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
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

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

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 culture area kayak potlatch
adobe clan sachem

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

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.

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

Differentiated Instruction

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.

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 fertilizers, such as ash 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?

Checkpoint For what purposes were mounds built?

Vocabulary Builder

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

<table>
<thead>
<tr>
<th>High-Use Word</th>
<th>Definition and Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>currency, p. 11 n. items used as money The dollar is the basic unit of currency in the United States.</td>
<td></td>
</tr>
<tr>
<td>distinct, p. 12 adj. clearly different in quality There are distinct differences between the climate of Alaska and the climate of Florida.</td>
<td></td>
</tr>
</tbody>
</table>

First Cultures of North America

Ways of Life

pp. 10–11

Instruction

- 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.

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

■ 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.

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.

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 walruses, 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 bear 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.

Differentiated Instruction

L2 English Language Learners

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.
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.)

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.

**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.

**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 helps emphasize the formal or official nature of the League, the seriousness of its business, and the responsibility shared by its members.

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**Differentiated Instruction**

**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. Most Natchez lived in large, raised wooden houses called towns. Each of the 30 towns had an oven, a well, and a bathhouse. The Natchez farmed, fished, and hunted. They also gathered wild plants and nuts.

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