

## Section 2

### Step-by-Step Instruction

#### Review and Preview

Students have read about the civilizations that developed in Central and South America. Now they will learn about the cultures that emerged in North America.

#### Section Focus Question

##### How did geography influence the development of cultures in North America?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: Groups of Native Americans adapted their ways of life to the land and climate in the regions in which they lived.*)

#### Prepare to Read

##### Build Background Knowledge

L2

Write *What is a culture?* on the board. Ask students to volunteer words or phrases that describe American culture today. Record their responses on the board. Then ask students to identify aspects of other cultures they know of or have studied. Also list these on the board. With students, categorize the aspects of American and other cultures to discover common elements, such as food, clothing, shelter, customs, religion, economy, arts, and government. List these elements on the board under the question *What is a culture?*

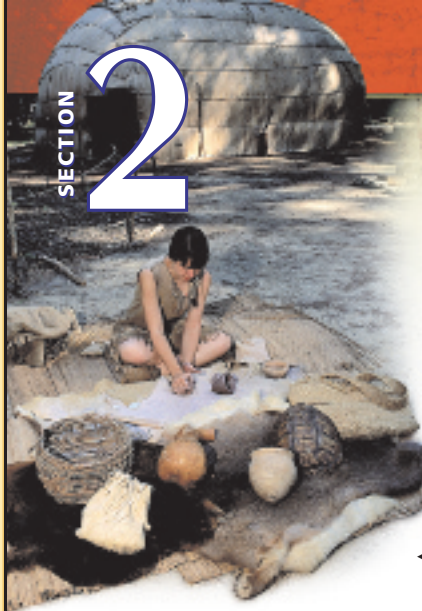
##### Set a Purpose

L2

- Read each statement in the Reading Readiness Guide aloud. Ask students to mark each statement True or False.

All in One Teaching Resources, Unit 1, Reading Readiness Guide, p. 17

- Have students discuss the statements in pairs or groups of four, then mark their worksheets again. Use the Numbered Heads participation strategy (TE, p. T24) to call on students to share their group's perspectives. The students will return to these worksheets later.



◀ Recreation of a Native American village

#### Preserving Native American Culture

“By encouraging a greater focus on native language programs, we are not only striving to preserve the identity of the nation’s tribes, but we’re encouraging greater academic performance among Native American students as well.”

—Congresswoman Heather Wilson, on the Esther Martinez Native American Languages Preservation Act of 2006

## Cultures of North America

#### Objectives

- Learn about the earliest peoples of North America.
- Discover what different groups of Native Americans had in common.
- Explore the impact of geography on Native American cultures.

#### Reading Skill

**Apply Prior Knowledge** You can prepare for reading by building on and connecting to what you already know. This can be information from an earlier section, chapter, or other reading. It can also be prior knowledge from your own life experience. Applying this knowledge while you are reading helps you interact with and engage in the text. This, in turn, will help you understand and remember what you have read.

#### Key Terms

culture	adobe
culture area	clan
kayak	sachem
potlatch	

**Why It Matters** As the Mayas, Aztecs, and Incas built civilizations in Central America and South America, diverse cultures developed to the north.

**Section Focus Question: How did geography influence the development of cultures in North America?**

#### First Cultures of North America

In North America, as elsewhere, groups of people developed unique **cultures, or ways of life**. Around 3,000 years ago, various groups began to emerge in an area stretching from the Appalachian Mountains to the Mississippi Valley. We call these people Mound Builders because they constructed large piles of earth. Many mounds were burial places, but some served as foundations for public buildings. One group of Mound Builders, the Mississippians, built the first cities in North America. As many as 40,000 people may have lived in the largest Mississippian city, Cahokia, in present-day Illinois.

A far different culture, which we call the Anasazi, emerged in southern Utah, Colorado, northern Arizona, and New Mexico. They built large cliff dwellings, probably to defend against attacks by outsiders such as the Navajos or even the Aztecs. Their largest community housed about 1,000 people. The Anasazis were skilled in making baskets, pottery, and jewelry. They also engaged in trade. Mysteriously, by 1300, the Anasazis had abandoned their cliff dwellings.

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#### Differentiated Instruction

##### L3 Advanced Readers

**Summarize a Scholarly Article** Have students choose one of the cultures discussed in this section. Tell them to find a scholarly article about the group. Students should read the article, make an outline to use as the basis of a critical review about the value of the article.

##### L3 Gifted and Talented

**Create a Poster** Have students work as a group to plan a poster about Native American artifacts. Artifacts help archaeologists learn how ancient peoples lived. Tell students to research and show the following on their poster: drawings of artifacts from different periods, and a brief description of each artifact and its function.

