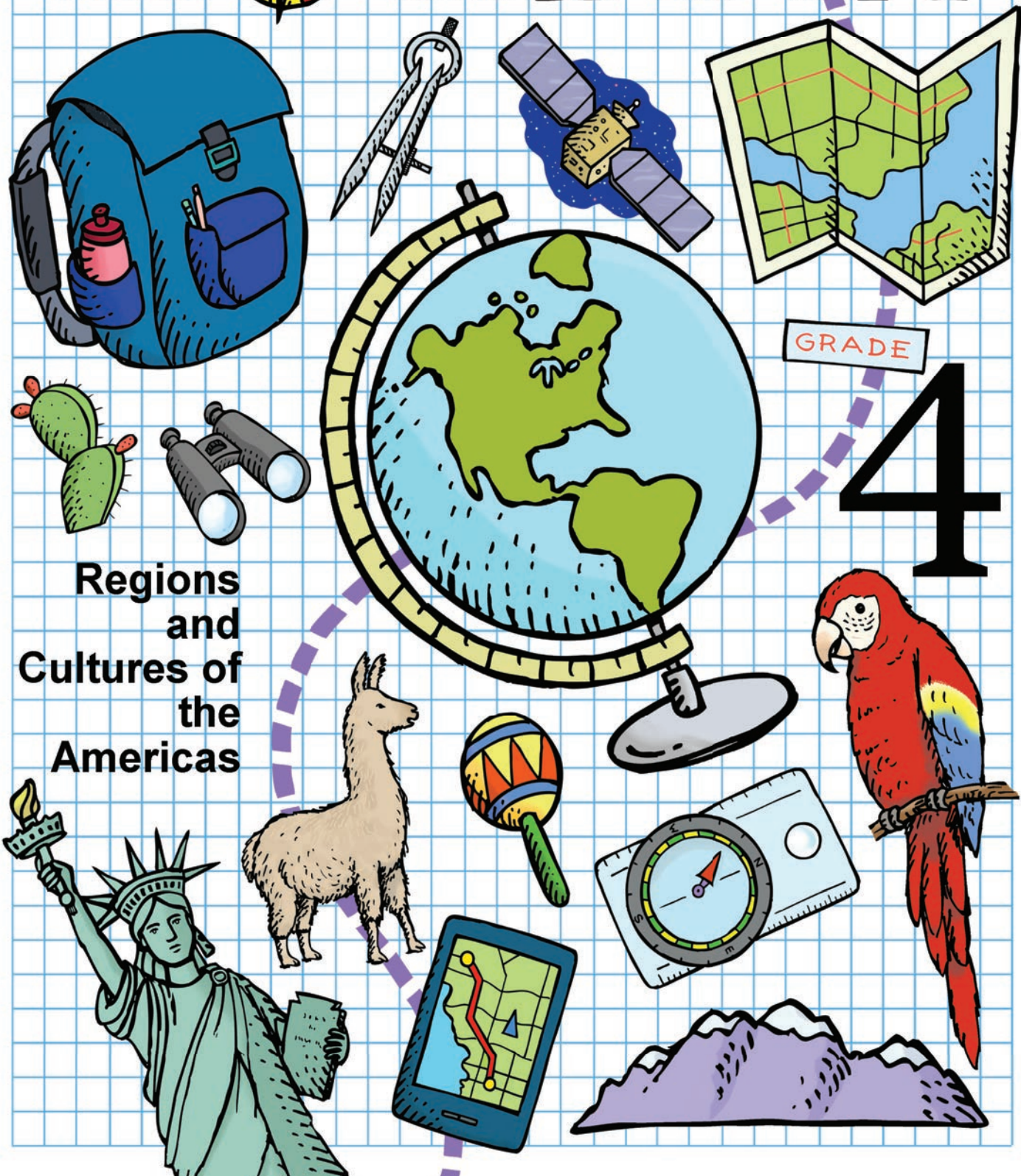


ADVENTURES IN GEOGRAPHY



GRADE

4

Regions
and
Cultures of
the
Americas

This Book Belongs To:



Credits

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Key - Answer #3 Source <https://www.kuodatravel.com/incas-food-preservation-a-gift-to-the-world-part3/>

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Pages 8 Explanation <https://www.loc.gov/resource/ggbain.00160/>
<https://www.loc.gov/item/2014680159/>

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Answer key image - The manufacturing of beaver-hair top hats from Canada-produced pelts. William Barclay Parsons Collection - New York Public Library
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Text https://www.fs.fed.us/wildflowers/pollinators/Monarch_Butterfly/migration/index.shtml

Page 16 Ganza information Australia to Zimbabwe by Ruth Fitts (ISBN: 978-0-9962495-7-7)

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Where Would You Settle?

Think about where humans live and why they live there. It's all about geography! The first people seeking a new home in the Americas often had to make decisions on where to live based on little knowledge of the area's geography. In order to survive, humans have basic **needs**: water, food, and shelter. They need to have fresh water to drink and for cooking. They need a way to provide a steady, healthy supply of food and materials for clothing and shelter from the weather and dangerous animals. There are also things they will **want** to make their lives easier. They will want a good way to travel and move supplies from one place to another and natural resources to use for tools and other items of daily living.

Do This: Study the map below. It shows physical landforms and bodies of water.



Imagine that you are seeking a new home in this unknown land. Decide where you will build your settlement. Mark your choice on the map with an X. On the lines below, explain why you chose this location. Give examples of how this place will meet your group's needs and wants.

Prehistoric Movement in the Americas

Throughout history, people have moved from place to place sharing ideas and exchanging food and items they have created. Here are some examples from the Prehistoric Americas.

(Use the map on the next page for all activities.)

1. The earliest inhabitants of the Americas were small bands of hunters and gatherers who traded stone arrow and spear points and other stone tools with each other. We know this because ancient spear points that are alike have been found throughout North America (including in present-day Arizona). This is **evidence** (proof) that long-distance trading happened. **Do This:** Draw two spear points in different areas of North America; one of them in present-day Arizona.



