

Teacher's Guide for DIG™ :America's 1st Cities

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Teacher's Guide prepared by: Lois Sepahban, B.A., M.A. Lois has taught students of all ages from kindergarten to high school. She teaches and writes in California.

The Mother City (8-11)

Reading for Understanding

1. How were the people of Caral able to live in a desert? *They irrigated the land and were able to grow crops of sweet potatoes, beans, pumpkins, and guava.*
2. What two key artifacts were missing from the excavation sites at Caral? *Pieces of ceramics and evidence of warfare.*
3. How did the people of Caral store and cook food? *They used hollowed out gourds or rocks as pans to roast their food.*
4. Why is it important that there were no weapons, fortifications, prisons, or tortured bodies found at Caral? *Archaeologists believe that the people of Caral never fought a war.*

Map Skill: Trade Routes

Supplies:

Map of Peru

Colored pencils or markers

Label Caral on the map of Peru. Draw a green arrow from the coast to Caral. Label the arrow "Sardines and Anchovies." Draw a red arrow from Caral to the coast. Label this arrow "Cotton."

Discussion: Caral became a center of trade. How was its location important? *It was close to the coast and the rainforests. People around Caral could come there to trade with each other.*

Picture Perfect (12-15)

Reading for Understanding

1. What shapes were used to make the earthworks? *Geometric and animal shapes.*
2. What caused most of the earthworks to disappear? *Early settlers plowed the land for farming, and later communities paved over them.*
3. How were the earthworks recreated? *A team of specialists led by John Hancock recreated them on computers.*
4. How did ancient people use the earthworks? *To keep track of the cycles of the moon, as landscape markers, as ceremonial centers, as boundary markers, and as areas of marriage and burial rituals.*

Art Skill

Supplies:

White construction paper

Colored pencils or markers

Visit www.earthworks.uc.edu/index.htm to see 3-D representations of the earthworks. After exploring the web site, students should draw an earthworks design of their own.

Let's Meet at Iqaluktuuq! (16-18)

Reading for Understanding

1. Where is Iqaluktuuq? *On Victoria Island in Canada.*
2. Why did the Dorset people meet at Iqaluktuuq during the summer? *Dependable food sources, especially char.*
3. What did the Dorset people do while at Iqaluktuuq? *Exchanged information, traded, found husbands or wives, and participated in important ceremonies and rituals.*

Creative Writing

Imagine you are a Dorset boy or girl who has just arrived with your family at Iqaluktuuq for the summer. You are excited to see your friend from another family whom you haven't seen for a whole year. Write a story in which you tell your friend what you have been doing all winter, and what events you are looking forward to during the summer at Iqaluktuuq.

Ahead of Its Time (20-23)

Reading for Understanding

1. What evidence makes it clear that Teotihuacan was the first planned urban center in the Americas? *It was a large city (eight square miles), and it had a large population (200,000 people).*
2. Why was Teotihuacan prosperous? *Artisans who lived there produced crafts that were valuable in trade.*
3. What does *talud-tablero* architecture mean? *Talud is the sloping wall, and tablero is the flat panel placed on top of the wall. They were repeated until the building was the right height.*
4. Why might Teotihuacan have been abandoned? *Over-population led to over-use of natural resources. The people of Teotihuacan may have blamed their priests. They burned the temples and killed the priests before leaving Teotihuacan.*

Venn Diagram

Compare and contrast Teotihuacan and Caral.

Similarities: both cultures built pyramids; both cities were centers of trade; both cultures valued religion

Differences: pottery was used in Teotihuacan but not in Caral; there is evidence of warfare in Teotihuacan but not in Caral

Under the Boardwalk (24-26)

Cooperative Learning

Students work in groups of 3 or 4 to design their own fort. They should keep the following considerations in mind:

1. What will they name their fort?
2. How will they protect those who live at the fort from attack?
3. How will they provide housing for those who live at the fort?
4. How will they provide food for those who live at the fort? Will they rely solely on trade, or will they have room for farming and/or livestock?
5. How will they dispose of waste products (including trash)?
6. How will they provide comforts and luxuries for those who live at the fort?

Once they have answered these questions, students can draw their fort from an aerial view, and then present their work to the class.

Wild Town (27-29)

Reading for Understanding

1. How would you describe the relationship between the Dutch who lived in Beverwyck and the Indians who lived in the area? *Peaceful. The two groups traded furs for goods like scissors, kettles, and mirrors.*
2. How did religious tolerance affect the growth of Beverwyck? *People from other parts of Europe settled there. Indians freely came and went through the town.*
3. How did the Dutch colonists care for the poor? *They built almshouses.*
4. What is wampum? *Beads used for money.*
5. Why did Beverwyck change its name to Albany? *English invaders took over the colony and renamed the city.*

Culminating Activities

Timeline

Supplies:

White construction paper

Colored pencils or markers

Ruler

Draw a timeline from 3000 BC to AD 2000 with 500 year increments. Plot the following cultures on the timeline:

1. Caral 2700 BC
2. Adena 600 BC
3. Hopewell 100 BC-AD 400
4. Fort Ancient AD 700-1200
5. Iqaluktuuq AD 1000
6. Teotihuaca 200 BC
7. Old Quebec AD 1608
8. Beverwyck AD 1652

Barter or Pay?

1. Discuss the types of money described in the articles (*Caral, fish; Beverwyck, wampum*), as well as other types of money used. List each suggestion on the board.
2. Discuss bartering. What is it? (*exchanging goods for goods*). How did trading goods help early cities, like Caral and Teotihuacan, grow and prosper? (*both became centers of trade; roads made it easier for people to travel to the cities to exchange goods*).
3. Discuss the strengths and weaknesses of each system. How do people decide how much goods or services are worth in each system?