



# Civilizations in North America

Blackfoot tepee



## Student Workbook

Nakota winter count



Seminole doll



Bison

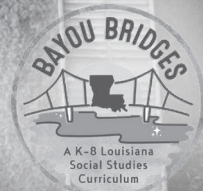






# Civilizations in North America

## Student Workbook





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ISBN: 979-8-88970-412-6

# Civilizations in North America

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# Chapter 1: Peoples of the Southeast

**Framing Question:** What were the key characteristics of the nations of the Southeast?

**Student Reading Notes**

Use the information in your Student Reader to fill in the chart.

Section	Notes
The Mound Builders	
Southeast Nations	
Culture and Politics	

<b>Religious and Spiritual Beliefs</b>	
<b>Art, Clothing, and Trade</b>	
<b>Language</b>	



PRIMARY SOURCE A: CHEROKEE HANDCRAFTS



**NOTE:** Go to page 13 of the Student Reader to see this source in full color.

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.2**

**Use with Chapters 1, 4, 5**

**Artifact Study**

**Describe the artifact.**

1. What type of object is it? \_\_\_\_\_
2. Where is it from? \_\_\_\_\_
3. When was it made? \_\_\_\_\_
4. What color is it? \_\_\_\_\_
5. What shape is it? \_\_\_\_\_
6. What size is it? \_\_\_\_\_
7. What is it made of? \_\_\_\_\_

**Think about the artifact.**

8. What knowledge or experience was needed to create it?  
\_\_\_\_\_  
\_\_\_\_\_
9. Why was it made? What is its purpose?  
\_\_\_\_\_  
\_\_\_\_\_
10. Could it have been made by one person, or did it require a group?  
\_\_\_\_\_
11. How has the artifact changed over time?  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.2 (*continued*)**

**Use with Chapters 1, 4, 5**

**Think about context.**

**12.** What do you know about the time and place the artifact was created?

---

---

**Draw a conclusion about the artifact.**

---

---

**Chapter 1 Check for Understanding:** What were the key characteristics of the nations of the Southeast?

[illegible]



## Chapter 2: Peoples of the Plains

---

**Framing Question:** What were the key characteristics of the nations of the Plains?

### Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
The Great Plains	
Plains Nations	
Life on the Plains	

<b>Family and Society</b>	
<b>Religious and Spiritual Beliefs</b>	

<b>Clothing and Art</b>	
<b>War</b>	

PRIMARY SOURCE B: A YANKTON (NAKOTA) SIOUX WINTER COUNT



**NOTE:** Go to page 27 of the Student Reader to see this source in full color.



Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 1.2

Use with Chapters 1, 4, 5

### Artifact Study

#### Describe the artifact.

1. What type of object is it? \_\_\_\_\_
2. Where is it from? \_\_\_\_\_
3. When was it made? \_\_\_\_\_
4. What color is it? \_\_\_\_\_
5. What shape is it? \_\_\_\_\_
6. What size is it? \_\_\_\_\_
7. What is it made of? \_\_\_\_\_

#### Think about the artifact.

8. What knowledge or experience was needed to create it?  
\_\_\_\_\_  
\_\_\_\_\_
9. Why was it made? What is its purpose?  
\_\_\_\_\_  
\_\_\_\_\_
10. Could it have been made by one person, or did it require a group?  
\_\_\_\_\_
11. How has the artifact changed over time?  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.2 (*continued*)**

**Use with Chapters 1, 4, 5**

**Think about context.**

**12.** What do you know about the time and place the artifact was created?

---

---

**Draw a conclusion about the artifact.**

---

---

**Chapter 2 Check for Understanding:** What were the key characteristics of the nations of the Plains?

[illegible]

## Activity Page 2.1

## Use with Chapters 1–2

## Domain Vocabulary: Chapters 1–2

For each word, write the letter of the definition.

