessment.

## LESSON STANDARDS

PS 3, PS 5, 4.T2.1, 4.T2.2, 4.T2.3, 4.T2.4, PS 6, RI.4.1  
See full text of standards in the Cluster Overview.

## MATERIALS

- [Lesson 19 Slide Deck](#)
- [Clusters 1–3 Handouts and Sources List](#)
- Unit 2, Clusters 1–3 Inquiry Charts
- Lesson 1: Unit 2 Know and Wonder Chart

## LESSON AT A GLANCE

Component	Time
Revisit the Unit's Charts	15
Create a Class Map of Evidence of Flourishing	15
Optional Extension: Content Assessment	30

### Lesson 19: Unit Synthesis

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**Cluster 3: Preservation of Archaeological Sites****Plan for English Learner Success**

The following scaffolds can support all students in achieving the lesson objectives:

- [Connect Language and Literacy Builder \(3-5\)](#): Supports linking what students learned in the unit to the Essential and Supporting Questions.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

**English Proficiency Levels 1-2:**

- If possible, pair students with a language-proficient peer for the discussion. Provide one or two simple sentence frames from the LLB for students to use in the unit synthesis discussion.
- **Look Fors:** Oral responses should use the structures provided in the LLB and include simple elaboration of ideas (e.g., adding a familiar adjective to describe a noun).

**English Proficiency Levels 3-4:**

- Pair students with a language-proficient peer, if possible, during the discussion. Encourage students to choose relevant sentence frames from the LLB during the unit synthesis discussion.
- **Look Fors:** Oral responses should include simple sentences using the chosen question stems with some elaboration of ideas (e.g., using new or multiple adjectives, emerging use of clauses).

**English Proficiency Levels 5-6:**

- Students should readily participate in the discussions. Students may choose to use the LLB when working on responses during the unit synthesis discussion.
- **Look Fors:** Oral responses should elaborate or condense ideas through detailed sentences that use more complex grammatical structures (e.g., linking words or phrases, combined clauses).

**ADVANCE PREPARATION**

Ensure that the Unit 2 Inquiry Charts and Unit 2 Know and Wonder Chart are easily accessible.

Determine how you want to organize the material review with students. The [Clusters 1–3 Handouts and Sources List](#) outlines all the materials that will be useful to students when identifying evidence of flourishing.

If you have not already done so, prepare a large map of North America. Ideally, this is poster-sized, so that there is space for students to add sticky notes with evidence of flourishing. You can also use a map of North America from Unit 1.

**Lesson 19: Unit Synthesis**

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**Cluster 3: Preservation of Archaeological Sites****Revisit the Unit's Charts** (15 minutes)

**Slide 2:** Remind students of the Unit's Essential Question:



**How do we know that first peoples flourished in North America?**

Inform students that they will be working to answer this question in today's unit synthesis discussion and later in the unit's Summative Assessment Task.

**Slide 3:** Ask: *What's one big takeaway from each cluster?* Give students a few minutes to share their thinking and ideas with the whole group. Possible responses:

- **Cluster 1:** There are different theories about how first peoples came to North America, including by land and by sea. Indigenous peoples also share migration stories that teach us about their ancestors.
- **Cluster 2:** Archaeologists use artifacts and fossils to learn about how first peoples organized into societies.
- **Cluster 3:** Archaeological sites like Teotihuacan, Cahokia Mounds, and Mesa Verde show us how first peoples lived and flourished. Preserving these sites helps us continue learning about first peoples and honors the sacred places that are still important to Indigenous communities today.

**Slide 4:** Present the **Unit 2 Know and Wonder Chart** from the Unit Kickoff, and give students a few minutes to review it.

- Ask: *Which questions in the "Wonder" column can we now answer?*
- Invite volunteers to answer the questions using what they learned in the unit.
- Validate how much students have learned since the start of the unit!

**Create a Class Map of Evidence of Flourishing** (15 minutes)

**Slide 5:** Explain that today we are going to review all the different types of evidence that show first peoples flourishing in North America.

**SUPPORT ALL STUDENTS**

Encourage students to refer to their [Connect Language and Literacy Builder \(3-5\)](#) during this discussion to support links between their learnings and the inquiry questions.

