"KWL" Reading Strategy
(Know - Want - Learned)

KWL is a strategy which enables you to more successfully understand, organize and remember material read in the content areas.

Step 1: Prereading Activities
• Ask yourself “What Do I Know”? and record everything you know about the topic prior to reading the text.
• Then ask “What Do I Want To Know”? about the topic and record that information.

Step 2: Read through the passage twice.
• First, ask “What Did I Learn”? and record the information on the KWL chart.
• Second, survey your KWL chart to verify your original knowledge and check to see if there are still unanswered questions. You may want to research unanswered questions using other sources.
The narrator sits on a stool or chair at the front of the staging area. The characters (who are designated by letters, rather than names) are seated on the floor in a semicircle.

Woman (B)  X
Man (C)  X
Woman (D)  X
Man (A)  X
Child (E)  X
Narrator  X

[Note: For this production the characters are speaking in English. It should be pointed out to students that the first people who came to North America did not speak English. Linguists have postulated that before the time of Columbus, 12 language families and over 200 languages had developed in what is now the United States. We do not know what language these characters would have spoken.]
NARRATOR: There are several theories and varying beliefs about how the first people arrived in what is now the Americas. This particular production is based on current scientific thought, which may or may not be in agreement with Native American beliefs.

The time is about 12,000 years ago in what is now considered the Pleistocene Ice Age. A small group of nomads has been traveling for about 10 months. They have left the land now known as Siberia to cross what is now the Bering Strait. At the time of their crossing this area of the world was solid land connecting Siberia to the current state of Alaska. As we look in on this group, they are huddled around a small fire and talking about the day's activities.

A: This was a good day. We have traveled far and have been very successful in finding game for our group. We will eat well for the next day.

B: Tell us of your hunt. What animals did you see? Where did you go?

C: We walked the way of our ancestors. They, too, walked far in search of the great animals. According to legend, they were able to find many different kinds of animals to kill and feed their people.

NARRATOR: The group of people around this fire has been following the migrations of woolly mammoths, bison, deer, and horses. The paths they use are the same paths used by those animals. They know that as long as they follow the animals, they will have sufficient game to feed their people and supply the necessary materials to clothe and house them.

A: Today we found several mammoths. They are very large so we had to be very careful. Several of us walked very quietly around one of the large beasts. The soft soles of our leather moccasins muffled any sounds that we would make. Each man had in his hand a long spear made from the wood of a young sapling and fitted with a stone that had been hammered into a sharp edge. Each stone had been lashed carefully to the end of a spear.
E: Were you scared of the woolly mammoth?

C: Yes, we were scared. But we believed that with many men surrounding the beast we would be able to slay it.

B: It has been a long time since we have seen one of the mammoths. We have found a few caribou, but finding a mammoth would feed our clan for a long time.

**NARRATOR:** Woolly mammoths are important to the survival of the nomads. The skin of the mammoth provides the wanderers with clothing and various coverings that help protect them from the bitterly cold weather in this part of the world. Bones from the mammoth are used as weapons to help kill other animals. Bones are also used to help build temporary shelters along the way. Stuck in the ground and covered with hides, the bones provide a framework for makeshift shelters. The woolly mammoth is also an important source of food. The meat from a single mammoth can feed a tribe of nomads for many days.

D: Tell us more about your hunt today.

C: There were 10 of us and we had surrounded a woolly mammoth that was feeding on the tall grass. Quietly, we approached the giant. At a signal from our leader we each threw our spear at the beast. The mammoth made a loud noise and began to run directly at two of the men.

E: And then what happened?

A: The two men began to run, but the mammoth stumbled. There were eight spears that had found their mark and the animal was losing much blood. He was getting weaker and weaker. We all stayed a distance away from him until he fell to his knees and then on to his side. We approached cautiously as the great beast was dying. It was a long time before we felt safe enough to touch him.

E: And, then, what did you do?
C: We each took out a sharp stone that we carry whenever we go on a hunt. We sharpen these stones while gathered around the night campfires. Each is made by chipping one stone with the face of another stone. Small flakes fall from the edges of the first stone. After much time and work the stone becomes sharp and is useful for cutting the meat of a mammoth.

