

The First Americans

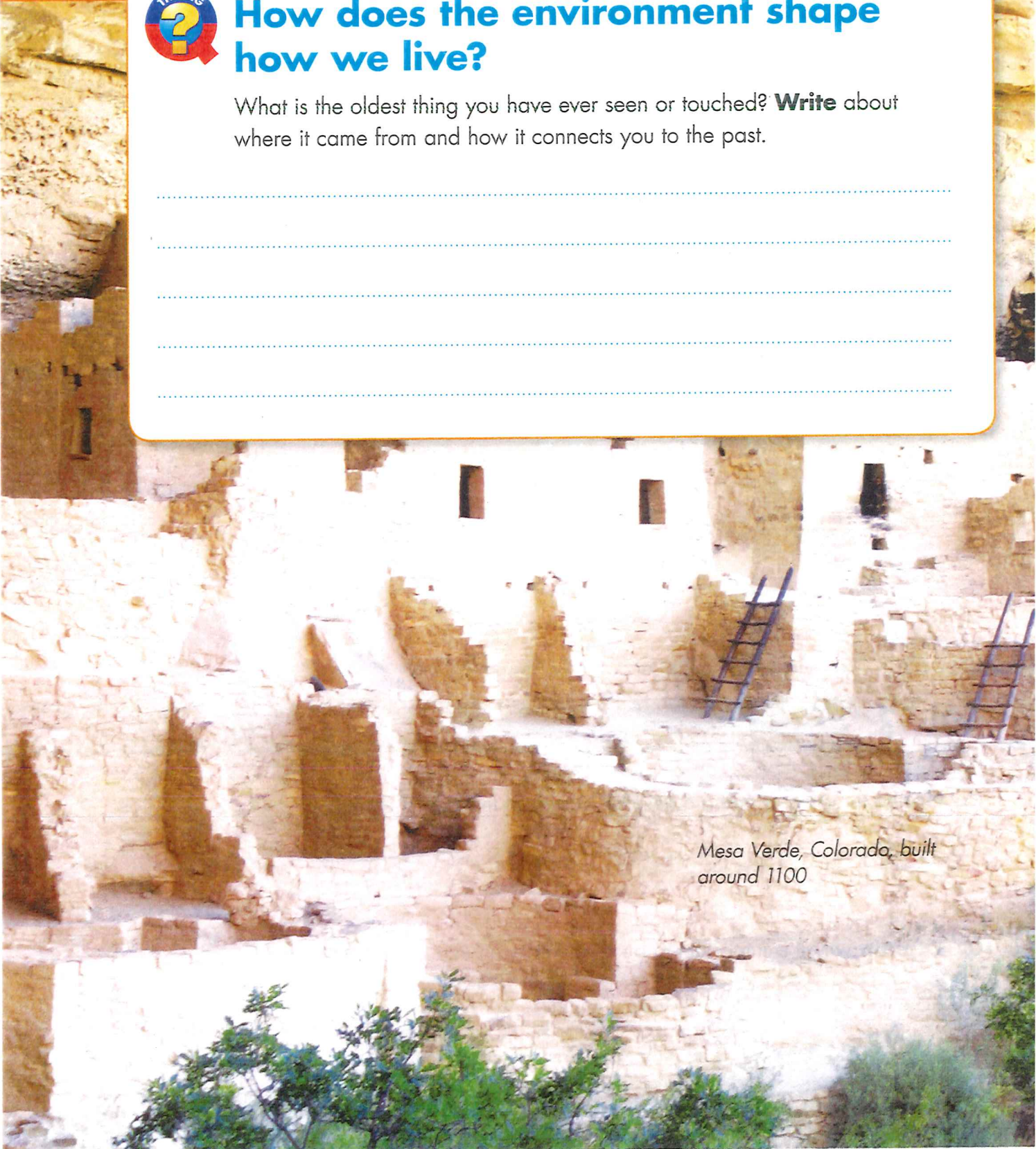
my Story Spark



How does the environment shape how we live?

What is the oldest thing you have ever seen or touched? **Write** about where it came from and how it connects you to the past.

*Mesa Verde, Colorado, built
around 1100*



- Lesson 1** Ancient American Civilizations
- Lesson 2** Adapting to Different Places
- Lesson 3** Native American Cultures

Ancient Farmers

Builders in Stone

myStory Video

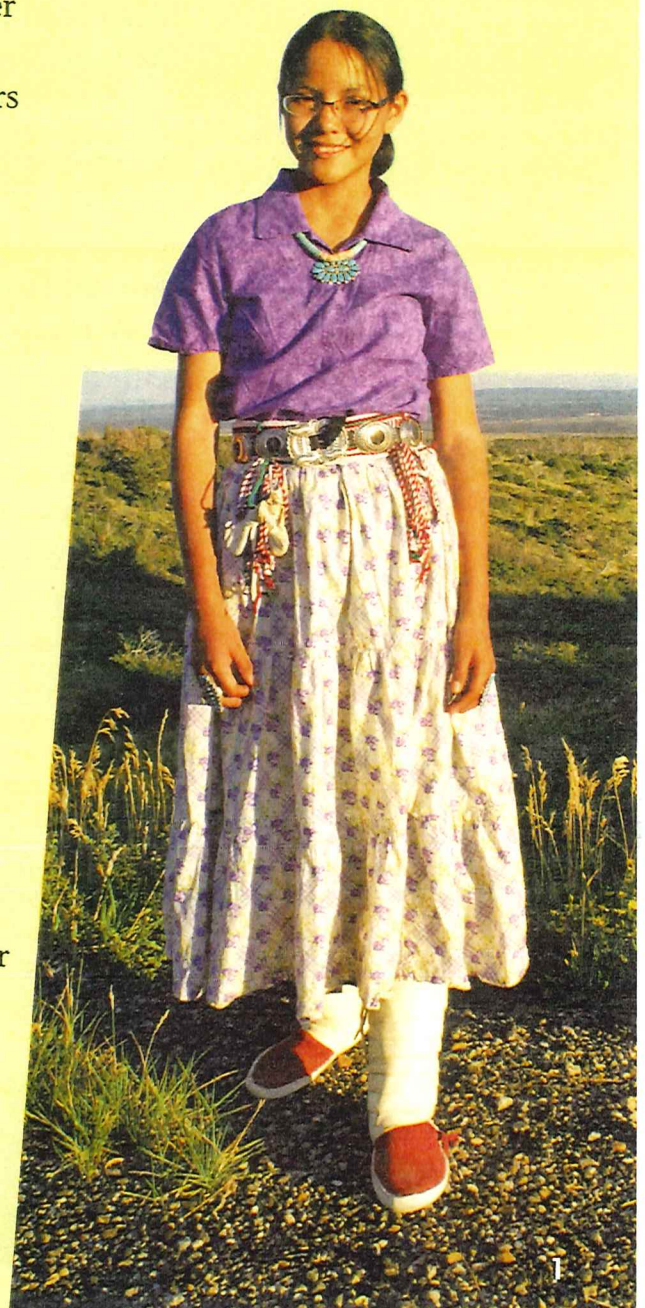
Today is a special day for December! She is visiting Mesa Verde National Park for the first time. December is a member of the Navajo Nation in Gallup, New Mexico. She is also part Zuni. Her home is a few hours south of this fascinating 52,000-acre park.

At Mesa Verde more than 600 cliff dwellings tell the story of the Ancient Puebloan, or Anasazi (ah nuh SAH zee), people. Hundreds of years ago, these ancient farmers created communities in the cliffs. Some archaeologists (people who study the way ancient people lived) believe the cliff dwellings were built for protection. Others think they let the native people escape the heat in the area.