**Lesson 19: Unit Synthesis**

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**Cluster 3: Preservation of Archaeological Sites**

Review the types of evidence students have studied:

- Fossils
- Artifacts
- Indigenous knowledge
- Archaeological sites

*Ask: What is an example of each type of evidence from this unit? Call on students to share examples.*

**Slide 6:** Project a map of North America. If you started a class map anchor chart in Cluster 3, you can use that one.

Explain that today, students will work together to create a class map of evidence of first peoples flourishing. They will use this map to help them complete the Summative Assessment.

**Slide 7:** Organize the class into groups of 3 students. Distribute the [Clusters 1–3 Handouts and Sources List](#) and three sticky notes per group.

Explain the task:

- Identify three pieces of evidence from the unit.
- Each piece of evidence must be a different type (archaeological site, artifact, Indigenous knowledge, fossil).
- Fill out a sticky note with key information about the piece of evidence (name, type, age/time period, location).

**Slide 8:** Display an example sticky note:

- Hopi origin story
- Indigenous knowledge
- Shared by Hopi people
- Arizona region
- Passed down through generations

Explain that it is okay to not have complete information about a piece of evidence. Some types of evidence don't have exact dates or single locations. The Hopi origin story was passed down and shared by Indigenous people for generations, so we can't write down an age or time period.

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**Lesson 19: Unit Synthesis**

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**Cluster 3: Preservation of Archaeological Sites**

When identifying evidence, students should write down all the information they have.

Give students time to review the relevant unit materials included and complete their sticky notes. Circulate to support groups.

**Slide 9:** Share evidence and build the class map by inviting one group to come to the map and share their first sticky note. Ask:

- *What piece of evidence did you choose?*
- *What type of evidence is it?*
- *Where should it go on the map?*

Place the sticky note on the map. If students are unsure of the location, help them identify it. If there is not one specific location for the piece of evidence, you can put it to the side of the map.

Ask: *Which group has a piece of evidence that hasn't been shared yet?* Call on another group to come up and share a sticky note. Continue to repeat this process until all unique pieces of evidence have been added to the map.

**Slide 10:** Once the map is complete, ask: *What do you notice about the evidence on our map?* Possible responses:

- Evidence is all over North America.
- Evidence shows people lived in many different places and migrated all over the continent.
- Evidence is thousands of years old.

Inform students that they will use this map as a reference as they create their Summative Assessment.

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**Lesson 19: Unit Synthesis**

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## Optional Extension: Content Assessment

(30 minutes)

You can administer the [Extension: Indigenous Societies in North America Content Assessment](#) or specific portions of it as an additional way to assess student understanding of the unit.

The [Extension: Indigenous Societies in North America Content Assessment \(Teacher Version\)](#) has scoring guidance for each section.



### SUPPORT ALL STUDENTS

Be sure to provide the [Extension: Indigenous Societies in North America Content Assessment \(Sentence Frames\)](#) for students who would benefit from the addition of sentence frames.

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### Lesson 19: Unit Synthesis

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

## *Extension: Indigenous Societies in North America*

### *Content Assessment (Teacher Version)*

#### 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

## Map Identification

1. Cahokia Mounds
2. White Sands
3. Beringia
4. Teotihuacan
5. Mesa Verde

## Map Analysis

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

Mexico

7. Beringia is the area between Siberia and Alaska. According to the Land Bridge Theory, how did first peoples use this area to come to North America?

According to the land bridge theory, first peoples used the Beringia land bridge to migrate to North America.

## 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 and 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 at White Sands tell us that humans were in North America 10,000 years earlier than previously believed.

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 they discover new evidence. For example, the White Sands discovery proved that the land bridge theory could not be accurate, since the ice sheets melted 14,000 years ago, and people were in North America over 23,000 years ago.

## 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>
	"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 shows us the actual cliff dwellings built by the Ancestral Pueblo people. The dwellings were built into the sides of cliffs and had many rooms. Source B tells us these dwellings were built between AD 1150 and 1300 and could have up to 1,000 rooms on multiple stories. Using both sources helps us because the photograph gives us direct evidence of what was built, while the article explains what that evidence means and helps us understand how people actually lived there.