B: The women also use these stones to prepare the meat for cooking. After the men bring in the large slabs of meat, we cut the meat into smaller pieces, which can be placed on sticks and held over the fires for cooking. These stones are important tools for our survival.

A: It took us a long time, but we were able to cut large pieces of meat from the bones of the woolly mammoth. Each one of us placed a slab of meat over our shoulders and began the long walk back to the camp.

NARRATOR: Nomads depended upon the game they found for their survival. If there were a drought, then there may have been few animals along the way. Different species of animals had varying migration patterns; often these were regular and predictable, sometimes they were not. Finding game was more a matter of chance; it was not always easy because often it depended on seasonal weather patterns, the availability of grass or other food sources, or other unpredictable factors.

D: The mammoths are good providers, but we cannot depend on them alone. We have had difficulty in the past finding the herds of these animals. Shouldn’t we look for other animals, too?

A: Yes. There are legends from the people who have passed this way before; legends that tell of long periods of time when there were no animals... long periods of time when there was no food... long periods of time when the weather was cold and bitter. Yes, these legends also tell of time when people died from these conditions, their bones mixing with the bones of the animals they hunted.
B: We must be cautious. This is a long journey and we must plan wisely.

C: The animals are moving all the time. They, too, are looking for food to sustain them. If we do not find these animals we shall die. If we kill too many of these animals there shall not be enough to provide for us during the remainder of our journey.

D: Our journey is not easy. We depend on the wisdom of the animals we seek. They not only guide us, but they also provide for our needs.

A: It has been a long day and we must prepare for tomorrow's hunt. We must ready our tools and prepare our weapons.

C: Our weapons are few, but they have helped us. The large bones and stones we use help us kill the animals we need. It is time to gather them together.

B: Tomorrow shall be another long day. It shall be a day of hunting... a day of searching... a day of surviving.

D: And we shall survive—as our ancestors did and as our children and their children will after us.

NARRATOR: The group of people you see behind me represent the thousands of tribes, clans, and families that traveled across the Bering Strait in search of food and game. As time went on, more and more people became part of the "great migration," which according to some scientists, lasted for thousands of years. After about 8500 B.C., Ice Age animals such as mammoths and bison died out (perhaps from climate changes or overhunting). As big-game hunting dwindled, people began to turn to food gathering and, eventually, farming as sources of food. The unnamed people who crossed the Bering Strait endured many hardships during their travels, but their migration set the stage for the development of what we now know as North America.
Mayas
Emerged _______ years ago.

The formed in ________________ of present day
__________________________.

Most Mayans lived in ____________________.

Towering above each city were______________________.

Mayan achievements included ____________________,
__________________________.

Create an example of hieroglyphics below.
Aztecs

Built their capital __________________, on an __________________ in the middle of __________________.

Engineers built __________________ to connect the island to mainland.

The Aztecs built _______________ to grow crops.

*Draw a picture below of a Chinampa (floating garden).*

Incas

Located in the __________________ mountains of ____________________________.

The Capital of the Inca empire is ____________________________.

Incas carved _______________ in mountainsides.

*Draw a picture of terracing*

Incas were known for their expert engineering. 
examples of expert engineering included

________________________________________

________________________________________

Medical achievements included successful ___________________ and ___________________.
The Olmec Empire was the first great Mesoamerican civilization. It influenced both the Maya and Aztec civilizations.

The Inca Empire was the largest of the four great Mesoamerican civilizations. It also had the greatest number of different environments.

1. Which was the largest of the three civilizations?

2. Which civilization influenced the Maya and Aztec civilizations?

3. Which civilization was in a different continent than the other three?

4. Which civilizations were bordered on two sides by bodies of water?
Historians sometimes break up areas in the United States with common natural characteristics into eight **geographic areas**. We will be studying some of these geographic regions.

