### GUIDED READING North American Societies

#### Section 1

**A. Summarizing** As you read this section, fill out the chart below to describe early North American societies.

<table>
<thead>
<tr>
<th>People</th>
<th>Environment</th>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pacific Northwest peoples</td>
<td></td>
<td></td>
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<tr>
<td>2. Pueblo builders</td>
<td></td>
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<tr>
<td>3. Mound Builders</td>
<td></td>
<td></td>
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<tr>
<td>4. Northeastern tribes</td>
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<td></td>
</tr>
</tbody>
</table>

**B. Clarifying** Give examples to show how North American societies were linked to each other.

<table>
<thead>
<tr>
<th>Political Links</th>
<th>Economic Links</th>
<th>Cultural Links</th>
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<tbody>
<tr>
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**C. Clarifying** On the back of this paper, identify **potlatch**, **pueblos**, and **totems** and the significance of each in early North American culture.
PRIMARY SOURCE  Hopewell Artifact

Using a sharp flint tool, a Hopewell artisan from the North American Mound Builder culture east of the Mississippi River carved this snake out of silvery mica. The snake was likely worn by an important member of Hopewell society as a pendant. Study the photograph of this artifact and think about what it can tell you about Hopewell culture.

Activity Options

1. Drawing Conclusions  With a small group of classmates, pretend you are part of an archaeological expedition that has just dug up this artifact. Discuss some distinguishing features of the snake and what it might tell you about the Hopewell culture. For example, does the snake look threatening? How is it different from and similar to other images of snakes you’ve seen? How do you think the Hopewell felt about snakes and why do you think they would want to wear one as a piece of jewelry? Write up your group’s observations and thoughts as a short report.

2. Making Inferences  Imagine that you are an American artisan around the year 2000. Design a snake pendant, or another piece of jewelry, for a member of your culture. Then ask yourself what your artifact says about your culture. Present your design and your thoughts to the class.
In the late 1500s, five separate nations of Iroquois—Mohawk, Seneca, Cayuga, Oneida, and Onondaga—united to form the League of Five Nations. The purpose of the Iroquois League was to end intertribal warfare and to form a strong alliance against outside enemies. To further their goals, the league created a constitution, called the Great Binding Law, that consisted of 117 individual laws and customs governing all aspects of life—from self-government and war to family relationships, religion, tribal symbolism, and burial rites. In the following excerpt, the speaker Dekanawidah is the great Mohawk leader credited with establishing the Great Peace among the nations. He speaks to Adodarhoh, leader of the Onondaga. In this English translation, the term Lord means “chief.”

Section 1

1 I am Dekanawidah and with the Five Nations’ Confederate Lords I plant the Tree of the Great Peace. I plant it in your territory, Adodarhoh, and the Onondaga Nation, in the territory of you who are Firekeepers.

I name the tree the Tree of the Great Long Leaves. Under the shade of this Tree of the Great Peace we spread the white soft feathery down of the globe thistle as seats for you, Adodarhoh, and your cousin Lords.

We place you upon those seats, spread soft with the feathery down of the globe thistle, there beneath the shade of the spreading branches of the Tree of Peace. There shall you sit and watch the Council Fire of the Confederacy of the Five Nations, and all the affairs of the Five Nations shall be transacted at this place before you, Adodarhoh, and your cousin Lords, by the Confederate Lords of the Five Nations.

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.

6 I, Dekanawidah, appoint the Mohawk Lords the heads and the leaders of the Five Nations Confederacy. The Mohawk Lords are the foundation of the Great Peace and it shall, therefore, be against the Great Binding Law to pass measures in the Confederate Council after the Mohawk Lords have protested against them.

No council of the Confederate Lords shall be legal unless all the Mohawk Lords are present.

9 All the business of the Five Nations Confederate Council shall be conducted by the two combined bodies of Confederate Lords. First the question shall be passed upon by the Mohawk and Seneca Lords, then it shall be discussed and passed by the Oneida and Cayuga Lords. Their decisions shall then be referred to the Onondaga Lords (Firekeepers) for final judgment.

The same process shall obtain when a question is brought before the council by an individual or a War Chief.


Discussion Questions

Determining Main Ideas
1. Who were the leaders of the Iroquois League?
2. How did members of the Iroquois League deal with questions that were brought before them?

Making Inferences
3. The Tree of the Great Peace has both literal and figurative meanings. Discuss some of the things it might symbolize to the Iroquois.

Recognizing Effects
4. What advantages do you think the Iroquois gained by establishing the constitution? What disadvantages, if any, might there have been?
RETEACHING ACTIVITY  North American Societies

Determining Main Ideas  The following questions deal with the societies of North America. Answer them in the space provided.

1. What were some of the similarities among the native North American cultures?

__________________________________________________________________________
__________________________________________________________________________

2. How did native North American cultures view the land?

__________________________________________________________________________

Reading Comprehension  Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

____ 3. A culture of people called Mound Builders, who created villages based on farming and trade
   a. Anasazi
   b. totems
   c. pueblos
   d. kivas
   e. Iroquois
   f. Hohokam
   g. Mississippian
   h. potlatch

____ 4. A ceremony, involving food, drink, and gifts to the community, in which families showed their rank and prosperity
   a. Anasazi
   b. totems
   c. pueblos
   d. kivas
   e. Iroquois
   f. Hohokam
   g. Mississippian
   h. potlatch

____ 5. A natural object used by American Indian clans to identify and unify a clan or group
   a. Anasazi
   b. totems
   c. pueblos
   d. kivas
   e. Iroquois
   f. Hohokam
   g. Mississippian
   h. potlatch

____ 6. A Southwestern clan of early farmers who successfully used irrigation for food production in the dry Arizona environment
   a. Anasazi
   b. totems
   c. pueblos
   d. kivas
   e. Iroquois
   f. Hohokam
   g. Mississippian
   h. potlatch

____ 7. Villages of apartment-style compounds made of adobe and stone or clay, used by the Anasazi people
   a. Anasazi
   b. totems
   c. pueblos
   d. kivas
   e. Iroquois
   f. Hohokam
   g. Mississippian
   h. potlatch

____ 8. A group of tribes who spoke related languages and lived in the Great Lakes region
   a. Anasazi
   b. totems
   c. pueblos
   d. kivas
   e. Iroquois
   f. Hohokam
   g. Mississippian
   h. potlatch

____ 9. Underground ceremonial chambers used for religious practices by the Anasazi
   a. Anasazi
   b. totems
   c. pueblos
   d. kivas
   e. Iroquois
   f. Hohokam
   g. Mississippian
   h. potlatch

____ 10. A group who lived in the Four Corners region and built homes into cliffs
   a. Anasazi
   b. totems
   c. pueblos
   d. kivas
   e. Iroquois
   f. Hohokam
   g. Mississippian
   h. potlatch