- |           |                 |   |
|-----------|-----------------|---|
| _____ 1.  | ritual          | <b>a)</b> plant materials, such as straw, laid over each other  |
| _____ 2.  | confederacy     | <b>b)</b> a fence made of sharpened wooden posts  |
| _____ 3.  | palisade        | <b>c)</b> a group of people who share the same language, customs, beliefs, and leadership                       |
| _____ 4.  | clan            | <b>d)</b> a ceremonial fasting time   |
| _____ 5.  | civil           | <b>e)</b> an act that a person must complete to join a group  |
| _____ 6.  | thatch          | <b>f)</b> a group of people, organizations, or countries that join together for a common cause                  |
| _____ 7.  | harvest         | <b>g)</b> a religious ritual that involves fasting and dancing  |
| _____ 8.  | supernatural    | <b>h)</b> to gather crops at the end of the growing season  |
| _____ 9.  | busk            | <b>i)</b> related to the government, not religious or military organizations                                    |
| _____ 10. | bison           | <b>j)</b> a home made by stretching animal skin around poles in the shape of a cone                             |
| _____ 11. | awl             | <b>k)</b> beyond the world and laws of nature that can be seen or observed                                      |
| _____ 12. | tribe           | <b>l)</b> a large animal similar to a cow or ox   |
| _____ 13. | sign language   | <b>m)</b> an act or series of actions done in the same way in a certain situation, such as a religious ceremony |
| _____ 14. | tepee           | <b>n)</b> a religious leader who can talk to spirits  |
| _____ 15. | calumet         | <b>o)</b> a group of families claiming a common ancestor  |
| _____ 16. | initiation rite | <b>p)</b> the belief that objects, places, and creatures all possess a specific spiritual essence               |
| _____ 17. | band            | <b>q)</b> a religious ritual that involves going into the wilderness to get help from a spirit guide            |
| _____ 18. | animism         | <b>r)</b> a sharp, pointed tool used for sewing and making holes  |
| _____ 19. | shaman          | <b>s)</b> a pipe smoked ceremonially to signal a peace agreement  |
| _____ 20. | sweat lodge     | <b>t)</b> a building where water is poured over hot rocks to make steam   |
| _____ 21. | vision quest    | <b>u)</b> a group of people who work together for a goal  |
| _____ 22. | Sun Dance       | <b>v)</b> a language that uses gestures instead of speech   |



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 2.1 (*continued*)**

**Use with Chapters 1–2**

- |       |            |                |   |
|-------|------------|----------------|---|
| _____ | <b>23.</b> | war bonnet     | <b>w)</b> an article worn on the head and decorated with eagle feathers                 |
| _____ | <b>24.</b> | sacred         | <b>x)</b> touching the body of an enemy warrior without killing him                     |
| _____ | <b>25.</b> | medicine wheel | <b>y)</b> holy or religiously important   |
| _____ | <b>26.</b> | counting coup  | <b>z)</b> an object or artwork that symbolizes the four directions using certain colors |

# Chapter 3: Peoples of the Northeast

**Framing Question:** What were the key characteristics of the nations of the Northeast?

## Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
The Eastern Woodlands	
The Three Sisters	
Home, Family, and Society	

<b>Government and Politics</b>	
<b>Religious and Spiritual Beliefs</b>	
<b>Art, Clothing, and Trade</b>	

## Primary Sources

### PRIMARY SOURCE C: EXCERPT FROM THE HAUDENOSAUNEE GREAT LAW OF PEACE

1. I am Dekanawidah and with the Five Nations' Confederate Lords I plant the Tree of Great Peace. . . . I name the tree the Tree of the Great Long Leaves. . . .

2. Roots have spread out from the Tree of the Great Peace, one to the north, one to the east, one to the south and one to the west. The name of these roots is The Great White Roots and their nature is Peace and Strength. If any man or any nation outside the Five Nations shall obey the laws of the Great Peace and make known their disposition to the Lords of the Confederacy, they may trace the Roots to the Tree and if their minds are clean and they are obedient and promise to obey the wishes of the Confederate Council, they shall be welcomed to take shelter beneath the Tree of the Long Leaves. We place at the top of the Tree of the Long Leaves an Eagle who is able to see afar. If he sees in the distance any evil approaching or any danger threatening he will at once warn the people of the Confederacy.



Name \_\_\_\_\_ Date \_\_\_\_\_

### Primary Source Analysis

<p><b>Describe the source.</b></p>	<p><b>Connect the source to what you know.</b></p>
<p><b>Understand the source. Identify its purpose, message, and/or audience.</b></p>	<p><b>Draw a conclusion from or about the source.</b></p>

**SOURCE:**

[illegible]

