Different Worlds Meet

Beginnings to 1625

“The people of this island [have] such a generosity that they would give away their own hearts.”
—Christopher Columbus, 1493

Portfolio Activity

Draw a freehand map of North America, Central America, and South America. As you read Unit 1, draw arrows on your map that show how the first Americans traveled throughout the Americas and where they ultimately settled. Also include the European explorers’ routes on your map.

To learn more about this period in history, visit the Glencoe Social Studies Web Site at www.glencoe.com for information, activities, and links to other sites.

MAPPING America

Pre-History

The Americas

C. 28,000 B.C.
Asian hunters enter North America

7000 B.C.
Farming develops in Mexico

C. 10,000 B.C.
Last Ice Age ends

The World

Navigator’s binoculars and compass
**HISTORY AND ART**

*World Map by Martin Waldseemüller, 1507* This hand-drawn map by a German mapmaker gave a view of the world as known by Europeans in the early 1500s. It was the first map to use the name *America* for the lands of the Western Hemisphere.

- **A.D. 1085** Anasazi build pueblos in North America
- **A.D. 1250** Henry Hudson sails up the Hudson River
- **A.D. 1295** Italian traveler Marco Polo returns from China
- **A.D. 1300** Aztec build Tenochtitlán in Mexico
- **A.D. 1312** Ruler Mansa Musa begins West African kingdom of Mali
- **A.D. 1400s** Inca Empire reaches its height in South America
- **A.D. 1450** Columbus lands in the Americas
- **A.D. 1492** Luther starts Protestant Reformation
- **A.D. 1507** World Map by Martin Waldseemüller
- **A.D. 1517** Columbus lands in the Americas
- **A.D. 1609** World Map by Martin Waldseemüller
- **A.D. 1650** World Map by Martin Waldseemüller

*Chief’s chair, Taino people*
Dawn made a glare on the ocean, so I splashed through the shallow surf and dived without looking. I felt the hair lift from around my head, felt a school of tiny fish glide against my leg as I swam underwater. Then, far in the distance, I heard an unfamiliar and frightening sound. It was like the panting of some giant animal, a steady, slow rhythm, dangerous and hungry. And it was coming closer.

I forgot I was still beneath the surface until I needed air. But when I broke into the sunlight, the water sparkling all around me, the noise turned out to be nothing! Only a canoe! The breathing was the dip of many paddles! It was only people coming to visit, and since I could see they hadn’t painted themselves to appear fierce, they must be friendly or lost.

I swam closer to get a better look and had to stop myself from laughing. The strangers had wrapped every part of their bodies with colorful leaves and cotton. Some had decorated their faces with fur and wore shiny rocks on their heads. Compared to us, they were very round.

Their canoe was short and square, and, in spite of all their dipping and pulling, it moved so slowly. What a backward, distant island they must have come from.

But really, to laugh at guests, no matter how odd, would be impolite, especially since I was the first to meet them. If I was foolish, they would think they had arrived at a foolish place. . . .

I kicked toward the canoe and called out the simplest thing.

“Hello!”

One of the people heard me, and he was so startled that he stood up, made his eyes small, as fearful as I had been a moment earlier. . . .
The man stared at me as though he’d never seen a girl before, then shouted something to his relatives. They all stopped paddling and looked in my direction.

“Hello,” I tried again. “Welcome to home. My name is Morning Girl. My mother is She Wins the Race. My father is Speaks to Birds. My brother is Star Boy. We will feed you and introduce you to everyone.”

All the fat people in the canoe began pointing at me and talking at once. In their excitement they almost turned themselves over, and I allowed my body to sink beneath the waves for a moment in order to hide my smile. . . .

When I came up they were still watching, the way babies do: wide eyed and with their mouths uncovered. They had much to learn about how to behave.

“Bring your canoe to the beach,” I shouted, saying each word slowly so that they might understand and calm themselves. “I will go to the village and bring back Mother and Father. . . .”

. . . The strangers were drifting in the surf, arguing among themselves, not even paying attention to me any longer. They seemed very worried, very confused, very unsure what to do next. It was clear that they hadn’t traveled much before.


1. How does Morning Girl treat the unexpected visitors?
2. Why does Morning Girl think the visitors have poor manners?

**Activity**

**Writing a Play** Imagine that explorers from another planet landed in your backyard. How would you respond? Write the dialogue you think would occur between you and the aliens. Then ask a classmate to read the dialogue with you in the form of a play.
Many groups of Native Americans live in the Americas today. Their history is the story of many different peoples, all of whom helped shape the American society we live in today. They are part of the modern world, yet many of them also preserve the ways of life, customs, and traditions developed by their ancestors centuries ago.

