

American Indians

2



▶ American Indian festival in Charlotte, North Carolina

**Start
with a
Story**



RACE TO THE MOONRISE

AN ANCIENT JOURNEY

**WRITTEN BY SALLY CRUM
ILLUSTRATED BY SHONTO BEGAY**

Race to the Moonrise tells the story of Little Basket and her brother Long Legs, American Indian children living in the Southwest more than 800 years ago. One day, travelers appear in their village and ask Little Basket to go on a journey to save the villages to the north. Accompanied by her brother and her uncle, she must travel hundreds of miles to what is now Chimney Rock, Colorado, and present offerings to the gods. Read now as the two young travelers prepare for their very important journey.



Long Legs nervously rearranged his pack for the fourth time and thought about how nice it would be to carry real trade goods instead of rocks. He placed four balls of salt at the bottom of the pack. “Everyone likes salt in their rabbit stew,” he mumbled. He put two small rubber balls on top of the salt. I’ve heard the people of the Far North don’t play the ball court games but maybe we’ll visit others who do on the way there, he thought.

Last night his mother had given him several small copper bells. Many years before her father was born, her great-grandfather had brought them from the Great City to the south. They were valuable. Long Legs carefully wrapped the bells in cotton cloth and tucked them between the rubber balls. Shell bracelets, pouches of corn and mesquite flour, and dried deer meat filled the rest of his pack.

Little Basket bounced toward him, carrying a stick birdcage with a red and green macaw in it. “I picked up Squawk at the aviary. You are taking him, aren’t you?” she asked. The huge bird of the parrot family was calmly preening his long, scarlet tail feathers which almost touched the ground.

“Yes, he’s more than a pet to me so I don’t want to trade him. But we could trade lots of his feathers,” said Long Legs. “I’ve taught him so many words, I consider him a friend.”

aviary a place for keeping birds

preening dressing up; smoothing feathers

Squawk seemed disgusted. "Squawk good bird," he screeched. Long Legs and Little Basket laughed. "We'll leave you enough feathers to keep you warm at night in the Far North," Long Legs told him.

"And I'll carry all the sunflower seeds you'll need to eat," added Little Basket.

Uncle and the three travelers from the Far North walked across the plaza to the children. Uncle looked upset. "We have a longer journey ahead than we thought," he said. "Our visitors have told me that Little Basket must take special offerings to present at Moonrise."

The youngest traveler looked at Long Legs. "Thunder Voice requires a beautiful bowl from the Mountain People, an ancient clay doll from the Canal People, white clam shells from the Salt Bay, a fine cotton cape from the Volcano People, and a painted mug from the Cliff Dwellers of the Far North People. He thinks the gods will surely talk to Little Basket if the trouble is taken to obtain these offerings."

Uncle turned to Long Legs and Little Basket. "We must leave soon

and keep a steady pace. We will visit the Mountain People first but we can trade with them for only a day. We must then head west to the desert farms of the Canal People." . . .

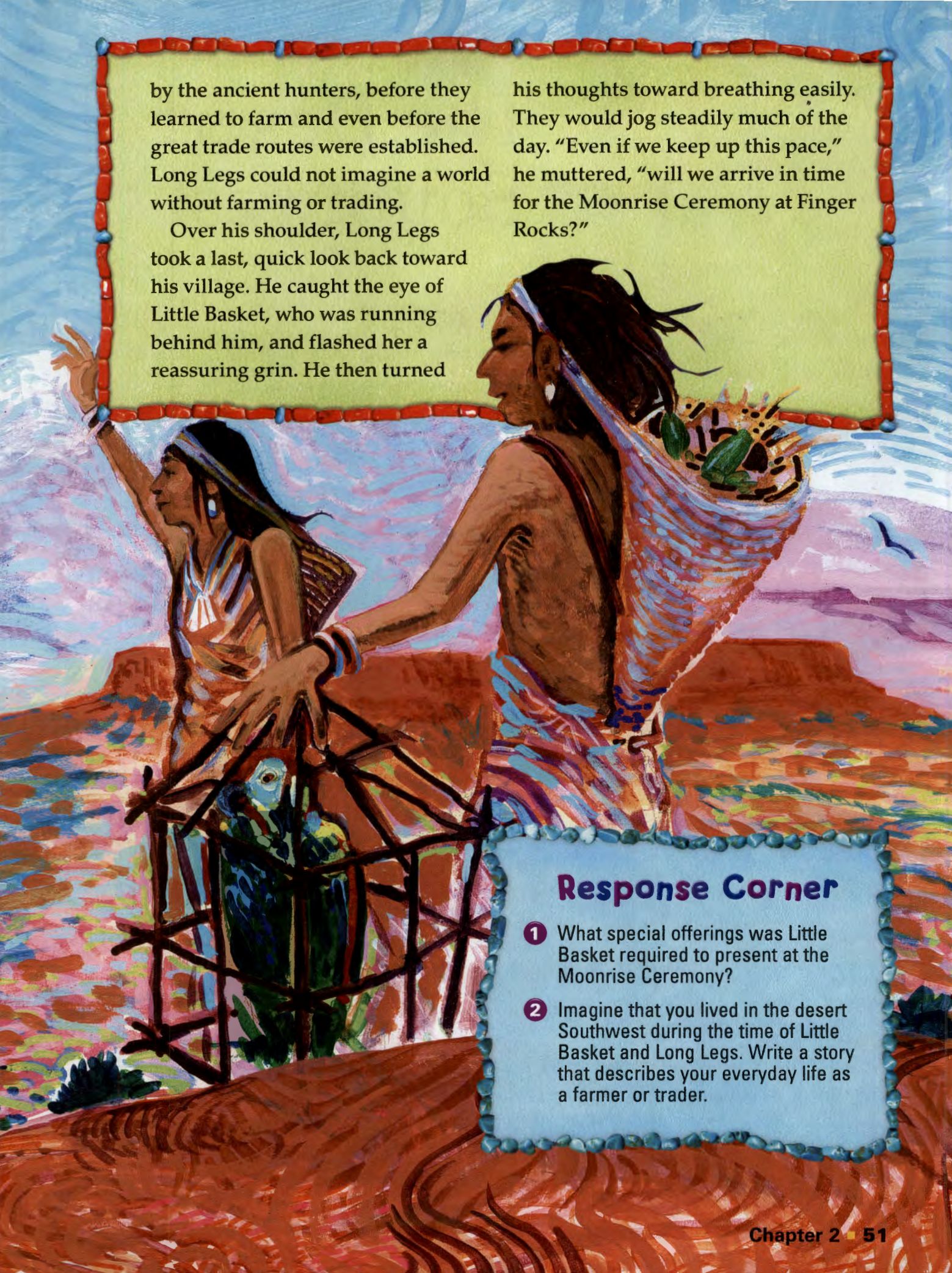
Mother hugged Uncle and her children and with a brave smile said, "Every night I will look at the Traveler's Star and know it is shining over my dear ones, leading them in the right direction."

Little Basket's eyes filled with tears. Long Legs helped her with her pack and said cheerily, "We'll all be fine, Mother. And we may return with Father!"

The three visitors from the Far North ran ahead. They would travel straight north to home. As they moved farther away, the young one shouted back, "See you at the Moonrise Ceremony, Long Legs!" They were soon out of sight behind a low hill. . . .

The trail followed the river at the edge of the willows and cottonwood trees. It was just wide enough for the travelers to run single file. Thousands of years of foot travel had worn it deep into the desert soil. Uncle said the trail had been used





by the ancient hunters, before they learned to farm and even before the great trade routes were established. Long Legs could not imagine a world without farming or trading.

Over his shoulder, Long Legs took a last, quick look back toward his village. He caught the eye of Little Basket, who was running behind him, and flashed her a reassuring grin. He then turned

his thoughts toward breathing easily. They would jog steadily much of the day. "Even if we keep up this pace," he muttered, "will we arrive in time for the Moonrise Ceremony at Finger Rocks?"

Response Corner

- 1 What special offerings was Little Basket required to present at the Moonrise Ceremony?
- 2 Imagine that you lived in the desert Southwest during the time of Little Basket and Long Legs. Write a story that describes your everyday life as a farmer or trader.

Lesson

1

The Desert Southwest

WHAT TO KNOW

How did the geography and climate of the desert Southwest affect the American Indians there?

- ✓ Describe how the Pueblo peoples adapted to their environment.
- ✓ Identify the importance of agriculture for the people of the desert Southwest.

VOCABULARY

- adapt** p. 53
adobe p. 53
staple p. 53
division of labor p. 54
surplus p. 54
ceremony p. 55
hogan p. 56

PEOPLE

- Ancient Pueblos
Hopi
Zuni
Navajo

PLACES

- Arizona
New Mexico

COMPARE AND CONTRAST

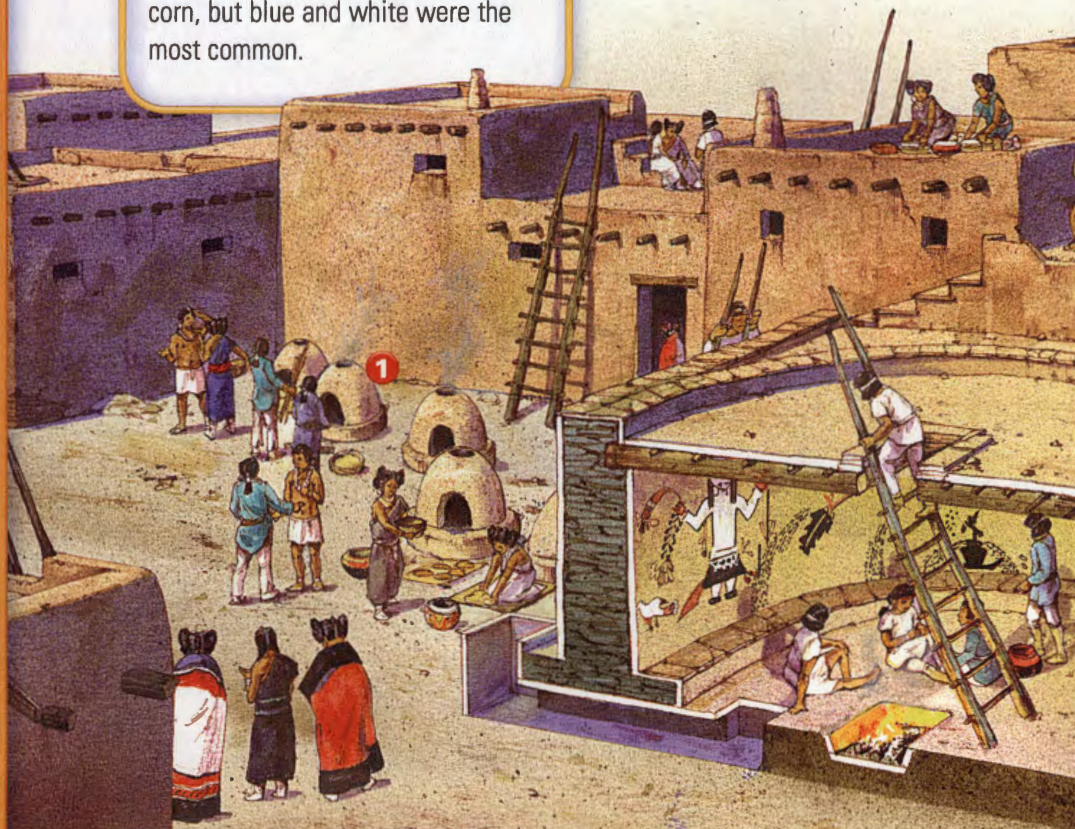
California Standards
HSS 5.1, 5.1.1, 5.1.2, 5.1.3

YOU ARE THERE

Darkness hides the flat-topped mesas and deep cliffs surrounding the valley where your people have made their home for centuries. As you stand on the top of your pueblo, you see the shapes of people gathering in a room below. Your brother calls for you to hurry. He has saved a spot for you next to the fire. You are excited because the storyteller is about to begin. Tonight, he will tell stories about your ancestors—the **Ancient Pueblos**.

FAST FACT

The Hopi grew 24 different kinds of corn, but blue and white were the most common.



The Pueblo People

The desert Southwest, with its mesas, deep canyons, steep cliffs, and rugged mountains, was a challenging place to live. Intense summer heat was usually followed by bitter winter cold.

