

Day 2

Social Studies – Read the article “The Earliest Americans” and complete the Build Your Map Skills page and Extinct Animals of North America page.

Language Arts – Draw a self-portrait of yourself in the center of a piece of paper. Write a simile that describes parts of yourself. You must have at least 6 similes. For example, I would point to my hair and say “My hair is as red as a tomato.” **Reminder:** a simile is a comparison of two things using like or as.

Science- Help! My rose plant is no longer able to carry out photosynthesis, meaning that it can't make its own food anymore. Create an alternate system to keep my rose plant alive. Develop a new system and parts of the plant that will help it be able to obtain nutrients using pictures and descriptions.

Math – Look through old magazines and newspapers for 15 numbers that have decimals. Cut out and paste the numbers onto paper in least to greatest order. Use the cut-out numbers to make up five word problems dealing with addition, subtraction, or multiplication. Make a separate key for the problems. Staple the problems and the key to the construction paper.

The Earliest Americans

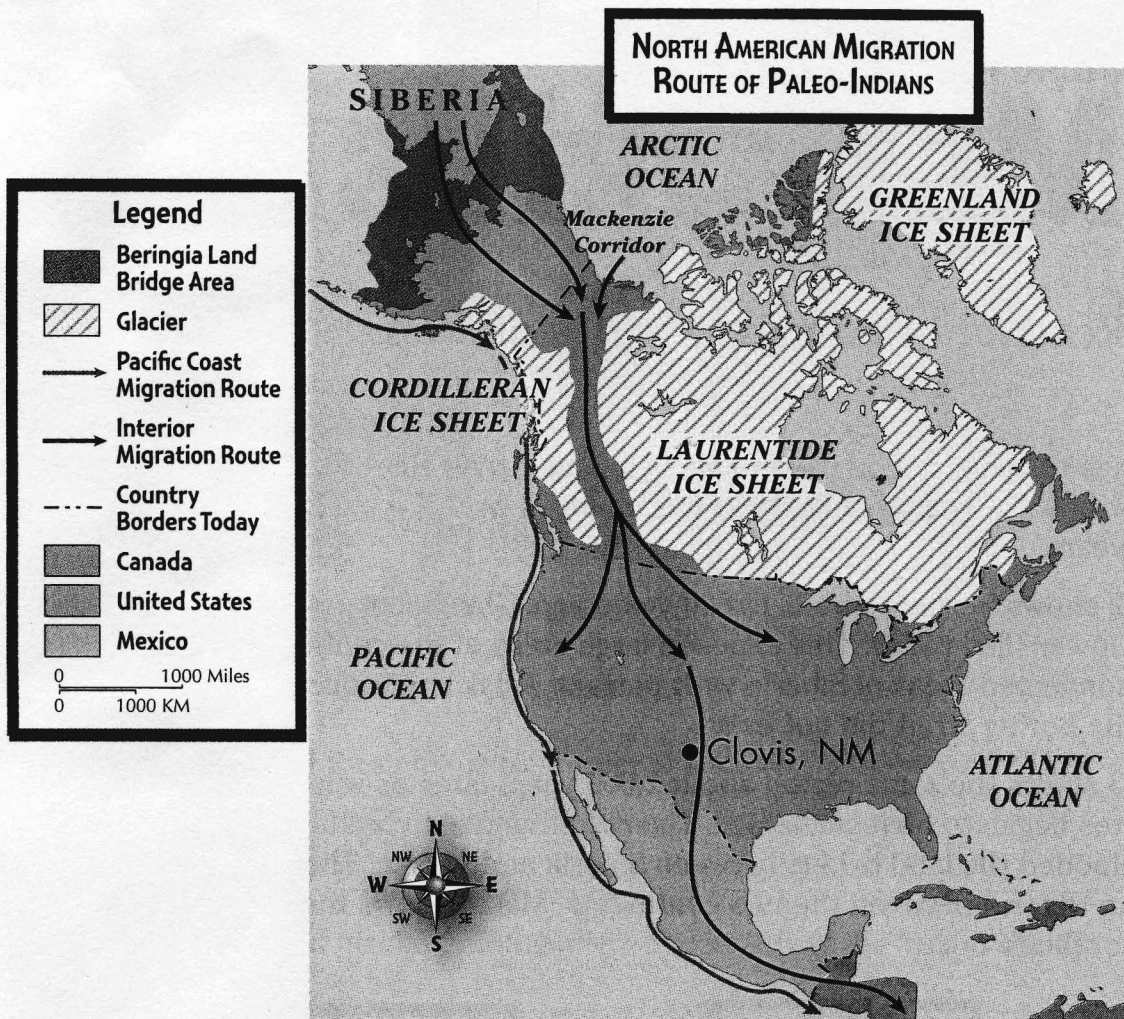
Did you ever wonder in what kind of homes the first Americans lived or what kind of food they ate? Anthropologists and archaeologists devote their lives to answering such questions. **Anthropologists** are scientists who study all aspects of human beings, such as their society and culture.

