

MODULE: Unit 2- Native Americans

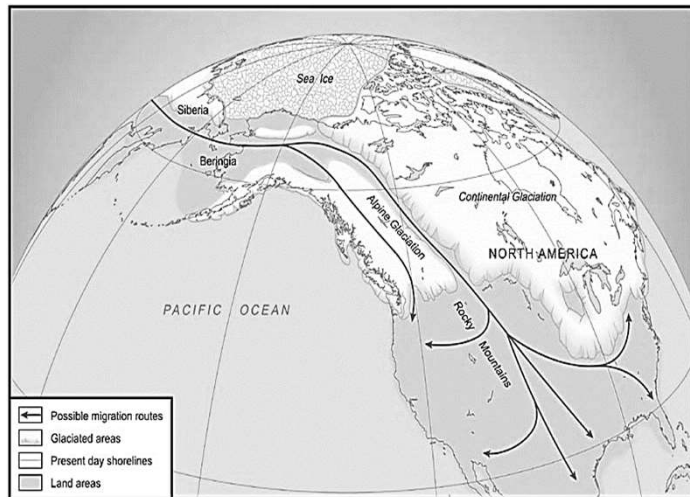
Objective: How did different cultures and traditions develop in the Americas?

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Unit 2 EQ1 How did Geography influence the early civilizations develop in the Americas?

THE LAST ICE AGE:

- ☐ Between _____ and _____ years ago during the last Ice Age, _____ covered a large part of the Northern Hemisphere
 - ☐ (North America, Europe, and Northern Asia).
- ☐ Water level in oceans _____ due to increase in size of glaciers.
- ☐ Land was exposed in _____ between Asia and North America.
- ☐ Land bridge is known as _____.



CRQ: What is the title of this map?

STOP&THINK

NATIVE AMERICAN ORIGINS:

The most popular and widely held theory, supported by most anthropologists and archeologists, is that Native Americans arrived in the America's during the last Ice Age, about 20,000 to 40,000 years ago. An **anthropologist** is a scientist who studies the way of life of early humans and how they lived. An **archeologist** is a person who searches for and studies artifacts in order to learn how early people lived. An **artifact** is an object made by humans, such as tools, weapons, or pottery, and left behind by them. During the Ice Age, enormous amounts of sea water froze to form glaciers.

An **Ice Age** is a period of time when the Earth's climate cools and glaciers form. A **glacier** is a huge sheet of ice. The formation of glaciers caused the level of the oceans to fall by several hundred feet (about 300 feet). As the water level fell, land was exposed that had been covered by sea water. One area where this took place was in the **Bering Strait** located between Asia and North America. The exposed land created a **land bridge**, called *Beringia*, between these two continents. Over a period of thousands of years, herds of animals migrated over the land bridge from Asia into North America.

As the animals migrated into North America, groups of **nomads** followed them. Nomads are people who move from place to place in search of food. Many nomads would follow herds of animals and hunt them for their food and clothing. Over time, thousands of humans migrated across the land bridge into North America and spread throughout the Americas. Eventually, humans would come to live throughout North, Central, and South America. **STOP 1**

CRQ: When humans first began arriving in the America's, how did they get the food that they needed to survive? TTQA

2. EARLY AMERICAN MIGRATION:

- ☐ Herds of animals migrated over land bridge.
- ☐ Groups of _____ followed herds across land bridge from Asia.
- ☐ Over thousands of years, early Americans _____ to all parts of the America's.
- ☐ These early humans were _____ people.
 - ☐ Stone was their most advanced form of technology for tools and weapons.
- ☐ Early humans lived during the period of time known as _____

Unit 2 EQ1 How did Geography influence the early civilizations develop in the Americas?

STOP&THINK

Anthropologists, historians, and other scientists believe that the theory explained above is how humans arrived in the Americas. This theory, however, is not 100% provable. One reason why it is difficult to prove this theory is because no written records have been found that could verify it. Nor will written records ever be found. The humans who first came to the America's over the land bridge did not know how to write. Therefore, they left no written records or stories of their lives. These people lived during prehistoric time. **Prehistory** is the period of time before humans learned how to write. These early humans oral history in order to communicate and pass on their history. **Oral history** is the passing on of a person or group's history through the telling of stories and singing of songs. **STOP 2**

CRQ1: Why is it difficult to prove how humans came to live in the America's? TTTQA

CRQ 2: ROUTES OF THE FIRST AMERICANS

What 2 Historical Circumstances led the humans to first migrate into the Americas? BULLETS

3

2. EARLY AMERICAN MIGRATION :

A hunter, dressed in animal skins against the cold, pushes on. Driven by hunger, he holds a stone-tipped spear tight in hand. The land is new to him.

He walks along a piece of land, called Beringia, which the sea once covered. He runs a short way. He drops low. He sees no enemies. He hurries on again. Then stopping, hand above his eyes, he looks around. The land spreads out in either directions **STOP 1**

His eyes widen. Game is everywhere. Salmon, seal, and sea otter swim the waters. Big, hairy animals move about lazily.

Easily, quickly, the hunter makes a kill. Growling in a low hum, he eats the meat raw to stay his hunger. Then, bagging the meat for his family, he starts back. He probably smiled as he returned to tell his people about the sweet land he had found.

Not 30 years ago. Not 300 years ago. Not 3,000 years ago. But over 30,000 years ago this hunter from Asia set foot on North America. He and his tribe were among the first humans to do so.

Their homeland back in Asia had begun to dry up. They could not find food. Other tribes, also hungry, had become enemies. And so the hunter's people had left the land we now call the Gobi Desert, in present-day China, and they had set off to look for a better life. **STOP 2**

CRQ 1: What did the hunter wear for clothing?

CRQ 2: What type of weapon did the hunter have?

CRQ 3: In what region and present day country did the Hunter originate from?

Unit 2 EQ1 How did Geography influence the early civilizations develop in the Americas?

STOP&THINK



According to many anthropologists, a land bridge during the Ice Age allowed migration between which two continents?

- A. South America and North America
- B. North America and Europe
- C. Asia and North America
- D. Europe and Asia



Unit 2 EQ1 How did Geography influence the early civilizations develop in the Americas?

This map illustrates the

- A. Columbian exchange of plants and animals
- B. movement of early peoples from Asia
- C. settlement of Europeans in the Americas
- D. extent of the Maya Empire

The hunter and his tribe had walked and walked. They had hunted along the way. Fiercely they had fought off other tribes. Occasionally, they had stopped to rest and care for their wounded and tired. They had gone hungry at times. But they had walked on for more than 3,000 miles. And then the hunter walked 50 miles more. He walked, or ran, across the land. He crossed the Bering Strait to the tip of Alaska.

In another age these people would have met the icy waters of the Bering Sea. There would have been only water between Asia and North America. But theirs was the period of time known as the Ice Age. And the Bering Sea had warmed enough, then dried enough, to uncover the bridge of land they walked.

The hardy hunter, his tribe and the tribes that followed them were the forefathers of the American Indian.

STOP 3

CRQ 4: How far from their original home did they travel? Where was his original home?

CRQ 5: What did hunters do after they reached North America?-

MAP EXERCISE:
HUNTERS REACH AMERICA
(THE FIRST AMERICANS)

DIRECTIONS: Use the maps from your packet and the maps of the textbook to complete this geography exercise.

1. Locate and label the following geographic features.

- North America
- South America
- Asia
- Pacific Ocean
- Atlantic Ocean
- Rocky Mountains
- Appalachian Mountains
- Bering Strait

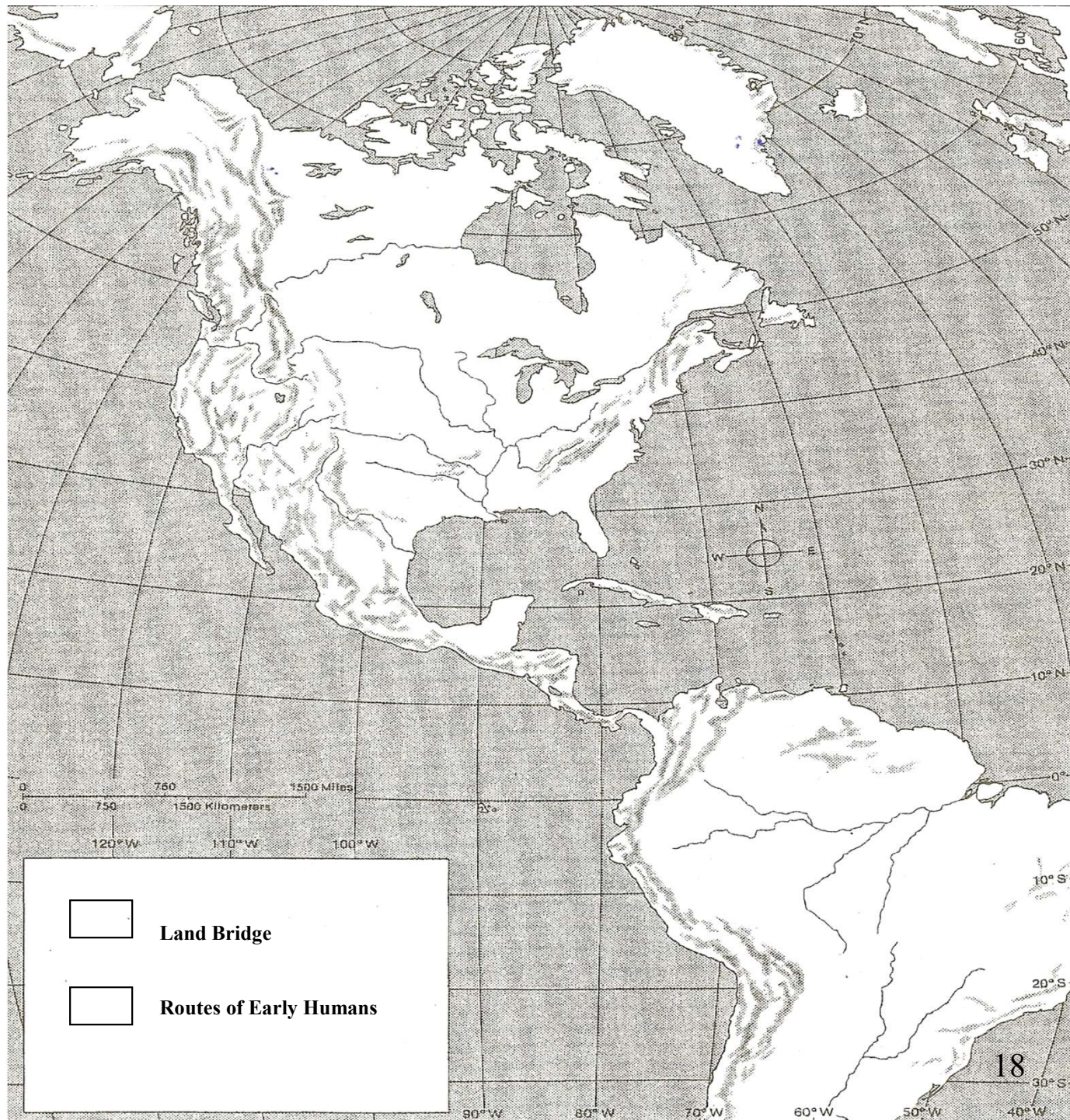
2. Use a colored pencil to shade in the area where a land bridge was exposed during the last ice age.