Maya Wall Painting  The Maya were one of many Native American peoples living in the Americas before the arrival of Europeans. This wall painting, located at a ceremonial center, shows musicians celebrating a royal birth.
When Europeans arrived in the Americas in the late 1400s, they found Native Americans living there. The Europeans wondered where these peoples had come from and how they happened to settle in the Americas. Some believed the Native Americans had come from Atlantis, a mythical island that was supposed to have sunk beneath the waves of the Atlantic Ocean.

Modern scientists are still trying to determine when and how the first people appeared in North and South America. The story of the first Americans is still being pieced together by experts in archaeology, the study of ancient peoples. Archaeologists learn about the past from artifacts, things left behind by early people, such as stone tools, weapons, baskets, and carvings. Their most recent discoveries show that the Native Americans did come from a land that later sank into the sea. It was not the mythical Atlantis, however, but a stretch of land called Beringia that once joined Asia and the Americas.

No one knows for sure why the first people to settle in North America crossed the land bridge that once connected Asia and North America. With spears poised, small bands of hunters may have pursued a mammoth, a large game animal that is now extinct, or other large animals. Later settlers may have come by boat, hunting seals and whales. Over time, these “native Americans” would inhabit both North and South America.

**The Journey From Asia**

During its long history, the earth has passed through several Ice Ages, periods of extremely cold temperatures when part of the planet’s surface was covered with massive ice sheets. Much of the water from the oceans was frozen into these ice sheets, or glaciers. For that reason the sea levels were much lower during
that period than they are today. The lower sea levels exposed large areas of the seabed that would once again be covered with water when the Ice Age ended and the glaciers melted.

Crossing the Land Bridge

The most recent Ice Age began 100,000 years ago and ended about 12,000 years ago. During this period the lower sea level exposed a broad strip of land between Asia and North America. This land bridge ran from Siberia in northeastern Asia to present-day Alaska, the westernmost part of the Americas. The land bridge, Beringia, now lies under the Bering Strait.

Scientists are fairly certain that the first Americans were people from Asia who crossed over Beringia during the last Ice Age. These early peoples probably reached the Americas about 30,000 years ago.

In Search of Hunting Grounds

The early Americans were nomads, people who moved from place to place. They gathered wild grains and fruits but depended on hunting for much of their food. While traveling in search of game or following herds of animals, they crossed Beringia into what are now Alaska and Canada.

The crossing of the land bridge was a migration, a movement of a large number of people into a new homeland. It did not happen in a single journey. As the centuries passed, many groups of people traveled from Asia, either on foot across the land bridge or in boats along its coast. From the north, the migrants gradually moved into new territory. They spread out across the Americas, going as far east as the Atlantic Ocean and as far south as the tip of South America. (Footnotes to History

Footnotes to History

The Land Bridge  Beringia takes its name from Vitus Bering, a Danish explorer hired by the Russians to explore the Arctic waters of the Bering Strait in the early 1700s.

Hunting for Food

Native American legends tell of giant beasts that roamed the earth in ancient times. When the first Americans arrived from Asia, they did indeed find huge mammals. There was the saber-toothed tiger—a large, flesh-eating cat—the woolly mammoth, and the mastodon. The mammoth and mastodon resembled modern elephants in size and shape but had shaggy fur and tusks up to 13 feet (4 m) long.

The early Americans were skilled at hunting these beasts. The hunters shaped pieces of stone and bone to make tools for chopping and scraping. They chipped rocks into extremely sharp points and fastened them on poles to make...
spears. Bands of hunters armed with these spears stalked herds of giant bison, mastodons, or mammoths and then charged at the animals, hurling their weapons.

A single mammoth provided tons of meat, enough to feed a group of people for months. The hunters and their families used every part of the animal. They made the skin into clothing, carved the bones into weapons and tools, and may have used the long ribs to build shelters.

About 12,000 years ago the earth’s temperatures began to rise. The Ice Age was drawing to an end. As the great glaciers melted, the oceans rose, and Beringia was submerged again. The Americas were cut off from Asia. At the same time, the hunters of America faced a new challenge. The mammoths and other large animals began to die out, either from overhunting or because of changes in the environment. The early Americans had to find other sources of food.

**Settling Down**

As the large game animals disappeared, the early Americans found new sources of food. They hunted smaller game, such as deer, birds, and rodents. Those who lived along rivers or near the seacoast learned to catch fish with nets and traps—as Native Americans still do today. They continued to gather wild berries and grains.
Planting Seeds

About 9,000 years ago, people living in present-day Mexico made a discovery that would shape the lives of Native Americans for thousands of years. They learned to plant and raise an early form of corn called maize. Their harvests of maize provided a steady, reliable source of food. No longer did they have to move from place to place in order to survive.