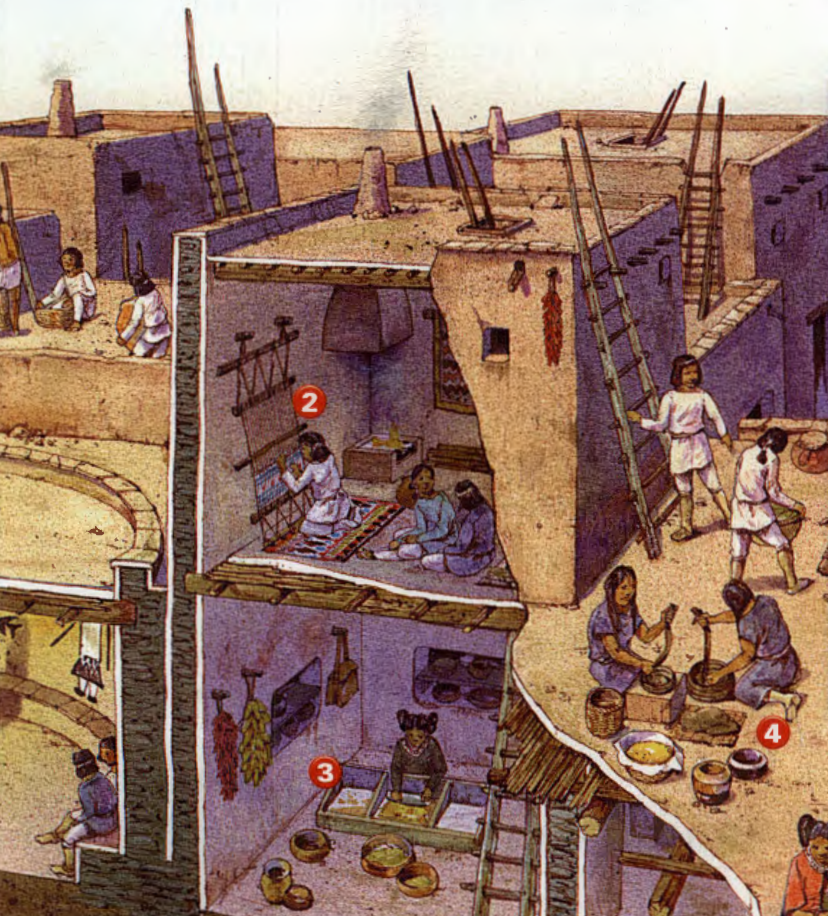
Among the American Indians who were able to **adapt**, or adjust, their life-ways to the natural environment and its resources were the **Hopi** (HOH•pee) and the **Zuni** (ZOO•nee). The Hopi lived in what is today the state of **Arizona**. The Zuni lived farther east, in present-day **New Mexico**. In time, they and most other groups in the region became known as the Pueblo peoples. Like their Ancient Puebloan ancestors, they lived in pueblos built on mesas or on the sides of steep canyons.

The climate of the desert Southwest provided little rainfall so few trees grew. The Hopi and the Zuni used stones and

mud to build their pueblos. Other groups built houses from **adobe**, sun-dried bricks made of clay mixed with straw. Some wood was used to build the roofs of the pueblos. The Pueblo people had to travel long distances into the mountains to find pine and juniper trees from which they could make beams for their roofs.

Even in their dry environment the Pueblo Indians were able to grow their **staple**, or main, foods of maize (corn), beans, and squash. They planted these crops at the bottoms of mesas, where they could catch rainwater. They found underground springs and built irrigation canals to water their crops. Irrigation is the use of canals, ditches, or pipes to move water to dry areas. The Pueblo also grew cotton, which was used to weave blankets and clothing.

READING CHECK 🔗 **COMPARE AND CONTRAST**
In what ways were the Pueblo people like the Ancient Puebloans?



A Closer Look

Pueblo Life

Some pueblos had as many as five levels. The roof of one level was the floor of the next level above it.

- 1 Adobe ovens were used to cook bread.
 - 2 A frame, called a loom, was used to make clothing and blankets.
 - 3 Corn was ground into meal for use in cooking.
 - 4 Clay pottery was made and used for storing food and water.
- ❖ What items made in the pueblo are shown here?

Hopi Children

For hundreds of years, Hopi children have received little wooden kachina dolls. These dolls are not toys. Instead, they are learning tools. Each doll is decorated in a special way and represents an important human value, such as kindness, discipline, or respect for elders. Through the kachina dolls, children learn the importance of practicing these values in their own lives.

Make It Relevant Why do you think it might be important for children to learn respect for their elders?



Pueblo Culture

In Hopi society, jobs were divided among men and women. Men governed the villages, hunted, and tended crops, while women owned and cared for all property. Women cooked and cared for the children. This **division of labor** made it easier for the Hopi to meet their needs.

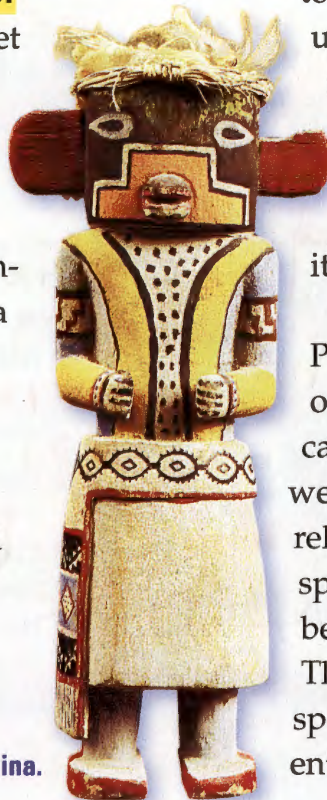
Hopi women spent hours each day grinding corn into meal, using smooth, flat stones. In every home, there were containers filled with cornmeal. Having a food **surplus**, or an amount more than needed, meant survival during times of drought.

Like most other American Indians, the Pueblo people traded with each other for things they wanted. They sometimes traveled long distances, along

narrow paths, to trade their pottery and baskets with other tribes. These artifacts have been found as far north as present-day Colorado.

The Hopi often traded their pottery for copper bells, arrowheads, and shells. One of the most important trade items to the Hopi was salt, which they used to flavor and preserve their food. More importantly, they used salt to aid healing. When someone was injured, salt was placed on the wound to help it heal.

The Hopi, the Zuni, and other Pueblo people believed in gods of the sun, rain, and Earth. Spirits called kachinas (kuh•CHEE•nuhz) were an important part of the Hopi religion. The Hopi believed these spirits worked as messengers between people and the gods. They also believed that during special dances, the kachinas would enter the bodies of the dancers.



► This doll is a Hopi lizard kachina.

Kachina dancers took part in many Hopi ceremonies. A **ceremony** is a series of actions performed during a special event, such as a religious service. Some ceremonies were held in underground rooms called kivas (KEE•vuhz).

Many Hopi ceremonies focused on matters such as weather and farming. The Hopi believed that a successful ceremony could help produce a good harvest. Hopi ceremonies usually lasted eight days, following a day of preparation. Other ceremonies could last even longer.

Just as in daily life, religion played an important role in the governments of the

Pueblo Indians. Usually, a chief, who was also a religious leader, led the Hopi village. The chief made rules and enforced punishments.

Like the Hopi, the Zuni followed a religious form of government. The Council of High Priests controlled the Zuni government. These religious leaders ruled as a group. One member was in charge of ceremonies, while two other members enforced decisions regarding crime and carried out punishments.

READING CHECK **COMPARE AND CONTRAST**
How were men's jobs different from women's jobs in Hopi society?

► This historic painting shows kachina dancers preparing for a ceremony.



The Navajo

Not all of the people who lived in the desert Southwest were Pueblo. Before moving to the region, peoples such as the Navajo (NA•vuh•hoh) lived mainly as nomads. They traveled in groups, hunting and gathering food. The Navajo began moving into the Southwest about A.D. 1025. They settled in the Four Corners area, where they still live.

Some of this land was also Hopi land. During a period of drought, some Hopi people came to live with the Navajo. In time, the Navajo began learning the Hopi customs. Eventually, they began growing food and making cotton clothing as the Hopi did. From the Hopi, they also learned how to farm in the desert.

The Navajo did not call themselves Navajo, which was a name given to them by the Pueblo peoples. Instead, the Navajo called themselves *Diné* (dee•NAY). In the Navajo language, *Diné* means “The People.”

The homes of the Navajo were different from those of the Hopi and the Zuni. The Navajo built shelters called **hogans**. At first, the Navajo built hogans by covering a wooden frame with bark and mud, but later, they began to cover the wooden frame with adobe. Navajo hogans were often miles apart, rather than in villages as the shelters of Pueblo peoples were.

READING CHECK 🔥 **COMPARE AND CONTRAST**
How were Navajo lifeways similar to and different from Pueblo lifeways?

► These hogans (below) were built on Navajo land in Utah.





► Two Navajo medicine people use colored sand to make a sandpainting inside a hogan.

Navajo Beliefs

The Navajo believed in gods they called the Holy People. Some gods, such as the Earth Mother, were kind, while others, such as the sun god, could cause crops to dry up. The Navajo believed they needed to honor the gods so that the gods would not use their power against the people.

Like the Pueblo Indians, the Navajo honored their gods in ceremonies. Navajo ceremonies were led by religious leaders and healers called medicine people. Medicine people called upon the gods

to protect Navajo families, homes, and crops or to cure the sick. Medicine people memorized and sang songs or chants believed to have healing powers. Many of these songs and chants were hundreds of years old. They were often performed with music and lasted many hours.

In other healing ceremonies, medicine people might make sandpaintings, also called dry paintings, that were believed to help people. First, the medicine person created a pattern of symbols on the ground, using colored sand. Next, the sick person sat or lay down on the sandpainting.

► After learning how to use cotton thread from the Hopi, the Navajo became well known for their skill as weavers. A Navajo woman shows her granddaughter how to weave.



Then, the medicine person held a ceremony that the Navajo believed would help the sick person feel healing powers. The painting was always rubbed away after the ceremony. Navajo religious beliefs led to art forms that are still practiced today.


READING CHECK **COMPARE AND CONTRAST**

How were Navajo beliefs like those of the Hopi?

Summary


The American Indians of the desert Southwest found ways to build successful communities in their dry, rocky environment. They divided work between men and women and their main crop was corn. Religion was an important part of their everyday lives.


REVIEW

-  How did the geography and climate of the desert Southwest affect the American Indians there?
- Write a sentence about the Navajo, using the term **ceremony**.
- Why was it important for the Hopi to store surplus food?

CRITICAL THINKING

- ANALYSIS SKILL** How did the location of the Pueblo peoples affect the kinds of shelters they built?
- ANALYSIS SKILL** How did the Hopi use kachinas to teach their children important values?

-  **Draw a Map** Draw a map of the United States and shade in the area where the American Indians of the desert Southwest lived.

-  **COMPARE AND CONTRAST**
On a separate sheet of paper, copy and complete the graphic organizer below.

Topic 1

The Hopi lived in pueblos.

Similar

Topic 2

The Navajo lived in hogans.

Luci Tapahonso

*“This is how we were raised. We were raised with care and attention because it has always been this way. It has worked well for centuries.”**

Luci Tapahonso is a Navajo poet who helps preserve Navajo culture through her writing. Tapahonso was born in Shiprock, New Mexico, and grew up in one of the largest American Indian communities in the country. She started writing poetry at the age of 9 and had her first book published in 1981.

Today, Tapahonso is a professor at the University of Arizona. She continues to write poetry and has read many of her poems on radio and television. She uses both the Navajo and English languages in her writings, which are often about the landscape of the Southwest and the history of her people.

Recently, Tapahonso was part of a group that helped plan and organize the National Museum of the American Indian in Washington, D.C. The museum, which covers ten thousand years of native history, opened in September 2004.

*Luci Tapahonso. *The Women Are Singing*. University of Arizona Press, 1993.

Biography

Trustworthiness
Respect
Responsibility
Fairness

Caring

Patriotism

Why Character Counts

❖ How does Luci Tapahonso work to keep the Navajo community strong?

Bio Brief

1953

Born 1953

• 1953 Luci Tapahonso is born

PRESENT

• 1981 Tapahonso publishes her first collection of poems

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Lesson

2

The Pacific Northwest



WHAT TO KNOW

How did the geography and climate of the Pacific Northwest affect the American Indians there?

- ✓ Describe how the people of the Pacific Northwest met their needs and adapted to their environment.
- ✓ Describe the cultures of the American Indians of the Pacific Northwest.

VOCABULARY

- harpoon** p. 60
- longhouse** p. 62
- clan** p. 62
- totem pole** p. 63
- economy** p. 63
- network** p. 64
- barter** p. 64
- potlatch** p. 64

PEOPLE

- Kwakiutl
- Makah
- Chinook

PLACES

- Columbia River
- The Dalles



COMPARE AND CONTRAST



California Standards

HSS 5.1, 5.1.1, 5.1.2, 5.1.3

YOU ARE THERE

Spring has finally come. For weeks, the tribe elders have been observing the sky's color, noting the wind's direction, and watching the stars' positions in the sky. Now they have decided that today is a good day to go hunting for a whale.

The whale hunters will take the village's biggest canoes. They carry with them their longest, heaviest **harpoons**—long spears with sharp shell points. If the hunt is successful, there will be singing and dancing to welcome the hunters home!



► The whalebone artifact at the bottom may have been an art form or a tool, while the whalebone artifact at the top is the carved figure of a walrus.



► During a whale hunt the chief harpooner showed his respect for the huge animal by singing a special song, promising to give the whale gifts if it allowed itself to be killed.

A Region of Plenty

The American Indians of the Pacific Northwest cultural region, also known as the Northwest Coast region, lived in a place that was very different from the desert Southwest. Nestled between the Pacific Ocean and rugged mountains to the east, the Pacific Northwest region included parts of what are now Oregon, Washington, and western Canada. Cool ocean winds brought heavy rains to the region, so forests grew tall and thick. These forests and the rivers that ran through them were filled with animals and fish.

