



Unit 1 Resources

SUGGESTED PACING CHART

| Unit 1 (1 Day) | Chapter 1 (6 Days) | Chapter 2 (5 Days) | Chapter 3 (5 Days) | Unit 1 (2 Days) |
|------------------------------|---|---|---|--------------------------------------|
| Day 1 Introduction | Day 1 Chapter 1 Intro, Section 1 | Day 1 Chapter 2 Intro, Section 1 | Day 1 Chapter 3 Intro, Section 1 | Day 1 Wrap-Up/Project |
| | Day 2 Section 2 | Day 2 Section 2 | Day 2 Section 2 | Day 2 Unit 1 Assessment |
| | Day 3 Section 3 | Day 3 Section 3 | Day 3 Section 3 | |
| | Day 4 Section 4 | Day 4 Section 4 | Day 4 Section 4 | |
| | Day 5 Section 5 | Day 5 Chapter 2 Assessment | Day 5 Chapter 3 Assessment | |
| | Day 6 Chapter 1 Assessment | | | |

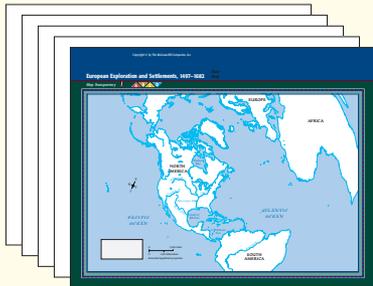


Use the following tools to easily assess student learning in a variety of ways:

- Performance Assessment Activities and Rubrics
- Chapter and Unit Tests
- Section Quizzes
- Standardized Test Skills Practice Workbook
- tav.glencoe.com
- Interactive Tutor Self-Assessment CD-ROM
- MindJogger Videoquiz
- ExamView® Pro Testmaker CD-ROM
- SAT I/II Test Practice

TEACHING TRANSPARENCIES

Unit 1 Map Overlay Transparencies



Cause-and-Effect Transparency 1



interNET RESOURCES

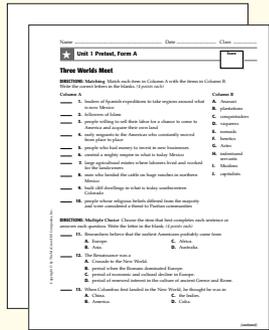
- tav.glencoe.com
The American Vision
Visit the *American Vision* Web site for history overviews, activities, assessments, and updated charts and graphs.
- www.socialstudies.glencoe.com
Glencoe Social Studies
Visit the Glencoe Web site for social studies activities, updates, and links to other sites.
- www.teachingtoday.glencoe.com
Glencoe Teaching Today
Visit the new Glencoe Web site for teacher development information, teaching tips, Web resources, and educational news.
- www.time.com
TIME Online
Visit the TIME Web site for up-to-date news and special reports.

Unit 1 Resources

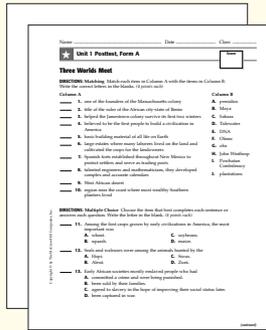
ASSESSMENT



Unit 1 Pretests

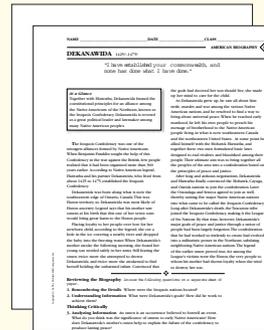


Unit 1 Posttests

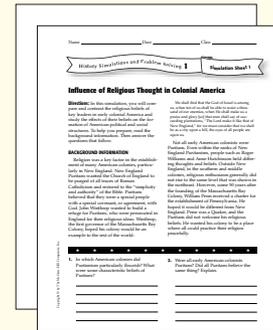


APPLICATION AND ENRICHMENT

American Biography 1



History Simulation and Problem Solving 1



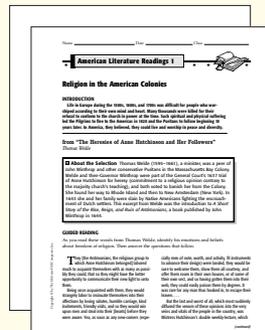
GEOGRAPHY

Geography and History Activity 1

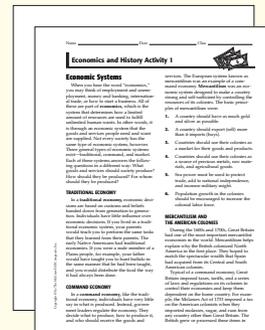


INTERDISCIPLINARY ACTIVITIES

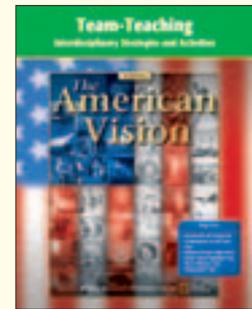
American Literature Reading 1



Economics and History Activity 1



Team-Teaching Interdisciplinary Strategies and Activities 1



BIBLIOGRAPHY

Readings for the Student

Mason, Antony. *Ancient Civilizations of the Americas*. Dorling Kindersley, 2001.

Readings for the Teacher

Brandon, William. *The Last Americans: The Indian in American Culture*. McGraw-Hill, 1974.

Multimedia Resources

Videocassette. *Asia, 1600–1800*. Landmark Films. (26 minutes)

Videocassette. *Mexico Before Cortez*. Social Studies School Service. (14 minutes)

Additional Glencoe Resources for This Unit:

- Glencoe Skillbuilder Interactive Workbook CD-ROM, Level 2
- Social Studies Guide to Using the Internet
- Writer's Guidebook for High School
- Living Constitution
- American Art Prints Strategies and Activities

Introducing UNIT 1

0:00 Out of Time?

If time does not permit teaching each chapter in this unit, you may want to use the **Reading Essentials and Study Guide** summaries.

Unit Overview

Unit 1 discusses the variety of cultural influences that shaped America from prehistory through the colonial era. **Chapter 1** discusses the converging cultures from prehistory to 1520.

Chapter 2 focuses on the colonization of America by Europeans from 1519 to 1732.

Chapter 3 explores colonial ways of life from 1607 to 1763.

Unit Objectives

After studying this unit, students will be able to:

1. Describe the early civilizations of Mesoamerica.
2. Explain the religious and economic reasons why England became interested in America.
3. Describe colonial culture in the English colonies.

Why It Matters Activity

Have students describe the benefits and challenges of the interactions among Europeans, Africans, and Native Americans in North America.

UNIT

1

Three Worlds Meet

Beginnings to 1763

Why It Matters

The interactions among Native Americans, Europeans, and Africans shaped the history of the Americas. Native Americans struggled to live alongside Europeans and their ever-growing settlements and colonies. Africans tried to adapt to the new continent to which they were brought involuntarily. Studying these early cultural interactions will help you understand the centuries of history that followed. The following resources offer more information about this period in American history.

Primary Sources Library

See pages 1048–1049 for primary source readings to accompany Unit 1.

Use the **American History**

Primary Source Document Library

CD-ROM to find additional primary sources about the meeting of Native Americans, Europeans, and Africans.



Pre-Cherokee necklace, c. 1300

Cherokee Settlement by Felix Marie Ferdinand Storelli



TEAM TEACHING ACTIVITY

Geography Tell students that the world in the 1400s looked very different from the way it looks today. In the 1400s the eastern part of North America was covered by thick forests. Marshland stretched along much of Europe's Mediterranean coast and covered vast areas of northern Germany and Russia. Have interested students research the environment of each continent in the 1400s. Based on their research have them create a world vegetation map. Have them discuss their findings with the class. 📦

Introducing UNIT 1

“Long before they had heard the word Spaniard, they [Native Americans] had properly organized states, wisely ordered by excellent laws, religion, and custom.”

—Bartolomé de Las Casas, 1550

GLENCOE
TECHNOLOGY



CD-ROM

American History
Primary Source
Document Library
CD-ROM

Use the **American History Primary Source Document Library CD-ROM** to access primary source documents related to this period in history.

More About the Art

Have students describe the various structures used by the Cherokee. Have students speculate on the use for each of these types of structures.



SERVICE-LEARNING PROJECT

Organize students into small groups. Have each group research some aspect of your local community's history. Based on their research, have each group contribute to one large display featuring the history of your community. Have students select an appropriate title for the display. If possible, arrange for the display to be enjoyed by the community by placing it in a public building such as a library or town hall.

Refer to ***Building Bridges: Connecting Classroom and Community through Service-Learning in Social Studies*** from the National Council for the Social Studies for information about service-learning.



Chapter 1 Resources

Timesaving Tools

TeacherWorks™ All-In-One Planner and Resource Center



- **Interactive Teacher Edition** Access your Teacher Wraparound Edition and your classroom resources with a few easy clicks.
- **Interactive Lesson Planner** Planning has never been easier! Organize your week, month, semester, or year with all the lesson helps you need to make teaching creative, timely, and relevant.



Use Glencoe's **Presentation Plus!** multimedia teacher tool to easily present dynamic lessons that visually excite your students. Using Microsoft PowerPoint® you can customize the presentations to create your own personalized lessons.

TEACHING TRANSPARENCIES

APPLICATION AND ENRICHMENT

Graphic Organizer 1

Why It Matters Chapter Transparency 1

Linking Past and Present Activity 1

Enrichment Activity 1

Primary Source Reading 1

Graphic Organizer 1 Main Idea Chart

Main Idea

Supporting Detail

Supporting Detail

Supporting Detail

Supporting Detail

Supporting Detail

Supporting Detail

Why It Matters From Many Cultures, One Chapter 1

Linking Past and Present Activity 1

Ceremonies and Rituals

NEW! Ceremonies and rituals are an important part of many cultures. They are often passed down from generation to generation. Some are religious, some are cultural, and some are simply traditions. They can be a way of honoring the past, celebrating the present, and looking forward to the future.

CRITICAL THINKING

ANALYZE How do you think you can use the information you have learned about ceremonies and rituals to help you understand a culture better?

Enrichment Activity 1

Emerging Cultures

CONNECTIONS How do you think the information you have learned about emerging cultures can help you understand the world better?

| Topic | Definition |
|-------------------|------------|
| Emerging Cultures | |
| Emerging Cultures | |
| Emerging Cultures | |

Primary Source Reading 1

Slabán Through Meatin Eyes

Reader's Dictionary

CRITICAL THINKING

ANALYZE How do you think the information you have learned about Slabán Through Meatin Eyes can help you understand the world better?

REVIEW AND REINFORCEMENT

Reteaching Activity 1

Vocabulary Activity 1

Time Line Activity 1

Critical Thinking Skills Activity 1

Reteaching Activity 1

Emerging Cultures: Problems in 15th

CRITICAL THINKING

ANALYZE How do you think the information you have learned about emerging cultures can help you understand the world better?

Vocabulary Activity 1

Emerging Cultures: Problems in 15th

CRITICAL THINKING

ANALYZE How do you think the information you have learned about emerging cultures can help you understand the world better?

Time Line Activity 1

Exploring the Renaissance

CRITICAL THINKING

ANALYZE How do you think the information you have learned about the Renaissance can help you understand the world better?

Critical Thinking Skills Activity 1

Making Conclusions

CRITICAL THINKING

ANALYZE How do you think the information you have learned about making conclusions can help you understand the world better?



Meeting NCSS Standards

- The following standards are highlighted in Chapter 1:
- Section 1** III People, Places, and Environments: A, B, D, F, H
 - Section 2** I Culture: A, C, E
 - Section 3** IX Global Connections: B, C, D, E
 - Section 4** VIII Science, Technology, and Society: A, B, C
 - Section 5** IX Global Connections: B, C, E, F

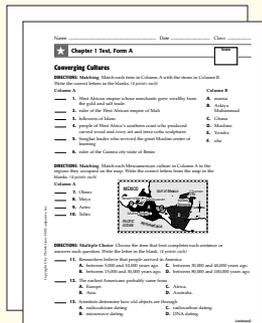
Local Standards

Chapter 1 Resources

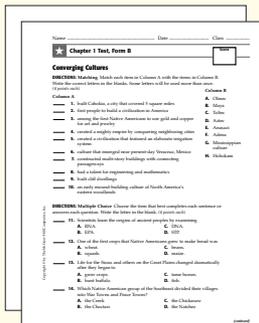
ASSESSMENT AND EVALUATION



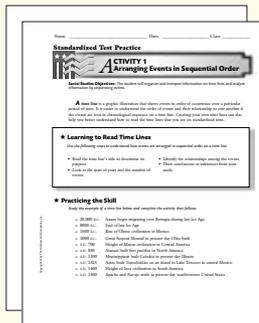
Chapter 1 Test Form A



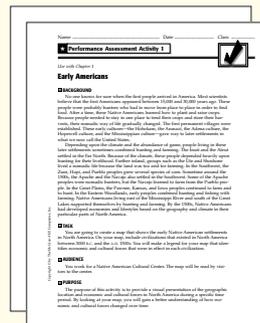
Chapter 1 Test Form B



Standardized Test Skills Practice Workbook Activity 1



Performance Assessment Activities and Rubrics 1



ExamView® Pro Testmaker CD-ROM



MULTIMEDIA

- Vocabulary PuzzleMaker CD-ROM**
- Interactive Tutor Self-Assessment CD-ROM**
- ExamView® Pro Testmaker CD-ROM**
- Audio Program**
- American History Primary Source Documents Library CD-ROM**
- MindJogger Videoquiz**
- Presentation Plus! CD-ROM**
- TeacherWorks™ CD-ROM**
- Interactive Student Edition CD-ROM**
- Glencoe Skillbuilder Interactive Workbook CD-ROM, Level 2**
- The American Vision Video Program**
- American Music: Hits Through History**
- American Music: Cultural Traditions**

SPANISH RESOURCES

The following Spanish language materials are available in the Spanish Resources Binder:

- **Spanish Guided Reading Activities**
- **Spanish Reteaching Activities**
- **Spanish Quizzes and Tests**
- **Spanish Vocabulary Activities**
- **Spanish Summaries**
- **The Declaration of Independence and United States Constitution Spanish Translation**



THE HISTORY CHANNEL.®

The following videotape programs are available from Glencoe as supplements to Chapter 1:

- **The Secret Mounds of Prehistoric America** (ISBN 1-56-501681-5)
- **The Aztec Empire** (ISBN 0-76-700542-2)
- **Leif Ericsson: Voyages of a Viking** (ISBN 1-56-501673-4)

To order, call Glencoe at 1-800-334-7344. To find classroom resources to accompany many of these videos, check the following home pages:

A&E Television: www.aande.com

The History Channel: www.historychannel.com



Use our Web site for additional resources. All essential content is covered in the Student Edition.

You and your students can visit tav.glencoe.com, the Web site companion to the *American Vision*. This innovative integration of electronic and print media offers your students a wealth of opportunities. The student text directs students to the Web site for the following options:

- **Chapter Overviews**
- **Student Web Activities**
- **Self-Check Quizzes**
- **Textbook Updates**

Answers to the student Web activities are provided for you in the **Web Activity Lesson Plans**. Additional Web resources and Interactive Tutor Puzzles are also available.



Chapter 1 Resources

SECTION RESOURCES

| Daily Objectives | Reproducible Resources | Multimedia Resources |
|--|--|--|
| <p>SECTION 1 The Migration to America</p> <p>1. Explain why scientists believe that the earliest Americans migrated from Asia.</p> <p>2. Describe the early civilizations of Mesoamerica and the early cultures of North America.</p> | <ul style="list-style-type: none"> Reproducible Lesson Plan 1–1 Daily Lecture and Discussion Notes 1–1 Guided Reading Activity 1–1* Section Quiz 1–1* Reading Essentials and Study Guide 1–1 Performance Assessment Activities and Rubrics | <ul style="list-style-type: none"> Daily Focus Skills Transparency 1–1 Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM TeacherWorks™ CD-ROM Audio Program American Music: Cultural Traditions |
| <p>SECTION 2 Native American Cultures</p> <p>1. Describe the cultures of Native American groups of the West, the Far North, and the Eastern Woodlands.</p> <p>2. Describe the agricultural techniques of the Woodlands Native Americans.</p> | <ul style="list-style-type: none"> Reproducible Lesson Plan 1–2 Daily Lecture and Discussion Notes 1–2 Guided Reading Activity 1–2* Section Quiz 1–2* Reading Essentials and Study Guide 1–2 Performance Assessment Activities and Rubrics | <ul style="list-style-type: none"> Daily Focus Skills Transparency 1–2 Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM TeacherWorks™ CD-ROM Audio Program |
| <p>SECTION 3 African Cultures</p> <p>1. Describe the culture of early West African kingdoms.</p> <p>2. Describe the lifestyles of early Central and Southern African peoples.</p> | <ul style="list-style-type: none"> Reproducible Lesson Plan 1–3 Daily Lecture and Discussion Notes 1–3 Guided Reading Activity 1–3* Section Quiz 1–3* Reading Essentials and Study Guide 1–3 Performance Assessment Activities and Rubrics | <ul style="list-style-type: none"> Daily Focus Skills Transparency 1–3 Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM TeacherWorks™ CD-ROM Audio Program |
| <p>SECTION 4 European Cultures</p> <p>1. Discuss the impact of the Crusades on Europe’s contact with the Middle East.</p> <p>2. Analyze the impact of the Renaissance on European exploration.</p> | <ul style="list-style-type: none"> Reproducible Lesson Plan 1–4 Daily Lecture and Discussion Notes 1–4 Guided Reading Activity 1–4* Section Quiz 1–4* Reading Essentials and Study Guide 1–4 Performance Assessment Activities and Rubrics | <ul style="list-style-type: none"> Daily Focus Skills Transparency 1–4 Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM TeacherWorks™ CD-ROM Audio Program |
| <p>SECTION 5 Europe Encounters America</p> <p>1. Describe Viking and Spanish explorations of North America.</p> <p>2. Summarize Columbus’s journeys and their impact on Native Americans and Europeans.</p> | <ul style="list-style-type: none"> Reproducible Lesson Plan 1–5 Daily Lecture and Discussion Notes 1–5 Guided Reading Activity 1–5* Section Quiz 1–5* Reading Essentials and Study Guide 1–5 Performance Assessment Activities and Rubrics Interpreting Political Cartoons | <ul style="list-style-type: none"> Daily Focus Skills Transparency 1–5 Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM Skillbuilder Interactive Workbook, Level 2 TeacherWorks™ CD-ROM Vocabulary PuzzleMaker CD-ROM Audio Program |



OUT OF TIME?

Assign the Chapter 1 **Reading Essentials and Study Guide.**

*Also Available in Spanish

- Blackline Master
- Transparency
- CD-ROM
- DVD
- Poster
- Music Program
- Audio Program
- Videocassette

Chapter 1 Resources



NATIONAL GEOGRAPHIC Teacher's Corner

INDEX TO NATIONAL GEOGRAPHIC MAGAZINE

The following articles relate to this chapter.

- "1491: America Before Columbus," October 1991
- "The Anasazi," April 1996
- "Cherokee," May 1995
- "Dawn of Humans: The First Americans," December 2000
- "Living Iroquois Confederacy," September 1987
- "Pueblo Ancestors Return Home," November 2000

NATIONAL GEOGRAPHIC SOCIETY PRODUCTS AVAILABLE FROM GLENCOE

To order the following products for use with this chapter, contact your local Glencoe sales representative, or call Glencoe at 1-800-334-7344:

- *MapPack: Continents: North America*
- *PictureShow: Native Americans Part 1 and Part 2* (CD-ROM)
- *PicturePack: Native Americans 1: Eastern Woodlands, Plains* (Transparencies)
- *PicturePack: Native Americans 2: Southwest, Northwest, Arctic* (Transparencies)

ADDITIONAL NATIONAL GEOGRAPHIC SOCIETY PRODUCTS

To order the following, call National Geographic at 1-800-368-2728:

- *American Indians: A Brief History* (Video)
- *National Geographic Atlas of the World, Seventh Edition*

NGS ONLINE

Access National Geographic's Web site for current events, atlas updates, activities, links, interactive features, and archives.

www.nationalgeographic.com

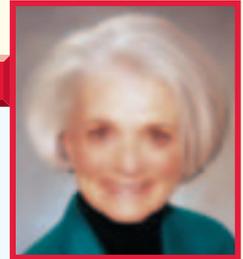
KEY TO ABILITY LEVELS

Teaching strategies have been coded.

- L1** BASIC activities for all students
- L2** AVERAGE activities for average to above-average students
- L3** CHALLENGING activities for above-average students
- ELL** ENGLISH LANGUAGE LEARNER activities

From the Classroom of...

Karen O'Connor
San Diego Unified School District
San Diego, CA



The Influence of the East on the West

The Crusades increased contact between Western Europe and the Muslim and Byzantine civilizations. Traders followed the European armies eastward and brought back spices and silk. They also brought back the concept of paying with money instead of trading goods.

Gather students into small groups and ask them to research other areas where the contact between the East and West during this time period influenced European culture. Assign each group one of the following areas: architecture, art, literature, science, or language.

Give them one week to prepare an oral presentation. Their written reports are due one week later.

ADDITIONAL RESOURCES FROM GLENCOE

- American Music: Cultural Traditions
- American Art & Architecture
- Outline Map Resource Book
- U.S. Desk Map
- Building Geography Skills for Life
- Inclusion for the High School Social Studies Classroom Strategies and Activities
- Teaching Strategies for the American History Classroom (Including Block Scheduling Pacing Guides)



Block Schedule

Activities that are suited to use within the block scheduling framework are identified by:

Introducing CHAPTER 1



Performance Assessment

Refer to Activity 1 in the Performance Assessment Activities and Rubrics booklet.

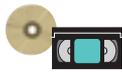
Why It Matters Activity

Have students explain how they think the events of the late 1400s continue to have an impact on the lives of Americans. Students should evaluate their answers after they have completed the chapter.

GLENCOE TECHNOLOGY

The American Vision Video Program

To learn more about America before 1520, have students view the Chapter 1 video, "America Before the Americans," from the *American Vision Video Program*.



Available in DVD and VHS

MindJogger Videoquiz

Use the *MindJogger Videoquiz* to preview Chapter 1 content.



Available in VHS

CHAPTER

1

Converging Cultures

Prehistory to 1520

Why It Matters

Before 1492, the cultures that arose in the Americas had almost no contact with the rest of the world. Then, in the late 1300s, momentous events began taking place that would bring the cultures of Europe and Africa into direct contact with the Americas. This contact had profound effects on the future of the world's civilizations.

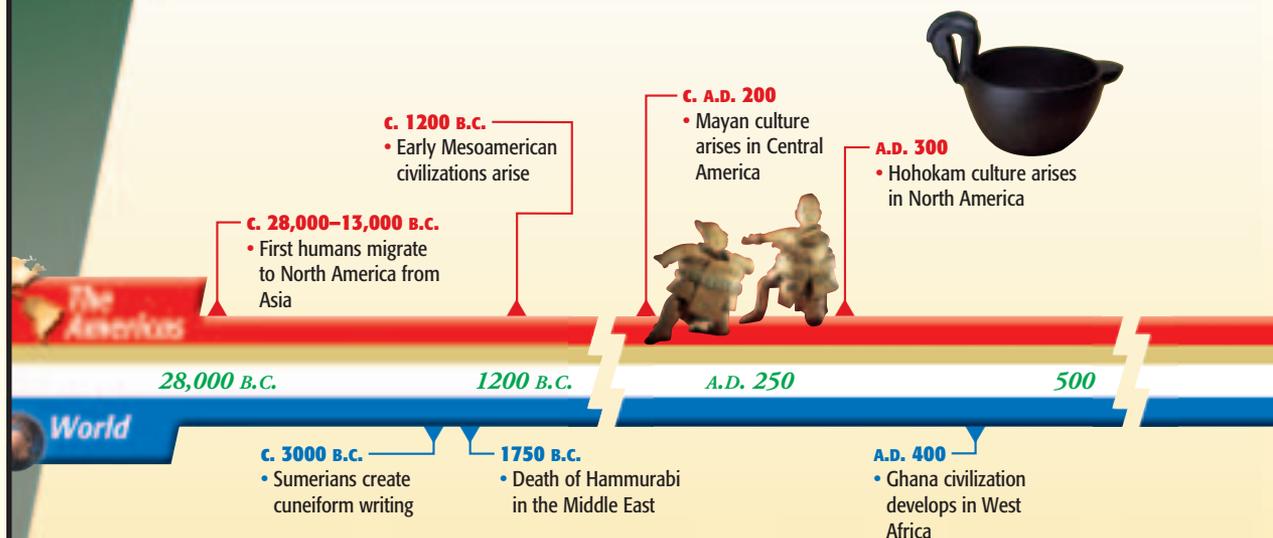
The Impact Today

The convergence of the world's cultures in the 1400s launched an era of change that still affects our lives today.

- Many of our foods, customs, and traditions were originally introduced in the Americas as a result of this cultural contact.
- Contact among the cultures of the three continents profoundly changed the society of each.
- American society today includes elements of Native American, European, and African cultures.



The American Vision Video The Chapter 1 video, "America Before the Americans," examines the early Americas.



