

Lesson 1

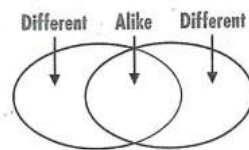
VOCABULARY

- archaeologist p. 21
- glacier p. 21
- civilization p. 22
- irrigation p. 24
- adobe p. 24

READING SKILL

Compare and Contrast

Copy the chart below. As you read, fill it in with facts about the Ancestral Pueblo and the people of Cahokia.



INDIANA ACADEMIC STANDARDS

5.1.1, 5.1.3, 5.3.4, 5.3.11, 5.4.1

Settling the Americas



Hunter-gatherers attack an Ice Age mastodon.

Visual Preview

How did early people adapt to life in North America?



A Hunter-gatherers followed animals into North America by land and water.



B The Olmec and Maya developed farming in Mexico and Central America.



C The Hohokam, Ancestral Pueblo, and Mound Builders settled in North America.



D The people of Cahokia built a large agricultural society in North America.

A THE FIRST HUNTER-GATHERERS

Suppose you had to travel a long distance thousands of years ago, and you could only paddle along a coastline or walk across land. What plants and animals might you eat along the way? There were no grocery stores, so you would have to find your own food.

The first Native Americans followed animals that supplied their food and clothing. When animals moved, people moved after them. In some regions a hunting trip could take days, so people ate a lot of plants. They gathered wild berries, mushrooms, and grasses. That's why we call them hunter-gatherers.

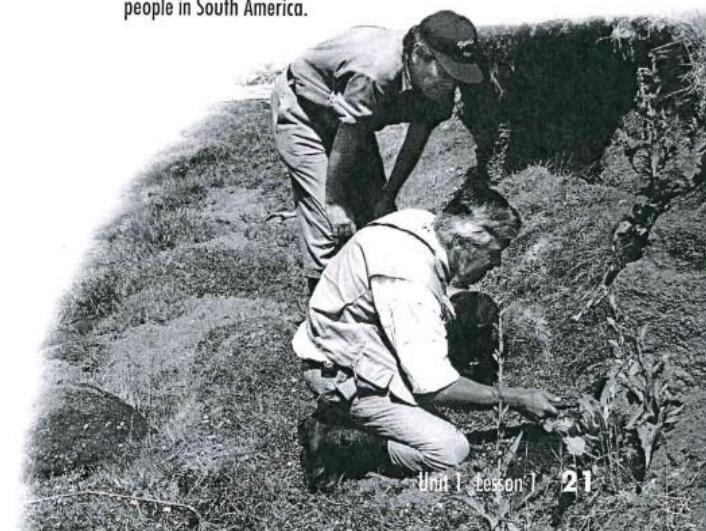
Archaeologists are people who study the tools, bones, and remains of ancient people. Some archaeologists think that hunter-gatherers first reached North America from Asia between 15,000 and 30,000 years ago. No one can say for sure when the first people arrived in the Americas.

Many archaeologists believe the first people to arrive in North America crossed the land bridge from Asia and followed a water route along the Pacific Ocean. Archaeologists have found remains that show people may have reached the tip of South America. Other hunter-gatherers arrived in North America from Asia about 12,000 years ago. Archaeologists believe these early humans settled across the Americas.

QUICK CHECK

Compare and Contrast How were the lives of hunter-gatherers different from the lives of people today?

▼ Archaeologists study remains at a settlement of early people in South America.



B EARLY PEOPLES OF MEXICO

About 10,000 B.C. the last Ice Age ended, and Earth's climate grew warmer. Ice Age mammals, such as mammoths and mastodons, could not survive in warmer weather. Humans had to start **growing** food when they could not hunt or gather enough to **survive**.

No one knows how farming first started. We do know that in the Americas it started in Mexico. By about 7000 B.C., people in Mexico and Central America were raising three crops: maize (also called corn), beans, and squash.

As in the Fertile Crescent of Asia, farmers in the Americas produced surpluses—more food than they needed. Some people now were free

to specialize. They became traders, builders, or potters, for example. Over time, large specialized societies developed and became **civilizations**—populations that shared systems of trade, art, religion, and science.

The Olmec

In about 1200 B.C., the **Olmec** civilization developed in the steamy rain forests of southern **Mexico**. Olmec culture spread along trade routes across Mexico and Central America. One of the wealthiest centers of the Olmec was La Venta, which produced rubber, tar, and salt. La Venta had a large

fishing industry. Its people were the first to make food from a wild bean known as **cacao**—**chocolate**. Today the Olmec culture is famous for enormous stone **head carvings** found in **Mexico**. The Olmec also developed a **calendar** and were likely the first American people to understand the concept of **zero**.

The Maya

In about 2600 B.C., the **Maya** arose in the same region as the Olmec. Both groups settled in southeastern Mexico and Central America. From about A.D. 250 to 900, the Maya became a powerful civilization. Like the Olmec, the Maya had scientists who created calendars and studied the stars. The Maya also developed a system of **mathematics** and a form of writing called **hieroglyphs**.

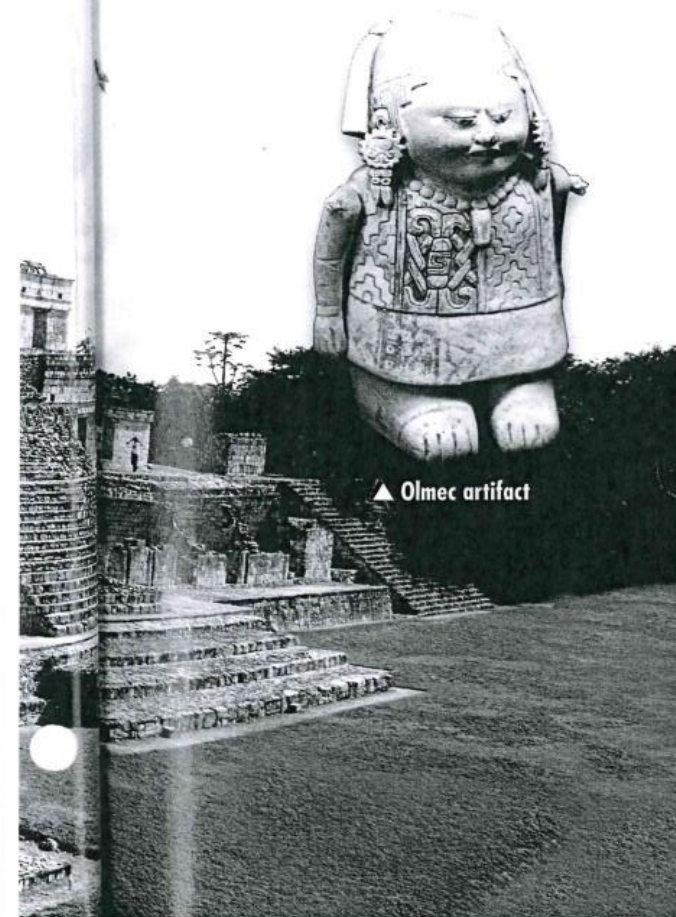
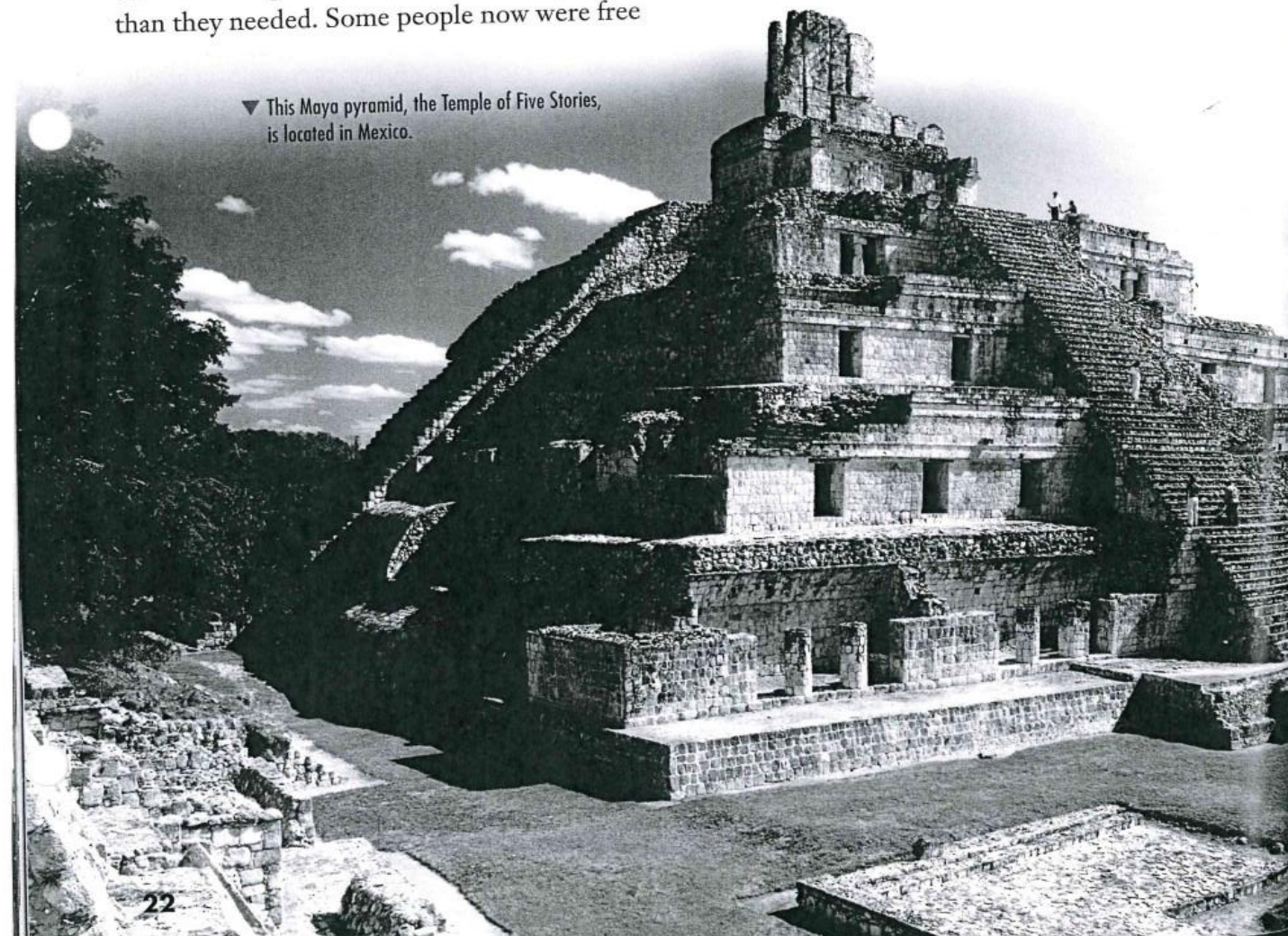
The Maya were talented artists and builders. Workers built stone **pyramids** and **temples** to honor their hundreds of gods. These buildings can still be seen today. The Maya also built stone palaces, roads, and ball courts. Maya cities such as Chichén Itzá, Tikal, and Copán had populations of several thousand people.