Archaeologists are scientists who use physical evidence and artifacts to analyze human cultures.

Scientists generally agree that no people lived in the Americas before about 12,000 years ago. Around 30,000 years ago, large **glaciers** (huge, slow-moving masses of ice) covered much of North America. Sea levels then were much lower than they are today.

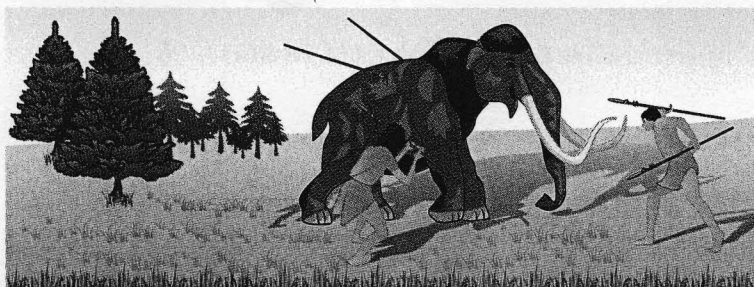
Because sea levels were so low, large regions of the continental shelf—which were previously underwater—became dry land. This includes the area now beneath the Bering Sea. Called *Beringia* (see Map 1), this land bridge connected the northeastern tip of Siberia and the western edge of Alaska. People and animals could travel from Siberia to North America through Beringia.

About 12,000 years ago, many scientists speculate that an ice-free corridor, called the *Mackenzie Corridor*, had opened in the continental interior as the warming climate melted the great ice sheets. This allowed Paleo-Indians to migrate into North America from Siberia. Some scientists think that Paleo-Indians also used another travel route along the Pacific coast.



Map 1

How do scientists know what happened so long ago? One way is by finding and studying what the ancient people left behind. One important archaeological site is at Clovis, New Mexico, where scientists discovered stone spear points next to the bones of large, extinct animals, such as bison and mammoth. This indicates that a group of Paleo-Indians hunted there. Named after the site where their tools were found, they are called Clovis hunters. The Clovis people hunted bison, horse, deer, elk, mastodon, mammoth, and small game. They also ate berries, nuts, seeds, and roots.



Clovis hunters stalk a woolly mammoth.