<table>
<thead>
<tr>
<th>Geographic Areas</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Northwest Coast</td>
<td>Borders the Pacific Ocean, which results in a moist climate.</td>
</tr>
<tr>
<td>2) California</td>
<td>Borders the Pacific Ocean, which results in a moist climate.</td>
</tr>
<tr>
<td>3) Great Basin</td>
<td>Little rain.</td>
</tr>
<tr>
<td>4) Plateau</td>
<td>Has a less wet climate than California and the Northwest Coast.</td>
</tr>
<tr>
<td>5) Southwest</td>
<td>Mainly desert.</td>
</tr>
<tr>
<td>6) Great Plains</td>
<td>Largely flat, prairie grassland.</td>
</tr>
<tr>
<td>7) Eastern Woodlands</td>
<td>Covered with forests, cold winters and warm summers.</td>
</tr>
<tr>
<td>8) Southeast</td>
<td>Heavily forested, warmer and wetter than Eastern Woodlands</td>
</tr>
</tbody>
</table>

For use with Worksheet 4, Unit 1

Map: North America's Environmental Areas
Culture Regions of North America

GROUP # 1  Far North
Look in textbook p.37-38 "Peoples of the North"

GROUP # 2  Northwest Coast
Look in textbook p. 38-39 "Peoples of the Northwest Coast"

GROUP # 3  West
Look in textbook p. 39-40 "Peoples of the West"

GROUP # 4  Southwest
Look in textbook p. 40,45 "Peoples of the Southwest"

GROUP # 5  Great Plains
Look in textbook p. 40-42,45 "Peoples of the Great Plains"

GROUP # 6  Southeast
Look in textbook p. 44 "Peoples of the Southeast"

Group # 7  Eastern Woodlands
Look in textbook p. 44-46 "Peoples of the Eastern Woodlands"
Can you predict how Native Americans adapted to their geography and climate?

**Directions:** Look at the information about the geographic area your group is assigned. Try to predict how Native Americans would have adapted to their environment based on this information. It will be difficult to come up with the "right" answers, but you can make educated guesses if you think about the information you have been given. Complete the following statements.

1) The name of our region is:

2) The kind of **housing** we think Native Americans in our region built was:

3) The kind of **clothing** we think Native Americans in our region wore was:

4) The kind of **food** we think Native Americans in our region ate was:

5) The kind of **recreation** we think Native Americans in our region developed was:
You and your group members will be studying a culture area in North America. You must clearly answer/describe the following characteristics of the region that you and your group members have been assigned.

Things that must be included:

- Describe the geography of the land in your assigned region (5 points)
- Explain what type of people settled in your assigned region (3 points)
- Where or in what did the people live? (5 points)
- Describe any distinct habits or characteristics about your region or the people that lived in your region. (7 points)
  → This often times depends on what natural resources they had available to them

On a piece of paper show all the information using color. You might want to trace an outline of your region as a background. Be creative in what you include for your culture area AND how you present the region on paper. When you hand in your final group paper you must have every group member's names and the class number clearly written on this assignment.
CREATION STORY

as told by Kay Olan, Mohawk storyteller

Long, long ago, where we are now, there was no land, just water and creatures of the water. But, up above, there was a place called Karonhia:ke or The Sky World. Now, in The Sky World there were beings who were in some ways like human beings and in some ways they were different. The beings in Sky World had more powers than human beings have. For instance, they could make things happen just by thinking about it.

There was a tree growing in the center of Sky World. It was called the Tree of Life. On that tree grew many different kinds of fruit. Also, there were blossoms on that tree and those blossoms glowed. They lit up Sky World.

The beings in Sky World were told not to disturb that tree. But one day, a woman who was expecting a baby, asked for a drink of tea made from the roots of the Tree of Life. Her name was Atsi’tsiaka:ion which means Mature Flower. When her husband started to dig around near the bottom of the tree to get at the roots, the dirt caved in and some say that the tree fell down. This was terrible. The woman went to see what had happened. Some say that she lost her balance and fell into the hole. Some say that she knew she was destined to go through that hole and so she jumped. Some say that she was pushed. Nevertheless, she grabbed some seeds from the Tree of Life as she fell. Because she fell through the hole in the sky, many people refer to her as Sky Woman.
Down below, there was a flock of water birds flying through the air. Some say they were geese. Some say they were blue heron. Some say they were swans. One of them looked and up and saw Sky Woman falling. He spoke to the other birds and they decided to make a great blanket with their bodies and catch her on their backs. They caught her. They tried to bring her back up to Sky World, but she was too heavy and so they lowered her to the water below. A giant turtle said that they could put her on his back. That's what they did. That is the reason some people call this place where we live, Turtle Island.