2. About 10,000 years ago, an early type of wild corn (maize) was domesticated (capable of being farmed) in Central America. Corn was traded through the movement of people from Central America south down along the western edge of South America and north into the Southwestern part of North America (present-day Arizona and New Mexico). **Do This:** Find the symbol for corn on the map. It shows where corn developed. Color it yellow. Draw yellow lines north and south showing the movement of corn into North and South America as described in this paragraph.



3. Mound Builders were named for the large mounds they built in the southeastern parts of North America. The idea of building mounds spread among the tribes. Objects such as copper, sea shells, shark teeth, and volcanic glass found in some mounds show that they traded with faraway tribes. **Do This:** Draw a mound and a sea shell in the southeastern part of North America.



4. The Incan Empire in western South America did very little trading. It had a road system of 2 main routes up and down the length of their empire that they used to trade resources between different parts of the empire. Aztec, Olmec, and Mayan civilizations living in Mesoamerica traded with cultures of the Southwest (present-day AZ and NM). Parrot feathers, copper bells, and chocolate from Mesoamerica have been found in the Southwest, and the Hohokam culture in Arizona borrowed the idea of a ballgame from the Maya. **Do This:** Draw a blue arrow from the Mesoamerican Cultures to the Southwestern Cultures. Draw 2 red lines showing the 2 roads along the Incan empire.

5. The first people in northern North America (present-day Canada) traded furs and tools over thousands of miles, traveling mostly by canoe. Those living on the Pacific Coast traded salmon with other groups. **Do This:** Draw a salmon (fish) on the western coast of present-day Canada. Draw a canoe and a bear further east in present-day Canada.



Prehistoric Movement in the Americas



Who Likes Chocolate



Chocolate is made from the fruit of cacao trees, which grow in the rainforests of Central America. The fruits are called pods and each pod contains around 40 cacao beans. The beans are dried and roasted and then turned into chocolate. Chocolate was first produced by pre-Olmec cultures living in present-day Mexico as early as 1900 B.C.E. Later, the ancient Olmec culture used cacao beans to make a drink for ceremonies. The **Olmecs** passed information about cacao on to the Mayans. The **Mayan** used chocolate drinks for celebrations and with every meal. Their chocolate was thick and foamy and often flavored with chili peppers, honey or water. Chocolate was also a trade item between Mayans and prehistoric Pueblo people in the present-day South-western U.S. The **Aztecs** also valued cacao and chocolate. They drank it for special ceremonies and as medicine. Cacao beans were even used as money to buy food and other goods.

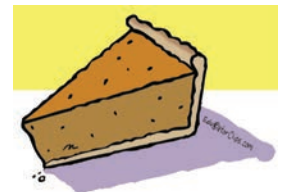
The taste of chocolate alone is very bitter. It wasn't until Europeans came to the Americas in the 16th century that it was sweetened. After being mixed with honey or cane sugar, it became very popular in Spain in the 16th century CE and throughout Europe by the 17th century.

Do This: Find 12 different ways to enjoy chocolate in the word search.



Word Bank:

Pudding
 Cake
 Candy
 Cookies
 Ice cream
 Cocoa
 Cream pie
 Chocolate chips
 Candy bar
 Donuts
 Syrup
 Chocolate milk



Incan Adaptation to Their Environment

In the 15th century CE, the Inca Indians lived high in the Andes Mountains at the western edge of South America. In just 100 years, the Inca built one of the largest empires in the world. Millions of people lived throughout the Incan Empire.

Do This: Study this photo of the Andean mountains. On the lines below, describe what would make this land difficult for farming, building, and transportation.



Photo by Author

Terrace Farming



Like many cultures around the world, the Incan Empire was located in a very challenging place. It stretched over 2500 miles long on the western coast of South America. Find the Incan Empire outlined on the map. Squeezed between a coastal desert and the Amazon jungle, the people had no choice but to learn to survive in the Andes Mountains, a chain of cold and very high mountain peaks. The Andes rise to an average height of about 13,000 feet. So how did the Inca provide enough food for the millions of people in their empire? They had very little flat land on which to grow food, so they had to adapt. To do so, they developed a system of terraces built throughout the empire. The terraces were like steps of land for crops built down the mountainside. Water would no longer run down the steep slopes but could be collected and be moved through aqueducts (canals) to irrigate crops. Also, warmth from the sun on the terrace walls often kept the crops from freezing in the cold nighttime temperatures. In the terraces, Incan farmers could grow their staple crops of corn, potatoes, and quinoa. They were great farmers and grew enough food for everyone in the empire.

Do This:

1. Underline the two sentences that tell why terraces allowed Incans to farm.
2. On the map, color the Incan Empire green.
3. The Incan civilization developed "freeze-dried food." How do you think they did it?



Left: Ruins of terraced fields and buildings at Machu Picchu, Peru.



Right: Circular terraces and water collection area at Moray, Peru.

Continental Exchange

After European explorers came to the Americas, trade began, connecting the continents. Animals that were brought from Asia, Africa, and Europe to the Americas included pigs, cows, horses, goats, and sheep. Foods that came from these continents to the Americas were wheat, rice, sugar, coffee, melons, citrus fruits, and grapes. Unfortunately, diseases from these continents also traveled through human contact and many of the native peoples of the Americas were sickened and many died.



The Americas were the source of the following foods adopted by the peoples of Europe, Asia, and Africa: corn, pineapples, chocolate, potatoes, cassava, tomatoes, squash, peanuts, pumpkins, and chili peppers. Tobacco was also grown in the Americas and traded with other continents.

In recent years, the unwanted Kudzu vine arrived in North America from Asia and has spread in forests. And the North American gray squirrel can now be found in the British Isles. So, an exchange of plants, foods, and animals that started long ago, still happens.