Early Americans in Mexico also experimented with other kinds of seeds. They planted pumpkins, edible gourds, beans, chili peppers, avocados, and squashes. The people who had once depended on wandering animals for their food were producing more than enough food to feed themselves. The population grew along with the ever-increasing food supply.

Early Communities

With rising numbers of people and a dependable supply of food, early Americans in Mexico gave up their nomadic way of life and started to form stable communities. Scientists have found traces of early villages that date from about 5,000 years ago.

Scientists use a method called carbon dating to find out how old an artifact is. By measuring the amount of radioactive carbon that remains in something that was once alive—such as a bone or a piece of wood—they can tell how long ago it lived.

Sometime after the early settlements in Mexico, people began farming in what is now the southwestern United States. Not all the early peoples in the Americas farmed, however. Some remained nomadic hunters, and others relied on fishing or trading instead of agriculture.

The Growth of Cultures

Farming allowed people to spend time on activities other than finding food. Knowing that they would harvest an abundant supply of grains and vegetables, the people of ancient Mexico began to improve their lives in other ways. They built permanent shelters of clay, brick, stone, or wood. They made pottery and cloth and decorated these goods with dyes made from roots and herbs. They also began to develop more complex forms of government and religion.

Agriculture changed the lives of these early people and led to the birth of a new culture, a way of life of a particular group of people. Rather than move from place to place in search of food, the people who farmed were able to settle down. They formed communities and developed common customs, beliefs, artistic styles, and ways of protecting themselves. Over time, the many different groups of people living in the Americas developed distinctive cultures.

Checking for Understanding

1. Identify Siberia, Alaska, Bering Strait.
2. Define archaeology, artifact, Ice Age, nomad, migration, maize, carbon dating, culture.
3. Explain how farming changed the lives of nomads.

Reviewing Themes

4. Geography and History How did an Ice Age make it possible for Asian hunters to migrate to the Americas?

Critical Thinking

5. Determining Cause and Effect How do you think the first Americans discovered that they could grow their own plants?

Activity

Making a Map Create an enlarged version of the map on page 19. Label all landmasses and bodies of water. Add illustrations to the map to tell the story of how the first Americans migrated to North America.
Long before the arrival of Europeans in the early 1500s, several great civilizations, or highly developed societies, arose in present-day Mexico and in Central and South America. These civilizations built enormous cities in dense jungles and on difficult-to-reach mountain-tops. They also developed complex systems of writing, counting, and tracking time.

Among the largest and most advanced of these early civilizations were the Olmec, the Maya, the Aztec, and the Inca. Each civilization spread out over hundreds of miles, included millions of people, and thrived for centuries.

The Olmec flourished between 1200 B.C. and 400 B.C. along the Gulf Coast of what are now Mexico, Guatemala, and Honduras. Olmec farmers produced enough food to sustain cities containing thousands of people. Olmec workers sculpted large stone monuments and built stone pavements and drainage systems. Their civilization strongly influenced their neighbors.

**The Maya**

The Maya built their civilization in the dense, steamy rain forests of present-day Mexico, Guatemala, Honduras, and Belize. Around 1000 B.C. they began clearing the land. They planted maize, beans, sweet potatoes, and other vegetables. They also pulled enormous stones from the earth to build monuments and pyramids that still stand today. Much of this labor was performed by enslaved people, usually prisoners of war.
Mayan Cities

By A.D. 300 the Maya had built many large cities. Each city was dominated by at least one stone pyramid. Some pyramids reached about 200 feet (60 m)—the height of a 20-story building. Steps ran up the pyramid sides to a temple on top. The largest Mayan city, Tikal, in present-day Guatemala, was surrounded by six pyramids. The pyramid in Chichén Itzá (chih•CHEHN iht•SAH), located on Mexico’s Yucatán Peninsula, covered an acre of ground.

The temples on top of the pyramids were religious and governmental centers. Wearing gold jewelry and elaborate headdresses, the priests in the temples performed rituals dedicated to the Mayan gods. On special days, the whole city attended religious festivals. Crowds gathered in the plazas to watch masked dancers, drummers, and flute players perform for the gods.

The Maya believed the gods controlled everything that happened on earth. Because only priests knew the gods’ wishes, the priests held great power in Mayan society and made most of the important decisions. The civilization of the Maya was a theocracy, a society ruled by religious leaders.

