Land Bridge: Theory of Migration

Grade Level: 4

Extension Lesson

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<td>- Works cooperatively with peers from a variety of perspectives and abilities while obtaining valid research and/or products from research</td>
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**Subject(s):**

- Social Studies/Florida State History of Pre-Columbia

**Description:**

Students work in cooperative groups solving the mystery of the crossing of the Bering Strait and how it relates to the early presence of man in America.
Goal:

The purpose of this activity is to allow students to work within their groups on problem solving skills and coming to a group consensus on an issue while introducing them to the study of early Florida history.

Objectives: As a result of this activity, the students will:

1. Understand the effects of the ice age on the levels of the oceans waters.
2. Be able to identify the Bering Strait.
3. Understand that a land bridge between Asia and North America existed at the Bering Strait.
4. Be able to trace the migration of early man from Asia to the state of Florida.

This activity is designed to be used as an opening activity for the students into the study of the state's history. It can easily be used as a cooperative education activity that will reinforce the groups understanding of coming to consensus on an issue.

Materials:

World map that shows Asia to the left of the United States in Social Studies book, activity sheets (end of lesson)

Procedure:

News Flash Game

To introduce the unit before any reading takes place create the following challenge game. With students in small groups of cooperative teams, produce the following story using a world map to trace your tale. (hint: I recorded the story and used it in a learning center. The more you add to and elaborate on the tale, the better the activity.)

“A time long ago, on this continent (point to Asia), a group of people who followed their food, such as bison and mammoths, roamed the area. As the people continued their daily search for food they were slowly lead to this point (point to the Bering Strait). As they continued
to follow their food they found themselves here (point to North American side of Bering Strait). As these people continued to follow their food they eventually scattered themselves throughout North America. Now, here is the challenge -- you can see that there is no land between these two continents, yet animals and people crossed here. Your task is to tell me how the people got across, or better yet what did they walk on to get to North America?

As the teams begin solving the challenge write the first news flash on the board, then continue to supply news flashes until the teams can secretly report the correct answer.

**News Flash:** The animals had no boats and most people walked.

**News Flash:** The weather turned very cold.

**News Flash:** An Ice Age occurred.

**News Flash:** As ice bergs grew oceans shrank.

**News Flash:** The animals and people walked on bare ground. (correct answer: they walked across land bridge)
Student Activity Sheet

Name: ____________________________

Use the world map to trace the story:

(Have the students locate a map of the world from the Social Studies book.)

Take notes as you listen to the story on another sheet of paper. You may need to listen several times to get accurate notes.

Newsflash #1: __________________________________________________________

Newsflash #2: __________________________________________________________

Newsflash #3: __________________________________________________________

Newsflash #4: __________________________________________________________

Newsflash #5: __________________________________________________________

Nomads: ______________________________________________________________

Point where they crossed the ocean ________________________________

Ice Age: ____________________________________________________________

Answer to the challenge: The nomads reached North America by ________________

Tying it All Together:

1. Discuss the theory of the Land Bridge Crossing.
2. Discuss how people use clues to come up with the various theories.
Have the students try the challenge exercises to check for understanding the theory.

Extra Challenge Exercises

A Fishy Fossil

An amateur archaeologist was exploring in a remote mountain region in Wyoming known as Owl Creek. On a sheltered southern exposure hillside overlooking a natural spring the archaeologist discovered petrified fish scales. Through closer study of the general site, skeletal remains of an unknown fish were discovered. Once the site was carefully excavated, the fish remains were sent to a lab for identification. The lab made the following discoveries:

1. The fish bones and scales were left behind, the meat of the fish was not left at the site, it was removed from the scales and skeleton. The skeleton had marks that indicated that a knife like tool had been used to remove the flesh from the bones.
2. The fish was identified as a rare freshwater fish that is only found in the northeastern areas of Asia.
3. No other fish of this origin had ever been found in North America.
4. On further lab test, traces of fire carbon were found on the skeletons.

Using the above information, form a hypothesis about this archaeological find. Make sure you note the laboratories findings in your hypothesis of the situation.

Bridging a New Continent

Suppose that the land bridge that joined Asia and North America had joined North America to Africa. How would North America and its early history be changed because of the land bridge? Use the following topics to develop your ideas of possible changes that might have occurred.

1. Animal Species
2. Native Americans
3. Artifacts Left Behind
Pre-Columbian Migration of Native Americans Theory
Pre-Columbian Migration of Native Americans Theory
Grading Rubric

NAME: __________________________

KNOWLEDGE:  4 3 2 1 0
    Shows an understanding of the material
    Able to answer questions

PARTICIPATION:  4 3 2 1 0
    Does their “fair share” in presenting the material
    Participates in each part of the presentation

LENGTH:  4 3 2 1 0
    Long enough to adequately cover assigned material

CONTENT:  4 3 2 1 0
    Topic covered thoroughly
    Enough information given to understand topic
    Did not exclude any important information or include
    any unnecessary information

DESIGN:  4 3 2 1 0
    Very creative
    Easy to see and follow
    Did not include any unnecessary graphics

HANDS-ON ACTIVITY:  4 3 2 1 0
    Included class in the learning process
    Did more than lecture to the class

TOTAL ________

23-24  A
21-22  B
18-20  C
16-17  D
0-15   F