

Social Studies

Chapter 1: The First Americans

Name: Key

I. Ancient Civilizations

A. Pangea

1. Supercontinent - one big continent
2. **tectonic plates** - large flat pieces of land that Earth's crust is broken
3. **continental drift** - movement of earth's plates causes continents to
 a. causes volcanos, mountain formations, and earthquakes ^{into more}

B. Migrating to America

1. **migration** - movement from one place to another
2. during the Ice Age
3. **nomads** - Wanderers with no settled home, traveled in bands
4. followed migrating mammals that they hunted
 a. mammoth
 1.) ate the Meat and used fur, skin, and bones for clothes, shelter and tools

5. **glaciers** - huge sheets of ice (made oceans shallow)

6. Beringia was uncovered

a. a narrow strip of grassland connecting Asia and North America

7. migrated all the way to the southern tip of South America

8. developed **cultures** - Ways of life

a. wore different clothes, lived in different shelters, and spoke different languages

9. **archaeologists** - Study cultures of people long ago

10. **artifacts** - objects made by early people

11. **origin stories** - tell of the peoples' beliefs about the world and their place in it
 a. Native Americans know only of life in America

C. Hunters, Gatherers, and Farmers

1. Giant - Mammal Hunters

a. hunted animals like the mammoth with poles, clubs, stones and traps, and axes

b. also ate some fruits, nuts, and roots

c. lived in Caves or animal skin tents

d. Ice Age ended 10,000 and mammals became **extinct** - died out

2. Food Gatherers

a. began fishing

b. hunted small animals and gathered and stored plants in baskets

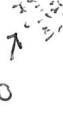
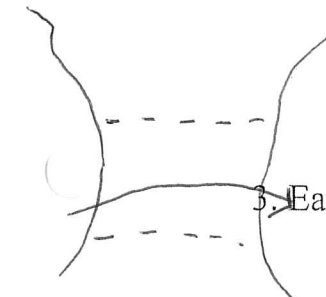
c. women ground seeds into flour and baked bread

d. men skinned and cooked animals over heated rocks

3. Early Farmers

a. **agriculture** - Farming (technology 9,000 years ago)

b. developed **religion** - beliefs about God or gods



c. began living in **tribes** - group made up of many bands of people with shared culture and land

e. no longer moved around and lived longer because of more Food

f. began to **specialize** - worked on one job they could do well

D. The Olmecs (3,000 years ago)

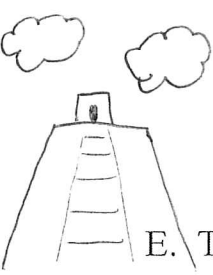
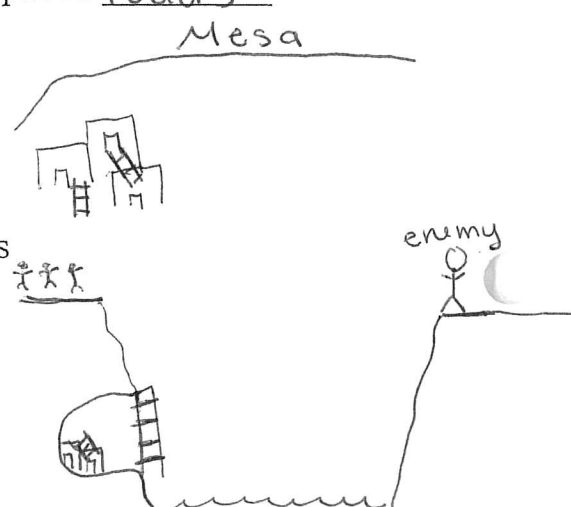
1. **civilization** - Culture that develops forms of government, religion, & learning
2. "Mother civilization" in Mexico
3. **temples** - places of worship
4. **pyramid** - building with three or more triangular shaped sides
5. very advanced
 - a. number and writing system (pictures) and calendar
6. trading led to **cultural diffusion** - spread culture to other places

