

# SECTION 3

The Haida people believe a raven released the first people from a clam shell.



## WITNESS HISTORY AUDIO

### Birth of Diverse Cultures

“For a long time everyone spoke the same language, but suddenly people began to speak in different tongues. Kulsu [the Creator], however, could speak all of the languages, so he called his people together and told them the names of the animals in their own language, taught them to get food, and gave them their laws and rituals. Then he sent each tribe to a different place to live . . .”

—Creation myth of the Maidu people of California

**Focus Question** What factors contributed to the growth of diverse cultures in North America?

## Peoples of North America

### Objectives

- Understand how groups of people adapted to the desert environment of the Southwest.
- Analyze the evidence from which we have learned about the emergence of culture in eastern North America.
- Examine the cultures that developed in three very different geographic regions.

### Terms, People, and Places

Mesa Verde	earthwork
pueblo	Cahokia
Pueblo Bonito	potlatch
kiva	Iroquois League

### Note Taking

**Reading Skill: Compare and Contrast** As you read, outline the experiences and achievements of Native American groups in each culture area discussed. Then compare and contrast the details you have recorded for the various culture areas.

- |                    |
|--------------------|
| I. Southwest       |
| A. Environment     |
| 1.                 |
| 2.                 |
| B. Settlement type |
| 1.                 |
| 2.                 |

Hundreds of Native American cultural groups lived in North America before A.D. 1500 and the arrival of Europeans. Based on the environments in which people lived, scholars have categorized them into ten culture areas: Arctic, Subarctic, Northwest Coast, California, Great Basin, Plateau, Southwest, Plains, Southeast, and Northeast. In each area, people adapted to geographic conditions that influenced their ways of life.

### Peoples Adapt to the Desert Southwest

For millennia, Native American groups lived by hunting, fishing, and gathering wild plants. After farming spread north from Mesoamerica, many people raised corn and other food crops. Some people farmed so successfully that they built large permanent settlements. Some of the earliest farming cultures arose in what is today the southwestern United States.

**The Hohokam Farm in the Desert** Perhaps as long ago as 300 B.C., fields of corn, beans, and squash bloomed in the desert of present-day Arizona, near the Salt and Gila rivers. These fields were planted by a people later called the Hohokam, or “Vanished Ones,” by their descendants, the Pima and the Papago. To farm in the desert, the Hohokam built a complex irrigation system that included numerous canals. The canals carried river water to fields as far as several miles away. The Hohokam also built temple mounds and ball courts similar in appearance to those of Mesoamerica. Evidence indicates that, for unknown reasons, the Hohokam left their settlements sometime during the A.D. 1400s.

# SECTION 3 Step-by-Step Instruction

## Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Understand how groups of people adapted to the desert environment of the Southwest.
- Analyze the evidence from which we have learned about the emergence of culture in eastern North America.
- Examine the cultures that developed in three very different geographic regions.

## Prepare to Read

### Build Background Knowledge

Ask students to recall ways the peoples of Mesoamerica and the Andes adapted to their environments and developed into unique culture groups. Ask them to predict, based on their previous reading, how early cultures of North America developed.

### Set a Purpose

- **WITNESS HISTORY** Read the selection aloud or play the audio.

 **WITNESS HISTORY Audio CD,** Birth of Diverse Cultures

Ask **What event does this story describe?** (*the creation of the Maidu people and other groups around them*)  
**How do you think that division into separate groups might affect the people of a region?** (*It would lead to distinct cultures and might also lead to conflict.*)

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 3 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Note Taking** Have students read this section using the Structured Read Aloud strategy (TE, p. T21). As they read, have them complete an outline to compare and contrast the experiences and achievements of the different culture groups.

 **Reading and Note Taking Study Guide,** p. 62

## Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section.

 **Teaching Resources, Unit 1,** p. 107; **Skills Handbook,** p. 3

### High-Use Word

**complex,** p. 203

### Definition and Sample Sentence

*n.* a whole composed of various interrelated parts  
 The new high school was a **complex** made up of several buildings connected by walkways.

