

# Social Studies

## Chapter 1: The First Americans

Name: \_\_\_\_\_

### I. Ancient Civilizations

#### A. Pangea

1. \_\_\_\_\_ - one big continent
2. **tectonic plates** - \_\_\_\_\_
3. **continental drift** - \_\_\_\_\_
  - a. causes volcanos, \_\_\_\_\_ formations, and \_\_\_\_\_

#### B. Migrating to America

1. **migration** - \_\_\_\_\_
2. during the \_\_\_\_\_ Age
3. **nomads** - \_\_\_\_\_ with no settled home, traveled in bands
4. followed migrating \_\_\_\_\_ that they hunted
  - a. mammoth
    - 1.) ate the \_\_\_\_\_ and used \_\_\_\_\_, skin, and bones for \_\_\_\_\_, shelter and tools
5. **glaciers** - \_\_\_\_\_ (made oceans shallow)
6. \_\_\_\_\_ was uncovered
  - a. a narrow strip of \_\_\_\_\_ connecting Asia and North America
7. migrated all the way to the southern tip of \_\_\_\_\_
8. developed **cultures** - \_\_\_\_\_
  - a. wore different \_\_\_\_\_, lived in different \_\_\_\_\_, and spoke different \_\_\_\_\_
9. **archaeologists** - \_\_\_\_\_
10. **artifacts** - \_\_\_\_\_
11. **origin stories** - tell of the peoples' beliefs about the \_\_\_\_\_ and their place in it
  - a. Native Americans know only of life in \_\_\_\_\_

#### C. Hunters, Gatherers, and Farmers

1. Giant - \_\_\_\_\_ Hunters
  - a. hunted animals like the mammoth with \_\_\_\_\_, clubs, \_\_\_\_\_ and traps
  - b. also ate some \_\_\_\_\_, nuts, and \_\_\_\_\_
  - c. lived in \_\_\_\_\_ or animal skin tents
  - d. Ice Age ended \_\_\_\_\_, 000 and mammals became **extinct** - \_\_\_\_\_
2. Food Gatherers
  - a. began fishing
  - b. hunted small animals and gathered and stored \_\_\_\_\_ in \_\_\_\_\_
  - c. women ground seeds into \_\_\_\_\_ and baked \_\_\_\_\_
  - d. men \_\_\_\_\_ and cooked animals over heated \_\_\_\_\_
3. Early Farmers
  - a. **agriculture** - \_\_\_\_\_ (technology \_\_\_\_\_, 000 years ago)
  - b. developed **religion** - \_\_\_\_\_

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

e. no longer moved around and lived longer because of more \_\_\_\_\_

f. began to **specialize** - \_\_\_\_\_

D. The Olmecs (3,000 \_\_\_\_\_ ago)

1. **civilization** - \_\_\_\_\_

2. “\_\_\_\_\_ civilization” in Mexico

3. **temples** - \_\_\_\_\_

4. **pyramid** - building with three or more \_\_\_\_\_ shaped sides

5. very advanced

a. number and writing system (\_\_\_\_\_) and calendar

6. trading led to **cultural diffusion** - \_\_\_\_\_

E. The \_\_\_\_\_ Builders (\_\_\_\_,000 years ago)

1. **earthworks** - huge \_\_\_\_\_ or hills of earth that they built

2. \_\_\_\_\_ - eastern half of U.S.

a. The \_\_\_\_\_ Mound - looks like a snake from a plane

b. built mounds to \_\_\_\_\_ people – set the house on fire and covered remains with \_\_\_\_\_

3. \_\_\_\_\_ - middle U.S.

a. great \_\_\_\_\_ -

1.) \_\_\_\_\_ pots, \_\_\_\_\_ mats, \_\_\_\_\_ figures,

\_\_\_\_\_ spear points, copper and shell \_\_\_\_\_

b. traded a lot

4. \_\_\_\_\_ - Mississippi River area

a. hundreds of towns and cities with \_\_\_\_\_ size mounds

b. Monk’s Mound

1.) 110 feet high, \_\_ acres, \_\_\_\_\_ years to build one basket full at a time, and looks over the city