E. The Mound Builders (3,000 years ago)

1. **earthworks** - huge mounds or hills of earth that they built
2. Adenas - eastern half of U.S.
 - a. The Serpent Mound - looks like a snake from a plane
 - b. built mounds to bury people - set the house on fire and covered remains with dirt
3. Hopewells - middle U.S.
 - a. great Artists -
 - 1.) Ceramic pots, Woven mats, Carved figures, obsidian spear points, copper and shell jewelry
 - b. traded a lot
4. Mississippians - Mississippi River area
 - a. hundreds of towns and cities with football field size mounds
 - b. Monk's Mound
 - 1.) 110 feet high, 16 acres, 300 years to build, one basket full at a time, and looks over the city

F. The Anasazi (2,000 years ago)

1. Southwestern U.S.
2. **pueblos** - town or village made of brick
3. **adobe** - mixture of sand and straw dried into bricks
4. **mesas** - high, flat-topped hills
5. used ladders to move from one story to the next
6. Pueblo Bonito
 - a. 800 rooms, 6,200 people lived in the area, paved roads
7. Mesa Verde
 - a. 200 rooms house 1,000 people
8. fields of Corn, squash, and beans (stored)
9. stored water in ditches
10. **drought** - dry spell
11. **kivas** - underground rooms for religious services
12. ended - drought drove them away?



- Egyptians - 5,000 B.C.
- Olmecs - 1,200 B.C.
- Mound Builders - 1,000 B.C.
- Anasazi - 0.
- US - 2,000 A.D.

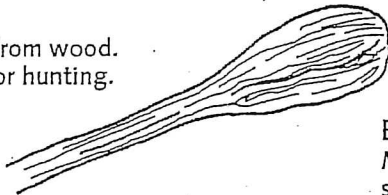
THINK LIKE an Archaeologist

An archaeologist uses artifacts to learn about past cultures. Archaeologists are trained to find clues from artifacts in order to learn about a culture. They are also trained to know what clues artifacts do NOT give.

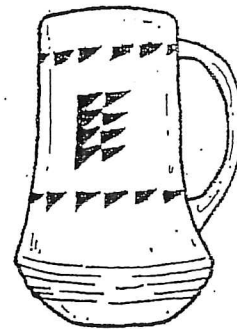
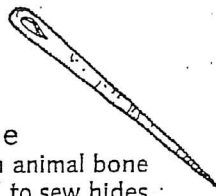
Interpret Visuals

DIRECTIONS: Study the following artifacts. Then write the name of the artifact that best answers the questions below.

Club
Made from wood.
Used for hunting.



Bone Needle
Made from an animal bone splinter. Used to sew hides into clothing and tents.



Basket
Woven in different ways for different purposes. Used for gathering, preparing, and storing food.

Pottery
Made by coiling thin rolls of clay on top of one another. Used for storage and cooking.



Atlatl
Spear-throwing weapon made of wood. Used for hunting.

1. Which artifact would have been the best to use to hunt the woolly mammoth?

2. Which artifact shows that Native Americans made clothing? _____
3. Which two artifacts show that the Native Americans were food gatherers and farmers?

4. Which three artifacts show that the Native Americans worked with crafts?

5. Which two artifacts could have been used for cooking? _____

II and III. Culture, Government and Economy

A. Northwest Coast

1. The Great Northwest

- best known as Dales
- created a trading Center
- lived at the mouth of the Columbia River
- rivers - fish (salmon)
- forests - game like deer and bears
- wood for building
- dugouts** - boats made from large, hollowed out logs
- barter** - exchange goods (trade)
- lived with **clan** - group of families related to one another

2. The Makahs

- hunted salmon, sea otters and WHALES at Sea in canoes that carried up to 60 people with harpoons
- used all of the whale - store the blubber, eat meat and skin, make ropes and pags, and melt fat for oil
- totem pole** - tall wooden posts carved with shapes of