Over time, the population outgrew the food supply. People moved out of the cities in search of food. The Maya civilization lost power by A.D. 900, but the people did not disappear. Today more than 6 million Maya live in Mexico, Belize, and Guatemala.

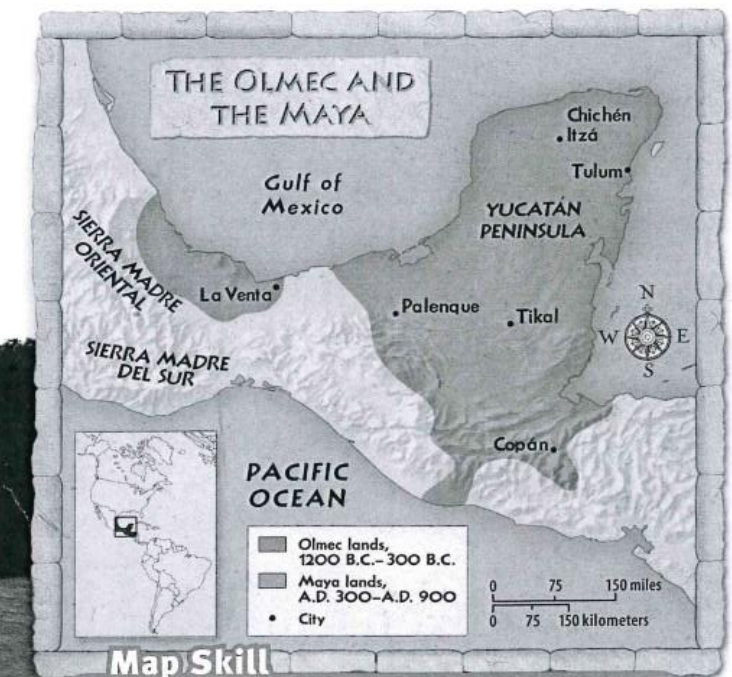
QUICK CHECK

Compare and Contrast How were the Olmec and Maya alike?

▼ This Maya pyramid, the Temple of Five Stories, is located in Mexico.



▲ Olmec artifact



Map Skill

LOCATION What might have prevented the Olmec from expanding to the south and west?

C NORTH AMERICAN CIVILIZATIONS

If you could go back thousands of years and fly over southwest North America, you would see narrow waterways flowing through the desert and cities built into cliffs. If you could fly over the Mississippi River valley, you would see large round hills built by humans.

The Hohokam

In about A.D. 300, a group known as the Hohokam settled in the desert of present-day Arizona. The Hohokam grew **maize, beans, squash, and cotton** in this hot, dry region. How did they do it? They used **irrigation** to guide water from rivers to their fields. Irrigation supplies dry land with water through pipes and ditches. Using sharpened sticks and stone hoes, Hohokam workers dug canals, or human-made waterways, to carry water many miles.

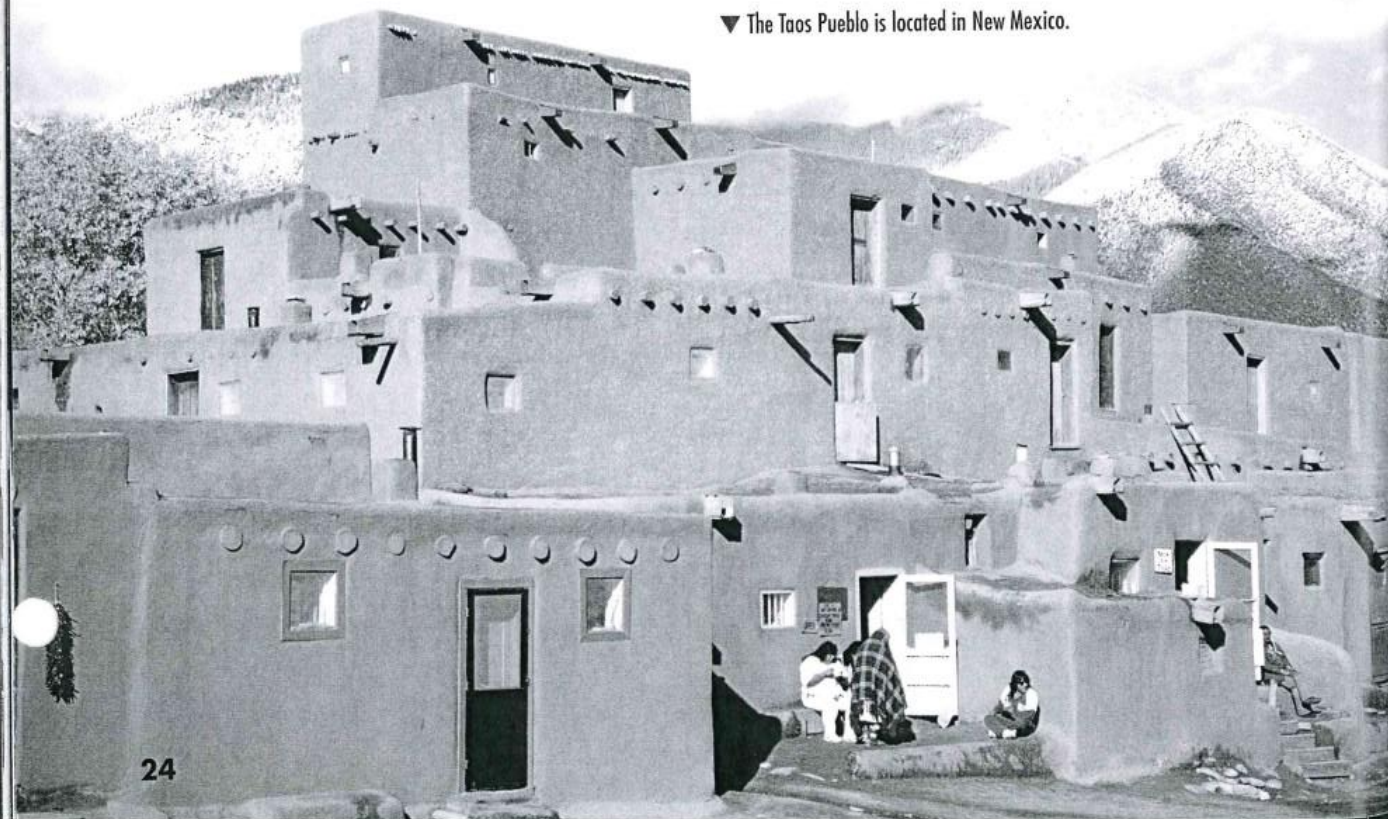
The Hohokam also trapped rabbits, birds, and snakes. They ate wild desert plants, such as cactus and prickly pear.

