

UNIT 1 ADDENDUM

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UNIT SYNOPSIS

PURPOSE: Why study Central and South America, exploration, and colonization?

The historical and cultural achievements of Central and South America’s Indigenous peoples is a story that is often missing from American elementary school classrooms. While some young students may be introduced to the story of Spanish explorers, such as Francisco Pizarro and his quest for gold, few also know that the Inca Empire was the largest Indigenous empire in South America before his arrival. Farther north, in Central America, Maya civilizations reigned for hundreds of years. Maya culture is diverse and varied across much of Central America. When Spanish explorers arrived in Central and South America in search of gold, they found the thriving city-states of the Incan and Maya peoples. The Spanish sought to destroy these civilizations by stealing their riches and claiming their land for Spain. Though the Spanish were successful in overthrowing these Indigenous civilizations, they did not destroy their cultures. Today, many Inca and Maya people still practice and honor their traditions across Central and South America, a legacy that you will introduce to your students through this unit.

In this unit, you will first introduce your students to two major Indigenous civilizations that lived in Central and South America: the Maya and the Inca. You will explore the civilizations these two groups built and the traditions they practiced. As you continue to guide students through this unit, they will go on to learn about the European explorers, primarily from Spain, who arrived in Incan and Maya lands. Students will

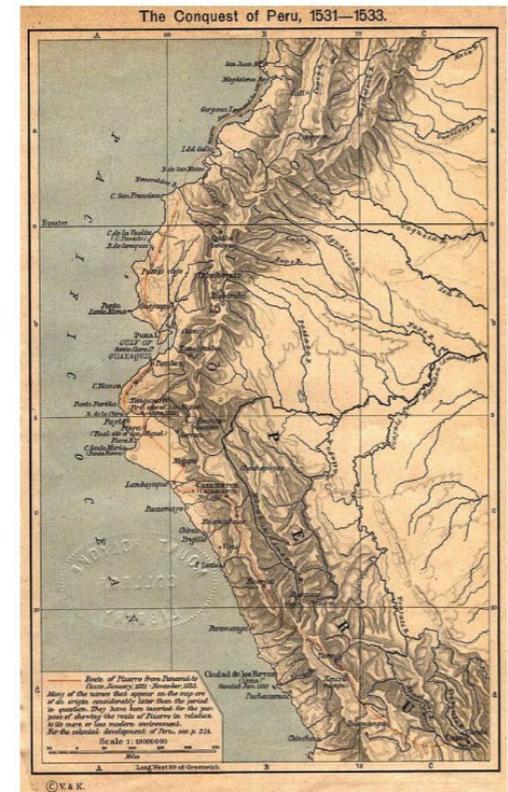
study the motivations of these explorers, as well as Indigenous perceptions of and reactions to these foreign strangers. The unit will conclude with a study of the devastating impact the arrival of the Spanish had on Incan and Maya civilization, as well as with a study of the legacy of Incan and Mayan civilizations today, including their lasting impact on South and Central American society. The study of the Indigenous peoples of South and Central America and European colonization will further students' understanding of the foundations of societies in the Americas. In doing so, students will leave this unit eager to continue their studies of Indigenous peoples in North America later on in the year.

This unit is designed to present a historical narrative that more fully reflects Indigenous civilizations in the early history of Central and South America rather than valorize the motivations, perspectives, and experiences of the Spanish colonizers who arrived many centuries later. Often, the story of this region of the world and its peoples is only one of "exploration" and conquest, with little consideration for the diverse civilizations, cultures, and achievements of the peoples who lived in Central and South America for thousands of years. Dedicating the majority of the study in this unit to the Indigenous civilizations of the Inca and the Maya will help students more deeply understand the extent of their influence over Central and South America throughout history.

Furthermore, this unit also seeks to challenge the erasure of contemporary Indigenous identities in the present. Often, by highlighting only the destruction of Indigenous civilizations, educators and historians ignore the many ways Indigenous people preserve and sustain their culture in the present. In Central and South America, many Maya and Inca people continue to practice the traditions of their ancestors and, in many cases, have integrated Spanish customs with their own traditional practices. Throughout this unit, make sure to emphasize to your students that although the Maya and Inca people lost control of their land and power after Spanish colonization, these people have continued to pass down their culture from one generation to the next and have preserved a rich Indigenous culture across Central and South America today.

Throughout this unit, you will use highly engaging whole-class Read Alouds to introduce and reinforce key ideas about the Incas, Maya, and the Spanish. Students will showcase their knowledge through project work—including by creating a three-dimensional replica of Machu Picchu or Tikal and developing a speech from the perspective of a Maya or Inca person explaining their perception of the Spanish explorers!