# Chapter 4: Peoples of the Southwest

**Framing Question:** What were the key characteristics of the nations of the Southwest?

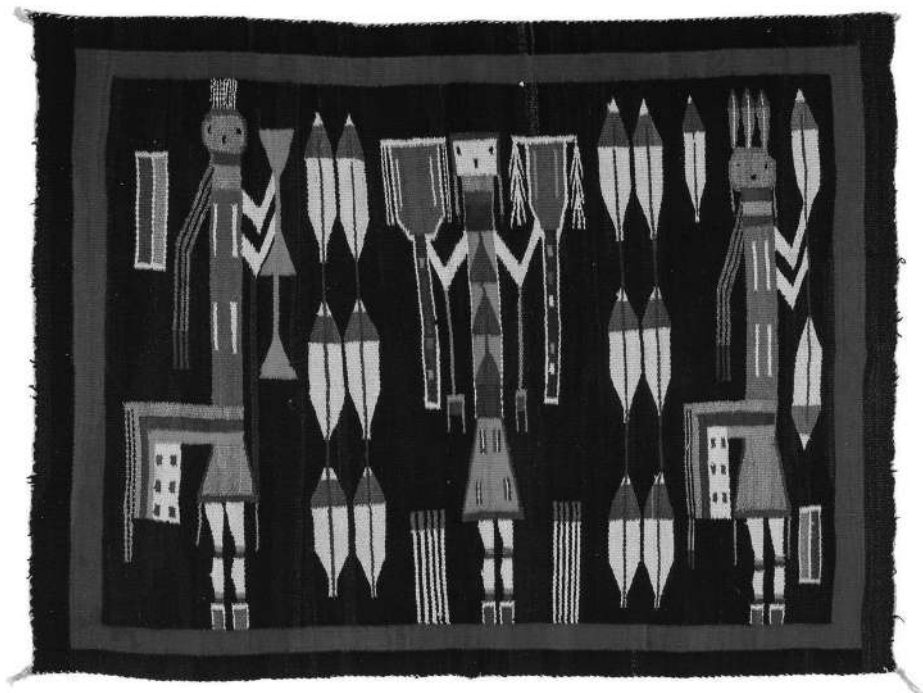
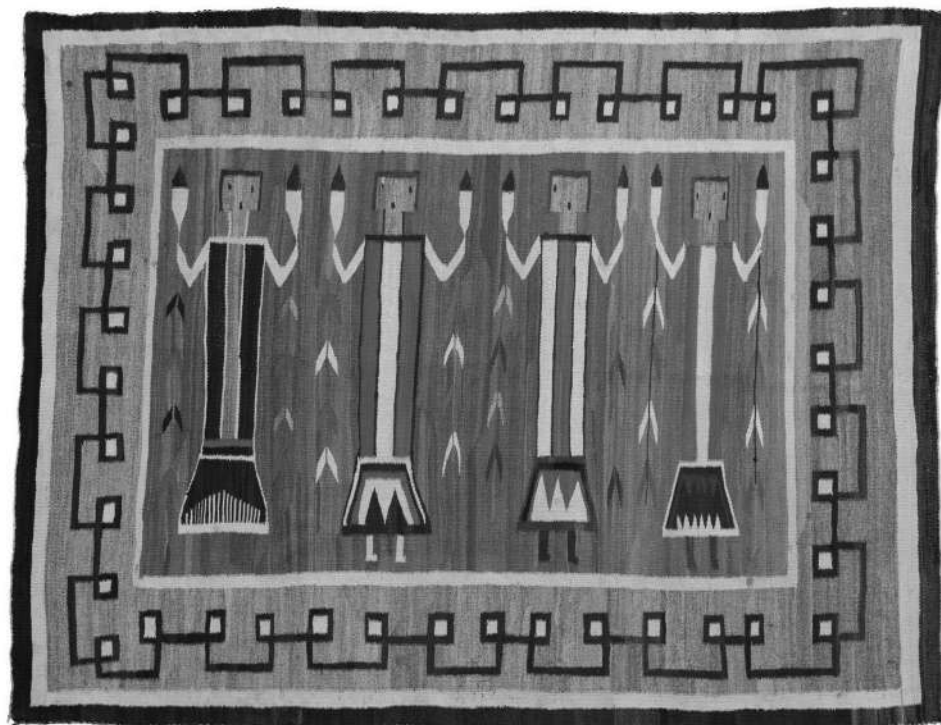
**Student Reading Notes**

Use the information in your Student Reader to fill in the chart.

Section	Notes
The Cliff Dwellers	
The Pueblo, Apache, and Diné	

<b>Pueblo Life</b>	
<b>Apache Life</b>	
<b>Diné Life</b>	

PRIMARY SOURCE D: NAVAJO YEI RUGS



**NOTE:** Go to page 51 of the Student Reader to see this source in full color.



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.2**

**Use with Chapters 1, 4, 5**

**Artifact Study**

**Describe the artifact.**

1. What type of object is it? \_\_\_\_\_
2. Where is it from? \_\_\_\_\_
3. When was it made? \_\_\_\_\_
4. What color is it? \_\_\_\_\_
5. What shape is it? \_\_\_\_\_
6. What size is it? \_\_\_\_\_
7. What is it made of? \_\_\_\_\_

**Think about the artifact.**

8. What knowledge or experience was needed to create it?  
\_\_\_\_\_  
\_\_\_\_\_
9. Why was it made? What is its purpose?  
\_\_\_\_\_  
\_\_\_\_\_
10. Could it have been made by one person, or did it require a group?  
\_\_\_\_\_
11. How has the artifact changed over time?  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.2 (*continued*)**