F. The \_\_\_\_\_ (\_\_\_\_,000 years ago)

1. Southwestern U.S.

2. **pueblos** - \_\_\_\_\_

3. **adobe** - \_\_\_\_\_

4. **mesas** - high, flat-topped \_\_\_\_\_

5. used \_\_\_\_\_ to move from one story to the next

6. Pueblo Bonito

a. \_\_\_\_\_ rooms, 6,200 people lived in the area, paved \_\_\_\_\_

7. \_\_\_\_\_

a. 200 rooms house 1,000 people

8. fields of \_\_\_\_\_, squash, and beans (stored)

9. stored water in \_\_\_\_\_

10. **drought** - \_\_\_\_\_

11. **kivas** - underground rooms for religious services

12. ended - \_\_\_\_\_ drove them away?

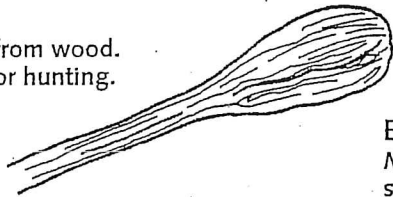
# THINK LIKE an Archaeologist

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.

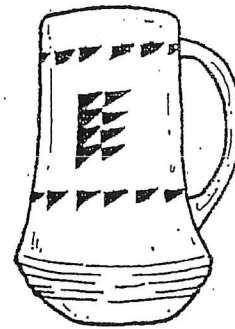
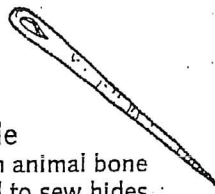
## Interpret Visuals

**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.

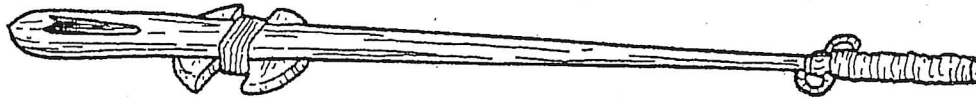


**Bone Needle**  
Made from an animal bone splinter. Used to sew hides into clothing and tents.



**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. \_\_\_\_\_ Coast

1. The \_\_\_\_\_
  - a. best known \_\_\_\_\_
  - b. created a trading \_\_\_\_\_
  - c. lived at the mouth of the \_\_\_\_\_ River
  - d. rivers - \_\_\_\_\_ (salmon)
  - e. forests - game like deer and \_\_\_\_\_
  - f. \_\_\_\_\_ for building
  - g. **dugouts** - \_\_\_\_\_
  - h. **barter** - \_\_\_\_\_
  - i. lived with **clan** - \_\_\_\_\_
2. The \_\_\_\_\_
  - a. hunted salmon, sea otters and \_\_\_\_\_ at \_\_\_\_\_ in \_\_\_\_\_ that carried up to \_\_\_\_\_ people with \_\_\_\_\_
  - b. used all of the whale - store the \_\_\_\_\_, eat meat and \_\_\_\_\_, make ropes and \_\_\_\_\_, and melt fat for \_\_\_\_\_
  - c. **totem pole** - \_\_\_\_\_