From about 300 B.C. to A.D. 1450, highly skilled farmers called the Hohokam dug irrigation canals in the deserts of present-day Arizona. Trade brought them in contact with people who lived on the Gulf of California. The Hohokam traded for seashells, which they used to create jewelry and religious objects.

**✓Checkpoint** For what purposes were mounds built?

## Ways of Life

Scholars classify Native Americans into several **culture areas**, **regions in which groups of people have a similar way of life**. Though these cultures were very different from one another, many shared some basic traits.

**Meeting Basic Needs** Early Native American societies developed a variety of ways to meet their needs. In many areas, women collected roots, wild seeds, nuts, acorns, and berries. Men hunted for game and fished. Wild game was plentiful in regions like the Pacific Coast and the Eastern Woodlands.

In many culture areas, agriculture allowed people to grow and store food. Native Americans learned to grow crops suited to the climate in which they lived. They used pointed sticks for digging. Bones or shells served as hoes. Some used fertilizer, such as dead fish, to make the soil more productive. Where Native Americans lived by farming, their population was much larger than in nonfarming areas.

Trade was a common activity in all the North American cultures. In some areas, items such as seashells or beads were used as **currency**. Shells, flint for making fires, copper, and salt were all important trade items.

**Shared Beliefs** Many Native Americans felt a close relationship to the natural world. They believed that spirits dwelled in nature and that these spirits were part of their daily lives.

Traditions reflected these beliefs. For example, the Indians of the Southeast held the Green Corn Ceremony in late summer. The ritual, which could last for more than a week, was a form of natural and spiritual renewal at the end of the growing season. The Pueblo Indians revered spirits known as *kachinas*. To teach their children about these benevolent spirits, the Pueblos carved *kachina* dolls.

Native Americans also had a strong oral tradition. Storytellers memorized history and beliefs and then recited them. In this way, their tradition was passed on from generation to generation.

**✓Checkpoint** How did North American cultures meet their needs?

### Vocabulary Builder

**currency** (KUH reh n see) *n.* items used as money

### Native American Farmers

Early farmers made and used stone tools such as the digging stick and axe shown to the left.

**Critical Thinking: Clarify Problems** Based on this picture, what difficulties might these farmers face?



## Teach

# First Cultures of North America

## Ways of Life

pp. 10–11

### Instruction

L2

- **Vocabulary Builder** Before teaching this section, preteach the High-Use Words **currency** and **distinct** before reading, using the strategy on TE p. T21. **Key Terms** Have students continue filling in the See It–Remember It chart for the Key Terms in this chapter.
- Have students read First Cultures of North America and Culture and Life using the Choral Reading strategy (TE, p. T22).
- Ask students to name an achievement of the Mound Builder, Anasazi, and Hohokam cultures. (*Mound Builders built the first cities in North America; the Anasazi built cliff dwellings; and the Hohokam dug canals.*)

### Independent Practice

Have students begin to fill in the Study Guide for this section.

### Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure they understand basic features that the cultures of North America shared. Provide assistance as needed.

### Vocabulary Builder

Use the information below to teach students this section's high-use words.

#### High-Use Word Definition and Sample Sentence

**currency**, p. 11

*n.* items used as money

The dollar is the basic unit of **currency** in the United States.

**distinct**, p. 12

*adj.* clearly different in quality

There are **distinct** differences between the climate of Alaska and the climate of Florida.

### Answers

**✓Checkpoint** Mounds were burial places and also served as foundations for public buildings.

**Clarify Problems** Possible response: farming was labor intensive work.

**✓Checkpoint** North American cultures met their needs by hunting, gathering, farming, and trading with each other.

# Native Americans of North America

p. 12

## Instruction

L2

- Have students read Native Americans of North America. Remind them to look for details to answer the Section Focus Question.
- Ask: **What challenges did the Arctic ice and the desert of the Southwest present for Native Americans living there?** (*Native Americans in the Arctic had to hunt, fish, and gather foods because it was too cold for farming; some farming was possible in the Southwest, but Native Americans there had to collect and store rain water for dry times.*)
- Ask: **How were Native Americans in the Northwest able to establish permanent settlements without farming?** (*The forests and rivers of the Northwest supported many kinds of animals and fish and foods that could be gathered, such as roots and berries.*)
- Discuss the kinds of houses Native Americans in the Far West built. Lead students to draw conclusions about how land and climate of the region varied based on what they have learned about housing there. (*The land and climate varied; where people dug pit houses, there were probably few trees and the climate may have been rather hot; where people build cone-shaped houses covered with bark, the climate was probably mild to warm and there were trees; where people made homes of wooden planks, there were likely many trees and the climate was cooler generally.*)
- To help students better understand the concept of *culture*, which is important to the understanding of this section, use the Concept Lesson about Culture. Provide students with copies of the Concept Organizer.

