5th SS LEAP Practice Workbook
Week 1

1. Complete each day's work.
Week 1 Day 1
Chapter 1

Historical Thinking Skills

**Standard(s) Covered:** 5.1.1, 5.1.2, 5.1.3, 5.1.4
Key term activity found at the end of this chapter

**Researching History**

**History** is everything that has already happened. Events from yesterday are now part of your personal history. Most of us can remember things, either from yesterday or from long ago. That means we are all historians because we remember our past. Some people study for many years to become official historians. This means they spend their days at work examining what happened in the past. You will do some of this kind of work in this book. You will learn how to use sources and how to make judgments based on what you see. That’s one of the most important things about being an historian. You need to trust your own eyes.

You also have to find the right sources to trust. Published books are one of the best sources. This is because they have been edited and approved by many people before they are published. These days, many of us use the Internet as a major source of information. It’s important to know that not everything on the Internet is accurate or correct. When doing research on the Internet, it is best to use websites that end in .org, .edu, or .gov. This means that they are either business organization, educational institutions, or government sources.

**Primary and Secondary Sources**

The way most of us learn is through primary and secondary sources. A **primary source** is primary, meaning that it is close to the event or events. If you study the American Revolution, a diary or newspaper from that time is an excellent source. Either one of these will tell you a lot about the people and events. They usually cannot tell you everything you need to know—that’s why secondary sources are important.

A **secondary source** might be a book or an article about the American Revolution. The writers were not there. They are writing about things they did not see. However, there are great values to a secondary source. The writer of that book or article know many things about the Revolution that the writer of a newspaper did not. That’s why primary and secondary sources are so important to understand history.
Chapter 1 Historical Thinking Skills

<table>
<thead>
<tr>
<th>PRIMARY SOURCES</th>
<th>SECONDARY SOURCES</th>
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<tbody>
<tr>
<td>Public speeches</td>
<td>Textbooks and encyclopedias</td>
</tr>
<tr>
<td>Letters, diaries, or private journals</td>
<td>Peer-reviewed journals</td>
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<tr>
<td>Eyewitness accounts</td>
<td>Magazines and newspapers (could also</td>
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<tr>
<td>Clothing, tools, weapons, from a</td>
<td>be primary)</td>
</tr>
<tr>
<td>time period</td>
<td>Books or art representing the event</td>
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Let's take a look at these two sources.

**Source 1**
The Puritans were members of the Church of England who believed the church had not been properly "reformed" from its Catholic roots. They felt the Church was oppressing them with its policies. One group of Puritans wanted to separate themselves from the Church of England's congregation. They were called the Pilgrims, and they traveled to Plymouth Rock in 1620. The Plymouth Colony was one of the first successful British colonies in the New World.

**Source 2**
My wife and I are blessed to be in this new colony. Our church back home was not as reformed as we had hoped. There are many others who believe as we do. I pray they can find their way to the New World. There are many strong men and women of home here in the Plymouth Colony. I look forward to our new lives as we form this new family here, away from the Church of England.

Which source is the primary source? If you said Source 2, you're right. The author of Source 1 describes the Puritans in an educated manner. The author is describing who the Puritans were and what they believed, obviously much later than the events happened. In contrast, the author of Source 2 lived through the founding of the Plymouth Colony. This author describes the emotions he feels about the New World and his family's journey to finding their home away from the Church of England. Source 2 is a firsthand account, and it has a positive viewpoint toward the Puritans because the author is affected personally.

**Historical Perspectives**
The following is a first hand account of what it was like to be on a slave ship. Equiano was captured as a boy and made a slave.

