Social Studies
Chapter 2: Indians of North America

Name: _________

I. ____________ Coast
   -diversity - ________ differences
   -cultural region - ________ ways of life
   ________ ways of life
   (If it's cold, they all wear similar clothing.)
A. The Great ________
    1. The ________
       a. great ________ center
       b. ________ Range - Washington and Oregon
       c. stretched from ________ to ________
       d. lived between the ________ and the ________
    2. great resources
       e. rivers - ________ (salmon)
       f. forests - game like deer and ________
       g. ________ for building
    3. ________ a lot
       a. difficult because of ________
       b. traveled by water - ________ River
       c. ________ - boats made from large, hollowed-out logs
B. The ________
    1. best known ________
    2. lived at the mouth of the ________ River
    3. ________
       a. built in long ________
       b. wooden with no ________
       c. built over a hole (like a basement?) - ________
    4. ________ - ________ of families related to one another
       a. lived in same ________
       b. ________ was the head of the family
       c. ________ through the ________ line
    5. controlled the ________ River
    6. ________ - ________ language
    7. ________ - ________ goods
       a. dried ________
b. shells  
c. furs  
d. whale products  
e. seal oil  
f. cedar  
g. dugouts  
h. masks  
i. jewelry  
j. baskets  
k. copper  
l. prisoners!  

8. liked wealth  
a. fought other tribes  
b. took prisoners - servants  
c. gained respect  
d. potlatches - special gatherings or celebrations with fasting and dancing  
   1.) gave away gifts to show wealth  
   2.) spent years preparing  

C. The Makahs  
1. hunted at sea  
   a. salmon, sea otters, and whales  
   b. built canoes  
   c. prepared for months, fasting and praying  
   d. made harpoons - long spears with shell points  
   e. repaired canoes and paddles - carried 60 people  

2. used all of the whale  
   a. store the blubber  
   b. eat meat and skin  
   c. make ropes and bage  
   d. melt fat for oil to burn  

3. totem pole - tall wooden post carved with shapes of people, animals showing family's history and importance
Northwest Coast Indian Canoes

The Northwest Coast Indians used dugout canoes with two different shapes. One type of canoe was built by the Haida. The other was built by the Nootka. Although the canoes were shaped differently, the methods and materials used to make them were the same. Both dugouts were made of cedar. The largest canoes were more than 60 feet (18 m) long and as much as 8 feet (2 m) wide.

Compare Diagrams

DIRECTIONS: Compare the diagrams of the two types of canoes. Then answer the questions that follow.

HAIDA

- Thwarts 4 ft
- Stern
- Bow
- Cutwater

The Haida used canoes for deep-sea fishing. All Haida canoes had high ends to make them more seaworthy.

NOOTKA

- Thwarts 4 ft
- Stern
- Bow
- Cutwater

The Nootka used canoes for whaling. All Nootka canoes had a flat strip on the bottom to keep them upright during whale hunts.

1. For what purpose was the Haida canoe used? ____________________________

2. For what purpose was the Nootka canoe used? ____________________________

3. Look at the bows, or the front ends, of the two canoes. How are they different?

   _______________________________________________________

4. Now compare the sterns, or the back ends, of the two canoes. How are they different?

   _______________________________________________________

The thwarts, or braces, that run across the canoes held the canoes' sides in place.

How far apart are the thwarts? ____________________________________________

ACTIVITY BOOK
II. Southwest

- dry land of rocky mesas, deep canyons, steep cliffs, and beautiful mountains
- hot days and cold nights
- drought and floods

A. The Hopi

1. lived in pueblos
   a. adobe houses
   b. many rooms like an apartment building
   c. built next to or on top of one another
   d. used ladders to climb throughout the pueblos
   e. inside only for sleep and shelter

2. Hopi - "Peaceful Ones"

3. located in Arizona

4. men grew crops
   a. corn, beans, squash, and cotton
   b. arid - dry
   c. used water from springs under ground, rain showers, and rivers fed by melting snow in the mountains

5. women made food
   a. ground corn into flour with stones
   b. created a surplus to survive during drought

6. believe in many gods
   a. kachinas - spirits that visit the world of living people once a year and enter the bodies of the kachina dancers (Hopi men wearing masks, etc.)
   b. ceremonies - special services

B. The Navajo

1. Four Corners - Arizona, New Mexico, Utah, and Colorado meet

2. nomads
   a. traveled in clans with no chief
   b. brushwood, animal skins, and leaves for shelters
   c. stopped to hunt and gather food

3. attacked Hopis
   a. stole blankets, weaving looms, pottery,
b. until they learned their ways

4. **hogan** - _cone-shaped_ house built by covering a _log_ frame with mud or _grass_.
   a. built in groups _miles_ apart from each other

5. believed in the _Holy_ People
   a. some good, some bad
   b. **shaman** - called upon _gods_ for _special favors_
   c. made sand _paintings_ that had healing _powers_
Learning About Kachinas

Compare Visuals

DIRECTIONS: Study the drawings and descriptions of the three kachinas. Then answer the questions that follow.

