



HISTORY & GEOGRAPHY

STUDENT BOOK

▶ **7th Grade** | Unit 6

HISTORY & GEOGRAPHY 706

Anthropology and Sociology of the United States

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Anthropology and Sociology of the United States

Introduction

Anthropologists and sociologists are social scientists who study the way people live. Some social scientists study the way people lived in the past and other social scientists study the way people live today. As they study people and groups, they look for patterns. After studying the patterns, social scientists make generalizations about the type of cultures people of the past developed. This information enables us to increase our understanding of past generations.

The culture we know today has been influenced by families, customs, arts, values, technology, food, education, recreation, and religion.

However, our actions, and thoughts are no longer simply a reaction to our culture when we accept Christ. We do not depend on our culture because old influences and needs are cut off. According to 2 Corinthians 5:17, "Therefore, if any man be in Christ, he is a new creature: old things are passed away; behold, all things are become new."

In this LIFE PAC® you will have the opportunity to learn about some of the early Native American cultures in a way much like that used by ethnographers—people who study origins of races, people, and nations. You will have the opportunity to study the many nationalities represented in American culture and the contributions each made. You will also learn why technology, language, and institutions are important in this society and how changes occur as a result of these factors. Finally, you will learn why this country has been called the "melting pot" of the world.

Objectives

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFE PAC. When you have finished this LIFE PAC, you should be able to:

1. Examine the question of the identity of the earliest people who came to America and how they got here.
2. Describe the tribes, the settings, the methods of survival, and the culture of Native Americans.
3. Identify those Native Americans who lived off the mainland.
4. Identify the nationalities of immigrants and their reasons for coming to America.
5. Describe the settlements and occupations of the immigrants.
6. Examine the ethical, economic, and social difficulties experienced by the immigrants.
7. Identify the religious differences of the immigrants.
8. Examine the basic psychological needs of people.
9. Study the meaning of the term *melting pot* and its implications to cultural changes.
10. Explain the significance of language, technology, institutions, and religion in cultural changes.
11. Describe how changes occur and the effects changes have on a nation's culture.
12. Outline the role of the family in establishing values.

1. CULTURAL BACKGROUND OF THE UNITED STATES

When Europeans first came to this continent, they encountered a culture vastly different from their own. The Native Americans, or Indians, were decidedly more primitive. For example, no Native American had developed the use of the wheel, and only the plains people and the Eskimos had domesticated animals to help them in their work. Furthermore, they had no metal tools and no written language. Consequently, tasks they performed were not highly specialized.

Native Americans believed that land could not be owned. They thought people could “own” the right to use the land but when the person no longer used that plot, it no longer belonged to him. They could not understand the Europeans who claimed that someone far across the ocean owned the land they, the **indigenous** people, had been using for hundreds of years. Many ideas borrowed from these Native American cultures have been integrated to form a part of the foundation of the culture we know today.

SECTION OBJECTIVES

Review these objectives. When you have completed this section, you should be able to:

1. Examine the question of the identity of the earliest people who came to America and how they got here.
2. Describe the tribes, the setting, the methods of survival, and the culture of Native Americans.
3. Identify those Native Americans who lived off the mainland.

VOCABULARY

Study these words to enhance your learning success in this section.

absolute (ab´ su lüt). Unlimited, without restrictions.

adze (adz). A cutting tool with a curved blade.

artifact (är´ tu fakt). Tool or weapon made by people in the past.

awl (ôl). A pointed tool for making small holes.

belief (bi lēf´). The conviction of truth people hold.

Bering Strait (bir´ ing strät). A body of water between Alaska and Russia.

breech cloth (brēch klôth). A cloth worn between the legs and tied at the waist.

custom (kus´ tom). The way people do things; the usual behavior.

emigrate (em´ u grät). To leave one country to live in another country.

extinct (ek stingkt´). Dead; no longer existing.

fowl (foul). A bird or large, edible bird.

game (gām). An animal that is hunted for food.

glacier (glā´ shur). A large sheet of ice formed in areas where snowfalls are frequent and do not melt.

indigenous (in dij´ e nes). Native; originating in the region or country where found.

leached (lēchd). Liquid is poured over a solid again and again until the poison is removed.

leggings (leg´ ingz). A cover for the legs.

longhouse (lông hous). A long, barrel-shaped dwelling that contains several rooms.

migrate (mī´ grāte). To move from one place to another by people or animals.

mortar and pestle (môr´ tur and pes´ ul). A shallow, bowl-shaped container and a pounding tool. Grain is placed in the mortar and rubbed with the pestle until it is the right texture for cooking.

mythical (mith´ u kul). Based on a myth or an imaginary story.

nomads (nō´ mads). People who wander from place to place with no fixed home.

pemmican (pem´ u kun). Lean meat that is dried, pounded, and mixed with berries and bear fat.

rituals (rich´ ù uls). The order of conducting religious ceremonies.

sachems (sā´ chums). Chiefs of Iroquois tribes.

Siberia (sī bir´ ē u). A region in Russia.

sinew (sin yü). A tough, strong band or cord that joins muscle to bone.

stereotype (ster´ ē u tīp). A fixed model or way of looking at an individual or group of people.

tanned (tand). Made into leather; a hide or skin that is treated to make leather.

tannic acid (tan´ ik as´ id). A bitter substance leached from acorns.

thatched (thached). A roof covered with bundles of grass, reeds, straw, or leaves.

travois (tru voi´). Device used by some Indians to carry objects. It had two trailing poles connected by a platform or bag.

values (val´ yüz). Widely held beliefs about activities, relationships, feelings, or goals that are important to society.

wigwam (wig´ wom). A hut that is cone- or dome-shaped and made by tying poles together with vine.

Note: All vocabulary words in this LIFEPAK appear in **boldface** print the first time they are used. If you are not sure of the meaning when you are reading, study the definitions given.

Pronunciation Key: hat, āge, cāre, fār; let, ēqual, tērm; it, īce; hot, ōpen, ôrder; oil; out; cup, pūt, rüle; child; long; thin; /TH/ for then; /zh/ for measure; /u/ represents /a/ in about, /e/ in taken, /i/ in pencil, /o/ in lemon, and /u/ in circus.

NATIVE AMERICANS

Archaeologists know that people were living on the North American continent many years ago—long before all the **glaciers** had melted from this land. Many archaeologists think these people came to this land by crossing the **Bering Strait** between Asia and Alaska. Only fifty-six miles lie between the two great land masses. The greatest distance between the tiny islands that lie between the land masses is only twenty-five miles, making a crossing at that point possible.

Although no one knows exactly how these people came, the reason why they came is known—they came to find food. Cain became the first person to have to search for food. After Cain had slain his brother Abel, God sent him to wander as a hunter and gatherer. Genesis 4:12 says, “When thou tillest the ground, it shall not henceforth yield unto thee her strength; a fugitive and a vagabond shalt thou be in the earth.” Cain was forced to search and to hunt for food; the **nomads** who came to North America followed the same lifestyle.