Sky Woman thanked the creatures, but she said that she needed dirt in order to survive. One by one, the animals dove down to try to get dirt from under the water. Finally, some say it was the muskrat. Some say that it was the otter. But finally, one creature was successful in bringing a few grains of dirt to Sky Woman. She placed the dirt on the back of the turtle. She stood up. She sang and danced in a counter-clockwise direction and when she did that, the turtle's shell grew and the grains of dirt multiplied. She dropped the seeds from the Tree of Life and they started to grow right away. When she finished dancing and singing, there was land and plant life as far as she could see.

Some time went by and Sky Woman gave birth to a baby girl. The baby girl grew up. She was told not to walk toward the west, but one day, the daughter started to walk toward the west. As soon as she did so, a wind started to blow from the west and a cloud started to move toward the daughter. The daughter saw the outline of a male-being in the cloud. The daughter fainted. When she woke up, she found two crossed arrows lying
on top of her stomach. She had become the bride of the Spirit of the West Wind. That’s who she had seen in the cloud and now she was going to give birth to twin boys.

Those boys were very special. After all, their grandmother was Sky Woman and their father was the Spirit of the West Wind. The boys could talk to each other while they were growing inside their mother and they didn’t always agree with one another.

When it was time for them to be born, the right-handed twin was born in the usual way. However, the left-handed twin decided to push his way out through their mother’s armpit. That’s how he was born, but it killed their mother. They buried their mother and from her head grew corn, beans and squash. Those are the staple foods of the traditional Haudenosaunee diet. They are called The Three Sisters. From her heart grew sacred tobacco which is used when there is a desire to communicate with the Creator. From her feet grew the wild strawberry which is known as The Big Medicine. Even in her death, the mother of the two boys was still making sure that they had what they needed to survive. She is called Mother Earth and to this day she still supports all of the people, animals and plants.

The twin boys grew up and went about the task of creating everything that is found in the natural world. They made rivers, flowers, animals and eventually they made the human beings. The left-handed twin became the keeper of the night and the right-handed twin became the keeper of the day. When they were done making their creations, everything was in perfect balance.

When Sky Woman passed away, her head was flung into the night sky. She is still there. She is called Grandmother Moon. She reflects light at night. She helps the people keep track of time. She controls the rise and fall of the waters. She keeps company with the stars and the left-handed twin, the keeper of the night. She regulates the monthly cycles of all of the female life which guarantees that new life will be born. She is the leader of all the female life.

Eventually, the human beings were made. They are supposed to be the caretakers. They are supposed to make sure that everything stays in balance. However, it is the human
beings who keep forgetting what they are supposed to do. The human beings forget to take only what they need and to leave the rest for the future generations to experience and enjoy. The human beings are the ones who forget that everything in the natural world is connected and is part of the same web of life and so should be respected. It is hoped that all of the people of the world will someday remember and respect their original instructions and take good care of their Mother Earth.

This is one very short version of the Haudenosaunee Creation Story. The whole story takes many days to tell.
THE FIRST AMERICANS (Prehistory - 1600) - LESSON 4

Objective: To examine the culture of the tribes of the Eastern Woodlands.

Peoples of the Eastern Woodlands

- The people of the __________ Woodlands hunted animals such as ______ and moose.
- They also planted crops such as ______, squash, and ________.

The League of the Iroquois

- The __________ live in present-day ____________________.

Housing:

- They lived in __________ __________, which were about 150 feet long, 20 feet wide, and made of poles sided with ________.
- Many ___________ lived in a single long house.
- While each family stayed in their own room, they shared a ____________ in the ____________.