## Teach

### Peoples Adapt to the Desert Southwest

L3

#### Instruct

- **Introduce** Point out the term “Desert Southwest” in the subsection title and ask students to locate this region on the map on this page.
- **Teach** Ask students to describe the geographic setting, the culture, and the advances of the Hohokam and the Ancestral Puebloans. Ask **How did these groups get food?** (*They farmed.*) **Why did the Ancestral Puebloans abandon their dwellings?** (*long drought and possibly enemy attacks*)
- **Quick Activity** Display **Color Transparency 37: Native American Groups**. Link details from the chart to the Native American groups listed in the student text. Stress that peoples in different culture areas still shared some ways of life, while those in the same culture area still differed somewhat.

 Color Transparencies, 37

#### Independent Practice

- Have students access **Web Code nap-0631** to take the **Geography Interactive Audio Guided Tour** and then answer the map skills questions in the text.
- Display **Color Transparency 36: Pueblo Bonito**. Help students explore the enormous compound. Have them work in pairs to identify details discussed in the text.

 Color Transparencies, 36

#### Monitor Progress

- As students fill in their outlines, circulate to make sure they correctly structure the outlines with sections for the Hohokam and Ancestral Puebloans. For a completed version of the outline, see  **Note Taking Transparencies, 74**
- Check answers to map skills questions.

#### Answers

##### Map Skills

1. Review locations with students.
2. Northwest Coast and Arctic
3. Drought, soil exhaustion, or over-hunting or fishing might have influenced them to migrate.



## Native American Culture Areas

**Geography Interactive**  
For: Audio guided tour  
Web Code: nap-0631



#### Differentiated

##### Instruction Solutions for All Learners

##### L1 Special Needs L2 Less Proficient Readers

Divide students who need extra practice into pairs. Ask one student in the pair to read aloud each of the culture areas listed on the table on this page. Have the other student locate that culture area on the map on this page and describe the sources of subsistence for that area. Ask pairs to suggest geographic reasons for the sources of subsistence in each area.

##### L2 English Language Learners

Use the following resources to help students acquire basic skills.

##### Adapted Reading and Note Taking Study Guide

- Adapted Note Taking Study Guide, p. 62
- Adapted Section Summary, p. 63

## Cultures Develop in the East

13

### Instruct

- **Introduce: Key Terms** Have students locate the key term **earthworks** (in blue) and explain its meaning. Explain that the giant earthworks left behind by some Native American groups are a key to understanding these groups.
- **Teach** Review the culture groups of the Ohio and Mississippi river valleys. Ask students to name the groups and to organize them chronologically. Ask **What common feature do all these groups share?** (*They all built earth mounds of some kind.*) **What does this suggest about a relationship among the groups?** (*It suggests that earlier groups passed on their cultural ways to the later groups.*)
- **Quick Activity** Have students reread the paragraphs in their text about the Mississippians. Challenge them to link descriptions of Cahokia to what they learned about the religious rituals and temples of Mesoamerican cultures.

### Independent Practice

Distribute Outline Map *North American Culture Areas* and have students locate the cultures they have studied so far.

**All in One** Teaching Resources, Unit 1, p. 116

### Monitor Progress

Check students' Outline Maps to confirm that they have accurately located the culture areas, as well as key monuments and natural features.

### Answer

- ✓ Early peoples of the Southwest created irrigation canals and built elaborate housing complexes in the cliffs.

**Ancestral Puebloans Build Cliff Dwellings and Pueblos** About A.D. 100, Ancestral Puebloans lived in what is today the Four Corners region of Arizona, New Mexico, Colorado, and Utah. Within a few hundred years, they were building villages, some inside caves and some outside.