Over the years many groups came to this land in search of food. During the winter these nomads set up camps and waited for spring before moving on. In the spring and summer they followed herds of large animals across the continent to the east coast and as far south as the tip of South America. **Artifacts** from this era show that the tools people used were intended mostly for hunting. The mammoth, the ground sloth, the tapir, the caribou, and the bison were hunted, and the nomads depended upon these animals for both food and clothing.

After the northern glaciers began to melt and the climate became warmer, many of the larger animals became **extinct**; and the people began to hunt smaller animals. Consequently, they did not need to travel great distances to hunt; and groups could camp in different places. Whenever a group camped, the nomads learned to use the natural resources of the region.



| Alaska and Russia at Bering Strait

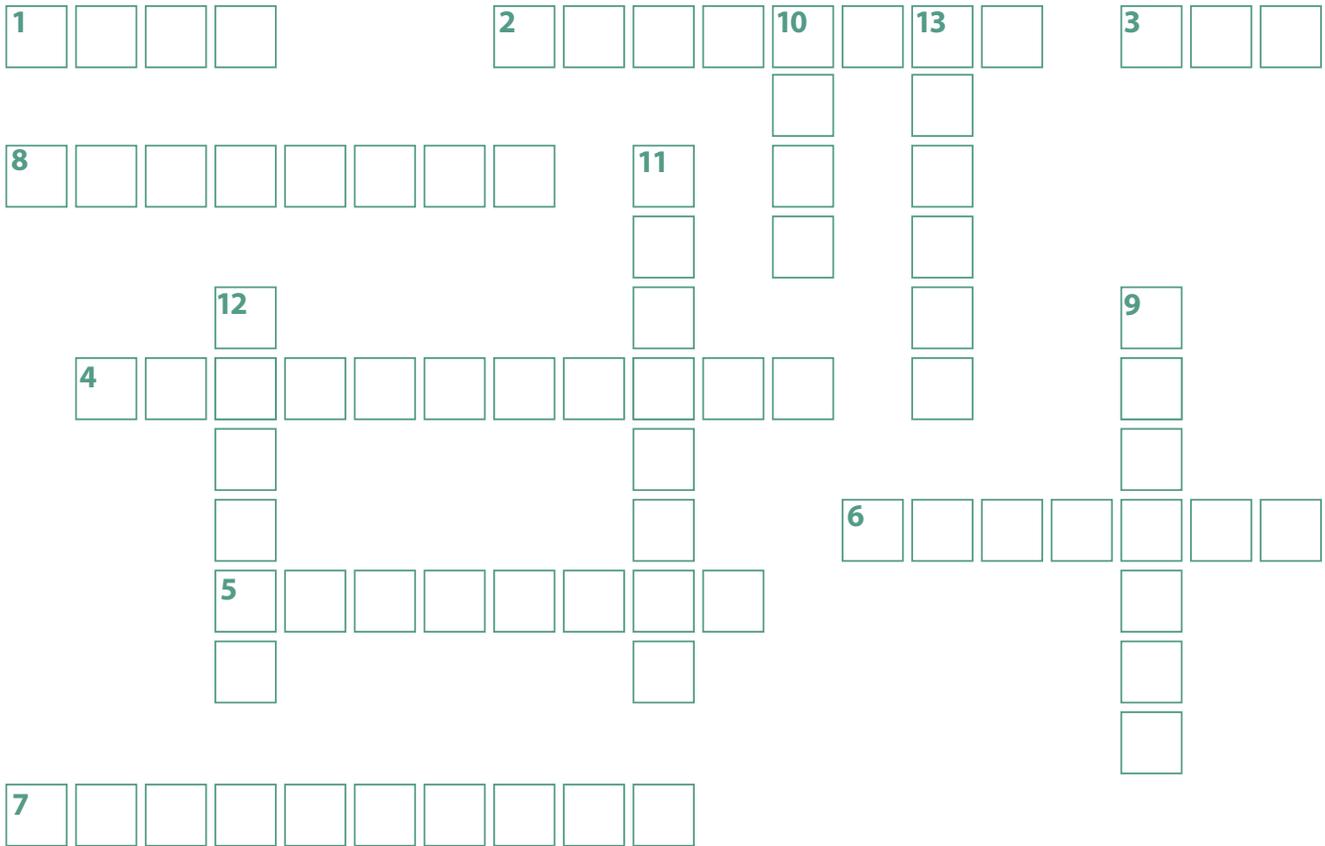
Furthermore, different groups varied in their ability to use different resources and to live off the land.

Groups living in the Ohio River valley built large burial mounds shaped like the animals that existed then. The Great Serpent Mound near Cincinnati, Ohio, is one example of these mounds. Still another group built communities in the Mississippi River valley. By AD 1600 many groups of Native Americans were living on the North American continent. They were descendants of the families who had **migrated** across the Bering Strait, but each group had its own special way of living and doing things—its own culture.

Each group learned to use the natural resources of its particular region. For example, some became farmers while others continued to gather, hunt, and fish. The more advanced natives made special tools to meet their needs and spoke their own language. Some groups were unfriendly and remained aloof while others made friends easily. The Native Americans believed they were part of nature. They believed the land was sacred and had been given to them to live on and to use.



| Some of the Major Tribes of Native American Indians



Complete the vocabulary crossword.

1.1 ACROSS

1. A cutting tool with a curved blade.
2. Tool or weapon made by people in the past.
3. A pointed tool for making small holes.
4. A cloth worn between the legs and tied at the waist.
5. To leave one country to live in another country.
6. A large sheet of ice formed in areas where snowfalls are frequent and do not melt.

7. Native; originating in the region or country where found.

8. A cover for the legs.

DOWN

9. Dead; no longer existing.
10. A bird or large, edible bird.
11. Unlimited, without restrictions.
12. The conviction of truth people hold.
13. The way people do things; the usual behavior.



Match these vocabulary words with their definitions.

- | | |
|--|--|
| <p>1.2 _____ Bering Strait</p> <p>1.3 _____ longhouse</p> <p>1.4 _____ migrate</p> <p>1.5 _____ nomads</p> <p>1.6 _____ rituals</p> <p>1.7 _____ sachems</p> <p>1.8 _____ tanned</p> <p>1.9 _____ wigwam</p> <p>1.10 _____ mortar and pestle</p> <p>1.11 _____ mythical</p> <p>1.12 _____ game</p> <p>1.13 _____ leached</p> | <p>a. liquid poured over a solid again and again until the poison is removed</p> <p>b. a body of water between Alaska and Russia</p> <p>c. an animal that is hunted for food</p> <p>d. a long, barrel-shaped dwelling that contains several rooms</p> <p>e. based on a myth or an imaginary story</p> <p>f. to move from one place to another by people or animal</p> <p>g. a shallow, bowl-shaped container and a pounding tool</p> <p>h. people who wander from place to place with no fixed home</p> <p>i. a hut that is cone- or dome-shaped</p> <p>j. the order of conducting religious ceremonies</p> <p>k. made into leather</p> <p>l. chiefs of Iroquois tribe</p> |
|--|--|

Complete these statements.