B. Southwest People and animals showing families history and importance

1. The Hopis

- lived in Pueblos - adobe houses with many rooms
- built next to or on top of one another like apartment building
- used ladders to climb throughout the pueblos
- men grew crops - corn, beans, Squash, and cotton
- arid** - dry - used water from springs and rain showers

2. women made food - ground Corn into flour with stones

- created a surplus to survive during droughts
- believe in many gods
- kachinas** - spirits that visit the world of living people once a year and enter the bodies of the kachina
- ceremonies** - special services

3. The Navajos

- Four Corners - Arizona, New Mexico, Utah, and Colorado meet
- nomads - traveled in clans with no chief stopping to hunt and gather food
- attacked Hopis - stole blankets, weaving looms, pottery, baskets, farm tools until they learned their ways
- hogan** - Cone shaped house built by covering a log frame with mud or grass
- believed in the Holy People (some good, some bad)
- shaman** - called upon gods for special favors



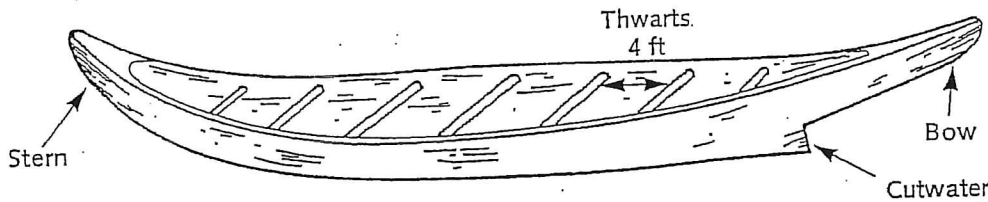
TWO Northwest Coast Indian Canoes

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

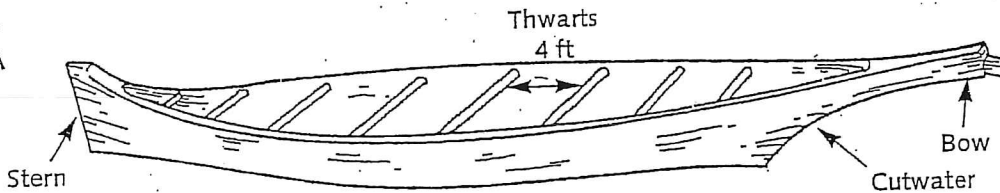
DIRECTIONS: Compare the diagrams of the two types of canoes. Then answer the questions that follow.

HAIDA



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

NOOTKA



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? _____

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. _____

C. Great Plains

1. The Mandans

a. forests along the Missouri, North Dakota

b. **lodges** - Circular houses covered in **sod** - earth held together by grass and roots

c. hunted buffalo twice a year

1.) scare them to a steep cliff and fall over and die !

2.) used the entire buffalo - eat meat and dry into jerkey, clothing, blankets, and moccasins from skin, water bags from the stomach, twisted the hair into cord, made needles, arrowheads, and other tools from the bones, and used horns for bows

d. farmed - Women planted beans, corn, Squash and Sunflowers in large gardens and traded for other goods

2. The Kiowas

a. Nomads - hunted buffalo because no rivers or forests

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

c. **tepee** - Coned shape tent

1.) easy to move, wooden poles in a circle and tied at top, covered with buffalo skins, hole at top for smoke

d. everyone was born equal - had to prove yourself

e. people were allowed to break off into a subgroup to live differently

D. Eastern Woodlands

1. The Iroquois

a. very powerful - Seneca, Cayuga, Onondaga, Oneida, Mohawk

b. fought a lot - cleared much land for farming so hunters had to go farther away onto other's land

c. Iroquois League formed a **confederation** - loose group of governments

d. set up a **council** - group that makes laws that decided important matters like War and trade with men from the Five nations