At last, when the ship we were in had got in all her cargo, they made ready with many fearful noises, and we were all put under deck, so that we could not see how they managed the vessel. But this disappointment was the least of my sorrow. The stench of the hold while we were on the coast was so horrible, that it was dangerous to remain there for any time, and some of us had been permitted to stay on the deck for the fresh air; but now that the whole ship's people were confined together, it became absolutely full of disease. The closeness of the place, and the heat of the weather, added to the number in the ship, which was so crowded that each had scarcely room to turn over, almost suffocated us. This produced sweating, so that the air soon became unfit for breathing, from a variety of bad smells, and brought on a sickness among the slaves, of which many died, thus falling victims to the greed, as I may call it, of their purchasers. This wretched situation was again made worse by the irritating of the chains, now become unbearable; and the filth of the toilets, into which the children often fell, and were almost suffocated. The shrieks of the women, and the groans of the dying, rendered the whole a scene of horror almost unbelievable. Happily perhaps for myself I was soon reduced so low here that it was thought necessary to
keep me almost always on deck; and from my extreme youth I was not put in [chains]. In this situation I expected every hour to share the fate of my companions, some of whom were almost daily brought upon deck at the point of death, which I began to hope would soon put an end to my miseries. Excerpt from Olaudah Equiano Describes the Middle Passage, 1789

It is important to note there is more than one point of view to consider when studying history. People involved in past events view things differently. The same is true when studying events in world history. One must remember that the same event can be understood from different perspectives. For example, Americans who fought in the American Revolution saw themselves as patriots and heroes. The British saw them as criminals and rebels. Many Americans saw pioneers and settlers who ventured west as brave and heroic. Native Americans who lost their land to whites saw them as a threat. What people experience, their race, culture, and religion can all affect how they view history. Look at the two perspectives below.

**Perspective One:** The colonists felt Great Britain was unfair to the colonies. The government kept passing taxes and laws without the input of the colonists. The colonists were being taxed to help Great Britain pay off the debt it incurred in the French and Indian War. They felt it was right to rebel against Great Britain.

**Perspective Two:** Great Britain felt the colonies were betraying them. Great Britain believed that the colonies owed them for protection. The taxes were fair because of the services Great Britain provided. The British did not feel it was necessary for them to consult with the colonists about laws and taxes. The American Revolution was considered treason by the British.
# Historical Perspectives to Consider

<table>
<thead>
<tr>
<th>Political</th>
<th>How did a period or event affect government, rulers, etc.?</th>
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<tbody>
<tr>
<td>Social</td>
<td>How did different levels of society view an event or period? How were people of that society affected? How did the event change or reinforce the social makeup?</td>
</tr>
<tr>
<td>Economic</td>
<td>What economic effect did the event or period have? How did these economic effects influence future events?</td>
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## Political Cartoons

From the beginning of our country, newspapers helped shape political viewpoints. One of the first political cartoons was featured in the *Pennsylvania Gazette*, a newspaper owned and run by Benjamin Franklin.

The powerful message he conveyed helped spark the French and Indian War. His message was clear: Unite or be attacked by French and Indian Allies. At that time, the colonies were operating independently. Franklin warned them: Unite or Die.

Historians spend much of their time studying **causes and effects**. They try to determine what factors caused specific events in history. They also want to uncover what effects these events had on things that happened later. Why did people begin farming? How did farming change over time?
Activity 1
For this activity, find a partner. Each of you choose a group of people to which to belong. For example, you could be a Native American and your partner is a settler. Write down some questions to ask each other. The exercise is to help you understand the different perspectives from different groups of people. Write down your perspectives on your paper.

Timelines

Timelines are visual images. They help us understand when events occurred. People have used timelines for most of human history. The first timelines were probably drawn in sand or carved in stone. Today, we have more sophisticated ways of making timelines. But the principle – the way they work – is almost entirely the same.

Horizontal timelines run from left to right. The events that happened first are to the left-hand side. Events that happened later are on the right-hand side.

Vertical timelines run up and down. The events that happened first are usually at the top of the timelines. The events that happened later are at the bottom. The timeline to the right is an example of a vertical timeline. It shows us events that either happened in Louisiana or had an impact on Louisiana. From the timeline, we can see that the Battle of New Orleans was fought before the Erie Canal was completed. This is important. It means that there was no way to float people and goods until the year 1825. We also see that the US won its war against Mexico in 1848, or thirteen years before the US Civil War began.