Ranger Linda, December's park ranger for the day, explains that the people used natural resources to live. "Food, water, shelter. It's as simple as that. The Ancient Puebloans farmed corn, beans, and squash on the top of these mesas. They created reservoirs to store water. They made shelters in these cliffs."

Mesa Verde is located in southwestern Colorado. This mountainous region ranges in elevation from 6,100 to 8,500 feet. It's believed that more rain fell here than nearby places, giving ancient farmers water for their crops and a good place to live.

December is wearing traditional clothing and jewelry of the Navajo people.





Ancient Puebloans dug pithouses such as this for shelter on the mesas. This was before they moved into cliff dwellings.



Ancient Puebloans used these stones to grind corn to make flour. The large stone is called a *metate*. The smaller one is called a *mano*.

Still, keeping families warm, safe, and dry was challenging. The people had to make shelters. In the earliest times, starting in about A.D. 550, families lived in pithouses. Pithouses were deep pits, dug into the ground, with walls of wood and mud. As time went on, the communities outgrew the pithouses. By A.D. 750, the Ancient Puebloans were building pueblos. The pueblos were above-ground buildings made mostly of stone.

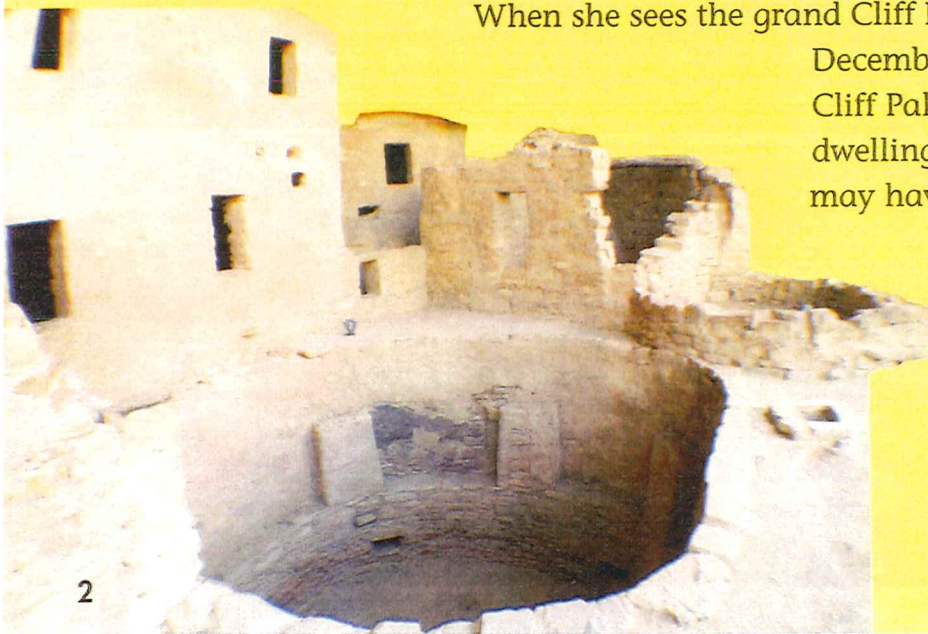
Many of the pithouses became kivas. "The kivas were like ceremonial living rooms with fire pits and brick walls," explains Ranger Linda. "Families would gather here and celebrate."

Archeologists think that by A.D. 1100 the people had moved to cliff dwellings. These stone towns featured storage space, work areas for preparing food and clothing, fire pits for cooking, and kivas for special celebrations.

"Wow, it's so peaceful here. I can understand why they chose this area to live. Life must have been very hard, though," whispers December. The soft-spoken young lady is in awe. Realizing her ancestors lived here is remarkable to imagine. When she sees the grand Cliff Palace for the first time,

December says, "That is way cool!" Cliff Palace is Mesa Verde's largest cliff dwelling. She now has a sense of how life may have been for the ancient people.

Mesa Verde contains many kivas. Ancient Puebloan families would build fires in the kivas and hold celebrations there.





December and Ranger Linda explore a path between two low stone walls.



Ancient Puebloans painted pictures like these on the walls of many cliff dwellings.

“How did they communicate?” asks December.

Ranger Linda and December have stopped to look at some strange and beautiful drawings and carvings on the canyon’s stone wall.

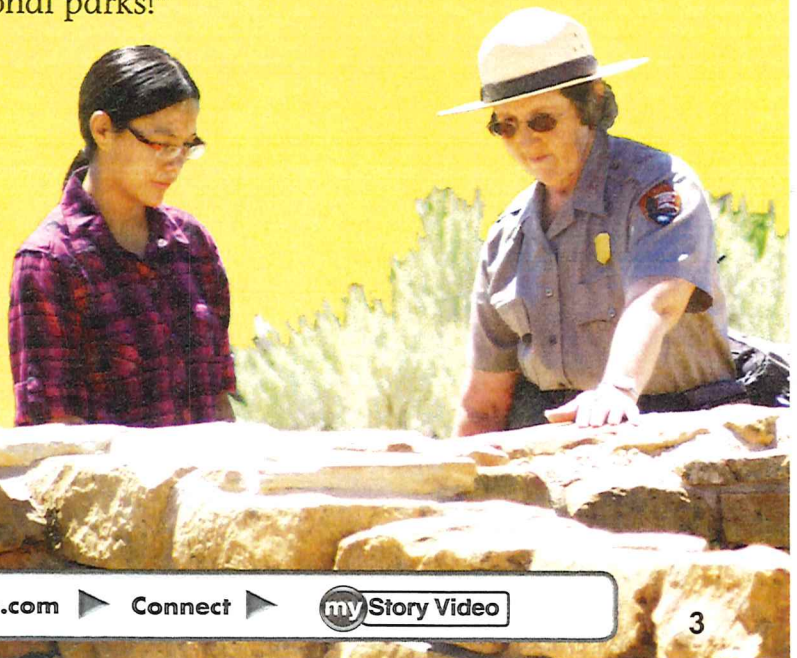
“Petroglyphs are found pecked into walls and pictographs are found painted on the walls,” answers Ranger Linda. “We know they communicated and told stories this way but what they say for sure may never be known.”

If the language of these ancient farmers is a mystery, the reason they left the ancient pueblos is also hard to explain. Some archeologists think a long drought caused the communities to break up. Others think the land was over-farmed. Whatever the reason, much about the pueblos of Mesa Verde National Park remains a mystery today.

December learned so much on her tour that she became a Junior Park Ranger. Ranger Linda led her through the pledge and awarded her a badge. “I’m coming back again soon,” December vows. “And I promise to take care of all national parks!”

December and Ranger Linda discuss when this ancient stone wall may have been built.