3. Draw the routes taken by ancient people who crossed the land bridge from Asia to North and South America.

4. Create a key in the blank box on the map showing the information that you have placed on the map.

- Show the following information:
- A. Land Bridge
 - B. Routes of Early Humans

STOP&THINK



HARRY'S STORY: Directions:

Read pages . As you read, answer the questions that are in bold letters within the reading.

Now that we have taken a look at how the first humans reached North America, let us take a quick look at what life was like in North America as these first humans began to arrive. In order to understand what life was like, we need to go back in time and speak with one of the original creatures that lived in North America. Say "Hello" to Harry the Woolly Mammoth.

"Hello! My name is Harry and I will be your guide on a trip of mystery and exploration as we discover the origins of human life in what you call America."

"I am about 10 to 20 thousand years old. If you wanted to visit with me today, you would have to go to a museum that displays fossils and artifacts of animals, plants, and people. My skeleton is on display in the New York State Museum in Albany, New York. I am called the Cohoes Mastodon."

"Creatures like me, other animals, and the people who hunted them are called pre-historic. That means that we existed in a time before there were written records."

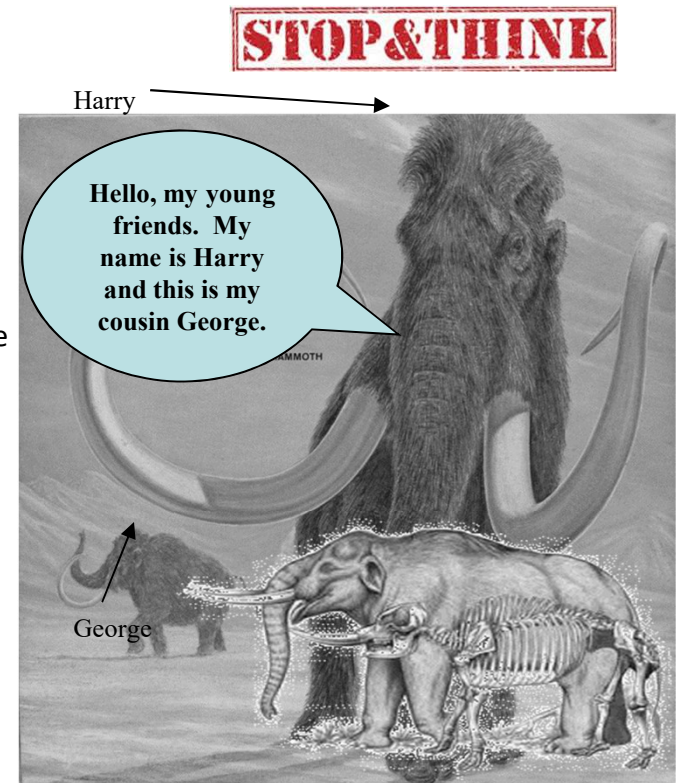
"One thing that you should notice is that I am very big. I am over 14 feet high and weigh between 8 to 10 tons. My tusks are about 16 feet long. I am much bigger than your current elephant. Like many of the creatures of this time period I was covered with long wooly hair which protected us against the cold."

"When teams of scientists, such as archeologists, go out on digs, they may find the bones of creatures like me. The bones are known as fossils. A fossil is the remains of a plant, animal, or human that has been preserved. A fossil may be a nearly complete skeleton or tiny bits and pieces."

"When fossils are found they must be excavated or dug up. This is done very slowly and carefully because the fossils can break."

1. What is one way that we know that creatures like the woolly mammoth and mastodon really existed thousands of years ago?

2. What is the term for the scientists who dig up and study the fossil remains of early animals and humans?



"These are my friends Clarence and Bruce. They are cave bears. One afternoon they had a run-in with some of those little people called humans. It did not have a happy ending for them. Clarence and Bruce had all 3 of them for lunch."

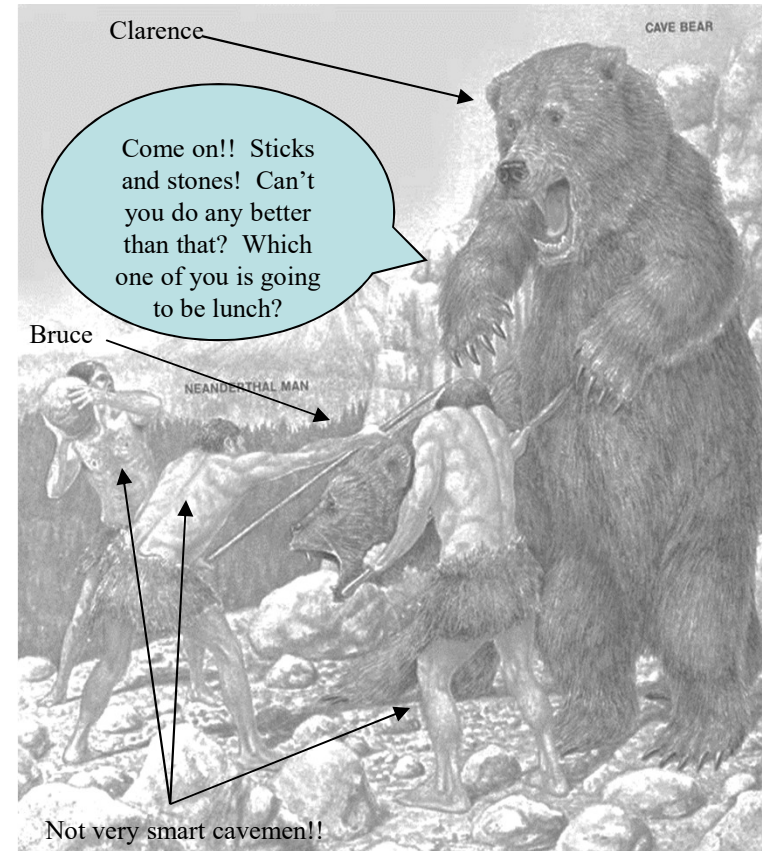
"When they stood up on their hind legs they were over 20 feet tall and had claws that were about 6 inches in length."

"The people who were hunting animals like Clarence and Bruce had only rocks and spears. They were not very smart."

"One of the things that these people had to learn was how to work together in groups."

"Fossils of animals like Clarence and Bruce have been found in caves where early humans lived. Archeologists know that humans lived in caves because of the animal bones and burned wood that have been found buried in the sand and dirt. Also, humans painted pictures on the walls of the caves that they lived in. These paintings tell a great deal about how they lived."

"Later on, a different group of men, tricked Clarence and killed him. They then ate him for dinner. When they were done they left his bones in their cave. That is how Clarence became a fossil."



STOP & THINK

3. What was one weapon that early humans hunted with?



4. What was one thing that early humans lived in?

Cave Paintings: Early humans lived in caves because they were nomadic and they did not have to build a cave.

“My cousin George started out as a live mammoth, but then he died from old age and became a fossil. His bones were found by archeologists, put back together, and are now on display in a museum.”

“Recently a preserved female mammoth was found frozen in ice and her body removed. It turned out that her name was Jenny. I had dated her once or twice until she disappeared. I always wondered what happened to her. Now I know. Hair, tissue, and blood samples were taken. Scientists can do tests on these to learn about us mammoths.”



← George: Living

George: Not living →



STOP & THINK

“When humans use bone, stone, and wood to make tools and weapons, then the things that they made would later become artifacts. These humans made spears, axes, knives, needles, awls, and other tools and weapons from wood, stone, and bone.”

“Artifacts may tell us a great deal about how pre-historic people lived and how skillful they were.”

5. What kinds of tools and weapons did early humans use?



Stone Age Knife: Wooded handle with stone blade.

Stone Age Ax: Wooded handle with stone blade.



Early humans used animal bones for tools such as needles and awls.