All in One Teaching Resources, Unit 1, Concept Lesson, p. 23; Concept Organizer, p. 6

**Vocabulary Builder**  
**distinct** (dihns TĪHNKT) **adj.** clearly different in quality

## Native Americans of North America

Well before 10,000 B.C., Native Americans had spread across the North American continent. They had adapted to the various climates and living conditions of the lands in which they settled. By A.D. 1500, when the first Europeans reached the Americas, the Native Americans living in North America were a richly diverse group of people with distinct ways of life.

**Far North** The people of the Arctic lived in a vast and harsh land, some of it covered with ice all year long. The people survived on fish, shellfish, and birds. They also hunted marine mammals, such as whales, seals, and walrus, from **kayaks, small boats made from skins**. In the summer, they fished on the rivers and hunted caribou.

South of the Arctic lay the dense forests of the subarctic region. With a climate too cold for farming, subarctic peoples relied on animals and plants of the forest for food. Most hunted caribou, moose, bear, and smaller animals.

**Northwest** Many Native Americans lived in the region of the Pacific Northwest, the land that stretches from southern Alaska to northern California. Deer and bears roamed forests rich with roots and berries. Rivers swarmed with salmon. With so much food available, people here were able to live in large, permanent settlements even though they were not farmers.

In many societies of the Northwest, high-ranking people practiced a custom called the potlatch. A **potlatch was a ceremony at which the hosts showered their guests with gifts** such as woven cloth, baskets, canoes, and furs. A family's status was judged by how much wealth it could give away.

**Far West** The people of the Far West lived in different geographic regions. Winters could be very cold in the forests and grasslands of the north. On the other hand, southern parts could be desertlike. In California, with its warm summers and mild winters, food was abundant. People there ate small game, fish, and berries.

Housing differed, depending on the area. Some Native Americans lived in pit houses, which were dug into the ground. Others lived in cone-shaped houses covered with bark. In the north, houses were made of wooden planks.

**Southwest** The area that is now Arizona, New Mexico, and the southern parts of Utah and Colorado was dry most of the year. But in late July and August, thunderstorms drenched the desert. All the groups in this area did some farming, although certain groups also followed and hunted animals. Farming peoples had to learn to collect and store the rain for the dry times.

The Pueblo people such as the Hopis and Zunis had stable towns that lasted for hundreds of years. To protect themselves from attack, they built large apartment houses made of **adobe, or sun-dried brick**.

**Apply Prior Knowledge**  
What do you know about apartment life? Use this knowledge to imagine and describe Pueblo homes.

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## Answer

**Reading Skill** Possible responses include: Many people live in separate parts of the same building; people often live on different levels above and below each other; there is usually a main entrance to the building and individual entrances inside to the different apartments, or living spaces. Students should apply these ideas to Pueblo life.

## Differentiated Instruction

L1 English Language Learners L1 Special Needs

**Create a Picture Dictionary** Visual images of unfamiliar words may help students grasp difficult concepts. Direct students to compile a picture dictionary of words associated with Native American cultures. For each picture entry, have students include a label and brief caption that uses the word in a sentence. Have students

begin with words such as *mound, cliff dwelling, pottery, currency, kachina, and ceremony* and then add words such as *kayak, potlatch, adobe, clan, and sachem*. By illustrating and using these words, students will gain a better understanding of their meanings. The picture dictionary can be made part of a class reference library.

# Homes of Native Americans

Native Americans lived in several distinct culture areas. In each region, geography and climate helped shape the people's way of life.

**Critical Thinking: Apply Information** Look at the map and the pictures. Identify the group that lived in tepees.



## Living in the Arctic

The Arctic is bitterly cold throughout the long, harsh winter. Native Americans such as the Inuits kept warm inside igloos made from blocks of ice.



## Living in the Eastern Woodlands

With good farmland and plentiful forests, people such as the Iroquois could build sturdier homes. These wood-framed longhouses had separate sections for each family.



## Living on the Great Plains

On the grasslands of the western Great Plains, wood was scarce, but buffalo were plentiful. Plains Indians such as the Cheyennes lived in tepees made from buffalo hide.