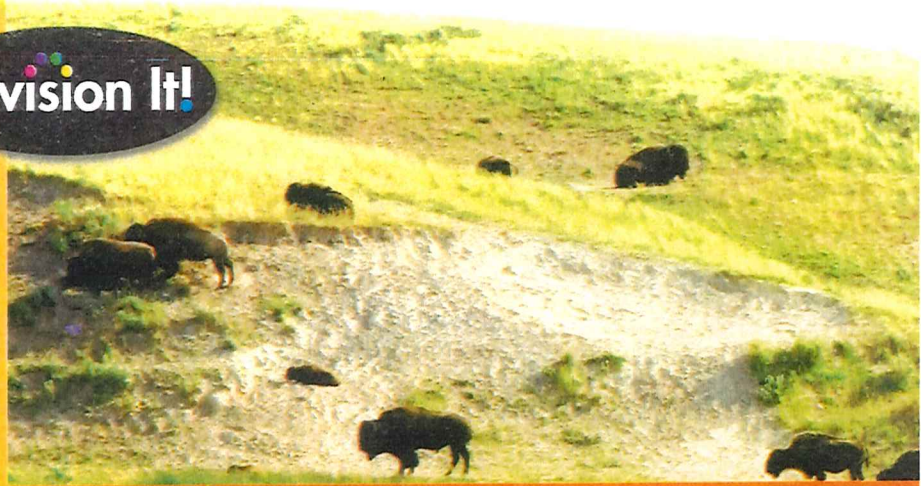
Think About It Based on this story, how do you think the land and climate affected the way the Ancient Puebloans lived? As you read the chapter ahead, think of the ways in which the environment shapes people, and the ways people shape their environment.



Lesson 1

Envision It!

Ancient American Civilizations



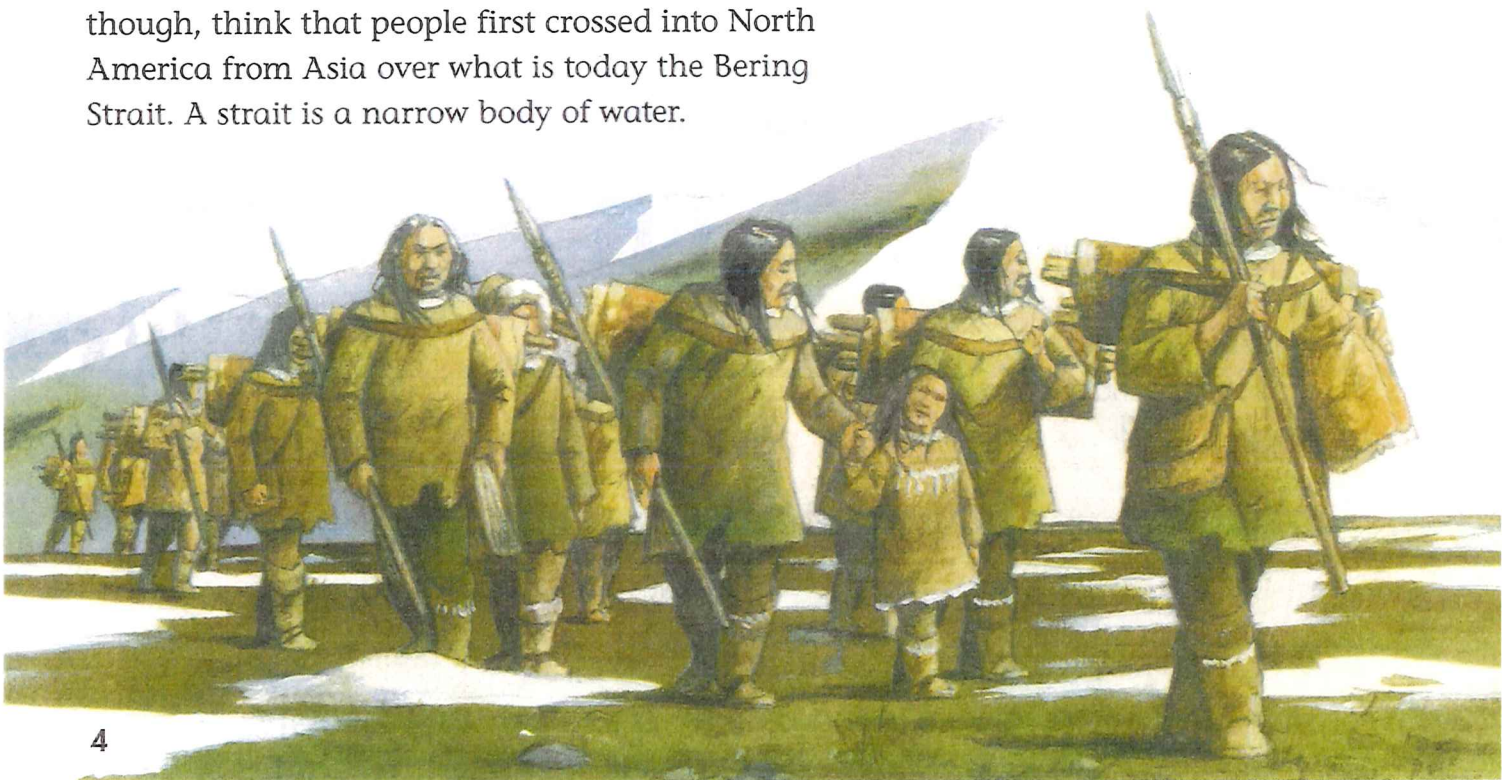
This photograph shows an environment similar to what ancient people settled thousands of years ago.

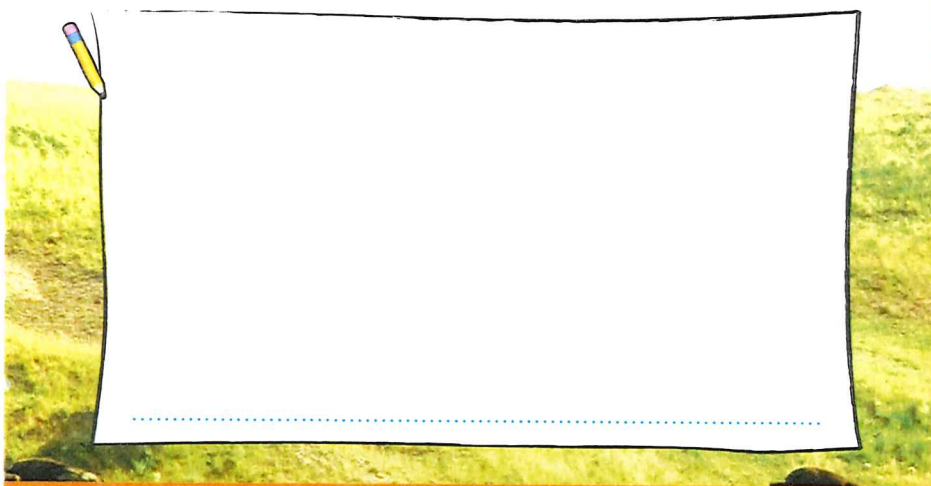
People have not always lived on the continents of North and South America. Scientists say that about 15,000 years ago, people began traveling here from Asia. Many Native Americans have different ideas about how people first came to live on these continents. The Tlingit (TLIHN ket) people, for example, tell how a character called Raven created people and animals in the area of the Pacific Northwest. Other Native American groups tell different stories.

People Arrive in the Americas

Some scientists and historians think that people first came to North and South America by boat. These first people may have sailed across the Atlantic or Pacific Ocean. Most experts, though, think that people first crossed into North America from Asia over what is today the Bering Strait. A strait is a narrow body of water.

In search of food, ancient people followed animals into North America.





I will know that ancient people migrated to and settled the Americas.

Vocabulary

migrate	agriculture
culture	civilization
hunter-gatherer	irrigation

Draw what you think an ancient dwelling would look like in this environment. Write a caption for your drawing.

Thousands of years ago, temperatures were much colder than today. Much of the world's water formed thick sheets of ice on land. This made the seas shallower.

As a result, the Bering Strait was not a strait at all. It was a dry bridge of land that people today call Beringia. Experts think that the first Americans may have been hunters who tracked animals across this land bridge. In this way, people were able to **migrate**, or travel, from Asia to North America.