Role of Women:

- The Iroquois were a _______________ society, or a society that is run by ____________.
- Women owned all of the ______________ in the long house.
- They were also in charge of ______________.
- Iroquois ________ moved into the homes of his wife’s ____________.
- Iroquois women chose the ____________, or tribal ______________.
Formation of the League:

The ___________ of the ___________ was originally made up of ______ nations.

"Hiawatha's Belt" was composed of five figures. In the center was what some have described as a heart, to others it was a great or sacred tree under which the Iroquois met in council. The five devices represent the five original tribes.

- The five nations ___________ frequently.
- Mohawk leader ___________, inspired by the religious leader Dekanawida, organized the five nations into a peaceful ___________, known as the League of the Iroquois.

**Alliance** - a ___________ between nations for assistance and ___________.

Iroquois Government:

A council of _____ members, chosen by ___________, made decisions for the League.

Each nation had ________ ________.

- All of the nations had to ________ before any action could be taken.
- The Iroquois' ___________ -- called the Great Law of Peace -- guaranteed freedom of ________ and ________ as well as other rights later included in the U.S.

______

This is a meeting of the Iroquois Six Nations Council. Note the flags symbolizing the many clans among these tribes. Ontario Canada, 1914
Conquests of the League of the Five Nations (1626-1675)
Food + Resources: New York’s Native Americans farmed for much of their food. Where soil was poor or the growing seasons were short (as in northern New York), the people hunted, fished, as well as gathered nuts, fruits and berries. Corn (maize) was a part of every meal. The Iroquois called corn, beans and squash the three sisters. These were the main foods grown and symbols of nature’s goodness. Deer was their animal food source, supplemented by bear, rabbit, squirrel, bird, snake, and frog. Often, Native American tribes would move when natural resources, including fertile soil and trees, were used up.

Algonquians

Family: The basic Algonquian social unit was the nuclear family of father, mother and children. The Algonquian family was patrilineal: it traced its history back through the father’s ancestors. A married son and his family often lived with his parents.

Village: A village of 100 to 300 members consisted of wigwams. These round houses were made of poles covered with bark. A village was rarely permanent. Farming wore out soil and clearing new fields diminished the supply of wood for fuel, weapons and canoes.

Political Organization: Each village had a sachem, or chief, chosen for wisdom and family standing.

Iroquois

The Iroquois called themselves the Ho-dé-no-sau-nee, or “People of the Longhouse”. They were organized into five nations- the Mohawks, Oneidas, Onondagas, Cayugas, and Senecas. Together they controlled most territory from the Hudson River west through the Finger Lakes to the Genesee River.

Family: The basic social unit was the extended family (“longhouse family”) of parents, sisters and brothers, grandparents, aunts and uncles, and cousins. Each family of 50-200 members lived in one longhouse. A longhouse family was matrilineal: it traced its history back through the female line of mother, grandmother, great-grandmother, and so on. The head of the family, or Clan Mother, was the oldest and most respected person in the longhouse. When an Iroquois male married, he moved into the longhouse of his wife’s family. A group of longhouse families with a common female ancestor made up a clan. Clan members were relatives and could not marry one another. Although women had power, the clan’s political leaders were men.

Village: Village populations varied from a few hundred to several thousand people. Each of the many longhouses within the village held five, ten, or twenty nuclear “fireside” families. The only light came from high, wide doors at each end and from smoke holes in the roof. Families that faced each other across the long hallway in the middle of the longhouse shared a firepit.

Political Organization: Around 1570, the five nations of the Iroquois formed the Iroquois Confederacy, or Iroquois League. Drawing strength from unity, the league dominated its neighbors. Iroquois confederacy was used as a model of representative democracy for the United States Constitution.
THE GOVERNMENT OF THE IROQUOIS NATIONS

One of the greatest Native American governments is the Confederacy of the six Iroquois Nations. This was more than a tribal government. It was a group of six different tribal governments. This is the true story of how the Iroquois Confederacy was started. This is a story that has been passed down among the Iroquois tribes from generation to generation.