10

TWO-MINUTE LESSON LAUNCHER

Many Americans think American history begins in 1492 when Christopher Columbus landed in America. Ask students why it is important to learn about pre-Columbian historical events. Encourage students to offer examples of events prior to 1492 that helped shape American history.

Introducing CHAPTER 1

HISTORY Online

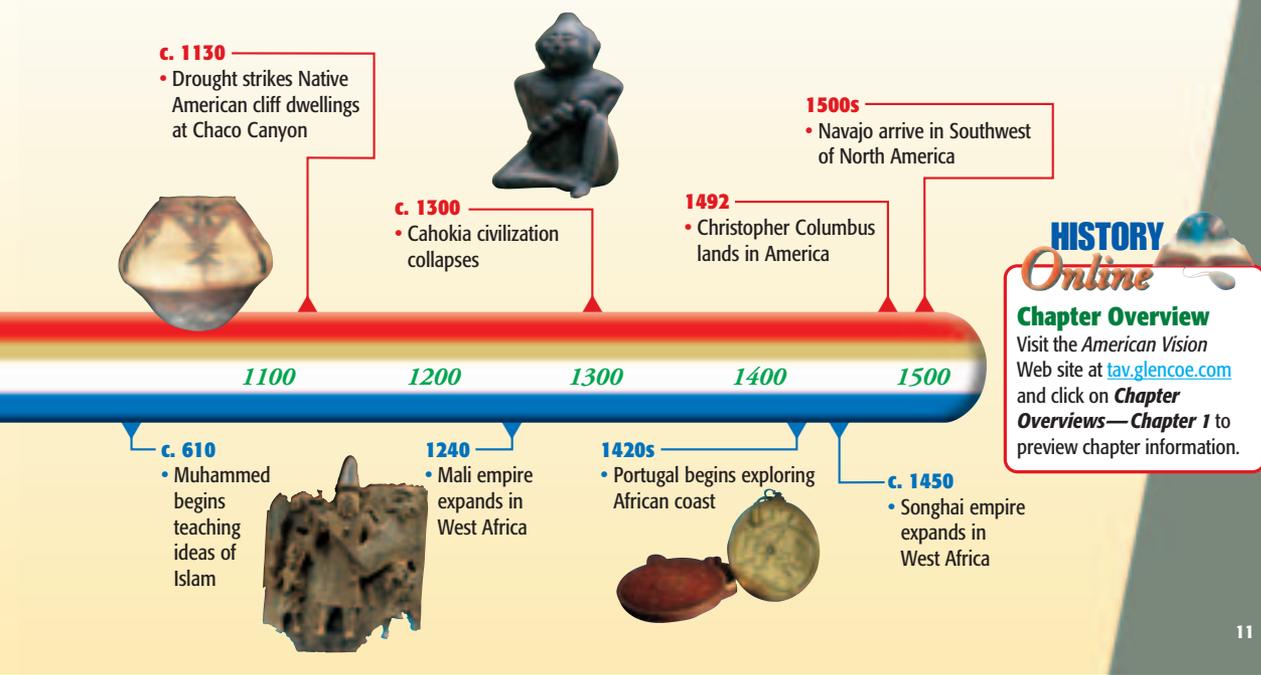
Introduce students to chapter content and key terms by having them access the **Chapter 1 Overview** at tav.glencoe.com.

More About the Art

Ask: What techniques does the painter use to convey his opinion of the landing party? (Answers may vary. Students will note that the native peoples are bowing to the landing party. They should also note that the focus of the light is on the landing party, while the land itself is shrouded in darkness. Both convey a sense of superiority and dominance of the landing party.)



The Landing of Columbus in San Salvador by Albert Bierstadt, 1893



TIME LINE

ACTIVITY

Have students use a globe or world map to identify the approximate location where the events shown on the time line occurred. Encourage students to use library and Internet resources to determine the present-day names of locations. For example, Sumer, home of the Sumerians, was located in the area that is now southern Iraq.

GRAPHIC ORGANIZER ACTIVITY

Organizing Information Have students outline Chapter 1, using the format shown below.

- I. The Migration to America
 - A. The Asian Migration to America
 - B. Early Civilizations of Mesoamerica
 1. The Olmec and the Maya
 2. The Toltec and the Aztec
 - C. North American Cultures
 1. The Hohokam
 2. The Anasazi
 3. The Adena and Hopewell Cultures
 4. The Mississippian Culture
- Students should complete the outline by including all of the section titles and heads in the rest of the chapter.

The Migration to America

1 FOCUS

Section Overview

This section describes how the first inhabitants migrated to America and how they lived and developed their cultures.

BELLRINGER Skillbuilder Activity

 Project transparency and have students answer the question.

 Available as a blackline master.

Daily Focus Skills Transparency 1-1

Unit 1
Chapter 1

DAILY FOCUS SKILLS TRANSPARENCY 1-1

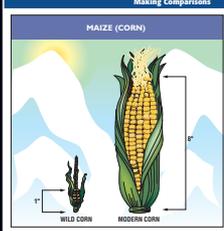
Making Comparisons

MAIZE (CORN)

Directions: Study the drawings to the left and answer the following question.

The most important crop grown by early Native Americans was maize, or corn. What is the difference between wild corn, which the Native Americans grew, and modern corn?

A. Modern corn has smaller cobs.
B. Modern corn has fewer kernels.
C. Modern corn has larger ears that contain more kernels.
D. Modern corn has widely spaced kernels.



Guide to Reading

Answers to Graphic: Mesoamerica: Olmec, Mayan, Toltec, Aztec cultures; North American Southwest: Hohokam and Anasazi cultures; North American Midwest: Adena, Hopewell, and Mississippian cultures

Preteaching Vocabulary

Have students write a paragraph using at least three of the Key Terms and Names.

Guide to Reading

Main Idea

Native Americans are descended from Asians who probably began migrating to North America approximately 15,000 to 30,000 years ago.

Key Terms and Names

radiocarbon dating, Ice Age, glacier, Beringia, nomad, agricultural revolution, maize, civilization, obsidian, Aztec, Chaco Canyon, kiva, pueblo, Cahokia

Reading Strategy

Categorizing As you read about the first people to live in North America, complete a graphic organizer similar to the one below by filling in the names of Native American groups who settled in various regions.

| Region | Native American Groups |
|--------------------------|------------------------|
| Mesoamerica | |
| North American Southwest | |
| North American Midwest | |

Reading Objectives

- **Explain** why scientists believe that the earliest Americans migrated from Asia.
- **Describe** the early civilizations of Mesoamerica and the early cultures of North America.

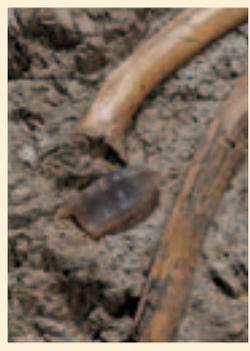
Section Theme

Geography and History Scientists theorize that Asian hunters migrated to North America across a land bridge exposed during the last Ice Age.

Preview of Events



★ An American Story ★



Folsom point, lying between animal bones

In 1925 an African American cowboy named George McJunkin was riding along a gully near the town of Folsom, New Mexico, when he noticed something gleaming in the dirt. He began digging and found a bone and a flint arrowhead. J.D. Figgins of the Colorado Museum of Natural History knew the bone belonged to a type of bison that had been extinct for 10,000 years. The arrowhead's proximity to the bones implied that human beings had been in America at least 10,000 years, which no one had believed at that time.

The following year, Figgins found another arrowhead embedded in similar bones. In 1927 he led a group of scientists to the find. Anthropologist Frank H.H. Roberts, Jr., wrote, "There was no question but that here was the evidence. . . . The point was still embedded . . . between two of the ribs of the animal skeleton." Further digs turned up more arrowheads, now called Folsom points. Roberts later noted: "The Folsom find was accepted as a reliable indication that man was present in the Southwest at an earlier period than was previously supposed."

—adapted from *The First American: A Story of North American Archaeology*

The Asian Migration to America

No one can say for certain when the first people arrived in America. The Folsom discoveries proved that people were here at least 10,000 years ago, but more recent research suggests that humans arrived much earlier. Presently, scientific speculation points to a



SECTION RESOURCES

Reproducible Masters

- Reproducible Lesson Plan 1–1
- Daily Lecture and Discussion Notes 1–1
- Guided Reading Activity 1–1
- Section Quiz 1–1
- Reading Essentials and Study Guide 1–1

Transparencies

- Daily Focus Skills Transparency 1–1

- American Art & Architecture

Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
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- American Music: Cultural Traditions

2 TEACH

Daily Lecture and Discussion Notes 1-1

Daily Lecture and Discussion Notes
Chapter 1, Section 1

Did You Know? The spear points of the first immigrants to the Americas have been found next to the bones of many animals—giant bison, mastodons, and tapirs—now extinct in America.

- I. **The Asian Migration to America** (pages 12–13)
- A. Scientists are unsure when the first people came to America, but scientific speculation points to between 15,000 and 30,000 years ago. Scientists study the skulls, bones, teeth, and DNA of ancient peoples to learn their origins. DNA and other evidence indicate that the earliest Americans probably came from Asia.
 - B. Scientists use radiocarbon dating to determine how old objects are. This method measures the radioactivity left by carbon 14. Scientists use the rate at which carbon 14 loses

period between 15,000 and 30,000 years ago—much earlier than what scientists believed at the time of George McJunkin’s discovery.

How long ago the first Americans appeared remains a hotly debated question. Scientists can state much more confidently, however, who these earliest people were, how they arrived in America, and what their lives were like.

To learn the origins of ancient peoples, scientists study their skulls, bones, and teeth. In recent years they have been able to examine DNA—which stands for deoxyribonucleic acid—a molecule described as the basic building material of all life on Earth. DNA recovered from the bones of people who died many thousands of years ago enables scientists to trace their ethnic, and thus their geographic, origins. From DNA and other evidence, researchers have concluded that the earliest Americans probably came from Asia.

To determine how old objects are, scientists rely on radiocarbon dating. With this method, they measure the radioactivity left in a special type of carbon called carbon 14, which can be taken from fragments of wood and bone. Radiocarbon dating works because all living things absorb carbon. Knowing the rate at which carbon 14 loses its radioactivity, experts can calculate the age of the objects the carbon came from.

Studies of the earth’s history offer other important clues. About 100,000 years ago, the earth began to cool gradually, entering what scientists call a period of glaciation. This era is often called the **Ice Age**. Much of the earth’s water froze into huge ice sheets, or **glaciers**. As ocean levels dropped, they eventually exposed an area of dry land that connected Asia with the part of North America that is now Alaska. The land was named **Beringia**, after Vitus Bering, a later explorer of the region. Scientists think that about 15,000 years ago, people from Asia began trekking eastward across this new land bridge to America in search of food. Others may also have come by boat even earlier, hugging the shoreline of Beringia.

These early arrivals were probably **nomads**, people who continually moved from place to place. In this case, the people were hunters who stalked herds of animals across Beringia. They hunted such massive prey as the woolly mammoth, as well as antelope, caribou, bison, musk ox, and wild sheep. Wild plants, birds, and fish probably made up an important part of their diet, too. These early peoples did not come all at once. Their migrations probably continued until rising seawater once again submerged the land bridge about 10,000 years ago, creating a waterway that today is called the Bering Strait.

Scientists believe that as the Ice Age ended, the nomads’ favorite prey, the woolly mammoth, began to die out, either from too much hunting or because of the changing environment. Faced with a dwindling food supply, early Americans began to make use of other types of food, including fish, shellfish, nuts, and small game.

Reading Check Explaining How do scientists determine the origins of ancient peoples?

Early Civilizations of Mesoamerica

As time passed, early Americans learned how to plant and raise crops. This **agricultural revolution** occurred between 9,000 and 10,000 years ago in Mesoamerica—*meso* coming from the Greek word for middle. This region includes what is today central and southern Mexico and Central America.

The first crops grown in America included pumpkins, peppers, squashes, gourds, and beans. The most



Reading Check

Answer: Scientists study the skulls, bones, teeth, and DNA of ancient peoples to trace their ethnic and geographic origins. They often use radiocarbon dating to determine the age of objects. Scientists also study the history of the earth to understand how peoples moved from one area to another.

Drawing a Picture Have students take on the role of an artist 9,000 years ago. Have them draw a picture of life in a typical village in Mesoamerica. Have students consider what record they would want to leave of their existence as they create the drawing. **L1**

Geography Skills

Answers: about 500 miles (about 800 kilometers)

Geography Skills Practice
Ask: What was the capital of the Aztec empire? (Tenochtitlán)

COOPERATIVE LEARNING ACTIVITY

Creating a Display Have students work in small groups to create a tabletop display featuring pictures, drawings, or models that symbolize important aspects of one of the cultures described in this section. Encourage students to include items that represent the food, art, science, and religion of the culture. The display should include a title and brief description of the culture. Each item displayed should be identified by name and include a brief description.

Use the rubric for a cooperative group management plan on pages 81–82 in the **Performance Assessment Activities and Rubrics**.

CHAPTER 1

Section 1, 12–17

Guided Reading Activity 1–1

Name _____ Date _____ Class _____

★ Guided Reading Activity 1–1

DIRECTIONS: Filling in the Blanks In the space provided, write the word or words that best complete the sentence. Refer to your textbook to fill in the blanks.

- To determine how old objects are, scientists rely on _____.
- About 100,000 years ago, much of the earth's water froze into huge ice sheets, or _____.
- An area of dry land named Beringia, after Vitus Bering, connected _____ with the part of North America that is now _____.
- _____ are people who continually move from place to place.
- The first crops grown in America included _____.
- _____ was important because it could be ground into flour to make bread and could be dried and stored for long periods of time.

Discussing a Topic Ask students to discuss how members of the early civilizations of Mesoamerica might have spent their time on a typical day. Discuss what people might have eaten, and what different roles people might have had in these early societies. **L1**

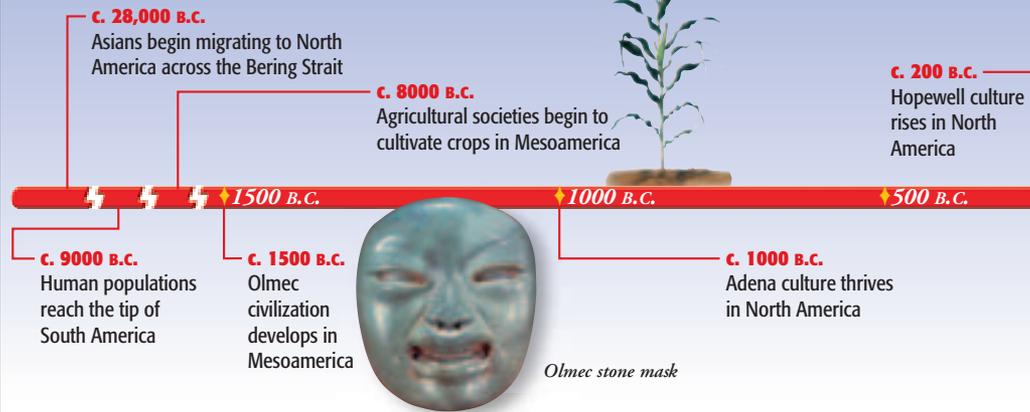
FYI

A recurring element in the art of the Olmec is the jaguar. The animal appears in carvings and on pottery. Another common image found in Olmec art is a creature that appears to be half jaguar and half human.

History and the Humanities

-  American Music: Cultural Traditions: "Rain Dance"
-  American Art & Architecture: Serpent Mound, Cliff Palace

American Civilizations



important crop of all was a large-seeded grass called **maize**, which is known today as corn. Maize was important because it could be ground into flour to make bread and could be dried and stored for long periods of time.

The shift to agriculture allowed people to abandon their nomadic way of life and stay in one place to tend their crops and store the harvest. With the discovery of agriculture came the first permanent villages. The cultivation of crops also led to many new technologies, including tools for cutting, digging, and grinding. The need to store crops probably led to the development of pottery, and the development of permanent villages led to new construction technologies.

As more people began to live in one place, more complex forms of government developed, as did social classes. People learned specialized skills and traded their products for food and other goods. As these village societies became more complex, America's first civilizations emerged. A **civilization** is a highly organized society marked by trade, government, the arts, science, and, often, written language.

The Olmec and the Maya Anthropologists think the first people to build a civilization in America were the Olmec. Olmec culture emerged between 1500 and 1200 B.C., near where Veracruz, Mexico, is located today. The Olmec developed a sophisticated society with large villages, temple complexes, and pyramids. They also sculpted imposing monuments, including 8-foot-high heads weighing up to 20 tons, from a hard rock known as basalt. Olmec culture lasted until about 300 B.C.

Olmec ideas spread throughout Mesoamerica, influencing other peoples. One of these peoples constructed the first large city in America, called

Teotihuacán (TAY·oh·TEE·wah·KAHN), about 30 miles northeast of where Mexico City is located today. The city was built near a volcano, where there were large deposits of **obsidian**, or volcanic glass. Obsidian was very valuable. Its sharp, strong edges were perfect for tools and weapons. Teotihuacán built up an elaborate trade network and greatly influenced the development of Mesoamerica. The city lasted from about 300 B.C. to about A.D. 650.

Around A.D. 200, as Teotihuacán's influence spread, the Mayan culture emerged in the Yucatán peninsula and expanded into what is now Central America and southern Mexico. The Maya had a talent for engineering and mathematics. They developed complex and accurate calendars linked to the positions of the stars. They also built great temple pyramids. These pyramids formed the centerpieces of Mayan cities, such as Tikal and Chichén Itzá. Marvels of engineering, some pyramids were 200 feet (61 m) high. Topping each pyramid was a temple where elaborately dressed priests performed ceremonies dedicated to the many Mayan gods.

Although trade and a common culture linked the Mayan people, they were not unified. Each city-state controlled its own territory. Because of the fragmented nature of Mayan society, the different cities frequently went to war.

The Toltec and the Aztec Despite their frequent wars, the Mayan people continued to thrive until the A.D. 900s, when their cities in the Yucatán were abandoned for unknown reasons. Some anthropologists believe Mayan farmers may have exhausted the region's soil. This in turn would have led to famine, riots, and the collapse of the cities. Others believe that invaders from the north devastated the region.

MEETING SPECIAL NEEDS

Interpersonal Have students select one portion of Section 1 to teach to another student. Ask students to read the passage and then teach it to a partner. Have the student doing the teaching ask questions about what has been taught. Direct the student/teacher to review any concepts that the student/learner did not understand. **L1 ELL**

 Refer to **Inclusion for the High School Social Studies Classroom Strategies and Activities** in the TCR.

CHAPTER 1

Section 1, 12–17

Creating a Chart Have students work in pairs to create a bar chart showing the beginning and ending dates for each North American culture mentioned in this section. The finished chart will illustrate the life span of each culture along with its relationship to each of the other cultures. The chart should include a title, labels, and a legend. **L2**

Use the rubric for creating a map, display, or chart on pages 77–78 in the *Performance Assessment Activities and Rubrics*.

FYI

Mayan and Aztec calendars both had 365 days. It is believed that the Mayan calendar was the basis for all calendars in civilized Mesoamerica.

Reading Check

Answer: The shift to agriculture allowed people to stay in one place to tend their crops and store their harvest. Because people stayed in one place, permanent villages were established. Village life led to the construction of homes and the development of storage containers. This allowed specialization of skills and more complex forms of government.

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View **Tape 1, Chapter 3:** “Cahokia Mounds.”



Mayan pyramid



Toltec statues



Mayan cities in the highlands of what is today Guatemala flourished for several more centuries, although by the 1500s, they too were in decline.

In the meantime, people known as the Toltec began building a city called Tula. The Toltec were master architects. They built large pyramids and huge palaces with pillared halls. They were among the first Native Americans to use gold and copper for art and jewelry.

About A.D. 1200, Tula fell to invaders from the north, known as the Chichimec. One group of Chichimec, called the Mexica, established the city of Tenochtitlán (tay·NAWCH·teet·LAHN) in 1325 on the site of what is today Mexico City. The Mexica took the name **Aztec** for themselves, from the name of their original homeland, Aztlán. Aztlán is thought to have been located somewhere in the American Southwest.

The Aztec created a mighty empire by conquering neighboring cities. Using their military power, the Aztec controlled trade in the region and demanded tribute, or payment, from the cities they conquered. They also brought some of the people they conquered to Tenochtitlán to serve as human sacrifices in their religious ceremonies. When the Europeans arrived in the 1500s, an estimated five million people were living under Aztec rule.

Reading Check **Examining** How did the shift to agriculture allow early peoples to advance beyond mere survival?

North American Cultures

North of Mesoamerica, other peoples developed their own cultures and civilizations. Many anthropologists think that the agricultural technology of Mesoamerica spread north into the American

Southwest and up the Mississippi River. There it transformed many of the scattered hunter-gatherers of North America into farmers.

The Hohokam Beginning in A.D. 300 in what is now south-central Arizona, a group called the Hohokam created a civilization that featured a very elaborate system of irrigation canals. The Hohokam used the Gila and Salt Rivers as their water supply. Their canals carried water hundreds of miles to their farms.

The Hohokam grew large crops of corn, cotton, beans, and squash. They also made decorative red-on-buff pottery and turquoise pendants, and they created the world’s first etchings by using cactus juice to etch shells. Hohokam culture flourished for more than 1,000 years. In the 1300s, they began to abandon their irrigation systems, most likely due to floods. Increased competition for farmland probably led to wars and emigration. By 1500 the Hohokam had vanished from history.

The Anasazi Between A.D. 700 and 900, the people living in villages in the Four Corners area, where Utah, Colorado, Arizona, and New Mexico now meet, came together to create a civilization. We know these people only by the name the Navajo gave them—*Anasazi*, or “ancient ones.”

In the harsh desert environment of the American Southwest, the Anasazi accumulated water for their crops by building networks of basins and ditches to channel rain into stone-lined depressions with high earthen banks.

Between A.D. 850 and 1100, the Anasazi living in **Chaco Canyon** in what is now northwest New Mexico began constructing large, multi-story buildings of adobe and cut stone with connecting passageways

INTERDISCIPLINARY CONNECTIONS ACTIVITY

Visual Arts Have students conduct research about pre-Columbian art using library, museum, and Internet resources. Ask students to focus their research on one of the cultures addressed in this section. Using their findings, have students prepare a short oral presentation. Encourage students to bring books with photographs and illustrations to pass around during their presentations. **L2**

CHAPTER 1

Section 1, 12–17

3 ASSESS

Assign Section 1 Assessment as homework or as an in-class activity.

Have students use the **Interactive Tutor Self-Assessment CD-ROM**.

Reading Essentials and Study Guide 1-1

Name _____ Date _____ Class _____

Study Guide

Chapter 1, Section 1

For use with *Textbook* pages 12–17

THE MIGRATION TO AMERICA

KEY TERMS AND NAMES

radiocarbon dating a method used by scientists to determine how old objects are by measuring the radioactivity left in carbon 14 (page 12)

Ice Age a period of time beginning about 100,000 years ago when the earth's water froze into huge ice sheets (page 13)

glaciers huge ice sheets (page 13)

Beringia during the Ice Age, an area of dry land that connected Asia with the part of North America that is now Alaska (page 13)

nomads people who continually move from place to place in search of food and water (page 13)

Section Quiz 1-1

Name _____ Date _____ Class _____

Chapter 1 Score _____

Section Quiz 1-1

DIRECTIONS: Matching Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)

| | |
|--|-----------------------|
| Column A | Column B |
| 1. method used to determine the age of objects | A. Chaco Canyon |
| 2. the Anasazi lived here | B. maize |
| 3. large Mississippian city | C. Cahokia |
| 4. most important crop grown by Native Americans | D. radiocarbon dating |
| 5. built elaborate system of irrigation canals | E. Hohokam |

DIRECTIONS: Multiple Choice In the blank at the left, write the letter of the choice that best completes the statement or answers the question. (10 points each)

Picturing History

Answer: A severe drought from around 1130 to 1180 probably caused the Anasazi to abandon their pueblos. Epidemics and attacks from other tribes also may have contributed.

Ask: **What building materials did the Anasazi use to construct their buildings?** (*adobe and cut stone*)

and circular ceremonial rooms called **kivas**. Early Spanish explorers called these structures **pueblos**, the Spanish word for villages. The Anasazi built these pueblos at junctions where streams of rainwater, draining from the canyon, ran together. One particular pueblo in Chaco Canyon, called Pueblo Bonito, covered more than three acres. Its 600 rooms probably housed at least 1,000 people. Later, at Mesa Verde in what is today southwestern Colorado, the Anasazi built equally impressive cliff dwellings.

Beginning around A.D. 1130, Chaco Canyon experienced a devastating drought that lasted at least 50 years. This probably caused the Anasazi to abandon their pueblos. The Mesa Verde pueblos lasted for another 200 years, but when another drought struck in the 1270s, they too were abandoned. Some anthropologists think that epidemics or attacks by hunter-gatherers may have caused the Anasazi civilization to collapse.

The Adena and Hopewell Cultures About the same time that the Olmec people began to build a civilization in Mesoamerica, the people living in North America's eastern woodlands were developing their own unique cultures. The people of the eastern

woodlands developed woodworking tools, including stone axes and gouges. They built dugout canoes and made nets to snare birds. They also made clay pots by stacking up coils of clay.