Do This: Unscramble the words associated with the Continental Exchange.

locchoeat		totopesa	
gasur		sidseaes	
mattsoes		nabsana	
norc		qsahsu	
toctno		bcotoca	
togas		trucis tufri	
ssoreh		lichi reppesp	
sutpaen		hwheat	

Population Decline of Native People

Native peoples in the Americas were isolated from Europe, Asia, and Africa due to the Atlantic and Pacific Oceans. Therefore, native peoples were not exposed to diseases from these continents until explorers came from these lands. When the settlers came, the native peoples easily became sick from these new diseases (including typhoid, measles, chickenpox, cholera, scarlet fever) and died in large numbers. However, it wasn't only the diseases themselves that caused large numbers of native peoples to die. In many areas, so many people were ill at the same time, there was no one available to nurse the sick.

Therefore, people who might have survived the disease died from the lack food or water because no one was bringing these things to them. Some other reasons for the decline in the population were fewer people having babies. Some native peoples were overworked and died because they were enslaved people. Also, for all peoples of the time, there was poor medical care and few people lived long lives. Many babies often died before they were a year old!

Here is an example of how the population declined in one group of native peoples. This example is for the Aztecs of Central Mexico.

Year	Number of People
1518	25 million
1532	17 million
1548	6 million
1568	3 million
1580	2 million
1595	1 million
1608	1 million

Do This: Take the population numbers to the left and make either a bar or line graph showing the decline in the number of people (Aztecs) living from 1518 to 1608.

GRAPH OF THE NATIVE POPULATION OF CENTRAL MEXICO (Aztecs)



What do you think about this?

13 Colonies in the Americas

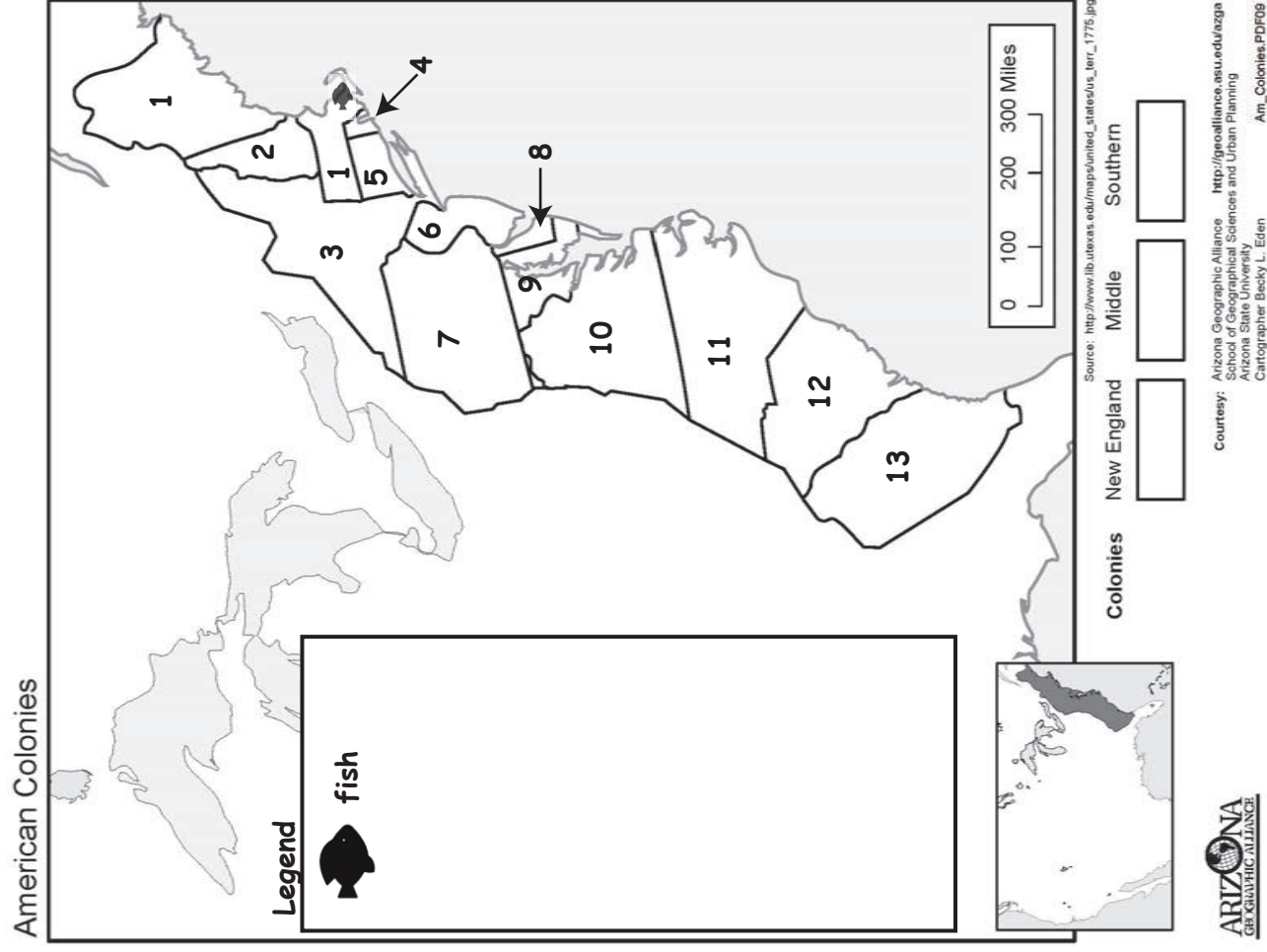
Climate and geography divided the new colonies into three separate regions. The New England colonies had hills, jagged coastlines and long cold winters. Fishing and shipbuilding were major industries here. Farms produced small amounts of food, usually just enough to feed the family. The Middle colonies were coastal lowlands with wide, deep rivers and many ocean harbors. The climate and the land made it easy to farm. The farms raised livestock and corn. The Southern colonies had good harbors and many rivers. The warm, humid climate made it ideal for growing crops. Important cash crops included tobacco, rice, and indigo (used to make blue dye).

Do This: Label the colonies with their names. It is okay to write the names in the ocean and use an arrow to point to the colony.