- 1.14 Scientists who study about people who lived on earth many years ago are called _____ .
- 1.15 People who wandered in search of food were known as _____ .
- 1.16 When the earth became warmer, the large animals became _____ .
- 1.17 To get from one area to another, people _____ .
- 1.18 Many archaeologists believe that Native Americans came to North America from Asia by crossing the _____ .



Match these vocabulary words with their definitions.

1.19 _____ pemmican

1.20 _____ Siberia

1.21 _____ sinew

1.22 _____ stereotype

1.23 _____ tannic acid

1.24 _____ thatched

1.25 _____ travois

1.26 _____ values

- a. a fixed model or way of looking at an individual or group of people
- b. widely-held beliefs about activities, relationships, feelings, or goals that are important to society
- c. lean meat that is dried, pounded, and mixed with berries and bear fat
- d. a device used by some Indians to carry objects; it had two trailing poles connected by a platform or bag
- e. a region in Russia
- f. a roof covered with bundles of grass, reeds, straw, or leaves
- g. a tough, strong band or cord that joins muscle to bone
- h. a bitter substance leached from acorns

Northeastern Tribes. A number of different groups eventually settled in the northeast region of this country. The two important language groups of the woodlands of this area were the Algonkian and the Iroquoian. The Cayuga, Chippewa, Delaware, Erie, Mohawk, Mohegan, Oneida, Onondaga, Ottawa, Potawatomi, Shawnee, and Seneca are the names of some of the tribes from the region.

The earliest people to make their homes here were forest hunters and fishermen. They gathered maple sap, shellfish, and other natural foods. They made **adzes**, axes, gouges, and **mortars and pestles** from stones. They used bones and deer antlers to make knives, scrapers, **awls**, fishing tools, whistles, and pendants.



| An Iroquois longhouse sheltered several families.

The first tribes to depend on agriculture were those that lived on the Atlantic Coastal Plain. Later, as more groups began to depend upon

their own crops for food, settlements grew larger; and the people developed a more complex culture and trade. They learned to make pottery and cloth, for example. The cloth was woven with thread made from the soft layers of bark on some trees. In addition, they made wooden and bark bowls, utensils, woven mats, and splint baskets. They used birch bark to make watertight canoes for traveling on the rivers and streams; and they also made snowshoes and toboggans for the cold winter months. Less essential items such as musical instruments including pipes, rattles, and drums, were made to play during ceremonies and **rituals**.

The people in this region built two types of homes. The first type was formed by bending poles into a cone or dome shape and by tying the poles together with vines. The frame was covered with woven mats, bark, or hides. Only one family lived in each **wigwam**. The second type of dwelling was long and barrel shaped. The **longhouses** contained several rooms, and one family lived in each room of the bark-covered longhouse.

Several longhouses were located in each Iroquois village. The villages were surrounded by one or more rows of poles or stakes to keep out intruders. The gardens were usually outside of the stakes, where the people cleared the land by the slash-and-burn method. This method included cutting rings around the trunks of large trees and leaving them to die. Afterwards, the shrubs were burned and seeds were then planted between the stumps.

These people grew corn, squash, beans, pumpkins, and tobacco. While the men hunted for game, the women did most of the work. Although the women owned the crops they grew, no one owned any of the land. These people believed the land was there for everyone to use. The women also cooked the food. Some of the foods eaten included succotash (a dish made from corn and beans), squash, hominy, and soup. The men hunted elk, beaver,

deer, wild turkeys, and geese and fished with hooks, nets, and spears. The families shared whatever meat was available. They did not believe that one family should have more than the other families. The Iroquois felt honored when they were able to share with others. Christians also believe that they should share with others (Acts 20:35): "I have shewed you all things, how that so labouring ye ought to support the weak, and to remember the words of the Lord Jesus, how he said, It is more blessed to give than to receive."

The women **tanned** the hides of the animals and made **breechcloths**, shirts, **leggings**, and moccasins for the men to wear, and they made skirts and jackets for themselves. They fashioned robes that men and women wore over their clothes when the weather was cold. The people in this region decorated their clothes with floral designs using porcupine quills. They also pierced their noses, decorated their ears, and tattooed their bodies.

They collected seashells from the Atlantic coast and strung the shells on belts that were used as money. They called the shell belts *wampum*. *Wampum* was exchanged between colonists and Native Americans until the 1700s.

The leaders of the Iroquois people were called **sachems**. Only men were allowed to be sachems, but they could only be chosen by the women of the village. The Iroquois women, therefore, were powerful and chose and removed leaders as they wished.

The tribes living in this region were not always friendly toward each other. They fought many wars and raided nearby villages to gain status, revenge, or prisoners. Frequently, fierce battles were waged over territorial hunting rights.

The Iroquois tribes were widely known as great warriors. They fought other tribes and each other until two men, Dekanawidah and Hiawatha, helped them plan the League of The Great Peace. The League of The Great Peace was a plan for ending war and for bringing

peace through equality and brotherhood to all the Iroquois tribes in the area.

The league was also called the Confederacy of the Five Nations. The five tribes that formed the political organization (that included elements of democracy and representative government) were the Cayuga, the Mohawk, the Oneida, the Onondaga, and the Seneca. When the Tuscaroras from the South fled the colonists about 1715 and joined the league, it became known as the League of Six Nations.

When the league met to discuss concerns, the people talked with their leader and told him how they felt. The leaders or sachems, each had one vote, and all decisions had to be unanimous.

The tribes in the confederacy dominated the other tribes in this region. When the fur traders came, for example, the confederacy kept other tribes from trading or made them pay a bounty for the privilege of trading. The Iroquois and the French settlers became enemies during this time and as a result the Iroquois became friendly with the English. Later the Iroquois supported England against the colonies during the Revolutionary War.

After the war the northeastern Native Americans were forced to leave their homes and **emigrate** west of the Mississippi River. Consequently, only a few Native Americans still live in the Northeast.



Complete these activities.

1.27 Name the two major language groups that lived in the Northeast woodlands.

- a. _____ b. _____

1.28 List the materials used by Native Americans to make tools and utensils.

- a. _____ b. _____
c. _____

Complete these activities.