Among the many groups who lived in the Pacific Northwest were the Kwakiutl (kwah•kee•YOO•tuhl), the

Makah (mah•KAW), and the Chinook (shuh•NUK). Instead of farming, Indians in the Pacific Northwest met their needs by fishing and hunting and by gathering plants and nuts. Salmon was a staple food for most groups.

Whales were also an important resource. Whales supplied not only food but also fat, which could be melted into oil to burn in lamps. Most groups, including the Kwakiutl, captured only whales that became stranded on the shore. The Makah, however, built dugout canoes to hunt whales at sea. These boats—made from a large, hollowed-out log—were up to 6 feet wide and carried up to 60 people.

READING CHECK 🔥 COMPARE AND CONTRAST

How were the whale-hunting methods of the Makah different from those of the Kwakiutl?

Resources and Trade

The enormous trees that grow in the forests of the Pacific Northwest provided the Makah and other groups with wood for boats as well as for houses and tools. The Makah built their villages near the Pacific Ocean, a common location for many Indians in the Pacific Northwest. The doors to the Makah's homes even faced the ocean.

The Makah built large wooden houses called **longhouses**. These rectangular homes were sometimes 60 feet long. Like the longhouses built by the Kwakiutl and other groups, Makah longhouses had a frame made of wooden poles. Planks, or wide boards, were used to cover the walls and floors.

The longhouses had slanted roofs that allowed rainwater to run off. Usually, they had no windows. When smoke collected from a cooking fire, planks could easily be removed from the roof to clear the air, because the planks were usually not permanently attached.

All the members of a **clan**, or extended family, lived in the same longhouse. This meant that grandparents, parents, aunts and uncles, and children often lived together. Each clan was headed by its oldest member. Older clan members passed down songs, dances, stories, and wood-carving skills to younger members.

Wood was so useful to the people of the Pacific Northwest that they made almost everything from it. Dishes, spoons, and other utensils were made of wood. So were ceremonial masks that were often used in storytelling.



A Closer Look

A Pacific Northwest Village

It is believed that many villages along the Northwest Coast had hundreds of inhabitants.

- 1 Northwest Coast Indians used dugouts to fish for salmon and to hunt whales.
 - 2 Salmon was dried on racks so that it could be kept for long periods of time.
 - 3 Totem poles stood in front of many homes.
 - 4 Baskets made with long, thin strips of wood were treasured trade items.
- ❖ What activities are shown in this Pacific Northwest village?



Among the wooden objects carved by Indians in the Pacific Northwest were **totem poles**, tall posts usually showing one or more characters. The characters represented different animals or spirits, and together they told a story.

Some totem poles stood guard at the front of houses. People entered those houses through a hole near the bottom of the totem pole. Other totem poles stood alone, away from the houses, often facing the sea. They were carved to mark graves or to welcome visitors.

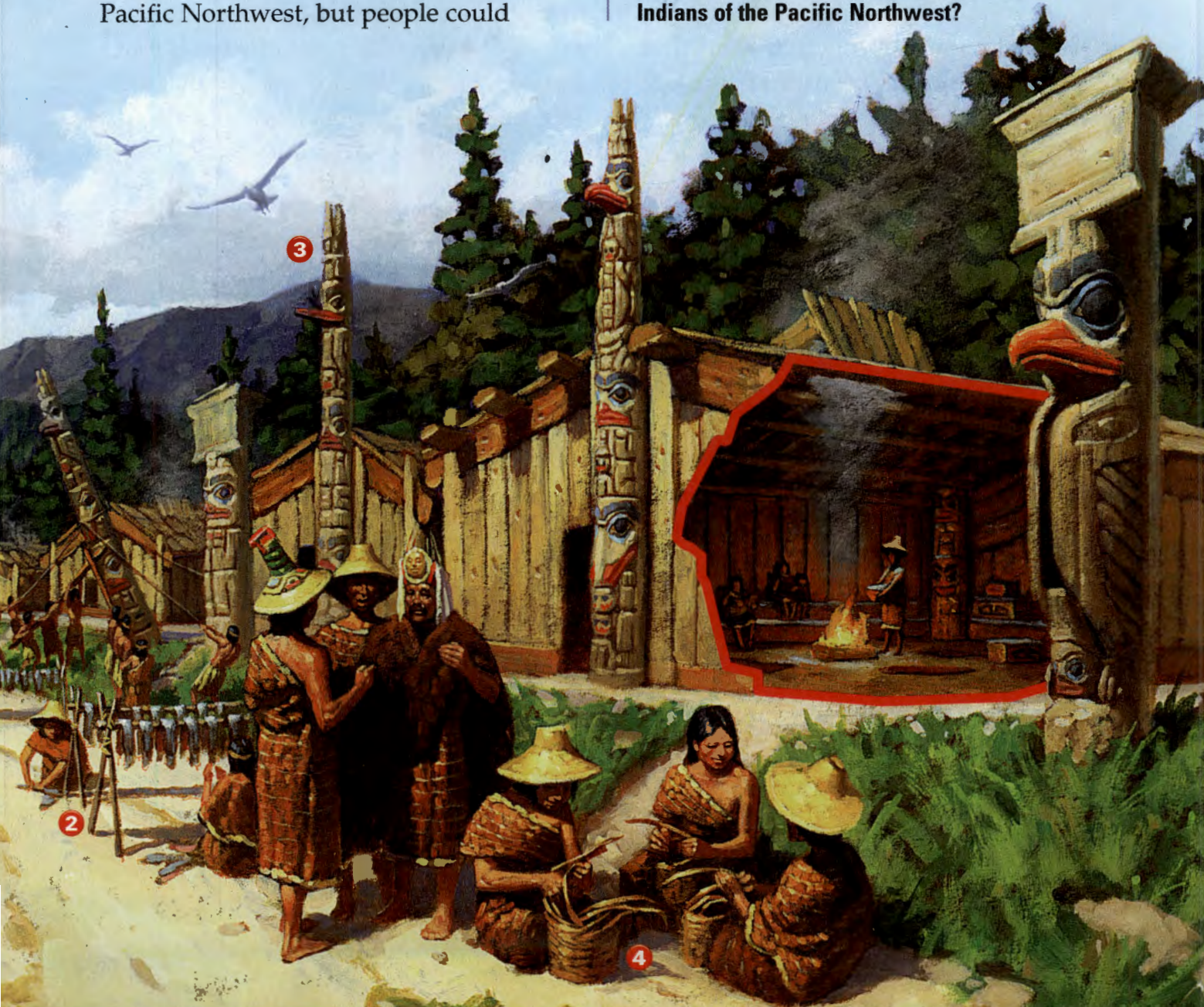
Steep mountains and thick forests made overland travel difficult in the Pacific Northwest, but people could

travel long distances on the region's waterways. Sometimes people used these water "highways" to fish or hunt or to travel for trade. Trading was a large part of this region's economy. An **economy** is the way the people of a state, region, or country use resources to meet their needs.

One of the greatest trading centers was located on the **Columbia River** at a place now called **The Dalles (DALZ)**. People from dozens of tribes, some speaking very different languages, traveled hundreds of miles to trade there.

READING CHECK GENERALIZE

Why was wood important to the American Indians of the Pacific Northwest?



Trade and Wealth

The best-known traders among the Pacific Northwest Indians were the Chinook. The Chinook lived at the mouth of the Columbia River, which they controlled from the coast all the way to The Dalles—about 200 miles upriver.

The Chinook and other Pacific Northwest Indians were part of a large trade network. This **network** allowed goods and ideas to be passed from village to village over very long distances.

The Dalles was a center of the trade network because many groups gathered there, but the different languages they spoke made communication difficult. The Chinook were able to profit from trading at The Dalles because they developed a

unique language for trade. It was made up of Chinook words as well as words borrowed from other Indian languages. This language allowed them to **barter**, or exchange goods, on behalf of two groups who were unable to trade with each other directly.

A plentiful supply of natural resources and a large trade network made many Pacific Northwest groups wealthy. One way they expressed their good fortune was through a celebration known as a **potlatch**. A potlatch was meant to show wealth. The word itself comes from a trade term that means “to give.”

Historians think that the Kwakiutl, who lived along the coast of what is now Canada, helped develop the potlatch custom. They held potlatches to mark

► The Columbia River (below) flows over 1,200 miles to its mouth at the Pacific Ocean. This great resource provided fish for many American Indian groups, including the Chinook of the Pacific Northwest.



major life events such as births, deaths, and marriages.

A Kwakiutl potlatch was a huge celebration, lasting up to ten days and including dancing, food, and speeches. The hosts of a potlatch gave expensive presents to their guests. Because of the great cost, clan members might spend years getting ready to hold a potlatch.

READING CHECK CAUSE AND EFFECT

What was the result of strong trade networks for the Indians of the Northwest Coast?


Summary

The rich natural resources of the Pacific Northwest helped create a society focused on hunting and gathering and trade. Many people in this society became very wealthy. They displayed this wealth in expensive ceremonies.






► This painting of a potlatch shows a chief and his wife dressed to display their wealth.


REVIEW

-  How did the geography and climate of the Pacific Northwest affect the American Indians there?
- Write a sentence explaining what the term **barter** has to do with the Chinook.
- What was the purpose of a potlatch?

CRITICAL THINKING

-  How are a potlatch and a modern birthday celebration alike? How are they different?
-  How did the relative location of The Dalles affect the Chinooks' wealth?

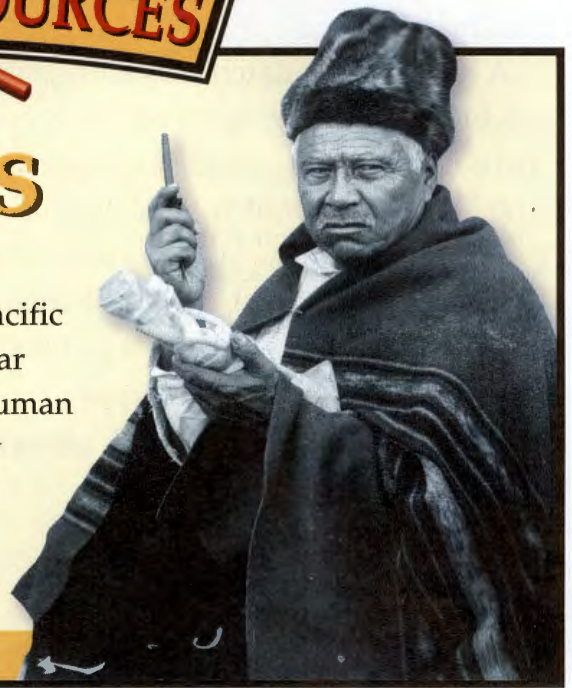
-  **Draw a Chart** Draw a chart showing some of the many things the American Indians of the Pacific Northwest built using wood. Be sure to label each of the drawings on your chart.

-  **COMPARE AND CONTRAST**
On a separate sheet of paper, copy and complete the graphic organizer below.

Topic 1		Topic 2
The Makah	Similar	The Kwakiutl

Totem Poles

Totem poles, also known as story poles, are an important part of American Indian culture in the Pacific Northwest. Totem poles are usually made from cedar trees and often have carvings of both animal and human figures. These figures often tell the story of a family or the family's ancestors. Today, totem pole carvers continue to create poles that show the history of the native people of the Pacific Northwest.



Some of the totem poles in Alaska's Sitka National Historic Park are more than 50 feet tall.





Carvers' tools were beautifully decorated. This knife has an eagle detail.

ANALYSIS SKILL

Analyze Artifacts

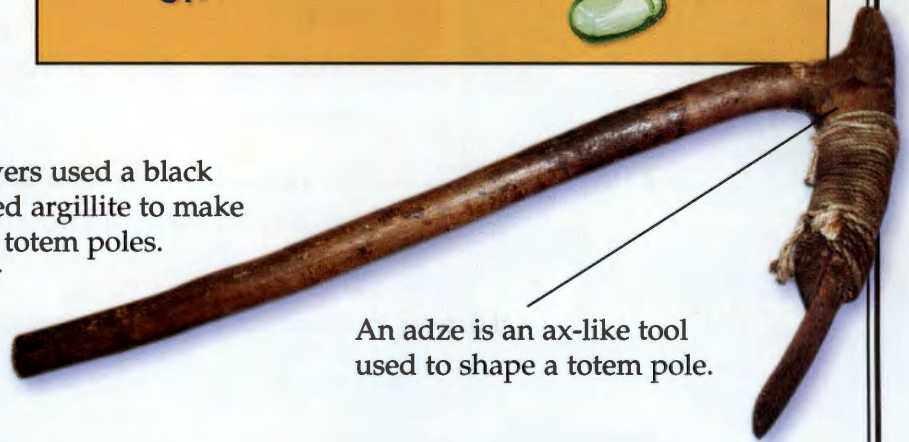
- 1 Why do you think that the Indians of the Pacific Northwest carved totem poles to tell their histories?
- 2 How do you think these totem poles are similarly decorated? How are their decorations different?