Sun Kachina
Visits Hopi villages during the bean-planting ceremony. Appeals to the sun for health, happiness, long life, and good crops.

Clown Kachina
Appears during most ceremonies to entertain the crowd. Performs acrobatics, tells jokes, and leads games. Is noisy and silly.

Kachina Mother
Leads the bean-planting ceremony. Is actually a male performer.

1. Which kachina is a spirit of nature?

2. How can you tell one kind of kachina from another?

3. Which part of the Sun Kachina’s costume represents the sun?

4. What makes the Clown Kachina’s costume different from the other kachinas’ costumes?

5. Which kachina do you think would play the most important role at the bean-planting ceremony? Explain.

Use after reading Chapter 2, Lesson 2, pages 81–85.
III. Great Plains

-gently rolling hills covered with tall grasses

buffalo roamed the land in herds

A. The Mandans

1. forests along the Missouri River, North Dakota

2. lodges - circular houses
   a. built over a shallow pit
   b. covered in sod - earth held together by grass and roots
   c. called earth lodges
   d. home to few people plus dogs
   e. bed along outer wall, fireplace in the middle

3. hunted buffalo twice a year
   a. wore animal skins as disguises (wolf)
   b. scare them to a steep cliff
   c. fall over and die!
   d. women skin and prepare the buffalo

4. used the entire buffalo
   a. eat some meat and dry the rest into jerky
   b. made clothing, blankets, and moccasins from skin
   c. made water bags from the stomach
   d. twisted the hair into cord
   e. made needles, arrowheads, and other tools from the bones
   f. used horns for bows

5. farmed
   a. women's job
   b. like gardens
   c. beans, corn, squash, and sunflowers

6. traded crops for other goods

B. The Kiowas

1. nomads - hunted buffalo

2. no rivers or forests and tough ground

3. western Montana and then Great Plains

4. relied on buffalo for homes, clothes, food, and fuel (chips)

5. tepee - cone-shaped tent
   a. easy to move
   b. wooden poles in a circle and tied at top
   c. covered with buffalo skins
d. hole at top for smoke

e. beds and blankets made of skins also

6. no trees - no wood

a. travois - carrier

1.) two poles (from tepee) fastened to a dog or horse

2.) carried goods on a skin attached to the poles

7. everyone was born equal - had to prove yourself

8. people were allowed to break off into a subgroup to live differently
The Importance of the **BUFFALO**

The buffalo played an important part in the history of our country. As long as the buffalo roamed the Great Plains, the Plains Indians grew in number and strength. The people of the Plains hunted the buffalo for food and used other parts of the animal to make clothing, tools, weapons, and other products.

**Interpret Visuals**

**DIRECTIONS:** Study the drawings below, which show the most common buffalo products. Then answer the questions that follow.

**BUFFALO PRODUCTS**

**MEAT**
- Fresh or dried for food
- Muscle for thread, bowstrings, and webbing on snowshoes

**BONES**
- Bows
- Scrapers
- Other tools
- Ribs for runners of dog-drawn sleds
- Toys

**INTERNAL PARTS**
- Containers
- Ingredients for paint

**HORNS**
- Drinking vessels
- Spoons
- Ladles

**HIDE**
- Weapons
- Robes
- Moccasins
- Clothing
- Tepee coverings
- Shields
- Ropes
- Canoes
- Bedding

**HAIR**
- Ornamentation
- Rope

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1. What did the Plains Indians make from the internal parts of the buffalo?

2. Which three parts of the buffalo were used to make different kinds of weapons?

3. Which part of the buffalo was used to make housing for the Plains Indians?

4. Which part of the buffalo do you think made the most useful products?
IV. Eastern Woodlands
-thick forests
-the people gave thanks to nature for everything they received
-rugged snowy mountains to the north
-wet swamps to the south
-very crowded with a variety of people

A. The Iroquois
1. northeastern part
2. very powerful
3. many similar tribes put together
   a. Seneca
   b. Cayuga
   c. Onondaga
   d. Oneida
   e. Mohawk
4. fought
   a. cleared much land for farming
   b. hunters had to go farther away onto other's land
   c. soon it was revenge that never ended

5. Iroquois League
   a. legends - stories handed down over time (explained the past)
   b. explained the end to the fighting
   c. formed a confederation - loose group of governments
   d. set up a council - group that made laws
      1.) decided important matters like war and trade
      2.) men from the Five Nations formed the Great Council

6. longhouse - long wooden building where Iroquois families lived together

B. The Cherokee
1. southern Appalachian Mountains
2. food
   a. grew corn, beans, squash, pumpkins, sunflowers, and tobacco
   b. gathered plants
   c. fished
   d. hunted squirrels, rabbits, turkeys, bears, and deer
3. 2 houses
a. one for **warmth** - small, cone-shaped with wooden poles and covered with **earth**
b. one for **coopsness** - larger, box-shaped with **grass** or clay walls and **bark** roofs
c. families lived together
d. 300 - 400 built together in villages
e. **temple** in middle on a high, flat-topped mound where **shamans** held ceremonies

4. chiefs - **leaders**
   a. **governed** the village
   b. met with chiefs from 100 other villages to discuss important matters like **war**
   c. built tall wooden **fences** for protection
d. played a game like **lacrosse** called Little War
Interpret Historical Literature

DIRECTIONS: Study the information about Hiawatha and the lines from Longfellow’s poem. Then answer the questions.

