

**Grade 1**

**Knowledge 4 | Activity Book**

**Early American Civilizations**

Grade 1

Knowledge 4

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# **Early American Civilizations**

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**Activity Book**

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

1.1

Take-Home

## Dear Family Member,

During the next several days, your student will be learning about the Maya as part of a domain on early American civilizations. Your student will learn about the importance of farming and the cities that grew where people settled. Your student will also learn about the existence of leaders called kings as well as the importance of the stars and planets in the Mayan religion. Below are some suggestions for activities that you may do at home to reinforce what your student is learning about the Maya.

### 1. Where Are We?

Have your student locate the region where the Maya lived (Yucatán Peninsula and Mexico) on a world map or globe. If you do not have a world map at home, you may be able to obtain one at your local library. Talk about the geography and climate of this area. (rainforest, hot)

### 2. Draw and Write

Have your student draw and/or write about what they have learned about the Maya and then share the drawing with you. Ask questions to help your student use the vocabulary learned at school.

### 3. Sayings and Phrases: “The More the Merrier”

Your student has learned the saying “the more the merrier.” Talk with your student about the meaning of this saying. (The more people who are involved in something, the more fun it will be.) Point out times when the saying applies in your daily life.

### 4. Read Aloud Each Day

It is very important that you read to your student each day. The local library has many books about early American civilizations, including books about the Maya and Mayan civilizations.

Be sure to let your student know how much you enjoy hearing about what they have been learning at school.



NAME: \_\_\_\_\_

PP1.1

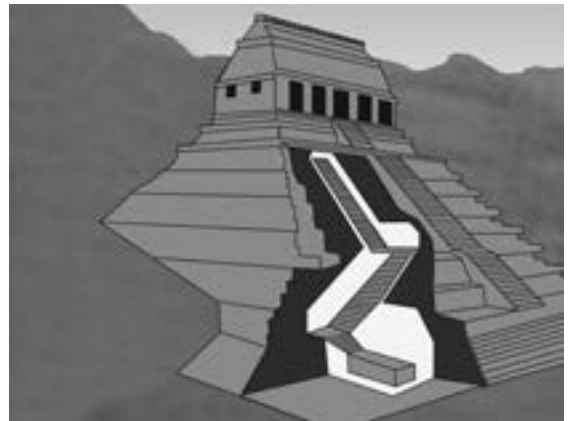
Activity Page

DATE: \_\_\_\_\_

1.



2.



3.



Directions: Circle the image that shows what is being described.

4.



5.



6.



7.



8.



NAME: \_\_\_\_\_

PP1.2

DATE: \_\_\_\_\_

Directions: Draw a picture and/or write about what you have learned about each of these components of the Maya civilization.

Maya			
Farming	Cities	Leaders	Religion

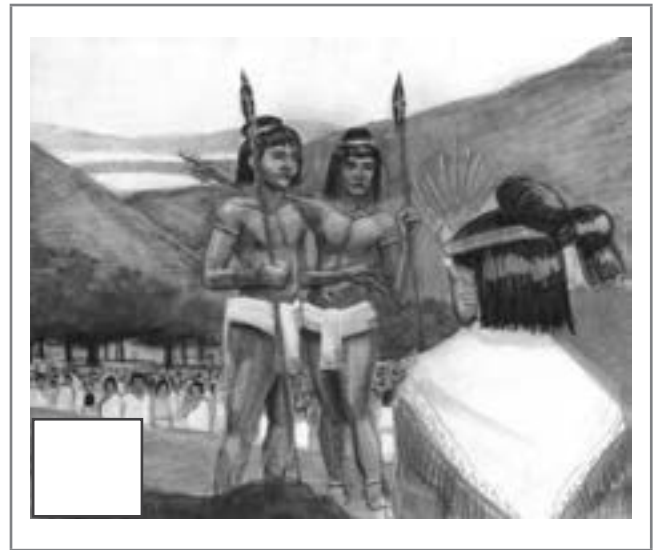
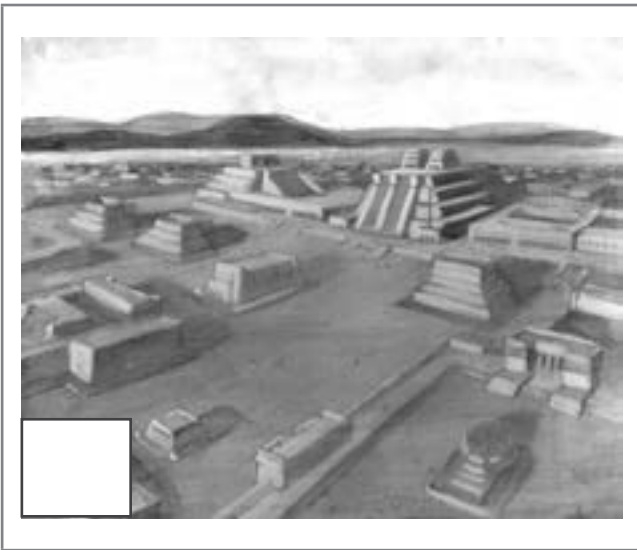




NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Directions: Number the pictures in order to show the proper sequence of events in the legend.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**Dear Family Member,**

During the next several days, your student will be learning about another ancient civilization called the Aztec. Your student will learn about the importance of farming and the cities that grew where people settled. Your student will also learn about the existence of leaders called emperors. Below are some suggestions for activities that you may do at home to reinforce what your student is learning about the Aztec.

**1. Where Are We?**

Have your student locate the region where the Aztec lived (central Mexico, around Mexico City, north of the Maya) on a world map or globe. If you do not have a world map at home, you may be able to obtain one at your local library. Talk about the geography of this area. (swampland, lakes)

**2. Draw and Write**

Have your student draw and/or write about what has been learned about the Aztec and then share the drawing with you. Ask questions to help your student use the vocabulary learned at school.

**3. Read Aloud Each Day**

It is very important that you read to your student each day. The local library has many books about early American civilizations, including books about the Aztec and their civilizations.

Be sure to let your student know how much you enjoy hearing about what they have been learning at school.



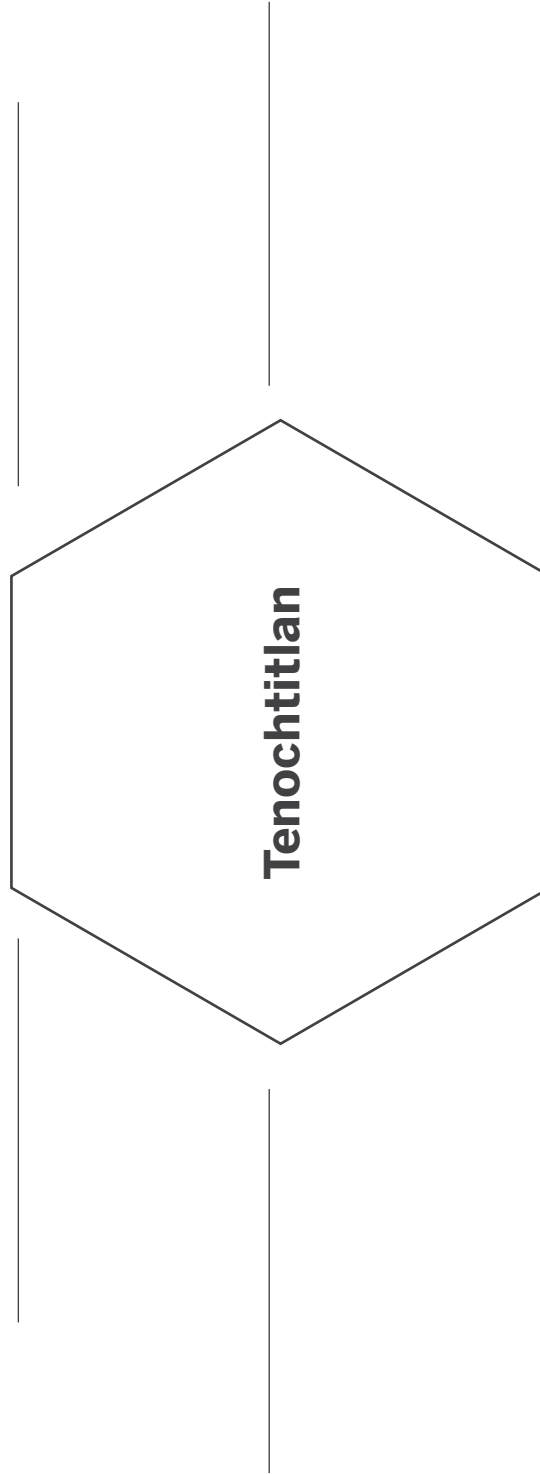
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

8.1

Activity Page

Directions: Fill in the Idea Web with ideas that relate to Tenochtitlan as you listen to the Read-Aloud.





NAME: \_\_\_\_\_

PP2.1

DATE: \_\_\_\_\_

1.



2.



3.



4.



5.



6.



7.



8.