Mayan Astronomy

The Mayan priests believed that the gods were visible in the stars, sun, and moon. They thought that studying the night sky would help them understand the gods and predict the future. Their intense interest in the workings of the heavens led to an understanding of astronomy. Their desire to measure time advanced their knowledge of mathematics. The priests created a 365-day calendar by which to schedule plantings, harvests, and religious ceremonies.
Mayan priests recorded the movements of the stars, sun, and moon by carving pictures on stones. These images developed into hieroglyphics, pictures or symbols that are used to represent words, sounds, or concepts. The Maya developed a complex vocabulary of hieroglyphics.

The Aztec were a warrior people, and much of their art reflected military themes. Birds and animals known for their strength and beauty—especially the eagle, jaguar, and coyote—were honored in the Aztec’s art and folklore.

How did the Aztec treat the people they conquered?

Transport and Trade

The Maya did not have wheeled vehicles or horses, so everything they transported overland was carried on human backs. Mayan traders traveled on a network of roads that had been carved out of the jungle. Farmers brought maize and vegetables to outdoor markets in the cities. They exchanged their crops for cotton cloth, pottery, deer meat, and salt.

The Maya also engaged in long-distance trade. At the height of the civilization—from A.D. 300 to A.D. 900—thousands of Mayan canoes traveled up and down Mexico’s east coast. The canoes carried jade statues, turquoise jewelry, parrot feathers, cacao beans for making chocolate, and other luxury goods to traders throughout a large area.

Decline of a Civilization

Around A.D. 800 the Maya civilization began to decline. By A.D. 900 the great cities were almost ghost towns. The jungle crept back across the plazas, roads, and fields. No one knows what caused the decline. Perhaps slaves and farmers revolted against their masters. Perhaps the soil became too exhausted by erosion and fire to produce enough food. The Maya civilization collapsed, but descendants of the Maya still live in parts of Mexico and Central America.

The Aztec

Centuries after the fall of the Maya, a group of hunters called the Aztec wandered through central Mexico, searching for a permanent home. In 1325 they came upon an island in Lake Texcoco, today part of Mexico City. There the Aztec saw a sign: an eagle sitting on a cactus, a snake in its beak. That meant this island was to be their home.

Tenochtitlán

On this island “amidst the water, in the reeds, in the sugar-canes” emerged Tenochtitlán (tay•NAWCH•teet•LAHN), one of the greatest cities in the Americas. Its construction was a miracle of engineering and human labor. Directed
by priests and nobles, workers toiled day and night, sometimes until they died of exhaustion. They pulled soil from the bottom of the lake to make causeways, or bridges of earth, linking the island and the shore. They filled parts of the lake with earth so they could grow crops.

In time the Aztec capital expanded to the mainland around the lake. At its height Tenochtitlán was the largest city in the Americas, perhaps the largest in the world. By A.D. 1500 nearly 200,000 people lived there. Tenochtitlán also served as a center of trade, attracting thousands of merchants to its outdoor marketplaces.

War and Religion

The Aztec civilization grew into a military empire. In the 1400s the Aztec army marched through central and southern Mexico, conquering nearly all rival communities. Aztec warriors took everything they could carry from their victims, including maize, cotton cloth, copper, and weapons. Conquered people were forced to work as slaves in Aztec cities and villages.

Like the Maya, the Aztec organized their society around their religion. Aztec priests studied the stars, moon, and sun and created a complex calendar. At the center of the Aztec religion was the powerful sun god. To make sure that the sun god would rise each morning, the priests offered the blood of humans. Thousands of prisoners of war were sacrificed in ceremonies to the sun god.

A Great City Remembered

The first Europeans to see the Aztec capital were awed by its splendor. In 1519, 550 Spanish soldiers entered Tenochtitlán, led by Hernán Cortés. He wrote:

“There are forty towers at least, all of stout construction and very lofty. . . . The workmanship both in wood and stone could not be bettered anywhere.”

Bernal Díaz del Castillo, one of the soldiers, marveled at the “great stone towers and temples and buildings that rose straight up out of the water.” Tenochtitlán, he explained, was a city of water, and many of the streets were waterways for canoes.

Díaz also admired the gardens, “the diversity of trees and the scents given off by each . . . and the paths choked with roses and other flowers.” Some of the Spaniards thought that Tenochtitlán was more magnificent than Rome and other European capitals of the time.

The Inca

Another great American civilization developed in the western highlands of South America. The empire of the Inca was the largest of the early American civilizations.

Empire Builders

The Inca founded their capital city of Cuzco (KOOS•koh) around A.D. 1200. In 1438 an emperor named Pachacuti (PAH•chah•KOO•tee) Inca Yupanqui came to the throne and began a campaign of conquest against the neighboring peoples. He and his son, Topa Inca, built an empire that stretched from north to south for more than 3,000 miles (4,800 km), from present-day Colombia to northern Argentina and Chile.

