



Chapter 1 The Native Americans Meet the English

Scope and Sequence

Early English-Indian Contacts

- Squanto
- Trade

The Native People

- Wampanoag
- Mi'kmaq
- Iroquois and Algonquian Nations

Banding Together

- Great League of Peace
- Native religion

Chapter Goals

In this chapter, we discuss the first inhabitants of the Northeast region—the Native Americans. This is not an exhaustive study of the native peoples of the region but focuses on a few groups (the Wampanoag, Mi'kmaq, and Iroquois) as illustrative of the topic. The teacher should point out to students that despite superficial similarities, Indian cultures displayed significant differences, not only in terms of language, but in the arts to which they attained (such as the Mi'kmaq's mastery of writing) and governmental structures (such as the Iroquois Confederacy). Students should see that such accomplishments reveal a high degree of cultural sophistication in Native American culture.

What Students Should Know

- Europeans came to the Northeast region as well as other parts of North America to trade in beaver skins. Beaver skin was the best and most valuable trade item from North America north of Mexico, because it was in high demand in Europe for making hats.
- The Wampanoag and the Mi'kmaq represent two of the Native American peoples found in the Northeast region. The Wampanoag lived along the coasts of Massachusetts and Rhode Island. Because they lived on the eastern coast, they were called “People of the Dawn.” The Mi'kmaq lived further north, on the coast of Maine.
- Wise men and women, called sachems, were chosen as leaders among the Wampanoag. The Wampanoag were hunters and engaged in fishing and gathering shellfish. Women gathered fruit and nuts. The Wampanoag were farmers as well, planting such crops as corn, beans, and squash, which they called the “three sisters” because they grew well together.
- The Mi'kmaq were a nomadic people who followed the animals that were their source of food. They hunted with bows and fierce dogs. The moose was an important source of food and held a certain cultural importance: one was not considered a grown man or permitted to marry until he killed a moose. The Mi'kmaq were the only Indians in what is now the United States to have writing. They wrote on birch bark, using marks like little pictures. Both the Wampanoag and Mi'kmaq spoke Algonquian languages.
- In western New York and Pennsylvania lived other tribes who spoke the Iroquois language and were enemies of the Algonquian people. Before the coming of the Europeans, five of the Iroquois-speaking peoples made an agreement to join together in a league, called the *Haudenosaunee*, “People of the Longhouse.” The league was so named because families lived in long buildings made of bent sticks covered with bark and wooden boards. These houses were gathered together into small towns surrounded by wooden walls. Another reason for the name may have been that the Iroquois lived together in a confederacy like families gathered in a longhouse. The five nations agreed to live together in the “Great League of Peace,” which kept peace among the Iroquois nations for many years and still exists today. Europeans called this league the Iroquois Confederacy.
- The Haudenosaunee have many legends about the founding of the Iroquois League. They tell how the league was founded through the efforts of Dekanawidah (called the Peacemaker), the Mohawk warrior named Hiawatha, and Jigonsaseh, a woman called the “Mother of Nations” and the “Peace Queen.” According to one legend, Hiawatha and Dekanawidah convinced the Mohawk, Oneida, Cayuga, and Seneca tribes to live in

peace and never to eat human flesh. With the help of Jigonsaseh, they convinced the fierce Onondaga chief, Tadodaho, to join the confederacy by combing snake-like tangles from his hair. Hiawatha, too, promised Tadodaho that he would be head sachem if he joined. Because of this, the head sachem of the Iroquois Confederacy always comes from the Onondaga tribe and is called the *tadodaho*. Hiawatha and Dekanawidah convinced the Mohawk, Oneida, Cayuga, Seneca, and Onondaga tribes to live in peace with one another and never to eat human flesh. This was the Great League of Peace.

- Native peoples of the Northeast had a kind of money called wampum. The name means “white shell beads,” because native women made small white and purple beads from shells. These beads were drilled with dry stone drill bits and woven into strips called wampum belts. Native peoples gave wampum as a gift and used it to remember events, tell stories, and send messages.
- Students should be able to identify the following places on a map (Use the map on page 12 of the text): the Atlantic Ocean, Hudson River, Ohio River, and Delaware River. They should be able to indicate where the Iroquois, Wamponoag, and Mi’kmaq (Micmac) lived.

Chapter Checkpoint

1. Why were beaver skins so valuable in North America and in Europe?

Beaver skins could be used to trade with the natives. Because the skins were used for high quality hats in Europe, those who obtained them could use them as objects of a lucrative trade.

2. Explain the importance of the “three sisters” for Native Americans.

The “three sisters”—corn, beans, and squash—were an important source of food. They grew well together and benefited each other in the growing process.

3. What was unique about the Mi’kmaq people that was not present in other tribes?

The Mi’kmaq had a form of writing that other Indian peoples did not possess.