1.29 Put a *W* if the item is true of a wigwam, a *L* if it is true of a longhouse, and a *B* for both.

- a. _____ home for one family
b. _____ could be covered with bark
c. _____ dome shaped
d. _____ several rooms

e. many families lived in it

1.30 Why did the people put stakes or poles around their villages? _____

- a. as a religious custom
b. to keep intruders out
c. to keep children from wandering off

- 1.31** List five crops of the Northeastern tribe.
- a. _____ b. _____
 c. _____ d. _____
 e. _____
- 1.32** Shell belts used as money were called _____ .
- 1.33** The Iroquois fought each other until the a. _____ of The Great Peace was formed with the help of Dekanawidah and b. _____ .
- 1.34** Another name for the successful Iroquois alliance was the _____ of the Five Nations.
- 1.35** The people with the most power in the Iroquois villages were the _____ .
 a. warriors b. sachems c. women
- 1.36** Whom did the Iroquois support during the Revolutionary War? _____
 a. French b. English c. colonists
- 1.37** The names of the tribes in the Confederacy of the Five Nations were the
 a. _____ , b. _____ , c. _____ ,
 d. _____ , and e. _____ .
- 1.38** The _____ joined the Iroquois Confederation after fleeing the European colonists in 1715.

Southern Tribes. Many early groups in North America built earth mounds that can still be seen around the country. In the Ohio River valley the people built burial mounds. They dug shallow graves in the floor of the house of the dead person, buried the dead person in this grave in his house, and covered the house with tons of earth. Amazingly, they carried the soil to the mound without the use of wheels or horsepower. Other groups built large burial mounds on high ground near their villages. Here the Indians had mass burials and covered the bodies with enormous amounts of freshly dug earth. The famous Serpent Mound mentioned earlier was built by these early people.

Other early tribes built temples on rectangular- or pyramid-shaped mounds. The largest temple mound, the Monks Mound, is located near Cahokia, Illinois. This mound was seven

hundred feet wide, one thousand feet long, and over fifty feet high and covered sixteen acres. Cahokia is the largest earthwork in the United States and covers more acreage than the largest Egyptian pyramid.

People from several different language families lived in the southern region—the Creeks, the Seminoles, the Alabamas, the Mobiles, the Choctaws, and the Chickasaws. These tribes belonged to the Muskogean branch of the Gulf language family. The Cherokees, however, belonged to the Iroquoian language family. The Wacos spoke Caddo, and the Biloxis spoke the Sioux language. The Coahuiltecan was another language group in this area. Because of the many languages spoken, a language barrier created many problems between the tribes.

The nomads who first hunted and gathered wild food there found **game, fowl**, and fish in

plentiful supply in the forests of pine and hardwoods. Unlike the people in the other regions, they did not suffer through periods of drought or cold that destroyed the food. Perhaps for this reason these people were able to develop an extensive trading system.

Among the items traded were dried or smoked fish, dried meat, corn, beans, fruit, and other foods in exchange for cotton cloth and turquoise from the Southwest. Wood for bows, mats, baskets, pottery, dugout canoes, wooden platters, bowls, gourd rattles, and paint pigments were used among the tribes in the Appalachians. Flint, stone beads, shell beads, pearls, pieces of crystal, shark teeth, hides, furs, and feathers may have been exchanged for copper from the Great Lakes and the upper Missouri River region. Another important item traded to many tribes in the other regions was salt.

The people lived in villages built around the great flat-topped mounds. On top of the mounds they built wooden temples or the homes of their chiefs. The houses in the large villages were rectangular with mud walls and **thatched** or cane roofs. In the warmer regions, the unwallied houses were built on platforms that raised the floor above the ground, and the roofs were thatched.

The gardens were located outside the poles that formed a barricade around the houses. The usual crops were corn, beans, melons, sunflowers, and tobacco. Fields were cleared by cutting down the wild cane and burning it. Cane ashes were mixed with the soil for fertilizer. People worked in groups in the fields sharing the work. Both men and women worked together planting and caring for the crops. The forest and streams provided additional food for these families. Such game and seafood as shellfish, fish, bear, deer, turkey, and other wild fowl were caught. Nuts and berries were gathered, also.

One particular group living in this region was called the Natchez tribe. They lived in nine



| Monks Mound

villages along the Mississippi River near the present-day city of Natchez, Mississippi. The Natchez were organized into classes. The chief, who possessed **absolute** power over the lives and the property of the people in his tribe, was called the Great Sun. The people believed the Great Sun was a descendant of the sun god. The Great Sun was waited on by slaves and servants and was carried around on a litter. The chief lived with his family on top of one of the mounds.

Four classes comprised the Natchez society—the Little Suns, the Honored Men, the Great Sun, and the Stinkards. The Little Suns were related to the Great Sun, and the war chiefs and religious leaders were chosen from this group. The Stinkards were the lowest class, and most people belonged to this rank.

Unfortunately, the Natchez and many other indigenous groups did not survive the European intrusion on the North American continent. Many thousands died of the diseases that immigrated with the Europeans. Measles, smallpox, tuberculosis, and flu epidemics took the lives of many Native Americans. Some were killed during battles with frontiersmen and settlers. By 1800 some tribes were virtually extinct.

For a time “The Five Civilized Tribes” seemed to have escaped this fate. The Choctaws, Chickasaws, Creeks, Cherokees, and Seminoles adopted much of the European culture. For

example, they raised animals, cared for large farms, ran small businesses, lived in European-style homes, and even owned black slaves. Their dress was similar to that of their European neighbors, and they learned similar skills and arts. Many also accepted Christ as their Savior.

Sequoyah, a Cherokee, spent twelve years developing a system of writing for the

Cherokee language. Upon its completion in 1821, the Cherokees published a newspaper, wrote their own laws, and adopted a formal constitution and legislature. When President Andrew Jackson signed the Indian Removal Act in 1830, however, the Cherokees lost their land and were pushed back into Oklahoma on a forced march that became known as the "Trail of Tears."



Unscramble these words, then form a word from the circled letters to complete the sentence.

1.39 Southern Tribes

- a. A H Z N T C E _____
- b. B M E S L I O _____
- c. O A C W S _____
- d. E K C S R E _____

1.40 The largest earthwork in the United States is at _____, Illinois.

1.41 What they traded

- a. T U R F I _____
- b. S S A B T E K _____
- c. S L A P E R _____

1.42 One important item traded by Native Americans in the south was _____.

Complete these statements.

1.43 The only Indian tribe that had a written language was the _____.

1.44 Many tribes were wiped out by European _____, and others died in battles with settlers.

Midwestern Tribes. The indigenous people who lived on the Great Plains are considered representative of the Native American **stereotype**. By the time the pioneers reached this region, the plains people were wearing clothes that were fringed with buckskin and decorated with eagle feathers. They rode around on calico ponies, tracked buffalo, chased wagon trains, and fought with the frontiersmen and the United States cavalry. Legends and stories of these people live on in books and in mass media such as films.