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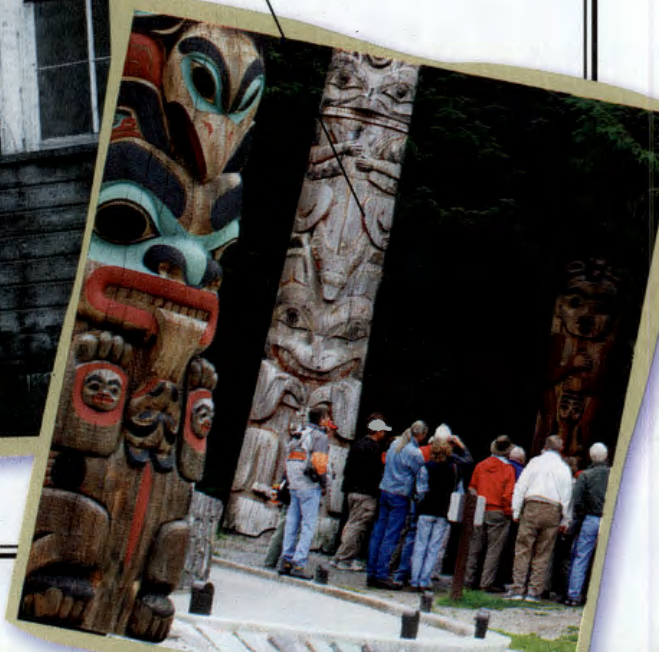


Some carvers used a black stone called argillite to make miniature totem poles.



An adze is an ax-like tool used to shape a totem pole.

Totem poles were used in potlatch ceremonies. Today, totem poles displayed in state parks teach visitors about the histories of the Indians of the Pacific Northwest.



Lesson

3

The Plains



WHAT TO KNOW

How did the geography and climate of the Plains affect the American Indians there?

- ✓ Describe how the Plains Indians adapted to their environment.
- ✓ Compare and contrast the ways of life of the people of the Plains.

VOCABULARY

lodge p. 70

sod p. 70

tepee p. 71

travois p. 71

council p. 72

PEOPLE

Pawnee

Sioux

Cheyenne

Kiowa

Blackfoot

PLACES

Missouri River

Platte River



COMPARE AND CONTRAST



California Standards

HSS 5.1, 5.1.1, 5.1.2, 5.1.3

YOU ARE THERE

The sound of thunder wakes you, and you quickly sit up. But this isn't ordinary thunder!

You feel the ground rumbling beneath you. Only then do you realize that the sound you hear is the pounding hooves of thousands of buffalo fleeing your tribe's hunters.

You listen as your mother and grandmother talk about the hunt. Soon, there will be fresh meat to cook and dry. Grandmother has even promised to make you a new pair of moccasins from part of a buffalo hide.

FAST FACT

Hundreds of years ago, the buffalo herds on the Plains were so large that they sometimes blackened the horizon.



Life on the Plains

The Plains Indians lived on the Interior Plains between the Mississippi River and the Rocky Mountains. Among vast fields of green grasses, they hunted buffalo, or American bison. Buffalo were second only to water as the Plains Indians' most important natural resource. Millions of these animals once roamed the dry prairie land of North America.

Imagine a hunting party coming upon a herd of buffalo. Disguised in animal skins that cover their shoulders, the hunters slowly sneak up on some of the buffalo. A signal is given, all the hunters yell, and the frightened buffalo begin to run. The hunters drive the herd toward a steep cliff. Unable to stop, many of the animals fall over the side and are killed.

Analyze Diagrams This chart shows only a few of the many uses the Plains Indians had for the buffalo.

❓ How did Plains Indians use the buffalo to become better hunters?

Buffalo were the main source of food for all the American Indian groups that lived on the Plains. The meat could be eaten raw or cooked, and it could be mixed with fat and berries to make pemmican, a dried meat that could be kept for months.

The buffalo also supplied the Plains Indians with materials to make clothing, tools, utensils, and shelters. The Indians used almost every part of the buffalo. They made blankets, clothing, and moccasins from the skins and carried water in bags made from the stomachs. They twisted the hair into cord, and they made needles and other tools from the bones and horns.

READING CHECK **COMPARE AND CONTRAST**

How did the Plains Indians use buffalo skins differently from buffalo bones and horns?

American Indian Uses of the Buffalo

Horns cups, spoons
Skin clothing, shelter, shields, drums
Bones tools, arrowheads, pipes



Farmers and Hunters

Although they all depended on the buffalo for most of their needs, different Plains Indians developed different ways of life. Their lifeways depended in part on where they lived.

Among the Plains Indians who lived mostly in the eastern part of the Plains, called the Central Plains, were the Mandan, **Pawnee**, Wichita (WICH•ih•taw), and smaller groups of the **Sioux** (SOO), who called themselves Nakota. These groups were both hunters and gatherers and farmers. They gathered plants and hunted deer, elk, and buffalo and farmed in the fertile valleys of the **Missouri River** and the **Platte River**. They grew mostly beans, corn, squash, and sunflowers, which they sometimes traded for other goods.

These Central Plains Indians lived in villages made up of large circular houses called **lodges**. Each lodge was home to several families, with sometimes as many as 60 people living in one lodge.

Each lodge was built of earth over a shallow pit. In the center was a shared fireplace under a hole in the roof for letting out smoke. Families could keep warm in the earth lodge during the cold winters. On the northern prairies, the lodges were covered by **sod**, a layer of soil held together by the roots of grasses. On the southern prairies, the lodges were covered with grasses or animal skins.

About twice a year, the villages emptied as men, women, and children took part in a great buffalo hunt. To reach the grasslands where the buffalo lived, the people walked from their villages in the river valleys, sometimes for several days.

READING CHECK **COMPARE AND CONTRAST**
How did types of lodges differ?



A Closer Look

Plains Life

The Plains Indians used their environment to obtain food and to make clothing and shelter.

- 1 A travois made by using tepee poles served as a carrier that could be pulled by a dog.
 - 2 The wooden poles used to build tepees were valuable because wood was scarce.
 - 3 In hot weather, tepee flaps could be left open to let in cooling breezes.
 - 4 Animal skins were stretched out and softened using a mixture of ashes and fat.
- What activities do you see in this illustration?



A Nomadic Society

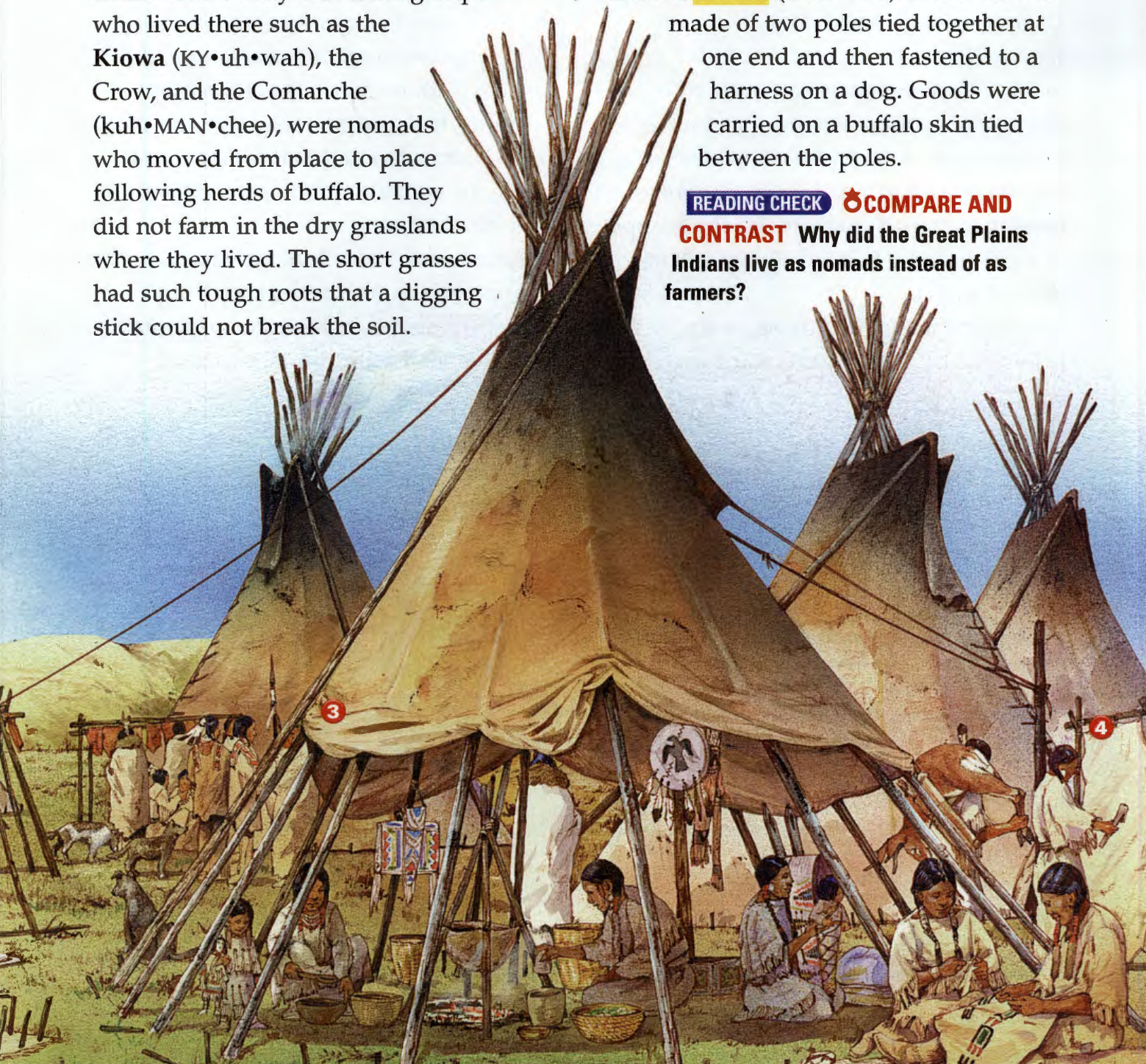
Smoke rises from an early morning fire as a **Cheyenne** (shy•AN) woman prepares food. Wood is scarce, or in short supply, where she lives, so for fuel the woman burns dried buffalo droppings, called chips. She works quickly because her people are preparing to move.

The Cheyenne lived in the western part of the Interior Plains, called the Great Plains. They and other groups who lived there such as the **Kiowa** (KY•uh•wah), the Crow, and the Comanche (kuh•MAN•chee), were nomads who moved from place to place following herds of buffalo. They did not farm in the dry grasslands where they lived. The short grasses had such tough roots that a digging stick could not break the soil.

Since the Great Plains Indians had no permanent homes, they built shelters that were easy to move. One such shelter was a cone-shaped tent called a **tepee** (TEE•pee). To build a tepee, wooden poles were set in a circle and tied together at the top. Then the poles were covered with buffalo skins, leaving a hole at the top to let out the smoke from fires.

The Great Plains Indians also used their wooden poles to make a kind of carrier called a **travois** (truh•VOY). A travois was made of two poles tied together at one end and then fastened to a harness on a dog. Goods were carried on a buffalo skin tied between the poles.

READING CHECK **COMPARE AND CONTRAST** Why did the Great Plains Indians live as nomads instead of as farmers?

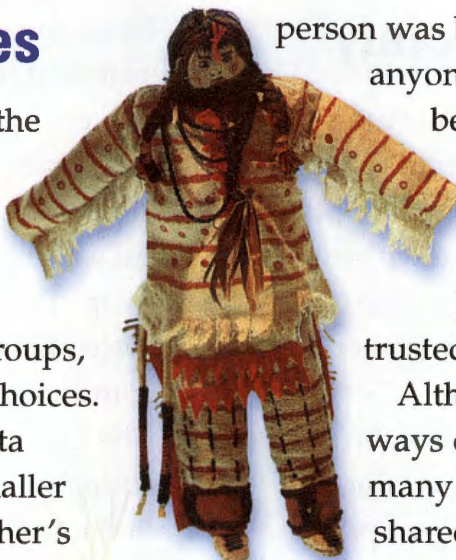


Plains Cultures

Like all American Indians, the Plains Indians had different customs and systems of government. The Lakota people, another branch of the Sioux, were seven nomadic groups, each of which made its own choices. Still, membership in the Lakota group guaranteed that the smaller groups would respect each other's hunting areas and would not fight each other.

The Cheyenne governed differently. They were ten groups that were independent of each other in many ways. However, each group sent its leaders to meet in a **council** of chiefs. All the groups of the Cheyenne had to follow the council's decisions.

Among the Plains Indians, every person in the group was equal. No one



► This cloth doll is an artifact of the Blackfoot.

person was born more important than anyone else. Any man could become chief by proving himself a good hunter and a good leader of people. He became chief because his people chose and trusted him.

Although they had different ways of governing themselves, many of the Plains Indians shared certain folklore traditions and religious beliefs. Among these was a belief in how they came to be. The **Blackfoot**, for

example, believed that they were created by a spirit called Old Man. Old Man also made the animals and decided where they would live.

Among the Plains Indians who farmed, corn played an important role. Every year, they held ceremonies to celebrate and give thanks for the corn harvest.

PRIMARY SOURCES

A Calendar Robe

Analyze Artifacts

Many Plains Indians kept the history of their group on what is now called a calendar robe. Each year, leaders met to decide what event should be recorded on the robe. This calendar robe was decorated by a Dakota Indian named Lone Dog. It covers the period 1800–1871.