## Administration and Grading Guidance

*This assessment is intended to have a variety of flexible options for administration. You may choose to use portions of it as Formative Assessments or in-class review throughout the unit. Alternatively, you may choose to administer some or all of it at the conclusion of the unit as a content-focused Summative Assessment alongside the Summative Assessment Task. The notes below are intended to help focus your feedback to students and to provide one possible way of assigning points to each section of the assessment.*

## Scoring Guidance

### Section 1: Geography and Map Analysis (9 points)

- 1 point for each correctly identified location
- 2 points for each written response

### Section 2: Vocabulary (10 points)

- 2 points for each correct answer

### Section 3: Social Studies Past and Present (8 points)

- 4 points for each written response

### Section 4: Paragraph Response (7 points)

- 1 point for each correct multiple choice response
- 5 points for the written response

**Total possible: 34 points**



## **SUMMATIVE ASSESSMENT**



# Indigenous Societies of North America

## ASSESSMENT PACING

### Lesson 20

Task 1

### Lesson 21

Task 2

## Assessment Overview

This Summative Assessment pulls together concepts from throughout the unit and asks students to create a poster to illustrate their response to the unit's Essential Question: *How do we know that first peoples flourished in ancient North America?* Students select three pieces of evidence from different regions and societies studied in the unit. For each piece of evidence, they identify key source information including the type of evidence (such as archaeological sites, artifacts, oral tradition, or fossils), the location, and the society or people it came from. Students mark the locations of their evidence on a map of North America and create evidence boxes that explain how each piece of evidence shows that first peoples flourished.

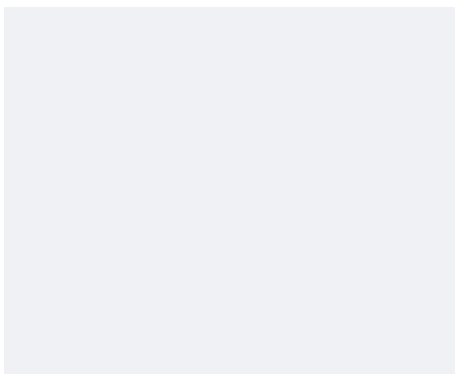
## Assessment at a Glance

Students create an annotated map poster that shows evidence of how first peoples flourished in North America. Then, they participate in a Gallery Walk to observe different types of evidence and discuss patterns of flourishing across North America.

## Advanced Preparation

### Day 1

- Determine how you want students to work on the Summative Assessment (individually, pairs, etc.).
- Collect the resources in the materials list from previous lessons to support students with recalling evidence of first peoples flourishing. Ensure that all materials are accessible for students to reference during the assessment.
- Prepare art materials for students to create their posters, including poster paper or large construction paper, glue sticks, scissors, colored pencils or markers, and rulers (for drawing lines from map to evidence boxes).
- Optional: Set up digital devices if students will create digital posters and prepare a digital template if needed.

**Summative Assessment****Day 2**

- Be sure to have student posters from Lesson 20 displayed around the room before the lesson begins.

**Assessment Focus Standards**

**Practice Standards:** PS 3, PS 5, PS 6

**Content Standards:** 4.T2.1, 4.T2.2, 4.T2.3, 4.T2.4

**Literacy Standards:** W.4.2b

## LESSON 20

# Summative Assessment, Day 1

## Teacher Notes

In this lesson, students build off their work from the Unit Synthesis lesson to create a poster that answers the Essential Question. In Lesson 19, students worked collaboratively to create a class map that shows evidence of flourishing. In Lesson 20, students go deeper by selecting evidence based on its relevance to the inquiry question, explaining how each piece of evidence shows flourishing, and synthesizing patterns across different societies.

## MATERIALS

- [Lesson 20 Slide Deck](#)
- [Summative Assessment Task](#)
- [Summative Assessment Task Checklist](#)
- [Summative Assessment Task \(Teacher Version\)](#)
- [Indigenous Societies of North America Rubric](#)
- Lesson 19: Class Map
- Lesson 19: Clusters 1–3 Handouts and Sources List

## Facilitate the Summative Assessment Task

*(30 minutes)*

**Slide 2:** Display the class map created in Lesson 19.

Explain that in the previous lesson, students gathered evidence showing how first peoples flourished across North America and created a class map. They chose from a variety of evidence, including archaeological sites, artifacts, fossils, and Indigenous knowledge from different locations and time periods.

