



Were We First?

Author	Marjorie Wieweck
Grade Level	Kindergarten
Duration	1-3 class periods

National Standards

GEOGRAPHY Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

AZ Standards

MATHEMATICS Counting and Cardinality

K.CC.A.1 Count to 100 by ones and by tens.
K.MP.8. Look for and express regularity in repeated reasoning.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools help individuals understand their world.

K.G1.1 Use, explore, and construct maps, graphs and other geographical representations to support content focus. Key concepts include but are not limited to graphing local weather and mapping the classroom.

Overview

Children often think that the world began when they were born and have a hard time understanding the concept of the world and people from long ago. They may view world as being composed of only the things they can see every day.

Purpose

In this lesson, students will learn that Native Americans were the original inhabitants of North America through maps, illustrations, and images. They will also learn the world is a combination of land and water.

Materials

- We Were First? map (color)
https://geoalliance.asu.edu/sites/default/files/LessonFiles/Wieweck/81/studentmaterials/Were-We-First_Color.pdf
- We Were First? map (uncolored)
<https://geoalliance.asu.edu/sites/default/files/LessonFiles/Wieweck/81/studentmaterials/Were-We-First.pdf>
- Blue and green crayons or colored pencils
- Map of the North America (uncolored)
https://geoalliance.asu.edu/sites/default/files/LessonFiles/GeoHistory/WieweckFirst/No_America_Color.pdf

[sonFiles/GeoHistory/WieweckFirst/No_America_Color.pdf](https://geoalliance.asu.edu/sites/default/files/LessonFiles/GeoHistory/WieweckFirst/No_America_Color.pdf)

- Map of North America (color)
https://geoalliance.asu.edu/sites/default/files/LessonFiles/GeoHistory/WieweckFirst/No_America_Color.pdf
- Set One and Set Two images

Objectives

The student will be able to:

- Recognize that Native Americans are the original inhabitants of North America.
- Locate continents and oceans on a map or globe.
- Count back from 10 to 1 aloud.
- Compare historical events or people and put them in order of occurrence.

Procedures

Prior to the Lesson: Teachers might want to watch a You Tube Video How the First Americans Got There which presents genetic evidence to document a more complicated theory on how Native Americans came to North and South America. Because the genetic research is done on burials of infants, it is not recommended for viewing by the students; however, it does give interesting background for teachers.

<https://www.youtube.com/watch?v=5dyjZBJt-Yg>
(4.43 min)

SESSION ONE

1. Begin the lesson by talking about first. Who was first to get to school today? Who was first in line?
2. Project the color version the We Were First? map of the world to the students. Point out where the United States, Asia, and Europe are located. Explain that many of our great-great-great grandparents came from other places in the world. Ask them if they think there were other people living here when their great-great-great-great grandparents came? Where did those people come from? Point out Asia and Alaska and the strait between them on the map. Explain that scientists think that for many, many years there was a way to cross from Asia into Alaska and people could walk from Asia to North America. Show YouTube video Land Bridge Theory (less than 1 min) This silent video shows how people following animals could have crossed. Narrate the video for the students. <https://www.youtube.com/watch?v=CroosReFVfk>
3. Distribute the uncolored version of We Were First? map and blue and green crayons/colored pencils. Instruct students to color the land green and the water (oceans) blue. Keep projecting the color version to guide the coloring.
4. Next, model how to draw a bridge (line) from Asia to Alaska. Call this the land bridge. Re-emphasize that this was the way scientists believe the people on this continent walked over to North America and eventually traveled to South America, too.
5. Closure: Have students point to the continents on their maps as you point and name the continents (Europe, Asia, Africa, Australia, Antarctica, North America, and South America). Then play YouTube video The Continents Song as many times as you have time for. <https://www.youtube.com/watch?v=kNGJfg45QRl> (2.55 min)

SESSION TWO

Prior to Lesson: Laminate 10 copies of the Set One images and cut apart. Post cards 5, 3, and 1 on a timeline at the front of the room. Below #1 have the words "Long, long ago." Below # 3 have the words "Long ago." Below #5 have the words "Today."

1. Begin the day by reminding the students of the coloring activity from Session One by showing them the North America Map. If you feel that the students need more practice in coloring the land (green) and water (blue), give them time to do so on this new map. Then again have them draw the land bridge on the map. Using the color version of the map, practice pointing out land and water and having the

- students call out which it is. Also remind them that the two continents are Asia and North America. (Another option is to toss around a beach ball globe and have the students identify land or water by where their right thumb is touching the globe.)
2. Explain that today they are going to learn about time lines and when the first people came to North America. Have the students tell you what picture number should fit in between 5 and 3 and 3 and 1. Then place the missing pictures 4 and 2 in the row. Then explain 5 is today—this is you. Before you came comes number 4—your grandparents. Long before 4—your grandparents came was number 3--George Washington. And continue to 1. Spacing does not have to be equal between the numbers (i.e., grandparents are not halfway in time between today and George Washington).
 3. Have students stand in a circle around you. Give every second or third student a laminated Set One.
 - Start standing up. This is today (Point to Picture 5) when they (kindergarteners) are here on North America. Have them find picture 5 in their stack of pictures.
 - Stoop a little and this is when their grandparents were on North America and their parents or they weren't here (Point to Picture 4). Have them find picture 4 in their stack of pictures and stoop a little.
 - Stoop a little more and this is when George Washington was president (3). Have them find picture 3 in their stack of pictures and stoop a little more.
 - Stoop a little more and this is when Christopher Columbus discovered America. (2) Have them find picture 2 in their stack of pictures and stoop a little more.
 - Continue stooping and ask: Who living in North America first? The Native Americans were all ready here, so they were the first. Have them find picture 1 in their stack of pictures and stoop a little more.
 4. Mix the pictures up and have students (in groups) put them in order from 5 to 1. Have them count backward a loud from 5 to 1 as they do it.

SESSION THREE

Laminate 10 copies of the Set Two images and cut apart.

1. Begin the session by using We Were First? map to point out land and water and practice the continent names. Have a student point out where the land bridge was located. Ask another student why this land bridge was important.
2. Repeat the activity from Session Two only using the Set Two pictures that go from 1 to 10 images.

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You can also repeat the stooping activity and counting backwards 10 to 1.

Assessment

Geography

The North America and We Were First? maps can be graded. Mastery will be considered getting 6 of the 7 continents colored green and most of the ocean colored blue.

Mathematics

Individual students will orally count back from 10 to 1. Mastery will be 100% correct.

Extensions

Explore transportation and housing changes from the past to the present.

Read books about hunters and gathers and early man in North and South America.

Sources

Noble, David Grant. 101 Questions About Ancient Indians of the Southwest, Western National Parks Association, 1998.

Lister, Robert and Florence. Those Who Came Before, Western National Parks Association, 1993.

We Were First World Map, Arizona Geographic Alliance

North American Map, Arizona Geographic Alliance