1. Massachusetts (New England)
2. New Hampshire (New England)
3. New York (Middle)
4. Rhode Island (New England)
5. Connecticut (New England)
6. New Jersey (Middle)
7. Pennsylvania (Middle)
8. Delaware (Middle)
9. Maryland
10. Virginia
11. North Carolina
12. South Carolina
13. Georgia

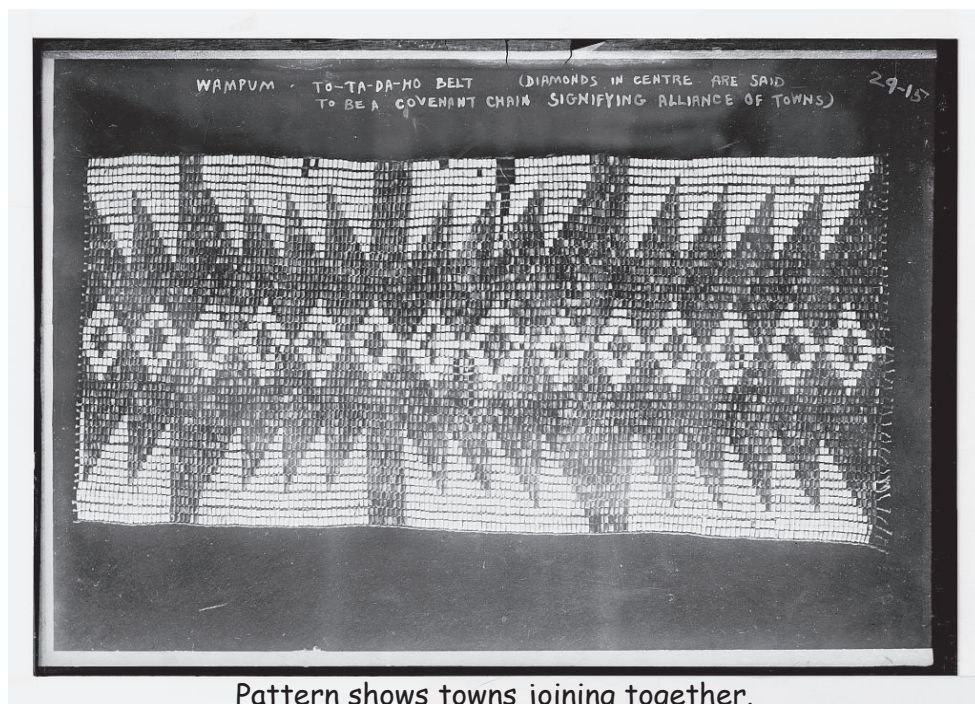
Do This: Color the colonies in each region. Use blue for New England, yellow for Middle, and green for Southern colonies. Be sure to color the legend located under the map as well.

Do This: Create a legend in the blank area of the map west of the colonies. Create symbols for the products that were grown or produced in each region. Draw the symbols in the colonies. One example is done for you.

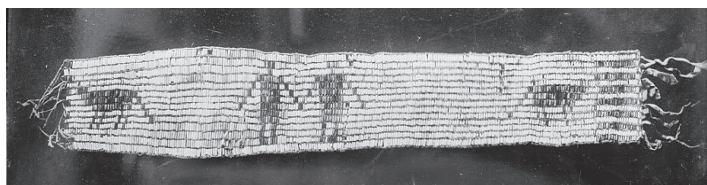


What is Wampum?

Wampum was small beads made from shells. Wampum was made by various Native American tribes in the northeastern region of what is now the United States. To make a shell bead, a block of shell was cut from the whole shell. Then a hole was drilled half-way through the block. Then the block was turned over and drilled again until the hole went all the way through the block. To round off the edges of the block, the makers would roll or rub the block of shell against a stone. Finished beads were strung on plant fibers or other stringy materials. Because these beads were hard to make, they were very valuable. Wampum beads came in white and purple colors due to the colors of shell available.



Pattern shows towns joining together.



Treaty Wampum Belt

Purple beads were worth more than the white beads. The beads had several uses. When woven into belts, the bead patterns told of historical events, treaties, laws and other important matters. The belt might also be used in a ceremony to elect a chief, adopt someone, or show mourning. The belt might also be proof of ownership, or it could be given as a gift. As European settlers came to this region, there was a shortage of metal coins to use for trading in the European towns. Therefore, wampum developed into an accepted form of currency. Eventually the use of wampum died out as a currency when factories could produce the beads, and coinage laws were established.

Do This: In the area below, use a purple colored pencil or crayon to create a pattern in what is now a white belt of wampum. Your pattern should convey a message. It could be a treaty, an adoption of someone, or the election of a new leader. Then explain your belt.

[illegible]

Explanation:

Canada's Valuable Natural Resources

Canada has many natural resources. Energy (oil, gas, coal), minerals (iron ore, zinc, gold, diamonds) and timber are important today. In the past, Canada's animals and trees had the most value. For the First Nations of Canada (the native people), the oceans, rivers, and forests provided them with everything they needed to survive. However, the rich fishing areas off the eastern coast of Canada would draw the interest of European nations. As early as the 1500s, boats from Europe fished the islands, bays and rivers of this area. As the fishing boats moved further down the rivers, fishermen met natives living there and a new trade began - the fur trade.