Content Connections: The second-grade curriculum introduces students to a semester-long investigation of the people, events, problems, and ideas that have shaped the cultural heritage of the Americas. In this unit, you will introduce your students to the history of the Americas through the study



Francisco Pizarro's map of his conquest of the Inca Empire, taken from Wikipedia.

of the Indigenous people of South and Central America and of European colonization. Throughout the year, your second graders will study the diverse peoples—immigrants, Indigenous communities, and African Americans—who have contributed to the cultural fabric of the Americas, with a focus on the United States.

By the end of this course, your second graders will be able to explain the diverse tapestry of Indigenous America; European, Asian, Mexican and other diverse immigrant groups; and African American communities and cultural contributions. This knowledge provides an essential foundation from which to expand the scope of their historical study to topics about broader U.S. history as third graders.

Goals: Throughout this unit, students will develop a deep understanding of the Indigenous peoples of Central and South America and of European exploration and colonization. They will explore the vast Indigenous empires and civilizations that spanned Central and South America and how European colonization affected these civilizations.

This unit develops students' understanding of standards-based concepts listed below. These Essential Questions and key ideas are based on the National Standards for History listed in Appendix A, and they are foundational understandings that will prepare your students for their historical studies for the rest of second grade and beyond. Returning often to the following key ideas and Essential Questions as well as

understanding how each lesson introduces or deepens student understanding of these ideas will help you keep instruction focused on the most important standards in this unit.

- **Who are the Indigenous peoples of South and Central America? What are the traditions and cultures of their civilizations?**

Thousands of Indigenous peoples and tribes lived across South and Central America for centuries long before the arrival of the Spanish and the Portuguese. Two of the largest and most powerful civilizations that ruled this region were the Maya in Central America and the Inca in South America. The Maya were not a single tribe but rather a language group, with different regional groups holding power in city-states across Mesoamerica, such as Tikal. From these states, Maya leaders held vast power and influence over the region. The Maya had diverse religious and cultural practices, but in most of their city-states, the people worshiped many gods and built large temples to honor them. The Maya also highly valued key crops, including maize and cacao. Farther south, the Inca became a large and powerful civilization during the medieval era, expanding their empire across the western coast of South America. The Inca established powerful city-states high in the Andes Mountains, including the remarkable city of Machu Picchu. The Inca greatly valued the arts, and the Inca people raised llamas in their mountain-top homes. They developed innovative methods of farming, irrigation, and stonemasonry, as well as an extensive system of roads for trade and communication.

- **Why did European explorers journey to Central and South America? How did the Indigenous people respond to the arrival of the Europeans?** European explorers—mostly from Spain and Portugal—traveled to Central and South America primarily in search of gold and silver riches. The explorers planned to conquer the Indigenous peoples of the Americas, steal their riches and territory, and send the newfound wealth home to their countries—while keeping plenty for themselves. For many of the Indigenous peoples of South and Central America, the European explorers were unlike any other humans they had seen before. While some Indigenous peoples trusted their new visitors, others feared the impact these newcomers could have on their societies. As Indigenous peoples, including the Taíno, began to experience brutal treatment by the explorers, they started to fight back, using various tactics to resist the Europeans. Although these attempts were largely unsuccessful, these people were not entirely erased. They continue to celebrate their culture today.

CONTENT STANDARDS

Below are the standards **taught** and **assessed** in this unit.

Unit Standards (UCLA National Standards)

- **Standard 7A:** The student understands the cultures and historical developments of selected societies in such places as Africa, the Americas, Asia, and Europe.
- **Standard 7B:** The student understands great world movements of people now and long ago.

Texas Alignment (TEKS)

Geography

2.3: The student uses simple geographic tools, including maps and globes. The student is expected to:

- (A) identify and use information on maps and globes using basic map elements such as title, cardinal directions, and legend;

2.4: The student understands the location of places in their community, state, country, and the world. The student is expected to:

- (A) identify major landforms and bodies of water, including each of the seven continents and each of the oceans, on maps and globes;

2.5: The student understands how humans use and modify the physical environment. The student is expected to:

- (A) identify ways in which people have modified the physical environment such as clearing land, building roads, using land for agriculture, and drilling for oil;
- (B) identify consequences of human modification of the physical environment

Economics

2.6: The student understands the value of work. The student is expected to:

- (A) explain how work provides income to purchase goods and services; and
- (B) explain the choices people can make about earning, spending, and saving money.

2.7: The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:

- (C) trace the development of a product from a natural resource to a finished product.

Government:

2.8 - The student understands the purpose of governments. The student is expected to:

- (A) identify functions of governments such as establishing order, providing security, and managing conflict; and

Science, Technology, and Society:

2.13: Science, technology, and society. The student understands how science and technology have affected life, past and present. The student is expected to:

- (A) describe how science and technology have affected communication, transportation, and recreation; and
- (B) explain how science and technology have affected the ways in which people meet basic needs.