With little stone or wood for building, the Hohokam built homes from **adobe**—bricks made of mud and straw. These homes were built partly underground in pits. Building underground helped to keep the homes cool during the day and warm at night.

Ancestral Pueblo

In about A.D. 700, a people called the Ancestral Pueblo settled in the Southwest. They lived in **dwelling**s that looked like apartment buildings built into the sides of **cliffs**. These **dwelling**s had special rooms called **kivas** for meetings or religious purposes.

▼ The Taos Pueblo is located in New Mexico.



PEOPLE

Adena of the Ohio River valley were the first mound builders. The earliest mounds were tombs. The dead were placed in log rooms in the mounds. Tools and other items for use in the next world were placed beside the body.



Adena Artifact

The natural world was the center of Ancestral Pueblo beliefs. Historian John Upton Terrell said,

“The [Ancestral Pueblo] see themselves as woven into . . . the winds, the stars, and the moon. . . .”

Like the Hohokam, the Ancestral Pueblo planted **maize, beans, and squash**. They used **dry farming**, a method that caught rain and melted snow in stone-lined pits. They then used this water on their crops.

Mound Builders

Other North American civilizations developed in river valleys of the Midwest. Over a period of about 1,000 years, civilizations arose in the Ohio and Mississippi River valleys. The people are called **mound builders** because of the cone-shaped hills and animal-shaped earthworks they built.

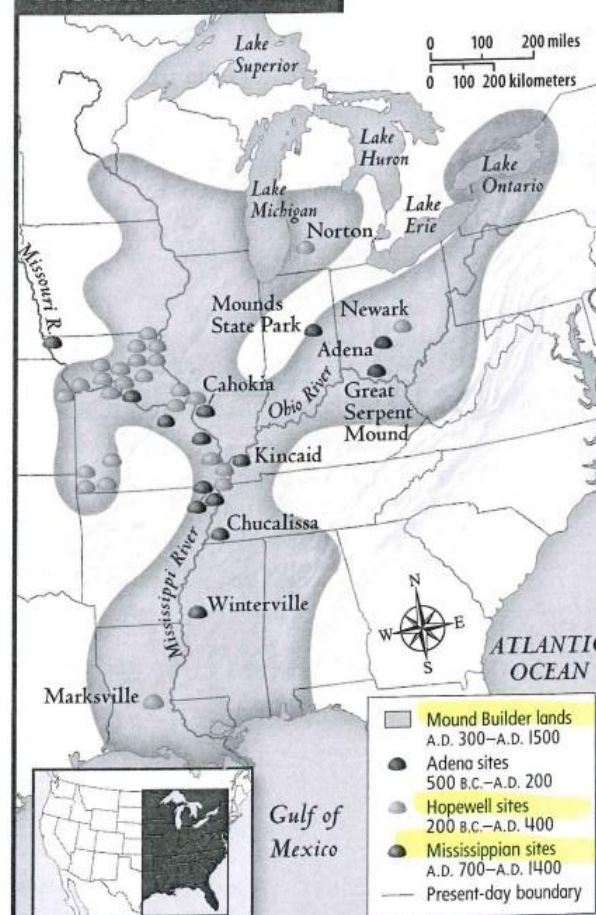
In about 200 B.C., the Hopewell settled in the Mississippi River valley. Many **Hopewell** mounds can be seen today across the Midwest. Some were **burial** mounds, and others were used for **religious ceremonies**.

Another civilization, called the **Mississippian** culture, developed in about A.D. 700. Like the other mound-building cultures, they buried their dead in mounds. They also used their mounds as places to watch the movements of the sun and stars.

QUICK CHECK

Compare and Contrast How were the shelters of the Hohokam and Ancestral Pueblo different?

The Mound Builders



Map Skill

ENVIRONMENT Why did mound builders settle in river valleys?

D CAHOKIA

The greatest Mississippian city was Cahokia, built near present-day St. Louis, Missouri. By A.D. 1100 Cahokia's population was about 20,000, making it one of the largest cities in the world at the time. Villages stretched around the city in all directions. High log fences, called palisades, protected the villages.

Like other agricultural societies, the people of Cahokia needed to know about the patterns of the seasons. Archaeologists have found the remains of a great circle of tree trunks outside Cahokia. They believe farmers planted these to act as a giant sundial.

Scientists do not agree about what happened to the people of Cahokia. Some say climate change, wars, or disease may have driven people out of the city. By 1300 Cahokia was empty.

QUICK CHECK

Compare and Contrast How did the Adena, Hopewell, and Mississippian peoples use earth mounds?

▼ Cahokia was one of the largest cities in the world in A.D. 1100.



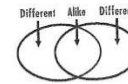
Check Understanding



1. VOCABULARY Write a sentence about people who study ancient groups. Use three of the vocabulary terms below.

archaeologist civilization adobe
glacier irrigation

2. READING SKILL Compare and Contrast Use your chart from page 20 to write a paragraph comparing the Ancestral Pueblo with the people of Cahokia.



3. Write About It Write a paragraph that tells how the Hohokam adapted to their environment.



Lesson 2

VOCABULARY

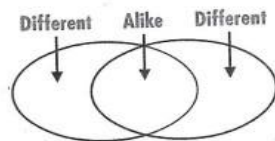
totem pole p. 30

potlatch p. 31

READING SKILL

Compare and Contrast

Copy the chart below. As you read, use it to compare and contrast the Inuit and Tlingit.



INDIANA ACADEMIC STANDARDS

5.1.1, 5.1.3, 5.2.8, 5.2.9, 5.3.3, 5.3.11, 5.4.1

NATIVE AMERICANS OF THE WEST

Whales were important to Native American economies in the West.



Visual Preview

How did the environments of the West affect the lives of Native Americans?



A The Inuit hunted whales to use for food, tools, weapons, and cooking oil.



B The Tlingit used nearby forests to make canoes, totem poles, and masks.

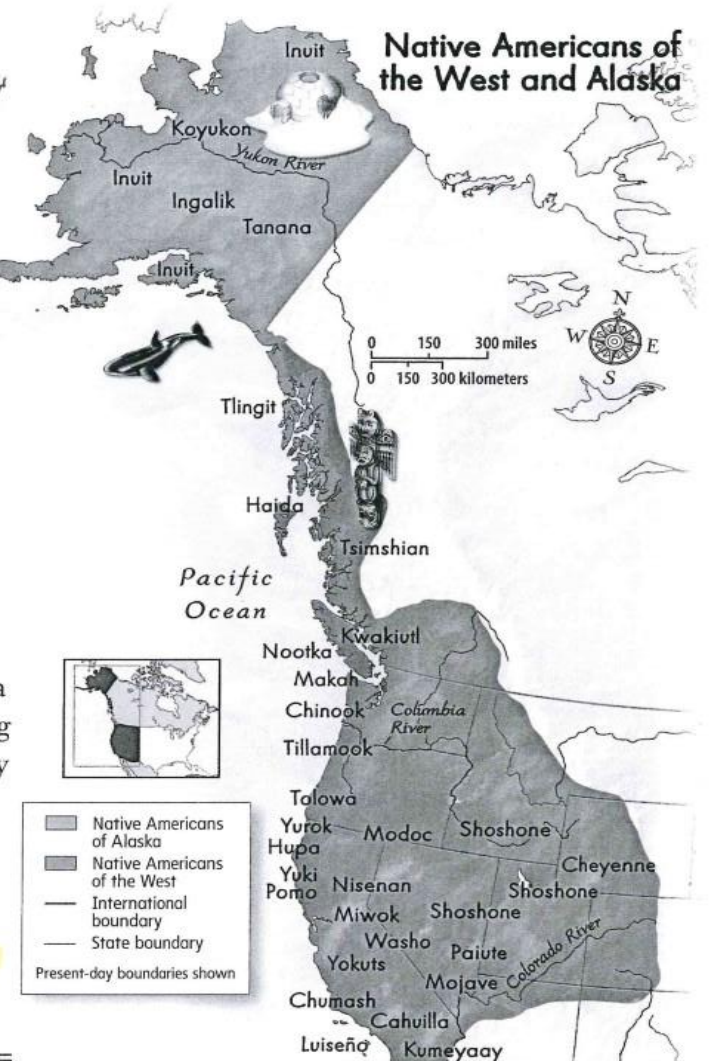
A VARIED LANDS AND PEOPLE

For Native Americans in the West, environment helped form culture. The West is a region of great diversity—from the extreme cold of the Arctic to the hot, dry deserts of southern California. Cultures developed according to the climate and natural resources of the surroundings.