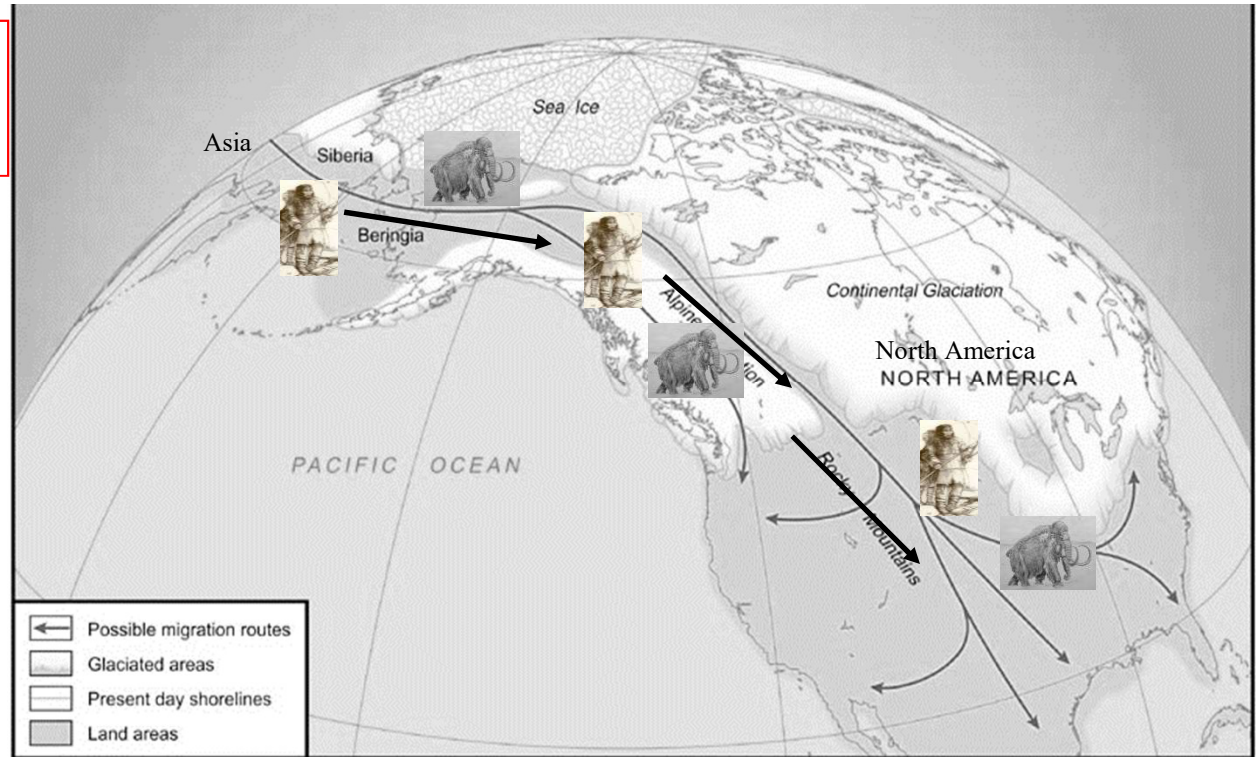


This scientist is studying the hair from Jenny to try to learn about how she lived.

Unit 2 EQ1 How did Geography influence the early civilizations develop in the Americas?

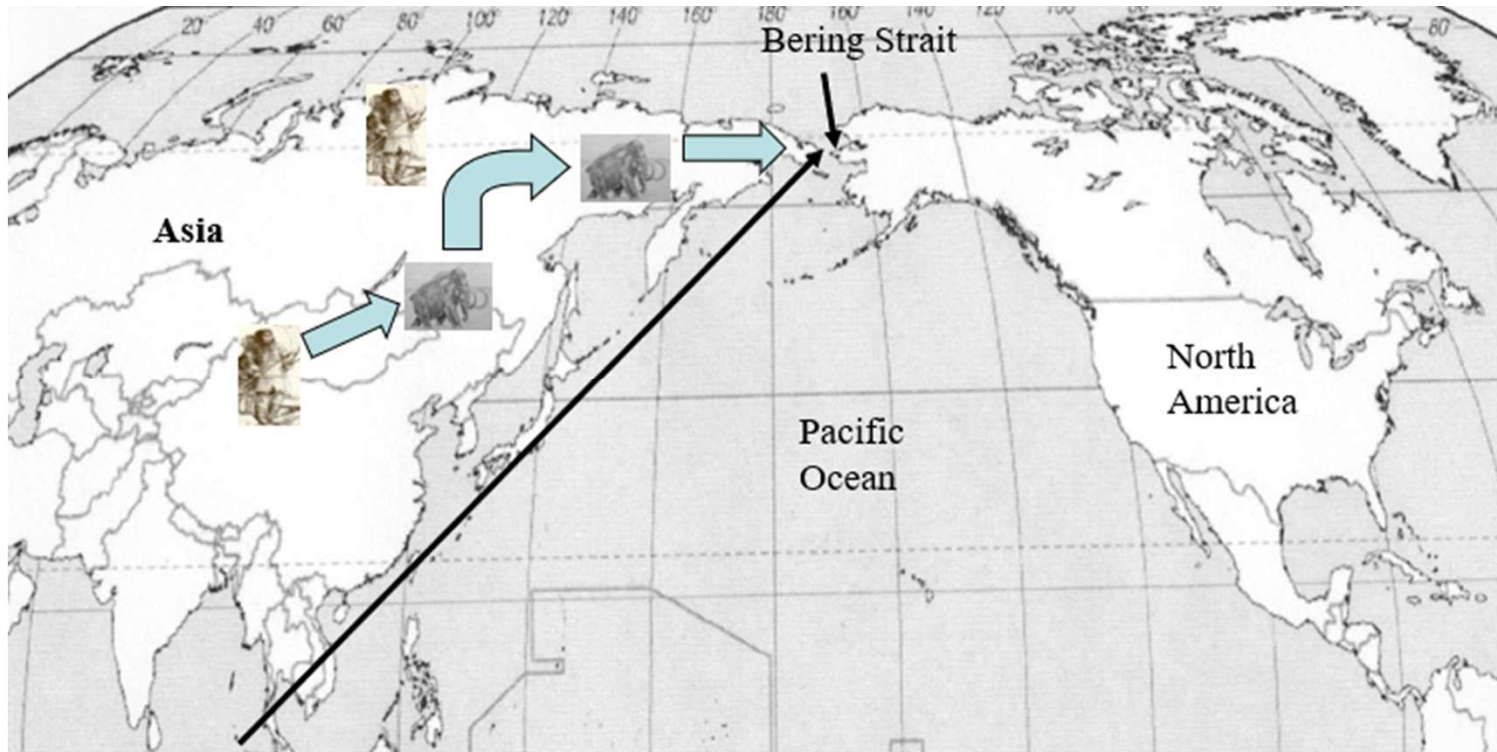
“Herds of animals began migrating into North America during the Ice Age. These herds were followed by groups of humans. These people who followed were nomadic hunters. They were nomadic because they needed to follow the animals in order to hunt them so that they could survive. The humans would use the animals for their meat, bones, and skins. The skins were used to make clothing, blankets, and tents.”

“Mammoths like me were the first to cross that land bridge and move into what is now known as America. Human hunters and their families were right behind us.”



STOP&THINK

6. What type of house would a nomadic hunting family live in?



Unit 2 EQ1 How did Geography influence the early civilizations develop in the Americas?

STOP&THINK

“Thousands of years ago, my ancestors tried to come to North America. However, they had a problem. When they reached this point they could not go any further. The two land areas known as Asia and North America were separated by 65 miles of ice cold water. Mammoths are not good swimmers. Then, something interesting happened. The climate got colder in the Northern Hemisphere. Huge sheets of ice began to appear in North America, Europe, and Asia. Also, the water went down and land was exposed. This **land bridge** became known as **Beringia**. This time period was known as the Ice Age. My parents were then able to cross over this land and move into North America. As herds of animals migrated from Asia into North America, many were followed by groups of humans.”

7. How did early animals and humans cross over from Asia into North America?

"One day as I was out searching for food I stepped in a pit. Uh oh! Those funny looking two legged creatures are running toward me. This doesn't look good."

"One of them stuck me with a pointy thing that hurt really bad. I think that this is the end of my story."

"Someday, someone will find my bones and I will be a fossil in a museum. In one of my bones will be a pointy stone. People will call this stone an artifact because it was made by humans."

"I don't feel very good. I think I will close my eyes and rest for a while. See you someday. Good-bye!"

Scientists will be able to compare the bones and artifacts found in other parts of the world and use them to prove that mammoths and humans originally came from a place called Asia.

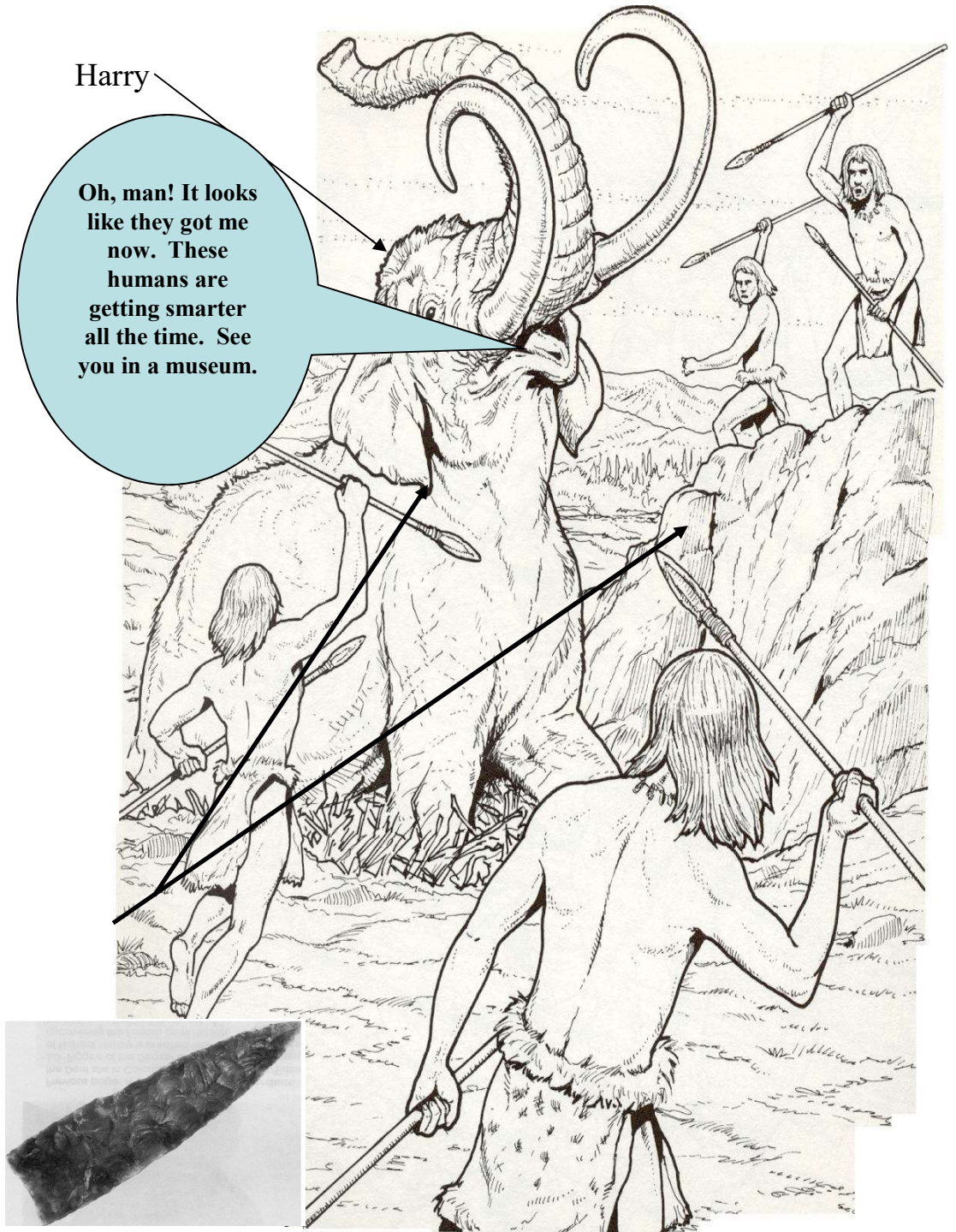
Those two legged creatures discussed by Harry will later be known as The First Americans, or Native Americans, or the Indians. Christopher Columbus gave them the name "Indian" because he thought he had discovered India and he called the natives "Indians."