Long ago, the Mohawks, the Senecas, the Onondagas, the Oneidas and the Cayugas were enemies who fought with each other all the time. One day, two wise men named Degawidah and Hyantwitha decided the fighting had to stop. Degawidah said, "To war against each other is foolish and evil. Hunters are afraid to go into the forest. Fishermen are afraid to follow the streams. Women are afraid to work in the fields. Because of war, people are starving and suffering. War must end, and Peace must be established for all peoples."

The warriors of the Five Nations listened to Degawidah. What he said made sense. So, they threw down their weapons.

All five Indian tribes formed a union. A union is also called a confederacy. Their government was called The Great Peace Law. It was the first United Nations. Later, the Tuscarora people joined the Great Peace Law too, so then there were six tribes in the confederacy. The nations who once fought against each other now worked together as brothers and sisters. They compared themselves to a long bark house of six fireplaces but of one family. They worked together as one person. If any one of these nations was attacked, the injury was felt by all of the union's other nations too.

Here is a picture of a very old real wampum belt. This sacred wampum belt represents the union of the Five Nations. The belt was made to remember the Great Peace.

It means: the Five Nations joined together by the Path of Peace. The Great Tree figure in the center is the Onondaga, the head of their government. The Peace Path continues to either side and that means that others may follow this path and become part of the Great Peace.

Degawidah said "Our confederacy is a Great Tree. It reaches high into the sky so that all people see it and know of it. The eagle watches from its top. The Tree has four white roots that go to the four corners of the world. If any man or nation wants to obey the laws of Peace, they will be welcome to take shelter under the Tree."

Many nations took shelter under the tree. If any nation insisted on war, it was always warned three times to obey the Laws of the Great Peace and use words, instead of weapons, to settle the fight.
For many years, the Iroquois Confederacy protected the American colonies from invasions from the north. Without this protection during the French and English wars, there would be no United States of America today.

White leaders like Benjamin Franklin watched the Confederacy and learned democracy from it. One of the good ideas he learned is that each person should be able to speak without being interrupted. Today, our United States government is a lot like the Confederacy.
Constructed Response
League of Iroquois

**Directions:** Base your answers to the questions below on the quote as well as your knowledge of Social Studies.

*Founding of the League of Iroquois*
To oppose those hordes of northern tribes, single and alone, would prove certain destruction. We can make no progress in that way. We must unite ourselves into one common band of brothers. We must have one fire, one pipe, and one war club. This will give us strength. If our warriors are united, then they can defeat the enemy and drive them from our land; if we do this, we are safe...You five great and powerful nations, with your tribes, must unite and have one common interest, and no foe shall disturb or subdue you.

1. What group of Native Americans does this passage refer to?

2. How many tribes became part of this Confederation?

3. Identify TWO reasons why it was important to form the Confederation.
1. How did Native Americans of the Southwest benefit from an irrigation canal?

2. How else did Native Americans of the Southwest deal with a lack of rainfall?

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**Document 2**

1. Look at Document 2. What activity are these Great Plains Indians engaged in?

2. How did the people of the Great Plains use their prey?

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**Document 3**

1. Look at Document 3. Identify TWO (2) ways the people of the Eastern Woodlands obtained food.

2. What kinds of shelters did Eastern Woodlands Indians build?
**Constructed Response Question: Homes of Native American Indians**

**Directions:** The following task is designed to test your ability to read and analyze a map explaining the different homes constructed by Early/Native American groups of North America. Using the map below and your knowledge of social studies, address the following focus questions/scaffolding questions with complete sentences. Points will be deducted for incomplete sentences and grammar/mechanics errors.

**Focus Questions/Scaffolding Questions:**

1. According to the map, what animal was important to the Native American groups living on the Great Plains and how did they make use of that animal? [2]

2. According to the map, what Native American group lived in what is today New York State? [1]
3. Provide an example from the map that shows the Haudenosaunee people adapted to their environment. [2]


4. Why did Native American groups develop different forms of shelter? [4] In your response:
   - Begin with a topic sentence that directly answers the question. [2]
   - Compare two forms of shelter from the map to defend the topic sentence. [2]