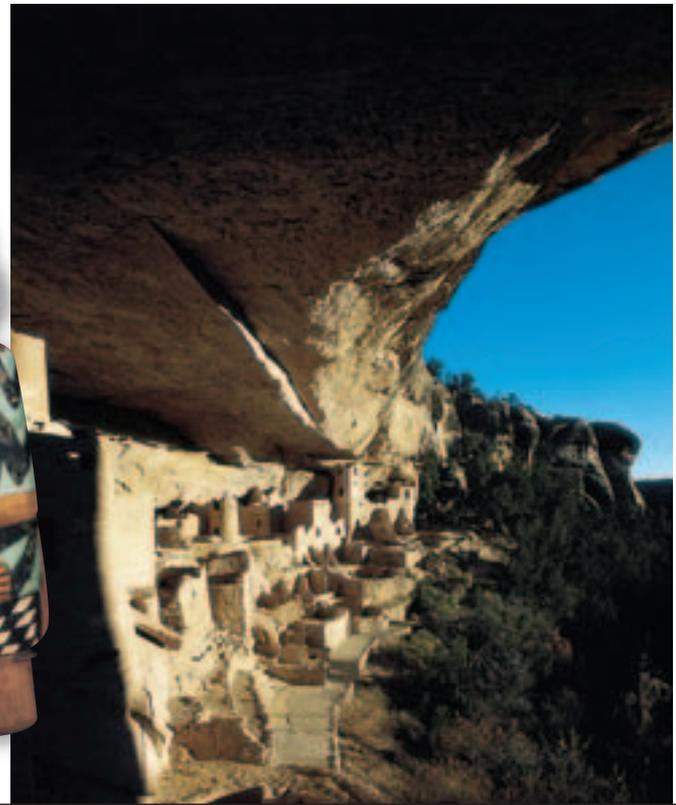
Beginning about 1000 B.C., the people of the region began burying their dead under massive dome-shaped mounds of earth. The most important early mound-building culture was the Adena culture, which lasted from 1000 B.C. to about A.D. 200. The Adena culture originated in the Ohio River valley and spread east into what is now New York and New England.

As the people of the Ohio valley began to plant crops and build permanent settlements between 200 and 100 B.C., another new civilization known as the Hopewell culture rose to prominence. It featured huge, geometric earthworks to serve as ceremonial centers, observatories, and burial places. The Hopewell culture mysteriously began to decline after A.D. 400.

The Mississippian Culture Between A.D. 700 and 900, as agricultural technology and improved strains of maize and beans spread north from Mexico and up the Mississippi River, another new culture—the **Mississippian**—emerged. It began in the Mississippi River valley, where the rich soil of the flood plains

Picturing History

Southwestern Cliff Dwellers These abandoned ruins (right) and ritual object (below) in the southwestern United States are testimony to the civilizations of Native Americans who lived on the continent before the arrival of Europeans. **What are some reasons scientists give for the disappearance of the Anasazi civilization?**



16 CHAPTER 1 Converging Cultures

CRITICAL THINKING ACTIVITY

Analyzing Ask students to discuss how they think the agricultural revolution in Mesoamerica led to a more highly organized civilization. Focus the discussion on trade, government, the arts, science, and language. Encourage students to make reasonable assumptions based on the information presented in the text. **L2**

was perfectly suited to the intensive cultivation of maize and beans.

The Mississippians were great builders. Eight miles from what is now St. Louis, near Collinsville, Illinois, lie the remains of one of their largest cities, which anthropologists named **Cahokia**. At its peak between about A.D. 1050 and 1250, Cahokia covered 5 square miles (13 sq km), contained over 100 flat-topped pyramids and mounds, and was home to an estimated 16,000 people. Most of the people lived in pole-and-thatch houses that spread out over 2,000 acres (810 ha). The largest pyramid, named Monks Mound, was 100 feet (30.5 m) high, had four levels, and covered 16 acres (6.5 ha). The base of Monks Mound was larger than that of any pyramid in Egypt or Mexico. A log wall with watchtowers and gates surrounded the central plaza and larger pyramids.

From the Mississippi valley, Mississippian culture spread widely, following the Missouri, Ohio, Red, and Arkansas Rivers. Expanding east across the American South, Mississippian culture led to the rise of at least three other large cities with flat-topped mounds—at present-day Spiro, Oklahoma; Moundville, Alabama; and Etowah, Georgia.

Cahokia itself collapsed around A.D. 1300. An attack by other Native Americans may have caused its destruction, or the population may simply have become too large to feed, resulting in famine and emigration. Another possibility is that an epidemic



Picturing History

Adena and Hopewell Culture The Great Serpent Mound in southern Ohio (above) is an example of the earthen mounds built by the Adena culture. The copper falcon (right) is a Hopewell design. These artifacts help scientists learn more about the culture of ancient civilizations. **For what did Native Americans use their earthen mounds?**



may have devastated the population. Although Cahokia came to an end, many aspects of Mississippian culture survived in the Southeast until the Europeans arrived in America.

Reading Check Explaining By what route did agricultural technology spread from Mesoamerica into North America?

SECTION 1 ASSESSMENT

Checking for Understanding

- Define:** radiocarbon dating, Ice Age, glacier, nomad, agricultural revolution, maize, civilization, obsidian, kiva, pueblo.
- Identify:** Beringia, Aztec, Chaco Canyon, Cahokia.
- Explain** how the agricultural revolution led to the establishment of permanent settlements.

Reviewing Themes

- Geography and History** How did Asians migrate to America?

Critical Thinking

- Evaluating** Choose an early culture group in Mesoamerica or North America. What kind of civilization did this group develop?
- Categorizing** Use a graphic organizer like the one below to list the advances of early culture groups in North America.

| Culture Groups | Advances |
|----------------|----------|
| | |
| | |
| | |

Analyzing Visuals

- Picturing History** Study the photographs on this page and on page 16. How did the Native Americans in each region adapt to their environments?

Writing About History

- Expository Writing** Using library or Internet resources, find more information on one of the culture groups discussed in this section. Use the information to write an in-depth report about the culture group.

SECTION 1 ASSESSMENT ANSWERS

- Terms are in blue.
- Beringia (p. 13), Aztec (p. 15), Chaco Canyon (p. 15), Cahokia (p. 17)
- Permanent settlements developed as people stayed in one place to tend to their crops.
- Asians came to America by crossing Beringia on foot or hugging the Beringian coast in boats.
- Students should choose one of the cultures discussed in the section.
- Students' organizers should include advances from each culture group mentioned in the section.
- The Anasazi built their homes into the canyon walls of the Southwest. The Adena and Hopewell built ceremonial earthen mounds in the forested lands of the Midwest.
- Students' reports will vary. Reports should focus on one culture group and provide information not found in the text.

Picturing History

Answer: ceremonial centers, observatories, and burial places

Ask: What cultural facts do you think scientists can learn from the copper falcon? (Possible answers—the Hopewell knew how to mine, refine, and work with metals; they used animal symbols in their culture)

Reteach

Have students trace a map of North America and mark key locations with the names and dates of the cultures mentioned in this section.

Enrich

Have students research one of the cultures mentioned in this section. Have them use library and Internet resources in order to write a two-page report about the culture. Ask students to include information about some of the unanswered questions about the culture.

4 CLOSE

Ask students to explain the Asian migration to America. Encourage students to offer suggestions about why people from Asia came to America and why they ended up in Mesoamerica.

Reading Check

Answer: Many anthropologists think Mesoamerican agricultural technology spread north into the American southwest and up the Mississippi to North America.

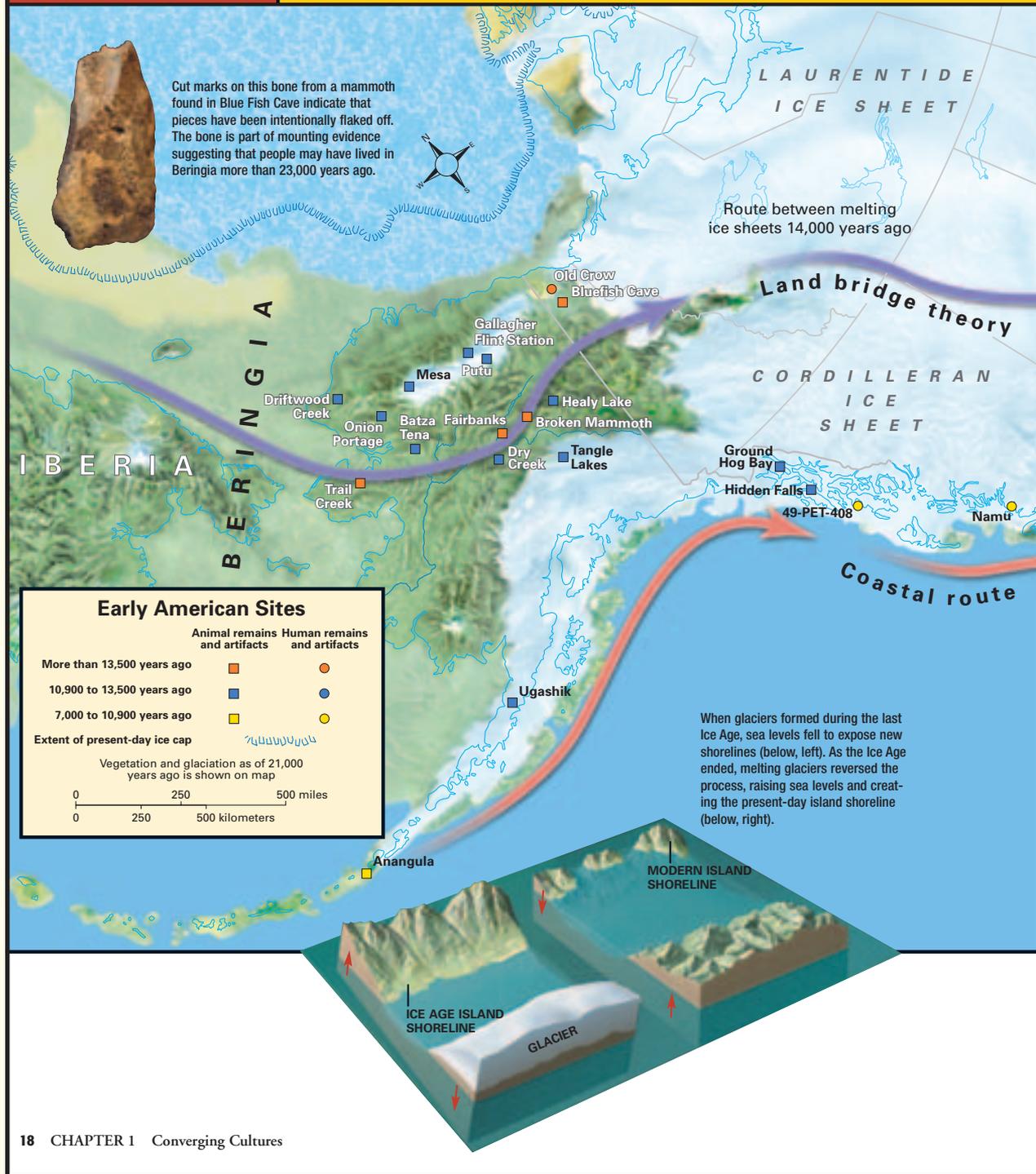
1 FOCUS

Create three columns on the board and label them: Migration Theory, Potential Problems With Theory, and Evidence Supporting Theory. Have students use the maps, the reading, and any other reference material you supply to fill in the table. Tell students that they may make assumptions about the potential problems that the travelers may have faced.

2 TEACH

Writing Diary Entries Have students choose one of the routes and write diary entries as though they were traveling with the first group of people to use the route. The entries should include one for the first day of the travel, one describing a difficulty they encountered, and one describing their arrival in North or South America. **L1**

Practicing Map Skills Have students look at the maps to answer the following questions. **Ask:** **What sites support the coastal route theory?** (*Anangula, Ugashik, Ground Hog Bay, Hidden Falls, 49-PET-408, Namu, Borax Lake, and Mostin*) **What is the northernmost site where human remains have been found?** (*Old Crow*) **How old are these human remains?** (*more than 13,500 years old*) **Where do scientists think people who crossed the Pacific may have landed?** (*Quebrada Tachaguay in South America*) **L2**



Cut marks on this bone from a mammoth found in Blue Fish Cave indicate that pieces have been intentionally flaked off. The bone is part of mounting evidence suggesting that people may have lived in Beringia more than 23,000 years ago.

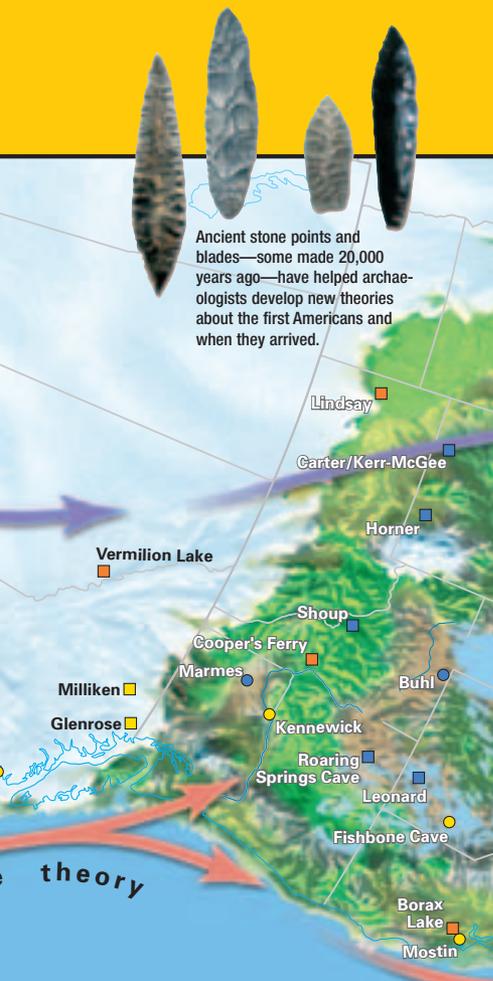
Route between melting ice sheets 14,000 years ago

When glaciers formed during the last Ice Age, sea levels fell to expose new shorelines (below, left). As the Ice Age ended, melting glaciers reversed the process, raising sea levels and creating the present-day island shoreline (below, right).

EXTENDING THE CONTENT

International Park An international Beringian park was first proposed by scientist Walter Orr Roberts in the 1960s. No action was taken on the proposal for many years. In 1989, however, American and Soviet planning teams presented the concept of an international park during a tour of Native villages in Northwest Alaska and the Chukotka Peninsula in Russia. At a summit conference on June 1, 1990, President Bush and Soviet President Gorbachev agreed to create an international park spanning the Bering Strait. The agreement called for cooperation in studying ecology, archaeology, and cultural heritage on both sides of the Strait. For more information on the proposed park visit <http://www.nps.gov/akso/beringia/index.htm>.

Land Bridge to America



During the last Ice Age, the Bering Strait that now separates Alaska and Siberia was dry land. Across this so-called land bridge, bands of fur-clad hunter-gatherers from Asia trekked to the northwestern corner of America (purple arrows at left). As they followed herds of woolly mammoths and other big game animals, they slowly spread east through a corridor between two glaciers and then pushed south into the interior of the continent.

These intrepid travelers have been held up as the original Americans. They flourished on the Great Plains and the Southwest of the present-day United States. In less than a thousand years, their descendants had settled most of the hemisphere, from the Arctic Circle to the tip of South America.

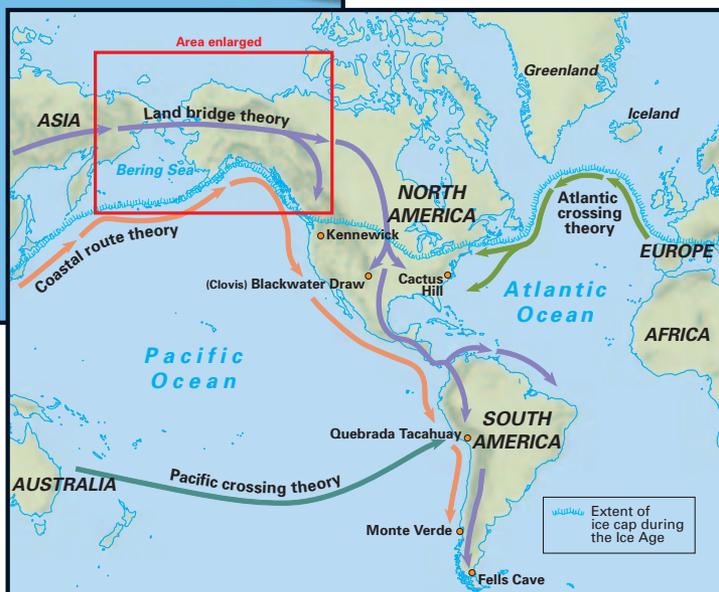
The intercontinental land bridge that made this amazing journey possible was up to 1,000 miles (1,609 km) wide. Known as Beringia, it emerged when vast ice sheets absorbed the water, dropping the sea level about 300 feet (91 km) to reveal the floor of the Bering Sea. Many scientists

agree that the Beringia migration began between 14,000 and 15,000 years ago. Recently, however, archaeologists have found artifacts that suggest people were in America even before the land corridor had opened. The new evidence has led to theories suggesting other possible routes to the Americas.

One theory proposes that people crossed from northeast Asia in skin-covered boats, skirting the shore and landing occasionally to hunt for food and water (red arrows at left).

Continuing south along the coast, they would have reached South America quicker than by any land route (see inset map below). The Pacific crossing theory suggests that migrants from Southeast Asia went south to Australia and across the Pacific Ocean, hopping from island to island until they reached South America. Yet a third theory, the Atlantic crossing theory, suggests that America's earliest inhabitants were from southwestern Europe (modern-day southern France and Spain). Hugging the edge of the glaciers of the North Atlantic, they may have sailed from Iceland and Greenland down to North America. A skull found in Brazil has also prompted some people to consider the possibility of an early migration from Africa.

The peopling of the Americas was probably a more complex process than migration across the Bering land bridge alone. Settlers may have arrived in many waves of migration and by a number of routes. As shown in the map at left, they may have traveled from Europe or Australia as well as from Asia.



Geography and History Activity 1



Beringia Today: A Unique Region

CLOSE NEIGHBORS
Today the term Beringia describes a vast geographic region from the Kolyma River in far eastern Russia to the Mackenzie River in the Northwest Territories of Canada. This region remained relatively ice free during past glaciations when large parts of the earth were covered by glaciers. The Bering Strait is a somewhat shallow body of water in the central part of Beringia. It separates the Seward Peninsula in Alaska from the Chukotka Peninsula in Siberia by a distance of only 55 miles. Scientists we commonly refer to the geological period called the Pleistocene epoch as the Ice Age. This period began 16 million years ago. During the final years of the Ice Age, so much of the earth's water was locked up in glaciers that sea levels were significantly lower than they are today. As a result, the land bridge between the continents of Asia and North America appeared. The continental shelf along the Bering Strait also contributed to the appearance of the land bridge. A continental shelf is an

NGS ONLINE

Access National Geographic's Web site for current events, atlas updates, activities, links, interactive features, and archives at www.nationalgeographic.com.



Beringia The term *Beringia* comes from the name of Vitus Bering, a Danish explorer for the Russian czar in the 1700s. The Bering-Chirikov expedition explored the waters of the North Pacific between Asia and North America. The Bering Strait, which lies between Alaska and Northeast Russia, and Bering Island, located in the Commander Islands, are named after him.

LEARNING FROM GEOGRAPHY

1. What geographical event made the sea level drop to reveal the land bridge between Asia and America?
2. What other ways may settlers have made their way to the Americas?

CHAPTER 1 Converging Cultures 19

ANSWERS TO LEARNING FROM GEOGRAPHY

1. the last Ice Age
2. Other possibilities include people from northeast Asia traveling by boat along the coastline to North and South America, people from Southeast Asia crossing the Pacific Ocean

hopping from island to island, people from southwestern Europe crossing the North Atlantic passing by Iceland and Greenland, or people migrating from Africa.

3 ASSESS

Have students answer the Learning from Geography questions.

4 CLOSE

Ask students to state which theory they believe is most credible. Then ask what evidence they believe best supports their chosen theory.

1 FOCUS

Section Overview

This section explains how geography played a significant role in the development of Native American cultures.

BELLRINGER Skillbuilder Activity

Project transparency and have students answer the question.

Available as a blackline master.

Daily Focus Skills Transparency 1–2

Interpreting Information on Time Lines

THE IROQUOIS LEAGUE

1575 The Iroquois Confederacy is formed by five Iroquois nations to maintain peace with one another. Other Iroquois groups were added to the League over a period of years.

1648 The Iroquois League is expanded to include the Shawnee, Delaware, and Susquehanna nations.

1724 The Iroquois League is dissolved.

Directions: Answer the following question based on the time line.

The Iroquois League, also known as the Iroquois Confederacy, was formed as an agreement between five Iroquois nations to maintain peace with one another. Other Iroquois groups were added to the League over a period of years. About how many years was the Iroquois League in existence?

A. 50 years H. 200 years
B. 100 years J. 300 years

Guide to Reading

Answers to Graphic: the West: the Southwest—Zuni, Hopi, other Pueblo peoples, Apache, Navajo; the Pacific Coast—Tlingit, Haida, Kwakiutls, Nootkas, Chinook, Salish, Nez Perce, Yakima, Ute, Shoshone, and Pomo; the Great Plains—Pawnee, Kansas, Iowa, and Sioux; **the Far North:** Inuit, Aleut; **the Eastern Woodlands:** Northeast (Algonquian-speaking)—Wampanoag, Narragansett, Pequot, Powhatan Confederacy, Delaware, and Shawnee; Northeast (Iroquoian-speaking)—Huron, Neutral, Erie, Wenro, Seneca, Cayuga, Onondaga, Oneida, and Mohawk; Southeast—Cherokee, Tuscarora, Choctaw, Chickasaw, Natchez, and Creek

Preteaching Vocabulary

Have students look up the proper pronunciation of the Key Terms and Names.

Guide to Reading

Main Idea

The Native Americans of what is today the United States had diverse social structures and religions.

Key Terms and Names

kachina, Algonquian, Iroquoian, slash-and-burn agriculture, longhouse, wigwam, kinship group, Dekanawidah, Hiawatha

Reading Strategy

Categorizing As you read about Native Americans, complete a chart like the one below by filling in the names of the Native American groups who lived in each region.

| Region | Groups |
|-------------------|--------|
| West | |
| Far North | |
| Eastern Woodlands | |

Reading Objectives

- **Describe** the cultures of Native American groups of the West, the Far North, and the Eastern Woodlands.
- **Describe** the agricultural techniques of the Woodlands Native Americans.

Section Theme

Culture and Traditions The cultural differences between Native American groups can be explained by studying the geography where each group lived.

Preview of Events

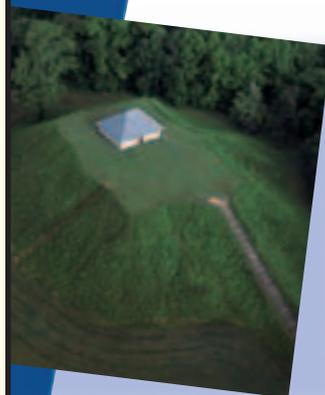


★ An American Story ★

Did the Natchez people of the southeastern United States descend from the Toltec of Mesoamerica? A Natchez man told this story to a European explorer in the mid-1700s:

“Before we came into this land we lived yonder under the sun (pointing with his finger nearly south-west, by which I understood that he meant Mexico). . . . There our Suns [Mexican rulers were called Suns] had their abode and our nation maintained itself for a long time. . . . Our nation extended itself along the great water [Gulf of Mexico] where this large river [the Mississippi] loses itself; but as our enemies were become very numerous . . . our Suns sent some of their subjects who lived near this river, to examine whether we could return into the country through which it flowed. The country on the east side of the river being found extremely pleasant, the Great Sun, upon the return of those who had examined it, ordered all his subjects who lived in the plains, and who still defended themselves against the ancients of the country, to remove into this land, here to build a temple. . . .”

—quoted in *America in 1492*



Natchez earthen pyramid

The West

Although Mesoamerican civilization may have shaped Natchez society, the culture of most Native Americans developed in response to their environments. By the time the first Europeans arrived, Native Americans were fragmented into many small groups



SECTION RESOURCES

Reproducible Masters

- Reproducible Lesson Plan 1–2
- Daily Lecture and Discussion Notes 1–2
- Guided Reading Activity 1–2
- Section Quiz 1–2
- Reading Essentials and Study Guide 1–2

Transparencies

- Daily Focus Skills Transparency 1–2

- American Art & Architecture

Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- TeacherWorks™ CD-ROM
- Audio Program
- American Music: Hits Through History

2 TEACH

Daily Lecture and Discussion Notes 1–2

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Daily Lecture and Discussion Notes
Chapter 1, Section 2

Did You Know? Society among groups of Pacific Coast Native Americans in the Northwest was organized into lineages. Each lineage claimed to be descended from a mythical ancestor. A lineage group lived together in a large house. They owned the right to use or display special designs, songs, and ceremonies. Each lineage had the rights to its own fishing area and berry-picking grounds. The lineage's wealth was shown off and given away as gifts at gatherings called potlaches.