Directions: Listen to your teacher's instructions





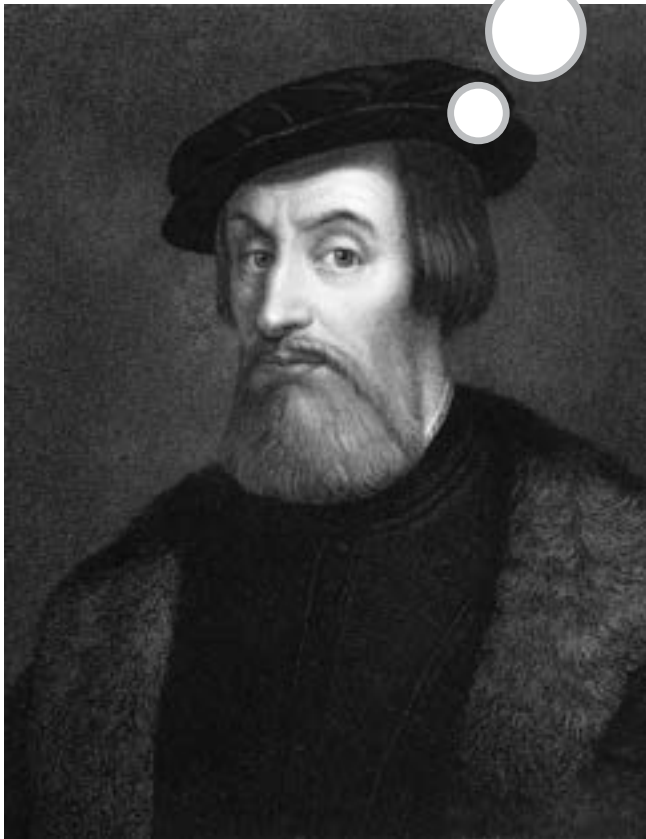
NAME: \_\_\_\_\_

PP2.2

Activity Page

DATE: \_\_\_\_\_

*Directions: Fill in the thought bubble with Cortés's thoughts and impressions after visiting the Aztec city of Tenochtitlan.*





NAME: \_\_\_\_\_

PP2.3

DATE: \_\_\_\_\_

Directions: Draw a picture and/or write about what you have learned about each of these components of the Aztec civilization.

<b>Aztec</b>			
<b>Farming</b>	<b>Cities</b>	<b>Leaders</b>	<b>Religion</b>



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**Dear Family Member,**

During the next several days, your student will be learning about another ancient civilization called the Inca. Your student will learn about the importance of farming and the cities that grew where people settled. Below are some suggestions for activities that you may do at home to reinforce what your student is learning about the Inca.

**1. Where Are We?**

Have your student locate the region the Inca lived in the Andes Mountains along the Pacific Ocean (present-day countries of Bolivia, Ecuador, Argentina, Chile, and Peru).

**2. Draw and Write**

Have your student draw and/or write about what has been learned about the Inca and then share the drawing with you. Ask questions to help your student use the vocabulary learned at school.

**3. Compare Civilizations**

Compare/contrast the farming, cities, leaders, and religion of the Inca relative to Maya, Aztec, and present-day Americans. Talk about the importance of each of these components in any civilization.

**4. Read Aloud Each Day**

It is very important that you read to your student each day. The local library has many books about early American civilizations, including books about the Inca and their civilizations.

Be sure to let your student know how much you enjoy hearing about what they have been learning at school.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

DR.1

Assessment

Directions: Draw a picture and/or write about what you have learned about each of these components of the Inca civilization.

Inca			
Farming	Cities	Leaders	Religion





NAME: \_\_\_\_\_

DA.1

Assessment

DATE: \_\_\_\_\_

1.



2.



3.



4.



5.



6.



7.



Directions: Listen to your teacher's instructions.

8.



9.



10.



11.



NAME: \_\_\_\_\_

DA.2

Assessment

DATE: \_\_\_\_\_



1. M A I

2. M A I

3. M A I

4. M A I

5. M A I

6. M A I

7. M A I

8. M A I

Directions: Listen to your teacher's instructions.

9. M A I

10. M A I





11. M A I





NAME: \_\_\_\_\_





DA.3

Assessment

DATE: \_\_\_\_\_

_____			
Farming	Cities	Leaders	Religion
			

_____			
Farming	Cities	Leaders	Religion
			

_____			
Farming	Cities	Leaders	Religion
			

Directions: Listen to your teacher's instructions.

Knowledge 4



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

CA.1

Assessment



taclla

pyramids

most  
accurate calendar

Moctezuma

Machu Picchu

emperors

Tenochtitlan

emperors

pyramids

kings

many roads

studied  
stars and planets

eagle and serpent

Cuzco

runner as job

Directions: Cut out the words and place them under the correct category.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Maya	Aztec	Inca

Directions: Cut out the words and place them under the correct category.



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## Knowledge 4

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