STOP&THINK

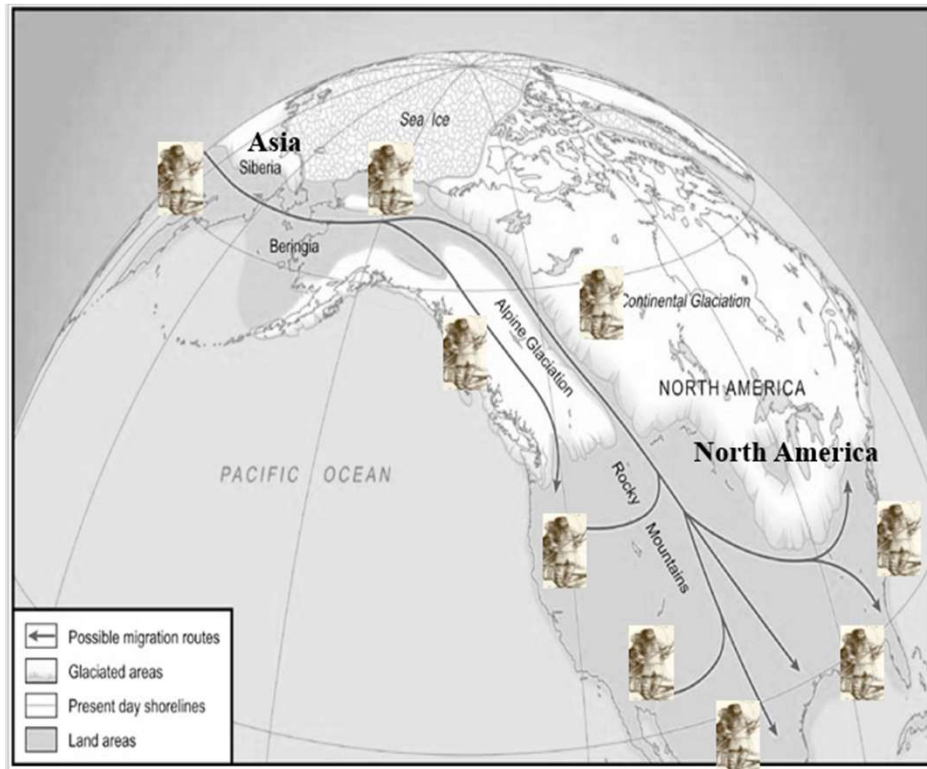
8. Where did the name Indians come from?

Harry

Oh, man! It looks like they got me now. These humans are getting smarter all the time. See you in a museum.



Unit 2 EQ1 How did Geography influence the early civilizations develop in the Americas?



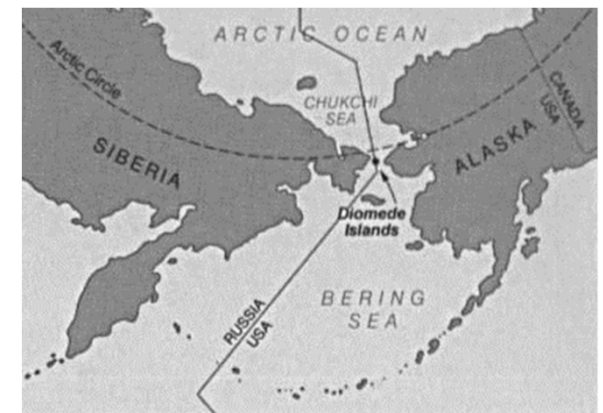
STOP & THINK

9. What happened to the land bridge when the Ice Age ended?

What started in Asia thousands of years ago would be the migration of people who would settle the land in the Americas. They would bring their cultures to a new land and these cultures would be changed and shaped by the environment that they settled in. Remember these were prehistoric people, so their histories would have to be told through the fossils and artifacts they would leave behind.

During the Ice Age, glaciers caused the water level to drop in the oceans exposing the land bridge, called Beringia, that connected Asia to North America.

Later on, the Ice Age would end. When the Ice Age ended, the glaciers melted and the water went back into the oceans. This caused the land bridge or Beringia to be recovered by sea water. This ended the migration of humans and animals into the America's.



	Tribes	Description
West	<input type="checkbox"/> _____ -very dry and little water <input type="checkbox"/> _____ lived between the Rocky Mountains and the Cascades Mountains.	<input type="checkbox"/> _____ and _____ hunted and gathered <input type="checkbox"/> (digging basket, tools, weapons) <input type="checkbox"/> Hunted and _____ <input type="checkbox"/> Winter-lived in dirt houses <input type="checkbox"/> _____ lived in temporary houses <input type="checkbox"/> _____ adopted ways of the Great Plains people
Southwest	<input type="checkbox"/> _____ <input type="checkbox"/> (Hopis and Zunis) <input type="checkbox"/> Apaches and Navajos	<input type="checkbox"/> Built _____ and farmed _____, _____, <input type="checkbox"/> _____ reflected the importance of farming <input type="checkbox"/> Traced their family lines through their mother <input type="checkbox"/> _____ & _____ hunted and gathered <input type="checkbox"/> Apaches and Navajos attacked the _____ in search of food <input type="checkbox"/> later accepted the _____ _____ but Apaches continued to hunt and gather
Northwest		<input type="checkbox"/> Good food supply <input type="checkbox"/> _____ skeletons thrown back in the water <input type="checkbox"/> Forest was used to build houses and _____ <input type="checkbox"/> _____ based on how much they owned

	Tribes	Description
Plains	<input type="checkbox"/>	<input type="checkbox"/> Built homes out of _____ <input type="checkbox"/> Lived between _____ and _____ <input type="checkbox"/> Farmed and herded animals close to water <input type="checkbox"/> In the summer _____ <input type="checkbox"/> Ruling council were the best hunters <input type="checkbox"/> Tamed _____ in 1700's
North	<input type="checkbox"/> _____ PEOPLE OF THE ARTIC	<input type="checkbox"/> Summer _____ <input type="checkbox"/> Winter _____ <input type="checkbox"/> Hunted seals, walrus, and whales <input type="checkbox"/> RELIGION- _____

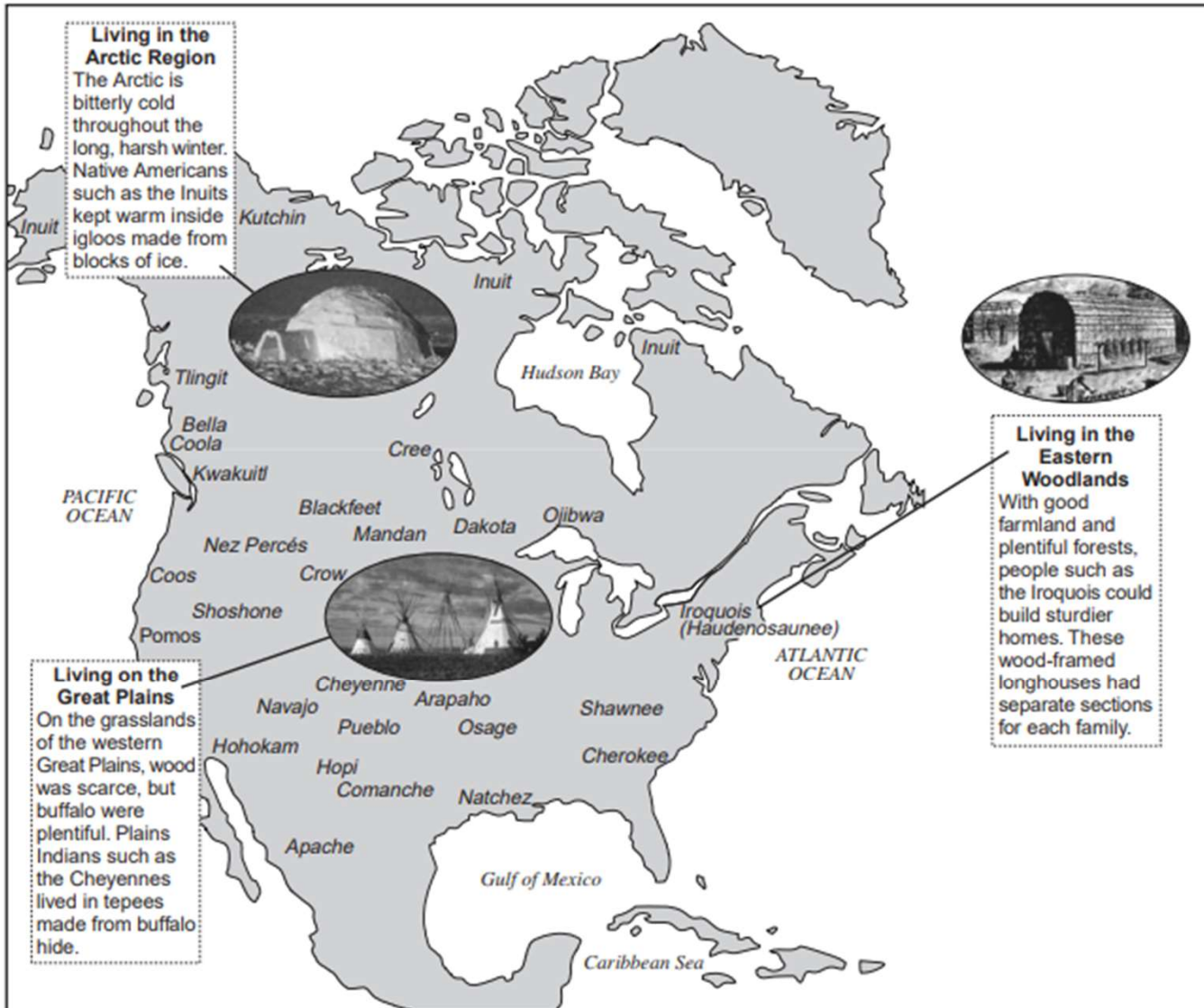
	Tribes	Description
Northeast	<input type="checkbox"/> _____	<input type="checkbox"/> The most powerful group was the Iroquois <input type="checkbox"/> Builders of the _____ where (parents, grandparents, aunts, uncles) <input type="checkbox"/> _____ owned all property and were in charge of _____ and _____ <input type="checkbox"/> A man moved into his wife's family home <input type="checkbox"/> 5 nations _____, _____, _____, _____, _____ <input type="checkbox"/> Constant warfare until 1570 when an alliance called the _____
	_____ _____	<input type="checkbox"/> Home to most Native Americans <input type="checkbox"/> Good climate farmed land and built homes from trees <input type="checkbox"/> Men hunted and women farmed, weeded, and harvested <input type="checkbox"/> Religion _____ <input type="checkbox"/> Natchez farmed hunted, and fished along the _____ and they came up with _____ calendar. <input type="checkbox"/> Religion _____