The Incan army was a formidable force. All men between 25 and 50 years old could be drafted to serve in the army for up to five years. Their weapons included clubs, short spears, and spiked copper balls on ropes. Using slings of woven cloth, they could throw stones as far as 30 yards (27 m).

Communication and the Empire

At its height, the Inca Empire had a population of more than 6 million, including many conquered peoples. To control this far-flung empire, the Inca built at least 10,000 miles (16,000 km) of stone-paved roads that ran over mountains, across deserts, and through jungles. Rope bridges, made from grass, crossed canyons and rivers.
Runners carrying messages to and from the emperor linked remote outposts of the empire to the capital at Cuzco. The Inca language, Quechua (KEH•chuh•wuh), became the official language for all the different peoples in the empire. Although the Inca did not possess paper or writing, they developed a system of record keeping with string called quipus (KEE•poos). Using various lengths and colors of string, knotted in special patterns, the quipus carried information about resources such as grain supplies.

**Agricultural Achievements**

Although mountainous land is not well suited for farming, the Inca devised ways to produce a steady supply of food. They cut terraces, or broad platforms, into steep slopes so they could plant crops. They built stone walls on the terraces to hold the soil and plants in place. Incan farmers grew maize, squash, tomatoes, peanuts, chili peppers, melons, cotton, and potatoes.

**Religious Beliefs**

All land and property within the Inca’s domain belonged to the emperor, who was believed to be a descendant of the sun god. Because the Inca thought that the sun god enjoyed displays of gold, they crafted magnificent gold jewelry and temple ornaments. The Inca also built special cities devoted to religious ceremonies. One of these religious centers was Machu Picchu (MAH•choo PEE•choo), the mountaintop site discovered by Hiram Bingham in 1911.

The wealth and high achievements of the Inca were remarkable. Inca civilization, however, could not stand up against the Spanish invaders.
Maps can direct you down the street, or around the world. There are as many different kinds of maps as there are uses for them. Being able to read a map begins with learning about its parts.

**Learning the Skill**

Maps usually include a key, a compass rose, and a scale bar. The map key explains the meaning of special colors, symbols, and lines used on the map. On a road map, for example, the key tells what map lines stand for paved roads, dirt roads, and interstate highways.

After reading the map key, look for the compass rose. It is the direction marker that shows the cardinal directions of north, south, east, and west. North and south are the directions of the North and South Poles. If you stand facing north, east is the direction to your right—toward the rising sun. West is the direction on your left.

A measuring line, often called a scale bar, helps you estimate distance on a map. The map’s scale tells you what distance on the earth is represented by the measurement on the scale bar. For example, 1 inch (2.54 cm) on the map may represent 100 miles (160.9 km) on the earth. Knowing the scale allows you to visualize how large an area is and to measure distances.

**Practicing the Skill**

The map on this page shows where the ancient Maya, Aztec, and Inca built their empires in North America and South America. Look at the parts of this map, then answer the questions that follow.

1. What information is given in the key?
2. What color shows the Inca Empire?
3. What direction would you travel to go from Tenochtitlán to Chichén Itzá?
4. About how many miles long was the Inca Empire?
5. What was the capital of the Aztec Empire?

**Applying the Skill**

Picture a mental image of your house or room. Draw a map showing the location of various areas. Include a map key explaining any symbols or colors you use. Also include a scale bar explaining the size of your map compared to the real area. Finally, add a compass rose and title to your map.

Glencoe’s Skillbuilder Interactive Workbook, Level 1 provides instruction and practice in key social studies skills.
The jars and other objects found in the cave were left there by the Sinagua, Native Americans who lived in present-day Arizona hundreds of years ago. The Sinagua are just one of many Native American peoples who are now being studied by archaeologists and historians.

**Early Native Americans**

Many Native American cultures rose, flourished, and disappeared in North America long before Europeans arrived in the 1500s. Among the most advanced of these early cultures were the Hohokam and Anasazi of the Southwest and the Mound Builders of the Ohio River valley.

**The Hohokam**

The dry, hot desert of present-day Arizona was home to the Hohokam people. They may have come from Mexico about 300 B.C. The Hohokam culture flourished from about A.D. 300 to A.D. 1200 in an area bordered by the Gila and Salt River valleys.