Knowing when events occurred has a big impact on us today. We know that some events happened earlier than others. But looking at the timeline helps us place those events in historical perspective. That means we can see what happened first, what happened later, and what happened last.

Let’s look at a timeline about ancient pre-Columbian history. It is called pre-Columbian because many of the dates are before (pre-) Christopher Columbus traveled to the Americas. We will learn more about this time period in later chapters, too.

Based on this timeline, many civilizations were around long before the US existed. These peoples and empires grew and thrived for centuries. These people lived and worked and passed on their culture. But much – maybe most – of their history was not recorded in writing. Some of it is preserved through oral histories. But some of it has been lost.

History is constantly changing. New items, people, and places are uncovered all the time. Machu Picchu is one of the best examples of this. This gorgeous set of temples and palaces was built sometime in the 1400s. But the people who lived there disappeared, and the place was forgotten for hundreds of years. The site was rediscovered in 1911, and in 2007, it was named a New Wonder of the World.
Week 1 Day 2
Activity 2
You are a part of history. Each event in your life is a moment in history. Using your paper, make a
timeline of your life. Example events can include the year you were born, when you went on a trip,
and when you moved to a new town. You can add many life events. You will present your timeline to
the class.

Determining Word Meanings
When you read important historical texts, you will probably find the language and the way sentences
are phrased very different from the way you speak today. It may seem strange or even complicated.
It is easy to get discouraged by your research if you do not know the meanings of words or phrases.
However, context, the ways that words change, and parts of speech can help you figure out these texts.

I cannot promise that we shall find the gold, but I shall do my best with the knowledge that has
come down to me. If I fail, we must try in other directions. Since then no reliable news concerning
them has been heard, but rumors have from time to time come from that direction to the effect that
there is a great and wealthy city there.

You can use several strategies to decipher what Henty is saying. The character who is speaking is a guide
named Dias, and he is trying to help two brothers find gold. However, there may be words you do not
know. As an example, let's say you are not familiar with the word reliable in the second sentence. First,
you can look at context. Henty uses the phrases "with the knowledge that has come down" and "rumors
have from time to time," hinting that he is not sure if there is gold or where they can find it. Then, you
can look for patterns of word changes to see if you know any part of a word. You might know words like
relying (depending on) on and see that reliable is similar.

With all of these clues in mind, what do you think reliable means? Most likely, when something is reliable,
it means it means it can be depended on. The guide is looking for news that he can depend on to tell him
where the gold is. You have figured out the word without having to look it up.

Practice 1: Researching History

1. Below is a list of historical events. Create a timeline showing the correct order in which they
happened. Note: You may have to look up the dates of these events on your own.
   - A founding of Jamestown
   - B Columbus “discovers” America
   - C the battle at Lexington and Concord
   - D Constitutional Convention
   - E Pilgrims land in Massachusetts
   - F Francisco Pizarro conquers the Incas

2. What type of history is passed down through spoken stories?
   - A written
   - B oral
   - C paintings
   - D primary sources
3. Which three of the following would be considered primary sources in relation to the Revolutionary War?
A. a novel about the Revolutionary War written in 1807
B. a pamphlet about the war written by a British newspaper editor in 1777
C. a letter from George Washington to the Continental Congress, written in 1780
D. an encyclopedia article published in 1857, describing the Battle of Saratoga which was fought in 1777
E. an 1864 diary entry by Confederate soldier Sam Watkins about the Revolutionary War
F. a letter written by a South Carolina woman to her nephew in 1775, explaining why she believed in the revolutionary cause

4. Which two of the following are examples of oral history?
A. a story told by the Greek poet Homer about the Trojan War
B. a book written by a famous expert on the history of language
C. a diary entry written by a girl in Jefferson Parish, Louisiana, about a loud and heated argument she heard
D. a story told by a French woman to her granddaughter in 1462 about how the English ravaged a large section of France during the Hundred Years’ War, which ended in 1453.
E. a tale of the Trojan War, The Iliad, written by Homer several centuries after the war took place
F. a story told by a Russian scientist to a group of elementary students about how she thinks human technology will look 200 years from now

5. Usually historians consider a primary source to be better than a secondary one. But this not true 100 percent of the time. Can you imagine a situation – maybe from your own life – in which a secondary source might be better than a primary one?