- 1 1837–1838: A successful elk hunt was held.
 - 2 1840–1841: The Dakota and the Cheyenne made peace.
 - 3 1845–1846: Buffalo meat was plentiful.
- ◆ Why is it important to record historical events?



Other ceremonies marked the beginning and end of buffalo hunts, the naming of a child, or the beginning of a marriage.

During the summer, many Plains Indians performed the Sun Dance ceremony, which they believed helped keep the buffalo strong. The Sun Dance also showed the Plains Indians' respect for nature. Different Plains groups gathered for the Sun Dance, which helped build a sense of unity.

READING CHECK **COMPARE AND CONTRAST**
How were the governments of the Lakota and the Cheyenne both alike and different?


Summary

The Plains Indians lived in a large region that stretched across the middle of North America. The Plains Indians were made up of many different groups. However, different groups lived in similar types of shelters, relied on the same sources of food, and shared certain religious beliefs.






➤ Medicine people were important in the Blackfoot's religious ceremonies.

REVIEW

1.  How did the geography and climate of the Plains affect the American Indians there?
2. Explain how **sod** is related to a Plains Indian **lodge**.
3. What was the purpose of a travois?
4. How could a person become chief of a Plains Indian group?

CRITICAL THINKING

5.  How did the Plains Indians use dogs? How are dogs used today?

6.  **Draw a Building Plan** Give step-by-step instructions to build a teepee. Be sure to illustrate each step and include a list of materials, based on what you know about Plains Indians' teepees.
7.  **COMPARE AND CONTRAST**
On a separate sheet of paper, copy and complete the graphic organizer below.

Topic 1

Central Plains Indians lived in lodges.

Similar

Topic 2

Great Plains Indians followed buffalo.

Lesson

4

The Eastern Woodlands



WHAT TO KNOW

How did the geography and climate of the Eastern Woodlands affect the American Indians there?

- ✓ Describe how the Eastern Woodlands peoples adapted to their environment.
- ✓ Locate the Eastern Woodlands cultural region, and compare lifeways.
- ✓ Explain the Iroquois system of government.

VOCABULARY

palisade p. 76

wampum p. 77

confederation p. 77

wigwam p. 78

PEOPLE

Iroquois

Hiawatha

Deganawida

Algonquian

PLACES

Great Lakes



COMPARE AND CONTRAST



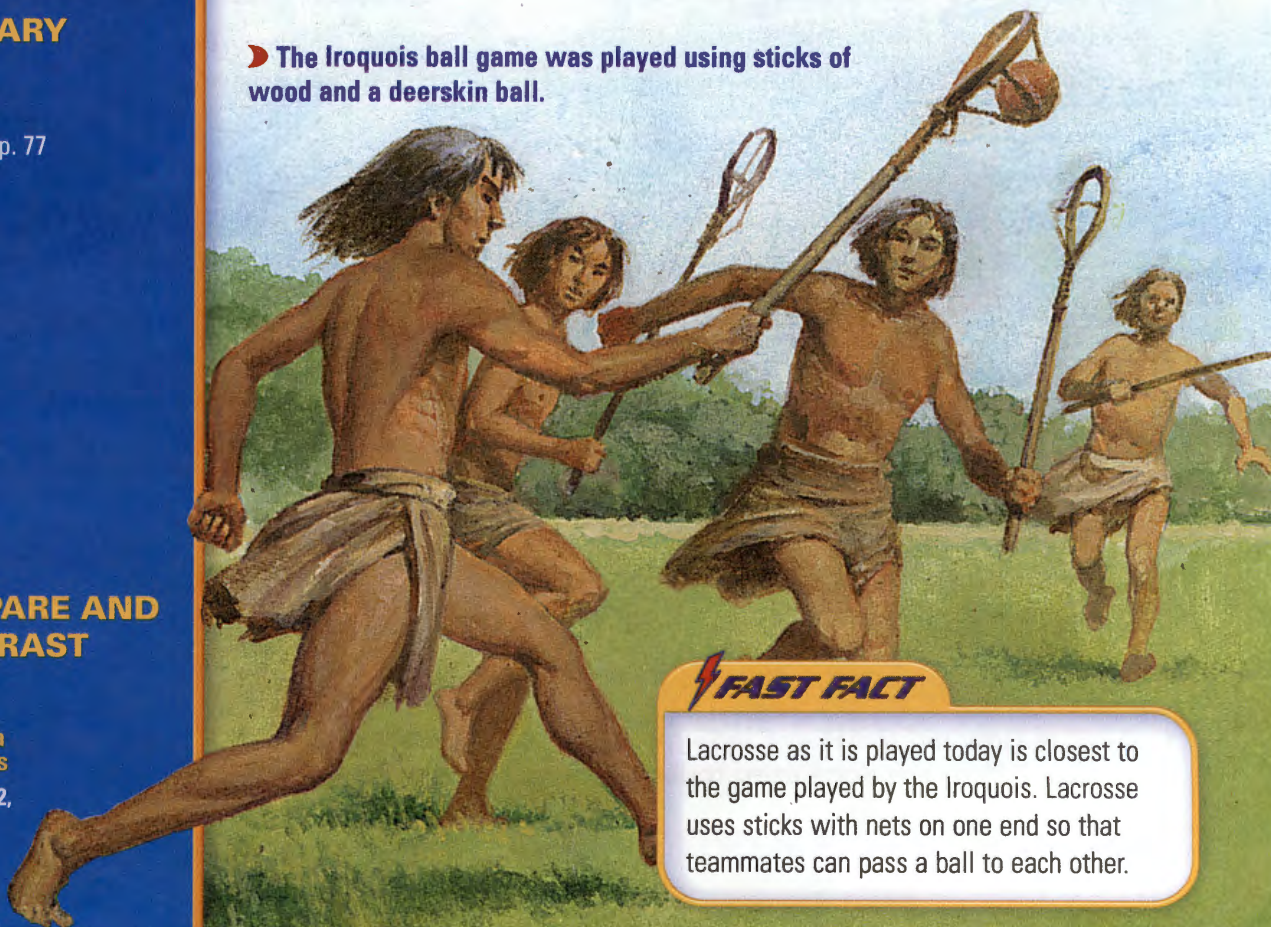
California Standards

HSS 5.1, 5.1.1, 5.1.2, 5.1.3

YOU ARE THERE

Imagine playing a ball game with other Iroquois children. Scooping up the ball in the small leather basket attached to the end of your stick, you run toward your opponent's goal, darting past the other players. You can hear your family's shouts of encouragement as you make your way across the long playing field. As you fling the ball toward the goal, your heart races with excitement. Your brave play will bring honor to you and your family. Score!

► The Iroquois ball game was played using sticks of wood and a deerskin ball.



FAST FACT

Lacrosse as it is played today is closest to the game played by the Iroquois. Lacrosse uses sticks with nets on one end so that teammates can pass a ball to each other.



► The people of the Eastern Woodlands used wood from the region's many forests to make their homes and tools.

Life in the Eastern Woodlands

The Eastern Woodlands cultural region stretched east of the Mississippi River, spreading across most of what is now the eastern half of the United States. The region's name came from the thick forests that once covered the region. Along the banks of rivers and streams flowing through the forests, the Eastern Woodlands people built their villages.

These people all shared the same important natural resource—trees. They used trees and tree bark to make canoes and shelters, and they carved tools and weapons from wood. Trees also provided the people with food, such as wild fruits.

The Eastern Woodlands people were farmers as well as hunters and gatherers. In the northeastern part of

the Woodlands, where the soil was rocky, people did more hunting and gathering than farming. The men hunted animals for food and used antlers and bones to make tools. Using spears and nets, they fished in the region's many lakes and rivers. Meanwhile, the women prepared the food and used animal skins to make blankets, clothing, and moccasins.

In the southern areas, where the soil and climate were better for growing crops, the people raised corn, beans, squash, and other plants. Generally, the men cleared the land for planting and the women and children were responsible for planting, caring for, and harvesting crops.

READING CHECK 🔥 **COMPARE AND CONTRAST**
How did life in the northeastern part of the Eastern Woodlands differ from life in the southern part?

The Iroquois

The people of the northeastern part of the Eastern Woodlands included the **Iroquois** (IR•uh•kwoy). They lived in the area around the **Great Lakes**, in what is now Pennsylvania and New York and the Lake Ontario region of Canada. Not all of the Iroquois people spoke the same language, but their languages were similar. They also had similar customs.

Like other Eastern Woodlands Indians, the Iroquois farmed and lived in villages. Most tribes built their villages along the banks of rivers or streams, for fresh water. These villages were often large and included several houses and a building for meetings and ceremonies. For protection against enemies, many Iroquois built **palisades**, or walls of tall wooden poles, around their villages.

Like the Makah, the Iroquois lived in longhouses. However, Iroquois longhouses had some differences. They were smaller, but could still fit up to 20 families. The frame of a longhouse was made by cutting poles from young trees, bending the poles, and then covering them with bark. Each longhouse was divided into sections, and each section was home to one or two families.

Near their villages, the Iroquois grew three main crops—corn, beans, and squash. The Iroquois called these the Three Sisters because all three were planted together in the same field. After a field was farmed for a few years, the soil became less fertile, so the Iroquois would then begin planting in another location.

Like many other American Indians, the Iroquois used wampum to make beaded designs that showed important decisions, events, or stories.



Wampum—strings of beads cut from sea shells—was also traded and exchanged for goods.

Five of the largest Iroquois groups were the Mohawk, the Oneida (oh•NY•duh), the Onondaga (ah•nuhn•DAW•guh), the Cayuga (kay•YOO•guh), and the Seneca (SEH•nih•kuh). Known as the Five Nations, these peoples often battled each other over control of hunting areas. Even within a group, people sometimes fought to settle arguments.

A legend about one argument tells of an Iroquois warrior named **Hiawatha**, who it was said, saw his family killed by members of another group. By tradition, Hiawatha was expected to kill those who had killed his family. However, he wanted the fighting to stop.

Hiawatha left his village and met another Iroquois, named **Deganawida**

(deh•gahn•uh•WEE•duh), who became known as the Peacemaker. In time, the two men persuaded the Five Nations to unite and work together as a group.

The group that was formed was called the Iroquois League. It acted as a **confederation**, a loose group of governments working together. Members from each of the five tribes were sent to speak for their group. They joined the Grand Council, which the league set up to settle disputes among the people peacefully.

READING CHECK MAIN IDEA AND DETAILS
What was the Iroquois League?

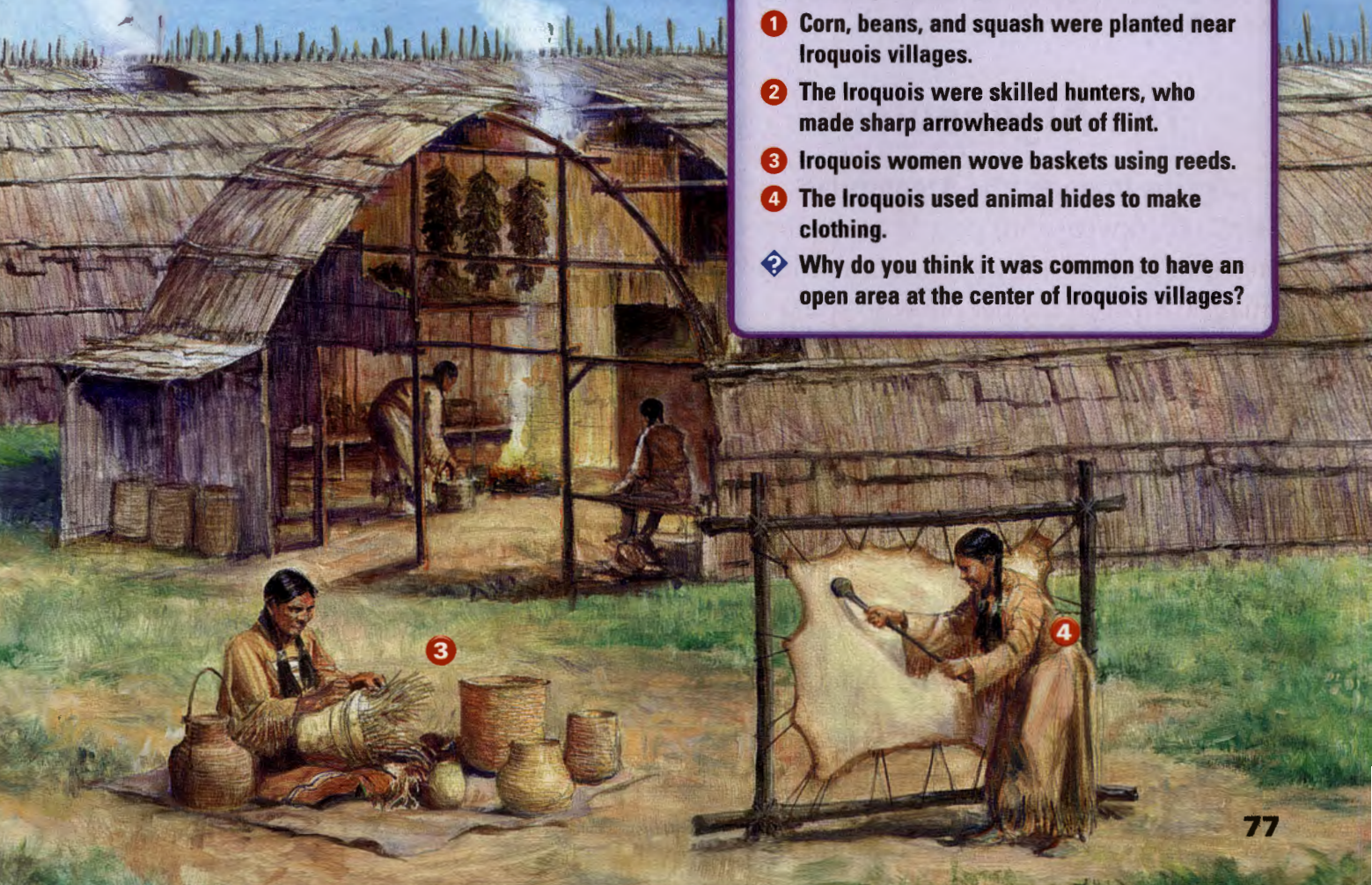


A Closer Look

An Iroquois Village

Iroquois villages were often located on top of steep-sided hills. The steep slopes helped protect Iroquois villages from enemies.