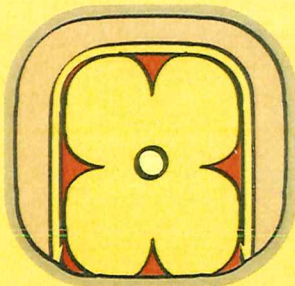
Once in North America, people continued to migrate. Over time, hunters chased animals south and east across North America, looking for food to feed their families and groups. People also moved into Central America and then into South America. In this way, humans settled most areas of the two continents.

1. **Circle** the most southern area where early Americans migrated after they arrived in North and South America.

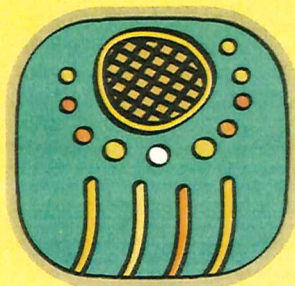


As part of their writing, Mayas drew pictures that stood for words and ideas.

sun



water



snake



Learning to Use the Land

Settling the Americas took thousands of years. As people pushed slowly into new areas, they faced new challenges. In some places, there were high mountains. In other places, there were deep forests or vast grasslands. Some people lived near large bodies of water, such as sea coasts, rivers, or lakes. Others lived in dry, hot deserts.

Wherever they settled, people developed special ways of living. They used the materials they found to build shelters. They made clothing to protect against the conditions they faced. As a result, in different areas, people dressed and behaved differently. Their dwellings looked different from those in other areas. They even developed different languages.

As people learned to survive in the different lands where they lived, their cultures changed, too. A **culture** is a set of beliefs and way of life that is special to a certain group. Historians think that the people who first came to the Americas were **hunter-gatherers**. Instead of staying in one place, they traveled to hunt and gather food. They hunted wild animals, fished, and caught insects. They also gathered food from wild plants, including fruits, seeds, and roots.

Around 10,000 years ago, people in what is now Mexico in the southern part of North America took a big step. They began to practice **agriculture**, which means they planted and raised their own food. Native peoples planted corn, beans, sweet potatoes, and other crops. Agriculture allowed people to stay in one place year-round. Larger, permanent settlements began to appear.

The Mayan and Aztec Worlds

Growing settlements needed rules for living together and making decisions that affected everyone. So, they formed governments. They developed religions and systems for learning and passing on knowledge. Cultures with these complex ways of life are called **civilizations**.

2. **Draw** your own picture to represent a word such as *cloud* or *river* or an idea such as *peace*.

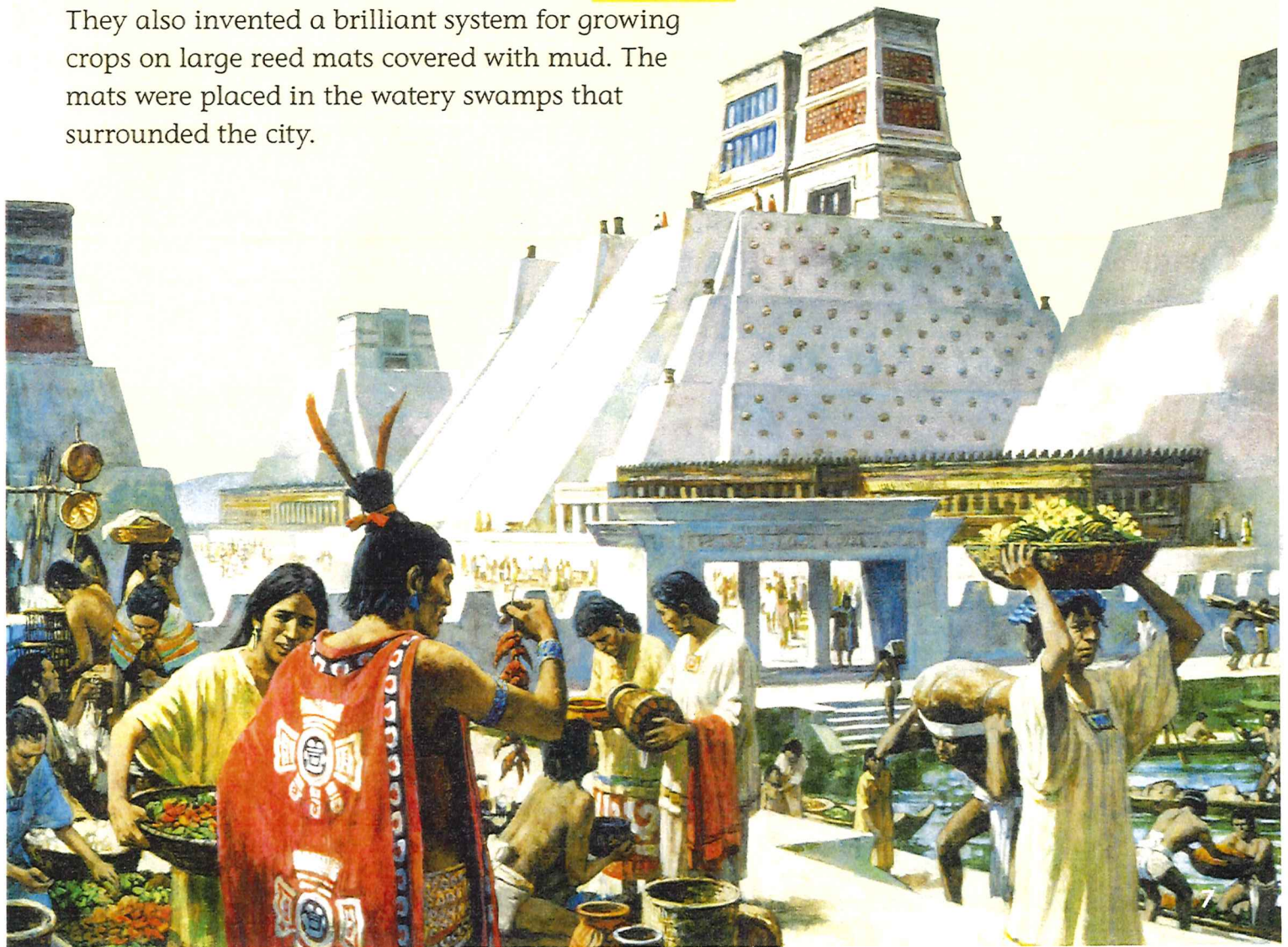
The Mayan civilization rose about 4,000 years ago in what we now call Central America. It reached its peak between A.D. 300 and 900. The Mayas created systems for writing and for doing advanced math. They watched the skies carefully. Then they charted movements of the sun, moon, and stars. The charts helped them create a highly accurate calendar.

By A.D. 1200, the Mayan civilization was fading. Around the same time, another great civilization arose in Central America. This was the Aztec civilization. The Aztecs are also known as the Mexica (meh SHEE kah). They controlled an area from southern Mexico through Central America.

The heart of the Aztec world was the city of Tenochtitlan (te nahk TEE tlahn), located where Mexico City stands today. As many as 300,000 people lived there. Government leaders in the capital ruled over millions of other people throughout the area who were not Aztecs.

The Aztecs were skilled farmers. They built systems for bringing water to dry fields. This is called **irrigation**. They also invented a brilliant system for growing crops on large reed mats covered with mud. The mats were placed in the watery swamps that surrounded the city.