**Unit 2 EQ1 How did
Geography influence the
early civilizations develop
in the Americas?**

3. Native Cultures

STOP & THINK

Homes of Native American Indians



Source: Davidson and Stoff, *America: History of Our Nation*, Prentice Hall, 2007 (adapted)

1. The buffalo was the primary source of food, shelter, clothing, and tools for Native American Indians of the

- A. Southeast
- B. Eastern woodlands
- C. Pacific Coast
- D. Great Plains

2. Inuits wore clothing made of seal and caribou skins. Pueblos wore clothing made of woven cotton. Algonquins wore clothing made of deerskin. These differences in clothing were most likely the result of

- A. traditional religious practices
- B. available natural resources
- C. family kinship requirements
- D. competing customs in fashion

3. CRQ: State one reason Native American Indian tribes developed different forms of shelter.

3. NATIVE CULTURES

Unit 2 EQ1 How did Geography influence the early civilizations develop in the Americas?

Some Native American Indian Cultures			
Culture	Location	Food Source	Environment
Pacific Northwest Coast	Western coast, Oregon to Alaska	Fishing	Coastal, with forests
Anasazi	Southwest, chiefly Arizona and New Mexico	Farming	Mountainous river valleys
Iroquois	Northeast, chiefly New York	Hunting and farming	Woodlands of the North
Creek	Southeast, Alabama and Georgia	Farming with some hunting	Southern climate, semitropical

Source: *Exploring American History Workbook*, Globe Book Co. (adapted)

4. Which conclusion about these Native American Indians is most clearly supported by the chart?

- A. Geographic factors helped shape native lifestyles.
- B. Most native peoples were nomadic.
- C. Native cultures were all very similar.
- D. Native peoples in warmer climates were more advanced than those in colder climates

5. Many different native cultures developed in North America primarily because

- A. Native American Indians worshiped many gods
- B. Native American Indian groups did not trade with each other
- C. hunting for food was an important activity
- D. a variety of environmental conditions existed throughout this region

6. How do archeologists know about the history and culture of Native Americans?

- A. By stories passed down from previous generations of Native Americans
- B. By digging up tools used by Native Americans
- C. From notes written by the first Europeans to arrive in the Americas
- D. All of the above

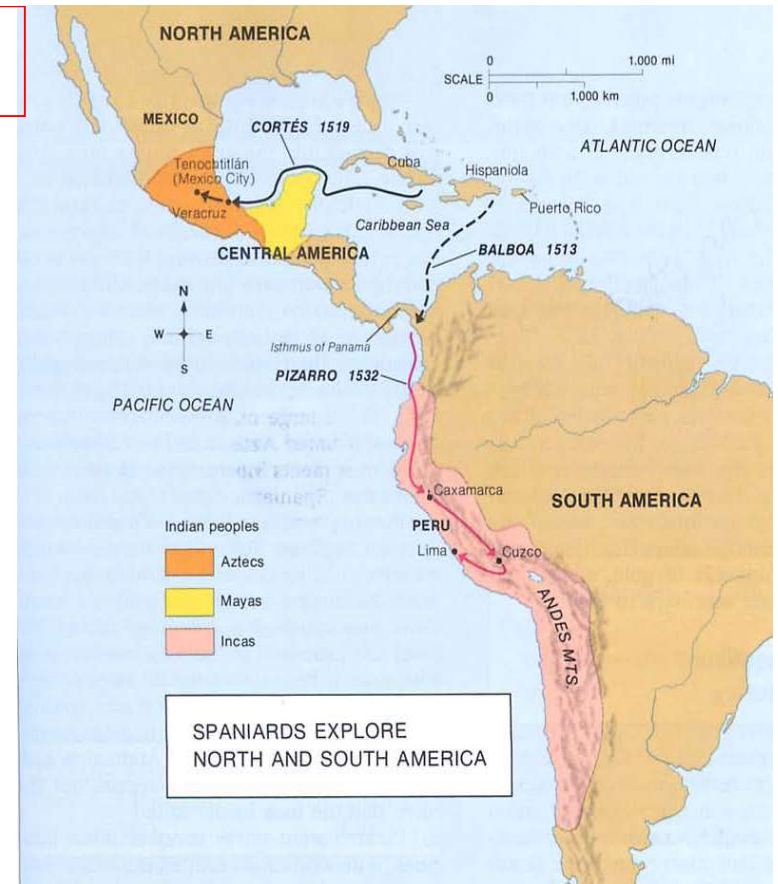
7. The best description of native North Americans before the arrival of the Europeans is that

- A. they lived a “hand-to-mouth” existence and just barely made a living.
- B. they were members of highly complex and sophisticated societies.
- C. they lived in a world that was biologically and culturally diverse.
- D. regardless of where they lived, they all lived basically the same way.

Unit 2 EQ3. What unique cultures were created by the Natives in South America?

4. EARLY AMERICAN CIVILIZATIONS:

- ☐ Around 9,500 years ago, some groups of Native Americans in _____ and _____ learned how to plant seeds and grow food.
- ☐ This is the beginning of _____ in the America's.
 - _____ (maize)
 - pumpkins,
 - Peppers
 - _____
 - _____
 - Cotton
 - tobacco
- ☐ People could now settle down in one area and not live as _____.
- ☐ People needed to stay in one area in order to plant seeds, tend crops, and harvest crops.
- ☐ Human civilizations begin to develop in the Americas.
- ☐ _____



All 3 early American civilizations existed in Central and South America and are considered empires.

(200 CE – 900 CE)

(1200 CE – 1535 CE)

(1300 CE – 1535 CE)

MAP EXERCISE: **GREAT EMPIRES OF THE AMERICAS**

DIRECTIONS: Use maps to complete the following map exercise.

1. Locate the following geographic features on the map and write the name next to the feature.

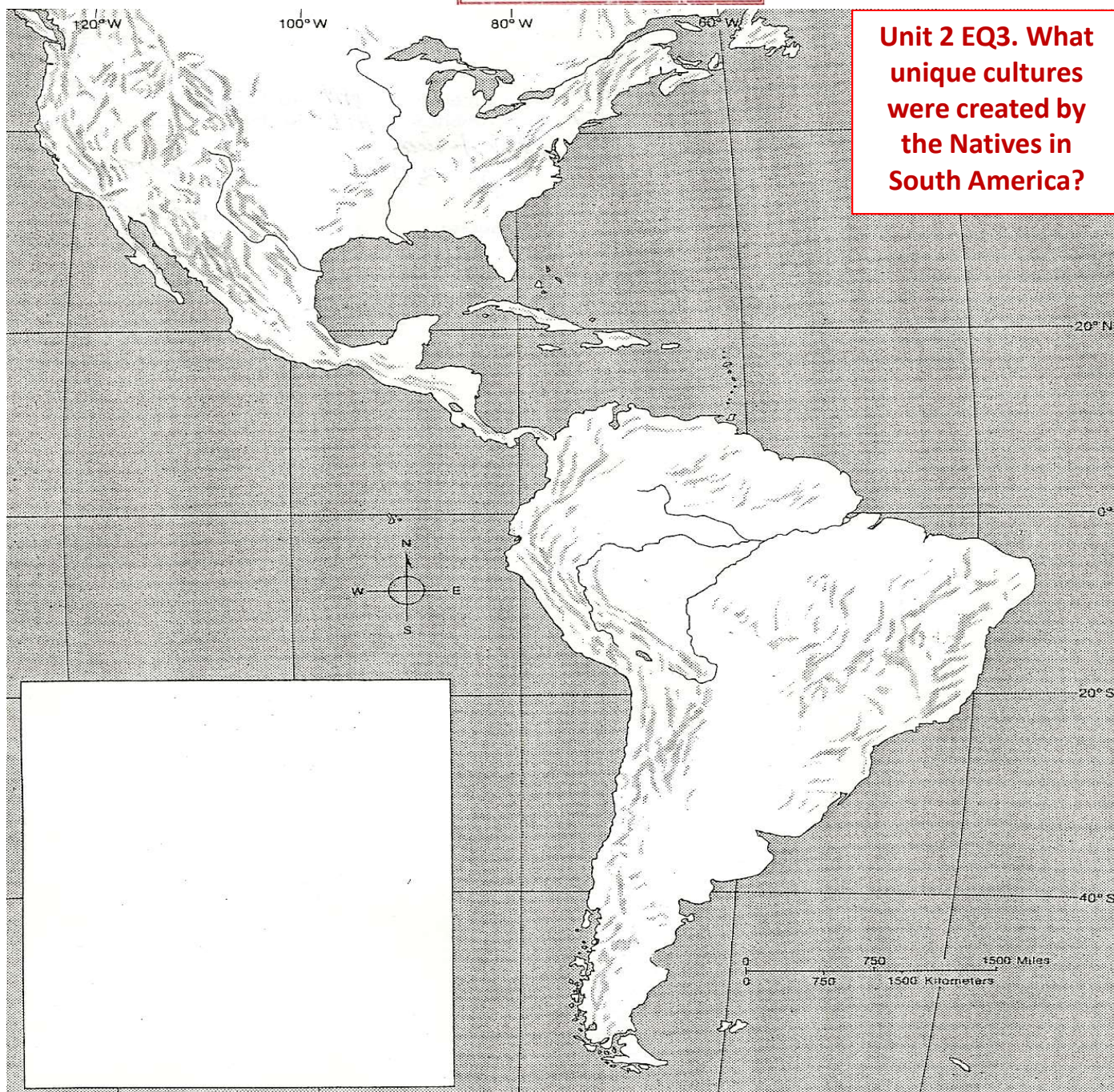
- Caribbean Sea
- North America
- Pacific Ocean
- Andes Mountains
- South America
- Atlantic Ocean
- Cuba
- Central America

2. Locate the following early American empires and shade in their locations using different colored pencils. Place this information in the key.