6. Which of the following sources is not secondary?
A. encyclopedia
B. magazine
C. peer-reviewed journal
D. telegram sent during the Civil War

7. In what two ways can a timeline help you study history?
A. by telling you the causes of major historical events
B. by telling you when major historical events occurred
C. by listing historical events in reverse order, a system intended to jog your brain
D. by explaining in detail how events on the timeline relate to one another
E. by sometimes giving you clues as to how one historical event on the timeline might relate to another event
F. by always telling you the exact dates, not only of major historical events, but also of minor ones
Chapter 7 Historical Thinking Skills

Read the two quotations below. Then answer the question that follows.

A

"God has surely smiled upon us! He favors us with this great land upon which we have set foot. Surely, by his divine wisdom, He gives it to us to rule over and to establish his kingdom on earth. May God bless our great king who, in his mercy and grace, gave us way to travel to this New World and establish this great, Christian society."

—New England colonist, 1600s

B

"The spirits of our fathers shed tears. The lands our people have hunted, fished, and cultivated for thousands of years are torn from us. The peace we knew before the white man is no more. It will not come again."

—Native American leader, 1600s

8. How do the two quotations above reflect different points of view concerning European colonization?
Chapter 1 Key Term Activity

Fill in the blank with the correct word.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
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<tbody>
<tr>
<td>primary source</td>
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<tr>
<td>historical perspectives</td>
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<tr>
<td>word of mouth</td>
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<tr>
<td>secondary source</td>
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<td>point of view</td>
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<td>timelnes</td>
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<tr>
<td>oral history</td>
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We all have personal histories. We are all historians of our own lives. Often, we can remember things that happened. But sometimes our memory fails us. That's when we look for two types of sources.

1. ________________ is very close to the event. Eyewitness accounts are good examples of this. 2. ________________ is removed from the event by the passage of time. That doesn't mean it has no use, however.

3. ________________ are images that show us the sequence of events. We know, for example, that we went to first grade long before we went to fifth grade. Timelines help us with our 4. ________________. By seeing what came first, second, and third, we gain a good idea of how and why things happened.

Because we all have personal histories, we also all have our own 5. _________________. This means that we look at an event or situation from our own unique way of seeing things. Part of being an historian is to trust what our eyes show us. But we still make mistakes sometimes.

6. ________________ is an ancient site located in the mountains of Peru. People had forgotten all about it. But the 7. ________________ of the Incan and Peruvian people informed us that there was some place like this lost to memory. When Machu Picchu was rediscovered, it was a good example of how 8. ________________ can guide the historians of today.

Key terms are defined in the book's glossary.
Answers to Key Term Activities and chapter reviews are found in the Teacher's Guide.
Week 1 Day 3
Early Native American Cultures

Most historians believe the first people to reach America came on foot. They walked across a land bridge from Asia sometime more than 12,000 years ago. The land bridge was made of ice. It existed during the last Ice Age. This was a time when the planet was icy and very cold. Much of the world’s water froze. When the Earth warmed, much of the ice melted. Today, Asia and America are separated by the Bering Strait. It is named for a Russian explorer who came in the 1700s.

The descendants of these first people are called Indians, Native Americans, or indigenous people. The word “Indian” comes from Christopher Columbus, who thought he had arrived in India. The term “Native American” shows that these were the first people to settle in North America. And the term “indigenous people” applies to any group of people who have lived in one place for a very long time.