Between A.D. 1150 and A.D. 1300, the Ancestral Puebloans (also known as Anasazi) built their famous cliff residences. Using hand-cut stone blocks, they constructed housing **complexes** on cliffs along canyon walls. Such cliffs offered protection from raiders. The largest of these cliff dwellings, at **Mesa Verde** (MAY suh VEHR dee) in present-day Colorado, included more than 200 rooms. People climbed ladders to reach their fields on the flatlands above or the canyon floor below.

The Ancestral Puebloans also built freestanding villages, which were similar in structure to the cliff dwellings. These communities, which the Spanish later called **pueblos** (PWEB loh), were made of multi-floor houses that were connected to one another by doorways and ladders.

Remains of **Pueblo Bonito**, the largest such pueblo, still stand in New Mexico. The huge complex consisted of 800 rooms that could have housed about 3,000 people. Builders used stone and adobe bricks to erect a crescent-shaped compound rising five stories high. In the center of the great complex lay a plaza. There, the Ancestral Puebloans dug their **kiva** (KEE vuh), a large underground chamber used for religious ceremonies and political meetings. In the kiva, they carved out a small hole in the floor, which represented the birthplace of the tribe. They also painted the walls with geometric designs and scenes of ritual or daily life.

In the late 1200s, a long drought forced the Ancestral Puebloans to abandon their dwellings. Attacks by Navajos and Apaches—peoples from the north—may have contributed further to their decline. However, Ancestral Puebloan traditions survived among several groups of descendants. Known collectively as Pueblo Indians, many of these groups continue to live in the southwestern United States today.

- ✓ **Checkpoint** What types of technological advances did early peoples of the Southwest make?

## Cultures Develop in the East

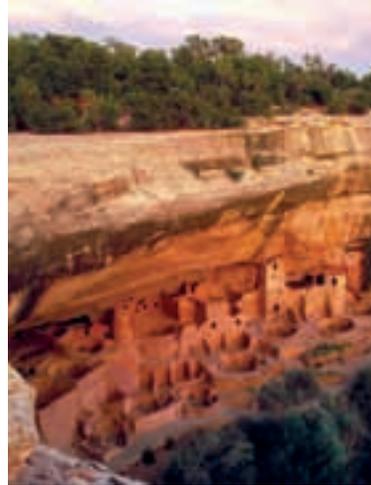
Far to the east of the Ancestral Puebloans, in the Mississippi and Ohio river valleys, other farming cultures emerged after about 1000 B.C. They, too, left behind impressive constructions from which we can learn a great deal about their lives.

**The Adena and Hopewell Build With Earth** Both the Adena and the later Hopewell people of the Northeast are known for giant **earthworks** that they built for various purposes by heaping earth in piles and shaping them. Some of the earthworks were large burial mounds, others served as platforms for structures such as temples, and still others served as defensive walls. Mounds were usually cone-shaped, oval, or formed into the shape of an animal. The Adena's Great Serpent Mound in Ohio wriggles and twists in the shape of a snake for almost a quarter of a mile.

Some of the objects found in the Hopewell mounds show that traders extended their influence over a wide area. They acquired goods such as conch shells from the Gulf of Mexico, grizzly bear teeth and obsidian from the Rocky Mountains, and copper from the Great Lakes region. Skilled artisans then hammered and shaped the copper into fine ornaments.

### Vocabulary Builder

**complex**—(KAHM pleks) *n.* a whole composed of various interrelated parts



Cliff Palace, the largest dwelling at Mesa Verde, may have housed 250 people.

## Connect to Our World

**Connections to Today** Named because it backed up against a sheer cliff, the Cliff Palace was one of the Ancestral Puebloans' major "apartment buildings." With 217 rooms and 250 residents, it was larger than many apartment buildings today. In place of brick, its walls were made of carefully cut slabs of stone, fitted tightly together. Rather than flat boards, great logs formed its floors and roofs. Residents reached

their rooms by either climbing ladders or mounting stone steps.

Freestanding Ancestral Puebloan villages were similar to some modern condominium complexes. Higher layers were built on the roofs of lower layers, but staggered to allow roof access; lower layers sometimes had no windows (for protection), and residents climbed in through roof holes.