KEY	
	Arctic / Subarctic
	Northwest Coast
	California / Great Basin / Plateau
	Southwest
	Great Plains
	Eastern Woodlands
	Southeast

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## Seeing the Main Idea

The images on this page can be used to illustrate how geography influenced the development of cultures in North America.

Ask: **How did the dwellings of Native Americans in the Arctic, the Great Plains, and the Eastern Woodlands reflect the local environment?** (The Arctic was very cold, and Native Americans there built homes out of blocks of ice; wood was scarce on the Great Plains, but buffalo were plentiful, and Native Americans there used buffalo hides to build tepees to live in; in the Eastern Woodlands, Native Americans built sturdy houses out of wood from the abundant trees there.)

Ask: **In which culture areas did Native Americans probably not depend on the sea for food?** Explain. (Native Americans in the Southwest and Great Plains did not have lands that bordered the ocean.)

## History Background

**Distinct Ways of Life** The Navajos, or Diné as they call themselves, were influenced by Pueblo ways. However, they never built villages. They would sometimes gather their shelters, known as

hogans, into small family groups of mothers and married daughters, but this was as close as they came to village living. More often, Navajo hogans and their summer dwellings of brush were widely scattered.

## Answer

**Apply Information** The Cheyennes lived in tepees.

## Instruction (continued)

- After students complete the Skills Activity assign the worksheet The Iroquois Constitution to further explore the source.

**All in One Teaching Resources, Unit 1, The Iroquois Constitution, p. 20**

- Students may have misconceptions about the roles of women in Native American cultures. Use the details provided in this section about the influence of women in Iroquois society to address these impressions. Point out that Native American women had many important roles, including guardians of the home and even rulers and warriors.

## Independent Practice

Have students complete the Study Guide for this section.

**Interactive Reading and Notetaking Study Guide, Chapter 1, Section 2 (Adapted Version also available.)**

## Monitor Progress

- As students fill in the Notetaking Study Guide, circulate to make sure they understand how Native Americans adapted their ways of life to the environment.
- Tell students to fill in the last column of the Reading Readiness guide. Probe for what they learned that confirms or invalidates each statement.

**All in One Teaching Resources, Unit 1, Reading Readiness Guide, p. 17**

- To further assess student understanding, use the Progress Monitoring Transparency.

**Progress Monitoring Transparencies, Chapter 1, Section 2**

## Answers

**Reading Primary Sources** (a) Possible responses: The selection shows that Native Americans recognize that the natural world helps them meet their needs; their message of thanks reflects their attitude that nature offers gifts, but does not belong to people; (b) Answers will vary, but should include that a set ritual helped emphasize the formal or official nature of the League, the seriousness of its business, and the responsibility shared by its members.

## The Iroquois Constitution

“Whenever the Confederate Lords shall assemble for the purpose of holding a council, the Onondaga Lords shall open it by expressing their gratitude to their cousin Lords and greeting them, and they shall make an address and offer thanks to the earth where men dwell, to the streams of water . . . to the forest trees for their usefulness, to the animals that serve as food and give their pelts for clothing . . . and to the Great Creator who dwells in the heavens above.”

—Iroquois Constitution

The figures on this Seneca comb represent the five Iroquois nations.



### Reading Primary Sources

#### Skills Activity

The constitution of the Iroquois League was at first a spoken rather than a written document. The excerpt above describes how members of the Iroquois League were to begin a meeting.

- Apply Information** What attitude toward nature does this selection reflect?
- Draw Conclusions** Why do you think members of the Iroquois League wanted to begin each meeting with a set ritual?

**Great Plains** The Great Plains is a vast region stretching between the Mississippi River and the Rocky Mountains. The people of the eastern Plains lived mainly by farming. Women planted corn, beans, and squash in river valleys. Many people lived in earth lodges. These buildings had log frames and were covered with soil.

Much of the western Great Plains was too dry and too matted with grass to be farmed. The treeless land provided few building materials. In the west, some people lived in tepees made of animal skins. Other Plains people dug round pits near their fields for shelter.

Hunting parties followed buffalo across the plains. The Plains people depended on the buffalo for many things. They ate the meat and used the hides to make tepees, robes, and shields. Buffalo bones were made into tools.

**Eastern Woodlands** Hundreds of years ago, most of what is now the eastern United States was covered by forests of maples, birches, pines, and beeches. The earliest woodlands people lived by hunting, fishing, and foraging for nuts and berries. By about A.D. 1000, a number of woodlands people had taken up farming.

Two groups dominated the Eastern Woodlands. One group spoke Algonquian (al GOHN kee un) languages. The Algonquian people were scattered through southern Canada, the Great Lakes area, and along the Atlantic coast to Virginia. The other groups, speaking Iroquoian (IHR uh kwoy an) languages, lived in what is now New York.