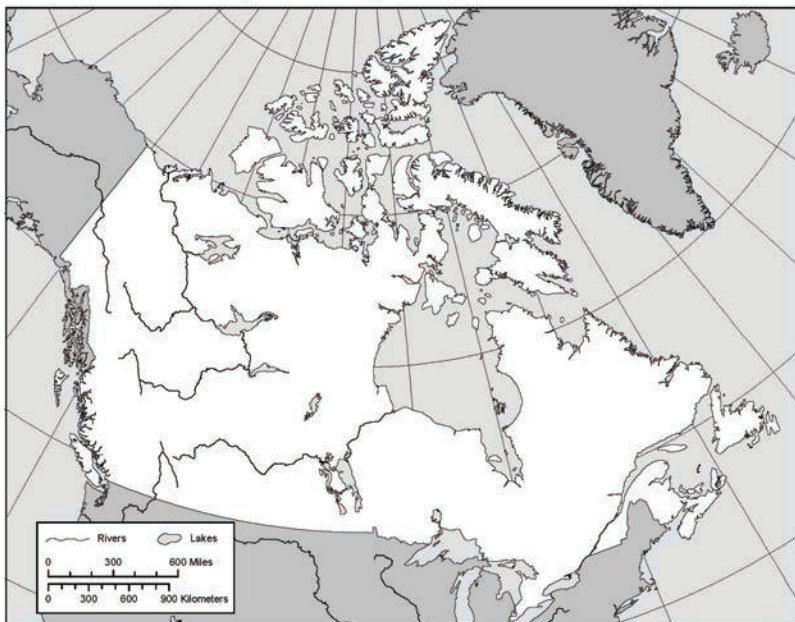
Fur Trapper

The fur trade brought Europeans to the central parts of Canada. Beaver pelts (fur) were wanted by Europeans because hats made from beaver pelts were very popular in Europe. The forests of North America were home to many beaver. Native peoples would hunt beaver and other animals and sell their pelts to Europeans for knives, tools, guns, cloth, beads, and other items. The Europeans who traded with the natives were called fur trappers. The trade lasted for over 250 years.

Do This:

1. Underline the sentence that tells why beaver pelts were wanted.
2. Beavers live in lakes and rivers. Color Canada's rivers and lakes blue. Color the rest of Canada green.

Canada with surrounding countries and major rivers



3. The Hudson Bay Trading Company made wool blankets in England to trade with the First Nations. Blankets would have 1 or more stripes near each end and always had 3 "points" (short pieces of yarn) sewn into a corner of the center of the blanket. Colors used were green, red, yellow, blue and white. Different nations wanted different colors. They are still made today! Color the blanket below.



4. Draw and color pictures to show how Canada's important resources have changed.

Resources Long Ago



Resources Now



What If There Were No Trees?

The native peoples of the Americas may have had access to trees depending on where they lived. Having trees made a big difference in how they lived. The native peoples of the Great Plains and the Inuit of North America were nomadic (moving from place to place). How did they live without trees?

Do This: Look at the **summertime** pictures below. Then answer the questions.

Great Plains



Inuit (near the Arctic Circle)



1. List 3 things you observe about the summer environment of the plains people and the Inuit?

Great Plains



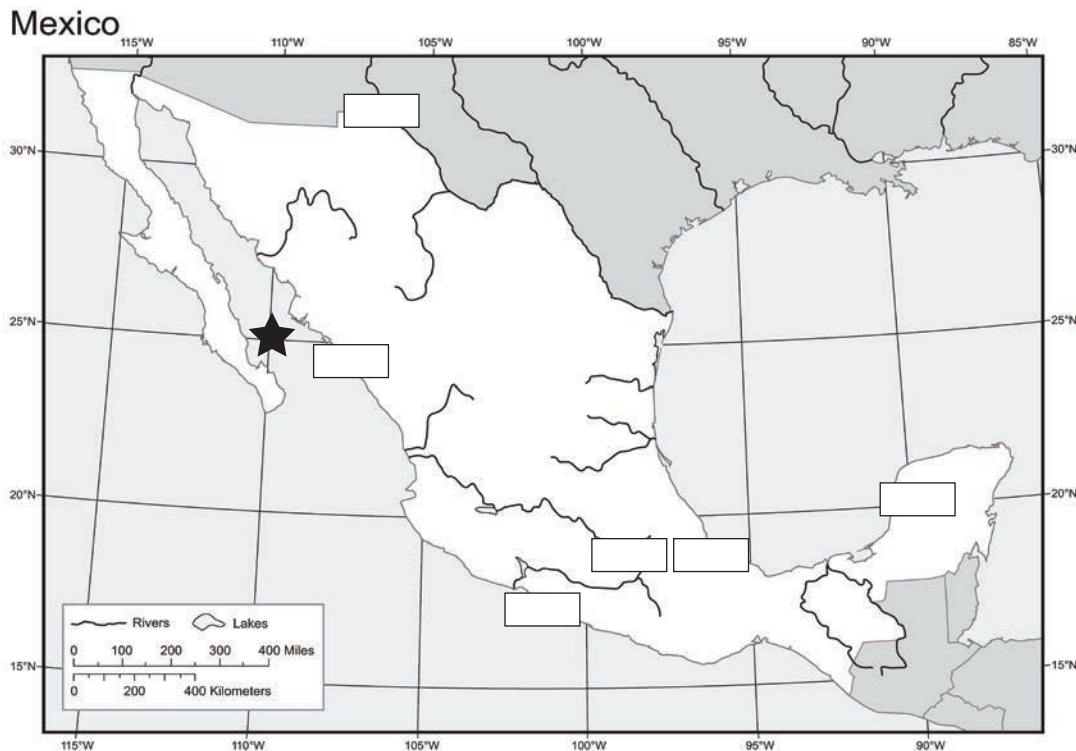
Inuit (near the Arctic Circle)



2. List 3 things you observe about their winter homes.

3. On a separate sheet of paper, draw your home. Wood comes from trees. Explain how wood was used in your home.

A Visit to Mexico



The lines on this map show latitude and longitude. Using the numbers and direction on the lines, we can locate places all around the world. For example, find the ★. Following the lines, we see it is located at 25°N latitude and 110°W longitude (25°N, 110°W). Use the latitude and longitude lines to find the answers below.

Do This: As we take a trip around Mexico, find the locations and put its number in the box on the map. Then color Mexico's rivers and lakes blue and the country yellow.

1. We begin our trip in the Yucatan Peninsula where the Mayans had a great civilization. We climbed a pyramid, looked at one of their calendars, and learned that there are 70 Mayan languages still used today. Wow! Put a 1 at 20°N, 90°W.

2. Now we are going to Tenochtitlan the ancient capital of the Aztec Empire. Today it is known as Mexico City, the capital of Mexico. This city and its suburbs have almost 22 million people living there. Nearby is Popocatepetl, an active volcano. Put a 2 at 19°N, 99°W.