- Aztec Empire
- Maya Empire
- Inca Empire

STOP&THINK

**Unit 2 EQ3. What
unique cultures
were created by
the Natives in
South America?**



STOP&THINK	MAYANS	INCAS	AZTECS
LOCATION: (Where did they live?)			
DATES: (When did the civilization exist?)			
GOVERNMENT: (What type of government?) (Who ran the government?)			
SOCIAL CLASSES: (List the social classes that they had.)			

STOP&THINK	MAYANS	INCAS	AZTECS
<p>RELIGION: (What type of religion did they have?)</p> <p>(Who ran the religion?)</p> <p>(What types of rituals/ceremonies did they perform?)</p>			
<p>ACHIEVEMENTS: (What did they create, invent, or do that helped others?)</p>			



THE CONQUISTADORS SEARCH FOR GOLD

by an Aztec Eyewitness, 1550's

In the early 1500's Spanish conquerors, known as conquistadors, explored both North and South America. One of these conquistadors was 34-year-old Hernando Cortes. Like Christopher Columbus, Cortes hoped to find gold and other riches. In 1519 Cortes and about 500 Spanish soldiers marched through present-day Mexico and conquered one of the largest empires in the world, the Aztec Empire. In the 1550's an historian interviewed an Aztec eyewitness who had seen the Spanish conquest. This witness described how Cortes and his men acted when they seized the fabulous treasures of the empire's capital city, Tenochtitlan.

STOP 1

When the Spaniards were **installed** in the palace, they asked **Montezuma**, the emperor, about the city's resources and **reserves** and about the warriors' **ensigns** and shields. They questioned him closely and then demanded gold.

Montezuma guided them to it. They surrounded him and crowded close with their weapons. He walked in the center, while they formed a circle around him.

STOP 2

STOP&THINK

STOP 1: Define the following term: Conquistador:

STOP 1: What did the conquistadors hope to find in the America's?

STOP 2: Who was Montezuma?

STOP 2: Why did Montezuma lead the Spanish to the Aztec gold?

installed: settled

Montezuma: Aztec emperor

reserves: valuables

ensigns: flags

Unit 2 EQ5. How did the encounter of European explorers affect the lives of Native Americans?

When they arrived at the treasure house ... the riches of gold and feathers were brought out to them: ornaments made of **quetzal** feathers, richly worked shields, disks of gold, the necklaces of the **idols**, ... gold **greaves** and bracelets and crowns

The Spaniards burst into smiles; and their eyes shone with pleasure; they were delighted by them. They picked up the gold and fingered it like monkeys; they seemed to be **transported** by joy, as if their hearts were **illuminated** and made new.

STOP 3

The truth is that they longed and **lusted** for gold. Their bodies swelled with greed, and their hunger was **ravenous**; they hungered like pigs for that gold. They snatched at the golden ensigns, waved them from side to side and examined every inch of them

The Spaniards immediately stripped the feathers from the gold shields and ensigns. They gathered all the gold into a great mound and set fire to everything else, regardless of its value. Then they melted down the gold into **ingots**. As for the precious green stones, they took only the best of them

STOP 4

Next they went to Montezuma's storehouse ... where his personal treasures were kept. The Spaniards grinned like little beasts and patted each other with delight.

When they entered the hall of treasures, it was as if they had arrived in **Paradise**. They searched everywhere and **coveted** everything; they were slaves to their own greed. All of Montezuma's possessions were brought out: fine bracelets, necklaces with large stones, ankle rings with little gold bells, the royal crowns and all the royal **finery**, everything that belonged to the king and was reserved to him only. They seized these treasures as if they were their own, as if this **plunder** were merely a stroke of good luck. And when they had taken all the gold, they heaped up everything else in the middle of the **patio**.

STOP 5

STOP&THINK

STOP 3: In this section, who does the eyewitness compare the conquistadors to?

STOP 4: In this section, who does the eyewitness compare the conquistadors to?

STOP 5: What types of “treasure” did the conquistadors find in the hall of treasure?

quetzal: kind of bird

idols: statues of gods

greaves: leg armor

transported: carried away

illuminated: lit up

lusted: wanted strongly

ravenous: intense

ingots: bars

Paradise: heaven

coveted: wanted

finery: jewels and fancy clothing

plunder: stealing

patio: courtyard

Unit 2 EQ5. How did the encounter of European explorers affect the lives of Native Americans?

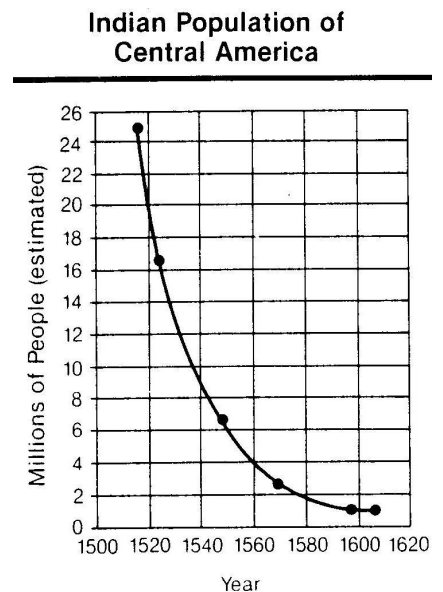
4. EARLY AMERICAN CIVILIZATIONS

1492: EUROPEANS ENTER AMERICA

- ☐ Spanish enter the Americas in 1492 when _____ “discovers” the New World.
- ☐ Spanish see the _____ that the Native Americans have and they want it.
- ☐ _____ defeats and conquers the Aztec Empire.
- ☐ _____ defeats the Incan Empire.
- ☐ Spanish had better _____ and technology and easily defeated the Aztecs, Incans, and Mayans.
Spanish: _____, metal swords and spears, cannon, horses, and metal armor.
- ☐ Aztecs: Wooden armor, bows/arrows, and spears with stone tips.

Effects of Europeans:

- ☐ Due to _____ and European _____, the population of Native Americans decreased sharply.
- ☐ European diseases, such as _____, measles, and the flu killed millions of Native Americans.
- ☐ The Spanish will do the following to the Native Americans:
 1. Take their _____
 2. Steal their _____ and silver.
 3. Kill millions of Native Americans through warfare and diseases.
 4. Make them _____ and force them to work for the Spanish.



CRQ #1: COMPARISON OF AZTEC AND MAYAN CULTURES

DIRECTIONS: Study the diagram and then answer the questions.

1. List 3 characteristics of the Aztec Empire that they **DID NOT** share with the Mayan Empire.

2. List 3 characteristics of the Mayan Empire that they **DID NOT** share with the Aztec Empire.

3. According to this diagram, which feature was a characteristic of both the Mayan and Aztec civilizations?

- (a) creation of floating gardens (c) improvement of fishing methods
(b) use of the number zero (d) creation of a writing system

CRQ #2: AZTEC SOCIETY

DIRECTIONS: Study the diagram and then answer the questions.

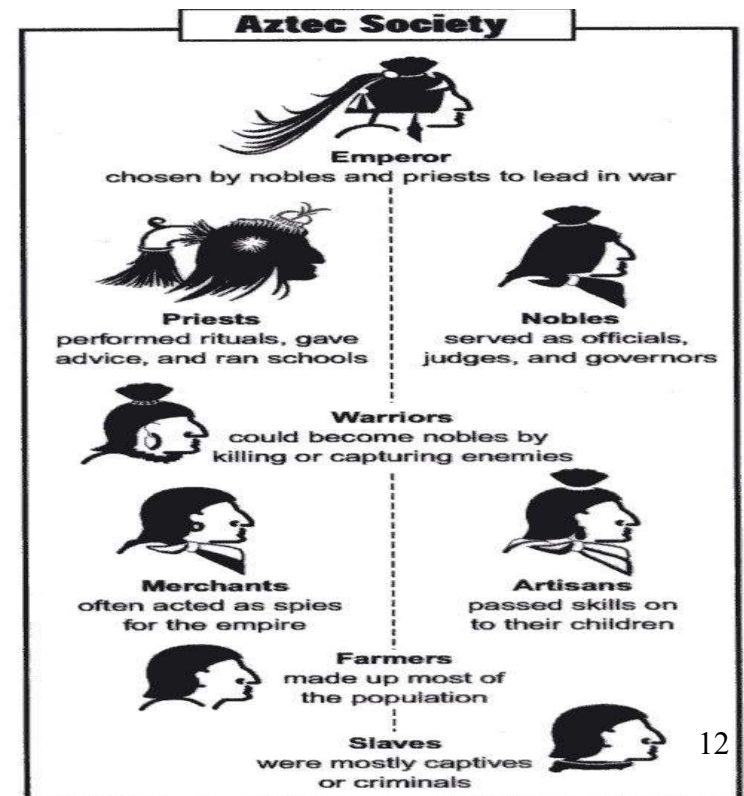
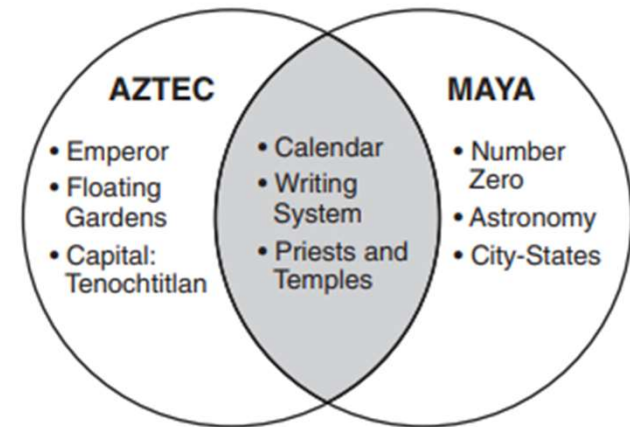
1. Who ruled the Aztec Empire?