## Unique Cultures Develop in Different Geographic Regions

L3

### Instruct

- **Introduce** Ask students to read the three black headings under Unique Cultures Develop in Different Geographic Regions. Using the Idea Wave strategy (TE, p. T22), have them predict what the text under each heading will discuss. Have them read to confirm or revise their predictions.
- **Teach** Draw two boxes on the board and label one *Environment* and the other *Unique Cultures*. Discuss with students how the environment affected the developing cultures of North America. Ask **How were the environments of the Inuit and the Northwest Coast people different?** (*The Inuit lived in an Arctic climate with cold temperatures and a lot of ice. In the Northwest Coast region, the climate was milder and the land wooded.*)
- **Quick Activity** Have students read the Primary Source selection from the Iroquois Constitution in their text and answer the question. To learn more about Dekanawidah and his impact on the Iroquois nations, have students read his biography.

All in One Teaching Resources, Unit 1, p. 113

### Independent Practice

Have students complete the Outline Map *North American Culture Areas*.

All in One Teaching Resources, Unit 1, p. 116

### Monitor Progress

- Have students write a summary sentence about each black subheading under Unique Cultures Develop in Different Geographic Regions.
- Circulate to make sure students are filling in their Outline Maps accurately. Administer the Geography Quiz.

All in One Teaching Resources, Unit 1, p. 117

- Check Reading and Note Taking Study Guide entries for student understanding.

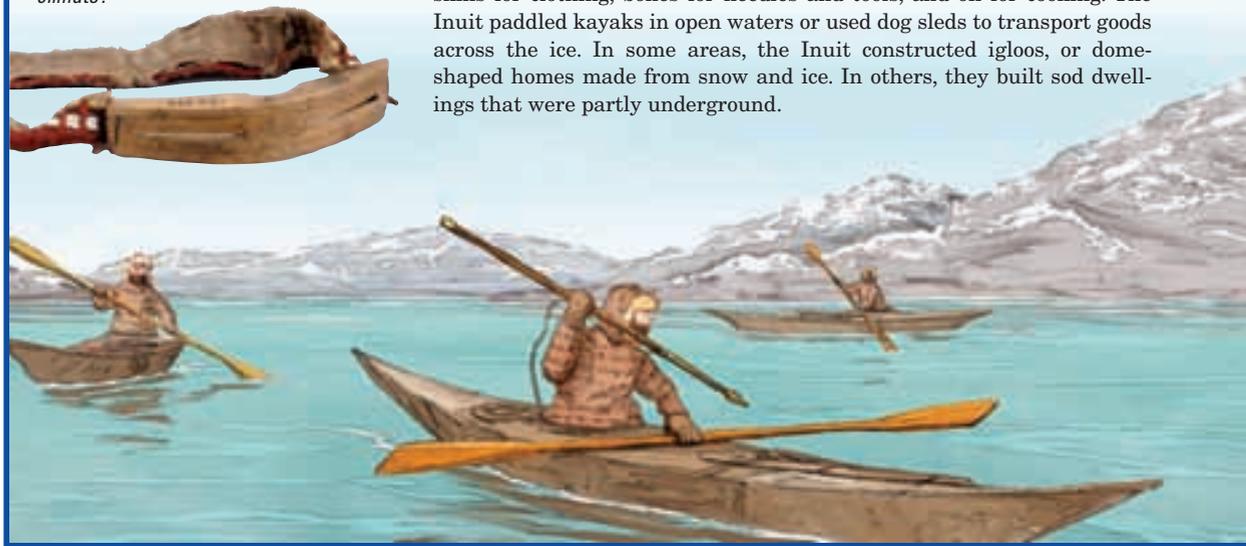
### Answers

- ✓ organization and the importance of social status and religion

**Caption** by using the resources of the region such as fish and seals for food and clothing, dog sleds for transportation, and snow, ice, and sod for building shelters