Build Your

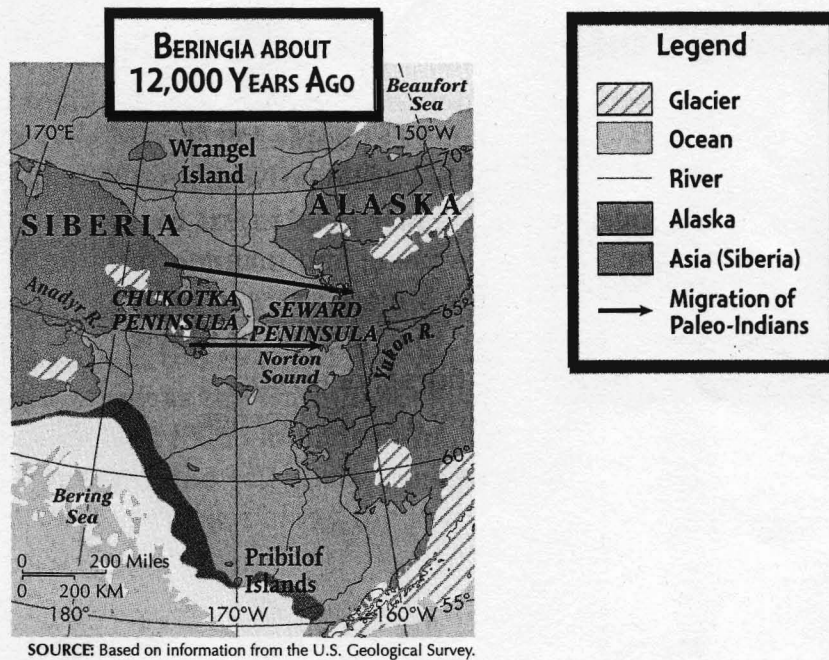
Map Skills

Read and Compare a Series of Maps

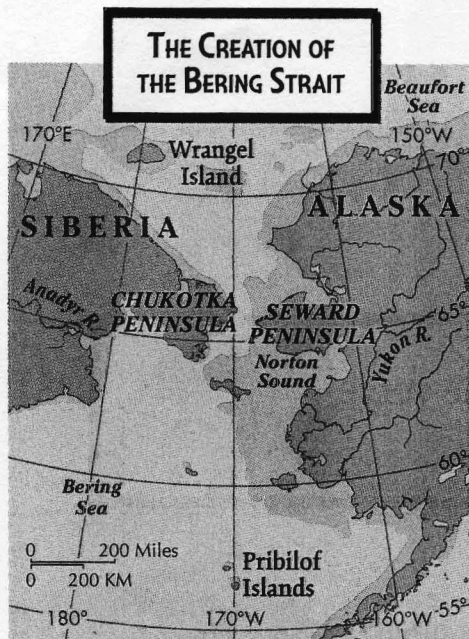
A series of maps can be used to show changes over time. Maps 2, 3, and 4 show how the region of Beringia has changed over the past several thousand years.

Map 2 shows Beringia about 12,000 years ago. The global sea level was much lower than today. This exposed large areas of the continental shelf and connected areas of Siberia with parts of Alaska not covered by glaciers. The Bering Strait did not exist.

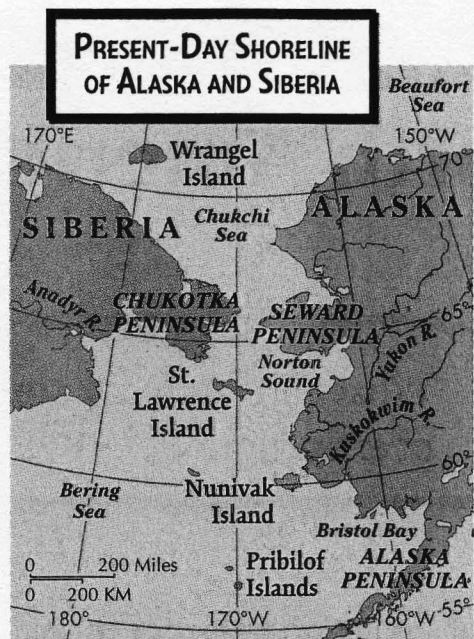
Map 3 shows the same region about 2,000 years later, as warmer temperatures began to melt glacial ice. The resulting rise in sea level gradually flooded the land bridge between Siberia and Alaska. The Bering Strait began to form between the two continents. Map 4 shows the region's present shorelines.



Map 2



Map 3



Map 4

Use the three maps to answer the following questions.

1. In which body of water is Wrangel Island located?

2. How did glacial melting affect the length of the Yukon River?

3. Besides the Bering Strait, name three new landforms caused by glacial melting at Beringia.

4. Besides the Bering Strait, name two new water forms caused by glacial melting at Beringia.

5. Look at Map 4. Between what two major lines of longitude is the Seward Peninsula? (If necessary, see Appendix page 97 for information about latitude and longitude.)




Extinct Animals of North America


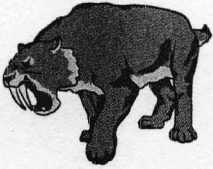


Something to Think About

What animals today are on the verge of extinction?

The Paleo-Indians in North America encountered a number of animals that are extinct today. A type of animal is said to be **extinct** when it no longer exists. Paleo-Indians hunted many of these animals for food. Other animals were hunters themselves.

Refer to Appendix pages 98–99 to find information to complete the following table on extinct North American animals. The left column of the table shows a picture of each animal. First, find the animal in the appendix and write its name in the table's second column. In the third column, write some information about the animal. For example, you could record information about its size, how it lived, how the Paleo-Indians interacted with it, or when and how it became extinct.

Extinct Animal	Name of Animal	Description of the Animal
	Ice-Age bison	This type of bison was almost twice as big as today's bison. Smaller bison took its place about 7,000 years ago.
		
		

Extinct Animal	Name of Animal	Description of the Animal
		
		
		
		

Now that you have completed the table, use the library to find the name of one North American animal that is currently endangered. (An **endangered** animal is in danger of becoming extinct.) Use the following worksheet to collect information about the animal you choose.

Name of animal: _____

Scientific name of animal: _____

Animal's characteristics: _____

How endangered is this animal (how many are left)? _____

Why is this animal endangered? _____

What is being done to help save this animal? _____