

Section 1

Step-by-Step Instruction

Review and Preview

Students have completed the Chapter Prereading Guide. Now they will learn about the first people in the Americas, how they learned to farm, and the civilizations they built.

Section Focus Question

How did early civilizations develop in the Americas?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: Early American farming communities grew into cities, and as cities developed, civilizations arose. The Mayas, Aztecs, and Incas built major civilizations in Central and South America.*)

Prepare to Read

Build Background Knowledge

L2

Before students open their books to this section, read aloud the first sentence in Background Knowledge: “Tens of thousands of years ago, no humans lived in North or South America.” Then ask: **Where do you think the first people in the Americas came from, and how did they get here?** (*Students may hypothesize that the first people came to the Americas from one of the other continents, particularly Asia or Europe; they may suggest that they came by boat or by a land route that no longer exists.*) Use the Idea Wave participation strategy (TE, p. T24) to encourage brainstorming.

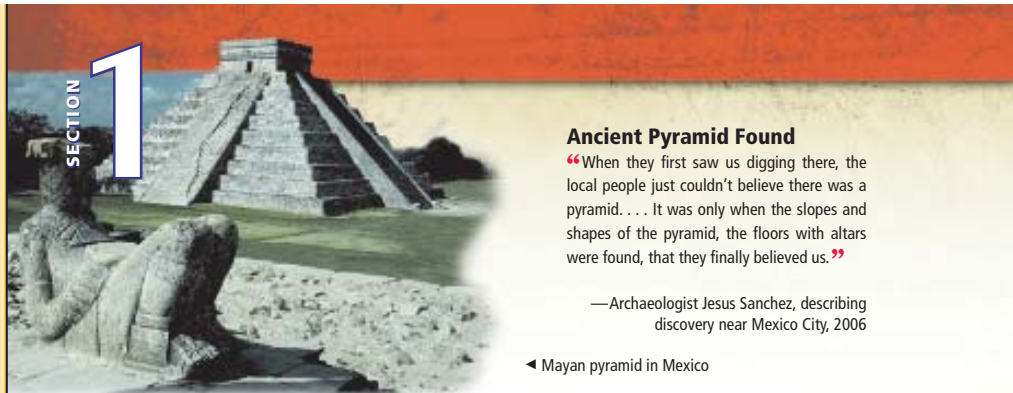
Set a Purpose

L2

- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements as True or False.

All in One Teaching Resources, Unit 1, Reading Readiness Guide, p. 16

- Have students discuss the statements in pairs or groups of four, then mark their worksheets again. Use the Numbered Heads strategy (TE, p. T24) to call on students to share their group’s perspectives. The students will return to these worksheets later.



Ancient Pyramid Found

“When they first saw us digging there, the local people just couldn’t believe there was a pyramid. . . . It was only when the slopes and shapes of the pyramid, the floors with altars were found, that they finally believed us.”

—Archaeologist Jesus Sanchez, describing discovery near Mexico City, 2006

◀ Mayan pyramid in Mexico

The Earliest Americans

Objectives

- Understand how people may have first reached the Americas.
- Find out how people learned to farm.
- Explore the civilizations of the Mayas, Aztecs, and Incas.

Reading Skill

Preview Before Reading The first step in active reading is to preview the text. Read the Prepare to Read information. Scan all the headings and side-margin notes. Read the captions and look at the illustrations. Finally, read the questions that appear at the section’s end.

Key Terms

glacier
irrigate

surplus
civilization

Why It Matters Tens of thousands of years ago, no humans lived in North America or South America.

Section Focus Question: How did early civilizations develop in the Americas?

The First Americans

Scientists have various ideas about how people came to the Americas. Some think that people may have come from Asia in large canoes. However, most think that the first humans arrived by land.

The Land-Bridge Theory Between 10,000 and 100,000 years ago, much of the world was covered by **glaciers, or thick sheets of ice**. As more and more of the world’s water froze, the level of the oceans dropped. Areas that once were covered by shallow water became dry land. One of these areas stretched between Siberia and Alaska. It became a bridge of land many miles wide. The area now lies under a narrow waterway called the Bering Strait.

