

# Quest for the Earliest Americans

**Grade Level:** Technology and third grade

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**Length of Unit:** 5 sessions with each session lasting 45 minutes.

## I. ABSTRACT

This unit will introduce *WebQuests*. A *WebQuest* is an inquiry-oriented activity in which the information used by the student is collected from the World Wide Web. *WebQuests* focus on using the information and supports students thinking at the levels of analysis, synthesis and evaluation. Participants will understand what a *WebQuest* is, learn how to find topic or unit specific *WebQuests*, learn ways to use a *WebQuest* in their classroom or computer lab and explore *Quest for the Earliest Americans*. The *WebQuest* that will be used for this unit enriches the “Earliest Americans” content for third grade.

## II. OVERVIEW

### A. Concept Objectives:

1. Students will understand the history of the Earliest Americans
2. Students will identify the main idea in a source of historical information [Poudre School District Grade 3 History Standard 2; Colorado Department of Education Grade 3 History Standard 2.2]
3. Students will use the Internet to access information. [Poudre School District Technology Grade 3 Technology Standard 2.4]

### B. Content

1. During the Ice Age, nomadic hunters cross what was a land bridge from Asia to North America (now the Bering Strait). [Core Knowledge Sequence, Grade 3, pg. 71, 1999]
2. Different peoples, with different languages and ways of life, eventually spread out over the North and South American continents. [Core Knowledge Sequence, Grade 3, pg. 71, 1999]
3. These early people include: Inuits (Eskimos), Anasazi (pueblo and cliff dwellers) and Mound Builders. [Core Knowledge Sequence, Grade 3, pg. 71, 1999]

### C. Skill Objectives

1. Students will distinguish between the ways of life of different Early American populations.
2. Students will recognize the relationship between the physical environment and Early American cultures.
3. Students will conduct research using the World Wide Web. [Poudre School District Grade 3 Technology Standard 2.4]
4. Students will be a responsible member of a *WebQuest* Team.
5. Students will develop note-taking skills. [Poudre School District Grade 3 Technology Standard 1.1]
6. Student will use a teacher prepared format to include the amount and type of information. [Poudre School District Grade 3 Technology Standard 1.1]

## III. BACKGROUND KNOWLEDGE

### A. For Teachers:

1. It is highly recommended that teachers familiarize themselves with *Quest for the Earliest Americans* (see resource list for URL) prior to using this unit.
2. Background knowledge about the Ice Age, Inuit, Anasazi and Mound Builders.
3. Instructors should be experienced in navigating on the World Wide Web.

4. Instructors should be familiar with using an LCD projector or other monitor viewing equipment.
  5. For culminating experiences, the instructor should be familiar with using either the *HyperStudio*® multimedia presentation program and know how to download items from the Internet and save work on a hard drive, disk or file server. Instructors may create their own template for use with a different presentation program. The *WebQuest* includes a *HyperStudio*® template for student use.
  6. See **Resources**
- B. For Students:
1. Student should be comfortable using a computer and the mouse.
  2. Student should have previous experience using the scroll bar.
  3. Knowledge of the 7 continents and major oceans. [Core Knowledge Sequence, kindergarten and grade 1, pg. 47, 1999]
  4. Geography of North and South America [Core Knowledge Sequence, Grade 2, pg.51, 1999]
  5. Knowledge about the Ice Age, hunters and nomads. [Core Knowledge Sequence, Grade 1, pg.29, 1999]

#### IV. RESOURCES

- A. Alexander, Bryan and Cherry. *What Do We Know About the Inuit?* New York: Peter Bedrick Books, 1995. 0-87226-380-0.
- B. *Core Knowledge Sequence*. Charlottesville, VA: Core Knowledge Foundation, 1999. 1-890517-20-8.
- C. Hakim, Joy. *History of Us: The First Americans; Prehistory - 1600*. New York: Oxford University Press, 1999. 0-19-512751-X.
- D. Liptak, Karen. *Indians of the Southwest*. New York: Facts on File, 1991. 0-8160-2385-9.
- E. Peterson, David. *The Anasazi*. Chicago: Children's Press, 1991. 0-516-01121-9.
- F. *Quest for the Earliest Americans* URL:  
<http://www.psd.k12.co.us/staff/lwells/nativequest>
- G. Younkin, Paula. *Indians of the Arctic and Subarctic*. New York: Facts on File, 1992. 0-8160-2391-3.