### B. Southwest

1. The \_\_\_\_\_
  - a. lived in \_\_\_\_\_ - \_\_\_\_\_ houses with many rooms
  - b. built next to or on top of one another like \_\_\_\_\_
  - c. used \_\_\_\_\_ to climb throughout the pueblos
  - d. men grew \_\_\_\_\_ - corn, beans, \_\_\_\_\_, and \_\_\_\_\_
  - e. **arid** - \_\_\_\_\_ - used water from \_\_\_\_\_ and rain showers
2. women made \_\_\_\_\_ - ground \_\_\_\_\_ into \_\_\_\_\_ with stones
  - a. created a \_\_\_\_\_ to survive during \_\_\_\_\_
  - b. believe in many \_\_\_\_\_
  - c. **kachinas** - \_\_\_\_\_ that visit the world of living people once a \_\_\_\_\_ and enter the bodies of the kachina
  - d. **ceremonies** - \_\_\_\_\_
3. The \_\_\_\_\_
  - a. Four Corners - \_\_\_\_\_, New Mexico, Utah, and \_\_\_\_\_ meet
  - b. nomads - traveled in \_\_\_\_\_ with no \_\_\_\_\_ stopping to \_\_\_\_\_ and \_\_\_\_\_ food
  - c. attacked \_\_\_\_\_ - stole \_\_\_\_\_, weaving looms, pottery, \_\_\_\_\_, farm tools until they learned their ways
  - d. **hogan** - \_\_\_\_\_ house built by covering a \_\_\_\_\_ frame with mud or \_\_\_\_\_
  - e. believed in the \_\_\_\_\_ People (some good, some bad)
  - f. **shaman** - \_\_\_\_\_

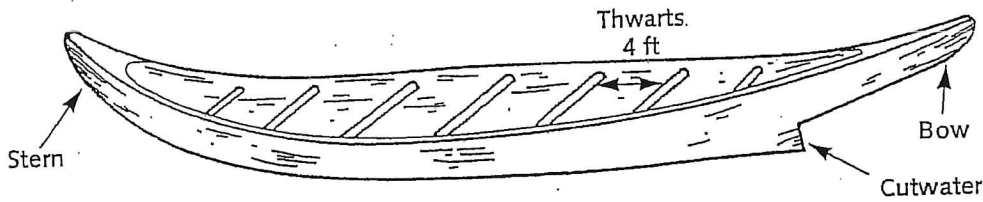
# TWC Northwest Coast Indian Canoes

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

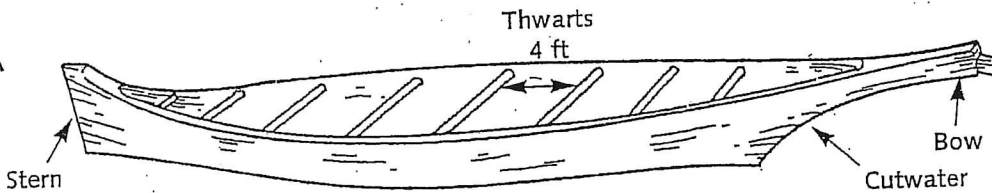
**DIRECTIONS:** Compare the diagrams of the two types of canoes. Then answer the questions that follow.

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 \_\_\_\_\_

a. forests along the \_\_\_\_\_, North Dakota

b. **lodges** - \_\_\_\_\_ covered in **sod** - \_\_\_\_\_

c. hunted \_\_\_\_\_ twice a year

1.) scare them to a steep \_\_\_\_\_ and fall over and \_\_\_\_\_!

2.) used the entire buffalo - eat meat and dry into \_\_\_\_\_, clothing, blankets, and \_\_\_\_\_ from skin, water bags from the \_\_\_\_\_, twisted the \_\_\_\_\_ into \_\_\_\_\_, \_\_\_\_\_, arrowheads, and other tools from the \_\_\_\_\_, and used horns for \_\_\_\_\_

d. farmed - \_\_\_\_\_ planted beans, corn, \_\_\_\_\_ and \_\_\_\_\_ in large \_\_\_\_\_ and traded for other goods

### 2. The \_\_\_\_\_

a. \_\_\_\_\_ - hunted buffalo because no \_\_\_\_\_

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

c. **tepee** - \_\_\_\_\_

1.) easy to \_\_\_\_\_, wooden \_\_\_\_\_ in a circle and tied at top, covered with buffalo \_\_\_\_\_, hole at top for \_\_\_\_\_

d. everyone was born \_\_\_\_\_ - had to prove yourself

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

## D. Eastern \_\_\_\_\_

### 1. The \_\_\_\_\_

a. very \_\_\_\_\_ - \_\_\_\_\_, Cayuga, Onondaga, Oneida, \_\_\_\_\_

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

c. Iroquois League formed a **confederation** - \_\_\_\_\_

d. set up a **council** - \_\_\_\_\_ that decided important matters like \_\_\_\_\_ and \_\_\_\_\_ with men from the Five \_\_\_\_\_