The Hohokam were experts at squeezing every drop of available water from the sun-baked soil. Their way of life depended on the irrigation channels they dug to carry river water into their fields. In addition to hundreds of miles of irrigation channels, the Hohokam left behind pottery, carved stone, and shells etched with acid. The shells came from trade with coastal peoples.
The Anasazi

The Anasazi lived around the same time as the Hohokam, roughly A.D. 200 to A.D. 1300, in the area known as the Four Corners (the meeting place of the present-day states of Utah, Colorado, Arizona, and New Mexico). There they built great stone dwellings that the Spanish explorers later called pueblos (PWEH•blohs), or villages. Pueblo Bonito, one of the most spectacular of the Anasazi pueblos, can still be seen in New Mexico. The huge semicircular structure of stone and sun-dried earth resembles an apartment building. It is four stories high and has hundreds of rooms. Archaeologists have found traces of a complex road system linking Pueblo Bonito with other villages. This suggests that Pueblo Bonito was an important trade or religious center for the Anasazi.

The Anasazi also built dwellings in the walls of steep cliffs. Cliff dwellings were easy to defend and offered protection from winter weather. Mesa Verde in Colorado, one of the largest and most elaborate cliff dwellings, held several thousand inhabitants.

In about 1300 the Anasazi began leaving the pueblos and cliff dwellings to settle in smaller communities. Their large villages may have been abandoned because of droughts, long periods of little rainfall, during which their crops dried up.

The Mound Builders

The early cultures of Mexico and Central America appear to have influenced people living in lands to the north. In central North America, prehistoric Native Americans built thousands of mounds of earth that look very much like the stone pyramids of the Maya and the Aztec. Some of the mounds contain burial chambers. Some were topped with temples, as in the Mayan and Aztec cultures.

The mounds are dotted across the landscape from present-day Pennsylvania to the Mississippi River valley. They have been found as far north as the Great Lakes and as far south as Florida. Archaeologists think that the first mounds were built about 1000 B.C. They were not the work of a single group but of many different peoples, referred to as the Mound Builders.

Among the earliest Mound Builders were the Adena, hunters and gatherers who flourished in the Ohio Valley by 800 B.C. They were followed by the Hopewell people, who lived between 200 B.C.
and A.D. 500. Farmers and traders, the Hopewell built huge burial mounds in the shape of birds, bears, and snakes. One of them, the Great Serpent Mound, looks like a giant snake winding across the ground. Archaeologists have found freshwater pearls, shells, cloth, and copper in the mounds. The objects indicate a widespread pattern of trade.

**Cahokia**

The largest settlement of the Mound Builders was Cahokia (kuh-HOH-kee-uh) in present-day Illinois. This city, built between A.D. 900 and A.D. 1200 by a people called the Mississippians, may have had 30,000 or more residents. The largest mound in Cahokia, the Monks Mound, rises nearly 100 feet (30 m). When it was built, it was probably the highest structure north of Mexico.

Although nearly 2,000 miles (3,200 km) away from the great cities of Mexico, Cahokia resembled them. The city was dominated by the great pyramid-shaped mound. A temple crowned the summit—perhaps a place where priests studied the movements of the sun and stars or where the priest-ruler of Cahokia lived. A legend of the Natchez people, descendants of the Mississippian, hints of a direct link to Mexico:

“Before we came into this land we lived yonder under the sun [the speaker pointed southwest toward Mexico]. . . . Our nation extended itself along the great water [the Gulf of Mexico] where this large river [the Mississippi] loses itself.”

**Other Native North Americans**

Although the civilizations of the Hohokam, the Anasazi, and the Mound Builders eventually faded away, other Native American cultures arose to take their place. Around the time that Europeans began arriving, North America was home to dozens of diverse societies.

**Peoples of the North**

The people who settled in the northernmost part of North America, in the lands around the Arctic Ocean, are called the Inuit. Some scientists think that the Inuit were the last migrants to cross the land bridge into North America.
The Inuit possessed many skills that helped them survive in the cold Arctic climate. They may have brought some of these skills from northern Siberia, probably their original home. In the winter the Inuit built igloos, low-lying structures of snow blocks, which protected them from severe weather. Their clothing of furs and sealskins was both warm and waterproof. The Inuit were hunters and fishers. In the coastal waters, they pursued whales, seals, and walruses in small, skin-covered boats. On land they hunted caribou, large deer-like animals of the far north.

**Map Study**

Early Native Americans spread throughout the continent and adapted their way of life to the terrain and climate where they settled.

1. **Region** To which culture group did the Apache and Hopi belong?
2. **Analyzing Information** What type of dwelling did the Iroquois build?
The Inuit made clothing from caribou skins and burned seal oil in lamps.

**Peoples of the West**

The mild climate and dependable food sources of the West Coast created a favorable environment for many different groups.