Before the Europeans reached this land many different groups of people had lived on the plains for many years. The first people had no horses and followed the buffalo on foot. When moving day came, they simply folded their tepees, put their goods into bags, and carried them on a **travois**.

With the arrival of Europeans on the coast of North America, changes were made in the lives of the plains people. Even before the indigenous people had actually seen the first white men, horses brought by the Spanish into Mexico were quickly adopted by some tribes. Mounted tribes found hunting much easier. Mounted on a horse they found they could easily subdue those tribes that had no horses. Horses were able to carry larger and heavier



| A travois had two trailing poles connected by a platform or bag. Early people trained their dogs to pull the travois.



loads than dogs, and they could carry longer poles for the tepees. As a result, people built larger and roomier homes.

Other tribes began to crowd into this region as they fled from the European settlers or their old neighbors who had been armed with guns and ammunition by the fur traders. The Dakotas, commonly known as the Sioux, are one of the groups that left the eastern woodlands for a safer life on the plains. Soon the plains people also secured guns. Mounted and armed, the plains people became richer and more powerful than ever before. Even as other Indian cultures were disappearing, two subcultures arose in this region.

One group of people was seminomadic and lived in villages, farmed, and shared several cultural traits with both the Northeastern and the Southern cultures. The second of the nomadic tribes trailed the great buffalo from season to season across the plains. These people grew no crops, did little fishing, and depended upon the buffalo.

Many plains tribes banded together in the spring for the first buffalo hunt. When a herd was found, the buffalo were killed by stampeding them over a cliff or driving them into a stockade and shooting them. Sometimes the braves, who disguised themselves in animal skins, crept close to the buffalo and shot them with bows and arrows.

All of the buffalo was utilized by the people—nothing was wasted. The flesh was roasted and eaten. The stomach was cleaned and used as a pouch for carrying water; and the hide was made into clothing, robes, blankets, drum heads, and tepee covers. Tendons were used as thread to sew the hides together. Horns were used to make cups, spoons, dishes, and toys. Bones were made into whistles, tools, and needles. Some of the meat was saved for the winter months by drying it in the sun for jerky or by pounding it and mixing it with berries and bear fat to make the staple food, **pemmican**.

When the tribes met together for the hunt, people frequently spoke different languages and dialects within the same group. To overcome the problem, they developed hand gestures and pictographs in order to communicate. Smoke signals and mirrors made communication across long distances possible.

In most of the plains tribes, men had the dominant role. Warriors could grow in importance through enemy raids or war by “scoring a hit” or by scalping. One could score a hit during a raid by touching the enemy with a long decorated stick. Taking a scalp did not necessarily kill the person. Scoring a hit on an enemy or

scalping him was often more important than killing him. Against the Europeans, however, the people of the plains fought for the buffalo, their land, and their lives.

The Native Americans often performed ceremonial dances. The sun dance was one of the dances that helped a warrior prepare for battle. Medicine men and shamans were important religious leaders. One of the medicine men from the plains tribes was Sitting Bull. He led the sun dance that prepared Chief Crazy Horse and the Sioux to defeat General George Custer at Little Big Horn in 1876.

The magnificent plains culture was almost destroyed in 1837 when a smallpox epidemic killed hundreds of people. Then the gold rush brought prospectors who wanted the land. Buffalo hunters slaughtered the animals for fun and profit. Travelers on the new Kansas Pacific Railroad actually shot the buffalo from the open windows destroying a source of food and clothing of the plains people. By 1887 most of the tribes were confined to reservations. Some of the tribes living on the plains during this period were the Arapaho, Blackfoot, Cheyenne, Comanche, Crow, Kiowa, Osage, Pawnee, Shoshoni, and Sioux.



Answer true or false.

- 1.45 _____ Travois were colorful blankets draped across horses.
- 1.46 _____ The Spanish introduced horses to the Indians.
- 1.47 _____ The Dakotas left the eastern woodlands for a safer life on the plains.
- 1.48 _____ Indians ate only the meat from buffaloes and threw the carcass away.
- 1.49 _____ Pemmican was a staple food for the tribes.
- 1.50 _____ The nomadic midwestern tribes followed the herds of deer.
- 1.51 _____ Guns and horses made the tribes stronger and wealthier.
- 1.52 _____ Tribes communicated with other tribes by using the same spoken language.

Western Tribes. Three large cultural regions are located in the western part of this country; the Southwest region, the California Inter-mountain and Basin region, and the Northwest Coastal region. The people in each of these regions developed unique cultures based upon their environment and influenced by their **values** and their **beliefs**.

One of the early groups of people to live in the Southwest was the Anasazi. The Anasazi made baskets that were so closely woven that they could be used for carrying water or for cooking. These people later built the towering pueblos still standing on canyon floors and on the ledges of steep cliffs.

The pueblos were the apartment houses of the past with small rooms built in a row. As more people joined the village, the structures were expanded by building more rooms on top. The rooms were square-shaped and the walls were made of wooden poles covered with adobe and stone. In later years the Indians became more skillful and cut sandstone to form the walls. They used adobe mortar to hold the slabs of sandstone together. The most developed of the later pueblo sites are at Mesa Verde in southwestern Colorado, the Chaco Canyon in northwestern New Mexico, and the Kayenta area in northeastern Arizona. The pueblo villages helped protect the people from their enemies. The people became great potters, and artifacts found at archaeological sites include painted designs in black on the white backgrounds of bowls, jars, pitchers, and vases. Jewelry was fashioned from stone, shell, and turquoise.

The pueblo people irrigated the fields that grew corn, beans, pumpkins, melons, and cotton. Cotton was woven into cloth that was traded and made into cloaks, kilts, and leggings. Dry-land farming was hard work, and the men toiled long hours in the fields. Both men and



| Pueblos

women chased small animals into nets, and the women gathered piñon nuts, berries, cacti, and yucca to eat. While the women cooked and made beautiful pottery, the men met in the kivas to make important decisions for the community.

Archaeologists believe these people left the great pueblos because a long dry period destroyed the crops. Some suggest that different groups living in the pueblos had different regulations, values, and beliefs, and they found living together too difficult. Nevertheless, many disappeared.

When the Spanish reached the Southwest, the Hopi and the Zuni tribes were still living in pueblos. The Pima and the Papago tribes lived in mud and thatch houses on the desert floor. The Navajo and the Apache, newcomers to the region, chose different ways of adapting their culture to the environment of the Southwest. Many of the Native American tribes in the Southwest were peaceful and passive people. They fought only when they were attacked. Other tribes were warlike. Cochise and Geronimo were great warriors from the warlike Apache tribe.

**Complete this statement.**

1.53 The apartment houses built by the tribes of the Southwest were called _____.

Put an X in the box by the correct answers.