Social Studies Skills:

2.15: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:

- (A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts;
- (B) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting

2.16: The student communicates in written, oral, and visual forms. The student is expected to:

- (A) describe the order of events by using designations of time periods such as historical and present times;
- (B) apply vocabulary related to chronology, including past, present, and future;
- (C) create and interpret timelines for events in the past and present;
- (D) use social studies terminology correctly;

- (E) express ideas orally based on knowledge and experiences;
- (F) create written and visual material such as stories, maps, and graphic organizers to express ideas.

2.17: The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

Florida Alignment (NGSSS)

Strand 1: American History

Standard 1: Historical Inquiry and Analysis

- SS.2.A.1.1 - Examine primary and secondary sources
- SS.2.A.1.2 - Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic

Standard 2: Historical Knowledge

- SS.2.A.2.1 - Recognize that Native Americans were the first inhabitants in North America
- SS.2.A.2.2 - Compare the cultures of Native American tribes from various geographic regions of the United States
- SS.2.A.2.3 - Describe the impact of immigrants on the Native Americans.
- SS.2.A.2.4 - Explore ways the daily life of people living in Colonial America changed over time.
- SS.2.A.2.5 - Identify reasons people came to the United States throughout history.

Standard 3: Chronological Thinking

- SS.2.A.3.1 - Identify terms and designations of time sequence

Strand: Geography

Standard 1: The World In Spatial Terms

- SS.2.G.1.1 - Use different types of maps (political, physical, and thematic) to identify map elements
- SS.2.G.1.3 - Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.
- SS.2.G.1.4 - Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).

Strand: Economics

Standard 1: Beginning Economics

- SS.2.E.1.1- Recognize that people make choices because of limited resources.
- SS.2.E.1.2 - Recognize that people supply goods and services based on consumer demands.

Strand: Civics and Government

Standard 1: Foundations of Government, Law, and the American Political System

SS.2.CG.1.1 - Explain why people form governments.

Louisiana Alignment (Louisiana Student Standards)

History:

Historical Thinking Skills: Students use historical thinking skills to explore continuity and change in their community and the United States.

- 2.1 - Create and use a chronological sequence of events using appropriate vocabulary.
- 2.2 - Differentiate between primary and secondary sources.
- 2.3 - Select and use appropriate evidence from primary and secondary sources to support claims.
- 2.4 - Construct and express claims that are supported with relevant evidence from primary and secondary sources with clear reasoning.

Civics:

- 2.12 - Define governmental systems, including democracy and monarchy.

Economics:

- 2.17 - Explain why and how people specialize in the production of goods and services.
- 2.18 - Explain how scarcity of resources and opportunity costs require people to make choices to satisfy wants and needs.
- 2.19 - Identify how people use natural (renewable and non-renewable), human, and capital resources to provide goods and services.

Geography:

- 2.20 - Create and use maps and models with a key, scale, and compass with intermediate directions.
- 2.21 - Describe geographic features and physical characteristics of places in the United States and the world, including mountains, hills, plains, deserts, coasts, islands, peninsulas, lakes, oceans, and rivers.
- 2.22 - Identify and locate the four hemispheres, equator, and prime meridian.
- 2.24 - Compare and contrast basic land use and economic activities in urban, suburban, and rural environments.

2.26 Explain how and why people, goods, and ideas move from place to place.

ROADMAP

Daily guidance for instruction in this unit.

At a Glance Unit 1: The Great Civilizations of the Inca and Maya

Day	Lesson	Type	Day	Lesson	Type	Day	Lesson	Type
1	1	Read Aloud	16	9	Project: Model Cities	31	16	Project: Cultural Images
2	1	Read Aloud	17	9	Project: Model Cities	32	16	Project: Cultural Images
3	2	Content Booster A	18	10	Content Booster D	33	17	Read Aloud
4	2	Content Booster A	19	10	Content Booster D	34	17	Read Aloud
5	3	Read Aloud	20	11	Read Aloud	35	18	Read Aloud
6	3	Read Aloud	21	11	Read Aloud	36		Review
7	4	Content Booster B	22	12	Content Booster E	37		Assessment
8	4	Content Booster B	23	12	Content Booster E	38		Flex Day 1
9	5	Read Aloud	24	13	Read Aloud	39		Flex Day 2
10	5	Read Aloud	25	13	Read Aloud	40		Flex Day 3
11	6	Content Booster C	26	14	Content Booster F & G	41		Flex Day 4
12	6	Content Booster C	27	14	Content Booster F & G	<ul style="list-style-type: none"> • Use and move flex days around as needed! • Reference your Scope and Sequence for scanning deadline! 		
13	7	Read Aloud	28	15	Read Aloud			
14	7	Read Aloud	29	15	Read Aloud			
15	8	Project: Model Cities	30	16	Project: Cultural Images			