



Daily Warm-Ups

U.S. HISTORY

Lisa French

Level II

The classroom teacher may reproduce materials in this book for classroom use only.
The reproduction of any part for an entire school or school system is strictly prohibited.
No part of this publication may be transmitted, stored, or recorded in any form
without written permission from the publisher.

1 2 3 4 5 6 7 8 9 10

ISBN 0-8251-4346-2


Copyright © 2002

J. Weston Walch, Publisher

P.O. Box 658 • Portland, Maine 04104-0658

walch.com

Printed in the United States of America



The *Daily Warm-Ups series* is a wonderful way to turn extra classroom minutes into valuable learning time. The 180 quick activities—one for each day of the school year—review, practice, and teach U.S. history facts. These daily activities may be used at the very beginning of class to get students into learning mode, near the end of class to make good educational use of that transitional time, in the middle of class to shift gears between lessons—or whenever else you have minutes that now go unused. In addition to providing students with fascinating historical information, they are a natural path to other classroom activities involving critical thinking.

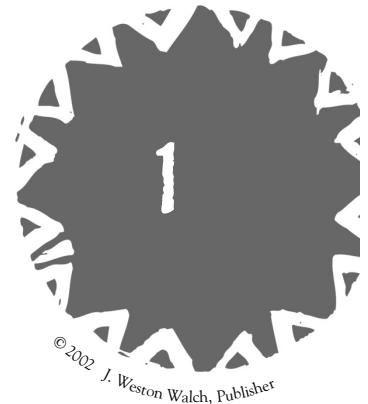
Daily Warm-Ups are easy-to-use reproducibles—simply photocopy the day’s activity and distribute it. Or make a transparency of the activity and project it on the board. You may want to use the activities for extra-credit points or as a check on the historical and critical-thinking skills that are built and acquired over time.

However you choose to use them, *Daily Warm-Ups* are a convenient and useful supplement to your regular lesson plans. Make every minute of your class time count!



Archaeologists use scientific processes to find out how old an artifact or a ruin might be. Two processes are frequently used to date archaeological findings. What are they? Use the clues below to identify two common dating methods.

1. This method can only be used if the artifact is made of wood. _____
2. This method uses an element with a particular atomic weight. The element exists in all organic matter and breaks down at a constant rate. _____

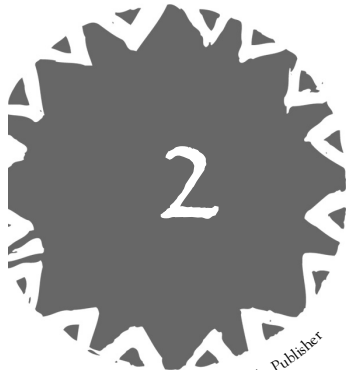


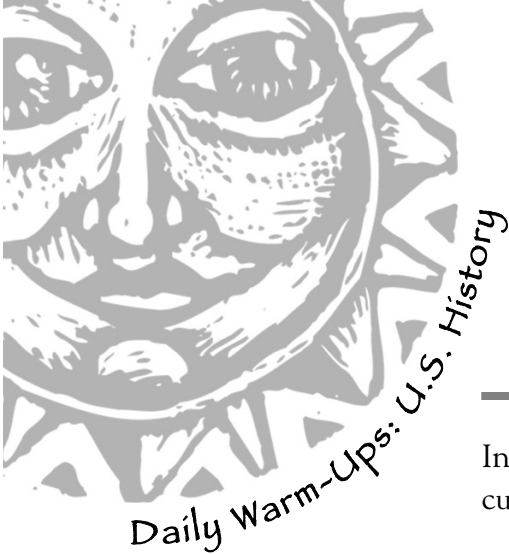
Where did the first North Americans come from?

Most historians believe that humans began coming to the North American continent from Asia during the Pleistocene era (the Ice Age). What else do we know about these early people?

Indicate whether each of the following is true or false. Be sure to read each statement carefully!

1. The first humans probably came to North America around 12,000 B.C.E. _____
2. These people may have crossed from Asia by a land or ice bridge over the Baltic Strait. _____
3. These first people were hunters who usually lived in stone huts. _____
4. They were meat eaters who dined on bison and other animals. _____
5. They hunted with flint-tipped spears and gathered nuts and wild seeds. _____
6. They used animal skins for warmth and for trading with other tribes. _____





The most advanced early civilizations in the Americas were the Maya, Aztec, Inca, Toltec, and Chibcha cultures. They did not have writing systems to formally record their history. Still, we know that they achieved many things between 500 B.C.E. and 500 C.E. Their achievements included basketry, agriculture, pottery, weaving, and copper smelting.

In which present-day country or countries did each of the following cultures live?

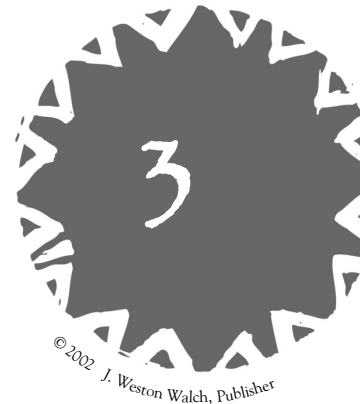
Maya _____

Aztec _____

Inca _____

Chibcha _____

Toltec _____



When Europeans first made contact with the native peoples of South America, they say many new things. They often adopted the South American words for these new things. Some of these words are part of the English language today. Read each numbered definition below. Try to guess which English word of South American origin it refers to.



1. A tropical tree of the sumac family with edible, kidney-shaped nuts

2. A tropical cyclone with very high winds, often with heavy rain

3. A fireplace or pit over which meat and fish are cooked; also, the meat that is cooked over such a fire

4. A hanging couch or bed, usually made of netting, that swings from cords attached at each end





Although they were continents apart, the pre-Columbian natives of Mesoamerica and South America had much in common with their contemporaries in Asia. For example, the Maya had tools, cultural pastimes, and weaponry similar to those of some Asian peoples.

Which of the following did the Maya share with Asian cultures?
Check all of the items below that were part of Mayan culture.

- bow and arrow
- wheel
- pottery
- game like Hindu *parchesi*
- steel implements
- boats made from reeds
- built-up wooden boats



The following statements about the Maya civilization are out of order. Number them 1 to 7 in the correct chronological order, with 1 being the earliest event.

- _____ (a) Maya civilization reaches its height in about 1100 C.E.
- _____ (b) The Maya empire is located in Guatemala, in cities built of stone.
- _____ (c) The Toltecs absorb Maya culture.
- _____ (d) Aztecs invade from the north, reaching Mexico City around 1325.

- _____ (e) Toltecs invade from the north, led by King Quetzalcoátl.
- _____ (f) Moctezuma II is conquered by Hernando Cortés.
- _____ (g) The Maya empire moves to the Yucatán.





Native Americans were generally very welcoming to the first Europeans they saw in the fifteenth and sixteenth centuries. They introduced the newcomers to many agricultural products.

Place a check mark next to all the products that Native Americans gave Europeans.

_____ maize

_____ tobacco

_____ chocolate

_____ bananas

_____ horses

_____ coffee

_____ rice

_____ peanuts

_____ cassava

_____ wheat

_____ oats

_____ kidney and lima beans



A number of English words come from Mesoamerica. One source was Nahuatl. This language was spoken by many of the native peoples with whom the Europeans first made contact. Try to guess which Nahuatl-based words are being defined below.

1. A food or beverage made from ground, roasted cacao beans _____
2. A plant of the nightshade family, grown for its red-orange, nonsweet fruit _____
3. A small wolf native to North America _____
4. A hot pepper, often used as a salsa ingredient _____