- 1 Corn, beans, and squash were planted near Iroquois villages.
 - 2 The Iroquois were skilled hunters, who made sharp arrowheads out of flint.
 - 3 Iroquois women wove baskets using reeds.
 - 4 The Iroquois used animal hides to make clothing.
- ❖ Why do you think it was common to have an open area at the center of Iroquois villages?





► This drawing of Algonquian Indians was made by English settler John White in the early 1600s.

The Algonquians

Like the Iroquois, the **Algonquian** (al•GAHN•kwee•uhn) people are grouped together because they spoke similar languages. Most of the people who spoke Algonquian languages lived on the Coastal Plain near the Atlantic Ocean. Among them were the Delaware, the Wampanoag (wahn•puh•NOH•ag), and the Powhatan (pow•uh•TAN). Other Algonquian groups lived farther inland, around the Great Lakes. These people included the Ottawa (AH•tuh•wuh), the Chippewa (CHIH•puh•waw), and the Miami.

Most Algonquian people had anywhere from 1 to 20 villages. Some groups built longhouses similar to those of the Iroquois. Others built round, bark-covered shelters called **wigwams**. Apart from their shape, wigwams were made in much the same way as longhouses. The trunks of small trees were bent, tied together into a dome shape, and then covered with bark.

Like their Iroquois neighbors, the Algonquians hunted and gathered. Both groups farmed, but the Algonquians who lived near the coast did not rely on their crops for food as much as the Iroquois did. Fish was an important food source.

The Algonquians built birch-bark canoes to fish in the rivers and along the coast. They used animal bones and wood to make hooks and fishing traps.

The Algonquians made clothing mostly from deerskin, which kept them warm during the cold winters. Men wore shirts, leggings, and moccasins. They usually tied one or two eagle feathers to their hair. Women usually wore dresses. Both men's and women's clothing was decorated with feathers, shells, and porcupine quills.

Many Algonquian groups had leaders who governed more than one village. Some Algonquian people had two chiefs, one to rule during times of peace and the other to rule during times of war.

Among Algonquian groups, marriage ceremonies were very

► **Algonquians used beeswax to make dolls.**

much alike. If a man wanted to marry a woman, he would take her a gift of meat from an animal he had hunted himself. This showed he was a good hunter. If the woman wanted to marry him, she would accept the gift of meat and cook it. This showed she was a good homemaker. When the couple shared the meal, they were considered married.

READING CHECK **COMPARE AND CONTRAST**

How did the diet of the Algonquians differ from that of the Iroquois?



Summary

The people of the Eastern Woodlands relied on trees for food, shelter, and transportation. The two main language groups of the Eastern Woodlands were the Iroquois and the Algonquians.

REVIEW

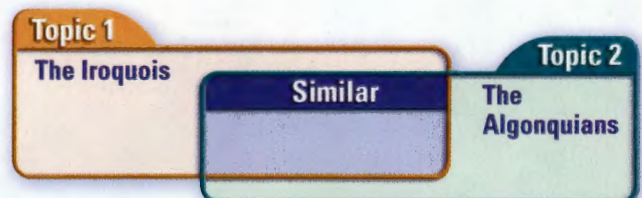
- How did the geography and climate of the Eastern Woodlands affect the American Indians there?
- How is the term **confederation** related to the Iroquois League?
- Why was fish an important food source for the Algonquian peoples?

CRITICAL THINKING

- ANALYSIS SKILL** Why did American Indians in the same region often develop different ways of life? Explain.
- ANALYSIS SKILL** Why did the Iroquois groups choose to come together to form the Iroquois League?

- Give a Speech** Write and deliver a speech to try to persuade Iroquois leaders to join the Iroquois League. Be sure to include the benefits of working together.

- FOCUS SKILL** **COMPARE AND CONTRAST**
On a separate sheet of paper, copy and complete the graphic organizer below.





Resolve Conflict

► WHY IT MATTERS

Hiawatha's goal was to find a way that the Five Nations could **resolve**, or settle, conflicts without turning to war. However, even before Hiawatha began his work, each tribe had its ways to settle disagreements.

For example, in the Mohawk tribe, if a member of one clan wronged a member of another clan, all the clans worked together to resolve the conflict. Because of their ability to resolve conflicts, the clans were able to stay part of one tribe.

Today, people must often resolve conflicts as they work together. A lot of times that means they have to compromise. To **compromise** is to give something up in order to get something else. Being able to compromise is important in resolving conflicts.

► WHAT YOU NEED TO KNOW

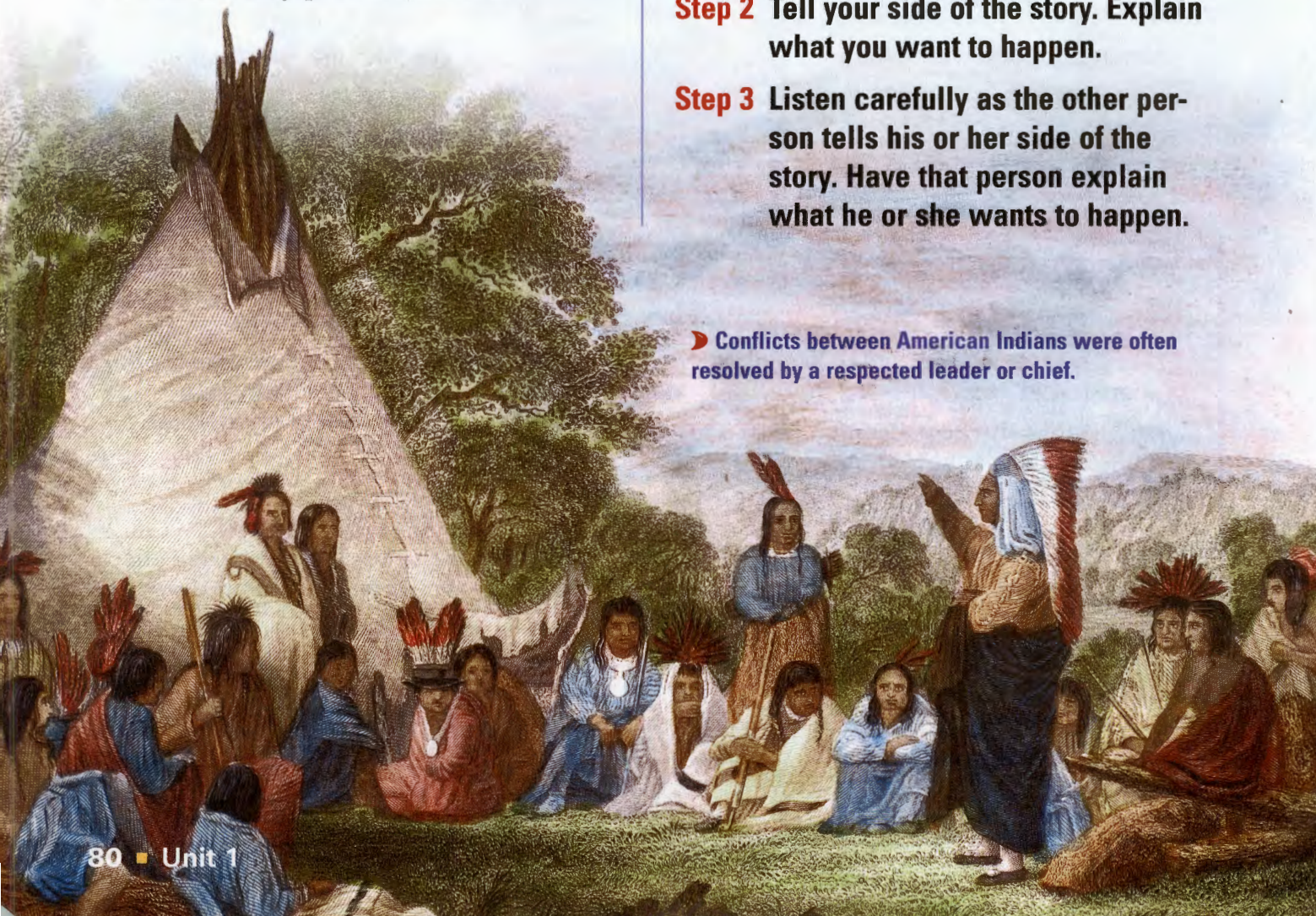
Here are some steps you can follow to resolve a conflict through compromise.

Step 1 Identify the problem.

Step 2 Tell your side of the story. Explain what you want to happen.

Step 3 Listen carefully as the other person tells his or her side of the story. Have that person explain what he or she wants to happen.

► Conflicts between American Indians were often resolved by a respected leader or chief.





► Leaders in the United States government meet to resolve conflicts.

- Step 4** Discuss differences between the two versions.
- Step 5** Together, hold a brainstorming session to think of possible compromises. Remember, you will each probably have to give up something in order to reach a compromise.
- Step 6** Choose a compromise that seems as if it will work. For the compromise to be effective, both sides must agree.
- Step 7** Try the compromise to which you both agreed. Plan to check later to make sure the compromise is still working.

► PRACTICE THE SKILL

Think of a conflict you recently faced. Determine whether the conflict was resolved. What did you give up to reach a compromise? What did you gain through the compromise?

► APPLY WHAT YOU LEARNED

Make It Relevant With the help of your classmates, choose a conflict facing your class or your school. Form two groups, with each group taking one of the positions in the conflict. Then follow the steps listed to come to a compromise.

THE COMMON GOOD

“Look and listen for the welfare of the whole people and have always in view not only the present but also the coming generations . . .”*

—from the Iroquois Constitution

For many years, the tribes of the Iroquois were not united. They often fought one another over land and resources. Then, in the 1500s, Hiawatha helped create peace among the different tribes.

According to legend, a spiritual leader named Deganawida came to Hiawatha and asked him to bring peace to the Iroquois. Hiawatha then spoke to all the Iroquois leaders in the hope of bringing the tribes together.

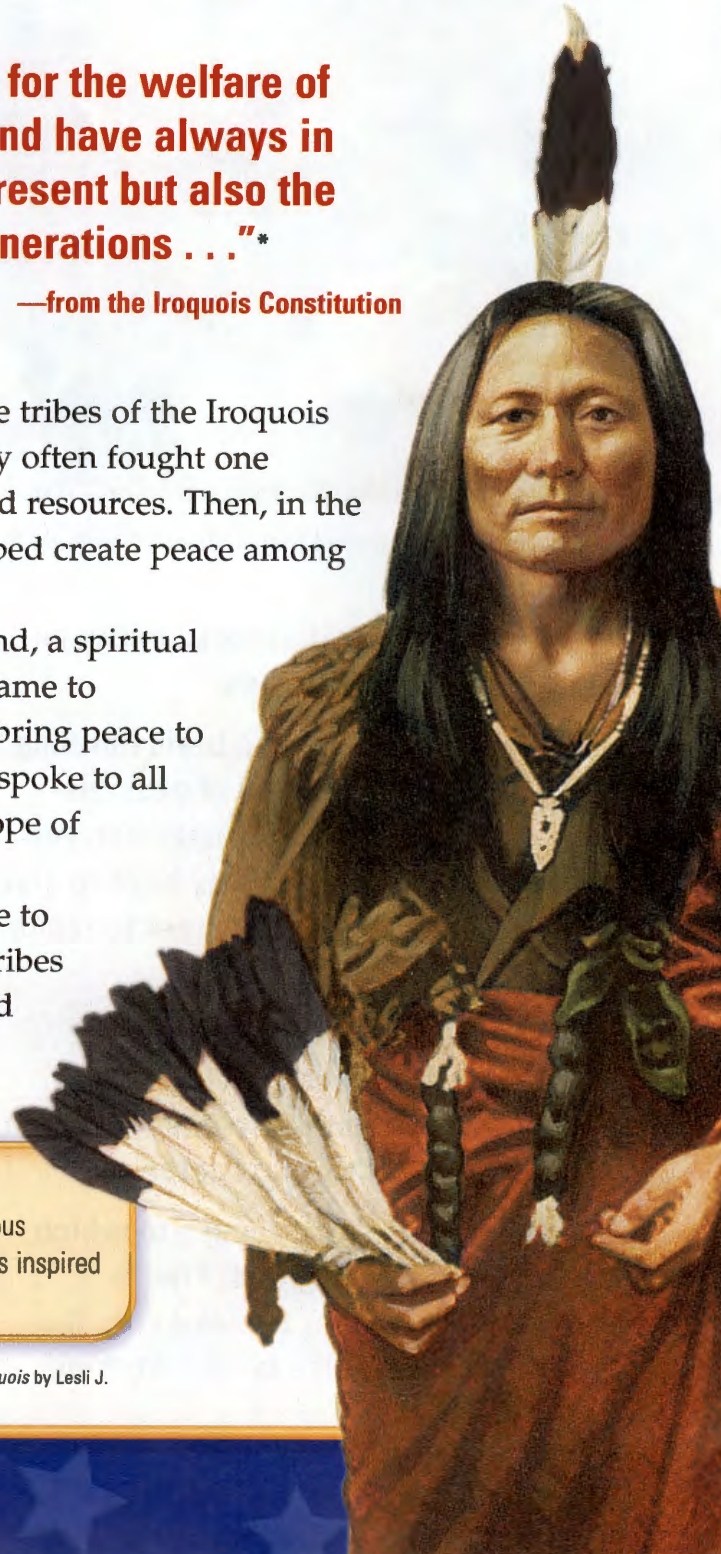
In time, Hiawatha was able to unite the Iroquois. The five tribes formed a confederation called

To make sure their decisions were for the good of all, Iroquois leaders decided that they must all agree on any action to be taken.