Native Americans had different cultures depending on where they lived. Some Native Americans lived in forest regions. They hunted forest animals and built homes out of wood. People close to lakes and oceans fished. Native Americans in fertile areas learned to farm. People in cold regions built homes out of ice and hunted cold-weather animals. Where Native Americans lived and the natural resources they had determined their culture.
Arctic Cultures

Early Native Americans settled along the coasts of Alaska and northern Canada. They came from Siberia around 3,000 BCE and lived in isolation for almost 4,000 years before they disappeared. Their environment affected the way they lived. The weather was too cold for farming. **Arctic Native Americans** hunted and fished to survive. Two main Arctic tribes were the Inuit and the Aleut. The Inuit are also known as Eskimos. The Inuit lived mostly in Canada and Greenland, while Aleuts lived in Alaska. Both tribes hunted seals, caribou, and polar bears. They depended on these animals for food, clothing, and shelter.

During summer months, Arctic Native Americans lived in tents made of animal skins. During the winter they lived in houses built of snow and ice. Inuit people drummed, danced, and engaged in throat singing for entertainment. For transportation, the Inuit used dog sleds on land and kayaks in water.

Inuit religious practices included animism. This means that the Inuit believed animals, plants, and other things have spirits. The Inuit also believed in shamanism. This means that wise people of the tribe can communicate with spirits.

Subarctic Cultures

**Subarctic Native Americans** lived in northern Canada between the Atlantic Ocean and the Rocky Mountains. They fished and hunted moose and caribou. They lived in tents or roundhouses. The Innu and the Cree were major subarctic tribes. They spoke different dialects of the Algonquin language.

Subarctic Native Americans were nomadic (moved from place to place). They would move to another location when the seasons changed. In the summer, they relied on rivers and streams for travel. They used long, thin boats called canoes. During the winter, they used sleds to travel over snow and ice. In their religion, the Subarctic tribes believed spirits inhabited everything and must be respected.

The ancestors of modern Native Americans arrived in what is now the United States at least 15,000 years ago, possibly much earlier, from Asia through Beringia. Beringia is an area of land in Russia near the Bering Strait. A vast variety of peoples, societies, and cultures subsequently developed.

It is not known when the subarctic area was first inhabited. When Europeans first encountered Subarctic peoples, there were 23 tribes with no central government.

Ancestors of Alaska Natives migrated into the area thousands of years ago, in at least two different waves. Some are descendants of a third wave of migration in which people settled across the northern part of North America. They never migrated to southern areas. For this reason, genetic studies show they are not closely related to Native Americans in South America.
Chapter 2  Native Americans

Northwest Cultures

Northwest Native Americans lived on the West Coast of North America. Tribal land stretched from southern Alaska to northern California. Northwest tribes included the Chinook, Haida, and the Coast Salish. Like many early cultures, they were hunters and gatherers. They gathered berries, roots, and plants for food. They hunted sheep, goats, elk, deer, and other animals. They ate the meat of these animals. They used their skins for clothes and shelter. They used the bones to make tools and weapons.

Northwest Native Americans relied on the thick forests of the region. They used wood to build houses and make tools. Some of their homes were one hundred feet long. They also built canoes which seated 20 warriors. Families were large in size. Parents, children, grandparents, aunts, uncles, and cousins often lived together. Northwest Native Americans had religious celebrations. They also traded goods with Native Americans from other villages and regions. They used totem poles to record their history, stories, and even to shame people who committed a crime. Men and women would wear necklaces to show they were wealthy.

The Northwest Native Americans passed down their culture, beliefs, and history orally. They used stories, songs, and dances to pass these down to their children.

They had stories about why things in nature occurred, for example, the changes in season. There were also stories about how each group first appeared in this world. All of these stories were passed down to the following generations by word of mouth.

The people of the Northwest believed that they were surrounded, at all times, by supernatural beings interfering with the natural world. According to their beliefs, spirits were connected to all plants and animals.