**Summative Assessment**

Inform students that today they will create their own poster that answers the Essential Question. They will choose three pieces of evidence to include on their map, and they should make careful choices about which evidence to include.

*Ask: Look at our class map. We have a lot of evidence here. How will you decide which pieces of evidence to choose for YOUR poster?*

Allow 2 or 3 students to share initial ideas. Possible responses:

- I'll choose evidence that clearly shows flourishing.
- We can choose based on the type of evidence.

**Slide 3:** Review criteria for selecting evidence:

- Where is this evidence from? What society or people does it represent?
- What type of evidence is it? Do I have at least two types of evidence?
- When was it created? What time period does it represent?
- Why is this evidence relevant? Does it clearly show how first peoples flourished?

**Slide 4:** Model analyzing source information to determine relevance.

Example: White Sands footprints

- This is one of the few examples of fossil evidence we've looked at in this unit. That makes it unique.
- This is also the oldest evidence that shows the presence of people in North America. That makes it very interesting and important for understanding when people arrived in North America.
- However, footprints show that people traveled through this area, but they don't show much about how first peoples flourished.
- We might want to choose evidence that more clearly shows characteristics of complex societies.

**TEACHING TIP**

Students can create digital posters using Google Slides, Google Drawings, or Canva for Education. Provide a template with a map of North America already inserted to save time.

**Summative Assessment**

**Slide 5:** Introduce the Summative Assessment Task. Distribute the [Summative Assessment Task](#) and the [Summative Assessment Task Checklist](#).

Review the task with students:

- Select three pieces of evidence from different locations and societies.
- Include at least two different types of evidence (archaeological site, artifact, Indigenous knowledge, fossil).
- Choose evidence that best answers the Essential Question.
- For each piece of evidence, identify key information and explain how it shows evidence of flourishing.
- Create a map poster that represents your evidence.

You may want to show students what their task might look like when completed. You can either create your own exemplar or you can show them the [Summative Assessment Task \(Teacher Version\)](#).

**Slide 6:** Direct students to available resources:

- Class map from Lesson 19
- Unit resources from all three clusters (refer to [Clusters 1-3 Handouts and Sources List](#))
- Class Inquiry Charts and Know and Wonder Chart

Ensure students have access to the materials they will need to complete the task:

**SUPPORT ALL STUDENTS**

Some students may benefit from the word bank found in the [Summative Assessment Task \(Word Bank\)](#). Distribute the version of the handout that you think is most appropriate for each student.

**TEACHING TIP**

Using a visible timer can help students pace themselves through the 30-minute work period. Consider announcing time checkpoints (e.g., “At this point, you should be beginning your poster”) to keep students on track.

**Summative Assessment**

- Scissors
- Glue sticks
- Poster paper
- (Optional) Colored pencils / markers
- (Optional) Printed images of artifacts / sites from the unit that students can cut and paste

**Slide 7:** Organize students into pairs for the task. Pair students together who collaborated successfully during earlier unit activities. Strategic pairing ensures students can support each other effectively.

Facilitate work time. Remind students to use their **Summative Assessment Task Checklist** to track their progress.

**TEACHING TIP**

Provide printed photographs of key artifacts and archaeological sites that students can cut out and paste onto their posters. For students who finish creating their map poster early, allow them to add illustrations or images to represent each piece of evidence they selected.

## LESSON 21

# Summative Assessment, Day 2

## Teacher Notes

In this lesson, students share and reflect on the map posters they created in Lesson 20. Through a Gallery Walk, students examine their classmates' work, identify patterns in evidence of flourishing across different societies, and synthesize their learning about first peoples in North America. This lesson provides an opportunity for students to celebrate their work and deepen their understanding of the Essential Question through peer discussion and whole-class reflection.

## MATERIALS

- [Lesson 21 Slide Deck](#)
- Lesson 20: Summative Assessment Task

## Gallery Walk and Peer Discussion (15 minutes)

**Slide 2:** Explain to students that they will now have the opportunity to look at the posters their classmates created and discuss what they notice.