3. Tenochtitlan, the Aztec capital city, was a center for business and religion. **Circle** parts of the picture that show trade taking place.



Other North American Cultures

Elsewhere in North America, other native cultures emerged. One example is the Inuit (IN oo iht). This culture began 2,500 years ago in the frozen far north. Inuit ways centered on the struggle to live in a harsh place. For example, the Inuit developed the kayak, a kind of small watertight canoe. Kayaks are ideal for hunting whales, seals, and other sea animals. The Inuit also built winter homes out of blocks of snow.

Far to the south, the Mound Builders developed a civilization some 3,000 years ago. This culture spread across a wide area around the Mississippi River. The Mound Builders were known for their huge earthen structures. Some mounds served as graves. Others were sites for religious ceremonies. Building these mounds took skill and organization. The Mound Builders were also active traders. They set up a large network in which goods from all over North America were actively traded.

The Ancient Puebloan or Anasazi (ah nuh SAH zee) culture first appeared about 2,000 years ago. Its people lived in the area where the states of Utah, Colorado, Arizona, and New Mexico now meet. The Ancient Puebloans were farmers, growing corn, beans, and squash. They used irrigation to water their crops in the dry land. They also made beautiful painted pottery.

The Ancient Puebloans were skillful builders, too. On the flat tops of high hills, called mesas, they built large apartment-style houses. Then, around A.D. 1100, they began to build dwellings under the shelter of cliffs. Mesa Verde in Colorado is an example.

4. **Write** one benefit and one challenge about living in a cliff dwelling.

Some cliff dwellings at Mesa Verde were villages with multi-story buildings.




Sometime around A.D. 1300, the Ancient Puebloans abandoned the cliff dwellings. Scattering, some of them became part of the Pueblo people, a culture that still thrives in the American Southwest today.

5.  **Compare and Contrast** Fill in the chart contrasting the structures built by three different native peoples.

Native American Structures

Inuits	Mound Builders	Ancient Puebloans


Got it?

6.  **Compare and Contrast** Explain several differences between a hunter-gatherer culture and one that practices agriculture.

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7.  You are hiking with your parents to explore an Ancient Puebloan ruin where you find artifacts (but leave them there!). **Write** about the feeling of seeing something that may be hundreds of years old.

my Story Ideas

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-  **Stop!** I need help with
-  **Wait!** I have a question about
-  **Go!** Now I know

Work in Teams

When Native Americans hunted for food, they often worked in groups, or teams. They understood that one person acting alone might have less success. Working together, they could accomplish much more.

Working as a team involves finding ways to use everyone's skills and abilities. When you work in a team, you hear ideas you might not have thought of yourself. You learn ways of solving problems that you might not have tried.

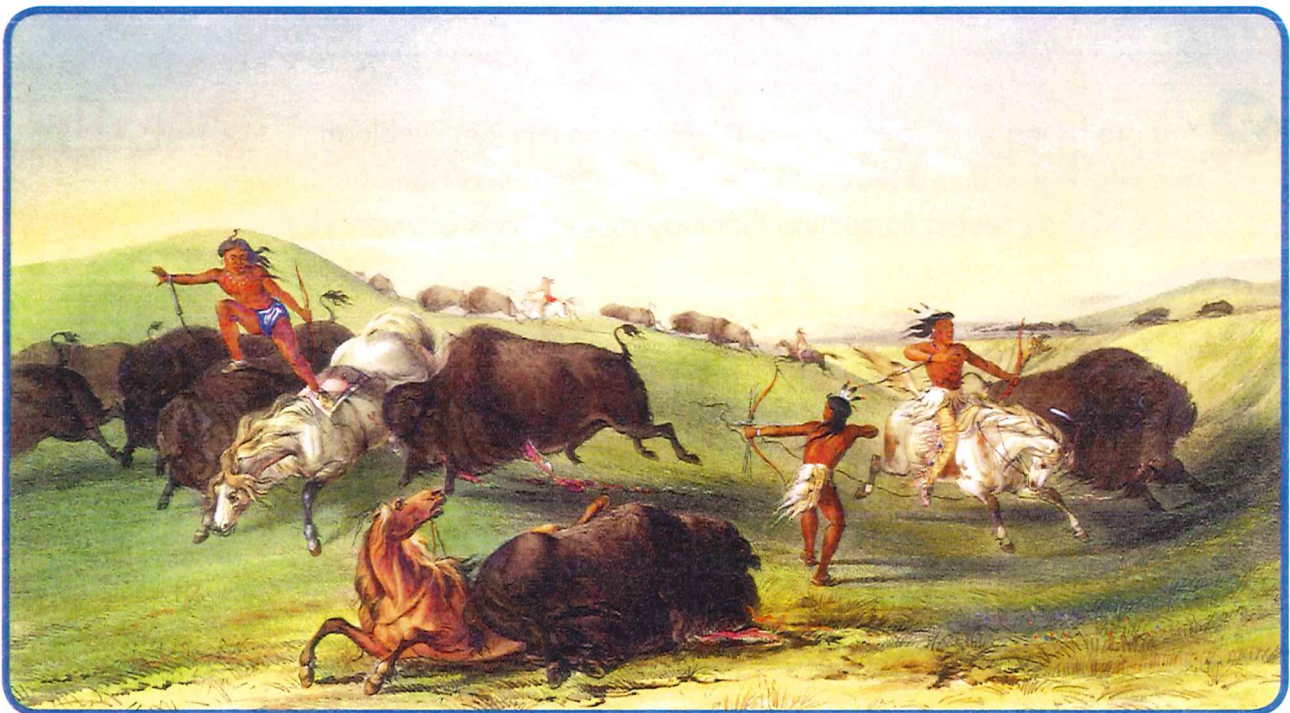
Working as a team is not easy. To do it, follow these key steps: **Identify the tasks.** Break the assignment down into separate tasks that team members can handle.

Assign roles. Think of the skills each team member has and decide who should get to handle each task.

Involve everyone. Make sure everyone takes part. Each person's job should be necessary to the success of the group.

Get help. Part of working in a team is learning to solve problems together. However, if you face challenges that keep your team from doing its work, ask for help.

A Native American team works together to hunt buffaloes and feed their families.



Learning Objective

I will know how to work in a team.

Try it!

Suppose that you need to prepare a report on a Native American group. The report must include an oral and a visual presentation. You have been assigned to a group of four students to complete this project.

1. Start by figuring out the tasks that the team needs to do. What jobs need to be accomplished to complete the entire assignment?

2. Once you know the tasks to complete, you can assign roles for carrying out the tasks. How can you make sure team members are all involved and a good fit for their job?

3. What can you do if you have concerns about the way the team is working to get the job done?

4. **Apply** Remind yourself that success depends equally on each member. **Explain** why good team work is necessary for your success.

Lesson 2

Envision It!

Adapting to Different Places



This scene shows what a Native American village with longhouses might have looked like long ago.

1. To make a canoe, the Powhatans burned a large log and then dug out the charred wood. **Write** two ways this canoe shows how the Powhatan people used the resources that were around them.



No one knows how many people lived in North America 600 years ago. There may have been 10 or 15 million, or even more. People lived in camps, villages, and towns all across the continent. Many of them traveled long distances to hunt, trade, and make war. The land they lived in shaped the way they lived. In turn, they shaped the land.