The peoples of the northwestern coast, such as the Tlingit (TLIHNG•kuht), Haida, and Chinook, developed a way of life that used the resources of the forest and the sea. They built wooden houses and made canoes, cloth, and baskets from tree bark. Using spears and traps, they fished for salmon along the coast and in rivers such as the Columbia. This large fish was the main food of the northwestern people. They preserved the salmon by smoking it over fires.

Salmon was also important for the people of the plateau region, the area between the Cascade Mountains and the Rocky Mountains. The Nez Perce (NEHZ PUHRS) and Yakima people fished the rivers, hunted deer in forests, and gathered roots and berries. The root of the camas plant, a relative of the lily, was an important part of their diet. The plateau peoples lived in earthen houses.

Present-day California was home to a great variety of cultures. Along the northern coast, Native Americans fished for their food. In the more barren environment of the southern deserts, nomadic groups wandered from place to place collecting roots and seeds. In the central valley, the Pomo gathered acorns and pounded them into flour. As in many Indian cultures, the women of the Pomo did most of the gathering and flour making.

In the Great Basin between the Sierra Nevada and the Rocky Mountains, Native Americans found ways to live in the dry climate. The soil was too hard and rocky for farming, so peoples such as the Ute (YOOT) and Shoshone (shuh•SHOHN) traveled in search of food. They ate small game, pine nuts, juniper berries, roots, and some insects. Instead of making permanent settlements, the Great Basin people created temporary shelters of branches and reeds.

**What’s In a Name?**

Perhaps the most obvious sign of our country’s Native American heritage is the hundreds of place names that dot the map. Some of these names offer a vivid physical description of the place. *Chattanooga*, for example, means “rock rising to a point,” while *Nantucket* means “the faraway place.”

**Peoples of the Southwest**

Descendants of the Anasazi formed the Hopi, the Acoma, and the Zuni. They built their homes from a type of sun-dried mud brick called adobe. They raised maize, beans, and squash.

In the 1500s two new groups settled in the region—the Apache and the Navajo. Unlike the other peoples of the Southwest, the Apache and Navajo were hunters. They chased buffalo and other game. Eventually the Navajo settled into stationary communities and built square houses called hogans. Although they grew maize to add to their diet of buffalo meat, they depended primarily on hunting for food.

**Peoples of the Plains**

The peoples of the Great Plains were nomadic; villages were temporary, lasting only for a growing season or two. When the people moved from place to place, they dragged their homes—cone-shaped skin tents called tepees—behind them. The men hunted antelope, deer, and buffalo. The women tended plots of maize, squash, and beans.

When the Spanish brought horses to Mexico in the 1500s, some got loose. In time horses made their way north, roaming from Texas to the Great Plains. Native Americans captured and tamed the wild horses, and the Apache, the Dakota, and other Plains peoples became skilled riders. They learned to use the horses in warfare, attacking their enemies with long spears, and to hunt on horseback.
Peoples of the East

The Native Americans who lived in the woodlands of eastern North America formed complex political systems to govern their nations. The Iroquois (IHR•uh•KWAIH) and Cherokee had formal law codes. They also formed federations, governments that linked different groups.

The Iroquois lived near Canada in what is now northern New York State. There were five Iroquois groups or nations: the Onondaga, the Seneca, the Mohawk, the Oneida, and the Cayuga. These groups warred with each other until the late 1500s, when they joined in an organization called the Iroquois League.

Iroquois women occupied positions of power and importance in their communities. They owned the land and were responsible for the planting and harvesting of crops. Women also had a strong voice in the community’s government. According to the constitution of the Iroquois League, women chose the 50 men who served on the league council.

The Iroquois constitution was written down after the Europeans came to North America. It describes the Iroquois peoples’ desire for peace:

“I am Dekanawidah and with the Five Nations’ Confederate Lords I plant the Tree of Great Peace... 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.”

Peoples of the Southeast

The Southeast was also a woodlands area, but with a warmer climate than the eastern woodlands. The Creek, Chickasaw, and Cherokee were among the region’s Native American peoples. Many Creek lived in loosely knit farming communities in present-day Georgia and Alabama. There they grew corn, tobacco, squash, and other crops. The Chickasaw, most of whom lived farther west in what is now Mississippi, farmed the river bottomlands. The Cherokee farmed in the mountains of Georgia and the Carolinas.

Wherever they lived in North America, the first Americans developed ways of life that were well suited to their environments. In the 1500s, however, the Native Americans met people whose cultures, beliefs, and ways of life were different from anything they had known or ever seen. These newcomers were the Europeans, and their arrival would change the Native Americans’ world forever.

Section 3 Assessment

Checking for Understanding

1. Identify Hohokam, Anasazi, Mound Builders, Hopewell, Inuit, Iroquois.
2. Define pueblo, drought, adobe, federation.
3. Identify clues that led archaeologists to believe that the Mound Builders were influenced by other cultures.