4. Why were the Iroquois known as the “People of the Longhouse” while others called them the Iroquois Confederacy?

The Iroquois lived in longhouses made of sticks and wood. The league was so named because families lived in long buildings that were gathered together into small towns surrounded by wooden walls. Another reason for the name may have been that the Iroquois lived together in a confederacy like families gathered in a longhouse. The Iroquois Confederacy was the European name for the five Iroquois-speaking tribes who had joined in the league.

5. Who was Hiawatha, and why was he important to the Iroquois League?

With Dekanawidah and Jigonsaseh, Hiawatha worked to bring peace to five Indian nations, forming the Haudenosaunee (Iroquois Confederacy). Hiawatha helped convince Tadodaho of the Onondaga to join the Haudenosaunee and follow the Great League of Peace.

6. What is wampum? What other item was important to trade that would be considered a form of wampum for a different tribe?

Wampum was created from white shell beads and was used as a form of money to trade with others. The beaver pelts that were traded to the Europeans could also be considered a form of wampum in a different tribe.

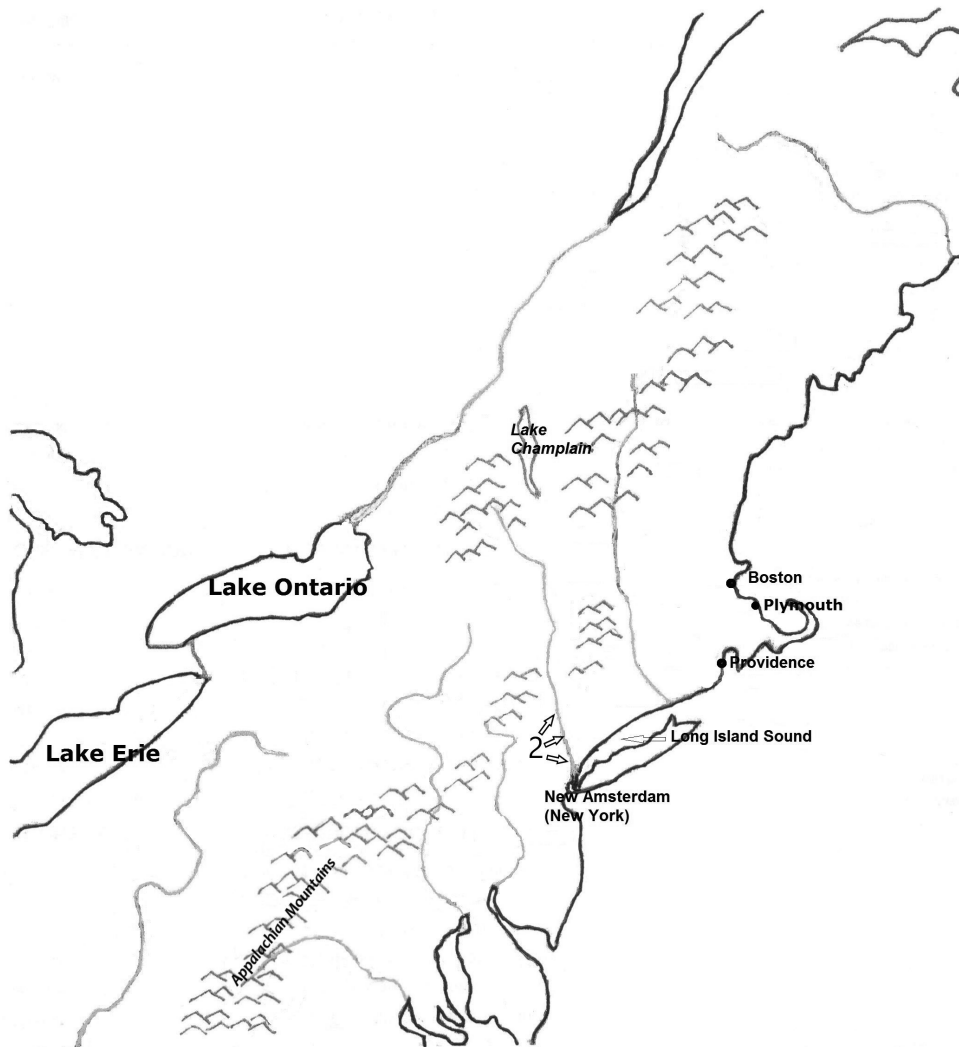
Geography Challenge

Using an outlined map of the Northeast region, label the areas where the various native tribes discussed in the chapter lived. Create a map key using identifiers for the tribes based on things you learned about each group (e.g.: a long house for the Iroquois, a sun for the people of the dawn, etc.). The teacher may use the map on page 22 of this manual for an answer key.