1.54 Which of the following were true of the southwestern pueblo people?

- a. They became great potters.
- b. They included the Pima and Papago.
- c. They included the Anasazi, Hopi, and Zuni.
- d. They irrigated their fields.
- e. They did not make jewelry.
- f. They gathered maple sap and shellfish
- g. They wove cotton into clothing.
- h. The men met in the kivas to make decisions.

Seven different tribes lived in the Great Basin area when the Europeans reached the West. The Paiute, Western Shoshoni, Ute, Gosiute, and Koso tribes were all in the Shoshonean language family. The Little Washo tribe was the only exception and was related to one of the language families originating in California.

Some of the tribes in this area were poorly fed and weak because of the lack of plant food and larger animals in their area. They were called Digger Indians because they used pointed sticks to dig up insects and other food from the ground. These people did not survive long after the rush for gold and silver that brought hundreds of Europeans onto their lands, destroying their scarce food supply.

The Utes were in a better position. One of the first tribes to get horses, the Utes had an advantage over the others of the region making it possible for them to raid the ranches and pueblos to the south for livestock and food.

When the Utes discovered that the Spanish were taking Native Americans for slaves, they captured members of nearby tribes to sell. The Utes fed their captives so they would appear healthy and then sold them in the Spanish slave markets in New Mexico for clothes, knives, guns, and ammunition. The Utes continued to terrorize other tribes and the settlers for more than thirty years following the Mexican War.

In contrast to the Great Basin where only a few tribes lived, California had more than one hundred and five distinct tribes and branches of tribes. The people can be classified by six different parent languages and a number of spoken dialects.

A food surplus made possible the development of a rich social and ceremonial life. The finest baskets in the world were woven by these people. The women often wore basket hats for protection from the sun. Because of the sunny climate, people wore little clothing. The women wore short skirts, and cloaks on occasion. The

men wore loincloths. All walked barefoot in warm weather but wore sandals or moccasins when traveling in colder areas or in higher altitudes.

The women gathered acorns that fell from oak trees and carried the nuts in large, cone-shaped baskets. The acorns were shelled and dried before pounding them into a meal. The meal was placed in a basket, and the **tannic acid** was **leached** out with water before boiling the flour or baking it into bread.

The diet of these people included roasted seeds, fish, shellfish, fruit, roots, berries, and such wild plants as yucca and sage. Meat consisted of elk, deer, birds, reptiles, rodents, and certain insects when hunters were unsuccessful.

Most shelters were dome- or cone-shaped frames covered with earth, shrub, bark, woven mats, or wooden slabs. Other homes were mound lodges or square plank houses with tule or palm frond covers. Most Indians built a special structure over a pit that was used to take steam baths.

Social **customs** and ceremonies were important in the life of the California people. They acknowledged the cycle of life events—birth, puberty, marriage, and death—with ceremony



| A Dome Shelter of the California Indians

and ritual. They often made and used musical instruments in these rituals. Flutes, mouth bows, rattles, whistles, and drums were part of the California culture.

The Spanish missionaries forced many California tribes to live and work at the newly-built missions along the coast. Missionaries would not permit the people to develop their own ways of changing their culture. The Spanish imposed their values and way of living on the people in the missions. Many of the indigenous people forgot skills of survival which their parents had taught them and did not survive when the missions closed.



Put an X in the box by the correct answers.

1.55 Which of the following were true of the tribes of the Great Basin?

- a. They included the Cheyenne, Comanche, and Sioux.
- b. Many were part of the Shoshonean language family.
- c. Relatively few tribes lived there compared to California.
- d. The Utes were a powerful tribe.
- e. The food supply of the Digger Indians was precarious.
- f. Included the Paiute, Gosiute, and the Koso people.
- g. The Utes were quickly overrun by settlers.

- 1.56** Which of the following were true of the Ute tribe?
- They captured other tribespeople to sell to the Spanish.
 - They were “Digger Indians.”
 - They obtained horses which gave them an advantage.
 - They were peaceful neighbors.
 - They obtained guns and knives in their trade with the Spanish.
- 1.57** Which of the following were true of the California tribes?
- They had a poor supply of food.
 - There were more than 100 tribes.
 - Spanish missionaries protected their culture.
 - Acorn flour was eaten after the tannic acid was leached out.
 - Their rich culture included the use of musical instruments.
 - They could not make baskets.
 - Homes were made of mud bricks.

Northwestern Tribes. The tribes of the Northwest lived in the narrow coastal area between the mountains and the sea. The names of their tribes were Bella Coola, Chinook, Haida, Hupa, Nootka, Salish, Tillamook, Tlingit, Tsimshian, and Yurok. Each tribe spoke a different language, but they were able to develop systems of trade and shared some of the same cultural patterns.

The men wore breech cloths, pierced their noses to hold shell or wood jewelry, and tattooed their bodies. They also grew mustaches and beards. The women wore skirts woven from plant fiber. These people walked barefoot, even in the snow, and rarely wore moccasins; and they wore wide brimmed basket hats to screen their faces from the rain. In the central part of this region, the Indians bound their infants to a cradle board. The board pressed against the backs of their heads, flattening them. Flat heads were believed to be attractive and also identified their slaves, who did not have this distinguishing mark.

The society of the Northwest tribes was divided into three classes—the tribal and clan chiefs, the freemen, and the slaves. Most of the people belonged to the rank of the freemen. The slaves in the society were captured from nearby villages.

Like their neighbors in California, the indigenous people in this region were able to develop a stable, complex society without agriculture because they had an abundant supply of food in their natural environment.

Cod, flounder, halibut, salmon, and shellfish were taken from the rivers and streams around them. Like the Indians of California and the Southwest, they gathered berries and other plant food from the forests and snared small animals and birds in nets. They hunted the fur-bearing animals, and their interest in furs eventually brought the Europeans to their shores. For their furs, skins, and other useful parts, the Indians took otters, seals, porpoises, sea lions, and whales from the ocean. Whales were harpooned from dugout canoes that carried forty men. When towed to shore, the meat,

blubber, and skin were taken, and the vital organs were used to make containers for water and oil. Whale tendons were used for harpoon lines.

The people in the Northwest made their canoes from trees by cutting the tree and shaping the interior with the adzes. They burned one side of the log and chipped out the ashes to complete the hollow. By filling the hollow with water and with heated stones, the wood was stretched and then planks were inserted for seats. The people were also woodcarvers.

Houses were made of cedar planks and were larger than the homes of other tribes. Inside the house was a central fire pit. Near the back was a terrace where the highest-ranking man and his family lived. The other families lived in their own space along the sides of the house.

The woodworkers of the Northwest used knives, adzes, chisels, hammers, drills, and wedges of stone. In addition, they used bone, wood, shell, beaver teeth, and jade from **Siberia**. They carved masks, helmets, armor, boxes, utensils, and totem poles.