#### V. LESSONS

##### **Lesson One: Introduction to the *WebQuest***

- A. *Daily Objectives*
  1. Concept Objective
    - a. Students will use the Internet to access information.
  2. Lesson Content
    - a. During the Ice Age, nomadic hunters cross what was a land bridge from Asia to North America (now the Bering Strait).
  3. Skill Objectives
    - a. Students will be a responsible member of a *WebQuest* team.
    - b. Learning how to connect to the Internet
    - c. Learning how to navigate between websites
    - d. Recognizing the different style of links.
- B. *Materials*
  1. One computer with Internet access for each *WebQuest* team.
  2. One LCD projector or other monitor viewing equipment.
  3. One research chart for each *Webquest* team.
  4. One pencil for each *WebQuest* team.

C. *Key Vocabulary*

1. link - Text or graphic that will connect to a designated web site when clicked on with the browser tool.
2. browser - Tool used to navigate through a web site. The mouse icon will change to a hand or browser when it is placed on a link.
3. URL - Universal Resource Locator, the address for a website.
4. rubric - Chart identifying the grading scale for a specific project.
5. Inuit – People who live near the arctic.
6. Anasazi – Navajo word meaning “ancient one”. 200 – 1300 AD
7. Mound Builder – This Native American population built skillfully shaped mounds of earth in the areas they settled.
8. Beringia - the land bridge that connected Siberia and Alaska. It existed only during the periods of widespread glaciation, when ice caused the sea level to drop as much as 300 feet. Between Ice Ages, Beringia is the floor of the Bering Sea.

D. *Procedures/Activities*

1. Prior to the first lesson, the instructor will divide the class into predetermined teams with 3 students per team.

Using a computer, LCD projector and screen:

2. The instructor will introduce/review with the students how to connect their workstation to the Internet.
3. The instructor will show students how to recognize a link by the color of the text and the change in browser tool from an arrow to a hand.
4. The instructor will review the location of the forward and back buttons on the menu bar and use of the scroll bar.
5. After this review, the instructor will assign members of *WebQuest* team and have the teams gather together. [*Quest for the Earliest Americans Step 1*]
6. The instructor will show the *Quest for the Earliest Americans* home page using the LCD projector and read the Introduction, Task 1, Task 2, Step 1 and Step 2 to the entire class. The teams will complete Task’s 1 and 2 (Step’s 1 and 2) during this lesson.
7. The instructor will discuss the presentation rubric and teamwork rubrics to the class using the links on the *Quest for the Earliest Americans*.
8. The instructor will answer questions regarding the *WebQuest* and their tasks. At this time, explain that each team member will have an opportunity be the “navigator” (operate the mouse and keyboard), “information hunter” (find the important facts from the research” and “gatherer” (record information on the research chart). These jobs will change daily.
9. Each *WebQuest* team will spend the last 10 minutes of class selecting the Native American population they will be researching and determining team roles.
  - a. house builder
  - b. food provider
  - c. travel arrangementsEach team member will fill one of these roles during the duration of the *WebQuest*. [*Quest for the Earliest Americans, Step’s 2 and 3*]
10. The team will record team member names and circle the population they have chosen on the research chart and then hand in the chart until the next class.

E. *Assessment/Evaluation*

1. Through observation the instructor will assess the group dynamics to make sure that students are participating appropriately.

## Lesson Two: The Quest Begins

### A. Daily Objectives

1. Concept Objective
  - a. Students will use the Internet to access information.
  - b. Students will identify the main idea in a source of historical information.
2. Lesson Content
  - a. Different peoples with different languages and ways of life, eventually spread out over the North and South American continents.
  - b. These early people include: Inuits (Eskimos), Anasazi (pueblo and cliff dwellers) and Mound Builders.
3. Skill Objectives
  - a. Students will distinguish between the ways of life of different Early American populations. [Core Knowledge Sequence, Grade 3, pg. 71, 1999]
  - b. Students will develop note-taking skills. [Poudre School District Grade 3, Technology Standard 1.1]
  - c. Students will use the Internet to access information. [Poudre School District Grade 3, Technology Standard 2.4]
  - d. Student will use a teacher prepared format to include the amount and type of information. [Poudre School District Grade 3, Technology Standard 1.1]

### B. Materials

1. One computer with Internet access for each *WebQuest* team.
2. One research chart for each *WebQuest* team (started in Lesson 1).
3. One pencil for each *WebQuest* team.

