

U.S. HISTORY 1

WHAT IS EXPLORED IN THIS CHAPTER?

This chapter develops students' understanding of the early cultures of North America. It discusses archeology, locations of American Indians' homelands, and how American Indians used the resources in their environment. For the exact knowledge that is expected, refer to the SOL Essential Knowledge listed on page 2.

WHERE COULD WE GO TO ENHANCE WHAT MY CHILD IS LEARNING?

- **Alexandria**
Archeology Museum
- **Hampton**
University Museum
- **Amherst**
Monacan Ancestral Museum
- **Saltville**
Museum of Middle Appalachians
- **Natural Bridge**
Native American Village Complex
- **King William**
Pamunkey Indian Museum
- **Martinsville**
Virginia Museum of Natural History
- **Washington, D.C.**
Museum of the American Indian



WHAT QUESTIONS SHOULD I ASK TO HELP MY CHILD PREPARE FOR THE TEST?

These are the SOL Essential Questions for this standard. The answers are on the next page.

- Why is archaeology important?
- Where is one of the oldest archeological sites in the United States located?
- In which areas did the American Indians live?
- How did geography and climate affect the way American Indian groups met their basic needs?
- How did the American Indians use natural, human, and capital resources?

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WHAT WOULD BE HELPFUL TO DISCUSS WITH MY CHILD?

Tie what your child is learning about at school into an experience he or she has had. This will make the information more meaningful and easily remembered at test time. Discuss these topics at dinner or in the car:

- Reflect on any family trips to museums or parks where you have seen artifacts.
- If you have friends or family members who live in the regions discussed, have your child call them to ask about any remaining evidence of American Indian cultures in the area.
- Discuss how your family uses natural, human, and capital resources.
- Talk about how homes around America today still differ by region, and find connections to the American Indian practices.
- Ask your child if he or she has ever noticed certain special kinds of fruits and vegetables that you serve at different times of the year, such as apples in the fall, or watermelon in the summer.

ESSENTIAL KNOWLEDGE FOR CHAPTER TWO (USI.3)

The student will demonstrate knowledge of how early cultures developed in North America by:

a) Describing how archeologists have recovered material evidence of ancient settlements including Cactus Hill:

- Archaeologists study human behavior and culture through the recovery and analysis of artifacts.
- Scientists are not in agreement as to when and how people entered the Western Hemisphere.
- **Cactus Hill** is located on the Nottoway River in southeastern Virginia.
- Evidence that humans lived at Cactus Hill as early as 18,000 years ago makes it one of the oldest sites in North America.

b) Locating where the American Indians (First Americans) lived and settled, with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodland (Iroquois).

- American Indians lived in all areas of North America.
- **Inuit** inhabited present-day Alaska and northern Canada. They lived in Arctic areas where the temperature is below freezing much of the year.
- **Kwakiutl** homeland includes the Pacific Northwest coast, characterized by a rainy, mild climate.
- **Lakota** people inhabited the interior of the United States, called the Great Plains and characterized by dry grasslands.
- **Pueblo** tribes inhabited the Southwest in present-day New Mexico and Arizona, where they lived in desert areas and areas bordering cliffs and mountains.
- **Iroquois** homeland includes northeast North America, the Eastern Woodland, which is heavily forested.
- Members of these tribes live in their homelands and in many areas of North America today.

c) Describing how the American Indians used the resources in their environment.

- In the past, American Indians fished, hunted, and harvested crops for food. Clothing was made from animal skins and plants. Their shelter was made of resources found in their environment (e.g. sod, stones, animal skins, wood).
- **Types of Resources:** Natural resources—come directly from nature; human resources—people working to produce goods and services; capital resources- goods produced and used to make other goods and services
- **Natural Resources:** American Indians fished in the rivers, hunted animals, and grew crops.
- **Human Resources:** People who fished, made clothing, and hunted animals were examples of human resources.
- **Capital Resources:** The canoes, bows, and spears were examples of capital resources.