Assign each pair to examine one poster (not their own). Directs pairs to look at their assigned poster and discuss using sentence frames:

- *I notice they chose \_\_\_\_, which is relevant because \_\_\_\_.*
- *One piece of evidence is \_\_\_\_, which shows flourishing because \_\_\_\_.*
- *One similarity I notice between our poster and theirs is \_\_\_\_.*
- *One difference I notice between our poster and theirs is \_\_\_\_.*

After each pair has discussed their assigned poster together, invite each pair to share one observation about their poster with the whole class. Continue until all pairs have shared.



## TEACHING TIP

As pairs discuss, circulate and listen for students' ability to identify patterns and articulate how evidence shows flourishing. This is a key moment to informally assess understanding, particularly for MLLs who may demonstrate knowledge more fully through discussion than written work. Give targeted feedback on discussion habits and use follow-up questions to probe thinking.

## Summative Assessment

## Whole-Class Discussion and Reflection (15 minutes)

**Slide 3:** Facilitate a whole-class discussion to celebrate students' learning and identify patterns in evidence of flourishing across North America.

Guiding questions:

- *What patterns did you notice?*
- *How did different societies show evidence of flourishing in similar ways?*
- *How did different societies show evidence of flourishing in different ways?*
- *What does this tell us about first peoples in North America?*

Provide sentence frames to support discussion:

- *I noticed \_\_\_\_.*
- *Many posters showed \_\_\_\_.*
- *One difference that I saw was \_\_\_\_.*



### SUPPORT ALL STUDENTS

Encourage students to refer to their [Talk Moves Language and Literacy Builder](#) as they work on their responses during this activity.

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...*

---

---

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...*

---

---

---

## 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:**



**SUPPLEMENTAL RESOURCES**





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

# Resources for Educators

As you prepare to teach this unit, we encourage you to deepen your own understanding of the content you will be covering with students. Throughout the lesson plans, sidebars highlight opportunities for you to learn more about various topics and historical events being covered, including links to a wide range of external resources. This document provides a complete list of these linked resources and a brief description of each to support your continued learning.

## Cluster 1: The Arrival of First Peoples in North America

Author	Resource	Use
<b>Lesson 1</b>		
DESE	<a href="#"><u>Background Brief: Indigenous Societies of North America</u></a>	The Background Brief was designed to support educators in developing content knowledge before teaching this unit.
Buckiewicz, Amanda	<a href="#"><u>Ice Age Footprints Suggest North America's First Peoples Were Here Earlier Than We Thought</u></a>	Article about the implications of the discovery of fossilized footprints in White Sands National Park
<b>Lesson 2</b>		
CBC Radio	<a href="#"><u>Indigenous Archaeologist Argues Humans May Have Arrived Here 130,000 Years Ago</u></a>	Article and podcast about the book by Indigenous archaeologist Dr. Paulette Steeves (Cree-Métis), "The Indigenous Paleolithic of the Western Hemisphere," which argues that first peoples may have arrived in North America closer to 130,000 years ago
<b>Lesson 3</b>		
Caffrey, Cait	<a href="#"><u>Scientific Theory</u></a>	Academic article that describes the definition and characteristics of a scientific theory and summarizes notable eras of scientific theorizing

Merriam-Webster

**[Did You Know? The Difference Between Hypothesis and Theory.](#)**

Dictionary explanation of the distinctions between "hypothesis" and "theory" in scientific usage

**Lesson 4**

Hilleary, Cecily

**[Native Americans Call for Rethink of Bering Strait Theory](#)**

Article that summarizes the debate over where and when first peoples came to North America and unpacks evidence from linguists, geologists, geneticists, and Indigenous accounts

Sterritt, Angela

**[B.C. Indigenous People React to the Resurfacing of Two Migration Theories](#)**

Article about reactions in Indigenous communities of British Columbia about the origins and migrations of Indigenous people to North America

**Lesson 5**

Native Knowledge 360°

**[Celebrating Native Cultures Through Words: Storytelling and Oral Traditions](#)**

Web page with guidance, activities, and resources to support the use of Indigenous stories and oral tradition in educational contexts