The Native Americans of North America

There were hundreds of Native American groups in North America. Native peoples differed because the places in which they lived were different. Each group invented tools and developed skills suitable to the land around them. They learned to **adapt**, or change, to survive in the conditions they faced. For example, the Powhatans (pou HAT unz) lived in what is now Virginia. Streams and rivers run through the woods there. To travel by water, the Powhatans learned to build canoes using large trees. They made sharp tools for carving out canoes from animal bones and stones. They depended on the rivers for food, too, and made traps, nets, and other tools to catch fish.

While each Native American group was different, people in the same areas often shared ways of doing things. Experts call these culture areas. Within each culture area, people lived under similar conditions.



I will know that Native American groups adapted to their environments.

Vocabulary

adapt

bison

economy

List ways in which the people used natural resources for their homes and clothing. Circle examples in the picture.

For this reason, people from the same culture areas often had similar cultures. For example, Native Americans from the Great Plains lived on the grasslands that cover the middle part of North America. Many of them depended on the bison, or buffalo, to meet their needs. The **bison** was a large animal that once roamed the plains by the millions.

2. **Circle** a Native American group that lived near the Cherokees and was part of the same culture area. **Draw** a box around a group that lived near the Yokuts.



Native American Economies

The bison was key to the economy of many Plains peoples, such as the Cheyennes (shye ANZ) and Lakota. An **economy** is the system by which a group makes, shares, and uses goods. While some people farmed on the plains, life for many Native Americans there depended on bison. The animals supplied food, fuel, clothing, and coverings for tepees. People moved often, following bison herds across the plains.

Native Americans of the Northern Woodlands, such as the Iroquois, often combined farming with hunting and gathering. Their housing styles varied. Two examples are longhouses and wigwams that were made from small trees, animal skins, and bark.

In the Pacific Northwest, peoples such as the Makah and Nootka depended on the sea. They were experts at catching fish, whales, and seals. These animals provided food, tools, and clothing. Everything the people in this area needed was nearby.

3. This painting shows a camp with tepees near the Great Lakes. **Write** how the people in the painting used the resources listed below.

water

animal hides

trees

plants



As a result, they often lived in settled villages for at least part of the year. Using wood from the forests, they built sturdy wooden houses. They also used wood to carve impressive totem poles that displayed symbols of the natural world.

Hunting and gathering were central to many groups living in the Southwest near what is now California and Nevada, such as the Cahuilla (kuh WEE uh). Often, food was hard to find. Some groups traveled long distances to search for wild plants and animals. During the winters, they built homes partly underground. When they traveled, they often built simple shelters made of brush. That way, they could move quickly from one temporary home to another.

The Southwest area that is now Arizona and New Mexico is a dry land. Its resources, including water and trees, are often scarce. The Pueblo people of this area grew much of their food, including squash, corn, and beans. They also grew cotton to make into clothing.

Farming was also the main activity for the Cherokees and other groups in the Southeast. Native farmers planted corn, beans, and squash. After picking the foods, they dried and burned the remaining stalks and leaves. This added nutrients to the soil. People in this area were also expert hunters. They ate the meat of the animals they caught and made tools from the bones.

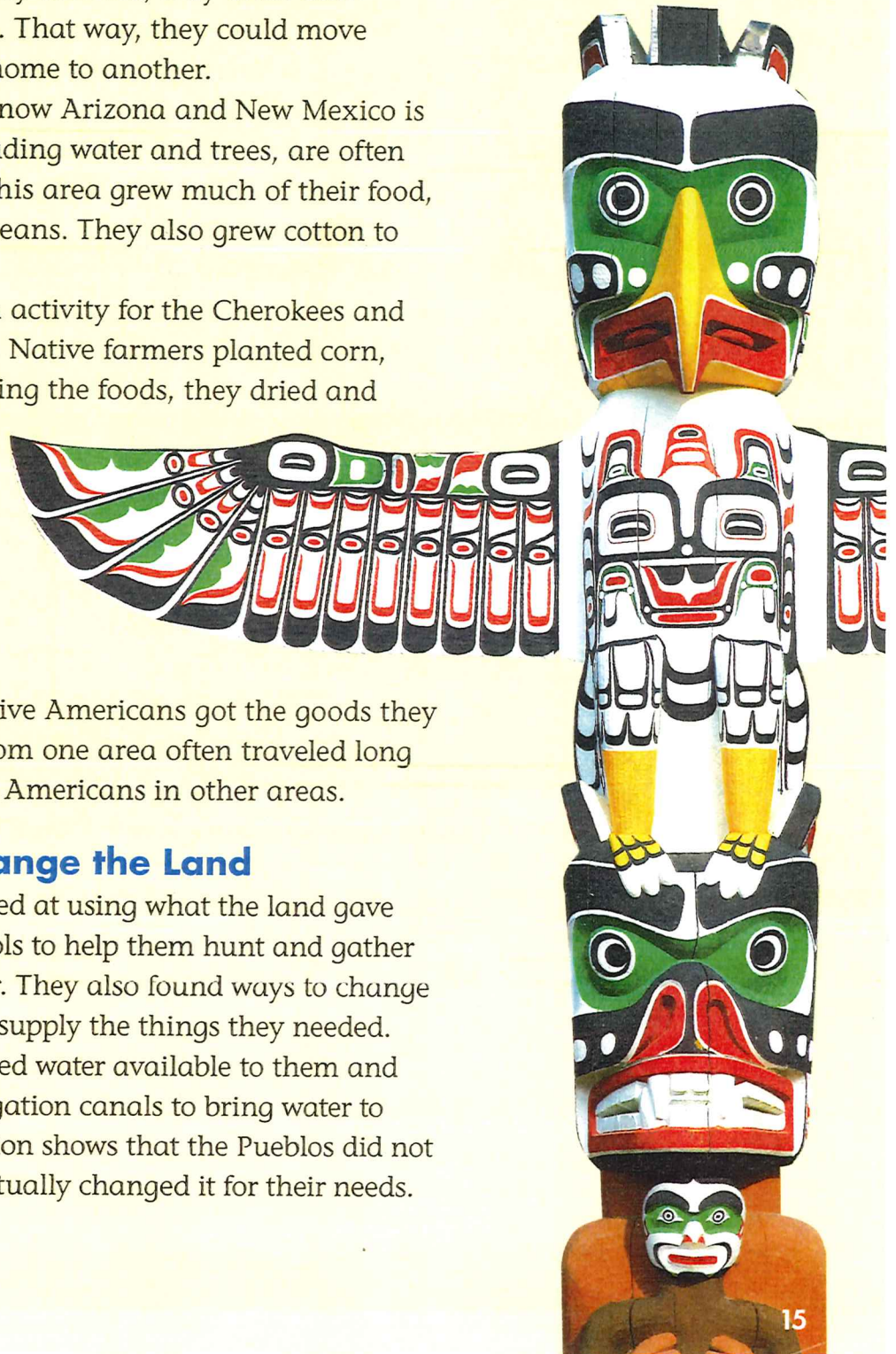
Trade was another way Native Americans got the goods they needed and wanted. People from one area often traveled long distances to trade with Native Americans in other areas.

Native Americans Change the Land

Native Americans were skilled at using what the land gave them. They made and used tools to help them hunt and gather food or to make farming easier. They also found ways to change the land so that it could better supply the things they needed.

The Pueblo people had limited water available to them and used it carefully. They dug irrigation canals to bring water to their crops. Their use of irrigation shows that the Pueblos did not just adapt to the land. They actually changed it for their needs.

4. The Makah in the Pacific Northwest carved totem poles from huge trees found there. **Circle** the parts of the pole that symbolize birds.





Some Native Americans used fire to change the land to help improve hunting or get rid of pests.