3. Our next stop is to the east of Mexico City. We are going to view the third highest mountain in North America called Pico de Orizaba. It is also a volcano and is the location of the largest glacier in Mexico. Lots of geography words here! Put a 3 at 19°N, 97°W.



4. After being cold visiting the mountains, we go to the beaches of Acapulco. Acapulco is not only a resort area but a port for loading and unloading ships. The use of this port goes back to the time of the 1500s when ships would arrive from Asia and the Spanish would trade goods from the Americas and Europe to get Asian items. Put a 4 at 17°N, 102°W.

5. Our next stop is to learn more about Arizona history. Francisco Vazquez de Coronado would lead an expedition from Culiacan area in 1540 and head north looking for gold and other riches. His journey will take him into Arizona. He didn't find the Seven Cities of Cibola. It was a pueblo (village) of Zuni Native Americans. Put a 5 at 24°N, 108°W.

6. We end our trip with a stop at the Rio Grande River. This river begins in the U.S. in Colorado. It will travel about 1,900 miles. It forms part of the U.S.-Mexico border. Put a 6 at 32°N, 107°W.

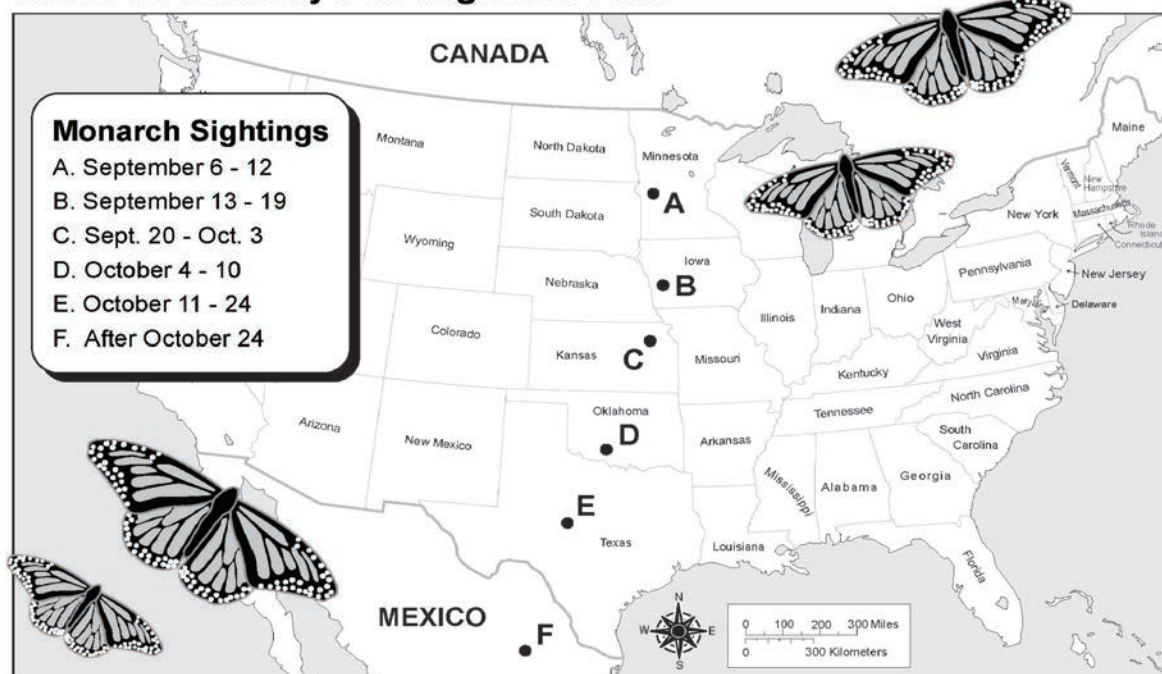
Monarch Migration to Mexico

Eastern monarch butterflies are amazing insects! Not only are they beautiful with their bright orange wings, black veins, and black border with white spots; but they migrate up to 3,000 miles twice a year! No other insect in the world does that! As autumn approaches, they leave their homes in the eastern half of southern Canada and the United States to escape the cold weather and travel to their second home in the Sierra Madre Mountains of Central Mexico. Up to 50,000 monarchs leave northern areas in September and always arrive in the same place in Mexico in November. With the next generation returning north in March, it will take 3 to 4 generations to reach the northern part of the United States and then Canada.

Below is a map showing the migration route and dates for one group of Monarchs.

Do This: Study the map and use it to answer the questions below.

Monarch Butterfly Fall Migration Path



http://www.learner.org/north/maps/monarch_peak_fall2014.html used for 2014 data.

1. In which state were the monarchs first sighted? _____
2. Through how many U.S. states did the monarchs travel? _____
3. In which direction were the butterflies traveling? _____
4. After what date would the monarchs have reached the Sierra Madre Mountains? _____
5. About how many days did it take the monarchs to travel from their first sighting in the U.S. to Mexico? _____
6. If the monarchs had started in Canada, further north, what date(s) might you predict they would have been sighted there? _____

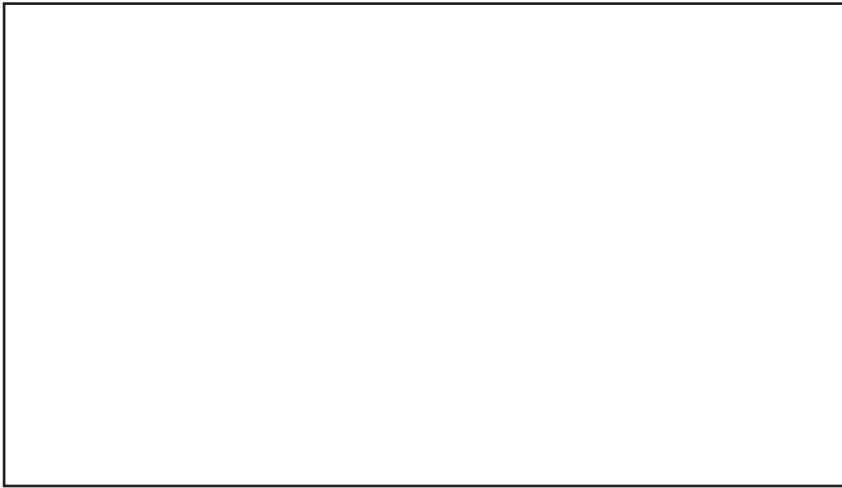
Monarch Migration to Mexico

Monarchs need certain natural resources in order to survive and make their long trips every year. One resource is milkweed. The female monarch lays her eggs on milkweed leaves and the monarch caterpillar eats only milkweed leaves. Adult monarchs will eat nectar from milkweed and other plants. Another resource is in Mexico where the monarchs roost for warmth during the winter in the oyamel fir forests. There are threats to these monarch habitats, so Canada, the United States and Mexico are working together to protect the monarch butterfly.