Hiawatha, an Onondaga chief, worked hard for peace. In the late 1500s, he persuaded war-weary tribes of the Iroquois nation to stop fighting one another. They united in peace by forming what became known as the Iroquois League.

Hiawatha was believed to have been a shaman, or a religious leader and healer who calls upon the gods to grant the people special favors. He was said to have magical powers. Native American stories describe Hiawatha as a great teacher who taught valuable lessons about farming, hunting, canoeing, medicine, nature, and the arts.

Many years after Hiawatha’s death, the stories about Hiawatha inspired Henry Wadsworth Longfellow to write the poem “The Song of Hiawatha.” It took Longfellow from June 1854 to March 1855 to write it! You may recognize some verses from this lengthy poem. The lines that follow are from the section about Hiawatha’s fasting, a time when he deliberately ate very little or nothing at all.

“You shall hear how Hiawatha
Prayed and fasted in the forest,
Not for greater skill in hunting,
Not for greater craft in fishing,
Not for triumphs in the battle,
And renown [fame] among the warriors,
But for profit of the people,
For advantage of the nations.”

1. What was Hiawatha’s major accomplishment?

2. What is a shaman?

3. Why do you think Longfellow was inspired to write a poem about Hiawatha?

4. According to the poem, what was the purpose of Hiawatha’s fasting?
V. Middle America

- **Mexico** and Central America
  - home to the **Olmece** ("mother civilization")

A. The **Mayas**

1. Tikal - one of many advanced cities
   a. made of **stone**
   b. **pyramids**
   c. **palaces**, towers, ball courts and **bridges**
   d. stone **roads**
   e. 100,000 people

2. started in **500** B.C. (much earlier than the others)
3. 100 stone **city-states** built with own **ruler** and **government**
4. **classes** - groups of people that are treated with **different** amounts of respect in society
   a. priests
   b. **nobles** - people from important families
      1. worked with wood, stone, leather, **gold**, and clay
   c. traders and **craftspeople**
   d. farmers
      1. whose **corn** fed everyone
   e. **slaves**

5. **slavery** - practice of holding people against their will and making them carry out orders
   a. **nobles** were slave owners
   b. slaves were **property**
   c. most had committed a **crime** and this was their punishment

6. daily life for **farmers**
   a. hard
   b. rise early - start a fire in the **hut**
   c. no furniture - sleep on **mats**
   d. eat **tortillas** - thin corn pancakes
   e. men head out to the field at **dawn**
   f. women care for children, **weave** cloth and baskets

7. daily life for **traders**
   a. busy **markets**
   b. traded **honey**, cotton cloth, cocoa, **feathers**, copper, **bells**, **gold** dishes, pearls, salt, and
dried fish
c. carried by slaves

8. believed in many gods of nature
   a. priest led religious ceremonies
   b. studied the stars - made many calendars
   c. came up with 365 days and the concept of 0

B. The Aztec

1. started as nomads, then settled in the Valley of Mexico
2. capital
   a. Tenochtitlan
   b. built on island
   c. now Mexico City
3. built a huge empire - conquered land of many people and place governed by an emperor - one ruler
   a. 200,000 square miles
   b. 5 million people
   c. learned from the Maya and others they conquered
5. built islands for more farming
   a. tied large baskets to bottom of the lake
   b. filled them with mud and planted corn, etc.
6. city square
   a. palaces with hundreds of rooms
   b. gardens
   c. large 200
   d. warehouses with tribute - payment a ruler demands from the people (taxes)
      1.) cloth, jewelry, feathers, gold, and corn
7. army
   a. could gather 200,000 men in 24 hours
   b. wore special clothing
8. pyramids
   a. center of the city
   b. stone temples on the flat tops to honor the gods
9. daily market
   a. the lake was crowded with canoe
   b. set up stalls
   c. 60,000 people came every day
   d. also exchanged great ideas
Unlocking the Mystery of MAYAN NUMBERS

The Mayas built one of the most well-developed civilizations in the Americas. Their civilization was so highly developed that they had a system for writing and recording time. The Mayas' time system was based on their number system, which used three basic symbols. A shell stood for zero, a dot stood for one, and a bar stood for five.

Recognize Patterns

DIRECTIONS: Study the diagram that shows how the Mayas used three basic symbols in their number system. Then, write the Arabic numerals we would use to write the number that each Mayan symbol or group of symbols represents.

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1. ___ • • •
2. ___ • • • •
3. ___ • • • • •
4. ___
5. ___ • • •
6. ___ • • •
7. ___ • •
8. ___
9. ___ • • • • •
10. Write your age using the Mayan number system.

Use after reading Chapter 2, Lesson 5, pages 98–103.