e. **longhouse** - long wooden building

2. The Cherokees

a. grew Corn, beans, squash, pumpkins, sunflowers, and tobacco

b. gathered plants, fished, and hunted animals

c. 2 houses - one for summer and one for winter

d. temple in middle on a high, flat-topped mound where shamans held ceremonies

e. chiefs - leaders - governed the village

E. Middle America

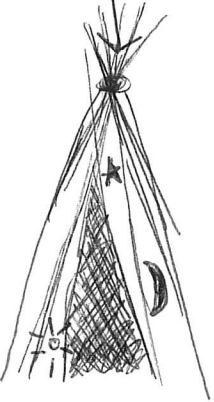
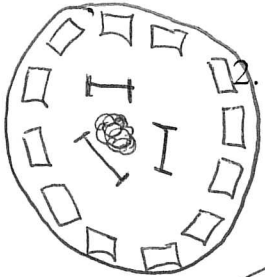
1. The Mayas

a. made of stone housing 100,000 people

b. started in 500 B.C. (much earlier than the others)

c. **classes** - groups of people that are treated with different amounts of respect in society

d. **slavery** - practice of holding people against their will and making them carry out orders



(most had committed a crime and this was their punishment)

e. daily life was hard for farmers

f. traders traded at the market

g. believed in many gods of nature

h. priest led religious ceremonies

i. studied the stars - made many calendars and came up with 365 days and the concept of 0

2. The Aztecs

a. started as nomads, then settled in the Valley of Mexico

b. Tenochtitlan - built on Island

c. built a huge **empire** - conquered land of many people and place governed by an **emperor** - one ruler

d. learned from the Mayas and others they conquered

e. built islands for more farming by tying large baskets to bottom of the lake and filling them with mud

f. collected **tribute** - payment to emperor (corn, etc.)

g. army could gather 200,000 men in 24 hours

h. pyramids at center with stone temples on the top



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.

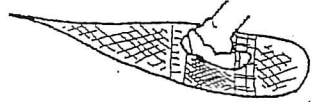
Interpret Visuals

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

BUFFALO PRODUCTS

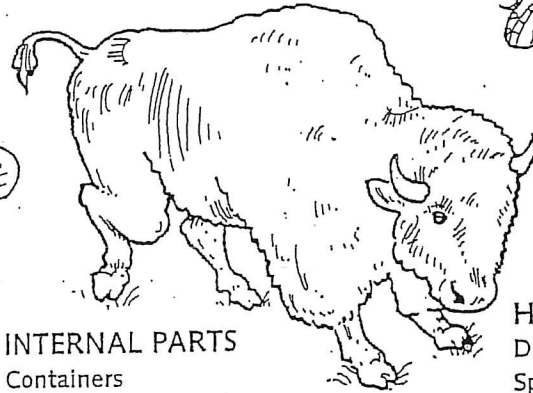
MEAT

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



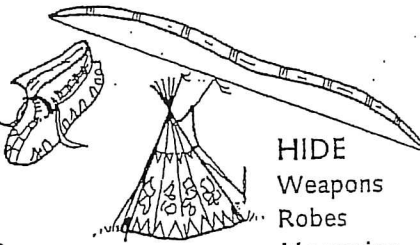
BONES

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



INTERNAL PARTS

Containers
Ingredients for paint

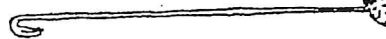


HIDE

Weapons
Robes
Moccasins
Clothing
Tepee coverings
Shields
Ropes
Canoes
Bedding

HORNS

Drinking vessels
Spoons
Ladles



HAIR

Ornamentation
Rope

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?






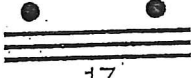
4. Which part of the buffalo do you think made the most useful products?






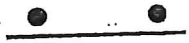



Unlocking the Mystery of MAYAN NUMBERS

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.

 0	 1	 3
 5	 11	 17

- | | | |
|--|---|--|
| 1. _____  | 2. _____  | 3. _____  |
| 4. _____  | 5. _____  | 6. _____  |
| 7. _____  | 8. _____  | 9. _____  |

10. Write your age using the Mayan number system. _____