### C. Key Vocabulary

Vocabulary and definitions are available on the key vocabulary page of *Quest for the Earliest Americans* <http://www.psd.k12.co.us/staff/lwells/nativequest/vocab.html>

1. babich - Rawhide strips used for dog harnesses, whips, thongs, rope and the webbing snowshoes and fishnets.
2. Beringia - the land bridge that connected Siberia and Alaska. It existed only during the periods of widespread glaciation, when ice caused the sea level to drop as much as 300 feet. Between Ice Ages, Beringia is the floor of the Bering Sea.
3. kayak - a closed skin boat built for one or two person.
4. kiva - an underground chamber in which men meet and boys learn the traditions of the tribe.
5. pit-cooking - a common method of cooking in the southwest. A pit was dug, and lined with stones. Then a fire was started over the stones.
6. "Three Sisters" - main crop of the Mound Builders. The "Three Sisters are corn, beans and squash.
7. thrive - to grow well; healthy.
8. tributary - a stream that flows into a larger stream or other body of water.
9. umiak - a larger, open skin boat that carries several people; the larger umiak was necessary for hunting large animals such as walruses, sea lions and whales.

### D. Procedures/Activities

#### DAY ONE

1. Students will gather in their *WebQuest* teams.
2. Remind the students about the grading rubrics for this project which they can view within the *WebQuest*.
3. Students will spend the next 2 minutes of class deciding who will be the "information hunter", "gatherer" and "navigator" for the day (these roles change daily). It is recommended that the student hold the job of "information hunter" for the day their

specific topic is being researched. For example, if the group is going to research housing for this lesson, the home builder should have the job of “information gatherer”.

4. The instructor will walk the teams through the steps of connecting to the Internet and opening the *Quest for the Earliest Americans* home page. The “navigator” will be in charge of these steps.

The teams will work independently on their *WebQuest* research filling out the research chart as they find the information. The “gatherer” will be recording the information.

Links for research are located below Step 4. [*Quest for the Earliest Americans Step 4*]

5. The instructor will be a resource for answering questions, guiding group dynamics and checking on progress.
6. At the end of the class time, students will log off the Internet and hand in their research charts.

#### DAY TWO: The Quest Continues

1. Students will gather in their *WebQuest* teams.
2. Remind the students about the grading rubrics for this project which they can view within the *WebQuest*.
3. Students will spend the next 2 minutes of class deciding who will be the "information hunter", "gatherer" and "navigator" for the day (these roles change daily). It is recommended that the student hold the job of “information hunter” for the day their specific topic is being researched. For example, if the group is going to research housing for this lesson, the home builder should have the job of “information gatherer”. The instructor will check in with each team to insure that each team member is serving a different role from day one.
4. Continue with procedures 4 – 6 from day one.

#### DAY THREE:

1. Continue with *WebQuest* activities (Repeat day 2).

#### E. *Assessment/Evaluation*

1. Through observation the instructor will assess the group dynamics to make sure that all students are participating appropriately.
2. At the end of Day Three, a completed research chart will indicate that a team is ready to move on to the culminating activity.

### **Lesson Three: Completing the Quest**

#### A. *Daily Objectives*

1. Concept Objective
  - a. Students will understand the history of the Earliest Americans.
2. Lesson Content
  - a. Inuit, Anasazi and Mound Builders.
  - b. During the Ice Age, nomadic hunters cross what was a land bridge from Asia to North America
  - c. Different people with different languages and ways of life, eventually spread out over the North and South American continents.
  - d. The environment influenced the way of life.
3. Skill Objectives
  - a. Students will distinguish between the ways of life of different Early American populations. [Core Knowledge Sequence, Grade 3, pg. 71, 1999]
  - b. Students will recognize the relationship between the physical environment and Early American cultures.
  - c. Students will be a responsible member of a *WebQuest* team.