Monarch Fun Fact!

Monarch butterflies are called Mariposa Monaca in Mexico.

Do This: Draw and color a monarch in the space below.



How do the monarchs know where and when to travel on their migration? Each generation of monarchs have an instinct to go to the right place at the right time. Changes in plants, weather, and sunlight during the fall let them know when to migrate. Scientists believe they use the sun to point the way as they migrate during the day, and they may also rely on an inbuilt magnetic compass which feels the Earth's magnetic field. The Earth's core acts like a magnet.

Try This: Make your own magnet! Ask an adult to help you.

You will need these materials: clear plastic cup, marker, magnet, a needle, piece of Styrofoam or other floatable material, water.

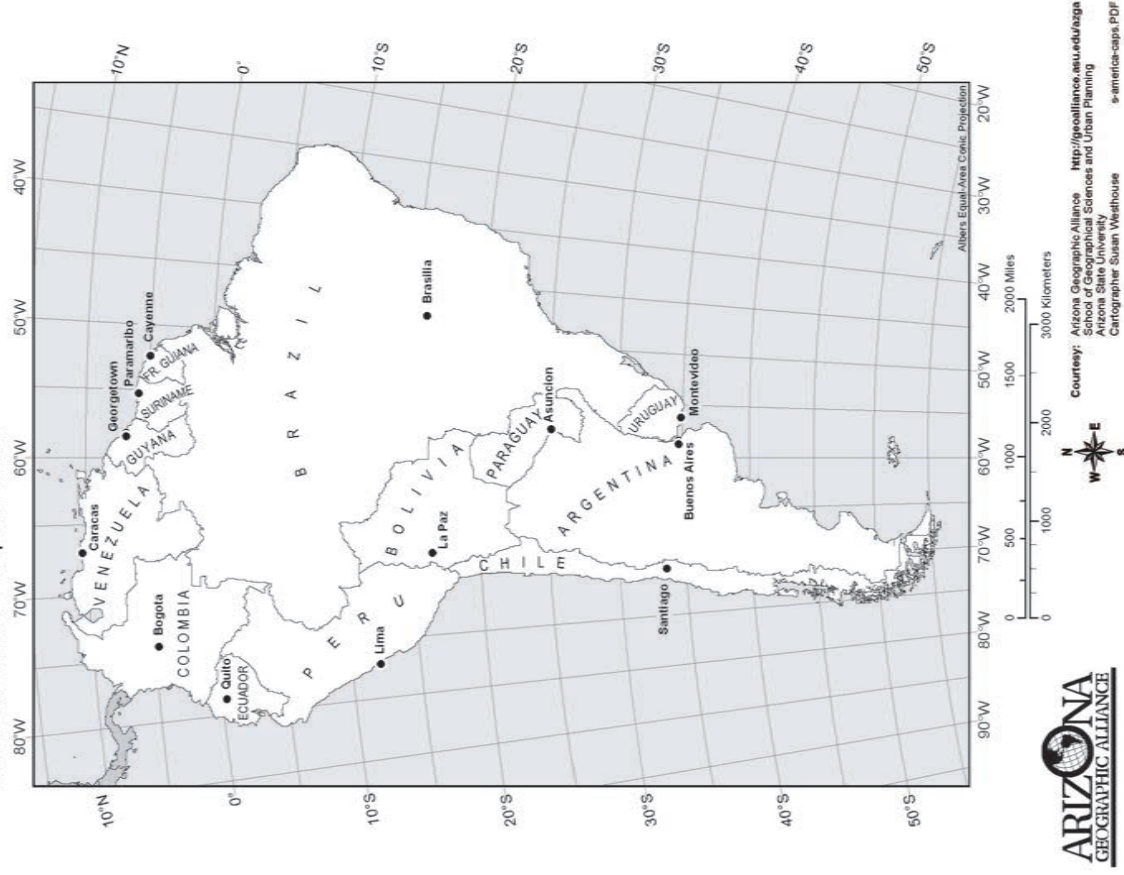
1. Write an N for north on the bottom of a clear plastic cup and fill it with water.
2. Cut the bottom out of a Styrofoam cup and float it on the water.
3. Magnetize the compass "needle" by rubbing it in one direction on a small magnet.
4. Place the magnetized compass needle on the floating Styrofoam disk.
5. Observe the compass needle as it aligns parallel with the invisible magnetic field.
6. Decide which end of the needle is pointing north and which end is pointing south.
7. Now, like the monarchs, you can go north in the spring and south in the fall!

Using Map Scale: South America

How far is it from Bogota, Colombia, to Lima, Peru? You can figure this out by using the map scale. To use a map scale, you can take a small piece of paper and copy the scale on your piece of paper. Then you can move that small piece of paper around your map to measure (like a little ruler).

If you want a YouTube Video to show you how to do this, go to: <https://www.youtube.com/watch?v=V3QxrXOMYU4>

South America's Capital Cities



Do This: Using the South America map and its scale, measure the following distances.

1. From Brasilia to La Paz? _____ miles
2. From Quito to Lima? _____ miles
3. From Montevideo to Santiago? _____ miles

Brazil is the largest country in South America.

4. How wide (↔) is Brazil? _____ miles

5. How long (↕) is Brazil? _____ miles

Can you solve this riddle?

I am a capital city in South America.