2. What jobs did the priests perform in the Aztec civilization?

3. Explain one way in which the role of the warriors was important to the Aztec religion.

STOP & THINK

Comparison of Aztec and Maya Cultures



CRQ #3: AZTEC HUMAN SACRIFICES

DIRECTIONS: Study the picture and then answer the questions.

1. What was the reason that the Aztec's used human sacrifices?

2. Who did the Aztec's use for their human sacrifices?

3. Explain the relationship between the Aztec warriors and the Aztec religion with regard to the human sacrifices.



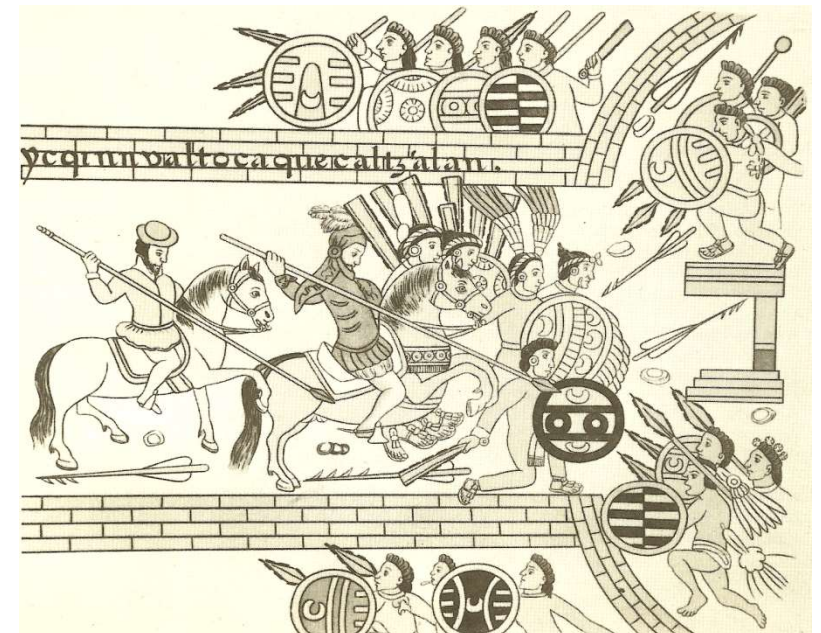
CRQ #4: SPANISH CONQUERING THE AZTECS

DIRECTIONS: Study the picture and then answer the questions.

1. What two things shown in the picture helped the Spanish conquer the Aztecs and other Native American groups?

2. Why does the picture show Native Americans fighting with the Spanish against the Aztecs?

3. What was one result or effect of the Spanish victory over the Aztecs?



CRQ #5: INDIAN POPULATION OF CENTRAL AMERICA

DIRECTIONS: The line graph below shows the population of Native Americans in Central America between 1500 and 1620.

Study the graph and then answer the questions.

1. What was the population of Native Americans in Central America around the year 1515? _____

2. What was the population of Native Americans in Central America around the year 1605? _____

3. (a) Did the population of Native Americans in Central America increase or decrease during this time period? (b) By how many people did the population increase or decrease?

(a) _____

(b) _____

4. One way in which the Aztecs, Incas, and Mayas were similar is that they

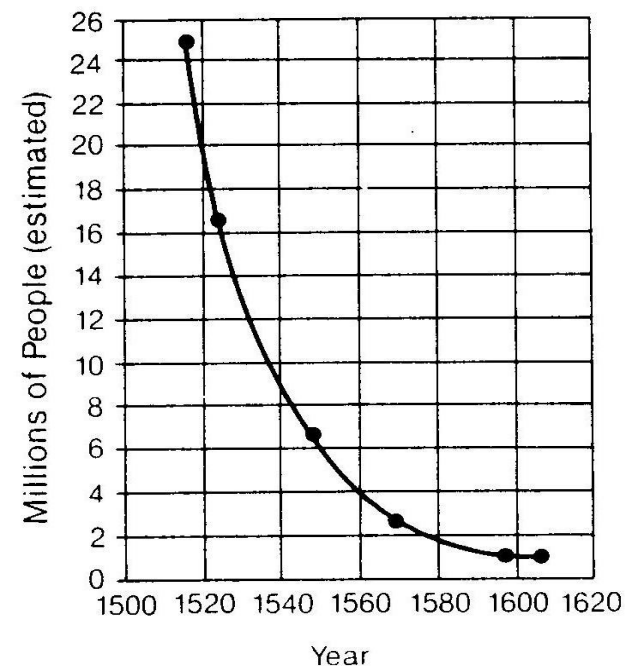
- A. traveled to the Western Hemisphere from Africa
- B. had developed advanced civilizations before the arrival of Columbus
- C. settled in the desert of the southwestern United States
- D. left no evidence to help us understand their cultures

5. Where were the Maya and Aztec empires located?

- A. Canada
- B. Central America
- C. southeastern United States
- D. southwestern Europe

STOP&THINK

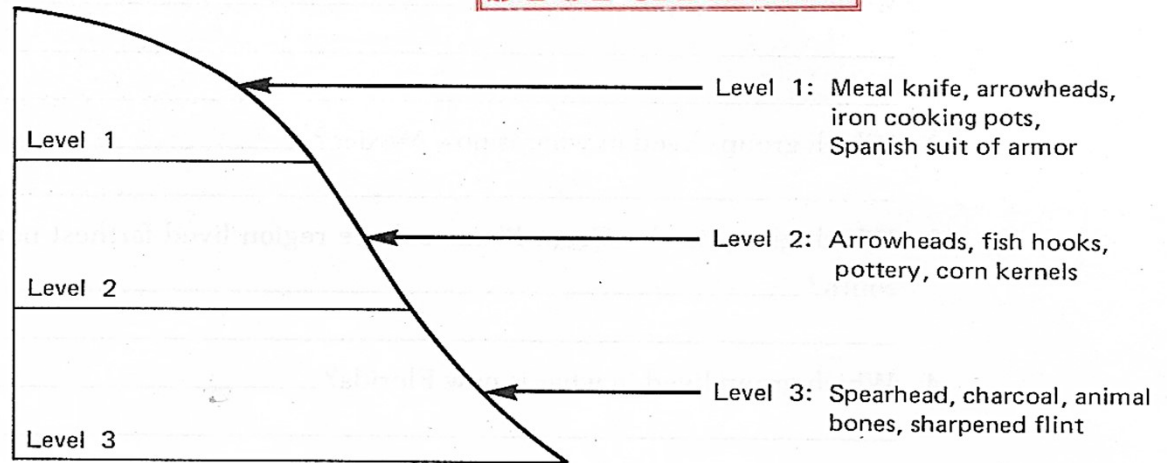
Indian Population of
Central America



CRQ #6: ARCHAEOLOGICAL DIG: DRAWING CONCLUSIONS

DIRECTIONS: Read the information below, study the diagram showing an archaeological dig site, and then answer the questions.

STOP & THINK



1. Which social scientist would most likely study the artifacts from Mayan ruins?

- A. archaeologist
- B. geographer
- C. economist
- D. psychologist

Archaeologists are scientists who study artifacts left behind by earlier people in order to learn how they lived. Archaeologists search for artifacts by digging in areas where they suspect earlier people once lived.

The following items were found in three different levels of a Native American archaeological dig site by archaeologists.

2. At which level of the dig site would archaeologists expect to find the most recent (newest) objects? _____

3. At which level of the dig site would archaeologists expect to find the oldest objects? _____

4. Based on the objects found in level 3, how did Native Americans live during this time period?

5. Based on the objects found in level 1, how did Native Americans live during this time period?

Unit 2 EQ4. What unique culture was created by the Natives of the Northern Woodlands?

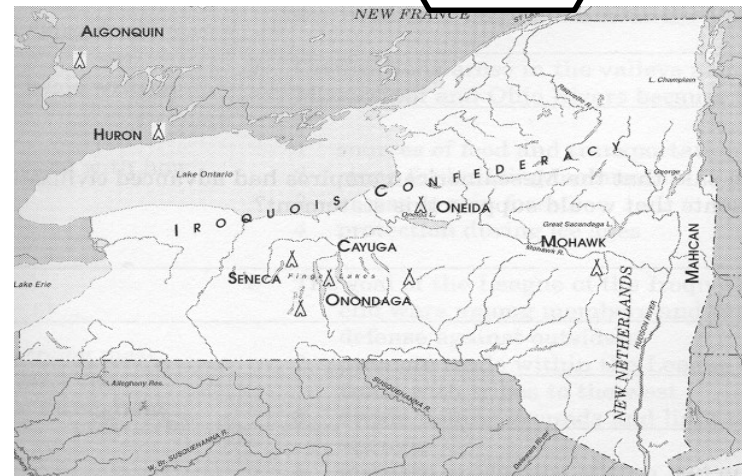
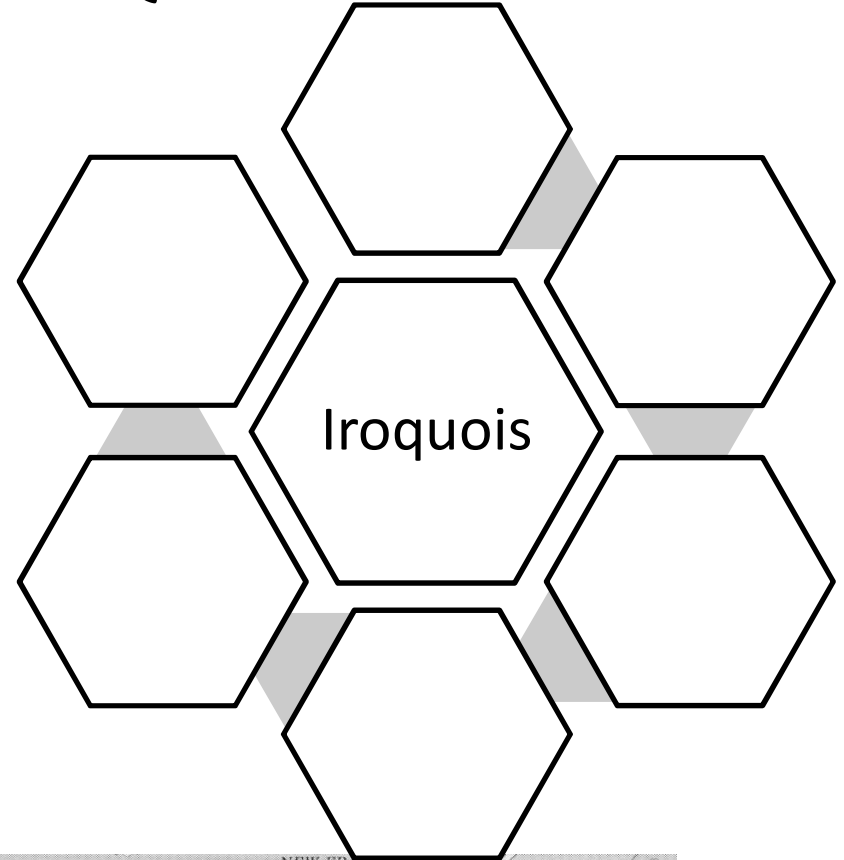
5. THE IROQUOIS