Masks were used in religious ceremonies, and helmets and armor were used in war or raids to capture new slaves. As a memorial to the dead, a totem pole was carved and raised for a status symbol. Artisans carved images of beaver, bear, whales, and the **mythical** thunderbird on the tall totem poles. The carvings were symbolic of the clan's mystical ancestors and were displayed much the same as the European nobles displayed their family crests or coats of arms.

The Northwest people lived in a culture that valued wealth and status. For example, the potlatch celebration was an institution developed to exhibit the great wealth of the people. The celebration often lasted many days. At the end of the celebration, the chief gave away



| Totem Pole

or destroyed all his possessions, including his home and his slaves. The people in the village brought valuable things for the chief to give away. The villagers knew that the guests from neighboring villages would soon give a potlatch when they also would receive gifts.

The potlatch was important to the people in the Northwest. When the United States government banned this ritual because slaves were sometimes killed to show the chief's wealth, many Indians were unable to adjust to this abrupt change in their culture.



Put an X in the box by the correct answers.

- 1.58** Which of the following were true of the Northwestern tribes?
- Society was divided into three classes: chiefs, freemen, and slaves.
 - They wore elaborate sandals and moccasins.
 - They were woodcarvers.
 - They did not believe in slavery.
 - Each nuclear family had its own house.
 - Potlatches were great parties where the chief was given gifts by all his guests.
 - They harpooned whales.
 - They included the Chinook, Haida, and Nootka.
 - They valued wealth and status.
 - They included the Tillamook, Tlingit, and Yurok.

OTHER CULTURAL GROUPS

Other cultural groups have contributed much to this nation's cultural history. Today two of these groups from remote areas have been politically linked to this country as a part of these United States—the Eskimos of Alaska and the Hawaiians of Hawaii.

Eskimos. Some of the tribes of the Northwest lived in Alaska. The Haida, Tsimshian, and Tlingit are three of these groups. The other Native Americans that lived in this region are the Eskimos. Archaeologists say that the Eskimo came to this continent many years after the Native Americans. They claim that the Eskimos are a different body type and are not the same as the indigenous people we have already studied. Two major groups of Eskimos exist. One group lives near the Arctic Ocean and is called Arctic Ocean Eskimos. The other is called the Pacific Ocean Eskimos. They speak different dialects that are unlike any other language in the world. The Eskimos are the only people in their language family.

The Aleuts, who live on the Aleutian Islands of Alaska, speak a language unlike the Eskimos.

Consequently, some anthropologists place them in a separate group from the people of the Arctic Ocean and the Pacific Coast people.

The Eskimos hunted or fished for caribou, whales, walrus, seals, fish, musk ox, bear, fowl, marmots, and muskrats. The coastal people depended upon the seal, and the inland people depended upon the caribou, much like the plains people depended upon the buffalo.

Eskimos were careful how they used the resources of their environment. For example, they did not waste anything that could be used when they captured a large animal. Meat was eaten and the skin and fur were used to make clothing or bedding. The bones were used to make tools, and the tendons or **sineews** were used for thread. The skin and stomach were used to make pouches or containers. In the summer months, Eskimos gathered berries and greens to eat. They found mosses, lichens, and twigs from the small shrubs and used these items for fuel.

By necessity the Eskimos wore warm clothing. Both men and women wore pants, parkas, mittens, boots, and woven grass socks. Sometimes the boots were made from caribou hide with fish or seal soles and with grass or a fur lining. When it was sunny, Eskimos wore goggles to help shade their eyes from the sun's glare on the sea or snow. When the weather was very cold, the men sometimes wore two sets of clothing to help trap body heat. Eskimo babies were kept warm strapped to the mother's backs inside their parkas.

In the summer the Eskimos lived in tents (tepees) covered with caribou or seal skin. In the cold, dark winter when the sun did not shine, they lived in their winter houses. Winter houses were built by digging a pit in the earth and building a frame of wood or whalebones. In the far North where no trees grow, people gathered driftwood along the coast. When the frame was complete, it was covered with blocks of earth or sod and the inside was lined with bark or woven grass mats. An opening was left in the top so the stale air could escape. Skylights and windows were made and covered with stretched membranes from seals. Usually Eskimos entered through a long entrance tunnel to the house. The tunnel opening was covered with a woven grass mat to help keep out the cold air.

Eskimos were the only early people on this continent to make a lamp. They shaped a stone into a bowl or saucer. Caribou fat, whale blubber, or seal oil was used for fuel and the wick was a piece of moss. At first the lamp was used only for light. Many years later the lamp was also used for heating and cooking.



| Hunting Party in Kayaks

The Eskimos liked to eat boiled meat in the summer when plenty of twigs and lichens could be found to burn for fuel. In the winter when fuel was scarce, they sometimes ate raw meat. *Eskimo* is an Indian word that means *eaters of raw meat*. The Eskimos call themselves *Inuit* or *the people*.

Eskimo men made two types of boats—the kayak and the umiak. The boats were made by stretching animal skin over a wooden frame. The kayak carried only one person, while several people could ride in the umiak.

The Eskimos made other things to help them live in the cold and snow. Two important tools were ice picks and scoops. Snow shoes and boots with hobnails were made for walking on snow or ice, and wooden sleds with bone runners were pulled by a team of dogs.

The family was very important in the Eskimo society. A man, his wife, and their children lived together rather than in tribal groups.



Complete these activities.

- 1.59** The Eskimos were the only early people on North America to make _____ for light.
- 1.60** Eskimo means eaters of _____ .
- 1.61** Put an X in the box by the statements that are true of the Eskimo people.
- They built homes of earth, grass and wood.
 - They built kayaks and umiaks to hunt on the ocean.
 - They are closely related to other Indian tribes.
 - They could be wasteful in their rich environment.
 - They use wampum for trade.
 - They depended upon the seal the way the plains people did the buffalo.
 - They would wear two sets of clothes in cold weather.
 - They had plenty of wood for warm fires.

Hawaiians. About four hundred years after Christ died, a group sailed away from the Marquesas Islands, in Polynesia, to a land where no one had ever lived before. Four hundred years after the first people reached this land called Hawaii, a group of people from Tahiti also came to the island. Soon more and more people were sailing across the ocean to the Hawaiian Islands. Each group of people brought customs and items from their old homes to the new islands. With them they brought breadfruit, coconuts, fruit, taro, dogs, pigs, and chickens. Plants grew easily in the warm, moist climate on the islands. The people liked to eat sweet potatoes, bananas, seaweed, taro leaves, and poi, a thick paste made from the taro root. They also ate chickens and other fowl, eggs, pork, and many kinds of fish.