The Inuit in Alaska had to find ways to live in the bitterly cold Arctic. They kept warm by building pit houses made of stone and covered with earth. When they went on hunting trips, men built igloos, temporary shelters of snow blocks. In warm weather, hunters made tents from wooden poles and animal skins. The Inuit hunted walruses, seals, fish, and whales. They used the skins for clothing and turned bones into tools and weapons.

The California Desert

Life in the desert of southern California was different from life in the Arctic. Groups such as the Cahuilla and Paiute used desert plants, including roots and cactus berries, for food. They also grew crops using irrigation. The Cahuilla, for example, dug wells in the desert sand and packed sand around the wells, creating small lakes. They used the lakes to water fields of maize, squash, beans, and melons.



Map Skill

PLACE Which group was located in present-day Idaho?

QUICK CHECK

Compare and Contrast How are the Inuit different from Native Americans of the California desert?

B PACIFIC NORTHWEST

Like Native Americans in other regions, those in the Pacific Northwest used only enough plants and animals to survive. The region was rich in natural resources, so its groups often did not need to farm. The rocky, narrow coastline and offshore islands of this region provided wild plants and fish, especially salmon.

Native Americans used stone axes to cut fir and cedar trees. They hollowed out logs to make canoes as long as 60 feet—perfect for hunting seals and whales in the Pacific Ocean. Logs were also carved into boxes, dishes, spoons, and masks.

Celebrations

Pacific Northwest groups also used wood to make totem poles. Totem poles are carved logs that are painted with symbols, called totems, of animals or people. Totem poles often told stories of important family members or celebrated special events.

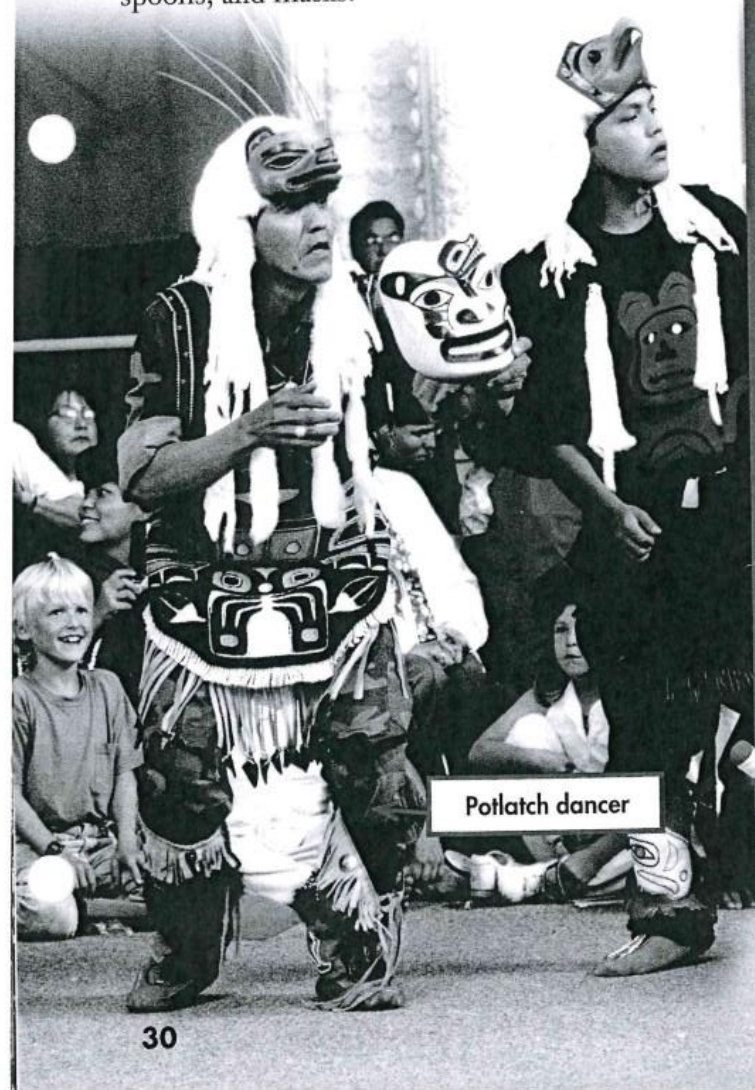
Citizenship

Be a Leader

Have you ever thought of being a leader? In 1945 Tlingit civil rights leader Elizabeth Peratrovich was responsible for a civil rights law that gave Native Americans equal rights. Leaders are able to identify problems and find solutions. Consider being a leader in your community or school.



Write About It Identify a problem in your community or school. Then write an essay about how you would work with others to find a solution.



Potlatch dancer

PEOPLE

The Tlingit continue to use the abundant resources of the sea and forests. Tlingit women are known around the world for their fine baskets made from cedar trees. Tlingit men continue the traditional wood carving and painting of totem poles, canoes, and face masks.



Tlingit carver

When totem poles were raised, a family sometimes held a potlatch. Potlatches are special feasts at which guests, not hosts, receive gifts. The host might give hundreds of gifts at the feast, which could last for several days. In return, the host received the respect of the community. As in the past, potlatches today bring people together for important family events such as the birth, death, or marriage of a family member.

The Wealth of the Tlingit

The Tlingit settled in the Pacific Northwest. Like other people in the region, they got most of their food and goods from the sea. The Tlingit traveled by canoe to trade their surplus, or extra, goods with other groups along the coast. This extensive system of trade made the Tlingit wealthy. In the 1700s the Tlingit lived in an area that stretched about 400 miles along the coast between Mount St. Elias in southeastern Alaska and what is now the Portland Canal in British Columbia. The Pacific Ocean's warm North Pacific Current kept the

weather mild and wet. These conditions made it easy to get food and wood, so the Tlingit often had free time to develop trades and crafts.

The Tlingit used this time to become skilled craftworkers. They used tree bark and other materials to weave colorful blankets and made sturdy baskets. The Tlingit also built wooden plank houses large enough to hold several related families. Totem poles stood in front of some houses. The Tlingit still live in Alaska today.

QUICK CHECK

Compare and Contrast How was the way the Tlingit adapted to their environment different from other Native American groups?

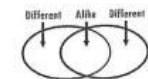
Check Understanding



1. VOCABULARY Write a sentence for each vocabulary term below.

totem pole potlatch

2. READING SKILL Compare and Contrast Use your chart from page 28 to write about the Inuit and Tlingit.



3. Write About It Write about how geography affected the lives of Native Americans in the West.



A THE PUEBLO

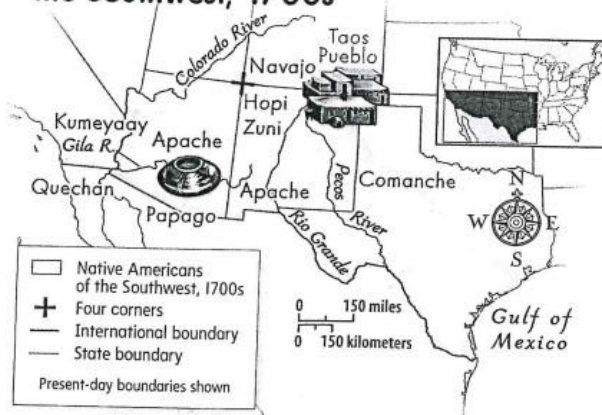
The Ancestral Pueblo you read about in lesson one are believed to be related to later Pueblo groups. Like their ancestors, the Pueblo had to adapt to where they lived to survive.

Can you imagine farming in a place that receives only a few inches of rain each year? The Pueblo—like their ancestors—figured out how to farm in the desert. They used a method called dry farming.