## Differentiated Instruction

### L1 Less Proficient Readers

**Create a Chart** Have students create a two-column chart to organize information about Native American culture areas. Have them write the names of the seven culture areas in the left-hand column: *Far North, Northwest, Far West*, and so on. Then

have them write facts about the ways of life of Native Americans in each area in the right-hand column. Students may use the chart as a study aid for reviewing material about Native American cultures.

The Iroquois were made up of five distinct nations. Each nation was made up of **clans, or groups of families that were related to one another**. Because membership in a clan was passed from a mother to her children, women had great influence in Iroquois society. They owned all the property that belonged to a clan. Women also chose the clan's **sachem, or tribal chief**.

During the 1500s, the five Iroquois nations went through a period of constant warfare. Finally, Iroquois leaders convinced their people to make peace. They formed a union called the League of the Iroquois. It established a council to make laws to keep the peace. Each tribe was still free to deal with its own affairs.

**Southeast** The climate in the Southeast was mild, but the summers were steamy and hot. The land and climate supported farming. People such as the Cherokees and Creeks built houses on wooden frames, covered with straw mats. They then plastered the houses with mud clay to keep the interiors cool and dry.

The Natchez people of the Gulf Coast created a complex society. At the top stood the ruler, called the Great Sun, and the nobles. At the bottom were commoners, known as Stinkards. By law, all nobles—including the Great Sun himself—had to marry Stinkards. In this way, membership in each class kept changing.

**Checkpoint** In what culture areas was hunting the main way of life?

**Looking Back and Ahead** In this section, you learned about Native American cultures. In the next sections, you will explore cultures that developed on the other side of the world.



Cherokee mask

## Assess and Reteach

### Assess Progress

L2

Have students complete Check Your Progress. Administer the Section Quiz.

**All in One Teaching Resources, Unit 1, Section Quiz, p. 25**

### Reteach

L1

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying question.

**Interactive Reading and Notetaking Study Guide, Chapter 1, Section 2 (Adapted Version also available.)**

### Extend

L3

To extend the lesson, have students research and read songs, folk tales, or oral histories of two different Native American groups. You may wish to provide materials for classroom use. Tell students to look for examples of shared beliefs in the works. Suggest that students create a comparison-contrast chart to record notes. Then, have students share their findings and conclusions with the rest of the class.

## Section 2 | Check Your Progress

### Progress Monitoring Online

**For:** Self-test with instant help  
**Visit:** PHSchool.com  
**Web Code:** mva-1012

### Comprehension and Critical Thinking

- (a) Recall** What role did nature play in many Native American religious beliefs?  
**(b) Draw Inferences** How does that emphasis on nature reflect the everyday life of the people?
- (a) Identify** Identify two culture areas where farming was the main way of life.  
**(b) Analyze Cause and Effect** Why do you think farming did not develop extensively in the Arctic and the subarctic regions?

### Reading Skill

- Apply Prior Knowledge** Reread the first paragraph under the heading "Native Americans of North America." How is your culture group different from others? How is it the same? Use this knowledge to describe how Native American cultures were the same and different.

### Key Terms

Fill in the blank in each question with a key term from this section.

- The \_\_\_\_\_ of a people includes its customs, beliefs, and ways of making a living.
- The \_\_\_\_\_ provided leadership in Iroquois communities.
- Members of the same \_\_\_\_\_ shared a common ancestor.

### Writing

- Create a chart that shows how three different groups of Native Americans adapted to the regions in which they lived. Use the following column headings: Region, Way of Life, Diet, Shelter.

### Progress Monitoring Online

Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

### Answer

**Checkpoint** Far North

## Section 2 Check Your Progress

- (a)** Native Americans believed that there were spirits in nature and these spirits played a part in their daily lives.  
**(b)** Native Americans lived close to nature and used things from the environment to meet their needs.
- (a)** Eastern Woodlands and Southeast  
**(b)** Some of the land in the Arctic was covered with ice all year long, and the

climate in the subarctic was too cold for farming.

- Answers will vary, but should include specific ways of life that make students' culture groups different from others, such as customs, food, music, and religious beliefs, and the observation that their culture group has the same basic needs for food, clothing, and shelter as other groups. Students should demonstrate an understanding that Native American cultures had the same basic

needs and shared some general beliefs about nature but met their needs in different ways depending on the region in which they lived.

- culture
- sachem
- clan
- Students' charts should include specific details from the section about the regions, ways of life, diet, and shelter of different Native American peoples.