#### B. *Materials*

1. One computer with Internet and printing access for each *WebQuest* team.

2. One research chart for each *WebQuest* team.
  3. Poster Board (one piece for each student)
  4. Drawing materials (markers, crayons, pencils, rulers etc.)
  5. Teamwork rubric (printed from *WebQuest*)
  6. Pencil for each student.
  7. Wide cellophane or packing tape.
  8. *HyperStudio*® application installed on workstations for students choosing the Multimedia presentation option.
  9. *HyperStudio*® template from *The Quest for the Earliest Americans*  
<http://www.psd.k12.co.us/staff/lwells/nativequest/>  
 To download the template, Aladdin Stuffit Expander is needed. This program can be downloaded using the link on the *Quest for the Earliest Americans* site. The link will connect the user to the Aladdin home page. Follow the appropriate download directions for the computer in use.
- C. *Key Vocabulary*  
 Vocabulary and definitions are available on the key vocabulary page of *Quest for the Earliest Americans*  
<http://www.psd.k12.co.us/staff/lwells/nativequest/vocab.html>  
 See *Lesson Two* for a complete list.
- D. *Procedures/Activities*
1. Students will gather in their *WebQuest* teams.
  2. The instructor will review with the students the presentation rubric. If desired, a printed copy of the rubric may be handed out to each team as a reference. The instructor will review the expectations for the project and the project options. [*Quest for the Earliest Americans Step 4*]
  3. Each team will spend 3 - 5 minutes choosing their team project. Once the decision has been made, students may begin their project. [*Quest for the Earliest Americans Step 5*]
  4. For the Poster Project:  
 Each poster section should include drawings and text that demonstrate the facts the students have learned from their research project. Each team member will create the poster section for his or her individual role. For example, the student in charge of transportation will create the transportation section of the poster.
    - a. Each team member will be given a piece of 11 X 17 poster board.
    - b. The students will work on their poster using the research chart for reference.
    - c. When all three sections of a poster are complete, the instructor will connect the sections together.
  5. For the Multimedia Presentation Project:  
 Each card should include an illustration and text that demonstrate the facts the students have learned from their research project. Each team member will create the card for his or her individual role. For example, the student in charge of transportation will create the transportation card for the *HyperStudio*® presentation.
    - a. Each team member will download the *HyperStudio*® template from the *WebQuest* to his or her own workstation.  
<http://www.psd.k12.co.us/staff/lwells/nativequest/>  
 Click on the computer slideshow link. The template will be downloaded to the workstation.
    - b. The students will work on their *HyperStudio*® card using the research chart for reference.
    - c. The instructor should review the drawing tools and steps for entering text in to the existing text box.

- d. When finished, have students save their work in the designated location.
  - e. When a team has completed their individual cards, the instructor will link the cards together creating one *HyperStudio*® stack for each team.
6. When students have completed their project, they may print a copy of the Teamwork Rubric from *Quest for the Earliest Americans* and complete the rubric. [*Quest for the Earliest Americans Step 6*]  
<http://www.psd.k12.co.us/staff/lwells/nativequest/teamrubric.html>  
 Students will hand the rubric in when completed.
- E. *Assessment/Evaluation*
- 1. When all presentations are completed, each team member will complete their individual teamwork rubric.
  - 2. The instructor will evaluate each team's presentation using the Presentation Rubric.  
<http://www.psd.k12.co.us/staff/lwells/nativequest/presrubric.html> A rubric will be completed for each student on their portion of the project.
  - 3. The instructor will provide the students with an individual grade and if desired, a teamwork grade based on the students Teamwork Rubric and the instructor's observations.

## VI. CULMINATING ACTIVITY

- A. During another class time, each team will present their final project to classmates. Posters may be presented orally or displayed in the classroom. *HyperStudio*® projects should be presented using an LCD projector or other monitor viewing equipment. Other presentation options a teacher may wish to offer their students include:
- 1. Write a fictional story about their early American population that includes the facts the students have learned from their research. The story may be hand written or word processed and illustrated with either hand-drawn graphics or computer graphics. Allow two 45-minute sessions to create and illustrate the story. A third session may be used for students to share their work.
  - 2. Each team creates a diorama of their early American population. The facts the students have learned from their research would be visually shared in the details of the project. The Presentation Rubric would work for evaluating either of these alternatives.

## VII. HANDOUTS/STUDENT WORKSHEETS

- A. Earliest Americans Research chart is available at  
<http://www.psd.k12.co.us/staff/lwells/nativequest/researchcht.html>
- B. Teamwork Rubric is available at  
<http://www.psd.k12.co.us/staff/lwells/nativequest/teamrubric.html>
- C. Presentation Rubric is available at  
<http://www.psd.k12.co.us/staff/lwells/nativequest/presrubric.html>
- D. *HyperStudio*® template is available at  
<http://www.psd.k23.co.us/staff/lwells/nativequest>

## VIII. BIBLIOGRAPHY

- A. Alexander, Bryan and Cherry. *What Do We Know About the Inuit?* New York: Peter Bedrick Books, 1995. 0-87226-380-0.
- B. *Core Knowledge Sequence*. Charlottesville, VA: Core Knowledge Foundation, 1999. 1-890517-20-8.
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- E. Peterson, David. *The Anasazi*. Chicago: Children's Press, 1991. 0-516-01121-9.
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<http://www.psd.k12.co.us/staff/lwells/nativequest>
- G. Younkin, Paula. *Indians of the Arctic and Subarctic*. New York: Facts on File, 1992. 0-8160-2391-3.