The Amazing Pueblo Farmers

Dry farming uses tiny dams and canals to direct water to beans, squash, and cotton crops. The Pueblo also learned how to grow a special maize plant with long roots that could reach water deep underground. The Hopi and Zuni are two Pueblo groups shown on the map below.

Native Americans of the Southwest, 1700s

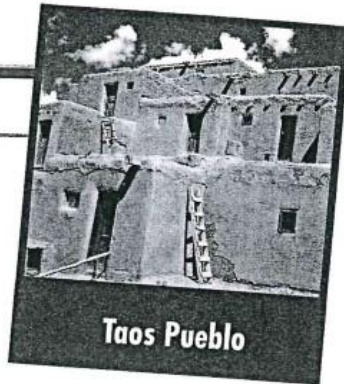


MapSkill

LOCATION Which rivers are on or near Apache lands?

PLACES

The Taos Pueblo is over 1,000 years old. The multistoried buildings are made of adobe. Today you can visit the Taos Pueblo where shops sell pottery, silver jewelry, and leather goods.



Taos Pueblo

Pueblo Homes

The Pueblo built homes called pueblos out of adobe. The Spanish used the word pueblo to describe both the people and their homes. Adobe protects homes from extreme heat or cold. Pueblos looked like apartment buildings, except that the first floor of most pueblos had no doors or windows. To get in and out of a pueblo, people climbed a ladder to a door in the roof. By lifting the ladder up and placing it on the roof, they were protected from unwanted guests.

QUICK CHECK

Compare and Contrast How were the Pueblo similar to the Ancestral Pueblo?

B THE NAVAJO

Thousands of years ago, the Navajo, or Diné, were hunter-gatherers in parts of present-day Alaska and Canada. The Navajo began to migrate, or move, to northern New Mexico by the late 1200s.

Today the Navajo are the largest non-Pueblo people in the Southwest. Many live in the Four Corners area, where the states of Utah, Colorado, Arizona, and New Mexico meet.

Learning from the Pueblo

In order to survive, the Navajo knew they had to adapt ideas and practices from their Pueblo neighbors. Like the Pueblo, the Navajo used dry farming to grow crops in the dry land. They also wove cotton to make cloth. Both the Navajo and the Pueblo are known for their fine silver and turquoise jewelry. Turquoise is a blue stone that is found only in the Southwest and in western South America.



A Navajo grandmother teaches her granddaughter how to weave a blanket.

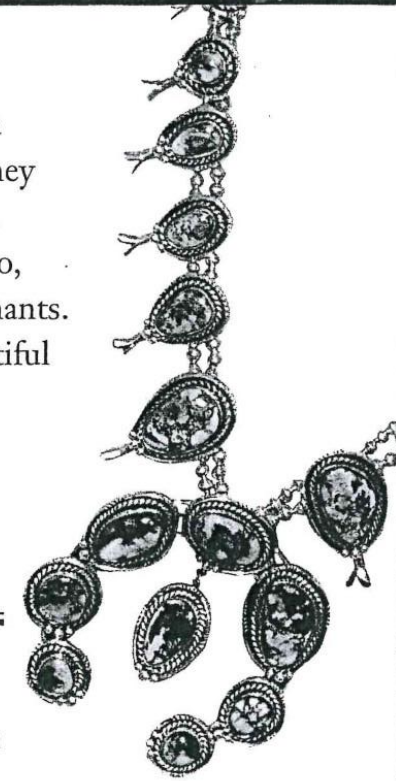
Navajo hogan

Navajo Living

The Navajo lived in **hogans**, which are dome-shaped homes for one family. The hogans are made with **log** or **stick** frames that are covered with mud or sod. They have a smoke hole in the roof to release the smoke from a fire. Traditional hogans have six or eight sides and face east to catch the first rays of dawn.

The Navajo captured **sheep** from the Spaniards in the 1600s. These animals became an important part of Navajo culture. Many Navajo people became shepherds. The meat provided **food**, and weavers made wool into **clothes** and **blankets**.

The Navajo believed in a balance to the Earth that they called *hozho*, or “walking in beauty.” To maintain *hozho*, the Navajo sing songs or chants. One song says, “All is beautiful before me, All is beautiful behind me, All is beautiful above me, All is beautiful around me.”



▲ Turquoise squash blossom necklace

QUICK CHECK

Compare and Contrast In what ways are pueblos different from hogans?

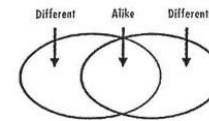
Check Understanding



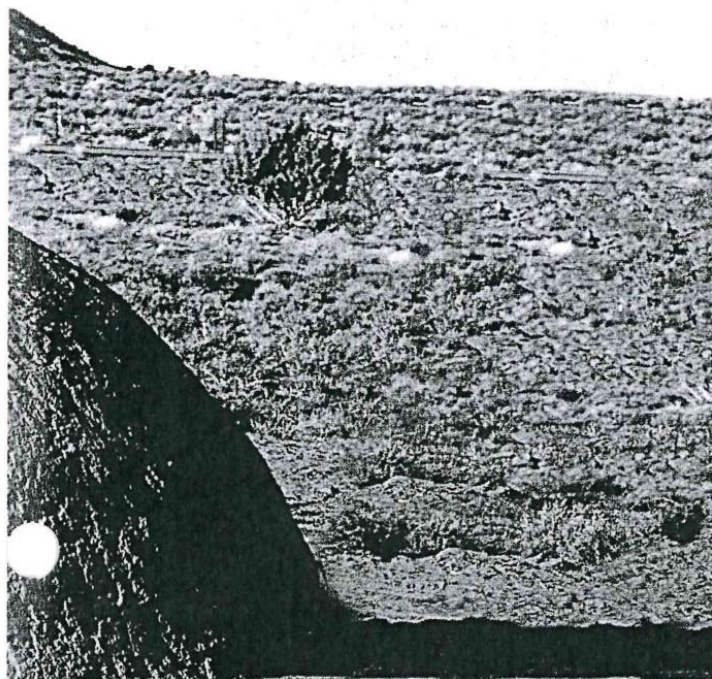
1. VOCABULARY Write about the Navajo using these vocabulary words.

migrate hogan

2. READING SKILL Compare and Contrast Use your chart from page 32 to write about the Pueblo and Navajo.



3. Write About It Write about how the Pueblo or Navajo learned to live in the Southwest.



A THE OPEN PLAINS

Imagine looking into the distance, seeing only land and blue sky. The Great Plains is a vast, nearly flat region where you can see for miles. The land has powerful winds, blistering summer heat, and cold winters.

Native Americans began to settle on the Great Plains in about 1300. They hunted for food on foot. They used bows and arrows and stampeded animals into traps. Some groups farmed near rivers.

Horses Arrive

By the 1700s, wild horses had spread from the Southwest to the Great Plains. Once tamed, they changed the lives of people there. Men hunted on horseback, and many groups traded with faraway groups. As a result, groups such as the Lakota, Crow, Pawnee, and Cheyenne prospered on the Plains.

Where the Bison Roam

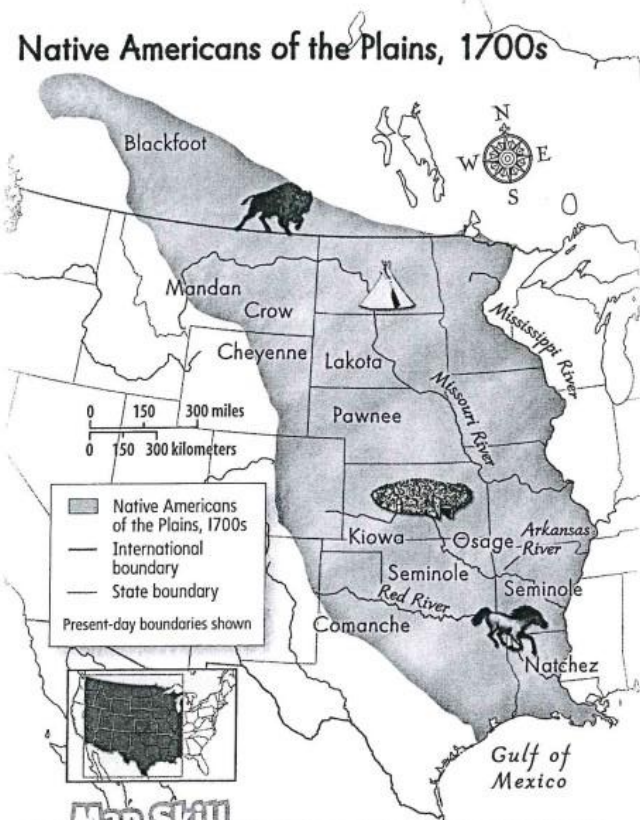
Between 40 million and 100 million bison roamed the Great Plains in the 1700s. They provided food and clothing. Some groups used bison skin to make teepees. Teepees are cone-shaped homes made with long poles covered with animal hides.