The land bridge may have appeared and disappeared several times. However, many scientists believe that people first came to North America between 20,000 and 30,000 years ago. They were hunters, possibly following the coast of Siberia as they hunted prehistoric mammals such as the woolly mammoth. Over thousands of years, hunting bands moved over the land. They eventually spread across North America and South America.

Other Theories Not everyone agrees with the land-bridge theory. Some scientists think that people may first have crossed the arctic waters by boat and traveled southward along the Pacific coast. This idea is known as the coastal-route theory.

Differentiated Instruction

L1 English Language Learners **L1** Less Proficient Readers **L1** Special Needs

Listen/Speak-Ask/Answer To provide listening and speaking practice, encourage students to read parts of the section aloud. When they are comfortable, they can tape-record their reading. Then, have pairs of students work together to question each

other about what they have read. Students should switch roles frequently so that each partner has a chance to ask and answer a number of questions. This questioning session also can be taped. Review tapes with students.

Learning to Farm For centuries, early humans could fill most of their needs by hunting. Game animals provided food, furs for clothing, and bones for tools.

In time, many of the larger animals began to disappear. **Deprived** of their main source of food, hunters had to change their ways of life. In many places, hunters became gatherers. They traveled from place to place, searching for wild plants and small game.

Some 8,000 years ago, gatherers in Mexico began growing food plants, including squash and lima beans. The discovery of farming transformed life. No longer did families have to wander in search of food. In dry regions, farmers developed methods of irrigation. **Irrigation is a method to water crops by channeling water from rivers or streams.** Farmers also learned how to raise animals such as cattle, pigs, and llamas.

With a more dependable food supply, the population grew more rapidly. Once Native Americans produced **surplus, or extra**, food, they traded with others. Some farming communities grew into cities. The cities became centers of government and religious life.

Checkpoint How do scientists think people first reached the Americas?

Vocabulary Builder
deprive (dee PRĪv) *v.* to take away

Preview Before Reading
Preview the matter on the following pages under the heading "Three Civilizations." What do the subheadings, images, and captions tell you?

The First Americans Arrive

MAP MASTER Skills Activity

Scientists think the first people arrived in the Americas about 10,000 to 100,000 years ago.

(a) **Interpret a Map** According to the land-bridge theory, what body of water did Asians cross to reach the Americas?

(b) **Draw Inferences** Why do you think the population continued to spread southward?

MapMaster Online
For: Interactive map
Visit: PHSchool.com
Web Code: mvp-1011

KEY

- Glaciers
- Land bridge
- Land-bridge theory
- Coastal-route theory

0 km 1,000
0 miles 1,000
Azimuthal Equal-Area Projection

Section 1 The Earliest Americans 7

Vocabulary Builder

Use the information below to teach students this section's high-use words.

High-Use Word Definition and Sample Sentence

deprive, p. 7 *v.* to take away
People who were enslaved were **deprived** of their freedom.

reside, p. 8 *v.* to live; to make one's home in
The people who **reside** in a city or state make up its population.

p. 6

Instruction

L2

Vocabulary Builder Before teaching this section, preteach the High-Use Words **deprive** and **reside** before reading, using the strategy on TE p. T21.

Key Terms Create a three-column See It-Remember It chart on the Key Terms.

Have students write the terms in the first column, find and copy the definitions in the second column, and use the terms in sentences in the third column. Monitor their work and provide assistance as needed.

■ Read *The First Americans* with students using the Structured Silent Reading strategy (TE, p. T22).

■ Ask: **How did the ways of life of the earliest Americans change over time?** (In addition to hunting, early people began growing food plants.)

■ Discuss how farming led to the growth of cities. Emphasize that because people no longer had to travel in search of food, they could build settlements.

Independent Practice

Have students begin to fill in the Study Guide for this section.

Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure they understand how the first people came to the Americas and learned to farm. Provide assistance as needed.

Answers

Checkpoint Most scientists believe that the first people arrived by land.

Reading Skill The subheadings, images, and captions tell that the Mayas, Aztecs, and Incas built civilizations.