L. The West (pages 20–22)
A. The culture of most Native Americans developed in response to their environment.

that had adapted to the different regions of North America. Fragmentation in the American West was especially severe because of the great variations in the region's climate and geography.

The Southwest The descendants of the Anasazi and Hohokam lived in small groups in the arid Southwest. These groups included the Zuni, Hopi, and other Pueblo peoples. The people of the Southwest depended on corn to survive. Farmers cultivated several species of corn whose seeds could withstand the dry soil. With a long taproot, the corn grew deep, reaching moisture far below the surface. The farmers also grew squash and beans.

Among these groups, when a man married, he joined the household of his bride's mother. Within the family, men's and women's work was separate. Men farmed and herded sheep. They also performed most ceremonies, made moccasins, and wove clothing and blankets. It was women's work to take care of the house. In addition, women crafted pottery and baskets and hauled water. The women also helped the men in two occupations—farming and constructing houses.

When boys turned six, they joined the kachina cult. A **kachina** was a good spirit. The Pueblo people believed kachinas visited their town each year with messages from the gods. Members of the kachina cult would wear masks symbolizing the spirits, and they would dance to bring the spirits to the town.

Sometime around the 1500s, two other peoples—the Apache and the Navajo—came to the region from the far northwest of North America. Although many of the Apache remained primarily nomadic hunters, the Navajo learned farming from the Pueblo people and lived in widely dispersed settlements, where they grew corn, beans, and squash.

The Pacific Coast Many different groups, including the Tlingit, Haida, Kwakiutls, Nootkas, Chinook, and Salish peoples, lived in the lands bordering the Pacific Ocean from what is now southeastern Alaska to Washington state. Although they did not practice agriculture, these groups dwelt in permanent settlements. They looked to the dense coastal forests for lumber, which they used not only to build homes and to fashion canoes, but also to create elaborate works of art, ceremonial masks, and totem poles. They were able to stay in one place because the region's coastal waters and many rivers teemed with fish, particularly salmon. Farther inland, between the Cascade Range and the Rocky Mountains, the Nez Perce, Yakima, and other groups fished, hunted deer, and gathered roots and berries.

South of the Nez Perce's territory, between the Sierra Nevada and Rocky Mountains, the climate was much drier. There, groups such as the Ute and Shoshone lived a nomadic life. Because the land was too arid for farming, they roamed widely in search of food that was often scarce.

West of the Ute lands in what is today central California, several groups enjoyed abundant wildlife and a mild climate. The Pomo, for example, gathered acorns, caught fish in nets and traps, and snared small game and birds. Pomo hunters, working together, would drive deer toward a spot where the village's best archer waited, hidden and disguised in a deer-head mask. Sometimes, the hunters stampeded game into a corral, where the animals could be easily killed. When game was scarce, however, the Pomo relied upon the acorn, which they had learned to convert from a hard, bitter nut into an edible flour.

The Great Plains When Europeans arrived in America, the people of the Great Plains were nomads. Before this, up until about 1500, people living on the Great Plains practiced agriculture. Influenced by the Hopewell and Mississippian cultures, these peoples lived near the Missouri and other rivers, where they could plant corn and find wood to build their homes.

Around 1500 the peoples of the western plains abandoned their villages and became nomads, possibly because of war or drought. Those in the east—including the Pawnee, Kansas, and Iowa peoples—continued to farm as well as hunt. Peoples of the western plains, such as the Sioux, followed migrating buffalo herds on foot and lived in cone-shaped tents called tepees.

Life for the Sioux and others on the Great Plains changed dramatically after they began taming horses. The Spanish had brought horses to North America in the 1500s. Over the next few centuries, as horses either escaped or were stolen, the animals spread northward, eventually reaching the Great Plains. There the Sioux encountered and mastered them, and in the process became some of the world's greatest mounted hunters and warriors.

Sioux men achieved fame in the community through bravery in both hunting and war. Sioux warriors would take the scalps of enemies they had killed, but they could gain even greater glory through



Pacific coast totem pole

Creating a Map Have students trace a simple outline map of Canada and the continental United States including Alaska. Ask students to mark the map where each of the Native American cultures mentioned in this section developed. **L1 ELL**

Use the rubric for creating a map, display, or chart on pages 77–78 in the *Performance Assessment Activities and Rubrics*.

FYI

Totem poles are large cedar logs that were carved, painted, and mounted vertically by Native American peoples who lived along the northern Pacific coast. Totem poles were used for specific purposes. For example, some totem poles were designed to support the roof of a house while others were created as memorials.

COOPERATIVE LEARNING ACTIVITY

Teaching Your Classmates Group students into home teams of six and assign each member of the team a number from 1 to 6. Divide the section into six parts and number the parts. Have everyone with the number 1 meet to study and discuss part 1 of the section. Do the same for each of the other parts. Reunite the home teams and have each member of the team share his or her knowledge about this section.

Use the rubric for a cooperative group management plan on pages 81–82 in the *Performance Assessment Activities and Rubrics*.

CHAPTER 1

Section 2, 20–24

Reading Check

Answer: In dry areas the Native Americans found crops that would grow in the dry soil or they moved from place to place looking for food. In coastal areas, the Native Americans became experts at fishing. In mild climates where wildlife was plentiful, they hunted and trapped animals.

the dangerous but nonviolent act of “counting *coup*,” from the French word meaning “blow” or “touch.” A warrior would charge into a group of the enemy and simply touch one of them with a stick—as a means of humiliating the enemy—then gallop away.

Reading Check Contrasting How did Native Americans respond to the different climates of the American West?

The Inuit and Aleut depended heavily upon hunting for their livelihood. They hunted seals, walruses, whales, polar bears, caribou, musk oxen, and smaller game. Over time, they invented a wide variety of devices to cope with the harsh environment, including the harpoon, the kayak, the dogsled, boots with ivory spikes for walking on ice, and special goggles to prevent snow blindness. They also were the only Native Americans to develop lamps. They used whale oil and blubber for fuel. Occupying a harsh and unforgiving land, they lived in groups—from a single family to a few hundred people—spaced widely apart.

Reading Check Identifying What technologies did the Native Americans of the Far North develop?

The Far North

Two different Native American groups made the Far North their home. The most northern and widespread were the Inuit, whose territory stretched across the Arctic from present-day Alaska to Greenland. The Aleut settled Alaska’s Aleutian Islands.

Guided Reading Activity 1–2

Name _____ Date _____ Class _____

Guided Reading Activity 1-2

- DIRECTIONS: Recalling Facts** Read the section and answer the questions below. Refer to your textbook to write the answers.
1. The culture of most Native Americans developed in response to what? _____
 2. Upon what did the peoples living in the Southwest depend to survive? _____
 3. What was the name of a Pueblo good spirit? _____
 4. Which peoples lived in the lands bordering the Pacific from southeastern Alaska to Washington State? _____
 5. For what did the peoples of the Pacific Coast use lumber? _____
 6. Who brought horses to North America? _____
 7. How did the _____

History and the Humanities

- American Music: Hits Through History: “Iroquois Round Dance”
- American Art & Architecture: Quilled Buckskin Robe

Reading Check

Answer: the harpoon, the kayak, the dogsled, boots with ivory spikes, goggles, and lamps

Geography Skills

Answers:

1. fishing
2. The land was too dry to farm so they hunted migrating buffalo herds.

Geography Skills Practice

Ask: What group lived the farthest north? (*Inuit*)



Geography Skills

1. **Interpreting Maps** What was the main food source for the Northwest?
2. **Applying Geography Skills** Why were Great Plains peoples nomadic?

MEETING SPECIAL NEEDS

Auditory/Musical Have students work in pairs using dictionary resources to look up the correct pronunciation of the names of each Native American culture discussed in the section. Have students practice saying the names aloud as they write them down. **L1 ELL**

Inclusion Refer to *Inclusion for the High School Social Studies Classroom Strategies and Activities* in the TCR.



History Through Art

Eastern Woodlands Native Americans hunted the abundant deer in the East by disguising themselves in cleaned deerskins and sneaking very close to their target. French artist Jacques Le Moyne created this illustration in 1591 depicting the practice. [What other food sources did Eastern Woodlands peoples have?](#)

Georgian Bay were the Iroquoian-speaking peoples. They included the Huron, Neutral, Erie, Wenro, Seneca, Cayuga, Onondaga, Oneida, and Mohawk.

Many peoples in the Northeast, including the Algonquians of New England and the Iroquoians of New York, practiced **slash-and-burn**

agriculture. By cutting down parts of forests and then burning the cleared land, they were left with nitrogen-rich ashes, which they then worked into the soil, making it more fertile.

The early peoples of the Northeast used several types of houses. Many villages, enclosed by wooden stockades, had large rectangular **longhouses** with barrel-shaped roofs covered in bark. Others built **wigwams**. These dwellings were either conical or dome-shaped and were made using bent poles covered with hides or bark.

All of the Iroquoian peoples, as well as the Algonquian of New England, made beads of white and purple shells that they arranged on strings and wove into belts called wampum. The designs on the wampum recorded important events, treaties, and agreements.

GOVERNMENT

The Iroquois League All of the Iroquoian peoples had similar cultures. They lived in longhouses in large towns, which they protected by building stockades. The people lived in large **kinship groups**, or extended families, headed by the elder women of each clan. Iroquois women occupied positions of power and importance in their communities. They were responsible for the planting and harvesting of crops. Up to 10 related families lived together in each longhouse.

History Online

Student Web Activity Visit the *American Vision* Web site at tav.glencoe.com and click on **Student Web Activities—Chapter 1** for an activity on America's prehistory.

The Eastern Woodlands

East of the Mississippi River and south of the Great Lakes lay almost a million square miles of woodlands. This landscape supported an amazing range of plant and animal life. Almost all of the Native Americans in the Eastern Woodlands provided for themselves by combining hunting and fishing with farming. Deer were plentiful in the region, and deer meat regularly supplemented the corn, beans, and squash the people planted. Deer hide was also used for clothing.

The Peoples of the Northeast Most of the peoples of the Northeast were divided into two major language groups—those who spoke **Algonquian** (al·GAHN·kwee·UHN) languages and those who spoke **Iroquoian** (IHR·uh·KWOY·uhn) languages. The Algonquian-speaking peoples included most of the groups living in what later became known as New England. Among these peoples were the Wampanoag in Massachusetts, the Narragansett in Rhode Island, and the Pequot in Connecticut. Farther south in what is today Virginia lived the Algonquian-speaking peoples of the Powhatan Confederacy. These groups of Native Americans in New England and Virginia were among the first to encounter English settlers.

Other Algonquian-speaking peoples included the Delaware who lived near the Delaware River and the Shawnee who lived in the Ohio River valley. Many words from the Algonquian language are still used today, including *succotash*, *hominny*, *moccasin*, and *papoose*.

Stretching west from the Hudson River across what is today New York and southern Ontario and north to

History Through Art

Answer: corn, beans, squash, fishing in coastal areas

Ask: **Native Americans of the Eastern Woodlands incorporated natural elements in decorating their clothing. What are some examples?** (*plant dyes; clay or shell beads; animal bone, teeth, or claws; feathers; porcupine quills*)

Conducting Research Have students identify streets, towns, parks, lakes, and other things in their community that have names derived from the names of Native American peoples. Have students make a list of their findings. **L2**

History Online

Objectives and answers to the student activity can be found in the **Web Activity Lesson Plan** at tav.glencoe.com.

3 ASSESS

Assign Section 2 Assessment as homework or as an in-class activity.

Have students use the **Interactive Tutor Self-Assessment CD-ROM**.

INTERDISCIPLINARY CONNECTIONS ACTIVITY

Science Invite an anthropologist from a museum or local university to visit your class to discuss how he or she researches the cultures and lifestyles of ancient civilizations that no longer exist. Ask the speaker to explain the techniques used in field research and what qualifications and education are needed to enter this field of study. Encourage students to ask questions at the end of the presentation. **L2**

Reading Essentials and Study Guide 1–2

Name _____ Date _____ Class _____

Study Guide

Chapter 1, Section 2

For use with textbook pages 20–24

NATIVE AMERICAN CULTURES

KEY TERMS AND NAMES

kachina a good spirit of the Pueblo people (page 27)

Algonquian language of Native Americans who lived in areas that later became known as New England, Delaware, the Ohio River valley, and Virginia (page 23)

Iroquoian language of Native Americans who lived in areas that later became known as New York, southern Ontario and north to Georgian Bay (page 23)

slash-and-burn agriculture the practice of cutting down forests and then burning the cleared land to use for farming (page 23)

longhouses rectangular houses with barrel-shaped roofs covered in bark (page 23)

wigwams cone- or dome-shaped houses made of poles covered with hides or bark

CHAPTER 1

Section 2, 20–24

Section Quiz 1–2

Name _____ Date _____ Class _____

★ Chapter 1 Score _____

Section Quiz 1–2

DIRECTIONS: Matching Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)

| | |
|---|---|
| <p>Column A</p> <ol style="list-style-type: none"> 1. rectangular house with a barrel-shaped roof covered in bark 2. the most northern Native American group 3. a good spirit 4. a chief of the Mohawk 5. extended families | <p>Column B</p> <ol style="list-style-type: none"> A. Hiawatha B. kinship groups C. longhouse D. kachina E. Inuit |
|---|---|

DIRECTIONS: Multiple Choice In the blank at the left, write the letter of the choice that best completes the statement or answers the question. (10 points each)

Archaeologists have found kernels of popcorn in Utah and Peru that they estimate to be over 1,000 years old. Today, almost all of the world's popcorn is grown in the United States. According to the Popcorn Board, a nonprofit organization sponsored by U.S. Popcorn Processors, the average American eats about 15 gallons of popcorn each year.

Reteach

List the three geographic areas mentioned in this section on separate panels of the board. Have students create an outline using the names of the regions and cultures.

Enrich

Have students pose questions about the Native American cultures addressed in this section and research the answers.

Reading Check

Answer: Some Woodlands Native Americans practiced slash-and-burn agriculture to clear the land and make it more fertile.

4 CLOSE

Ask students to explain the role of geography in the development of the various Native American cultures.

Fact Fiction Folklore

Pass the Popcorn Native Americans perfected the popular American snack of popcorn at least 5,000 years ago. In order to pop, a corn kernel must contain at least 14 percent water. When heated, this water turns into steam, which expands and forces the kernel to explode into its familiar shape. Native Americans developed corn with a high water content suitable for popping, as well as sweet corn to eat off the cob and feed corn for animals. According to legend, popcorn made up part of the menu at the first Thanksgiving feast in 1621.



Despite their similar cultures, war often erupted among the Iroquoian groups. In the late 1500s, five of the nations in western New York—the Seneca, Cayuga, Onondaga, Oneida, and Mohawk—formed an alliance to maintain peace. This alliance was later called the **Iroquois League** or Iroquois Confederacy. Europeans called these five nations the Iroquois, even though other nations spoke Iroquoian as well.

According to Iroquois tradition, **Dekanawidah** (DEK·uh·nuh·WEE·duh), a shaman or tribal elder, and **Hiawatha**, a chief of the Mohawk, founded the League. They were worried that war was tearing the five nations apart at a time when the more powerful Huron people threatened them all. The five nations agreed to the Great Binding Law, a constitution that defined how the confederacy worked.

Although the 50 chiefs who made up the ruling council of the Iroquois League were all men, the women who headed the kinship groups selected

them. Council members were appointed for life, but the women could also get rid of an appointee if they disagreed with his actions. In this way, Iroquois women enjoyed considerable political influence.

The Peoples of the Southeast Almost all of the people in the Southeast lived in towns. Women did most of the farming, while the men hunted deer, bear, wildfowl, and even alligator. The Mississippian culture influenced many of the people in the Southeast. The town buildings were arranged around a central plaza. Stockades usually surrounded the towns, although moats and earthen walls were also used. The houses were built out of poles and covered with grass, mud, or thatch.

The Cherokee were the largest group in the Southeast. They lived in what is today western North Carolina and eastern Tennessee. About 20,000 Cherokee lived in some 60 towns when the Europeans arrived. The Cherokee and a nearby group of people called the Tuscarora were Iroquoian speakers. Other people in the Southeast included the Choctaw, Chickasaw, Natchez, and Creek. The Creek were a large group living in what is today Georgia and Alabama. They lived in about 50 villages that were divided into War Towns, where the war leaders lived and men trained for war, and Peace Towns, where the political leaders lived.

By the 1500s, Native Americans had created a wide array of cultures and languages. They had also developed economies and lifestyles well suited to the geography and climate in their particular corners of North America.

Reading Check Analyzing How did some Woodlands Native Americans increase their crop yield?

SECTION 2 ASSESSMENT

Checking for Understanding

1. **Define:** *kachina, slash-and-burn agriculture, longhouse, wigwam, kinship group.*
2. **Identify:** Algonquian, Iroquoian, Dekanawidah, Hiawatha.
3. **Explain** why five Native American groups formed the Iroquois League.

Reviewing Themes

4. **Culture and Traditions** How did geography and climate affect the customs and traditions of Native American groups?

Critical Thinking

5. **Analyzing** Why were some Native American groups more nomadic than others?
6. **Categorizing** Use a graphic organizer like the one below to list North American regions and the ways Native Americans living in these regions obtained food.

| Region | Ways of Getting Food |
|--------|----------------------|
| | |
| | |
| | |

Analyzing Visuals

7. **Analyzing Maps** Examine the map of North American cultures on page 22. Which method of acquiring food was used over the largest geographical area of North America?

Writing About History

8. **Descriptive Writing** Take on the role of a Sioux teenager living in North America around 1500. Write a journal entry describing a typical day in your life. Be sure to discuss where you live and how your family obtains food.

SECTION 2 ASSESSMENT ANSWERS

1. Terms are in blue.
2. Algonquian (p. 23), Iroquoian (p. 23), Dekanawidah (p. 24), Hiawatha (p. 24)
3. The Iroquois League was formed in order to keep the peace.
4. Answers will vary. Students should note how customs and traditions were affected by climate, using examples from the text.
5. Native American peoples who engaged in farming were less likely to be nomadic than those who primarily hunted for food.
6. Southwest—farmed and herded sheep; Pacific Coast—fished, hunted, gathered roots and berries; Eastern Great Plains—farmed and hunted; Western Great Plains—hunted; Far North: hunted; Northeast—farmed; Southeast—farmed and hunted
7. hunting
8. Students' reports will vary. Journal entries should include details about daily activities, food, and clothing.



Among the Native American groups with the richest oral literary traditions are the Iroquois. The Iroquois lived in what is today New York state. For a long time, they were a mighty and warlike people given to fighting amongst themselves. During the 1500s a shaman, or tribal elder, named Dekanawidah urged the Iroquois to stop fighting and unite to protect themselves from their common enemies. Dekanawidah's ideas led to the formation of the Iroquois Confederation of the Five Nations, commonly known as the Iroquois League.

Read to Discover

How did the Iroquois Confederation organize the Confederate Council?

Reader's Dictionary

foundation: basis

unanimous: in complete agreement

render: make; provide

from *The Constitution of the Five Nations*

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

The Mohawk Lords are the foundation of the Great Peace and it shall, therefore, be against the Great Binding Law [the constitution] to pass measures in the Confederate Council after the Mohawk Lords have protested against them.

All the business of the Five Nations Confederate Council shall be conducted by the two combined bodies of Confederate Lords. . . . In all cases the procedure must be as follows: when the Mohawk and Seneca Lords have unanimously agreed upon a question, they shall report their decision to the Cayuga and Oneida Lords who shall deliberate upon the question and report a unanimous decision to the Mohawk Lords. The Mohawk Lords will then report the standing of the case to the Firekeepers [the Onondaga], who shall render a decision as they see fit in case of a disagreement by the two bodies. . . .

There shall be one War Chief for each Nation and their duties shall be to carry messages for their Lords and to take up the arms of war in case of emergency. They shall not participate in . . . the Confederate Council.

Whenever a very important matter or a great emergency is presented



before the Confederate Council [that] affects the entire body of the Five Nations . . . the Lords of the Confederacy must submit the matter to the decision of their people and the decision of the people shall affect the decision of the Confederate Council.

Analyzing Literature

- 1. Recall and Interpret** Which of the Five Nations settles a dispute within the Confederate Council?
- 2. Evaluate and Connect** Which Nation seems to have the most individual power?

Interdisciplinary Activity

Government Imagine that you and several classmates are leaders of five small nations that are going to join together as one. In small groups, develop a new constitution under which all members of the new nation will live.

Block Schedule

Team Teaching This selection from *The Constitution of the Five Nations* can be presented in a team teaching context, in conjunction with English or Language Arts.

Read to Discover

Answer: They organized into two bodies of Lords.

Reinforcing Vocabulary

Have students take turns using one of the terms in a sentence that they speak aloud.

Historical Connection

The portion of *The Constitution of the Five Nations* that appears in the text is only a small part of the complete document which contains more than 12,000 words.

Portfolio Writing Activity

Ask students to find and read the entire document *The Constitution of the Five Nations* and write a summary of the key elements. The document is available at most libraries and on the Internet.



Refer to tav.glencoe.com for additional Glencoe Literature titles, lesson plans, and study guides related to this unit.

Answers to Analyzing Literature

- 1.** The Onondaga settle disputes within the Confederate Council.
- 2.** The Mohawk nation appears to have the most individual power since binding laws cannot be passed if Mohawk Lords object to them.

Interdisciplinary Activity

Students' constitutions will vary. To help make the activity more realistic, encourage students to develop descriptions of their nations. Constitutions should deal with maintaining peace, resolving differences, and defense.

1 FOCUS

Section Overview

This section describes the diverse cultures that developed in different parts of Africa. The interaction of people from West Africa and Europe resulted in changes to both the West African and European cultures.

BELLINGER Skillbuilder Activity

Project transparency and have students answer the question.

Available as a blackline master.

Daily Focus Skills Transparency 1–3

UNIT 8 DAILY FOCUS SKILLS TRANSPARENCY 1-3
Chapter 1

Interpreting Maps

TRANS-SAHARAN CARAVAN ROUTES

Directions: Answer the following questions based on the map.

Trans-Saharan caravans often traveled from Taodini to Timbuktu and from Timbuktu to Sijina. However, they did not follow the most direct route from one location to another but rather followed routes where food and water were available at appropriate intervals. If a fully loaded Arabian camel can travel about 30 miles a day, approximately how many days would it take to reach Sijina from Taodini?

A. 30 days
B. 85 days
C. 56 days
D. 70 days

Guide to Reading

Answers to Graphic: West Africa: the Soninke people of Ghana, the Malinke people of Mali, the Sorko of Songhai, the Yoruba people of Ife, and the Edo people of Benin; Central Africa: the kingdom of Kongo

Preteaching Vocabulary

Have students classify the Key Terms and Names as persons, places, or things.

Guide to Reading

Main Idea

Peoples in West, Central, and Southern Africa developed diverse governments and lifestyles.

Key Terms and Names

Sahara, savannah, Islam, Muslim, Soninke, mosque, Malinke, Sorko, Yoruba, matrilineal

Reading Strategy

Organizing As you read about the civilizations and peoples of West, Central, and Southern Africa, complete a graphic organizer similar to the one below by filling in the names of several groups from each region.

| West Africa | Central and Southern Africa |
|-------------|-----------------------------|
| | |

Reading Objectives

- **Describe** the culture of early West African kingdoms.
- **Describe** the lifestyles of early Central and Southern African peoples.

Section Theme

Global Connections The interaction of West African and European civilizations created changes in both cultures.

Preview of Events



An African Story



Mansa Musa

In 1324 Mansa Musa, ruler of the Mali empire, made a pilgrimage to the Arabian city of Makkah (Mecca), a place holy to his religion, Islam.

Musa had encouraged scholarship and trade in his realm, establishing his empire's leading city, Timbuktu, as a great center of learning. A man named Mahmoud Kati, a native of the city, wrote a book praising Timbuktu for "the solidity of its institutions, its political liberties, the purity of its morals, the security of persons, its consideration and compassion towards foreigners, its courtesy toward students and men of learning and the financial assistance which it provided for the latter. . . ."

Musa was not the first African king to visit Makkah, but no one there or along his route had ever seen anything as dazzling as his traveling party. With him came 60,000 men, 12,000 of them personal servants he had enslaved. All were lavishly dressed. His vast caravan included 80 camels carrying 300 pounds of gold each.

Along the route, Musa's generous spending brought prosperity to the towns he passed and made his name famous. More importantly, the unmistakable wealth of his empire opened the eyes of North Africans, Arabs, and Europeans to the greatness of the Mali civilization.

—adapted from *Wonders of the African World*

West Africa

Between the 400s and 1500s, three great empires—Ghana, Mali, and Songhai—rose and fell in West Africa. These realms grew and prospered in large measure by trading in two precious commodities—gold and salt.