Some Plains groups stayed in one place and lived in large earthen lodges. Lodges are homes made of

logs covered with grasses, sticks, and soil. A fire in a central fireplace provided heat and light.

QUICK CHECK

Compare and Contrast In what ways are teepees different from lodges?



Map Skill
HUMAN INTERACTION What made hunting easier for the Seminole?

B LIFE ON THE PLAINS

Fire was not only used to cook bison meat, it was also used in the hunt. Some hunters often set grass fires to frighten a herd into a stampede. Often hundreds of animals would rush over a cliff, falling to their deaths. The hunters would then gather the meat and skins that they needed. Plains people used a travois to carry the meat and skins back to camp.

A travois is a sled-like device that is dragged by people or animals. At first, dogs were trained to pull the travois. Later, horses did the job.

Keeping Records



Would you go outside if it was 20 degrees below zero? The Lakota did not. Instead they used the long, cold winter months to stay close to a fire. There they made clothes, weapons, or tools. They also made illustrated calendars called winter counts.

When the Lakota settled in a camp for the winter, they met to decide the most important events of that year. These events were painted as picture symbols in a circle on bison hide. The history of the Lakota is read counter-clockwise, moving left, from the center of the circle. Study the winter count on this page.

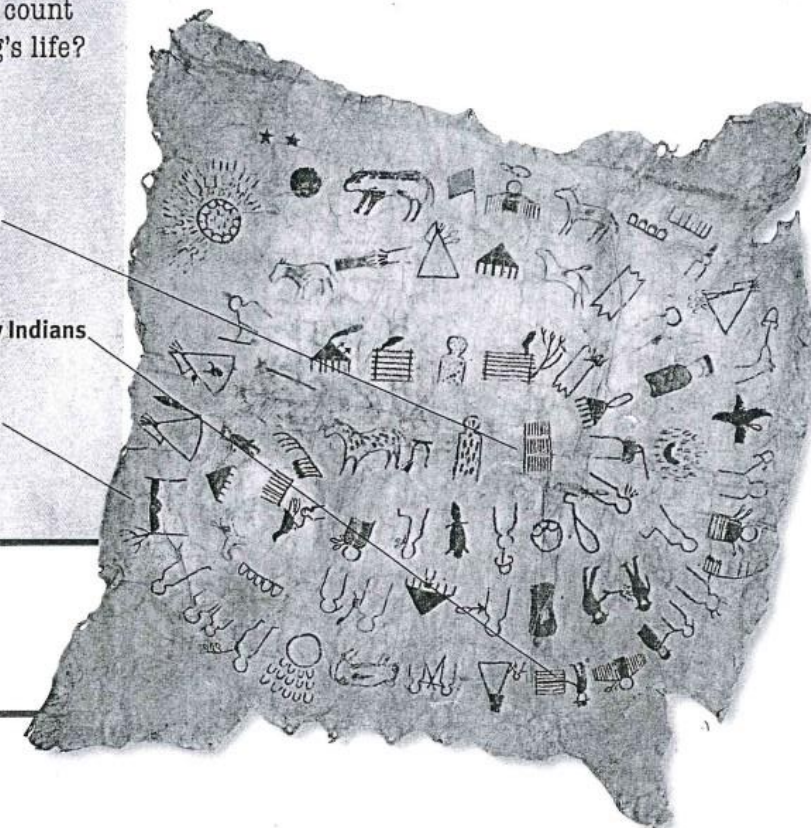
Primary Sources

This winter count was created by a Lakota named Lone Dog. It is a copy of the original, which was destroyed in a fire. The symbols are read in a counter-clockwise spiral. The key tells the meaning of some of the symbols. How does the winter count help you understand Lone Dog's life?

An 1800–1871 Winter Count by Lone Dog

-  1800–1801
Europeans bring striped blankets
-  1845–1846
30 Lakota killed by Crow Indians
-  1845–1846
There is plenty of meat

Write About It Write a journal entry giving more details about an event shown on the winter count.



EVENT

The Spanish brought horses with them to North America in the 1500s. Some horses got away and lived in the wild. In the 1600s, the Pueblo were using horses in the Southwest. By the 1700s horses had moved into the Great Plains, forever changing the lives of the people who lived there.



In most Plains cultures, a child's first success was given public recognition. For example, Blackfoot boys who won shooting matches were allowed to wear feathers in their hair like older men. Children were also praised for showing qualities that were admired, such as being generous and speaking well.

QUICK CHECK

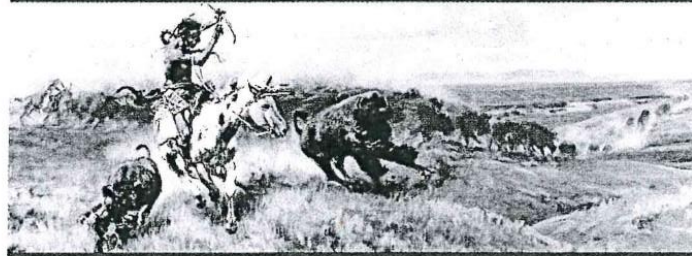
Compare and Contrast Why were the skills taught to boys different from those taught to girls?

Learning Life Skills

Parents taught their children useful skills early in life. On the Great Plains, parents taught their children good listening skills by telling them stories and singing songs about their culture. Boys were taught to hunt and shoot. They learned, for example, to track small game such as rabbits and birds. They used small bows and arrows to shoot these moving targets. Later they took part in shooting matches and practice battles. Boys also learned the value of courage. One way they showed courage was to touch an enemy without killing him. To do this, they used a special pole called a coup stick. Coup is the French word for "strike" or "hit."

Girls learned different skills. They learned to sew by making doll clothes, using the sinews from bison as thread. Sinews are tendons that connect muscle to bone. Girls were also given toy teepees to set up while their mothers set up the family teepees. Older girls learned how to use scraping tools to clean animal skins. The skills taught to children on the Great Plains would prepare them for different tasks as adults.

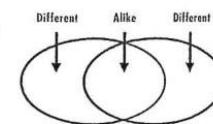
Check Understanding



1. VOCABULARY Write a story about a day in a village of Native Americans on the Great Plains using the vocabulary terms below.

teepee travois
lodge coup stick

2. READING SKILL Compare and Contrast Use your chart from page 36 to write about Plains groups.



3. Write About It How did Native Americans on the Great Plains adapt to the environment?

A A LAND RICH IN FORESTS

Did you know that North America was once called Turtle Island? The Iroquois named it that because they believed Sky Woman fell out of the sky and the Great Turtle caught her, causing an island to form.

The Iroquois include five groups, the Cayuga, the Mohawk, the Oneida, the Onondaga, and the Seneca. These groups share many cultural traits, such as language. When the Iroquois settled in present-day New York, the area was covered with thick forests. They said the forests were so thick that a squirrel could jump from tree to tree for a thousand miles without touching the ground. Forest animals, such as deer, provided woodland groups with food and clothing.

Farming the Land

Because the forests were so thick, many groups in the Eastern Woodlands practiced a type of farming called slash-and-burn. They cut down, or slashed, trees. They then burned the undergrowth to clear room for crops. Ash from the burned vegetation helped to make the soil fertile. After a crop had been harvested, they left the plot empty for several years. The next year another plot was cleared and planted. This method helped keep the soil from wearing out.

Each spring most groups planted the “Three Sisters” of maize, squash, and beans. In autumn crops were harvested, dried, and stored for the winter.

QUICK CHECK

Compare and Contrast Compare slash-and-burn farming with dry farming.

Native Americans of the Eastern Woodlands, 1600s



Map Skill

LOCATION Which river created a natural boundary for Native Americans of the Eastern Woodlands?

B THE CREEK AND IROQUOIS

Archaeologists believe the Creek of the southern woodlands are descendants of the Mississippian mound-building people. When a Creek town reached a population of about 400 to 600 people, about half the population would move to a new site.