MapMaster Skills Objective (a) Bering Sea (b) Possible answers: They moved into unpopulated

Explore More Video

Discovery School Video

Show the video *Tenochtitlán and the Aztecs* to tell the story of the rise and decline of Aztec civilization and to explain the role religion played in the lives of the Aztecs and the peoples in their empire.

Three Civilizations

p. 8

Instruction


L2

- Have students read Three Civilizations. Remind students to look for details to answer the Section Focus Question.
- Ask: **What marked the rise of civilizations in the Americas?** (*the development of cities*)
- Ask: **What are some basic features of advanced civilizations in the Americas?** (*large cities, development of arts and science, system of government, written language, religious beliefs, transportation networks, and engineering for construction, agriculture, and water supply*)
- Display the transparency to review the civilizations of the Maya, Aztec, and Inca.

Color Transparencies, Early Civilizations in The Americas

Independent Practice

Have students complete the Study Guide for this section.

 **Interactive Reading and Notetaking Study Guide,** Chapter 1, Section 1 (Adapted Version also available.)

Monitor Progress

- As students fill in the Notetaking Study Guide, circulate to make sure they understand the development and features of the Mayan, Aztec, and Inca civilizations.
- Tell students to fill in the last column of the Reading Readiness guide. Probe for what they learned that confirms or invalidates each statement.

 **Teaching Resources, Unit 1,** Reading Readiness Guide, p. 16

Answer

Draw Conclusions The layout of the city has been carefully planned with roadways to make transportation to the mainland easy.

8 Chapter 1



Explore More Video

To learn more about the Aztec Empire, view the video.

Tenochtitlán The Aztecs built their capital city of Tenochtitlán on a group of islands in the middle of a lake. The center of the city was dominated by a huge temple (inset). **Critical Thinking:** **Draw Conclusions** How does this picture support the idea that the Aztec society was highly organized?



Three Civilizations

With the development of cities came the beginnings of civilization. A **civilization is an advanced culture in which people have developed cities, science, and industries.** Over the centuries, several civilizations rose and declined in the Americas. The largest were the civilizations of the Mayas, the Aztecs, and the Incas.

Mayas Between A.D. 250 and A.D. 900, the Mayas built cities in what is now Mexico and Central America. These splendid cities contained large public plazas lined with pyramids, temples, ball courts, and palaces.

The Mayas did more, however. They developed arts, a system of government, and a written language. They also observed the stars. From their study of the heavens, they created the most accurate calendar known until modern times. They also carved stories of their past and their gods into the stones of their buildings.

Around A.D. 900, the Mayas began to abandon their cities. Why this happened remains a mystery. Disease or overpopulation may have caused the decline. Although the Mayan civilization is gone, the Mayan language still forms the root of more than 20 languages of Central America.

Aztecs As Mayan civilization declined, a new civilization was on the rise. The Aztecs built a great capital city, Tenochtitlán (tay noch tee TLAHN), on the site of present-day Mexico City. It was built on a series of islands in a large lake. The city was connected to the mainland by stone roadways. In many parts of Tenochtitlán, farmers raised crops on floating platforms. More than 200,000 people resided in Tenochtitlán at its height, making it perhaps the largest city in the world at that time.

Vocabulary Builder
reside (ree zīd) **v.** to live; to make one's home in

8 Chapter 1 Roots of the American People

Differentiated Instruction

L3 Advanced Readers

Write a Report Tell students to imagine that they are returning from the far reaches of the Incan empire. Have students research and write a report to deliver to the emperor. Remind students to focus their research on the Incan way of life. Tell students to include details about Incan culture.

L3 Gifted and Talented

Create a Diorama Tell groups of students to use the library or Internet to find illustrations of Tenochtitlán. Using the illustrations as a guide, groups should create a diorama of the city as it looked in 1500. Tell students to include these features: causeways, canals, floating platforms, markets, temples, and a palace.

The center of the city was a sacred place with dozens of temples that honored the Aztec gods. This was appropriate because religion dominated Aztec life. To the Aztecs, prosperity depended on the good will of the gods. Like a number of other ancient peoples, the Aztecs practiced human sacrifice as an offering to their gods.