Reviewing Themes

4. Groups and Institutions What organization did the Iroquois form to promote peace among their people?

Critical Thinking

5. Making Generalizations Why was the environment of the West Coast favorable for settlement by so many groups of Native Americans?

Activity

Designing a Home Draw a model of a home that a Native American could have built. Use natural materials that exist in the area where you live and label the materials on your diagram. Consider the climate of your area in your design.
Field Trip to Cahokia Mounds

Setting up the Video
Work with a group of your classmates to view “Cahokia Mounds” on the videodisc Historic America: Electronic Field Trips. The community of Cahokia, built about 1,000 years ago, left huge mounds dotting the surrounding landscape. This mound-building civilization, located in present-day Illinois, may have had 30,000 or more residents. The program shows students working with guides to protect the mounds.

Hands-On Activity
Just as the Cahokia mounds revealed details of the Cahokia people, modern monuments and buildings express who we, as Americans, are today. Create a collage of photographs showing American architecture and monuments. Write captions that explain what the buildings reveal about modern American society.

Surfing the “Net”

Modern Explorers
Many European explorers used primitive navigational instruments to help guide them in finding new places. Today, people explore new and exciting places by using the Internet. To become a modern explorer, follow the instructions below.

Getting There
Pick a country you would like to know more about. Follow these steps to gather information about this place.
1. Use a search engine. Type in the name of the country that you want to learn more about.
2. After the country’s name, enter words like the following to find more specific information about this place:
   • geography
   • maps
   • population
   • travel
   • culture
   • sports
3. The search engine will provide you with a number of links to follow. Links are “pointers” to different sites on the Internet and commonly appear as blue underlined words.

What to Do When You Are There
Once you are at the country you have chosen, click on the links to navigate through the pages of information. Gather your findings by creating a fact sheet using a word processor. Using the findings, create an illustrated map of the region you explored. Attach your facts to the map.
Reviewing Key Terms

On a sheet of paper, define the following terms:
- archaeology
- artifact
- Ice Age
- nomad
- carbon dating
- culture
- civilization
- hieroglyphics
- pueblo
- federation

Reviewing Key Facts

1. Why did Asians cross the land bridge to the Americas?
2. What was the first crop raised by Native Americans in Mexico?
3. What were two advantages of living in cliff dwellings?
4. How did horses change the lives of Native Americans who lived on the Great Plains?

Critical Thinking

Analyzing Information
Over time Native Americans formed unique cultures.
1. In what ways did farming contribute to the growth of large empires in Central and South America?
2. How did living in Siberia help the Inuit adapt to life in the Arctic region?

Time Line Activity
Create a time line on which you place the following events in chronological order.
- Europeans arrive in the Americas
- Asian hunters cross Beringia
- Inca establish their capital at Cuzco
- Maya civilization begins to decline
- Mound Builders begin building mounds
- Native Americans in Mexico learn to grow maize

Reviewing Themes

1. Geography and History In what ways did the environment of Native Americans who lived in the Northwest differ from the environment of those who lived in the Southwest?
2. Culture and Traditions How do we know that religion was an important part of Native American life?
3. Groups and Institutions How did the Inca and Aztec use war to increase their power?

Geography Activity

Study the map below and answer the questions that follow.

Selected Sites of the Mound Builders

1. Location Along what two major rivers did many of the Mound Builders settle?
2. **Place** Near which river did the Adena build most of their settlements?

3. **Movement** Of the Adena, Hopewell, and Mississippian cultures, which settled the farthest east?

**Skill Practice Activity**

**Understanding the Parts of a Map**

Use the key, compass rose, and scale bar on the map of early Ohio villages to answer the questions that follow.

**Technology Activity**

**Using the Internet** Search the Internet for a Web site created by a modern Native American organization or group. Based on information you find at the Web site, explain the group’s purpose or goals. How do you think this group’s activities will help to preserve the culture of Native Americans?

**Cooperative Activity**

**History and Art** Create a Native American artifact museum for your classroom. With a partner, find an existing photo or illustration (or make your own drawing or model) of a Native American artifact created before 1500. Label your artifact with the name of the Native American group that created it, the approximate date it was made, a description of how it was used, and the materials from which it was made. Mount your artifact on cardboard and display it with other artifacts in a classroom “museum.”

1. What does the map key highlight?
2. About how far from Lake Erie was Mohican John’s Town?
3. Which Native Americans settled Goschochgunk?
4. Which town was farther west—Pickawillany or Upper Sandusky?
5. What village is located along the Ohio River?