Montana Historical Society

**[The Bering Strait Controversy](#)**

Guidance for teachers on how to frame that there are multiple valid ways to learn about the lives of ancient peoples (oral tradition, archaeology, and anthropology)

## Cluster 2: Evidence of Ancient Cultures

**Author****Resource****Use****Lesson 8**

Radley, Dario

**[World's First Vehicle? Archaeologists Uncover 22,000-Year-Old Tracks in New Mexico](#)**

Article with photographs about the discovery at White Sands National Park of drag marks that provide evidence of early transport technology

**Lesson 9**

## Resources for Educators

Santucci, Vincent L. and Weeks, Don	<a href="#"><u>The Intersecting Crossroads of Paleontology and Archaeology: When Are Fossils Considered Artifacts?</u></a>	Article examining similarities and differences between the fields of paleontology and archaeology with examples of artifacts from national parks that hold relevance for both fields
Mann, Charles C.	<a href="#"><u>The Clovis Point and the Discovery of America's First Culture</u></a>	Article about discoveries of Clovis points in 1,500 locations across North America
<b>Lesson 10</b>		
Gush, Matt	<a href="#"><u>13,000 Year Old Crystal Clovis Point Found in Kansas</u></a>	Video featuring archaeologist Donald Blakeslee describing the discovery of a Clovis point made out of clear quartz crystal
Historic Ipswich	<a href="#"><u>The Bull Brook Paleo-Indian Discovery</u></a>	Blog post with images and a video about the discovery of an ancient Indigenous settlement at Bull Brook in Massachusetts
Callaghan, Michael L. and Williams, Lana	<a href="#"><u>Examining Complex Societies</u></a>	Chapter about key characteristics of complex societies from the book "Exploring Our World: Biological and Archaeological Principles of General Anthropology"
Shana, Brown	<a href="#"><u>American Indian History Timeline Since Time Immemorial to CE 1450</u></a>	Extensive timeline of Indigenous history that spans 120,000 BCE to 1500 CE

### Cluster 3: Preservation of Archaeological Sites

Author	Resource	Use
<b>Lesson 13</b>		
Crow Canyon Archaeological Center	<a href="#"><u>Archaeological Dating</u></a>	Tutorial with diagrams showing different methods of archaeological dating, including dendrochronology, radiocarbon dating, archaeomagnetic dating, and stratigraphic dating

## Resources for Educators

Crow Canyon Archaeological Center

[What Is Indigenous Archaeology—and What Does it Mean for Crow Canyon?](#)

Web page with statement and resources about what it means to practice Indigenous archaeology by elevating Indigenous knowledge, values, and goals

### Lesson 15

HistoricSitesIHPA

[Cahokia Mounds State Historic Site](#)

Introductory video for the Cahokia Mounds State Historic and World Heritage Site

Seppa, Nathan

[Ancient Cahokia: Metropolitan Life on the Mississippi](#)

Article about the ancient people and culture of Cahokia

### Lesson 16

National Park Service

[Ancestral Pueblo People and Their World](#)

Pamphlet for Mesa Verde National Park with information and illustrations about the Ancestral Pueblo people and culture

Indian Pueblo Cultural Center

[What Does 'Anasazi' Mean, and Why Is It Controversial?](#)

Explanation of why the term "Anasazi" is outdated and should not be used in reference to the Ancestral Pueblo people



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

# Picture Book List

This list contains grade-appropriate, content-aligned books that could be used alongside this unit. Some units contain books that appear directly in lesson activities or as part of lesson extension activities, while others are suggestions from Investigating History teachers and could supplement instruction by being taught in a literacy block, added to a classroom library, or read aloud as a whole class. Teachers should review any materials they use with students, including the books on this list, which does not constitute an endorsement or recommendation by DESE.

## Recommended Books (Not in the Curriculum)

Author	Title
Ashley Fairbanks	<a href="#"><u>This Land: The History of the Land We're On</u></a>
Suzanne Greenlaw and Gabriel Frey	<a href="#"><u>The First Blade of Sweetgrass</u></a>
Traci Sorrell	<a href="#"><u>We Are Still Here!: Native American Truths Everyone Should Know</u></a>