#### Adapting to the Arctic

The Inuit built kayaks with wood or whale bone, over which they stretched oiled animal skins to keep out water. As they paddled through icy waters on the hunt for seals (below right), they wielded harpoons and other weapons and wore snow goggles (below left) to protect their eyes from the glare. *How did the Inuit overcome the challenges of living in the harsh Arctic climate?*



**The Mississippians Build Bigger** By A.D. 800, these early eastern cultures had disappeared. A new people, whom today we refer to as the Mississippians, gained influence in the Southeast region. As their culture spread, the Mississippians built clusters of earthen mounds and ever larger towns and ceremonial centers.

The greatest Mississippian center, **Cahokia** in present-day Illinois, housed as many as 20,000 people by about A.D. 1100. Cahokia boasted 120 mounds, atop some of which sat the homes of rulers and nobles. The largest mound probably had a temple on its summit, where priests and rulers offered prayers and sacrifices to the sun.

**The Natchez Carry on the Traditions** The Mississippians left no written records, and their cities disappeared after Europeans reached the area. Their traditions, however, survived among the Natchez people, who are known for their worship of the sun. They called their ruler, who held absolute power, the Great Sun. He and his family lived on the top of pyramid mounds. Society was divided into castes, the highest group was called the suns.

- ✓ **Checkpoint** What aspects of cultural life do the earthworks built by the Adena and Hopewell people reveal?

## Unique Cultures Develop in Different Geographic Regions

Distinct ways of life developed in each Native American culture area. Here, we examine three culture areas—the Arctic, the Northwest Coast, and the Eastern Woodlands—in which varied climates and natural environments helped unique cultures develop.

**The Inuit Live in a Frozen World** In the far northern stretches of Canada, the Inuit (IN oo it; often called the Eskimo) adapted to the harsh climate of the Arctic. By about 2000 B.C., they had settled there, using the resources of the frozen land to survive. Small bands lived by hunting and fishing. Seals and other sea mammals provided them with food, skins for clothing, bones for needles and tools, and oil for cooking. The Inuit paddled kayaks in open waters or used dog sleds to transport goods across the ice. In some areas, the Inuit constructed igloos, or dome-shaped homes made from snow and ice. In others, they built sod dwellings that were partly underground.

### Differentiated

#### Instruction

Solutions for All Learners

#### L4 Advanced Readers L4 Gifted and Talented

Remind students that Native Americans are a vital and diverse part of the culture of the United States, not just a part of history. Native American concerns remain a high priority for tribal, federal, state, and local governments.

Ask students to select and research a current topic relating to Native American life in the United States.

Possible topics include language preservation, economic development, or tribal autonomy.

Based on their research, students should develop an informed opinion on their topic. Have students present their research and opinions to classmates, and encourage them to write a letter to the editor of a newspaper expressing their opinion on the topic.

**Thriving in a Land of Plenty** The peoples of the Northwest Coast lived in an environment far richer in natural resources than the Inuit did. Rivers teemed with salmon, and the Pacific Ocean offered a supply of other fish and sea mammals. Hunters tracked deer, wolves, and bears in the forests. In this land of plenty, people built large permanent villages with homes made of wood. They traded their surplus goods, gaining wealth that was then shared in a ceremony called **potlatch**. At this ceremony, which is still practiced in Canada and the Northwest coast of the United States today, a person of high rank and wealth distributes lavish gifts to a large number of guests. By accepting the gifts, the guests acknowledge the host's high status.

**The Iroquois Join Together** On the other side of the continent, the Northeast was home to numerous Native American groups. Many of these spoke the Iroquois (IHR uh kwoy) language, shared similar traditions, and were known collectively as the Iroquois. Typically, the Iroquois cleared land and built villages in the forests. While women farmed, men hunted and frequently fought wars against rival groups.