SECTION RESOURCES

Reproducible Masters

- Reproducible Lesson Plan 1–3
- Daily Lecture and Discussion Notes 1–3
- Guided Reading Activity 1–3
- Section Quiz 1–3
- Reading Essentials and Study Guide 1–3

Transparencies

- Daily Focus Skills Transparency 1–3

Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- TeacherWorks™ CD-ROM
- Audio Program
- American Music: Cultural Traditions

2 TEACH

Daily Lecture and Discussion Notes 1–3

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Daily Lecture and Discussion Notes
Chapter 1, Section 3

Did You Know? A trade exchange known as “the silent trade” was used by merchants in Ghana. Since many of the traders had no common language, they would place their goods on the ground and then leave. Then the people of Ghana would leave gold beside the goods and then leave. The owners of the goods would return, and if they were satisfied with the amount of gold that was left, they would take it. If not, they would go away again and the people of Ghana would return and add more gold. This process continued until the trade ended.

1. West Africa (pages 26–27)

✓ Reading Check

Answer: Camels could carry more weight, walk farther each day, and go longer without water than horses or oxen.

Creating a Video Cover Obtain a copy of David Wisniewski’s *Sundiata: Lion King of Mali* or Khephra Burns’s *Mansa Musa* and read it to the class. Have students design a box cover for a videotape based on the book. Students should draw a dramatic scene of their choice for the front cover, then write a summary of the story for the back that would persuade a viewer to rent the video. **L2**



Salt Salt has been used throughout the ages to season and preserve food. It has also been used in religious ceremonies and as a medium of exchange. The word *salary* is derived from the Latin word *salarium* that referred to the ration of salt issued to soldiers.

GEOGRAPHY

The Lay of the Land Africa’s geography helped determine where these empires arose. West Africa is an immense bulge of territory bordered on the north by the Mediterranean Sea and on the west and south by the Atlantic Ocean. Its northern and southern perimeters are well watered and fertile, but between them lies the vast expanse of the **Sahara**, whose name comes from an ancient Arabic word meaning *desert*. At the edges of the Sahara, regions of scrub forest and a kind of rolling grassland called **savannah** make for a more hospitable landscape.

From the western tip of the continent, where the Atlantic coast curves eastward to form West Africa’s southern edge, a tropical rain forest grows. Civilizations both large and small arose in the rain forest and in the savannah along the Niger River, which cuts through West Africa and long served as its major path for east-west migration and trade.

Other important trade routes in West Africa crossed the vast Sahara. Early merchants bravely trekked through the desert using oxen, donkeys, and horses to carry their wares. Although pack oxen could travel a few days without water, long distance trade was rare and risky. For centuries most trade across the Sahara remained local. People living on the edge of the Sahara would exchange food for salt mined in the desert.

When Arab merchants introduced camels to the region between the third and fifth centuries A.D., they revolutionized trans-Saharan trade. Camels could carry more weight than oxen or horses, and they could walk for a much longer period each day. Most importantly, camels could go for over a week without water and could easily withstand the desert’s scorching days and cold nights.

Although crossing the Sahara was still risky, camels enabled merchants to open up long-distance trade routes across the desert. Gold, ivory, ostrich feathers, and furs from south of the Sahara soon became more available to North Africa and Europe. As the demand for West African products increased, large trading settlements developed at the northern and southern boundaries of the Sahara.

Islam and West African Civilizations Ideas as well as goods traveled along these African trade routes. Among the most significant of these were the religious ideas of **Islam**.

In the early A.D. 600s, Islam began winning converts outside of its native Arabia. By 711 Islam, whose followers are called **Muslims**, had spread all

the way across northern Africa to the Atlantic Ocean. Through both armed conquest and the sense of religious solidarity that Islam promoted, this new creed won wide acceptance.

By the 900s, the nomadic peoples who controlled the trade caravans in the Sahara had become Muslim as well. They in turn carried Islam across the Sahara into the heart of West Africa, where many people living in the region’s cities and market towns would eventually embrace it.

The Lure of Gold West Africa prospered primarily because of the gold trade. The Muslim conquest of North Africa greatly increased the demand for gold in the 800s and 900s because the new Muslim states of the region used gold coins.

Later, in the 1200s, trade between Europe and North Africa experienced an economic revival as the rulers of Europe shifted from silver and copper coins to gold coins. By the 1300s, as much as two-thirds of the gold in Europe and North Africa had come from trade with West Africa.

✓ **Reading Check Explaining** Why were camels better than horses or oxen for traveling in the desert?

The Empires of West Africa

The African peoples who lived on the southern edge of the Sahara were perfectly positioned to benefit from the growing trade in gold. Being in the middle of the trade, they had access both to the gold from the south and the salt and other goods coming from the north. Their ability to control this trade increased their wealth and power and enabled them to build large empires.

Ghana The earliest empire to emerge was Ghana in the A.D. 400s. Located between the gold mines of Bambuk (just east of present-day Senegal) and the salt mines of Taghaza in the Sahara, the **Soninke**, as the people of Ghana were called, controlled the region’s trade and built West Africa’s first empire. A visitor from Spain, Abu Hamid al-Andalusi, wrote of Ghana:



Gourd drum from Africa’s west coast

COOPERATIVE LEARNING ACTIVITY

Creating Study Cards Organize students into teams of three. Have each team create a set of study cards for each member. The cards should highlight the important topics and concepts presented in this section. Allow teams to determine what each member will contribute to the process. 📅

Use the rubric for a cooperative group management plan on pages 81–82 in the **Performance Assessment Activities and Rubrics**.

CHAPTER 1

Section 3, 26–31

Guided Reading Activity 1–3

Name _____ Date _____ Class _____

★ Guided Reading Activity 1–3

DIRECTIONS: Outlining Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

- I. West Africa**
- The realms of _____ and _____ grew by trading in two precious commodities—_____ and _____.
 - West Africa is an immense bulge of territory bordered on the north by the _____ and on the west and south by the _____.
 - Ideas as well as goods traveled along the African trade routes. Among the most significant of these were the religious ideas of _____ and _____.
 - In the 1200s, the rulers of Europe shifted from _____ coins to _____ coins.
 - The Empire of _____

Writing a Report Have students research the development of one of the African cultures mentioned in this section and write a one-page report about the culture prior to contact with Europeans. **L2**

Use the rubric for a book review, research report, or position paper on pages 89–90 in the *Performance Assessment Activities and Rubrics*.

FYI

Makkah, also called Mecca, is the birthplace of the Prophet Mohammed, the founder of Islam. This holy city is located in what is now western Saudi Arabia. Every day Muslims face Makkah as they pray, and each year more than a million Muslims make a pilgrimage during the last month of the Islamic calendar. One of the tenets of Islam is that every person who is able should make a *hajj*, a pilgrimage to this holy city during his or her lifetime.

History and the Humanities

American Music: Cultural Traditions: “Yarum Praise Songs”

“In the sands of that country is gold, treasure inex-
plicable. . . . Merchants trade with salt for it, taking
the salt on camels from the salt mines. They . . .
travel in the desert as it were upon the sea, having
guides to pilot them by the stars or rocks. . . . They
take provisions for six months, and when they reach
Ghana they weigh their salt and sell it against a cer-
tain unit of weight of gold. . . .”

—quoted in *African Kingdoms*

After the Muslim conquest of North Africa and the Sahara in the 600s and 700s, Ghana’s merchants grew wealthy from the gold and salt trade. Muslim traders from the north found a warm welcome in Ghana’s capital of Kumbi-Saleh, where the ruler even permitted them to build their own **mosques**—Muslim places of worship. Ghana’s ruler taxed the trade and became very wealthy as well. Most of Ghana’s people, however, were farmers and herders who did not profit from the trade.

Despite this success, Ghana’s empire had collapsed by the early 1200s. Although Ghana had become a Muslim kingdom in the 1100s, it was hurt by frequent wars with the Muslims of the Sahara. Equally contributing to Ghana’s collapse was a change in the environment. Ghana’s land was exhausted, and its farmers could no longer feed its people.

At the same time that these factors were combin-
ing to weaken Ghana, new gold mines opened in
Bure (located in what is today northeast Guinea).
Trade routes to these mines bypassed Ghana to the
east, depriving Ghana’s rulers of the wealth they
needed to keep their empire together.

Mali East of Ghana, the **Malinke** people controlled the upper Niger Valley. This enabled them to direct the gold trade from Bure. With their new wealth and



Wooden stool from Ghana

power, the Malinke conquered the Soninke of Ghana and built the empire of Mali.

By the mid-1300s, the empire of Mali had spread east down the Niger River past Timbuktu and west down the Senegal and Gambia Rivers to the Atlantic Ocean. The ruler of Mali was called the *mansa*. The government of Mali was similar to that of Ghana. In both empires, a bureaucracy of scribes and treasurers lived in the capital city with the emperor.

In outlying towns, tradi-
tional rulers stayed in
power and managed local
affairs. To stay in power, local
leaders had to collect tribute
from the farmers and send a
portion to the capital. To
enforce the system, the *mansa*
kept a large army ready and
made army leaders important
officials in his government.
Although the rulers and traders
of Mali adopted Islam, many
of the people—especially the
farmers—clung to their tradi-
tional belief in “spirits of the
land,” whom they thought
ensured the growth of their
crops.

The empire of Mali reached its peak in the 1300s under the leadership of **Mansa Musa** and his brother Mansa Sulayman. By that time, new gold mines had opened in the Akan region (located in what is today Ghana), shifting the trade routes farther east and leading to the rise of Timbuktu as a great center of trade and Muslim scholarship.

Songhai The **Sorko** people who lived along the middle Niger, east of Mali, built the Songhai empire. The Sorko fashioned canoes and fished for a living. They also used their canoes to control the river and trade with peoples to the north and south, gaining both wealth and power. By the 800s they had created the kingdom of Songhai. Although Songhai had contact with Mali, most of its territory never came under Mali’s control.

When Mali began to decline, the ruler of Songhai, **Sonni Ali**, used a powerful army of cavalry backed by a fleet of war canoes to seize Timbuktu in 1468. Until his death in 1492, Ali led his cavalry and war canoes in a series of wars of conquest. After taking Timbuktu, Ali pushed northward into the Sahara to



Akan memorial head

MEETING SPECIAL NEEDS

Kinesthetic Tell students that sugarcane became an important crop to Europeans. Explain that harvesting sugarcane requires many laborers and that Europeans enslaved African peoples to perform much of the labor. Have students create a model showing the process of growing and harvesting sugarcane. Encourage students to clearly label the model so that a person observing the model can gain a clear understanding of the process. **L1**

Refer to *Inclusion for the High School Social Studies Classroom Strategies and Activities* in the TCR.

the Taghazi salt mines, and then he expanded southward down the Niger about 200 miles (322 km) to capture the town of Jenne. According to legend, Sonni Ali's army never lost a battle.

Sonni Ali's son and successor proved to be an ineffectual ruler, and within a year a Songhai general named **Askiya Muhammad** seized the throne. Askiya Muhammad, a devout Muslim, revived Timbuktu as a great center of learning, encouraged more trade across the Sahara, and centralized power in the Songhai capital, Gao. Visiting Gao in 1513, a young Moroccan named Leo Africanus wrote:

“Its inhabitants are rich merchants who travel constantly about the region with their wares. A great many Blacks come to the city bringing quantities of gold with which to purchase goods imported from the Berber country [North Africa] and from Europe, but they never find enough goods on which to spend all their gold and always take half or two-thirds of it home.”

—quoted in *African Kingdoms*

Songhai remained a powerful and wealthy empire until 1591, when Moroccan troops, armed

Picturing History

West African Empire This turreted mosque in Djenné, Mali, dates back to the 1300s. It still provides a vital worship center in the Sahara, much as it did during the days of the West African empires. [Why did so many empires arise in West Africa?](#)



INTERDISCIPLINARY CONNECTIONS ACTIVITY

Performing Arts Have students research the influence of African music and dance on American music. Encourage students to learn about traditional African musical instruments and rhythms. Also encourage students to experience traditional African music and dance through live and recorded performances. **L2**

with guns and cannon, defeated Songhai's armies. After the battle shattered its army, the Songhai empire began to decline.

 **Reading Check** *Describing* Why did the empire of Ghana begin to decline?

The Forest Kingdoms of Guinea

Ghana, Mali, and Songhai arose on the wide vistas of West Africa's savannah, an open landscape that made it easier to control large territories. The situation differed in the dense, almost impenetrable forests of West Africa's southern coast, an area called Guinea. There, smaller states and kingdoms, such as Ife and Benin, developed.

Both the **Yoruba** people of Ife and the **Edo** people of Benin were a mixture of hunters, farmers, and traders living in small village communities. The rich farmlands and tropical climate enabled the people of the forest kingdoms to produce surplus food that was then used to support rulers, government officials, artisans, and artists. Surplus food was also traded for copper and salt from the Sahara. Ife artists produced some of the most impressive art in West Africa. They carved wood and ivory, made terra-cotta sculptures, and cast metal.

To the south and east of Ife, the Edo people developed the city-state of Benin in the eleventh or twelfth century. By 1400, Benin was a large, walled city measuring several miles across. The ruler of Benin was called the *oba*. In the mid-1400s, **Oba Ewuare** assembled a

Reading Check

Answer: the land was exhausted and the farmers could no longer feed the people

Writing a Biography Have students write a short biography of one of the leaders mentioned in this section. **L2**

 Use the rubric for a book review, research report, or position paper on pages 89–90 in the *Performance Assessment Activities and Rubrics*.

Creating a Display Organize students into groups to explore the rich heritage of African textiles. Assign each group a different type of fabric. Examples include kente, mud cloth, strip weaving, adinkra, and adire. Using library and Internet resources, they should research their fabric and create a display that includes information on how the cloth is produced, how it is used, as well as color renditions of patterns used in that type of cloth. **L2**

 Use the rubric for creating a map, display, or chart on pages 77–78 in the *Performance Assessment Activities and Rubrics*.

Picturing History

Background: Every year on the last day of Ramadan, the faithful gather to apply a fresh coat of adobe to this mosque.

Answer: They were centrally located, well situated to control the trade in gold from the south and salt and other goods coming from the north.

Ask: [When did the Muslims take control of North Africa?](#) (in the 600s and 700s)

CHAPTER 1

Section 3, 26–31

Geography Skills

Answers:

1. Songhai
2. access to water

Geography Skills Practice

Ask: What was the leading city in the Mali kingdom? (*Niani*)

Reading Check

Answer: Unlike the open landscape of the West African savannah, the dense forests of Guinea made it difficult for armies to control large expanses of territory.

Reading Check

Answer: Food surpluses resulted from fertile soil and abundant rainfall.

3 ASSESS

Assign Section 3 Assessment as homework or as an in-class activity.

Have students use the Interactive Tutor Self-Assessment CD-ROM.

Reading Essentials and Study Guide 1–3

Name _____ Date _____ Class _____

Study Guide

Chapter 1, Section 3

For use with textbook pages 26–31

AFRICAN CULTURES

KEY TERMS AND NAMES

Sahara an Arabic word for desert; a desert in the interior of West Africa (page 27)

savannah a kind of rolling grassland (page 27)

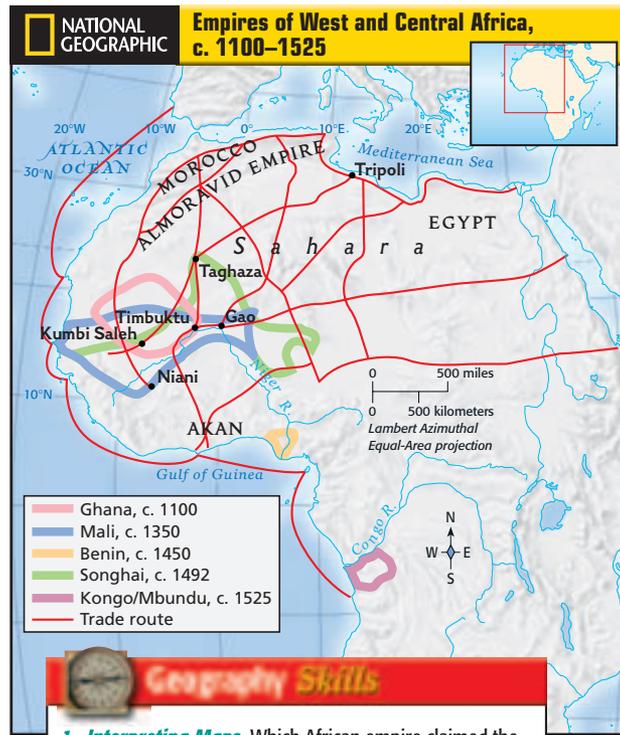
Islam the religious faith that includes the belief in one god whose prophet is Muhammad (page 27)

Muslims the followers of Islam (page 27)

Soninke the people of the Ghana empire (page 27)

mosques Muslim places of worship (page 28)

Malinke the people of the Mali empire (page 28)



- Geography Skills**
1. **Interpreting Maps** Which African empire claimed the most territory?
 2. **Applying Geography Skills** What natural feature determined the location of these empires?

powerful army and built Benin into an empire that stretched from the Niger delta west to where the city of Lagos, Nigeria, is located today.

After establishing his empire, Ewuare appointed district chiefs to replace the local rulers he had conquered. Benin's leaders also began trading enslaved people they had captured in war to the Portuguese in exchange for Portuguese goods. They then sold the Portuguese ivory, pepper, gum, and cotton. Later, when Benin collapsed into civil war in the 1700s, many Benin citizens were themselves enslaved and traded to the Portuguese.

Reading Check Examining Why were the states and kingdoms smaller in Guinea than in West Africa's savannah area?

Central and Southern Africa

To the southeast of Benin lay the impenetrable reaches of the rain forests. There, the dense vegetation made the movement of people and goods

difficult. Many Central African villages, located on rivers, gained a living from fishing but also grew wheat and raised livestock. The villagers had complex family structures and maintained close links to their communities. Other Central Africans lived nomadic lives and subsisted by hunting and gathering.

Like the Iroquois in America, many Central African societies were **matrilineal**. People traced their lineage, or descent, through their mothers rather than through their fathers. Upon marriage a man became a member of his bride's family.

Though women took responsibility for child rearing and cooking, they also played a major role in trade. In many places the women farmed while the men hunted, fished, and raised livestock. Tribal chiefs were almost always male, but a chief's son could not expect to succeed his father. Instead, the son of the chief's eldest sister inherited the post. Thus, Central and Southern African women of the time enjoyed far more influence and authority than women in many other parts of the world.

The Central African kingdom of Kongo originated around 1400 in a group of prosperous villages along the Zaire River, which flows southwestward through the region to the Atlantic. Fertile soil and abundant rainfall allowed the farmers who lived in these villages to produce food surpluses. By the early 1500s, the Kongo king ruled over a large region from the Atlantic to the Kwango River. South of Kongo, another large kingdom arose among the Mbundu-speaking people in the region that is now Angola.

Reading Check Analyzing Why were the peoples of the Kongo able to produce food surpluses?

Slavery

As in other parts of the world, slavery existed in African society. Most of the people enslaved in African societies had been captured in war. A few were convicted criminals who had been enslaved as punishment. Before the Arabs and Europeans began purchasing enslaved Africans, most African societies would either ransom captives back to their people or absorb them into their own society. With hard work and good luck, enslaved Africans had a chance to improve their difficult position. In rare instances, they could purchase their freedom by selling produce they had grown or marry into their captor's society and improve their social status.

CRITICAL THINKING ACTIVITY

Synthesizing Using a blank outline map of Africa that includes the present-day country borders, have students create a historical map showing the land areas controlled by the Ghana, Mali, Songhai, Ife, Benin, and Kongo kingdoms. Tell students to assign a different color to each kingdom and use the color to shade the area of land controlled by each. Have students label the kingdoms and their approximate dates of existence. Remind students that some areas will overlap. **L2**

African slavery began to change with the arrival of Islam. Muslims in the Middle East were permitted to enslave non-Muslims. Arab traders began to trade horses, cotton, and other goods in exchange for enslaved Africans captured in war.

The Gold Trade The gold trade also changed slavery in West Africa. In the early 1400s, the Akan people began mining gold and trading it to the Mali empire. To increase their production, they acquired enslaved Africans from Mali traders for use in clearing the land and mining the gold.

In the 1420s, the Portuguese began exploring the west coast of Africa and trading with West African merchants. They traded European goods for African gold, ivory, pepper, and palm oil. When Portuguese merchants arrived on the coast south of the Akan region, they began to supply the Akan people with enslaved Africans in exchange for gold. They also purchased enslaved Africans to work on Portuguese sugar plantations.

Sugar and Slavery Europeans learned about the cultivation and processing of sugarcane from the Muslims during the 1100s. The introduction of sugar changed the diet of Europeans, who had formerly used honey and fruit juices to sweeten their foods. Demand for sugar began to rise steadily. Eventually about 20 percent of all calories consumed in Europe came from sugar.

Europeans set up sugar plantations on the Mediterranean islands of Cyprus and Sicily. These locations, unlike most of Europe, provided the specific climate and type of soil sugarcane needs to grow well.

Sugarcane cultivation requires heavy manual labor. The cane is tough and thick and has to be chopped down using heavy knives. A huge amount of sugarcane has to be cut to produce a pound of sugar. Consequently, plantation owners needed a large labor force. To get people to do the work, they either had to pay very high wages or find a way to force people to do the work without paying them. As a result, the introduction of sugarcane farming encouraged Europeans to use enslaved workers and to enter into the slave trade.

The first enslaved workers used by the Europeans on sugar farms were captured Muslims and Slavic peoples. Rising demand for sugar in the 1400s led Spain and Portugal to establish sugarcane plantations on the Canary and Madeira Islands off the west coast of Africa. They then brought in enslaved Africans to work the fields. The limited amount of land available to Europeans to plant sugarcane kept their participation in the slave trade limited during the 1400s. This would change dramatically after Europeans introduced sugarcane to America.

As the European demand for slave labor rose following the colonization of America, slavery in Africa completely changed. Traders took enslaved Africans from their homes and sent them across the Atlantic. For the most part, enslaved Africans shipped to America had little chance of winning their freedom. Torn from their own cultures, they had to learn a completely new way of life amid often horrifying conditions.

Reading Check Analyzing Why did Europeans want slaves?

Section Quiz 1–3

Name _____ Date _____ Class _____

★ Chapter 1 Score _____

Section Quiz 1–3

DIRECTIONS: Matching Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)

| | |
|--|-----------------|
| Column A | Column B |
| 1. people of Mali | A. oha |
| 2. people who built the Songhai empire | B. Malinke |
| 3. ruler of Benin | C. matrilineal |
| 4. earliest empire to emerge in West Africa | D. Ghana |
| 5. lineage, or descent, traced through mothers rather than fathers | E. Sorko |

DIRECTIONS: Multiple Choice In the blank at the left, write the letter of the choice that best completes the statement or answers the question. (10 points each)

Reteach

Have students explain the importance of trade on the development of African cultures.

Enrich

Have students use library and Internet resources to learn more about slavery in Africa prior to the 1400s. Have them present their findings in the form of a multimedia presentation.

4 CLOSE

Have students list the ways that trading between West Africa and Europe changed cultures in both regions. Have them also identify the ways in which this trade affected American history.

Reading Check

Answer: Europeans wanted slaves to work on sugarcane plantations.

SECTION 3 ASSESSMENT

Checking for Understanding

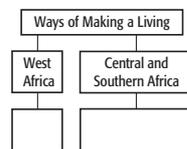
- Define:** savannah, mosque, matrilineal.
- Identify:** Sahara, Islam, Muslim, Soninke, Malinke, Sorko, Yoruba.
- Explain** why Songhai became a great empire.

Reviewing Themes

- Global Connections** How did the concept of slavery change as trade between Africa and Europe flourished in the 1500s?

Critical Thinking

- Comparing** How were Central and Southern African societies different from each other?
- Categorizing** Use a graphic organizer similar to the one below to list ways of making a living in African cultures.



Analyzing Visuals

- Examining Artifacts** Study the West African artifacts on pages 27 and 28. The skillful handiwork of these items indicates a society able to devote time to artistic pursuits in addition to necessary tasks. What two commodities were essential to the prosperity of West Africa?

Writing About History

- Descriptive Writing** Imagine you are a Portuguese explorer in West Africa. Write a journal entry describing a West African civilization.

SECTION 3 ASSESSMENT ANSWERS

- Terms are in blue.
- Sahara (p. 27), Islam (p. 27), Muslim (p. 27), Soninke (p. 27), Malinke (p. 28), Sorko (p. 28), Yoruba (p. 29)
- Songhai had a powerful army and centralized government.
- Slavery changed in the 1500s because enslaved Africans were taken from their own culture to America where they had little chance of earning their freedom.
- Some were agriculturally based with complex family structures. Others were nomadic.
- West Africa: Ghana—trading, mining; Mali—trading; Songhai—fishing, trading; Guinea—hunting, farming, trading; Central and Southern Africa: fishing, farming, hunting, gathering, raising livestock
- gold and salt
- Students' journal entries will vary. Entries should contain detailed observations.

1 FOCUS

Section Overview

This section describes European society and the political, social, and scientific events in Europe between 1100 and 1400 that enabled Europeans to explore the world.

**BELLRINGER
Skillbuilder Activity**

Project transparency and have students answer the question.

Available as a blackline master.

**Daily Focus Skills Transparency
1–4**

Drawing Conclusions

NEW TECHNOLOGIES IMPROVE EXPLORATION

Directions: Answer the following questions based on the information at left.