The Hawaiians first used logs to build frames for their houses, then they tied stacks of grass together to make thatch for the roofs. The Hawaiian family needed more than one house because Hawaiian women and Hawaiian men did not work or eat together. Consequently,

the Hawaiian family needed separate houses for both the mother and the father. Men did the fishing, gardening, and cooking for the family. They cooked all the food outside in pits (imu) in the ground. When the imu was deep enough, rocks were placed into the bottom and a fire was started. When the fire was very low, food was placed on the rocks and the imu was covered with dirt. Steam from the hot rocks cooked the food.

Fish were important in the Hawaiian diet, and men went out on the ocean in canoes to fish with nets. The women made the sails for the canoes and the mats for the house by weaving tree leaves. They also made the tapa cloth from which they made their clothes. Tapa cloth is made from the inside bark of the mulberry tree and other trees and plants. Women soaked this bark to make it soft and pounded the bark with a wooden tool, making it thinner and more flexible. Colorful designs were printed on the tapa cloth to make it more attractive. Dyes the women used were made from bark, berries, and flowers.



The king was very important in Hawaiian society, and the people shared with him part of the food they grew and the fish they caught. Each island had one king and many chiefs. The chiefs often fought over fishing grounds, new land, or a place to build a temple. Hawaiians

made weapons from wood, bone, and stones. Clubs and sharp daggers were carved from wood, and swords were made with the teeth of a shark. A braided sling was used to throw smooth, round stones at their enemies.



Complete these activities.

- 1.62** Name the places where the Hawaiian natives lived before they came to Hawaii.
- a. _____ b. _____
- 1.63** Put an M if the item was done by Hawaiian men, a W if it was done by women, and a C if it refers to the chiefs.
- _____ cooked the food
 - _____ fought over land and fishing grounds
 - _____ made sails for canoes
 - _____ did the fishing
 - _____ made cloth from tree bark
 - _____ wove mats

1.64 Select the items that were part of the diet of the Hawaiians. (Put an X by all that apply).

- a. chicken
- b. barley
- c. taro
- d. mulberry tree bark
- e. seaweed
- f. corn
- g. fish
- h. pigs
- i. coconuts
- j. deer

1.65 Each island had a _____ who received part of the food grown and caught by the people.

Complete this activity.

1.66 Choose one of the present-day tribes of Native Americans and write a report on their culture. Write about their ancestors; their ways of meeting the basic needs of food, shelter, and clothing; and their economic system. Write about their values and beliefs and about the roles of the men and women in their society. Include a section about their enemies and their friends. Describe some of the tools, utensils, or other artifacts the people made and used in the past. Use an encyclopedia to help you tell how they were alike and how they were different.

TEACHER CHECK

_____ initials

_____ date



Review the material in this section in preparation for the Self Test. The Self Test will check your mastery of this particular section. The items missed on this Self Test will indicate specific areas where restudy is needed for mastery.

SELF TEST 1

Match these items. Each answer may be used more than once (each answer, 2 points).

- | | | |
|-------------|-----------------------------|---|
| 1.01 | _____ Iroquois | a. traded salt and grew sunflowers |
| 1.02 | _____ Plains tribes | b. used wampum and supported England in the Revolutionary War |
| 1.03 | _____ California tribes | c. carved totem poles |
| 1.04 | _____ Eskimos | d. hunted buffalo |
| 1.05 | _____ Southern tribes | e. owned black slaves |
| 1.06 | _____ Five Civilized Tribes | f. ate acorns and wore sandals |
| 1.07 | _____ Northwest tribes | g. wore parkas and developed a lamp |

Write true or false (each answer, 1 point).

- 1.08** _____ People came to the North American continent before all the glaciers were melted.
- 1.09** _____ Nomad tribes in America grew maize, beans, and squash.
- 1.010** _____ Native Americans in the Northwest built great burial mounds that can still be seen today.
- 1.011** _____ Native Americans in the Southwest used dry-land farming methods.
- 1.012** _____ Pemmican grew in the Midwest area of the country.
- 1.013** _____ Hawaiians lived in nuclear families.
- 1.014** _____ Hawaiian women did the cooking and gardening like the Native American women.
- 1.015** _____ All Native Americans built the same kind of houses because they did not have modern tools.
- 1.016** _____ Native American cultures were different because some groups were smarter than other groups.
- 1.017** _____ Some Native Americans who did not have yarn learned the skill of weaving.

Write the letter for the correct answer on each line (each answer, 2 points).

- 1.018** The first people on the North American continent came to _____ .
 a. find water b. trade salt c. find food
- 1.019** The food that was important to the survival of the California tribes was the _____ .
 a. buffalo b. caribou c. acorns
- 1.020** The Natchez tribe had _____ .
 a. a representative form of government b. four social classes
 c. many chiefs
- 1.021** The first people to live on this continent came from _____ .
 a. Asia b. Europe c. Africa
- 1.022** In the Iroquois culture, the people who owned the crops were _____ .
 a. women b. sachem c. men
- 1.023** Cochise and Geronimo were great warriors from the _____ tribe.
 a. Sioux b. Apache c. Seminole
- 1.024** Sitting Bull of the Sioux tribes was a _____ .
 a. medicine man b. chief c. brave
- 1.025** During a raid by a plains tribe to _____ the enemy was important.
 a. kill b. capture c. "score a hit" on
- 1.026** Southwestern Indians chose to live in pueblos for _____ .
 a. companionship b. jobs c. protection
- 1.027** Which people lived in pueblos in the Southwest? _____
 a. Ute b. Anasazi c. Apache
- 1.028** Which of the following did Native Americans not use to make weapons? _____
 a. stone b. bone c. wood d. metal
- 1.029** The people who formed a five-nation confederacy in the Northwest were whom? _____
 a. Iroquois b. Cherokee c. Zuni d. Aleut
- 1.030** Which of the following were tribes of the Northwest? _____
 a. Crow, Pawnee, Sioux b. Seminoles, Choctaws, Creeks
 c. Chinook, Haida, Hupa
- 1.031** The diet of the Eskimos included what? _____
 a. taro, breadfruit, pigs b. corn, beans, deer
 c. seal, caribou, berries
- 1.032** Which of the following were tribes of the South? _____
 a. Chinook, Haida, Yurok b. Natchez, Cherokees, Creeks
 c. Mohawk, Delaware, Seneca

Complete these statements (each answer, 3 points).

1.033 The most important animal for the Indians of the plains was the _____ .

1.034 The people of _____ came there from Tahiti and the Marquesas Islands.

1.035 The tribes of California were forced into missions by the _____ people.

1.036 Northwestern tribes would give away great amounts of goods and wealth at _____ ceremonies.

1.037 Archaeologists believe Native Americans got to America from Asia by crossing the _____ .

1.038 Eskimo means "eater of _____ ."

58

72

SCORE _____

TEACHER _____

initials

date





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