FAST FACT

The Song of Hiawatha, a poem written by Henry Wadsworth Longfellow in 1855, is one of the most famous poems in American history. Over the years, the poem has inspired many books and movies.

**The Iroquois Constitution: A Primary Source Investigation of the Law of the Iroquois* by Lesli J. Favor. Rosen Publishing Group, 2003.



★

People of all ages can volunteer. By voting, people can choose what they think will be good for their communities.

the Iroquois League. The Iroquois League was based on the idea that the tribes could work for a common good. This meant that they helped one another and thought about what was best for everyone. They also recognized those who worked for the good of the people and those who had a talent for teaching.

Today, many Americans continue to work for the common good by volunteering or by serving in the government. They help build shelters, feed the hungry, register voters, and count election ballots. They give countless hours of service to those in need. State and local communities often honor volunteers and teachers who give their time and effort to serve others.

Think About It!

Make It Relevant Why is it important for citizens to work together for the common good?

Volunteering to help feed the hungry is one way to work for the common good.



Lesson

5

The Arctic

You ARE THERE

You watch as your father begins to put together your home—not a home built of wood or stone, but one made entirely of ice. Your father cuts large blocks of ice from the ground and begins stacking them up. He shapes the blocks to fit them together snugly, without gaps between them.

After just a few hours, your home is complete, and you and your family enter. Your mother spreads a bearskin on the floor, and everyone gathers on it. You'll be warm tonight while cold winds blow all around your home of ice.



WHAT TO KNOW

How did the geography and climate of the Arctic affect the American Indians there?

- ✓ Describe how the Aleut and the Inuit adapted to their environment.
- ✓ Analyze the customs and beliefs of the people of the Arctic.

VOCABULARY

kayak p. 86

igloo p. 86

PEOPLE

Aleut

Inuit

PLACES

Aleutian Islands



COMPARE AND CONTRAST



California
Standards

HSS 5.1, 5.1.1, 5.1.2, 5.1.3



A Cold Land

The Arctic region near the North Pole has one of Earth's harshest climates. Because the region is so far north, the sun stays below the horizon for much of the winter, and it does not set for much of the summer. The land is mostly a flat and treeless plain of frozen ground. Summer temperatures seldom get warmer than 40°F, and winter temperatures usually average -25°F.

Scientists think that the peoples of the Arctic region of the Americas arrived there after other peoples had moved farther south in the Americas. They believe that no one lived in the Arctic until 5,000 to 3,000 years ago.

Some of these Arctic peoples became known as the Aleut (a•lee•OOT) because



► A spear tip

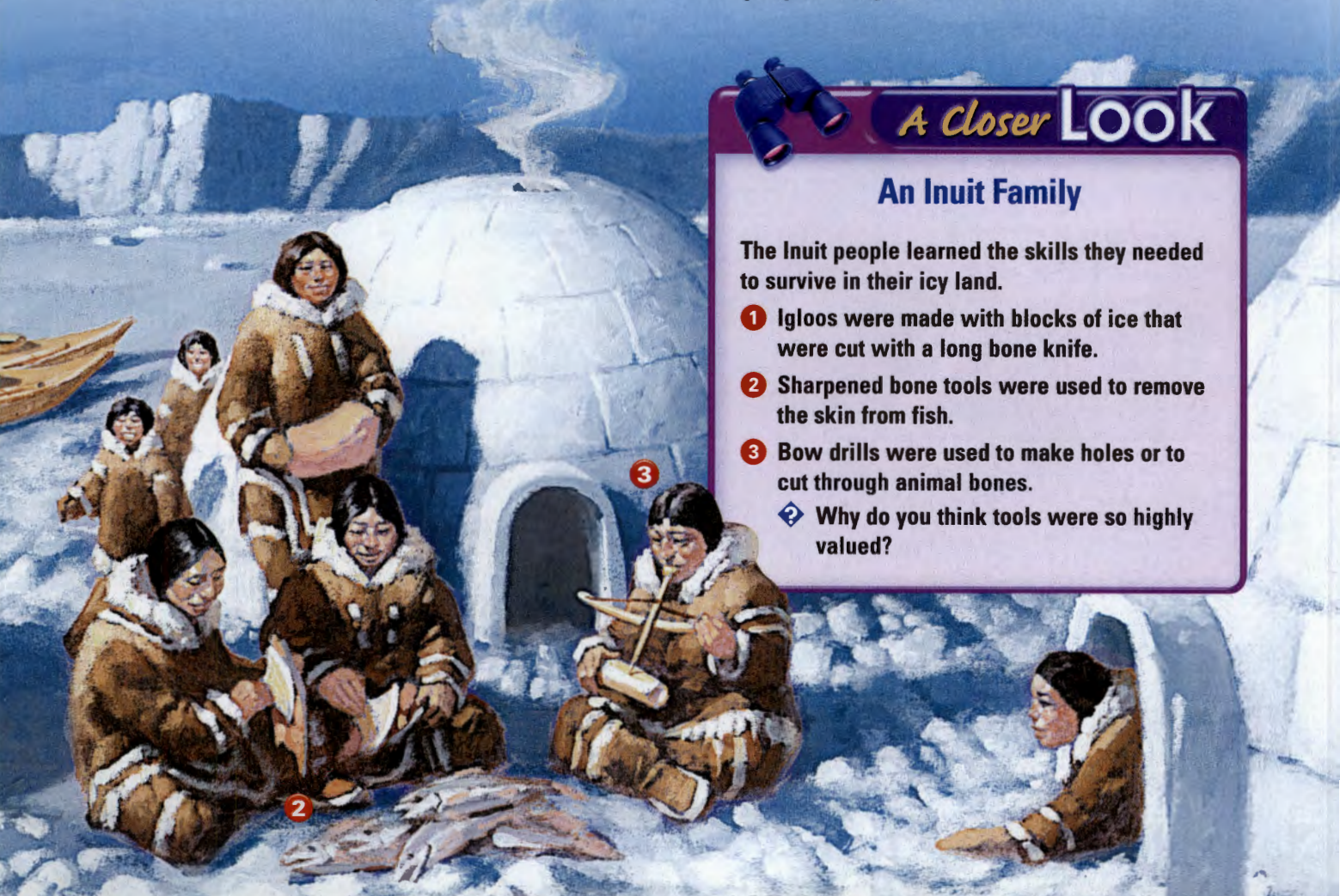
they built their homes along the coast of the Aleutian (uh•LOO•shuhn) Islands. This chain of about 100 islands starts near what is now Alaska's southwestern tip and extends about 1,200 miles into the Pacific Ocean. The name *Alaska* comes from an Aleut word meaning "mainland."

Early Arctic people closely related to the Aleut were the Inuit (IH•nu•wuht), who lived in what is now Alaska and northern Canada.

Since the Arctic region was too cold for farming, the Inuit had to hunt and gather their food and make their clothing and tools from the animals they hunted.

READING CHECK **COMPARE AND CONTRAST**

How was life different for the Arctic people than for people living farther south?



A Closer Look

An Inuit Family

The Inuit people learned the skills they needed to survive in their icy land.

- 1 Igloos were made with blocks of ice that were cut with a long bone knife.
 - 2 Sharpened bone tools were used to remove the skin from fish.
 - 3 Bow drills were used to make holes or to cut through animal bones.
- ◆ Why do you think tools were so highly valued?

Arctic Ways of Life

To survive in the harsh environment, the Aleut and the Inuit developed their skills as hunters and fishers. With bows and arrows, they hunted such animals as arctic foxes, snowshoe hares, caribou, and polar bears. They also used harpoons and kayaks to hunt seals, walruses, and whales. A **kayak** (KY•ak) is a one-person canoe made of waterproof skins stretched over wood or bone.

Nothing in this cold, hard land was wasted. For example, the people caught seals not only for their meat but also for their skins, which were made into clothes and tents. Oil made from seal blubber, or fat, was used to light and heat houses. People also chewed the seal blubber to prevent hunger. Even the skeletons of animals were used, as people carved tools from the bones and tusks.

The Aleut lived together in large houses with beams made from whale-bones and walls made of sod. It was customary for the Aleut to display their wealth. They did so through possessions such as shells and baskets.

The Inuit lived in different kinds of shelters. Some Inuit built **igloos**—homes made of ice—in which they lived during the winter months. A hole in the top of the igloo allowed smoke from cooking fires to escape. During the summer, the Inuit lived in tents made from animal skins. Other Inuit lived in tents or sod houses year-round.

Inuit groups were usually loosely formed bands of 60 to 300 people, with several families. The people hunted and traveled together, often sharing seal meat to survive. Like all Arctic people, the Inuit learned to make the most of the limited resources they had.

► Many present-day Inuit live in the same areas as their ancestors.



The Inuit believe a person's name has the power to protect the person from harm. As a result, Inuit people often have many names, which are thought to act as guardian spirits. The Inuit believe that all things have a spirit and that a person's spirit is the source of his or her strength. Inuit names often come from words used to describe the environment, animals, or birds.

READING CHECK **COMPARE AND CONTRAST**

How did the shelters of the Aleut differ from those of the Inuit?


Summary

The cultures of the Aleut and the Inuit were shaped by the harsh environment in which they lived. They adapted to their difficult surroundings, and the members of each community worked together to survive.




► This ivory carving of two seals (left) was used to fasten a belt. An Inuit carver (above) continues his work.


REVIEW

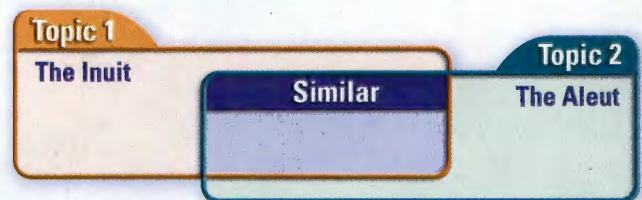
1.  How did the geography and climate of the Arctic affect the American Indians there?
2. Write a description of an **igloo**.
3. Why do you think Inuit groups had to share food to survive?

CRITICAL THINKING

4. **ANALYSIS SKILL** How did the waters of the Arctic affect the peoples' ways of life?
5. **ANALYSIS SKILL** How might limited resources affect the ways in which people live?

6.  **Write a Poem** Write a poem about the life of an American Indian family living in the Arctic.

7.  **Focus Skill** **COMPARE AND CONTRAST**
On a separate sheet of paper, copy and complete the graphic organizer below.





Use Tables to Group Information

► WHY IT MATTERS

Information often is easier to find and to understand if facts are grouped together. Creating a table is an effective way to **classify**—that is, group together—kinds of information. Knowing how to create a table to classify information can make the information easier to locate and easier to learn.

► WHAT YOU NEED TO KNOW

You have just finished reading about many different groups of American Indians. To make it easier to remember the names and locations of these tribes, you can put the information into a table.

Look at the two tables on page 89. The tables show the same facts. However, each table classifies them in a different way. Both identify the different groups, and both also identify the region in which each group lived. Table A classifies this information by region. Table B presents this information by group.

► PRACTICE THE SKILL

Use the tables to answer these questions.

- 1 What groups lived in the desert Southwest? Which table did you use to find the answer?

► This painting shows American Indians in what is now Canada.