I am located about _____ miles southwest of Brasilia.

Santiago is located about _____ miles southwest of me.

I am located about _____ miles north of Montevideo.

What city am I? _____

Want to make a Brazilian ganza?

Rinse out a soda can. Put in 1/4 cup of rice. Tape over the opening. Now you have a musical instrument. Play some samba music and shake your ganza to the beat!

Answer Page

Page 1

Accept locations with logical explanations.

Locations and explanations could include:

Close to: river/lake for fresh water, river/ocean for fishing and transporting people and goods, near plains for hunting and hides for clothing, good access to mountains for natural resources for building, tools, and possible food supply, river valley for farm land

Not close to: volcano for safety, desert for excessive heat and lack of water and other resources

Page 2, 3

- 2 spear points in North America. One must be in area of present-day AZ (near SW Cultures), second one anywhere in N. A.
- Corn symbol must be colored yellow. 1 yellow line drawn north to SW Cultures area. A 2nd yellow line drawn south through Mesoamerica and along the western coast of S.A.
- Mound and shell should be anywhere in area near the Mound Builders name.
- Blue arrow from the area of the Aztecs, Olmec, and Mayan cultures north to the SW Cultures as shown on the key. 2 red lines in the Incan Empire of S. A. going up and down as shown.
- Salmon (fish) should be in area shown on key. Bear and canoe can be anywhere in northern North America.



Page 4



Page 5

Accept answers that include reference to:

Many high mountains with steep sides; Mountains very close together; Rocky faces on mountains; River deep in gorge with heavy plant growth on both shores; Very little flat land; No trees, only small brush.

Ideas could include:

Buildings - No flat land for building; Farming - No flat land for it or would have to clear land next to river; River may flood; Water deep in gorge and difficult to transport to higher areas for farming or living; Travel - must go over high mountains or find passes between; River could be too rocky or swift for boats to travel safely.

Page 6

1. The two underlined sentences are:

- Water would no longer run down the steep slopes but could be collected and be moved through aqueducts (canals) to irrigate crops.
- Also, warmth from the sun on the terrace walls often kept the crops from freezing in the cold nighttime temperatures.

2. The area outlined and labeled as "Inca/Inka Empire" should be colored green.

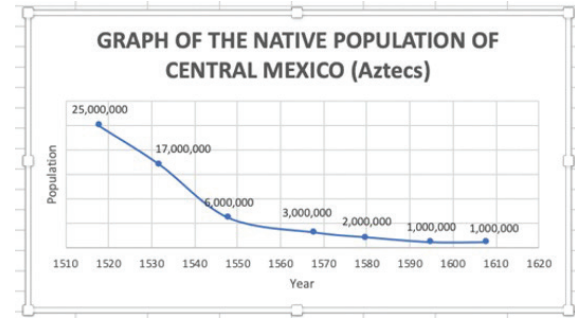
3. Accept answers that mention the cold nighttime weather in the high Andes Mountains which could freeze crops if not protected. (See answer 1. b above)

The actual process for potatoes is described here: "They usually "freeze-dried" potatoes by laying out large areas of small potatoes on beds of straw or blanket and covered them with a cloth. They were left to freeze overnight. When morning came, the villagers would walk on the cloths, using the weight of their bodies to squeeze the moisture out of the potatoes. The potatoes were then laid out in the sun during the day. These steps were repeated for several days. The result is dark freeze-dried potatoes, known as chuño. Chuño is still eaten today in some South American countries."

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locchoeat	chocolate	totopesa	potatoes
gasur	sugar	sidseaes	diseases
mattoes	tomatoes	nabsana	bananas
norc	corn	qsahsu	squash
tactno	cotton	bcotoca	tobacco
togas	goats	trucis tuftris	citrus fruits
ssoreh	horses	lichi reppesp	chili peppers
sutpaen	peanuts	wheat	wheat

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The New England colonies: fishing and shipbuilding

The Middle colonies: livestock and corn.

The Southern colonies: tobacco, rice, and indigo



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1. Beaver pelts (fur) were wanted by Europeans because hats made from beaver pelts were very popular in Europe.

The picture shows what beaver hats in Europe looked like.

2. Rivers and lakes in Canada should be traced or colored blue. Canada (the white area) should be shaded green.

3. Will vary. Any combination using the colors listed is acceptable. Student may add more stripes if desired.

4. Long ago- drawing should include fish for food; beaver and other mammals (bear) for furs; trees for houses and canoes; rivers and lakes for fresh water, food, and travel. Today - drawing should include drilling for oil and gas; mining of coal, iron ore, diamonds, gold; trees for timber.



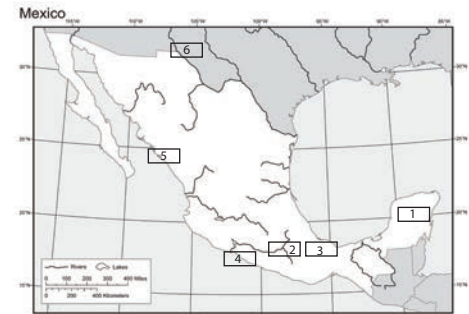
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1. Land is flat, no trees, not much to use for building, lots of open space, no mountains, etc.

2. Very little wood is used, people use snow to build houses, people use animal hides to build houses, people seem proud of their homes because they are in the picture with them, the houses are not permanent (can be moved or melt in summer), etc.

3. Wood can be used for making the frame of the house (supports for the house), for making the roof, for doors and maybe window frames, for flooring, for patios and carports, for items inside the house like furniture and cabinets, etc.

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- Minnesota
- 5, possibly 6 if they count Kansas
- South (Southwest also acceptable)
- After October 24
- About 48 days
- Approximately August 30 - September 5 (accept similar dates)

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- About 1500 miles
 - About 900 miles
 - About 1000 miles
 - About 3000 miles
 - About 3200 miles
- I am a capital city in South America.
I am located about 1000 miles southwest of Brasilia.
Santiago is located about 1000 miles southwest of me.
I am located about 750 miles north of Montevideo.
What city am I? **Asuncion**