The Shaman, or Medicine Man, was the number-one link between the spirit world and the natural world.

California Inter-Mountain Cultures

California Inter-Mountain Native Americans lived in the mountains and valleys of Utah, Nevada, Arizona, and California. Tribes included the Shoshone and Pomo tribes. They were hunters and gatherers. They gathered nuts, berries, and grain. The women would make flour from rice seeds. They hunted deer, sheep, birds, and other animals. They fished the rivers, streams, and lakes of the region.

Inter-Mountain Native Americans lived in thatched houses made of wood and dry vegetation. They used animal skins to stay warm in the winter. They wore very little clothing in the summer. They often stored food for the winter and used shells and precious stones as money. Additionally, the tribes in California were famous basket makers. It became a sign of their cultural heritage.
Similar to the Northwest Native American religion, ceremonies and beliefs of the California Native Americans were based on animism.

**Activity 1**
Imagine you are in one of the Native American tribes you've learned about so far. Using your paper, write a short story about being a part of one of these tribes. How does your tribe feed itself? How do you travel from place to place? These are some of the things to mention in your story. You will present your story to the class after it is finished.
Week 1 Day 4
Plateau Cultures

Plateau Native Americans lived in Idaho, eastern Oregon, Washington, western Montana, and parts of southern Canada. Some tribes include the Spokane, Salish, Walla Walla, and Umatilla people. They hunted, fished, and gathered food. They believed all living things had a spirit and would say prayers for the animals they killed for food.

Plateau Native Americans lived in houses which protected them from the cold during the winter. In the summer, they lived in mat houses that were cooler. Some tribes lived in teepees. They traded with Native Americans from other villages and regions. Plateau tribes were expert basket makers. They would also make bedding and hats from the grasses.

Southwest Cultures

Southwest Native Americans lived in Arizona, New Mexico, Colorado, and parts of northern Mexico. The Pueblo, Apache, Navajo, and the Anasazi are just a few of the Southwest tribes. They hunted and gathered nuts for food. They also farmed. They grew maize (corn) and made flour from grain. They also grew beans, squash, and melons.

The earliest peoples of the Southwest were part of the Cochise culture. This group lived in the region from about 7,000 BCE to around 4,000 BCE.

Southwest Native Americans often lived in adobe houses (houses made of mud or soil). The clay brick homes often had many levels. They used irrigation to raise crops. Irrigation means that people use water from a nearby water source to water crops in dry areas.

There are several tribes in this area known as Ancestral Puebloans. Pueblo means “village” in Spanish, but the name often referred to the type of dwelling this tribe built. They
Chapter 2 Native Americans

resided in the “Four Corners” of the United States: where Utah, Colorado, Arizona, and New Mexico meet. The Anasazi were known as Ancestral Pueblos. The Apache tribe were some of the fiercest warriors in Native American culture. Geronimo was a famous Apache Indian. In the Navajo culture, women owned property, and the home passed from mother to daughter. The Hopi culture made famous pottery and turquoise jewelry.

The religion of the Southwest Indians was animism and shamanism. Animists believe the world is filled with living entities: the Sun, moon, rain, thunder, animals, plants, topographic features, and many things of nature are all alive and have a spirit attached to them.

Eastern Woodland Cultures

Eastern Woodland Native Americans lived in the northern United States from the Atlantic Ocean to Minnesota. Some Woodland cultures lived as far south as the Carolinas. They hunted, gathered, fished, and ground grain into flour. Men and women worked the fields of crops. A few of the Woodland tribes are the Mohawk, Seneca, Iroquois, and the Onondaga.

The Woodland cultures carved beautiful works of art out of stone. They mined copper and precious metals. They traded and built large towns. Eastern Woodland Native Americans were also known as Mound Builders. They built mounds out of the earth as stages for ceremonies. Mounds also served as sacred burial sites. Some tribes used the mounds as homes. The Iroquois Confederacy was the largest combination of tribes. They had an unwritten constitution, and their confederacy showed great stability.

