**1st Grade Core Knowledge**

**History and Geography**

**Early Civilizations of the Americas: History of Maya, Aztecs, and Incas**

**Summary:** In this domain, students will learn about the importance of three early civilizations in the Americas; Maya, Aztecs, and Incas. They will also gain an understanding of the development of these civilizations; migrating from Asia, shifting from hunting and gathering to farming, and gradually developing into cities. Students will make the connection that many of these early civilizations were then conquered by the European conquistadors.

**The Big Idea:** The Maya, Aztec, and Inca developed powerful civilizations prior to the arrival of Christopher Columbus and the conquistadors.

**Colorado State Standards:**

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| 1.1.2.a. Identify similarities and differences between themselves and others  1.1.2.b. Discuss common and unique characteristics of different cultures using multiple sources of information  1.2.2.c. Identify how community activities differ due to physical and cultural characteristics  3.2.1.b. Find oceans and continents, major countries, bodies of water, mountains, and urban areas, the state of Colorado, and neighboring states on maps  2.1.2.c. Give examples of people and events, and developments that brought important changes to the community  2.1.2.e. Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to neighborhoods and communities  2.4.2.c. Identify and give examples of appropriate and inappropriate uses of power and the consequences |

**Common Core Standards**:

**L1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring prepositions (e.g., during, beyond, toward).

**SL1.1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

**a.** Follow agreed-upon rules for discussions (e.g. listening to others with care, speaking one at a time about the topics and texts under discussion).

**c.** Ask questions to clear up any confusion about the topics and texts under discussion.

**RL1.1** Ask and answer questions about key details in a text.

**RL1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**W1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**W1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**RL1.3** Describe characters, settings, and major events in a story, using key details.

**RI1.7** Use illustrations and details in a text to describe its key ideas.

**W1.6** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

**W1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**Core Knowledge Unit:**

A. Earliest People

1. Crossing from Asia to North America

2. From hunting to farming

3. Gradual development of early towns and cities

B. Early American Civilizations

1. Maya in Mexico

2. Aztecs in Mexico-Montezuma, Tenochtitlan

3. Inca in South America-Peru, Andes Mts., Machu Picchu

C. Columbus

1. Review from Kindergarten

D. Conquistadors

1. Search for gold

2. Hernan Cortes and the Aztecs

3. Francesco Pizarro and the Inca

4. Diseases devastate Native American population

**Core Knowledge Language Arts:**

I. Listening and Speaking

A. Classroom Discussion

* Use agreed-upon rules for group discussions.
* Understand and use language to express spatial and temporal relationships.

B. Comprehension and Discussion of Read-Alouds – All Texts

* Retell key details.
* Ask questions to clarify information.

C. Comprehension and Discussion of Read-Alouds – Nonfiction and informational Text

* With assistance, create and interpret timelines and lifelines related to read-alouds.
* Distinguish read-alouds that describe events that happened long ago from those that describe current events.

II.Writing

1. Writing to Reflect Audience, Purpose and Task

* Add details to writing.
* Begin to use tools, including technology, to plan, draft, and edit writing.

**Previous Unit:**  History of Three World Religions

**Prior Knowledge:**

Kindergarten

* One or more groups of Native Americans in what is today the United States
* Location of North , South America, and the Atlantic Ocean
* The voyage of Christopher Columbus in search of the “Indies”

**Next Unit:** Early Exploration and Settlement of North America

**What Students will Learn in Future Grades:**

Grade 2

* Geography of the Americas

Grade 3

* The Earliest Americans
* Ice Age: crossing the land bridge between Asia and North America by nomadic hunters.

Grade 5

* Meso-American civilizations
* Accomplishments of the Maya, Aztec, and Inca civilizations
* Decline of the Maya and the conquest of the Aztec and Inca by conquistadors

**Cross Curricular Links:**

* Comparing early civilizations with Mesopotamia and Ancient Egypt

**Additional Resources:**

For Teachers:

* *Pearson Core Knowledge History Books,* edited by E.D. Hirsch, Jr.