e. **longhouse** - long wooden \_\_\_\_\_

### 2. The \_\_\_\_\_

a. grew \_\_\_\_\_, beans, squash, \_\_\_\_\_, sunflowers, and \_\_\_\_\_

b. gathered \_\_\_\_\_, fished, and hunted animals

c. \_\_\_\_\_ houses - one for summer and one for \_\_\_\_\_

d. \_\_\_\_\_ in middle on a high, flat-topped mound where \_\_\_\_\_ held ceremonies

e. chiefs - \_\_\_\_\_ - \_\_\_\_\_ the village

## E. Middle America

### 1. The \_\_\_\_\_

a. made of \_\_\_\_\_ housing \_\_\_\_\_,000 people

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

c. **classes** - groups of people that are treated with \_\_\_\_\_

d. **slavery** - \_\_\_\_\_

(most had committed a \_\_\_\_\_ and this was their punishment)

e. daily life was \_\_\_\_\_ for farmers

f. \_\_\_\_\_ traded at the \_\_\_\_\_

g. believed in many \_\_\_\_\_ of nature

h. \_\_\_\_\_ led religious ceremonies

i. studied the \_\_\_\_\_ - made many calendars and came up with \_\_\_\_\_ days and the concept of \_\_\_\_\_

2. The \_\_\_\_\_

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

b. \_\_\_\_\_ - built on \_\_\_\_\_

c. built a huge **empire** - \_\_\_\_\_ of many people and place governed by an **emperor** - \_\_\_\_\_

d. learned from the \_\_\_\_\_ and others they conquered

e. built \_\_\_\_\_ for more farming by tying large \_\_\_\_\_ to bottom of the lake and filling them with \_\_\_\_\_

f. collected **tribute** - \_\_\_\_\_ (corn, etc.)

g. army could gather \_\_\_\_\_,000 men in \_\_\_\_\_ hours

h. pyramids at \_\_\_\_\_ with stone \_\_\_\_\_ 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.

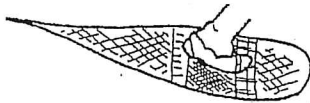
## Interpret Visuals

**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

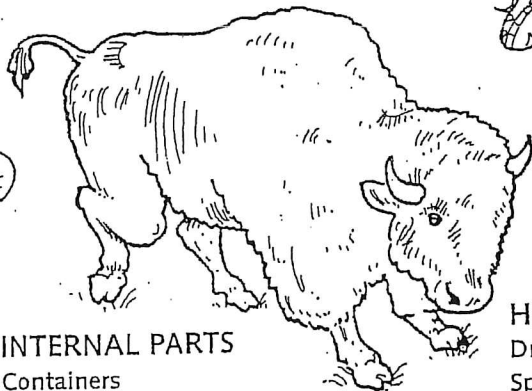


#### BONES

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



**INTERNAL PARTS**  
Containers  
Ingredients for paint



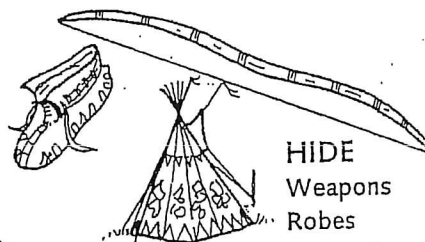
#### HORNS

Drinking vessels  
Spoons  
Ladles



#### HIDE

Weapons  
Robes  
Moccasins  
Clothing  
Tepee coverings  
Shields  
Ropes  
Canoes  
Bedding



#### HAIR

Ornamentation  
Rope

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

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

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

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






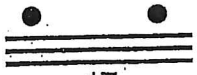
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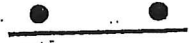

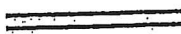

# Unlocking the Mystery of MAYAN NUMBERS

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. \_\_\_\_\_