CREEK

Creek Villages

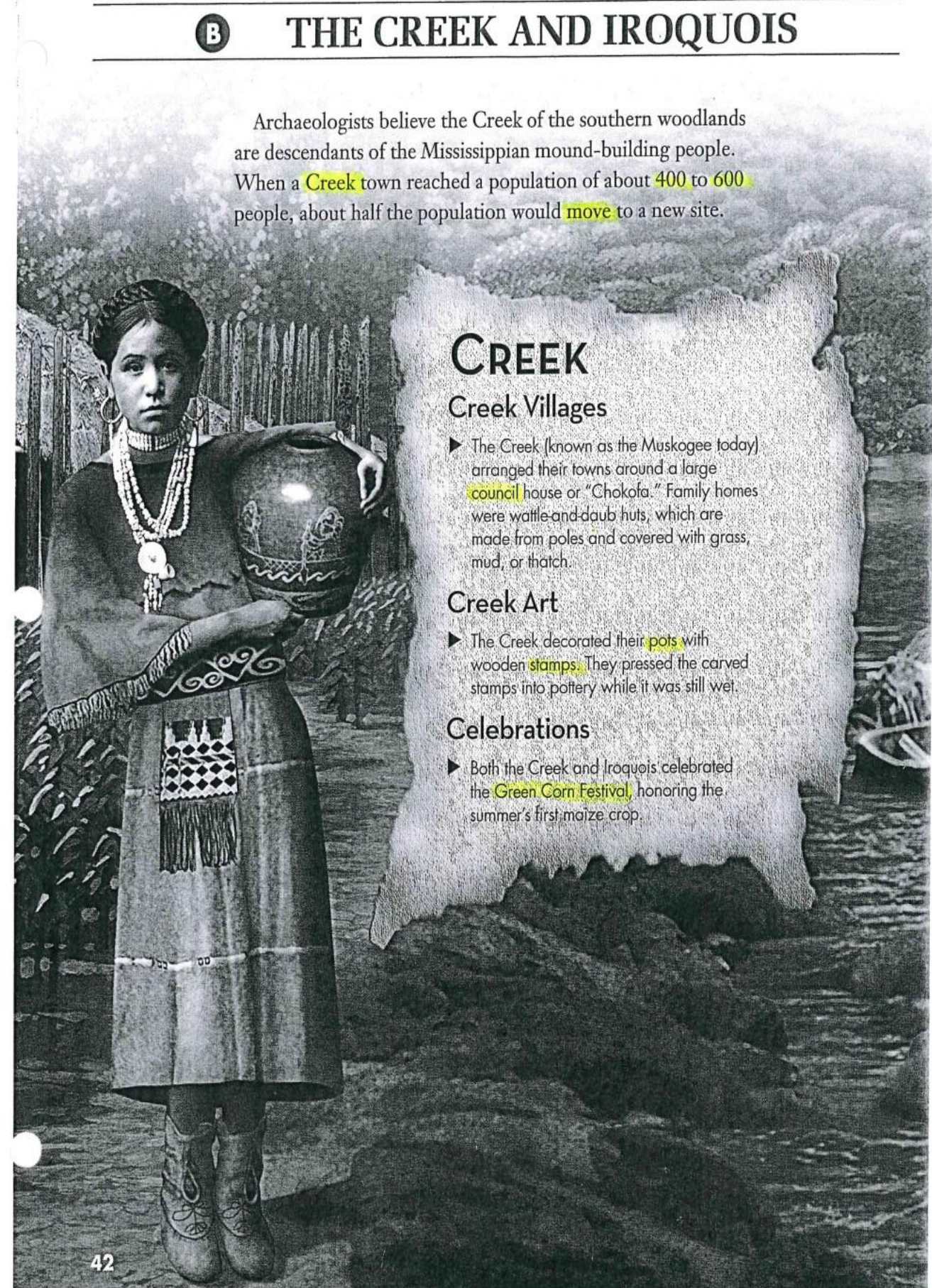
▶ The Creek (known as the Muskogee today) arranged their towns around a large council house or “Chokofa.” Family homes were wattle-and-daub huts, which are made from poles and covered with grass, mud, or thatch.

Creek Art

▶ The Creek decorated their pots with wooden stamps. They pressed the carved stamps into pottery while it was still wet.

Celebrations

▶ Both the Creek and Iroquois celebrated the Green Corn Festival, honoring the summer’s first maize crop.



The **Iroquois** of the northern woodlands usually built their villages on the tops of steep-sided **hills**. The steep slopes formed natural defenses for the village. A high log fence was commonly built along the edge of a village for added protection.

QUICK CHECK

Compare and Contrast How are Creek and Iroquois villages different?

IROQUOIS

Iroquois Villages

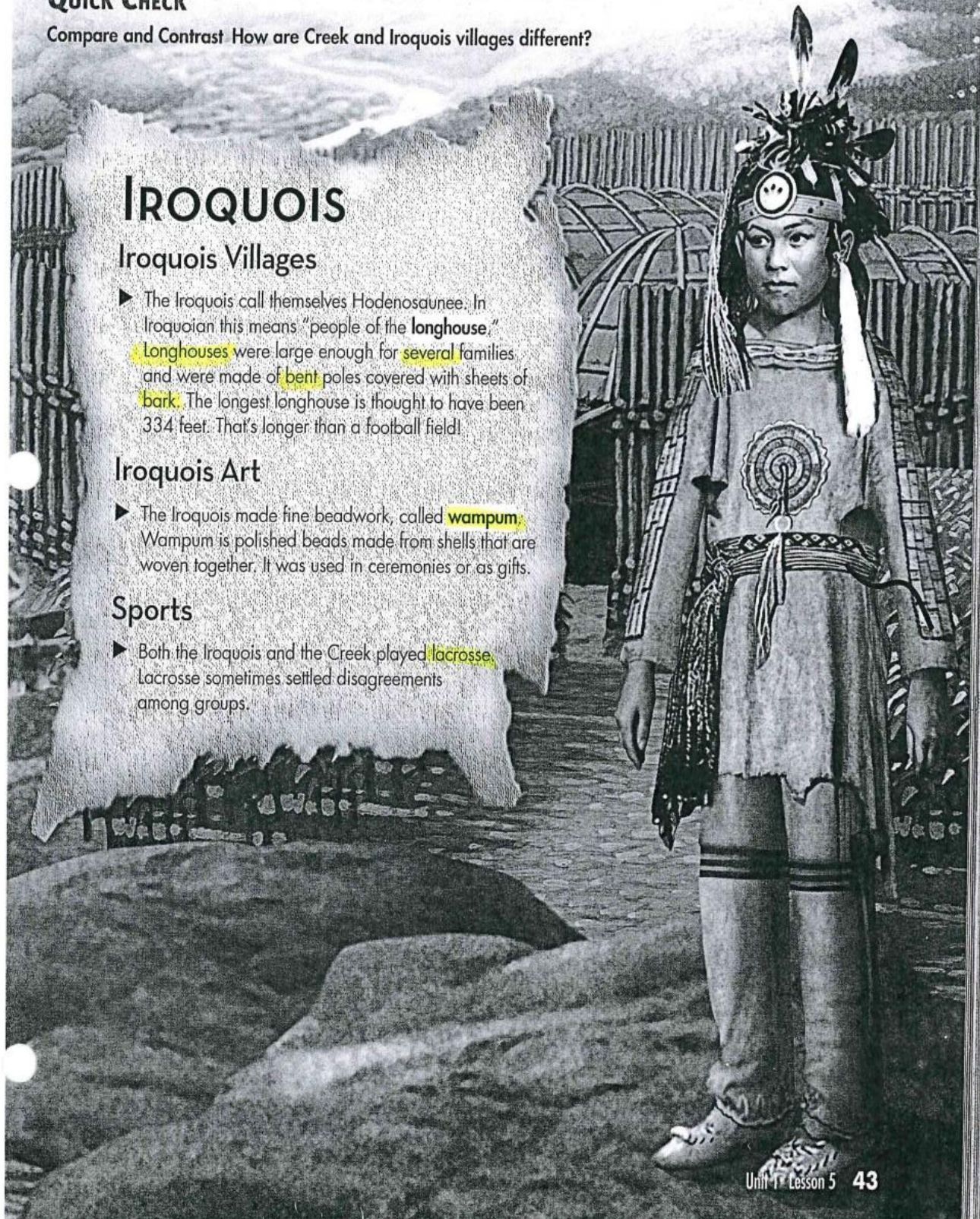
- ▶ The Iroquois call themselves Hodelosaunee. In Iroquoian this means "people of the **longhouse**." **Longhouses** were large enough for **several families** and were made of **bent poles** covered with sheets of **bark**. The longest longhouse is thought to have been 334 feet. That's longer than a football field!