How would the introduction of these new technologies influence the ability to explore the oceans beyond the sight of land?

ASTROLABE
Instrument for determining position, direction, and local time based on the sun's position.

CARABEL
Improved ship design that enabled the ships to travel with increased speed and to sail against the wind.

COMPASS
Instrument for determining direction using a magnetic needle that points in magnetic north.

F They allowed explorers to locate treasure.
G They allowed explorers to move across water more quickly and to choose their direction with greater accuracy.
H They helped explorers learn foreign languages more quickly.
J They gave explorers the ability to forecast the weather.

Guide to Reading

Answers to Graphic: Key events include: the Crusades, the invention of a better plow and the horse collar, the collapse of the Mongol empire, the decline of feudalism and emergence of strong states, the Renaissance, technological advances in navigational instruments, and advances in shipbuilding and sailing techniques.

Preteaching Vocabulary

Have students create a simple symbol, icon, or sketch for each of the Key Terms and Names. Ask students to label each drawing.

Guide to Reading

Main Idea

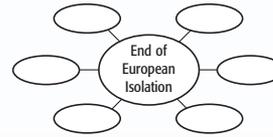
The fall of Rome fragmented Europe. Between 1100 and 1400, several developments helped reunify parts of Europe and encouraged new explorations.

Key Terms and Names

Crusades, Roman Empire, feudalism, manorialism, serf, Renaissance, astrolabe, lateen sail, caravel, Henry the Navigator, Bartolomeu Dias, Vasco da Gama

Reading Strategy

Organizing As you read about European life in the Middle Ages, complete a graphic organizer similar to the one below by filling in the key events that brought Europe out of its long isolation.



Reading Objectives

- **Discuss** the impact of the Crusades on Europe's contact with the Middle East.
- **Analyze** the impact of the Renaissance on European exploration.

Section Theme

Science and Technology The Renaissance helped start a scientific revolution that enabled Europeans to explore the world.

Preview of Events



★ **A European Story** ★



*Pope Urban II
with other Church leaders*

In 1095 Pope Urban II, the head of the Roman Catholic Church, was a worried man. The Holy Land, the birthplace of Christianity, was in the hands of Muslims, who, Urban feared, would no longer allow Christians access to holy religious sites. To meet this threat, Urban organized a great meeting of Christians in Clermont, France. On November 18, before a huge outdoor crowd of bishops, knights, and common people, Urban made an impassioned speech, calling on Europeans to seize control of Christianity's holiest sites by armed conquest. A cleric known as Robert the Monk recorded the Pope's speech in these words:

“Jerusalem is the navel of the world. . . . This is the land which the Redeemer of mankind illuminated by his coming, adorned by his life, consecrated by his passion, redeemed by his death, and sealed by his burial. This royal city, situated in the middle of the world, is now held captive by his enemies. . . . It looks for help from you, especially, because God has bestowed glory in arms upon you more than on any other nation. Undertake this journey, therefore, for the remission of your sins, with the assurance of ‘glory which cannot fade’ in the kingdom of heaven.”

—quoted in *The Discoverers*

European Society

Pope Urban II's call to arms launched nearly two centuries of armed struggle to regain the Holy Land. These expeditions were called the **Crusades**, from the Latin word *crux*, meaning “cross.” The Crusades helped pry western Europe out of centuries of



SECTION RESOURCES

Reproducible Masters

- Reproducible Lesson Plan 1–4
- Daily Lecture and Discussion Notes 1–4
- Guided Reading Activity 1–4
- Section Quiz 1–4
- Reading Essentials and Study Guide 1–4
- Performance Assessment Activities and Rubrics

Transparencies

- Daily Focus Skills Transparency 1–4

Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- TeacherWorks™ CD-ROM
- Audio Program

isolation and triggered a series of events that revolutionized European society and encouraged a new desire for exploration.

For centuries, the **Roman Empire** had dominated much of Europe, imposing a stable social and political order. By A.D. 500, however, the Roman political and economic system had collapsed, isolating western Europe from the rest of the world. Trade declined. Cities, bridges, and roads fell into disrepair. Law and order vanished, and money was no longer used. For most people, life did not extend beyond the tiny villages where they were born, lived, and died. This period, lasting roughly from 500 to 1400, is known as the **Middle Ages**.

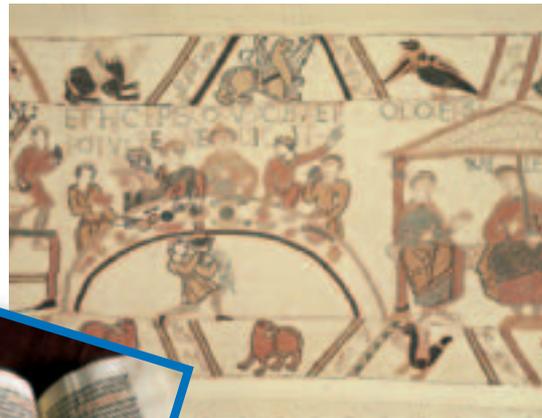
Feudalism With the weakening of central government, a new political system known as **feudalism** developed in western Europe. Under this system, a king would give estates to nobles in exchange for their loyalty and military support. Eventually, the nobles owning the estates became strong enough to assume many of the powers usually held by government. They raised their own armies, dispensed justice, and even minted coins. In return, the nobles swore an oath of loyalty and promised to provide knights, or mounted warriors, for the royal army.

By 1100 feudalism had spread throughout much of Europe. Because the system lacked a strong central government, warfare occurred frequently in feudal society. As a result, most nobles built castles, or fortified manor houses, for defense.

The Manorial System The wealth of a feudal lord came from the labor of the peasants who lived on his land. Since the fall of the Roman Empire, many peasants had worked for large landowners, in part because they could not obtain their own land and in part for protection.

A lord's manor, or estate, varied in size from several hundred to several hundred thousand acres. Each manor included the lord's house, pastures for livestock, fields for crops, forest, and a peasant village. While feudalism describes the political relationships between nobles, **manorialism** describes the economic ties between nobles and peasants.

In return for protection, peasants provided various services for the lord. Chief among these were farming the lord's land and making various payments of goods. Warfare and bandits made trade difficult, so the manor had to produce nearly everything its residents needed.



History Through Art

The Middle Ages This Bayeux tapestry and a prayer book show art styles in Europe in the Middle Ages. **What aspect of life in the Middle Ages does the tapestry depict?**

Peasants rarely left the manor. Most were **serfs**, people who were bound to the manor and could not leave it without permission. Serfs were not considered enslaved, however, since they could not be sold from the land where they lived and worked. Serfs typically lived in tiny, one-room houses with dirt floors, a hole in the roof for a chimney, and one or two crude pieces of furniture. Coarse bread, a few vegetables, and grain for porridge made up their usual diet. They spent most of their waking hours working. Here, an English monk describes a serf's account of his day:

“I work very hard. I go out at dawn, driving the oxen to the field, and I yoke them to the plough; however hard the winter I dare not stay home for fear of my master; but, having yoked the oxen and made the ploughshare and coulter fast to the plough, every day I have to plough a whole acre or more.”

—quoted in *Colloquy*

An Improving Economy The economy of western Europe, devastated since the fall of Rome, began to improve around 1000. The invention of a better plow allowed farmers to produce more food, as did the invention of the horse collar, which allowed farmers to use horses instead of oxen. Horses could pull a plow faster than an ox, enabling farmers to plant more crops each year.

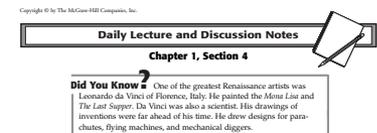
History Through Art

Answer: This scene depicts a medieval feast. The tapestry as a whole depicts the events surrounding William the Conqueror's invasion of England in 1066.

Ask: **What barriers do you think manorialism created?** (Possible answers include: a barrier between classes in society and barriers to trade.)

2 TEACH

Daily Lecture and Discussion Notes 1–4



Did You Know? One of the greatest Renaissance artists was Leonardo da Vinci of Florence, Italy. He painted the *Mona Lisa* and *The Last Supper*. Da Vinci was also a scientist. His drawings of inventions were far ahead of his time. He drew designs for parachutes, flying machines, and mechanical diggers.

1. European Society (pages 32–34)
A. The Crusades, called for by Pope Urban II in 1095, were almost two centuries of armed struggle to regain the Holy Land. For centuries the Roman Empire had controlled much of Europe with stable social and political order. By A.D. 500, however, the empire collapsed. Western Europe became isolated, trade declined, and law and order ended.

Writing a Job Description Have students write a job description for a noble. Encourage students to list any qualifications needed, as well as a description of the work to be done. Have students use employment ads from newspapers and the Internet for examples of job descriptions. **L1**

Use the rubric for a magazine/newspaper/Web site article or help-wanted ad on pages 85–86 in the *Performance Assessment Activities and Rubrics*.

COOPERATIVE LEARNING ACTIVITY

Building a Model Have students work in small groups to build a model of a typical lord's manor and peasant village from the 1100s. Encourage students to supplement the information provided in the text with library and Internet resources. Arrange for students' models to be displayed for classmates.

Use the rubric for a cooperative group management plan on pages 81–82 in the *Performance Assessment Activities and Rubrics*.

CHAPTER 1

Section 4, 32–37

Reading Check

Answer: The social order in Europe during the Middle Ages revolved around strong noblemen. Under the political system known as feudalism, a king would give estates to nobles in exchange for loyalty and military support. This political system led to a manorial economic system whereby peasants provided services to nobles in exchange for protection and basic needs such as food and shelter.

The ability of many villages to produce a surplus of food helped to revive trade in Europe and encouraged the growth of towns. Some European rulers succeeded in building strong central governments. Warfare and raids by bandits decreased, and roads were soon filled with traders carrying goods to market. The number of towns in western Europe grew tremendously between 1000 and 1200.

Disobedience to Church laws resulted in severe penalties for common persons and rulers alike—including excommunication for those who committed grave offenses. Excommunication barred people from participating in Church rites. They also lost political and legal rights.

Reading Check Describing What was the social order in Europe during the Middle Ages?

The Church The Roman Catholic Church struggled mightily against the social and political fragmentation of Europe that followed the fall of Rome. In the face of civil chaos and personal insecurity, it promoted stability and order. It had its own laws and courts that dealt with cases related to the clergy, doctrine, marriage, and morals.

Expanding Horizons

Pope Urban II's call for Christians to free their religion's holy places from the Muslims launched a period of profound change in Europe. The Crusades

Guided Reading Activity 1–4

Name _____ Date _____ Class _____

Guided Reading Activity 1–4

- DIRECTIONS:** Recording Who, What, When, Where, Why, and How Answer the questions below. Refer to your textbook to write the answers.
1. What was the purpose of the Crusades?
 2. How did the feudal system work?
 3. Why did a manor have to produce nearly everything its residents needed?
 4. Where did serfs live and under what conditions?
 5. What inventions improved the economy of western Europe around A.D. 1000?
 6. What action barred people from participating in Church rites?

Creating a Display Have students choose a technological advancement mentioned in this section and create a display showing how the technology worked and how it was used. **L2**

Use the rubric for creating a map, display, or chart on pages 77–78 in the *Performance Assessment Activities and Rubrics*.

Geography Skills

Answers:

1. Constantinople
2. the Mongol empire

Geography Skills Practice

Ask: What were Spain's major commercial centers? (*León, Toledo, Valencia, Córdoba, Cádiz, and Barcelona*)

NATIONAL GEOGRAPHIC Europe in the Age of Exploration, c. 1100–1400



MEETING SPECIAL NEEDS

Logical/Mathematical Have students find maps showing common overland and sea trade routes from Europe to China. Then have students use the map scales to calculate the approximate distances of common routes. Ask students to prepare a chart comparing these distances. As an extension, you could ask students to research the approximate time required to make a complete trip and add that detail to the charts. **L2**

Refer to *Inclusion for the High School Social Studies Classroom Strategies and Activities* in the TCR.

helped change western European society by bringing western Europeans into contact with the Muslim and Byzantine civilizations of eastern Europe and the Middle East. The western European presence in this region heightened demand at home for Eastern luxury goods: spices, sugar, melons, tapestries, silk, and other items. Trade increased in the eastern Mediterranean area and especially benefited Italian cities such as Venice, Pisa, and Genoa.

By 1200 Italian and Arab merchants controlled much of the trade in the eastern Mediterranean. Chinese and Indian traders sold silk, spices, and other goods to Arab merchants, who then moved the goods overland to the Mediterranean coast, where they reaped huge profits selling the goods to Italian merchants.

As trade increased, merchants found that many Arab traders would only accept money in payment. European merchants therefore needed a common medium of exchange, and this led to the rise of an economy based on money. The increasing demand for gold from Africa to make gold coins during the 1200s was a direct result of Europe's expanding trade with Asia.

The rise of the Mongol empire in the 1200s helped to increase the flow of goods from China and other parts of Asia. Mongol horsemen swept out of central Asia in the early part of the century and built one of the largest empires in world history. The Mongol conquest integrated much of Asia's economy. It broke down trade barriers, opened borders, and secured the roads against bandits, encouraging even more trade between Asia and Europe.

By the 1300s Europe was importing vast quantities of spices, silks, and other goods from Asia. To the frustration of European merchants, however, the Mongol empire collapsed in the 1300s, and Asia again separated into dozens of independent kingdoms and empires. The flow of goods from Asia declined, and the price of spices, already very high, rose even more. Increasingly European merchants and rulers began to look for a route to Asia that bypassed the Muslim kingdoms. If they could not reach China by land, they thought, perhaps they could reach it by sea.

Reading Check **Summarizing** Describe the effects of the Crusades on Europe.

New States, New Technology

The wealth that could be earned by trading directly with Asia had given Europeans a compelling motive to begin exploring the world. Before the 1300s, however, western European rulers and merchants did not have the ability to look for a direct sea route to Asia.

Causes and Effects of European Exploration

Causes

- The Crusades broadened European horizons and stimulated interest in luxury goods.
- Monarchs of new states wanted to acquire gold to strengthen their rule.
- The Renaissance promoted a scientific and practical view of the world.
- New technology like the compass and astrolabe made exploration possible.

Effects

- An exchange of goods and ideas between Europe and the Americas began.
- European diseases devastated Native American populations; American diseases spread to Europe.
- Europeans became increasingly involved in the West African slave trade.

Graphic Organizer Skills

European explorations brought profound cultural changes to many parts of the world.

Evaluating How did technology play a role in exploration?

Feudalism had created a society so fragmented and torn by war that no western European kingdom had the wealth to finance exploration and overseas trade. Western Europeans also lacked the technology to even attempt to reach China by sea. Beginning in the 1300s, however, a number of major changes took place in Europe that enabled the Europeans to begin sending ships into the Atlantic Ocean in search of a water route to China.

GOVERNMENT

Strong States Emerge Western Europeans began exploring the world in the 1400s and 1500s for several reasons. First of all, feudalism was in decline. Both the Crusades and trade with Asia had helped to weaken this system. The rise of towns and merchants had provided kings and queens with a new source of wealth they could tax. They could now use their armed forces to open up and protect trade routes and to enforce uniform trade laws and a common currency

Graphic Organizer Skills

Answer: New navigational aids such as the astrolabe and the compass allowed long-distance travel.

Graphic Organizer Skills Practice
Ask: What effects did European exploration have on the Americas? (Goods and ideas were exchanged, but European diseases devastated Native American populations.)

Writing a Narrative Have students assume the role of a Portuguese explorer traveling down the western coast of Africa and write a narrative about what can be seen from the coastline. Encourage students to use topographical maps to determine the characteristics of the coast. **L2**

Reading Check

Answer: The Crusades helped change western European society by increasing demand for luxury goods from Eastern Europe, the Middle East, and Asia.

FYI

Some historians believe that the compass was independently invented in China and Europe at about the same time.

INTERDISCIPLINARY CONNECTIONS ACTIVITY

Economics Organize students into small groups. Have each group create a chart that compares the manorial economic system and the economic systems that existed under the strong central governments that arose between A.D. 1000 and A.D. 1200. Suggest to students that they consider economic items such as trade, taxation, money systems, and supply and demand. **L3**

TECHNOLOGY & History

Background: Caravels were popular with many of the most notable explorers. Christopher Columbus used at least two—the *Niña* and the *Pinta*. Known for their ability to navigate the shallow waters of coastlines, caravels were used to chart most of the coast of Africa.

Answer: A lateen sail's triangular shape could catch winds blowing perpendicular to the ship's course.

3 ASSESS

Assign Section 4 Assessment as homework or as an in-class activity.

Have students use the **Interactive Tutor Self-Assessment CD-ROM**.

Reading Essentials and Study Guide 1–4

Name _____ Date _____ Class _____

Study Guide

Chapter 1, Section 4
For use with textbook pages 32–37

EUROPEAN CULTURES

KEY TERMS AND NAMES

Crusades military expeditions by European Christians in the 1100s and 1200s to regain the Holy Land from the Muslims (page 32)

Roman Empire the empire that dominated much of Europe for centuries and collapsed by A.D. 500 (page 32)

feudalism the political system that developed in western Europe during the Middle Ages in which the king gave estates to nobles in exchange for their military support (page 32)

manorialism the economic system in western Europe during the Middle Ages in which peasants provided services for the lord of the manor in return for his protection (page 32)

serf a peasant who worked the land of a manor and who was not allowed to leave it without

Section Quiz 1–4

Name _____ Date _____ Class _____

Chapter 1

Section Quiz 1–4

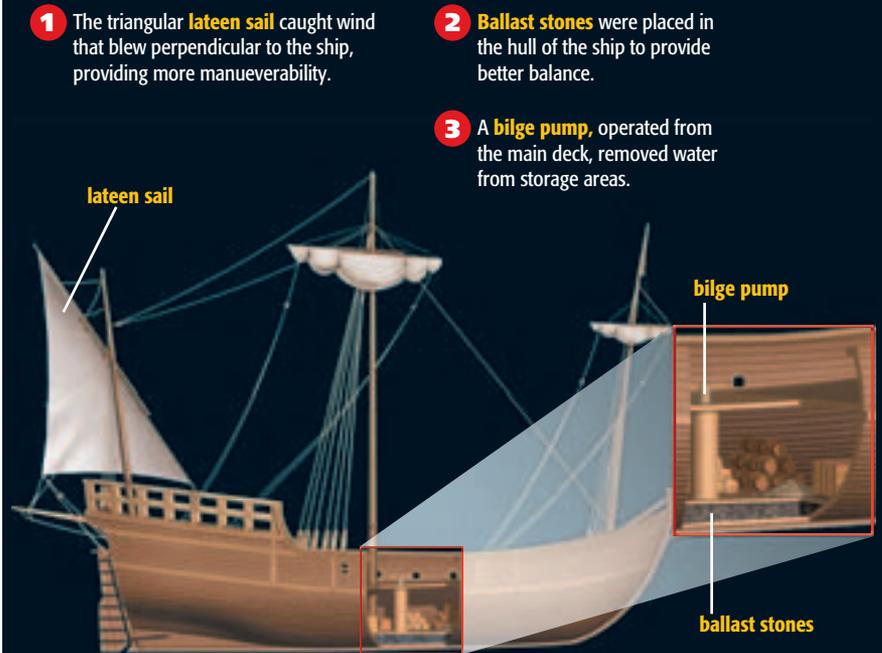
DIRECTIONS: Matching Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)

| | |
|---|------------------------|
| Column A | Column B |
| 1. a system in which a king gives estates to nobles in exchange for their loyalty | A. Henry the Navigator |
| 2. Portuguese prince who set up an astronomical and geographical study center | B. Crusades |
| 3. the rebirth of interest in the culture of ancient Greece and Rome | C. astrolabe |
| 4. a device that uses the sun to determine direction, latitude, and local time | D. feudalism |
| 5. armed struggle to regain the Holy Land launched by Pope Urban II | E. Renaissance |

TECHNOLOGY & History

Caravel

The caravel was typical of Spanish and Portuguese ship design during the early years of European world exploration. Ranging in length from 75 to 90 feet (23 to 27 m), caravels were suited for sailing along shallow coastlines. They were not, however, well suited for very long voyages, as they could not carry enough crew and supplies. Caravels were usually rigged with three or four masts, employing both square and triangular sails. **How did the caravel's lateen sails help sailors?**



1 The triangular **lateen sail** caught wind that blew perpendicular to the ship, providing more maneuverability.

2 **Ballast stones** were placed in the hull of the ship to provide better balance.

3 A **bilge pump**, operated from the main deck, removed water from storage areas.

within their kingdoms. Merchants, who stood to benefit as well from increased trade, loaned money to monarchs to further finance their operations.

The revenue from trade meant that European rulers did not have to rely as much upon the nobility for support. Increasingly, western European monarchs asserted their power over the nobles. They began to unify their kingdoms and create strong central governments. By the mid-1400s, four strong states—Portugal, Spain, England, and France—had emerged in western Europe. Starting with Portugal in the early 1400s, all four began financing voyages of exploration in the hope of expanding their trade and national power.

The Renaissance Spurs Discoveries The political and economic changes that encouraged western Europeans to begin exploring the world would not have mattered had they not had the technology necessary to launch their expeditions. Fortunately, at about the same time that new unified kingdoms were emerging in western Europe, an intellectual revolution known as the **Renaissance** began as well. This period began around A.D. 1350 and lasted until around 1600.

Renaissance is a French word that means “rebirth.” In this case, it referred to a rebirth of interest in the culture of ancient Greece and Rome. European scholars rediscovered the works of Greek and Roman philosophers, geographers, and mathematicians. They also began to read works by Arab scholars. The Renaissance started with a renewed interest in the past, but it quickly became much more. The Renaissance not only produced spectacular works of art, it also marked a renewed commitment to learning and helped to trigger a scientific revolution.

New Technology If western Europeans were going to find a water route to Asia, they needed navigational instruments that would enable sailors to travel out of sight of land and still find their way home. They also required ships capable of long-distance travel across the ocean. By the early 1400s, Europeans had acquired these technologies.

By studying Arab texts, western Europeans learned about the **astrolabe**, a device invented by the ancient Greeks and refined by Arab navigators. An astrolabe uses the position of the sun to determine direction, latitude, and local time. Europeans also acquired the

CRITICAL THINKING ACTIVITY

Interpreting Organize students into small groups. Assign each group one of the following: a bishop, a knight, a noble, or an artisan who works with metal. Have the groups research the Crusades and, from the point of view of their assigned person, write a journal entry expressing their thoughts about the call to “seize control of Christianity’s holiest sites.” Have each group share its journal entry with the entire class. As a class, discuss the different reactions to the pope’s impassioned plea. **L2**

compass from Arab traders. Invented in China, this device reliably showed the direction of magnetic north.

Navigational instruments were important to exploring the world, but not as essential as ships and sails capable of long-distance travel. Late in the 1400s, European shipwrights began to outfit ships with triangle-shaped **lateen sails** perfected by Arab traders. These sails made it possible for ships to sail against the wind. Shipwrights also stopped using a single mast with one large sail. Multiple masts with several smaller sails hoisted one above the other made ships travel much faster. In addition, moving the rudder from the side to the stern made ships easier to steer.

In the 1400s a Portuguese ship called the **caravel** incorporated all these improvements. A caravel was a small vessel capable of carrying about 130 tons (118 t) of cargo. Because a caravel needed little water to sail, it allowed explorers to venture up shallow inlets and to beach the ships to make repairs. Caravels and ships with similar technology finally enabled Europe to explore the world.

Reading Check **Examining** What political and technological developments made it possible for Europeans to begin exploring the world?

Portuguese Exploration

Sailing their caravels, Portuguese explorers became the first Europeans to find a sea route to Asia. In 1419 Prince Henry of Portugal, known as **Henry the Navigator**, set up a center for astronomical and geographical studies at Sagres on Portugal's southwestern tip. He invited mapmakers, astronomers, and shipbuilders from throughout the Mediterranean world to come there to study and plan voyages of exploration.

World History Connection

The Compass

While the Europeans made numerous advances in navigation, it was the Chinese who invented one of the more important seafaring tools: the compass. Evidence of this fact includes a Chinese document from 1086 that talks of sea captains relying on a "south-pointing needle" to help them find their way in foggy weather. The date on the document is more than 100 years earlier than the first recorded use of the compass in Europe. **What other inventions aided European exploration?**

Early compasses



Beginning in 1420, Portuguese captains began mapping Africa's west coast. Portuguese explorers discovered the Azores, the Madeira Islands, and Cape Verde. In 1488 a Portuguese ship commanded by **Bartolomeu Dias** reached the southern tip of Africa, later named the Cape of Good Hope. Nine years later, four ships commanded by **Vasco da Gama** sailed from Portugal, rounded Africa, and then headed across to India and landed on India's southwest coast. A water route to eastern Asia had been found.

Reading Check **Describing** How did Henry the Navigator help encourage exploration?

World History Connection

Background: Lodestone is a naturally occurring magnetic ore that, when floating on a stick in water, naturally points toward north-south orientation. If you know which way is north, you can determine the other directions.

Answer: the astrolabe, lateen sails, multiple masts, the caravel

Reading Check

Answer: political: the emergence of strong states; technological: new navigational tools and innovations in shipbuilding

Reteach

Have students explain the significance of the events shown on the time line at the beginning of this section.