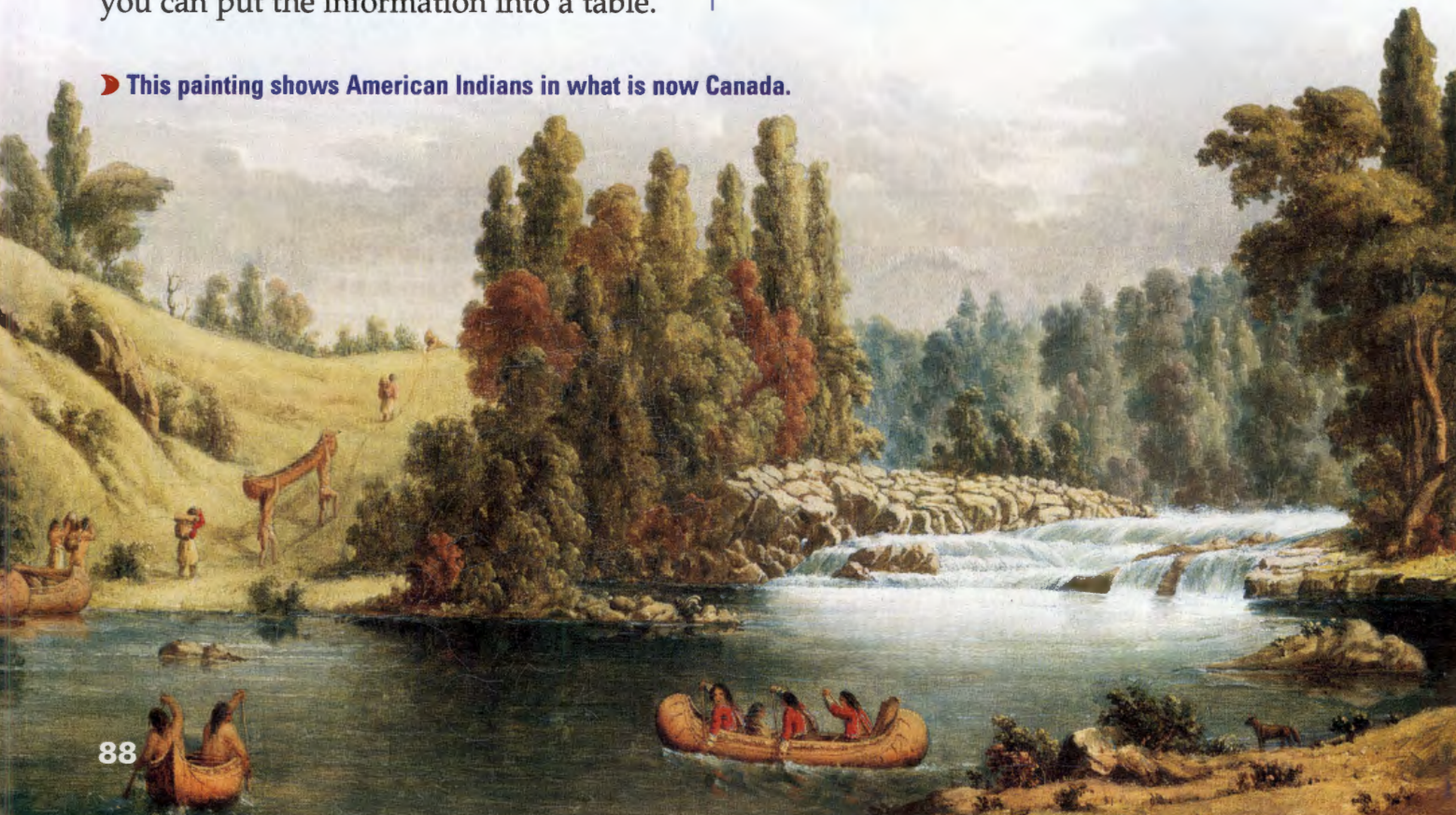


Table A: Regions and their Groups

REGION	GROUP
Desert Southwest	Hopi
	Zuni
	Navajo
Pacific Northwest	Makah
	Chinook
	Kwakiutl
Plains	Lakota
	Cheyenne
	Blackfoot
Eastern Woodlands	Mohawk
	Powhatan
	Seneca
Arctic	Aleut
	Inuit

Table B: Groups and their Regions

GROUP	REGION
Aleut	Arctic
Blackfoot	Plains
Mohawk	Eastern Woodlands
Cheyenne	Plains
Chinook	Pacific Northwest
Hopi	Desert Southwest
Powhatan	Eastern Woodlands
Inuit	Arctic
Makah	Pacific Northwest
Lakota	Plains
Zuni	Desert Southwest
Kwakiutl	Pacific Northwest
Navajo	Desert Southwest

- 2 In what region did the Cheyenne live? Which table did you use to find the answer?
- 3 Which table makes it easier to find out how many groups lived in the Arctic?
- 4 If you wanted to know the region in which a particular group lived, which table would you use?

▶ APPLY WHAT YOU LEARNED

In Chapter 1, Lesson 3, you read about other ancient peoples of the Americas—peoples such as the Olmec and the Adena. Make a two-column table. Use the table to group together the cultures and their locations, the way they are presented in that lesson. When you have finished, compare your table with the tables of your classmates. Did you all group information in the same way?



▶ This Kiowa artifact is decorated with beads in the shapes of leaves.

Reading Social Studies

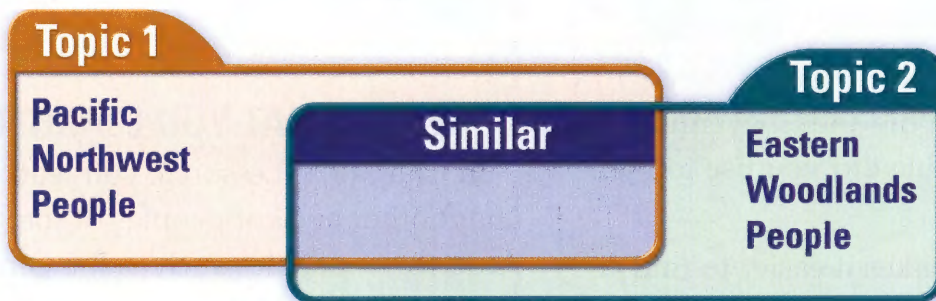
When you **compare**, you tell how two or more things are alike.
When you **contrast**, you tell how they are different.



Compare and Contrast

Complete this graphic organizer to compare and contrast the American Indians who lived in different regions of North America. A copy of this graphic organizer appears on page 24 of the Homework and Practice Book.

American Indians



California Writing Prompts

Write a Persuasive Composition The tribes of the Iroquois League worked together to settle disputes. To discuss issues, each tribe sent someone to speak for its members at the Grand Council. Write a persuasive composition about the benefits of this type of government.

Write a Research Report Imagine that you are a scientist who is studying a Pueblo historical site. Write a research report describing the land of the desert Southwest and how the Pueblo people built their homes.

Use Vocabulary

Identify the term that correctly matches each definition.

1. an extended family
2. a group of leaders
3. a one-person canoe
4. an amount that is more than what is needed
5. a round shelter covered with bark
6. a wooden frame shelter covered with bark and mud
7. a long spear with a sharp point
8. to trade goods

surplus, p. 54

hogan, p. 56

harpoon, p. 60

clan, p. 62

barter, p. 64

council, p. 72

wigwam, p. 78

kayak, p. 86

Recall Facts

Answer these questions.

11. How did the Pueblo Indians get water for their crops?
12. How did the Chinook language help trade among the Pacific Northwest Indians?
13. What did the phrase Three Sisters mean to the Iroquois?
14. What were three ways in which Arctic peoples used seals?

Write the letter of the best choice.

15. What did the people of the Great Plains most often use as fuel for their fires?
A wood
B sod
C buffalo chips
D whale oil
16. Which resource was the most important to the Eastern Woodlands people?
A adobe
B trees
C whales
D buffalo

Apply Skills

Resolve Conflict

9. Think of an issue that you and a friend disagree about. Make a list of the steps that you might follow to resolve the conflict. Include a compromise that could resolve the conflict.

Compare Tables

10. Look at the tables on page 89. Identify which groups lived in the Eastern Woodlands.

Think Critically

17. **ANALYSIS SKILL** What caused many tribes in the desert Southwest to make their homes from adobe?
18. **ANALYSIS SKILL** What human and physical characteristics of the Arctic region made it a unique place for early people to live?

THE HOPI NATION

GET READY

The Hopi Nation is made up of 12 villages. The villages are located at the tops and at the bases of three mesas in northeastern Arizona. Many Hopi still follow their traditional way of life. They perform Kachina ceremonies, produce traditional craft work, and farm the land as they have done for hundreds of years. On a visit to the Hopi Nation, you can learn about Hopi culture and see examples of how the Hopi keep their traditions alive.

WHAT TO SEE



LOCATE IT



Visitors to the Hopi Nation may have the chance to see a Kachina ceremony. The Kachina dances express prayers for rain, health, and bountiful harvests.



Hopi artists create jewelry, baskets, and pottery. They use patterns and styles that have been passed down from generation to generation.



This young girl is dressed for the Butterfly Dance, which celebrates the harvest.

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Review



THE BIG IDEA

Geography People interact with their environment and are affected by it.



Summary

The First Americans

People have lived in North America and South America for many thousands of years. The land bridge theory is one idea about how the first people arrived. About 5,000 years ago, people started farming in the Americas. About 3,500 years ago, the Olmec built a powerful civilization.

American Indians were influenced by the geography and climate of the regions where they lived. People of the desert Southwest built homes and developed farming methods that were suited to a

hot, dry region. In the Pacific Northwest, plentiful natural resources allowed people to thrive by hunting, gathering, and trading. Plains Indians had varied cultures. Some depended heavily on buffalo to meet their needs. Others combined hunting and farming.

Eastern Woodlands people used trees to make homes, canoes, and tools. American Indians of the Arctic region had to learn to adapt to a cold, harsh land. They hunted seals and whales.

Main Ideas and Vocabulary

Read the summary above. Then answer the questions that follow.

- What is a theory?
 - an object made by humans
 - a story handed down from the past
 - an idea based on study and research
 - a person who has no permanent home
- What was one challenge faced by people of the desert Southwest?
 - thick forests
 - a hot, dry climate
 - long, cold winters
 - frequent flooding
- Which animal was most important to the Plains Indians?
 - salmon
 - whales
 - buffalo
 - woolly mammoths
- What does it mean to adapt?
 - to adjust
 - to perform actions at a special event
 - to exchange goods
 - to make decisions with a group



Recall Facts

Answer these questions.

- How is the location of Alaska different from that of the other states?
- How did the lives of ancient people change when the climate became warmer?
- Why is the Olmec culture sometimes called the "mother culture"?
- What were three natural resources that were important to the people of the Pacific Northwest?
- What were two materials that Plains Indians used to build their homes?

Write the letter of the best choice.

- Which animals did the ancient Indians hunt during the last Ice Age?
A woolly mammoths
B deer
C rabbits
D fish
- What was the main crop of the people of the desert Southwest?
A rice
B corn
C wheat
D barley
- In which two regions did American Indians hunt whales?
A the Plains and the Pacific Northwest
B the Eastern Woodlands and the Plains
C the Arctic and the Eastern Woodlands
D the Pacific Northwest and the Arctic
- What was wampum made from?
A trees
B deer
C shells
D stones

Think Critically

- ANALYSIS SKILL** How was the Iroquois League an example of cooperation between tribes?
- ANALYSIS SKILL** What are the physical characteristics of the Pacific Northwest? How did these characteristics make it a unique place for Indians to live?
- ANALYSIS SKILL** How does the environment of North America affect how people live today?

Apply Skills

ANALYSIS SKILL Use a Cultural Map

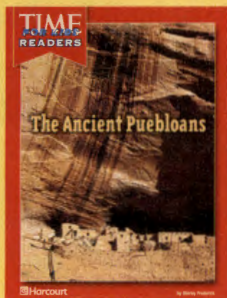
Use the cultural map below to answer the following questions.

- Which Iroquois tribe held the most land?
- Which tribe lived farthest west?
- Which tribe controlled the least amount of land?
- How did the locations of the tribes make working together so important?

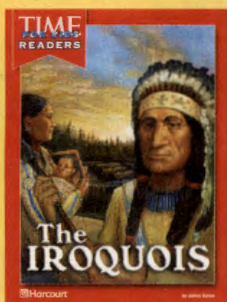


Activities

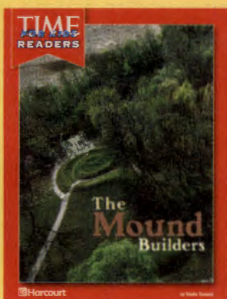
Read More



- *The Ancient Pueblos* by Shirley Frederick.



- *The Iroquois* by Jeffrey Nelson.



- *The Mound Builders* by Sheila Sweeny.

Show What You Know

Unit Writing Activity



Write a Report Choose two American Indian groups you have read about in this unit. Then write a report that compares and contrasts how their environments affected their ways of life. Tell about where their villages were located, the kinds of homes they built, the foods they ate, and how they made their clothing and tools. Provide facts, details, examples, and explanations in your report.

Unit Project



An American Indian Book Write and also illustrate a book about the American Indian groups discussed in this unit. Your book should include drawings, charts, poems, and maps that describe how each group's environment affected its way of life. When you have finished your book, make a cover that shows a map of North America with labels for each group and its region.



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