Iroquois Art

- ▶ The Iroquois made fine beadwork, called **wampum**. Wampum is polished beads made from shells that are woven together. It was used in ceremonies or as gifts.

Sports

- ▶ Both the Iroquois and the Creek played **lacrosse**. Lacrosse sometimes settled disagreements among groups.



GOVERNMENT IN THE WOODLANDS

Archaeologists group Native Americans in many ways. One way is by language. Find the language family of the Creek in the chart on this page. Native Americans can also be grouped by how they governed themselves. Some groups formed confederacies. A confederacy is a union of people who join together for a common purpose.

Creek Government

To **protect** themselves from enemies, the Creek formed the **Creek Confederacy**. Most of the groups in the confederacy spoke Muskogean languages. The groups also shared customs, such as the Green Corn Festival.

The Creek Confederacy divided its towns into **war towns (red)** and **peace towns (white)**. Red towns **declared war**, planned **battles**, and held **meetings** with enemy groups. White towns passed laws and held prisoners. During periods of war, however, even people in peace towns joined in the fighting. When a new town formed, it maintained close ties to other towns. This kept the Creek Confederacy united.

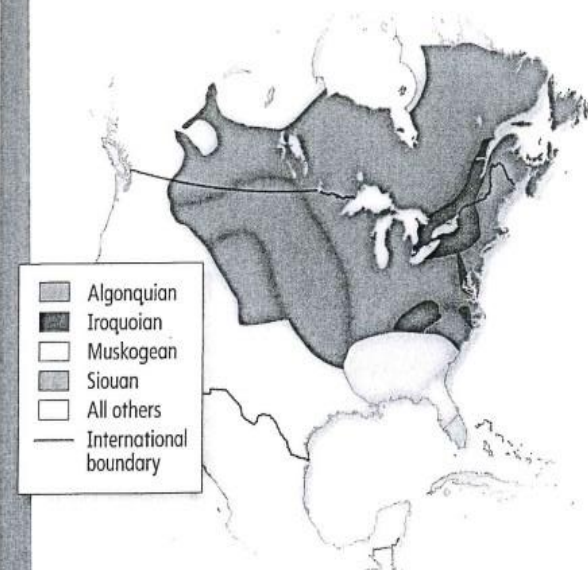
Iroquois Society

Iroquois **women** were leaders of their society and did most of the **farming**. They decided how land would be used and who would use it. Women were the heads of their **clans**. A clan is a group of families that share the same ancestor. The head of each clan was called a **clan mother**. No important decision could be made without the approval of the clan mother. Although the leaders of each village were men, it was the clan mothers who chose them—and could also remove them.

DataGraphic

Native American Languages

A language family is a group of languages that have certain things in common. Use the map and chart to answer the questions below.

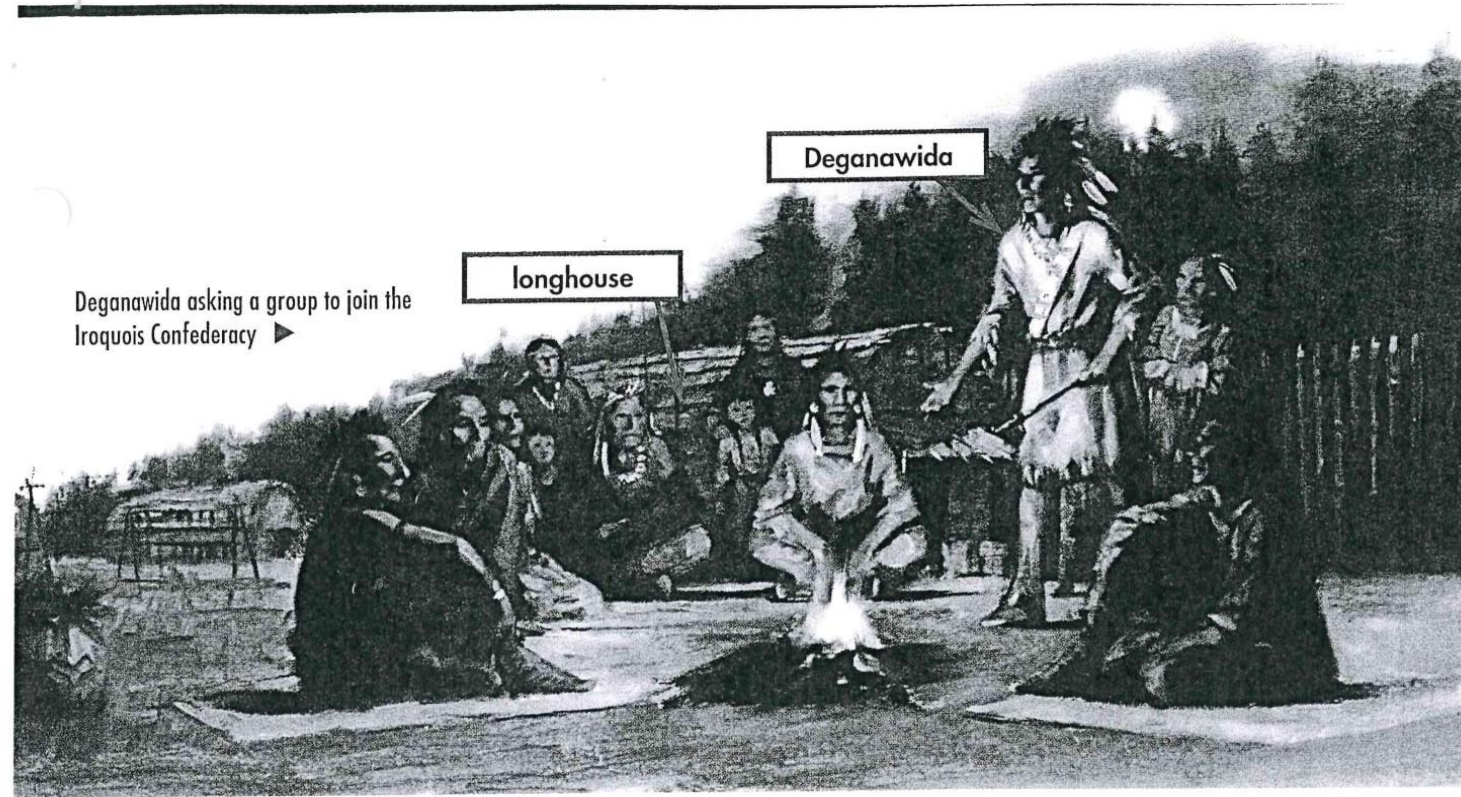


Nations in Two Language Families

| | | | | | |
|-----------|---------|---------|-----------|----------|---------------|
| Iroquoian | Mohawk | Oneida | Onondaga | Seneca | Cayuga |
| | Wyandot | Huron | Tuscarora | Cherokee | Susquehannock |
| Muskogean | Alabama | Koasati | Mikasuki | Choctaw | Chickasaw |
| | Creek | | | | |

Think About Languages

1. In what part of the present-day United States were the Mikasuki located?
2. What traits do you think the groups in the same language family shared?



Deganawida asking a group to join the Iroquois Confederacy ▶

Iroquois Government

When the Iroquois people were a small group, they worked together to solve disagreements. When their numbers began to grow, arguments broke out among clans. According to Iroquois history, two Iroquois leaders, Deganawida and Hiawatha, saw that fighting was destroying their people. In the 1500s, the two leaders urged the Iroquois to work together for peace.

In about 1570, five Iroquois groups joined together to form the Iroquois Confederacy, also known as the Iroquois League. Its goal was to maintain peace among the five Iroquois groups, or nations. After the Tuscarora moved to New York from North Carolina in 1722, the Confederacy was called Six Nations. The Confederacy is still active today.

QUICK CHECK

Compare and Contrast How were the Creek and Iroquois confederacies different?

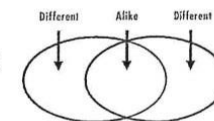
Check Understanding



1. VOCABULARY Write a sentence using the word about farming from the list below.

- slash-and-burn wampum
- longhouse Creek Confederacy

2. READING SKILL Compare and Contrast Use your chart from page 40 to write about the people of the Eastern Woodlands.



3. Write About It How did Native Americans farm in the forests of the Eastern Woodlands?