According to Iroquois tradition, the prophet Dekanawidah (deh kan ah WEE dah) urged these rivals to stop their constant wars. In the late 1500s, he became one of the founders of the unique political system known as the **Iroquois League**. This was an alliance of five Iroquois groups—the Mohawk, Oneida, Onondaga, Cayuga, and Seneca—who were known as the Five Nations. The Iroquois League did not always succeed in keeping the peace. Still, it was the best-organized political group north of Mexico. Member nations governed their own villages but met jointly in a council when they needed to address larger issues. Only men sat on the council, but each clan had a “clan mother” who could name or remove members of the council.

The Iroquois League emerged at the same time that Europeans arrived in the Americas. Just as encounters with Europeans would topple the Aztec and Incan empires, so too would they take a fearful toll on the peoples of North America.

**Checkpoint** How did geography influence the Inuit way of life?

In about 1570, Dekanawidah persuaded warring Iroquois nations to form a confederacy, or an alliance for a common purpose. What benefits do you think a confederacy offered?

**Primary Source**

“I, Dekanawidah, and the confederate lords now uproot the tallest pine tree and into the cavity [hole] thereby made we cast all weapons of war. Into the depths of the earth . . . we cast all weapons of strife [conflict]. We bury them from sight forever and plant again the tree. Thus shall all Great Peace be established and hostilities shall no longer be known between the Five Nations but only peace to a united people.”  
—The Constitution of the Five Nations

**Assess and Reteach**

**Assess Progress**

L3

- Have students complete the Section Assessment.
- Administer the Section Quiz.
- Teaching Resources, Unit 1**, p. 106
- To further assess student understanding, use **Progress Monitoring Transparencies**, 26

**Reteach**

If students need more instruction, have them read the section summary.

- Reading and Note Taking Study Guide**, p. 63 L3
- Adapted Reading and Note Taking Study Guide**, p. 63 L1 L2
- Spanish Reading and Note Taking Study Guide**, p. 63 L2

**Extend**

L4

Many Native American groups are known by several names, and some groups prefer one name over the other. For example, some groups have names given by others, such as with *Eskimo* for the Inuit. Ask students to research at least three names from the list of culture groups in their text and report their findings to the class.

**Answers**

- PRIMARY SOURCE** strength to all members and reduction of warfare
- in the houses they built of snow and ice, the sled transport they used to move on ice, and the animals they hunted for meat and other supplies

**Writing About History**

Provide a framework for the assignment by suggesting that the story focus on a young person taking on adult responsibilities for the first time. Writings should create a high level of tension or reader interest and should hint at the overall plot.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-0631**.

**Progress Monitoring Online**

For: Self-quiz with vocabulary practice  
Web Code: naa-0631

**Terms, People, and Places**

1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

**Note Taking**

2. **Reading Skill: Compare and Contrast** Use your completed outline to answer the Focus Question: What factors contributed to the growth of diverse cultures in North America?

**Comprehension and Critical Thinking**

3. **Draw Conclusions** What challenges do you think the Ancestral Puebloans faced when constructing cliff dwellings? Consider location and natural resources.
4. **Categorize** Many of the earthen mounds built in the Southeast are similar in construction. What types of evidence do you think archaeologists looked for to establish the different purposes of these mounds?
5. **Analyze Information** What role do you think language played in enabling the political structure of the Iroquois?

**Writing About History**

**Quick Write: Write the Climax** A narrative essay should include a climax—that is, the high point of the story that a reader will find most gripping. Suppose you want to write a narrative from the perspective of a member of one of the Native American groups you have read about in this section. Write a climax to the story you would tell of this person's life.

**Section 3 Assessment**

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. Environmental and geographical differences are the key factors contributing to the growth of diverse cultures in North America. In addition, influence of one culture on those following played a strong role.

3. moving materials, keeping the cliff from collapsing, lack of water, sun exposure and heat, access to steep sites
4. artifacts found in the mounds and at the surrounding location; the position, shape, and size of the mounds
5. It enabled the flow of ideas and a shared cultural identity among various groups.