Another way Native Americans changed the land was by setting fires in forests or grasslands. The fires helped in many ways. In California, native peoples burned shrubs to help grow grasses that attracted deer and other animals. In the Southeast, burning forest underbrush also made deer hunting easier. Other groups used fire to get rid of pests. Some experts think that these fires forever changed the types of plants that grow in many parts of North America.

In Florida, the Calusa people actually made some of the land on which they lived. Mound Key, an island, is thought to have been the site of the main Calusa town. The island itself is a mound of shells collected by the Calusas!

Changing Ways of Life

Native Americans changed not only the land, but their own ways of living. Groups that were successful farmers could stay in one place for long periods of time. They developed permanent types of homes. An example is the large longhouse built by the Iroquois in the Northern Woodlands.

Native Americans on the Plains changed their way of life dramatically, too, in the 1500s. That was when they first traded with Spanish explorers for horses. The Plains people became expert at using horses for hunting and in warfare. They gave up being farmers and kept on the move. This new means of transportation greatly changed their lives.

5. For each culture area, **write** one major activity that made up the economy of the native peoples who lived there.

Culture Areas and Their Economies	
Plains	Depended on bison
Northern Woodlands	Both farming and hunting-gathering
Pacific Northwest	
Southeast	
Southwest	

Lesson 3

Envision It!

Native American Cultures



Native Americans today still teach their children important adult skills, such as weaving and planting.

The lives of Native Americans included much more than gathering food and making shelters. Like people everywhere, they had families, friends, and ways of learning. They told stories, played games, and created music and art. Native Americans had deep religious beliefs and practices, and formed complex governments. In other words, they had rich and varied cultures.

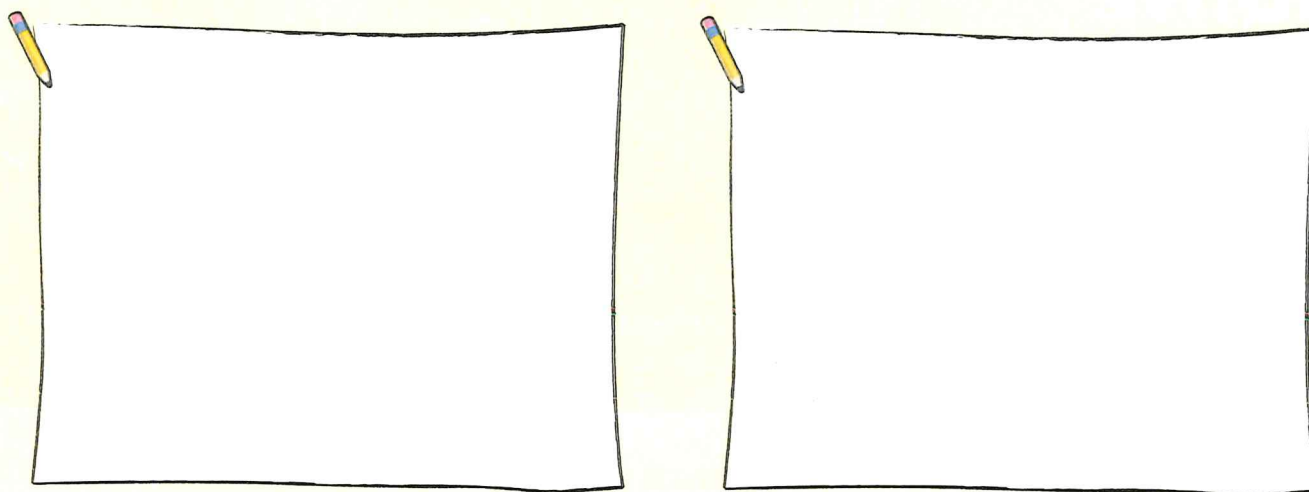
What Is Culture?

Culture is the way of life of a group of people. It includes their art, rules, beliefs, and history. Culture is what people learn from their community.

Tlingit (TUHN ket) dancers at a modern-day potlatch (PAHT lach) in Alaska wear traditional clothing and perform stories of their people.



6.  **Compare and Contrast Draw** pictures to contrast the foods eaten by Native Americans who were hunter-gatherers with those eaten by native peoples who were farmers.



Got it?


7.  **Compare and Contrast Contrast** the type of housing used by Native Americans who moved around frequently with that used by peoples who stayed in one place.

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8.  You are hiking with your parents in the Southwest. You notice how hot and dry the land is. **Write** about how the land might have been challenging to ancient people in the area.

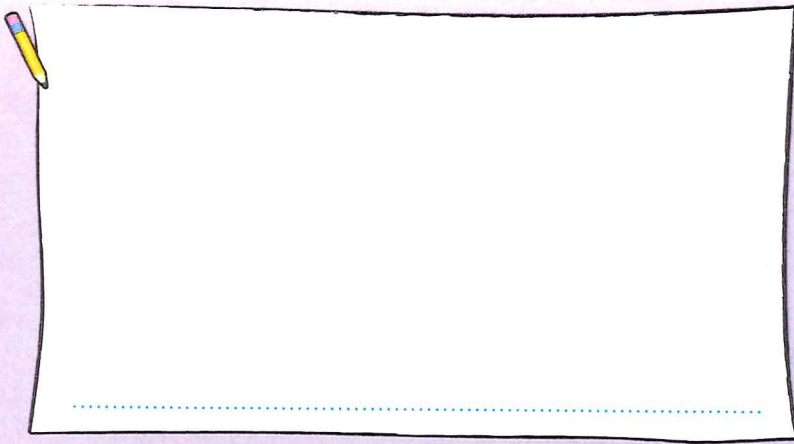
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-  **Stop!** I need help with
-  **Wait!** I have a question about
-  **Go!** Now I know



Draw a picture of a skill you will need to learn to become an adult in your culture. Explain why the skill is necessary.



I will know that cultures varied widely among Native American peoples.

Vocabulary

nomad

ancestor

government

council

league

One part of culture is the way people work. The tools and skills one group uses set it apart from other groups. For example, the Cherokees' practice of farming in the Southeast had little in common with the bison-hunting of the Blackfoot people in the Plains.

Native American cultures differed in many other ways as well. People from different groups spoke different languages and practiced different arts and crafts.

Clothing and hairstyles are other features of culture. Feathered headdresses, such as the one pictured here, were used by some Native Americans. Some peoples wore some version of the Mohawk hairstyle, where stiff hair stood on end down the middle of the scalp.

Different cultures have their own celebrations. Groups in the Northwest held great feasts called potlatches. At these events, hosts showered guests with food and gifts. The event was a way of showing off a person's wealth and rank in the community.

Sioux chief Hollow Horn Bear wears a feathered headdress.



1. **Identify** three different characteristics that can define a culture.

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Daily Life for Native Americans

In general, Native American men and women had clear roles. Both roles were vital to a group's survival.

Women played the central role in gathering and preparing food. If there were farm fields or gardens, women were responsible for them. They also gathered wild foods, such as nuts and berries. After a successful hunt, the women butchered the bison or cleaned the fish.

Women were also in charge of family and home life. A key task was caring for children. In addition, women made clothing and other household goods. On the Plains in the north-central part of the United States, this task included preparing and sewing bison skins. In the Pacific Northwest, a woman might make clothes using cedar bark. For **nomads**, who moved often to search for food, household work meant moving the house, too. Plains women, for example, took down the tepees and put them up in the new camping place.

Native American men did the hunting and fishing for their village and family. While women usually tended crops, men handled some key agricultural tasks. For example, they helped clear fields for planting.