Enrich

Have students conduct research on one of the people, places, things, events, or concepts presented in this section. Have them develop a two-minute oral presentation for their classmates.

SECTION 4 ASSESSMENT

Checking for Understanding

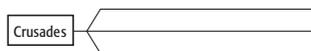
- Define:** feudalism, manorialism, serf, Renaissance, astrolabe, caravel.
- Identify:** Crusades, Roman Empire, lateen sail, Henry the Navigator, Bartolomeu Dias, Vasco da Gama.
- Describe** how feudalism brought about social and political order during the Middle Ages.

Reviewing Themes

- Science and Technology** How did scientific advancements affect geographical knowledge?

Critical Thinking

- Synthesizing** How did the Renaissance lead to European exploration?
- Organizing** Use a graphic organizer similar to the one below to list the effects of the Crusades.



- Analyzing** If you had been a merchant in Europe during the 1400s, would you have supported attempts to find new routes to Asia? Why or why not?

Analyzing Visuals

- Examining Maps** Study the map of European exploration on page 34. How do you think the Crusades assisted the development of the trade routes throughout the European and Asian continents?

Writing About History

- Descriptive Writing** Imagine you are a serf living in Europe in the year 1100. Write a letter to a relative describing your daily life.

4 CLOSE

Have students write a paragraph analyzing the impact of the Renaissance on European exploration.

Reading Check

Answer: Henry the Navigator set up a center for astronomical and geographic studies and he invited mapmakers, astronomers, and shipbuilders to come there to study and plan voyages of exploration.

SECTION 4 ASSESSMENT ANSWERS

- Terms are in blue.
- Crusades (p. 32), Roman Empire (p. 33), lateen sail (p. 37), Henry the Navigator (p. 37), Bartolomeu Dias (p. 37), Vasco da Gama (p. 37)
- Nobles assumed many of the powers of government including protecting peasants.
- Scientific advancements made it possible for explorers to map the coastline of Africa and travel to Asia and North America.
- A commitment to learning helped trigger the development of new technologies.
- brought western Europeans in contact with Muslim and Byzantine civilizations of eastern Europe and the Middle East, reinvigorated trade, heightened interest in developing new trade routes
- Students' answers will vary.
- A heightened desire for Asian goods led to increased trade.
- Students' letters will vary.

1 FOCUS

Section Overview

This section examines how European exploration led to intense interaction and exchange between Europe and the Americas.

BELLRINGER Skillbuilder Activity

Project transparency and have students answer the question.

Available as a blackline master.

Daily Focus Skills Transparency 1–5

Interpreting Maps

THE FOUR VOYAGES OF CHRISTOPHER COLUMBUS TO THE AMERICAS

Directions: Answer the following question based on the map.

Each one-way voyage from Spain to the first landfall in the Americas averaged about 5,000 miles. According to the voyage routes shown on the map, approximately how many miles did Columbus sail on his four voyages from Spain to the Americas?

A 20,000 miles
B 15,000 miles
C 25,000 miles
D 30,200 miles

Guide to Reading

Answers to Graphic: Vikings: no permanent settlements or ongoing relationship; Columbus: began exploration of the Americas; Vespucci: continued exploration of the Americas which are named for him; Balboa: first European to reach the Pacific coast of America; Magellan: named the Pacific Ocean and led the crew that was first to circumnavigate the globe

Preteaching Vocabulary

Have students identify the Key Terms and Names that refer to specific individuals and write a one-sentence description of each person.

Guide to Reading

Main Idea

Columbus sought a sea route to Asia. Instead, he landed in the Americas.

Key Terms and Names

Vikings, Christopher Columbus, Claudius Ptolemy, San Salvador Island, Santo Domingo, Pope Alexander VI, line of demarcation, Amerigo Vespucci, Florida, circumnavigate, Columbian Exchange

Reading Strategy

Organizing As you read about European exploration of the Americas, complete a chart like the one below by filling in the outcome of each exploration listed in the chart.

| Exploration | Outcome |
|-------------|---------|
| Vikings | |
| Columbus | |
| Vespucci | |
| Balboa | |
| Magellan | |

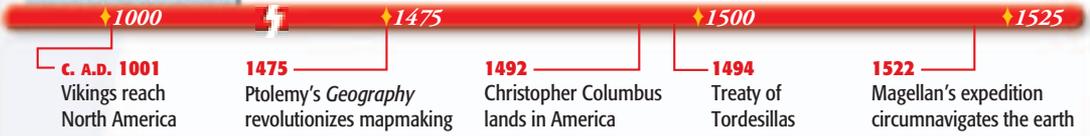
Reading Objectives

- **Describe** Viking and Spanish explorations of North America.
- **Summarize** Columbus's journeys and their impact on Native Americans and Europeans.

Section Theme

Global Connections Material exchanges between Europe and the Americas yielded both positive and negative results.

Preview of Events



★ An American Story ★



Replicas of Spanish caravels at sea

In 1492 Christopher Columbus led 90 sailors on a voyage into the unknown. On September 9 Columbus noted in his log: "This day we completely lost sight of land, and many men sighed and wept for fear they would not see it again for a long time." As the voyage dragged on, the sailors grew nervous and began plotting mutiny. Columbus wrote:

“All day long and all night long those who are awake and able to get together never cease to talk to each other in circles, complaining that they will never be able to return home. . . . I am told . . . that if I persist in going onward, the best course of action will be to throw me into the sea some night.”

Then, on the morning of October 12, the *Pinta's* lookout, Rodrigo de Triana, let out a joyous cry—"Tierra! Tierra!" ("Land! Land!"). At dawn a relieved and triumphant Columbus went ashore. He believed he had arrived in the Indies—lands located southeast of China.

—adapted from *The Log of Christopher Columbus*

The Vikings Arrive in America

Although his historic journey set the stage for permanent European settlement in the Americas, Christopher Columbus was not the first European to arrive there. Strong archaeological evidence credits that accomplishment to the Norse, or **Vikings**, a people who came from Scandinavia.



SECTION RESOURCES

Reproducible Masters

- Reproducible Lesson Plan 1–5
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- Guided Reading Activity 1–5
- Section Quiz 1–5
- Reading Essentials and Study Guide 1–5
- Interpreting Political Cartoons

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- TeacherWorks™ CD-ROM
- Audio Program

2 TEACH

Daily Lecture and Discussion Notes 1–5

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Daily Lecture and Discussion Notes
Chapter 1, Section 5

Did You Know? The thriving citrus industry in Florida can thank Columbus for its beginnings. On his second voyage to the Americas in 1493, Columbus brought citrus seeds to the West Indies. The citrus seeds eventually made their way to Florida.

I. **The Vikings Arrive in America** (pages 38–39)
 A. Evidence shows that the first Europeans to arrive in the Americas were the Norse, or Vikings, a people who came from Scandinavia. In A.D. 1001, Leif Ericsson and 39 other Vikings explored the coast of Labrador and stayed the winter in Newfoundland.
 B. Viking attempts to settle permanently in the Americas failed, mainly because Native Americans opposed them.

Beginning in the late A.D. 700s, Viking ships, called **longboats**, began to venture outward from their homeland. Most headed south, some to trade with the wealthier peoples to the south and others to raid their settlements. Still others braved the violent North Atlantic Ocean and headed west.

Sometime around A.D. 1000, **Leif Ericsson** and 35 Vikings explored the coast of Labrador and may have stayed the winter in Newfoundland. Although the Vikings later tried to set up colonies in the region, their attempts failed, in large part because the Native Americans opposed them. Unlike later European colonists, the Vikings did not have better weapons than those of the Native Americans, who outnumbered them. It would take a new series of European expeditions, embarking in the 1400s and 1500s from points much farther south, to establish a permanent European presence in the Americas.

Reading Check Examining How do we know that Columbus was not the first European in the Americas?

Spain Sends Columbus West

For more than 400 years after the Vikings abandoned their settlements in North America, there is no convincing evidence that Europeans traveled to the Americas. In the mid-1400s, the Renaissance renewed European interest in the world's geography. With many European states eager to find a sea route to Asia, a few persons, including an Italian navigator named **Christopher Columbus**, became interested in sailing west across the Atlantic.

A New Geography By the 1400s most educated Europeans knew that the world was round. On the most accurate European maps of the time, however, only the Mediterranean, Europe, the Middle East, and Africa's northern coast showed any detail. Then a book appeared that revolutionized European exploration.

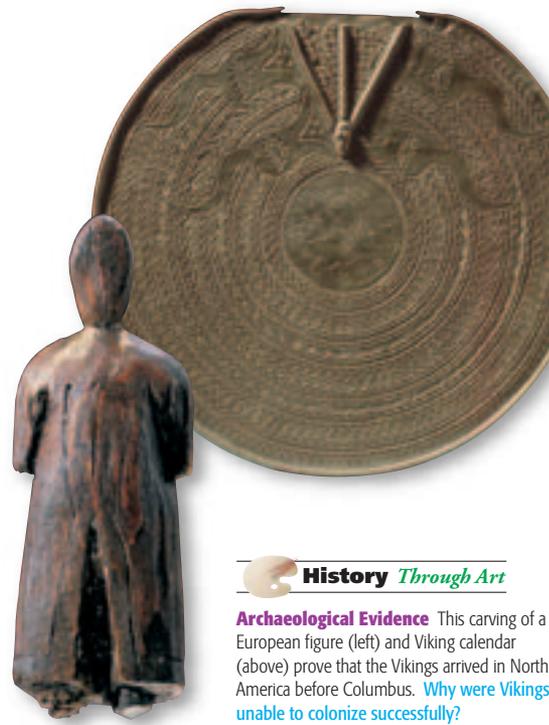
Twelve centuries earlier, a Greek-educated Egyptian geographer and astronomer named **Claudius Ptolemy** had drawn maps of a round world, complete with 360 lines of longitude, one degree apart, projected onto a flat surface. Ptolemy's *Geography* was rediscovered in 1406 and printed in 1475. It became very influential, and its basic system of lines of latitude and longitude is still used today.

European mariners also consulted the work of a twelfth century Arab geographer named **al-Idrisi**, who had traveled widely in the Middle East. In 1154 al-Idrisi published a geographical survey of as much

of the world as was then known to Europeans and Muslims. By studying the maps of Ptolemy and al-Idrisi, Western mariners finally obtained a reliable idea of the geography of the eastern African coast and the Indian Ocean.

Columbus's Plan Despite its usefulness, Ptolemy's *Geography* had seriously underestimated the distance that each degree of longitude represented, making the earth seem much smaller than it actually was. Basing his own calculations on Ptolemy's, Christopher Columbus predicted with wild optimism that "the end of Spain and the beginning of India are not far apart . . . and it is known that this sea is navigable in a few days' time with favoring wind."

Columbus sought Portuguese financial backing to make a voyage across the Atlantic to Asia. In 1484 he applied to the king of Portugal, who referred him to a committee of experts in navigation. Basing their decision on sources other than Ptolemy's maps, the scholars reasoned correctly that Columbus had greatly underestimated the distance to Asia. Furthermore, when news arrived in 1488 that Bartolomeu Dias had successfully rounded the southern tip of Africa, the Portuguese lost all interest in supporting Columbus.



History Through Art

Archaeological Evidence This carving of a European figure (left) and Viking calendar (above) prove that the Vikings arrived in North America before Columbus. **Why were Vikings unable to colonize successfully?**

Reading Check

Answer: There is strong archaeological evidence that Vikings were the first Europeans in the Americas.

Expressing an Opinion Ask students to express their opinion about who "discovered America." Ask them if they think the term *discovered* is appropriate. **L2**

History Through Art

Background: Leif Ericsson landed at L'Anse aux Meadows in Newfoundland, and built a settlement of three sod-and-timber longhouses and five smaller buildings.

Answer: Conflicts with Native Americans caused the Vikings to abandon their colony and return to Greenland.

Ask: **How did the weapons of the Vikings and the Native Americans compare?** (Neither had a distinct advantage.)

COOPERATIVE LEARNING ACTIVITY

Building a Model Have students work in small groups to create a model showing lines of longitude and latitude on a Styrofoam ball. Encourage students to use library and Internet resources to help figure out how to build the model. Remind students that degrees of longitude and latitude relate to the 360 degrees of a circle with the center of the circle located in the exact middle of the sphere. Offer students a hint: they will need to cut the Styrofoam ball into fourths in order to measure the angles. 📦

Use the rubric for a cooperative group management plan on pages 81–82 in the **Performance Assessment Activities and Rubrics**.

CHAPTER 1

Section 5, 38–44

Guided Reading Activity 1–5

Name _____ Date _____ Class _____

★ Guided Reading Activity 1–5

DIRECTIONS: Identifying Supporting Details Read each main idea. Use your textbook to supply the details that support or explain each main idea.

■ **Main Idea:** Archaeological evidence shows that the Norse, or Vikings, were the first Europeans to arrive in the Americas.

1. **Detail:** In A.D. 1001, _____ and 35 Vikings explored the coast of Labrador.

2. **Detail:** The Vikings' attempts to found colonies in the Newfoundland region failed because they did not have better _____ than those of the opposing Native Americans.

■ **Main Idea:** In the mid-1400s, the Renaissance renewed European interest in the world's geography.

3. **Detail:** In 1154 an Arab geographer named _____ published a geo-

History Through Art

Answer: *Geography*, by Ptolemy

Ask: **What Arab geographer published a geographical survey of the world known to Muslims and Europeans? (*al-Idrisi*)**

you don't say...

Cartography Cartography is the science and art of making maps. A mapmaker is a cartographer.



History Through Art

Exploration New technology such as the caravel and improved mapmaking made world exploration easier. **What publication helped improve mapmaking?**

For the next few years, Columbus tried to win backing from other rulers. His brother Bartholomew, a respected mapmaker in Europe, tried and failed to secure financing for Columbus's expedition from the rulers of England and France. Having no success with them, he spent six years trying to persuade King Ferdinand and Queen Isabella of Spain that his scheme would bring them wealth, empire, and converts to Catholicism. Finally, in 1492, after it became clear that Portugal was about to reach Asia by going east around Africa, Ferdinand agreed.

TURNING POINT

The First Voyage Columbus and his three ships—the *Niña*, the *Pinta*, and the *Santa Maria*—finally left Spain in August 1492. First he sailed south to the Canary Islands to take on fresh supplies. Then he embarked on the harrowing voyage westward across the mysterious and frightening Atlantic until, unaware of where he was, he reached the Caribbean and landed in the Bahamas, probably on what is today **San Salvador Island**. There, for the first time, he encountered the Taino people, a part of the Arawak. He called the people *Indians* because he thought he had reached the fabled Indies. Columbus noticed that some of the local people had a small piece of gold “hanging from a hole which they have in their nose.” After several attempts to ask where the gold had come from, he learned that “there was a king who had large vessels of it, and possessed much gold. . . .” Columbus then headed deeper into the Caribbean, determined to find this gold he had heard about. He found the island of Cuba, and he also found Hispaniola, which today is divided into

the countries of Haiti and the Dominican Republic. Columbus mistakenly concluded that Cuba was the coast of China and that Hispaniola was Japan.

Columbus and his sailors felt equal parts admiration and curiosity toward the Native Americans that they encountered in the Bahamas and Hispaniola. Columbus wrote the following of the Arawak:

“[They are] artless and generous with what they have, to such a degree as no one would believe but he who had seen it. Of anything they have, if it be asked for, they never say no, but do rather invite the person to accept it, and show as much lovingness as though they would give their hearts.”

—quoted in *500 Nations*

For their part, the Arawak must have been equally curious about the white-skinned, bearded Spanish. Columbus recorded his interpretation of their reaction to him and his men:

“The people kept coming down to the beach, calling to us and giving thanks to God. Some brought us water, some food; others, seeing that I did not wish to go ashore, swam out to us. . . . One old man climbed into the boat, and the others, men and women, kept shouting, ‘Come and see the men who have come from Heaven; bring them food and drink.’”

—quoted in *The Voyage of Christopher Columbus*

Like other Native Americans, the Arawak had an intense spiritual life. To Columbus, however, they appeared to have no religion. He predicted that “they would become Christians very easily.”

MEETING SPECIAL NEEDS

Visual/Spatial To help visual learners remember the various navigators and trips discussed in the section, have them trace and label the voyages of Christopher Columbus, Amerigo Vespucci, Juan Ponce de Leon, Vasco de Balboa, and Ferdinand Magellan on a map of the world. **L1**

Refer to **Inclusion for the High School Social Studies Classroom Strategies and Activities** in the TCR.

On Christmas Eve Columbus's flagship, the *Santa Maria*, struck a reef off Hispaniola and broke apart. He built a small fort called La Navidad on the island and left 40 crew members to search for gold while he headed home with his remaining ships.

In March 1493 Columbus made a triumphant return to the Spanish court with gold, parrots, spices, and Native Americans he had brought back. The king and queen awarded him the titles "Admiral of the Ocean Sea" and "Viceroy and Governor of the Indies." Ferdinand and Isabella listened closely as Columbus promised "as much gold as they want if their Highnesses will render me a little help. . . ."

Columbus's Later Voyages Less than six months after Columbus returned to Spain, he headed back across the Atlantic, this time with 17 ships and over 1,200 Spanish colonists. In November 1493 he anchored off the coast of Hispaniola, only to learn that the men he had left behind had been killed and their fort destroyed. Abandoning the ruins, Columbus founded a new colony, called Isabella.

Many of the colonists were Spanish nobles. They had come expecting to get rich, and they refused to plant crops or do other manual labor. They accused Columbus of misleading them with false promises of gold, and many of them headed back to Spain to complain to the government.

Hoping to find more gold and save his reputation, Columbus began exploring the interior of Hispaniola. There he discovered enough loose gold to make mining worthwhile. He then decided to enslave the local Taino and force them to work for the Spanish, mining gold and planting crops.

In 1496 Columbus headed back to Spain. In the meantime, his brother Bartholomew founded a new town named **Santo Domingo** on the south coast of Hispaniola closer to the gold mines. Santo Domingo became the first capital of Spain's empire in America.

Columbus made a third voyage to America in 1498. After arriving on the northern coast of South America and studying the volume of fresh water at the mouth of the Orinoco River, he wrote in his journal, "I believe that this is a very great continent, which until today has been unknown." Columbus

made one final voyage in 1502. He mapped the American coastline from Guatemala to Panama before turning back.

Reading Check **Describing** Describe the results of Columbus's voyages.

Spain Claims America

After Columbus had shown the way, Spanish explorers and settlers flocked to the Caribbean hoping to become wealthy through conquest and trade. By the early 1500s, the Spanish had explored the major Caribbean islands, established colonies on Hispaniola, Cuba, Jamaica, and Puerto Rico, and begun exploring the American mainland.

The Treaty of Tordesillas Before colonization could begin, however, Ferdinand and Isabella had to establish their claim to the new lands. Portugal had claimed the right to control the Atlantic route to Asia. To resolve the issue peacefully, they appealed to the pope for a decision.

Reading Check

Answer: On his first voyage, Columbus traveled to the Caribbean and found enough gold to convince Ferdinand and Isabella to finance subsequent voyages. On his second voyage, Columbus returned to Hispaniola with colonists. On his third voyage, he went to Venezuela. During his final voyage, he mapped the coastline from what is now Guatemala to Panama.

Conducting a Survey As a class, create a fact or fiction survey based on the material in this chapter. Prepare copies of the survey and have each student obtain at least five completed surveys from friends and family members. Score the surveys and create a graph showing the results. Use the graph as a basis for a classroom discussion about the need to know more about the cultural history of the United States. **L1**

Profiles IN HISTORY

Christopher Columbus 1451–1506

Christopher Columbus was born in Genoa, Italy. Growing up in a bustling seaport gave Columbus a glimpse of the wider world. Although he was the eldest son, he decided to leave his family's wool-weaving business and go to sea at the age of 14. After sailing for more than 10 years, Columbus settled in Lisbon, Portugal. His brother Bartholomew soon joined him, and the two brothers worked together as map-makers—although Columbus continued to sail as well.

In 1479 Columbus married the sister of the governor of Porto Santo in the Madeira Islands and moved to the island to live. There he witnessed the use of enslaved Africans as forced labor on the sugar plantations. He would later introduce similar practices to America.

In the 1480s Columbus served on several Portuguese expeditions to Africa, where he schooled himself in



Atlantic currents and wind patterns. In the process, he developed his theory that the easiest way to reach Asia was to sail west across the Atlantic.

Despite his achievements, Columbus remained unhappy. A devout Christian, he believed God had destined him to find the western route to Asia and spread the Christian faith. He died in 1506, frustrated that he had not found Asia nor been given the honors and recognition that he felt he deserved.

Profiles IN HISTORY

Have students choose another explorer in this section and write a profile similar to the profile of Christopher Columbus.

INTERDISCIPLINARY CONNECTIONS ACTIVITY

Mathematics Have students use library and Internet resources to learn more about the mathematics behind latitude and longitude. Have students prepare an explanation for why the circles that make up the lines of latitude do not intersect with each other and the lines of longitude appear to radiate from the North and South Poles. **L2**

CHAPTER 1

Section 5, 38–44

 Use *Interpreting Political Cartoons*, Cartoon 2.

Why It Matters

Food production increased on both sides of the ocean as a direct result of the exchange of cultivated plants and livestock. Increased food production led to population growth in Europe and among European colonists in America. One of the reasons food production increased in Europe, and later in Asia, was the introduction of crops from America that flourished where traditional European crops could not. For example, the climate, topography, and soil conditions in Ireland were not conducive to growing wheat or rice, but white potatoes from America thrived. The introduction of livestock and poultry from Europe, Africa, and Asia provided new sources of nourishment for Native Americans and colonists living in America. In addition to using animals as sources of food, they were used to help plow fields and provide fertilizer.

In 1493, to prevent a war between the two rival Catholic nations, **Pope Alexander VI** established a **line of demarcation**, an imaginary north-to-south line running down the middle of the Atlantic. This line granted Spain control of everything west of the line and Portugal control of everything east. King John II of Portugal accepted the idea of division, but he asked for the line to be moved farther west.

The following year the two countries resolved their differences over the dividing line in the **Treaty of Tordesillas**, named for a town northwest of the Spanish capital, Madrid. The treaty moved the line almost 1,000 miles (1,609 km) to the west.

The Treaty of Tordesillas did two things. It confirmed Portugal's right to control the route around Africa to India, and it also confirmed Spain's claim to the new lands of America. Unknowingly, however, the line had been drawn so far west that it cut through part of South America, giving much of the land that is now Brazil to Portugal.

Naming America Interestingly enough, Columbus did not give his name to the new land he had encountered while trying to reach Asia. In 1499 an Italian

named **Amerigo Vespucci**, sailing under the Spanish flag, repeated Columbus's initial attempt to sail west to Asia. Exploring part of the coast of South America, Vespucci, like Columbus, assumed that he had reached Asia.

Vespucci made his next voyage in 1501, this time commissioned by Portugal. He sailed far south along the coast of South America, and he eventually came to the conclusion that this large land mass could not be part of Asia. Vespucci's descriptions of America were published and widely read in Europe. In 1507 a German scholar named Martin Waldseemüller published a study in which he proposed that the new continent be named America for "Amerigo the discoverer."

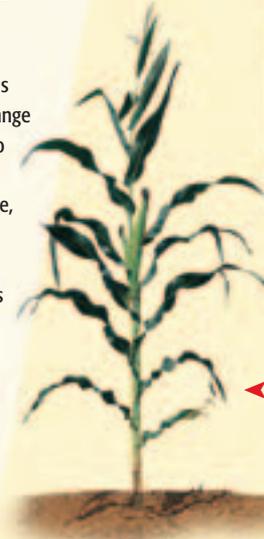
Continuing Spanish Expeditions Even though Europe now knew that the Americas were not a part of Asia, explorers continued to chart the region. In 1513 the Spanish governor of Puerto Rico, **Juan Ponce de Leon**, sailed north. According to a traditional story, he was searching for a wondrous fountain that was said to magically restore youth, although historians have disputed whether or not

Why It Matters

The Columbian Exchange

European contact with the Americas marked the start of an extensive exchange of plants and animals between the two areas of the world. Dramatic changes resulted from the exchange of plant life, leading to a revolution in the diets of peoples in both hemispheres.

Maize (corn), potatoes, many kinds of beans, tomatoes, and pumpkins were among the products the Eastern Hemisphere received from the Americas. Meanwhile, the Eastern Hemisphere introduced rice, wheat, barley, oats, melons, coffee, bananas, and many other plants to the Western Hemisphere.



▲ Animals

The Spanish reintroduced horses to the Americas. Horses native to the Americas had died out during the Ice Age. Their reintroduction transformed Native American societies.

◀ Plants

By about 1600, American maize and sweet potatoes were staple crops in China. They contributed to a worldwide population explosion beginning in this period.

CRITICAL THINKING ACTIVITY

Examining Organize the class into groups of four students. Have the groups conduct research to learn about how Christopher and Bartholomew Columbus sought to convince the Portuguese and the Spanish to provide funding for the voyage across the Atlantic. Have each group select either the failed attempt to convince the Portuguese or the successful effort to gain the financial backing of King Ferdinand and Queen Isabella. Tell the groups to write a dialogue between the Columbus brothers and the potential financial backers. Have group members present their dialogues to the class. **L3**

this was really his motivation. In any event, De Leon did discover a land full of blooming wildflowers and fragrant plants. Before leaving, he gave it the name **Florida**, which means “land of flowers.”