Southeast Cultures

Southeast Native Americans lived in the southeast United States from Texas to the Atlantic Ocean. The Cherokee, Choctaw, Caddo, Creek, and Natchez are some Southeast tribes. They hunted deer and other animals. They gathered nuts, fruits, and grain. One group was the Mississippian. The Mississippian relied on rivers. Their houses were often rectangular or round. The rooftops were covered with sunbaked clay or thatch.

The Mississippian created works of art. They also made costumes, jewelry, blades, pipes, and many tools. They were also Mound Builders and lived
in towns. Sometimes, these towns had thousands of people in them. Their mounds were meant to carry on religious celebrations. The Mississippian were also farmers, and they grew corn, beans, and squash. These three plants are sacred to the Native Americans.

Other Southeast tribes had unique features. A man named Sequoyah created the Cherokee alphabet and set up a newspaper for the tribes. The Natchez Native Americans were also mound builders and made their clothing from tree bark. Southeast tribes loved to play stickball, which is like modern lacrosse. A few of the Southeast tribes were relocated to reservations in Oklahoma in 1838 on the Trail of Tears.

**Plains Cultures**

The **Plains Indians** lived in the Midwest. They lived on the grasslands that stretch from Illinois to the Rocky Mountains. The **Lakota, Cheyenne, and Pawnee** were some of the Plains tribes. Some Plains Indians farmed. Many relied on the buffalo. They moved from place to place following buffalo herds. They ate buffalo meat. They used buffalo hides for clothes and shelter. Buffalo bones were used to make weapons and tools. Buffalo became a sacred animal to most of the Plains Indians. Since there were not many trees on the plains, Plains Indians used buffalo manure to build fires. They lived in teepees made of animal skins.

When the Spanish brought horses to the New World, the Plains Indians rapidly began to use them. The Plains Indians had already hunted buffalo for generations. But the sudden appearance of the horse made their lives even better. Now they could ride swiftly after the buffalo. The Plains Indians also believed in the Great Spirit. They believed that all plants, animals, stones, and clouds possessed spirits. Plains Indians believed in a great god, the Sioux called that god the Wakan Tanka, meaning the Great Spirit. The Plains believed that the Earth was the mother of all these spirits, and that each could be prayed to. People who were blessed, or "wakan," were called Shamans, and they were healers who had received a sign from the Great Spirit. Ceremonies were usually held during the warmer months, when nomadic groups united.

| Eastern, Southeast, and Plains Native American Population Map |

**Activity 2**

Pick any tribe from any region. Do some extra research to learn more about the tribe of your choice. You will give a short speech to your class on some facts about the tribe you picked. You can choose topics like their religion or what family life was like for the tribe. Use your paper and knowledge.
Week 1 Day 5
Practice 1: Early American Cultures

1. Describe how natural resources affected the cultures of early Native Americans.

2. What did many Native American tribes wear to stay warm?
   A. grass shirts
   B. animal skins
   C. bark cloth
   D. wool shirts

3. Below is a list of early Native American cultures. Fill in this map of North America by labeling or shading where each culture lived hundreds of years ago. Do your best to fill out the map without looking back at the chapter.
   Arctic       California Inter-Mountain       Eastern Woodlands
   Subarctic    Plateau                       Southeast
   Northwest    Southwest                      Plains
4. The two most important elements of the Southwest Indians’ religion were—
   A shamanism.  B Roman Catholicism.
   C buffalo worship.  D Protestantism.
   E animism.  F agnosticism.

5. ____________ was a sacred animal for the Plains tribes.

6. Write down three ways the Native Americans used mounds.

7. Why did the Northwest tribes build totem poles?

8. Plains Indians used buffalo for— (Select four correct answers)
   A bones to make weapons.  B hides to make clothes.
   C bones to make plows.  D manure as fertilizer.
   E hides instead of firewood for the making of fires.
   F manure to build fires and ensure tribal members stayed warm.