**Use with Chapters 1, 4, 5**

**Think about context.**

**12.** What do you know about the time and place the artifact was created?

---

---

**Draw a conclusion about the artifact.**

---

---

[illegible]

# Chapter 5: Peoples of the West Coast

**Framing Question:** What were the key characteristics of the nations of the West Coast?

## Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
The Pacific Coast	
Life in the West	

<b>Social Organization</b>	
<b>Religious and Spiritual Beliefs</b>	
<b>Art, Clothing, and Trade</b>	

## Primary Sources

### PRIMARY SOURCE E: TLINGIT CARVING



**NOTE:** Go to page 62 of the Student Reader to see this source in full color.



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.2**

**Use with Chapters 1, 4, 5**

**Artifact Study**

**Describe the artifact.**

1. What type of object is it? \_\_\_\_\_
2. Where is it from? \_\_\_\_\_
3. When was it made? \_\_\_\_\_
4. What color is it? \_\_\_\_\_
5. What shape is it? \_\_\_\_\_
6. What size is it? \_\_\_\_\_
7. What is it made of? \_\_\_\_\_

**Think about the artifact.**

8. What knowledge or experience was needed to create it?  
\_\_\_\_\_  
\_\_\_\_\_
9. Why was it made? What is its purpose?  
\_\_\_\_\_  
\_\_\_\_\_
10. Could it have been made by one person, or did it require a group?  
\_\_\_\_\_
11. How has the artifact changed over time?  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.2 (*continued*)**

**Use with Chapters 1, 4, 5**

**Think about context.**

**12.** What do you know about the time and place the artifact was created?

---

---

**Draw a conclusion about the artifact.**

---

---

[illegible]

Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 5.1

Use with Chapters 3–5

### Domain Vocabulary: Chapters 3–5

Use the words in the word bank to complete each sentence.

nutrition	wigwam	longhouse	sachem	wampum	cliff dweller
canyon	kiva	adobe	wickiup	hogan	yucca
	potlatch	totem pole	olla		

1. A(n) \_\_\_\_\_ was the type of home most often used by people who lived around the Great Lakes.
2. The three sisters provided people with good \_\_\_\_\_.
3. A(n) \_\_\_\_\_ might last days or weeks.
4. Pueblo peoples built homes made of \_\_\_\_\_.
5. Fibers from the \_\_\_\_\_ can be woven into clothing.
6. Food or water could be stored in a(n) \_\_\_\_\_.
7. Belts made of \_\_\_\_\_ could symbolize a person's standing in their clan.
8. A(n) \_\_\_\_\_ was dug into the ground to help keep it cool.
9. A(n) \_\_\_\_\_ was covered in bark and could house several generations of families.
10. Every nation in the Haudenosaunee Confederacy was led by its own \_\_\_\_\_.
11. The figures on a(n) \_\_\_\_\_ can represent families, values, and supernatural beings.
12. Apache people lived in a type of home called a(n) \_\_\_\_\_.
13. A(n) \_\_\_\_\_ has a river flowing at the bottom of it.
14. The term \_\_\_\_\_ refers to the type of home used by the Ancestral Pueblo.
15. A traditional Diné home is called a(n) \_\_\_\_\_.



Name \_\_\_\_\_

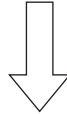
Date \_\_\_\_\_

Activity Page 1.4

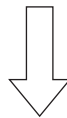
Use with Performance Task

**Claims and Evidence**

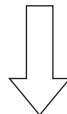
**STATE THE CLAIM** *What opinion or position are you defending?*



**STATE THE REASON** *Why should someone agree with this claim?*



**IDENTIFY THE EVIDENCE** *What details from the text and sources support the reason?*



**RECOGNIZE A COUNTERCLAIM** *What different opinion or position might someone have?  
What argument might be used against you?*

**ANSWER THE COUNTERCLAIM** *How will you disprove the counterclaim?*



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Blackfoot Brave, near Calgary, Alberta, 1889 (b/w photo)/Private Collection/Bridgeman Images: Cover A

Cherokee polychrome twill plaited basket (rivercane)/American School / American/Private Collection/Photo © Christie's Images / Bridgeman Images: 3B

Hansrad Collection / Alamy Stock Photo: 23A—B

Lone Dog's Winter Count (colour litho)/American School, (19th century) (after) / American/Private Collection/Look and Learn / Elgar Collection / Bridgeman Images: Cover B, 10

Matthew Gush / Alamy Stock Photo: i

Pair of Cherokee moccasins (beaded hide)/American School / American/Private Collection/Photo © Christie's Images / Bridgeman Images: 3A

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