Spanish explorers continued to search for a passage to China and India by sailing west. In 1510 **Vasco de Balboa**, a planter from Hispaniola trying to escape his creditors, stowed away on a ship heading to the American mainland. There he founded a colony on the Isthmus of Panama. After hearing tales from Native Americans of a “south sea” that led to an empire of gold, Balboa hacked his way across steamy, disease-ridden jungles and swamps until he reached the opposite coast. There, in 1513, Balboa became the first European to reach the Pacific coast of America.

In 1520 **Ferdinand Magellan**, a Portuguese mariner working for Spain, discovered the strait later named for him at the southernmost tip of South America. After navigating its stormy narrows, he sailed into the ocean Balboa had seen. Its waters seemed so peaceful, or *pacífic*, that Magellan gave the new ocean that name. Although Magellan died in the Philippine Islands, his crew continued west, arriving

in Spain in 1522. They became the first known people to **circumnavigate**, or sail around, the globe.

Reading Check Analyzing Why was the Treaty of Tordesillas important?

The Columbian Exchange

The arrival of European colonists in the Americas set in motion a series of complex interactions between peoples and environments. These interactions, called the **Columbian Exchange**, permanently altered the world’s ecosystems and changed nearly every culture around the world.

From America to Europe Native Americans taught the Europeans local farming methods and introduced them to new crops. Corn, which colonists soon adopted as a basic food, traveled back to Spain on Columbus’s very first journey and then spread to the rest of Europe. Other American foods, such as squash, pumpkins, beans, sweet potatoes, tomatoes, chili peppers, peanuts, chocolate, and potatoes also made their way to Europe, as did tobacco and chewing gum.

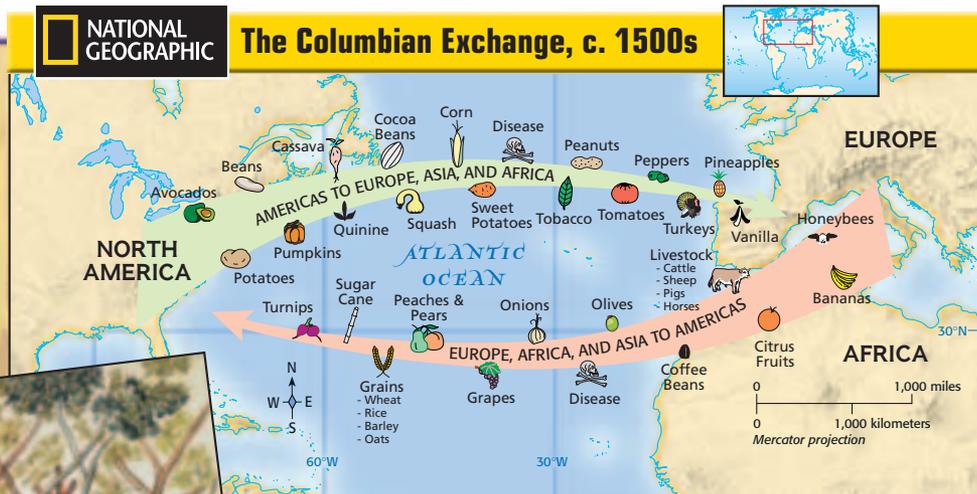
Reading Check

Answer: The treaty confirmed the Portuguese right to control the route around Africa to India and confirmed Spain’s claim to lands in America. It also gave much of present-day Brazil to Portugal.

3 ASSESS

Assign Section 5 Assessment as homework or as an in-class activity.

Have students use the **Interactive Tutor Self-Assessment CD-ROM**.



Unforeseen Consequences

Europeans also unwittingly brought many diseases to the Americas, including measles, mumps, chicken pox, and typhus. The consequences were devastating to Native Americans. Some Native American groups suffered a 90 percent population loss in the first century after European contact. This catastrophe reduced the labor supply available to Europeans, who then turned to enslaving Africans. Thus slavery in the Western Hemisphere is traceable in part to the Columbian Exchange.



Reading Essentials and Study Guide 1–5

Name _____ Date _____ Class _____

Study Guide

Chapter 1, Section 5
For use with textbook pages 38–44

EUROPE ENCOUNTERS AMERICA

KEY TERMS AND NAMES

Vikings a group of people from Scandinavia (page 38)

Christopher Columbus an Italian navigator who sailed west across the Atlantic Ocean in search of a sea route to Asia and who instead landed in the Americas in 1492 (page 39)

Claudius Ptolemy a Greek-educated Egyptian geographer and astronomer who drew maps of a round world in Geography in the A.D. 200s (page 39)

Watling Island the place in the Bahamas where Christopher Columbus most likely landed on his first voyage across the Atlantic in 1492 (page 40)

Santo Domingo the town founded by Christopher Columbus’s brother Bartholomew in 1496 that later became the first capital of Spain’s empire in America (page 41)

Section Quiz 1–5

Name _____ Date _____ Class _____

Chapter 1 Score _____

Section Quiz 1–5

DIRECTIONS: Matching Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)

Column A

- the first capital of Spain’s empire in America
- imaginary north-to-south line running down the middle of the Atlantic Ocean
- “land of flowers”
- complex interactions between peoples and environments started by European colonists in the Americas
- people who came from Scandinavia

Column B

- Florida
- Santo Domingo
- Vikings
- line of demarcation
- Columbian Exchange

DIRECTIONS: Multiple Choice In the blank at the left, write the letter of the choice that best completes the statement or answers the question. (10 points each)

Creating a Display Have students create a display of the food component of the Columbian Exchange. Have students use actual foods or pictures of foods to show both sides of the exchange. **L1 ELL**

Use the rubric for creating a map, display, or chart on pages 77–78 in the *Performance Assessment Activities and Rubrics*.

EXTENDING THE CONTENT

Brazilwood Another adventurer, Pedro Álvares Cabral, seeking a route to India, ended up landing along the coast of South America in present-day Brazil. One of the plants he transported back to Portugal was a hardwood tree known as brazilwood. The core of the tree produced a bright red dye used by clothmakers. The color became favored among the wealthiest Europeans. The French especially valued the dye and French traders were soon competing with the Portuguese to supply the demand. Largely due to the brazilwood trade, the Portuguese government established permanent settlements in present-day Brazil to deter the French from making claims on the land.

CHAPTER 1

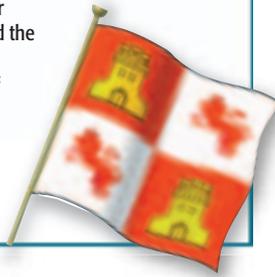
Section 5, 38–44

Fact Fiction Folklore

The current Spanish flag incorporates the coat of arms that includes the castle and lion symbols.

Fact Fiction Folklore

Spain, 1492 Christopher Columbus proudly carried the Spanish banner of Castile and Leon to the shores of the Bahamas. The flag's castle represented Queen Isabella. The lion symbolized her husband, King Ferdinand.



Perhaps the most important discovery for Europeans was the potato. European farmers learned that if they planted potatoes instead of rye, about four times as many people could live off the same amount of land. Europeans also adopted many devices invented by Native Americans, including the canoe, the snowshoe, the hammock, the poncho, the toboggan, and the parka.

From Europe to America The Europeans introduced Native Americans to wheat, oats, barley, rye, rice, coffee, dandelions, onions, bananas, and oranges and other new citrus fruits, none of which existed in America. Europeans also brought over domestic livestock such as chickens, cattle, pigs, sheep, and horses. In addition, they introduced Native Americans to a range of technologies, including new types of metalworking, new techniques of shipbuilding, and new forms of weapons, including firearms.

No beneficial European import, however, could ever offset the dreadful effects of an invisible one—the bacteria and viruses that caused such diseases as influenza, measles, chicken pox, mumps, typhus, and smallpox. Native Americans had never experienced these diseases and had no immunity. Exposure led to catastrophic epidemics in which millions of Native Americans died.

The movement of disease, however, was not one-way. Native American illnesses made their way to Europe as well, where they infected millions of people. Unlike European diseases, Native American illnesses did not lead to a catastrophic collapse of the European population.

No one in Columbus's time could have imagined the course of events in the Americas that have led to the present day. Some people feel that the tragic epidemics and military conquests that devastated the Native Americans and the subsequent introduction of slavery overshadow the positive effects of the exchange Columbus initiated. The human drama that unfolded over the next few centuries, however, also led ultimately to the founding of the United States. Despite tragic events along the way, the people of the United States managed to build a nation that honors the worth of the individual and protects the rights and freedoms of its citizens and others around the globe. This too is one of the legacies of Christopher Columbus.

Reading Check **Describing** Why did millions of Native Americans die as a result of contact with Europeans?

Reteach

Have students create a time line of events mentioned in this section starting with 1406.

Enrich

Have students investigate the long-term impact of the line of demarcation established by Pope Alexander VI and the Treaty of Tordesillas. Have students write an essay describing the impact today of the pope's decision.

4 CLOSE

Have students summarize Columbus's journeys by preparing a two-column chart. In one column students should list the effects on Native Americans; in the other column students should list the effects on Europeans.

Reading Check

Answer: Europeans carried bacteria and viruses that had the potential for causing diseases such as chickenpox, influenza, measles, mumps, and typhus. Exposure to these organisms led to epidemics among the Native Americans.

SECTION 5 ASSESSMENT

Checking for Understanding

- Define:** *line of demarcation, circumnavigate, Columbian Exchange.*
- Identify:** Vikings, Christopher Columbus, Claudius Ptolemy, San Salvador Island, Santo Domingo, Pope Alexander VI, Amerigo Vespucci, Florida.
- Explain** why the Vikings failed to settle in Newfoundland.

Critical Thinking

- Analyzing** Why did the king and queen of Spain agree to Columbus's second voyage?
- Categorizing** Use a graphic organizer similar to the one below to list the exchanges between the Native Americans and the Europeans in the Columbian Exchange.

Columbian Exchange

| Europeans Received | Native Americans Received |
|--------------------|---------------------------|
| | |

Reviewing Themes

- Global Connections** How did the maps drawn by Ptolemy and al-Idrisi revolutionize European sea exploration?

Analyzing Visuals

- Examining Images** Study the images on pages 42 and 43 illustrating the importance of the Columbian Exchange. Do you think the positive effects of the exchange outweigh the negative effects? Explain your answer.

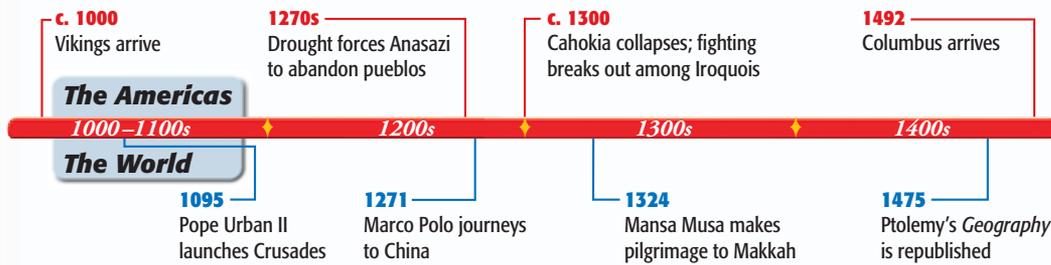
Writing About History

- Descriptive Writing** Take on the role of a sailor on Columbus's first voyage to the Americas. Write a journal entry about the Caribbean islands you encounter.

SECTION 5 ASSESSMENT ANSWERS

- Terms are in blue.
- Vikings (p. 38), Christopher Columbus (p. 39), Claudius Ptolemy (p. 39), San Salvador Island (p. 40), Santo Domingo (p. 41), Pope Alexander VI (p. 42), Amerigo Vespucci (p. 42), Florida (p. 43)
- The Vikings were outnumbered by hostile Native Americans.
- Their maps were more accurate than others and more appropriate for navigation.
- Columbus promised them enormous quantities of gold.
- Students' answers should include foods, technologies, and sicknesses as discussed in the section.
- Students' answers will vary but should recognize both the positive and negative impact on all involved.
- Students' journal entries will vary but should include a thoughtful discussion of what Columbus might have seen.

Reading a Time Line



Why Learn This Skill?

When you read a time line, you see not only when an event took place but also what events took place before and after it. A time line can help you develop the skill of **chronological thinking**. Developing a strong sense of chronology—when events took place and in what order they took place—will help you examine relationships among the events. It will also help you understand what events caused or were the result of other events.

Learning the Skill

A **time line** is a kind of chart that lists events that occurred between specific dates. The number of years between these dates is called the **time span**. For example, a time line that begins in 1400 and ends in 1500 would have a time span of 100 years. A time line that begins in 1490 and ends in 1500 would have a 10-year time span.

Time lines are usually divided into smaller segments, or **time intervals**. If you look at the two time lines below, you will see that the first time line has a 30-year time span divided into 10-year time intervals, and the second time line has a 6-year time span divided into 2-year time intervals.



Practicing the Skill

Sometimes a time line shows events that occurred during the same time period but in two different parts of the world. The time line above shows some events in the Americas and in the rest of the world during the same time span. Study the time line, and then answer the questions.

- 1 What time span and intervals appear on this time line?
- 2 What two important events took place around A.D. 1300 in North America?
- 3 About how many years before Ptolemy's *Geography* was republished did the Vikings reach North America?
- 4 When did Pope Urban II begin the Crusades?

Skills Assessment

Complete the Practicing Skills questions on page 47 and the Chapter 1 Skill Reinforcement Activity to assess your mastery of this skill.

Applying the Skill

Reading a Time Line Extend the time line on this page to include at least five additional events that took place in North America between A.D. 500 and 1000.



Glencoe's **Skillbuilder Interactive Workbook CD-ROM, Level 2**, provides instruction and practice in key social studies skills.

TEACH

Reading a Time Line This skill emphasizes the importance of chronological thinking to the study of history. By learning to put things in chronological order, students gain an appreciation for relationships among the events.

Have students choose an event that occurred in the 1200s. Ask them to identify all the events shown on the time line that occurred in the 1200s and indicate if they happened before or after the first event mentioned.

Additional Practice

Reinforcing Skills Activity 1

Name _____ Date _____ Class _____

Reinforcing Skills Activity 1

Reading a Time Line

LEARNING THE SKILL
A time line is a chart based on chronology, or the time when events took place. It lists events that occurred between specific dates, giving you a visual picture of history and the relationships between the events. To read a time line, first determine the time span, or the number of years between the beginning and ending dates. Next, determine the time intervals, or the smaller segments of time used to divide the period on the time line. Then identify the individual events labeled along the time line.

PRACTICING THE SKILL
DIRECTIONS: Read the time line below, and then answer the questions that follow on a separate sheet of paper.

GLENCOE TECHNOLOGY



CD-ROM
Glencoe Skillbuilder Interactive Workbook CD-ROM, Level 2

This interactive CD-ROM reinforces student mastery of essential social studies skills.

ANSWERS TO PRACTICING THE SKILL

- 1 A.D. 1000 to A.D. 1500; 100-year intervals
- 2 Cahokia collapses and fighting breaks out among the Iroquois
- 3 Ptolemy's *Geography* was published in western Europe 474 years after the Vikings reached North America.

4 1095

Applying the Skill

Students' answers will vary. Ask students to provide a page reference for each selected event.

GLENCoe
TECHNOLOGY

MindJogger Videoquiz

Use the **MindJogger Videoquiz** to review Chapter 1 content.



Available in VHS

Reviewing Key Terms

Students' answers will vary. The pages where the words appear in the text are shown in parentheses.

1. radiocarbon dating (p. 13);
2. Ice Age (p. 13); 3. glacier (p. 13);
4. nomad (p. 13); 5. agricultural revolution (p. 13); 6. maize (p. 14);
7. civilization (p. 14); 8. obsidian (p. 14); 9. kiva (p. 16); 10. pueblo (p. 16); 11. kachina (p. 21); 12. slash-and-burn agriculture (p. 23);
13. longhouse (p. 23); 14. wigwam (p. 23); 15. kinship group (p. 23);
16. savannah (p. 27); 17. mosque (p. 28); 18. matrilineal (p. 30);
19. feudalism (p. 33); 20. manorialism (p. 33); 21. serf (p. 33); 22. Renaissance (p. 36); 23. astrolabe (p. 36);
24. caravel (p. 37); 25. line of demarcation (p. 42); 26. circumnavigate (p. 43); 27. Columbian Exchange (p. 43)

Reviewing Key Facts

28. Dekanawidah (p. 24), Hiawatha (p. 24), Henry the Navigator (p. 37), Bartolomeu Dias (p. 37), Vasco da Gama (p. 37), Christopher Columbus (p. 39), Claudius Ptolemy (p. 39), Pope Alexander VI (p. 42), Amerigo Vespucci (p. 42)
29. Asians came to America by crossing Beringia on foot or hugging the Beringian coast in boats. Scientists believe they migrated in search of food by following animal herds.
30. They use radiocarbon dating.
31. Native American peoples who engaged in farming were less likely to be nomadic than those who moved around following animal herds.

Reviewing Key Terms

On a sheet of paper, use each of these terms in a sentence.

- | | |
|--------------------------------|-------------------------|
| 1. radiocarbon dating | 15. kinship group |
| 2. Ice Age | 16. savannah |
| 3. glacier | 17. mosque |
| 4. nomad | 18. matrilineal |
| 5. agricultural revolution | 19. feudalism |
| 6. maize | 20. manorialism |
| 7. civilization | 21. serf |
| 8. obsidian | 22. Renaissance |
| 9. kiva | 23. astrolabe |
| 10. pueblo | 24. caravel |
| 11. kachina | 25. line of demarcation |
| 12. slash-and-burn agriculture | 26. circumnavigate |
| 13. longhouse | 27. Columbian Exchange |
| 14. wigwam | |

Reviewing Key Facts

28. **Identify:** Dekanawidah, Hiawatha, Henry the Navigator, Bartolomeu Dias, Vasco da Gama, Christopher Columbus, Claudius Ptolemy, Pope Alexander VI, Amerigo Vespucci.
29. How and why did Asians migrate to the Americas during the Ice Age?
30. How do scientists determine the age of ancient artifacts?
31. Why did some Native American groups settle in villages while other Native Americans groups were nomads?
32. How and why did the arrival of camels affect the trans-Saharan trade in West Africa?
33. How did the religion of Islam spread throughout West Africa?
34. What were four major factors that encouraged European exploration in the 1400s and 1500s?
35. Why were Europeans searching for a sea route to Asia?
36. What new inventions increased agricultural yields in Europe in the Middle Ages?

Chapter Summary

Europe

- **A.D. 1095–late 1400s:** The Crusades, the emergence of strong states, the Renaissance, and new technology lead to European exploration of Africa and North America.
- **1400s:** European explorers discover gold and sugarcane, which leads to the first enslavement of African peoples by Europeans.
- **Late 1400s:** Europeans encounter the Americas and later colonize the area, leading to the expansion of the slave trade.

North America

- **About 30,000 years ago:** Asians begin migrating to North America.
- **Between 9,000 and 10,000 years ago:** Agricultural revolution begins.
- **A.D. 200–late 1500s:** Various Native American culture groups shaped by the environment develop.
- **1500s:** Native American groups begin to be affected by European diseases and military conquests.
- **1565–early 1600s:** Spanish and French establish towns in St. Augustine, Quebec, and Santa Fe.

Africa

- **A.D. 400–1450:** Various African groups with different cultures shaped by the environment developed in West, Central, and Southern Africa.
- **1300s and 1400s:** The arrival of Arabs and Europeans leads to the beginning of the slave trade; many cultures are destroyed by the demand for enslaved Africans.

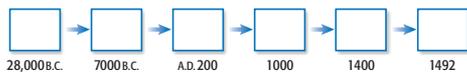
32. The introduction of camels revolutionized trans-Saharan trade because the camels could carry more weight and walk longer distances in a day than oxen and horses. Camels easily withstood the desert climate and could go for days without water.
33. It spread along the African trade routes using armed conquest and a sense of religious solidarity.
34. The four main factors were the Renaissance, new technology, desire for luxury goods from Asia, and advances in their understanding of world geography.
35. The collapse of the Mongol empire resulted in reduced trade with Asia while the demand for Asian luxury goods remained high. Europeans thought a sea route to Asia would increase trade.

Self-Check Quiz

Visit the *American Vision* Web site at tav.glencoe.com and click on **Self-Check Quizzes—Chapter 1** to assess your knowledge of chapter content.

Critical Thinking

- 37. **Analyzing Themes: Cultures and Traditions** How did environment, climate, and food supplies influence the lifestyles of early peoples in the Americas?
- 38. **Forming an Opinion** If you had been King Ferdinand or Queen Isabella, would you have agreed to support Christopher Columbus on his voyages to the Americas? Why or why not?
- 39. **Sequencing** Use a graphic organizer similar to the one below to list some major events in the early history of the Americas.



Practicing Skills

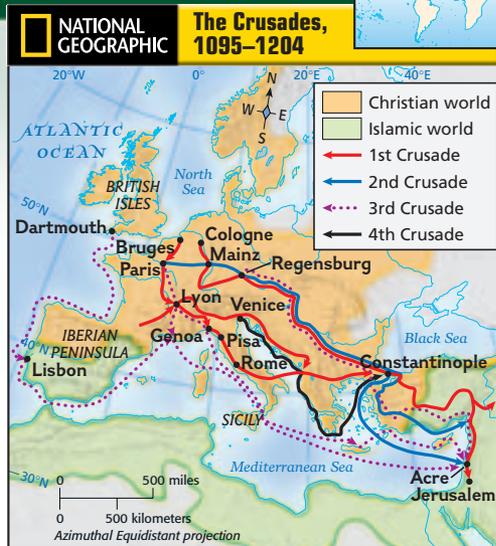
- 40. **Reading a Time Line** Refer to the time line at the top of page 45. Then answer the following questions.
 - a. **Interpreting Time Lines** What is the time span on this time line?
 - b. **Synthesizing Information** How much time elapsed between the publication of Ptolemy's *Geography* and Columbus's landing in America?

Chapter Activities

- 41. **Technology Activity: Using a Database** Search a library or the Internet to find information about the early civilizations in the Americas and in Africa that were discussed in this chapter. Build a database collecting information about the cultures of these early civilizations. Include information about religious customs and traditions, ways of making a living, government, and housing. Include a map showing the locations of these civilizations.
- 42. **American History Primary Source Document Library CD-ROM** Read "Letter From Christopher Columbus" under *Exploring the Americas*. Work with a few of your classmates to describe how Columbus mapped the region he visited.

Writing Activity

- 43. **Portfolio Writing** Choose an early civilization described in the chapter and write a script for a scene in a documentary featuring this civilization. Describe the location of the scene, what the scene would be like, and what the people in the scene would be doing. Place the script in your portfolio.



Geography and History

- 44. The map above shows the routes of the Crusades. Study the map and answer the questions below.
 - a. **Interpreting Maps** Which Crusade ended at Constantinople?
 - b. **Applying Geography Skills** Which Crusade traveled almost exclusively by land?



Standardized Test Practice

Directions: Choose the best answer to the following question.

As part of the Columbian Exchange, Spanish explorers brought such things as chocolate and tobacco from the Americas to Europe. What is one thing they brought from Europe to the Americas?

- A Hieroglyphic writing
- B Democratic government
- C Horses
- D Corn

Test-Taking Tip: Eliminate answers that don't make sense. For instance, the Spanish had a monarchy, not a democracy. Therefore, it would be illogical for them to bring democratic government to the Americas.

Have students visit the Web site at tav.glencoe.com to review Chapter 1 and take the Self-Check Quiz.

Chapter Activities

- 41. Encourage students to create fields for each category of information such as religious customs and ways of gathering food. Have students use their databases as a study tool.
- 42. Have several groups share their findings with the class and discuss ways that maps are made today.

Writing Activity

- 43. Provide samples of scripts for students to critique. Have students share their scripts with a classmate for review. Encourage students to make revisions based on the feedback they receive.

Geography and History

- 44. a. 4th Crusade; b. 1st Crusade



Standardized Test Practice

Answer: C

Test-Taking Tip: Encourage students to attach an approximate date or culture to each answer. For example, hieroglyphic writing was prevalent in ancient America and Native American peoples of Mesoamerica were cultivating maize (corn) long before Spanish explorers arrived. Therefore, you can rule out A and D.

- 36. Inventions included the horse collar and a better plow.

Critical Thinking

- 37. In dry areas the Native Americans found crops that would grow in the dry soil or they moved from place to place looking for food. In the damp coastal areas that did not support farming, the Native Americans became expert fishers. In mild climates where wildlife was plentiful, they hunted and trapped animals.
- 38. Students' opinions will vary. Students should be able to clearly defend their positions.

- 39. Students' time lines will vary. Students should be able to provide a reference for each of their time line entries.

Practicing Skills

- 40. a. 500 years; b. about 17 years (1475–1492)

Bonus Question ?

Ask: What role did the Roman Catholic Church play in Europe in the Middle Ages? (It promoted stability and order by having its own laws regarding marriage and morals.)