Vocabulary and Important Names

1. This term describes what were the three important plants to the natives. (**three sisters**)
2. Name five of the native tribes of the Northeast region. [*Possible answers: Penobscot, Arosaguntacook, Kennebec, Pigwacket, Cowasuck, Sokoki, Penacook, Nipmuck, Wampanoag, Pequot, Mohegan, Nauset,*

Chapter 1 Geography Challenge Map



- Narraganset, Mattabesic, Iroquois (Seneca, Cayuga, Onondaga, Oneida, Mohawk), Pocumtuc, Susquehanna, Erie, Lenni Lenape]**
- Name the five tribes that were the key contributors to the Great League of Peace? (**Seneca, Cayuga, Onondaga, Oneida, Mohawk**)
 - What name did the native tribes use for the Great League of Peace? (**Haudenosaunee**)
 - Who did not want his people to join the Haudenosaunee? (**Tadodaho**)

Chapter Extra: Make a Script

Directions: Create a readers' theater related to the conversations to get tribes to join the Great League of Peace.

Using information from the chapter, create a readers' theater script with three to four characters who are discussing joining the League of Peace. You may focus on tribes that are interested in joining or not interested in joining the group. Be certain to use the names of the tribes and people from the chapter when creating your script.

Chapter 1: Sample Quiz I (pages 13–15)

Please answer the following in complete sentences.

- What were the Wampanoag called because of where they lived?
- What were the leaders of the Wampanoag people called?
- What three plants were called “the three sisters”? Why were they called that?
- What did the Mi'kmaq tribe have that no other northeastern tribe had?

Answer Key to Sample Quiz 1

Students' answers, of course, should only approximate the following.

- The Wampanoag were called “People of the Dawn.”
- The leaders of the Wampanoag people were called *sachems*.
- The three sisters were corn, beans, and squash. They were so called because they grow well together and support each other in the growing season.
- The Mi'kmaq people had a written language.

Chapter 1: Sample Quiz II (pages 15–19)

Please answer the following in complete sentences.

- Give one reason why the Iroquois were called “People of the Longhouse.”
- How did Hiawatha convince Tadodaho to join the Iroquois Confederacy?
- Name three of the five member tribes of the Iroquois League.
- What name did the northeastern tribes give the polished shells they used for money?

Some Key Terms at a Glance

sachem: (SAY-chem or SAH-chem): a chief of a North American Indian tribe

Answer Key to Sample Quiz II

Students' answers, of course, should only approximate the following

1. The league was so named because Iroquois families lived in long buildings that were gathered together into small towns surrounded by wooden walls. Another reason for the name may have been that the Iroquois lived together in a confederacy like families gathered in a longhouse.
2. Hiawatha convinced Tadadaho by combing the snake-like tangles from his hair. Hiawatha, too, promised that Tadodaho would be head sachem if he joined.
3. *Possible answers:* Seneca, Onandago, Mohawk, Oneida, Cayuga
4. The natives called the polished shells *wampum*.

Chapter 1: Sample Test

Please answer the following in complete sentences.

1. What was the most valuable trade item from America north of Mexico as far as Europeans were concerned?
2. How were the Wampanoag and Mi'kmaq alike and how did they differ in how they obtained their food? How did their differences affect how they lived?
3. What native people were called the "People of the Longhouse"?
4. What was the Great League of Peace? Who made up this league?
5. What was wampum?
6. Who was Tadodaho? Who convinced him to join the Haudenosaunee and how?
7. What were the three sisters?
8. Identify which of the following place names belong with the numbered places on the map your teacher gives you.

a) Ohio River	c) Delaware River
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- | | |
|-----------------|-------------------|
| b) Hudson River | d) Atlantic Ocean |
|-----------------|-------------------|
10. On the same map, write the names of the Iroquois, Wampanoag, and Mi'kmaq tribes where they belong.