<https://www.youtube.com/watch?v=qa4l0FQ1lQs>

I.FORMATION OF THE LEAGUE:

- ☐ In the mid 1500's, _____ (Peacemaker) and _____ wanted to end warfare. They tried to get tribes to join together.
- ☐ In _____, 5 nations joined to promote _____ and _____ and end _____.
- ☐ Iroquois called themselves the _____: "_____ of the _____."
- ☐ _____: Name given to group of Indians in New York by the _____ during the 1600-1700's.
- ☐ They were called:
- ☐ _____
- ☐ _____



II. LOCATION:

Unit 2 EQ4. What unique culture was created by the Natives of the Northern Woodlands?

❑ They lived in the present day state of _____

- ❖ _____
- ❖ _____
- ❖ _____

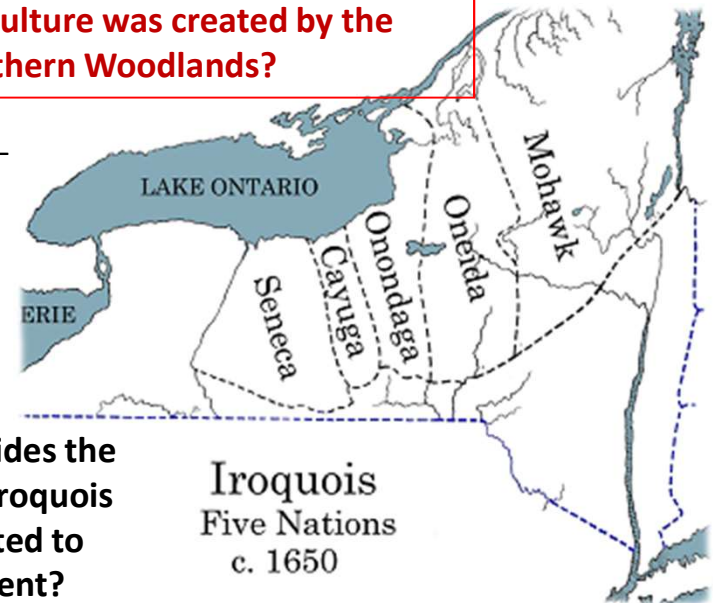
STOP&THINK

CRQ : CREATION OF THE IROQUOIS CONFEDERACY

*"My children, listen well. Remember that you are brothers, that the downfall of one means the downfall of all. You must have one fire, one pipe, one war club."
-from Hiawatha the Unifier*

1. What does this person want the different tribes of Indians to do?

2. What is the name of the Indian organization or group that was formed as a result of this speech?



3. Which situation provides the best evidence that the Iroquois (Haudenosaunee) adapted to their physical environment?

- A. living in longhouses made of wood and bark
- B. speaking a language different from that of their neighbors
- C. developing an alliance with the Algonquins
- D. including women in the governing process

Iroquois
Five Nations
c. 1650

5. The longhouse was a type of dwelling used by the

- A. Seminoles
- B. Iroquois (Haudenosaunee)
- C. Nez Perce
- D. Pueblos

4. Which adaptation to the environment is illustrated by the Iroquois use of the longhouse?

- A. buffalo for clothing and shelter
- B. horses for transportation
- C. trees as building materials
- D. iron for tools and weapons

Unit 2 EQ4. What unique culture was created by the Natives of the Northern Woodlands?

III. GOVERNMENT

- ☐ The Iroquois Confederacy was created by _____ and _____.
- ☐ The main purpose of the league was to bring about _____ and stop the fighting between the tribes.
- ☐ Iroquois government was a _____ government in which the _____ represented the people.

STOP & THINK

Among the Iroquois, the basic unit of society was the “fireside family” made up of a woman and all her children. A group of two or more families was known as a clan. Everyone in a clan considered the others in the clan to be relatives. Several clans lived together in a village.

The eldest women from each family chose the man who would serve as leader of the clan. This man was called a sachem (chief). Together, the clan leaders governed the village. If a sachem did not do his job well, the women could remove him from the position. After the League of the Iroquois was formed in the late 1500s, the women also named the 50 sachems that made up the Grand Council. These chiefs were the ruling council of the League

A. All Iroquois land was open for use and _____ by the 5 Nations.

B. Women would _____ or remove chiefs or _____.

C. Each village would have its own _____ Council.

D. Each of the 5 Nations would have its own _____ Council.

E. Each Nation would send chiefs to be part of the _____.

F. A decision made by the Grand Council had to be unanimously agreed upon before it could become law.

G. Anyone could speak at the Council but only one person could speak at a time. In order to speak, you had to be holding the _____ belt

CRQ: What role did women play in the government or running of the Iroquois Confederacy?

FAMILY LIFE

()::

-Consisted of _____.

()::

-Consisted of _____, _____, and all of your mother's blood relatives.

A married man would have to live in his wife's longhouse.

-The _____ woman was in charge of the longhouse.

Two or more longhouses who said that they were related to the same woman - _____

clan matrons were responsible for _____

Unit 2 EQ4. What unique culture was created by the Natives of the Northern Woodlands?

V: FOOD OF THE IROQUOIS

FOREST FOOD

- Women were responsible for _____ food from the forest and environment.
- Men were responsible for _____ and _____ in the forest and environment.
- The _____ was the most important animal to the Iroquois. It was major source of _____, skins, and bones.

FARMING FOOD

- It was the _____ responsibility to _____.
- The primary crops grown by women were _____, _____, and _____.
- They were called "The _____."
- In addition, the Iroquois grew _____ which was used for smoking and religious rituals.



Unit 2 EQ4. What unique culture was created by the Natives of the Northern Woodlands?

1. What was one geographic feature that Iroquois villages were built near and explain why?



VI. ROLE OF IROQUOIS MEN

--	--	--	--	--	--

Post Europeans

☐ Tools and weapons were made from: _____, _____, and _____.

☐ The weapons of the Iroquois included: _____ & _____, _____, war clubs and axes

Pre Europeans

☐ tools and weapons were made from _____ and _____.

☐ These included _____, _____, and _____.

Most popular sport

1. _____

2. _____

Unit 2 EQ4. What unique culture was created by the Natives of the Northern Woodlands?

VII. ROLE OF IROQUOIS WOMEN

Women had a great
deal of power:

Controlled the _____
around the village.

_____ the longhouse.

_____/_____
sachems or chiefs.

Arranged

The Iroquois believed that sickness could be due to an ordinary breakdown of health or to evil or supernatural spirits. They used natural herbal remedies to treat most illness but other illnesses required the help of the False Face Society.

Unit 2 EQ4. What unique culture was created by the Natives of the Northern Woodlands?

VIII: RELATIONSHIP EUROPEAN CULTURE:

- **Meeting people from the European cultures forever changed the Iroquois culture in these ways:**
 - The Iroquois culture found out about the products of a metal and cloth age technology. (metal knives, axes, needles, iron pots, and guns)
 - The desire for these products caused the Iroquois to hunt animals for their skins, which were used to trade for the products.
 - Hunting animals (beaver) for their skins caused the Iroquois to waste the meat and go to war with other tribes over hunting grounds.
 - The Iroquois culture had no written language but the white cultures did and when the Iroquois signed legal documents giving away their land, they had no way of understanding what the paper said.
 - The Iroquois believed that land was sacred and could be used or controlled but not owned. The Europeans believed in individual ownership and control of land.
 - The Iroquois belief in spirits was not respected because it did not agree with the European ideas about organized religion and Christianity.
 - The Iroquois had no resistance or immunity to diseases, which were common to the European cultures, (colds, small pox) therefore hundreds died from exposure to these diseases.
 - The Iroquois culture did not contain alcohol but the European cultures did and it was used against the Iroquois to entice them to make bad trade and land deals.

VIII: RELATIONSHIP EUROPEAN CULTURE:

- **The Iroquois and European cultures were very different and instead of cooperating with each other and respecting the differences they behaved in these ways:**
 - The Iroquois viewed the European as impractical in dress, religion, and written language.
 - The Iroquois viewed the European as greedy and disrespectful in how he took more land than was necessary and threatened the Iroquois sources of food, clothing, and shelter.
 - The Europeans viewed the Iroquois as ignorant heathen savages, whose culture was inferior to their own and as a people who did not know how to develop their environment. To the Europeans land was a source of wealth and power. They believed in individual ownership, the land would belong to the person who had the deed.
 - The result would be years of warfare and the eventual changing of the traditional Iroquois culture. Today the Iroquois live on independent reservations in the US and Canada or among the general population. They have not vanished and their ways, old and new are a part of their culture.

VIII: RELATIONSHIP EUROPEAN CULTURE:

Unit 2 EQ4. What unique culture was created by the Natives of the Northern Woodlands?

POSITIVE ITEMS:	NEGATIVE ITEMS:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.