Men's work also included protecting the community when different groups came into conflict over land. Men also traveled from the village on trading missions.

This Zuni storyteller is passing on history and traditions to children in his village.

2.  **Compare and Contrast** List two roles that women played in feeding their families.
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-
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List two roles that men played in feeding their families.

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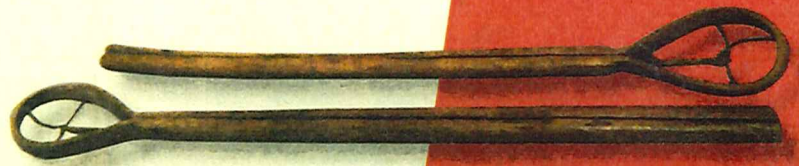
Children's Roles

Native Americans treasured children and believed they had a special connection to the spirit world. Young children were watched carefully by their parents and the whole village. They stayed close to their mothers to be fed and protected. They helped mothers in their work.

Childhood, however, was short. Children became adults in their early teenage years. Boys and girls began training early to learn the roles of men and women. Boys had to prove themselves in difficult tests, such as spending time alone in the wilderness. Girls also learned wilderness skills, such as how to gather food. Both boys and girls learned from storytellers, who passed on the group's traditions.

Of course, both Native American children and adults also had fun! Some groups held celebrations to mark key events in a child's life, such as the first fish caught. Children also played many games, some of which taught skills they would need. For example, the people of the Northern Woodlands played a form of lacrosse. Playing the game prepared young men to be hunters and warriors.

- 3. Fill in** the chart with details about the roles of Native American men, women, and children.



Playing lacrosse with equipment such as these sticks helped Native Americans learn key life skills.

Roles of Native American Family Members

Women	Men	Children
	Men hunted and did some farm chores. They protected the village and went on trade missions.	



A Sioux chief speaks to the group's council and family members to help make a decision.

Native American Leaders and Rules

Most Native Americans believed that individuals were responsible for acting properly and making good choices. They also developed systems for making rules and decisions to help guide the group. That is, they developed systems of **government**.

A group's government usually fit its way of life. For example, nomads often traveled in small family units. The top male, who was often the father, served as leader. Other family members could challenge the leader's decisions.

Settled groups had more formal systems of government. Often, they had a decision-making body called a **council**. A council might be made up of leaders from the group's main families. Councils often followed a single leader, or chief. A chief worked with the other leaders; he did not rule the group like a king. The chief's power was sometimes passed down in a family. At other times, it was given to those who did great deeds. Some groups had separate chiefs for wartime and peacetime.



In the Southwest, a Pueblo town's government was led by its religious leader. This person had the power to give other villagers important jobs, such as governor or war chief. In turn, the people in these positions took advice from a council. This council was made up of men who had served as leaders at other times.

Governments of Large Nations

Small groups often combined with other groups to form large nations. Sometimes the groups were forced to join the larger nation. The Powhatans are an example. They included many groups controlled by a single, powerful chief.

In what is today New York state, five different nations joined forces to form a league. A **league** is a group whose members share the same goals. The members of the League of the Iroquois (EAR uh kwoy) called themselves the People of the Longhouse, or Haudenosaunee (haw duh noh SAW nee).

The League of the Iroquois had clear rules to make sure the members worked together in peace. A 50-person council of men made the League's decisions. The council members were chosen by leading women from each member group. These women could also remove and replace council members. All League decisions needed the consent of all five groups.

4. **Fill in** the graphic organizer with the rules of the council of the Iroquois. **List** the roles of men and women in the government.

The Government of the League of the Iroquois

How the Council Worked

- Included representatives from all five groups

Role of Men

- Discussed problems and made decisions

Role of Women

- Chose council members



In the Southwest, a Pueblo town's government was led by its religious leader. This person had the power to give other villagers important jobs, such as governor or war chief. In turn, the people in these positions took advice from a council. This council was made up of men who had served as leaders at other times.

Governments of Large Nations

Small groups often combined with other groups to form large nations. Sometimes the groups were forced to join the larger nation. The Powhatans are an example. They included many groups controlled by a single, powerful chief.

In what is today New York state, five different nations joined forces to form a league. A **league** is a group whose members share the same goals. The members of the League of the Iroquois (EAR uh kwoy) called themselves the People of the Longhouse, or Haudenosaunee (haw duh noh SAW nee).

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Native American Religion

Most Native Americans were deeply religious. They still are today. Many Native Americans in the past worshipped a god or gods. For example, some groups believed the sun was a god who brings warmth and light.

In many groups, people believed that animals and the earth had spirits. It was important to seek their help and favor. For example, hunters might ask permission from the spirits before killing animals or catching fish. Southeast and Northern Woodlands peoples held religious festivals to celebrate the harvest. They danced, sang, and prayed. The celebrations were a time for people to give thanks and make themselves worthy of the land's gifts.

In the Southwest, Pueblo people, such as the Hopi, sought help and advice from kachinas (kuh CHEE nuhs). These are spirits that represent natural forces, such as wind and storms, or ancestors. An **ancestor** is a relative who lived in the past. Pueblo artists carved beautiful kachina dolls. These helped children learn the important traditions and beliefs of the group. For some group celebrations, dancers dressed as kachinas. They performed special dances meant to call forth the kachinas into the presence of the group. Such dances are still held today.

The Jemez, a Pueblo group in the Southwest, performed a Green Corn Dance at harvest time.



Many Native American groups had religious leaders called shamans. People believed shamans had special knowledge or skills, such as the ability to heal the sick or to communicate with the gods. In some groups, shamans were men; in others, both men and women held the role.

This kachina doll represents one of the Hopi people's gods.



5. **Explain** how kachina dolls were important to Pueblo culture.

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Got it?

6. **Compare and Contrast Explain** some of the similarities and differences among Native American governments.

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7. **Write** You visit a pueblo to learn more about the links between past and present Puebloan cultures. **Write** a list of things you would like to learn to see how today's Pueblo culture is like ancient Puebloan life.

my Story Ideas

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Stop! I need help with

Wait! I have a question about

Go! Now I know

Lesson 1



Ancient American Civilizations

- Scientists think the first humans came to the Americas thousands of years ago, crossing from Asia to North America.
- As they migrated, these early Americans formed different cultures.
- Civilizations included the Mayas and Aztecs.

Lesson 2



Adapting to Different Places

- By the late 1400s, hundreds of Native American groups existed in North America.
- Native Americans learned ways of adapting to the land.
- They also adapted the land to meet their needs.

Lesson 3



Native American Cultures

- Among Native Americans, many different cultures emerged.
- Daily life featured clear roles for men, women, and children.
- Native American groups developed religions and formed governments to serve their needs.

Lesson 1

Ancient American Civilizations

1. According to most experts, in what way did people first come to the Americas?

2. What is one reason people who settled different parts of North and South America developed different cultures?

3. **Put** the letter of each culture next to one of its key characteristics.

a. Inuits

b. Mound Builders

c. Ancient Puebloans

..... learned to farm in a dry climate

..... developed kayaks for hunting in icy waters

..... built huge earthen structures

Lesson 2

Adapting to Different Places

4. What were two types of economies found among different Native American groups?

5. What was the most important resource for people of the Plains?

6. **Complete** the sentences below with the correct word or words.

a. Native American groups used as a way to improve hunting or to clear land to help certain plants grow.

b. The Calusa people of present-day Florida used huge amounts of shells to

c. The Pueblo people used to grow crops in a dry land.