Answer Key to Sample Test

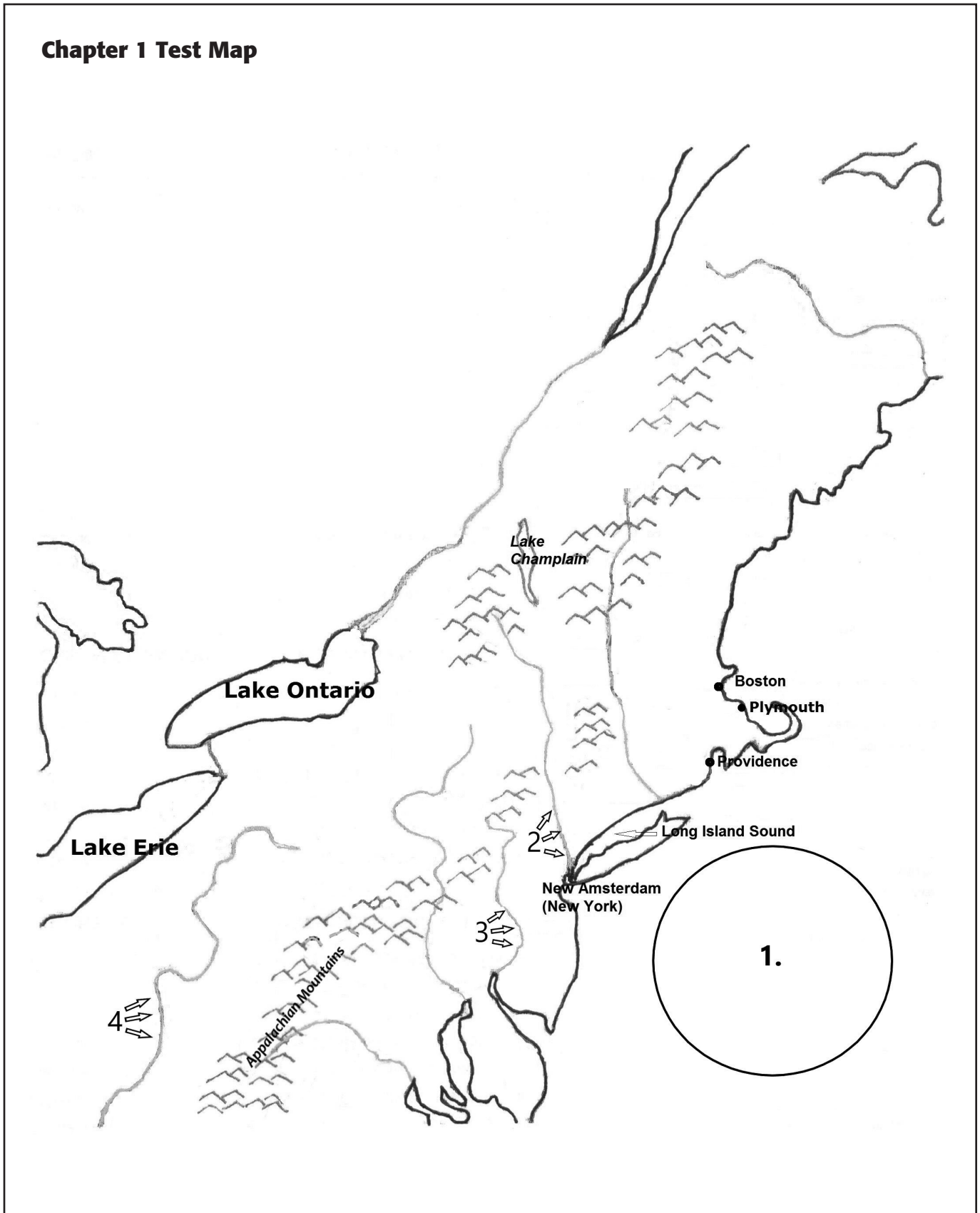
Students' answers should only approximate the following.

1. The most valuable trade item for Europeans in America north of Mexico was beaver skins.
2. The Wampanoag and Mi'kmaq tribes were both hunter and fishing people. The Wampanoag, however, also were farmers, unlike the Mi'kmaq. This difference meant that the Wampanoag did not wander like the Mi'kmaq, who followed the herds.
3. The People of the Longhouse were the Iroquois.
4. The Great League of Peace was an agreement between the Iroquois nations to live together in peace. Five Iroquois nations made up the league.
5. Wampum was made from white sea shells that were used like money in trade between native peoples.
6. Tadodaho was the chief of the Oneida who did not want to join the Haudenosaunee. Hiawatha, Dekanawidah, and Jigonsaseh convinced him to join the confederacy by combing the snake-like tangles from his hair and promising him that he would be head sachem if he joined.
7. The three sisters were corn, beans, and squash.
8.

a. 4	c. 3
b. 2	d. 1
10. See map on page 22 of this manual. The pertinent tribal names are enclosed in boxes.

For a free electronic file of all tests and quizzes included in the teacher manual, please contact sales@CatholicTextbookProject.com.

Chapter 1 Test Map



Chapter 1 Test Map Answer Key

Native American Nations of the Northeast



Resources for Further Student Reading

The Algonquin (First Reports—Native Americans), by Natalie Rosinsky

The Rough-Face Girl, by Rafe Martin and David Shannon

Peace Walker: The Legend of Hiawatha and Tekanawita, by C.J. Taylor

Hiawatha (Picture Puffins), by Henry Wadsworth Longfellow (*Advanced. Best read aloud*)

Children of the Longhouse, by Joseph Bruchac

Life in a Longhouse Village, by Bobbie Kalman

The Mi'kmaq (Micmac): How Their Ancestors Lived Five Hundred Years Ago, by Rugh Holmes Whitehead

Minegoo Mniku: The Mi'kmaq Creation Story, by Sandra Dodge

People of the Breaking Day, by Marcia Sewall