During the 1400s, Aztec armies brought half of modern-day Mexico under their control. The Aztecs proved to be effective but harsh rulers. Conquered tribes were forced to send treasure, food, and prisoners to the Aztec capital. The Aztecs forced the people they conquered to pay high taxes. Resentful subjects would eventually turn on the Aztecs when the empire most needed allies.

Incas In the 1400s, the largest empire was not in Europe or Asia. It was in South America. The vast empire of the Incas stretched down the coast of South America along the Andes, across the Atacama desert, and reached the fringes of the Amazon rain forest.

At the center of the empire was the Inca capital, Cuzco (KOOS koh). Cuzco was linked to other cities and towns by a great network of roads. A Spaniard who traveled the main Inca highway called it “the finest road to be seen in the world.”

The Incas constructed buildings of huge stones carefully shaped to fit together. Their engineers built walls to hold soil in their fields, canals to carry water, and bridges over deep canyons. The Incas produced fine weavings and metalwork. Inca rulers wore gold and silver jewelry, and their palaces contained plates of gold.

Checkpoint Where were the Aztec and Inca civilizations located?

Looking Back and Ahead Most Native Americans did not live in large cities like Tenochtitlán or Cuzco. In the next section, you will learn about the ways of life of people north of Mexico.



Figure of an Inca ruler or priest

Progress Monitoring **Online**
For: Self-test with instant help
Visit: PHSchool.com
Web Code: mva-1011

Section 1
Check Your Progress

Comprehension and Critical Thinking

- (a) List** Name one skill that people had to learn in order to grow crops.
(b) Identify Benefits What benefits could farmers get from learning to raise animals?
- (a) Define** What is a civilization?
(b) Apply Information How did the Mayas and Aztecs fit that definition?

Reading Skill

- Preview Before Reading** Preview Section 2. Read its headings, study its images and captions, and review its questions. Tell what you think Section 2 will be about. Use the headings to identify the text organization. How can you use this information to plan your reading?

Key Terms
 Answer the following questions in complete sentences that show your understanding of the key terms.

- How did the growth of **glaciers** affect water levels in the ocean?
- Why was learning about **irrigation** important for farmers?
- What are the advantages of having a **surplus** of crops?

Writing

- Outline a paragraph in response to the following question: How did early civilizations use industry and science to improve their way of life? Then, list four or five supporting details. Next, write a concluding sentence.

Assess and Reteach

Assess Progress L2

Have students complete Check Your Progress. Administer the Section Quiz.

Teaching Resources, Unit 1,
 Section Quiz, p. 24

Reteach L1

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying question.

Interactive Reading and Notetaking Study Guide, Chapter 1,
 Section 1 (Adapted Version also available.)

Extend L3

Have students use the Internet to learn how archaeologists discovered that the Aztec city of Tenochtitlán was located on the site of present-day Mexico City. Tell students to focus on artifacts and other physical evidence archaeologists uncovered. Students may share their findings with the class in an oral report. Encourage students to include images in their report. Provide students with Web Code below.

Extend **Online**
For: Extend Online
Visit: PHSchool.com
Web Code: mvd-0107

Progress Monitoring Online

Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

Answer

Checkpoint The Aztec civilization was in Central America, and the Inca civilization was in South America.

Section 1 Check Your Progress

- (a)** how to plant and irrigate crops
(b) Possible answers: They would not have to move around to hunt animals; some animals could be used for transportation.
- (a)** an advanced culture in which people have developed science and industries
(b) The Mayas observed the stars and studied the heavens and used their knowledge to create a very accurate calendar; the Aztecs used science to

- improve their farming. They planted crops on floating platforms. They built roads to allow access to their capital city, which was one of the largest cities in the world at its peak.
- Possible answer: Section 2 will be about the Mayan, Aztec, and Inca civilizations; I can compare and contrast features of the three civilizations as I read.
 - Water levels fell as glaciers grew.
 - Farmers could bring water from rivers and streams to irrigate crops and did not have to wait for rain to water them.

- Possible responses: Surplus crops can be traded for other things you want or need; you can feed more people; some people can live in cities and do work other than farming.
- Answers will vary, but should include specific details from the text, such as the detail about how the Mayas used their observations of the heavens to make a calendar.